

FACULTY OF EDUCATION OPERATIONAL PLAN 2008-10

Section A - Operational Plan 2008-10

Education (Bolded actions/strategies are those identified to VCG as Key Strategies for 2008)

Objectives	Actions/Strategies	Measures/Targets	Accountability	Timeline
1 Curriculum that is current, rigorous, internationally oriented and locally relevant, and promotes ethical practice <i>Monash Directions 2025:</i> - a university in the world - distinctive graduates <i>Excellence and Diversity:</i> - excellence in education	1.1 Continue cross campus planning (Peninsula/Gippsland) for renewed middle/primary/early childhood teacher education program ensuring: <ul style="list-style-type: none"> - an international orientation - Indigenous perspectives - an evidence-based and research led orientation - intellectual and professional engagement 	<ul style="list-style-type: none"> • Course and unit amendments approved and registered for 2009 • All unit development completed according to specified timeline over 2008-10 	Course Director Early Childhood Course Directors Primary Manager – Academic Services & Quality	2007-10
	1.2 Invite members of the Bunarong community to work with staff and students at Peninsula on an action plan to provide for: <ul style="list-style-type: none"> - a visible Indigenous and Bunarong presence on campus - an Indigenous voice in planning and development - broadening student and staff world views - joint community projects 	<ul style="list-style-type: none"> • Continued collaboration with the Monash Peninsula-Bunarong community in relation to education, culture and history 	Peninsula-based Research Leader, Professor and Course Directors	2007-9
2 Varied and productive pedagogies that challenge and extend all students intellectually while being respectful and inclusive of difference. <i>Excellence and Diversity:</i> - excellence in education	2.1 Continue and expand professional learning program on feedback and assessment practices for both ongoing and sessional teaching staff	<ul style="list-style-type: none"> • 50% of staff on each campus in workshop program each year • All units with explicit criteria for assessment • Improvement on unit evaluations with 90% of units with mean above 3.5 for feedback and assessment related items in 2009 	AD Teaching (with Course Directors)	2007-8
	2.2 Continue and expand professional learning program on productive pedagogies for flexible and OCL including <ul style="list-style-type: none"> - workshops on pedagogy and writing genre for flexible and OCL - portfolio of advice and exemplars of OCL materials - 'just in time' pedagogical advice/support for teaching for OCL 	<ul style="list-style-type: none"> • Improvement on unit evaluations from students enrolled in OCL with 90% of units with mean above 3.5 for all items in 2009 	AD Teaching (with Course Directors)	2007-8
	2.3 Review and revise as necessary Master of Counselling units to address pedagogical concerns identified in MEQ and support staff to enhance on and off campus pedagogy as needed	<ul style="list-style-type: none"> • Unit reviews for 2006-8 analysed and used to monitor progress • Improvement on MEQ 2005 to 2009 	Course Director Psychology Deputy Course Director (M Psych)	2006-8
3 Efficient and sustainable courses and processes that enable innovative and flexible teaching,	3.1 Implement the new suite of Secondary Teacher Education courses ensuring operational continuity and quality across all campuses with a high level of satisfaction by students and staff.	<ul style="list-style-type: none"> • Manuscripts audited for <ul style="list-style-type: none"> - international orientation - indigenous perspectives - assessment regime 	Course Directors Secondary Manager – Academic Services & Quality	2008-10

<p>learning and assessment.</p> <p><i>Excellence and Diversity:</i></p> <ul style="list-style-type: none"> - excellence in management - diversity - engagement - self reliance 		<ul style="list-style-type: none"> - inquiry focus - likely engagement of student readers • Units ready to specified timeline 2008-10 • Successful implementation as judged by (a) quality and number of applications for courses (b) feedback from students (c) staff morale and confidence in curriculum 	<p>Manager – Admissions and Student Services</p>	
	<p>3.2 Implement the new suite of Sport and Outdoor recreation courses ensuring operational continuity and quality across all campuses with a high level of satisfaction by students and staff</p>	<ul style="list-style-type: none"> • Units ready to specified timeline 2008-10 • Successful implementation as judged by (a) quality and number of applications for courses (b) feedback from students (c) staff morale and confidence in curriculum 	<p>Course Director SOR</p>	<p>2008-10</p>
	<p>3.3 Finalise strategic plan for award and non-award course profile at Gippsland campus focussed on the transition years (age 6-25 years)</p>	<ul style="list-style-type: none"> • Strategic plan in place for Gippsland course profile by March 2008 	<p>AD Gippsland Manager – Faculty Development Manager – Marketing & Promotions</p>	<p>2008</p>
	<p>3.4 Ensure that new pre-service teacher education suite of courses, Sport and Outdoor Recreation and the revised M Ed course:</p> <ul style="list-style-type: none"> – optimise the use of human and financial resources consistent with high quality education – ensure porous borders between campuses with transfer possible between campuses at early stages of courses – have a cross campus unit coordinator (or joint coordinators) for all units taught across campuses 	<ul style="list-style-type: none"> • Reduction in number of units by 20% over period of reform • Rationalisation of number of courses offered • Cross campus units coordinator(s) for all relevant units and common course guides 	<p>AD Teaching (with Directors) AD Staff Manager – Admissions and Student Services</p>	<p>2007-10</p>
<p>4 Confidence in and satisfaction with outcomes, and high demand for the faculty's award and non-award courses from a diverse range of students.</p>	<p>4.1 Implement strategies to address undergraduate students' concerns with courses and units following detailed analysis of MEQ, CEQ and unit survey data during 2006. Quality subcommittee to:</p> <ul style="list-style-type: none"> – implement action plan and priorities targeting poorly rated units/courses – produce efficient and timely ongoing analysis of MEQ/CEQ data 	<ul style="list-style-type: none"> • Regular reports to Curriculum Committee to recommend actions and monitor progress • Improved responses from undergraduates on CEQ, MEQ and unit surveys over period 2007-9 	<p>AD Teaching (with Directors) Manager – Academic Services & Quality</p>	<p>2007-9</p>
<p><i>Monash Directions 2025:</i></p> <ul style="list-style-type: none"> - distinctive graduates <p><i>Excellence and Diversity:</i></p> <ul style="list-style-type: none"> - excellence in education - fairness - engagement 	<p>4.2 Further develop and enhance the pedagogy and management of postgraduate course offerings, led by research strengths with strands for key student cohorts from education and industry</p>	<ul style="list-style-type: none"> • Monitor cohort initiatives and gain explicit feedback on suitability of units • Trail new unit on catering for diversity • Research strengths (most notably Professional Learning and Culture, Language and Diversity) review offerings and develop new Masters pathways • Reverse of recent down turn in enrolments in 	<p>AD Teaching Course Directors and Research Leaders Manager – Admissions and Student Services Manager - Academic Services & Quality Manager - Marketing &</p>	<p>2008-10</p>

