



**MACQUARIE**  
University  
SYDNEY • AUSTRALIA

# Analyse. Create. Communicate.

FACULTY OF ARTS STRATEGIC PLAN 2022–2025





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## ACKNOWLEDGEMENT OF COUNTRY

*We acknowledge the Traditional Custodians of the Macquarie University land, the Wallumattagal Clan of the Dharug Nation, whose customs and cultures have nurtured, and continue to nurture, this land since the Dreamtime. We pay our respects to the Elders past, present and future; to the Ancestors; and to the Land and Water, its knowledges, Dreaming and culture – embodied within and throughout this Country.*



# Introduction from the Executive Dean

Over the span of its previous strategic plan (2016–2020), the Faculty of Arts continued to make a significant contribution to Macquarie University’s rich history. Across our disciplines in the creative arts, education, humanities, law and social sciences, we have improved the quality and quantity of our research outputs – and increased the amount of research funding we attract from government through the Australian Research Council (ARC) as well as from industry, the public sector and philanthropy through Category 2–4 research funding. We have increased our renown, as evidenced by national and international research rankings, continued to graduate a very significant cohort of Master of Research and PhD students, and substantially grown our intake of undergraduate students. A highlight within this period was the completion of our new Arts Precinct, a new home for our community of scholars and our students, who had embraced the new space before COVID restricted access. The Arts Precinct, and our newly established Macquarie University History Museum within the precinct, is testament to the University’s commitment to excellence in research and teaching across our disciplines. We now look forward to the build of the new Macquarie Law School, which will be completed within the span of the Faculty of Arts Strategic Plan 2022–2025.

The past few years saw deep structural change across the University. The disestablishment of the Faculty of Human Sciences led to the School of Education joining the Faculty of Arts, and within a short period of time, synergies in research and teaching were being built across the faculty. Within the faculty itself, we restructured our departments and schools, reducing the number of units from 13 to eight, and currently a far-reaching transformation of our professional services across the University is underway. These changes will continue to impact our way of working across the span of this strategic plan. But change has not only been immanent to the University: Over the past two years, the Australian higher education sector has seen major upheavals, as COVID has had a substantial impact on the way we teach and research. Australian border closures have significantly impacted the sector’s ability to attract international students, and the ensuing financial impacts have come at a time when the government’s funding model for the university sector underwent significant changes as well. It is testament to the dedication and resilience of our academic and professional staff across the faculty that, despite these challenges, we have continued to thrive and receive very strong results across our teaching and research enterprise.

This strategic plan outlines how we will consolidate and build on these outcomes by focusing on best practice across our disciplines, across the University and across the sector. The plan takes its lead from the University’s strategic directions, indicated in the University’s Operating Plan, the Research Framework, and the Learning and Teaching Strategic Framework. Our ultimate objectives in our education mission are to improve students’ engagement and their graduate employment outcomes. The faculty will build on the success of the Bachelor of Arts transformation, where a strong focus on employability – through a well-developed framework of transferable skills combined with deep engagement

with disciplinary knowledge – has rendered the program of study highly popular with students. This is demonstrated by strong enrolment figures and the course has also won the recognition of employers as evidenced by the Higher Education Award for Employability conferred to the degree in 2020 by the *Australian Financial Review*. Our goal is to develop transferable skills frameworks for all the faculty’s programs of studies. This, combined with innovation in large-scale delivery of teaching and further building staff capability for multimodal teaching, will be key priorities for the education portfolio of the faculty.

The faculty’s high-level objectives in research focus on further fostering a positive high-performance culture, where research support schemes are strategically aligned with disciplinary and interdisciplinary foci and where team-based research increasingly includes our research students in the faculty. We strive to further increase research collaboration across and beyond the faculty, as well as our engagement with industry, non-government organisations and the public sector in order to widen our avenues of research income beyond the ARC schemes, in which we have been increasingly very successful over the past years.

In this plan, the faculty also aims to recognise significant developments in relation to Indigenous education, research and academic development. The University has developed wide-ranging initiatives across education and research in this area. During the life of this plan, the faculty will play its role in implementing the Indigenous Connected Curriculum Framework, the Indigenous Research Plan 2020–2025 and the Aboriginal and Torres Strait Islander Workforce Plan 2018–2021.

Achieving the faculty’s joint mission in research and education will require focus on sustained financial viability. Financial investment has to be ever more strategic to enable the faculty to achieve its goals. This requires close collaboration across the faculty in a model of distributed leadership that sees the advancement of the faculty’s strategic objectives as the basis for the success of our students and staff alike. None of the strategic objectives discussed in this plan can be achieved, however, without motivated and dedicated academic and professional staff to support them, so a focus of the initiatives profiled in this plan is to support colleagues in their teaching and research endeavours to achieve the best possible outcomes for their discipline, for their department or school, and for the faculty.



**Professor Martina Möllering**  
EXECUTIVE DEAN, FACULTY OF ARTS  
MARCH 2022



# Faculty of Arts

## MISSION AND VISION

The Faculty of Arts at Macquarie University is a value-driven academic enterprise that places the student experience at its heart while successfully competing at the global level in the quality of its research outputs.

As a community of scholars, our mission is to serve our students and the wider community by providing world-class education through an innovative, stimulating and collaborative learning environment across the arts, education, humanities, law and social sciences. The faculty is dedicated to providing rich and diverse learning experiences that prepare our students for the world of work and for engaged global citizenship. Our research critically explores the physical and social worlds we live in as we seek to positively shape our world by identifying the vast potential of differing views and interconnected perspectives for solving social problems and supporting our communities. The faculty is deeply connected with internal and external stakeholders, including diverse communities nationally and internationally, and, increasingly, business and government organisations.

Our vision is to be globally recognised for our excellence in research in the arts, education, humanities, law and social sciences. Our research is impacting on society and embedded in our teaching. The faculty is a destination of choice for students who value our dedication to deep disciplinary, as well as interdisciplinary teaching, and our belief in the transformative power of learning.

This strategic plan outlines how the faculty proposes to pursue its mission and vision in order to increase the impact and recognition of its work in its contribution to University outcomes, while at the same time improving the sustainability of its operations. This can be perceived as a challenge, and it is to meet this challenge that the plan outlines in some detail the objectives and related initiatives the faculty will embark on to further improve staff, student and partner engagement as well as performance. This plan outlines our aspiration to develop a positive performance culture across all areas of work in the faculty. To some degree, this will involve an improvement of the capabilities of our organisation. This work has begun over the past few years, with the restructure of the Faculty of Arts in late 2020 and the 2021 implementation of the White Paper on Academic Structures and Leadership, and it will be outlined in more detail in the People and Resources section of this plan.

The overarching strategic objectives for the Faculty of Arts in this plan, described above, can be represented using an objective map. The diagram opposite summarises visually the overarching strategic objectives of this plan, which are then articulated in more detail in each section of the plan on the opposing page.

## OBJECTIVE MAP

The objective map opposite describes the relationships between these strategic objectives.

