

# OPERATIONAL PLAN 2006-08

## FACULTY OF EDUCATION

### SECTION A - OPERATIONAL PLAN SUMMARY FOR 2006

#### 1 Education

Objectives 2006-8	Strategies/Actions 2006	Targets/Measures 2006
<p><b>1.1 Curriculum that is current, rigorous, internationally oriented and locally relevant, and promotes ethical professional practice</b></p> <p><b>University links:</b>  <i>Monash Directions 2025</i> theme:            - distinctive graduates            - one of the best</p> <p><i>Excellence and Diversity</i> values:            - excellence in education            - international focus            - engagement</p> <p><i>Internationalising the Curriculum Policy</i></p> <p><i>Learning and Teaching Plan:</i>            Objectives G, H and I</p> <p><i>2006 Priority:</i>            - Improving the Monash Student Experience            - Monash Mobility Program</p> <p><b>Performance indicators:</b>            SWiPI 4.1 Graduate satisfaction            SWiPI 4.2 Graduate employability            SWiPI 7.1a Good Universities Guide            IPI 3.1 Internationalism            IPI 4.1 Current student satisfaction            IPI 7.1a Reputation</p>	<p>1.1.1            Begin course development as a result of the <i>Rethinking Secondary Teacher Education Project</i> including vis a vis practicum. (See 1.3.1)  <i>Responsibility:</i> ADTeaching UGG, ADGippsland, Faculty Manager</p>	<ul style="list-style-type: none"> <li>• Revised courses for secondary double degrees and Graduate Diploma for Gippsland and Clayton planned and costed by Feb 2006, approved by Faculty Board by April 2006 and accredited with VIT for 2007</li> <li>• Suite of double degrees for Gippsland planned by Feb 2006 for commencement 2007+</li> </ul>
	<p>1.1.2            Commence <i>Rethinking Early Childhood and Primary Teacher Education Project</i> to review courses for Peninsula and Gippsland.  <i>Responsibility:</i> ADTeaching UGG, Program Leader Education Peninsula, ADGippsland,</p>	<ul style="list-style-type: none"> <li>• Recommendations for revision in place including overall program plan</li> </ul>
	<p>1.1.3            Develop guidelines and workshop program to enhance the international orientation of the curriculum at all levels while ensuring that it remains locally relevant and takes account of diversity and difference amongst students.  <i>Responsibility:</i> ADTeachingUGG, ADTeachingPGC</p>	<ul style="list-style-type: none"> <li>• Written guidelines for unit development promulgated</li> <li>• 75+% of teaching staff participating in at least one workshop to support further internationalisation of the curriculum</li> <li>• Increased internationalisation of the curriculum evident in 2007 audit relative to 2004 audit</li> </ul>
	<p>1.1.4            Audit indigenous perspectives in pre-service teacher education programs to inform ongoing curriculum development and identify priorities for enhancement.  <i>Responsibility:</i> ADTeachingUGG, ADGippsland with Program Leaders</p>	<ul style="list-style-type: none"> <li>• Audit complete, recommendations and action plan in place for enhancement</li> </ul>
	<p>1.1.5            Feasibility study for expanding students' international experiences (including for placements) balancing educational and budgetary considerations.  <i>Responsibility:</i> ADTeachingUGG, ADTeachingPGC</p>	<ul style="list-style-type: none"> <li>• Feasibility study complete with affordable recommendations about the form international experiences should take and which existing links should be prioritised for development</li> <li>• Action plan in place</li> </ul>
	<p>1.1.6            Develop improved consultative processes for professional/community input to programs and improve liaison and partnerships with schools. (see 1.3.4)  <i>Responsibility:</i> ADTeachingUGG, ADTeachingPGC, ADGippsland</p>	<ul style="list-style-type: none"> <li>• Partnerships and Practicum Coordinator appointed</li> <li>• Reference groups formed to advise on programs and professional and community links</li> <li>• Strategy in place</li> </ul>

<p><b>1.2</b> <b>Varied and productive pedagogies that challenge and extend all students intellectually while being respectful and inclusive of difference.</b></p> <p><i>University links:</i> <i>Excellence and Diversity value:</i> - excellence in education <i>Learning and Teaching Plan:</i> Objectives A, B, D and F <i>2006 Priority:</i> - Improving the Monash Student Experience</p> <p><i>Performance indicators:</i> SWiPI 4.1 Graduate satisfaction SWiPI 7.1a Good Universities G IPI 4.1 Current student satisfaction IPI 3.2 Flexibility IPI 7.1a Reputation</p>	<p>1.2.1 Continue and expand professional development program on productive pedagogies in relation to: — feedback and assessment practices — flexible and distance delivery. <i>Responsibility:</i> ADTeachingUGG, ADTeachingPGC</p>	<ul style="list-style-type: none"> <li>• 75+% of academic staff participating in at least one session to promulgate results of the 2005 <i>Assessment Practices and Policy Project</i></li> <li>• <i>Assessment ideas</i> web page operational on INSITE</li> <li>• Full day workshop(s) to promulgate multimedia template developed in the 2005 <i>OCL Interactivity and Critical Learning Project</i></li> <li>• Improvement on 2003 MEQ results re feedback and assessment evident over 2005-7</li> </ul>
<p><b>1.3</b> <b>Efficient and sustainable courses and processes that enable innovative and flexible teaching, learning and assessment</b></p> <p><i>University links:</i> <i>Monash Directions 2025 theme:</i> - a university in the world <i>Excellence and Diversity values:</i> - excellence in management - diversity - engagement - self reliance <i>Learning and Teaching Plan:</i> Objectives C, D and E <i>2006 Priority:</i> - Improving the Monash Student Experience</p> <p><i>Performance indicators:</i> SWiPI4.1 Graduate satisfaction SWiPI4.2 Graduate employability SWiPI 7.1a Good Universities Guide IPI4.1 Current student satisfaction IPI 7.1a Reputation</p>	<p>1.3.1 Evaluate course proposals by <i>Rethinking Secondary Teacher Education Project</i> to ensure courses are: — flexible, efficient and appropriate across campuses — fully costed to ensure that resources are available for transition period and programs are sustainable prior to making decisions about adoption. (See 1.1.1) <i>Responsibility:</i> ADTeaching UGG, ADEnvironment and Resources, Faculty Manager</p>	<ul style="list-style-type: none"> <li>• Impact statement re flexibility, efficiency and sustainability of proposed courses undertaken by February 2006 and prior to course approval</li> <li>• Full estimations of transitional and ongoing costs provided by Feb 2006 and prior to course approval</li> </ul>
	<p>1.3.2 Develop strategic plan for award and non-award course profile at Gippsland considering a focus on youth and community development. <i>Responsibility:</i> ADGippsland, ADTeachingUGG, ADTeaching PGC, Faculty Development Manager, Manager Marketing</p>	<ul style="list-style-type: none"> <li>• Strategic plan in place for Gippsland course profile by February 2006</li> <li>• Consultative group set up to advise on programs and professional and community links</li> <li>• Decisions about additional double degrees by February 2006</li> </ul>
	<p>1.3.3 Monitor and manage curriculum changes and course maps for transfer of BSOR to Peninsula campus to ensure operational continuity and quality. (see 3.1.3) <i>Responsibility:</i> ADTeachingUGG, ADEnvironment and Resources, Project Manager, Manager Academic Services</p>	<ul style="list-style-type: none"> <li>• Successful transfer of BSOR to Peninsula as judged by (a) program enrolments (b) feedback from ongoing students at Gippsland and commencing students at Peninsula (c) adequacy of teaching facilities at each location (d) staff morale and confidence in transition curriculum</li> </ul>

