

FACULTY OF EDUCATION

OPERATIONAL PLAN 2005-2007

Dedicated to Francis Quarles (1592-1644)

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FACULTY OF EDUCATION

PART A: FACULTY VISION AND STRATEGIC DIRECTIONS

A1 FACULTY VISION

The focus of the work of the Faculty of Education is learning and development — the learning and development of individuals of all ages, and of organisations and communities.

We are committed to advancing the public interest through high quality, innovative and ethical research, teaching and community service that takes seriously the complexity of the local and global horizons of a public university. To this end, we will create and pursue opportunities that strengthen and sustain a vibrant intellectual community.

Our vision is of:

Graduates drawn from diverse communities who are capable, ethical citizens of the world, distinguished by their knowledge, intellectual engagement and professional skill, and their innovation and flexibility.

Research practice and scholarly output that is recognized locally and internationally for its originality, rigour and impartiality, and advice and services that inform and lead professional practice, public debate and policy, and community action.

An environment — intellectual, social, physical and web — that challenges, enthuses and supports all to learn and excel and which sustains productive working relations characterised by parity of respect, contribution and recognition.

To strengthen and sustain our capacity to realise this vision, we will become increasingly self reliant, vigorously pursuing new opportunities while managing an effective balance between diversification, growth and consolidation. We will privilege forms of diversification that align most closely with our research and teaching priorities and strengths.

A2 ABOUT THE FACULTY

The Faculty of Education is located on three Australian campuses, Gippsland, Peninsula and Clayton, and teaches offshore in Singapore. While the majority of our 3100+ students are Australian residents, our 300+ international students come from approximately 50 countries. We are a broad-based and pluralist educational community. Our staff and students have a wide range of discipline backgrounds, thus we offer a variety of teaching and research perspectives, orientations and expertise.

Our teaching

Our courses span initial and further education for teachers of early childhood, primary, secondary and adult learners, counselling and human development, sport and outdoor recreation, and capacity building for individuals, organisations and communities. We recognise that students have a wealth of experiences and expertise that can enhance both their own learning and that of others. Thus our pedagogies acknowledge the contributions to learning that are made by both staff and students. The majority of our courses are available both on and off campus, and are complemented with on-line learning materials.

Our undergraduate and graduate courses

Almost half of our students (42%) are undergraduates in initial teacher education ranging from early childhood to adult, or in sport and outdoor recreation. These courses are in considerable demand attracting approximately two thirds of all first preference applications in the state of Victoria. Another quarter (27%) is enrolled in graduate diplomas that provide initial teacher education for students who have a Bachelors degree in a non-Education field. Primary and Secondary Education and Sport and Outdoor Recreation are offered at Gippsland, Early Childhood and Primary Education at Peninsula, and Secondary and Adult Education at Clayton. Within our teacher education program we offer 25 curriculum specialisations ranging across the humanities and social sciences, creative and performing arts, mathematics and sciences, business and information technology.

Our post-graduate courses

One fifth (20%) of our students are enrolled in postgraduate coursework leading to Post-graduate Certificates and Diplomas, and Masters by Coursework. They are drawn from formal and informal education settings and a wide range of occupations concerned with human and organisational development and learning. Our postgraduate coursework offerings are flexible and diverse, recognising different starting points and pathways to learning. We offer Work and Learning Studies with specialisations in Adult and Vocational Education, Educational Leadership, Organisational Leadership, Mentoring and Coaching and Community Development. Global Learning, Language and Culture studies includes specialisations in International Education, Teaching Languages Other Than English, Teaching English to Speakers of Other Languages, Teaching English as a Foreign Language and Literacy Studies. Curriculum and Professional Studies offers special pathways in Literacy Studies, Mathematics and Science Education, Music Education, Information and Communication Technologies in Education (ICTE) and Early Childhood Education. Our Psychology pathways include Counselling, Mentoring and Coaching, Educational and Developmental Psychology and Inclusive Education.

Our research degree courses

The Faculty has a large research preparation program with 12% of our students (over 340) enrolled in higher degrees by research at both masters and doctoral levels. Many other students undertake honours degrees or a significant research project as part of their coursework Masters degree, and in this way can gain access to doctoral programs. Our doctoral programs offer supervision and support leading to both PhDs and EdDs. The Doctor of Education (EdD) has been offered since 1991 and provides an opportunity for professionals to undertake a research-based

program of study that makes a contribution to knowledge that advances professional practice. The PhD is expected to make a contribution to knowledge. Graduates from our doctoral programs now occupy senior positions in education and in research in many countries.

Our research

A commitment to producing knowledge that links academic and professional knowledge in ways that enhance professional practice is a motivating force for many of our academic staff. We have been involved in a series of ARC linkage projects that have considered teaching standards in different subject areas: science, maths, English, history and early childhood education. We host the National Centre for History Education, which aims to build an internationally recognised Australian research community in history education and are known for our work in civics and citizenship education. We also hosts PEEL, the Project for Enhancing Effective Learning, which is an ongoing collaborative activity between academics and teachers operating as a network of autonomous groups of teachers who take on a role of interdependent innovators. Other faculty members work more locally with schools and school clusters in Victoria, supporting school-based research in which teachers develop as researchers. Teachers have opportunities to use their experience in these research projects to gain research qualifications, including the EdD and our research Masters degree.

The Faculty has a national and international profile in various fields of education research. There is a long tradition of research in science and mathematics education that is now being extended through formal linkages with Kings College London. This field of inquiry extends into broader research on teaching and learning and professional practice. The Centre for Work and Learning Studies draws together researchers with profiles in policy studies and studies of work, organisation and leadership. This work interfaces with academic studies of globalisation, international education, cross-cultural and cross-national policy and practice undertaken through MCRIE, the Monash Centre for Research in International Education. The Monash University-ACER Centre for the Economics of Education and Training (CEET) focuses on the contribution of education and training to economic and social development and the implications for education and training of the changing nature of the Australian economy. Much of the work is concerned with improving the knowledge base for policy development and implementation.

Staff working in psychology conduct significant NHMRC and ARC funded studies and engage in professional research which has made serious contributions to knowledge. The Krongold Centre for Exceptional Children and the Elwyn Morey Centre for Early Intervention each have strong reputations for their work with children.

Language and literacy, early childhood education, sport and outdoor recreation, and studies of cultural difference and youth have also provided contexts in which staff have built distinctive individual research profiles and communities of research students. We are now engaged in growing numbers of local, national and international consultancies. This work is highly valued in the Faculty, offering significant opportunities for close engagement with the professions that we serve and providing access to situations and conversations for purposes of research.

A3 FUTURE DIRECTIONS

The Faculty of Education will support Monash University's values and strategic directions by our attention to quality and to the local and global horizons of all that we do. We will seek a balanced portfolio of high quality teaching and research on each of our campuses and, wherever we operate, locally and internationally, we will strive for fidelity to the research-teaching nexus that we believe to be the essence of a university education

1 Courses, teaching and learning

Strategies relating to *teaching and learning* will be directed towards achieving:

- 1-1 Curriculum that is current, theoretically and practically rigorous, internationally oriented and locally relevant and promotes professional ethics of care and justice.
- 1-2 Varied and productive pedagogies that challenge and extend all students intellectually while being respectful and inclusive of difference.
- 1-3 Course structures, policies and procedures that are efficient and sustainable while enabling innovative and flexible teaching, learning and assessment.
- 1-4 Rigorous and transparent quality assurance processes that inform all aspects of the curriculum of the Faculty and engender confidence in and satisfaction with outcomes.
- 1-5 High demand for the Faculty of Education's courses from a diverse range of students.

We will extend our global engagement through international teaching relationships particularly but not only in the Asia Pacific region and provide expanded opportunities for our students to learn and work in different cultural settings. We will further develop our relationship with our local communities — schools and public and private organisations — providing students with models of communities of learners at all stages of development in all kinds of settings.

We will develop innovative and flexible approaches to course delivery that offer face to face and virtual learning and pastoral care sites for students to support connections between students and peers and between students and staff. We will implement quality assurance processes and provide professional development opportunities to ensure teaching approaches, materials and resources that are contemporary, engaging and professionally presented. Through integrated data management and innovative web design we will integrate and manage the educational facets of students' course experience including academic study, fieldwork, professional and community experiences and administration.

2 Research and scholarly practice

Strategies relating to *research and scholarly practice* will be directed towards achieving:

- 2-1 A clear and focused research profile which gives the Faculty of Education an identity, recognition and impact within its various research fields nationally and internationally, and influences policy and practice more broadly.
- 2-2 A culture of innovation and support that is vibrant and actively removes constraints to imaginative, high quality and impartial research practice.
- 2-3 Each academic Faculty member with her or his own productive research agenda and pursuing a distinctive intellectual trajectory.
- 2-4 Research induction that enables participants to pursue rigorous and ethical research practice in a range of different educational and occupational contexts, including for academic careers in universities.
- 2-5 A diversity of research supports that resource and acknowledges a diversity of innovative research outcomes.

An immediate focus will be the successful functioning of research groupings within the Faculty. These groupings will contribute to increased research productivity and reputation by:

- concentrating staff expertise in ways that consolidate existing and emerging research strengths;
- mentoring and working with staff who are 'new researchers' within the group, to assist in their writing of research proposals and recognised publications and generally support the development of their track records;
- being a focus for research development plans for extending opportunities and undertaking funded and contract research and consultancy work;
- providing a structure for communicating our research expertise and strengths to students and other scholars, assigning supervisors to new research students and facilitating the research training of these students;
- making our research work more visible outside the Faculty.

We will further the development of international research and professional networks on all continents and enhance the attractiveness of the Faculty of Education to international staff, students and visitors. Our research engagement with our local communities will strengthen links with schools and regions and also expand further into public and private sectors.

3 Faculty environment

Strategies relating to the *faculty environment* will be directed towards achieving:

- 3-1 A high quality physical and resource environment for learning and working
- 3-2 A friendly, efficient and inclusive organisational environment for students that encourages their engagement, autonomy and learning
- 3-3 A friendly, efficient and inclusive organisational environment for staff that supports high quality research, teaching and administration
- 3-4 High quality and diverse staffing for all facets of the Faculty of Education's activities.
- 3-5 All members of staff contributing productively and striving to excel in an atmosphere of fairness, trust and respect.

We will focus on ensuring the continuance of a vibrant intellectual community and a welcoming and friendly, efficient and effective learning and working environment even as we grow and diversify. In recognition of the different benefits of face to face and computer mediated interaction, we will seek innovative and robust approaches to each that facilitate communication and provide staff and students with a common and connected Monash experience, whatever their location or the extent and nature of their engagement with the Faculty.

We will encourage and support innovation, resourcefulness, flexibility and cooperation amongst staff, in order to develop satisfying, efficient and effective ways of working that further enhance our research and research training, our teaching and our management of the student experience. In this regard, we will invest in improvements to our IT content management and review our current administrative practices to identify areas for improvement and to increase seamlessness of activities. Our policies and practices will be premised on productive working relations characterised by parity of respect, contribution and recognition.

4 Faculty development

To support the managed growth and expansion of high quality research and teaching programs, strategies for the *sustainable development* of the faculty will be directed towards achieving:

- 4-1 High demand for the Faculty of Education's commercial research and consultancy services in fields that align with its research and development priorities
- 4-2 High demand for the Faculty of Education's award and non-award full fee based courses drawing a diversity of students from Education and non-Education sectors
- 4-3 Leadership of a diverse range of influential relationships with industry, community and the professions that enhance the reputation and position of the Faculty and its capacity to engage in productive research, teaching and community service

4-4 Business practices that are highly regarded within the Faculty and externally as efficient, ethical and effective in returning benefits to the Faculty and its staff and to its clients.

To secure these ends, we will seek to position ourselves so that we pro-actively influence the shape of, as well as respond to, emerging market opportunities. In this regard, we will also be selective in our responses to opportunities, by ensuring that we make strategically informed choices and commitments that are aligned with our capabilities, resources and priorities.

The maintenance and furtherance of our profile and reputation in teaching and research depend on the range of our existing partnerships and networked relations with other key groups, and their consolidation, and on the continued identification and expansion of the numbers of such partnerships. We will continue, therefore, to foster goodwill and trust in our dealings with customers and partners. Within the framework of scholarly values to which we stand committed, our aim will be to respond as flexibly as possible by, for example, customising our programs to meet their immediate and long term needs.

FACULTY OF EDUCATION

PART B: OPERATIONAL PLAN 2005-2007

The greatest challenge faced by the Faculty of Education is our capacity to maintain an appropriate balance between diversification, growth and consolidation. We understand very well the need to enhance faculty productivity and progress and at the same time support faculty members to lead a productive, satisfying and balanced professional life. The formula for achieving this balance, however, is proving elusive.

The Faculty is proud of its success in meeting the new challenges facing higher education. These are the result of the goodwill, effort and talents of faculty members, both general and academic, at all levels. Some of the rewards are beginning to flow. We have begun to improve the physical environment for learning and working on each campus, offer equity scholarships, provide improved support for teaching and research, more than double budget allocations for IT, conference travel and professional development and, importantly, to take some risks in investing in new developments. These have come, however, at considerable cost in terms of the pace, intensity and level of complexity at which faculty members are working. While our efforts of recent years have meant that we have been able to invest in excellent new staff, both general and academic, who bring additional skills, varied experiences and new perspectives to further enrich the faculty, the net increase in staff has not kept pace with the increased work demands. As we noted a year ago, the challenge we face is to undertake the work needed to diversify and grow and at the same time maintain and enhance our research productivity, the quality of our teaching, student support and the organisational and work culture, and promote and enable an appropriate work-life balance.

The Faculty has resisted the temptation to put forward faculty specific strategic initiatives as "Strategic Initiatives". Some of our priorities for 2005 will require strategic funding from within the faculty budget and others will require a longer-term investment in people. We seek the university's endorsement of their general direction but none of them alone is of a nature or magnitude that warrants submission as a strategic initiative of university wide significance.

We believe that our progress over recent years is a result of a combination, firstly, of working on getting the fundamentals of research, teaching and services right and, secondly, of more actively defining and positioning ourselves — our knowledge and skills, our research and teaching — within the external community, seeking to influence the shape of, as well as respond to, emerging opportunities. Therefore, and as foreshadowed a year ago, for the triennium beginning 2004, our focus for 2005 will continue to be on the following major priorities.

B1 MAJOR PRIORITIES 2005

Across all Faculty portfolios and each campus, the priorities over this triennium are the:

- successful functioning of broad research groupings
- quality teaching, particularly in relation to distance/on-line delivery, diversity and assessment
- improvement of the communicative environment for staff and students
- consolidation and enhancement of relations with external agencies, partners and networks
- replacement of less with more productive work practices
- appropriate staffing of the various facets of our work.

In addition, the Faculty is undertaking an Academic Review in 2004, which we anticipate will suggest additional or alternative priorities for the coming years.

Research groupings

We consider that the successful functioning of research groupings is of critical importance in helping us to manage the various facets of progress. These cross-campus clusters will provide a

focus for research development plans in the traditional sense of research. They will provide the basis for determining which development activities we undertake, that is, how we influence the shape of as well as respond to emerging market opportunities. They will ensure the currency and research orientation of our teaching. Finally, they will have a major role in enhancing the extent and quality of the communications and networking of staff and post-graduate students.

We are at present identifying and defining areas of expertise where there is an actual or emerging critical mass of staff engaged in research, teaching and professional activities. We are investing in leadership for each key area and, from 2005, will invest more systematically and strategically in post-doctoral fellowships and visiting scholars and associates to enhance these research groupings. We will continue to fund research development work for individuals and groups, improve our research infrastructure and continue to use the Performance Management Scheme to mentor and guide staff into focussing more consistently and strategically on their research trajectory. The production of research and development plans will be a major activity for 2005, as will the development of appropriate principles and practice for funding research groupings.

Quality teaching

It is not unreasonable to expect an Education faculty to model exemplary adult teaching practice for its own students and for the University as a whole and one of the roles of the research groupings will be to ensure that our programs reflect and inform best practice. We have put in place a quality assurance process and schedule for our courses and units. However, our skill base is limited in some areas. Until recently, a relatively small minority of academic staff have been involved in distance and/or on-line delivery and the instructional design issues are often new to them. Considerable academic and general staff development is required to ensure that sufficient high quality 'tuition' is provided for students studying in modes other than regular on campus face-to-face classes, that the pedagogies adopted are innovative, excellent and appropriate to adult learning whether at a distance, in intensive blocks or on-line, and that all learning resources are of a high professional standard. In addition, we are increasingly concerned that work intensification has had a negative impact on the quality of feedback on assignments and on turnaround times.