## FACTS AND FIGURES



### DEPARTMENTS AND SCHOOLS

- History and Archaeology
- Indigenous Studies
- Macquarie Law School
- Macquarie School of Education
- Macquarie School of Social Sciences
- Media, Communications, Creative Arts, Language and Literature
- Philosophy
- Security Studies and Criminology



### MACQUARIE UNIVERSITY HISTORY MUSEUM



### 2SER-FM

Community radio station  
(in partnership with UTS)



### 9 FACULTY RESEARCH CENTRES

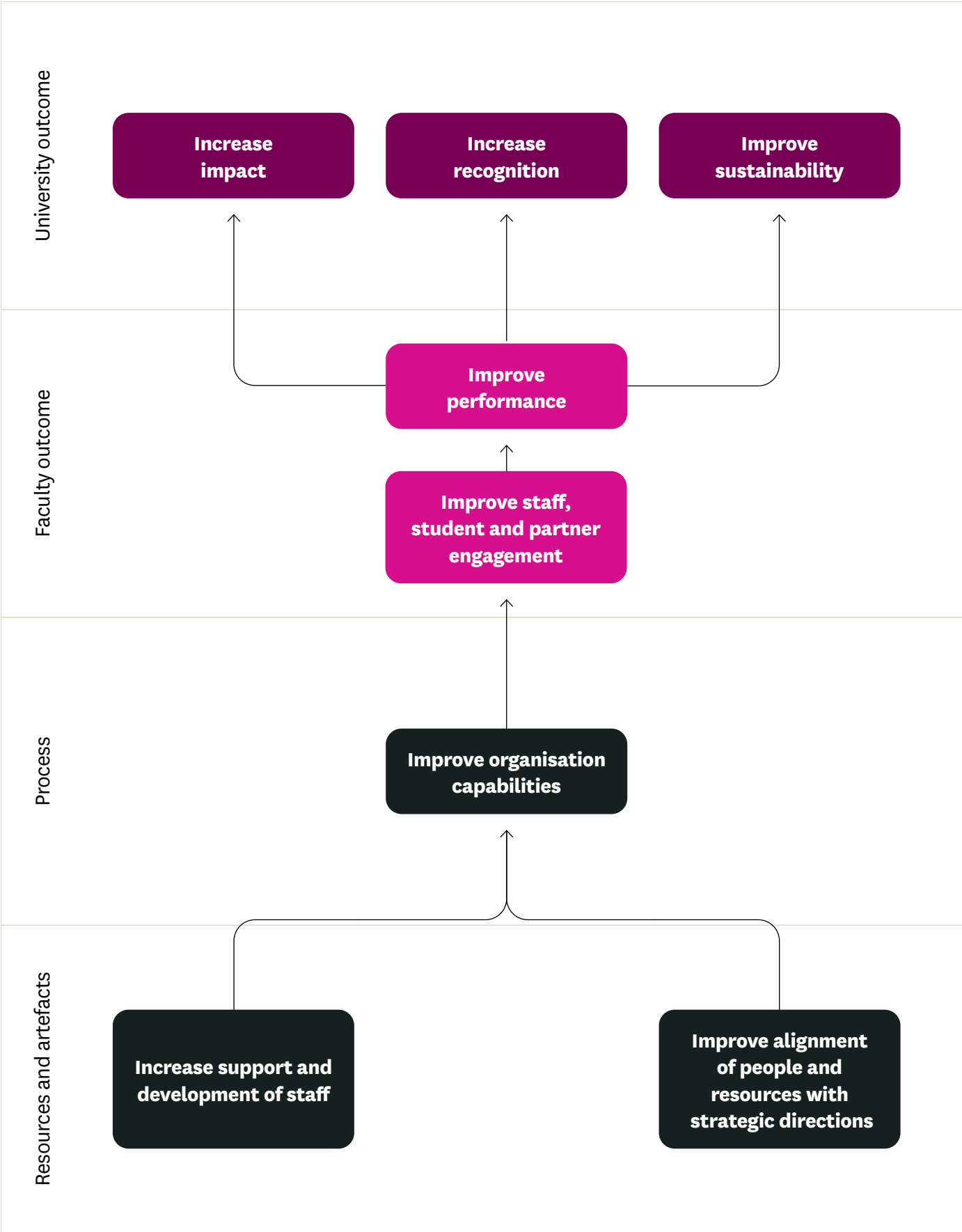
- Ancient Numismatic Studies
- Applied History
- Creative Documentary
- Energy and Natural Resources Innovation and Transformation
- Environmental Law
- Global Indigenous Futures
- Media History
- Research in Early Childhood Education
- Research in Numeracy Development and Learning



### 2 MACQUARIE RESEARCH CENTRES

- Centre for Ancient Cultural Heritage and Environment
- Centre for Agency, Values and Ethics

## FACULTY OF ARTS OBJECTIVES







## STRATEGIC PLAN FRAMEWORK

The faculty's strategic plan has been developed within the overarching framework provided by the University's Operating Plan. The Faculty of Arts Strategic Plan 2022–2025 outlines our objectives under three key sections: Education and Employability, Research and Innovation, and People and Resources. The Education and Employability section of this plan addresses the Focused Investment in Research component of the Operating Plan. Likewise, the People and Resources section addresses the Our People and Ways of Working elements of the Operating Plan. A summary of this scaffolded approach is opposite.

The University's *Research Strategy 2025: World-Leading Research; World-Changing Impact* outlines the goals of the University in terms of research excellence for the period 2015–2025 and, together with the principles of the University's White Paper on Learning and Teaching Strategic Framework, provides the basis for the strategic directions developed for the Faculty of Arts for the four-year period 2022–2025.

This strategic plan has been developed within a structured framework designed to ensure that high-level strategic goals are well-grounded with intermediate or supporting goals and are articulated in a way that can be measured and monitored.

There are three sections of the plan, each of which has two subsections. The three sections are Education and Employability, Research and Innovation, and People and Resources. Each of these areas is articulated using an objective map and a program of strategic initiatives and projects.

### 1. OBJECTIVE MAPS

The objective map is a hierarchy of strategic goals organised in such a way that the drivers of performance are explicitly identified and connected to one another in a hierarchy. The objective map has four layers. The bottom layer describes strategic objectives related to resourcing (including people), infrastructure, technology and finance. The second layer describes the processes through which the faculty can achieve higher-level strategic outcomes using its resources. The third layer describes the outcomes of these processes at a faculty level, and the top layer describes the high-level strategic outcomes that are the purpose of the Faculty of Arts Strategic Plan at the University level.

### 2. PROJECTS AND INITIATIVES

Each section of this plan articulates the activities that will be required in order to achieve the strategic goals outlined in the objective maps. These are generally articulated as a series of initiatives or projects, as varying levels of formality and specificity. The purpose is to give a general idea of what the faculty will do in order to give effect to the identified strategic objectives.

“Macquarie was my first choice as their education degrees – which offer many opportunities to further your degree and programs to enrich your studies – are second to none. Through a professional placement at a school of my choice that Macquarie helped me secure, I’ve been given me a valuable head start as a teacher.”

