

FACULTY of EDUCATION OPERATIONAL PLAN 2009-11

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 2007, Associate Deans in consultation with academic and professional staff within the Portfolio proposed Key Actions for 2009. These were informed by the work of their committees and working parties throughout the year. These were then discussed by the Dean's Executive Group (comprising Associate Deans and Level 10 Professional staff) and forwarded to the Faculty Executive Committee for comment. 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 Actions were then revised and forwarded to the VCG.

Following the visit to the faculty by the VCG, the Operational Plan was drafted. There are 11 objectives, three for Research and four each for Education and Management. These objectives do not generally change from year to year although they may evolve (for example, there were previously four for Research, but two have been merged for 2009). The objectives are the responsibility of different Associate Deans and Managers. Associate Deans and Managers in consultation proposed Actions/Strategies and Measures/Targets for each objective, consistent with the Key Initiatives but including others. A draft Operational Plan was then forwarded to the Faculty Executive Committee for comment before forwarding to the VCG.

Key actions for 2009 for inclusion in Operational Plan 2009-11

Presented to the Vice Chancellors Group April 2008 (and provided to Faculty Board 02/08)

Key actions for 2009	Objectives
1 Continue to promote a strong positive culture and associated set of practices for the quality delivery of flexible and off campus learning through professional learning programs and the showcasing and exemplification of excellence about productive OCL pedagogies, teaching and learning resource production and administrative processes	Obj 2, 3 and 4
2 Provide improved opportunities for international, rural, remote, indigenous and alternative placement experiences for students in teacher education and other courses.	Obj 1, 4 and 11
3 Continue initiatives to build teams of researchers, promote the work of these teams locally and internationally, prioritise and support increased success in external competitive grants, increase alignment of contract and tendered research with research teams, and increase numbers of high quality HDR and post-graduate coursework students aligned to these teams.	Obj 5, 6 and 7
4 Prepare a new Development Plan for 2009-11 and continue work on quality management of the initial phases of contract development and on the conception and promulgation of workload measurement that fairly recognizes and supports the development activities within the Faculty.	Obj 4, 5, 8, 10 and 11
5 Strengthen the profile and sustainability of the Faculty through enhanced marketing/positioning, engagement and advancement.	Obj 5, 10 and 11
6 Improve alignment between governance structures and processes within the faculty and across campuses to support planning and more seamless accommodation of cross faculty initiatives particularly but not exclusively at Peninsula and Gippsland.	Obj 8
7 Begin implementation of Education Resource Centres on each campus	Obj 2, 4 and 8
8 Review and strengthen the Faculty's course profile to ensure currency, sustainability and relevance of Faculty offerings and the optimal allocation of resources and student load across courses and campuses	Obj 3 and 4
9 Improve the Faculty's approach to academic workforce planning and development to address predicted capacity shortages in the field of Education, considering recruitment, progression and leadership development in teaching and research.	Obj 3, 5 and 9

FACULTY OF EDUCATION OPERATIONAL PLAN 2009-11

Section A - Operational Plan 2009-11

Education (Bolded actions/strategies are those identified to VCG in April 2008, as Key Strategies for 2009)

