

# STAFF PORTFOLIO

## SELF REVIEW

August 2004

Leadership, organisational structure and management .....	1
Organisational climate and working relations .....	1
Staff development and performance management.....	3
Equity objectives .....	7
Environment, resources and support services .....	12
Academic staffing.....	12
General staffing.....	15
Actions and recommendations .....	17
Appendix A   A proposal for a general staff development program.....	19
Appendix B   Workload policy.....	23
Appendix C   Workloads for staff enrolled in Research Degrees .....	30
Appendix D   Student-staff ratios 1999-2004.....	31
Appendix E   Distribution of load and student/staff ratios across faculty .....	33
Appendix F   Snapshot of general staff .....	34

## **TERMS OF REFERENCE ADDRESSED**

- 3 The effectiveness of the Faculty's organisational structure and its policies and procedures in promoting, realising and sustaining a positive and productive workplace, considering such matters as:
  - organisational climate and working relations
  - consultation both within and beyond the Faculty
  - staff development and performance management
  - equity objectives
  
- 5 The appropriateness of the staffing profile for enabling the Faculty to promote, realise and sustain positive outcomes consistent with its vision and development strategy.

# STAFF PORTFOLIO

## SELF REVIEW

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Realisation of the aspirations of the University and the Faculty depend upon the efforts of high quality general and academic staff sharing a common vision, enthusiastically committed to achieving it and recognised for their efforts. The Faculty of Education has a vision of *“an intellectual, social, physical and web environment that challenges, enthuses and supports all to learn and excel and which sustains productive working relations characterised by parity of respect, contribution and recognition”* (Operational Plan 2004-6, p 1). Like many faculties, however, Education has had to deal with difficult funding contexts in the decade since its 1994 review. Its challenge is to enhance opportunities for staff development and create an environment that will enable it to retain its most talented staff and recruit high achievers within the limits of a constrained budget and increasing demands of, and complexity in, higher education.

The expected outcome of the Staff Portfolio, *“All members of staff contributing productively and striving to excel in an atmosphere of fairness, trust and respect”*, is of particular relevance to aspects of Term of Reference 3. The second expected outcome of the Staff Portfolio *“High quality and diverse staffing for all facets of the Faculty’s activities”* is of particular relevance to Term of Reference 5.

The following comments report the results of the review the Staff Portfolio has undertaken during 2004.

### Leadership, organisational structure and management

- 3 The effectiveness of the Faculty’s organisational structure and its policies and procedures in promoting, realising and sustaining a positive and productive workplace, considering such matters as:**
- organisational climate and working relations
  - consultation both within and beyond the Faculty
  - staff development and performance management
  - equity objectives

The Faculty of Education is not organised into departments or schools and so, while it is not a large Faculty by today’s standards, it does form a relatively large single Academic Organisational Unit spread over three campuses with a fourth off shore location. It is organised along functional lines with the senior leadership largely having portfolio responsibilities, which, in the case of academic staff, do not translate into responsibility for the leadership of particular groups of staff.

From the perspective of the Staff Portfolio, this single unit organisational structure has certain advantages in developing a sense of allegiance and affiliation to the whole rather than to parts of the Faculty, reducing historical campus based and field based differences, and in enabling a fair and consistent approach to the workloads, recruitment and progression of academic and general staff. It also, however, presents certain challenges for the Faculty in its endeavours to promote, realise and sustain a “positive and productive workplace”. These largely relate to communication, to the lack that some staff feel of a sense of ‘home’ and also of agency, that is, of how one participates in and influences the decisions of the Faculty.

Notwithstanding these difficulties, we believe that the Faculty’s organisational structure, and its policies and procedures in relation to the Staff Portfolio, sustain a generally positive and productive workplace.

### Organisational climate and working relations

#### *Climate survey*

A workplace climate survey was administered to academic and general staff attending a Faculty Day in February 2004 to ascertain their satisfaction with the workplace. Both academic and general staff expressed

a very high level of commitment to the Faculty, support for 'the spirit of Faculty's vision and strategic direction', pride in working for the Faculty and general good will towards colleagues and their work.

Responses about team satisfaction were positive from both academic and general staff, but both felt the need to meet colleagues more often and understand the roles of others in the Faculty better. Both were concerned about level of access to professional development. Most general and academic staff felt their work was valued, but some considered policies and procedures impeded their work, while academic staff, who were generally positive about the support from their PMS supervisors, were less positive about the quality of feedback from those same supervisors.

Most staff believe the Faculty to be a good place to work. Fewer than half of academic staff and just over half of general staff, however, felt supported in their efforts to manage the demands of both work and home. Read in the context of the general level of good will expressed in the survey, this is a rather disturbing statistic and one that the Faculty must address as a matter of some urgency.

In this latter regard, the University has in place a policy on balancing work and family responsibilities (*Policy on work, study & family responsibilities*) that explicitly provides for a variety of work options. The Faculty does not specifically monitor the uptake of these various flexible work options but it does, where appropriate, support and encourage their use, including by informing new staff immediately of their availability. Where it does not significantly impact our capacity to provide high quality services for students, other clients and staff, we accommodate requests for part-time work to accommodate family circumstances and we have a small number of staff who have elected to have 48/52 time fractions. In addition, the Faculty 'Academic Workload Policy' and the 'Availability for Teaching' policy each provide for family circumstances to be taken into account in the distribution and scheduling of work for academic staff. Clearly, these have not been communicated to staff very well or are insufficient to the task, though it may be that staff are expressing a general feeling about the escalation of work requirements.

#### *Sessional staff experience*

A working party of the Faculty Staff Committee this year surveyed selected sessional staff and while much of the feedback was positive about their experiences and the support provided, it highlighted several concerns among sessional staff:

- (i) Induction was minimal and some times basic information (eg parking, access to buildings, photocopier) was not passed on. Although most new sessional staff receive written information and all have a supervisor, it seems clear that we need to improve this process, especially for sessional staff who teach in the evenings when there are few other staff around. Supervisors need to have their responsibilities clarified.
- (ii) Sessional staff members are not normally paid to attend planning meetings, although their teaching payment includes preparation time. This is a contentious issue among some sessional staff who feel they are exploited. Meetings can also be a problem where they need to be held at times when some sessional staff cannot attend. Course and unit coordinators are usually sensitive to the problems related to part-time and evening attendance, but are not always adequately informed about how sessional staff members are paid, and about their responsibility to ensure that demands on sessional staff are not unreasonable.
- (iii) Some sessional staff felt that the Faculty could do more to increase their sense of community and belonging. A number of practical suggestions were put forward.

#### *Induction of new staff*

Induction for both academic and general staff has historically been rather ad hoc, and this does not appear to have been particularly problematic while levels of hiring were low. In the past few years the much larger number of staff joining the Faculty have exposed the inadequacies of this system. The good will of colleagues is not sufficient to ensure a smooth and effective transition into the Faculty, especially when a number of new staff arrive during a vacation period.

Consultation with recently appointed staff in 2002 led to the development of a procedure for inducting new staff, with Campus Co-ordinators taking primary responsibility for induction of academic staff and managers of general staff teams assuming responsibility for induction of new general staff. An induction folder of information and advice was compiled for distribution to new staff. Feedback was sought in early 2004 from recently appointed staff on the effectiveness of the process, and suggestions were made for improvement of the folder and the procedure. Better access to information on the new Faculty website has also helped new staff.

It is clear, however, that some new staff members, particularly amongst academic staff, experience significant transition problems. Some, who have left their home base or moved to a different environment, are lonely. The Faculty does not provide the social support they need, either at work or in their leisure time. Others feel disempowered professionally with limited understanding of, or access to, the decision-making processes that determine their working lives. Often they have come from a place in which they have become established and have some influence and feel a loss of position and place, teaching other people's units and in courses over which they feel they have no influence.

To an extent this can be attributed to increasing work intensification. Many staff are so busy that they no longer break for morning tea or lunch and gather in a staff room. The professional and personal friendships and the knowledge one gathered informally over coffee and lunch, no longer occur quite so readily. Work intensification has also led to efforts to reduce the number of committees and the length of meetings with the ironic result that there are fewer opportunities for many academics to become informed about what is 'going on' or to feel a part of decision making processes. This is also true of long-term staff, but the effect is likely to be greater for those trying to find their way in a new setting.

## **Staff development and performance management**

### *Performance management scheme – Academic staff*

Monash University implemented the Performance Management System (PMS) for academic staff in 1999. Given that the Faculty of Education is not departmentalised, the 'line management' relationship between supervisor and supervisee assumed in the model did not fit the Faculty's structure particularly well. The Faculty's response to this has gone through a number of iterations. Initially, almost all senior staff in the Faculty had a small number of supervisees. This had the advantage of spreading the supervision load but a number of disadvantages emerged including a lack of consistency, some supervisors having little knowledge of the supervisees work, they were often working with little sense of the overall directions of the Faculty or of the balancing of priorities and some had little capacity to influence aspects of the supervisee's work. There were also a number of ambiguities in relation to the relative emphases on mentoring and supervision. A review of the process led to a plan to reduce the number of supervisors to 8 all of whom are both Associate Professors/Professors and Associate Deans/Program leaders. This group meets four times a year to discuss emerging issues with individuals, groups or priorities, and to discuss and review the process itself. While this approach has overcome some of these concerns, the number of supervisees for each supervisor is really too large and was increasing due to growth in staff, so the number of supervisors will be increased during this year.

The changes in approach, together with retirements and resignations and a number of new members of the Faculty has resulted in some staff having a number of supervisors since the PMS began. While staff have willingly accepted and generally understood when changes were made, such lack of stability has at best been unhelpful for the process and at worst quite frustrating for the people involved.

### *Performance Management Scheme – General staff*

Performance management for general staff has been part of the Faculty's operations for many years. Initially the University's Performance Management Scheme for general staff involved determining whether or not the staff member was to be recommended for a salary increment. Unfortunately, once a staff member reached the top of their HEW incremental scale formal management of a staff member's performance at times tailed off. Hence, in 1999, the Faculty developed and implemented its own performance enhancement scheme for general staff. In 2001, the Faculty's scheme was replaced by a new University Performance Management Scheme for General Staff. This scheme, which applies to all general staff is incorporated into the provisions of the Enterprise Bargaining Agreement 2000.

The Performance Management scheme benefits both the individual and the Faculty. The individuals benefit through the clear articulation of their work goals and professional development and career needs and through the feedback that they receive on their performance. They can identify their role in and contribution to the Faculty achieving its strategic goals. The Faculty benefits through the alignment of staff work in a way that supports its strategic needs. For the Faculty, the performance planning process is the last step in its strategic planning processes.

The Faculty has faced a number of challenges in implementing a robust General Staff Performance Planning process. Best practice suggests that a supervisor should have no more than eight staff to supervise. While this has always been a goal it has not been possible to implement because of rapid growth in staff numbers in some areas. Some staff who should be in a supervisory role do not have the skill base, nor the interest in

being a supervisor. The development and up-skilling of the staff in a supervisory role is an ongoing process. And the cross campus nature of the Faculty's general staff administrative teams has added extra complexity to the performance management process.

*New academic staff and the Graduate Certificate of Higher Education*

The University expects all new academic staff who are on probation to complete the Graduate Certificate of Higher Education, a teaching qualification offered by the University Centre for Learning and Teaching. A significant number of appointees to the Faculty are exempted from this on the basis of an existing primary or secondary teaching qualification supplemented by successful experience in university teaching. A number of staff, however, particularly but not only in psychology and sport and outdoor recreation are not qualified teachers. The Faculty supports their enrolment in this course, by providing a 20% reduction in teaching load for each unit enrolled in. (This is in addition to the 10% reduction in teaching load all new members of staff receive for their first year.)

Table1: Status in relation to GCHE for Level A-C academic staff employed 2000-2004

Exemption granted	Exemption to be sought	Currently enrolled	Not required	Total
3	18	9	2	32

*Staff development in priority areas*

New programs and research initiatives, a changing student clientele, technological developments, pedagogical advances, and the changing regulatory environment all make it imperative that the Faculty maximises the expertise and potential of staff, both general and academic.

Information and Communication Technologies: Consistent with the priorities of the University's Learning and Teaching Plan, the Faculty has directed resources to the skilling of academic staff and students in appropriate technologies for flexible delivery. A framework for delivery of flexible learning was accepted by the November 1999 meeting of the Faculty's Curriculum Committee, and implemented in 2000. During 2001–2003, an in-house inservice program was provided for staff by IT Services and almost all members of academic and general staff received training to equip them to at least basic level on a range of computer information technology skills.

Clearly, the IT service staff themselves have considerable and ongoing professional development needs as they strive to keep abreast of technological developments. They take considerable advantage of opportunities the university offers for technical staff. Seminars organised by industry vendors are also attended which give an insight into technology roadmaps and new products. Members of the team have also attended and offered papers at IT conferences, including at one international conference. Two have been awarded Caroline Chisholm Travelling Fellowship, one focusing on the support needed to assist flexible learning, the other focusing on IT training. Customer service is also important within the IT team and so members of the team have attended courses offered by Staff Development unit concentrating on communication, quality customer service and leadership skills (See Report from the Technical Services Team, Environment and Resources Portfolio Report, Appendix C, p ER22).