**Benjamin Logue**

BACHELOR OF ARTS AND BACHELOR OF EDUCATION (PRIMARY)

# Education and Employability

At the core of the Faculty of Arts Education and Employability mission is our aspiration to deliver an outstanding, relevant and flexible educational experience that enables our students to become curious, informed and accomplished graduates with the ability to recognise and seize opportunities for success in their personal and professional lives. Offering these competitive high-quality programs of study will strengthen the University’s market position. We will ensure that our graduates are socially and culturally aware citizens, and are able to engage in the world of work ethically and productively. These graduates not only meet the needs of employers into the future but also strengthen Australian society to address social, economic and environmental challenges, thus contributing to the University’s social impact – both locally and globally.

Further improvement of employment outcomes for our graduates is a strong focus of the faculty’s educational enterprise. We will work in partnership with students, industry and community to support our students’ development of disciplinary knowledge and transferable skills associated with their program of study to prepare them for the world of work and for their personal and professional ambitions. Student engagement is crucial to the educational mission of the faculty, and at the core of our student engagement aspiration, we will place a strong focus on the development of a sense of belonging to a cohort and to the wider University community. We will embed approaches to course and assessment design that foster creativity among students and explicitly promote diverse ways of thinking to expand opportunities for knowledge creation, research and innovation, and enhance students’ self-evaluation skills and confidence.

To achieve these high-level educational outcomes, the faculty will focus on supporting staff to improve the quality and efficiency of teaching (particularly in high enrolment programs and units) using best practice examples from across the faculty to champion

innovative ways of teaching and assessment. We will further simplify student pathways and provide clear and comprehensive guidance through our program of study structures. We will build diverse types of offerings and routes of entry to our programs of study in the form of pathways, micro-credentials and short courses. An important strategy will be incorporating the Bachelor of Philosophy into the undergraduate program and as a pathway for multiple graduate outcomes. Drawing on the successes in online and blended learning across the faculty, we will keep improving the learning design of our courses, taking our lead not only primarily from student needs and aspirations but also from society and industry expectations.

The faculty recognises that its strategic objectives in Education and Employability are only achievable with strong engagement from its academic workforce. We will work with schools and departments within the faculty models of staff engagement and distributed leadership to foster the implementation of our Learning and Teaching Strategic Framework.

We will collaborate to review and develop support for all staff involved in teaching and ensure that relevant and high-quality staff development opportunities are on offer. To this end, the faculty will establish a strong framework for continuous professional development to improve staff capability for course-level design and blended teaching, particularly for high enrolment units and programs. To establish such a framework, we will improve evidence-based insights that allow us to enact changes in learning and teaching practice across the faculty. We will prioritise the creation and timely sharing of resources and guidance that set out the evidence base for changes in learning and teaching practice across the faculty, and we will create opportunities for reflection on, and coordinated evaluations of, learning and teaching practice.

## FACTS AND FIGURES



**13**  
Bachelor courses



**30**  
Undergraduate majors



**32**  
Postgraduate courses



**13,500+**  
2021 full-year student numbers in the Faculty of Arts



**12,550+**  
Domestic



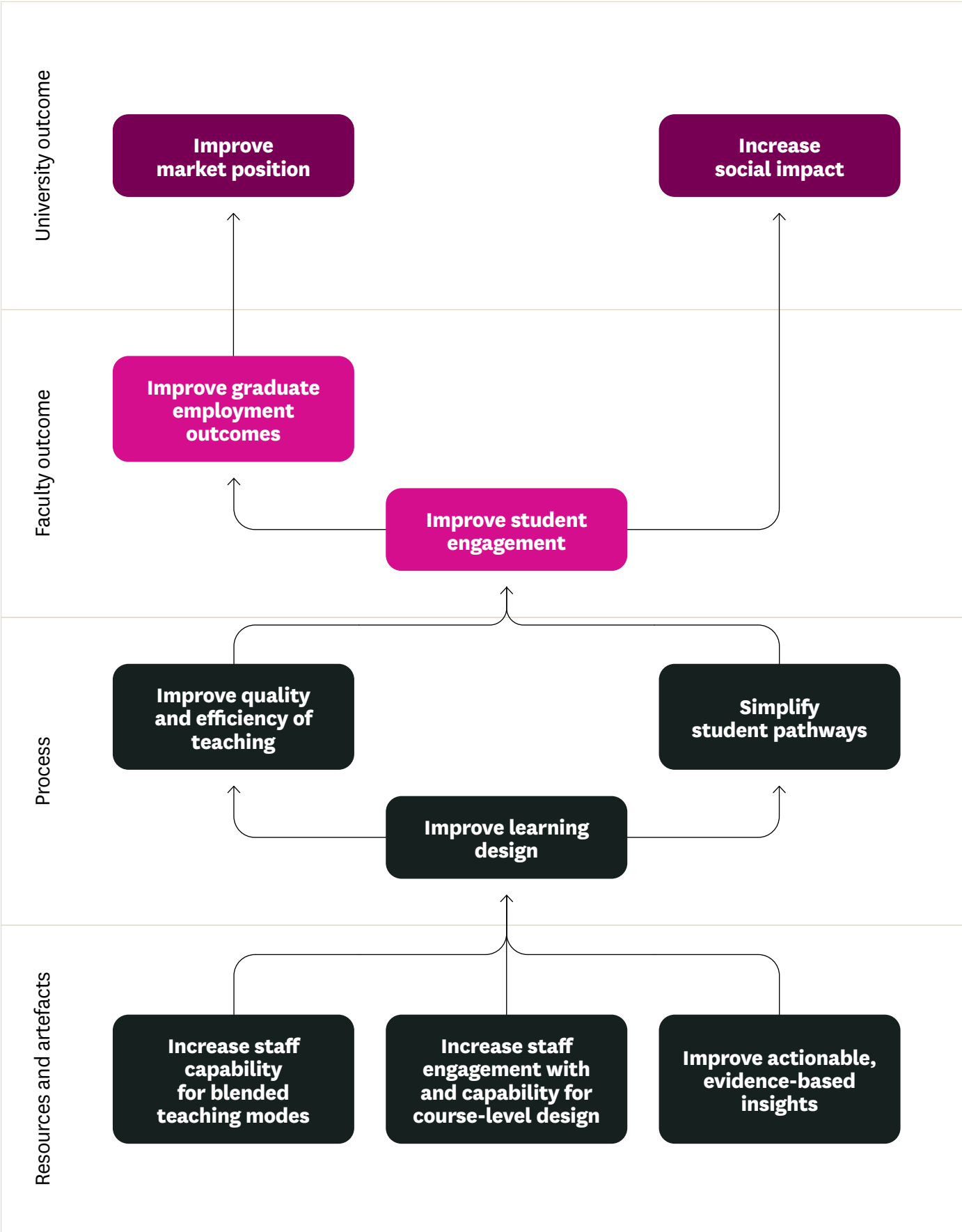
**950+**  
International



### QILT – #1 IN SYDNEY FOR:

- Positive overall experience  
(Postgraduate education, Student Experience Survey, 2019 and 2020)
- Rated teaching practices positively  
(Undergraduate Culture, Humanities, Social Sciences – Student Experience Survey, 2019 and 2020)
- Positive overall skill development  
(Postgraduate law, Student Experience Survey, 2019 and 2020)

## EDUCATION AND EMPLOYABILITY OBJECTIVES







## STRATEGIC INITIATIVES AND PROJECTS

The faculty’s schools and departments will work through the faculty’s newly constituted Education Committee to implement the faculty’s strategic goals in its education mission. The Directors of Education for each school and department will work as members of this leadership group to articulate and develop discipline-based understandings of Education and Employability that are appropriate to their student cohorts and aligned to the faculty’s overarching strategic goals. All academics in the faculty will be able to plan their contribution to the Education and Employability goals of the Faculty of Arts Strategic Plan via the annual processes for development and performance review.

