

FACULTY OF EDUCATION OPERATIONAL PLAN 2007-09

Section A - Operational Plan 2007-09

Education

Objectives	Strategies/Actions	Measures/Targets	Accountability	Timeline
<p>1 Curriculum that is current, rigorous, internationally oriented and locally relevant, and promotes ethical practice</p> <p><i>University Priority 2:</i> Helping our graduates become ethical, engaged and employable global citizens capable of addressing the theoretical and practical challenges of the future</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 signature Master of Education course, with strands for key student cohorts led by research strengths, and providing research pathways while optimising supervision for 24 point M Ed theses. (see also 3.1 and 3.2)</p>	<ul style="list-style-type: none"> Decision about structure and length of Masters degrees, including approach to research pathways by Mar 2007 Course design approved July 2007, plan in place for full implementation by 2009 	ADTeachingPG	2007-9
	<p>1.2 Continue cross campus planning for renewed Gippsland and Peninsula teacher education program ensuring:</p> <ul style="list-style-type: none"> a distinctive program signature for each campus an international orientation Indigenous perspectives an evidence-based and research led orientation intellectual and professional engagement (see also 3.3 and 3.4) 	<ul style="list-style-type: none"> Stage 1 course and unit amendments approved and VIT agreed for 2008 Stage 2 course and unit amendments approved and registered for 2009 All unit development completed according to specified timeline over 2007-9 	ADTeachingUGG Pen/Gipps Program Leaders Man – Academic Services & Quality	2007-10
	<p>1.3 Complete cross campus planning for renewed secondary teacher education program (BEd, GradDip) providing</p> <ul style="list-style-type: none"> 'just in time' support in relation to off campus pedagogy and instructional design assistance in relation to indigenous perspectives, internationalisation and assessment (see also 3.3 and 3.4) 	<ul style="list-style-type: none"> Stage 2 amendments approved and VIT registered for 2008 OCL manuscripts audited for <ul style="list-style-type: none"> international orientation indigenous perspectives assessment regime Units ready to specified timeline 	ADGippsland ADTeachingUGG Clay/Gipps TEduc Program Leaders Man – Academic Services & Quality	VIT reg for 2008 Materials for Sem 1, '08 audited by June 07
	<p>1.4 Prepare a Plan to guide international placements and site visits balancing educational and budgetary considerations, considering:</p> <ul style="list-style-type: none"> principles for selecting sites, staff and students models for hosting international cohorts for site visits/placements a placement site in South Africa site visits for onshore international PG students the option of an Australian experience for offshore students 	<ul style="list-style-type: none"> Principles and models in place mid 2007 One additional offshore professional placement site available for teacher education, SOR or Counselling each year for three years Plan for expanding options for other groups in place end 2007 	ADTeachingPG ADTeachingUGG Program Leaders TEduc, Psych and SOR	2007-9
	<p>1.5 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 presence on campus and help students, staff and visitors feel they are entering Bunarong country an Indigenous voice in planning and development broadening student and staff world views 	<ul style="list-style-type: none"> A joint Monash Peninsula-Bunarong community project plan for fostering collaboration in relation to education, culture and history 	Peninsula TEduc Program Leader	2007-9

	– joint community projects			
2 Varied and productive pedagogies that challenge and extend all students intellectually while being respectful and inclusive of difference. <i>Excellence and Diversity:</i> - excellence in education	2.1 Continue and expand professional learning program on feedback and assessment practices including – workshop series on assessment to improve learning – website with quality exemplars – promulgation of minimum standards for feedback and assessment and assessment checklist – encouragement of an application for a Carrick grant focussed on cross campus assessment practices	<ul style="list-style-type: none"> • 50% of staff on each campus in workshop program each year • All units with explicit criteria for assessment • Improvement on unit evaluations with 90% of units with mean above 3.5 for feedback and assessment related items 	ADTeachingUGG ADTeachingPG	2007-8
	2.2 Continue and expand professional learning program on productive pedagogies for flexible and OCL including – workshops on pedagogy and writing genre for flexible and OCL – portfolio of advice and exemplars of OCL materials – ‘just in time’ pedagogical advice/support for teaching for OCL	<ul style="list-style-type: none"> • Improvement on unit evaluations from students enrolled in OCL with 90% of units with mean above 3.5 for all items 	ADTeachingPG ADTeachingUGG	2007-8
	2.3 Continue to review and revise psychology program courses and units to address pedagogical concerns identified in MEQ and support staff to enhance on and off campus pedagogy as needed.	<ul style="list-style-type: none"> • Units reviews for 2005-6 analysed and used to monitor progress • Improvement on MEQ 2005 to 2009 	Program Leader Psych ADTeachingPG	2006-8
3 Efficient and sustainable courses and processes that enable innovative and flexible teaching, learning and assessment. <i>University Priority 4</i> Strengthening the financial viability of Monash through advancement, revenue generation, cost savings and enhanced investment practices <i>Excellence and Diversity:</i> - excellence in management - diversity - engagement - self reliance	3.1 Consult with stakeholders and build on staff experience to develop sustainable models for delivery of Masters to cohort groups including academic components <i>and</i> project management arrangements	<ul style="list-style-type: none"> • Models developed and implemented to guide discussions with potential partners • Enhanced staff, student and organisational satisfaction with cohort based programs 	ADTeachingPG Man –Academic Services & Quality Man – Admissions & Student Serv	2007 2007-9
	3.2 Optimise pathways to research degrees to enable efficient and sustainable supervision, considering the structure of the MEd and the honours pathways	<ul style="list-style-type: none"> • Improvements in place for 2008 	ADTeachingPG, ADResInduction	2007
	3.3 Ensure that new pre-service teacher education suite of courses and the revised M Ed course: – optimise the use of human and financial resources consistent with high quality education – ensure porous borders between campuses with transfer possible between campuses at early stages of courses – have a cross campus unit coordinator (or joint coordinators) for all units taught across campuses	<ul style="list-style-type: none"> • Reduction in number of units by 20% over period of reform • Rationalisation of number of courses offered • Cross campus units coordinator(s) for all relevant units and common course guides 	ADTeachingUGG ADTeachingPG Program Leaders TEduc	2007-9
	3.4 Finalise strategic plan for award and non-award course profile at Gippsland campus focussed on the middle years (age 6-25 years)	<ul style="list-style-type: none"> • Strategic plan in place for Gippsland course profile by March 2007 	ADGippsland Man – Faculty Devt	2007