	<p>1.3.4 Rethink the purposes, approaches to and processes for education sector placements to enhance flexibility, quality and sustainability (see 1.1.6) <i>Responsibility:</i> ADTeachingUGG</p>	<ul style="list-style-type: none"> <li>• Articulation of role and purpose of education placements by Feb 2006</li> <li>• Plan in place by September 2006</li> <li>• Improvement on 2003 MEQ results re school placements evident by 2007 (MEQ biennial)</li> </ul>
	<p>1.3.5 Monitor implementation of revised suite of research methods units for Masters degrees. <i>Responsibility:</i> ADTeachingPGC, ADResearch Induction</p>	<ul style="list-style-type: none"> <li>• Successful implementation as judged by (a) timely readiness of quality unit materials (b) feedback from students, on and off campus (c) confidence by staff in curriculum as appropriate preparation for coursework students and research students (d) ongoing sustainability and cost</li> </ul>
	<p>1.3.6 Communicate and ensure compliance with the distinction in form and level of supervision between professional projects and research projects. <i>Responsibility:</i> ADTeachingPGC</p>	<ul style="list-style-type: none"> <li>• Professional projects serviced as units rather than research theses (not individually supervised)</li> <li>• Individual supervision of professional projects only in exceptional cases as approved by Program Leader</li> </ul>
	<p>1.3.6 Implement regular reviews of the courses and units offered at the Masters level to determine which should stay, go or be further developed. <i>Responsibility:</i> ADTeachingPGC</p>	<ul style="list-style-type: none"> <li>• Criteria and processes consulted upon and approved by early March 2006 and used to inform decisions about 2007 offerings</li> </ul>
<p><b>1.4 Rigorous and transparent quality assurance processes that inform all aspects of the curriculum and engender confidence in and satisfaction with outcomes.</b></p> <p><i>University links:</i> Monash Directions 2025 theme: - one of the best <i>Excellence and Diversity values:</i> - excellence in education - integrity <i>Learning and Teaching Plan:</i> Objective B and C <b>Performance Indicators:</b> SWiPI 7.1a Good Universities Guide IPI 7.1a Reputation</p>	<p>1.4.1 Promulgate and implement policy and processes for generating, moderating and distributing grades across courses, units and locations to ensure grade consistency, fairness and transparency and the maintenance of high standards. <i>Responsibility:</i> ADTeachingUGG, ADTeachingPGC with Manager – Admissions and Student Services</p>	<ul style="list-style-type: none"> <li>• 85+% teaching staff in professional development on consistency, fairness and transparency of standards</li> <li>• Policy and processes used in Semester 1 2006 and by Board of Examiners from 2006</li> <li>• Report during Semester 1 and used to improve practice in Semester 2</li> </ul>
	<p>1.4.2 Implement an educational program for students and staff to address various ways in which we show respect for and acknowledge the work of others and the contextual and cultural issues involved. <i>Responsibility:</i> ADTeachingPGC</p>	<ul style="list-style-type: none"> <li>• Educational program for students and staff designed and in trial in 2006</li> <li>• Course descriptions for postgraduate courses revised to require participation in program from 2007 and approved by Faculty Board</li> </ul>
	<p>1.4.3 Monitor introduction of Graduate Diploma Primary Gippsland. <i>Responsibility:</i> ADGippsland, ADTeachingUGG, Faculty Manager</p>	<ul style="list-style-type: none"> <li>• Successful introduction of Graduate Diploma Primary at Gippsland as judged by (a) enrolments (b) timely readiness of quality unit materials (c) feedback from students (d) staff morale and confidence in curriculum</li> </ul>
	<p>1.4.4 Develop a student complaint procedure. <i>Responsibility:</i> ADTeachingUGG, ADTeachingPGC, ADResearch Induction</p>	<ul style="list-style-type: none"> <li>• Complaint procedure in place and promulgated during 2006</li> </ul>

<p><b>1.5 High demand for the Faculty's award and non-award courses from a diverse range of students</b></p> <p><b>University links:</b>  <i>Monash Directions 2025</i> theme:  - distinctive graduates  <i>Excellence and Diversity</i> values:  - fairness  - engagement  2006 Priority:  - Attracting the most talented students irrespective of means and circumstances</p> <p><b>Performance indicators:</b>  SWiPI 1.1 Diversity of Income  SWiPI 1.2 Diversity of sources of student support  SWiPI 7.1a Good Universities G  SWiPI 7.2a Undergraduate Students  SWiPI 7.1b Graduate/Post-graduate Coursework Students  SWiPI3.1 Internationalism  IPI 7.1a Reputation  IPI 7.2 Undergraduate students</p>	<p>1.5.1  Devise strategies to attract postgraduate and research students from the school sectors to ensure that we continue to:  — make a contribution to our core profession  — support capacity building for the Faculty and the sector  — increase enrolments in postgraduate courses without further diversification</p> <p><i>Responsibility:</i> ADTeachingPGC, AD Research Induction, Faculty Development Manager, Manager - Marketing</p>	<ul style="list-style-type: none"> <li>• Market survey and consultation done</li> <li>• Review of postgraduate coursework pathways and units undertaken and recommendations in place for innovation and re-development as needed</li> <li>• Targeted marketing campaign in place to promote postgraduate study and research degrees</li> <li>• Increased applications for post graduate courses by 2007</li> </ul>
	<p>1.5.3  Develop a business plan for expanding the Faculty's (local and international) short courses, based on leveraging its teaching and research strengths and enhancing its reputation and income.</p> <p><i>Responsibility:</i> ADDevelopment, Faculty Development Manager, Manager - Marketing</p>	<ul style="list-style-type: none"> <li>• Business plan in place</li> <li>• New business opportunities identified for commercial professional development</li> </ul>
	<p>1.5.2  Develop strategy to attract indigenous students to apply for Faculty bursaries.</p> <p><i>Responsibility:</i> ADEnvironment and Resources with Equity Officer</p>	<ul style="list-style-type: none"> <li>• 50% increase in number of indigenous students applying for bursaries</li> </ul>

**General Comments**

Environmental changes	<p><b>Reviews of teacher education:</b> The recently released report on teacher education by the Victorian state parliament makes recommendations that would be simply unsustainable including increasing the required days of practicum by around 60%. The Victorian Institute of Teaching is having the recommendations costed. The announcement by Federal Minister Nelson of another inquiry into teacher education may present the Faculty with new challenges and accountability requirements.</p> <p><b>TAFE sector teachers:</b> It is our understanding that the latest round of EB for TAFE teachers includes the requirement to become qualified teachers and this is likely to increase demand for our Adult Learning and Development course.</p> <p><b>Registration as a counsellor:</b> The new requirements for registration as a Counsellor in Singapore will require some revisions to our counselling course there (and hence also here). This is worth doing because the Singapore Governments is now requiring all schools to have a counsellor and will pay for the 'retraining' of teachers to this purpose, and because Australian accreditation is also anticipated.</p>
Risk management	<p><b>Suitable facilities to deliver the Sport and Outdoor Recreation Program</b> (Risk Rating: critical) The Faculty is unable itself to solve the problem of the inadequate facilities but has done its best to communicate the urgency of the matter for the sustainability/quality of the program and OHS. Moving the program to Peninsula will not solve the problem but should make it more solvable.</p> <p><b>Quality of off-campus course/units and timeliness of delivery of materials</b> (Risk Rating: high) Feedback from students is not poor, but the Faculty considers its off-campus pedagogy not to be as consistently well informed as its on-campus pedagogy. We have directed human and financial resources to this during 2004 and 2005 and will again in 2006, providing guidelines, professional development and administrative support. There have been visible results in terms of quality of provision for students but this is not universal. In addition, the Faculty is concerned about the timeliness of delivery of unit materials and is putting a new management structure in place to address it.</p> <p><b>Quality and management of placements particularly school placements</b> (Risk Rating: high) The Faculty has and will continue to put into place a series of measures to improve both the management and pedagogy of placements:</p>