As these initiatives and projects are developed, specific consideration will be given to assessing opportunities for implementing two important University-level priorities: the Indigenous Connected Curriculum Framework and Digital Transformation.

Within the overall strategic objective described in the objective map for Education and Employability, four key objectives have been identified as critically important for the life of this plan that underlie the achievement of all the objectives articulated in this document. These objectives are to:

1. increase staff capability for blended teaching modes
2. increase staff engagement with and capability for course-level design
3. improve actionable, evidence-based insights
4. improve student engagement.

### 1. INCREASE STAFF CAPABILITY FOR BLENDED TEACHING MODES

This strategic plan builds on the recognition that a key enabler of the faculty’s education mission is the passion, capability and commitment of academic and professional staff to facilitate transformational learning experiences for our students. As student numbers increase alongside the accelerating and increasing importance of digital experiences both on campus and online, the skills and experience required to deliver transformational learning continue to emerge and evolve. This plan provides the following programs of work to support the faculty’s teaching and support staff to continue to adapt to this emergent environment.

### PROFESSIONAL DEVELOPMENT PROGRAM: ACTIVATING THE PLACE FRAMEWORK

A faculty-specific activation plan for the Professional Learning and Capability Enhancement (PLaCE) framework will be developed and implemented. This activation plan will emphasise capability building for:

- blended and online teaching at scale
- course-level design
- programmatic assessment
- student feedback and quality assessment
- activities and assessments that align with the University’s employability framework including real-world experiences for our students.

In addition to activating the PLaCE framework to meet the needs of the faculty’s disciplines, this plan also includes the creation of a robust professional development program. This program will emphasise evidence-based approaches to high-quality, at-scale blended teaching, as well as the timely sharing of resources, developing guidance and proposing models for learning and teaching across all departments and schools. Through the work of the faculty’s Education Committee, departments and schools will operationalise staff engagement with this professional development program, across all academic levels and including permanent, fixed-term and casual staff.

### INNOVATION SUPPORT PROGRAM

We will develop and implement a faculty-level course and unit innovation support program. This program will mentor academic staff through a design, implementation and monitoring process to integrate new forms of teaching and assessment into units or courses. It will provide a structured mechanism for workload allocations provided for unit and course revision and development. By 2025, a course and unit innovation support program will be integrated into standard academic workload practices.

“Macquarie University has given me many opportunities to increase my employability prospects. I’ve completed two internships in my industry, gone on exchange to Singapore, and served as a mentor team leader. I highly recommend Macquarie to anyone who’s looking for practical learning experiences to jump-start their career.”

Raphela Jude  
BACHELOR OF ARTS



**CONTINUOUS PROFESSIONAL DEVELOPMENT SERIES**

The faculty will work with the Office of the Pro Vice-Chancellor (Learning and Teaching) to develop a series of short CPD-style courses to support professional and leadership development. This will include opportunities for self- and peer reflection, using activities that are suggestive of research and innovation cultures – including monthly reading groups, scholarship of learning and teaching groups, peer observations, papers and seminars. By the end of 2025, we will have delivered a robust and sustainable model for CPD across the faculty to support its distributed leadership model.

**RECOGNITION OF LEARNING AND TEACHING**

The faculty will develop a program of mentored and faculty-sponsored annual Higher Education Academy (HEA) Fellowship applications for academics who show commitment to professional development and innovative teaching. Each year, starting from 2022, we will support an annual cohort of about five academic or professional staff to submit applications for recognition from the HEA, encouraging staff from all levels and disciplines to apply.

**2. INCREASE STAFF ENGAGEMENT WITH AND CAPABILITY FOR COURSE-LEVEL DESIGN**

The faculty will continue the transformation of its curricula and assessment in ways that:

- address local and global societal challenges
- draw on best practice in teaching, learning and assessment
- embed work-integrated, professionally recognised learning opportunities for students across all courses.

This involves a renewed focus on course-level design and assessment, extending successful curriculum transformation (eg the renewed Bachelor of Arts) to other parts of the faculty's curriculum. The key initiatives under this strategic objective follow.

**EDUCATION AND EMPLOYABILITY PROJECTS**

The Education Committee will establish a faculty series of strategic education and employability projects that include seed funding for academic staff to investigate, discover, develop and implement innovations in learning and teaching that promote systemic change. Commissioned projects will include the implementation of the University's employability framework, innovation in delivery and assessment, as well as consideration of ways to embed the Indigenous Connected Curriculum Framework and establish digital fluency within curriculum.

A particular focus for these projects will be the development and implementation of a transferable skills framework for all our courses, drawing on the example of the skills framework already developed for the Bachelor of Arts. This includes a program to embed pedagogical practices that empower students to develop and enrich such skills and understand their growth in these areas from the first year of their studies. We will also partner with our students to bring about enhancements to curricula, teaching and learning to ensure our provision is current, accessible and adaptive to their evolving career goals.

By the end of 2025, each undergraduate course will have a corresponding Transferable Skills Framework and here we will deliver a sustainable model for authentic discipline-based embedding of employability skills within the faculty's coursework.

**COURSE REACCREDITATION**

The faculty will use the Design, Develop, Implement (DDI) methodology to curriculum development and programmatic assessment and learning across all courses – clarifying where learning builds on prior study, how assessment operates across core courses, and where key discipline-specific and transferable skills are developed and demonstrated.

We will align the DDI approach with the University's Curriculum Lifecycle Framework and course reaccreditation process, and enhance it to ensure that the process caters for the development of micro-credentials and short course development in our faculty.

By the end of 2025, we will have used the DDI methodology to ensure that action plans derived from the Macquarie Operating Plan and the course reaccreditation events are implemented in our coursework suite.

**INTEGRATION AND ENHANCEMENT – BACHELOR OF PHILOSOPHY AND MASTER OF RESEARCH**

The faculty will develop new strategies for integrating the Bachelor of Philosophy with the faculty's flagship undergraduate courses, such as the Bachelor of Arts. In addition, the faculty will develop new pathways from undergraduate to masters, and masters to PhD, which will integrate the Bachelor of Philosophy and Master of Research with the full suite of existing postgraduate programs.

