

RESEARCH PORTFOLIO

SELF REVIEW

July 2004

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TERMS OF REFERENCE ADDRESSED

This self-review report for the Research Portfolio addresses three main terms of reference concerning:

15. The range and scope of research activity and the performance and reputation of the Faculty in relation to research and scholarship.
16. The Faculty's processes and procedures to monitor, maintain and develop excellence in research, considering such matters as:
 - Information, induction and mentoring;
 - Facilities and infrastructure;
 - Research culture;
 - Research relationships, including collaborations and partnerships; and
 - The role and contribution of Centres.
17. The Faculty's processes and procedures to monitor, maintain and develop excellence in research training, considering such matters as:
 - Information and induction;
 - Facilities and infrastructure;
 - Research supervision training;
 - Collegial support community; and
 - Complaints and grievances

The report also addresses other relevant terms of reference for this review.

RESEARCH PORTFOLIO

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1. *Key findings and recommendations*

In the 10 years since 1994, the research profile of the Faculty of Education has changed considerably. This research trajectory has been driven partly by internal changes, especially staffing, but also by external shifts in the Australian research policy context, the University's research management agenda, and by changes in education professions in terms of age profile and demand for research literacies. The trend is towards a stronger focus on research performance and the need to prepare the next generation of researchers.

These developments are shifting the character of our research and research training from a conventional focus on academic research centred on individualised projects and publication, towards research that is a more externally engaged and collaborative. The focus of our research work retains a strong commitment to individuals developing their own research passions, expertise and profile, as is necessary if the Faculty is to produce the academic research leaders of the future. But this individual emphasis is in tension with organisational priorities that emphasise the Faculty's:

- research impact in the global-local research community,
- contribution to education policy and practice,
- service to our professional communities, building research literacy and research capacity, and developing research leaders for the public and private sector, and
- research performance relative to benchmark academic units that contributes to Monash University's research profile and overall standing as one of the great research intensive universities.

In this time too, the Faculty has moved from being a Faculty in contraction, to a Faculty in growth.

These are all considerable achievements. They build on the substantial accomplishments of the early Faculty of Education and its contribution to consolidating education research as a significant field of inquiry within the national and international research context. But they also move beyond those early achievements and position the Faculty for its next 30 years – when our youngest academic will turn 59.

Inevitably, with these significant developments within the Faculty of Education and its research activities there are pressure points. The initiatives put in place in the early 2000s turned the Faculty from contraction to growth, and provided the collegial cross-campus foundation on which the Faculty can now build its future. There is substantial merit in the view that these initiatives have now done their job. This review provides an important opportunity for the Faculty to take stock of its achievements and its pressure points with a view to fine-tuning its strategic directions and operations for the next phase of development through growth. These future developments will be shaped by staff research expertise and the way it is developed and concentrated in the light of changes in the research environment.

This self-review within the research portfolio documents the way research and research training have been monitored, maintained and developed over the period since 1994. It highlights good news about the Faculty's research achievements and its new initiatives, but it is also careful to draw attention to the tensions which threaten to undercut the Faculty's research future.

Research achievements

Despite a difficult funding context, the Faculty of Education has maintained and, on most indicators, improved its research performance since 1998. This has been accomplished while also generalising the view that *'Research is everybody's business'*, affirming that academic staff on all campuses can and should make a contribution to research. While new staff appointments have helped to fuel research improvements, there is also evidence that established staff feel that research and research training are more visible in the Faculty and that they have a role to play in building the Faculty's research profile and reputation. Levels of publication in DEST categories have increased, and staff are training as supervisors and being allocated HDR supervision, on all campuses. Research income generated through non-NCG sources has grown and

projects have provided a context for much greater staff participation and cross-campus collaboration in research.

At the high-profile end, the Faculty:

- won the first ARC Professorial Fellowship awarded in education,
- achieved a 67% success rate in ARC Discovery applications for 2004,
- applied for and won most of the Victorian Department of Education research tenders let in 2004,
- undertook the National Inquiry into the Teaching and Learning of History in 1999-2000 for DETYA
- is developing international research collaborations in the fields of Science, Maths and Technology Education, and Work and Learning Studies,
- has developed cross-faculty and cross-disciplinary research collaborations with the Faculties of Science, Engineering, Arts, Law and Business and Economics,
- is working with industry partners, including the Victorian Police, VISY, schools, TAFE Institutes, Victorian Institute of Teaching,
- supports 11% of its total student enrolments through research degree programs and supervision arrangements, and
- was ranked 5th of 30 academic units at Monash on HDR student satisfaction with research degree supervision and research environment.

These achievements show how the Faculty is becoming more aligned to the national research policy context, and to Monash University's strategic directions in research. Yet the short-term effect of these developments has been to increase the pressure on academics, particularly in terms of workload and work priorities, and on the Faculty's administrative, organisational and decision-making infrastructure.

Major challenges

The self-review suggests that there are six major challenges that the Faculty must confront in relation to research and research training.

1 *Areas of research strength and concentrations of expertise*

The range and scope of the Faculty's research is substantial, reflecting the size of the Faculty and its longstanding commitment to research. The diversity of research expertise within the Faculty is a strength which provides a foundation for considerable plurality in research and research training. However, diversity and pluralism can easily turn into a dissipation of effort, where research performance is spread too thinly and where reputation is undercut by limited impact. Recent changes in Faculty staffing, particularly the loss of established researchers and research areas, challenges the Faculty to re-new and consolidate its research focuses in ways that maximise international, national and local research impact. Without this kind of research focusing and the consolidation of research critical mass it is difficult for us, in the Faculty, to really know what we do and are good at in research. Without a clear picture internally, it is difficult for us to publicly represent the Faculty in terms of its research profile. And without appropriate representation via our web-page, our marketing information and our diverse public performances, it is virtually impossible for the wider professions and publics that we serve to know what we stand for.

There is an urgent need to clarify what the Faculty stands for in terms of research and research training. This means turning our plurality of research expertise into real research strengths, where there is a concentration of expertise, effort, impact and reputation building. The current process of identifying research strengths is a step in this direction but it will need to be taken further in terms of the way we organise our academic work and realise research outcomes, and in the way we carry strategic research development forward through a more robust process of negotiating individual and organisational research priorities, supported by careful investments aimed at supporting research and research training.

2. *Performance*

The Faculty's performance in research and research training is trending in positive directions. Our strengths in NCG-research are being maintained. Our non-NCG, publications performance and HDR load are increasing. Our completions are steady and accompanied by strong levels of student satisfaction, although completions lag relative to our benchmark comparator Faculties of Education. These are positive performance outcomes. Yet digging beneath these indicators, there are serious pressure points that require attention. Research activity by staff remains patchy and often relatively weak in terms of research impact. These patterns of research participation are justified in terms of high workloads and a widespread view that teaching and administration are emphasised over research. While the Faculty has been addressing its performance flat-spots, particularly in relation to research income generation, there is a need to interrogate

the performance measures in more detail. As this review has shown, there are reasons for concern in relation to HDR completions. There is scope for developing more systematic approaches to publication, particularly co-publication with students. While there has been a growth in non-NCG income, contract research and consultancies are not well supported in the Faculty and their distinctive work rhythms are not easily accommodated within Faculty routines. There is some evidence to suggest that these difficulties associated with consultancies and contract research are beginning to take their toll, with only a small group of staff becoming involved in this work, some reluctance amongst staff in committing themselves to participating in projects, and increasingly unsustainable workload falling on Development Manager/Portfolio.

Clearly, the Faculty cannot do everything. It is necessary for the Faculty to clarify its priorities in addressing research performance in the light of the changing research policy context. In particular, the Faculty should set priorities in ways that acknowledge and address the significant challenges in preparing the next generation of education researchers and DEST's move towards research quality assessment. These two imperatives alone highlight the extent to which the world of research is changing. These changes require the Faculty to continue to re-model its research and research training operations. Three issues stand out in this regard: (1) there is a need for further, carefully prioritised, investment in research infrastructure; (2) reconsideration of the relationship between research and research training to consolidate academic effort to maximise research impact; and (3) attention to academic work priorities and workload management.

3. Realising the Faculty's research goals

The self-review clearly shows that the Faculty is in transition. The institutional legacies around research and research training that were established in the Faculty's earlier days are gradually being reworked as a consequence of internal and external pressures. This is particularly obvious in the way the Faculty has defined a research vision and objectives that embrace both research and research training, and established a governance structure within the research portfolio. The ambition within these developments is to concentrate the Faculty's research and research training effort in ways that create a conducive context for realising diverse research outcomes. The message is that academics' work with colleagues, with research students, on their own and with external partners should all contribute to the Faculty's research goals and outcomes. Yet currently, research and research training remain largely disconnected. They are widely (but not universally) treated as two separate responsibilities within an academic's workload - research treated as non-teaching workload, supervision treated as teaching workload. Despite a unified committee structure in which Research Committee embraces both research and research training, the work undertaken in the sub-committee structure relating to research and research training are not adequately brought together within Research Committee. The research development activities undertaken within the Faculty have tended to disconnect Objective 4, relating to research induction, and treat it as the responsibility of the Director of Research Degrees, leaving the 4 remaining objectives as the ADR's responsibility. While committee processes are easily addressed, they point to a deeper-seated cultural orientation to research and research training in the Faculty. This orientation seems to have been compounded by the Faculty's history of research degree enrolments and supervisory practices, HDR student demographics, and changes in the character and role of undergraduate and postgraduate programs which have weakened the provision of foundational learning necessary for students entering research degrees. Addressing this cultural orientation that disconnects research and research training is critical if the Faculty is to realise its research goals in ways that allow us to realise our public good responsibilities, meet the performance expectations upon us and address the challenges of preparing the next generation of education researchers. Re-thinking the relationship between research and research training, and the way this relationship is operationalised within the Faculty's overall work profile, would seem to be a critical lynchpin in our further research development.

4. Staff research

The established culture of research in the Faculty has provided a strong basis for solid Faculty research performance but, historically, it rested upon some staff being research active and other staff being more oriented to teaching and professional engagement. The endorsement of a universalistic research culture which expects all academics to be research active challenges both those who were research active and those who weren't. Steps are being taken to institutionalise this universalistic research culture in the Faculty in practical ways. Staff can access funding to support a variety of research activities which go well beyond the older model of individual project-based allocations. There has been increased administrative support for academics doing research, although the kinds of assistance available are not always taken up or acknowledged. Research development activities are open to all and provide opportunities for staff to learn more about research. These are all positive developments yet the self-review shows that there is still patchy engagement in research with quite a lot of staff expressing a lack of confidence in relation to research and publication.

In further institutionalising a universalistic research culture, the Faculty will have to address some key issues. It will be important to acknowledge the Faculty's dual role and institutional responsibility in building research literacy and capacity amongst staff and the professionals who return to study with us, and encouraging and driving the kind of high profile high impact research which will gain significant international and national recognition. It is not enough to do one or the other. There is evidence (eg. in publication outlets) that the Faculty's research profile is veering towards research capacity-building rather than high impact research. This is partly a consequence of shifts in staffing but is also linked to the research horizons and expectations that have been institutionalised, and the way staff understand the links between research achievements and outcomes, track record, career development, increasing opportunities for research engagement and public good contributions. These are issues that should be routinely addressed via staff induction processes which accompany appointments and early career research development but, currently, such processes hardly exist in a systematic form. They are issues that could be taken up through more active research leadership – an overt need expressed by many staff – but there is considerable ambivalence about how research leadership might be manifested in the current context, how it might be organised, what it might entail and how the workload might be managed. The implementation of a universalistic approach to research in a context where teaching workloads are too high further complicates these challenges. For those new to research, who lack confidence in their research capacity and whose identities are more oriented to teaching and professional engagement, it is easy to give research a low priority so that there is never time to get that paper written and published. For those who see themselves as researchers, who want to build their research careers or realise their professional engagement through inquiry and research-based activities, there is an incentive to be selfish in institutional terms, to put individual research priorities first, to 'hide' so that bits of time can be carved out to do research. Yet some teaching programs continue to take up more than their share of the Faculty's time resources, eating into the University's non-teaching time and demanding weekly assignments that must be marked. Other teaching provision that provided foundational learning for students entering research has been cut away over time so that the 'teaching load' associated with research supervision is commonly described as 'blowing out'. Addressing these time management issues are not just an individuals' responsibility but are also a Faculty responsibility related to the management of the Faculty's work-economy.

5. *Students and research training*

The Faculty has a strong record in research degree provision. Mostly research students are satisfied with their research training experience within our research degree programs. The Faculty has an admirably low level of serious problems and grievances, although discontinuations have increased in some programs in recent years. Yet this positive record comes at some cost. The Faculty carries a substantial 12 percent of its student load as research degree enrolments. This means that an awful lot of our teaching is conducted via supervision relationships which are often based in a 1-to-1 staff-student pedagogy. This 12 percent does not include the further body of supervision that is undertaken through postgraduate psychology and education programs. This supervision workload does not acknowledge the diversity of students that now enrol in research degree programs, nor their different learning needs, ranging from language support to induction into different ways of knowing. The supervision workload has simply expanded to accommodate these learning demands, the increased complexities of ethics approvals, and make up any shortfall in students' foundational learning that has accompanied the reorganisation of methodology units and the shifting focus and emphasis in postgraduate programs. While student satisfaction is high, we have virtually no data on students' preferred models of research training, their motivations in enrolling in (or discontinuing) research degree programs, or the occupational outcomes to which they aspire (if any). We have little data on which to judge the adequacy of our programs in terms of developing research literacy, becoming capable in research beyond the preparation of a thesis, or preparing the next generation of education researchers. In the light of these costs and benefits, and with relatively little data to guide our decisions about research degree programs, there is justification in scrutinising our current research degree provision with a view to minimising costs and maximising benefits.

