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MACQUARIE UNIVERSITY FACULTY OF ARTS
STRATEGIC PLAN 2016–2020



The strategic plan for the Faculty of Arts is aligned with the guiding principles for future development at Macquarie University, which are set out in the document *Our University: A Framing of Futures*, designed to develop coherent and sustainable long-term direction and values for the university. The document outlines the core purpose of Macquarie as a university of service and engagement:

“we serve and engage our students and staff through transformative learning and life experiences [and] we serve and engage the world through discovery, dissemination of knowledge and ideas, innovation and deep partnerships.”

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Introduction from the Executive Dean



As one of the founding disciplines, the Faculty of Arts has made a significant contribution to Macquarie University's rich history. We aim to be a value driven academic unit which places the student experience at its heart while successfully competing at the global level in the quality of our research outputs. Research in the Faculty of Arts spans a wide range of disciplines including Ancient History, Archaeology, Anthropology, Contemporary Music Studies, Critical and Cultural Studies, Creative Practice, English Studies, Geography and Planning, Indigenous Studies, International Communication, International Studies, Language Studies, Law, Legal Governance, Media, Modern History, Philosophy, Politics and International Relations, Social, Cultural and Political Change, Social Inclusion and Sociology.

In 2015, the Faculty of Arts hosts two University Research Centres: Macquarie University Ancient Cultures Research Centre (MQACRC) and the Macquarie University Research Centre for Agency, Value and Ethics (CAVE), as well as the Australian Centre for Ancient Numismatic Studies (ACANS), the Centre for Environmental Law and the Centre for Media History (CMH). Over the next five years it is our goal to increase research collaboration across and beyond the Faculty and to establish further internally and externally funded centres in key research areas.

We strive to offer a broad and research-led Arts and Social Science based education which offers students a range of options not only within the curriculum but also across a continuum of modes and time of study ranging from wholly online to face to face, and supporting experiential learning on and off campus. Our aim is to create employable students who possess the graduate attributes necessary to establish a career in a national or international context.

Striving for excellence in learning and teaching as well as in research might be perceived as a challenge by some. It calls for academic staff who are research productive and also deeply engaged in the process of learning and teaching, and who need to be willing to consistently expand their horizons and develop their capabilities to create the research-enriched environment that promotes enquiry-driven learning and prepares students for productive professional lives. The Faculty's strategic plan sets out to navigate that challenge by endeavouring to create an environment where both – learning and teaching as well as research – are highly valued and where successes in both areas are rewarded and disseminated as best practice examples.

I warmly thank our Associate Deans and our Faculty Manager, as well as all others who engaged with the planning process, for their contributions to a strategic plan that provides a road-map for the advancement of the Faculty and I look forward to the journey ahead with excitement.

Professor Martina Möllering
Executive Dean, Faculty of Arts
December 2015



Facts and figures



As at December 2015

Strategic Plan Framework

The strategic research framework “World-Leading Research, World-Changing Impact”, outlines the goals of the University in terms of research excellence for the period 2015-2024 and together with the principles of the University’s White Paper on Learning and Teaching it provides the basis for the strategic directions developed for the Faculty of Arts for the five year period 2016 – 2020.

This strategic plan acknowledges the fact that achievements in learning and teaching and in research do not come about without the support of professional staff in the Faculty, nor without supporting structures, processes and funding mechanisms. Therefore, there are three components to the Faculty’s strategic plan that address Research, Learning and Teaching, and Operations.

The Faculty of Arts Strategic Plan has been developed within a structured framework designed to ensure that high level strategic goals are well grounded in a defined set of measurable objectives.

This framework has been applied in the three areas addressed by the Faculty’s strategic plan: Research, Learning and Teaching and Operations.

THERE ARE THREE COMPONENTS TO THIS FRAMEWORK:

- 1** An ‘objective map,’
- 2** Proposals for supporting strategies, and
- 3** A performance scorecard

THE OBJECTIVE MAP

The framework is a hierarchy of objectives organised in such a way that the drivers of performance are explicitly identified and measured. The objectives are best thought of as the most important areas of change required in order to achieve the top level strategic outcomes.

This hierarchy of drivers comprises four layers, as demonstrated in the Faculty of Arts Strategic Plan objective map (see page 7). The bottom layer describes the resource base for the Faculty, including people, infrastructure, technology and finance. The second layer describes the processes by which the Faculty can achieve its higher level strategic outcomes using the available resources. The third layer describes the effectiveness of those processes. The top layer describes the strategic outcomes that are the entire purpose of the Faculty of Arts Strategic Plan.

The objective map can be read from top to bottom or from the bottom up. When reading from top to bottom, the framework is describing ‘how’ the goals are to be achieved. For example, if one were to ask ‘how’ the Faculty will achieve increased research impact and improved graduate outcomes and capabilities, the framework highlights improving effectiveness as the most important driver. Asking ‘how’ at each level as one reads down the objective map is a useful way to understand the framework. When reading the framework from the bottom to the top, the question that is best asked is ‘why?’ For example, if one were to ask why the Faculty is seeking to improve its infrastructure the immediate answer is that this will improve organisational design, which in turn will improve effectiveness and revenue.

The objectives identified in the Faculty of Arts overall Strategic plan present a higher level of abstraction than those in the individual objective maps for Research, Learning and Teaching and Operations. These objectives operate at both faculty and departmental levels, and it is anticipated that departments will emphasise different objectives depending on their present position.

In terms of high level outcomes, the Faculty has identified three areas for strategic development. These are:

- To increase strategic investment
- To improve graduate outcomes and capabilities
- To increase research impact

In terms of achieving these outcomes, the Faculty has identified the importance of improving its revenue and its effectiveness. The achievements of these goals will be driven by underlying processes. The key process improvements for the Faculty of Arts Strategic Plan are:

- To improve organisational design
- To support staff development
- To improve staff management

The process objectives outlined above can only be achieved if the Faculty ensures that all of its resources are aligned to these goals. The key resource improvements identified in the plan are:

- To improve infrastructure
- To improve staff profile

The sections on Research, Learning and Teaching and Operations outline in detail how resources are planned to be allocated to support the overall goals of the Faculty’s strategic plan.

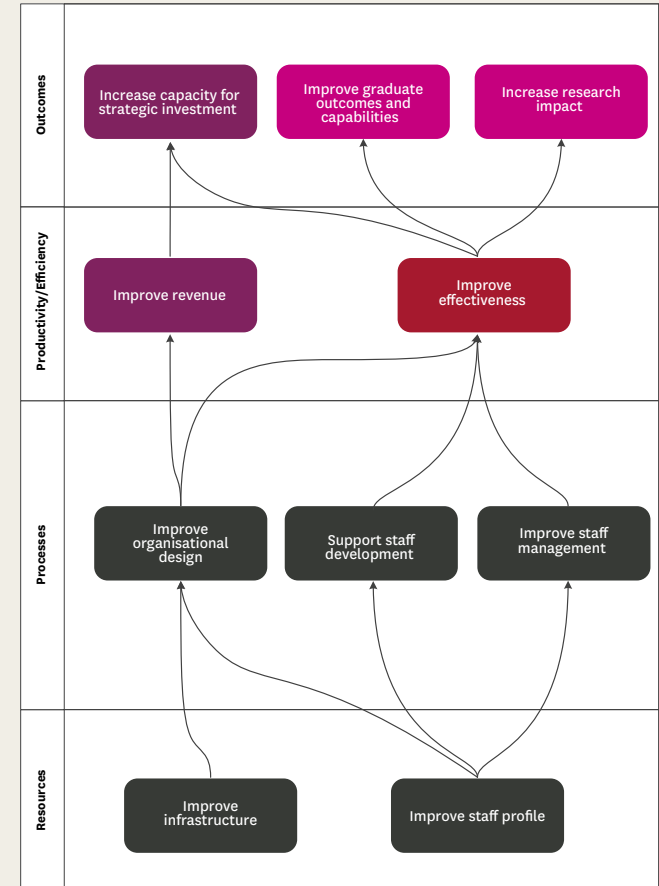
SUPPORTING STRATEGIES

The following sections of this document describe in detail the Faculty’s objectives in research and in learning and teaching, and they outline an operational plan in support of these endeavours. Each section will describe the specific objectives as well as the kinds of projects and/or activities that will be required to meet them, and a suite of measures that may be used to indicate whether or not the stated objective has been achieved.