**WORK-INTEGRATED LEARNING**

In redesigning and reaccrediting courses, and through developing an understanding of the needs of students and employers, this plan will see the implementation of authentic work-integrated learning experiences for all students. This includes regular and systematic engagement with employers from a range of industries and sectors to ensure our students have access to high-quality work-integrated learning opportunities.

By the end of 2025, all students will have work-integrated learning opportunities at every level of their program of study.

**COURSE ADVISORY BOARDS**

As part of the faculty's ongoing commitment to graduate outcomes, curriculum quality and continuous improvement, course advisory boards will be established for all courses – comprising academic, industry, community and student representation – to ensure currency and relevance of the faculty's curriculum in support of the University's overarching goals for student employability.

*“My Bachelor of Arts has prepared me for employment by teaching me to be curious – I've always been interested in media and culture. Since studying, I have become a voracious consumer of many media types, and this curiosity has helped me continue building my knowledge of the world. The flexibility of the degree has allowed me to change my mind too.”*

**Paige Bellmaine**

BACHELOR OF ARTS







*“What I love about Macquarie is that it's innovative, has modern degrees based on the most recent research and offers opportunities to gain valuable work experience. My degree is so relevant to the world today – it's preparing me to work with people, both locally and internationally, to help solve some of the major issues our world is facing.”*

**Melanie Brading**  
BACHELOR OF SOCIAL SCIENCE

### 3. IMPROVE ACTIONABLE, EVIDENCE-BASED INSIGHTS

The faculty will improve its use of analytic and data-based tools, and qualitative evidence to support and develop student learning and progression, and course and curriculum development. The key initiatives under this strategic goal follow.

#### LEARNING ANALYTICS FOR THE STUDENT JOURNEY

Learning analytics to analyse the student journey and proactively assist students with their progression and learning plans will be embedded in curriculum design and reaccreditation processes, and increasingly used by leadership and decision-making groups. Central to this aim will be the full utilisation and implementation of e-portfolios and other tools to evidence personal and professional development in appropriate courses.

#### ANALYTICS FOR TEACHING DEVELOPMENT

Where appropriate, data-based tools and analysis will be developed and provided to gather insights and shape academic-led course-based design and/or improvements. We will commit to training and supporting academic and professional staff in the use of learning analytics. We will embed analytics data as a teaching tool across courses and units.

### 4. IMPROVE STUDENT ENGAGEMENT

The faculty will develop key student engagement strategies by developing and utilising connections among staff and students as an academic community, and further leveraging digital transformation in the following key initiatives.

#### PEER-ASSISTED STUDY SESSIONS/PEER-ASSISTED LEARNING SUPPORT PROGRAMS

In 2022, the faculty will continue to foster peer-assisted learning, helping students to support each other by extending peer-assisted learning across its largest foundational 1000-level units, and by 2025, we will have developed and piloted an additional student-to-student support program.

#### EMPOWERING STUDENTS TO SUPPORT THEMSELVES

The faculty will develop and pilot a program that further empowers and enables students to make use of available learning analytics and personal dashboards to develop an understanding of their learning needs and educational context.

#### PERSONAL DEVELOPMENT TUTORING SCHEME

The faculty will pilot an innovative and inclusive Personal Development Tutoring Scheme for students to help academic staff to support students. This will be supported by using digital technologies to create the space for academics to provide personal support to students.



# Research and Innovation

Deep disciplinary expertise is at the core of the Faculty of Arts research mission and performance. It is the crucial ingredient for our scholarly excellence, as reflected in continued success in Excellence in Research for Australia (ERA), and a key assessment component of international rankings. Researchers in the Faculty of Arts engage with a wide and diverse range of organisations. Building on this engagement, the faculty will contribute to an increase of the University’s partnerships with industry partners, government and non-government bodies, as well as with philanthropic associations.

A key aim for the University is to further improve its international rankings. At the time of publication, of the 14 Macquarie disciplines in the top 150 of QS World University Rankings by Subject (2021), eight are housed in the Faculty of Arts. All of our faculty’s disciplines are ranked at world standard and above in the most recent ERA survey. We will strive to continue this upward trajectory in both international rankings and ERA 2023 to further improve the University’s position in national and international ranking schemes to increase our global renown.

National and global research partnerships and rankings are important outcomes that arise from high-impact research. Many researchers across the University are attracted to academia by the opportunity to make a difference to the world we live in, and this is already evident across all disciplines in the Faculty of Arts. We expect an increased number of case studies to be submitted for the ARC Engagement and Impact Assessment in 2024 – examples of which might include changes to government laws, regulations and policies; corporate practices; new methodologies in the cultural sector; the success of humanitarian and social justice endeavours; and improved policies and practices from early childhood learning to vocational education.

Key drivers for impact are an increase of research funding and an improvement in publication outcomes. In addition to a focus on continued success across increasingly competitive schemes in Category 1, the faculty will diversify its research income to extend to Categories 2–4. Improved publication outcomes are a crucial measure for the research success of the faculty. We will achieve these by placing our research outputs in high-quality academic publication outlets, aiming for prestigious university presses, highly ranked journals and prestigious forums for non-traditional research outputs.

The potential for research to have impact beyond the University requires relationships of trust with national and international external partners built on the reputation and track record of researchers. To improve the management of these relationships, the faculty will support researchers to build their external networks and reputations beyond academia. The dedicated Research Partnership Manager and the central Research Innovation team will provide improved support for these opportunities.

In an age of complex, complicated and often interrelated problems to be addressed, the importance of at-scale interdisciplinary research is ever more evident. The faculty will improve intra- and cross-faculty research collaboration, breaking down existing silos to accelerate at-scale consilient research, and support the embedding of the Indigenous Research Plan 2020-2025 and digitally enabled research in the strategic and everyday decision making of the Faculty of Arts.

For the faculty to increase its network of external partners, we will need to further improve the capabilities of our researchers in partner relationship management. We will endorse a researcher-led strategy for increasing partnerships with external partners, and we will support our researchers by offering training and mentoring, both formal and informal, to further develop collaborative skills.

One of the outstanding successes of the last decade in the Faculty of Arts and the University has been the introduction of the Master of Research program, expanding the Graduate Research Student (GRS, formerly Higher Degree Research) community in the Faculty of Arts and paving the way for a marked increase in timely PhD completions. We will ensure all our students are embedded in the research strengths and priorities of schools and departments, and we will focus on accepting students with research programs that align with the research program of their supervisors, creating greater opportunities for co-authorship of research in quality publication outlets, particularly journal articles that lend themselves well to student–supervisor research collaboration. The Associate Dean, Research Training and Performance, will lead initiatives to upskill Faculty of Arts supervisors to develop a more collaborative model of supervision and strengthen the links between academic and GRS research in the faculty.

We recognise the importance of engaging researchers across the faculty to achieve our strategic research goals. The faculty will support researchers in improving capability and performance through a variety of schemes outlined in more detail in the individual projects and initiatives in this plan.