The examination of the Faculty's research degree provision should be approached with a clear view of these programs' role in research *training* for a future in which it seems research will be more significant than in the past. From this perspective, our research degree programs can be clearly seen as processes of induction which form different research identities: research literate and reflective professionals, research leaders for the public and private sectors, and academic researchers who will become the next cohort of university appointments. With these outcomes explicit it becomes possible to re-open the discussion about pedagogy, the patterns of teaching and learning that will best facilitate students' learning to do research and become a researcher. Such learning should be supported through collectivised pedagogies via units, intensive teaching blocks and workshops (eg. through a more ambitious winter school) as well as small group or individualised learning in supervisory relationships. Pedagogies should scaffold students' learning about the development of publicly-recognised sub-fields of education research, epistemology and methodology, and they should

support the development of a wide range of research capacities (research design, administration of research, networking, applying for funding, publication, presentation). There should be consideration of specialist teaching within specific research sub-fields (eg. via research groupings) rather than just depending upon single generic units that ostensibly teach students from across all the sub-disciplines that make up education.

Approaching research training as a structured process of induction into a particular research identity also highlights the Faculty's role in creating opportunities that support students' participation in research. Currently, much supervision in education programs requires the student to work on their own research project. Whereas in other fields staff commonly integrate their students into formalised research activities (often funded projects) that realise research outcomes for the student, the staff member and the Faculty. The integration of research and research training returns research income and produces publications that generates income for the Faculty and increases the staff members', and students', research and publication profile, allowing them to build track records which will increase their opportunities in promotion and in gaining further research income. Generalising this integrated model of research and research training (within appropriate guidelines) is a way of increasing the benefits from the Faculty's high load in supervision. It could also help to address the workload limits that are being confronted in contract research, while creating opportunities for students to learn research on the job (as occurs in many other Faculties). Creating opportunities for research students to participate in research is currently constrained by the modest levels of external research funding brought into the Faculty and by the lack of systematic work opportunities for students as research or teaching assistants. Yet these constraints could be addressed by continuing to build up the Faculty's research income, by seeking sponsorship for students' full-time study for at least part of their candidature, or by extending Faculty scholarships. Such measures begin to address the challenges of preparing the next generation of researchers by building stronger research identities. Further steps might include establishing age targets to actively encourage younger people to enter education research (to address the ageing education workforce) and more actively managing enrolment patterns in research degrees to shape the research degree student demographics rather than allowing *laissez-faire* market demand to prevail.

6. *Strategic development of research and research training*

The previous five challenges, outlined above, highlight pressure points around research and research training in the Faculty and, in a limited way, point towards possible ways of addressing them. What is obvious from this self-review is that research and research training form a distinctive system within the overall work profile of the Faculty, integrated with other systems (eg. development, teaching, academic support systems) but ultimately distinguished by its particular objectives, priorities and ways of working. The developmental trajectory of this distinctive system is in line with the University's research priorities, although possibly less clearly focused on the challenges of preparing the next generation of researchers. Its further development depends upon the way the particular objectives and priorities associated with research and research training are addressed in the wider context of Faculty strategic planning and decision-making. Ultimately, this comes down to decisions about strategic priorities – where should effort and resources be put in advancing research development?

The key challenge here lies with the Faculty's decision-making processes and the way research is linked into them. While undoubtedly unintended, there is some evidence to suggest that research and research training are more loosely connected to the Faculty's decision-making and planning processes than teaching and development – perhaps because teaching and development generate income to a greater extent than research. This is evident, for example, in the way research is represented in workloads, addressed in decision-making processes, linked into systematic processes of consultation, and resourced via transparent processes.

The task ahead is to extend the Faculty's capacity for strategic decision-making in relation to research by setting action priorities that acknowledge and develop the distinctive purposes of an integrated research/research training system within the Faculty, establishing a preferred developmental model in the light of the University's strategic research development agenda, and fine-tuning the operational framework that supports and resurces the Faculty's research and research training. Such planning will need to be linked to an implementation process that builds on research groupings in ways that increase their capacity to self-manage their own research development and that seriously addresses staff and student development. This focus on development should establish systematic processes of staff and student induction and on-going research development, and establish and formalise capacities for research leadership that will strategically advance individuals' and the Faculty's research profiles.

Proposals for action

The challenge for the Faculty is to determine strategic development priorities in relation to research and research training that will enable the Faculty to significantly step up its research engagement and performance, in line with the University's research ambitions, while also addressing issues raised in other portfolios and budget constraints.

Recognising these parameters, it is suggested that the Faculty focus its strategic research development around 5 key focuses which offer significant points of intervention in progressing research and research training in the Faculty. These are:

Consolidation of research clusters based on specialist research expertise, confirming:

- The role of research clusters in building research capacity, as well as contributing to high profile, high impact research;
- The organization and representation of research clusters to identify and profile Faculty research strengths; and
- The contribution of research clusters to specialist strategic development in research and research training.

Establishment of a Faculty Research and Development Unit, permitting

- Support for funded research activities and relevant professional development
- Increased assistance for staff with tender/proposal writing, project management, budgets and costings, tender search);
- Appointment of staff on project based funding, with employment contracts underwritten by the Faculty;
- Regular academic staff to participate in projects as part of their workload or to offset their workload against their project work, paid out of the project funding;
- Academic staff to be seconded to the R&D Unit for limited periods to participate in projects, undertake relevant staff development and build their research track record through funded research and publication;
- Research students to participate in the R&D Unit as part of their research training and/or as secondment from their usual place of employment.

Active development of the Honours program, by

- Focusing intensive research training to build the next generation of researchers;
- Establishing an honours team with well established research reputations, relative to opportunity, as a ginger group (comprising senior and early career researchers) to drive Honours development in innovative and energetic directions;
- Concentrating Faculty scholarships around the Honours program to facilitate full-time Honours enrolments moving directly to a PhD via an H1 and Commonwealth or Monash scholarship;
- Reviewing the Faculty's undergraduate education programs to address the poor translation of students (with the State's top ENTER scores) into Honours enrolments;
- Instituting special measures to encourage academically strong undergraduate students to embark on a career in education research;
- Ensuring that staff who are active researchers and actively engaged in the program supervise Honours students;
- Enabling research clusters to generate research income in order to fully or partly sponsor Honours scholarships in the Faculty.

Review of the Faculty's Higher Degrees by Research provision, with a view to

- Clarifying the main purposes and outcomes of research training in the Faculty, the research identities that the Faculty will form, the pedagogies that will support these processes of student induction, and the way opportunities for students to participate in research can be extended to enable on-the-job research training;
- Managing the mix of students enrolling in different HDR programs via explicit enrolment and completion targets to ensure that the Faculty is preparing different research identities in successful ways;
- Encouraging and supporting a larger proportion of HDR students to study fulltime for at least part of their program;
- Developing strategies for resourcing periods of fulltime study by students through participation in funded research, secondment, etc.;

- Re-establishing opportunities for foundational learning via teaching units that scaffold student's learning in advanced epistemology and methodology, and in advanced theory; and
- Further developing opportunities for socialized learning within HDR programs through the Research Winter School, refocusing the Faculty's visiting scholar program (Category 1) to support intensive teaching, and encouraging staff engagement with MERC activities;

Consideration of the implications of research quality assessments, in order to:

- Address the potential costs of research quality assessments for the Faculty;
- Develop publication strategies that enhance the quality of research publications (eg. running research workshops, targeting particular research outlets) by staff;
- Develop guidelines to encourage publication by students, particularly via joint-authorship activities with supervisors;
- Better support publication by staff and students.

Recommendations

In order to advance the Faculty's research and research training agenda, the following recommendations have been grouped under the following headings:

- Framing research development
- Proposed interventions, and
- Infrastructural considerations.

Framing research development

It is recommended that:

1. The Faculty of Education emphasise three key strategic priorities in its research development agenda. These are, in order of priority:
 - *Building the next generation of researchers as academic researchers whose primary identification is to publicly recognised fields of knowledge, as research leaders in the public and private sector, and as research literate professionals;*
 - *Developing research capabilities that are more externally focused and collaborative than in the past; and*
 - *Generating research income.*
2. The Faculty formally acknowledge its double responsibility in building research capacity within education research and in concentrating significant research critical mass to make high profile and high impact contributions to international and national research in education.
3. The Faculty treat the re-establishment of high profile, high impact research strengths based on sustainable critical mass of research expertise as a priority and addressed as a matter of urgency.
4. The Faculty shape the induction of staff and students into the work of research through activities and contexts that allow individuals at different stages of their research development to work together, in particular, enabling established researchers to work alongside research students and early career researchers in the co-production of research outcomes.
5. The Faculty make every effort to reduce student staff ratios so that staff can be realistically expected to engage in research and publication in line with the Faculty's commitment to research and research training.
6. The Faculty review the workload framework in order to better acknowledge the workload impact of research and research training.
7. Faculty Executive affirm and institutionalise academic, particularly research, leadership as a critical dimension within the Faculty's activities by making the expectations and practices of academic leadership explicit, clarifying workload expectations in ways that support academic leadership, addressing the incentives/disincentives that currently constrain academic leadership within research and

research training, and establishing leadership development processes that induct staff into leadership responsibilities.

Proposed interventions

It is recommended that:

8. As a priority, the Faculty encourage the formation of research groupings over the next three years (2004-6) with a view to (a) consolidating academics' self-identification as concentrations of research expertise that make specific contributions to make to the Faculty's research strengths and (b) developing groupings so that , increasingly, they become self-managing units which take responsibility for research induction, research planning and research development.
9. The Faculty establish a Faculty Research and Development Unit which supports and progresses funded research activities and relevant professional development in the Faculty.
10. The Faculty target the Honours program as a special instrument for building the next generation of researchers.
11. The Director of Research Degrees review the Faculty's Higher Degrees by Research provision with a view to clarifying the main purposes and outcomes of research training in the Faculty, the research identities that the Faculty will form, the pedagogies that will support these processes of student induction, and the way opportunities for students to participate in research can be extended to enable on-the-job research training.
12. The Faculty consider the implications of the proposed introduction of DEST research quality assessments which focus on the quality of research publications and take steps to address the potential costs of this development.

Infrastructural considerations

To expedite these research developments it is recommended that:

13. Research Committee prepare a strategic research development framework for endorsement by Faculty Executive that confirms the initiatives outlined above and creates a supportive organisational and resource context.
14. The details of the organisational parameters and resource rules within which research development proceeds should be made explicit. These resource rules should clarify if, and how commercial income generation is distributed between Faculty, individual researcher and research grouping, and the procedures for establishing agreed distribution arrangements.
15. Through the Faculty webpage and other dissemination mechanisms, Research Committee profile the Faculty's acknowledged research strengths, general research expertise and capabilities, and high impact research concentrations, and our approach to research and research training so that staff, students and external stakeholders can understand the nature and justification for our research development agenda.
16. A staff induction manual be prepared to support new staff engage in the Faculty's research and research training.
17. Research Committee identify performance issues in research and research training that have been shown to be significant within this self-review but operate at a more detailed level than the formal research KPIs, and establish relevant data collection and monitoring processes that are formally reviewed on an annual basis;
18. Faculty Executive fine-tune the current Faculty governance and strategic planning processes to better integrate research planning as a key but distinctive domain within the Faculty's work profile.

2. Research and research training: Then and now

This self-review takes as its frame of reference, the period that has elapsed since the last Faculty of Education review which was conducted in 1994. While further minor reviews were subsequently undertaken, these activities were partial rather than full reviews of the Faculty's activities. The 1994 Review provides a reasonable level of documentation which can be used as a base-line against which more recent developments can be assessed.

Research commitments

The Faculty of Education has long had a strong commitment to research. The 1994 Review emphasised the Faculty's early but rapid growth in research capacity – being the first Faculty of Education in Australia to appoint more than one professor and to make professorial appointments with strong research profiles. This growth of research expertise led to rapid expansion of PhD enrolments and a Faculty research presence in international journals and conferences. This commitment to research was driven by three main motivations: to develop a research culture in Education that was as strong as in other parts of the University; to offer schools, practitioners and the community access to insights generated through research; and to respond to specific community needs and concerns without becoming faddish.

These commitments persist today. The 2004-6 Operational Plan states: *Our vision is of research practice and scholarly output that is recognised locally and internationally for its originality, rigour and impartiality, and of advice and services that inform and lead professional practice, public debate and policy, and community action.*

Research performance

Back in 1994, research activity in the Faculty was largely centred at the Clayton Campus. The institutional history of Gippsland and Peninsula had not emphasised research as a core activity but at each campus research was undertaken, including some long-term projects. The 1994 Review reflects this unevenness in research activity in terms of campus contribution to audited publications and indicated that this uneven research profile was a matter to be addressed. The external review panel was more forceful. It emphasised the benefits of developing a more universal approach to research. In particular the panel recommended a broader conception of research which recognised synergies between research and professional development and stressed the need to progressively move postgraduate student load to Peninsula and Gippsland. The alternative Faculty review, the 2020 Report, also affirmed a broad definition of research which embraced diverse motivations and outcomes associated with research but highlighted workload implications, particularly the trade-off between research and teaching time.

Ten years ago, the Faculty's research reputation was based largely on an assessment of Clayton research activity. Public acclamations were noted: the *Times Higher Education Supplement* (1987) which rated Monash among the top three education faculties in the world, along with Harvard and Stanford, and *The Bulletin* (26/2/91) which rated the Faculty as the leading Faculty of Education in Australia. Publication in peer-reviewed journals and book publishing was flagged and significant success in National Competitive Grants noted. The external panel acknowledged the quality of the Faculty's research output but emphasised the need for strategic planning and priority-setting to guide future Faculty research development and cautioned that 'The Faculty must take particular care to have in place effective processes both for nurturing developments and for ensuring that groups which have maintained their strength do not receive a disproportionate influence in the framing and implementation of the Faculty's research strategy' (p. 9).

Today, the evidence shows that the Faculty is addressing the challenges of uneven research activity. There is still work to be done but there is strong Faculty and staff commitment to an inclusive approach to research and equitable support for research across campuses. There is also a more tempered assessment of the Faculty's research reputation: a recognition that education research at Monash has been challenged by the departure of senior research figures and by funding constraints, but there is also a willingness to grapple with hard questions about research renewal, diversification and succession. Substantial new appointments in the last 2-3 years have changed the face of the Faculty and promise to create new and exciting concentrations of research expertise.