			Man – Marketing & Promotions	
	3.5 Continue to monitor and manage curriculum changes and course maps for transfer of BSOR to Peninsula campus to ensure operational continuity and quality.	<ul style="list-style-type: none"> Successful transfer of SOR to Peninsula as judged by (a) program enrolments (b) feedback from students at each campus (c) adequacy of teaching facilities at each location (d) staff morale and confidence in transition curriculum 	SOR Project Manager ADEnvRes Program Leader SOR	2007-8
<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>University Priority 2:</i> Helping our graduates become ethical, engaged and employable global citizens capable of addressing the theoretical and practical challenges of the future</p> <p><i>Monash Directions 2025:</i> - distinctive graduates</p> <p><i>Excellence and Diversity:</i> - excellence in education - fairness - engagement</p>	4.1 Implement strategies to address undergraduate students' concerns with courses and units following detailed analysis of MEQ, CEQ and unit survey data during 2006. To include: – Unit Evaluation Working party to implement action plan and priorities targeting poorly rated units – MEQ/CEQ Working party to produce efficient and timely ongoing analysis of data (see also 9.5)	<ul style="list-style-type: none"> Regular reports to Curriculum Committee to recommend actions and monitor progress Improved responses from undergraduates on CEQ, MEQ and unit surveys over period 2007-9 	ADTeachingUGG Man – Academic Services & Quality	2007-9
	4.2 Review and up-date Assessment Policy to ensure: – suitable assessment regimes including number of assessment points, types of assessment, etc – moderation to ensure consistency of grading within and between units, courses and campuses – appropriate protocols in place for the development of assessment criteria for all units	<ul style="list-style-type: none"> Assessment Policy reviewed up-dated and endorsed by Faculty Board by mid 2007. Moderation protocols established for units and procedures promulgated during 2007. 	ADTeachingPG ADTeachingUGG Man – Admissions & Student Serv Man – Academic Services & Quality	2007
	4.3 Continue to improve the professionalism, quality and timeliness of preparation and delivery all unit materials in particular for OCL	<ul style="list-style-type: none"> All units professionally presented according to faculty guidelines All OCL materials ready three, and mailed two, weeks before semester and on-campus Course Guides and readers ready one week before semester begins Resources and MUSO sites prepared and distributed before commencement of each semester 	ADTeachingPG Man – Academic Services & Quality	2007-9
	4.4 Review suite of SOR courses and units with a view to enhancing their quality, relevance to the market, sustainability and growth potential and develop an associated marketing/profiling plan for coursework and research degree	<ul style="list-style-type: none"> Plan in place for enhancement of courses and units mid 2007 Marketing plan in place mid 2007 	Program Leader SOR Man – Marketing & Promotions	2007
	4.5 Consider setting up an advisory board structure to advise on course developments, professional linkages and placements	<ul style="list-style-type: none"> Decision by March 2007 implemented by mid year 	ADEnvRes	2007
	4.6	<ul style="list-style-type: none"> Proposed plan presented to Executive 	ADEnvRes	Mid 2007