SCORECARD

The third and final component of the framework is a scorecard of quantitative measures drawn from the suite of measures outlined in the supporting strategies document for each part of the plan. For each objective, a small set of measures has been identified. Each of the Departments and the Faculty administration will negotiate, on an annual basis, the appropriate measures of success for the upcoming period.

The faculty’s overall performance is the sum of the performance of its component parts. A sample overall scorecard for the Faculty as the sum of the achievements of the Departments and Faculty-level staff is provided in the final section of each component of this strategic plan (Research, Learning and Teaching, Operations).



Research Plan

Macquarie University's Research Strategic Framework, *World-Leading Research, World-Changing Impact*, sets out the University's strategic research vision for the years 2015-2024.

The Faculty of Arts is starting from a strong position to implement this vision. In the 6 years since its establishment, the Faculty has become increasingly focused on developing a pervasive research culture across all Departments and strengthening its research profile and productivity. Category 1 grant income increased by 64% between 2010 and 2014; HERDC reportable income increased by 224%; and ERA ratings improved significantly from ERA2010 to ERA2012, with all Faculty Field of Research Codes rated as at or above world standard.

Major research achievements over the last 6 years include the award of 18 ARC research fellowships; the establishment and ongoing success of 2 Macquarie University Research Centres (Ancient Cultures Research Centre and Centre for Agency, Values and Ethics); and achieving ERA 4 ratings in 2012 in Law, Communication and Media Studies, Historical Studies, and Philosophy.

In 2014, the Faculty developed three trans-disciplinary research themes and associated streams: Societal Transformation; Modes of Communication; and Ethics, Governance and Justice. These align with several of the University's Research Priority Areas, especially Resilient Societies and Healthy People. In addition to these cross-disciplinary research strengths, the Faculty's departments have developed research clusters that identify their key research strengths.

These achievements notwithstanding, there is still considerable progress that needs to be made to improve our research culture and performance. This Faculty of Arts Research Plan 2015 sets out the Faculty's research aspirations over the next 3-5 years: to increase the impact of its research, improve research collaboration and productivity, and promote a culture of research excellence. This document also details the Supporting Strategies (resources and processes) that will be progressively implemented in the Faculty over the next 3 years and beyond to meet these goals, as well as a suite of measures by which we will gauge the success of these strategies.

The Faculty of Arts Research Plan is underscored by a commitment to supporting trans-disciplinary research collaboration while also strengthening discipline-based research and maintaining the diversity of the Faculty's disciplinary mix across the humanities and social sciences. We want to foster disciplinary and trans-disciplinary research cultures that promote excellence while also nurturing our higher degree research candidates, supporting our early career researchers and developing our research leadership capacity. The Faculty of Arts is committed to supporting and extending international research collaboration opportunities for its academic staff and higher degree research candidates. To enact these commitments, we need to ensure that we use our recruitment processes to attract high quality, productive staff; that we retain those staff by recognising and rewarding research excellence and productivity; and that we provide the kind of research support and mentoring that will enable staff to realise their potential.

The Faculty of Arts does not seek to replicate the two-tier academic profile of some research intensive Australian universities, in which there are significant proportions of staff in research only positions. Apart from fellowship holders, the vast majority of our staff are on teaching and research workload patterns and we are committed to building sustainable academic programmes that promote excellence in both teaching and research. We also have a commitment to promoting and supporting both pure basic research and more applied research that engages with the community, government and non-government organisations, and industry.

In conjunction with the Research Strategic Framework, the office of the DVC Research has set out ambitious stretch targets for each Faculty, for publications, research income and higher degree research completions. In the Faculty of Arts these targets have been devolved to departmental level, taking account of significant variations between departments with respect to current research performance, staff profile, and national discipline-specific performance benchmarks. Departments will be expected to develop implementation plans for achieving their departmental research targets, however these targets are not included in the Faculty of Arts Research Plan.



THE OBJECTIVE MAP

In terms of high level outcomes, the Faculty has identified three areas for strategic development. These are:

- To increase research impact
- To improve research collaboration
- To improve research productivity

In terms of achieving these outcomes, the Faculty has identified the importance of improving its research cultures and environment. A highly productive and effective research enterprise is driven largely by the culture and environment in which researchers are embedded. The importance of this objective is highlighted visually in the objective map: all the outcomes and all the processes feed into and out of this strategic objective.

A high performance research culture will be driven by underlying processes. The key process improvements for the Faculty of Arts Research Plan are:

- To increase cross-disciplinary research activity
- To strengthen disciplinary research
- To improve the Higher Degree Research environment
- To improve research performance management
- To improve the development, reward and recognition of research productive staff
- To improve the management and mentoring of research inactive staff.

It can be observed that the Faculty of Arts Research Plan places significant emphasis on the process improvement layer, which represents a significant proportion of the total number of objectives in the plan.

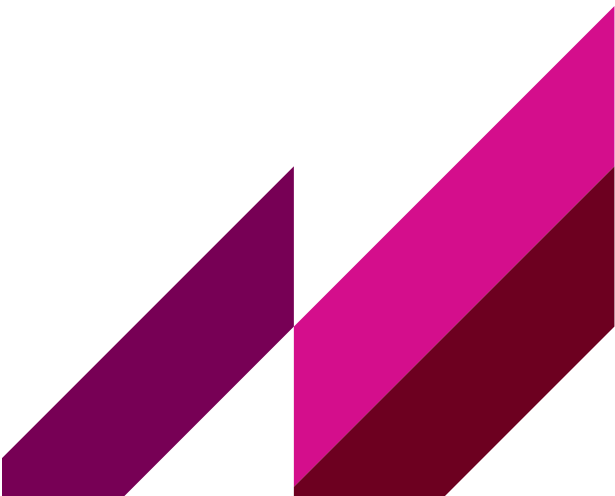
The process objectives outlined above can only be achieved if the Faculty ensures that all of its resources are aligned to these goals. The key resource improvements identified in the plan are:

- To improve resourcing for Themes and Streams
- To improve the staff profile
- To improve research support
- To improve workload allocation.