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 Develop a series of plans to provide improved opportunities for international, rural, remote, indigenous and alternative placement experiences for students in teacher education and other courses, including</p> <ul style="list-style-type: none"> - evaluating the viability and efficacy of alternative professional placement sites (ie other than schools) and of delivery models with special consideration to the needs and circumstance of part time and distance education students - a guide to international, rural, remote and indigenous placements and site visits considering <ul style="list-style-type: none"> - principles for selecting sites, staff and students - a placement site in South Africa - mechanisms for funding expansion of offerings - a guide to optional Australian placements and site visits for international on and off shore students considering <ul style="list-style-type: none"> - principles for selecting sites, staff and students - mechanisms for funding expansion of offerings 	<ul style="list-style-type: none"> • Set of recommendations about alternative placement sites and delivery options considered by Faculty Executive, April 2009 • Plan for international, rural, remote and indigenous placements and site visits considered by Faculty Executive, November 2009 • Plan for optional Australian placements and site visits for international students considered by Faculty Executive, April 2010 	AD Teaching (with Course Directors)	2009-11
	<p>1.2 Develop the units for the renewed undergraduate and pre-service courses (early childhood, primary and secondary teacher education, and sport and outdoor recreation) ensuring:</p> <ul style="list-style-type: none"> - high expectations for intellectual and professional engagement - an evidence-based and research led orientation - appropriate integration of campus and placement/practical experiences - systematically embedded Indigenous perspectives - systematically embedded international orientation 	<ul style="list-style-type: none"> • Manuscripts audited for <ul style="list-style-type: none"> - international orientation - indigenous perspectives - inquiry focus - likely engagement of student readers - assessment regime • Units ready to specified timeline 2009-11 • Successful implementation judged by (a) feedback from students (b) staff morale and confidence in curriculum 	Course Directors Manager – Academic Services & Quality	2009-11
<p>2 Varied and productive pedagogies that challenge and extend all students intellectually while being respectful and inclusive of difference.</p> <p><i>Excellence and Diversity:</i> - excellence in education</p>	<p>2.1 Implement recommendations from the OCL Project, promoting a strong positive culture and associated set of practices for the quality delivery of flexible and off campus learning through</p> <ul style="list-style-type: none"> - professional learning programs - showcasing and exemplifying excellence about productive flexible pedagogies - just in time workplace instructional design for staff developing eLearning resources - administrative processes 	<ul style="list-style-type: none"> • Improvement on unit evaluations from students enrolled in OCL with mean above 3.5 for item 8 in 2009 (Item 8 is the University benchmark and measures over all satisfaction with the unit.) 	AD Teaching (with Course Directors)	2009-10

<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 Review and strengthen the Faculty's course profile to ensure the currency, sustainability and relevance of Faculty offerings and the optimal allocation of resources and student load across courses and the three Australian campuses. To include:</p> <ul style="list-style-type: none"> - a plan for Peninsula campus transition including the likely transfer of the Elwyn Morey Centre to join Peninsula Children's Centre, possible transfer of Psychology program and, if funding forthcoming, Children's Services Hub - a strategic plan for award and non-award course profile at Gippsland campus focussed on the transition years (age 6-25 years) - redesign of the Master of Education program, based on measures identified in the Postgraduate review project, ensuring it is research led with strands for key student cohorts from education and industry - implementation of GDE Primary off campus/part time/OUA delivery jointly from Peninsula and Gippsland campuses 	<ul style="list-style-type: none"> • Transition proposals/plan for Peninsula in place June 2009 • Strategic plan in place for Gippsland course profile by June 2009 • Reverse of recent down turn in enrolments in Master of Education evident by 2010 with particular focus on sustainability of on campus offerings • Initial units prepared for Grad Dip Primary OUA delivery by October 2009 	<p>Dean Faculty Manager AD Teaching (with Directors) AD Gippsland Manager – Admissions and Student Services Manager - Academic Services & Quality</p>	2009-10
	<p>3.2 Investigate opportunities to offer professional development courses in South Africa possibly articulating into award programs including HDR, beginning with mathematics and science PD and leadership PD</p>	<ul style="list-style-type: none"> • Decision re engagement in Johannesburg and timeline developed by 2010 • Implement International Masters Course with South African participation • Develop strategic plan relevant to South African campus involvement by 2010 	<p>AD Development Manager – Faculty Development</p>	2007-10
<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>4.1 Revise action plan to respond appropriately to student feedback on courses and units and implement. In particular</p> <ul style="list-style-type: none"> - produce efficient timely ongoing analysis of MEQ/CEQ and unit evaluation data - identify strengths, weakness and trends over time - identify poor rating courses, units and/or items - ensure improvement measures are identified and implemented - promote and share good practices and innovative ideas 	<ul style="list-style-type: none"> • Regular reports to Education Committee to recommend actions and monitor progress • Annual report to Faculty Board for final meeting each year • Improved responses on CEQ, MEQ and unit surveys over period 2007-10 	<p>AD Teaching (with Directors) Manager – Academic Services & Quality Education Quality subcommittee</p>	2009-10
	<p>4.2 Promulgate, codify and implement quality processes, including those required for:</p> <ul style="list-style-type: none"> - the review and reaccreditation of courses - ensuring compliance with University policy on the preparation of unit guides and other unit materials including study guides and blackboard sites - ensuring ensure moderation of common high standards across units, courses and campuses 	<ul style="list-style-type: none"> • Codification of processes for review and reaccreditation to Faculty Board by September 2009 	<p>AD Teaching Course Directors Manager - Academic Services & Quality</p>	2009-10
	<p>4.3 Implement recommendations from the Professional Placements Project, continuing to improve the quality, appropriateness and timeliness of school and other placements including by:</p> <ul style="list-style-type: none"> - bringing project database fully online - sourcing alternative placement sites particularly for part-time and distance education students who may have geographic, travel, employment and family barriers to placement (see also 1.1) 	<ul style="list-style-type: none"> • 95%+ of students placed two weeks before a placement period commences in 2009, 99% in 2010 • All students placed at least three working days before planned commencement of placement period in 2009 • A consistent set of practices/guidelines/ documentation will exist across campuses for all placement types 	<p>AD Teaching with Course Directors - Teacher Education Manager – Admissions and Student Services</p>	2008-10