A changing research context

Some of these changes in the Faculty's research and research training have been driven by internal developments, including changing views of research, patterns of retirement and appointments. But they have also been driven by external imperatives arising from:

Government policy:

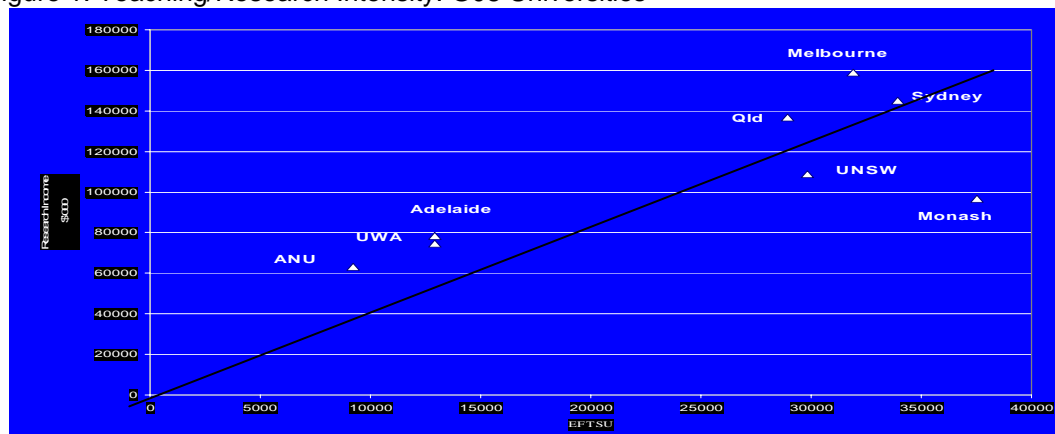
Policy settings for research demand a much more strategic approach to the design of research capacity and to guaranteed research performance compared to that which was experienced in the Faculty of Education in 1994. Specifically, national research policy trends through DEST and ARC/NHMRC are increasingly linking research funding to:

- Research that addresses National Research Priorities and Goals¹;
- Big research networks, multidisciplinary studies, international and industry collaborations; and
- Research quality and publication impact.

University's research management agenda

Monash University is also adopting a more focused and strategic approach to research in order to address its standing within the Group of 8 research universities. As Figure 1 shows Monash is currently positioned as a high teaching-middle range research intensity university. The University has committed itself to lifting research profile over the next 5 years to become 'one of the great research intensive universities, excellent in education and research, and preparing future research leaders for the public and private sectors' (Larkin, 2004).

Figure 1: Teaching/Research Intensity: G08 Universities



Occupational changes with implications for education research.

The professions that the Faculty serves are also changing. Teachers, adult educators and those who work in various learning support and counseling roles are increasingly expected to be research literate and able to do research as a part of their professional practice. These professional demands have an impact on the kinds of education and research training that the Faculty supports. In particular, the Faculty must consider how its programs and research can contribute to addressing the challenges arising from the age profile of education-related professions. Large numbers of teachers and principals will retire over the next 5-10 years. This demographic pattern will also affect the profession of education research. For example, in the Faculty of Education over the last decade a substantial number of senior researchers have retired. The median age of academic staff in the Faculty is now 52, ranging from 29 to 68. In some fields it has been difficult to recruit lecturer-level staff, often because they cannot afford a lecturer-level salary. Nationally, the picture is similar. Only 11 per cent of Education academics are under 40, while 23 per cent of all university academics are under 40 (Preston, 2002)

¹ While none of these explicitly address education as a field, education researchers are linking their work to: [Research Priority 2](#): Promoting and maintaining good health, particularly goal 4 – strengthening Australia's social and economic fabric; and [Research Priority 3](#): Frontier technologies for building and transforming Australian industries, particularly goal 5 – promoting an innovation culture and economy. Other specific goals within various research priorities could also be a strategic focus for research in education (eg. transforming existing industries, a healthy start to life, ageing well ageing productively, breakthrough science, frontier technologies, smart information use, critical infrastructure, understanding our region and the world.

Table 1: Percentage of in each ten year age range, Australian university academics in Education and all Academic Organisational Units, 2001

	< 30	30 – 39	40 – 49	> 49
	%	%	%	%
Education AOU	1	10	32	58
All AOU's	4	19	36	42

Data excludes 'research only' academic staff. Source: DEST custom data.

Research contribution

Today, the Faculty can be proud of the education research traditions that were established in the Faculty's early days. This work did much to ensure that education research had parity with research in other Faculties at Monash, and that Monash was acknowledged as a serious contributor to the wider field of Australian and international education research.

Since 1994, steps have been taken to develop a more strategic approach to Faculty research capacity, encouraging more cross-campus, cross-disciplinary and collaborative activity and working to increase research performance particularly related to research income and publications. However, there is more to be done.

The Faculty's task is now to continue making a significant contribution to education research, by 'striking a balance between established peaks of excellence at the cutting edge internationally and research and scholarship with applied or local relevance' (Excellence and Diversity, 2004). This will require us to create an organisational and intellectual environment in which staff can build their expertise and careers in innovative ways; and build a responsive research capacity that allows our research and research training to develop strategically in the changing international and national context, and in relation to the priorities affirmed by Monash University as it drives towards a research-intensive era.

3. Term of Reference 15: Review the range and scope, performance and reputation of Faculty research activity

Range and scope

The Faculty's identified research strengths or groupings since 1994 are shown in Table 2. The identification of research strengths in 1999 was a university requirement. It designated international, leading national, significant national and emerging strengths, and also identified these strengths in terms of their establishment in the Faculty. These designations are noted in the footnotes to the table.

Table 2: Research strengths in the Faculty of Education, 1994-1999

1994 review	1998 Review of restructure	1999 University research strengths
Psychology	Psychology & human development	Mental health of children & adolescents (sn/sm) Behaviour analysis in education (sn/sm)
Administration & policy studies	Leadership & organisational reform, work & governance	Policy, management & leadership (sn/lg) Adult & vocational education (ln/lg)
History of education		History of education (sn/sm)
Science, maths & technology education	Science, maths & technology education, cognition, learning & curriculum	Science, maths & technology education (int/lg)
Peninsula potential in early childhood & primary		Early childhood education (emerg)
Gippsland various research areas noted		
	Languages & literacy, culture & education	Language & literacy (emerg) International education (sn/sm)

	Digital media & IT, teacher and teacher education	Professional development (In/Ig)
		Higher education (sn/sm)

Notes: International research strength = int; leading national= In; significant national =sn; emerging=emerg, Larger established strengths=lg; smaller established strengths=sm; emerging=emerg

In 2004, the redevelopment of the Faculty web-page identified the following areas of research expertise in the Faculty: These areas were identified on the basis of the range of research interests listed by staff on the previous web-page and also on assessments of where concentrations of research were emerging. In some cases, these emerging areas are associated with research centres and institutes, as shown in Table 3.

Table 3: Research areas and associated centres/institutes

Research area	Research Centres
Childhood and learning studies	Centre for Childhood Studies
Curriculum and professional practice	Centre for Science, Mathematics and Technology Education with links to the joint Monash - Kings College International Centre for the Study of Science and Mathematics Curriculum National Centre for History Education Project for Enhancing Effective Learning
Global learning, language and cultural studies	Monash Centre for Research in International Education.
Human development and counseling studies	Krongold Centre for Exceptional Children Elwyn Morey Centre for Early Intervention
Sport, health and outdoor recreation studies	
Work and learning studies	Centre for Work and Learning Studies Monash – ACER Centre for the Economics of Education and Training

While this list of research areas has some validity in terms of the Faculty's research output, the areas and their names are, in some cases, determined through organisational processes rather than being self-identifications by clusters of academic staff who actually collaborate in research. This self-identification is a critical issue for research development in the Faculty. The logic is that where research areas are owned by academics, they are more likely to take responsibility for their development and profile, and for the induction of staff and students associated with them. This process of encouraging self-identification is being advanced through the process of forming research groupings.

In 2004, in order to encourage self-identification of research areas by academic staff, a review of Faculty research strengths is being conducted (See Appendix 1). This is justified because there has been considerable staff turn over since the last research strengths exercise in 1999. Staff departures have substantially eroded research capacity in some areas, like history of education. Large numbers of new appointments over the last 2-3 years have extended areas of research activity into new fields. This is particularly evident at Gippsland.

The current process of identifying research strengths has been framed in a way that builds on existing strengths but is intended to encourage emergent concentrations of research expertise to name themselves so that they can be publicly recognised within the Faculty's research areas. This process should encourage informal clustering of staff around common research conversations and also provide a basis for strategically shaping these clusters so that they become aligned in innovative ways. Innovative research strengths will be identified on the basis of these aligned research clusters that build on past concentrations of research expertise but also look to strategic opportunities that will allow the Faculty to take up distinctive research niches.

Performance

Performance data for the Faculty of Education is shown in Table 4 (below). These KPIs are based on university source material.

Performance Indicator	Targets	1999	2000	2001	2002	2003
RESEARCH AND RESEARCH TRAINING						
2 Research Prestige and Engagement						
2.1 Composite Performance Measure (CPM)	<i>above 1</i>	0.77	1.04	1.27	0.91	n/a
[University "Break even" Composite Performance Measure (CPM)]		0.87	0.81	0.83	n/a	n/a
[Number of Teaching and Research Staff (FTE)]		73.79	77.01	75.2	70.9	75.2
2.2 Higher Degree Research completions (Degree faculty)	<i>30 per annum</i>	26	22	24	29	25
2.2 Higher Degree Research completions (Teaching faculty)	<i>30 per annum</i>	27	22	24	29	25
2.3 Research income obtained from sources other than NCGs (\$'000)	<i>Increase 10% pa</i>	367	433	809	717	504
2.4 Research income from NCGs (\$'000)	<i>In top 5 Ed faculties</i>	938	1039	1006	587	872
2.5 % of staff published in at least one DEST category (Univ Av 61-2%)	<i>Above Univ av by 2006 increase 10% pa to 80% top 25% of Acad Units</i>	55.2%	48.6%	47.5%	56.1%	68.7 Prov
2.6 % of T&R staff who are University 'research active'		38%	38%	40%	56%	
2.7 HDR satisfaction levels ranking within the university					5th of 30	5th of 30
2.8 Weighted DEST Publications per T&R staff	2	0.95	1.06	0.94	1.22	1.5 Prov.

These KPIs indicate an improving research trend over the period 1999-2002 but with some decline, especially in publications and completions, in 2000 and 2001. Comparative data with our four like-Faculties of Education in the Group of 8 universities (Sydney, Melbourne, Queensland, NSW) are shown in Appendix 2 and 3. These data indicate that Monash has had strong relative performance in National Competitive Grants between 1998-2002 but only modest performance in generating income from other sources. Publications are somewhat erratic. Research degree load has increased, especially in Masters but completions are lagging compared to like-Faculties.

The decline in research performance, especially in publications, in 2000 and 2001 is linked to changes in Faculty staffing and workload increases. In 2000, the Faculty's student-staff ratio was just under the University average Faculty = 20.4; university = 21.9). This shifted significantly in 2001 (24.4 to 22.7) and even more in 2002 (27 to 24.6). These figures had workload effects with 2001 and 2002 average Faculty teaching loads being well over the Faculty target of 800 points (2001 = 888; 2002 = 907). In 2003, the student-staff ratio is still above the university average but less dramatically (Faculty = 28.2; University = 27.8) and teaching loads have come down to an average of 856 points. It is significant to note that these student-staff ratios are above the maximum class size permitted in Victorian secondary schools.

Teaching loads continue to be high relative to other G8 universities. AVCC data show that Monash education has a student-staff ratio that is above the average (Monash= 24.7; Average = 23) and significantly above most of our comparator Faculties (See Table 5). Bringing Monash Faculty of Education more in line with staffing levels at other G8 universities will moderate teaching loads and permit more time for research.

Table 5: Student – staff ratios of comparator Faculties of Education (AVCC data)

Like-Faculties	UNSW	Sydney	Melbourne	Queensland	Monash
Student-staff ratio	14.8	12.4	24.9	20	24.7

Despite these heavy workloads relative to other G8 universities, research performance by staff has increased against most of the main KPIs. These are detailed below.

Research funding

The Faculty has long had a strong performance in ARC large grant/Discovery funding. The 1994 Review indicated that in 1994, the Faculty had won 6 ARC Large grants (now Discovery) and 1 NHMRC grant. This gave the Faculty a success rate of 60 percent, well above the national average. Since 1998, the Faculty has been ranked 1st relative to its comparator Faculties in all but 1998 and 2002. The level of SPIRT/Linkage NCG funding has increased in recent years. The Faculty was awarded Linkage funding for a series of projects related to teaching standards in different teaching areas as a consequence of strategic research

development activity by a small group of senior staff. This research campaign alerted many staff to the possibility of accessing ARC funding for applied research related to professional practice. There are now growing numbers of academics who are actively pursuing industry collaborations with a view to developing applications for Linkage funding.

The Faculty has not been a large earner of non-NCG funding (See Appendix 2) but this aspect of Faculty research performance has been actively targeted since the early 2000s. Initially, the successes in ARC Linkage showed that applied, policy-relevant research could get funded. Later, staff engaged more actively with tenders and other contract research, partly supported and encouraged by the Development Manager/Office (See Appendix 4 - Contract Research). This focused activity led to almost twice as much non-NCG income generated in 2001 compared to 2000, and also established processes for supporting staff involved in NCG-funded projects. Much of this additional research income was generated through the public sector which suggests that it was strongly related to government tenders and consultancies. The level of industry funding more than doubled between 2000 and 2001 but from a smaller base and has slipped back in 2002.

The data indicate that contract research is undoubtedly more effective in terms of raising income than applying for NCGs. Table 6 shows the success rates for NCG (Discovery and Linkage) funding from 1998-2004. In this period, the Faculty has had a 100% success rate in Linkage applications.