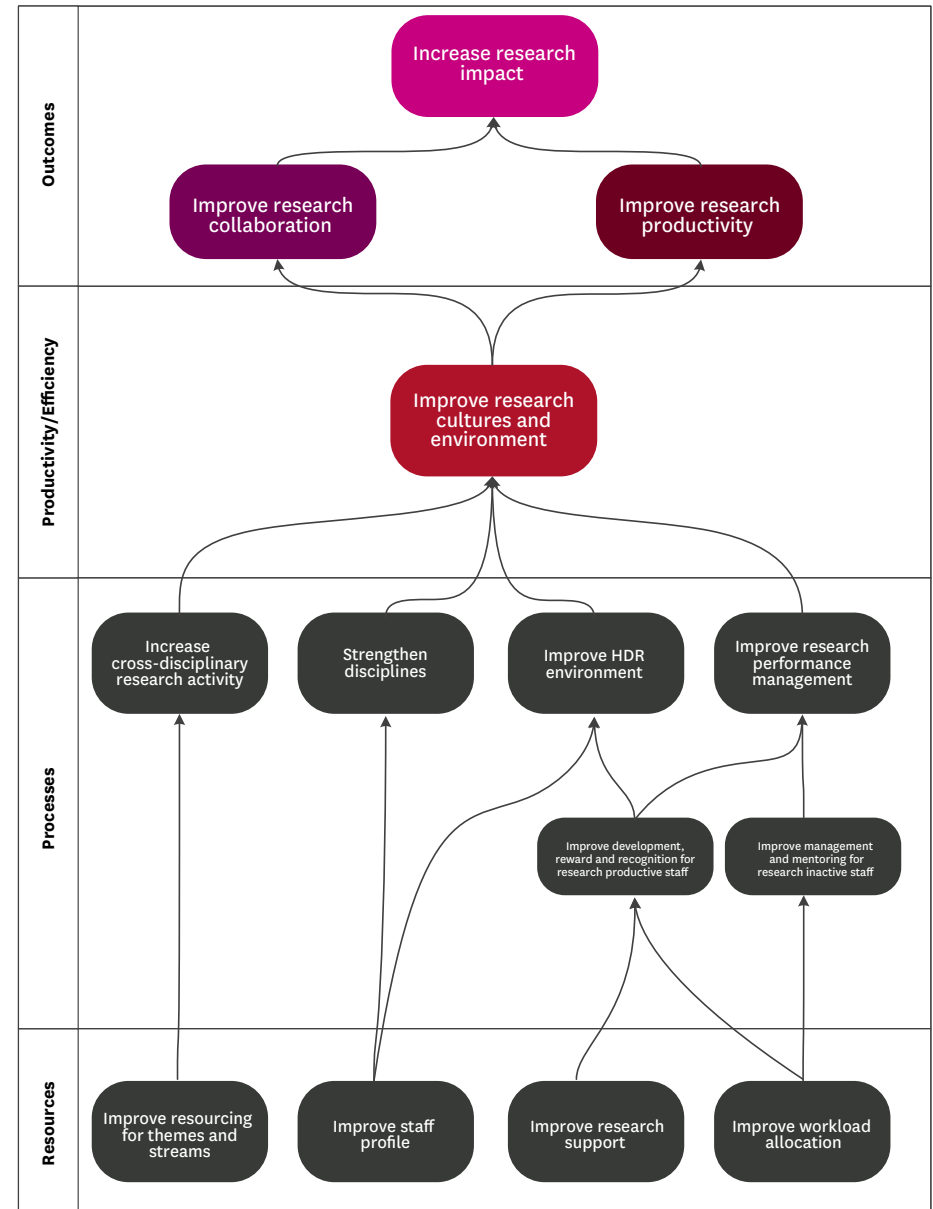
SUPPORTING STRATEGIES AND SCORECARD

The Faculty-level financial investment in research will be aligned to these supporting strategies and the objectives they are designed to enable. These are detailed further in the document, as is the Research Scorecard.

The Research Scorecard focuses on measures of success for the Research Plan strategic objectives. The measures themselves, as well as the threshold values and targets, will be considered on an annual basis.



RESEARCH PLAN OBJECTIVE MAP



Research Plan: Supporting Strategies

IMPROVE RESOURCES FOR CROSS-DISCIPLINARY THEMES AND STREAMS

Faculty-level support for the Themes and Streams is critically important for high impact cross-disciplinary research activity. This support includes:

- Appointment of Theme Leaders
 - Direct support for Themes and Theme Leaders and further development of Themes in terms of HDR linkage and partnership opportunities
 - Funding support for Theme leaders and for further development of Streams
 - Themes and Streams to develop research strategies
 - Research Partnership Manager to work with Theme leaders to identify appropriate industry partnerships for Themes and Streams
 - Seek opportunities to integrate HDR candidates into themes and streams
 - Identification, development and support for Faculty and Macquarie-funded Research Centres
 - Identification and seed funding for potential Centres of Excellence
- Measures of success in this area include:
- Funding dedicated to Themes and Streams
 - Funding dedicated to Faculty Research Centres
 - Seed funding secured for Research Centres of Excellence

IMPROVE RESEARCH SUPPORT

Faculty-level support for research activity is critically important. In order to successfully implement the Faculty of Arts Research Plan financial and other resources will need to be effectively deployed to ensure success and alignment.

The following activities are designed to improve research support:

- Mentoring programs
 - Setting expectations for senior academic staff role responsibilities that include mentoring for earlier career staff as a matter of course
 - All new staff (especially ECRs) to have a research mentor
 - Emerging Scholars program for ECRs
- Faculty of Arts Research Office to arrange research processes induction sessions
- Ensuring that Faculty grant schemes are maintained and improved, including a process of ongoing review to ensure the resources are strategically targeted
- Ensuring strategic research initiatives are funded e.g. “writers’ retreats”, annual departmental research retreats, sponsoring panels at Writer’s Festivals and other initiatives as suggested by departments/theme and stream leaders
 - Targeted ECR sessions – e.g. funding for external speakers
 - Strengthening of research leadership capacity

- Grant development support
- Better alignment of portfolios of AD Research and AD International
 - AD Research and AD International to develop an international grant strategy and improve support for applicants
 - AD Research and AD International to develop research exchange schemes with partner institutions
 - AD Research and AD International to develop quality research focused information to promote Faculty research strengths
 - ADs Research, HDR and International to develop jointly funded scheme to support visits from high profile international researchers
- Development of effective working relationships with Research Partnership Manager
- Maintenance and upgrading of research facilities to be included in Faculty and Departmental plans and budgets (e.g. Anc. Hist., G&P, MMCCS)
- Development of Faculty Research Infrastructure Plan
- Regular evaluation of and response to demand for space from new HDR candidates in line with increasing numbers.

Measures of success in this area include:

- Funding dedicated to research support
- Metrics on infrastructure including space and equipment
- Metrics on HDR facilities and space allocation





IMPROVE WORKLOAD ALLOCATION

Achieving the goals of the Faculty of Arts Research Plan will require substantial time and effort from all of the Faculty's academic staff. In order to balance the demands of the Faculty of Arts Research Plan with the Faculty's Learning and Teaching Plan, appropriate workload allocations for research activity including supervision of research students will need to be developed that integrate well with the demands of teaching and service.

Examples of principles and activities to guide workload allocations to maximize research output include:

- All staff on 40/40/20 workload patterns are actively engaged in research and this is reflected in allocations
- Workload allocations for ECRs to enable (not hinder) establishment of research career/track record, avoiding year-on-year development of new units
- Appointment of a small number of teaching intensive positions in certain disciplines (e.g. languages)
- All departments to implement a 3-year OSP Plan that is integrated with unit offerings

- Flexibility for staff to alternate between research intensive and teaching intensive semesters
- Allocations for service to incorporate participation on University grant panels
- Workload allocations to effectively reflect supervision time and encourage staff to achieve supervision targets.