	<p>developing a website to assist management, appointing new staff including an additional appointment to lead the program and professional partnerships with schools, rethinking placements in relation to the curriculum, and investigating international placement experiences.</p>
<p>Quality assurance and improvement</p>	<p>See objective 1.4 above.</p> <p>The External Panel for the Academic Review commended the thoroughness of Faculty's Internal Review and also its willingness to interrogate its own processes and outcomes and make proposals for change and improvement. In general, the Faculty is evidence led in its approach to the quality of the education as shown by its commitment of resources to addressing issues identified in MEQ and CEQ data.</p>

## 2 Research, Research Training and Scholarship

Objectives 2006-8	Strategies/Actions 2006	Targets/Measures 2006
<p><b>2.1</b> <b>A clear and focused research profile which gives the Faculty identity, recognition and impact nationally and internationally, and influences policy and practice more broadly.</b></p> <p><i>University links:</i> Monash Directions 2025 theme: - one of the best - address significant theoretical and practical challenges</p> <p><i>Excellence and Diversity value:</i> - excellence in research and scholarship</p> <p><i>Research and Research Training Management Plan:</i> Objectives 3 and 15</p> <p><i>Performance indicators:</i> SWiPI 7.1a Good Universities Guide SWiPI 7.1b Shanghai Jiao Tong Top 500 World Universities IPI 7.1a Reputation</p>	<p>2.1.1 Consolidate research strengths as the organising principle for research development and research induction <i>Responsibility:</i> ADResearch, ADResearch Induction</p>	<ul style="list-style-type: none"> <li>• Staff and student (a) recognition of research strengths (b) understanding of and satisfaction with the role of research strengths and clusters (c) positive affiliation with one or more clusters</li> </ul>
	<p>2.1.2 Review research strengths based on official data to monitor research performance and development <i>Responsibility:</i> ADResearch</p>	<ul style="list-style-type: none"> <li>• Review completed, recommendations made</li> </ul>
	<p>2.1.3 Extend research dissemination strategies to better profile faculty research and researchers <i>Responsibility:</i> ADResearch and Manager - Marketing</p>	<ul style="list-style-type: none"> <li>• Website providing effective information about research strengths and capacities and highlighting the impact of current research</li> <li>• Increase in news 'stories' from and about the Faculty's research and research expertise</li> </ul>
	<p>2.1.4 Implement 2005 plan to position the Faculty's Centres at the national forefront of research and practice <i>Responsibility:</i> ADResearch and ADDevelopment</p>	<ul style="list-style-type: none"> <li>• Reviews of two Centres complete</li> </ul>
	<p>2.1.5 Develop strategy to monitor external recognition (within and beyond universities, locally and internationally) of the Faculty's research strengths <i>Responsibility:</i> ADResearch, Manager - Marketing</p>	<ul style="list-style-type: none"> <li>• Process in place to monitor external recognition of Faculty's research strengths</li> </ul>
<p><b>2.2</b> <b>A culture of innovation and support that is vibrant and actively removes constraints to imaginative, high quality and impartial research practice.</b></p> <p><i>University links:</i> Monash Directions 2025 theme: - research intensive - one of the best</p> <p><i>Excellence and Diversity value:</i> - excellence in research and scholarship - innovation and creativity</p> <p><i>2006 Priority:</i> - Increasing research engagement</p> <p><i>Performance indicators:</i> IPI 2.1 Composite Performance IPI 2.2 Research Performance</p>	<p>2.2.1 Extend capacity for research leadership through strategic appointments and professional development of level D and E academics and research strength convenors <i>Responsibility:</i> ADResearch, ADResearch Induction</p>	<ul style="list-style-type: none"> <li>• New professor at Gippsland campus</li> <li>• Evidence of research leadership around each research strength of at least one major project/initiative</li> </ul>
	<p>2.2.2 Use PMS to normalise research leadership as a responsibility for all senior and mid-career academic staff. <i>Responsibility:</i> ADResearch, ADStaff</p>	<ul style="list-style-type: none"> <li>• Inclusion of academic leadership goals and engagement in PMS</li> <li>• Attention to supervisory practices and completion rates in PMS</li> <li>• Workshop series on research and research induction eg, supervision practices, funding, proposal writing, project management</li> </ul>

<p><b>2.3 Research clusters that build contexts to support individual research development and sustain high profile, high impact research strengths.</b></p> <p><i>University links:</i>  <i>Monash Directions 2025 theme:</i>  - research intensive  - one of the best  <i>Excellence and Diversity value:</i>  - excellence in research and scholarship  <i>Research and Research Training Management Plan:</i>  Objectives 3 and 15  <i>2006 Priority:</i>  - Increasing research engagement  <i>Performance indicators:</i>  SWiPI 2.1 National Competitive Grants  SWiPI 2.2 Non-NCG Income  SWiPI 2.4 Publications  IPI 1.1 Diversity of Income  IPI 2.1 Composite Performance  IPI 2.2 Research Performance  IPI 7.1a Reputation</p>	<p>2.3.1  Clarify and communicate meaning and expectations for research activity, research quality and research impact within the context of the field of Education (undertaking a mock research assessment exercise).  <i>Responsibility:</i> ADResearch, ADStaff</p>	<ul style="list-style-type: none"> <li>• Meaning and expectations of research activity, quality and impact promulgated through PMS process and Faculty Day or workshops</li> <li>• Mock research assessment exercise completed and improvement plan developed</li> <li>• Proportion of T&amp;R staff who are research active above 70%</li> </ul>
	<p>2.3.2  Resources and support concentrated around research strengths and clusters including through  — post doctoral fellowships  — research only positions funded through external grants and tenders  — expectations of, and support for, research only staff to publish  — administrative support  <i>Responsibility:</i> ADResearch, Faculty Manager</p>	<ul style="list-style-type: none"> <li>• A post doctoral fellow in place for five research strengths/emerging strengths</li> <li>• An increase of 20% in research only positions in addition to planned post docs</li> <li>• Increase in publication rate of research only staff</li> </ul>
	<p>2.3.3  Research development workshops addressing normative understandings of good research practice in proposal writing, project design and management, and in converting applied research reports into quality refereed publications  <i>Responsibility:</i> ADResearch</p>	<ul style="list-style-type: none"> <li>• Participation of 75+% of academic staff in at least one research development seminar</li> </ul>
<p><b>2.4 Research induction that enables participants, students and staff, to pursue rigorous and ethical research practice in a range of different educational and occupational contexts.</b></p> <p><i>University links:</i>  <i>Monash Directions 2025 theme:</i>  - distinctive graduates  - one of the best  <i>Excellence and Diversity value:</i>  - excellence in research and scholarship  <i>Research and Research Training Management Plan:</i>  Objectives 8, 9 and 10  <i>Performance indicators:</i>  SWiPI 2.3 National Higher Degree Research Completions  SWiPI 7.2c Higher Degree Research (HDR) Students</p>	<p>2.4.1  Rethink pedagogy in relation to supervisory practices and induction into a 'community of engagement' including consideration of group research projects (see 2.4.2)  <i>Responsibility:</i> ADResearch Induction</p>	<ul style="list-style-type: none"> <li>• 50+% participation of supervisors, both new and experienced, in at least one professional development activity on research supervision.</li> <li>• Supervision mentoring program for new supervisors</li> </ul>
	<p>2.4.2  Clarify the scope and length of 18 and 24 point theses for Honours, Post-graduate Diplomas and Masters degrees and promote sound but manageable and efficient models for dealing with these projects including encouraging syndicate group work and using unit ethics approval (see 2.4.1)  <i>Responsibility:</i> ADTeachingPGC, ADResearch Induction</p>	<ul style="list-style-type: none"> <li>• Guidelines about scope and length negotiated, promulgated and consistently applied across all 24 point research projects (Education and Psychology).</li> <li>• Staff workshop on strategies to manage these projects efficiently and effectively</li> </ul>
	<p>2.4.3  Refine HDR program to scaffold research induction establishing milestones in higher degrees in addition to confirmation of candidature.  <i>Responsibility:</i> ADResearch Induction</p>	<ul style="list-style-type: none"> <li>• Increased rates of timely progress and completion of research degrees.</li> </ul>
	<p>2.4.5  Revise strategies for matching HDR students with supervisors aligning them more closely to research strengths  <i>Responsibility:</i> ADResearch Induction</p>	<ul style="list-style-type: none"> <li>• Strategy for allocation of HDR supervision through research strengths/clusters operating successfully by 2007 as judged by student and staff satisfaction</li> </ul>