	<ul style="list-style-type: none"> - sourcing opportunities for teacher education students to gain additional, more flexibly arranged, placement experience in their internship year - relationship building including processes for professional/community input to placement programs - improved processes in place for communications with all stakeholders including academics, schools and other placement venues. 	<ul style="list-style-type: none"> • Appropriate reference groups in place to advise on professional and community links 		
	<p>4.4 Continue to develop sustainable partnerships/relationships directed at increasing the number of Indigenous graduates of the Faculty at undergraduate, graduate and research degree level</p>	<ul style="list-style-type: none"> • 20% increase in indigenous initial teacher education enrolments each year • Eight indigenous HDR students in 2009 • Indigenous program implemented, first student enrolments and supervisor training completed 	<p>Faculty Equity Officer Research Leader Pensinsula Research Leader Gippsland</p>	<p>2008 and ongoing</p>
General Comments				
Environmental changes	<p>The change of federal government possibly heralds a new and more positive approach to Education in Australia. There appears to be a more constructive approach to teacher education, in particular (although this constructive approach largely consists of asking us nicely how we can assist the government with its agendas by ensuring graduating and existing teachers have even more skills and attributes than previously!) 1500 new places have become available in early childhood education over the next triennium. Following lobbying from the ACDE, the new government has removed the requirement that we increase the number of days of school placement for pre-service teacher education courses.</p>			
Risk management	<p>A major risk continues to relate to our capacity to place students in schools in a timely manner and to meet all of our quality objectives. We are in the process of developing a database that talks with Corporate Systems such as Callista, maintains a comprehensive record of individual placements experiences including community and alternative placements and which supports data entry from a range of perspectives. We are also planning partnership programs with schools and sourcing alternative placement opportunities. (see 1.1 and 4.3)</p> <p>We have been served notice by the AEU of a pending log of claims for teachers in school to be paid more for accepting our students. We have no capacity to pay this and may face industrial action in particular the withdrawal of services.</p> <p>We continue to be concerned about the pedagogy/quality of our OCL experiences for students but applied for SIF funding for 2008 and have put in place a major project to address these concerns. (see 2.1 and 4.1)</p>			
Quality assurance and improvement	<p>The Faculty will continue to</p> <ul style="list-style-type: none"> - undertake detailed analysis of CEQ, MEQ and Unit Survey data and use data to improve practice - 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 (Bolded actions/strategies are those identified to VCG earlier as Key Strategies)