Measures of success in this area include:

- ECR FTE allocated to research development
- Reduced conflict between teaching and research workload
- Measurable return on service allocations

IMPROVE STAFF PROFILE

The staffing profile of the Faculty is essential for high impact research outcomes. Recruitment activities and succession planning are critical for ensuring that the research strengths of staff are well aligned with the Faculty's goals.

The following activities will contribute to ensuring a well-aligned research profile in the Faculty:

- Only research productive staff to be appointed in line with equity and diversity policies
 - Executive Dean or nominee with a research focus to participate in all recruitment panels
- Ensuring that recruitment is explicitly aligned with disciplinary and interdisciplinary research strengths
- Making strategic appointments, including good MQRE/DECRA and Future Fellowship applicants
- Ensuring that the Faculty's research has a strong public profile in order to attract top quality applicants
- Departments to develop succession plans
- Implementation of mentoring programs especially for research strategy development and promotion support

Measures of success in this area include:

- Number of research productive staff
- Reduction in new appointments who are not research productive

IMPROVE DEVELOPMENT, REWARD AND RECOGNITION FOR RESEARCH PRODUCTIVE STAFF

Ongoing development, reward and recognition is essential to ensure success in an increasingly competitive research environment. The Faculty is committed to ensuring that staff at all stages of their career have access to appropriate opportunities. The Faculty has a range of programs available for staff, whether they are research productive, research active, or research inactive. This supporting strategy is targeted to improve those programs available to research productive staff.

Activities that will provide support to research productive staff include:

- Development of a Research Leadership Group
- Maintaining Faculty Research Prizes and providing support for MQ Research Excellence and external prizes
- Identify and encourage staff for nomination to the Learned Academies
- Improve profile of Faculty researchers by:
 - Encouraging staff to have Academia.edu, Google Scholar, ResearchGate pages

- Ensuring staff publication lists have live links

- Improve performance at "celebrating" research success (working closely with Faculty Marketing) through:

- Media and MQ website coverage
- Nominations for speakers e.g. Movies at Macquarie, Pioneering Minds events

- Maintaining and improving Faculty grant schemes by a process of ongoing review to ensure the resources are strategically targeted
- Encouraging and rewarding high quality HDR supervision directed towards successful and timely completions.

Measures of success in this area include:

- Number of staff participating in research leadership programs
- # of staff shortlisted for MQ Research Excellence Awards and other external awards
- # of staff transitioned from research active to research productive

IMPROVE MANAGEMENT AND MENTORING FOR RESEARCH INACTIVE STAFF

The Faculty distinguishes three levels of research activity: research productive, research active and research inactive. For those staff who are research inactive, appropriate plans and programs will need to be considered in the light of individual aspirations and performance.

In order to achieve this, the Faculty will

- Ensure that the procedures outlined in the performance review process for research inactive staff are applied consistently and universally
- Establish a process of review by the Executive Dean and Associate Dean Research.

Measures of success in this area include:

- Reduction in the number of research inactive staff
- The number of staff presently designated research inactive participating in mentoring programs

IMPROVE RESEARCH PERFORMANCE MANAGEMENT

In order to continue to develop a strong research culture, the Faculty will endeavour to ensure that staff members' interests and the Faculty of Arts Research Plan are well aligned. The Faculty aims to ensure that performance management is well understood and is consistently and universally implemented for all staff.

Activities that will support improvement in this area include:

- Active implementation of 3-year research plan in annual performance and development process (PDR)
- Annual meetings between Heads of Department and the Associate Dean Research to review the results of the Research Active Survey
- Ensuring that OSP is strategically targeted to enhance staff research performance by:
 - Maintaining current OSP application review process
 - Maintaining current OSP report review process
 - Heads of Department to only sign off on competitive applications
- Explicitly link discipline publication strategies (ADR & Research Directors) to individual publication strategies (PDR supervisors and Heads of Department)
- Development of a strategy to support staff at levels C, D, and E who have not applied for external funding in the last three years to submit competitive applications
- Utilise information and statistics for
 - Ongoing/periodic review of publication profile of eligible researchers for ERA
 - Benchmarking discipline grant performance against national average
 - ERA2018 submission
 - Provision of publication advice and mentoring for ECRs, HDRs, and casuals

Measures of success in this area include:

- Improved grant application rates
- Improved discipline grant performance against national average
- The number of senior staff submitting external funding applications
- The percentage of staff with 3 year research plan in the PDR system

INCREASE CROSS-DISCIPLINARY RESEARCH ACTIVITY

The Faculty Research Strategy includes both cross-disciplinary and disciplinary research. The Faculty considers that these are both vital components in a coherent research strategy and that excellence in both is necessary for high impact research.

The Faculty intends to support cross-disciplinary research activity through:

- Development of cross-disciplinary partnership activities with the assistance of the Research Partnership Manager
- Improved publicity and promotion of our research, especially the themes and streams.
- Faculty and MQ Research Centres taking the lead in fostering cross-disciplinary collaboration

Measures of success in this area include:

- Increased funding for strategic cross-disciplinary initiatives
- The number of collaborative cross-disciplinary funding applications
- The number of identified and/or actioned cross-disciplinary partnership opportunities

STRENGTHEN DISCIPLINES

Disciplinary depth in research is essential to achieving a high performance research culture and ultimately for delivering the high impact research outcomes targeted by the Faculty of Arts Research Strategic Plan.

In order to continue the Faculty's strong track record in discipline-based research, the Faculty will need to:

- Develop a succession plan for research leadership
 - Address legacy staffing issues
 - Make strategic research appointments (including with regard to ERA census dates)
 - Seek out and encourage strong external applicants for, e.g. MQRF, DECRA, FTs and Laureates
 - Review honorary and visiting appointments to ensure that honorary and visiting appointments are used to enhance department and faculty research profiles
 - Explicitly link department and discipline research strategies to Themes and Streams
 - Support the development of University and Faculty Research Centres
 - Ensure that workload and OSP plans take publication output into consideration in order to enhance ERA performance
 - Implement ongoing review of discipline/ FORC publication profile
 - Implement ongoing review of HDR supervision at the discipline level
- Measures of success in this area include:
- The number of successful Fellowship applications
 - The number of fields of research ranked 4 or 5 through the ERA process
 - Rankings of discipline areas in international rankings agencies (e.g. QS, Times Higher Education)



IMPROVE HDR ENVIRONMENT

Ensuring that research students are well supported is essential to good outcomes and also to developing a strong research culture. The following activities are important to ensure continued improvement in this area:

- Monitor and support the MRES pathway program to ensure increased enrolments and successful progression to PhD
- Seek out and encourage strong external HDR applicants, including cotutelle opportunities
- Develop programs to attract HDR applicants aligned with themes and streams
- Ensure all eligible staff maintain currency on the MQSR
- Expand supervision enhancement opportunities across the Faculty to develop supervisory capacity and quality
- Integrate Faculty themes and streams into HDR recruitment procedures through clarity around supervision support and MRES program planning.
- Implement KPI for Faculty and MQ Research Centres to demonstrate how they enhance research environment for HDR candidates
- Departments and Research Centres to establish regular master classes for HDR candidates with international academic visitors

Measures of success in this area include:

- Reduction in the number of HDR candidate out-of-time completions
- Increased percentage of these rated in the top 10% by examiners
- Number of candidates linked to Research Centres
- Increased percentage of these submitted with minimal corrections
- Improved results on the HDR student experience questionnaire

IMPROVE RESEARCH CULTURES AND ENVIRONMENT

Improved research productivity and enhanced research collaborations flow from a highly engaged and high performing research environment. The Faculty is committed to the implementation of schemes that support a high performance culture and that are engaged with the best researchers, both internationally and nationally. In addition, we believe that engaged and aligned higher degree research activity is a critically important component in continuing to develop the research culture of the Faculty.