## RESEARCH RANKINGS – FACULTY OF ARTS



### ERA RATINGS

Above world standard in:

- Philosophy (well above)
- Anthropology
- Applied Ethics
- Communication and Media Studies
- Education
- Language, Communication and Culture
- Literary Studies
- Sociology



### #90

Times Higher Education (THE) World University Rankings 2021

### #113

QS World University Rankings 2021



### #23 IN THE WORLD FOR PHILOSOPHY

Ranked 2nd in Australia  
QS World University Rankings by Subject, 2021

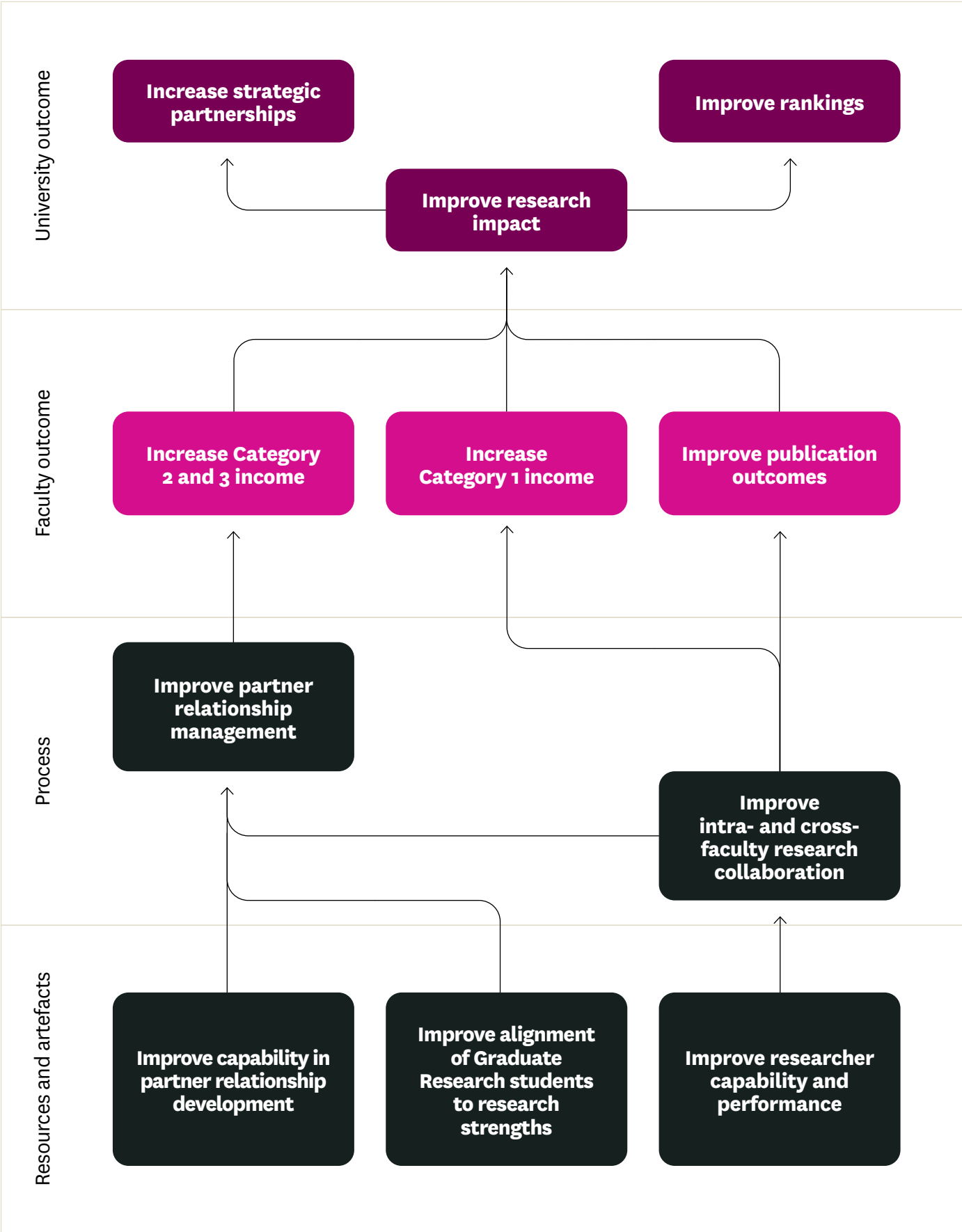
### #51–70 IN THE WORLD FOR CLASSICS AND ANCIENT HISTORY

Ranked 1st in Australia  
QS World University Rankings by Subject, 2021

### #69 IN THE WORLD FOR EDUCATION

Ranked 8th in Australia  
Times Higher Education World University Rankings by Subject, 2021

## RESEARCH AND INNOVATION OBJECTIVES







# STRATEGIC INITIATIVES AND PROJECTS

The faculty’s schools and departments will work through the faculty Research Committee to implement the faculty’s strategic goals in its research mission. The Directors of Research and Innovation for each school and department will work as members of this leadership group to articulate and develop discipline-based understandings of Research and Innovation that are appropriate to HASS (humanities, arts and social sciences) disciplines and contribute to the faculty’s overarching strategic goals. All academics in the faculty will be able to plan their contribution to the Research and Innovation goals of the Faculty of Arts Strategic Plan via the annual processes for development and performance review.

As these initiatives and projects are developed, specific consideration will be given to assessing opportunities for implementing two important University-level priorities: the Indigenous Research Plan 2020–2025 and the Digitally Enabled Research Initiative.

Within the overall strategic objective described in the objective map for Research and Innovation, three key objectives have been identified as critically important for the life of this plan that underlie the achievement of all the objectives articulated in this document. These objectives are to:

- 1. improve capability in partner relationship development
- 2. improve alignment of graduate research students to research strengths
- 3. improve researcher capability and performance.

## 1. IMPROVE CAPABILITY IN PARTNER RELATIONSHIP DEVELOPMENT

### RESEARCH PARTNERSHIP INITIATIVE

A Research Partnerships Manager will work across all parts of the faculty to support the development and submission of Category 2–4 funding applications, tenders, bids and consultancies. The Research Partnerships Manager will run workshops on Category 2–4 funding opportunities, customised to meet the needs and interests of schools and departments, including cross-disciplinary and cross-faculty projects.

### CATEGORY 2–4 MENTORING

The faculty has run successful programs that matched experienced researchers with a track record in securing Categories 2–4 funding with less experienced academics seeking to develop their skills. The mentoring program will be expanded to meet unmet demand. By 2025, these efforts will have increased the strategic partnerships of the faculty.

### ENGAGEMENT AND IMPACT

Advice will be provided in conjunction with the National Research Assessments team on how researchers can plan and budget for activities to increase the scope of their projects for engagement and impact (if relevant) from the initial design phase. The faculty will work with the National Research Assessments Team to advise researchers on how to record key data and other evidence of engagement and impact over time, and will have training opportunities for researchers to fully recognise the scale and scope of the impact and engagement agenda.