Objectives	Strategies/Actions	Measures/Targets	Accountability	Timeline
<p>5</p> <p>A vibrant research climate within the Faculty that actively builds and supports a focussed faculty research identity, recognised nationally and internationally for its quality and impact.</p> <p><i>Monash Directions 2025:</i></p> <ul style="list-style-type: none"> - research intensive - one of the best - address significant theoretical and practical challenges <p><i>Excellence and Diversity:</i></p> <ul style="list-style-type: none"> - excellence in research and scholarship - innovation and creativity 	<p>5.1</p> <p>Continue initiatives to build teams of researchers (nodes), to encourage collaboration between researchers working on distinctive projects, concentrating policy and resources around these nodes with an emphasis on the scale and focus of research activity</p>	<ul style="list-style-type: none"> • Improved focus of the work of the faculty and national recognition of research groupings • 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	2008-10
	<p>5.2</p> <p>Identify research development and support needs of individuals and groups and implement strategies to address these</p>			
	<p>5.3</p> <p>Implement strategies to assist academic staff to better document and articulate the impact of their work</p>	<ul style="list-style-type: none"> • Sustainable process in place for monitoring visibility in the press and other important profile outlets and baseline data collected • Increased usage of faculty research website 	AD Research Manager – Marketing & Promotions	Improved focus over 2007-9 and ongoing
	<p>5.4</p> <p>Provide support for nodes to develop distinctive programs, ensuring that each has:</p> <ul style="list-style-type: none"> – an active web presence – a clear work plan with identified outcomes – a promotion plan 			
	<p>5.5</p> <p>Develop a profiling strategy to better disseminate and promote the work of research teams locally and internationally</p>			
<p>6</p> <p>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>6.1</p> <p>Prioritise and support increased success in external competitive grants, drawing on the expertise of both the Research Office and the Development Office to build researchers' talents in the production of winnable research bids</p>	<ul style="list-style-type: none"> • Implemented targeted workshops at all campuses around Linkage applications • 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 • Improved strategic focus of commercial activities around the faculty's research strengths and priorities • Continued increase in the programmatic research elements in project contracts 	AD Research Manager – Faculty Development AD Development	2007-9
	<p>6.2</p> <p>Increase alignment of contract and tendered research with research teams, including by submitting applications that inform high level policy and/or have strong academic merit in researchers' area of expertise and interest</p>			
	<p>6.3</p> <p>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 			
	<p>6.4</p> <p>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>7 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>7.1 Continue to implement the Faculty strategic research training plan developed in 2007, 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 - provide enabling workshops / sessions for supervisors to devise 'smarter' ways to work with their research students - review the suite of research methodology units to ensure they meet the needs of research and research pathway students - apply for strategic initiative funding to support development of enabling approaches to supervision - refine stages of HDR program to scaffold research induction, adding mid-point milestone to confirmation of candidature - continue mentoring program for new supervisors in 2009 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 teams 	<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 accred by 2009 • All new supervisors in mentoring program • Process for allocation of HDR supervision through research teams 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. • Group/panel supervision guidelines developed and trailed in 2009 	AD Research Degrees & Induction	2008-10	
	<p>7.2 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 - encourage researchers to include research training dimension in funded projects which involves groups of research students not just individuals - work with ADStaff to refine processes for recruiting examiners for 24 point MEd theses and ensuring timely assessment to align with processes in Honours - 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 to be consistently applied across all minor research projects in 2009. • Staff workshops on strategies to manage minor theses efficiently and effectively during 2009 • More effective assignment of examiners and timely return of grades in research pathway programs in 2009 • Honours policies and guidelines, in line with other pathway programs in 2009 	AD Teaching AD Research Degrees & Induction AD Staff		2008-10
	<p>7.3 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 	AD Research Degrees & Induction		2009
	<p>7.4 Begin new offshore cohort based Doctor of Philosophy program in Singapore and explore opportunities to generalise the approach to other locations, in particular, Malaysia and South Africa.</p>	<ul style="list-style-type: none"> • Two cohorts of 3-5 (leadership, mathematics education) enrolled early 2009 • Evaluation of possibilities in Malaysia and Johannesburg 	AD Research Degrees & Induction AD Development		2009-10
	<p>7.5 Prepare a plan with strategies to increase numbers of high quality HDR and post-graduate coursework students aligned to research nodes</p>	<ul style="list-style-type: none"> • In 2009, hold an expo of Faculty research activities/projects, highlighting Research Strengths and research possibilities for students • 25-50% of ARC Linkages grants per annum to include APAI applications 	AD Research Degrees & Induction Research Strength leaders		2009