Table 6: Success rates for NCG

	1998	1999	2000	2001	2002	2003	2004
Applications	14	8	8	5	11	7	3
Granted	4	2	2	2	3	2	2
% success	29	25	25	40	27	29	67

Since 2001, the Faculty has had a 54% success rate in contract research. Contract research also returns higher levels of funding to the Faculty than successful NCG awards. However, the processes and rhythms of contract research are harder to integrate into work practices that are primarily orchestrated around routine institutional requirements, especially relating to teaching and administration, than NCG and unfunded research. While contract research can provide powerful research development contexts in which individuals can develop their research skills, NCG research also offers researchers more scope for advancing their own research agenda and building their specialist research expertise and profile. These features of contract and NCG research suggest that the trade-offs may have different implications for early career or established researchers which require attention. As the table of participants in funded research shows, there is currently a heavy demand on a small number of senior researchers to lead both NCG and contract research and the teams bring in other researchers to different degrees. This pattern of participation in funded research is in tension with the Faculty workload formula and its commitment to equal teaching loads across staff at all levels.

Publications

Indicators show growth in DEST publications by Faculty of Education staff. This has been accompanied by increasing numbers of staff publishing in at least 1 DEST category. This is particularly significant at the Gippsland and Peninsula Campuses where base-line publication-level was lower than at Clayton. Appendix 6 shows that the number and percentage of Faculty staff publishing in DEST categories are consistently below the University average, although in 2003 (provisional figures) the gap was closing. Almost 69 per cent of staff published in DEST categories compared to a University average of 70.4 percent. The common claim that Education staff publish in non-DEST categories because of their strong professional orientation is not borne out by the data. Mostly staff tend to not publish just in non-DEST categories. By and large, staff either publish in DEST and sometimes also non-DEST categories, or they do not publish (or do not report their publications). Of the 41 people with DEST publications in 2003, 24 had also published in Non-DEST. Only 4 staff members published only in non-DEST categories.

The pattern of staff publishing in DEST categories at each campus is not available through University sources. However, internal faculty calculations, based on the most recent publication audit and the January 2003 staff list, suggest that staff participation in DEST publication at Gippsland (82% of 11 staff) and Peninsula (62% of 21) is substantially above that of Clayton staff (42% of 67). The implication is that Gippsland and Peninsula staff are making a larger contribution to overall Faculty publication rates than was reported in the 1994 review.

There is considerable variability in publication rates from year to year. This variable pattern of publication is a feature of academic work but also suggests that the Faculty has not addressed systematic approaches to publication by staff (eg. targeting a specific number or type or publishing source each year, having writing retreats where staff work specifically on converting a conference paper into a journal article in a supported environment). Systematic data have not been collected on patterns of publication with research students or by students as sole authors at the University-level but Faculty records suggest that in 2001 14 students published papers (4.8% of HDR students). In 2002, out of 731 students only 15 published papers (4.4%). These very low levels of research student publication also suggest that the Faculty has not considered systematic approaches to student publication, even though it is an obvious source of additional DEST publications and, therefore, research income.

Higher Degree by Research outcomes

Raw benchmark data (Appendix 2) show that Higher Degree by Research (HDR) student load has progressively increased since 1998. This growth is particularly marked in relation to Masters load which jumped from 15 EFTSU in 2000 to 43 and 63 EFTSU in 2001 and 2002. This dramatic jump accompanied the implementation of a new Research Masters program that required students to complete two coursework units and a thesis. However doctoral enrolments have also shown steady growth, rising from 87 EFTSU in 1999 to 119 EFTSU in 2002.

The pattern of enrolments for 2002 and 2003 are shown in Appendix 10. These University data are summarised in Table 7.

Table 7: Characteristics of student enrolments (as at 31st March 2002 and 2003)

	2002	2003
HDR enrolment as % of Faculty	11.5	10.9
% of females	70.3	67.2
% full time, %part time	13.5 65	17.9 60.7
% International (Overseas fee-paying)	6.8	7.6
Average age	44	44
% under 40 years old	30	34
% disabled	5	5
% Indigenous	0	0.3
% low status	8	9

These demographics reveal the very distinctive features of Faculty HDR students. They are very unlike the imagined Research Student assumed in much national and University level policy development who tends to be seen as young, male, able to live on a scholarship for a few years to advance their career, able to travel for conferences or longer academic visits or employment. As Evans and Pearson (1999) argues, students in professional faculties have very different demographics compared to those in laboratory or Arts-based Faculties. They also have different needs. Yet, the occupation of education research is changing. There is more demand for research literacy and research expertise within the wider professions that the Faculty of Education serves. There is also a growing need for younger researchers who can take up positions within ageing Faculties. For instance, the Faculty is pursuing a target median age of the high 40s. These occupational pressures require attention that may necessitate re-negotiating the mix of HDR students in the Faculty.

HDR completions do not show any clear trends over the period 1998-2002. Completions declined in 2000 and 2001 but whether this is anything more than variation from year to year is difficult to say. Variation in annual completions is to be expected in HDR programs with older students faced with complex work and family demands.

Raw benchmark data (Appendix 2) show that the Masters Completions Index has fallen relative to 1998/9, although the implications given the jump in Masters HDR load with the introduction of the new coursework+thesis Research Masters is difficult to say. The PhD Completions Index has increased since 1998. However, Monash appears to be lagging in its completions relative to comparator Faculties in the G8, being ranked 3rd or 4th out of 4 for the period since 1998.

The Completions Index is a measure of the number of students completing their research degrees. Currently, funding is tied to completions and also separations where students withdraw from the programs before completion.

The patterns of new enrolments and discontinuations in the Faculty's HDR programs is shown in Appendix 9. This table indicates that the new coursework+ thesis Research Masters and the EdD have experienced relatively high discontinuation levels over the last 4 years. These figures should be read against enrolment trends. The new Research Masters program was used to enable the Faculty to meet its HDR target load in 2001. It was also a new program which made particular claims about what it offered in terms of research training (eg. a 'program for busy professionals'). Coordination of the program changed at the end of 2001 and other implementation issues, particularly relating to research methodology, created difficulties. These conditions are likely to have contributed to higher levels of drop out than in well-established HDR programs. The EdD also shows significant drop out but, this time, with declining enrolments. This pattern is associated with substantial market competition and constraints on the Faculty's capacity to tailor its EdD program (initially developed in 1991) to meet changing student expectations and shifting demand for research-trained professionals within the wider range of occupations that the Faculty of Education serves.

Despite these difficulties, student satisfaction in relation to the Faculty's HDR programs are high (Supervision Survey 2002). A 2002 university-wide survey of HDR students ranked Education 5th out of 30 academic units receiving low levels of dissatisfaction ratings in relation to the quality of supervision and the research environment in the academic unit (Total N=1053, 40% response rate; Education N=133). Students indicated a high level of satisfaction with their principal supervisor (ranked 4th). Their greatest level of dissatisfaction was with 'timely reading of your work in advance of meetings' where 6.9 percent of students were dissatisfied (compared to a University average of 7.9%). There was more dissatisfaction with the research environment within the Faculty of Education (ranked 10th). These figures indicated that almost 8 percent were dissatisfied with computing facilities, and more were dissatisfied with the provision of a stimulating (10.9% dissatisfied) and supportive (8.6%) environment for research.

Overall this assessment of student satisfaction is a very good result, particularly as Education has such a large enrolment in HDR programs compared to other high-scoring academic units. However, the findings flag some areas of concern. These concerns are elaborated in open responses. Reading across these qualitative comments from the survey there seems to be some concentration of concern in relation to following issues:

- Workload of supervisor
- Number of students supervised
- Role of associate supervisor
- Allocation of supervisors
- Retirement of supervisors
- Induction and access to information
- Support for conferences and publications
- IT support
- Facilities, including rooms and furniture
- Funding support.

These comments focus attention, broadly, on supervisor workload, procedures for allocating and arranging replacement supervision, induction and orientation, and resources to support research.

Supervision loads for staff are shown in Appendix 11. This table does not include supervision at postgraduate coursework levels which can be significant for some staff. These data show that currently 66 out of the total 91 teaching and research staff are engaged in supervision. This is a wider distribution than in the past. Despite ongoing efforts to distribute supervision more equitably across staff in the Faculty, there are supervision concentrations. Mostly these concentrations fall within the University's quota of 8 EFTSU per supervisor but, given the Faculty's high proportion of part-time students, this means that some supervisors are working with significant numbers of people. It is notable that supervision concentrations tend to fall to more senior staff, who are also more likely to be involved in leading funded research projects (See Appendix 5) and carry significant administrative responsibilities.

Student comments indicate that some difficulties occurred when a supervisor retired and a new supervisor had to be found. Given the large number of retirements and departures of longstanding staff in recent years, transfer of supervision is a reality. To address this situation the Faculty is actively increasing the distribution of supervision across campuses and encouraging junior staff to train as supervisors. As of April 2004, 24 staff had completed their supervision training.

Induction and resources to support HDR students are addressed below.

Research active staff

The percentage of staff who are research active according to the University definition has increased consistently, despite workload pressures, from 38 percent in 1999 to 56 percent in 2002. There has also been a consistent increase in the percentage of staff with Doctorates, from 65 to 70 percent (1999-2002). These outcomes are partly linked to increased levels and spread of publication and supervision across the Faculty. They are also related to new appointments to the Faculty and to the Faculty's policy of consistently appointing staff with strong research records relative to opportunity. A more detailed breakdown of the patterns of research active staff is shown in Table 8 which compares totals from 1997-1999 and yearly figures for 2001-2003.

Table 8: Research active staff

	1997-1999	2000	2001	2002
Number of eligible staff ²	137	105	99	98
Number who published in one of the DEST categories	61	51	47	55
Number who obtained external research funding of more than \$5,000 ³	22	6	6	4
Number who supervised at least 1 HDR student ⁴	47	No data	29	40
Number who had published and received grant or supervised HDR students	40	N/A	24	32
Number of staff publishing 6 or more articles in 4 DEST categories	14	4*	5*	4*
Number of staff winning external grants of more than \$100,000	11	7	5	4
Number of staff supervising 6 or more HDR students	20	No data	9	15
Number of staff who published 6+ articles and won external grants of \$100,000	6	1	0	1
Number of staff who published 6+ articles and supervised 6+ HDR students	8	N/A	0	2
Number of staff who published 6+ articles and won external grants (\$100,000) and supervised 6+ HDR students	5	N/A	0	0
* The 2000, 2001 & 2003 figures are based on numbers of staff publishing 6 or more articles in any DEST category whereas those for 1997-1999 look at staff publishing six or more articles in 4 DEST categories.				

Reputation

The Faculty's research reputation is contingent upon judgments of quality made within relevant academic and professional communities. Judgments about academic quality are based on peer review processes evident in assessment of research funding proposals, invitations to act as assessors or reviewers for funding bodies, invitations to be editor or on editorial boards of refereed journals or other significant research publications, publication in refereed journals, and publications in significant research/reference collections. Books published by reputable publishers are another indication of quality, although judgments here are influenced by commercial decisions, such as market demand.

Within professional communities there are a wide range of quality assessment processes but none are systematically applied like peer review. To obtain some sense of the Faculty's research standing in professional circles, indicators including successful tenders, industry partnerships, have been used.

Judgments via publications

The 1994 Review report indicated that staff had published in 81 different refereed journals in 1991-2. Of these, 58 percent were published in countries other than Australia (ie. crudely, were international journals). In 2002-3, staff published in 93 refereed journal titles (Appendix 7), of which 60 percent were published overseas. Only 9 titles appeared in both lists – an indication of the shift in staff research fields that has occurred over the decade.

On average, staff have published 3.5 contributions per year over the period 1998-2003 in significant education research reference collections, such as Encyclopedias, Handbooks and Dictionaries of Biography (Appendix 8). Generally these are invitational contributions and indicate international recognition in the relevant field of research.

² Source for 2000, 2001 & 2002 figures: Dr Chris Siva, RM4 team, RGEB

³ Source for 2000, 2001 & 2002 figures: RGEB website at: <http://www.monash.edu.au/resgrant/grantinfo/gresults/index.html>

⁴ Source for 2000, 2001 & 2002 figures: Research Office Files prepared by former Co-ordinator Research Services

In 2002-3, staff have published commercial books with:

Open University Press, Berkshire, UK
Kluwer, Dordrecht, Netherlands
Peter Lang, Bern, Switzerland
Paul Chapman, London, UK
Curriculum Corporation, Carlton South, Australia
Australian Early Childhood Association, Canberra, Australia

Invitations to be editors of journals or significant reference collections, or to sit on editorial boards, are a further indication of reputation based on international acknowledgement of research expertise. The list of staff who have been invited to take up editorial roles is provided in Appendix 12. These staff work across 79 titles.

Judgments via research

The success rate in NCG has already been noted. Success in non-NCG research funding indicates that the Faculty's research is speaking to a wide range of policy and professional agencies, particularly the Victorian government.

4. Term of Reference 16: Faculty processes and procedures to monitor, maintain, and develop excellence in research and scholarship.

Research governance

The Faculty's research and research training is overseen by the Associate Dean Research and the Director of Research Degrees. These positions report to Faculty Executive through Research Committee (chaired by ADR). These arrangements were approved by Faculty Board in September 2001 (meeting 4/01). Prior to this, the research area was overseen by the same positions but they reported separately through Research Committee and Research Degrees Committee to Faculty Board. Research Committee was mainly concerned with disbursement of Faculty Research Funds with some attention to research policy. Research Degrees Committee focused on policy and administration of the Faculty's research degree programs.

This shift in governance structures brought research and research training together. The Research Resources and Research Candidature and Examination Sub-committees do the work of the two prior committees and reports are made to Research Committee which has a stronger policy and strategic development focus than in the past.

The logic of this integrated governance structure is that both research and research training, research students as well as staff, contribute to the Faculty's overall research effort and performance profile. The implication is that Higher Degree by Research students should be seen as research-colleagues-in-formation who contribute to our research standing with the support of academic staff, rather than being treated as students who just do a research degree as an end in itself.

Research monitoring and planning processes

Under the governance structures prevailing prior to 2001, research monitoring took the form of identification of research strengths, university benchmarking and university assessments of student satisfaction in research degree programs. By and large, these indicators were treated as helpful adjuncts to informal assessments of how Faculty research and scholarship could be improved. Since 2001, explicit research objectives, KPIs and research workloads have become more significant in the Faculty's planning processes.