		Master of Education with particular focus on sustainability of on campus offerings	Promotions	
4.3	<p>Improve the timeliness and quality of school placements through relationship building and better processes in place for communications with all stakeholders including academics, schools and other placement venues. In particular, improve the:</p> <ul style="list-style-type: none"> - documentation of processes for the management of placements - processes for professional/community input to placement programs - liaison and partnerships with schools and other placement venues - consistency and quality of advice to schools and other placement venues <p>In addition, source and implement a new database to provide a more efficient system to place students and monitor their placement experiences.</p>	<ul style="list-style-type: none"> • 95%+ of students placed two weeks before a placement period commences in 2008, 99% in 2009, all by 2010 • All students placed at least three working days before planned commencement of placement period in 2008 • A consistent set of practices/guidelines/ documentation will exist across campuses for all placement types • Appropriate reference groups will be in place to advise on professional and community links 	AD Teaching with Course Directors - Teacher Education Manager – Admissions and Student Services	2007-9
4.4	<p>Continue to improve the professionalism, quality and timeliness of preparation and delivery all unit materials and in particular for OCL.</p>	<ul style="list-style-type: none"> • All units professionally presented according to faculty guidelines • All OCL materials ready three, and mailed two, weeks before semester and on-campus Course Guides and readers ready one week before semester begins • Resources and MUSO sites prepared and distributed before commencement of each semester 	AD Teaching Manager – Academic Services & Quality	2007-9
4.5	<p>Implement structure to provide consistent approach to stakeholder advice on course developments, professional linkages and placements</p>	<ul style="list-style-type: none"> • Stake holder groups to be established for Early Childhood, Primary and Secondary Teacher Education 	AD Teaching with Course Directors - Teacher Education	2008
4.6	<p>Consult on and propose a sustainable Faculty plan for supporting our student diversity</p>	<ul style="list-style-type: none"> • Proposed plan presented to Executive Committee mid 2008 	Faculty Equity Officer	Mid 2008 and ongoing
4.7	<p>Develop sustainable partnerships/relationships directed at increasing the number of Indigenous graduates of the Faculty at undergraduate, graduate and research degree levels (see also 1.2 and 8.1)</p>	<ul style="list-style-type: none"> • 20% increase in indigenous initial teacher education enrolments each year • Five indigenous HDR students in 2008 • Indigenous program implemented, first student enrolments and supervisor training completed 	Faculty Equity Officer Research Leader Pensinsula Research Leader Gippsland	2008 and ongoing
4.8	<p>Investigate opportunities to offer professional development courses in South Africa possibly articulating into award programs including HDR, and possibly beginning with mathematics and science PD</p>	<ul style="list-style-type: none"> • Decision re engagement in Johannesburg and timeline developed • Implement International Masters Course with South African participation • Develop strategic plan relevant to South African 	AD Development Manager – Faculty Development	2007-9

		campus involvement		
General Comments				
Environmental changes	<p>The Federal budget brought no relief to Education and indeed has caused our budgetary situation to further deteriorate. Although the House of Reps Inquiry into Teacher Education recommended that Education should be funded at the Visual Arts rate (Cluster 4, \$10 106) and that the real cost of placement should be fully funded on top of that, Education has been funded some \$2 000 less (Cluster 3, \$8 217) and cannot charge the 25% premium so is actually earning \$1200 less than social studies and behavioural science. A fund has been created to provide some additional funds for placement under contracts to School Division. This fund, however, is not available to the 40% of our coursework that is not initial teacher education (but will still be embargoed from charging the premium). In any case, the up to \$450 per eftsI comes with conditions we do not believe we can meet amongst the conditions being an up to 50% increase in the number of days of placement. At present my judgment is that we will have to forgo the funds. Without doubt the additional days of placement required will cost more than the \$450 per eftsI available and because this money is load based, teaching outside the faculty (such as in other faculties at Gippsland) will not attract the income even though the days of placement will be the same regardless of who delivers the teaching.</p> <p>We believe, however, that at least as much an issue for us is the transfer of this funding for placement to Schools Division (not Higher Education) along with a new department to administer it. It is clearly the case that the intention is to directly control the curriculum of teacher education by passing the states and undermining the autonomy of universities.</p> <p>Interest continues in our flexible postgraduate offerings particularly those that are site-based.</p>			
Risk management	<p>A major risk continues to relate to our capacity to place students in schools in a timely manner. Without exaggeration we have had a terrible first semester in 2007 in making school placements. There are serious issues related to the financial and other disadvantage students face. Some have family members who have come from considerable distances to look after children at specific times, other have prepaid childcare, others have taken their vacation, not being placed on time and having to arrange it at different times causes them considerable, Staff are constantly dealing with unhappy students. This will no doubt flow through into all students and staff satisfaction indicators.</p> <p>We are attempting to improve processes and Education strategy 4.3 and 4.5 attend to this. However, we have no capacity to require schools to take our students, we are literally at their mercy and the situation will almost certainly get worse next year because, even if we forgo the additional funding, others will not and there will be a huge increase in the number of days of placement required across the state. These are largely problems of management but the risks are to the educational provision, satisfaction with educational outcomes, our potential to attract the best students and the employability of our graduates.</p> <p>At the post graduate level we are providing what the 'market' appears to want but we face a real danger of raised expectations that we may fail to meet, or the loss of staff in our attempt to do so. We are looking for the 'elusive obvious', how to provide the level of quality and flexibility required at the cost the market will bear. We keep hoping for a management solution – if only we were more efficient – but suspect it is more than that. Nevertheless, Education Strategies 3.3 and 4.2 of the Plan together with Management Strategies 12.1 and 12.1 seek to address this matter.</p>			
Quality assurance and improvement	<p>The Faculty will continue to</p> <ul style="list-style-type: none"> – undertake detailed analysis of CEO, MEQ and Unit Survey data and use data to improve practice – continue its PD program on feedback and assessment – implement assessment policy and practice to ensure moderation of common high standards – provide professional development for OCL pedagogy and materials production – improve timeliness of preparation on units materials – continuously review and refine the school placement process 			