	7.6 Continue 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 <i>Excellence in Research Australia</i> (ERA) 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. Many in the field of Education were quite distressed by the new RDF codes and the discussion paper for ERA confirms that our fears were justified. This has clear implications for how the productivity of the field of Education is seen, however, it will impact different faculties of Education differently depending upon their areas of specialisation. The reduced emphasis on impact will similarly be to the detriment of Education.			
Risk management	Clearly the proposals in the ERA discussion paper pose considerable risks for the reputation of the Faculty of Education but it is difficult to know how to address this. We are losing good academic staff to other universities that offer higher promotional positions than we would be prepared to match. The additional risks are that, as the Faculty and University further direct their attention at <i>Excellence in Research Australia</i> , 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 research achievement to probation, promotions, career progression and working conditions and circumstances.			
Quality assurance and improvement	5.1 and 5.2 address the quality of our research and 7.1 and 7.2 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>8 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>8.1 Improve alignment between governance structures and processes within the faculty and across campuses to support planning and more seamless accommodation of cross faculty initiatives particularly but not exclusively at Peninsula and Gippsland</p>	<ul style="list-style-type: none"> February 2009: Workshop at Executive Committee Planning meeting February 2009 Mar – May 2009: Consult with staff 	Dean Faculty Management	2009
	<p>8.2 Coordinate the implementation of the Integrated Collaboration Environment program for the faculty with minimal disruption to operations.</p>	<ul style="list-style-type: none"> Roll out Lotus Notes em: ail and calendar functionality across faculty Implement Lotus Quickr and Sametime for the faculty Roll out Fax-over-IP and Voice over IP telephones across the faculty Video Conferencing facilities to be integrated with Lotus SameTime when made available by ITS. 	Manager – Technical Services Manager – Campus Support	May 2009 2009 2010 2010
	<p>8.3 Continue the rollout of TRIM, for efficient records management of the Faculty's Education, Research and Development related activities</p>	<ul style="list-style-type: none"> TRIM implemented across Faculty by end 2009 	Faculty Manager	Dec 2009
	<p>8.4 Review and refine IT communication tools for staff, including by: – reviewing existing hardware and software configuration to improve communication, enhance staff productivity and reduce OHS risks. – Promote new IT resources such as LaRDS, iFolder and NetStorage. – Single web based communications channel for faculty staff</p>	<ul style="list-style-type: none"> Electronic working space and communication enhanced as judged by staff satisfaction surveys 	Manager – Technical Services	Ongoing
	<p>8.5 Ensure the Faculty website and web applications meet audience needs and review and refine its structure as required</p>	<ul style="list-style-type: none"> Faculty Website regularly and reliably updated according to revised content management plan. Email reminders to owners of out-of-date pages Web page owners trained in the use of CMS. PD documents updated to reflect additional workload Create and maintain faculty web applications as required 	Manager – Technical Services Group managers	Ongoing Feb 2009 Feb 2009 Ongoing
	<p>8.6 Begin implementation of Education Resources Centres on each campus</p>	<ul style="list-style-type: none"> Establish working party to plan resources provision for students and staff across the faculty. Install and make available to students Smartboards and other electronic teaching resources across all campuses. Enhanced satisfaction with resources across all campuses in MEQ and HDR surveys from 2005 to 2011 	Dean Faculty Manager Man – Technical Services Man – Campus Support	

		<ul style="list-style-type: none"> Enhanced satisfaction with resource provision in Staff Survey 2005 to 2011 		
<p>9 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 - excellence in research and scholarship</p>	<p>9.1 Finalise and promulgate an approach to the conception and allocation of academic workload that fairly recognises varying contributions to teaching, research and development activities and which supports the education and research objectives of the Faculty. (See also 11.2)</p>	<ul style="list-style-type: none"> Mar 2009: Executive committee to consider academic workload policy developed through staff consultation in 2008 May 2009: Final feedback from staff June 2009: Policy approved July-Nov 2009: Initial implementation through staff forums and seminars and performance management process for 2010 	AD Staff AD Research AD Development	Implement 2009-10
	<p>9.2 Work with Human Resources to improve the Faculty's approach to academic workforce planning and development to address predicted capacity shortages in the field of Education, considering recruitment, progression and leadership development in teaching and research</p>	<ul style="list-style-type: none"> Workshop at Executive Committee Planning meeting February 2009 Develop plan for consideration July 2009 	AD Staff Dean	
	<p>9.3 Implement strategies to address existing staff concerns and those identified following analysis of the 2007 staff survey data and, in particular</p> <ul style="list-style-type: none"> encourage work practices and procedures so that collegial interactions demonstrate trust and valuing of staff implement Faculty climate survey on annual basis 	<ul style="list-style-type: none"> Implementation of strategies identified through 2007 consultant lead relationship building working party First climate survey undertaken Enhanced satisfaction, particularly with health and well being and feeling valued, in Staff Survey 2005 to 2009. 	AD Staff Faculty Manager HR Manager	2007-9
	<p>9.4 Continue to develop and implement processes for the selection, induction and professional development of sessional teaching staff that</p> <ul style="list-style-type: none"> 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"> Implement processes developed and trialled in 2008 during 2009 	AD Staff AD Teaching	2008-9
	<p>9.5 Increase awareness of staff of range of staff programs offered by Monash (eg Work-life balance, Dads and lads)</p>	<ul style="list-style-type: none"> Program of speakers for staff meetings on all campuses implemented Distribution of selected materials 	Faculty Equity Officer	Ongoing
<p>10 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></p>	<p>10.1 Strengthen the profile and sustainability of the Faculty through enhanced marketing/positioning, 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 for support through advancement initiatives increase news 'stories' about the Faculty's research and research expertise 	<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 	Dean Manager – Marketing and Promotion	Actions ongoing