The restructuring of Faculty committees was accompanied by the specification of a Faculty vision for research and five key objectives within the research portfolio. The objectives are:

- 1 A clear and focused research profile which gives the Faculty of Education a presence, identity and recognition relative to education faculties across Australia and internationally.
- 2 A culture of innovation and support that is vibrant and actively removes constraints to imaginative and high quality research practice.
- 3 Each academic Faculty member with her or his own productive research agenda and pursuing a distinctive intellectual trajectory.

- 4 Research induction that enables participants to pursue rigorous research practice in a range of different educational and occupational contexts, including for academic careers in universities.
- 5 A diversity of research supports that resource and acknowledge a diversity of innovative research outcomes.

These objectives establish long-term goals and inform research development activities within the research portfolio, across both research and research training. Given the idea that Faculty research performance depends upon the efforts of staff *and* research students, it is clear that each of the objectives have relevance for both HDR programs and for staff research. In practice, however, there is a tendency for objective 4 to be associated with research training and the remaining objectives to be considered in relation to staff. This prioritising neglects that induction is critical for staff as well as students, and that research profile, culture, research agenda and support are also concerns for research students. This division of labour in relation to the research objectives illustrates the legacy of the prior bifurcated governance of research and research degrees and the way it persists in the operations of Research Committee and its sub-committees, and in the patterns of work undertaken by the ADR and Director of Research Degrees.

The use of KPIs to monitor research performance has been accompanied by much more attention to data collection than in the past. Initially, 9 KPIs were identified as relevant to research but data collection in relation to these proved difficult and time consuming. Now, 7 KPIs are used to monitor performance and data relating to these are generated largely through central University Information Management Systems. From 2004, the Faculty took all its KPI data from the university system, although there are some continuing concerns about the quality of the base data used by the University (especially in relation to Callista) and suspicions about incomplete reporting of research activities by staff. This is being addressed by encouraging the use of the Research Office which can act as a centralised information exchange by staff. Discussions with the University permit fine tuning of the data collected to provide specific information (eg. by campus, publications by students). A more systematic consideration of the data necessary for monitoring and planning research is warranted.

The introduction of a formalised research workload policy occurred in 2001. This policy established a formal definition of research and the expectation that academic staff should be engaged in research for 30% of their workload. The policy emphasised 'output' as the basis for judging performance but acknowledged that the Commonwealth/University definition of 'research active', being linked to DEST-recognised publications, was too restrictive for staff in a professional Faculty like Education. It endorsed the idea of 'Faculty Research Active' staff as the critical measure of research performance (although the Research Active KPI is based on the university definition which is assessed on an annual, rather than triennial, basis). Minimum expectations for being designated 'Faculty Research Active' were established for Levels A,B,C, and for Levels D,E, and implemented over a 3 year period. In 2004, to be considered 'Faculty Research Active' requires:

Level A,B,C staff to have 5 acceptable research outputs (papers/publications and/or grants/consultancies) over the preceding 3 years, including 1 grant/consultancy or 1 DEST publication per year; and

Level D,E staff to have an average over 3 years of:

- 2 papers/publications (at least 1 DEST publication),
- at least 2 EFTSU research degree supervision, and
- at least 1 external grant/tender/consultancy, or additional EFTSU or 1DEST publication.

Monitoring research workload has been addressed particularly through the Performance Management System. Workplace supervisors engage in serious discussions with the staff they supervise about research activity and also research development. Where an academic is considered to be not meeting the requirements for Faculty Research Active, supervisors offer support and mentoring to facilitate outcomes. If these research outcomes are not realised, staff are encouraged to become Non-Research Active and to take up additional Faculty work in lieu of their 30% workload earmarked for research.

Despite the formalisation of performance measures and research workload in the Faculty as ways of monitoring and driving research outputs, research planning is still substantially informed by broad concerns evident in the day-to-day activities of staff as much as in data collections. Benchmarking and KPI data offer some confirmation of day-to-day assessments and also highlight specific issues requiring attention. However, Research Committee has not instituted a regular review of data on an annual basis. This means that data review by the ADR flows partially, rather than systematically, into the planning processes of the Director of Research Degrees and Research Committee.

Maintaining and developing research

The maintenance of research has historically depended upon the institutionalisation of a distinctive culture of research in the Faculty. The evidence suggests that this culture of research was stronger at Clayton than Gippsland and Peninsula, and was embedded more strongly in some parts of Clayton than others. This culture was sustained by factors, such as, Faculty organisation, the role of Professors in supporting and leading research, commitments to building international research networks supported by visiting scholars, OSP, conference travel support and funding to support individual project-based research. HDR programs complemented this culture of research with strong emphasis on the PhD program and largely individualised supervision arrangements (with pockets of more collaborative activity). Students and staff tended to be located within specific research areas, between which there was only limited exchange (eg. no Faculty seminar program existed but visitors seminars were advertised and all participants were welcome). The policies governing the maintenance of research in the Faculty mainly related to funding allocations. The 1994 review indicates that one meeting of Research Committee per year was set aside for considering research policy and a major part of this task was to consider revisions to the funding guidelines (p.37).

Policies and procedures

There is now greater formalisation of policies and procedures in the Faculty and University. This has been required as a result of accountability processes and also as staff turnover has necessitated the articulation of previously tacit understandings, as follows:

Research: Faculty research policies largely focus on research funding allocations through the Faculty (Faculty Research Fund and Monash Small Grants) and university (Monash Research Fund, Strategic Monash University Research Fund (SMURF), and applications for external funding bodies. These policies are supplemented by University requirements formalised through Research Grants and Ethics Branch. In addition, the Faculty has established, a range of policies including, the research active policy, donations for research policy and visiting scholars policy.

Ethics: Policies relating to ethics have been developed at University-level. There are no Faculty policies relating to Ethics, although there is an expectation that staff and students will be ethical researchers (See Operational Plan) and will submit their research projects involving humans to Ethics Committee for approval. In 1994 the Faculty submitted 4 ethics applications to the Ethics Committee. In 2003 the number had jumped to 182. These ethics applications are signed off by the Associate Dean Research but all further communication is directly between Ethics Committee and the applicant.

Research training: HDR programs are much more formalised in policy terms than other parts of the research portfolio. This formalisation has occurred through regulations pertaining to particular degree programs, to supervision and to the conduct of research training. Many of these policies have been developed at the University-level. Within the Faculty, the HDR policies have been substantially articulated through the Research Thesis Manual that is provided to every new student entering HDR programs or engaging in thesis-work in the course of their postgraduate program. This booklet provides key information about advice, facilities and services, and academic support groups. In addition, a number of specific policies have been established, including the supervision liaison officer, and phases of candidature within HDR programs.

Information, induction and mentoring:

Information about the Faculty's research is disseminated internally and externally. In both cases, there is a need to profile the Faculty's research activities as a way of consolidating the standing of our research in the public domain. Internally, there is also a focus on the processes and procedures related to research.

The main means of communication about research are:

- **Research office:** Research office and the three research officers employed to support research are key locuses for information exchange. At Gippsland and Peninsula the research officers ensure that staff are kept informed of new research developments, funding opportunities and each others research activities. The Faculty research officer mediates the information flow between the University and Faculty staff and provides information about research and research ethics. The appointment of a Clayton-based research officer will facilitate the information flows amongst Clayton staff.
- **Research web-page:** the new research web-page has been prepared as part of the wider Faculty web-redevelopment. This is being worked up by the staff associated with the Research Office.
- **Research marketing:** The marketing manager is keen to prepare brochures that profile Faculty research. There has been limited action on this front because it requires a clearly defined Faculty research profile

with defined research strengths. This agenda will be taken up once the research strengths exercise has been completed.

- *Display boards*: on each campus publicise Faculty research and researchers. These displays are of interest to visitors to the Faculty but also allow staff on different campuses to get to know one another and find out about each others research interests. Display boards have also been used to dissemination information about Research Office and its role in supporting staff research, and about Faculty research in more general ways.
- *Research bulletins*: A monthly Research Bulletin has been established. It is intended to convey important information about research to staff and to celebrate research achievements by staff. While this information can be disseminated through EdNews, a separate Research Bulletin is a way of underlining the information presented and also lifts the visibility of research in the Faculty.
- *Faculty days*: Since 2000 research has been addressed in a number of Faculty Days. These have provided opportunities to open up themes such as *Research: Everybody's business*, and the teaching-research nexus.
- *Staff meetings*: Campus representatives on Research Committee regularly report discussions and issues relating to research at Campus-based staff meetings. These information transfers are more effective at Gippsland and Peninsula than Clayton because of the level of staff attendance.
- *Research development workshops*: held on Wednesday mornings when staff are not timetabled for teaching. These workshops have provided opportunities for sharing views about research and research practice. The intention has been to open up discussion about research and what it entails, what counts as 'real research' and to embed tacit understandings about the diversity of research endorsed in the Faculty and the importance of research performance.
- *Writing workshop*: A writing workshop will be held in July aimed at early career researchers and their mentors.
- *AARE research workshops*: Monash hosted an AARE research development workshop on ethics and another on writing abstracts that grab an audience's attention in 2003. This year, the Faculty will fund a virtual connection with another national AARE workshop for postgraduate and early career researchers, making this resource available to students and staff.
- *Weekly research seminars* have been established to provide a place for staff and students to present and hear each other talking about their research. The seminar time slot (1-2pm Wednesdays) is now formalised as part of the teaching-free Wednesday mornings across the Faculty and its listed in the Faculty's meetings schedule. As Appendix 13 indicates, the level of seminar activity in the Faculty jumped from 4 seminars in 2001 to 28 in 2002 and 44 in 2003. In 2004, there were 16 seminars in the period January to April. This growth in seminars has been largely a result of staff presenting papers on their research, although academic visitors are also a significant source of seminars. In 2003, for example, 30 staff presented seminars and 11 visiting academics. Research student seminars have not been so common in the Faculty seminar time slot. However, research students present papers in other Faculty spaces, including ERCSS conference and within specialist research areas where supervisors meet regularly with their students.
- *A 'research conversation'*: This email-based conversation occurred in 2002 as a way of lifting the visibility of research in the Faculty. All academic staff were invited to circulate commentaries on the research issues that they felt passionate about.

These means of communication have established a communication system that operates between the University and Faculty, between Faculty staff, and between the Faculty/staff and external publics. Different kinds of information are necessary within these different relationships. There is a need for more external information profiling the Faculty's research and research achievements.

While internal information exchange has been addressed, this information is cumulative. What has become apparent with the appointment of new staff is that there is very limited induction into the Faculty's research processes. Some information is available on the Research web-page but this is not comprehensive. There is no induction manual for new staff. The default is to ask other staff but this returns mixed results. There is a need to produce some kind of induction manual for new staff and to formalise Faculty procedures within the research portfolio. With more stable staffing in the Research Office, this is a more feasible task.

Research Committee established a mentoring program in 2002, building on the experience of a prior university scheme but opened to both men and women. Its principle aim has been to assist participants in the development of skills needed to advance the research aspects of their careers. At the beginning of each year, staff members who wish to participate are matched with more senior staff. At the first meeting pairs are encouraged to identify a specific research outcome that they will realise through the year. In 2002 there were 16 mentoring partnerships, 12 in 2003 and 6 in 2004. The evaluations indicate that the program meets the

need of people for whom 'mentoring' relationships don't seem to happen. It also provides a formal structure that gives people an impetus to meet. While outcomes vary, some mentoring partnerships can boast of publications in excellent journals and the preparation of research grant proposals. In 2004 the focus of the program was broadened to provide more generalised induction for new staff.

Facilities and infrastructure

There are three main facilities that support research in the Faculty of Education.

Research Office: Research Office is located at Clayton and houses basic records relating to research. The Faculty research officer is housed here and is team leader for research officers who work in a more hands-on way with academics at Peninsula, Gippsland and (shortly) Clayton. The functions of Research Office have grown considerably over the last few years. In the late 1990s, the Research Office was a small concern, with one administrator, who dealt with procedures relating to research and research funding. Responsibility for the research web-site grew with the appointment of a new research administrator in 2001. A period of staffing instability during 2003 highlighted the importance of Research Office as a repository for research information, policies and procedures. Now, Research Office is clarifying its roles as:

- An information exchange and communication structure, especially for academic staff and Faculty-University research communications;
- A knowledge management system, that interfaces particularly with HDR Office, Development Office and University-level Offices,
- A repository for research information, including policies, good practice examples, research data bases and KPI information;
- An administrative structure that supports the research portfolio; and
- A locus for academic services, providing information, advice, support to academics engaged in research.

Currently this office does not provide significant support for research proposal and tender writing, project management, budget construction and management. These functions have been developed within other Offices. Research Office plays a coordinating and brokering role in relation to these other sources of support.

Research Office does not have a significant research dissemination or external profile-building role, apart from maintaining the research web-page. These functions, that might include ensuring up-to-date information is made available to the public, linking researchers with the Faculty and University marketing and media units, linking researchers with the media and interested members of the community, brokering and organizing the public face of the Faculty's research, are all important. They could make a significant contribution to the Faculty's research profile and reputation.

This Office/team through its hands-on work with academics is consolidating a significant social infrastructure to support research. Evidence from Gippsland and Peninsula indicates that the research officers located at those campuses are crucial in building social capital in relation to research. They keep abreast of what different academics are researching and writing, keep other academics informed of these research developments and initiatives, and recent publications by staff. They obtain information about research funding and assist in the preparation of proposals, undertake basic research support, access relevant journal articles, do basic literature searches and generally assist the academics with their research. The point is that these activities do more than just help individuals, they help to build a collegial culture in which research is the core currency. The capacity of the new research officer at Clayton to play this role and contribute to the Faculty's research social capital is likely to be complicated by the size and diversity of the academic staff at Clayton.

Development Office: Development Office is located at Clayton. It provides critical infrastructure for the research portfolio, particularly staff with expertise related to external relationship building and contract management, and the submissions contract register. Good relationships have been built between Research and Development Offices and there is considerable support for research in Development Office. Given appropriate staff resources, this could be extended to provide a more strategic edge to our research planning and a staff development role in terms of external relations and project management. The Submissions Contract Register was originally established as a means of tracking and reporting on commercial projects. It could also be a means of tracking and reporting research projects, although this would require clarification of access rights, and an assessment of the need for such infrastructure at the Faculty-level given alternative University-level information management systems.