Distance and on-line learning: While our Gippsland campus has always offered distance education, other campuses have not. Indeed, until recently, a relatively small minority of academic staff have been involved in distance and/or on-line delivery and the instructional design issues are often new to them. Considerable academic and general staff development is required to ensure that sufficient high quality 'tuition' is provided for students studying in modes other than regular on campus face-to-face classes, that the pedagogies adopted are innovative, excellent and appropriate to adult learning whether at a distance, in intensive blocks or on-line, and that all learning resources are of a high professional standard. Over the past several years, the Faculty has provided a range of workshops through Curriculum Committee, the IT group and other service areas and plan to continue to invest in professional development relating to the pedagogical practices and implications of flexible and web-based teaching and desktop publishing skills.

*Staff development fund*

Other more individualised forms of professional development are encouraged through the PMS process, for both general and academic staff, and the Faculty has increased allocations for a professional development fund which individuals can access. For general staff the allocation equates to around \$330 per capita per annum. In the climate survey 27% of general staff indicated that did not have sufficient access to professional development, although for several years that account has been underspent. The Faculty

Development Manager has proposed that, in partnership with a Recognised Training Organisation (RTO), we develop a general staff development program leading to a TAFE qualification. The Faculty will review this recommendation over the coming months (see Appendix A).

Until recently, academic staff have access to Outsides Studies Programs (OSP) and conference travel, and to professional development activities provided by the Faculty, but they did not have direct access to funds for individual professional development identified as a need by themselves or their supervisor. In 2003, such a fund was set up with an allocation that equate to about \$225 per capita per annum. It too is currently underused although staff feedback in the climate survey suggested that lack of professional development opportunities was a problem for 33% of academic staff. Better communication is needed about the availability of the funds and guidelines provided on how to access it.

#### *Mentoring programs*

In 2000 and 2001, the Faculty ran a successful broadly based mentoring scheme for leadership development of both general and academic women although it was mostly taken up by general staff. The program was not continued in 2002-3, but the Faculty has introduced it again for general staff in 2004 and at present 4 general staff are being mentored. (See <http://insite.education.monash.edu.au/staffHR/staffDevelopment/mentoringscheme.html>).

Since 2002, the Faculty has run an academic mentoring scheme which involves matching staff members who wished to participate with more senior staff for the period February to October. The principal aim is to assist mentees in the development of skills needed to advance the research aspect of their careers. This successful program, originally conceived of as for women, now involves both males and females although the majority of participants are women (2003 participants were 8 women and 4 men, 2004 participants are 8 women and 3 men). The males are generally new members of staff. (See <http://insite.education.monash.edu.au/staffHR/staffDevelopment/researchmentoringscheme.html>)

2002 and 2003 participants were asked for feedback on the Program. The participants took for granted that it fosters a number of desirable research-oriented activities and that it should continue. In particular, it was seen to meet a need for those people for whom mentoring relationships don't seem to happen spontaneously. It also provides a formal structure that gives people an impetus to meet. Although some mentoring partnerships weren't as productive as they might have been, perhaps due to heavy workloads, others boasted publications in excellent journals and the preparation of research grant proposals. The Program's success can also be seen in the number of relationships that are ongoing. The following suggestions were made for 2004:

- Mentors and mentees should meet more regularly
- All those participating in the Program should meet at least four times a year – perhaps over a brown-bag lunch – to discuss common concerns.
- 'Mentoring' should be conceived more broadly for next year's incarnation: specifically, it should target new members of the Faculty and see the relationship as a way to induct people into the culture of the Faculty.

#### *Outside Studies Program*

Clearly for academic staff, OSP has always been a major component of professional development and the Faculty of Education has maintained a commitment to supporting OSP even when in difficult budgetary circumstances. While there has been a decline in the percentage of staff on OSP over the past five years, this was not a result of any decision to award OSP less frequently. The OSP Committee either recommended or did not recommend OSP based on the quality of the program offered, not the number of applications. In 2003, however, a large number of academic staff applied for OSP, more than the Faculty could fund and cover for teaching and it decided to cap the number of Staff awarded OSP in any one year at 10% of the eligible T& R staff.

Table 2: Outside Studies Program 1999-2004

Faculty of Education	1999	2000	2001	2002	2003	2004
Number on OSP	11	10	7	8	8	9
FTE all staff (university data)	99	97	87	85	93	99
Number on OSP as % FTE (university indicator)	11.1%	10.3%	8.1%	9.4%	8.6%	9.1%
Number of T&R staff	84	85	83	78	81	87
Number on OSP as % number eligible T&R (faculty indicator)	13.1%	11.8%	8.4%	10.2%	9.9%	10.3%
Total faculty travel funding			\$32 700	\$18 700	\$28 400	\$36 000

NOTE: The University collates and reports the number of staff on OSP as a percentage of the FTE staff. The latter include those on research only contracts for specific research projects and who typically are not eligible for OSP or who are funded from other than the Faculty's budget. The University figures include staff of Centres that do not 'belong' to the Faculty. The Faculty itself only funds OSP for those on its regular payroll. The 10% cap the Faculty imposed on OSP from 2004 related to the number of eligible "T&R" staff.

As Table 3 shows, relative to other faculties in the University, the proportion of staff on OSP at any time is quite high.

Table 3: Outside Studies program by Faculty 1998-2001 average

1998 – 2001	No OSP awarded as % of staff FTE
Arts	12.7%
Art and Design	0.7%
Business & Economics	6.7%
Education	10.3%
Engineering	6.2%
Information Technology	5.9%
Law	17.1%
Medicine	2.1%
Pharmacy	0.7%
Science	4.7%
TOTAL	6.0%

While we often think of the cost of OSP as residing in the financial grants made to support travel, the real cost lies in the salaries. Staff teaching loads are pro-rata'd in proportion to the amount of leave. Thus, the more Faculty members who are on OSP the higher average teaching loads. While the Faculty has not formally surveyed staff on this, each time the matter is raised, staff assert that they would rather have somewhat higher teaching loads and periods when they can be clear on teaching to concentrate on their research. Consequently, the Faculty has maintained its commitment to OSP albeit now with a cap on the proportion funded each year.

Given the significant cost of OSP particularly in terms of staff salaries, the Faculty must ensure that the time is productive. Over recent years the Staff Committee and Staff Office have endeavoured to clarify the purposes of OSP and improve the processes. In particular, they have worked to:

- (i) ensure that OSP opportunities are used to enhance productivity in directions consistent with the individual's professional needs and the Faculty's strategic directions;
- (ii) encourage staff to gain international experiences through OSP and conferences;
- (iii) improve the documentation required for OSP and the reporting process after the OSP.

In 2003, the OSP Committee also developed more explicit criteria to enable it to rank applications.

#### *Conference travel*

Another form of professional development for academic staff is conference travel. Staff are encouraged to

participate and present at national and international conferences in their field, although typically funding is dependent upon a paper being presented. Until the recent past, staff who wished to attend a conference in a particular year applied at a given time, and all approved travel was funded on a pro-rata basis depending upon the funds available and the number and cost of applications for funding. Staff were expected to make up the difference. On the one hand, this meant that staff who were more active could attend more conferences so long as they were prepared to partly fund their own costs. On the other hand, this was quite difficult for staff on lower salaries or with greater family/financial commitments or who had no access to other sources such as consultancy funds. The latter difficulty was exacerbated by the fact that the allocation to conference travel had remained static for a number of years and so had fallen a long way behind inflation. In 1993, the School of Graduate Studies of the Clayton campus alone allocated \$28 500 to Conference travel, a per capita allocation to eligible T&R staff of around \$570 per annum. In 2000-2002 the whole Faculty allocated \$38 000 per annum, a per capita allocation of around \$500 per annum. Clearly the burden of cost had shifted to the individual academic in a period when academic salaries were falling relative to the broader community. As a result, quite a number of academic staff felt unable to make up the difference and could never travel to conferences.

In 2001, the Faculty changed its approach to allocating funding. Now, each academic staff member is given a notional three year entitlement that they can 'spend' on conference travel as they see fit, within certain guidelines relating to the quality of the conference, its relevance to the staff member's career trajectory and the Faculty's interests, and the nature of the staff member's participation and with maximum amounts for any one conference. The intention was to enable staff to plan their conference travel and to decide for themselves whether to go to fewer conferences with a higher proportion paid for or the reverse. When the approach was first introduced in 2001, there was no increase in funding and the 'entitlement' was set at a level consistent with anticipated usage and the existing availability of funds. This meant that some members of Faculty received less overall funding than they had previously.

In 2004, in readiness for the next triennial funding period, the Faculty doubled its allocation for conference funding providing a per capita allocation approaching \$1000 but with each individual academic staff having a right to access up to \$5000 over the three year period 2004-6. Should 'take up' of conference funding increase as a result of making it more affordable (which is, after all, the intention), the Faculty has committed to meeting the expense.

## **Equity objectives**

The Faculty's vision is of *"an ... environment that ... sustains productive working relations characterised by parity of respect, contribution and recognition"*. In particular, we are committed to procedures and practices that are consistent with equal opportunity principles.

The main Faculty of Education committee addressing issues of equity and diversity is the Equity and Access Committee chaired by the Faculty Equity Officer. It meets four times per year and reports twice annually to the Faculty Executive Committee and Faculty Board. In addition, the Staff Committee is expected "To consider and make recommendations on policy relating to staff matters, including staff welfare and equal opportunity" and the Associate Dean (Staff) to "work towards the development of a collaborative and productive work environment promoting staff welfare, professional development and career development". The Environment and Resources Committee is expected to "To ensure a supportive and inclusive working environment for staff of the Faculty" and the Campus Coordinators to "Take responsibility for the induction of academic staff and for the overall welfare of staff on the campus".

To achieve its vision of "parity of respect, contribution and recognition", the Faculty has introduced:

- A transparent teaching load formula that applies to all academic staff (see below)
- Transparent guidelines for the scheduling of teaching which apply to all but attempt to recognise varied work and family patterns (see below)
- A code of practice for the academic promotions committee published on INSITE.
- A transparent and fair academic conference funding strategy (see earlier)
- Access to professional development funds for both general and academic staff (see earlier)
- A mentoring scheme for general staff (see earlier)
- A research mentoring scheme for academic staff (see earlier)
- Employment targets for the balanced proportions of females and males at senior levels of academic and general staff and for increasing the proportion of indigenous staff (see below)

Details of these can be found at <http://insite.education.monash.edu.au/staffHR/accessEquity.shtml>

Workload policies and practices and employment practices are of particular significance in the working lives of staff and are described here.

#### *Academic workload policies and processes*

Beginning in the mid nineties, the Faculty experienced a reduction in ongoing and fixed term academic staff numbers as shown in Table 4.

Table 4: 'Teaching only' and 'teaching and research' staff and student load (excludes casuals)

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Staff FTE	120	121	119	112	105	99	97	87	85	94	99
Student FTE	1715	1849	1783	1849	1942	2021	1988	2095	2223	2355	2554
Student taught load	1583	1716	1643	1636	1653	1667	1622	1737	1891	2016	2168

While overall student numbers remained static in those years, the range of programs offered in order to maintain student numbers multiplied. There was also considerable devolution of administrative responsibilities to faculties and new demands were being made for marketing and diversification in an increasingly competitive higher education sector. These together meant increases in student-staff ratios for teaching and in general administrative loads. In that context it was imperative that the Faculty treat all staff members fairly in terms of the distribution of work and rewards and that the processes for doing so be public and accountable.

At the beginning of 2001, the Faculty put in place an academic workload policy comprising a set of principles, a teaching/management load formula, and a policy regarding research activity which set minimal acceptable standards for research activity (see Appendix B). The policy, used in conjunction with the PMS scheme, was intended to enhance the recognition, reward and support of staff by providing a more equitable and sensible distribution of teaching across the Faculty. It was also intended to enable a transparent evidence-based but strategic approach to the adjustment of fractional appointments, over load payments and new appointments.

The commitment was (and is) to ensure that for 'teaching & research' staff, individual teaching loads were equitable and were not different according to which campus you taught on, or the program(s) on which you taught, or your level or kind of appointment. In broad terms, the formula assumed that half a standard 'teaching and research' academic's time (over the full year) was allocated to teaching and teaching related activities, another 30% to research and 20% to service that is, general administration, collegiate and faculty 'citizenship' activities and professional development.

The teaching load (and hence the teaching 50%) included allocations for supervision of research students and major administrative responsibilities that could not reasonably be seen as part of the 20% 'service' and assumed a basic level of research activity with those not 'research active' expected to undertake somewhat higher teaching loads. For those who were currently not research active but wished to become so, a three year period of grace was built in during which the staff member was expected to progress in their research productivity, monitored through the performance management. Process. Demonstrated progress with a higher degree constituted research activity.

The target teaching load for each academic was set at 800-840 points, pro-rata'd for part time, OSP and LSL. Thus a staff member on a 0.6 contract has a target of 480-504, a person taking 3 months LSL has a target of 600-630 regardless of when in the calendar year the LSL happens to fall, and similarly for OSP. A staff member who, in consultation with their PMS supervisor, has elected to be non-research active has a 1.3 teaching load, although typically that includes a significant administrative responsibility or HDR supervision rather than more direct teaching which often cannot be scheduled due to the concentration of teaching in certain parts of the year.

There is general agreement that the teaching load formula has enabled a more transparent and fair approach to allocating teaching and other major administrative responsibilities in the Faculty. And there has

been enormous good will shown by the great majority of staff towards balancing workloads to ensure fairness, rather than minimal compliance. Some staff who had become used to thinking their teaching loads were similar to those of colleagues were delighted and relieved to find that they had unconscionably high loads and we would be doing what we could to relieve that, others were disconcerted to find that contrary to what they had perceived their loads were quite low compared to colleagues and many willingly took on more when the data was placed in front of them. It has also enabled more informed decisions about teaching pressure points and new appointments which inevitably, as staff decreased, had been prone to the 'squeaky wheel' syndrome.