<p>- a university in the world <i>Excellence and Diversity:</i> - engagement - international focus - self-reliance</p>	<p>– develop strategy to monitor awareness of Faculty and its research, consultancy and teaching strengths</p>	<ul style="list-style-type: none"> • Broad advancement strategy developed • Work with VP Advancement to access skills to address alumni and fundraising, respectively 		
	<p>10.2 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>
	<p>10.3 Invite members of the Bunarong community to work with staff and students at Peninsula on an action plan to provide for:</p> <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 	<p>Peninsula-based Research Leader, Professor and Course Directors</p>	<p>2007-9</p>
	<p>10.4 Continue to develop sustainable partnerships/relationships directed at increasing the number of Indigenous graduates of the Faculty at undergraduate, graduate and research degree level</p>	<ul style="list-style-type: none"> • 20% increase in indigenous initial teacher education enrolments each year • Eight indigenous HDR students in 2009 	<p>Faculty Equity Officer Research Leaders Peninsula/Gippsland</p>	<p>2008 and ongoing</p>
	<p>10.5 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</p>	<ul style="list-style-type: none"> • Enrolment numbers reach full capacity by 2009, that is, 60 FTE with 80% average over the academic year • 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 • Plan for co location of the Elwyn Morey Centre with Peninsula Childcare Centre if to go ahead 	<p>Course Director Early childhood Research leader Childhood studies Course Director & Research Leader Psychology</p>	<p>2008-10</p>
	<p>10.6 Develop relationships and MOUs with TAFES to encourage students to articulate to Monash EC</p>	<ul style="list-style-type: none"> • Implement articulation Pathways in EC with TAFES – first groups in 2009 	<p>Manager – Faculty Development Course Director Early Childhood</p>	<p>2009</p>
<p>11 Business and marketing practices that are highly regarded as effective, efficient and ethical in returning benefits to the Faculty and its clients. <i>Excellence and Diversity:</i></p>	<p>11.1 Prepare a new Development Plan for 2009-11</p>	<ul style="list-style-type: none"> • Plan ready for presentation to Executive Group mid 2009 	<p>Manager – Faculty Development AD Development</p>	<p>2009</p>
	<p>11.2 Continue to work on quality management of the initial phases of contract development and on the conception and promulgation of workload measurement that fairly recognizes and supports the development activities</p>	<ul style="list-style-type: none"> • Overarching project management structure in place to ensure quality and minimise risk • Undertake feedback and evaluation with client at throughout project, and at the end of the contract 	<p>Manager – Faculty Development AD Development</p>	<p>2009</p>