Library and Media Resources: The LMR, located at Clayton, has small scale equipment available for loan to support staff and student research (eg. audio recorders, transcribers, microphones, software, laptops). The LMR also houses the collection of Faculty theses, and collections of curriculum materials. It subscribes to daily newspapers and has books and reference collection. There is a media workshop that can be accessed to support multimedia activities and production. The LMR runs regular training workshops for students, especially relating to literature searches, using EndNote. Finally the LMR is connected to global library resources and provides support in using and accessing these wider information repositories, including the Monash Voyager Catalogue.

IT Support Section: Technical staff run a helpdesk to support computer use in the Faculty.

In addition to these main facilities, the Faculty provides the following infrastructure to support research

Research culture

The Faculty has actively recruited new staff at all levels who will strengthen the Faculty's research profile. Appointments have had strong research records relative to opportunity. The importance of building research profile by supporting post-doctoral fellowships has also been identified and this commitment is formalised in the Faculty's operational plan.

These staff enter a Faculty which is in transition. The research paradigm is shifting away from an older model of individualised scholarship towards a model that encourages research teams and collaborations. Two phases of this transition are discernable. First, since the late 1990s there has been a growing concern to universalise participation in research and to diversify the kinds of research which are valued. A second phase is now becoming apparent, partly driven by the shifting policy context, and also by new staff who have been recruited from institutions where there is a far stronger emphasis on research performance and a competitive edge to research relationships than has prevailed in Education at Monash.

Many of the information strategies noted above have contributed to this shifting Faculty research culture by making research more visible in the Faculty and keeping up the message that research and research performance are important.

Since 2000, the slogan *Research, everybody's business* has been emphasised in the Faculty. It is a theme that was initially developed by the Dean through Faculty Days. It has also been taken forward through other policy processes, especially via research workload policy, access to research funding, conference travel and OSP, allocation of research supervision to all trained staff, and through a strong emphasis on publication as a way of being 'research active'.

The research workloads policy has institutionalised the expectation that all staff will engage in research and realise research outcomes as 30 percent of their workload. Performance Management supervisors have monitored staff workloads and performance against the workload policy. This has increased the emphasis on research at the individual level and has provided opportunities for staff and supervisors to open up discussions about doing research, building track record and how to enhance research performance. Where staff opt not to do research, they receive additional Faculty workload through teaching and other administrative and development work to make up the 30% of time that should be devoted to research.

The formalisation of research workload linked to research outcomes, coupled with attention to research performance 'flat-spots' through research committee, has increased awareness of the need for research performance that can bring funding into the Faculty. This focus on research outcomes has been further emphasised by providing modest support for staff who have completed doctorates to write up two DEST papers. This Dean's initiative served as a kind of reward/spur to publication. Not all staff in this category have taken up the funding. Further support has been provided through the revision of funding guidelines for the Faculty Research Fund to support staff wanting to write-up research in DEST recognised publications. This small scale funding has been used to buy in marking assistance or teaching buy-outs. Research committee has also clarified the rules around the use of research income and when/how it can be used to make time for research.

This more explicit focus on research outcomes has generated discussion about the dangers of overemphasising research performativity. A commonly expressed concern is that research can become over-managed and researchers lose their sense of ownership and passion in relation to the questions that fascinate them. Equally, there is recognition that disregarding these performance measures can lead to

researchers becoming disconnected from policy/institutional imperatives which undercuts the Faculty's public responsibilities in research.

These dilemmas are being addressed by clarifying individual rights and responsibilities in research in relation to the academics field of research (ie their professional/disciplinary community) and in relation to the Faculty and its economic viability. A research development workshop in 2003 generated a set of principles that made the tension between individual and organisational priorities in research explicit (See Appendix 14 - Code of practice). These principles affirmed that each academic should have their own intellectual agenda, a research passion that fascinates and motivates them in their academic work and flows through into the teaching and research outcomes that they realise. This principle is in tension with other aspects of the Faculty's development agenda which is more focused on organisational imperatives, especially budgetary questions, but it has been endorsed because research without passion is dreary and is unlikely to be innovative or cutting edge. The justification is that the Faculty's viability depends heavily on staff engagement in and enthusiasm for research, and that the long term organisational priority of generating academics' intellectual and social capital should not be subordinated to short term gains.

In practice, this balance between individual and organisational priorities is a source of tension. It becomes evident in overt and individually experienced workload conflicts, debates about who should define what an academic does with their 30% research workload, and dilemmas faced by staff who buy into commercial activity but then are not adequately supported (because there are no workload offsets, infrastructure is insufficient to support project work, staff chose not to participate in project work even though commitments have been made by the Faculty).

Research leadership is seen by many in the Faculty to be a significant driver for research development of academic staff and for enhanced research performance in the Faculty. However, to date, it has not been targeted in a specific way. Meetings of workplace supervisors have endorsed the notion that Level D and E staff have special responsibilities in supporting colleagues in their research activities and for mentoring. These issues have been raised and discussed with individual staff in the context of PMS supervision meetings.

Research leadership has been affirmed particularly by academic staff who would like to be more active in research but do not have a strong record or history of research activity and output. Comments by individuals suggest that if there was more overt leadership in research, they would find it easier to get going and get active. Amongst many of the senior staff there is a view that they have responsibilities to their own field of research and research program, although they generally acknowledge the need to support more junior colleagues. In most cases, this support is forthcoming but often focused towards individual academics (ie. specific research partnerships) or to small groups of academics in a similar field to that of the senior academic. Offering research leadership on a larger scale is complicated by the lack of clear academic organisation which would allow a senior academic to work with and support a group of colleagues. However, there are notable cases where such support has been implemented, particularly in the science and maths areas, in professional learning and teacher education, and at the Peninsula and Gippsland campuses.

In 2004, the emphasis on increased research activity and outcomes has been focused around the identification of Faculty research strengths. This exercise is part of a larger, three part strategy aimed at strengthening collaboration around research in the Faculty. The aim, over a three-year period, is to consolidate research groupings that provide academics with a communicative space for their research conversations and the induction of staff and students, and also create critical masses of research expertise that will facilitate research development and income generation. This groupings strategy is being supported by (a) negotiating resource agreements based on research development plans and performance measures; and (b) encouraging a culture of 'research enabling' which encourages individuals to take responsibility for their own research and research outcomes, and also for supporting others, staff and students, in research. This research enabling strategy is linked to more focused consideration of the roles of Level D & E staff in research leadership and support. A specific program of activities is planned that targets research 'enabling' in the Faculty. This program will include a research development workshop aimed at opening up the question of rights and responsibilities in initiating and driving research in the Faculty. It will also include a 1-day retreat targeted at all Level D and E staff where research leadership and what it entails can be openly addressed.

While there is considerable staff support for more active engagement in research in line with these processes of re-norming the Faculty's research culture, it is clear that there are also barriers that are not only seen to constrain but also frustrate staff. These include:

- High workloads, especially in teaching and administration, sometimes generated by staff being spread over a large number of different teaching units;
- A Faculty culture that is seen to value teaching and administration first, leaving research as an add-on. For example, the creation of a non-teaching morning so staff can attend meetings is seen to valorise administration over research;
- Teaching and assessment traditions that are highly labour intensive, for example having large numbers of small assignments that must be marked every week rather than just having two pieces of assessment;
- Scheduling of classes, for example in Dip Ed and 4th year units and in cohort provision, that stretch well beyond the formal University semesters and eat into the non-teaching time when staff can do their research;
- Growing administrative loads that are seen to fall on academic staff because administrative staff are focused on other work;
- Gaps in administrative support for academic staff (eg. in relation to tender writing);
- Insufficient mentoring and support for capacity-building in research and publication. At the recent Faculty Day, for example, an Associate Dean Writing was proposed to support staff development in research; and
- Attitudes to research that prioritise individual achievement rather than seeing research and the acquisition of research funding as a means of building the next generation of researchers. This attitudinal barrier is of particular significance to research students.

Research relationships, collaborations and partnerships

The Faculty has diverse internal and external research relationships. This is illustrated in Appendix 5 which shows research collaborations in the context of funded programs. It is notable that collaborations amongst Faculty staff substantially outweigh collaborations with external partners. There is greater collaboration with Victorian partners than with interstate or international partners. These patterns of collaboration require further attention.

The research groupings strategy is explicitly oriented to the formation of stronger and more active research relationships in the Faculty of Education. It builds on those research relationships that already exist in the Faculty and also encourages new patterns of relationship-building amongst established and new staff. Discussions about the teaching-research nexus have further encouraged research relationships by highlighting the way everyday academic work can generate outcomes in teaching and in research given strategic thinking about the way we do teaching and research.

The process of forming research groupings requires participating staff to consider how they will develop their research cluster over the next 3 years. The suggestion is that each cluster should work towards a 'flagship' research development, such as an international project or significant industry collaboration. The aim in this research planning activity is to extend the horizons of staff so that more ambitious research agenda are conceptualised and pursued. This is consistent with national policy directions, that press towards large research networks and collaborative activities rather than just focusing on specific project work. The research enabling activities planned for later 2004 will provide an opportunity for opening up the discussion of research objectives and plans, and also linking research ambition to issues of track record.

Research visitors have been an established feature of the Faculty for many years, being seen as an important means of building relationships and networks in and beyond the Faculty. Two international visitors are invited per year with modest funding support. The policy governing Faculty visitors has been revised to accommodate the University's requirements relating to the formalisation of visitors (including academics who visit as part of their OSP which was previously an informal arrangement) and the Faculty's commitment to internationalise its research and other activities. These developments have been addressed by identifying three categories of visitors and establishing rules relating the way these visitors will be supported/funded during their stay at Monash. While these clarifications have helped to focus the visitors scheme and the outcomes it realises, it remains a remarkably complicated administrative process which seems to constantly come up against bureaucratic constraints. Whether the benefits outweigh the costs is difficult to say, perhaps warranting some rethinking of the 'visitor' concept.

Industry collaborations are being encouraged by the growth of project work funded through non-NCG research income. Consultancy and other contract research have been supported by the development manager/office, including preparation of tender documents, negotiation of partnerships/collaborations, management of contracts, record keeping, support with project management. Clarifying the formal definition of 'research' has allowed some staff to claim parts of professional development projects as 'research' making this part of the income count as 'research income'. Research committee funding guidelines have also been

extended so that staff can obtain funding to help cover the costs of building a collaboration with an external partner.

Research centres:

There are 2 University Research Centres associated with the Faculty, CEET and MCRIE. All others are Faculty Centres. These units range in their level and pattern of activity (See Folder for details). Centres develop when an individual or group of academic staff agree to cooperate for some purpose, often in relation to research and the resourcing of research.

Centres create an organisational identity around which research conversations, collaborations and mentoring can coalesce in the Faculty and which can also be a focus for external stakeholders. This identity can be a helpful profiling and marketing device which can facilitate income generation, particularly as the identity becomes known in the wider policy and professional fields. The formation of an identity is enhanced when there are activities and events which impinge on the public domain. Running a conference or workshop, presenting a Centre-based symposium, publishing an edited collection, hosting a journal are all good strategies for both building and promoting the identity.

Despite these benefits, there is no funding or administrative support for Faculty Centres. University Centres receive some funding from the University, usually start-up funds, but are required to become self-funding. Centres are budgetary units and finance office manages accounts where funds are earned. In the absence of any funding or infrastructure, the operations of a Centre hang off individuals' efforts in addition to workload. This makes Centres organisationally vulnerable and reduces their capacity to generate research income and build research capacity.

The place of Centres in the Faculty requires attention. They sit at the margins of the Faculty's activities and only loosely tied into Faculty governance structures. Formally they are overseen by Development Committee, although their research outputs are significant for Research Committee. University Centres are subject to the University's Centres policy which includes regular reviews but, mostly, they have operated without review. This *laissez-faire* arrangement is inconsistent with the University's and Faculty's objectives in research. It also evacuates Centres of all their strategic potential. There would be considerable merit in reconsidering the strategic role of Centres in the Faculty. This would involve reviewing the rules governing Centres and how they could be used to maximise research collaborations and income generation, and also reviewing their funding arrangements. A more strategic approach to Centres in the Faculty would ideally be linked to parallel University developments for evidence from other Universities suggests that focused Centres with seed funding can make a significant contribution to research relationships and outcomes.

5. Term of Reference 17: Faculty processes and procedures to monitor, maintain, and develop excellence in research training.

Research governance

The governance of research degrees is shared by the University, via the Monash Research Graduate School Committee (MRGS), and the Faculty. MRGS has authority over Doctoral programs (PhD and EdD) and also monitors the provision of Research Masters programs. This means that Research Masters matters, particularly relating to regulations and program structure, are reported at MRGS but the administration of the programs is a Faculty responsibility. The BEd (Honours) program is both governed and administered by the Faculty.

Within the Faculty, research degree programs are the responsibility of the Director of Research Degree who reports through Research Committee to the Faculty Executive and Faculty Board. The Director of Research Degrees is supported by program coordinators for EdD, Research Masters (coursework and thesis), and BEd (Honours). This support with course coordination means that the Director of Research Degrees has oversight of all programs and also special administrative responsibilities in relation to thesis-only enrolments (PhD and thesis only Research Masters). In addition to the program coordinators, the Faculty has identified one academic with responsibilities in assisting with the allocation of supervisors to students applying to enter research programs, and another who acts as Supervision Liaison Officer. This is a kind of trouble-shooting position which is activated when a student has concerns about their supervision arrangements and is unable or unwilling to talk with their supervisor to sort things out. In this respect, the Supervision Liaison Officer mediates supervision relationships between students and the Faculty.

The Director of Research Degrees and the program coordinators meet with the Associate Dean (Teaching) (Professional and Postgraduate Programs) and a representative of the Masters in Psychology programs in the Admissions and Examinations Sub-Committee of Research Committee. This sub-committee is chaired by the Director of Research Degrees and a formal report is tabled at Research Committee. This report is discussed only when there are specific matters raised relating to research degree programs.