Research and Research Training (Bolted actions/strategies are those identified to VCG earlier as Key Strategies)

Objectives	Strategies/Actions	Measures/Targets	Accountability	Timeline
<p>5 A focussed faculty research identity that is recognised nationally and internationally for its quality and impact.</p> <p><i>Monash Directions 2025:</i> - one of the best</p> <p><i>Excellence and Diversity:</i> - excellence in research and scholarship</p>	<p>5.1 With their leaders, and informed by the data and analysis for the RQF – review the performance of existing research strengths and emerging strengths – identify research development and support needs – concentrate policy and resources around these with an emphasis on the scale and focus of research activity</p>	<ul style="list-style-type: none"> • Continue implementation of research plan for meeting research needs of each research strength and emerging strength • Staff development workshops in place • Sustainable process for monitoring visibility in the press and other important profile outlets and baseline data collected • Improved focus of the work of the faculty and national recognition of research strengths 	AD Research	2007-8
	<p>5.2 Continue work of Research Directions Team set up in 2007 to identify future directions particularly in relation to research philosophies, priorities and groupings</p>		AD Research with Chair of Research Directions Team	2007-9
	<p>5.3 Implement strategies to assist staff to better document and articulate the impact of their work</p>		AD Research	2008-9
	<p>5.4 Develop profiling strategy to better disseminate and promote Faculty research in cognate areas of strength</p>		AD Research Manager – Marketing & Promotions	Improved focus over 2007-9
<p>6 A vibrant research climate within the Faculty that actively builds and supports the quality and impact of research from research strengths and emerging research strengths.</p> <p><i>Monash Directions 2025:</i> - research intensive - address significant theoretical and practical challenges</p> <p><i>Excellence and Diversity:</i> - excellence in research and scholarship - innovation and creativity</p>	<p>6.1 Further develop the Faculty strategic research plan begun in 2007 to position us well for any future research assessment exercises with quality and impact as central components</p>	<ul style="list-style-type: none"> • Research development workshop program in place for academic staff with 75+% of staff in at least one per annum • Increased usage of faculty research website • Evidence of increased understanding by academic staff of the meaning of quality in their own field and increased engagement in activities directed at lifting the quality of their own work • Increase in proportion of publications in high quality journals • Staff including impact criteria in all research and development applications 	AD Research	Ongoing
<p>7 Success in national and international competitive grant schemes and high demand for contract research and consultancy services in fields that align with the Faculty's research and development priorities.</p>	<p>7.1 Draw on the expertise of both the Research Office and the Development Office to build researchers' talents in the production of winnable research bids for category 1 and 2 grants that speak to both the quality and impact criteria of the RQF (or its equivalent) and enhance their capacity to address major educational issues</p>	<ul style="list-style-type: none"> • Improvement in application rate for Linkage grants by 3 per year • Increase of 15% minimum in research funding from public and private sector per annum • Proportion of staff applying (in significant role) for external funding each year to trend towards 50% • Increased success in non-traditional but prestigious research income services, such as European Union funds under 7th Framework 	AD Research Manager – Faculty Development	2007-9