“The Faculty of Arts is an outstanding research organisation. In 2021, despite the COVID-19 pandemic, the faculty had its strongest-ever year in grant success – \$5.8 million in ARC Category 1 funding, with 4 Future Fellowships and 3 DECRA’s, and \$4 million in Categories 2–4. In the coming years we aim to continue along this trajectory, building excellence in research in all of our disciplines.”

**Professor Martina Möllering**  
EXECUTIVE DEAN



**2. IMPROVE ALIGNMENT OF GRADUATE RESEARCH STUDENTS TO RESEARCH STRENGTHS**

**ALIGNING GRSs WITH RESEARCH STRENGTHS**

GRSs form a major component of the faculty’s research strategy. They contribute to the academic and intellectual renown of the faculty by presenting at conferences, collaborating with researchers in Australia and abroad, and through external examination. They also contribute to the faculty’s research culture and publications. The faculty’s five-year goal is to bring GRS research and publications directly in line with this research strategy. This means that GRS projects will be aligned with the research strengths and strategic research priorities articulated by the faculty. A key part of this is to develop a student publication strategy to be directed by school and department research leadership in consultation with supervisors.

Staff Development and Performance Reviews (DPRs) and research and publication strategies will incorporate statements on supervision that will include details of GRS alignment with current and future research goals, integration of GRSs into research and publication outcomes and potential of GRSs in developing or deepening external partnerships.

The faculty will run workshops that promote the benefits of aligning GRSs with research expertise and embedding GRSs in researchers’ research strategy.

**NEW MODEL OF GRADUATE RESEARCH STUDENT SUPERVISION**

The faculty is developing a model of supervision centred around ‘discourse communities’. This model will increase student contact time while reducing face-to-face commitments of individual supervisors. The primary aim of this model is to strengthen the alignment of GRS research with the faculty’s research strengths, further embed GRSs in the research strategy of the faculty and increase GRS engagement and satisfaction. A pilot project commenced in the second half of 2021 with the intention that by the second half of 2022 the full initiative will be in place across the entire faculty.

**3. IMPROVE RESEARCHER CAPABILITY AND PERFORMANCE**

**EARLY-CAREER RESEARCHER AND MID-CAREER RESEARCHER MENTORING**

Along with refining University- and faculty-led mentoring initiatives, the faculty Mentoring Leader and the Associate Dean, Research Training and Performance, will work with schools and departments to ensure successful mentoring initiatives and relationships, both formal and informal, within schools and departments. This will facilitate enhanced researcher performance in appropriate publication outputs, external grant income, research impact and career satisfaction. By 2025, all early-career researchers and mid-career researchers will have access to productive mentoring relationships.

**CATEGORY 1 WRITING WORKSHOPS**

The faculty will build on a highly successful 2021 pilot ARC grant writing workshop series in the first part of each calendar year to improve the competitiveness of ARC DECRA (Discovery Early Career Researcher Award) and Future Fellowship applications and to increase faculty income from Category 1 grants. These faculty

workshops are specific to the HASS disciplines, with a combination of panel discussions by successful ARC recipients in the Faculty of Arts and strategic feedback provided on sections of early draft applications in a staged process.

**PUBLICATION AND RENOWN STRATEGIES**

The faculty will work with schools and departments to further refine and disseminate to researchers lists of discipline-preferred publishing outlets, and with the Deputy Vice-Chancellor (Research) portfolio and Group Marketing to maximise the recognition of faculty research renown. By 2025, a greater proportion of faculty outputs will appear in these preferred outlets, which will assist the University objective of improved university rankings.

**PUBLISHING WORKSHOPS**

The faculty will continue to offer workshops that provide peer mentoring and accountability for drafting journal articles during busy teaching periods, and advice on preparing a competitive book proposal targeted to a high-quality university or general publisher. This will improve faculty publication outcomes and assist the ranking of the University.

**ENHANCED MEASURES OF RESEARCHER PERFORMANCE**

The faculty will produce discipline-specific expectations for researcher performance aligned with levels of academic employment (Level A – Level E). This will give researchers clearer individual benchmarking and assist decision making of applicants and panels in the University promotion rounds.

**CONSILIENCE WORKSHOPS**

The faculty will work with schools and departments to create spaces for intra-faculty research consilience and lead endeavours to facilitate consilience and at-scale research across faculties. The Deputy Dean, Research and Innovation, and Arts Research Office will work closely with departments and schools to develop deeper research links with other faculties. By 2025, inter- and intra-faculty research collaboration will have substantially increased, and the faculty will lead at least one ARC Centre of Excellence bid.

**DIGITALLY ENABLED RESEARCH**

Led by the faculty leader, Digitally Enabled Research, and in consultation with schools and departments and the University-level Digitally Enabled Research Team, the faculty will formulate and operationalise a digitally enabled research strategy as a component of an overarching faculty-based digital transformation strategy.

**MEDIA AND SOCIAL MEDIA CAPACITY DEVELOPMENT**

The faculty will work with the relevant portfolios (eg Group Marketing and the Library) with expertise in media and social media, as well as its own staff with this expertise, to design and offer customised workshops for researchers on how to engage with media and social media successfully. The faculty will continue its close and successful collaboration with the editor of *The Lighthouse*, Macquarie University’s digital publishing platform. These initiatives will further publicise the research impact and increase the research renown of the faculty.





# People and Resources

The faculty’s strategic objectives in education and research are achieved through the work of its people, both academic and professional. To continue the faculty’s success in the present strategic context of limitations on resources and increased complexity, the faculty will aim to ensure that its workforce is resilient and capable to adapt to rapidly changing demands in an evolving global context. It is also imperative to maintain and, where possible, improve the faculty’s strong financial performance, ensuring that its financial resources are applied to high-impact activity.

This organisational resilience and improvement in financial performance is grounded in a positive performance culture across academic and professional staff. Further, this high-performance approach to teaching and research is understood to arise from staff who are deeply engaged in the faculty’s mission and committed to its strategic objectives. To foster this level of intellectual and professional engagement, the faculty will support its staff by valuing individual and collective contributions, and by providing development and extension opportunities.