Research training monitoring and planning processes

Responsibility for monitoring and planning research training lies with the Director of Research Degrees and the Admissions and Examinations Sub-Committee. This sub-committee, chaired by the Director, reports directly to Research Committee. Issues of concern or of wider policy relevance can be raised directly as agenda items, or via the sub-committees report which is tabled with the agenda papers. These monitoring and planning processes cover the approval of all student matters (eg. admissions, appointment of examiners, candidature changes) and issues related to research degree programs. The student matters are mostly routine. Program issues which lead to changes in programs are forwarded as recommendations to Research Committee for approval before being forwarded to Faculty Board, through Executive Committee.

Maintaining and developing research training

Information and induction

The Faculty has long had research degree programs, specifically PhD and Research Masters. There are therefore established arrangements for organising and administering research students. Each student entering a research degree program attends an orientation session, and receives an orientation handbook outlining key sources of information, resources to support research students, administrative information and material about doing a thesis. This information is also available on the Faculty web-site. All staff teaching in HDR programs receive a copy of this orientation handbook but there is no special information briefing for new staff.

Induction into research occurs through specific research degree programs.

PhD's are thesis only programs. Administration is focused on admissions, progress and examination which are orchestrated by MRGS supported by Faculty staff. In between these key events, students are supported largely by their supervisors. The Director of Research Degrees becomes involved in signing-off Faculty processes related to admissions, progress and examinations, and also when there are particular issues requiring resolution.

EdDs involve students in 4 coursework units, the preparation of a proposal and completion of a thesis. The supervisor is allocated at the start of candidature but does not receive workload for supervision until the student has completed the coursework phase of the program. This arrangement means that, commonly, students have little or only limited contact with their supervisor in the development of their research agenda. The administration of EdD also involves the development, review and refinement of EdD units. During the 1990s this work of maintaining the EdD was the responsibility of the EdD committee which reported to Research Committee. Since 2001 there has only been an EdD coordinator. That position works with relevant teaching staff to ensure that units are available to students. In addition, the EdD coordinator is responsible for proposing changes to the EdD program. These proposals are taken to the Admissions and Examinations Sub-Committee and then taken by the Director of Research Degrees to Research Committee and MRGS. The formal decision process requires sign-off by both MRGS and Faculty Board. In practice, this long decision process is managed in an iterative way with informal consultations with MRGS to fine tune proposals prior to final decision.

Research Masters are offered in a thesis-only and thesis plus coursework format. The administrative arrangements for the thesis-only Masters is modeled on the PhD program but admissions, progress and examinations are handled by the Faculty. The thesis plus coursework Masters is similar to the EdD in that students complete 2 units of coursework prior to embarking on their thesis. Once in the thesis phase students rely on their supervisors. Prior to that, they complete Masters-level units offered through the Faculty's postgraduate coursework program. They are required to complete a research methodology unit (EDF 6001 which leads to the preparation of a research proposal) and one other substantive unit. The design and administration of postgraduate units is administered through Curriculum committee, with representation from coursework program areas. This means that units are designed by staff in relevant substantive areas. The research methodology units are somewhat more complex in that all academic staff have interests in the content of these units and the kind of preparation they provide for research (See below).

BEd (Honours) is an intensive thesis plus coursework program which qualifies students to enter research degrees and, if performance is appropriate, to gain a scholarship. The primary rationale for this program is that it allows students to fast-track into a doctoral program supported by a scholarship. This purpose places special demands on students and supervisors in the Honours program, particularly related to time lines. Supervisors are allocated to students when they enroll and students complete 2 coursework units - EDF 6001 Embarking on Research and a substantive or advanced theory unit (which students decide with their supervisor). The Honours thesis, EDF5150, consists of the seminar and the honours thesis which together add up to 24 points. The word length of the thesis is between 16,000-20,000 words. All Honours students are required to attend these seminars. Supervisors are requested to do so. These seminars are open to all students and staff of the faculty. Honours students are required to present the background, conceptual framework and research design of their proposed Honours research project at this seminar. These seminars provide students with the opportunity to obtain supportive and critical feedback on the conceptualisation of their work prior to completion and submission.

Research Methodology units are an important infrastructure for research degree programs. All students enrolled in a research degree program must either complete one of these units or be able to demonstrate that they have prior research training that is equivalent to these units. The provision of research methodology subjects is pedagogically sensible because they induct students into basic knowledge and skills necessary to participate in reading, writing and doing research. It also makes good economic sense because the teaching of these knowledge and skills is collectivized rather than being dispersed to every supervisor. Students also benefit by learning about research in a cohort because they can learn from one another, and can also build networks that can be supports as they progress through their research degree program. This recognition of the benefits of socializing learning was one of the main justifications for the initial development of the EdD program and has been strongly endorsed by students ever since.

In addition, the Faculty requires all Masters coursework students to take at least one research methodology unit (either EDF 6001 or EDF 6003 which focuses on learning to read and write research, leading to the preparation of a literature review), on the grounds that anyone qualified at a Masters level should have a basic understanding of research. As a result, the research methodology units are serving many functions and many different types of students. This complexity is intensified because the Faculty has, in recent years, offered only one or two research methodology units. Proposals recently forwarded by Research Committee to Executive Committee will address some of these issues, and also clarify that research methodology units are the responsibility of the Director of HDR through the Admissions and Examinations Sub-Committee.

Some of the challenges in designing appropriate research methodology units arise because of significant changes in the nature of Masters degrees and Masters students over the last 10 years or so. Coursework Masters programs have become professionally focused to a much greater extent than in the past and this has curtailed the role Masters units can play in preparing students for research degrees. While articulation from Masters coursework into research degrees, especially doctoral programs, persists, the kinds of knowledge and skills obtained in Masters units do not always prepare students well for their research programs. In particular, students entering doctoral programs often do not have a good sense or knowledge of their academic field – ie. the kinds of questions and debates that have structured a field of inquiry, the key concepts and studies, and the classic figures in the field. They have often entered postgraduate programs in education with very diverse first degrees and, hence, have different disciplinary formations and identities. They often seem to have no clear map of education research and its various sub-fields, no feeling for the different concerns and questions within these sub-fields, or much sense of how they might (or that they need to) locate themselves within the map of education research.

One of the biggest challenges in doctoral programs is to induct students into not just the practice of research but into the publicly recognised domains of education research and their particular orientations to knowledge-knowing, knowledge-making and knowledge-performing. This challenge is about inducting students into being researchers of specific types embedded within, and with responsibilities to, particular discourse/disciplinary communities. Traditional PhD supervision addressed this process of becoming a researcher and building a particular research identity through an apprenticeship approach, the student working alongside the supervisor to build up appropriate knowledge, skills and dispositions.

This apprenticeship model is difficult to maintain with many of our students because they are so often part-time, and already identified with a professional role and career outside the university and the world of research. They are not looking to take up research as a career and, mostly, their research activities must come second to their professional roles. In the past, Masters units provided many of these part-time students

with a basic introduction to the ways of knowing in a particular field of education research. They provided what is often described as 'advanced theory' but is really about providing the knowledge and dispositions that allows the student to become embedded within a discernable field of research. The re-orientation of many Masters units to meet the needs of diverse students cohorts seeking advanced professional learning has undercut their role in preparing students for research degrees.

This pattern of research degree participation, with its large part-time enrolments by students who are time poor, not available during the day, seems to have effected the general pattern of research pedagogy (in doctoral and Masters programs) in the Faculty. Because the majority of students are part-time, there is a tendency for the smaller number of full-time students to be remaindered pedagogically, served as if they were part-time students but just around the place a lot more. This can lead to a sense of isolation amongst full-time students because apart from meetings with supervisors or attendance at classes or seminars, they just get on with their own studies. There are limited opportunities for full-time students to work within the faculty but this is often on an *ad hoc* basis because the majority of full-time students are either international students or on scholarships. Access to such employment often depends upon the way the supervisor is linked into the faculty (ie supervisors linked to large teaching programs are more likely to nominate people for sessional teaching, supervisors with research funds often appoint students as research assistants).

It is important not to over-generalise these patterns in research pedagogy, and the changes in Masters methodology and substantive units, because there are areas and supervisors within the Faculty that do research pedagogy differently. However, it seems that the structural effects of a particular but long-term student demographic, the character of Education students' learning careers, and changes in Masters programs have coalesced in unexpected ways to undercut the processes of research student induction and leave supervision as a kind of residual 'black-hole' that absorbs more and more of the work necessary for student induction and social support.

Supervision is now immensely ambiguous. It historically built on the advanced theory and methodology preparation that students obtained during their Masters programs and, hence, built on students' strong sense of identity linked to particular sub-fields of education research. But this identity formation was never central for most students who retained primary identification with their professional lives and careers. Supervision could therefore be a collegial rather than strongly pedagogic relationship, oriented to serving the profession more than creating the next generation of researchers. Supervision is now counted as part of teaching load. The preparatory identity work realised through Masters units has reduced and supervisors are now expected to do the teaching and induction. But supervision relationships remain predominantly (although not universally) a one-to-one collegial relationship with students, with some involvement of associate supervisors (See student satisfaction survey where comments often noted the absent associate). And when supervision loads are high because the Faculty carries 11 % of its student load as supervision (not counting Masters coursework supervision), this individualised one-on-one teaching of advanced theory and methodology blows out supervision workloads by intensifying the work within the supervision workload and by increasing the number of hours that must be spent on supervision, if it is to be done properly. These issues are particularly acute in relation to international students who often struggle with language as well as the challenges of doing research and becoming a researcher. There is evidence that language support staff are playing an increasingly significant role as 'adjunct supervisor' with many international and ESL students. This includes language support staff providing detailed assistance in the preparation of proposals and ethics applications to facilitate students' progression. The workload implications for the language support staff are another aspect of the supervision 'black-hole'.

The quality control in research degree programs is, of course, the external examination of most research theses. The Faculty can be confident that its research degree induction is appropriate when students' theses are passed. Yet questions must be asked in relation to what it takes the Faculty/staff to get these outcomes. Questions might also be asked about the judgments made by external examiners and whether their assessments of what students can achieve in their research programs are being moderated by the intensification of work across the university sector.

As these observations suggest, the configuration of the Faculty's research training requires further consideration. There is no doubt that student load is substantial but completions appear to lag our comparator Faculties. There is widespread concern about supervision workloads amongst staff, although this is moderated by the supervision loads that staff carry. Where supervision loads are small, they are easier to manage. There have been on-going concerns about the erosion or collectivised teaching for research via methodology units and advanced theory units, and its replacement by increased expectations of what supervisors can achieve within individual student-supervisor relationships. While these trends are of concern

within the parameters of the Faculty's operations, they become more serious when seen in the wider context of national research policy and the demographics of the academic labour market. The current structure of research training is not well tuned for producing the next generation of researcher-academics. It is better oriented to producing research literate and capable professionals but this is not sufficient in a 'great research intensive university'.

Addressing these concerns around research training will require a more focused review of the structure and culture of research training in the Faculty. It seems likely that solutions will entail:

- A closer integration of research training into the research activities of the Faculty, especially as the Faculty moves to expand its non-NCG research income. Such funded projects provide an opportunity for employment of research students as a part of their induction as researchers.
- A reconsideration of the mix of full-time part-time HDR enrolments to give greater weight to full-time enrolments for at least part of a student's candidature. This will require inventive strategies to address the resource, industrial and employment constraints that now exist.
- A strategy for re-collectivising research pedagogy so that foundational learning, on-going identity work and social support relevant to the particular sub-fields of education research can be shared by staff with specialist expertise, while also maintaining individual student-supervisor relationships within which special guidance and mentoring can occur.
- An examination of supervision responsibilities, expectations and practices to clarify what is realistic to expect of supervisors within the supervisor-student relationship within the constraints of current workload allocations.
- A recentering of research training on academic dialogue and debate; the discussion of ideas and innovative understandings as well as the technicalities of doing research and completing a thesis. The re-integration of research and research training and re-collectivisation of research pedagogy will facilitate this outcome but it can also be targeted by putting academic dialogue and debate at the core of the research training process, eg. through specialist reading groups, proposal confirmation, requirements about student research performance in seminars, conference attendance, and research dissemination.
- A more networked model of research training that actively links research students into our national and international networks, rather than being a within-Faculty activity. This more networked model also has implications for staff work practices.

Facilities and infrastructure

Students can access a range of Faculty resources, including a desk, computer, photocopying and some stationary. These resources are outlined in the Orientation Handbook. As the Student Satisfaction Survey shows, there are concerns about the availability of space and the adequacy of IT resources and support. As the survey indicates, the dissatisfaction of research students in Education is less than the dissatisfaction of students across the University as a whole. These concerns are addressed via the Faculty's portfolio and committees overseeing environment and resources. Further special information and advice is provided through the Research Degrees Office and through the Research Office.

Students can also access a range of University-level supports, including space in the Monash Research Graduate Centre, computing facilities, statistical advice, and access to various research-related seminars run by MRGS. Students can access funding to support their research via travel grants, writing-up grants.

Research supervision training

Supervision training was introduced in the Faculty in 2002-3. The aim of the program was to have new/inexperienced supervisors attend a number of training programs that would help them gain supervision expertise in a short period of time. Previously, supervision expertise was developed through an apprenticeship model which required the trainee to undertake the role of associate supervisor from the initial enrolment through to the submission of the thesis. This meant that the whole period of training could take up to 8 years, in the case of a part-time doctoral student that is the majority model in Education.

A supervision training program was developed by MRGS. It consists of nine modules, each requiring up to two key tasks in relation to key events within a candidature. All modules and units within them must be undertaken successfully in order to meet the requirements of the course. Supervision training has recently become available as a module within the University's Graduate Certificate in Higher Education, run by CHED.

Within the Faculty, most new and junior staff take and complete the supervision training program. As of 27 April 2004, 24 staff members had completed their training. The Director of Research Degrees actively

supports staff in this training program by providing opportunities for them to complete key tasks and mentoring them in the work of the supervisor. This support helps to keep staff moving through the program to completion.

Supervision registration is currently under discussion through MRGS.

Collegial support community

In 1992, research students proposed the establishment of a student – staff research network to provide collegial support. In 2004, the Educational Research Community of Staff and Students (ERCSS) changed its name to MERC, the Monash Education Research Collective. This longstanding body has operated on the principle that researchers develop best when their intellectual, academic and social needs are addressed through opportunities for ongoing engagement in a supportive community of learners. ERCSS/MERC has organised seminars, conferences, social events and assisted in orientation of new research students. The ERCSS/MERC committee meets monthly and reports as appropriate to Research Committee, via two student representatives (usually including the President of ERCSS/MERC). The committee is an important means of giving students voice in the Faculty.