	<p>7.2 Systematically target relationships and partnerships (organisational & institutional) with potential for excellent long-term substantial funding and</p> <ul style="list-style-type: none"> - methodically enter into early negotiations which give the relationship an orientation to research - purposefully build a substantial research component into any contract proposals 	<ul style="list-style-type: none"> • Improved strategic focus of commercial activities around the faculty's research strengths and priorities • Continued increase in the programmatic research elements in project contracts 	<p>AD Research Manager – Faculty Development AD Development</p>	<p>2007-9</p>
<p>8 Research induction that enables students to pursue rigorous and ethical research practice in a range of different educational and occupational contexts.</p> <p><i>Monash Directions 2025:</i> - distinctive graduates - one of the best</p> <p><i>Excellence and Diversity:</i> - excellence in research and scholarship</p>	<p>7.3 Improve development of tenders and applications by:</p> <ul style="list-style-type: none"> - providing adequate and timely direct support - identifying tender and application skills training requirements - implementing activities to improve applications 			
	<p>8.1 Implement the Faculty strategic research training plan developed in 2007 to position us well for any future research assessment exercises with quality and impact as central components, in particular:</p> <ul style="list-style-type: none"> - rethink pedagogy of supervision and induction into a 'community of engagement' including considering group research projects - refine stages of HDR program to scaffold research induction, adding mid-point milestone to confirmation of candidature - begin mentoring program for new supervisors in 2008 as continuation of RGS level 1 accreditation modules - provide PD for all research supervisors experienced and new eg Master Classes (level 2 accreditation) offered by RGS, online resources available on Faculty website - review process initiated in 2006 for matching HDR students with supervisors aligning them more closely to research strengths - develop a Koori cohort program to increase Indigenous participation in research and provide a leadership platform for increasing Indigenous participation more generally 	<ul style="list-style-type: none"> • 50+% participation of all supervisors in Prof Devt per annum with all involved each triennium • 50+% supervisors with Level 2 accredited by 2009 • All new supervisors in mentoring program • Process for allocation of HDR supervision through research strengths operating successfully as judged by student and staff satisfaction and 60+% of applications per annum with supervisors pre-negotiated • Increased rates of timely progress and completion of research degrees as well as publication during candidature evident by 2009. • Group/panel supervision guidelines developed and trailed in 2008 • Indigenous program implemented, first student enrolments and supervisor training completed 	<p>AD Research Degrees & Induction</p>	<p>2008-10</p>
	<p>8.2 Improve the pedagogy, efficiency and management of minor theses for Honours, Post-graduate Diplomas and Masters degrees:</p> <ul style="list-style-type: none"> - clarify the scope and length of minor theses and promote sound but manageable and efficient models for dealing with these projects including encouraging group work and using unit ethics approval - work with ADStaff to refine processes for recruiting examiners for 24 point MEd theses and ensuring timely assessment to align with processes in Honours program - refine the assessment criteria and provide clear advice to examiners for Med Research, 24 point Med theses and Honours theses 	<ul style="list-style-type: none"> • Guidelines for scope and length negotiated 2008 and consistently applied across all minor research projects by 2009. • Staff workshops on strategies to manage minor theses efficiently and effectively held during 2007 • More effective assignment of examiners and timely return of grades in research pathway programs in 2008 • Revise Honours policies and guidelines, in line with other pathway programs by 2008 	<p>AD Teaching AD Research Degrees & Induction AD Staff</p>	<p>2008-10</p>
	<p>8.3 Introduce portfolio as alternative to thesis in M Ed Research</p>	<ul style="list-style-type: none"> • Guidelines developed for portfolio assessment and staff PD workshop held 	<p>AD Research Degrees & Induction</p>	<p>2008</p>
	<p>8.4</p>	<ul style="list-style-type: none"> • In 2008, hold an expo of Faculty research 	<p>AD Research Degrees</p>	

	Prepare a plan with strategies to attract new high quality HDR students with research interests closely aligned with those of Faculty Research Strengths	activities / projects, highlighting Research Strengths and research possibilities for students <ul style="list-style-type: none"> • 25-50% of ARC Linkages grants per annum to include APAI applications 	& Induction Research Strength leaders	
	8.5 Prepare a plan with strategies to build postgraduate presence at Peninsula and Gippsland campuses to ensure that HDR work is located across the multi-campus Faculty	<ul style="list-style-type: none"> • The number of PG students actually studying from Peninsula and Gippsland campuses increasing 10% pa • System implemented to ensure HDR students are correctly allocated to campus of supervisor • Attract high quality scholarship applicants willing to take these up at Peninsula and Gippsland 	AD Research Degrees & Induction Research leaders Peninsula & Gippsland Manager – Admissions and Student Services	2008-10
General Comments				
Environmental changes	The RQF has the potential to have a major impact upon the focus and direction of the research work, and ultimately also, the other facets of our work.			
Risk management	The risks are that, as the Faculty and University further direct their attention at the Research Quality Framework (or whatever research assessment exercise emerges), we misunderstand and/or mismanage the human effect of the changes that may occur causing some staff to disengage as a result of the way they perceive themselves to be positioned within the university and other staff to become highly 'selective' about what activities they are prepared to engage with. The faculty (and university) will have to pay particular attention to the change management processes including the clear articulation of the relationship of RQF positioning to probation, promotions, career progression and working conditions and circumstances.			
Quality assurance and improvement	This is addressed largely under Risk Management. 5.1, 5.2 and 6.1 address the quality of our research and 8.1 and 8.2 the quality of our HDR pedagogy.			

Management (Bolded actions/strategies are those identified to VCG earlier as Key Strategies)