<p><b>2.5 High demand for industry based and contract research and consultancy services in fields that align with Faculty research and development priorities.</b></p> <p><i>University links:</i>  <i>Monash Directions 2025 theme:</i>  - research intensive  - address significant theoretical and practical challenges  <i>Excellence and Diversity value:</i>  - self reliance  <i>Research and Research Training Management Plan:</i>  Objectives 2 and 16  <i>2006 Priority:</i>  - Increasing research engagement  <b>Performance indicators:</b>  SWiPI 1.1 Diversity of Income  SWiPI 2.2 Non-NCG Income  IPI 1.1 Diversity of Income  IPI 2.1 Composite Performance  IPI 2.2 Research Performance</p>	<p>2.5.1  Provide support for capacity building in applied, industry research and in research entrepreneurship (see 2.3.3)  <i>Responsibility:</i> ADResearch, Faculty Development Manager</p>	<ul style="list-style-type: none"> <li>• Improvement in application rate for Linkage grants</li> <li>• Increase of 15% in research funding from public and private sector</li> <li>• Proportion of staff applying (in a significant role) for external funding each year to trend towards 50%</li> </ul>
	<p>2.5.2  Refine Faculty policy and procedures governing the interface between development and research  <i>Responsibility:</i> ADResearch, ADDevelopment, Faculty Development Manager</p>	<ul style="list-style-type: none"> <li>• Streamlined policy and procedures easily accessible on the research website</li> </ul>
	<p>2.5.3  Align commercial activities with the Faculty's research priorities identifying key areas for contract research  <i>Responsibility:</i> ADResearch, ADDevelopment, Faculty Development Manager</p>	<ul style="list-style-type: none"> <li>• A research development plan that strategically focuses commercial research activity with research strengths</li> </ul>

**General Comments**

Environmental changes	<p><b>Research Quality:</b> DEST moves towards an RAE need to be factored into Faculty performance expectations in research. There are ambiguities here for Education in terms of what is recognised legitimately as research within a professional context.</p> <p><b>Commissioned Research:</b> There has recently been considerable growth in State Government commissioning of research and consultancy in Education.</p>
Risk management	<p><b>Capacity to grow research income base</b> (Risk Rating: high) High student staff ratios and diversification efforts may put at risk our capacity to sustain our success with NCGs or to extend our research income base.</p> <p><b>Capacity to deliver consistently high quality and timely tenders and research outcomes for contract research</b> (Risk Rating: high) Many staff are Inexperienced with contract research, others are overstretched and unable to mentor colleagues. Some are unwilling to engage due to perceptions of excessive work demands.</p> <p>In responding to both risks, the Faculty:</p> <ul style="list-style-type: none"> <li>— considers a reduction in the SSR to be a critical factor</li> <li>— expects all new academic staff to demonstrate clear research capacity and commitment (every selection committee for 5 years has been chaired by the Dean although it appears that will no longer be the case for Gippsland staff)</li> <li>— Is developing research clusters having research leadership capacity through senior appointments</li> <li>— has made improved contract and competitive research leadership and mentoring and the provision of professional development in project writing, design and management a priority</li> <li>— plans two new administrative appointments to support development and research tendering</li> <li>— is increasingly aligning commercial activities with its research strengths.</li> </ul>
Quality assurance and improvement	<p>The External Review Panel for the Academic Review of the Faculty commented: "The Review Panel notes again the comprehensive and self-reflective nature of the Faculty Report on research."</p> <p>Monitoring research performance requires specific data collections. These are being addressed through discussions with Central Research Committee. The Committee will implement a regular annual review of performance data in order to properly monitor research performance and quality against the PIs.</p>

### 3 Management

Objectives 2006-8	Strategies/Actions 2006	Targets/Measures 2006
<p><b>3.1</b> <b>An environment and resources that encourage and support student engagement, autonomy and learning.</b></p> <p><i>University links:</i> Monash Directions 2025 theme: - university in the world' Excellence and Diversity values: - excellence in education 2006 Priority: - Improving the Monash student experience</p> <p><i>Performance indicators:</i> SWiPI 4.1 Graduate satisfaction SWiPI 7.1a Good Universities Guide IPI 4.1 Current student satisfaction IPI 5.1c Student Satisfaction with Support Services</p>	<p>3.1.1 Begin transition in provision of audio visual, media and resource needs for students and staff based on strategy and plan developed in 2005 <i>Responsibility:</i> ADEnvironment and Resources</p>	<ul style="list-style-type: none"> <li>Phase 1 of plan implemented</li> </ul>
	<p>3.1.2 Further develop the web Meeting Place and campus based Learning Centres <i>Responsibility:</i> ADEnvironment and Resources, ADGippsland, ADTeachingUGG</p>	<ul style="list-style-type: none"> <li>Open the Learning Centre on the Gippsland campus during 2006</li> <li>Launch phase 1 of Meeting Place</li> <li>Phase 2 enhancements of Meeting Place ready for 2007</li> </ul>
	<p>3.1.3 Plan and oversee transfer of BSOR from Gippsland to Peninsula including — physical movement of equipment and resources — facilities needed at Peninsula — course maps and the scheduling and timetabling of units to minimise student and staff disruption to ensure operational continuity <i>Responsibility:</i> ADEnvironment and Resources and Project Manager, assisted by ADGippsland</p>	<ul style="list-style-type: none"> <li>Successful transfer of BSOR program to Peninsula as judged by (a) program enrolments (b) feedback from ongoing students at Gippsland and commencing students at Peninsula (c) adequacy of teaching facilities at each location (d) staff morale and confidence in the transition curriculum</li> </ul>
	<p>3.1.4 Assess and respond to risks with external practica and other off-site teaching and learning environments in programs offered by the Faculty <i>Responsibility:</i> ADEnvironment and Resources</p>	<ul style="list-style-type: none"> <li>Risk Management Policy and procedures in place for all off site experiences including International experiences</li> </ul>
	<p>3.1.5 Ensure that students are well informed about the financial and other support available to them (in 2006 targeting rural lower SES students moving to study and 'first generation' tertiary study students) <i>Responsibility:</i> ADEnvironment and Resources with Equity Officer</p>	<ul style="list-style-type: none"> <li>Communication strategy in place to ensure undergraduate students are fully aware of support available to them through Access Monash</li> <li>Develop social support system which targets students without patronising them</li> </ul>
<p><b>3.2</b> <b>An environment and resources that encourage and support staff engagement and productivity in research, teaching and administration.</b></p> <p><i>University links:</i> Excellence and Diversity values: - excellence in management Learning and Teaching Plan: Objective F</p> <p><i>Performance indicators:</i> IPI 5.1b Staff Satisfaction IPI 7.1a Reputation</p>	<p>3.2.1 Implement process re-engineering recommendations vis a vis general staff work patterns and processes <i>Responsibility:</i> Faculty Manager</p>	<ul style="list-style-type: none"> <li>Roles and responsibilities of staff clarified across all functional areas to ensure timely, seamless service delivery</li> </ul>
	<p>3.2.2 Enhance the Web environment for working and learning through the Socio-technical Systems Project and the Content Management System <i>Responsibility:</i> ADEnvironment and Resources assisted by Manager – Technical Services</p>	<ul style="list-style-type: none"> <li>Faculty Website regularly and reliably updated according to plan</li> <li>Electronic working space and communication enhanced as judged by staff satisfaction</li> </ul>
	<p>3.2.3 Implement a consultative process and annual timelines for producing University Works Program applications. <i>Responsibility:</i> ADEnvironment and Resources assisted by Manager - Resources</p>	<ul style="list-style-type: none"> <li>Timely, strategically focussed minor and major works submissions consulted upon and reviewed by Environment and Resources Committee who recommend to Dean</li> </ul>