	Consult and propose a sustainable Faculty plan for supporting our student diversity (Equity and Access Committee)	Committee mid 2007	Faculty Equity Officer	and ongoing
	4.7 Identify opportunities to expand short courses offerings from each campus locally and off shore	<ul style="list-style-type: none"> At least one new short course for each campus 	Man – Faculty Devt ADDevt Program Leaders	2007
	4.8 Investigate opportunities to offer professional development courses in South Africa possibly articulating into award programs including HDR, probably beginning with mathematics and science PD	<ul style="list-style-type: none"> Decision re engagement in SA and timeline developed 	ADDevt Man – Faculty Devt	2007
General Comments				
Environmental changes	<p>None particularly. Late 2005, Victorian Deans of Education held crisis meetings with key stakeholders and begun advertising to encourage schools to place students. We await the outcomes of the Federal Parliamentary Review of Teacher Education, which was due in, May but has been delayed.</p> <p>After a period in which it was difficult to attract teachers to post graduate, leading us to diversify our students base and also resulting in significant problems in finding suitably qualified academic staff for renewal, the 'mood' toward ongoing academic study is changing and schools and school regions are beginning to approach us to provide tailored Masters programs to cohorts. This is pleasing and attracting teachers back is what we have been working for, but our capacity to provide the level of 'student centredness', the extra degree of tailoring now expected combined with on site delivery is severely stretched at the price they are willing/able to pay.</p>			
Risk management	<p>Two major risks continue to relate to our capacity to place students in schools in a timely manner and the provision of facilities for Sport and Outdoor Recreation at Peninsula. These are largely problems of management but the risks are to the educational provision, satisfaction with educational outcomes, our potential to attract the best students and the employability of our graduates. We are attempting to address the first of these issues, see Management Strategy 11.1. We also have an Associate Dean, a new Associate Professor and Senior Manager all assigned to addressing the matters arising from the transfer of SOR from Gippsland to Peninsula, including basis resources provision, but we feel that the major infrastructure issues are largely out of our hands at present and we have to place our faith in the Academic Director of the campus.</p> <p>Under environmental changes we have referred to the increasing demand for, need to offer a flexible range of options for course delivery. We face a real danger of raised expectations that we may fail to meet, or the loss of staff in our attempt to do so. We are looking for the 'elusive obvious', how to provide the level of quality and flexibility required at the cost the market will bear. We keep hoping for a management solution – if only we were more efficient – but suspect it is more than that. Nevertheless, Education Strategies 1.1, 3.1 and 3.2 of the Plan together with Management Strategies 12.1 and 12.2 seek to address this matter.</p>			
Quality assurance and improvement	<p>As indicated in the Plan, the Faculty will</p> <ul style="list-style-type: none"> – make the analysis of CEQ, MEQ and Unit Survey data and its use to improve practice a priority task for 2007 and ongoing. – continue its PD program on feedback and assessment – revise assessment policy and practice to ensure moderation of common high standards – provide professional development for OCL pedagogy and materials production – continuously review and refine the school placement process 			

Research and Research Training

Objectives	Strategies/Actions	Measures/Targets	Accountability	Timeline
<p>5 A focussed faculty research identity that is recognised nationally and internationally for its quality and impact.</p> <p><i>Monash Directions 2025:</i> - one of the best</p> <p><i>Excellence and Diversity:</i> - excellence in research and scholarship</p>	<p>5.1 With their leaders, and based on official data, review the performance of the research strengths and emerging research strengths and use the data and analysis for the 'real' RQF as a means to identify the research development and support need</p>	<ul style="list-style-type: none"> Research plan for meeting research needs of each research strength and emerging strength 	ADResearch	Plan and processes in place Dec 2007
	<p>5.2 Concentrate policy and resources around research strengths with an emphasis on the scale and focus of research activity</p>	<ul style="list-style-type: none"> Process for documenting shifts in support and trends in research activity 	ADResearch	Process Dec 2007
	<p>5.3 Develop profiling strategy to better disseminate and promote Faculty research in cognate areas of strength</p>	<ul style="list-style-type: none"> Sustainable process for monitoring visibility in the press and other important profile outlets and baseline data coll Improved focus of the work of the faculty and national recognition of research strengths 	ADResearch Man – Marketing & Promotions	Process in place June 2007 Improved focus over 2007-9
<p>6 A vibrant research climate within the Faculty that actively builds and supports the quality and impact of research from research strengths and emerging research strengths.</p> <p><i>University Priority 3</i> Continuing to increase research engagement and performance</p> <p><i>Monash Directions 2025:</i> - one of the best - research intensive - address significant theoretical and practical challenges</p> <p><i>Excellence and Diversity:</i> - excellence in research and schol - innovation and creativity</p>	<p>6.1 Clarify and communicate expectations and aspirations about research activity and about ways to enhance its quality and impact. e.g. 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.</p>	<ul style="list-style-type: none"> Research website current, regularly updated and recording increasing number of hits Sustainable process in place for documenting attendance at research activities and evaluating the effects of research development activities as evidenced in individual and group performance 75+% of academic staff in at least one research development seminar per 	ADResearch	Website ongoing Processes in place Dec 2007 Seminars 2007-9
	<p>6.2 Consolidate research strengths as the main ecology for research development. In particular, document the inspirational not just perspirational activities of strengths and through their leaders identify how best to motivate and inspire researchers</p>			
<p>7 Success in national competitive grant schemes and high demand for contract research and consultancy services in fields that align with the Faculty's research and development priorities.</p>	<p>7.1 Individually and in teams, build researchers' talents in the production of winnable research bids for category 1 grants. This includes enhancing their capacity to address major issues of the day.</p>	<ul style="list-style-type: none"> Improvement in application rate for Linkage grants by 3 per year 	ADResearch	2007-9
	<p>7.2 Utilise the Development Office to support academic staff to develop research proposals in categories 1 and 2 that speak to both the quality and impact criteria of the RQF.</p>	<ul style="list-style-type: none"> Increase of 15% minimum in research funding from public and private sector per annum 	ADResearch Man – Faculty Devt	2007-9