Objectives	Actions/Strategies	Measures/Targets	Accountability	Timeline
<p>9 A faculty environment, services and resources that encourage and support high quality work and learning</p> <p><i>Excellence and Diversity:</i> - excellence in education - excellence in management</p>	<p>9.1 Continue to refine the improvements to organisational/governance structures to assist communication and engagement while optimising use of staff time.</p>	<ul style="list-style-type: none"> Review effectiveness of changes implemented in 2007 	Dean Faculty Manager	2008
	<p>9.2 Expand the use of Videoconferencing within the faculty to the extent determined by the 2007 pilot project. Implement Lotus Sametime for the faculty in conjunction with the ICE program.</p>	<ul style="list-style-type: none"> Video Conferencing facilities used for at least five multi-campus meetings per week. Video Conferencing facilities to be integrated with Lotus SameTime when made available by ITS. 	Manager – Technical Services	2008
	<p>9.3 Review and refine IT communication tools for staff, including by: – reviewing existing hardware configuration to improve communication, enhance staff productivity and reduce OHS risks. – undertaking pilot rollout of Office 2007 and Windows Vista</p>	<ul style="list-style-type: none"> Electronic working space and communication enhanced as judged by staff satisfaction surveys Pilot rollout of Office 2007 and Vista completed. 	Manager – Technical Services	Ongoing 2008
	<p>9.4 Ensure the Faculty website meets audience needs: – review and refine its structure as required – review, and replace or recode Faculty web applications to ITS architecture standards</p>	<ul style="list-style-type: none"> Faculty Website regularly and reliably updated according to revised content management plan Faculty web applications running in supported architectures 	Manager – Technical Services	Ongoing Nov 2008
	<p>9.5 Review library, IT, AV, media and other resource provision for students and staff on each campus determining what is provided and what needs to be, including: – base level resource needs for all students and staff in the Faculty – how best to provide these resources to ensure equitable access, efficiency and quality, considering both faculty based and shared services on each campus – priorities for equitable provision beyond the base level</p>	<ul style="list-style-type: none"> A blueprint for provision of resources to students and staff over triennium Face value equity of provision for students and staff across campuses Enhanced satisfaction with resources across all campuses in MEQ, HDR and staff surveys 2005-9 	Dean Faculty Manager	2008-9 for phased change as needed
	<p>9.6 Document Faculty HR processes for staff recruitment, appointment induction, probation, OSP and promotion</p>	<ul style="list-style-type: none"> All processes documented 	HR Manager	Early 2008
<p>10 High quality and diverse staff, all contributing productively and striving to excel in an atmosphere of fairness, trust and respect.</p> <p><i>Monash Directions 2025:</i> - research intensive - one of the best</p> <p><i>Excellence and Diversity:</i> - excellence in education - excellence in management</p>	<p>10.1 Devise and promulgate an approach to the conception and allocation of academic workload that fairly recognises varying contributions to teaching, research and other service and which supports the education and research objectives of the Faculty.</p>	<ul style="list-style-type: none"> Revised academic workload policy developed through staff consultation including – revised research active criteria – specific reference to development activities – review of the allocated load formula Initial implementation through – staff forums and seminars – performance management process 	AD Staff	Policy mid 2008 Implement 2008-9
	<p>10.2 Implement strategies to address existing staff concerns and those identified following analysis of the 2007 staff survey data and, in particular – encourage work practices and procedures so that collegial interactions</p>	<ul style="list-style-type: none"> Implementation of strategies identified through 2007 consultant lead relationship building working party 	AD Staff Faculty Manager HR Manager	2007-9

- excellence in research and scholarship	demonstrate trust and valuing of staff – implement Faculty climate survey on annual basis	<ul style="list-style-type: none"> Enhanced satisfaction, particularly with health and well being and feeling valued, in Staff Survey 2005 to 2009. First climate survey undertaken 		
	10.3 Clarify roles and responsibilities and develop induction and support processes for academic staff involved in program, course and unit leadership. In particular, provide: – revised responsibility statements – communication strategy to increase awareness of the responsibilities attached to each role and also who fills each role – staff development and improved transition processes (co leadership, mentoring) – documentation of procedures	<ul style="list-style-type: none"> Processes and procedures documented 2007-8 Communication strategy in place Enhanced staff satisfaction with key roles 	Dean AD Staff AD Teaching	2007-8
	10.4 Develop processes for the selection, induction and professional development of sessional teaching staff that – ensures quality teaching including the use of productive pedagogies for higher education, timely and useful feedback, and consistent and rigorous assessment – supports equitable employment practices and appropriate induction – provides research and post grad students with teaching opportunities to support academic induction and security of income	<ul style="list-style-type: none"> Processes developed and trialled 2008 	AD Staff AD Teaching	2008-9
	10.5 Increase awareness of staff of range of staff programs offered by Monash (eg Work-life balance, Dads and lads)	<ul style="list-style-type: none"> Program of speakers for staff meetings on all campuses implemented Distribution of selected materials 	Faculty Equity Officer	2008
11 A diverse range of relationships that support quality research and teaching of local and international relevance and significance. <i>Monash Directions 2025:</i> - a university in the world <i>Excellence and Diversity:</i> - engagement - international focus - self-reliance	11.1 Strengthen the profile and sustainability of the Faculty through enhanced marketing, engagement and advancement. In particular – further develop and begin to implement a strategy for alumni, philanthropic and endowment fundraising – work with MAPA to clarify and refine focus of areas identified in 2006 for support through advancement initiatives – increase news 'stories' from and about the Faculty's research and research expertise – develop strategy to monitor awareness of Faculty and its research, consultancy and teaching strengths – make advancement a major portfolio objective of Associate Dean	<ul style="list-style-type: none"> More focussed marketing strategy developed and implemented aimed at greater awareness of the Faculty and its research and consultancy strengths and increased demand for its courses Areas to be promoted in advancement activities clarified and refined and preliminary advancement work begun Broad advancement strategy developed and endorsed Work with VP Advancement to access skills to address alumni and fundraising, respectively 	Associate Dean Manager – Marketing and Promotion	Actions ongoing
	11.2 Identify and target potential clients (local, national and international) with whom to form partnerships and continue to implement a marketing strategy to convert these clients.	<ul style="list-style-type: none"> At least two new partnerships formed each year – 1 local and 1 national and 1 international leveraging on established strengths International Development Strategic Plan developed and endorsed 	Manager – Faculty Development AD Development	2007-9
	11.3	<ul style="list-style-type: none"> A business plan in place early in year 	Course Director Early	2008-10