In 2005, we will prioritise professional development relating to the pedagogical practices and implications of flexible delivery, student diversity and globalisation for both curriculum and assessment. We will continue to invest in support staff with web and desktop publishing skills and professional development for existing general staff. With academic staff, we will focus particularly on three areas of quality teaching and learning. They are, firstly, the pedagogy of distance and/or on line 'delivery', secondly, recognising and addressing diversity and difference, and, thirdly, assessment and feedback (including also professional and academic conduct). With general staff in academic services, we will focus particularly on the production of professionally designed and presented print and on-line resources.

Communicative environment

The Faculty regards effective communication, as we grow and diversity, to be the major contributor to a productive and inclusive faculty environment for staff and students. In order to release time for staff and student interaction for less routine aspects of our work, we must make optimal use of technology to mediate more routine and procedural aspects of communication. We will continue improve our web environment for both students and staff. Early in 2004 we launched a new public website and a website for staff and in 2004-5 we plan to develop systems to ensure the ongoing currency, accuracy and professionalism of the web environment at a cost we can afford.

Although the Faculty of Education is not large, we are organised as a single department spread over three campuses and our operational strands extend vertically through campuses. We therefore need to work actively to ensure good flows of information in all directions and a high level of collegial interaction. During 2003 and 2004, we invested in improving staff room and meeting room facilities on the Clayton campus. The Pro-Vice Chancellor Gippsland has released a room in the main wing of our Gippsland space and will provide some funds for minor works to enable us to

develop a staff and postgraduate student facility for meeting informally and formally. During 2005, the Faculty will invest in refurbishment of that area to optimise its use.

In 2005, we will extend the development of 'The Meeting Place', a flexible integrated IT platform which will provide a learning and pastoral care site for on and off campus students and 'remember' students, managing and supporting their interaction with each other, learning, placement and fieldwork, professional experience and course progress. This project should enhance quality and efficiency. To support learning and pastoral care, we will also begin the development of Learning Centres on each campus for use by students enrolled in campus and distance modes. These virtual and physical meeting places together reflect our commitment to flexible course and unit delivery with porous borders between courses and units offered on different campuses, in different locations and in different modes. The intention is that the Learning Centres will provide a sense of connectedness and pastoral care even when the specialist teacher in the field is on another campus, and will provide a model for site-based delivery outside Victoria. Virtual study centres will simulate this for students who are isolated for reasons of geography, or family or personal circumstance. The intention is to induct all students into an academic and professional community, providing them with greater flexibility without the corollary of greater isolation.

External relations

There are both increasing opportunities and greater imperatives to broaden, firstly, the base of local and international students in award and non-award courses, secondly, the base for funded research and professional services and, thirdly, the opportunities to form research and teaching partnerships for the enhancement of the innovativeness and quality of each. We judge the greatest potential for growth in local student load to lie with cohort based post-graduate programs in organisational capability, leadership, counselling, and work and learning studies directed at public and private sector professionals involved in human resource development, and possibly also in special education/early intervention directed at childcare and school sector professionals. International load, both off and on-campus, is likely to grow mostly through the expansion of our offshore award courses into Hong Kong and possibly also India and China. We have begun to market particularly our graduate entry teacher education programs in Canada and expect enrolments to grow over the next several years. We are also increasingly attracting cohorts of international students to Australia for short non-award courses, some from direct relationships with overseas institutions and some from tendering through AusAid and other funding organisations.

Realising these opportunities involves lengthy relationship building, which is very resource intensive. Particularly because we are a relatively small faculty with a commensurately small service capacity, the challenge is to be strategic and focussed in our diversification. Our local approach is to focus on relationships that are most likely to enable us to integrate our core teaching and research functions. We now need to work more systematically and strategically on developing and maintaining relationships internationally that link both teaching and research. At present, however, the opportunities are greater than our capacity to respond to and evaluate and our capacity to nurture and maintain existing relationships is also under some stress.

Consequently, in 2005, we will emphasise the importance of synergies between our research and development plans and our load expansion plans. We will undertake further refinement of our policies, procedures and management strategies for developing and maintaining alliances and partnerships with external organisations. To support each of these, the Faculty will invest in further staffing for the Faculty Development Office.

In addition, we have recently signed a memorandum of understanding with the University of Jyväskylä in Finland to undertake joint research and research training in work and learning in collaboration with universities in several European countries. This international research collaboration is linked to wider research capacity building and teaching initiatives based in cross faculty, cross university and industry partnerships. Its long term progress will depend upon sourcing funding. For 2005, however, the Faculty will provide seed funding to release time to take the relationship building and initial development forward.

Productive work practices

To help make the above affordable, we will need to eliminate unnecessary and/or hidden work, find more automated ways of undertaking necessary but routine work, and ensure the efficiency and effectiveness of non routine work. The Faculty now has well developed approaches to costing new initiatives but we are somewhat less well disciplined at controlling the amount of actual work undertaken. For example, in seeking to diversify our student base, the labour involved in tailoring a course to a particular specialist group may be significant but masked if staff spend more time in preparation than we have accommodated in the teaching load estimations used in costing. This hidden work does have an effect on the time available for quality research, teaching and student services, and the result may be a net loss to our capacity to achieve our vision.

Reconfiguring our work across teaching, research, governance and administration will require the confidence and will power to give up familiar practices and the imagination and resources to find new and better ways. This has become critical as the successful diversification of our activities has brought new operational challenges requiring the definition and redefinition of roles and responsibilities and the strategic allocation and reallocation of our human resource. Addressing these operational issues will be a priority for 2005-6.

On the administrative side of our work, the Faculty had intended to undertake process mapping and process reengineering of administrative support services during 2004. This is not possible within our present human capacity and will therefore require a strategic investment of funds. We are unlikely to be able to release these funds for 2004, however, and still meet our budgetary targets and now propose to undertake it in 2005. As part of that process we will also aim to reduce any unproductive compliance or reporting activities. On the academic side of our work, for two years we have planned to review our suite of Faculty policies, procedures and course structures to identify and remove any unnecessary compliance and paperwork, inconsistencies and unintended inhibitors to innovation and flexibility in teaching and assessment, but have not undertaken the task. The delay is due to real capacity constraints but is self defeating and we do plan to do it in 2005. Consistent with this, we will review our undergraduate Bachelor of Education programs with the goal of optimising the balance between consistency and efficiency of structure and content, and flexibility and innovation of teaching and learning for staff and students.

Appropriate and strategic staffing

Productivity can almost always be enhanced and efficiencies are almost always possible and the above priorities and strategies are directed at these. Nevertheless, our staffing levels place at considerable risk our capacity to flourish. Monash is fortunate in the level of commitment, expertise and hard work demonstrated by the general and academic staff of the Faculty in reversing the downward spiral that threatened it five years ago. The strategies we adopted to effect this improvement, however, have resulted in the escalation of workloads across both the academic and administrative domains. In relation to academic work, increases in student staff ratios in no way reflect the extent of the increases in workload, the latter being as much a result of the amount and intensity of work needed to diversify our income sources, enhance quality and excellence, and fulfil new reporting and compliance tasks, as to the actual growth in student numbers. Nevertheless, the SSR reflects the escalation in academic workload in the Faculty, relative to Monash as a whole and to the sector (see Appendix C). At present it is 4% higher than the system wide average, 27% higher than the Education average in the Go8 universities and 37% higher than the average of our four research benchmark competitors, none of which are spread over several campuses. Contrary to the strategic directions of the University our research performance could easily spiral down.

Similar comparative data for general staff is difficult to obtain and interpret since universities vary widely in what is administered where. However, an increase in student enrolments, contracts and tenders, and reporting and compliance activities with little growth in staff numbers, translates into increased workload for general staff as much as for academic staff. Since the proportion of general to academic staff has remained reasonably constant, our view is that the academic student staff ratio acts as a reasonable proxy for workloads for general staff.

There is a tension between investing more in people or in infrastructure and, of course, more people also require more infrastructure. Furthermore, the anticipated (and deserved) salary increases will place added strain on the Faculty's budget. Nevertheless, we plan to budget for growth in both general and academic staff numbers in 2005, consistent with responsible budget management and our strategic directions.

B2 CAMPUS DIRECTIONS

Having reconfigured some DEST load allocations between campuses for 2004, we do not anticipate significant shifts in campus directions or relative load distribution for 2005 (see Part C, p 41). We anticipate overall growth of 8.3% from planned load for 2004 to planned load for 2005, and a further 3.8% for 2006. This includes an estimated increase of 10% per annum in international enrolments and 30% in Australian fee-paying enrolments. Across all campuses in the triennium 2005-7, we expect to see growth in our fee for service activities such as short courses, award courses delivered under contract to cohorts, and consultancies, although these are likely to continue to be particularly strong for the programs delivered by Clayton. Growth rates of up to 25% per annum over the coming triennium are being targeted in each of short courses and consultancies. This level of growth will need to be resourced, including additional staff and facilities, and will be incorporated into our financial and building plans.

Clayton Campus

The Clayton campus forms the largest part of the Faculty of Education and as such has a number of different foci to its work. Within the broad framework provided by our common commitment to 'the learning and development of individuals of all ages, organisations and communities', we see the Faculty at Clayton excelling in teaching and research in four broad and overlapping program areas: Work, learning and leadership studies, Curriculum and professional studies, Global learning, language and cultural studies, and Human development and counselling studies. Our undergraduate and graduate teacher education courses at Clayton prepare teachers for the secondary and adult education levels and our psychology programs prepare students for diagnostic and counselling work in schools, other public and private organisations, and private practice. Our postgraduate programs are directed at people in the school and TAFE sectors and in human and organisational learning and leadership in the public and private sectors.

The Clayton campus attracts the most able school leavers of those entering undergraduate Education in Victoria each year and did so in 2003. In 2002, half of the students entering the Clayton campus had ENTERS over 90. In 2003, the number of students with ENTERS over 90 increased, but the proportion dropped to 35% because early in 2003 the Faculty took unplanned for Science/Education students to enable Monash to meet its commitments in relation to science targeted places. These additional students had ENTERS in the mid to high eighties. Given the shortage of teachers in these fields, and the general quality and success of the students, the Faculty believes this was a socially and educationally responsible decision to make. At the postgraduate level, leadership studies and counselling each showed considerable growth with the potential to attract fee-paying students from beyond the education sector and Work and learning is also beginning to attract cohorts of students. The Master of Counselling was successfully launched in Singapore. There has been considerable growth in short courses in TESOL especially those delivered under contract to cohorts of international students.

In 2003 (for 2004), we won two Discovery Grants at Clayton, each in the Work, learning and leadership area. While this is a small number, there were only nine Discovery grants awarded in the field of Education nationally. Publication rates continued to improve. We also appointed two professors who will provide leadership in two of the program areas.

In 2005, the Work, learning and leadership program will further develop relationships with a number of major Victorian TAFE institutions. Through partnerships, we will deliver cohort-based Masters courses to staff in TAFE, sponsored and/or supported as part of their staff development

and capacity building activities, engage in joint research projects including but not only through the research projects of TAFE staff enrolled in HDR programs and, in some cases, arrange articulation of TAFE courses into university courses. We will also decide whether to expand our leadership programs into Hong Kong. We have recently signed a memorandum of understanding with the University of Jyväskylä in Finland to undertake joint research and research training in work and learning in collaboration with universities in several European countries. This international research collaboration is linked to wider research capacity building and teaching initiatives based in cross faculty, cross university and industry partnerships. Also in 2005, the Global learning, language and cultural studies program anticipates further development of cohorts in award and non-award TESOL courses through partnerships with Asian Universities. We will actively seek opportunities for the Curriculum and professional studies program area to diversify its activities, and the Human development and counselling program will further investigate the feasibility offering award and/or non-award courses in Special Education in India. We have recently won two large tenders with DE&T to provide a Masters degree program for 120 aspiring principals and to provide a mentoring program for over 600 principals over four years and managing these well will be a major priority for 2005. Finally, faculty at Clayton will be actively engaged in planning for the refurbishment and or rebuilding of Building 6 proposed for 2006-7.

We will continue to enhance our research by supporting a vibrant intellectual community of scholars in the four program focus areas. Through appointments in 2003 and 2004, we now have professorial level leadership in each, also each includes highly talented teachers and researchers and has considerable potential for development and diversification. Research groupings are likely to resonate broadly with these program areas although not precisely.

Gippsland Campus

The Faculty of Education sees the Gippsland campus excelling in teaching and research in Sport, Health and Outdoor Recreation and in School and Community Education. Sharing our common focus on 'the learning and development of individuals of all ages, and of organisations and communities', the particular emphasis of the Gippsland campus is on youth from early adolescence to adulthood and on providing and developing leadership in relation to health and well being, and capacity and resilience for individuals, organisation and communities.

The Faculty at Gippsland had a very successful 2003. The quality of our undergraduate students increased remarkably from 34% of undergraduate school leavers with ENTERS over 80 in 2002 to 48% in 2003. Also in 2003, 55% of teacher education commencers had ENTERS over 80 compared with a state average of 44%. The cross campus Work, learning and leadership group launched the Master of Organisational Leadership locally in Gippsland with the endorsement and support of the Gippsland Community Leadership Program.

There was a substantial improvement in research outcomes. Faculty at Gippsland won an ARC Linkage Grant in History Education and the National History Centre won a second round of funding worth \$1 million dollars over three years. Of the 12 ongoing/contract academic staff in 2003, two completed their doctorates and a further three were enrolled in doctorates, ten published in at least one DEST category, five had HDR students, two became newly qualified to supervise research students and another two partially qualified.

In 2005, we will diversify our student base at Gippsland modestly through internationalisation and investigate the practicality and desirability of graduate/postgraduate level award and non-award courses for those in sport, health or recreation oriented fields and youth and welfare oriented educational programs. The focus will be health, well-being, capacity and resilience building for individuals, organizations and communities. We will assess the viability of offering, from 2006, a Graduate Certificate in Adventure Guiding and Outdoor Leadership to capture from both the tourism industry and those retraining to teach outdoor education. We will re-structure the BSOR single degree to have a stronger health and physical activity focus (for Australia and Singapore) and review the health offerings available and required to make an on-campus health curriculum method viable. A priority for 2005 will be to work with the Pro-Vice Chancellor's office to develop a

strategy for upgrading the physical facilities to ensure, at worst, their adequacy for the Sport and Outdoor Recreation program and, at best, their capacity to enhance the opportunity for the Gippsland campus to be regarded as the one of 'first choice' for people in this and associated fields. We will also work towards offering the Graduate Diploma of Education full time on campus from 2006 for targeted curriculum areas (it is presently offered part-time by distance) with the intention particularly of creating a richer on-campus experience for existing and prospective students. Finally, we are presently negotiating to offer a Masters degree in TESOL to academics from Taizhou Normal University, Taizhou having a sister city relationship with Traralgon. There is no specialist expertise in TESOL at the Gippsland campus, so the course will largely be taught by Clayton based staff, with the residential component being Gippsland based, thus supporting the regional sister city relationship and the goal of bringing international students on campus.

In 2005 and beyond, we will continue to enhance our research by supporting a vibrant intellectual community of scholars at the Gippsland campus that includes research students at both the honours and higher degree levels. A new cohort linked to the Education Precinct will see significant growth in research student numbers. Research excellence will be fostered through working in close collaboration with colleagues within and beyond their research grouping. The planned development of a designated meeting and socialising space for staff and postgraduate students will facilitate this. We will form rich links with the local community, including school and other sectors, but strive to be outward looking, national and international in our orientation. In this regard, we will support staff in actively seeking partnerships with academics within their field nationally and internationally. In particular, in 2005 we will fund a visiting professor to work in an ongoing mentoring capacity with the Sport and Outdoor Recreation group who are mostly in the early stages of their research careers.

Peninsula Campus

The Faculty of Education sees the Peninsula campus excelling in teaching and research broadly in primary and early childhood education. The focus of the Faculty at Peninsula on 'the learning and development of individuals of all ages, and of organisations and communities' is realised through its extensive school and community engagement and outreach activities into the Peninsula region and the orientation of much of their work to leadership in relation to the social, emotional and intellectual development of children from 1-12 years. The emphasis is particularly, but not only, on those experiencing economic, educational and other forms of disadvantage.

The Faculty at Peninsula had a very successful 2003, in both teaching and research. The quality of our undergraduate students improved quite remarkably with 70% of ENTERS over 80 compared with a state average of 44% and compared with 63% for a similar market at the University of Melbourne. We now enrol the strongest cohort of students in primary and early childhood education in the state at the Peninsula campus. In part this improvement is due to the calibre of students enrolled in double degrees. These double degrees are each taught over two campuses (Peninsula and Clayton or Peninsula and Caulfield), which is seen by a good proportion of students as an advantage rather than a disadvantage. The option of double degrees for primary teachers is an innovation that will in our view enrich the profession considerably.