<p><i>University Priority 3</i> Continuing to increase research engagement and performance</p>	<p>7.3 Improve development of tenders and applications by: – providing adequate and timely direct support – identifying tender and application skills training requirements – implementing activities to improve applications</p>	<ul style="list-style-type: none"> • Proportion of staff applying (in a significant role) for external funding each year to trend towards 50% pa 	ADDev	
	<p>7.4 Continue the strategy of purposefully building a substantial research component into any contract proposals</p>	<ul style="list-style-type: none"> • A research development plan (mid 2007) and activities that strategically focus commercial research activity with research strengths and Faculty priorities 		2007-9
	<p>7.5 Systematically target partnerships (organisational & institutional) with potential for excellent long-term substantial funding and methodically enter into early negotiations which give the relationship an orientation to research</p>			
	<p>7.6 Refine Faculty policy and procedures governing the interface between development and research</p>	<ul style="list-style-type: none"> • Streamlined policy and procedures easily accessible on the research web site 	2007	
<p>8 Research induction that enables students to pursue rigorous and ethical research practice in a range of different educational and occupational contexts.</p> <p><i>Monash Directions 2025:</i> - distinctive graduates - one of the best</p> <p><i>Excellence and Diversity:</i> - excellence in research and scholarship</p>	<p>8.1 Improve the processes by which HDR candidature is scaffolded. In particular: – rethink pedagogy of supervision and induction into a ‘community of engagement’ including considering group research projects – refine stages of HDR program to scaffold research induction, adding mid-point milestone to confirmation of candidature – begin mentoring program for new supervisors in 2007 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 2005 for matching HDR students with supervisors aligning them more closely to research strengths</p>	<ul style="list-style-type: none"> • 50+% participation of all supervisors in Prof Devt– per annum with all involved in triennium • All new supervisors in mentoring program - Ongoing • Process for allocation of HDR supervision through research strengths operating successfully as judged by student and staff satisfaction • Increased rates of timely progress and completion of research degrees as well as publication during candidature evident by 2009. 	ADResInduction	2007-9
	<p>8.2 Improve the pedagogy, efficiency and management of minor theses for Honours, Post-graduate Diplomas and Masters degrees: – clarify the scope and length of minor theses and promote sound but manageable and efficient models for dealing with these projects including encouraging group work and using unit ethics approval – work with ADStaff to refine processes for recruiting examiners for 24 point MEd theses and ensuring timely assessment to align with processes in Honours program – refine the assessment criteria and provide clear advice to examiners for Med Research, 24 point Med theses and Honours theses</p>	<ul style="list-style-type: none"> • Guidelines for scope and length negotiated 2007 and consistently applied across all minor research projects by 2008-9. • Staff workshops on strategies to manage minor theses efficiently and effectively held during 2007 • More effective assignment of examiners and timely return of grades in research pathway programs in 2007 	ADTeachingPG ADResInduction ADStaff	2007-9

	8.3 Introduce portfolio as alternative to thesis in M Ed Research	<ul style="list-style-type: none"> Guidelines developed for portfolio assessment and staff PD workshop held 	ADResInduction	2007
	8.4 Prepare a plan with strategies to build postgraduate presence at Peninsula and Gippsland campuses to ensure that HDR work is located across the multi-campus Faculty	<ul style="list-style-type: none"> The number of PG students actually studying from Peninsula and Gippsland campuses increasing 10% pa 	ADResInduction Research leaders Peninsula and Gippsland	2007-9
General Comments				
Environmental changes	The RQF has the potential to have a major impact upon the focus and direction of the research work of the Faculty as it has for the whole university.			
Risk management	<p>The risks are as they have been for several years. We have begun to renew staff, 50% of the staff is new since 2000 and, mostly, they have been excellent appointments with a strong commitment to research and teaching. Also, almost 50% are early career in the research sense having completed doctorates in the last five years. A number, however, are becoming demoralised about their inability to devote the sustained thinking time needed to progress their research agendas. We are attempting to more systematically build the research leadership culture and the good will is there, we believe, but capacity is stretched. Research strategies 5.1, 6.1, 6.2, 7.1, 7.2 and 8.2 are particularly directed at this matter, as are Management Strategies 9.1, 10.1, 11.2, 12.1 and 12.2.</p> <p>Previously, we have described the risk associated with the pedagogy and outcomes from HDR students. We have, however, committed considerable human and financial resources to this issue as indicated under objective 8, and believe it is no longer a high risk.</p>			
Quality assurance and improvement	This is addressed largely under Risk Management Strategies.5.1, 5.2, 6.1, 6.2 and 7.1 address the quality of our research and 8.1 and 8.2 the quality of our HDR pedagogy.			