	Lead and manage the Early Childhood Centre at the Peninsula campus, with academic and centre staff working in partnership to realise innovative pedagogy, research activity, and a strong connection between the centre and the university programs within the faculty while maintaining financial viability	<ul style="list-style-type: none"> Enrolment numbers reach 45 FTE places in 2008 and full capacity by 2009 60 FTE (with 80% average over the academic year) 2008: Centre has a professional development program in place for the professional community to access 2009: 50% of units taught in BECS; BECE and GradDip EC incorporate Centre into unit delivery 2010: Indigenous community involved in naming the Centre and work in partnership with the Faculty in other areas of the Centre activity April 2008: Determination of the advantages and disadvantages of co location of the Elwyn Morey Centre with the Peninsula Childcare Centre leading to decision in May 	childhood Research leader Childhood studies Course Director & Research Leader Psychology	
<p>12 Business and marketing practices that are highly regarded as effective, efficient and ethical in returning benefits to the Faculty and its clients.</p> <p><i>Excellence and Diversity:</i> - excellence in management - integrity - self-reliance</p>	<p>12.1 Implement a faculty-wide project management framework to ensure consistent quality management of contract research, consultancy services and cohort teaching with a particular focus on more accurate assessment and monitoring of academic and administrative workload and financial disbursement, logistics and HR matters. To include, for example:</p> <ul style="list-style-type: none"> linking services and functions in order to make explicit responsibility for, and improve transparency and efficiency of, processes managing new course initiatives to anticipate staffing needs and ensure timely advice to, and action by, all staff involved in implementation develop appropriate Project and Account Management support structures improved processes for costing award and non-award courses that appropriately address the human and financial cost of implementation track time spent in developing and delivering on projects in order to refine costing of future projects finding a sustainable balance between flexibility/customer focus and capacity to deliver/staff health and well being implement appropriate budget 'sign off' procedures 	<ul style="list-style-type: none"> A consultant led project to develop framework completed by September for adoption 2009 Each project with an allocated project manager A Staff Impact Checklist (Academic and Administrative Staff) finalised and applied that covers: <ul style="list-style-type: none"> tracking time spent in development and delivery providing for analysis of balance between flexibility and capacity anticipating staffing needs Timely implementation of strategies to cover additional workload. 	Dean Faculty Manager With all members of Deans Executive Group and General Managers	2008
General Comments				
Environmental changes	No environmental changes which is a pity. There is now <u>no</u> spare space available within the Faculty's current space allocation on any campus. This will impede the work of the Faculty as it is not able to house additional staff be they academic, research or general staff. We believe we have now reached crisis in this regard and that it is causing some breakdown in relationships.			
Risk management	<p>As indicated in 2006, our capacity to place students in schools in a timely manner and the provision of facilities for Sport and Outdoor Recreation at Peninsula are major risks of Management <u>for</u> Education. The issue of school placement is addressed in that section under Education. The major infrastructure issues for Sport and Outdoor Recreation at Peninsula are largely out of our hands at present and we continue to place our faith in the Academic Director of the campus.</p> <p>Last year, we also identified our facilities at Clayton as being in the high risk category. We are told that there has been an escalation of incident reports to OHS about the faculty. While the precise nature and source of these complaints must of course remain anonymous we are told that a proportion relate to the disempowerment that staff feel in face of inadequate offices and room shifts at Clayton. While we clearly must do a better job of managing change, especially when we are all stressed, the reality is that we cannot create</p>			

	<p>space and are constantly shuffling staff to create pockets of space.</p> <p>We have managed to successfully increase elements of contract research within many development projects and this has begun to address the tension some academics felt in being involved in external project work.</p>
Quality assurance and improvement	<p>The provision of a high quality faculty environment for learning and work is the key role of Management. These imply sufficient and sufficiently high quality resources and effective organisational and administrative process which enable staff to excel at teaching, research, administration and service, and students to excel at learning. Objectives 9 to 12, and the associated strategies are all directed at this.</p>

Advancement

(see Management objective 11)

Objectives	Actions/Strategies	Measures/Targets	Accountability	Timeline
<p>11 A diverse range of relationships that support quality research and teaching of local and international relevance and significance.</p> <p><i>Monash Directions 2025:</i> - a university in the world</p> <p><i>Excellence and Diversity:</i> - engagement - international focus - self-reliance</p>	<p>11.1 Strengthen the profile and sustainability of the Faculty through enhanced marketing, engagement and advancement. In particular</p> <ul style="list-style-type: none"> - further develop and begin to implement a strategy for alumni, philanthropic and endowment fundraising - work with MAPA to clarify and refine focus of areas identified in 2006 for support through advancement initiatives - increase news 'stories' from and about the Faculty's research and research expertise - develop strategy to monitor awareness of Faculty and its research, consultancy and teaching strengths - make advancement a major portfolio objective of Associate Dean 	<ul style="list-style-type: none"> • More focussed marketing strategy developed and implemented aimed at greater awareness of the Faculty and its research and consultancy strengths and increased demand for its courses • Areas to be promoted in advancement activities clarified and refined and preliminary advancement work begun • Broad advancement strategy developed and endorsed • Work with VP Advancement to access skills to address alumni and fundraising, respectively 	<p>Associate Dean Manager – Marketing and Promotion</p>	<p>Actions ongoing</p>

International

(see Education objectives 1, 3 and 4, Research objective 7, Management objective 11)