Activities that will support the achievement of this goal include:

- Each Theme to be linked to a Macquarie Research Centre (MQRC) by 2020
- Implementation of formal mentoring arrangements, esp. for ECRs, in each department
- Implementation of the Research Integrity Framework (RIF)
- Identify and seed fund potential Centres of Excellence

- Continued support for an active programme of international visitors, workshops and seminars
- Support for Faculty HREC including development opportunities for panelists as required

Measures of success in this area include:

- Percentage of staff that meet the research productive definition
- Number of inbound and outbound international visits for research collaboration
- Number of national partnerships with Australian universities and other external bodies
- Number of inter- and intra-Faculty collaborations
- Gender-balance of staff
- Percentage of staff who achieve promotion at first attempt
- Number of successful MQRF, DECRA, Future Fellowship and Laureate applications
- Ensuring at least 2 Faculty Research Centres are linked to each Theme by 2018
- Number of HDR candidates specifically aligned with Faculty Research Centres by 2018
- Ensuring that 100% of research assessed under ERA is assessed as “at world-class level or above” (ERA 3)
 - Percentage of research assessed at ERA 4 and ERA 5 to be determined



IMPROVE RESEARCH PRODUCTIVITY

The continued enhancement of high impact research depends on highly productive research staff. The Faculty makes a substantial commitment to research through its research workload allocations and various funding schemes. The research strategy aims to ensure the best use of these funds and to provide a high level of accountability to the university, external funding bodies including government, and to the community at large.

The measures of research productivity typically focus on winning grants or other forms of external funding, high quality publication outputs, and supervision and completion of research students. Examples of these measures are as follows:

Grants/Income

- Grant application rates
- Grant success rates
- Income earned
- Targeted international grant strategy to be developed with Associate Dean International
- Income from categories 2 and 3, to be developed by working closely with the Research Partnership Manager
- Increased number of cross-disciplinary funding applications (all categories) – measured by number of departments involved and/or Field of Research codes.

From 2017 all grants submitted through other institutions must ensure a minimum percentage of funding is allocated to Macquarie University.

High Quality Publications

- Increase in percentage of publications in top journals, books and book chapters with prestigious publishers (disciplines to identify their top specialist and generalist journals).
- Increase in publication volume with associated decrease in E1 publications
- Increased number of cross-disciplinary publications, measured by number of departments involved and/or Field of Research codes

Staff

- Increased percentage of staff that meet Faculty research productive definition

IMPROVE RESEARCH COLLABORATION

The Faculty is committed to fostering research collaborations as a key component in achieving high impact research outcomes. The Faculty's research strategy includes a focus on connecting our researchers with like-minded colleagues at every level – internationally, nationally and within the University community.

The activities that we believe will support this ambition include:

- Support for inbound and outbound mobility
- Support for interfaculty and interdepartmental collaborative research activity
- Each Theme to be associated with a Macquarie Research Centre (MQRC) by 2020
- At least 2 Faculty Research Centres to be associated with each Theme by 2018

Measures of success in this area include:

- Number of cross-disciplinary funding applications (all categories)
- Number of cross-disciplinary publications
- Number of international partnerships including cotutelle arrangements, signed and activated Memoranda of Understanding and co-authored publications

IMPROVE RESEARCH IMPACT

The Faculty of Arts is committed to research that makes a difference. The Faculty's track record of research success demonstrates its capacity for both applied and transdisciplinary research and foundational research in disciplines. The ultimate outcome of the Faculty of Arts Research Plan is continued and enhanced academic and real-world impact.

Measures of success in this area might include:

- Increase in recognition of research leadership e.g. membership of College of Experts, ERA REC, NHMRC Panels and of prestigious governing bodies; invitations to Chair review panels.
- Elections to Learned Academies
- Membership of Government (Commonwealth and State) review panels for policy development
- National and international prizes for research outputs
- Highly-cited publications
- Editorship of prestigious works of reference (ERA List)
- Broader public impact, for example increased influence on policy and practice; increased audience numbers for creative practice research; media uptake of research

Research Plan: Sample Scorecard

A sample of the Faculty's overall performance scorecard is below. The same format and measures will be used for Departments and Faculty administration.

Research Strategy Scorecard - Overall						
SCORE	OBJECTIVE	MEASURE	SCORE	ACTUAL	THRESHOLD	TARGET
	Improve Research Impact	# staff recognised for research leadership and esteem		-	-	-
		# of high quality, highly cited publications		-	-	-
		# Items in Research Impact Portfolio		-	-	-
	Improve Research Productivity	HERDC income		-	-	-
		HERDC points		-	-	-
		HDR supervisions		-	-	-
		HDR completions		-	-	-
	Improve Research Collaboration	# of international partnerships (cotutelle, MOU, co-authored pubs)		-	-	-
		# of national partnerships (Australian universities, other bodies)		-	-	-
		# of local partnerships (inter- and intra-Faculty)		-	-	-
	Improve Research Cultures and Environment	% of staff that are research productive		-	-	-
		# of inbound international visits for research collaboration		-	-	-
		# of staff involved in research mentoring schemes		-	-	-
	Increase Cross-Disciplinary Research Activity	# of formal active research centres (Faculty and MQ)		-	-	-
		# of cross-disciplinary grant applications		-	-	-
	Strengthen Disciplines	# of successful Fellowship applications		-	-	-
		Rank in relevant international ranking scheme		-	-	-
	Improve HDR Environment	# of ERA 4 and 5 ratings		-	-	-
		# of HDR candidates linked to Research Centres		-	-	-
		# of "Revise and Resubmit" submission outcomes		-	-	-
		# of Vice-Chancellor's commendations		-	-	-
	Improve Research Performance Management	# of out of time completions		-	-	-
		# of senior staff submitting external competitive grant applications		-	-	-
		% of staff with complete 3 year research plan in PDR		-	-	-
	Improve Development, Reward and Recognition for Research Productive Staff	# staff participating in Research Leadership programs		-	-	-
		# staff shortlisted for MQ Research Excellence awards (and other external awards)		-	-	-
	Improve Management and Mentoring for Research Inactive Staff	# staff transitioned from Research Active to Research Productive		-	-	-
		# of Research Inactive staff on 40/40/20 workload (target: 0)		-	-	-
	Improve Resources for Themes and Streams	% of Research Inactive staff on 40/40/20 workload in mentoring programs		-	-	-
		Funding for Themes and Streams		-	-	-
	Improve Staff Profile	Funding for Faculty Research Centres		-	-	-
		# Research Productive Staff		-	-	-
	Improve Research Support	# new recruits not deemed Research Productive (target: 0)		-	-	-
		Funding for research support		-	-	-
	Improve Workload Allocation	# of staff in Research Assistant pool		-	-	-
		# of staff in Grant Support pool		-	-	-
		# ECRs successful in competitive research grants		-	-	-

Learning and Teaching Plan

Macquarie University's Learning and Teaching Strategic Framework, *Learning for the Future*, articulated to the purpose, vision, values and priorities of *Our University: A Framing of Futures*, sets out the University's strategic learning and teaching vision for the years 2015-2025. The Learning and Teaching Strategic Framework speaks explicitly to the creation of collaborative connections across the undergraduate and postgraduate lifecycle between students, educators, researchers and the wider community. These connections relate to the areas of sustainable curriculum, dynamic and engaging student experience embedded in pedagogical scholarship and scholarly teaching practice, and a network of enhanced professional and civic partnerships.