Management

Objectives	Strategies/Actions	Measures/Targets	Accountability	Timeline
<p>9 A faculty environment, services and resources that encourage and support high quality work and learning.</p> <p><i>University Priority 1:</i> Improving the Monash staff experience, emphasising career development.</p> <p><i>University Priority 4:</i> Strengthening the financial viability of Monash through advancement, revenue generation, cost savings and enhanced investment practices (including developing and implementing a shared services model)</p> <p><i>Excellence and Diversity:</i> - excellence in education - excellence in management</p>	<p>9.1 Clarify, simplify and improve organisational/ governance structures to assist communication and engagement while optimising use of staff time.</p>	<ul style="list-style-type: none"> Revised structures in place and functioning by mid 2007 	ADEnvRes	Mid 2007
	<p>9.2 Work with the Pro-Vice Chancellor Campus Coordination to investigate the use of desktop videoconferencing as a means of reducing travel time while supporting and enhancing cross campus communication for teaching, research and management</p>	<ul style="list-style-type: none"> Pilot conducted and analysis of outcomes produced in 2007 	Man – Tech Serv	2007
	<p>9.3 Review and refine IT communication tools for staff: – enhance EdNews and Insite noticeboards – trial an online project management system to enhance communication across groups – expand the use of Jobdesk into other support team</p>	<ul style="list-style-type: none"> Electronic working space and communication enhanced as judged by staff satisfaction surveys 	Man – Tech Serv	2007 and ongoing
	<p>9.4 To ensure the Faculty website meets audience needs: – review and refine its structure – identify content authors responsible for its currency and accuracy – ensure that web authors receive training in <i>Writing for the Web</i> and <i>Teamsite content management</i> – set up and convene content author user groups to continually improve the website</p>	<ul style="list-style-type: none"> Faculty Website regularly and reliably updated according to content management plan to be in place by Feb 2007 	Man – Tech Serv	Feb 2007 for plan Ongoing 2007-9 for rest
	<p>9.5 Review and refine the Virtual Meeting Place for Grad Dip and Fourth year students including by: – considering inclusion of ePortfolios and other enhancements – deciding responsibility for site ownership, continual improvement and content management – begin extension to other student groups</p>	<ul style="list-style-type: none"> Electronic working space and communication enhanced as judged by student satisfaction surveys 	ADEnvRes Man – Tech Serv	2007 and ongoing
	<p>9.6 Review the provision of library, IT, AV, media and other resource provision for students and staff on each campus determining what is provided and what needs to be, including: – base level resource needs for all students and staff in the Faculty – how best to provide these resources to ensure equitable access, efficiency and quality, considering both faculty based and shared services on each campus – priorities for equitable provision beyond the base level</p>	<ul style="list-style-type: none"> A blueprint for provision of resources to students and staff over triennium, Face value equity of provision for students and staff across campuses Enhanced satisfaction with resources across all campuses in MEQ and HDR surveys from 2005 to 2009 Enhanced satisfaction with resource provision in Staff Survey 2005 to 2009, 	ADEnvRes	March 2007 for blueprint 2007-9 for phased change as needed