While every effort is made to keep within the guidelines for teaching loads, for a variety of reasons the points allocated to some staff members have been outside the anticipated range. In these cases a modest payment has been provided proportional to the amount of the overload. While the intention is to keep within the range, staff appreciated this positive and practical step as it sent a message that their extra effort is recognised and appreciated.

The formula is, however, complex and cumbersome to use. The Faculty Staff Office has consistently experienced difficulty getting accurate estimates of teaching responsibilities and load sufficiently early that staff have enough warning of teaching commitments, to ensure a fair distribution of work and to fully inform the PMS process. In addition, there are tensions to be resolved in terms of the difference between a workload formula and a teaching load formula and what should and should not be quantified in relation to the former. Problems and issues to be resolved include:

- (i) The teaching load formula is detailed and complex and relatively minor changes in enrolments or teaching style can make significant differences in teaching allocations. This makes it difficult for staff to estimate their teaching loads or to take much control of their own distribution of teaching. This undermines the intended role of the PMS process. The level of detail also, it could be argued, encourages micro management of class sizes and of the ways in which teaching is organised (that is the pattern of lectures, workshops, tutorials etc.) and discourages innovation and experimentation. The complicated formula is in part a result of the insecurity many staff felt when the formula was introduced and their desire for 'everything' to be named and accounted for in the name of fairness. The irony is that because the teaching loads are often published late in the year staff teaching loads are not able to be equalised and so the greater detail does not necessarily lead to greater fairness.
- (ii) Teaching loads are always in a state of flux. Some of the reasons have always been with us, and include the inevitable unpredictability of resignations and/or illness and the Faculty's large number of HDR students (over 340) many of whom enrol throughout the year or do not graduate quite when anticipated, and almost always after teaching loads should be known. While these will always cause difficulty, the generally high level of teaching loads means that it is difficult to ask staff to simply 'help out' by adding to their load, and often quite complicated reshuffling has to occur when staff are unavailable or new students arrive. The rapid growth in students load the Faculty has experienced in recent years, the increasing complexity caused by 'cohort based' enrolments of students into both award and non-award courses which cannot be predicted with any reliability at the beginning of the year has made the prediction of staff loads early in the year or even the previous year (our goal) very difficult and there is very little 'fat' in staff loads to accommodate changes. The Faculty has made many new appointments recently and the exact interests and capabilities of the new staff member often is not known until quite late and may require the negotiation with existing staff. Finally, projects that are contracted during the year can result in the need for staff to buy out teaching. Communication between different parts of the Faculty's operations – the Staff Office, the Development Office – while always of good will, still often break down because of the general overload of those involved.
- (iii) We are experiencing difficulty in determining how to allocate teaching load to various forms of campus/off-campus, on-line, off shore, intensive block teaching and for short courses in ways that are fair but that neither encourage work creation and/or inefficiencies nor discourage innovation and experimentation. The Faculty now has well developed approaches to costing new initiatives but we are somewhat less well disciplined at controlling the amount of actual work undertaken. For example, in seeking to diversify our student base, the labour involved in tailoring a course to a particular specialist group may be significant but masked if staff spend more time in preparation than we have accommodated in the teaching load estimations used in costing. This hidden work does have an effect on the time available for quality research, teaching and student services, and the result may be a net loss to our capacity to achieve our vision.

- (iv) Notwithstanding the 'research active' policy, there is a tension between making allocations for teaching (where load is quantified) and research (where a minimum output is required). This matter has been addressed more fully in the report of the Research Portfolio.
- (v) Although the teaching load formula is premised on the assumption that all staff spend an average of about a day a week on service and collegiate activities, it is clear that such work is unevenly distributed across the Faculty. The question has been raised of whether there should be minimum expectations for 'University service' responsibilities (such as committees and working parties, recruitment activities, open days and enrolments, and attendance at graduation) in order to more fairly distribute such work across Faculty members. The teaching load formula includes allocations for more major administrative tasks such as course coordination, program leadership and being a director or Associate Dean which are considered to go beyond what could be accommodated in one day a week, however some have asked whether other governance, management and student support responsibilities should be formally built into a workload formula.
- (vi) Even though the staff workload policy and staff teaching loads are available on the Faculty Website, not surprisingly, few staff access the information and many remain uninformed about how the teaching load formula works particularly in relation to how load targets are determined. Often, part time staff will believe themselves to have 'full time' loads, others will believe that staff at higher levels automatically have lower teaching loads, or that those enrolled in doctorates will believe they have higher teaching loads than others because they think they are not regarded as 'research active', or that some campuses have lower teaching loads than others, and so on. In fact, an analysis of 2003 teaching loads undertaken to check whether any or all of these perceptions were accurate demonstrated quite the reverse (see Appendix C). For example, the highest teaching loads generally have been carried by more senior staff and by the most active researchers. More junior staff or part time staff and those enrolled in doctorates are not carrying disproportionately higher teaching burdens than more senior or full time staff, or than those with strong research profiles, if anything they are being protected from the worst excesses. Nevertheless, such beliefs persist.

Managing the complexity which results from (i) and (ii) is enormously time consuming which means that often teaching loads are available too late to be useful in managing work and may also be inaccurate which undermines the credibility of the teaching allocation process and intention of the Performance Management Scheme.

Addressing (iii) – (v) may involve reconfiguring academic work across teaching, research, governance and administration and may require the confidence and will power to give up familiar practices and the imagination and resources to find new and better ways. This has become critical as the successful diversification of our activities has brought new operational challenges requiring the definition and redefinition of roles and responsibilities and the strategic allocation and reallocation of staff effort and time.

Addressing (vi) is partly a matter of better communication, but also making better use of the PMS process to help staff to understand the nature and purpose of the teaching load distribution formula.

#### *General staff workloads*

There is no accurate measure of general staff workloads. Measures such as total student enrolments and the mix of these enrolments give some indication of changes in workloads. In the period 1999-2004 general staff FTE increased by some 16% while student numbers increased by 26%. (This figure includes 5.5 FTE who work in the Elwyn Morey Centre and the conversion of 2 academic appointments into general staff appointments to more accurately reflect the nature of their work.) In the same period commencing student enrolments increased by 42% — a figure which reflects a very significant increase in marketing, recruitment and enrolment activities. The complexity of these enrolments also increased. International student numbers increased from 72 students in 2000 to 371 students in 2004 (415%). In the same period external enrolments grew from 487 in 2000 to 824 in 2004 (69%).

The introduction of new corporate management systems in 2000, such as SAP and Callista, has seen a significant devolution of routine processing tasks to faculties. The review period has also seen an increase in compliance requirements and a growth in University planning activities. Taken together there can be no doubt that there has been a significant increase in general staff workloads.

This increase has been managed by significant improvements in productivity brought about through the streamlining of work practices resulting from limited process re-engineering, the introduction of Faculty designed management information systems (eg Application and Enquiries database and the Submissions

Contract Register) and through a focussed recruitment process designed to recruit tertiary qualified general staff. In 2004 73% of general staff at HEW 5 and above held tertiary qualifications) which in turn has led to the “professionalisation” of the Faculty’s general staff (see Appendix F).

Table 5: General Staff and student numbers 1994-2004

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Staff FTE	55	na	na	50	52	52	50	53	56	60	66
Student FTE	1715	1849	1783	1849	1941	2021	1988	2095	2223	2355	2554
Student numbers	2782	2920	2783	2745	2724	2858	2750	2805	2956	3132	3456

Note that these figures include 5-6 staff of the Elwyn Morey Centre, an early intervention childcare centre.

There are many challenges for the Faculty in managing this growth in workload. Balancing workloads across campuses must be a priority as growth has not been even across the three campuses on which the Faculty operates. This is a challenging task as it is imperative that staff and students on each campus have access to the full range of services provided by general staff across the working week. There is also a need to “work smarter, not harder” by further improving efficiency. This can come about through process mapping, followed where necessary, by process re-engineering. And there is a constant need to review positions to ensure that they meet current and future needs. To the extent that any position is located in the past, the workloads of all those staff that are working to meet current and future needs is increased. Equity and fairness must be both real and transparent.

#### *Work-life balance*

The Faculty ‘Availability for Teaching’ policy is intended to ensure fairness in the scheduling of classes. It provides explicitly for family circumstances to be taken into account in the scheduling of teaching commitments. The Faculty also endeavours to meet staff requests for fractional arrangements to facilitate family responsibilities. Some staff have taken advantage of 48/52 arrangements, and two general staff work from home one day a week. The Faculty has also taken a positive approach to trying to accommodate the needs of staff who wish to reduce their time fraction to meet family responsibilities, although this is not always practical.

#### *Staff equity profile*

**Gender:** The Faculty has historically had relatively few women in senior academic positions. At the time of the last review, 1994, there were six male professors, 16 male Associate Professors/Readers and one female Associate Professor. The Dean, Associate Deans and Faculty Manager were male. Five years later in 1999, the Dean, all Associate Deans and Faculty Manager were male, none of six professors was female and five of 20 Associate Professors (Readers) were. Notwithstanding this, the Faculty does not consider that special initiatives, apart from fair employment and promotion practices, are now needed to ensure women are appointed to senior positions in Education and its faith in this has been vindicated by the steady growth in the percentage of women in senior positions in the Faculty. In March 2004, the Faculty has a female Dean and a male Faculty Manager. Four of seven Associate Deans (academic) and four of five Senior Managers (general) are female. Four of nine Professors are female and five of 20 Associate Professors.

Table 6: FTE academic staff by level and gender, March 2003

<b>Academic</b>	A	B	C	D	E	Total
female	6.4	20.5	15.0	2.0	3.0	46.9
male	1.4	16.2	13.8	11.6	3.6	46.6
total	7.8	36.7	28.8	13.6	6.6	93.5

Table 7: FTE general staff by level and gender, March 2003

<b>General</b>	1	2	3	4	5	6	7	8	9	10+	Total
female	-	1.7	-	13.6	12.6	6.3	4.3	3.0	1.0	1.0	43.5
male	-	0.2	0.3	-	3.0	7.2	4.0	-	1.0	1.0	16.7
total	-	1.9	0.3	13.6	15.6	13.5	8.3	3.0	2.0	2.0	60.3

Attracting females to academic positions at Gippsland is proving challenging, however, and at present the Gippsland campus academic staff are predominantly male (3 female of 15 ongoing staff). We have made a continued effort to attract applications from females with two of the three female academics at Gippsland being new appointees. Conversely, the academic staff who teach early childhood and primary education at Peninsula tend to be predominantly female. We have, however, managed to maintain a reasonable balance of academic staff there with seven of 19 staff being male.

Amongst general staff there has been a growth in the number of males relative to females across all levels. In 1999, there were 10.7 males to 40.4 females. In 2003 the figures were 16.7 males to 43.6 females. This growth has been at the HEW 6 level and below, in areas that have traditionally been dominated by females.

Ethnicity: The Faculty's staff profile has been quite homogeneous and could not be said to reflect the distribution of people within the wider community. There is a clear need to redress this imbalance through fair and inclusive appointment processes and through a working environment that is friendly, open minded and supportive of difference. While it has not engaged in an explicit 'affirmative action' program in employment, selection committees are consistently reminded 'We do not need us, we are already here'. The conscious effort to encourage and see difference in perspective and experience as a bonus for the Faculty and for its students, has resulted in a noticeable change in the ethnic and national origins of its staff, both general and academic. In 2002, the Faculty appointed its first Indigenous general staff member.

## Environment, resources and support services

5 The appropriateness of the staffing profile for enabling the Faculty to promote, realise and sustain positive outcomes consistent with its vision and development strategy.

Like many faculties, Education has had to deal with difficult funding contexts for the past decade. Load management and budget management have become important administrative priorities. Careful planning and monitoring of staff resources is required to ensure that programs are well maintained and developed and that the skills mix of the Faculty's staff is appropriate for the environment in which it operates and consistent with its vision of sustaining high quality, influential and ethical teaching and research.

### Academic staffing

#### *Student-staff ratios*

Most of the decade since the last review in 1994, has seen a reduction in staff numbers with no commensurate reduction in student load, indeed, recently it has been quite the reverse. Recently staff numbers began to grow again but with a consistent lag behind growth in student load.

The Faculty has undertaken an analysis of student-academic staff ratios and, although the ratios vary according to which staff are included and which students, by any definition the Faculty of Education's ratios have deteriorated dramatically over recent years relative to the University as a whole and relative to Education faculties across the sector (see Appendix D). At present the AVCC calculated ratios for 2002 (which include casual staff) suggest that our SSR at 24.7 is 4% higher than the system wide average (23.0), 27% higher than the Education average in the Go8 universities (19.4) and 37% higher than the average of our four research benchmark competitors (18.0), only one of which is spread over more than one campus. While the official AVCC data for 2003 is not available, our internal calculations show no improvement last year although we anticipate an improvement for 2004, having made 12 appointments.

We believe that there has been a cultural shift within the Faculty with significantly more staff now viewing research as 'everybody's business' and wanting to engage more fully in their research. However, given the propensity for staff to prioritise their students' needs, the increasing demands upon them to undertake more work directed at diversification of income streams and the escalation of compliance requirements and demands for data and information, our research performance could easily spiral downwards contrary to strategic directions of the University.