In 2003, we also developed a new qualification, the Bachelor of Early Childhood Studies offered locally and in Singapore that has proven an immediate success in enrolments and feedback from enrolled students. We anticipate a flow on of students from Singapore coming to Australia to study at the post-graduate and research levels in future years. We plan also to offer the Master of Education (Early Childhood) in Singapore late in 2004 or early 2005. This will share a number of units with the successful Leadership Masters, since the degree is aimed at those in leadership roles on early childhood settings.

There was a substantial improvement in research outcomes. Of the 19 ongoing/contract academic staff in 2003, two completed their doctorates and a further 6 are enrolled in doctorates. Publications tripled (66 publications, 34 in DEST categories), with 14 (74%) staff publishing in DEST categories. Four became newly qualified to supervise research students and a further 6

partially qualified, and 11 had HDR students. Faculty at Peninsula led a consortium that won a \$1 million tender with DEST to develop early intervention programs in literacy and numeracy.

In 2005, we will continue to diversify the student base at Peninsula through internationalisation, both on and off shore. We are currently investigating possibilities for partnerships in India that may bear fruit for 2005. We anticipate offering more flexible and innovative options for Australian undergraduate students (including possibly through Open Learning Australia), and expect modest expansion of the postgraduate and HDR student numbers on campus. We will continue to shift HDR load to Peninsula to reflect student demand. While it is still 'blue skies thinking', in collaboration with Clayton based colleagues and the newly appointed professor in education psychology, we will investigate diversifying teaching and research at Peninsula to include work with exceptional children and early intervention, which is consistent with the anticipated health focus of the campus and may link with possibilities in India. We are also investigating joint work with WIZO on fostering the social and emotional development of very young children living in economically disadvantaged circumstances through the National Australia Bank/Yachad scholarship fund. Also 'blue skies', we will investigate the feasibility of linking with the proposed Science High School concept and extending our existing relationships to form a regional mathematics, science and technology primary school. Finally, we will work on developing partnership activities with the new childcare centre on campus.

We will further diversify our income sources through consultancies and contract work both locally and internationally, and we will enhance our research by supporting a vibrant intellectual community of scholars in primary and early childhood education at Peninsula who increasingly work in collaboration with colleagues at Gippsland and Clayton and who form partnerships with academics nationally and internationally.

B3.1 COURSES, TEACHING AND LEARNING

(CURRICULUM PORTFOLIO)

Our vision is of graduates drawn from diverse communities who are capable, ethical citizens of the world, distinguished by their knowledge, intellectual engagement and professional skill, and their innovation and flexibility.

Outcomes

- 1-1 Curriculum that is current, theoretically and practically rigorous, internationally oriented and locally relevant, and promotes professional ethics of care and justice.
- 1-2 Varied and productive pedagogies that challenge and extend all students intellectually while being respectful and inclusive of difference.
- 1-3 Course structures, policies and procedures that are efficient and sustainable while enabling innovative and flexible teaching, learning and assessment.
- 1-4 Rigorous and transparent quality assurance processes that inform all aspects of the curriculum of the Faculty and engender confidence in and satisfaction with outcomes.
- 1-5 High demand for the Faculty of Education's courses from a broad range of students.

Key performance indicators

- *Course delivery: Flexibility and Internationalisation (PI 3)
 - % of units available off campus (in a particular year)
 - % of units available in the off-campus distributed learning mode
 - % of units available in both semester 1 and 2
 - % of units available in non-traditional study times
 - % of undergraduate students undertaking overseas study
- *Student course satisfaction (PI 4)
 - % of current students satisfied with their course
 - % of graduates satisfied with teaching
 - % of graduates satisfied with generic skills development
 - % of graduates satisfied with course
 - Faculty-wide results of Unit surveys
- *Employability of graduates (PI 5)
 - % of graduates in full time employment 4 months after completing course
- *External perceptions: Competitiveness (PI 6)
 - % of all Victorian undergraduate first preferences in Education
 - % of students with ENTER scores in top 5%
 - Median ENTER score
 - Ratio of graduate/postgraduate coursework students to undergraduates
 - Ratio of graduate/postgraduate coursework students to all students
- Quality assurance (PI 7)
 - % of teaching staff obtaining at least one MonQuest survey each year
 - % of units obtaining CHEQ unit reviews
 - % of units obtaining full student and peer review
- Equity/Student profile (PI 8)
 - Number of indigenous students
 - % of students under 25 from low SES background

Responsibilities

The Curriculum Committee, co-chaired by the Associate Dean Teaching (Undergraduate/ Graduate) and the Associate Dean Teaching (Postgraduate), reports annually to Executive Committee on the above performance indicators, for forwarding to Faculty Board and to all members of the Faculty.

The Academic Services Team and the Admissions and Student Services Team support the Curriculum Portfolio.

Evaluation and quality assurance

(See p43, PI 3.1 to 8.2)

External perception and student quality: All eight Victorian Universities offer undergraduate education programs although the University of Melbourne offers only pre-primary and primary teacher education at the undergraduate level, their secondary teaching course being graduate entry only. For 2003 entry, Monash again attracted over two thirds of the first preferences for undergraduate places (PI 6). As a result, we continue to maintain our position of enrolling the highest quality students entering undergraduate teacher education in the state. Furthermore, while the number of school leavers with ENTERS over 95 who enrol in teacher education across the state is very small, Monash consistently gains half of them.

In 1998, 40% of all school leaver undergraduates commencing teacher education at Monash had ENTERS above 80, in 2002 this was 59% and in 2003 it was 76%. This compares with Victoria wide averages of 22% for 1998, 40% for 2002 and 44% for 2003 and has occurred in a context in which we increased the overall teacher education load. Less than 50% of the Faculty's load is in undergraduate places and of that less than 50% are school leavers. Similar comparative data is not readily available for mature age undergraduates or for graduate entry teacher education. However, our informal feedback suggests that the mature age entrants are at least as able as the school leavers (and the faculty plans to monitor this in future). Applications are very strong for the graduate entry teacher education programs and entry GPAs are rising. At Peninsula we have over seven eligible first preference applicants for each place, at Clayton we have six, and at Gippsland four. (By 'eligible' we mean they have at least a bachelor degree appropriate to their chosen specialisation.)

The recent employer survey carried out by CHEQ suggested that employers were generally well satisfied with graduate from Monash, describing them particularly as having good interpersonal skills, working well in teams and being able to learn new skills. They commented on students being professional, competent, well skilled and enthusiastic, able to develop professional knowledge, understand professional ethics and understand different viewpoints. These qualities resonate with our vision of our graduates. Employers did not suggest, however, that our graduates stood out or were 'distinguished' in any particular ways nor that they were innovative or exhibited the capacity to work in an international or multicultural context. Since these are qualities we hold particularly important, we will need to consider our curriculum and pedagogy in light of this feedback.

Student diversity: The percentage of enrolled students under 25 from low SES backgrounds has remained at around 22% for the past five years (PI 8). While, we would like this to increase to at least 25%, that this percentage has remained steady while ENTERS have risen substantially is positive. The number of Indigenous enrolled in faculty programs increased from 5 in 2002 to 16 in 2003. In addition, during 2003, the Faculty advertised five indigenous scholarships and, working closely with CAIS, actively promoted these scholarships in schools and other community settings so that all were taken up, all at Peninsula or Gippsland. The student body generally is more diverse than it was five years ago. Our 300 International students come from over 50 countries. We have almost 100 police officers studying our courses. Our leadership programs attract students from diverse fields. Of one class of 47 students in a Masters class in Singapore, only 17 were from

the education sector, the other 30 including a business manager, volunteer services manager, engineer, civil defence officer, doctor, urban planner and museum administrator.

Course delivery: There has been a steady increase in the flexibility of our unit offerings with almost 44% now available in non-traditional modes or study times including off campus, blocks, evening and weekend classes and distance education (PI 3.1). In 2003, we successfully launched the Master of Counselling course in Singapore having developed several of the needed on-line units with the support of funds from the GOLD program. We also began a project to develop a flexible learning platform for the Graduate Diploma in Education (Secondary) to meet the learning, course management and pastoral care needs of students. The intention is to provide a virtual home that complements and, in some cases, takes the place of the traditional 'on campus' experience while ensuring that students connect with peers in their cohort. This innovative approach to linking teaching across our three campuses and the other locations in which we teach in both on-campus and off-campus modes will gradually be extended to other courses. The project continues in 2004 and 'The Meeting Place' will be launched in 2005. Consistent with 'The Meeting Place' philosophy, in 2005, we will begin to develop learning centres on each campus where students who are enrolled in either on or off campus units can work together or individually, either in scheduled support groups or on an ad hoc basis.

We are creating an electronic 'meeting/working place' for students in each course regardless of their place or mode of enrolment. However, ensuring a critical mass of students on campus is critical to the Gippsland campus and creating a 'virtual' learning community is not a direction we plan to take. Rather, we wish to provide physical learning centres on each campus where students can be scheduled to meet and work together or independently.

Two years ago we restructured our Master of Education courses to provide a common set of three alternative sequences across each of the pathways. This has been successful in enhancing the pedagogy, clarity and efficiency of our offerings. We have, however, had some difficulty in developing research units which are, on the one hand, appropriate to the various cohorts in our programs but, on the other hand, do not inadvertently inhibit students from making a late decision to enrol in a research thesis. Faculty members differ in their views of what is essential learning in this regard and we have, to be blunt, gone around in circles. Coming to some resolution of this matter will be a major priority for the remaining part of 2004 with implementation to proceed in 2005.

Student satisfaction: We have in place a three-year cycle for the review of units. A Unit Survey questionnaire has been developed in collaboration with CHEQ and a peer review process developed. At the end of 2003, 210 or 64% of active units had been reviewed (PI 7). Feedback from these evaluations has been distributed to staff so that they can plan and implement strategies to strengthen the unit, as part of the improvement phase of the quality cycle. The remaining units will be reviewed in 2004, and the cycle repeated.

The results of the DEST Course Evaluation Questionnaire (completed in April of the year following graduation from undergraduate programs) show improvement over the period from 1999 to 2003 (graduates from 2002) (PI 4b). Amongst the 2002 graduates, 87% were satisfied with generic skills development and 84% with their course as a whole. Disconcertingly, for a faculty that teaches teaching, students are less satisfied with the teaching they receive although this has improved considerably over recent years from only 68% of students graduating in 1998 satisfied with the teaching to over 77% of graduates of 2001 and 2002 satisfied.

The 2003 Monash Experience Questionnaire for current students (PI 4a) painted a similar but somewhat more positive picture on the same scales with 89% of students satisfied with generic skills development, 88% with the course as a whole and 85% satisfied with the teaching they received. Their descriptions of the teaching aspects of their Monash experience suggested that they considered staff as being friendly and approachable and providing an intellectually rigorous program with opportunities for discussion and engagement. They were also positive about the

student services provided within the faculty describing staff as very friendly, helpful and patient, responding quickly to requests for advice or information and providing reliable information/advice.

The same data, however, suggests two particular areas of concern for students, one pedagogical and one administrative: the timeliness and informativeness of feedback on their assigned work and the organization and management of school placements.

The Faculty is highly sensitive to the problems of assignment turn around times and the detail and quality of feedback. These have been exacerbated by escalating workload and complexity but, whatever the cause, we must address the problem. While it will not deal with the problem of other demands upon time, we have recently begun a seminar program focussed on the improvement of assessment practices and will make assessment and the quality of feedback a priority for professional development for 2004-5. Our data on turn around times is anecdotal at present and we plan to investigate a mechanism for monitoring turn around times and using it to inform the PMS process. On a related matter, we have recently had to deal with a spate of plagiarism problems in Masters level courses. This suggests to us that an educational program is needed. We will develop a program for both staff and students that addresses the contextual and cultural issues involved in the ways we acknowledge and respect the contribution and work of others.

We are equally sensitive to the problems of school placement. When placements are found just before the school experience is to begin or are changed at the last minute, the student and the school are less well positioned to prepare for the placement. The problem is that there are too few schools and teachers who want to take the numbers of students we need to place. Students are individually placed to suit their areas of specialisation, the level at which they will teach and, where possible, their circumstances, and to provide a variety of contexts and levels. We make several thousand placements a year, and 80% of them are placed reasonably efficiently but the additional 20% take as much time as the 80%. It is not an exaggeration to say that placement officers could spend up to a day and possibly contact ten or so schools to place a single student in some specialisations. We are, however, constantly searching for ways to better manage the process and are developing better software and processes to assist with the placements and communication about placements. This work has begun and will be a priority for 2005.

Student progress: Over recent years there has been an increase in student retention to the extent that it has caused us difficulties in maintaining commencing load in some of our programs! For example, the Bachelor of Primary Education course at Peninsula has retention rates of well over 90% each year. The one course that causes us concern is the part-time off-campus Graduate Diploma in Education at the Gippsland campus where retention is quite variable but often hovers around 75%. In part this is a result of the nature of the cohort, in that many are attempting to make a career change or re-enter the workforce while being in full time work and/or with childcare commitments. Often they underestimate the extent of the time commitment required particularly in relation to undertaking school placements. In response to this problem, during 2004 a member of our Student Services team at Gippsland has kept in ongoing email contact with students in the course and we believe that we are less likely to lose students this year. However, we will not know this until school placements begin, which is typically the time when students 'drop out' or reduce the level of their enrolment.

This instance apart, however, student progression to graduation is generally very good. Across all campuses there has been a steadily downward trend in the numbers of students being asked to 'show cause' over the past five years from 129 in 1999 to 48 in 2003. We attribute this to a number of factors. There are better processes and procedures which include identifying and counselling students 'at risk' mid-year, and we have a single Faculty-wide Academic Progress Committee which operates, we believe, in a much more consistent, fair and transparent way than the somewhat idiosyncratic processes that preceded it. Finally, and probably most significantly, the quality of students entering our courses has improved.

The consequence of the improved retention and progress is that we commence relatively fewer students but graduate more, in our view a much more satisfactory situation for the students

themselves and for meeting our responsibilities to the profession and broader community. One of the challenges we face is persuading colleagues, governments, and local professional and community members of this latter point! Some 95% of our undergraduates are in full time employment four months after graduation (PI 5).

Plans, actions and improvement

Portfolios will review the recommendations of the Faculty Review and develop an implementation plan.

Outcomes	Strategies for 2005-7	Actions for 2005
<p>1-1 Curriculum that is current, theoretically and practically rigorous, internationally oriented and locally relevant, and promotes ethics of care and justice</p>	<p>a Rigorous content quality reviews of units that address:</p> <ul style="list-style-type: none"> - currency, including relationship to recent research - intellectual rigour and challenge - the practice/theory interface and professional ethics - inclusivity, including international and local perspectives. <p>b Involve research groupings as critical friends/mentors in relation to course and unit content</p> <p>c Expand opportunities for students to study or undertake placements in a range of social and cultural contexts including international settings.</p> <p>d Ensure relevant professional/ community input into courses.</p>	<p>Review audit and peer review processes for units and investigate other mechanisms for improving curriculum (including currency, rigour, international perspectives)</p> <p>Develop a plan to ensure pre-service teachers gain experience teaching students who vary in their abilities, cultures and circumstances and in different contexts</p> <p>Develop a plan for expanding students' international experiences</p> <p>Audit consultative processes for professional/community input to programs</p>
<p>1-2 Varied and productive pedagogies that challenge and extend all students intellectually while being respectful and inclusive of difference</p>	<p>a Challenge existing pedagogies and promote recent thinking about productive pedagogies for adult learners</p> <p>b Improve pedagogy and instructional design particularly for distance and flexible delivery and to address various forms of difference and diversity</p> <p>c Promote appropriate and varied forms of assessment.</p> <p>d Enhance computer-mediated communication to provide on and off-campus students with a common and connected Monash experience.</p>	<ul style="list-style-type: none"> • Develop processes to recognise and reward innovative exemplary practice • With Research Portfolio, enhance support for staff researching their own practice and link to research productivity • Continue and expand professional development program on <ul style="list-style-type: none"> - feedback and assessment practices - research on productive pedagogies for flexible and distance delivery <p>Continue to fund 'lighthouse' unit development within each program area to create and communicate pedagogies for distance and on-line delivery</p> <p>With Staff Portfolio, work with PMS academic supervisors to:</p> <ul style="list-style-type: none"> - promote research based teaching - identify areas for re-skilling particularly in relation to assessment practices and distance/on-line delivery - arrange mentoring for staff development <ul style="list-style-type: none"> • Launch 'The meeting place' and begin extension to other courses
<p>1-3 Course structures, policies and procedures that are efficient and sustainable while encouraging</p>	<p>a Enhance computer-mediated communication to support the learning, placement and fieldwork, professional experience and course management needs of students.</p> <p>b Ensure policies and procedures are consistent with innovation, flexibility and efficiency.</p> <p>c Systematically review and reconfigure</p>	<ul style="list-style-type: none"> • Review suite of Faculty policies and procedures to identify and remove any unnecessary compliance and paperwork, inconsistencies and inhibitors to innovation and flexibility in teaching and assessment <p>Implement revised suite of research methods units for Masters degrees</p> <p>Review professional placement and</p>