	9.7 Review and improve the provision of HR services in the Faculty for both academic and general staff	<ul style="list-style-type: none"> • Strategy for improvement in HR provision within the Faculty agreed and implemented by April 	Faculty Manager ADStaff	Mid 2007
10 High quality and diverse staff, all contributing productively and striving to excel in an atmosphere of fairness, trust and respect. <i>University Priority 1:</i> Improving the Monash staff experience <i>Monash Directions 2025:</i> - research intensive - one of the best <i>Excellence and Diversity:</i> - excellence in education - excellence in management - excellence in research and scholarship	10.1 Implement strategies to address staff concerns following analysis of staff survey data and consultation with staff during 2006. (Data has been separately analysed by general and academic staff, meetings scheduled for consultants to report with staff, a faculty day in June will focus upon results of the survey and focus groups will be held during the 2006 - see also 9.1 and 9.5)	<ul style="list-style-type: none"> • Enhanced satisfaction, particularly with health and well being and feeling valued, in Staff Survey 2005 to 2009. 	ADStaff Faculty Manager	2007-9
	10.2 Clarify roles and responsibilities and develop induction and support processes for academic staff involved in program, course and unit leadership. In particular, provide: <ul style="list-style-type: none"> - revised responsibility statements (see also 9.1) - staff development and improved transition processes (co leadership, mentoring) - documentation of procedures 	<ul style="list-style-type: none"> • Documented induction and transition process in place 2007 • Processes and procedures documented 2007-8 • Enhanced staff satisfaction with key roles 	ADStaff ADTeachingPG ADTeachingUGG	2007-8
	11.1 Improve the timeliness and quality of school placements through relationship building and better processes in place for communications with schools. In particular, improve: <ul style="list-style-type: none"> - processes for professional/community input to programs - liaison and partnerships with schools - consistency and quality of advice to schools across all campuses 	<ul style="list-style-type: none"> • 99%+ of students placed one week before placement period commences • Consistent set of practices/guidelines/documentation across campuses • Reference groups formed to advise on professional and community link 	ADTeachingUGG Manager – Admissions and Student Serv	2007
11 A diverse range of relationships that support quality research and teaching of local and international relevance and significance. <i>University Priority 4:</i> Strengthening the financial viability of Monash through advancement, revenue generation, cost savings and enhanced investment practices (including developing and implementing a shared services model) <i>Monash Directions 2025:</i> - a university in the world <i>Excellence and Diversity:</i> - engagement - international focus - self-reliance	11.2 Strengthen the profile and sustainability of the Faculty through enhanced marketing, engagement and advancement. In particular <ul style="list-style-type: none"> - implement the strategy developed in 2006 for alumni, philanthropic and endowment fundraising - work with MAPA to clarify and refine focus of areas identified in 2006 for support through advancement initiatives - increase news 'stories' from and about the Faculty's research and research expertise - develop strategy to monitor awareness of Faculty and its research, consultancy and teaching strengths - make advancement a major portfolio objective of Associate Dean 	<ul style="list-style-type: none"> • More focussed marketing strategy developed and implemented aimed at greater awareness of the Faculty and its research and consultancy strengths and increased demand for its courses • Areas to be promoted in advancement activities clarified and refined and preliminary advancement work begun • Broad advancement strategy developed and endorsed 	Associate Dean Man – Marketing and Promotion	2007 for strategy Actions ongoing
	11.3 Identify and target potential clients (local, national and international) with whom to form business 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 or international 	Manager – Faculty Devt ADDevt	2007-9

<p>12 Business and marketing practices that are highly regarded as effective, efficient and ethical in returning benefits to the Faculty and its clients.</p> <p><i>University Priority 4:</i> Strengthening the financial viability of Monash through advancement, revenue generation, cost savings and enhanced investment practices (including developing and implementing a shared services model)</p> <p><i>Excellence and Diversity:</i> - excellence in management - integrity - self-reliance</p>	<p>12.1 Map and re-engineer processes for new initiatives and relationships (Development activities) from initial consideration to full implementation. In particular,</p> <ul style="list-style-type: none"> - link services and functions in order to make explicit responsibility for, and improve transparency and efficiency of, processes - manage new course initiatives to anticipate staffing needs and ensure timely advice to, and action by, all staff involved in implementation - find a sustainable balance between flexibility/customer focus and capacity to deliver/staff health and well being - develop appropriate Project and Account Management support structures 	<ul style="list-style-type: none"> • Mapping complete and plan for reengineered process mid year • Staged implementation plan in place 	<p>Faculty Manager ADDev Manager Faculty Devt and all General staff managers</p>	2007
	<p>12.2 Refine processes for evaluating the human and financial resource costs and benefits of new initiatives and projects. To include,</p> <ul style="list-style-type: none"> - improved processes for costing award and non-award courses that appropriately address the human and financial cost of implementation - track time spent in developing and delivering on projects in order to refine costing of future projects - address 'contract creep' through contract negotiation and a communication strategy for staff on the impact of contract creep - review costing model options for projects and support staff in the use of appropriate tools - implement appropriate budget 'sign off' procedures 	<ul style="list-style-type: none"> • Improved processes for analysing costs and benefits in place mid 2007 • Develop strategy to track real expenditure on contracts both teaching, research and consultancy related 	<p>Faculty Manager Man – Finance & Resources Man – Faculty Devt</p>	2007
<p>General Comments</p>				
<p>Environmental changes</p>	<p>A major environmental change from the point of view of the faculty is the changing circumstances surrounding our physical facilities. Changing priorities relating to STRIP 2 we knew of last year, the problems facing the Menzies Building presumably change them again. Physical facilities available to the Faculty are "stretched" on all campuses on which the Faculty operates.</p>			
<p>Risk management</p>	<p>Our capacity to place students in schools in a timely manner and the provision of facilities for Sport and Outdoor Recreation at Peninsula are major risks of Management but for Education and are described there. We have also identified our facilities at Clayton as being in the high risk category.</p> <p>We have earlier described our difficulty in providing academic staff with working conditions that make a strong research effort possible without s concomitant deterioration in their own well being and what we are doing. We are trying to provide additional general staff support for those facets of grant-ship and tender writing that academics need not do, and often do not do well but are now in danger of having over promised. That the level of demand is far exceeding our capacity to meet it is a good thing because it suggests increased commitment and drive, however, we are experiencing disillusion amongst academic staff whose expectations have been raised, and demoralisation amongst general staff who cannot meet the demand.</p> <p>The Staff Survey points to academic staff views on our capacity to address their concerns about health and well being or to resource them adequately to do their job. General staff feel undervalued. In addition to Key Strategy 10.1, Strategies 9.1, 9.5, 12.1 and 12.2 address these matters.</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 9 to 12, and the associated strategies are all directed at this.</p>			