The workload policy is intended to distribute work fairly. It cannot reduce the 'on average' amount of teaching done in the Faculty although it will mean some redistribution of teaching. In 2001, when the formula was introduced, the Faculty aimed to achieve a range of 800-840 points for each staff member and to reduce it to

700 over a five-year period. Instead in 2001, 20% of staff were above the target and some were considerably above it and the situation did not improve at all in 2002 and 2003. Teaching loads in 2003 were on average 15% higher than the target loads set in 2001 and that target was higher than we considered sustainable if we were to improve our research output. These should fall in 2004 with new appointments. The Faculty is committed to reducing average teaching loads in order to release more time for research, however, this will take several years to achieve.

The Faculty has a commitment to equitable workloads as indicated above and this includes equity across campuses. Rather than focussing on student-staff ratios (SSR) which do not necessarily reflect actual staff work across different contexts (for example, smaller campuses may have fewer economies of scale), our approach to teaching load control has been to try to ensure that staff have similar teaching loads regardless of where or what they teach. An analysis undertaken in 2003 of SSR by campus, however, showed a remarkable, indeed almost unbelievable, similarity in the SSR across campuses (see Appendix E). The calculations were based on ongoing/contract staff positions (that is, did not include sessional staff) since the analysis was done to inform decisions about new staffing.

While student staff ratio is a significant criterion in determining staffing levels, it is by no means the only or perhaps even the most significant one. Staffing levels need to be considered in light of the strategic goals of the Faculty and the implications for growth/retraction in staff numbers in particular programs and locations.

#### *Strategic goals of the Faculty*

Growth/retraction is not an end in itself, it should enhance the working and learning environment, ensuring a vibrant and productive intellectual community and enabling us to fulfil our right and our responsibility to engage in knowledge dissemination and knowledge generation, each at the highest level. For each campus, and within each broad program area, we should determine what size we need to be in order to support the number, spread and depth of staff expertise needed to achieve:

- teaching range and depth for course excellence and responsiveness
- rationalisation of teaching for individual staff
- critical mass/depth for research excellence/support/impact
- flexibility/range for contract research

These criteria will lead us to somewhat different conclusions for different program areas and different campuses. For example, our Gippsland campus presently has 15.2 academic staff, 9.2 in Education programs, and 6 in Sport and Outdoor Recreation programs (SOR).

- Sport and Outdoor Recreation is only offered at Gippsland and, notwithstanding some connections to Peninsula offerings, it has to be more or less 'self sufficient', that is, viable as a group for teaching and research and to have its own senior leadership. We consider that the SOR program needs 10 FTE staff including at least two positions at Level D or above.
- The Education program staff at Gippsland cannot possibly cover all the specialisations needed to teach across the primary and secondary levels and must draw on/rely upon some teaching and course development from other campuses in order to be viable. Nevertheless, we consider a minimum of 20 academic staff including 5 senior positions to be desirable.

Assuming some reduction in SSR, this would still require a taught load of 200+ EFTSU in SOR against a current taught load of around 140 EFTSU, and 400+ in Education against a current load of 250 EFTSU, in addition to an active short course program in each area and a productive research profile in each. Although our aspirations do and should exceed our expectations, realistically they are probably not achievable within a decade. On our current predictions for 2013, we can reach 16-17 in Education and 9 in SOR, with four and two professorial grade positions (Levels D and E) respectively.

Other programs areas, both those specific to particular campuses and those spanning campuses, need to undergo similar analyses in order to determine appropriate staff profiles to meet the Faculty's strategic goals in relation to teaching and research, consistent with the above rationale for growth. The Faculty intends, in the next year, to develop Business Plans for each major program area, which involve both research and teaching aspects of development.

#### *Academic staff levels of appointment*

If one considers only staff funded from the Faculty's operational account (that is, excluding staff appointed short term on research projects, and the like, or in University centres such as CEET), the distribution of academic staff in the Faculty is currently as follows:

Table 8: FTE academic staff by level and campus, March 2004

Academic FTE	A	B	C	D	E	Total FTE	% of Faculty
Faculty support					1	1	1.2%
Clayton		18.8	17.2	8	6	50	57.9%
Gippsland		9.2	3	3	0	15.2	17.6%
Peninsula	1	7.1	10	1	1	20.1	23.3%
Total	1	35.1	30.2	12	8	86.3	
% of total	1.2%	40.7%	35.0%	13.9%	9.3%		100%
	77%			23%			

The overall proportion in each level seems reasonable and the Faculty expects percentages to stabilise at around 25% in the two professorial grades. This is somewhat higher than the percentage across the University (20.5%) but is consistent with other professional schools where typically the early career years are undertaken in professional work rather than within the university sector so that there are very few appointments at Level A.

The distribution of senior positions is not, however, uniform across campuses with the Peninsula campus, in particular, having too few professorial grade positions. This imbalance needs to be redressed if each campus is to achieve its full academic potential.

There is a tension between meeting the needs of program areas and areas of existing or emerging research strength in the Faculty and meeting the needs of campuses. Furthermore, to the extent that professorial grade positions are achieved through promotion rather than advertisement, it may be difficult to balance the need to make strategic research appointments, for example, and to make campus based appointments. Nevertheless, this is an issue the Faculty must confront as it moves to develop Research Plans and Business Plans for various groupings within the Faculty.

#### *Academic staff qualifications*

A number of academic staff within the Faculty have highly developed professional knowledge and skills but do not have doctoral level qualifications. Faculty policy is to encourage and assist such staff to complete relevant research qualifications at the doctoral level. Furthermore, it now expects appointees to positions at Level B or above to have a doctoral qualification or one near completion. At present some 71% of academic Faculty members have a doctorate with the proportion increasing steadily each year. While we are likely to be short of our target of 75% by 2005 and 85% by 2007, a number of staff are expecting to submit within the next year. Importantly, staff that are enrolled in doctoral programs are increasingly at earlier stages of their career and are publishing as they proceed thus beginning to establish their research careers.

#### *Recruitment and capacity building*

The disincentives for teachers to undertake post-graduate study has led to a downturn across the sector in post-graduate enrolments in Education and this is now impacting on the availability of academic staff for Faculties of Education. Generally speaking, the Faculty must appoint professionals who have practical experience and credibility in the field. To recruit experienced professionals who also have a doctorate and a research trajectory is increasingly difficult. Salaries in higher education are now low relative to those in the school sectors and working conditions are no longer assumed to be better. The Faculty is not in the financial position to provide loadings. No experienced teacher is prepared to enter at level A, and few at level B. We cannot afford the many years it takes for an experienced professional to gain their research training on the salaries we would have to pay to attract them in the first place. Consequently, quite a number of positions have not been filled with resulting unacceptable pressures on remaining staff. There is a missing generation of Education academics and this is to a considerable extent due to factors in other sectors.

The Faculty is experiencing this same difficulty with making psychology appointments. The two particular fields of psychology that the Faculty of Education specialises in, Education and Development (including exceptionality), and Counselling, are each professionally oriented fields and extensive experience is required for credibility with students and the profession. Counsellors, in particular, can earn considerably more in private practice than they can in universities and do not typically have research qualifications and/or experience.

As can be seen from Table 8, 50% of the academic staff in the Faculty of Education is 50 years of age or older and only 13% are under 40. This compares well with Education faculties nationwide, but that simply means that our academic age profile is unlikely to be solved in the short term by recruitment from other universities and that capacity building is a sector wide issue.

Table 9: Age profile of academic staff (%), 2004

<b>Age profile</b>	<b>&lt;30</b>	<b>30-39</b>	<b>40-49</b>	<b>50+</b>
Australia Education	1	10	32	58
Monash Education	1	12	37	50
Australia All AOU's	4	19	36	42
Monash all AOU's	5	20	36	41

Maintaining, let alone improving, research productivity will depend in the short term on employing already productive researchers and in the longer term on our being able to develop the next generation of researchers. Each will require that we be an employer of choice, and neither will come cheaply. We will need to be pro-active and imaginative in our strategies.

#### *Growth and diversity*

After a period of retraction, there has been considerable growth in the Faculty. Almost 40% of the academic staff were not with the Faculty five years ago and almost 30% have commenced in the past two years. We have been able to invest in excellent new staff who bring additional skills, varied experiences and new perspectives to further enrich the Faculty. This introduction of new talent and new ideas into the Faculty provides considerable opportunity for invigoration of courses and research agendas. However, transition is not always easy and need to be supported.

### **General staffing**

A snapshot of the general staff of the Faculty in 2004 is provided in Appendix F. This snapshot shows that the Faculty has a highly qualified, professional and engaged general staff with 76% of general staff holding a TAFE or university qualification. And the Faculty has always encouraged its general staff to be active participants in professional development activities. Over the past 5 years 92% of general staff have participated in some form of professional development.

In recent times there has been significant renewal of general staff with approximately 80% of general staff being appointed to the Faculty within the last five years. Further evidence of this renewal is found in the dramatic change in the general staff's age profile. In the period 1999-2003, there was a 77% growth in the number of staff in the 20-29 age group, a 70% growth in the number of staff aged 30-39 and a 25% decline in the number of staff aged 40-49. These changes are quite marked. They come about in part because of the growth in total staff numbers. They also reflect decisions by a number of longer serving staff to sever their ties with the Faculty after the change to a single department, multi-campus Faculty.

#### *General staff workloads*

National comparative data for general staff is difficult to obtain and interpret since universities vary widely in what is administered centrally and at the faculty level. However, an increase in student enrolments, contracts and tenders, and reporting and compliance activities, with only a small growth in staff translates into increased workload for general staff as much as for academic staff. The Faculty of Education's enrolments are predominantly in programs of 1 to 1.5 years duration, which means that we have a relatively higher ratio of enrolment to load than most fields, with a commensurately higher administrative burden. Even amongst the half of our students who are undergraduate, the majority are in double degrees for which we are, in all cases, the managing faculty. Our administrative costs per EFTSU are, therefore, relatively high. Since the proportion of general to academic staff has remained reasonably constant, our view is that the academic student staff ratio acts as a reasonable proxy for workloads for general staff.

#### *Strategic goals of the Faculty*

Achievement of the Faculty's strategic goals involves general staff working in close partnership with and in the provision of support services for academic staff. As the nature of the work in which University's engage has changed, so to has the skill set required of general staff. More than ever before, general staff are

professionals in their own right. Their broad skill base is a significant contributor to the Faculty achieving its strategic goals.

While the proportion of general staff to academic staff has remained steady over the review period, there is now a greater concentration in the Faculty Office. There are a number of reasons for this. The Faculty's single department structure means that many general staff have Faculty wide responsibilities such as IT support or web management or support for development activities. The need to conform with a more intensive compliance framework (eg Privacy legislation) and the introduction of new university wide management processes such as strategic cost management and corporate IT systems such as Callista and SAP has also lead to a growth of staff in the Faculty Office. This growth initially meant that there was much less general staff support provided to directly support our academic agenda of teaching and research. In 2003 and 2004, the Faculty sought to redress this decline in support by creating new general staff positions on each campus. These new positions were designed to directly support academic staff in their teaching and learning and research activities. While these appointments were at HEW 3 and HEW 4 level they were strategic appointments in that they would free academic staff from routine clerical tasks and hence begin to provide them with time for research. They also supported the Faculty's goal of providing students with high quality learning materials. The precise nature of these appointments was a response to a survey of academic staff which sought to identify the type of general staff support from which they would most benefit.

#### *General staff levels of appointment*

Table 10: FTE general staff by level and campus\*, 2004

<b>General FTE</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10+</b>	<b>Total</b>	<b>%</b>
Faculty		0.5	2.4	6.5	5.4	4	0.9	3	2	24.7	43.3%
Clayton	0.2	0.5	9.1	2.9	3.4	2				18.2	31.9%
Gippsland			2.6	2.0	1.8					6.4	11.2%
Peninsula	0.5	1	2.3	2.6	0.8	0.4				7.6	13.3%
<b>Total</b>	<b>0.7</b>	<b>2</b>	<b>16.4</b>	<b>14.0</b>	<b>11.4</b>	<b>6.4</b>	<b>0.9</b>	<b>3</b>	<b>2</b>	<b>56.9</b>	
<b>% FTE</b>	<b>1.2%</b>	<b>3.5%</b>	<b>28.8%</b>	<b>24.6%</b>	<b>20.0%</b>	<b>11.2%</b>	<b>1.6%</b>	<b>5.3%</b>	<b>3.5%</b>		<b>100%</b>

\*Excludes Elwyn Morey Centre

The distribution of general staff across levels shows a reasonably typical distribution of general staff by HEW level. The number of staff who hold appointments at HEW 3 or below is low by Monash standards. Bunching of staff in the HEW 4, 5 and 6 levels is what one would expect to find.

#### *General staff qualifications*

As Appendix F shows, in excess of 56% of the Faculty's general staff hold tertiary qualifications with this figure rising to 73% of those at level 5 or above. One third of general staff hold post-graduate qualifications. Applicants appointed to general staff positions at or above HEW 5 level are normally required to hold at least an undergraduate degree while applicants for positions at HEW 3 and 4 level positions are normally required to hold TAFE qualifications. Existing general staff are encouraged by their supervisors to consider upgrading their qualifications base. Support for this comes through the University's study leave provisions and through the provision of financial support where appropriate. The faculty will also review the proposal by the Faculty Development Manager attached as Appendix A.