The faculty recognises that communication at all levels is essential to build the culture of engagement and commitment envisaged in this plan. The faculty’s new leadership structures – enacted through the faculty Executive Committee and the subcommittees in Education and Employability, Research and Innovation, and Research Training – will engage at all levels; on the one hand ensuring that the faculty’s strategic directions are understood and

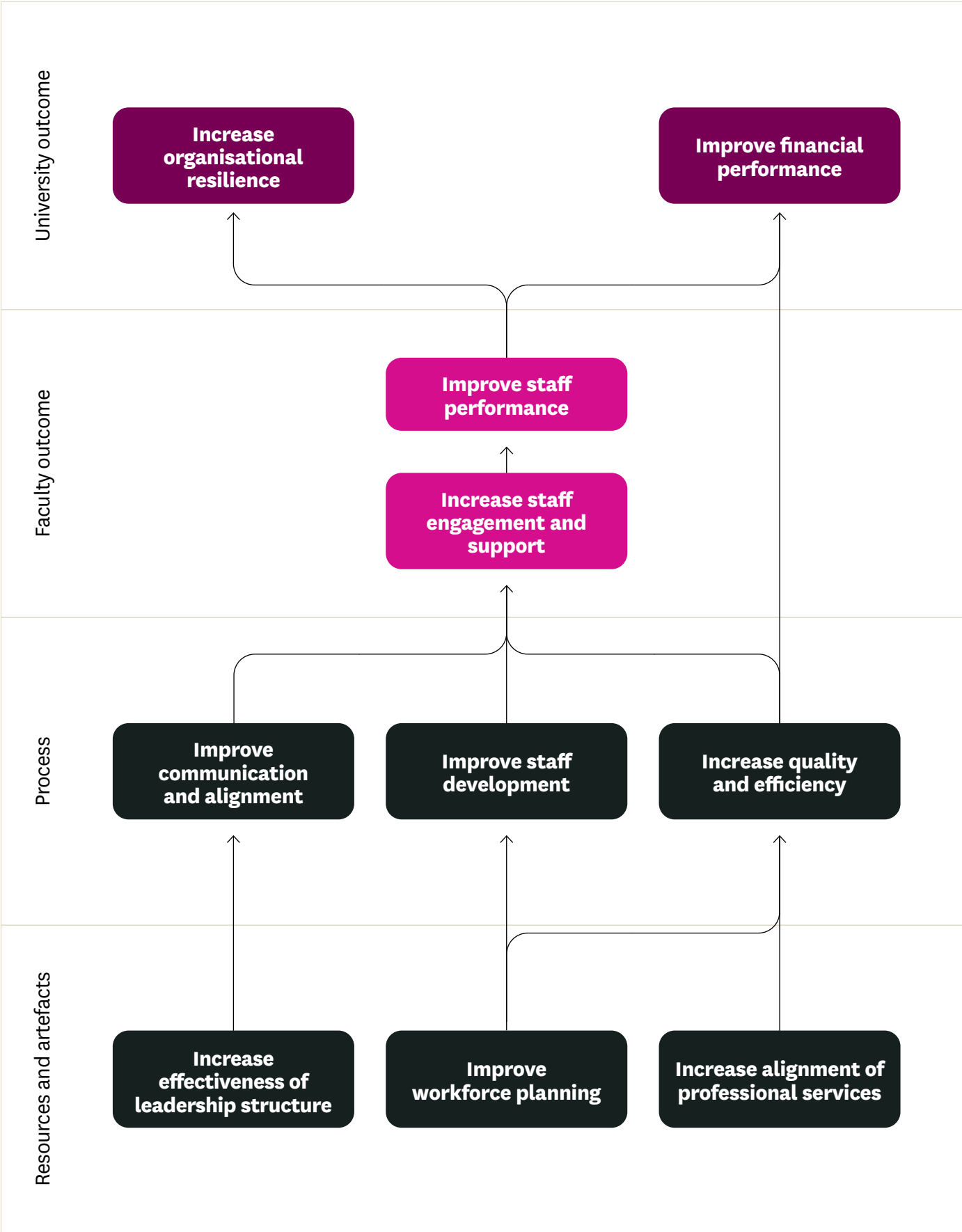
enacted, and on the other ensuring that obstacles and limitations are understood and responded to. Further, it is recognised that high-quality professional services are an essential element of the support provided to academic staff, and the faculty aims to ensure that staff are supported by superior professional services by the implementation and monitoring of the Professional Services Transformation, within the faculty and across the University portfolios.

The faculty’s financial performance is built on efficiency across academic and professional processes and activities. The faculty will continue to focus on process efficiency by aligning the professional service delivery to its strategic objectives and by ensuring that the professional workforce is suitable for the future needs of the faculty and the University.

Finally, the faculty recognises that all of its strategic goals are only achievable with effective workforce planning. The faculty will continue to refine its approach to workforce planning, ensuring that academic and professional staff recruitment and development is articulated for each department and school on a multi-year planning horizon. This planning activity will consider development, promotion, workforce profile, diversity and inclusion, and succession planning as key elements, while remaining flexible in order to take advantage of strategic recruitment opportunities as they arise.



## PEOPLE AND RESOURCES OBJECTIVES







## STRATEGIC INITIATIVES AND PROJECTS

### MULTI-YEAR STRATEGIC WORKFORCE PLAN

The faculty will develop and implement a strategic workforce plan designed to support the faculty’s future direction. It will aim to provide a road map for the workforce profile in each school/department and discipline, including balancing the workforce by academic level, research profile, job families, and diversity and inclusion measures. This workforce plan will become the basis for succession planning, as well as the reference point for recruitment, development and promotion, and annual budgeting.

### LEADERSHIP DEVELOPMENT PROGRAM

The faculty will implement an initiative to identify leadership potential among academic and professional staff and, working with Human Resources, will develop a program to support and develop its future leaders.

### WORKPLACE CULTURE PROGRAM

The faculty will design a program that will continue to build a culture of high performance in both research and teaching. This program will aim to provide opportunities for staff to participate in a supportive community of scholars to foster high-performance and to create a sense of belonging; and provide insight into the mechanisms, attitudes and approaches that best support high achievement in an academic context.

### WORKFORCE DEVELOPMENT INITIATIVE

The faculty will develop and implement a series of structured development programs to support staff in developing the skills and knowledge required to sustain the faculty in its teaching and research endeavours. These will include the use of technology in teaching, approaches to developing Category 2 and 3 research income, as well as sharing best practice across teaching, research, graduate research supervision and engagement.

### PERFORMANCE MEASUREMENT REVIEW

The faculty will implement a project to review and redefine (where necessary) the standards of performance applied to academic staff in both teaching and research.

### PROFESSIONAL SERVICES TRANSFORMATION

The faculty will implement a new administrative structure through the Professional Services Transformation. To ensure the successful implementation of this structure, and related initiatives in professional staffing across the University, the faculty will implement a program of annual review in order to adjust and develop the administrative services provided to academic staff as necessary.

“What I’m learning in my degree is important now more than ever as globalisation and foreign policy affects everyone in the world. The skills I gained in both the classroom and while on exchange in Switzerland have equipped me with transferable intercultural skills that are a highly valuable asset in today’s globalised job market.”

**Brindha Srinivas**  
BACHELOR OF INTERNATIONAL STUDIES AND BACHELOR OF LAWS



# FACULTY OF ARTS SCORECARD

The University’s Operating Plan has identified a series of key performance indicators (KPIs) for the period 2020–2024. The faculty’s scorecard is articulated so that it can convey the faculty’s contribution to the achievement of these KPIs, within each component of the Operating Plan. The Faculty of Arts Strategic Plan provides a general indication of the approach taken, with specific measures to be developed and reported on yearly.



**Outer layer:** Operating Plan 2020–2024  
**Middle layer:** Faculty of Arts Strategic Plan 2022–2025  
**Inner layer:** KPIs



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