<ul style="list-style-type: none"> - excellence in management - integrity - self-reliance 	<p>within the Faculty (See also 9.1)</p>	<ul style="list-style-type: none"> • 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. 	<p>AD Staff</p>	
<p>General Comments</p>				
<p>Environmental changes</p>	<p>Apart from the possibility that the new government will look more kindly upon Education, there are no environmental changes.</p>			
<p>Risk management</p>	<p>There is no spare space available within the Faculty's current space allocation on any campus. This is impeding the work of the Faculty as it is not able to house additional staff be they academic, research or general. It is also causing serious breakdown as people feel alienated and undervalued and we constantly reshuffle them. We are not managing to manage this risk because we do not know how.</p> <p>The field of Education is facing a serious workforce shortage. 40% of Education academics in Australia are over 55 years of age (25% for the sector as a whole), while only 11% are under 40 years (27% for the sector as a whole). 34% of the Faculty at Monash are over 55 years and 13% under 40. We are facing a critical shortage and it is not obvious where new faculty will come from. We are already finding it quite challenging to attract and hold high quality academic staff as other universities outbid us. They appear to do this by concentrating resources on a few and having a relatively large number of junior, effectively teaching only, staff and /or by being very highly sessionalised. We do not believe these are acceptable approaches in a university that regards itself as research intensive and research led. We will need to find creative approaches to attracting and keeping staff. One strategy is to prioritise and seek more full time research students with the intention of growing some of our own. We are also attempting to grow the culture of research induction in the Faculty.</p> <p>We are similarly finding difficult to compete both internally at Monash and externally for professional staff.</p>			
<p>Quality assurance and improvement</p>	<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 8 to 11, and the associated strategies are all directed at this.</p>			

Advancement

(see Management objective 10)

Objectives	Actions/Strategies	Measures/Targets	Accountability	Timeline
<p>10 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>10.1 Strengthen the profile and sustainability of the Faculty through enhanced marketing/positioning, 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 for support through advancement initiatives - increase news 'stories' about the Faculty's research and research expertise - develop strategy to monitor awareness of Faculty and its research, consultancy and teaching strengths 	<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 • Work with VP Advancement to access skills to address alumni and fundraising, respectively 	<p>Dean Manager – Marketing and Promotion</p>	<p>Actions ongoing</p>

International

(see Education objectives 1 and 3, Research objective 7, Management objective 10)

Objectives	Actions/Strategies	Measures/Targets	Accountability	Timeline
1 Curriculum that is current, rigorous, internationally oriented and locally relevant, and promotes ethical practice	1.1 Develop a series of plans to provide improved opportunities for international, rural, remote, indigenous and alternative placement experiences for students in teacher education and other courses, including <ul style="list-style-type: none"> - a guide international, rural, remote and indigenous placements and site visits considering <ul style="list-style-type: none"> - principles for selecting sites, staff and students - a placement site in South Africa - mechanisms for funding expansion of offerings - a guide to optional Australian placements and site visits for international on and off shore students considering <ul style="list-style-type: none"> - principles for selecting sites, staff and students - mechanisms for funding expansion of offerings 	<ul style="list-style-type: none"> • Plan for international, rural, remote and indigenous placements and site visits considered by Faculty Executive, November 2009 • Plan for optional Australian placements and site visits for international students considered by Faculty Executive, April 2010 	AD Teaching (with Course Directors)	2009-11
3 Efficient and sustainable courses and processes that enable innovative and flexible teaching, learning and assessment.	3.2 Investigate opportunities to offer professional development courses in South Africa possibly articulating into award programs including HDR, beginning with mathematics and science PD and leadership PD	<ul style="list-style-type: none"> • Decision re engagement in Johannesburg and timeline developed by 2010 • Implement International Masters Course with South African participation • Develop strategic plan relevant to South African campus involvement by 2010 	AD Development Manager – Faculty Development	2007-10
7 Research induction that enables students to pursue rigorous and ethical research practice in a range of different educational and occupational contexts.	7.4 Begin new offshore cohort based Doctor of Philosophy program in Singapore and explore opportunities to generalise the approach to other locations, in particular, Malaysia and South Africa.	<ul style="list-style-type: none"> • Two cohorts of 3-5 (leadership, mathematics education) enrolled early 2009 • Evaluation of possibilities in Malaysia and Johannesburg 	AD Research Degrees & Induction AD Development	2009-10
10 A diverse range of relationships that support quality research and teaching of local and international relevance and significance.	10.2 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

Section B - Campus Impact Statement

Clayton campus

Over 2009-11, the Faculty at the Clayton campus will:

- 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
- attract increasing numbers of full time local and international HDR students
- improve its research induction pedagogy and its completion rates
- improve the sustainability of its supervision practices for honours and 24 point theses and professional projects