#### *Recruitment and capacity building*

There is a need to have a focussed recruitment policy for general staff to ensure that the Faculty has the capacity to meet the challenges it faces in an increasingly complex operating environment. More than ever before general staff need to be professionals with a skill base that can support the Faculty in its delivery of high quality teaching and learning and research and in its provision of administrative services. While the Faculty has increasingly been able to recruit highly qualified, high calibre general staff its challenge is to retain these staff. In many areas we are competing in a market that is able to offer staff significantly higher salaries than we can afford to pay. An example of this is in the finance area where the private sector (and indeed some Monash faculties) is able to offer salaries to our SAP trained staff many thousands of dollars above our salary levels. And, for ambitious young general staff interested in promotion, there is often only one option for increasing their HEW level and this is to move on. The current age profile of the Faculty's

general staff suggests that recognising and managing this ambition will be essential if the Faculty is to retain its best general staff.

## Actions and recommendations

The Faculty Operational Plan 2005-2007 was produced within a similar timeframe to this self review but was finalised a month or so earlier. This extended review has confirmed our earlier decisions to undertake the actions indicated in 1, 2 and 3. There are, however, over and above the actions outlined in the Operational Plan, a small number of issues that need to be foreshadowed for consideration. They are indicated in 4, 5 and 6.

- 1 In order to sustain a positive and productive workplace the Faculty needs to further develop its policies and practices in relation to academic staff workload. The Staff Committee will:

Set up a working party of academic staff to recommend on work patterns and workloads, in particular:

- balancing workloads across research, teaching, administration and governance
- alternating concentrated periods of teaching and research if desired
- ensuring that staff teaching over non-traditional periods of the year have blocks of time free of contact teaching
- engagement of academic staff in commercial and contract activities
- the patterning of work and leave to support a work-life balance
- the implications of the EBA for the above
- the consolidation of teaching to reduce the number of units taught by each academic

Work towards the simplification of the teaching load formula with the aims of

- providing staff with more autonomy over the teaching organisation of units
- reducing complexity and time taken to determine teaching loads

Set up a working party of general staff to recommend on work patterns and workloads in particular

- balancing general staff workloads across campuses and activity areas
- job rotation (including cross campus) to enhance skills and for career development
- the patterning of work and leave to support a work-life balance
- the implications of the EBA for the above

- 2 The workload policy is intended to be formed by and inform the Performance Management process and the development of academic staff Engagement Profiles in ways that reflect the needs of both the Faculty and the individual. An important task for the coming period will be to ensure that these become more fully integrated and hence useful.

- With other portfolios, the Staff Portfolio will work with PMS supervisors to:
  - promote research based and innovative teaching
  - plan for improvement in the delivery of curriculum, teaching and student services
  - arrange mentoring for staff development
  - plan for leadership and management development
  - identify areas for individual re-skilling
  - ensure that the section in the PMS documents on individual professional development needs is discussed, recorded and acted upon

- 3 From the broader perspective of the Faculty has agreed to the following actions:

- Fund professional development for general and academic staff (including casual staff) to support flexible and innovative delivery of curriculum and teaching, and student and academic services
- Develop processes for all Associate Deans to consult with the Associate Dean (Staff) on changing responsibilities which may impact upon availability for teaching

- Continue mentoring scheme for general staff and develop strategies to encourage them to present papers in their professional field and apply for and participate in programs that recognise and reward their excellence
  - Continue the research mentoring scheme for academic staff (see Research Portfolio)
- 4 Both general and academic staff express a need for further professional development and a lack of knowledge of what is available. It is recommended that:
- The Staff Portfolio develop a communication strategy to inform staff of the availability of professional development support and to ascertain what additional forms of professional development they desire.
  - The Staff Portfolio, in consultation with Faculty Managers, consider the needs of general staff in terms of professional development and career progression.
- 5 The Faculty is undergoing considerable growth and there are quite a number of new staff, some of whom feel a lack of appropriate induction. This is particularly true of academic staff. Equally sessional staff do not feel a part of the Faculty. It is recommended that:
- The Staff Portfolio develop a more extensive induction program particularly, but not only, for academic staff and with campus coordinators, program leaders and managers devise ongoing processes to support new staff during the first year of appointment.
- 6 The brief of the Staff Portfolio includes both general and academic staff, however, the Self Review of the Portfolio, exposed the extent to which the emphasis of the Staff Committee is on academic staff. The structure for the responsibility for staffing is split between the Associate Dean (Staff) for academic staff and the Faculty Manager for general staff. Currently the Staff Committee is chaired by the Associate Dean (Staff) with the deputy chair is the Associate Dean (Gippsland). The need identified in the strategic plan for a general staff working party goes some way towards a broader focus but the Faculty should consider the strengthening of the general staff focus in the Staff Committee.
- The Faculty Executive reviews the role and structure of the Staff Committee to consider how it might best represent the needs of both general and academic staff.

## **Appendix A: A proposal for a general staff development program**

The proposed Development Program for general staff will consist of a cohort undertaking a Diploma in one or more of the following disciplines:

- Business Administration
- ICT
- Multi media.

The Development Program will provide a practical framework for the recognition and assessment of competencies for the achievement of qualifications and the implementation of a learning and development culture within the Faculty. The pathways general staff use to gain either qualifications or parts of qualifications may consist of a wide mix of approaches in preparation for their assessment and may include in-house training and both formal and private study on and off the job.

To manage this framework the Faculty would partner with a Recognised Training Organisation (RTO) to provide careful facilitation, detailed monitoring and recording of individual progress and evaluation of outcomes. This RTO would be expected to provide Student Contact Hour (SCR) funding to the Faculty in order to fund the program.

To facilitate the development of competencies the participant can use a range of delivery options, provided by the RTO. These may include:

- formal training options,
- flexible delivery resources,
- self-paced learning material,
- on-the-job field work activities, or any combination suitable to the organisation and participant,
- on-line development.

All individuals are expected to participate in at least one workplace project. The purpose of this project/s is:

- to ensure transference of skills and knowledge to the workplace,
- to develop applied learning opportunities that have real relevance to the workplace,
- to encourage a learning and development culture among general staff in the Faculty of Education,
- to measure the impact of learning against real productivity gains in the workplace.

It is the expectation of the Faculty that the RTO would carry out an initial assessment to provide staff with RPL in the skills that they have already acquired.

### **Timeframes**

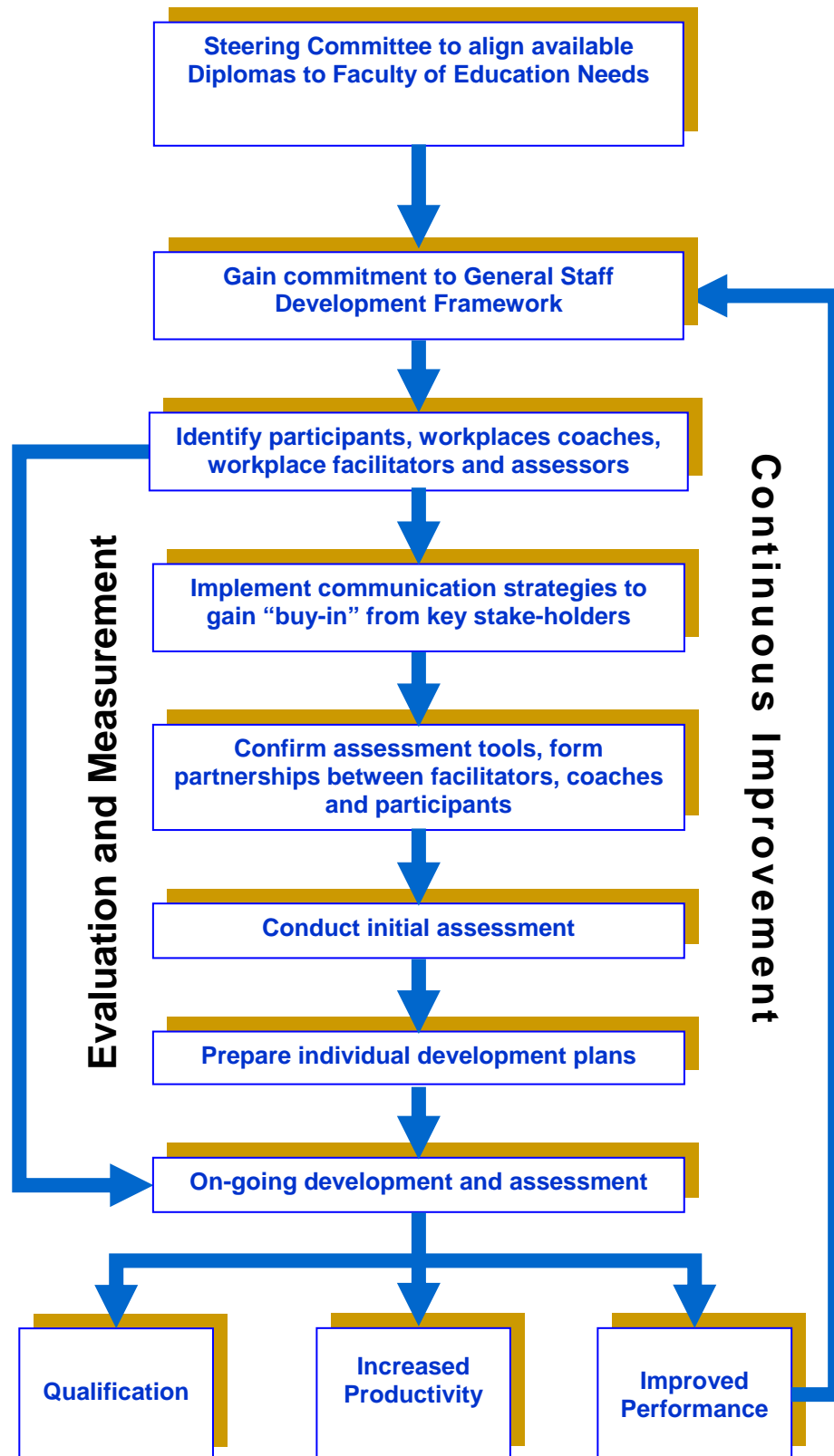
The timeframes of the FMI work-based learning model mirror real work timeframes. Accordingly, each level of qualifications has closely monitored time parameters, established milestones and identified business outcomes.

The qualifications have the following maximum timeframes:

- Diploma of Frontline Management: 1 year
- Certificate IV in Frontline Management: 9 months
- Certificate III in Frontline Management: 6 months

Included in this proposal is a sample project plan developed for the VIC Police Project Plan. A similar plan would be developed in consultation with Faculty of Education when start-up dates are agreed to.

# Faculty of Education General Staff Development Model



## Proposed Action Plan

Outcome	Action
1. Establish a Steering Committee	The establishment of a Steering Committee comprising nominated persons from the Faculty of Education and an RTO to advise and guide the implementation of the Development Program.
2. Decide Assessment Model	The Steering Committee will make decisions regarding: <ul style="list-style-type: none"> <li>– the alignment of AQF levels to job roles</li> <li>– the preferred Initial Assessment model</li> </ul>
3. Implementation of communication strategy to obtain buy-in and understanding of the Development Program	The RTO with advise and with input from Faculty of Education will design and deliver: <ul style="list-style-type: none"> <li>– a series on communication strategies including information workshops</li> <li>– induction workshops for participants and Coaches</li> </ul> <p>During these workshops participants will receive and discuss a variety of initial assessment tools. For example:</p> <ul style="list-style-type: none"> <li>– peer and/or self assessment tools</li> <li>– proformas for collection of evidence for portfolios for assessment of Current Competencies (RRC) and RPL</li> </ul>
4. Develop Assessment Tools	In consultation with and advice from nominated persons from Faculty of Education, the RTO to investigate the Faculty of Education environment for the purpose of developing appropriate assessments tools for the initial assessment of participants against the Competency Standards.
5. Establish Workplace Facilitator framework	The RTO workplace facilitators to be introduced to the Faculty of Education. Their role is to support Faculty of Education workplace coaches in the development of general staff in the workplace.
6. Conduct Initial Assessment	As a result of the induction workshops participants will collect evidence against the specified units of Competency Standards. The Initial Assessment will be a formal interview to discuss this evidence. The evidence should be submitted to the RTO assessor prior to the interview.
7. Verify Evidence	The RTO assessors will meet to verify the standard and consistency of the evidence provided at these initial assessments. Representatives from Faculty of Education will be invited to participate in this process.
8. Provide results of Initial Assessments	The results of the outcomes of the Initial Assessments will be provided to both the individual and Faculty of Education.
9. Identify Individual and Group Development Plans	As a result of the outcomes of the initial assessments it will be possible to identify the learning and development needs of each participating general staff member. This will facilitate the formulation of an individual and group development plans which will link into the development options and the Faculty's strategic business needs.