	<p>3.2.4 Develop a plan to address the Faculty's longer term space needs for each campus to ensure high quality (suitable, safe, well equipped and maintained) but affordable spaces wherever we operate <i>Responsibility:</i> ADEnvironment and Resources, Faculty Manager</p>	<ul style="list-style-type: none"> <li>Plan in place mid 2006 to ensure that the physical environment on each campus supports high quality education, research and management</li> </ul>
	<p>3.2.5 Monitor academic induction process and enhance PMS processes to support development of new faculty members <i>Responsibility:</i> ADStaff</p>	<ul style="list-style-type: none"> <li>Regular meetings with new staff to monitor progress</li> <li>Survey satisfaction of new staff with induction process</li> <li>Develop guidelines for career development for early career staff</li> </ul>
<p><b>3.3 High quality and diverse staff, with all contributing productively and striving to excel in an atmosphere of fairness, trust and respect.</b></p> <p><i>University links:</i> Monash Directions 2025 theme: - research intensive - one of the best</p> <p><i>Excellence and Diversity value:</i> - excellence in management - excellence in research and scholarship</p> <p><i>2006 Priority:</i> - Improving the Monash Student Experience - Increasing research engagement</p> <p><i>Performance indicators:</i> SWiPI 5.1 Student to Staff Ratio SWiPI 7.1b Shanghai Jiao Tong Top 500 World Universities IPI 5.1a Student-staff Ratio IPI 5.1b Staff Satisfaction IPI 7.1a Reputation</p>	<p>3.3.1 Reduce student-staff ratios, both academic and general, by making appointments in excess of predicted increase in taught load <i>Responsibility:</i> Dean, Faculty Manager</p>	<ul style="list-style-type: none"> <li>Academic student staff ratio 22:5 in 2006, general staff salaries 25% of total salaries in operational budget</li> </ul>
	<p>3.3.2 Implement recommendations of 2005 working parties on work patterns and on workloads particularly vis a vis — articulating the nature of and expectations for academic work — balancing teaching, research and development work — enabling increased flexibility and innovation in teaching <i>Responsibility:</i> ADStaff</p>	<ul style="list-style-type: none"> <li>New policies and procedures implemented.</li> <li>Staff development sessions on each campus in relation to workload balance.</li> </ul>
	<p>3.3.3 Form a working party to recommend on — expectations on academic staff (ongoing and sessional) to collect and use feedback on their teaching (as distinct from unit reviews) — monitoring turn around time for assessment and enhancing the timeliness of feedback and the submission of results — connecting the above to the performance management process <i>Responsibility:</i> ADTeaching UGG, ADTeaching PGC, ADStaff</p>	<ul style="list-style-type: none"> <li>Policies and procedures in place and promulgated for 2007 commencement</li> </ul>
	<p>3.3.4 Enhance the academic PMS by — improving the timeliness and focus of the process — clarifying the responsibilities of PMS supervisors, Research Strength Leaders and Program Leaders <i>Responsibility:</i> ADStaff</p>	<ul style="list-style-type: none"> <li>All PMS documentation for 2006 in place by April</li> <li>Revised policies and position descriptions in place</li> </ul>
	<p>3.3.5 Develop an academic staffing plan to maintain and extend research strength across each campus while fostering both teaching and research excellence <i>Responsibility:</i> ADStaff, ADGippsland</p>	<ul style="list-style-type: none"> <li>Fully developed staff profile complete by June 2006 which anticipates departures and projects staffing needs to inform recruitment</li> </ul>

	<p>3.3.6 Develop a strategy for employment of sessional teaching staff that</p> <ul style="list-style-type: none"> <li>— balances the need for short term staff for responsiveness and ongoing staff for continuity and development</li> <li>— supports equitable employment practices and quality teaching</li> <li>— provides research and post graduate students with teaching opportunities to support academic induction and security of income</li> </ul> <p><i>Responsibility: ADStaff</i></p>	<ul style="list-style-type: none"> <li>• Overall strategy in place by August 2006</li> <li>• Employment strategy for research and postgraduate students (eg teaching assistantships) in place in time for advertising for 2007</li> <li>• Professional development plan in place for sessional staff</li> </ul>
	<p>3.3.7 Develop a general staffing plan to maintain and extend excellence in management across all facets of the Faculty's operations</p> <p><i>Responsibility: Faculty Manager</i></p>	<ul style="list-style-type: none"> <li>• Fully developed staff profile complete by June 2006 which anticipates departures, identifies gaps in skill base and projects staffing needs to inform recruitment</li> </ul>
<p><b>3.4 A diverse range of relationships supporting research, teaching and community service of local and international relevance and significance.</b></p> <p><i>University links:</i> Monash Directions 2025 theme: - a university in the world</p> <p><i>Excellence and Diversity values:</i> - engagement - international focus - self-reliance</p> <p><i>2006 Priority:</i> - Implement Monash Mobility Program</p> <p><b>Performance indicators:</b> SWiPI 1.1 Diversity of Income SWiPI 1.2 Diversity of sources of student support IPI 7.1a Reputation IPI 9.1 Community Service</p>	<p>3.4.1 Develop strategies to encourage and extend research links and engagement internationally based on the Faculty's existing and emerging strengths.</p> <p><i>Responsibility: ADDevelopment, ADResearch</i></p>	<ul style="list-style-type: none"> <li>• Scan of current international activity of staff completed by February 2006</li> <li>• Strategic plan for International development by June 2006</li> </ul>
	<p>3.4.2 Establish key portfolio roles within the Faculty to manage and enhance our relationships with key client groups</p> <p><i>Responsibility: ADDevelopment, Faculty Development Manager</i></p>	<ul style="list-style-type: none"> <li>• Role of key portfolio manager defined by February 2006 and portfolio managers appointed ongoing</li> </ul>
	<p>3.4.3 Implement strategy developed in 2005 for alumni, philanthropic and endowment fundraising</p> <p><i>Responsibility: ADDevelopment, Faculty Development Manager, Manager - Marketing</i></p>	<ul style="list-style-type: none"> <li>• Profile of Faculty alumni developed to support targeted fund raising</li> </ul>
<p><b>3.5 Business and marketing practices that are highly regarded as effective, efficient and ethical in returning benefits to the Faculty and its clients.</b></p> <p><i>University links:</i> <i>Excellence and Diversity values:</i> - excellence in management - integrity - self-reliance</p> <p><b>Performance indicators:</b> SWiPI 1.1 Diversity of Income SWiPI 1.2 Diversity of sources of student support IPI 7.1a Reputation</p>	<p>3.5.1 Improve admission processes particularly for post-graduate coursework, HDR and international students to ensure the Faculty secures the most able students.</p> <p><i>Responsibility: Manager Student Services, Associate Dean Induction, Director HDR</i></p>	<ul style="list-style-type: none"> <li>• Improvement in applicant conversion rates at each stage from first indication of interest to acceptance of offer</li> <li>• Maximum five day turn around time within Faculty for offers for post graduate coursework, HDR and International students</li> </ul>
	<p>3.5.2 Develop policy and guidelines for resource use and expenditure on courses and units (teaching materials, contact time, guest lectures, hospitality) to ensure consistency and clarity, and oversee communication and compliance</p> <p><i>Responsibility: ADEnvironment and Resources supported by Manager - Resources</i></p>	<ul style="list-style-type: none"> <li>• Policy, guidelines and promulgation strategy in place</li> </ul>