and enabling innovative and flexible teaching, learning and assessment	<p>course structures to simplify and optimise use of human and financial resources.</p> <p>d Ensure optimal and flexible use of available human and financial resources for placement and other fieldwork.</p>	fieldwork processes across all courses and campuses with a goal of improving our use of human and financial resources for each
1-4 Rigorous and transparent quality assurance processes that inform all aspects of the curriculum of the Faculty and engender confidence in and satisfaction with outcomes	<p>a Develop and promote quality assurance processes with a focus on 'getting better' as part of our professional responsibility to students rather than focusing on 'looking better' for external accountability.</p> <p>b Promulgate and ensure adherence to quality review cycle for units and courses and to assessment policies.</p> <p>c Promulgate policy and advice about the pedagogical support ('tuition') to be provided to students whether in print, on-line or face-to-face and develop a timeline and process for ensuring that all unit offerings are consistent with tuition guidelines.</p> <p>d Ensure consistency of standards and invigilation across units, courses and campuses.</p> <p>e Encourage highest professional quality and develop minimum standards of presentation for all print and on line materials including teaching/learning, course guides and advertising.</p> <p>f Put in place robust procedures for the ongoing review of the quality of placements and fieldwork for teacher education (all levels), SOR and psychology.</p> <p>g Promote individual staff use of MonQuest for feedback on teaching.</p>	<p>Develop a strategy to monitor turn around times on assignments and for using PMS process to improve where need identified</p> <p>Produce policy on assessment invigilation and moderation across units for levels, courses and campuses</p> <p>With Research Portfolio, develop an educational program for students and staff in relation to the recognition, respect and acknowledgement of the work of others</p> <p>Implement a robust process for informing PMS supervisors of units which do not fulfil quality standards (ie consistency with tuition guidelines and content and pedagogical quality) in order that they can build revision into engagement profile</p> <p>Encourage and resource general and academic staff to access professional development to support flexible delivery, eg instructional design, IT use for teaching and desktop publishing</p> <p>Produce policy on development and distribution of distance materials, including use of CeLTs or internal faculty process</p> <p>Review processes to ensure consistency and currency of advice to students from first contact to graduation across advisers, campuses and courses</p>
1-5 High demand for the Faculty of Education's courses from a diverse range of students	<p>a Promote teacher education to groups under represented in the teaching profession.</p> <p>b Develop an indigenous access scheme for Faculty of Education programs.</p> <p>c Ensure consistency, clarity and suitability of selection processes across courses and campuses and student groups.</p> <p>d Provide scheduling, timetabling and modes of offering that are sensitive to students' diverse family and work responsibilities.</p> <p>e Provide flexible articulated pathways into Faculty programs.</p>	<p>Monitor socio-economic composition of undergraduate students and selection, enrolments and progress with the goal of reducing barriers to success</p> <p>Work with CAIS to monitor Indigenous scholarships</p> <p>Provide professional development to selection officers to ensure consistency, fairness and justice in selection</p> <p>Refine and improve RPL and articulation policies to afford students the best opportunities for successful participation</p>

B3.2 RESEARCH AND SCHOLARLY PRACTICE

(RESEARCH PORTFOLIO)

Our vision is of research practice and scholarly output that is recognised locally and internationally for its originality, rigour and impartiality, and of advice and services that inform and lead professional practice, public debate and policy, and community action.

Outcomes

- 2-1 A clear and focused research profile which gives the Faculty of Education identity, recognition and impact within its various research fields nationally and internationally, and influences policy and practice more broadly.
- 2-2 A culture of innovation and support that is vibrant and actively removes constraints to imaginative, high quality and impartial research practice.
- 2-3 Each academic Faculty member with her or his own productive research agenda and pursuing a distinctive intellectual trajectory.
- 2-4 Research induction that enables participants to pursue rigorous and ethical research practice in a range of different educational and occupational contexts, including for academic careers in universities.
- 2-5 A diversity of research supports that resource and acknowledges a diversity of innovative research outcomes.

Key performance indicators

- *Monash Composite Performance Measure (CPM) (PI 2.1)
- *Higher degree by research completions (PI 2.2 and 2.3)
- *Research income from sources other than Non-NCG sources (PI 2.3)
- Research income from NCGs (PI 2.4)
- % of staff published in at least one DEST category (PI 2.5)
- Percentage of academic (T & R) staff that are University 'research active' (PI 2.6)
- Weighted DEST publications per T & R staff (PI 2.7)
- Higher degrees by research student satisfaction levels (PI 2.8)

Responsibilities

The Research Committee, chaired by the Associate Dean Research and supported by the Director Higher Degrees by Research, reports annually to Executive Committee on the above performance indicators, for forwarding to Faculty Board and to all members of the Faculty.

The Academic Services Team and the Admissions and Student Services Team support the Research Portfolio.

Evaluation and quality assurance 2003

(See p 42, PI 2.1 to 2.8)

Outcomes: The Faculty's benchmark score (four Go8 comparators) increased from 0.77 for 1999 to 1.04 for 2000 (against the University weighted average of 0.87 and 0.81 respectively) and to 1.27 in 2001 but dropped to 0.91 for 2002 (PI 2.1). Our publications and HDR load improved relative to our benchmarked competitors but the overall level of our per capita research funding decreased. Ironically, this occurred in a year in which the Faculty led a consortium that won over 1

million dollars for the National Centre for History Education, but gained no research quantum for it due to what many in the field would regard as an inappropriately narrow interpretation of research.

We have always done well in attracting NCGs relative to other faculties of education in Australia (PI 2.4) but have not had a history of attracting other forms of research funding. That is changing, the amount having more than doubled since 2000 (PI 2.3), and we are gradually developing the connections and the track record it will need to secure the larger and more significant tendered projects.

Our historically strong performance in attracting competitive research funds has largely been confined to a small number of highly productive researchers generally in senior positions, and this has also applied to a lesser extent to publishing. As academic salaries declined relative to the school sector, and working conditions in universities became less attractive, we experienced increasing difficulty in appointing staff that had both the necessary professional experience and credibility and existing research expertise/qualifications. This, together with the natural affinity many academics in faculties of education feel with teaching, made it easy for some faculty members to position research as secondary to teaching. The view that teaching and the immediate needs of students should be privileged over research was prevalent amongst lecturers across all campuses of the Faculty. It is probably not an exaggeration to say that some even viewed research as a luxury 'if time was available', and were somewhat resentful of what they saw as the rewarding through promotion of those who selfishly put their own research interests before the interests of their students.

The budget distribution model introduced in 1999 distributed 20% of DEST income according to research productivity criteria as defined by DEST. Although intended to encourage research productivity, the effect on the Faculty of Education was the reverse. We lost a significant portion of our income (\$500 000) and were unable to replace staff that left or to invest in infrastructure or research. The increase in student staff ratio and teaching loads was immediate and dramatic (see PI 10.1) and this both generated, and was exacerbated by, the imperative to become more entrepreneurial, to look elsewhere for the funds we needed to survive and succeed. The publication rate dropped immediately and Faculty's previously good (even if unevenly distributed) research output was in serious danger of going into a downward spiral as the rate of application for NCGs and the publication rate declined (see PI 2.5 and 2.7).

In order to encourage a more appropriate balance between teaching and research, we have made research credentials and commitment a non-negotiable criterion for new appointments to all campuses. Consistent application of the requirement for evidence of a research trajectory for new appointments has resulted in the proportion of Level A/B staff with doctorates rising from 16% (4 of 25) in 2000 to 49% (18 of 37) at the beginning of 2004 (PI 10.3). We confidently expect this to rise again during 2004 as a number of faculty members are close to submitting their theses. During 2003, we appointed research officers on the Peninsula and Gippsland campuses to support the research work of academic staff. In each case these have proved to be highly successful appointments.

We now have the basis of an improved research profile. Quantifiable outcomes are slow to be realised partly because new appointees take time to establish themselves but mostly because teaching and other work demands continue to be unacceptably high. Student staff ratios have increased between 28% and 33% in five years (PI 10.1) depending upon which statistic you use and at the same time as we are asking faculty members to assist us to ensure our ongoing financial viability by diversifying and to engage in other fee for service activities. Nevertheless, there has been a discernible shift in the publication rate from 0.95 in 1999 to 1.22 in 2002 and 1.50 in 2003, with both Gippsland and Peninsula staff publishing at a higher rate in 2003 than the faculty average in 2002. Similarly, the percentage of staff publishing in at least one DEST publication, which had dropped to 48%, has increased dramatically and, at 68.7%, is now very close to the University average (70.4%). Furthermore, members of the Faculty are advisory editors or members of the editorial boards of over 70 blind refereed journals and fully edit or co-edit nine.

Given the small direct return on publishing in current DEST research funding and RTS formulas, it has been difficult at times to maintain faith that high quality publication should remain a priority for Faculty members. Our ongoing emphasis on mentoring staff into developing their own research trajectory and publishing in increasingly high impact journals and monographs should, however, place us in a better position than we would otherwise have been if a research quality assessment process is implemented as suggested in *Backing Australia's Ability*.

As indicated in the priorities for 2005, we will focus on the formation of faculty wide research groupings and developing policies and practices which best support their development of research priorities and plans and their capacity to induct and mentor research novices whether students or staff. Given particularly, the early career researcher status of almost all the Sport and Outdoor Recreation group at Gippsland we will fund an adjunct professor to support them in the enhancement of their research profile.

Research Training Scheme: We continue to maintain strong enrolments in HDR and have progressively increased the number of faculty members who are able to, and do, supervise research students. In 2002 and 2003, 14 additional staff became accredited as supervisors (8 Clayton, 2 Gippsland, 4 Peninsula) and 12 more partially trained (4 Clayton, 2 Gippsland, 6 Peninsula). The Faculty treats the HDR load as belonging to the faculty not the campus and is committed to a more even distribution of HDR students across academic staff, particularly directed at building up the supervision loads of academic staff at the Peninsula and Gippsland campuses and new and recently qualified staff. We have developed a database of staff expertise for potential and existing HDR students to access and ensure that all qualified faculty across all three campuses are advised about potential students and invited to express interest in supervising them. This is critical because HDR supervision is important for individual staff career development and because the faculty has over 340 HDR students (193 EFTSU) with only about 80 T&R staff.

It is still the case that HDR students prefer to be located at the Clayton campus and, in order to accommodate their needs, staff from the Gippsland and Peninsula campuses volunteer to supervise students physically located at Clayton. This flexibility is helpful but has two disadvantages. Firstly, the Clayton campus is overcrowded and accommodating HDR students not reflected in the load (the HDR load accrues to the campus of the supervisor) is causing pressure on space that has now become critical. Clayton also needs to provide space for staff visiting to work with students. Secondly, the concentration of students at Clayton defeats the purpose of furthering an active research culture at the other campuses each of which are presently lacking the critical mass of research students. We plan to undertake active and focussed recruiting of postgraduate and HDR students for campuses other than Clayton. Progress is likely to be slow but believe that the changes we have put in place should return benefits within the next triennium.

In 2004 we admitted no new students into the Doctor of Education program and will not in 2005 partly because the program enrolled too few students to support the coursework required, and we had insufficient EFTSU to cover the range of HDR programs and also promote and build this one. We continue, however, to be committed to the notion of a professionally oriented research doctorate and plan to rethink the program. Thus, during 2004 and 2005, we aim to develop a differentiated model of doctoral education that attends to students' endorsement of collegial teaching & learning, occupational demands for research literate and capable professionals, and the university's commitment to preparing research students as future research leaders.

Plans, actions and improvement

Portfolios will review the recommendations of the Faculty Review and develop an implementation plan.

Outcomes	Strategies for 2005-7	Actions for 2005
<p>2-1 A clear and focused research profile which gives the Faculty identity, recognition and impact within its various research fields nationally & internationally, and influences policy and practice more broadly</p>	<ul style="list-style-type: none"> a Consolidate distinctive research clusters as faculty research strengths. b Increase the number of research-only appointments on post-doctoral fellowships. c Establish a research dissemination strategy to profile faculty research and researchers. d Promote awareness amongst faculty of the current funding environment and implications for research quality assessment. e Build on efforts to increase industry engagement and professional impact of research. 	<ul style="list-style-type: none"> • Work with research clusters to <ul style="list-style-type: none"> - develop 3-year research development plans linked to resourcing agreements - identify and build 'flagship' national or international activities including, where appropriate, with Monash's international campuses - identify opportunities and directions for developing closer research linkages with industry, community and the professions • Appoint post-doctoral and/or Monash fellows associated with at least two research areas <p>Extend research dissemination via Monash e-press, web and other outlets</p>
<p>2-2 A culture of innovation and support that is vibrant and removes constraints to imaginative, high quality and impartial research practice</p>	<ul style="list-style-type: none"> a Ensure a capacity for research leadership in each area of research strength through senior appointments at level D or E. b Use PMS to normalise research leadership as a role for all mid-career and senior staff. c Generalise research-mentoring scheme. d Use faculty research funds to support imaginative research and research development. 	<p>Conduct activities supported by PMS to build a culture of research enabling and research leadership in the faculty</p> <ul style="list-style-type: none"> • Work with senior academics to develop strategic research leadership through research clusters <p>Prioritise research enabling for all staff, including mentoring</p>
<p>2-3 Each academic Faculty member with her or his own productive research agenda and pursuing a distinctive intellectual trajectory.</p>	<ul style="list-style-type: none"> a Use PMS to promote academic's own research program. b Monitor and support staff contributions to DEST recognised publications c Encourage scholarly visitors who can model and support international networking by faculty staff. 	<p>Work with supervisors to promote research activity through PMS</p> <p>Fund a part-time editor to work with staff publishing their research</p> <p>Develop guidelines and processes to enable academic staff to alternate concentrated periods of teaching and research</p> <p>Direct funds to support a visiting professor to mentor and work with early career researchers in Sport and Outdoor Recreation at Gippsland</p> <p>Increase the number of international visitors spending 2-4 weeks in the faculty.</p>
<p>2-4 Research induction that enables participants to pursue rigorous and ethical research in a range of different educational and occupational contexts, including for academic careers in universities.</p>	<ul style="list-style-type: none"> a Use research groupings to induct and mentor early career researchers in the development of their research trajectory b Build HDR supervision capacity across all campuses of the Faculty. c Review and refine the distinctive contribution of each research degree program to the faculty's overall research induction role. d Organise research induction activities to maximise access by all research students. 	<p>Continue the research mentoring scheme for academic staff (see Staff Portfolio)</p> <p>With Curriculum Portfolio, enhance support for staff researching their own practice and link to research productivity</p> <p>With Curriculum Portfolio, develop an educational program for students and staff in relation to the recognition, respect and acknowledgement of the work of others</p> <p>Actively promote supervision across all campuses and encourage staff to gain HDR supervision training</p> <p>Provide workshops on research supervision (practical advice, pedagogical and ethical issues – alternative paradigms, relationships, group supervision, joint</p>

		<p>publication)</p> <p>Review HDR programs in terms of induction into diverse research practice</p> <p>Extend research induction to maximise student access to collegial research conversations</p> <p>Encourage joint publication with students.</p>
<p>2-5 A diversity of research supports that resource and acknowledge a diversity of innovative research outcomes.</p>	<ul style="list-style-type: none"> a Encourage staff to access external research funding. b Extend strategic research partnerships to support research activity. c Use faculty research funds to support imaginative research and research development. f Promote awareness amongst faculty of the implications of the current funding environment for industry linkages 	<p>Use PMS process to increase the % of staff applying for external funding each year.</p> <p>Provide mentoring and technical support to staff preparing competitive and contract research proposals</p> <p>Increase the involvement of Development Office in facilitating research and strategic research partnerships.</p> <p>Establish resource agreements to support research clusters</p> <p>Establish principles guiding expenditure of faculty research funds to better support strategic research development</p> <p>Promote academics' use of the Submissions Contract Register and other research support provided by the faculty and university</p>

B3.3 FACULTY ENVIRONMENT

(ENVIRONMENT AND RESOURCES PORTFOLIO and STAFF PORTFOLIO)

Our vision is of a faculty environment that challenges, enthuses and supports all to learn and excel and that sustains productive working relations characterised by parity of respect, contribution and recognition

Outcomes

- 3-1 A high quality physical and resource environment for learning and working
- 3-2 A friendly, efficient and inclusive organisational environment for students that encourages their engagement, autonomy and learning
- 3-3 A friendly, efficient and inclusive organisational environment for staff that supports high quality research, teaching and administration
- 3-4 High quality and diverse staffing for all facets of the Faculty of Education's activities.
- 3-5 All members of staff contributing productively and striving to excel in an atmosphere of fairness, trust and respect.