<p><b>10. Customise Learning Materials</b></p>	<p>Learning materials are customised to Faculty needs by the RTO and are designed to develop the underpinning knowledge participants require to gain competence in the workplace.</p>
<p><b>11. Deliver of Learning Materials</b></p>	<p>Formal learning can run over a period of time or be delivered intensively. Any formal workshops will be delivered in an action learning methodology. The aim is to integrate learning with workplace applications.</p> <p>Programs can be:</p> <ul style="list-style-type: none"> <li>– conducted in the Faculty, at times to suit</li> <li>– conducted through day/weekend seminars/workshops.</li> </ul>
<p><b>12. Design of Individual and Group Workplace Projects.</b></p>	<p>The workplace facilitators will design workplace projects in consultation with coaches and participants for the participants to complete in their workplace. The projects will be customised to meet the needs of that individual's workplace and his/her specific development needs.</p> <p>Projects will be either individually or group-based and designed to link operational outcomes to strategic directions.</p> <p>The projects will enable the participant to transfer new skills to the workplace and provide participant's with an opportunity to demonstrate competence on-the-job.</p> <p>Participants supported by workplace facilitator and workplace coach in gathering evidence.</p> <p>Participants and/or coach have access to workplace facilitator on 'as-needs' basis, via phone, e-mail, or fax or face-to-face in scheduled meetings.</p>
<p><b>13. Conduct Summative Assessment</b></p>	<p>Conducted by the RTO when participants and coach feel competence has been achieved after completion of workplace project.</p>
<p><b>14. Verify Summative Assessment for Certification</b></p>	<p>Verify standards and consistency of evidence. Joint evaluation by the RTO and Faculty of Education representatives.</p>

## Appendix B Workload policy

### ACADEMIC TEACHING LOAD DISTRIBUTION GUIDELINES

November 2000

There is little doubt that across the University sector there has been an increase in workloads for staff over recent years. The development of guidelines for the allocation of teaching load will not reduce the overall amount of teaching to be covered by members of the Faculty. We will have to develop other strategies to do that. Rather, the teaching load allocation guidelines are concerned with the equitable distribution of teaching across the Faculty. It will not be easy to find an appropriate balance between a too formulaic approach which might act as a disincentive to go beyond the minimum, and a too flexible approach which may not reassure us that fairness is being served.

Equalising teaching loads completely may be impossible in the short term and some tolerance will be needed. Mismatches between staff expertise and student enrolments may mean that some fields and locations within the Faculty are more stretched than others. Variations between the teaching loads of individuals may also occur from year to year due to unanticipated changes in other colleagues' availability or in student enrolments. We do not at present have the discretionary funds to guarantee being able to relieve all pressure points. However, it should not be the same people (individuals or groups) who consistently have teaching loads higher than or lower than the average. The distribution guidelines should enable us to identify when and where such inequalities occur and provide a mechanism to help us to address them.

The guidelines largely relate to the distribution of teaching load. In particular:

- (1) They do not address the work of academics who are not normally expected to engage in standard undergraduate and graduate teaching, that is, academics whose responsibilities lie mainly in research, or management or student support
- (2) They do not include a quantification mechanism for different forms and degrees of research and professional output, addressing this only to the extent that broad levels of productive activity will impact on expected teaching loads
- (3) They do not attempt to quantify the 'normal' collegiate activity and administration of the Faculty to which all staff are expected to contribute or professional and community service or to build these directly into teaching loads. However, where major administrative or other responsibilities are undertaken on behalf of the Faculty which will impact directly on teaching load expectations, they are addressed.

This first effort at developing guidelines and a teaching load allocation formula should be seen as an interim set, to be revisited and refined next year and periodically after that.

#### Some terms

As part of the performance management process the University has identified four broad categories of engagement:

##### *Teaching*

This includes your direct contribution to student learning through your own teaching whether 'face to face', on line or distance, supervision of placements, excursions, subject development, related resource development, assessment, reporting, meetings of tutors, availability for student consultations, subject related administration such as book orders, and other out-of-class student matters. It includes teaching on both award and non-award courses and administrative duties directly related to teaching such as subject and course coordination. The supervision of research students is also included here (although in some circumstances it may be regarded as part of your research profile).

##### *Research, Scholarship and Creative Activity*

This includes contributions to the active advancement of knowledge or its applications in your discipline or field. It may occur through basic research or research and development, professional practice which involves knowledge generation, and creative activity related to innovation, production and performance. Scholarship involves the active involvement in the world of scholarship and conveying such scholarship to the world through, for example, engaging in the discourses that inform and progress public debate.

### *Management/Administration*

This includes the range of university management, administrative and governance responsibilities, including student recruitment, advisement and enrolment, mentoring and supervising of staff and other collegiate activities, participation in faculty meetings, committee and working party membership, policy development, public relations, equity initiatives and the like.

### *Professional Activities and Community Service*

This refers to the use of professional and scholarly competence to develop useful interaction between the community and the University. It includes the range of professional activities related to your academic field such as membership of external committees, professional bodies and learned societies. It applies to consultancies, presentations, and the development of useful links with the broader community essentially in your capacity as a Monash University staff member.

For the purpose only of ease of expression in this set of guidelines, the latter two categories have been referred to as 'Other Service' which includes collegial involvement, administration and governance, and professional activity and community service. There is no intention to suggest that these are the same or to down play the significance of either, but only that their relationship to the allocation of teaching loads is similar.

## **General principles**

- 1 Academic work typically comprises a combination of Teaching, Research and Other Service. The allocation of teaching loads within the Faculty should
  - recognise the different forms of contributions that academic staff make
  - recognise that the form that academic work takes may vary over time by agreement of the individual and Faculty
  - encourage academic staff activity in directions consistent with Faculty and University priorities across each of the spheres of academic activity
  - be equitable.
- 2 The formula used to allocate teaching load should
  - be transparent, public and just
  - apply across all three campuses
  - encourage an appropriate blend of good pedagogy and efficiency
  - enable equity of access to learning support by students regardless of mode or location of enrolment
  - be possible to administer electronically without large investments in personal staff time
- 3 The Faculty should annually review the distribution of work across the Faculty with the express intention of addressing anomalies and ensuring as equitable a distribution as possible.
- 4 The Faculty should work towards ensuring a consistent and connected approach to the distribution of work, the Performance Review process, and opportunities for advancement.

## **Teaching load distribution principles**

- 1 The distribution of teaching loads to individuals within the Faculty and across the campuses should recognise that:

- most academic staff expect, and are encouraged, to participate (directly or indirectly) in Teaching, Research and Other Service
- a standard academic contract involves about 50% Teaching, 30% Research, 20% Other Service averaged over 46 weeks of the year.
- an academic who becomes exceptionally active in one of Teaching, Research or Other Service might offset that by some reduction in one of the other two
- most academics have standard 'Teaching and Research' expectations but some individual staff are employed largely in order that their professional expertise adds to the teaching strength of the Faculty
- teaching load allocations should be applied consistently across levels A to E

Variations in the distribution of work may be ongoing or be for a fixed period. They may be specified in a particular academic's contract or negotiated with the Associate Dean (Staffing) and Dean through the Supervisor and documented in the Engagement Profile.

- 2 The distribution of teaching loads to individuals within the Faculty and across the campuses should ensure that
- staff who are productive in each of Teaching and Research and contribute to Other Service are as far as possible allocated equal teaching loads pro rata to their fraction of their appointment
  - staff who have long service leave or OSP are allocated teaching loads pro rata to the part of the year for which they are not on leave, e.g. 3 months LSL means a nine month or three quarters teaching load for the year, 8 months OSP means a one third teaching load for the year
  - staff who have mainly Teaching and Other Service responsibilities are allocated teaching loads of between 1.3 and 1.5 times the normal allocation, depending upon their Other Service contributions, pro rata to the fraction of their contract. This will generally apply to secondments who are employed largely in order that their professional expertise adds to the teaching strength of the Faculty. It may also apply to other staff on continuing and fixed term contracts as negotiated through their Engagement Profile.

## Faculty research active

To be considered Faculty Research Active you are required to meet certain output requirements as follows:

### Level A, B, C:

At least 5 papers/publications or grants/consultancies over 2000-2002. The papers need not be blind refereed or attract DETYA points but must be externally validated. From 2003, the 5 acceptable outputs must include 1 grants/consultancy or 1 DETYA point per year. Staff members enrolled in a doctorate must have a letter from their supervisor clearly indicating the progress made (their annual report may suffice) AND evidence of having given or published at least 1 paper that relates to their doctoral work in the previous 12 months..

### Level D, E:

An average over the previous 3 years (ie. 2000-2002) of:

- 2 papers/publications per year that count for DETYA points AND
- at least 2 EFTSU research degree supervision per year AND
- at least 1 external grant/tender/consultancy OR additional EFTSU OR 1 DETYA publication

# TEACHING LOAD DISTRIBUTION FORMULA

Developed 2002, revised by Teaching Loads Reference Group for 2003

The formula is a blend of contact hours and enrolments. The unit of measurement is a 'point', which is roughly equivalent to a 'real hour'. Generally in universities, 'contact hours' are equated roughly to 3 real hours for an original lecture/tutorial and 2 real hours for a repeat lecture/tutorial. Thus a weekly original lecture/tutorial for a standard semester equates to 39 real hours per semester, a repeat to 26 real hours.

**Lectures:** Conventionally, of the 39 real hours, 13 were the weekly lectures and 26 the lecture preparation and unit coordination (study notes, curriculum and assessment planning, some student advising, reporting, etc). We have separated out some unit coordination time, so original lectures attract 2.5 points per week, and unit coordination attracts the other 0.5 points per week. If you coordinate and lecture for the unit, you therefore attract 3 points per weekly lecture. There is a modest additional coordination allowance of  $0.1 \times$  number of students.

**Tutorials:** Conventionally, of the 39 real hours, 13 were the weekly tutorials, 13 preparation, and 13 marking/advising. Tutorial groups of 12-15 students were once typical but they have grown larger recently leading to quite variable marking loads. To address this, 26 points + 1 point per student is allocated per semester to a tutorial.

**Distance:** Students should access the same learning support regardless of their mode of enrolment, however, the lecturing component of a distance unit is provided through the development, publication and distribution of the materials. Distance units therefore receive a heavier subject development and more frequent unit revision allocation. Tutorial time is allocated annually. The distinctions between on and off campus units are both disappearing and becoming more complex. We have kept this version simple but anticipate using case history to revise the formula to be more responsive to flexible and on-line teaching.

**Subject development and review:** Allocations have been made for unit development and major revisions, with distance units attracting a higher allocation for new unit development and a more frequent revision cycle.

## Overall teaching load

The adoption of a formula will not affect the amount of teaching to be covered or the number of staff, so we do not expect to change average teaching loads as a result of the formula although there may be some redistribution of teaching. The annual number of points expected per staff member will be dependent upon what is to be 'counted' and how. For example, if we do not allocate points for subject development and

revision, the annual expected number of points may be P. If we do, the expected number of points may be  $P + 40$ . This will not increase the total amount of staff time spent on teaching related activities since the work is already being done, rather it averages the time cost of subject development across the Faculty. This applies also to administrative allocations such as for course coordination. (Note: A load comprising 10 original hours per week OR 8 original hours and 3 repeat hours per week OR 6 original hours and 6 repeat hours per week would equate to 390 'real hours' per semester or 780 per year. This does not take into account the effect of the additional allocations provided for unit preparation and revision or course administration.)

**Teaching** : We estimate that teaching and teaching related activities (defined here to include supervision of research students, projects and placements) currently take an average of about 50% of the available staff time of 46 weeks per year. The balance of teaching, research and other service will, of course, vary considerably throughout the year. A person with the maximum number of research students the University allows, may find their profile involves 20% research students and 30% subject teaching. Similarly, placements and excursions might take up a substantial proportion of time.

**Research:** On average academic staff should be engaged in research and research related activities about 30% of their time (this is in addition to research students). It is during this time that staff engage in their research projects, whether ARC, other funded or non-funded. Attracting research funds will not normally attract a reduction in teaching from the central pool although, with Faculty approval, staff may at times use research and consultancy funds to 'buy out' some teaching. Guidelines have been developed on what sorts of outputs are to be considered to contribute to knowledge advancement in Education and what constitutes sufficient productivity to be regarded as 'research active'. Like the teaching load formula, it is likely to evolve over time. Staff will be considered to be research active if they are enrolled in a higher degree, are spending a minimum of 30% of their year on it, and are making demonstrable progress as evidenced by conference presentations and completed components of their research projects.