	<p>3.5.3 Increase returns to the Faculty from commercial activity including professional development, centre-based activity, contract research and consultancy, through</p> <ul style="list-style-type: none"> <li>— responsible costing of projects, tenders and consultancies</li> <li>— rigorous analysis of non financial returns</li> </ul> <p><i>Responsibility:</i> Faculty Manager, ADDevelopment, Faculty Development Manager, Manager - resources</p>	<ul style="list-style-type: none"> <li>• Promulgate policy and guidelines for: <ul style="list-style-type: none"> <li>— using ‘billable’ hours/days to cost academic and general staff time</li> <li>— payment of overheads and profit sharing on outside earnings</li> <li>— taking into account other than financial returns</li> </ul> </li> </ul>
<b>General Comments</b>		
Environmental changes	<p><b>Learning and Teaching Performance Fund:</b> Competitive funding tied to performance indicators for teaching as well as research may increase the tension between the two. ‘The Faculty may need to closely align its own performance monitoring of teaching to the indicators used to allocate the Learning and Teaching Performance fund. It may also need to consider a more differentiated staffing model to ensure excellence in teaching and research.’ (External Panel, April 2005)</p> <p><b>Education as a National Priority:</b> Education being a ‘National Priority’ is quite unfortunate since the funding for undergraduates is less than the 25% premium would have delivered. For the 40+% of our Education discipline CSP load at the graduate level there was actually a reduction relative to the RTM. The recent decision not to change the approach to indexation will exacerbate our difficulties.</p> <p><b>Psychology and the CGS:</b> Graduate and undergraduate places are now funded at the same level, and our income has more than halved for psychology CSP load.</p>	
Risk management	<p><b>Student-staff ratio</b> (Risk Rating: high) <b>Staff ‘burnout’</b> (Risk Rating: high) <b>Balancing diversification, growth and consolidation</b> (Risk Rating: high) High student-staff ratios, increasing demands on general and academic staff, and the diversification/intensification of work have together led to excessive workloads. Low morale, low productivity and staff losses may put at risk our capacity to sustain excellence in education, research or management and damage our reputation.</p> <p>The Faculty is conservative in its general spending in order to be able to invest in more staff. It is considering whether increasing the proportion of sessional staff would relieve the pressure or exacerbate it. It is working to align its teaching, research and development priorities more closely to optimise the benefits from our efforts and is attempting to reduce unproductive reporting and compliance work.</p> <p><b>Work processes and procedures</b> (Risk Rating: high) Certain of our processes and procedures that have not been reviewed are idiosyncratic and historical rather than forward looking. This places at risk our capacity to respond, causes frustration as staff are diverted from more productive activity and cannot deliver the quality of services they wish, and may effect our reputation with students and staff. We are process mapping in 2005 and will process re-engineer during 2006.</p> <p><b>Income streams</b> (Risk Rating: high) Teacher Education has always been subject to the vagaries of government policy. Our present reliance on cohort based enrolments and international enrolments also each bring their own risks in the form of industry and global uncertainties. Diversification of incomes sources reduces our vulnerability to any one of these although no one of the sources of income returns real profits to subsidize others when needed. We also have many competitors in Education who frequently undercut on prices. Our only protection is to rigorously and consistently focus on quality thus positioning ourselves as ‘one of the best’.</p>	
Quality assurance and improvement	<p>The Faculty carefully reviews MEQ data in relation to services and responds promptly to low levels of satisfaction. It also regularly surveys academic staff to evaluate the services provided to support teaching and research. The External Panel for the 2004 Faculty Review remarked particularly on the strong customer focus of the general staff of the Faculty. The process mapping and re-engineering project is also an exercise in quality assurance and improvement.</p>	

## 4 Any Other Key Objectives

Objectives 2006-8	Strategies/Actions 2006	Measures/Targets 2006
<p>4.1 (If tender successful) The establishment of an undergraduate 'pre-service' police studies program at the Berwick campus in collaboration with the faculties of Arts, Law and Medicine, Nursing and Health Sciences</p> <p><b>University links:</b> <i>Monash Directions 2025</i> theme: - distinctive graduates - in the world  - addresses significant theoretical and practical problems  Excellence and Diversity values: - engagement</p> <p><b>Performance indicators:</b> SWiPI 1.1 Diversity of Income SWiPI 1.2 Diversity of sources of student support SWiPI 7.2a Undergraduate Students IPI 7.1a Reputation IPI 7.2 Undergraduate students</p>	<p>4.1.1 Develop a Monash budget model and a cross faculty/police governance structure consistent with that outlined and agreed to in the final response to the RFT <i>Responsibility:</i> Dean and Faculty Manager Education, Divisional Director – FIRM in consultation with participating faculties</p>	<ul style="list-style-type: none"> <li>• Refine and implement budget model for sharing of income between participants within 2 months of signing of contract.</li> <li>• Refine and implement governance structure prior to commencement of course.</li> </ul>
	<p>4.1.2 Undertake all necessary regulatory and approval processes, including course approvals, to commence new course at Berwick campus in 2007 <i>Responsibility:</i> Project Manager, Associate Dean Teaching UGG (Education) in consultation with nominee of each participating faculty at Assoc Dean or Head level</p>	<ul style="list-style-type: none"> <li>• All initial documents approved by the Boards of each participating faculties and Education Committee prior to first enrolment intake (timelines informed by final RFT and contract sign off).</li> <li>• Course accredited with Australasian Police Professional Standards Council Inc (APPSC), prior to commencement of course.</li> </ul>
	<p>4.1.3 Develop a Monash academic and general staffing plan consistent with that outlined in the response to the final Request for Tender (RFT) <i>Responsibility:</i> Project Manager, Nominee of each participating faculty at Assoc Dean or Head level</p>	<ul style="list-style-type: none"> <li>• Staffing plan refined and agreed to by participating faculties.</li> <li>• Positions advertised and appointments made (timeline dependent on finalising of contract).</li> <li>• Senior academic appointed to lead development of Police Studies curriculum</li> </ul>
	<p>4.1.4 Undertake curriculum development for Police Studies at Berwick campus for commencement in 2007 in partnership with the Victoria Police and the participating faculties <i>Responsibility:</i> Project manager (Agreement Officer), Nominee of each participating faculty at Assoc Dean or Head level</p>	<ul style="list-style-type: none"> <li>• Consultations with Vic Police undertaken</li> <li>• Course curriculum design complete.</li> <li>• Timely completion of unit development for first year of course</li> <li>• Timely completion of unit development for third year units for students entering in 2007 with RPL</li> </ul>
	<p>4.1.5 Produce space and resource plans for students and staff at Berwick Campus for 2006 and beyond <i>Responsibility:</i> Academic Director Berwick, Divisional Director – Facilities and Services with participating faculties</p>	<ul style="list-style-type: none"> <li>• Space and resource plan for staff at Berwick campus in place within 2 months of signing of contract.</li> <li>• Workstations prepared for academic and general staff at Berwick prior to staffing arrival.</li> <li>• Space and resource plan for students in Policing Studies devised and implemented prior to commencement.</li> </ul>
<p><b>General Comments</b></p>		
<ul style="list-style-type: none"> <li>• The above list of Actions indicates the tasks to be undertaken during 2006 if the tender is successful. The Faculty of Education is committed to ensuring that the course is implemented successfully. It does not, however, have the human or financial capacity to take the full responsibility for the above developments and anticipates this to be supported by the Academic Director working with the participating faculties.</li> <li>• The Faculty of Education believes that a major advantage of this program to the university lies in its potential to develop Berwick Campus with its own characteristic features, even though our strong preference would have been to consolidate our operations on to two campuses rather than spread them to four! Commitment from all participating faculties to a Berwick location is essential.</li> <li>• The Faculty of Education anticipates being the managing faculty for this program but the responsibilities go</li> </ul>		

well beyond what a managing faculty would normally undertake and the budget model must reflect this.