Curriculum design, development and implementation across the twelve departments in the Faculty of Arts are already moving towards alignment with the transformative principles underpinning this vision. Because of legislation introduced in 2011 as part of the TEQSA Agency Act, all Universities must satisfy a number of Higher Education Threshold Standards. In terms of course delivery, the Course Accreditation Standards are integral. According to the Act, all programs we offer for admission from 1 January 2015 must meet the Australian Qualifications Standards (AQF). There has been considerable work done both within the Faculty and across the University to ensure this, culminating in Stages 1 and 2 of the 2015 curriculum renewal process, which resulted in

- Coherent mapping of learning outcomes across all coursework programs offered by the Faculty of Arts;

- A clearly articulated Recognition of Prior Learning (RPL) Policy applicable to all coursework awards offered by the Faculty of Arts.

In line with the Learning and Teaching Strategic Framework, the Faculty of Arts envisages Macquarie students and graduates who are

- Resilient and confident, ethical and empathetic;
 - Scholarly, with disciplinary and trans-disciplinary experiences;
- and who have
- A strong sense of belonging and connectedness to each other, teachers, disciplines and the University; and
 - The ability to converse effectively using academic, disciplinary, professional and digital literacies.

Over the period since its inception in 2009, the Faculty has fostered and contributed to professional pedagogical and student engagement initiatives designed to engender and support precisely these aspirations for our students during and beyond their enrolment in Faculty programs. These initiatives include:

- Dedicated Faculty of Arts Handbooks for Unit Convenors and New Academic Sessional Staff;
- Mandatory Faculty-sponsored and supported University Programs for new staff (the Unit Convenor Program and the Tutor Induction Program);
- Recommended additional learning design, scholarship and peer-assisted courses (the Flexible Learning at Macquarie Program, the Foundations in Learning and Teaching Program, and the Spectrum Mentoring Program);

- Academic support programs for all Faculty of Arts students in selected units of study (the Peer Assisted Learning (PAL) and Peer Assisted Study Sessions (PASS) Programs).

Moreover, to facilitate the innovative approach to learning and teaching pedagogy and practice which underpins the breadth and depth of the student experience, the Faculty of Arts offers and participates in the management of a spectrum of Award categories and Grant schemes designed to recognize and reward our sessional, fixed-term and continuing staff. These schemes include:

- Faculty of Arts Learning and Teaching Awards, offered in three categories:
 - Outstanding Contribution to Student Learning,
 - Programs that Enhance Learning, and
 - Teaching Excellence;
- Faculty of Arts Learning and Teaching Research Grants;
- Vice Chancellor's Learning and Teaching Citations;
- Extension Grants;
- Innovation and Scholarship Program (ISP) Grants;
- Strategic Infrastructure Scheme (MQSIS) Grants;
- Strategic Priority Grants; and
- The Teaching Index, allocated annually to Departments on the basis of their staff's participation in learning and teaching across the categories of scholarship, scholarly teaching, and educational research.



As noted above, these initiatives align with several of the University's Learning and Teaching priorities, especially the desire to offer distinctive, creative and innovative learning experiences for and with our students.

- The final element of the Learning and Teaching Strategic Framework underpinning the vision for Macquarie University as a Connected Learning Community sees our students and graduates as entrepreneurial, creative, inquisitive, innovative and adaptable;
- Willing to take risks and to learn from challenges;
- Engaged with industry, life and service beyond the University.

Supporting this facet of the Strategic Framework's vision, the Faculty of Arts is currently on target to:

- Introduce the general requirement for Participation and Community Engagement (PACE) in the Bachelor of Arts and remaining named degrees from 2016;
- Accredit new and existing PACE units for the 2016 academic year; and
- Identify potential units for accreditation through streams in FOAR300 (the Faculty of Arts PACE unit);

and facilitating opportunities to:

- Continue support for PACE unit convenors in the Faculty;
- Conduct evaluation and manage quality assurance for the Faculty of Arts PACE program, including dedicated units, streamed units, and program modules; and
- Develop PACE partnerships.

Additionally, the Faculty of Arts participates actively in or manages the following University programs and schemes designed to enhance the student experience. In particular, these programs and schemes are designed to engender team-management and leadership skills development, international opportunities for professional and civic capacity building, academic mentoring, and career acceleration. These programs and schemes include:

- The Global Leadership Entry Program;
- The Merit Scholars Program;
- The Elite Athletes and Artistic Performers Scheme;
- The Macquarie University Research Internship Program; and
- The School Recommendation Scheme.

These many achievements notwithstanding, there is still considerable progress that needs to be made to improve our learning and teaching culture and performance. This Faculty of Arts Learning and Teaching Plan sets out the Faculty's learning and teaching aspirations over the next 3-5 years: to improve student capacity for inquiry, discovery, creativity and intercultural engagement, and to improve student capacity for productive professional and civic lives. This document also details the Supporting Strategies (resources and processes) that will be progressively implemented in the Faculty over the next 3 years and beyond to meet these goals, as well as a suite of measures by which we will gauge the success of these strategies.

The Faculty of Arts Learning and Teaching Plan is underscored by a commitment to supporting trans-disciplinary learning and teaching collaboration while also strengthening discipline-based learning and teaching and maintaining the diversity

of the Faculty's disciplinary mix across the humanities and social sciences. We want to foster disciplinary and trans-disciplinary learning and teaching cultures that promote excellence while also nurturing our higher degree coursework and research candidates, supporting our graduates and developing our learning and teaching leadership capacity. To enact these commitments, we need to ensure that we use our recruitment processes to attract high quality, productive staff; that we retain those staff by recognising and rewarding learning and teaching excellence and the successful achievement of program learning outcomes; and that we provide the kind of learning and teaching support and mentoring that will enable staff to realise their potential in knowledge, understanding and application of pedagogy in practice.

In conjunction with Macquarie University's Learning and Teaching Strategic Framework, the office of the DVC Academic has set out ambitious targets across the institution, in relation to a variety of milestone categories. These categories include:

- program-based curriculum;
- development, recognition and reward;
- the culture of belonging;
- students as partners;
- integrated digital and physical learning environments;
- embedded work and life skills;
- external partnerships;
- research and enquiry-led discipline specific program content; and
- shared resources.



In the Faculty of Arts these milestones have been devolved to departmental level, taking account of significant variations between departments with respect to current learning and teaching performance, staff profile, and national discipline-specific performance benchmarks. Departments will be expected to develop implementation plans for achieving their departmental learning and teaching objectives.

THE OBJECTIVE MAP

In terms of high level outcomes, the Faculty has identified two areas for strategic development. These are:

- To improve student capacity for inquiry, discovery, creativity and intercultural competence
- To improve student capacity for productive professional and civic lives

In terms of achieving these outcomes, the Faculty has identified the importance of improving the quality and relevance of programs in a global online context, improving our responsiveness to a changing Higher Education environment, reducing curriculum complexity, and improving our student profile. A highly productive and effective learning and teaching enterprise is driven largely by the culture and environment in which staff are embedded. The importance of this objective is highlighted visually in the objective map: all the outcomes and all the processes feed into and out of this strategic objective.