**Other service:** Academic staff should be contributing to Management and Administration and Professional Activities and Community Service about 20% of their time. All are expected to contribute to meetings, committees, working parties, student recruitment, selection and enrolment processes, and other collegiate activities. Special allocations for more major administrative tasks such as program management and course coordination are intended as a top up to this 20%. This should provide some rebalancing of proportions between Teaching and Administration where more significant administrative roles are undertaken

## TEACHING LOAD ALLOCATIONS

<p><b>1 UNIT COORDINATION</b> (Prep/admin/review/advice/grading/coordinating and advising tutors/board of examiners)</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 30%;"></td> <td style="width: 35%; text-align: center;">Flexible/contact class based on campus</td> <td style="width: 35%; text-align: center;">Flexible/distance materials based off campus</td> </tr> <tr> <td>Each year (but in large units, 0.2 x S for the enrolments above 100)</td> <td style="text-align: center;"><math>0.5 \times W + 0.1 \times S</math></td> <td style="text-align: center;"><math>0.5 \times W + 0.1 \times S</math></td> </tr> <tr> <td>New</td> <td style="text-align: center;">40</td> <td style="text-align: center;">80</td> </tr> <tr> <td>Major revision</td> <td style="text-align: center;">30 (4 yearly)</td> <td style="text-align: center;">40 (Year 2 and then 3 yearly)</td> </tr> </table> <p>S = number of students in group W = number of weeks/sessions, 10 or 13 or 20 etc</p>		Flexible/contact class based on campus	Flexible/distance materials based off campus	Each year (but in large units, 0.2 x S for the enrolments above 100)	$0.5 \times W + 0.1 \times S$	$0.5 \times W + 0.1 \times S$	New	40	80	Major revision	30 (4 yearly)	40 (Year 2 and then 3 yearly)	<p>1a For distance units the lecturing equivalent is provided through curriculum development, publication/printing and distribution. Staff will get development hours 'front loaded' but will not receive lecturing time each year.</p> <p>1b Campus/distance distinctions are both disappearing and becoming more complicated. We will use 'case history' to revise the formula to be more responsive to flexible and on-line teaching.</p> <p>1c It is assumed that revisions will occur in an ongoing way as is existing practice but we will, upon application by the unit coordinator, approve a special allocation for a major revision every four years for campus based and three years for materials based (distance) units.</p> <p>1d Major revision allocations will be subject to review processes that attend to quality, flexibility and internationalisation. An allocation for a Year 2 revision allowance for distance subjects will normally be contingent upon structured student feedback in Year 1 of offering.</p> <p>1e Very large enrolment campus based units may apply for a Year 2 revision allocation where need is demonstrated from structured student feedback in Year 1, although approval will depend upon the resources being available.</p> <p>1f We will try to decrease the major revision cycle for campus units to 3 years in future but there are quite a number of new units in the pipeline and this will be costly to fund.</p> <p>1g Preparing existing units for flexible delivery in a significant and substantial way will be regarded as a major revision, subject to 1h.</p> <p>1h The major review cycle means that one third of distance and one quarter of campus units will be eligible for a special teaching load allocation each year. A schedule of revisions will be developed to balance loads on individual and the Faculty, and to fit Faculty priorities.</p>									
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<p><b>2 TEACHING</b> (Personal reading and class preparation/'face to face' teaching/some student advising)</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 30%;"></td> <td style="width: 35%; text-align: center;">original</td> <td style="width: 35%; text-align: center;">repeat</td> </tr> <tr> <td>1 hr lecture</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">1.5</td> </tr> <tr> <td>1 hr tutorial group</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2 hr tutorial (same allocation for 2 x 1 hr with same group)</td> <td style="text-align: center;">3.5</td> <td style="text-align: center;">2</td> </tr> <tr> <td>2 hr workshop/seminar (equal to 1 hr lecture and 1 hr tut) (same allocation for 2 x 1 hr with same group)</td> <td style="text-align: center;">4.5</td> <td style="text-align: center;">2.5</td> </tr> <tr> <td>3 hr workshop/seminar/ (equal to 1 hr lecture and 2 hr tut)</td> <td style="text-align: center;">6</td> <td style="text-align: center;">3.5</td> </tr> <tr> <td>Distance personal prep</td> <td style="text-align: center;">1</td> <td style="text-align: center;">--</td> </tr> </table> <p>Actual teaching off shore (as above)</p>		original	repeat	1 hr lecture	2.5	1.5	1 hr tutorial group	2	1	2 hr tutorial (same allocation for 2 x 1 hr with same group)	3.5	2	2 hr workshop/seminar (equal to 1 hr lecture and 1 hr tut) (same allocation for 2 x 1 hr with same group)	4.5	2.5	3 hr workshop/seminar/ (equal to 1 hr lecture and 2 hr tut)	6	3.5	Distance personal prep	1	--	<p>2a Repeats in the same period bring the contact plus half a point additional preparation.</p> <p>2b Generally tutorial class sizes of 25-27 will be used to project the number of tutorial groups although initial allocations will be 28-30 to allow for drop out. For units with smaller total enrolments a common sense approach to class size will apply (for example, we would be unlikely to form a second tutorial group where the total enrolment was 30).</p> <p>2c Units designated as 2 hours are assumed to have 1 lecture (total enrolment) + 1 tutorial (approx 25), those designated as 3 hours are assumed to have 1 lecture + 2 tutorial. However: — lecturers may elect to teach in smaller groups (of approx 25) for the whole 2 or 3 hours but the allocation will remain the same as for a whole group lecture plus separate tutorials — where the Faculty approves offering a unit completely in smaller groups (perhaps related to size of labs, health and safety, or accreditation issues) so that it is not at the discretion of lecturers, it will attract teaching hours as for 2 hour or 3 hour classes, which ever applies.</p> <p>2d For distance-materials based/off campus subjects the 'lecturing' time is provided through the unit development and delivery costs (see 1a above)</p> <p>2e Where a subject is taught in both on- and off-campus modes in the same period, the personal preparation time is not repeated for the distance preparation.</p> <p>2f Where a distance/off-campus unit contains a significant amount of on-line teaching, coordinators may request the workload to be counted as though it were an on-campus unit. If regular discussion groups etc on line are involved, the lecturer may request regular tutorial hours for 'screen to screen' as for 'face to face' tutoring but then the student feedback hours will revert to those for on campus teaching.</p>
	original	repeat																				
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<p><b>3 INDIVIDUAL STUDENT FEEDBACK/MARKING (feedback/advising/assessment/grading/following up)</b></p> <table border="0"> <tr> <td></td> <td style="text-align: center;">on campus</td> <td style="text-align: center;">off campus</td> </tr> <tr> <td>UGG 6 pt (4000 words)</td> <td style="text-align: center;">1 per student</td> <td style="text-align: center;">1.5 per student</td> </tr> <tr> <td>PG 6 pt (4000 words)</td> <td style="text-align: center;">1 per student</td> <td style="text-align: center;">1.5 per student</td> </tr> <tr> <td>Postgrad 12 pt (8000/10000 words;)</td> <td style="text-align: center;">2 per student</td> <td style="text-align: center;">2.5 per student</td> </tr> </table>		on campus	off campus	UGG 6 pt (4000 words)	1 per student	1.5 per student	PG 6 pt (4000 words)	1 per student	1.5 per student	Postgrad 12 pt (8000/10000 words;)	2 per student	2.5 per student	<p>3a This provides one 1 point (approximately one hour) per student for on campus undergraduate/ GradDip units and 1.5 points for on campus postgraduate units.</p> <p>3b 12 credit point (two semester) undergraduate units on campus may also attract the 1.5 weighting in acknowledgment of higher assessment loads.</p> <p>3c The student feedback load is 0.5 more for off-campus students, acknowledging that more of the teaching must occur at the individual assignment level and that distance students should be getting more detailed feedback and be contacted individually. This means that for every additional 26 students, an additional 13 points is allocated equivalent to the 13 points an on campus tutorial group would attract. That is:  Campus subject with 25 students: <math>(13 \times 2) + (25 \times 1) = 51</math> points  Distance subject with 25 students: <math>(13 \times 1) + (25 \times 1.5) = 50.5</math> points</p> <p>3d See 2e.</p>
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PG 6 pt (4000 words)	1 per student	1.5 per student											
Postgrad 12 pt (8000/10000 words;)	2 per student	2.5 per student											
<p><b>4 PLACEMENTS</b></p> <p><b>School/Psych Placements</b></p> <table border="0"> <tr> <td>If visited</td> <td style="text-align: center;">1.5 per student + 1.5 per site</td> </tr> <tr> <td>Distance, contacted by phone</td> <td style="text-align: center;">0.5 per student</td> </tr> <tr> <td>Overseas teaching rounds</td> <td style="text-align: center;">tba</td> </tr> </table> <p><b>SOR excursions</b></p> <table border="0"> <tr> <td>1 day (14+ student day)</td> <td style="text-align: center;">6</td> </tr> </table> <p><b>Coordination of overseas placements</b> <math>5 + 0.5 \times S</math></p>	If visited	1.5 per student + 1.5 per site	Distance, contacted by phone	0.5 per student	Overseas teaching rounds	tba	1 day (14+ student day)	6	<p>4a While the allocation for the number of schools/sites will not always cover travel time, it should balance out over time.</p> <p>4b Distance students who are not visited should nevertheless be contacted personally during their placement and often the school/site will need to be contacted. The allocation is dependent upon proper contact being made and a mechanism for tracking this will need to be developed.</p> <p>4c When initial teaching load projections are made in November/December, past practice will be used to estimate placement load, but this will be adjusted as real data becomes available.</p> <p>4d The teaching load for the off shore teaching rounds are in discussion.</p>				
If visited	1.5 per student + 1.5 per site												
Distance, contacted by phone	0.5 per student												
Overseas teaching rounds	tba												
1 day (14+ student day)	6												
<p><b>5 RESEARCH DEGREES/PROJECTS (PhD, EdD, MEd, Hons, Projects)</b></p> <table border="0"> <tr> <td>Each year PhD and EdD/ResMED</td> <td style="text-align: center;">48 x EFTSU</td> </tr> <tr> <td>24 point research thesis/projects (4th yr psych, hons, MEd thesis)</td> <td style="text-align: center;">48 x EFTSU</td> </tr> <tr> <td>Honours thesis</td> <td style="text-align: center;">24 in total</td> </tr> <tr> <td>Mentoring HDR during coursework phase</td> <td style="text-align: center;">see 5c</td> </tr> </table>	Each year PhD and EdD/ResMED	48 x EFTSU	24 point research thesis/projects (4th yr psych, hons, MEd thesis)	48 x EFTSU	Honours thesis	24 in total	Mentoring HDR during coursework phase	see 5c	<p>5a A full time research thesis student is enrolled for 24 points of EFTSU and attracts 24 pts of teaching load per semester and a part time thesis student is enrolled for 12 points of EFTSU and attracts 12 pts of teaching load per semester. Thus, a full time PhD attracts 24 points of teaching load per semester, a 24 point honours thesis or 4<sup>th</sup> year psychology research project completed over a year attracts 24 points of teaching load over that year.</p> <p>5b The teaching points will normally be allocated 100% for sole supervision; or 75% for Main Supervision and 25% for Associate Supervision; or 50% each for Joint Supervision. Acting supervisors attract the teaching points for the period in which they supervise.</p> <p>5c The teaching allocation for Research Degrees only applies while the student is enrolled in the thesis component (not the coursework component) and reflects the actual points of enrolment, however, main/sole supervisors of HDR research students (Ed D and Masters by research) receive 25% of supervision load (ie 6 points part-time; 12 points full-time) during the coursework component in order to provide mentoring and assist in proposal development. Associate supervisors do not receive points until the student is undertaking research.</p> <p>5d The University limit of 8 EFTSU of HDR research students per staff member should normally apply. This limit does not apply to students enrolled in non-HDR research projects, although our aim to balance research supervision across the faculty should, over time, enable us to ensure that supervision loads are no higher than 8 EFTSU in total.</p> <p>5e The teaching allocation for research supervision only applies while the student is enrolled (not while suspended) and to the limit of time allowed by DETYA. Where the Faculty agrees to support a student to complete even though DETYA funds have run out, the Faculty may approve continued teaching load allocation to the Supervisor.</p> <p>5f For 24 point research projects, students should complete within the one enrolment period and the total teaching load allocation will not normally exceed the total number of credit points, that is, 24 points. If the student re-enrols, however, and hence pays HECS or fees, then teaching points will be allocated in the normal way.</p>				
Each year PhD and EdD/ResMED	48 x EFTSU												
24 point research thesis/projects (4th yr psych, hons, MEd thesis)	48 x EFTSU												
Honours thesis	24 in total												
Mentoring HDR during coursework phase	see 5c												

<p><b>6 OTHER TEACHING and CONSULTANCIES</b></p> <p>School Reviews 30  School Review (small) 18</p> <p>Professional development/  short course teaching as for workshop pts  in section 2 and 3</p> <p><i>Overseas teaching</i>  20 hour consultations w students (TMC) 20  Actual teaching as for workshop pts</p>	<p>6a This applies to income generating consultancies and other activities approved by, and done on behalf of, the Faculty where the income accrues to the Faculty. It does not apply to those activities that would normally be undertaken as part of the staff member's Research or Professional and Community Service.</p> <p>6b A special case may be put for points for substantial administrative or committee service to the University outside the Faculty. The award of points will be at the discretion of the Associate Dean (Staff) in consultation with the Dean. Points will only accrue where a very substantial amount of time is involved, and a clear benefit to the Faculty can be demonstrated.</p> <p>6c This list will be added to as case history develops</p>
<p><b>7 MAJOR ADMINISTRATIVE RESPONSIBILITIES</b></p> <p>Associate Deans 400+ (see 7b)  Campus Coordinators 160  Director of HDR 200  Program Leaders 50-150 (see 7e)  Course Coordinators 0.5 x EFTSU  Coordination BSOR off shore 30</p>	<p>7a Approximately 20% of academic staff time will normally be allocated to the 'Other Service' categories: Management/Administration and Professional Activities and Community Service. All staff are expected to take their share of, and their turn at, the management/administration of the Faculty and the promotion of its programmes. This includes, for example, assisting with selection processes and advising during enrolment sessions, membership and leadership of committees and working parties, assisting with the review of courses and subjects other than one's own, involvement in Open days and other promotional activities.</p> <p>7b Associate Dean, Campus Coordinators and Director allocations are consistent with current practice although these may change somewhat if the organisation of the Faculty is revised in such a way as to effect these positions. Allocations for Associate Deans are generally half a teaching load but are at the discretion of the Dean, and points for different portfolios may vary.</p> <p>7c Allocations for Program Leadership and Course Coordination are not intended to reflect all the time spent on those roles but rather to 'top up' the 20% of time all academic staff are assumed to give to 'Other Service'. This should provide some rebalancing of proportions between Teaching and Management/Administration where more significant administrative roles are undertaken.</p> <p>7d Those who have significant course coordination responsibilities should normally not be expected to take on other significant administrative tasks and, for courses with very large numbers of applicants, should also be able to rely on colleagues to assist at least with the annual selection process and advising during enrolment periods (as part of other staff's administrative responsibilities).</p> <p>7e Points allocated to Program Leaders will depend on the size and complexity of the program, and will be at the discretion of the Associate Dean (Staff) in consultation with the Dean.</p>

## Appendix C Workloads for staff enrolled in Research Degrees

Recently, the matter of teaching loads of part time staff who are enrolled in doctorates was raised. Student staff ratios are presently high, as a system-wide phenomena, and few staff manage to do their teaching and research at the level they wish within a regular five day week. However, part time staff and those enrolled in doctorates are not disproportionately affected or disadvantaged by this. The target full time teaching load is 800-840 points and targets for new staff are 90% of this.