Objectives	Actions/Strategies	Measures/Targets	Accountability	Timeline
<p>1 Curriculum that is current, rigorous, internationally oriented and locally relevant, and promotes ethical practice</p> <p><i>Monash Directions 2025:</i> - a university in the world - distinctive graduates</p> <p><i>Excellence and Diversity:</i> - excellence in education</p>	<p>1.1 Continue cross campus planning (Peninsula/Gippsland) for renewed middle/primary/early childhood teacher education program ensuring:</p> <ul style="list-style-type: none"> - an international orientation - Indigenous perspectives - an evidence-based and research led orientation - intellectual and professional engagement 	<ul style="list-style-type: none"> • Course and unit amendments approved and registered for 2009 • All unit development completed according to specified timeline over 2008/10 	<p>Course Director Early Childhood</p> <p>Course Directors Primary</p> <p>Manager – Academic Services & Quality</p>	2007-10
<p>3 Efficient and sustainable courses and processes that enable innovative and flexible teaching, learning and assessment.</p> <p><i>Excellence and Diversity:</i> - excellence in management - diversity - engagement - self reliance</p>	<p>3.1 Implement the new suite of Secondary Teacher Education courses ensuring operational continuity and quality across all campuses with a high level of satisfaction by students and staff.</p>	<ul style="list-style-type: none"> • Manuscripts audited for <ul style="list-style-type: none"> - international orientation - indigenous perspectives - assessment regime - inquiry focus - likely engagement of student readers • Units ready to specified timeline 2008-10 • Successful implementation as judged by (a) quality and number of applications for courses (b) feedback from students (c) staff morale and confidence in curriculum 	<p>Course Directors Secondary</p> <p>Manager – Academic Services & Quality</p> <p>Manager – Admissions and Student Services</p>	2008-10
<p>4 Confidence in and satisfaction with outcomes, and high demand for the faculty's award and non-award courses from a diverse range of students.</p> <p><i>Monash Directions 2025:</i> - distinctive graduates</p> <p><i>Excellence and Diversity:</i> - excellence in education - fairness - engagement</p>	<p>4.8 Investigate opportunities to offer professional development courses in South Africa possibly articulating into award programs including HDR, and possibly beginning with mathematics and science PD</p>	<ul style="list-style-type: none"> • Decision re engagement in Johannesburg and timeline developed • Implement International Masters Course with South African participation • Develop strategic plan relevant to South African campus involvement 	<p>AD Development</p> <p>Manager – Faculty Development</p>	2007-9
<p>7 Success in national and international</p>	<p>7.1 Draw on the expertise of both the Research Office and the Development Office to</p>	<ul style="list-style-type: none"> • Improvement in application rate for Linkage grants by 3 per year 	<p>AD Research</p> <p>Manager – Faculty</p>	2007-9

<p>competitive grant schemes and high demand for contract research and consultancy services in fields that align with the Faculty's research and development priorities.</p>	<p>build researchers' talents in the production of winnable research bids for category 1 and 2 grants that speak to both the quality and impact criteria of the RQF (or its equivalent) and enhance their capacity to address major educational issues</p>	<ul style="list-style-type: none"> • Increase of 15% minimum in research funding from public and private sector per annum • Proportion of staff applying (in significant role) for external funding each year to trend towards 50% • Increased success in non-traditional but prestigious research income services, such as European Union funds under 7th Framework 	<p>Development</p>	
<p>11 A diverse range of relationships that support quality research and teaching of local and international relevance and significance.</p> <p><i>Monash Directions 2025:</i> - a university in the world</p> <p><i>Excellence and Diversity:</i> - engagement - international focus - self-reliance</p>	<p>11.2 Identify and target potential clients (local, national and international) with whom to form partnerships and continue to implement a marketing strategy to convert these clients.</p>	<ul style="list-style-type: none"> • At least two new partnerships formed each year – 1 local and 1 national and 1 international leveraging on established strengths • International Development Strategic Plan developed and endorsed 	<p>Manager – Faculty Development AD Development</p>	<p>2007-9</p>

Section B - Campus Impact Statement

Clayton campus

Over 2008-10, the Faculty at the Clayton campus will:

- release post-graduate CSP load to facilitate transfer of the BSOR to Peninsula Campus and build Teacher Education at Gippsland campus
- increase enrolments of school-based professionals in Master of Education course(s)
- increase enrolments in its psychology based Masters courses
- offer a reinvigorated suite of secondary teacher education courses with colleagues at the Gippsland campus
- improve its distance/flexible delivery pedagogy and its assessment practices
- offer more and more varied short courses for both local and international students
- increase the number of its students having international experiences
- improve its research productivity particularly in relation to industry/contract research
- align its development work more closely with its research strengths and priorities
- improve its research induction pedagogy and its completion rates
- improve the efficiency of its supervision practices for 24 point theses and professional projects

Student and staff changes

Student type	<u>CHANGES to agreed student load projections</u>		Comments
	2008	2009	
Mode			
On campus	+15	+2	Reflects growth in employer funded load
Off campus	+ 9	+16	Adjustment to off campus/on campus mix to reflect enrolment patterns
Fee category			
DEST	- 2	-2	Reduction in HDR load. No change to previously planned UG or GPG load.
International	- 19	-25	Reflects reduction in load to offshore M Ed specialising in Early Childhood and slight reduction in previously planned onshore international load in 2008 to reflect slowing for Grad Dip Ed (Secondary) enrolments
Domestic fee	+ 45	+45	Change entirely due to employer funded enrolments being included - DET NSW program and Monash GCHE
Course level			
Undergraduate	+ 1	0	Planned increase in undergraduate international load
Graduate/Postgraduate	+ 25	+19	Growth comes from DET NSW employer funded places
Higher degree research	- 2	-1	Reduction in RTS places at Clayton which reflects changes in demand.
Total	+ 24	+18	
Staff type	<u>CHANGES to staff numbers</u>		Comments
	2008	2009	
Academic staff	+ 2	0	Increase of 33 efts from original plan 2007 to plan 2008, and an additional 7 in 2009
General staff - Faculty	0?	0?	Unsure since dependent upon Shared Services and internal review of resources and services including language support
General staff - Clayton	0	1	Academic support staff to support recent increase in academic staff