A high performance learning and teaching culture will be driven by underlying processes. The key process improvements for the Faculty of Arts Learning and Teaching Plan are:

- To improve student recruitment
- To improve program and unit design and development
- To improve recognition and reward for teaching

The Faculty of Arts Learning Plan identifies in the process layer the key elements underpinning a sustainable Higher Education enterprise: attracting and retaining students; designing and developing dynamic, engaging, robust curriculum; recognizing and rewarding staff.

The process objectives outlined above can only be achieved if the Faculty ensures that all of its resources are aligned to these goals. The key resource improvements identified in the plan are:

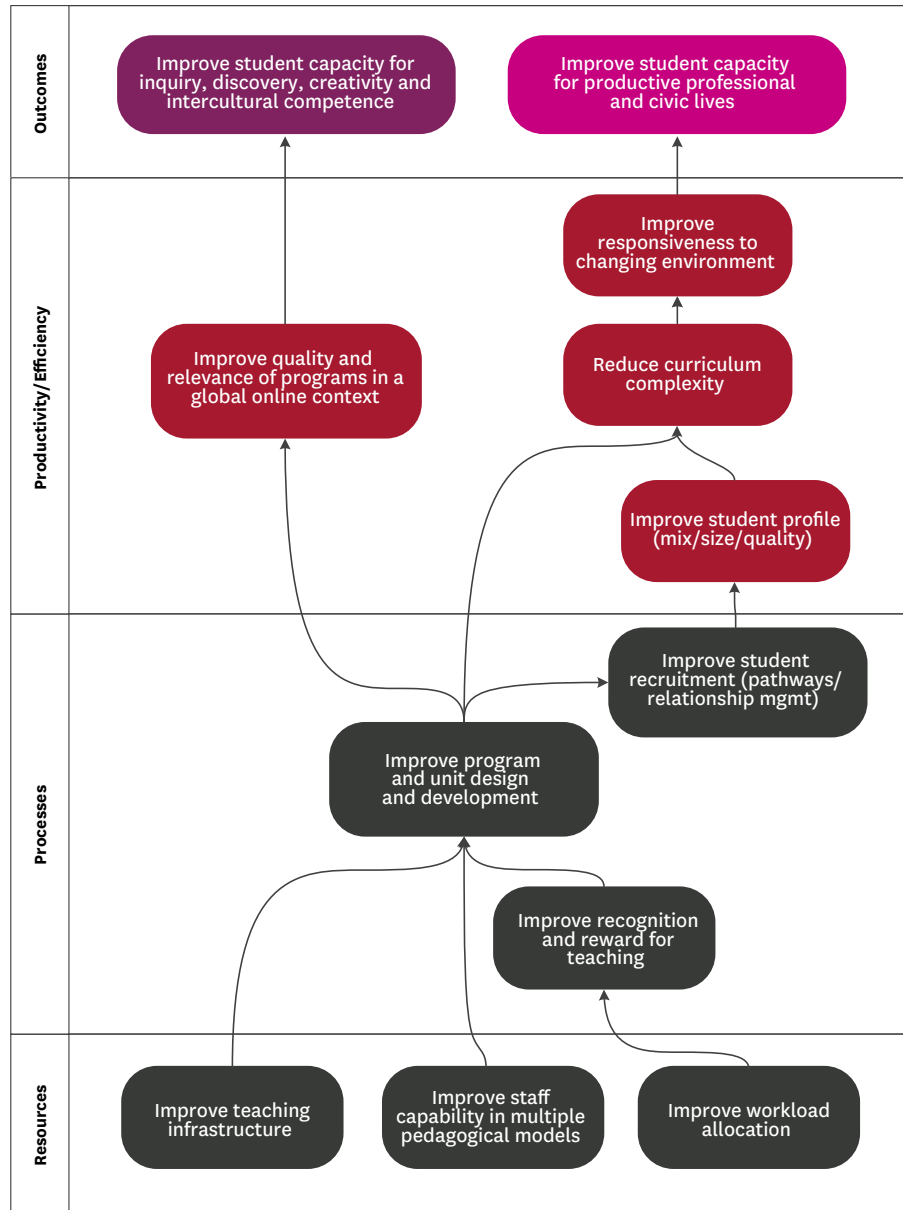
- To improve teaching infrastructure
- To improve staff capability in multiple pedagogical models
- To improve workload allocation.

SUPPORTING STRATEGIES AND SCORECARD

The Faculty-level financial investment in learning and teaching will be aligned to these supporting strategies and the objectives they are designed to enable. These are detailed further in the document, as is the Learning and Teaching Scorecard.

The Scorecard focuses on measures of success for the Learning and Teaching Plan strategic objectives. The measures themselves, as well as the threshold values and targets, will be considered on an annual basis.

LEARNING AND TEACHING PLAN OBJECTIVE MAP



Learning and Teaching Plan: Supporting Strategies

IMPROVE TEACHING INFRASTRUCTURE

This objective relates to a learning and teaching experience which responds to the changing demands for/on the spaces in which that experience takes place by improving and maintaining high quality physical and digital learning and teaching spaces – including but not limited to changes in the way these spaces are managed, the setup of spaces, the quality and flexibility of spaces, the way technology is provided and used in these spaces, and in timetabling practices – thereby improving capacity for learning and teaching.

The activities that we believe will support this objective include:

- Establishing a Faculty of Arts Learning and Teaching Infrastructure Sub-Committee (reporting to FLTC), the primary function of which is to ascertain and evaluate the needs of the Faculty in teaching infrastructure matters, liaising with key Faculty stakeholders (Faculty Information Technology Manager, Faculty Online Educational Coordinator, MMCCS Technical Manager), and to advise on resource allocation and management of learning and teaching spaces
- Investing in infrastructure initiatives to support learning and teaching, including
 - Contributions for the implementation of new ways of providing online learning and teaching
 - Additional funding to the learning and teaching resources acquisitions and access budget
 - Renewal program for Faculty and departmental usage of the University’s Learning Management Systems, designed to upgrade physical and digital learning and teaching spaces

Measures of success in this area include:

- Increasing net usable spaces (physical and digital) for learning and teaching and student services and activities in advance of enrolment growth rate
- Increasing appropriate use of shared learning and teaching spaces and new technologies
- Sustainable annual improvement in access by students to online courseware, learning environments and support services

IMPROVE STAFF CAPABILITY IN MULTIPLE PEDAGOGICAL MODELS

This objective relates to a learning and teaching experience which emphasizes holistic, student-centred approaches to learning and teaching, and builds capacity in pedagogical knowledge and understanding and the skills necessary to deliver a variety of alternative and innovative programs of study which promote student engagement, retention and success.

The activities that we believe will support this objective include:

- Implementing onboarding programs for academics and sessional staff new to university teaching (Unit Convenor Program; Tutor Induction Program; Foundations in Learning and Teaching Program)
- Allocating learning and teaching mentors to new staff
- Encouraging actively all staff on 40/40/20 workload patterns to participate in professional development opportunities
- Developing Faculty-based learning and teaching design training and professional development opportunities (Peer Review Online; Faculty of Arts Learning and Teaching Exchange Workshops; Faculty

of Arts Learning and Teaching Showcase Series)

- Establishing a schedule of departmental staff meetings and retreat programs dedicated to learning and teaching design (program-based curriculum mapping, delivery and review) and professional development (pedagogical knowledge and understanding, application of skills in practice)

Measures of success in this area include:

- Increasing number of staff with professional teaching accreditation (Graduate Certificate of Higher Education) and postgraduate qualifications in educational scholarship, practice and leadership (Master of Education, Master of Educational Leadership)
- Increasing number of Teaching Index points claimed by departments
- Increasing number of staff participating in Faculty-based professional development opportunities (learning and teaching workshop series, forums, and programs)

IMPROVE WORKLOAD ALLOCATION

This objective relates to a learning and teaching experience which improves staff and student satisfaction by ensuring that the allocation of workload takes place within the departments of the Faculty in a consistent, transparent, equitable and sustainable manner, and by supporting and enabling this allocation across all facets of academic work.¹

¹ Academic work may include, but is not limited to, teaching, professional (educational and academic) development, research, teaching administration, leadership, community engagement, and university service.