### Staff enrolled in PhD in 2003

Person	Location	Fraction for 2003	Target load	Actual Load
<b>PART TIME T&amp;R STAFF</b>				
A (level B)	Peninsula	0.7	560-588	439
B (level B)	Clayton	0.25	200-205	205
C (level B)	Clayton	0.8	640-672	657
D (level B)	Clayton	0.7, LWP 15 wk, 0.5	398-418	304
<b>FULL TIME T&amp;R STAFF</b>				
E (level A)	Peninsula	New FT, 0.9	720-756	576 (completed '03)
F (level B)	Peninsula	FT	800-840	809
G (level B)	Peninsula	New FT, 0.9	720-756	671
H (level B)	Peninsula	OSP 6 mth, 0.5	400-420	<b>526</b>
I (level B)	Peninsula	New FT, July, 0.45	360-378	363
J (level C)	Peninsula	FT	800-840	722
K (level C)	Peninsula	OSP 5 mth, 0.58	464-487	489 (completed '03)
L (level B)	Clayton	OSP 6 mth, Centre, 0.32	250-263	<b>320</b>
M (level B)	Clayton	FT	800-840	765
N (level B)	Clayton	FT	800-840	<b>968</b> (completed '03)
O (level B)	Clayton	FT	800-840	<b>940</b>
P (level B)	Clayton	New FT, 0.9	720-756	639
Q (level B)	Clayton	New FT, Mar, 0.75	666-700	338
S (level B)	Gippsland	FT	800-840	740
T (level B)	Gippsland	FT	800-840	<b>1052</b>
U (level C)	Gippsland	FT	800-840	834

Thus, five people enrolled in doctorates were 'over target' and all were full-time very experienced staff, two males and three females, one Peninsula, three Clayton, one Gippsland. Two of the five were on OSP in second semester and so, although they were overload relative to their 0.5 target, they did have substantial teaching release for the year. Three of the twenty one staff enrolled in doctorates were, however, seriously overload.

## Appendix D Student-staff ratios 1999-2004

Table A: Based on definition of staff and students used by AVCC

Students = Taught load FTE includes off shore supported partner programs  
 Staff = T&R staff and teaching only staff: Ongoing, contract and casual FTE

	1999	2000	2001	2002	2003	
EDUCATION						
Students	1702	1631	1798	1924	2124	+ 25%
Staff	91	90	87	85	85	- 7%
<b>SSR</b>	<b>18.7</b>	<b>18.1</b>	<b>20.7</b>	<b>22.6</b>	<b>25.0</b>	<b>+ 34%</b>
UNIVERSITY						
Students	31 715	32 537	33 106	35 899	39 756	+ 25%
Staff	1868	1950	1978	2026	2031	+ 9%
<b>SSR</b>	<b>17.0</b>	<b>16.7</b>	<b>16.7</b>	<b>17.7</b>	<b>19.6</b>	<b>+ 15%</b>

NOTE: The difference between these data for 2002 and the published AVCC data for 2002 provided in Table C is that the AVCC used casual data from 2001 to estimate the casuals for 2002, whereas we have used the actual casuals for 2002 as provided by Statistical Services. That is, the use of casual staff increased between 2001 and 2002.

Table B: Based on definition of students recommended by Monash Statistical Services

Students = Taught load FTE excludes off shore partner supported programs  
 Staff = T&R staff and teaching only staff: Ongoing, contract and casual FTE

	1999	2000	2001	2002	2003	
EDUCATION						
Students	1702	1631	1798	1924	2034	+ 20%
Staff	91	90	87	85	85	- 7%
<b>SSR</b>	<b>18.3</b>	<b>18.0</b>	<b>19.7</b>	<b>23.7</b>	<b>23.7</b>	<b>+ 30%</b>
UNIVERSITY						
Students	30 564	31 430	31 858	34 653	35 718	+ 17%
Staff	1868	1950	1978	2026	2031	- 9%
<b>SSR</b>	<b>16.4</b>	<b>16.1</b>	<b>16.1</b>	<b>17.1</b>	<b>17.6</b>	<b>+ 7%</b>

Note: Our SSR in Table C over page is under-estimated because our Psych students are counted as Society and Culture for reporting to DEST, but all the staff are counted as in the Education 'Division'. This will have a substantial impact on our SSR because 10% of our staff (and students) are in psychology.

Table C: Field based comparisons of SSR in 2002 provided by AVCC

State/Institution	Natural and Physical Sciences	Information Technology	Engineering and Related Technologies	Architecture and Building	Agriculture, Environmental and Related Studies	Health	Education	Management and Commerce	Society and Culture	Creative Arts	Mixed Field Programmes	All Students / Staff in AOU's (iv)	Total Students / Staff (v)
<b>Whole sector 2002</b>	<b>15.7</b>	<b>25.0</b>	<b>17.6</b>	<b>19.5</b>	<b>13.2</b>	<b>14.1</b>	<b>23.0</b>	<b>31.6</b>	<b>23.1</b>	<b>19.7</b>	<b>18.0</b>	<b>21.0</b>	<b>20.4</b>
Whole sector 2001	14.7	25.7	16.5	18.8	12.1	13.3	20.9	28.9	21.4	18.0	9.4	19.6	19.1
<b>Go8</b>													
The University of New South Wales	16.6	21.9	19.3	15.9	0.0	7.2	14.8	29.1	21.6	20.0	0.0	18.8	18.3
The University of Sydney (vii)	13.7	19.2	14.0	20.0	6.0	13.0	12.4	32.3	22.7	12.2	0.0	17.0	17.0
Monash University	13.7	18.0	15.1	0.0	0.0	14.4	24.7	25.8	21.8	24.7	0.0	19.1	19.0
The University of Melbourne	15.1	22.0	18.3	22.5	10.6	13.3	24.9	30.6	26.3	13.8	0.0	19.3	18.1
The University of Queensland	21.8	16.0	18.4	20.3	20.2	12.5	20.0	24.5	23.1	20.5	0.0	19.8	19.6
The University of Western Australia	14.5	25.4	18.4	23.8	11.9	8.1	21.8	23.1	20.2	13.7	0.0	16.5	16.2
The University of Adelaide	13.1	19.3	18.4	20.9	9.1	9.8	19.6	27.9	24.7	7.6	0.0	16.7	16.5
The Australian National University	17.3	16.5	18.7	0.0	17.8	10.0	0.0	34.7	21.5	7.2	0.0	18.6	17.8
<b>Go8 student load</b>	<b>29478</b>	<b>15057</b>	<b>13738</b>	<b>5351</b>	<b>4134</b>	<b>20868</b>	<b>8310</b>	<b>28319</b>	<b>61119</b>	<b>10303</b>	<b>0</b>	<b>196679</b>	<b>196679</b>
<b>Go8 staff load</b>	<b>1,920</b>	<b>789</b>	<b>798</b>	<b>275</b>	<b>317</b>	<b>1,775</b>	<b>428</b>	<b>1,022</b>	<b>2,680</b>	<b>686</b>	<b>0</b>	<b>10,690</b>	<b>10,924</b>
<b>Go8 SSR</b>	<b>15.4</b>	<b>19.1</b>	<b>17.2</b>	<b>19.5</b>	<b>13.0</b>	<b>11.8</b>	<b>19.4</b>	<b>27.7</b>	<b>22.8</b>	<b>15.0</b>		<b>18.4</b>	<b>18.0</b>
<b>Education's Benchmark Comparitors</b>													
The University of New South Wales	16.6	21.9	19.3	15.9	0.0	7.2	14.8	29.1	21.6	20.0	0.0	18.8	18.3
The University of Sydney (vii)	13.7	19.2	14.0	20.0	6.0	13.0	12.4	32.3	22.7	12.2	0.0	17.0	17.0
The University of Melbourne	15.1	22.0	18.3	22.5	10.6	13.3	24.9	30.6	26.3	13.8	0.0	19.3	18.1
The University of Queensland	21.8	16.0	18.4	20.3	20.2	12.5	20.0	24.5	23.1	20.5	0.0	19.8	19.6
<b>Benchmark Comp Student load</b>	<b>18245</b>	<b>7646</b>	<b>8428</b>	<b>4513</b>	<b>3004</b>	<b>15300</b>	<b>5813</b>	<b>16135</b>	<b>38256</b>	<b>6811</b>	<b>0</b>	<b>124152</b>	<b>124152</b>
<b>Benchmark Comp staff load</b>	<b>1,121</b>	<b>385</b>	<b>480</b>	<b>238</b>	<b>222</b>	<b>1,272</b>	<b>323</b>	<b>560</b>	<b>1,639</b>	<b>438</b>	<b>0</b>	<b>6,678</b>	<b>6,849</b>
<b>Benchmark Comp SSR</b>	<b>16.3</b>	<b>19.9</b>	<b>17.6</b>	<b>19.0</b>	<b>13.5</b>	<b>12.0</b>	<b>18.0</b>	<b>28.8</b>	<b>23.3</b>	<b>15.6</b>		<b>18.6</b>	<b>18.1</b>

(i) Both the Student load and Staff FTE data are extracted from DEST 2002 full year Student and final Staff Publications. The 2001 actual causal FTEs serve as an estimates for the 2002 casuals in the calculation of the 2002 Actual Student Staff Ratio.

(iii) For the purpose of the ratio calculations, the scope of staff is confined to those with work functions of "teaching only" or "teaching and research only", while that of students excludes those enrolled in work experience units.

(iv) All students/staff in AOU's ratio uses only Teaching only and Teaching + Research only staff FTE in AOU's.

(v) Total student/staff ratio includes "Teaching only" and "Teaching + Research only" staff FTE in AOU's as well as "Teaching only" and "Teaching + Research only" staff FTE not allocated in AOU's.

(vi) A number of universities do not report all teaching staff to DEST, as they are not directly employed by universities and therefore outside the scope of the Staff Collection. This unfortunately has distorted the ratio for the institutions concern. For instance, a significant amount of student load, predominantly in the Police programs, for which associated staffing is not reported by Charles Stuart University (as it is not in the scope of the collection). For Central Queensland University, some 47% of student load (mainly fee paying) in 2002 was taught at the campuses operated by its commercial partners and reported to DEST's Student Collection while the corresponding teaching staff (employed by its commercial partners) is not. The teaching staff component of the ratio for Curtin University of Technology also does not include those employed by its offshore collaborators. The University of South Australia operates extensive teaching programs in approx. 45 offshore institutions, however not all teaching staff of these programs are captured in the ratio. Deakin University has a significant number of off-shore enrolments. These students generally study courses at off-shore 'twinning' institutions. While the students are included in the calculations, the staff employed by the twinning partners to teach are not, as they are not collected by DEST. As for University of Ballarat, more than half of the student load enrolled in IT is delivered by private providers and hence distorted the ratio for IT and to the ratio at institutional level to some extent. This means the computed student to teaching ratios misrepresent the true ratios for these Universities.

## Appendix E Distribution of load and student/staff ratios across faculty

Table below shows course load plus HDR supervised by people in that grouping adjusted to account for transfers of taught load, eg where Clayton staff teach Gippsland units by distance, or Peninsula staff teach Clayton units

### Taught load

(Course taught load is on Website: Department teaching load under STATS ONLINE 2003

<http://www.firm.monash.edu.au/SOL/2003/department>)

	Staff establishment (ongoing + contract)  Includes people on leave including illness, OSP etc for which there is no replacement	Taught load as of August 2003	SS ratio
<b>Clayton total</b> (+BAL&D + the Gippsland load taught by Clayton staff – the Clayton load taught by Pen staff and Gipps staff)	41.7 at present + unfilled 2 prof + LOTE + W&L = 45.7  Note: 2 people left mid year and one is on sick leave but counted in 41.7	1100 + 47 + 71 – 37 – 10 = 1171	28.1 25.6 (if vacant positions filled)
<b>Clayton Psych</b> (Psych + Psych HDR)	9.65  New prof not approved yet	183 + 24 = 207	21.5
<b>Clayton Other Educ</b>	32.05 or 36.05 estab	1171 - 207 = 964	30.1 26.7 (if vacant positions filled)
<b>Peninsula total</b> (– BAL&D + the Clayton load taught by Pen staff)	19.9	543 - 47 + 37 = 533	26.7
<b>Gippsland total</b> (– the Gippsland load taught by Clayton staff + Clayton load taught by Gipps)	14.2	437 – 71 + 10 = 376  This could be 10 too low, check	26.5
<b>Gippsland BSOR</b> (+ load taught in Ed, other faculties, HDR – load taught by other than BSOR)	5	132	26.4
<b>Gippsland Other Educ</b> T Educ      Gippsland	9.2	376 – 132 = 244  Ditto, this could be 10 too low, check	26.5
TOTAL actual	75.8	2080	27.4
TOTAL with new staff	78.8		

**Appendix F Snapshot of general staff**