## SECTION B - CAMPUS IMPACT STATEMENT

### Clayton campus

#### Impact of Operational Plan

Over 2006-8, the Faculty at the Clayton campus will:

- release post-graduate CGS load in order to facilitate the transfer of the Sport and Outdoor Recreation program to the Peninsula Campus and the building up of the Teacher Education program at the Gippsland campus
- increase enrolments of school-based professionals in its post graduate Education courses
- increase enrolments in its psychology based Masters courses
- offer a reinvigorated suite of secondary teacher education courses undertaking a 'rethinking' project 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
- experience reduced student-staff ratios

#### Student and staff changes

Student type	CHANGES to agreed student load projections		Comments <i>Include any comments explaining the change</i>
	2006	2007	
Mode			
On campus	-12 (+25*)	- 17 (+25*)	Transfer of GPG to Gippsland plus -4 HDR *25 new EFSTU for GPG Police with pipeline
Off campus	5	10	
Fee category			
DEST	- 24	-30	Transfer of GPG load to Gippsland plus -4 HDR
International	- 3	- 3	Lower UG demand
Domestic fee	20	30	Full fee Grad Dip (sec) increase
Course level			
Undergraduate	- 3	- 3	
Graduate/Postgraduate	0 (+25)	0 (+25)	
Higher degree research	- 4	- 4	
<b>Total</b>	<b>- 7 (+25)</b>	<b>- 7 (+25)</b>	Largely due to transfer of GPG load to Gippsland
Staff type	CHANGES to staff numbers		Comments
	2006	2007	
Academic staff	+ 4 (59.6 to 63.6)	+ 2 (65.6)	Total 10% against increase in student load of 6.3% by 2007. One staff returned from LWP for 2006, two staff returning from LWP mid 2006. One position is Partnership and Practicum Coordinator. Projections only marginally reduce SSR.
General staff - Faculty	0 to 1.4 (27.4 or 28.8)	0 to 1 (27.4 to 29.4)	Unable to predict until know extent of loss of income to Gippsland. This will determine size of Faculty Office. Again no reduction in workload in these figures.
General staff - Clayton	1 (18.8 to 19.8)	0.2 (19.8 to 20.0)	Total 6.4% against increase in student load of 6.3%. Need at least 1 additional position to meet needs of academic staff.

## Gippsland campus

### Impact of Operational Plan

Over 2006-8, the Faculty at the Gippsland campus will:

- release the Sport and Outdoor Education program to the Peninsula campus
- offer additional Education courses, including a primary Graduate Diploma of Education
- offer a reinvigorated suite of secondary teacher education courses undertaking a 'rethinking' project with colleagues at the Clayton campus
- offer a reinvigorated suite of primary teacher education courses undertaking a 'rethinking' project with colleagues at the Peninsula campus
- grow its teacher education and more general education enrolments
- develop its program probably to include a focus on youth and community
- appoint a new professor and at least 6 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 a new professor and other new staff and through the mentoring of early career researchers
- improve its research induction pedagogy and its completion rates
- experience reduced student-staff ratios

### Student and staff changes

Student type	<b>CHANGES to the agreed student load projections (EFTSU)</b>		<b>Comments</b> <i>Include any comments explaining the change</i>
	<b>2006</b>	<b>2007</b>	
Mode			
On campus	- 7 (+10*)	- 7 (+17.5*)	Failure to meet international target, - 2 HDR allocation *10 new EFSTU for Prim BEd with pipeline
Off campus	- 3	0	Withdrawal form Singapore
Fee category			
DEST	- 2 (+10*)	- 2 (+17.5*)	-2 HDR, 10 new EFSTU for Prim BEd with pipeline
International	- 28	- 30	Withdrawal from Singapore -18, failure to meet on campus international target -10
Domestic fee	20	25	
Course level			
Undergraduate	- 63 (+10*)	- 75 (+10*)	
Graduate/Postgraduate	55	70	
Higher degree research	- 2	- 2	
<b>Total</b>	<b>- 10 (+10*)</b>	<b>- 7 (+17.5*)</b>	Reduction in International targets and HDR allocation
Staff type	<b>CHANGES to staff numbers</b>		<b>Comments</b>
	<b>2006</b>	<b>2007</b>	
Academic staff	2 (15.0 to 17.0)	1 (17 to 18)	For 2006, will advertise 4 or 5 positions including professor, 2 are unfilled positions budgeted in 2005, 2 or 3 to replace BSOR staff moving to Peninsula. 17 budgeted in 2005, but unfilled so 2006 figures do not represent increase over 2005 planned. Will use sessional staff during transitional period to reduce SSR.
General staff	0	0	Contract Project Officer 0.4 for transfer of BSOR assigned to

			Peninsula
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## Peninsula campus

### Impact of Operational Plan

Over 2006-8, the Faculty at the Peninsula campus will:

- offer the Sport and Outdoor Education program
- reduce its Commonwealth supported student numbers in the primary Graduate Diploma but replace them with fee paying students
- offer a reinvigorated suite of early childhood and primary teacher education courses undertaking a 'rethinking' project with colleagues at the Gippsland campus
- appoint a new associate professor and have at least 7 additional academic staff in BSOR
- improve its distance/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
- experience reduced student-staff ratios

### Student and staff changes

Student type	<b>CHANGES to the agreed student load projections (EFTSU)</b>		Comments <i>Include any comments explaining the change</i>
	<b>2006</b>	<b>2007</b>	
Mode			
On campus	33	46	Transfer of BSOR to Peninsula plus -2 HDR
Off campus	0	0	
Fee category			
DEST	18	28	Transfer of BSOR to Peninsula plus -2 HDR
International	0	0	See note below
Domestic fee	15	18	Full fee Grad Dip (prim) increase
Course level			
Undergraduate	37	47	
Graduate/Postgraduate	- 2	1	
Higher degree research	- 2	- 2	
<b>Total</b>	<b>33</b>	<b>46</b>	
Staff type	<b>CHANGES to staff numbers</b>		Comments
	<b>2006</b>	<b>2007</b>	
Academic staff	3 or 4 (22.7 to 25.7/ 26.7)	3 or 2 (25.7/26.7 to 27.7)	For 2006, 2 or 3 transfer for BSOR + 1 new position. For 2007, 3 or 2 in BSOR Reducing SSR will require additional appointments.
General staff	0.6 (7.6 to 8.2)	0.4 (8.2 to 8.6)	Will include 0.4 contract position to manage transfer of BSOR.