Gippsland campus

Over 2008-10, the Faculty at the Gippsland campus will:

- release BSOR to the Peninsula campus
- offer a reinvigorated suite of primary teacher education courses with colleagues at the Peninsula campus
- offer additional Education courses, including a middle years specialism within the primary B Ed degree
- offer in collaboration with HUMCASS, a Master of Regional Development
- grow its teacher education and more general education enrolments
- continue to appoint additional academic staff in Education to replace BSOR staff numbers
- improve its distance/flexible delivery pedagogy and its assessment practices
- increase the number of its students having international experiences
- improve its research productivity particularly through the appointment of new staff and through the mentoring of early career researchers
- improve its research induction pedagogy and its completion rates

Student and staff changes

Student type	CHANGES to agreed student load projections		Comments
	2008	2009	
Mode			
On campus	- 53	-61	Adjustment reflects real 2007 enrolment patterns with full time mixed mode Grad Dip program load being spread 50% on campus and 50% off campus, plus decline in planned fee paying load to better reflect real demand
Off campus	+ 30	+34	Reflects change in distribution of Grad Dip (Secondary) load allocation between on and off campus
Fee category			
DEST	- 7	-10	This change is entirely due to the phasing out of the Secondary Ed Double Degree programs
International	- 8	-9	Load targets have been adjusted downwards to reflect 2008/9 projected returning load and level of international applications for 2008 commencement.
Domestic fee	- 8	-8	Load targets adjusted downwards to reflect declining level of demand for full fee Grad Dip (Secondary) places.
Course level			
Undergraduate	- 11	-13	Decline is due to withdrawal of secondary Double Degree programs in 2008 and a decline in planned international load
Graduate/Postgraduate	- 11	-13	Decline is entirely due to the reduction in load for full fee Grad Dip places.
Higher degree research	- 1	-1	Reflects decline in planned international load
Total	- 23	-27	
Staff type	CHANGES to staff numbers		Comments
	2008	2009	
Academic staff	0	0	Will make additional appointment to replace departing SOR staff, but no change in FTE
General staff -	0	0	

Peninsula campus

Over 2008-10, the Faculty at the Peninsula campus will:

- offer a renewed Sport and Outdoor Recreation program
- offer a reinvigorated suite of early childhood and primary teacher education courses with colleagues at the Gippsland campus
- offer the BECS course flexibly to provide opportunities for rural early childhood teachers
- have additional academic staff in BSOR
- improve its flexible delivery pedagogy and its assessment practices
- increase the number of its students having international experiences
- offer more and more varied short courses for both local and international students
- improve its research productivity particularly in relation to industry/contract research and by supporting the career development of early career researchers
- improve its research induction pedagogy and its completion rates
- undertake the management of the Peninsula Childcare Centre

Student and staff changes

Student type	CHANGES to agreed student load projections		Comments
	2008	2009	
Mode			
On campus	- 37	-29	Introduction of Off campus (Rural) BECS program has lead to a rebalancing of load between on and off campus plus a decline in planned full fee load targets to reflect the decline in demand for full fee Grad Dip (Primary) places.
Off campus	+ 49	+49	Reflects the introduction of the off campus rural BECS program and the allocation of the offshore M Ed specialisation in Early Childhood to the Peninsula campus
Fee category			
DEST	+ 7	+7	Entirely made up of an increase in the HDR allocation to the campus
International	+ 17	+19	Entirely made up of the offshore M Ed specialising in Early Childhood allocation to the campus. On campus international enrolments decline.
Domestic fee	- 12	+1	Reduction in previously planned load reflects the cut in planned GPG load because of a declining demand for full fee Grad Dip (Primary)
Course level			
Undergraduate	+ 1	+1	Growth comes from a very small increase in planned offshore undergraduate enrolments
Graduate/Postgraduate	+ 3	+5	Growth comes entirely from the allocation of load to offshore M Ed specialising in Early Childhood program
Higher degree research	+ 8	+8	Reflects increased RTS and onshore international load allocation
Total	+ 12	+14	
Staff type	CHANGES to staff numbers		Comments
	2008	2009	
Academic staff	+ 1	+ 2	Extra 20 efts from 2007 original plan to 2008 plan, 40 in 2009. Position in 2008 not new, rather by transfer of BSOR to Peninsula.
General staff	+ 0.5	+ 0.5	Extra academic service staff (education and research) needed for number of academic staff

Process

The Faculty of Education has a number of portfolio areas each headed by an Associate Dean and supported by one or more administrative units headed by a general manager. Portfolios generally have committees with membership relevant to their brief.

At the stage of preparing the report on 2006, Associate Deans in consultation with academic and administrative staff within the Portfolio proposed Key Initiatives for 2008. These were informed by the work of their committees and working parties throughout the year. The Equity and Diversity Committee were also invited to forward proposals. These were then discussed by the Dean's Executive Group (Associate Deans, Level 10 Professional staff) and forwarded to the Faculty Executive Committee for discussion and suggestions. The latter Committee comprises Associate Deans, level 9 and 10 Managers, elected academics from each campus and an elected member of general staff. The Key Initiatives were then revised and forwarded to the VCG.

Following the visit to the faculty by the VCG, the Operational Plan was drafted. There are 12 objectives, four each for Education, Research and Management. These objectives do not change from year to year. The objectives are the responsibility of different Associate Deans and Managers. Associate Deans and Managers in consultation with their units, committees and with each other proposed Actions/Strategies and Measures/Targets for each objective, consistent with the Key Initiatives but including others. A draft Operational Plan was produced and discussed by the Dean's Executive Group and the Managers Group. The draft Operational Plan was then forwarded to the Faculty Executive Committee for discussion before re drafting and forwarding to the VCG.



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