Key performance indicators

Outcome 1, 2 and 3

Expenditure on IT infrastructure for staff and student use (PI 9.1)

Expenditure on maintenance and renewal of equipment and spaces (PI 9.2)

Response time for prospective student information requests and application processing

Outcome 4 and 5

Actual teaching load per EFT academic staff member (PI 10.1(ii))

Student-staff ratio (PI 10.1 (i))

Proportion of teaching undertaken by sessional staff (PI 10.3)

Expenditure on professional development for academic and general staff (PI 10.2)

Equity/Staff profile (PI 10.3)

Number of indigenous staff

% of Level D and E academic staff who are female

% of Level 7-10 general staff who are female

% of ongoing academic staff with doctorate

% of ongoing general staff at or above level 5 with degree

Median age of ongoing teaching and research academic staff

Median age of ongoing general staff

Responsibilities

The Environment and Resources Committee chaired by the Associate Dean and supported by the Campus Coordinators and the Faculty Manager, will report annually to Executive Committee on the performance indicators for Outcomes 1, 2 and 3, for forwarding to Faculty Board and to all members of the Faculty.

The Finance & Resources Team, the Technical Services Team, the Admissions and Student Services Team and the Academic Services Team support the Environment and Resources Portfolio (Outcomes 1, 2 and 3).

The Staff Committee, chaired by the Associate Dean Staff and supported by the Faculty Manager, will report annually to Executive Committee on the performance indicators for Outcomes 4 and 5, for forwarding to Faculty Board and to all members of the Faculty. The Finance & Resources Team supports the Staff Portfolio (Outcomes 4 and 5).

Evaluation and quality assurance

(See p 44 PI 9.1 to 10.3)

Physical and resource environment: After a period of virtually no discretionary expenditure on upgrading equipment, furniture and space, the Faculty has begun to make improvements in the working and learning environment (PI 9.2). In 2003, we largely focussed on the two buildings on the Clayton Campus that were in a very poor state. With a quite small budget, and assisted by some central funds (\$400 000), we were able to make considerable improvements in the appearance and usability of the classrooms, meeting rooms and foyers, refurbish the student research rooms and at least paint many staff offices. These changes were largely cosmetic, since we anticipate major refurbishments or replacement to begin in 2006, however, the working and learning conditions were quite poor and the informal feedback suggests that there has been considerable improvement in morale as a result of the changes. We are investing more in IT infrastructure from \$110 000 in 2000 and 2001, to \$200 000 in 2002 and \$275 000 in 2003 (PI 9.1), although this still leaves us short of what is needed to provide our staff and HDR students with the technological support they require. With over 12% of our enrolments in HDR and approximately another 20% (postgraduates and honours students) completing 24 credit point research theses, the space and infrastructure demands on the faculty are disproportional to our overall student load. Nevertheless, we have improved facilities quite considerably over the past year.

During 2002/3, the Faculty reviewed the risk management processes for the Sport and Outdoor Recreation program at the Gippsland campus and developed a comprehensive policy and set of practices. During 2005, through the campus based OHS committees, the Environment and Resources Committee will review the Faculty's attention to occupational health and safety and risk management processes more broadly with the intention of putting into place any needed improvements in processes and practices.

Web environment: During 2003, the Faculty redeveloped its main website and staff website (Insite) for launching early in 2004. This development exposed far too many gaps and inconsistencies in our information and processes but also gave us an opportunity to fill many of the gaps and reduce the inconsistencies. We hope and anticipate that the two websites will increase our long-term efficiency but we are sensitive to the need to adequately resource the development of an appropriate and sustainable content management system to support the websites. During 2003, the Faculty also began substantial investment in the 'Socio-technical systems project' that is aimed at improving communications and workflow for teaching, research and administration across the Faculty. This project is ongoing and will continue into 2005.

The staff experience: The Faculty has undertaken an analysis of student-academic staff ratios (PI 10.1(i)) and, although the ratios vary according to which staff are included and which students, by any definition the Faculty of Education's ratios have deteriorated dramatically over recent years relative to the University as a whole and relative to Education faculties across the sector and compare quite unfavourably with other Go8 universities, particularly given we are the only Go8 faculty spread over three campuses and offshore. The AVCC calculated ratios for 2002 (which include casual staff) indicate that Education at Monash, at 24.7, is above the average for Education sector wide (23.0) and significantly above the average for the Go8 (19.4) and for the four other Go8 universities against which we are benchmarked for research purposes (18.0). (The Monash University average is 19.1 against a sector average of 21.0 and a Go8 average of 18.4 – see Appendix C.) While the official AVCC data is not available, our internal calculations show no improvement for 2003.

We believe that there has been a cultural shift within the Faculty with significantly more staff now viewing research as 'everybody's business' and wanting to engage more fully in their research. However, given the propensity for staff to prioritise their students' needs, the increasing demands upon them to undertake more work directed at diversification of income streams and the escalation of compliance requirements and demands for data and information, our research performance could easily spiral downwards contrary to strategic directions of the University.

Similar comparative data for general staff is difficult to obtain and interpret since universities vary so widely in what is administered centrally and at the faculty level. However, an increase in student enrolments, contracts and tenders, and reporting and compliance activities, with little growth in staff translates into increased workload for general staff as much as for academic staff. The Faculty of Education's enrolments are predominantly in programs of 1 to 1.5 years duration, which means that we have a relatively higher ratio of enrolment to load than most fields, with a commensurately higher administrative burden. Even amongst the half of our students who are undergraduate, the majority are in double degrees for which we are, in all cases, the managing faculty. Our administrative costs per EFTSU are, therefore, relatively high.

In a climate survey undertaken at the beginning of 2004, both academic and general staff expressed a very high level of commitment to the Faculty, support for 'the spirit of Faculty's vision and strategic direction', pride in working for the Faculty and general good will towards colleagues and their work. Fewer than half of academic staff and just over half of general staff, however, felt supported in their efforts to manage the demands of both work and home. Read in the context of the general level of good will expressed in the survey, this is a rather shocking statistic and one that the Faculty must address as a matter of some urgency.

Clearly, the anticipated (and deserved) salary increases will place added strain on the Faculty's budget. Nevertheless, we believe that it is imperative that we increase both general and academic staffing to a reasonable and sustainable level, and that we provide adequate infrastructure to support their work.

Professional development: Clearly for academic staff, OSP and conference attendance has always been a major component of professional development and the Faculty of Education has maintained a commitment to supporting each of these. During the difficult budgetary years following the 'research incentive' scheme, the proportion on OSP dropped and conference funding did not grow in line with inflation (PI 10.2(iii)). We have, however, increased funding for 2004. Other forms of professional development are encouraged through the PMS process, for both general and academic staff, and allocations for individual professional development has increased (PI 10.2(i) and 10.2 (ii)). This is in the addition to the range of workshops provided through Curriculum Committee, the IT group and other service areas. While the fund for individual PD is not generally available to sessional staff, they are always invited to any teaching related workshops and seminars. The Faculty also provides an induction manual for sessional staff and a sub-committee of the Staff Committee is currently surveying them to ascertain what they think of their experience teaching at Monash and to identify their perceived needs. The climate survey showed that, while the majority of both general and academic staff believed they had adequate access to professional development, a very significant proportion (academic 33%, general staff 27%) did not, a matter that must be addressed within budgetary constraints.

Plans, actions and improvement

Portfolios will review the recommendations of the Faculty Review and develop an implementation plan.

Outcomes	Strategies for 2005-7	Actions for 2005
3-1 A high quality physical and resource environment for learning and working	<p>a In cooperation with the University Facilities and Services Division, develop a plan to ensure suitable, safe, well-equipped and maintained spaces wherever we operate.</p> <p>b Develop standards, functional processes and responsibilities, and budget processes to ensure sufficient and high quality resources, including IT, wherever we operate.</p> <p>c Monitor compliance with sensible risk management processes for all student activities, wherever we operate, on and off</p>	<p>Finalise plan to address the Faculty's long term space needs</p> <ul style="list-style-type: none"> - plan for the refurbishment or renewal of Building 5/6 at Clayton - plan for furnishing costs following refurbishment or renewal of Building 6 at Clayton - develop principles and a cycle for upgrading staff offices and facilities across the three campuses - oversee refurbishment of staff space at Gippsland <p>Work with the Pro-vice chancellor Gippsland</p>

	<p>campus.</p> <p>d Set up robust and functional processes and responsibilities to ensure appropriate content management of the Faculty web site (see 2d and 3b).</p> <p>e Develop decision-making processes to ensure well-informed and responsible use of Faculty resources including space.</p>	<p>to develop a plan for upgrading the physical facilities to ensure (a) their adequacy for the Sport and Outdoor Recreation program and (b) their capacity to enable the program to become one of first choice for people in this and associated fields</p> <p>Review the Faculty's compliance with OHSE regulations and risk management processes</p> <p>Oversee the allocation of processes/ responsibilities for content management of the Faculty web site, in conjunction with the Socio-technical systems project</p>
<p>3-2 A friendly, efficient and inclusive organisational environment for students that encourages their engagement, autonomy and learning</p>	<p>a Continue and improve the pastoral care process to ensure that it is inclusive and supportive while encouraging autonomy and excellence.</p> <p>b Continue and improve system of language support particularly but not only for international students.</p> <p>c Develop a plan to enhance the physical and social environment to support student engagement in all facets of university life.</p> <p>d Ensure a superior web environment for prospective and existing students and alumni (see 1d and 3b).</p> <p>e Undertake continuous review and improvement of the extent to which we provide efficient, informative and friendly student services from first contact to graduation and beyond as alumni.</p>	<p>Through the EO Committee</p> <ul style="list-style-type: none"> - audit provision for students with special needs - review results of 2004 student survey to identify needs for (a) transition/ pastoral care and (b) campus spaces for working and meeting and develop ongoing strategies to deal with them <p>Extend the 'Meeting Place' concept</p> <ul style="list-style-type: none"> - launch the virtual 'Meeting Place' for Grad Dip course - begin extension to other courses - begin the development of physical learning centres on each campus, starting with Gippsland
<p>3-3 A friendly, efficient and inclusive organisational environment for staff that supports high quality research, teaching and administration</p>	<p>a Continue to develop Academic Services Team to ensure skilled, professional administrative support for research and teaching.</p> <p>b Provide an accessible, integrated and efficient web environment for staff to improve communications and workflow in support of teaching, research and administration: Socio-technical systems project (see 1d and 2d).</p> <p>c Clarify and communicate the extent and boundaries of authority, autonomy, responsibility and accountability amongst and between both general and academic staff.</p> <p>d Continuous review of communication strategies to increase flow (360°) and fidelity of messages and to become alert to blockages.</p>	<p>Continue the Socio-technical systems project improving infrastructure for flexible delivery and for research services</p> <p>Review faculty communications strategies with the view to</p> <ul style="list-style-type: none"> - making them more consistent and robust - encouraging use of staff meetings for 360° feedback - communicate the intention and spirit of activity based costing in enabling informed use of resources - clarifying and enhancing the role of Faculty Days - making more robust role of elected members of committees to improve consultative communication with and for colleagues - communicating roles and responsibilities of academic and general staff <p>Develop guidelines to ensure efficiency and seamlessness in processes and develop implementation plan to improve productivity as needed</p>
<p>3-4 High quality and diverse staffing for all facets of the Faculty's activities.</p>	<p>a Recruit good quality and diverse general and academic staff to achieve strategic ends.</p> <p>b Integrate equity and equal opportunity principles into the selection of staff.</p> <p>c Put in place quality assurance processes for employment and induction of casual and contract staff.</p> <p>d Use secondments and 'partnership'</p>	<p>Fund professional development for general and academic staff (including casual staff) to support flexible and innovative delivery of curriculum and teaching, and student and academic services</p> <p>Develop processes for all ADeans to consult with the AD Staff on changing responsibilities which may impact upon availability for teaching</p>

	<p>arrangements to provide opportunities for practicing professionals to develop their academic trajectory (long term capacity building for the sector).</p> <p>e Maintain and increase skill levels of academic and general staff through appropriate professional development.</p> <p>f Prepare and mentor staff at all levels for future leadership and management roles.</p> <p>g Develop processes and rewards to enable and encourage academic staff participation in faculty commercial activities.</p> <p>h Develop guidelines and processes for the distribution of outside earnings that are fair to the faculty and individual and encourage innovation and engagement.</p> <p>i Ensure that general and academic staff engage in professional development that will enhance their performance in their position and provide opportunities to enhance their career path.</p>	<p>With other portfolios, work with PMS supervisors to:</p> <ul style="list-style-type: none"> - promote research based and innovative teaching - plan for improvement in the delivery of curriculum, teaching and student services - arrange mentoring for staff development - plan for leadership and management development - identify areas for individual re-skilling - ensure that the section in the PMS documents on individual professional development needs is discussed, recorded and acted upon <p>Develop guidelines for profit sharing on outside earnings.</p>
<p>3-5 All members of staff contributing productively and striving to excel in an atmosphere of fairness, trust and respect,</p>	<p>a Work towards a fair and reasonable distribution of work, responsibilities and rewards within the Faculty for both general and academic staff</p> <p>b Consolidate teaching with a target that each academic coordinates no more than two distinct units in a semester and teaches on no more than 5 per year</p> <p>c Provide professional development for PMS supervisors to ensure a rigorous, fair and consistent process that reflects the Faculty's strategic directions and the individual's career needs.</p> <p>d Integrate equity and equal opportunity principles into all elements of the learning and working environment.</p> <p>e Encourage collegial engagement with all facets of Faculty life.</p>	<p>Set up a working party of academic staff to recommend on work patterns and workloads, in particular:</p> <ul style="list-style-type: none"> - balancing workloads across research, teaching, administration and governance - alternating concentrated periods of teaching and research if desired - ensuring that staff teaching over non-traditional periods of the year have blocks of time free of contact teaching - engagement of academic staff in commercial and contract activities - the patterning of work and leave to support a work-life balance - the implications of the EBA for the above - the consolidation of teaching to reduce the number of units taught by each academic <p>Work towards the simplification of the teaching load formula with the aims of</p> <ul style="list-style-type: none"> - providing staff with more autonomy over the teaching organisation of units - reducing complexity and time taken to determine teaching loads <p>Set up a working party of general staff to recommend on work patterns and workloads in particular</p> <ul style="list-style-type: none"> - balancing general staff workloads across campuses and activity areas - job rotation (including cross campus) to enhance skills and for career development - the patterning of work and leave to support a work-life balance - the implications of the EBA for the above <p>Continue mentoring scheme for general staff and develop strategies to encourage them to present papers in their professional field and apply for and participate in programs that recognise and reward their excellence</p> <p>Continue the research mentoring scheme for academic staff (see Research Portfolio)</p>

B3.4 FACULTY DEVELOPMENT

(DEVELOPMENT PORTFOLIO)

We aim for a pre-eminent role in providing commercial advice and services that inform and lead professional practice, public debate and policy, and community action and that contribute to the self-reliance of the Faculty.

Outcomes

- 4-1 High demand for the Faculty of Education's commercial research and consultancy services in fields that align with its research and development priorities.
- 4-2 High demand for the Faculty of Education's award and non-award full fee based courses drawing a diversity of students from Education and non-Education sectors.
- 4-3 Leadership of a diverse range of influential relationships with industry, community and the professions that enhance the reputation and position of the Faculty and its capacity to engage in productive research, teaching and community service.
- 4-4 Business practices that are highly regarded within the Faculty and externally as efficient, ethical and effective in returning benefits to the Faculty and its staff and to its clients.

Key performance indicators

- *Percentage of income derived from sources other than DEST recurrent funding (PI 1.1)
- *Research income from sources other than Non-NCG sources (PI 2.3)
- *Percentage of student load supported financially by other than DEST recurrent funding (PI 1.2)
- Percentage of total load that is international (PI 1.3)
- Percentage of post-graduate load from sectors other than Education (PI 1.4)

Responsibilities

The Development Committee, chaired by the Associate Dean Development supported by the Faculty's Development Manager, will report annually to Executive Committee on the above performance indicators, for forwarding to Faculty Board and to all members of the Faculty. The Development Office and Admissions and Student Services Team support the Development Portfolio.

Evaluation and quality assurance

(See p 42 PI 1.1 to 1.4 and 2.3)

Expanding the student base. The percentage of student load supported by funding other than DEST increased from 3% in 2000 to 18% in 2003 (PI 1.2). Although coming from a small base, in that period there was a tenfold increase in Australian fee paying students, from 9 to 94, and a fourfold increase in International students from 56 to 239, the latter including 40 FTE off shore students. During 2003, we began active recruiting in Canada, particularly but not only for the Graduate Diploma in Education, and are predicting around 30 Canadian students enrolling in 2005.

The Faculty also teaches on a range of short courses, a number of which involve cohorts of international students who typically are resident in Australia for periods of from two to ten weeks. Over 700 local and international students enrolled in Faculty short courses in 2003.