The annual ERCSS conference on research in progress is a key event in the Faculty's research training calendar. It is a full day conference at which research students, and some staff, present papers on their work in progress. It is valued by students because it provides an opportunity for them to become more familiar with different fields of education research, gain experience in presenting papers, canvass cross-disciplinary projects and establish stronger social networks.

The ERCSS annual invitational lecture invites an outstanding research student who has recently graduated from the Faculty to speak. The lecture celebrates and recognises the graduate's achievement in, and contribution to education research.

The Research Winter School was established in 1999 to meet the residency requirements for external EdD students. In this form it was a modest week-long program for a very small number of students, providing orientation to the university and sessions inducting students into research practices and the professional doctorate. The educational and economic inefficiencies of this format prompted the development of the Research Winter School into a significant research event in the Faculty's calendar to which all postgraduate and research students and staff were invited. The Winter School was rescheduled from Easter to July when large number of our part-time research students have school holidays and can attend.

This strategy led to an expanded program and substantially increased participation. By 2003, it was common for more than 50 people to attend sessions and students from other Monash Faculties were (Arts, Bus Eco) attending. New staff have been actively encouraged to offer sessions in the Research Winter School as a way of profiling their own research interests and theoretical challenges. Written evaluations in 2003 were overwhelmingly positive and enthusiastic about the Research Winter School. The note that the week-long program gives them an opportunity to meet other staff and students, and engage with research matters and academic debates within education research.

Complaints and grievances.

The Director of Research Degrees oversees complaints and grievances, and is also involved in University-level complaints and grievance procedures. Prompt action when issues arise has meant that the Faculty has had no complaints or grievances in recent years.

In 2003, the Faculty established a Supervision Liaison Officer to provide a channel for student concerns, especially in relation to supervision, so that support could be provided and action taken before they get to the level of grievances and complaints. Students have been informed of this appointment directly and through ERCSS. Since its establishment, the Officer has not been approached with any cases. This Supervision Liaison Officer position had previously existed during the 1990s but had fallen into abeyance when the previous incumbent left the Faculty. It has now been formalised within the Faculty's policies.

6. Research in the context of wider terms of reference

TOR1:

Research is central to the Faculty's success in maintaining and developing its academic standing both within and beyond the University. While other activities contribute to the Faculty's standing, it is difficult to imagine

Monash University's commitment to becoming one of the great research intensive universities being compatible with a Faculty that is weak in research.

However, the challenge for the Faculty is not just to be strong in research (and the evidence is reasonably strong on this count) but to be strong in research that the University can recognise as being cutting edge and in line with its research development agenda. While the details of the Monash agenda is only gradually becoming apparent, it is clear that it will embrace:

- A strong commitment to research and scholarship and a valuing of staff contributions to research;
- High quality research students with opportunities for overseas study, support and professional development;
- Funding to support research strengths, especially international research strengths, and early career researchers;
- Responsiveness to external, especially international, sources of research funding;
- Campus-based research development and collaborations that give each Campus a distinctive profile in research;
- Collaborative and interdisciplinary research between Faculties orchestrated through structures such as Centres and Institutes;
- Support for external partnerships and relationship building;
- Recruitment of leading researchers (eg. via Federation Fellows) to build new research areas; and
- Use of the Synchrotron to support research.

If the Faculty is to be responsive to this emerging Monash agenda, it should give some consideration to strategic developments that would align at least part of its research activities with these University priorities. Currently, much of the Faculty's research tends towards an older model of research which is local more than international in focus, centred within the Faculty rather than being cross-Faculty or based in external partnerships. However, there are strong foundations in some parts of the Faculty, as Table 9 shows (below).

Table 9 :

Area	Initiative
Science, Maths and Technology	The Monash – Kings College Centre for Research in Science and Maths Education;
Work and Learning Studies	The research collaboration and CROSS-VOCE, the accompanying research training program, with the University of Jyväskylä, Finland; The research and research capacity-building partnership with Victorian TAFE Institutes; The research collaboration that is developing with the Victorian Police
Early Childhood Education	Proposed research and teaching activities around Reggio Emilia
Sport and recreation	Research capacity-building and partnership-building with other Australian Universities

TOR 3:

The Faculty's overall organisational structures, policies and procedures have supported research and research training through a range of cultural and structural interventions, as follows:

Organisational culture:

Since 2000, the message '*Research - everybody's business*' has been emphasised in the Faculty. It is a theme that was initially developed in Faculty Days. It has also been taken forward through other policy processes, especially via research workload policy, access to research funding, conference travel and OSP, allocation of research supervision to all trained staff, and through a strong emphasis on publication as a way of being 'research active'.

Consultation within and beyond the Faculty

Research Committee reports to Faculty Executive and the ADR attends executive group meetings. There are no other regular and systematic meetings with the Dean to discuss research, although these can sometimes be scheduled on an occasional basis. Within these reporting arrangements, there is modest discussion of research in relation to wider Faculty or University activities. In particular, there is limited discussion of research strategic development as part of an overall Faculty development agenda. Such discussion is largely restricted to Research Committee.

For example, discussion of the Operational Plan provided a context for cross-portfolio discussions about Faculty strategic priorities but, by and large, each portfolio prepared its plan without substantial reference to others. Questions about the priority (and resources) that should be accorded, for example, to international research collaborations or developing industry partnerships appear to remain with the individuals who take up and progress certain initiatives. This arrangement has significant but largely invisible workload implications for those staff and this acts as a disincentive to taking up this kind of work. As a result international development priorities appear to emerge from informal conversations rather than being the subject of formalised debate.

Within the Faculty more generally, there are no regular meetings of Professors or other senior research staff to discuss research, research development or the challenges of research leadership. The Dean hosts an occasional Professors lunch but these tend to be convivial affairs rather than having a research or development focus. As a consequence there are no forums where senior researchers can shape Faculty activities nor are there formalised channels through which the Faculty's senior academics contribute to institutional discussions about research and research training in the Faculty.

Within the wider University, there are formal links between the Faculty of Education's research activities and CADRES and Monash Research Graduate School. But communication with the University's Ethics Committee occurs through individuals rather than formally through Faculty agencies. Cross-Faculty dialogue at the level of Associate Deans and the Director of Research Degrees occurs on an ad hoc rather than systematic basis. There is some anecdotal evidence that there is greater communication between the academic staff managing research and research training in other Faculties. This limited external communication would seem to be influenced, at least in part, by the time pressures and work priorities associated with short-term, part-time appointments of the ADR and Director of Research Degrees.

Staffing, staff development and performance management

Staffing: The Faculty has actively recruited new academic staff at all levels who will strengthen the Faculty's research profile. Appointments have had strong research records relative to opportunity. The importance of building research profile by supporting post-doctoral fellowships has also been identified and this commitment is formalised in the Faculty's operational plan.

In addition, a Faculty-level research administrator has been appointed to oversee the research office and research committee, policies and procedures. Research officers have also been appointed at Peninsula and Gippsland to support development and communication within research by working closely with academic staff. A parallel appointment is in progress at Clayton.

These staff appointments have made a significant contribution to the Faculty's research capacity. However, there are continuing calls for more support in relation to academic writing and publishing, proposal and tender writing, and, perhaps most urgently, project management. These last two areas of expertise sit between research and development portfolio. While development portfolio has a number of staff who do this work, there is insufficient capacity to really tackle commercial income generation through research in a systematic way. Projects bring in income but also add significantly to the work/stress loads of academic staff responsible for completing the project. There is evidence that staff are increasingly reluctant to buy into commercial research projects because there is insufficient support for this work in the Faculty.

Research workloads: The research workloads policy is nested in the Faculty's overall workload policy. It has helped to institutionalise the expectation that all staff will engage in research as part of their workload and that they should be spending 30 % of their time on research.

Within the overall Faculty workload formula, a 'normal workload' is taken to be 800 points, based primarily on an assessment of the workload in teaching and teaching administration that should equate to 50 percent of an academic's work. The other 50 percent of an academic's time is expected to be devoted to research (30%), collegial and incidental Faculty administration and community/professional service. Supervision is treated as part of the teaching (rather than research) workload. Many other Faculty and university administrative tasks are not formally recognised within the workload formula.

All academic staff, irrespective of level, are required to meet the 800 points per year, although some defined administrative tasks (eg. associate dean, program leader) count as part of the teaching workload. For example, a 0.5 appointment as associate dean means that the individual would be expected to carry a 400 point teaching load. The implication is that 50 percent of the 50 percent 'non-teaching' workload should also be devoted to the associate dean role. There are no special time allocations if an academic has a funded

research project, although academics can buy themselves out of teaching if they are funded for contract (but not NCG) research.

PMS: Performance Management supervisors have monitored staff workloads and performance against the workload policy. This has increased the emphasis on research at the individual level and has provided opportunities for staff and supervisors to open up discussions about doing research, building track record and how to enhance research performance. Where staff opt not to do research, they receive additional Faculty workload through teaching and other administrative and development work to make up the 30% of time that should be devoted to research.

Staff development: The Faculty is strongly committed to a long-term approach to staff research development, recognising that it can take 20 years for an academic to develop a significant, internationally recognised, research reputation. While the Faculty must respond to research performance 'flat-spots' and other short-term imperatives, these responses cannot be at the expense of individuals' research development agenda. The challenge for the Faculty is to find a way of negotiating individual and organisational priorities in research. This has been addressed by emphasising and clarifying individual rights and responsibilities in research in relation to the academics field of research (ie their professional/disciplinary community) and in relation to the Faculty and its economic viability.

The Faculty has affirmed the need for academics to each have their own research passion that fascinates and motivates them in their academic work and flows through into the teaching and research outcomes that they realise. This principle is in tension with other aspects of the Faculty's development agenda which is more focused on organisational imperatives, especially budgetary questions, but has been endorsed because research without passion is dreary and is unlikely to be innovative or cutting edge. The argument is that the Faculty's viability depends heavily on staff engagement in and enthusiasm for research, and that the long term organisational priority of generating academics' intellectual and social capital should not be subordinated to short term gains.

The tension between individual research goals and faculty development is addressed by encouraging staff to see the diversity of academic activities that can lead to research outcomes and encouraging them to take up consultancies, tenders, etc to generate research income and do research which will count for their track records and promotion.

In practice, this balance between individual and organisational priorities is a source of tension. It becomes evident in overt and individually experienced workload conflicts, debates about who should define what an academic does with their 30% research workload, and dilemmas faced by staff who buy into commercial activity but then are not adequately supported (because there are no workload offsets, infrastructure is insufficient to support project work, staff chose not to participate in project work even though commitments have been made by the Faculty. Some issues also exist around priority-setting in relation to development activities, administrative support and organisational arrangements, and their implications for infrastructure and organisational decisions.

Equity objectives

The research portfolio is addressing equity objectives in relation to equitable participation in research and research degree supervision, regardless of campus, and by supporting early career researchers. There are no special equity targets within the research portfolio, although a case could be made for such targets in relation to early career researchers or particular categories of research students.

TOR 4

Financial management in relation to the research portfolio is largely focused on the Faculty Research Fund. This funding is allocated to Research Committee each year to disburse to research students and staff to support their research. This allocation has historically been largely used to support individual project-based research activities. In 2002, the guidelines governing the allocation of these funds were revised to allow funding for research collaborations, the development of industry partnerships and research development activities. This innovation is now encouraging more collaborative research activities amongst groups of staff. In 2004, Research Committee has proposed using carry over funding, from the previous year, as a small strategic development fund to be used to support strategic initiatives in research, such as the research writing workshop for early career researchers and their mentors.

In addition to this funding allocation, there is considerable investment in Faculty staff appointments and organisational developments. While these commitments often have substantial relevance to research there is rarely discussion of the way these investments interface with the research portfolio.

Finally, research contributes to Faculty income via commercial activities and the return of research quantum. Such research-based income appears to flow directly to general Faculty expenditures. The rules governing the distribution of commercial income to the Faculty, Centres and individual academics is very opaque, despite ongoing requests for clarification of these rules. There is no return of quantum to those who generate it. These financial arrangements can be disincentives to academics who might otherwise participate in commercial or other DEST income generating activities. It means that there is little scope for research areas or Centres to build up their funding and research capacity (eg. by appointing support/research staff) through commercial activity. There is also no way that the research portfolio can shape investment decisions within the Faculty, even when strategic investment (eg. for infrastructure to support commercial research activities and project management) would make a significant contribution to the Faculty's research capacity and activity.

TOR 18-20

These three terms of reference relate to the activities within the development portfolio. Research in the Faculty interfaces with this portfolio in critical ways. The trajectory of research policy and practice is driving towards strong professional and community engagement (ie. partnerships with 'industry') and increasingly research funding is being accessed through these industry partnerships. In addition, the trends towards evidence-based practice, reflective teaching, inquiry-based work practices and knowledge management within the professions that the Education Faculty serves are leading to inquiries about the Faculty's interest in providing research capacity-building services to particular clients.

Development Committee is also involved in international activities but these have been constrained by a Faculty international approach that has emphasised partnerships with localized international agencies for teaching. These international developments have been focused in particular areas of study but, more significantly, have been entirely disconnected from academics' international networks and strategic international research collaborations. Such research collaborations are largely invisible in the Faculty. International visitors come and go without being linked into the Faculty's strategic development agenda. Ad hoc arrangements develop (eg. with Chile or Japan) but with no sense of how they might be drawn into the Faculty's research and development activities. New countries are flagged as 'of interest' (eg. India) but with no clear rationale and seemingly disconnected from any strategic decision-making.

Development Office and the Development Manager are critical to these activities that will build the Faculty's research profile in ways that are consistent with national and university policy because they all entail external relationship-building, often mediated through contracts or MoUs, and commonly involving some kind of fee structure – the kinds of work that Development Manager/Office does best. Yet, the capacity of Development Office is seriously constrained, partly by the way the role of Development Office has been defined and also due to limited staffing and gaps within the staffing profile (especially relating to project management).