Student and staff changes

Student type	<u>CHANGES</u> to agreed student load projections		Comments
	2009	2010	
Mode			
On campus	+ 2.1	na	
Off campus	- 21.0		Loss of NSW contract for 30 Special Education – 30 Full fee PG places
Fee category			
DEST	+ 24.6		
International	+ 5.0		
Domestic fee	- 48.5		Loss of NSW contract for 30 PG Special Education – 30 Full fee places
Course level			
Undergraduate	- 28.5		
Graduate/Postgraduate	- 7.0		
Higher degree research	+ 16.6		
Total	- 18.9		
Staff type	<u>CHANGES</u> to staff numbers		Comments
	2009	2010	
Academic staff	0	0	2.5 positions budgeted for 2008 but unfilled will be filled for 2009, and one staff member will return from sick leave.
General staff - Faculty	0.5	0	<u>Down</u> 0.5 on actual positions. Apparent increase of 0.5 is due to one language person who was to be transferred to Library (with salary) in 2008, instead staying in faculty
General staff - Clayton	0	0	

Gippsland campus

Over 2009-11, the Faculty at the Gippsland campus will:

- complete release of BSOR to the Peninsula campus
- promote its HDR program for indigenous students and more generally
- offer a reinvigorated suite of primary teacher education courses with colleagues at the Peninsula campus
- offer the graduate diploma of education through OUA with colleagues at the Peninsula campus
- offer additional Education courses, including a middle years specialism within the primary B Ed degree
- offer the Master of Community and Regional Development
- 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
- ensure appropriate support for HDR students on campus
- improve its research induction pedagogy and its completion rates

Student and staff changes

Student type	CHANGES to agreed student load projections		Comments
	2009	2010	
Mode			
On campus	+ 22	na	
Off campus	+ 22.8		Includes 10 efts/ OUA
Fee category			
DEST	+ 43.1		
International	0		
Domestic fee	+ 1.7		
Course level			
Undergraduate	- 3.3		Loss of fee paying domestic
Graduate/Postgraduate	+ 30		Largely increase of secondary Grad Dip from 1 to 1.25 efts/1, rather than number s of students
Higher degree research	+18.6		
Total	+ 44.8		
Staff type	CHANGES to staff numbers		Comments
	2009	2010	
Academic staff	- 0.5	0	However, 4 staff positions budgeted for 2008 remained unfilled all year and will be filled for 2009. So +3.5 on 2008 outcome.
General staff -	0.6	0	Additional support for academic staff in their teaching and learning and research programs

Peninsula campus

Over 2009-11, the Faculty at the Peninsula campus will:

- offer a renewed Sport and Outdoor Recreation program
- offer a reinvigorated suite of early childhood teacher education courses
- offer a reinvigorated suite of primary teacher education courses with colleagues at the Gippsland campus
- offer the graduate diploma of education through OUA with colleagues at the Gippsland campus
- increase enrolments in the BECS course
- plan for probable move of the Elwyn Morey Centre to Peninsula
- plan for possible move of Psychology courses to Peninsula
- 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
- turn around decline in number of HDR students
- improve its research induction pedagogy and its completion rates
- manage the Peninsula Childcare Centre

Student and staff changes

Student type	<u>CHANGES</u> to agreed student load projections		Comments
	2009	2010	
Mode			
On campus	+ 61.9		Includes 45 additional places in Early Childhood and finalisation of move of SOR from Gippsland to Peninsula
Off campus	- 12.5		
Fee category			
DEST	+ 78.4		Includes 45 additional places in Early Childhood and finalisation of move of SOR from Gippsland to Peninsula
International	- 11.0		
Domestic fee	- 18.0		
Course level			
Undergraduate	+ 68.5		Reflects reduction in pipeline, will prioritise turning this around
Graduate/Postgraduate	- 5.0		
Higher degree research	- 14.1		
Total	+ 49.4		
Staff type	<u>CHANGES</u> to staff numbers		Comments
	2009	2010	
Academic staff	3	0	1 is final transfer of BSOR staff from Gippsland to Peninsula, 2 are for Early Childhood to cover new places
General staff	3	0	All due to taking Childcare centre