Commercial activities: A major accomplishment in 2003 has been the diversification and broadening of the commercial engagement of the Faculty. Despite the fact that a contract with the

South Australian government to undertake school reviews (revenue from which formed 30% of the Faculty Development Office projected budget) was not honoured as a result of a change in government, the Office achieved its budgeted target. This outcome occurred largely as a result of the decision to diversify and the resultant long-term partnerships for international professional development opportunities. The portfolio has identified and developed a series of strategic business markets. These are: work, learning and leadership, early childhood, and teaching English to speakers of other languages (TESOL). The decision to create these portfolios has meant that the Faculty is less vulnerable to changes in government policy.

Each of these portfolios integrates all aspects of the core teaching and research functions of the Faculty. A strategy is built around the engagement of student cohorts in teaching and learning, and is premised on partnership with the client organisation for the purpose of organisational capacity building. Two examples are the relationship with the Victoria Police which has resulted in over 100 students enrolled in postgraduate and research Masters degrees, and two research projects in 2003-4; and, as part of the Faculty's TAFE strategy, a partnering with three TAFE colleges which has led to 75 Masters students, and one resultant research project (NCVER).

An emerging growth portfolio is in the area of curriculum, teaching and learning. The Faculty has recently formed a five-year partnership with the Australia Japan Foundation for the delivery of professional development programs for teachers. This strategy will be complemented and enhanced by a research project, recently procured from the Department of Education & Training (Victoria), on approaches to teaching and learning.

This portfolio approach has been built on the forming of a series of strategic partnerships in the public and private sectors. An example, in the early childhood portfolio, is the Faculty's successful bid for a Department of Education, Science and Training (DEST) project grant valued at \$1 million. This outcome resulted from the formation of a series of successful networked relationships with both DEST and consortium partners, and is expected to develop further in 2004-5.

During 2003, we developed a business plan for the development of the Krongold Centre for Exceptional Children but are struggling to meet our targets and will need to rethink our strategy. We have recently appointed a Professor of Education (Psychology) and will use the opportunity of his taking up his position to refresh our approach to its progress.

Diversification of income streams: As a result of the expansion of our student base, industry-funded research and commercial activities, our funding is increasingly more diverse and secure. It is difficult to compare the proportion of total funds coming from sources other than DEST in 2003 with preceding years since the income from DEST almost doubled in 2003 as an artefact of the change to SCM (PI 1.1). However, we estimate that under the old methodology, the 2003 figure would have been 40-45%, up from 25% five years ago in 1999 and 36% in 2002.

Planning, actions and improvement

Portfolios will review the recommendations of the Faculty Review and develop an implementation plan.

Outcomes	Strategies for 2005-7	Actions for 2005
4-1 High demand for the Faculty's commercial research and consultancy services in fields that align with its research and development priorities	<ul style="list-style-type: none"> a Align the Faculty's commercial activities with its research priorities identifying key areas for contract research. b Enhance the profile, reputation and on-going productivity of the Faculty through its Centres, Institute and other programs c Identify new business opportunities relating to centre-based activity, in particular contract research 	<p>Determine key areas for seeking contract research for the period 2005-7</p> <p>Develop and begin to implement a three year plan for 2005-2007 to position the Faculty's Centres at the national forefront of research and practice</p>
4-2	a Align the Faculty's commercial activities with	Identify key courses from which to obtain

<p>High demand for the Faculty's award and non-award full fee based courses drawing a diversity of students from Education and non-Education sectors.</p>	<p>its teaching strengths and priorities identifying key areas for development of fee-paying cohorts.</p> <ul style="list-style-type: none"> b Identify new business opportunities for commercial professional development c Attract increased numbers of public and private sector professionals to post graduate programs 	<p>new domestic fee paying cohorts 2005-2006</p> <p>Review and clarify articulation pathways for entry into the Faculty's postgraduate programs from non-education sources</p> <p>Develop and implement a marketing plan to attract public and private sector professionals to fee paying onshore and offshore post graduate programs</p> <p>Secure five contracts to deliver programs to non-education organisations</p>
<p>4-3 Leadership of a diverse range of influential relationships with industry, community and the professions that enhance the reputation and position of the Faculty and its capacity to engage in productive research, teaching and community service.</p>	<ul style="list-style-type: none"> a Create new partnerships, and capitalise on key networks to strengthen research and teaching opportunities b Increase collaboration with, and services to, schools, educational agencies and other key public and private sector institutions, locally, nationally and internationally c Develop an alumni strategy to enable domestic and international students to maintain contact with the Faculty and to promote lifelong learning 	<p>Establish key portfolio roles within the Faculty to manage and enhance our relationships with key client groups</p> <p>Consolidate existing partnerships for continued growth in identified strategic markets</p> <p>Develop partnerships with preferred and reputable international and domestic organisations to deliver new programs</p> <p>Increase Short Courses offerings in agreed priority areas</p> <p>Implement licensing arrangements for the use of our course materials internationally</p> <p>Further develop existing partnerships based on teaching cohorts to foster joint research capacity</p> <p>Implement plans to increase income from fundraising for the Elwyn Morey and Krongold Centres.</p> <p>Reconstitute the Faculty alumni society and develop a strategy for ongoing engagement with faculty alumni</p> <p>Develop and implement a strategy for alumni, philanthropic and endowment fundraising</p>
<p>4-4 Business practices that are highly regarded both within the Faculty and externally as efficient, ethical and effective in returning benefits to the Faculty and its staff and to its clients.</p>	<ul style="list-style-type: none"> a Enhance existing procedures, approaches and management structures to better manage Faculty commercial activities b Build staff capability in project management and commercial activities c Enhance the quality of all aspects of delivery of the Faculty's offshore courses, non-award courses and other professional services d Increase returns to the Faculty from commercial, professional development and centre-based activity, in particular contract research, through responsible costing of projects, tenders and consultancies e Develop guidelines for the payment of overheads and profit sharing on outside earnings f Develop guidelines to assist in the assessment of activities and projects that take into account other than financial returns. 	<p>Establish a professional development program for academic and general staff in the use of the SCR and related commercial procedures</p> <p>Develop and implement a project management structure for all major commercial initiatives</p> <p>Develop and implement a mentoring system to enhance staff capability in project management and commercial activities</p> <p>Review, improve and consolidate all commercial activity processes and procedures to ensure they meet agreed quality standards</p>

B4 MONASH UNIVERSITY VALUES

	Outcomes 2003	Planned outcomes and strategies 2005-7			
Portfolios Values		Courses, teaching and learning	Research and scholarly practice	Faculty environment	Faculty development
Excellence in education	<ul style="list-style-type: none"> Enrolled highest quality undergraduates in Victoria Employers satisfied with graduates (CHEQ Employer Survey) Improved student satisfaction with courses (88%) and teaching (85%) One third of units reviewed in 2003 Increased retention and reduced 'show causes' (48 down from 129 in 1999) 	<p>Related outcomes</p> <p>1-1 Curriculum that is current, theoretically and practically rigorous, ...</p> <p>1-2 Varied and productive pedagogies that challenge and extend all students intellectually</p> <p>1-3 Course structures, policies and procedures that ... [encourage and enable] innovative and flexible teaching, learning and assessment</p> <p>1-4 Rigorous and transparent quality assurance processes that inform all aspects of the curriculum and engender confidence in and satisfaction with outcomes</p> <p>Strategies/actions, eg</p> <p>Rigorous content quality reviews ... that address: currency, including relationship to recent research, intellectual rigour and challenge ...</p> <p>Provide professional development on recent research on productive pedagogies, ie those that promote higher order thinking</p> <p>Fund 'lighthouse' unit development within each program area to create and communicate pedagogies for distance and on-line delivery</p>	<p>Related outcomes</p> <p>2-4 Research induction that enables participants to pursue rigorous research practice</p> <p>Strategies/actions, eg</p> <p>Involve research groupings as critical friends/mentors in relation to course and unit content to ensure curriculum reflects contemporary research.</p> <p>Review and refine the distinctive contribution of each research degree program to the faculty's overall research induction role</p> <p>Review HDR programs in terms of induction into diverse research practice</p> <p>Provide workshops on research supervision providing practical advice ('tricks of the trade), and addressing deeper pedagogical and ethical issues (alternative paradigms, relationships, group supervision, joint publication)</p>	<p>Related outcomes</p> <p>3-1 A high quality physical and resource environment for learning ...</p> <p>3-2 A[n] ... organisational environment for students that encourages their engagement, autonomy and learning</p> <p>3-3 A[n] ... organisational environment for staff that supports high quality ... teaching</p> <p>3-4 High quality and diverse staffing for all facets of the Faculty of Education's activities</p> <p>3-5 All members of staff ... striving to excel</p> <p>Strategies/actions, eg</p> <p>Monitor compliance with sensible risk management processes for all student activities, wherever we operate, on and off campus.</p> <p>Plan the development of learning centres for students at each campus</p> <p>Develop Academic Services Team to ensure skilled, professional administrative support for teaching.</p> <p>PD staff to support flexible delivery, eg instructional design, IT use for teaching and desk top publishing</p>	<p>Related outcomes</p> <p>4-3 Leadership of ... partnerships that enhance the ... Faculty and its capacity to engage in productive ... teaching ...</p> <p>Strategies/actions, eg</p> <p>Enhance the quality of all aspects of delivery of the Faculty's offshore courses, non-award courses and other professional services</p>
Excellence in research	<ul style="list-style-type: none"> Benchmark score of 0.91 for 2000-2 Appointed research support officers to each campus Publication rate improved 	<p>Strategies/actions, eg</p> <p>Enhance mechanisms for staff researching their own practice and link to research productivity</p> <p>Implement revised suite of research methods units for Masters degrees</p>	<p>Related outcomes</p> <p>2-1 A clear and focused research profile ...</p> <p>2-2 A culture of innovation and support that is vibrant and actively removes constraints to imaginative</p>	<p>Related outcomes</p> <p>3-1 A high quality physical and resource environment for ... working</p> <p>3-3 A[n] ... organisational environment for staff that supports high quality research ...</p>	<p>Related outcomes</p> <p>4-3 Leadership of ... partnerships that enhance the ... Faculty and its capacity to engage in productive research, ...</p> <p>Strategies/actions, eg</p>

	<p>from 0.95 in 1999 to 1.5 in 2003 with 68% publishing in at least one DEST category</p> <ul style="list-style-type: none"> • Faculty are members of Editorial Boards of 70 refereed research journals and editors of 9. • Non NCG research funding more than doubled since 2000 • 12% of student load in HDR • Appointed two new professors to lead research • Attracted renewed funding for National Centre for History Education 		<p>and high quality research practice.</p> <p>2-3 Each academic Faculty member with her or his own productive research agenda and pursuing a distinctive intellectual trajectory.</p> <p>Strategies/actions, eg</p> <p>Consolidate distinctive research clusters as faculty research strengths</p> <p>Increase the number of research-only appointments on post-doctoral fellowships.</p> <p>Ensure a capacity for research leadership in each area of research strength through senior appointments at level D or E.</p>	<p>3-4 High quality and diverse staffing for all facets of the Faculty of Education's activities</p> <p>3-5 All members of staff ... striving to excel</p> <p>Strategies/actions, eg</p> <p>Develop Academic Services Team to ensure skilled, professional administrative support for research</p> <p>Continue Socio-technical systems project improving infrastructure for ... research services</p> <p>Develop staff profile to anticipate departures and staffing needs particularly in relation to leadership of each program/research area</p>	<p>Further develop existing partnerships based on teaching cohorts to foster joint research capacity</p> <p>Align the Faculty's commercial activities with its research priorities identifying key areas for contract research</p>
Excellence in management	<ul style="list-style-type: none"> • MEQ students very satisfied with student services, describing staff as responsive, providing reliable information and very friendly, helpful and patient' • Increased resources available for infrastructure (IT from 110 000 in 2000 to 275 000 in 2003, general from 24 000 to 201 000 in same period) • Redeveloped public website and staff website • Climate Survey indicated academic and general staff highly committed to Faculty and its vision • Increased funding for professional development • Improvement of communication through EDNews and staff meetings 	<p>Related outcomes</p> <p>1-3 Course structures, policies and procedures that are efficient and sustainable</p> <p>1-4 Rigorous and transparent quality assurance processes ...</p> <p>Strategies/actions, eg</p> <p>Provide PD on developments in instructional design particularly for distance and flexible delivery.</p> <p>Enhance computer-mediated communication to support the learning, placement and fieldwork, professional experience and course management needs of students.</p> <p>Systematically review and reconfigure course structures to simplify and optimise use of human and financial resources.</p> <p>Ensure optimal and flexible use of human and financial resources for placement and other fieldwork.</p> <p>Work with PMS supervisors to promote research based teaching, identify areas for re-skilling, arrange</p>	<p>Related outcomes</p> <p>2-1 A clear and focused research profile ...</p> <p>2-5 A diversity of research supports that resource and acknowledge a diversity of innovative research outcomes</p> <p>Strategies/actions, eg</p> <p>Work with research clusters to develop 3-year research development plans linked to resourcing agreements</p> <p>Use PMS to normalise research leadership as a role for all mid-career and senior staff</p> <p>Develop guidelines and processes to enable academic staff to alternate concentrated periods of teaching and research</p> <p>Promote academic's use of Submissions Contract Register and other research support provided by the faculty and university</p>	<p>Related outcomes</p> <p>3-1 A high quality physical and resource environment for learning and working</p> <p>3-2 A friendly, efficient ... organisational environment for students ...</p> <p>3-3 A friendly, efficient ... organisational environment for staff that supports high quality research, teaching and administration</p> <p>3-4 High quality and diverse staffing for all facets of the Faculty of Education's activities</p> <p>3-5 All members of staff contributing productively and striving to excel in an atmosphere of fairness, trust and respect.</p> <p>Strategies/actions, eg</p> <p>Monitor success of allocation of processes/ responsibilities to ensure appropriate content management of the Faculty web site, in conjunction with Socio-technical systems</p> <p>Clarify and communicate the extent</p>	<p>Related outcomes</p> <p>4-1 High demand for ... commercial research and consultancy services in fields that align with its research and development priorities.</p> <p>4-4 Business practices that are ... efficient, ... and effective in returning benefits to the Faculty and its staff and to its clients.</p> <p>Strategies/actions, eg</p> <p>Establish a professional development program for academic and general staff in the use of the SCR and related commercial procedures</p> <p>Develop and implement a project management structure for all major commercial initiatives</p> <p>Develop and implement a mentoring system to enhance staff capability in project management and commercial activities</p>

		mentoring for staff development.		and boundaries of authority, autonomy, responsibility and accountability amongst and between both general and academic staff. Provide an accessible, integrated and efficient web environment for staff to improve communications and workflow in support of teaching, research and administration: Socio-technical systems project Prepare and mentor staff at all levels for future leadership and management roles.	
Innovation and creativity	<ul style="list-style-type: none"> Initiated development of 'The meeting place' a flexible learning platform to provide a virtual home for students to connect with their peers, teachers and a services wherever their location or the extent or nature of their enrolment Continue to support Sport and Outdoor Recreation in Singapore as 'unusual' course for off shore programs 	<p>Related outcomes</p> <p>1-3 Course structures, policies and procedures that ... [encourage and enable] innovative and flexible teaching, learning and assessment</p> <p>Strategies/actions, eg</p> <p>Review suite of Faculty policies and procedures to identify and remove inconsistencies and unintended inhibitors to innovation and flexibility</p> <p>Develop processes to recognise and reward innovative exemplary practice</p>	<p>Related outcomes</p> <p>2-2 A culture of innovation and support that is vibrant and actively removes constraints to imaginative and high quality research practice.</p> <p>2-3 Each academic ... pursuing a distinctive intellectual trajectory.</p> <p>2-5 A diversity of research supports that resource and acknowledge a diversity of innovative research outcomes</p> <p>Strategies/actions, eg</p> <p>Use faculty research funds to support imaginative research and research development.</p>	<p>Strategies/actions, eg</p> <p>Develop guidelines and processes for the distribution of outside earnings that ... encourage innovation ...</p>	<p>Strategies/actions, eg</p>
International focus	<ul style="list-style-type: none"> Significant increase in on shore international students Began marketing in Canada Introduced two new offshore programs in Singapore Provided school placements in Cook Islands and London Began auditing internationalisation of curriculum Support international conferences and OSP 	<p>Related outcomes</p> <p>1-1 Curriculum that is ... internationally oriented</p> <p>Strategies/actions, eg</p> <p>Rigorous content quality reviews ... that [include] international and local perspectives.</p> <p>Ensure consistent auditing of international content and perspectives in units ...</p> <p>Expand opportunities for students to study or be placed in a range of social and cultural contexts including international settings</p>	<p>Related outcomes</p> <p>2-1 A ... research profile that gives the Faculty of Education an identity, recognition and impact within its various research fields nationally and internationally...</p> <p>Strategies/actions, eg</p> <p>Encourage scholarly visitors who can model and support international networking by faculty staff.</p> <p>Work with research clusters to identify and build 'flagship' national or international activities – where appropriate with Monash's international campuses</p>	<p>Strategies/actions, eg</p> <p>Continue and improve system of language support particularly but not only for international students.</p> <p>Develop an alumni strategy to enable domestic and international students to maintain contact with the Faculty and to promote lifelong learning</p>	<p>Strategies/actions, eg</p> <p>Identify and develop partnerships with preferred and reputable international ... organisations to deliver new programs</p> <p>Implement licensing arrangements for the use of our course materials internationally (e.g. TESOL)</p>