## SECTION C – EXPRESSIONS OF INTEREST FOR FUNDING STRATEGIC INITIATIVES

<b>Initiative:</b>	<b>Transfer the Sport and Outdoor Recreation (SOR) program to the Peninsula Campus and increase teacher education programs and student places at the Gippsland campus</b>								
<b>Collaborators:</b>	Faculty of Education, Pro-Vice Chancellor Gippsland, Pro Vice-Chancellor (Campus Co-ordination) and Academic Director Berwick and Peninsula								
<b>Details:</b>	<p>Funding is sought to:</p> <ul style="list-style-type: none"> <li>• ensure operational continuity and quality for both Gippsland and Peninsula campuses for the first stage of the transfer of the SOR program to Peninsula in 2006 (including a 0.4 time Project Manager)</li> <li>• provide essential facilities at Peninsula for the start up of the program</li> <li>• develop a learning centre to provide a facility for on campus work for Gippsland students in off campus modes or flexible delivered units</li> </ul>								
<b>Cost:</b>	<p>Approximately \$450 000 - \$475 000</p> <table> <tr> <td>Project Manager: 0.4 at level 9</td> <td>\$37 000</td> </tr> <tr> <td>Provide essential SOR facilities and resources at Peninsula</td> <td>\$350 000</td> </tr> <tr> <td>Refurbishment of offices at Peninsula for BSOR staff</td> <td>\$10 000</td> </tr> <tr> <td>Learning Centre construction and fitting at Gippsland</td> <td>\$50-75 000*</td> </tr> </table> <p>*Depends upon the location available. Our choice for location would also cost the least. The Faculty of Education will cover:</p> <ul style="list-style-type: none"> <li>— Provision of infrastructure for Project officer, curriculum development for Teacher Education and SOR courses, information dissemination and advice, marketing and regulatory matters</li> <li>— New professorial position for Gippsland and Associate professor position for Peninsula, extra sessional and contract staff, both general and academic, needed for transition period</li> <li>— HR costs including recruitment and transition costs, transfer costs for staff offices, personal staff transfer costs and leave entitlements for moving homes, etc.</li> <li>— Development of the electronic 'Meeting Place' -- the web support for the Learning Centre.</li> </ul>	Project Manager: 0.4 at level 9	\$37 000	Provide essential SOR facilities and resources at Peninsula	\$350 000	Refurbishment of offices at Peninsula for BSOR staff	\$10 000	Learning Centre construction and fitting at Gippsland	\$50-75 000*
Project Manager: 0.4 at level 9	\$37 000								
Provide essential SOR facilities and resources at Peninsula	\$350 000								
Refurbishment of offices at Peninsula for BSOR staff	\$10 000								
Learning Centre construction and fitting at Gippsland	\$50-75 000*								
<b>Outcome sought:</b>	<ul style="list-style-type: none"> <li>• A high quality, suitably resourced SOR program at Peninsula in a context that supports vibrant interdisciplinary teaching and research and attracts excellent students and staff (Faculty Objectives 1.3, 3.1 and 3.2)</li> <li>• An expanded range of offerings in teacher education and education more broadly at the Gippsland campus</li> <li>• A reduction in the risk rating for the BSOR program from 'critical' (resulting from inadequate facilities) to at most moderate and preferably low.</li> </ul>								
<b>Criteria</b>									
<b>Accords with university priority area:</b>	<ul style="list-style-type: none"> <li>• 2006 Priority: Improving the Monash student experience</li> <li>• 2006 Priority: Increasing research engagement</li> </ul> <p>The development of a critical mass of staff in the discipline of Education at Gippsland will be a key driver of enhanced research engagement and productivity. The anticipated synergies in interests between SOR and other researchers in Education at Peninsula and Clayton, and with other faculties will similarly support their research development.</p>								
<b>Accords with broad university focus:</b>	<ul style="list-style-type: none"> <li>• Supports the development of the identities and priorities of the Gippsland and Peninsula campuses, respectively.</li> <li>• Enables the Gippsland campus to develop a greater depth and breadth of expertise in Education studies, a wider range of partnerships with other faculties, and youth and community education including possibly VET.</li> <li>• Supports the envisaged healthy and successful living focus of Peninsula campus and has synergies with occupational therapy, physiotherapy and sports management all offered there.</li> </ul>								
<b>Demonstrably cost beneficial:</b>	<ul style="list-style-type: none"> <li>• Better and more efficient use of resources Inadequate facilities for the BSOR program at Gippsland, and the difficulty in attracting external funds to improve the situation, places the program at 'critical risk'. The university will need to provide funding <u>wherever BSOR is located</u> or risk the discontinuation of the program. Adequate sporting facilities are not available at Peninsula campus, but campus plans vis a vis 'healthy living' makes the provision of suitable sporting, physiology and exercise laboratories more certain. Reproducing them on two campuses would be costly and inefficient. This is the more cost efficient and beneficial option.</li> <li>• Increased student fees Growth in BSOR full fee enrolments, local and international, is anticipated, including in partnership with other faculties.</li> </ul>								

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|  | <ul style="list-style-type: none"><li>• Increased research productivity<br/>For each campus as indicated above.</li></ul> |
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<b>Initiative:</b>	<b>(If tender successful) Introduction of undergraduate pre-service and in service Police Studies program at Berwick campus in 2007</b>						
<b>Collaborators:</b>	Jointly sponsored by Pro Vice-Chancellor (Campus Co-ordination) and Academic Director Berwick and Peninsula, and the Faculties of Education, Arts, Law and Medicine, Nursing and Health Sciences						
<b>Details:</b>	Funding is sought to support the development of Police Studies to commence at Berwick in 2007, if the tender is successful. In particular, to contribute to the start up costs during 2006 prior to the enrolment of the first students. These include the recruitment and salaries of staff, curriculum development, central support and infrastructure.						
<b>Cost:</b>	<p>\$1.37 million (We may be able to negotiate with Victoria Police to contribute.)</p> <table> <tr> <td>Project Manager (Agreements Officer in EOI)</td> <td>\$50 000</td> </tr> <tr> <td>Academic and general staff recruitment and salaries</td> <td>\$640 000</td> </tr> <tr> <td>Course and unit development</td> <td>\$480 000</td> </tr> </table> <p>Setting up the School including governance, infrastructure, etc \$200 000</p> <p>Our initial estimate of 2006 development costs was of the order of 1.9 million but we have assumed that some existing Monash staff can be seconded to work part time on this development work.</p>	Project Manager (Agreements Officer in EOI)	\$50 000	Academic and general staff recruitment and salaries	\$640 000	Course and unit development	\$480 000
Project Manager (Agreements Officer in EOI)	\$50 000						
Academic and general staff recruitment and salaries	\$640 000						
Course and unit development	\$480 000						
<b>Outcome sought:</b>	<ul style="list-style-type: none"> <li>• Monash University to educate recruits, probationers and serving members of Victoria Police under contract for ten years</li> <li>• An innovative, flexible cross disciplinary undergraduate program which draws upon and showcases the breadth and depth of expertise that Monash offers</li> <li>• Growth in student and staff numbers at the Berwick campus</li> </ul>						
<b>Criteria</b>							
<b>Accords with university priority area:</b>	While not arising from one of the five priorities for 2006, this development provides opportunities for the University to engage with the Victorian community in a very practical and constructive manner via both its teaching and its research. As such, it invokes the Monash Directions 2025 themes of a university 'in the world' which 'addresses significant theoretical and practical challenges' and the Excellence and Diversity value of 'engagement'.						
<b>Accords with broad university focus:</b>	<ul style="list-style-type: none"> <li>• Supports growth of the Berwick campus with possibly intakes of 600 undergraduate students per annum (into a 3 year program).</li> <li>• Involves at least the faculties of Education, Arts, Law and Medicine, Nursing and Health Sciences (including the Accident Research Centre).</li> <li>• Provides new teaching and research opportunities for the Berwick campus that are appropriate to its region and unique to Monash, adding to clarity of direction and distinctiveness for this Monash campus.</li> <li>• Enhances the profile and community engagement of the Berwick campus and Monash generally, through contributing to an important shift in Victorian policing operations and management.</li> </ul>						
<b>Demonstrably cost beneficial:</b>	<p>Funding the set up period prior to implementation of the program would constitute a small and potentially very lucrative investment.</p> <ul style="list-style-type: none"> <li>• Students will be employer sponsored and not CSP and hence enable growth at Berwick without removing load from other campuses.</li> <li>• The program will set fees broadly commensurate with the CSP social science income.</li> <li>• The basic contract is likely to yield approximately \$185.8m over its 10 year life span.</li> <li>• Teacher education programs for Police who teach into the program may yield approximately an additional \$0.9m and executive and middle</li> </ul>						

management education programs may generate \$11.8m over that time.