Other Key Objectives

Objectives	Strategies/Actions	Measures/Targets	Accountability	Timeline
<p>13 (If tender successful) The establishment for 2008 of an undergraduate police studies program at Monash in collaboration with the faculties of Arts, Law and Medicine, Nursing and Health Sciences and the Accident Research Centre</p> <p><i>Monash Directions 2025:</i> - distinctive graduates - in the world - addresses significant theoretical and practical problems</p> <p><i>Excellence and Diversity:</i> - engagement</p>	<p>13.1 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</p>	<ul style="list-style-type: none"> Budget model refined and implemented for sharing of income between participants within 2 months of signing of contract. Governance structure refined and implemented before commencement of course. 	<p>Dean (Educ) Faculty Manager (Educ) Divisional Dir – FiRM</p>	2007
	<p>13.2 Undertake all necessary regulatory and approval processes, including course approvals, to commence new course in 2008</p>	<ul style="list-style-type: none"> All initial documents approved by the Boards of each participating faculty and Education Committee prior to first enrolment intake (timelines informed by final RFT and contract sign off). Course accredited with Australasian Police Professional Standards Council Inc (APPSC), prior to commencement 	<p>Project Manager ADTeachingUGG (Educ) Participating faculty AD/Head</p>	2007
	<p>13.3 Develop a Monash academic and general staffing plan consistent with that outlined in the response to the final Request for Tender (RFT)</p>	<ul style="list-style-type: none"> Staffing plan refined and agreed to by participating faculties. Positions advertised and appointments made (timeline dependent on finalising of contract). Senior academic appointed to lead development of Police Studies curriculum 	<p>Faculty Manager (Educ) ADStaff (Educ) Project Manager (Agreement Officer) Participating faculty AD/Head</p>	2007
	<p>13.4 Undertake curriculum development for Police Studies campus for commencement in 2008 in partnership with the Victoria Police and the participating faculties</p>	<ul style="list-style-type: none"> Consultations with Vic Police undertaken Course curriculum design complete. Timely completion of unit development for first year of course Timely completion of unit development for third year units for students with RPL 	<p>Faculty Manager (Educ) ADTeaching (Educ) Project Manager (Agreement Officer) Participating faculty AD/Head</p>	2007
	<p>13.5 Produce space and resource plans for students and staff for 2007 and beyond</p>	<ul style="list-style-type: none"> Space and resource plan for staff at in place within 2 months of signing of contract. Space and resource plan for students in Policing Studies devised and implemented prior to commencement. 	<p>Faculty Manager (Educ) ADEnvRes (Educ) Project Manager</p>	2007

General Comments

The above list of Actions indicates the tasks to be undertaken during 2007 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 university more broadly.

The Faculty of Education anticipates being the managing faculty for this program but the responsibilities go well beyond what a managing faculty would normally undertake and the budget model must reflect this.

Advancement

Objectives	Strategies/Actions	Measures/Targets	Accountability	Timeline
<p><i>As indicated above under Management</i></p> <p>11 A diverse range of relationships that support quality research and teaching of local and international relevance and significance.</p> <p><i>University Priority 4:</i> Strengthening the financial viability of Monash through advancement ...</p> <p><i>Monash Directions 2025:</i> - a university in the world</p> <p><i>Excellence and Diversity:</i> - engagement</p>	<p>11.2 Strengthen the profile and sustainability of the Faculty through enhanced marketing, engagement and advancement. In particular</p> <ul style="list-style-type: none"> - implement strategy developed in 2006 for alumni, philanthropic and endowment fundraising - work with MAPA to progress (clarify and refine) focus of areas identified in 2006 for support through advancement initiatives - increase news 'stories' from and about the Faculty's research and research expertise - develop strategy to monitor awareness of Faculty and its research, consultancy and teaching strengths - make advancement a major portfolio objective of Associate Dean 	<ul style="list-style-type: none"> • More focussed marketing strategy developed and implemented aimed at greater awareness of the Faculty and its research and consultancy strengths and increased demand for its courses • Areas to be promoted in advancement activities clarified and refined and preliminary advancement work begun • Broad advancement strategy developed and endorsed 	<p>Associate Dean Man – Marketing and Promotion</p>	<p>2007 for strategy Actions ongoing</p>
<p>General Comments</p>				

Section B - Campus Impact Statement

Clayton campus

Over 2007-9, the Faculty at the Clayton campus will:

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

Student and staff changes

Student type	<u>CHANGES to agreed student load projections</u>		Comments
	2007	2008	
Mode			
On campus	- 14	- 8	Figures reflect a change in the mix of on campus/off campus DEST load.
Off campus	+ 14	+ 18	Growth reflects increase in Offshore load plus a small increase in off campus DEST load
Fee category			
DEST	- 8	- 8	Reflects a decline in HDR load on Clayton campus and growth in load on Peninsula campus
International	+ 20	+ 24	Growth entirely due to increase in offshore load in Singapore and Hong Kong
Domestic fee	- 12	- 6	Reflects a rebalancing of Fee paying load between Clayton and Peninsula campuses
Course level			
Undergraduate	- 7	- 8	Decline in load is due to a reduction in planned international and domestic full fee undergraduate load.
Graduate/Postgraduate	+ 15	24	Growth in GPG load is coming entirely from growth in planned offshore load
Higher degree research	- 8	- 6	Reduction in HDR load at Clayton results from corresponding increase in demand on Peninsula campus
Total	0	10	
Staff type	<u>CHANGES to staff numbers</u>		Comments
	2007	2008	
Academic staff	1	1	Load increase of 29 for 2007, staff returning from LWP. Load increase 36 in 2008
General staff - Faculty	1	0	Anticipated taught load increase of 152 across faculty. Need additional HR and Professional Placement support
General staff - Clayton	0.5	0.5	Anticipated taught load increase of 29 in 2007

Gippsland campus

Over 2007-9, the Faculty at the Gippsland campus will:

- release BSOR to the Peninsula campus
- offer a reinvigorated suite of primary teacher education courses with colleagues at the Peninsula campus
- offer additional Education courses, including a middle years specialism within the primary B Ed degree
- grow its teacher education and more general education enrolments
- develop its program probably to include a focus on the middle years (6-25), youth and community
- appoint additional academic staff in Education to replace BSOR staff numbers
- improve its distance/flexible delivery pedagogy and its assessment practices
- increase the number of its students having international experiences
- improve its research productivity particularly through the appointment of new staff and through the mentoring of early career researchers
- improve its research induction pedagogy and its completion rates

Student and staff changes

Student type	CHANGES to agreed student load projections		Comments
	2007	2008	
Mode			
On campus	+ 40.8	29.1	Decision to offer Grad Dip (Secondary) on campus plus extra UG load taken during 2006 selection period
Off campus	+ 14	+ 25	Reflects UG enrolment pattern for electives plus probable change of Grad Dip (Secondary) to 1.25 EFTSL in 2008.
Fee category			
DEST	+ 27.8	+ 32.1	Reflects the pipeline flowing for additional UG and PG load taken on as part of the 2006 VTAC selection period
International	- 1	- 6	Reflects current international demand for Gippsland plus the move of BSOR programs to Peninsula campus.
Domestic fee	+ 28	+ 28	Open University Grad Dip (Secondary)
Course level			
Undergraduate	+ 8.8	- 5.9	Decline in international student load in 2008 plus the transfer of 15 EFTSL from UG to GPG in 2008
Graduate/Postgraduate	+ 45	58	Extra GPG load allocated in 2006, move of 15 EFTSL from UG to GPG in 2008, introduction of GPG OUA program.
Higher degree research	+ 1	+2	Increased international HDR targets
Total	+ 54.8	+ 54.1	
Staff type	CHANGES to staff numbers		Comments
	2007	2008	
Academic staff	2	-1	Short term increase in load of 62, longer term increase only 32 but BSOR staff will progressively leave so Education replacement just slightly ahead of final BSOR staff transfers in 2008
General staff -	- 0.5	0	Transfer of BSOR admin person from Gippsland to Peninsula, possible increase 0.5 in general academic support

Peninsula campus

Over 2007-9, the Faculty at the Peninsula campus will:

- offer the Sport and Outdoor Education program
- offer a reinvigorated suite of early childhood and primary teacher education courses with colleagues at the Gippsland campus
- have 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

Student and staff changes

Student type	CHANGES to agreed student load projections		Comments
	2007	2008	
Mode			
On campus	+ 43.3	74.1	Increased load comes solely from additional load taken on during 2006 VTAC selection period
Off campus	+ 4.5	- 7	Increased numbers more accurately reflects number of students taking electives via off campus mode
Fee category			
DEST	+ 58.8	75.1	Increased load, with pipeline, allocated to the Faculty in 2006
International	- 12	- 6	Increase in international students expected to enrol in 2008 in BSOR and Grad Dip (Primary) programs
Domestic fee	+ 1	- 2	Planned load is essentially static.
Course level			
Undergraduate	+ 31.8	+ 54.1	Increased DEST load allocated in 2006 with pipeline with some reduction in domestic full fee UG enrolments
Graduate/Postgraduate	+ 7	+ 3	Slight increase in planned domestic full fee load
Higher degree research	+ 9	+ 10	Move of HDR enrolments from Clayton to Peninsula campus
Total	+ 47.8	+ 67.1	
Staff type	CHANGES to staff numbers		Comments
	2007	2008	
Academic staff	2.5	2	BSOR transfers is 2, 0.5 increase in Education load and needed to top up PT pre-retirement contract to full time replacement
General staff	2	0	Load increase of 64.2 in 2007 and additional academic staff to be supported due to BSOR transfer, also transfer of BSOR admin person from Gippsland to Peninsula