	<ul style="list-style-type: none"> Developed partnerships to provide short courses to international students 				
Engagement	<ul style="list-style-type: none"> Developed partnerships with Asian universities, TAFE, industry and community groups leading to teaching and research opportunities Continued to support faculty in community work (eg providing play therapy at Frankston hospital) Launched M of Organisational Leadership in collaboration with Gippsland Community Leadership Program 	<p>Related outcomes</p> <p>1-1 Curriculum that is ... locally relevant</p> <p>Strategies/actions, eg</p> <p>Ensure relevant professional/ community input into courses</p> <p>Promote teacher education to groups under represented in the teaching profession</p>	<p>Related outcomes</p> <p>2-1 A ... research profile that gives ... impact within its various research fields nationally and internationally and influences policy and practice more broadly.</p> <p>Strategies/actions, eg</p> <p>Work with research clusters to identify linkages</p> <p>Extend strategic research partnerships to support research activity</p> <p>Establish a research dissemination strategy to profile faculty research and researchers</p>	<p>Related outcomes</p> <p>3-2 A[n] ... environment for students that encourages their engagement</p> <p>3-5 All members of staff contributing productively ...</p> <p>Strategies/actions, eg</p> <p>Develop guidelines and processes for the distribution of outside earnings that ... encourage ... engagement.</p>	<p>Related outcomes</p> <p>4-1 High demand for ... commercial research and consultancy services ...</p> <p>4-2 High demand for the ... award and non-award full fee based courses ... from Education and non-Education sectors.</p> <p>4-3 Leadership of a diverse range of influential partnerships that enhance the reputation and position of the Faculty and its capacity to engage in productive ... community service.</p> <p>Strategies/actions, eg</p> <p>Establish key portfolio roles to manage and enhance our relationships with key client groups</p> <p>Create new partnerships, and capitalise on networks to strengthen research and teaching opportunities</p> <p>Increase collaboration with, and services to, schools, educational agencies and other key public and private sector institutions, locally, nationally and internationally</p>
Diversity	<ul style="list-style-type: none"> Indigenous students increased from 5 to 16 Students from low SES background 22% Significant proportion (35%) of post graduate students drawn from other than Education sector Ran faculty day on theme of diversity and inclusivity 	<p>Related outcomes</p> <p>1-2 Varied and productive pedagogies that [are] respectful and inclusive of difference</p> <p>1-5 High demand for the Faculty of Education's courses from a diverse range of students</p> <p>Strategies/actions, eg</p> <p>Model inclusive practice addressing various forms of difference and diversity</p> <p>Develop a strategy for ensuring pre-service teachers gain experience teaching students who vary in their abilities, cultures and circumstances</p>	<p>Related outcomes</p> <p>2-3 Each academic ... pursuing a distinctive intellectual trajectory.</p> <p>2-4 Research induction that enables participants to pursue rigorous research practice in a range of different educational and occupational contexts ...</p> <p>2-5 A diversity of research supports that resource and acknowledge a diversity of innovative research outcomes</p> <p>Strategies/actions, eg</p> <p>Review HDR programs in terms of induction into diverse research</p>	<p>Related outcomes</p> <p>3-2 A[n] inclusive organisational environment for students ...</p> <p>3-3 A [n] ... inclusive organisational environment for staff ...</p> <p>3-4 High quality and diverse staffing for all facets of the Faculty of Education's activities</p> <p>Strategies/actions, eg</p> <p>Audit provision for students with special needs</p>	<p>Related outcomes</p> <p>4-2 High demand for ... award and non-award full fee based courses drawing a diversity of students ...</p> <p>4-3 Leadership of a diverse range of influential partnerships ...</p> <p>Strategies/actions, eg</p> <p>Attract increased numbers of public and private sector professionals to post graduate programs</p> <p>Review and clarify articulation pathways for entry into the Faculty's postgraduate programs from non-education sources</p>

		<p>and in different contexts</p> <p>Promote teacher education to groups under represented in the profession</p> <p>Monitor socio-economic composition of undergraduate students and recommend on action as needed</p> <p>Provide scheduling, timetabling and modes of offering that are sensitive to students' diverse family and work responsibilities</p> <p>Refine and improve RPL and articulation policies to afford students opportunities for successful partn</p>	practice		
Fairness	<ul style="list-style-type: none"> Established five indigenous scholarships All Portfolio committees address matters related to equity and inclusivity Appointed a Higher Degree Research Student Liaison Officer 'Workload and availability for teaching policies provide for family circumstances to be taken into account in the distribution and scheduling of work for academic staff 	<p>Related outcomes</p> <p>1-1 Curriculum that ... promotes professional ethics of care and justice.</p> <p>Strategies/actions, eg</p> <p>Promote appropriate and varied forms of assessment.</p> <p>Ensure consistency of standards and invigilation across units, courses and campuses.</p> <p>Enhance computer-mediated communication to provide on and off-campus students with a common and connected Monash experience.</p> <p>Develop an indigenous access scheme for Faculty of Education programs.</p> <p>Ensure consistency, clarity and suitability of selection processes across courses and campuses and student groups.</p>	<p>Related outcomes</p> <p>2-3 Each academic faculty member with her or his own productive research agenda and pursuing a distinctive intellectual trajectory</p> <p>Strategies/actions, eg</p> <p>Prioritise research enabling for all staff, including mentoring</p> <p>Organise research induction activities to maximise access by all research students.</p> <p>Use PMS to promote academic's own research program</p>	<p>Related outcomes</p> <p>3-2 A friendly, efficient and inclusive organisational environment for students ...</p> <p>3-3 A[n] ... inclusive organisational environment for staff ...</p> <p>3-5 All members of staff contributing ... in an atmosphere of fairness, trust and respect.</p> <p>Strategies/actions, eg</p> <p>Review processes to ensure consistency and currency of advice to students from first contact to graduation across advisers, campuses and courses</p> <p>Integrate equity and equal opportunity principles into all aspects of the selection of staff.</p> <p>Develop guidelines and processes for the distribution of outside earnings...</p> <p>Work towards a fair and reasonable distribution of work, responsibilities and rewards within the Faculty for both general and academic staff</p>	<p>Related outcomes</p> <p>4-1 Business practices that are ethical and effective in returning benefits to the Faculty and its staff and to its clients</p> <p>Strategies/actions, eg</p> <p>Develop guidelines for the payment of overheads and profit sharing on outside earnings</p>
Integrity		<p>Related outcomes</p> <p>1-1 Curriculum that ... promotes professional ethics of care and justice</p>	<p>Related outcomes</p> <p>2-2 A culture ... that ... actively removes constraints to imaginative, high quality and impartial research</p>	<p>Related outcomes</p> <p>3-5 All members of staff contributing ... in an atmosphere of fairness, trust and respect.</p>	<p>Related outcomes</p> <p>4-4 Business practices that are highly regarded both within the Faculty and externally as ... ethical ...</p>

		<p>1-4 Rigorous and transparent quality assurance processes that ... engender confidence in and satisfaction with outcomes</p> <p>Strategies/actions, eg</p> <p>Rigorous content quality reviews ... that address ... professional ethics</p> <p>Develop and promote quality assurance processes with a focus on 'getting better' rather than 'looking better' for external accountability</p> <p>Develop program on respecting and acknowledging work of others</p>	<p>practice.</p> <p>2-4 Research induction that enables participants to pursue rigorous and ethical research practice</p> <p>Strategies/actions, eg</p> <p>Develop program on respecting and acknowledging work of others</p>	<p>Strategies/actions, eg</p> <p>Provide professional development for PMS supervisors to ensure a rigorous, fair and consistent process that reflects the Faculty's strategic directions and the individual's career needs</p> <p>Integrate equity and equal opportunity principles into all elements of the learning and working environment.</p>	<p>Strategies/actions, eg</p> <p>Develop guidelines to assist in the assessment of activities and projects that take into account other than financial returns.</p> <p>Review, improve and consolidate all commercial activity processes and procedures to ensure they meet agreed quality standards</p>
Self reliance	<ul style="list-style-type: none"> Improved proportion of income from sources other than DEST Improved proportion of non-HECS funded students Diversified student profile thus reducing risk Increased tender capacity and success 	<p>Related outcomes</p> <p>1-3 Course structures, policies and procedures that are efficient and sustainable</p> <p>1-5 High demand for the Faculty of Education's courses ...</p> <p>Strategies/actions, eg</p> <p>Systematically review and reconfigure course structures to simplify and optimise use of human and financial resources</p> <p>Provide flexible articulated pathways into Faculty programs</p>	<p>Related outcomes</p> <p>2-1 A clear and focused research profile which gives the Faculty of Education a presence, identity and recognition ...</p> <p>2-3 Each academic Faculty member with her or his own productive research agenda</p> <p>Strategies/actions, eg</p> <p>Encourage staff to access external research funding</p> <p>Establish principles guiding expenditure of faculty research funds to better support strategic research development</p> <p>Increase the involvement of Development Office in facilitating research and strategic research partnerships</p> <p>Promote academic's use of Submissions Contract Register and other research support provided by the faculty and university</p>	<p>Strategies/actions, eg</p> <p>Develop processes and rewards to enable and encourage academic staff participation in faculty commercial activities.</p>	<p>Related outcomes</p> <p>4-1 High demand for the Faculty of Education's commercial research and consultancy services ...</p> <p>4-2 High demand for the Faculty of Education's award and non-award full fee based courses ...</p> <p>4-3 Leadership of a diverse range of influential partnerships that enhance the reputation and position of the Faculty and its capacity to engage in productive research, teaching and community service.</p> <p>4-4 Business practices that are ... effective in returning benefits to the Faculty and its staff and to its clients.</p> <p>Strategies/actions, eg</p> <p>Align commercial activities with research priorities identifying key areas for contract research</p> <p>Identify new business opportunities relating to centre-based activity, in particular contract research</p> <p>Increase returns from commercial, professional development and centre-based activity, in particular contract research, through responsible costing of projects, tenders and consultancies</p> <p>Enhance existing procedures,</p>

					approaches and management structures to better manage Faculty commercial activities
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PART C: STAFF AND CHANGES TO PLANNED STUDENT LOAD 2005-6

Student load (in EFTSU)	Changes to the student load projections agreed in 2003 for 2005/6			Comments
	2005	2006	Location	
Mode:				
On campus	- 25.8	- 26.1	Clayton	Shift of PG enrolment to flexible off site delivery
	+ 20.2	+ 19.3	Gippsland	Includes targeted science places 2004
	+ 29.7	+ 27.5	Peninsula	Temporary allocation 21 + pipeline for M of Org Lead
Off campus	+ 61.0	+ 69.0	Clayton	New cohort based enrolments, flexible off site delivery
		+ 2.0	Clay Partner S	
	+ 6.0	+ 3.0	Gippsland	
	- 7.0	- 13.0	Gip Partner S	Sport & Outdoor Rec not meeting targets Singapore
	+ 20.5	+ 24.5	Peninsula	
	+ 7.0		Pen Partner S	Early Childhood Studies exceeded target Singapore
Fee category:				
DEST	- 1.8	+ 7.9	Clayton	Includes targeted places 2004
	+ 26.2	+ 25.3	Gippsland	Targeted places 2004
	+ 47.2	+ 60.7	Peninsula	Temporary allocation of 20 HECS for M of Org Lead
International	+ 32.0	+ 33.0	Clayton	Strong applications/offers in 2004 for 2005, + 40%
	+ 0.0	+ 2.0	Clay Partner S	
	- 1.0	- 4.0	Gippsland	
	- 7.0	- 13.0	Gip Partner S	Sport & Outdoor Rec not meeting targets Singapore
	+ 3.0	+ 9.0	Peninsula	
	+ 7.0		Pen Partner S	Early Childhood Studies Singapore exceeded target
Domestic Fee	+ 5.0	+ 2.0	Clayton	
	+ 1.0	+ 1.0	Gippsland	
Course level:				
Undergrad	+ 13.9	+ 12.0	Clayton	
	+ 18.2	+ 9.3	Gippsland	
	+ 35.0	+ 33.0	Peninsula	
Grad/Postgrad	+ 33.4	+ 35.0	Clayton	
	+ 1.0		Gippsland	
	+ 22.2	+ 36.7	Peninsula	Temporary allocation 21 + pipeline for M of Org Lead
HDR	- 12.1	- 2.1	Clayton	Reduced allocation
Campus totals:				
Clayton	+ 35.2	+ 44.9		Extra local cohort based enrolments and international
Gippsland	+ 19.2	+ 9.3		Extra allocns offset SOR not meeting off shore targets
Peninsula	+ 57.2	+ 69.7		Temporary allocation 21 + pipeline for M of Org Lead
Total	+ 111.6	+ 123.9		

Staff numbers (in FTE)	Total staff numbers by location (change)			Comments
	2005	2006	Location	
Academic staff	57 (+5)	60.5 (+3.5)	Clayton	See Appendix B Planned student load change and Appendix C Student staff ratio. Load growth from planned 2004 to planned 2005 is 8.3% and to planned 2006 a further 3.8% (Short course data is not in these figures.) Growth of 7.3 in academic staff and 4.5 in general staff will maintain current SSR. However, the Faculty sees a reduction in SSR as critical and urgent and plans to make 9 academic appointments. Note: Campus distribution of load is 54% Clayton, 20% Gippsland, 26% Peninsula. The Dean and other non teaching academics are assigned to Clayton.
	17 (+1.5)	17.5 (+0.5)	Gippsland	
	24 (+2.5)	25 (+1)	Peninsula	
	98 (+9)	103 (+5)	Total	
General staff	27.5 (+2.2)	28.5 (+1)	Faculty/Devt	
	18.5 (+1.5)	19 (0.5)	Clayton	
	6.8 (+0.4)	7.1 (+0.3)	Gippsland	
	8 (+0.4)	8.5 (+0.5)	Peninsula	
	60.8 (4.5)	63.1 (+2.3)	Total	

APPENDIX A: FACULTY PI s with TARGETS

Performance Indicator	Targets	1999	2000	2001	2002	2003	2004
SELF RELIANCE AND DIVERSITY							
1 Self Reliance and Diversity							
1.1 % income derived from sources other than DEST recurrent (1)		24.58%	33.74%	34.86%	35.70%	30.57%**	
1.2 % student load by funding other than DEST recurrent (2)		3.18%	4.30%	5.83%	10.70%	17.97%	
1.3 % of student load which is international		3.11%	2.84%	3.69%	6.97%	9.85%	
1.4 % post-grad load from other than formal Educ sectors (Est)							
RESEARCH AND RESEARCH TRAINING							
2 Research Prestige and Engagement							
2.1 Composite Performance Measure (CPM)	<i>above 1</i>	0.77	1.04	1.27	0.91 (prov)	n/a	n/a
[University "Break even" Composite Performance MeaS (CPM)]		0.87	0.81	0.83	n/a	n/a	n/a
[Number of Teaching and Research Staff (FTE)]		73.79	77.01	75.2	70.9	75.2	
2.2 Higher Degree Research completions (Degree faculty)	<i>30 per annum</i>	26	22	24	29	25	
2.2 Higher Degree Research completions (Teaching faculty)	<i>30 per annum</i>	27	22	24	29	25	
2.3 Research income from sources other than NCGs (\$'000)	<i>Increase 10% pa</i>	367	433	809	717	n/a	
2.4 Research income from NCGs (\$'000)	<i>In top 5 Educ faculties</i>	938	1039	1006	587	n/a	
2.5 % of staff published in at least one DEST category (Univ Av)	<i>Above Univ av by 2006</i>	55.2 (62.0)	48.6 (61.6)	47.5 (61.5)	56.1 (64.4)	68.7 (70.4)	
2.6 % of T&R staff who are University 'research active'	<i>increase 10% pa to 80%</i>	38%	38%	40%	56%		
2.7 Weighted DEST Publications per T&R staff	<i>2</i>	0.95	1.06	0.94	1.22	1.5 (prov)	
2.8 HDR satisfaction levels ranking within the university	<i>top 25% of Acad Units</i>				5th of 30		

(1) Indicator based on estimated actual revenue. Financial Resources Management Division

(2) Indicator based on estimated EFTSU target. Financial Resources Management Division

** The drop is only apparent, under SCM income from DEST almost doubled in 2003.

Performance Indicator	Targets	1999	2000	2001	2002	2003	2004
TEACHING AND LEARNING							
3 Course Delivery: Flexibility and Internationalisation (3)							
3.1 a) % of units available in the off-campus, distributed mode.	<i>stabilize at 30-40%</i>	n/a	26.58%	34.89%	33.58%	43.57%	
3.1 b) % of units available in both semesters 1 & 2	<i>stabilize at 15-20%</i>	n/a	9.04%	7.17%	18.25%	11.43%	
3.1 c) % of units available off-campus	<i>stabilize at 35-45%</i>	n/a	25.48%	31.78%	30.66%	40.71%	
3.1 d) % of units available in non-traditional study times (4)	<i>stabilize at 15-20%</i>	n/a	22.19%	18.38%	17.15%	17.86%	
3.2 Internationalisation - % of undergrads taking overseas study (5)	<i>rise to 5% by 2005</i>	1.86%	1.74%	2.48%	3.87%	3%	
4 Student Course Satisfaction							
a) Current Students							
% of students satisfied with their course (6)/Univ average	<i>above 85%</i>	n/a	n/a	n/a	n/a	88.2/90.7	
b) Graduates (7)							
4.1 (i) % of graduates satisfied with teaching	<i>above 85%</i>	67.7	70.8	71.9	77.2	77.2	
4.1 (ii) %of graduates satisfied with generic skills development	<i>above 85%</i>	79.8	82.9	85.1	84	87.1	
4.1 (iii) % of graduates satisfied with course	<i>above 85%</i>	80.4	81.1	83.2	82.4	83.8	
4.2 Faculty wide results of CHEQ Unit Surveys							
5 Employability of Graduates							
% of grads in full-time employment 4 months after completion (8)	<i>above 90%</i>	91.7%	92.5%	94.8%	96.4%	94.40%	
6 External Perceptions: Competitiveness							
a) Undergraduate students (9)							
6.1 (i) % of Victoria's first preferences in Education	<i>above 65%</i>	55.6%	73.0%	72.5%	63.9%	68.00%	
6.1 (ii) % of students with ENTER scores in top 5%/all institutions	<i>above 0.5%</i>	0.4%	0.2%	0.2%	0.4%	0.4%	
6.1 (iii) Median ENTER score for school leavers	<i>above 80</i>	77.90	77.50	79.90	81.80	84.95	
b) Graduate/postgraduate students							
6.1 (iv) Ratio of grad/postgrad coursework to undergrad students		109.3%	108.5%	98.6%	112.7%	120.50%	
6.1 (v) Ratio of grad/postgrad coursework students to all students		47.1%	47.5%	44.5%	46.9%	48.70%	
7 Quality Review							
7.1 % of teaching staff obtaining MonQuest surveys in that year	<i>above 50% by 2006</i>						
7.2 % of units obtaining CHEQ unit surveys in that year	<i>above 30% by 2004</i>				22.0%	42%	
7.3 % of units obtaining peer review and revised in that year	<i>above 20% by 2006</i>						
8 Equity							
8.1 Number of Indigenous students in faculty programs	<i>16 by 2006</i>	10	2	2	6	15	
8.2 % of students under 25 from low SES background	<i>approaching pop 25%</i>	22.5	23.4	22.4	21.8	21.8	

(3) Data first collected in 2000

(4) Units offered on weekends, evenings, summer semester, block study

(5) Based on students supported through Monash Abroad. Grad students are additional. (6) Monash Student Experience Questionnaire

(7) Based upon the DEST Course Evaluation Questionnaire

(8) Based upon the DEST Graduate Destination Survey

(9) Based on VTAC data (V16 only)

Performance Indicator	Targets	1999	2000	2001	2002	2003	2004
FACULTY ENVIRONMENT							
9 Infrastructure							
9.1 Faculty expenditure on IT infrastructure (10)		82 580	110 000	110 000	200 000	275 000	275 000
9.2 Faculty expenditure on equipment, furniture and spaces (11)		27 000	24 000	22 000	100 000	201 000	150 000
10 Staffing							
Teaching load							
10.1 (i) Student-staff ratio (12) (Univ Average)		18.3 (16.4)	18.0 (16.1)	19.7 (16.1)	23.7 (17.1)	23.7 (17.6)	
Note: AVCC stats for 2002: Monash Education =24.7; System wide Educ = 23.0; Go8 Educ = 19.4; Four benchmark comp Educ = 18.0							
10.1 (i) Real student-staff ratio (13) - Clayton	26:1 by '04, 23:1 by '08					28.1	
10.1 (i) Real student-staff ratio (13) - Gippsland	26:1 by '04, 23:1 by '08					26.5	
10.1 (i) Real student-staff ratio (13) - Peninsula	26:1 by '04, 23:1 by '08					26.7	
10.1 (ii) Average teaching load - whole faculty	800 by '05, 750 by '07			888	907	856	
10.1 (ii) Average teaching load - Clayton	Balanced by campus			903	949	875	
10.1 (ii) Average teaching load - Gippsland	Balanced by campus			840	859	864	
10.1 (ii) Average teaching load - Peninsula	Balanced by campus			902	849	799	
10.3 % of teaching undertaken by sessional staff	Under 10%			8.90%	13.80%	17.10%	
Expenditure on Professional Development							
10.2 (i) Expenditure on General staff PD (\$)		10 000	10 000	10 000	15 000	15 000	20 000
10.2 (i) Expenditure on General staff PD per capita	\$300 by '04, \$500 by '06	192	200	187	268	250	
10.2 (ii) Expenditure on Academic staff PD (\$)		0	0	0	0	10 000	20 000
10.2 (ii) Expenditure on Academic staff PD per eligible T&R	\$300 by '04, \$500 by '06	0	0	0	0	133	
10.2 (iii) Expenditure on Conference travel (\$)		34 500	38 000	38 000	38 000	40 000	80 000
10.2 (iii) Expenditure on Conference travel per eligible T&R	\$1000 pa by 2004	448	494	507	535	533	
10.2 (iv) Percentage of academic staff taking OSP	10-12% pa	11.10%	10.30%	8.10%	9.40%	8.50%	10.10%
Staff profile (March 31st)							
10.3 (i) Number of Indigenous staff	3 by 2005	0	0	0	1	1	
10.3 (ii) % of Level D and E academic staff who are females	stabilize 40-60%	0%	13%	21%	23%	26%	40%
10.3 (iii) % of Level 7 or above general staff who are females	stabilize 40-60%				56%	52%	52%
10.3 (iv) % of T&R academic staff who have doctorate	75% by '05, 85% by '07		65%	65%	67%	70%	71%
10.3 (v) % of general staff with degree or TAFE qualification	75% by '05, 85% by '07					71%	76%
10.3 (vi) % of general staff level 5 and above who have degree	75% by '05, 85% by '07					65%	73%
10.3 (vii) Median age of ongoing academic staff	mid forties			51	51	52	51
10.3 (viii) Median age of ongoing general staff	mid forties					45	46

(10) Faculty funds for equipment, does not include labour or web devt (11) Does not include minor works or teaching resources such as LMR

(12) Staff includes casual but excludes 'Research only' and 'Other'. Student data is taught load but excludes offshore partner supported

(13) Excludes T&R staff who do no teaching eg Dean, Centre Director, Librarian

APPENDIX B: LOAD CHANGES FROM PLANNED 2004 TO PLANNED 2006

STUDENT LOAD (IN EFTSU) ALL FUND SOURCES	2004 LOAD PLANNED	2005 LOAD PLANNED	2005 LOAD SUBMITTED	NET CHANGE	NET CHANGE 2004 TO 2005	2006 LOAD PLANNED	2006 LOAD SUBMITTED	NET CHANGE	NET CHANGE 2004 TO 2006
	IN 2003 EFTSU	IN 2003 EFTSU	IN 2004 EFTSU	2005 PLAN EFTSU	EFTSU	IN 2003 EFTSU	IN 2004 EFTSU	EFTSU	EFTSU
CLAYTON									
UNDERGRADUATE	424.0	434.1	448.0	13.9	24.0	443.0	455.0	12.0	31.0
GRADUATE/POSTGRADUATE	780.0	828.6	862.0	33.4	82.0	874.1	909.1	35.0	129.1
HIGHER DEGREE BY RESEARCH	154.6	154.6	142.5	-12.1	-12.1	154.6	152.5	-2.1	-2.1
TOTAL CLAYTON	1358.6	1417.3	1452.5	35.2	93.9 (6.9%)	1471.7	1516.6	44.9	158.0
GIPPSLAND									
UNDERGRADUATE	347.5	365.5	383.7	18.2	36.2	382.5	391.8	9.3	44.3
GRADUATE/POSTGRADUATE	144.0	145.0	146.0	1.0	2.0	145.0	145.0	0.0	1.0
HIGHER DEGREE BY RESEARCH	16.0	15.0	15.0	0.0	-1.0	15.0	15.0	0.0	-1.0
TOTAL GIPPSLAND	507.5	525.5	544.7	19.2	37.2 (7.3%)	542.5	551.8	9.3	44.3
PENINSULA									
UNDERGRADUATE	451.0	474.0	509.0	35.0	58.0	494.0	527.0	33.0	76.0
GRADUATE/POSTGRADUATE	159.0	153.0	175.2	22.2	16.2	153.0	189.7	36.7	30.7
HIGHER DEGREE BY RESEARCH	22.0	25.0	25.0	0.0	3.0	25.0	25.0	0.0	3.0
TOTAL PENINSULA	632.0	652.0	709.2	57.2	77.2 (12.2%)	672.0	741.7	69.7	109.7
ALL CAMPUSES									
UNDERGRADUATE	1222.5	1273.6	1340.7	67.1	118.2	1319.5	1373.8	54.3	151.3
GRADUATE/POSTGRADUATE	1083.0	1126.6	1183.2	56.6	100.2	1172.1	1243.8	71.7	160.8
HIGHER DEGREE BY RESEARCH	192.6	194.6	182.5	-12.1	-10.1	194.6	192.5	-2.1	-0.1
TOTAL ALL CAMPUSES	2498.1	2594.8	2706.4	111.6	208.3	2686.2	2810.1	123.9	312.0

NOTE: The temporary allocation to Peninsula of 21 places plus pipeline for M Organisational Leadership will actually be taught by Clayton staff.

APPENDIX C: STUDENT STAFF RATIOS

Table A: Field based comparisons of SSR in 2002 provided by the AVCC.

These figures are based on our reports to DEST and reflect taught load. As indicated in the notes, they include "teaching only" or "teaching and research only", ongoing, fixed term and casual staff. They include off shore enrolments but not offshore staff not employed by the university. Thus, for some institutions and some disciplines, the SSR will be inflated.

NOTE: According to Monash Statistical Services, students are reported to DEST according to the discipline of their units/course but the staff numbers are reported according to the AOU. The 10% of Faculty of Education staff who are Psychologists will appear as Education staff, but the 10% of students who are in psychology courses will be reported as Health. **Therefore the SSR for Education is an underestimate and should be 27.2.** The Health SSR is exaggerated slightly by including students taught by Education. However, given the size of the medicine, nursing and health faculty, the effect will be small. These ambiguities will exist where there is not a neat match between faculties and disciplines.

State/Institution	Natural and physical sciences	Information technology	Engineering and related technologies	Architecture and building	Agriculture, environment studies	Health	Education	Management and commerce	Society and culture	Creative arts	Mixed field programmes	All students / staff in AOU's
Whole sector 2002	15.7	25.0	17.6	19.5	13.2	14.1	23.0	31.6	23.1	19.7	18.0	21.0
Whole sector 2001	14.7	25.7	16.5	18.8	12.1	13.3	20.9	28.9	21.4	18.0	9.4	19.6
Go8												
The University of New South Wales	16.6	21.9	19.3	15.9	0.0	7.2	14.8	29.1	21.6	20.0	0.0	18.8
The University of Sydney (vii)	13.7	19.2	14.0	20.0	6.0	13.0	12.4	32.3	22.7	12.2	0.0	17.0
Monash University	13.7	18.0	15.1	0.0	0.0	14.4	24.7	25.8	21.8	24.7	0.0	19.1
The University of Melbourne	15.1	22.0	18.3	22.5	10.6	13.3	24.9	30.6	26.3	13.8	0.0	19.3
The University of Queensland	21.8	16.0	18.4	20.3	20.2	12.5	20.0	24.5	23.1	20.5	0.0	19.8
The University of Western Australia	14.5	25.4	18.4	23.8	11.9	8.1	21.8	23.1	20.2	13.7	0.0	16.5
The University of Adelaide	13.1	19.3	18.4	20.9	9.1	9.8	19.6	27.9	24.7	7.6	0.0	16.7
The Australian National University	17.3	16.5	18.7	0.0	17.8	10.0	0.0	34.7	21.5	7.2	0.0	18.6
Go8 student load	29478	15057	13738	5351	4134	20868	8310	28319	61119	10303	0	196679
G08 staff load	1,920	789	798	275	317	1,775	428	1,022	2,680	686	0	10,690
Go8 SSR	15.4	19.1	17.2	19.5	13.0	11.8	19.4	27.7	22.8	15.0		18.4
Educ's Benchmark Comp												
The University of New South Wales	16.6	21.9	19.3	15.9	0.0	7.2	14.8	29.1	21.6	20.0	0.0	18.8
The University of Sydney (vii)	13.7	19.2	14.0	20.0	6.0	13.0	12.4	32.3	22.7	12.2	0.0	17.0
The University of Melbourne	15.1	22.0	18.3	22.5	10.6	13.3	24.9	30.6	26.3	13.8	0.0	19.3
The University of Queensland	21.8	16.0	18.4	20.3	20.2	12.5	20.0	24.5	23.1	20.5	0.0	19.8
Benchmark Comp Student load	18245	7646	8428	4513	3004	15300	5813	16135	38256	6811	0	124152
Benchmark Comp staff load	1,121	385	480	238	222	1,272	323	560	1,639	438	0	6,678
Benchmark Comp SSR	16.3	19.9	17.6	19.0	13.5	12.0	18.0	28.8	23.3	15.6		18.6

iii) For the purpose of the ratio calculations, the scope of staff is confined to those with work functions of "teaching only" or "teaching and research only", while that of students excludes those enrolled in work experience units.

(vi) A number of universities do not report all teaching staff to DEST, as they are not directly employed by universities and therefore outside the scope of the Staff Collection. This unfortunately has distorted the ratio for the institutions concern. For instance, a significant amount of student load, predominantly in the Police programs, for which associated staffing is not reported by Charles Stuart while the corresponding teaching staff (employed by its commercial partners) is not. The teaching staff component of the ratio for Curtin University does not include those employed by its offshore collaborators. The University of South Australia operates extensive teaching programs in approx. 45 offshore institutions, however not all teaching staff of these programs are captured in the ratio. This means the computed student to teaching ratios misrepresent the true ratios for these Universities. Caution should therefore be exercised in interpreting the statistics provided.

Table B: Based on definition of staff and students used by AVCC

Students = Taught load FTE includes off shore supported partner programs
 Staff = T & R staff and teaching only staff: Ongoing, contract and casual FTE

	1999	2000	2001	2002	2003	
EDUCATION						
Students	1665	1638	1756	1916	2124	+ 28%
Staff	91	91	89	81	85	- 7%
SSR	18.3	18.0	19.7	23.7	25.0	+ 37%
UNIVERSITY						
Students	31 715	32 537	33 106	35 899	39 756	+ 25%
Staff	1868	1950	1978	2026	2031	+ 9%
SSR	17.0	16.7	16.7	17.7	19.6	+ 15%

NOTE: The difference between these data for 2002 and the published AVCC data for 2002 provided in Table A is that the AVCC used casual data from 2001 to estimate the casuals for 2002, whereas we have used the actual casuals for 2002 as provided by Monash Statistical Services. Our casual teaching increased by 16% between 2001 and 2002 to deal with overload, which means our internally calculated SSR is a little less than the figure provided by the AVCC.

Table C: Based on definition of students recommended by Monash Statistical Services

Students = Taught load FTE excludes off shore partner supported programs
 Staff = T & R staff and teaching only staff: Ongoing, contract and casual FTE

	1999	2000	2001	2002	2003	
EDUCATION						
Students	1667	1637	1755	1917	2014	+ 21%
Staff	91	91	89	81	85	- 7%
SSR	18.3	18.0	19.7	23.7	23.7	+ 30%
UNIVERSITY						
Students	30 564	31 430	31 858	34 653	35 718	+ 17%
Staff	1868	1950	1978	2026	2031	+ 9%
SSR	16.4	16.1	16.1	17.1	17.6	+ 7%