The activities that we believe will support this objective include:

- Ensuring all staff on 40/40/20 workload patterns support learning and teaching, which is reflected in allocations (as per the Faculty Workload Policy and the University Enterprise Agreement)
- Ensuring that workload allocations for new academic staff enable sustainable development and delivery of new or existing units
- Appointing a small number of teaching intensive positions in certain disciplines (e.g. languages)
- Implementing across all departments a 3-year Teaching Development Plan that is integrated with program design and unit offerings
- Accommodating flexibility for staff to alternate between research intensive and teaching intensive semesters
- Defining allocations for service that incorporate participation on Faculty and University learning and teaching grant panels
- Ensuring that workload reflect all learning and teaching activity relating to f2f/campus, blended and online unit design, development, delivery and review.

Measures of success in this area include:

- Number of new and continuing unit convenors and sessional staff FTE allocated to equitable learning and teaching workload
- Reduced conflict between teaching and research workload
- Workload allocated to service activities
- Proportion of positive responses in Faculty of Arts Staff Satisfaction survey (see Faculty of Arts Operation Plan)

IMPROVE RECOGNITION AND REWARD FOR TEACHING

This objective relates to a learning and teaching experience which develops and encourages scholarly teaching, identifying and developing best practice in the methodology of assessing teaching excellence,² and integrating into the professional development process the means by which teaching excellence can be acknowledged and rewarded by departments, the Faculty, the University, and the wider community.

The activities that we believe will support this objective include:

- Enhancing processes for implementing Faculty Learning and Teaching and Standards and Quality Committees recommendations to Faculty Executive
- Maintaining Faculty Learning and Teaching Awards and providing support for University Citations for Outstanding Contribution to Student Learning, Programs that Enhance Learning, and Teaching Excellence, and for external prizes
- Identifying and encouraging staff for nomination to learning and teaching leadership positions (e.g. departmental Director of Learning and Teaching or membership of department Learning and Teaching Sub-Committee; membership of Faculty Learning and Teaching Committee; membership of Faculty or University learning and teaching awards and grants assessment panels)
- Improving performance at “celebrating” learning and teaching success (working closely with Faculty Marketing) through:
 - Faculty Quality of Learning and Teaching Events for academic and professional staff
 - Media and University website coverage
 - Nominations for speakers e.g. Higher Education conferences (AIEC, DASSH, HERDSA), CHASS National Forum

² Characteristics which define teaching excellence: positive student-educator contact, effective active learning, achievable expectations, respect for diverse talents and modes of learning, effective communication skills, and commitment to teaching well. Primary sources of evidence for assessing teaching excellence: students/learners and alumni; peers, administrators and/or instructional specialists; the teacher her/himself in the form of self-assessment and reflection.

- Maintaining and improving Faculty learning and teaching grant schemes by a process of ongoing review to ensure the resources are strategically targeted
- Encouraging and rewarding high quality learning and teaching directed towards successful achievement of unit and program learning outcomes.

Measures of success in this area include:

- Number of staff participating in learning and teaching leadership roles
- Number of staff shortlisted for Faculty and University Learning and Teaching Awards and Citations and other external awards
- Number of staff identifying learning and teaching as an area in excellence when applying for transition from fixed-term to continuing appointments and promotion from Levels A-B to C-D positions

IMPROVE PROGRAM AND UNIT DESIGN AND DEVELOPMENT

This objective relates to a learning and teaching experience which builds capacity to scope, design and develop content and learning activities, grounded in current disciplinary knowledge and scholarship, organized to foster progressive and coherent achievement of expected learning outcomes across programs of study, aligned constructively to best practice in contemporary educational design principles and pedagogical theory, and industry-relevant and market-ready.

The activities that we believe will support this objective include:

- Building capacity in the Faculty of Arts Learning and Teaching Team (Online Education Development Coordinator; Academic Developer; Educational Designer; Technical Support Facilitator)
- Creating a Faculty of Arts position description for the departmental Director of Learning and Teaching which clearly articulates roles, responsibilities and capacities
- Establishing a Faculty of Arts Program Directors Sub-Committee (reporting to FSQC), the primary role of which is to meet bi-annually to review and evaluate the ongoing design and development of coursework programs



- Embedding in the educational practice of the Faculty and the expectations of students the principles and procedures of the Curriculum Strategy Framework which relate to constructive alignment of assessment and learning outcomes across all coursework units and programs
- Improving quality documentation relating to national and international best practice in research-led curriculum design and delivery
- Using University, Faculty and departmental reviews to facilitate evaluation of program and unit design, development and delivery
- Developing, and engaging staff in, Faculty of Arts learning and teaching workshops which showcase best practice in program and unit design, development and delivery
- Linking discipline learning and teaching to individual learning and teaching strategies
- Engaging industry in collaborative program design and support

Measures of success in this area include:

- Number of departments delivering collaborative disciplinary and trans-disciplinary coursework programs
- Number of staff participating in Faculty learning and teaching workshops
- Number of student retentions/completions with 2.0+ GPA (3.5+ if proposed revision of performance ranking is ratified) in Faculty programs
- Number of industry partnerships in learning and teaching program design and support

IMPROVE STUDENT RECRUITMENT (PATHWAYS/RELATIONSHIP MANAGEMENT)

This objective relates to a learning and teaching experience which stimulates student engagement, conversion and retention, by surfacing content, activity and practice which stimulate interest, creating tailored programs and articulating pathways which speak clearly and authentically to the desires and goals of prospective students, enhancing the network of connected services supporting the student lifecycle, and building collaborative partnerships across educational sectors.

The activities that we believe will support this objective include:

- Building capacity in the Student Administration Team (Manager, Learning and Teaching, Quality and Support; Student Engagement Coordinator; Arts Student Centre Support Facilitators)
- Scheduling bi-annual meetings of Faculty Executive to review data provided by the Load Planning Strategy Group, Macquarie International and Global Marketing which relate to student engagement, conversion and retention in the Faculty of Arts
- Scoping and sequencing a schedule of events which foster development of a Faculty of Arts student identity and a Faculty-focused community of learning and teaching
- Ensuring that Information, Orientation, Welcome Back and Graduation activities are inclusive, have staff support and encouragement, and encompass both academic and social activities to promote staff and student interaction
- Creation of a Faculty of Arts software application which articulates admission and enrolment procedures and supports the student experience across the lifecycle of conversion, completion and graduation

Measures of success in this area include:

- Number of eligible 1st-3rd student preferences
- Number of Entry Pathway program enrolments (ATSI, GLEP, OUA, SRS)
- Number of student enrolments in year following first entry into Faculty awards/programs (commencing student attrition)

IMPROVE STUDENT PROFILE (MIX/SIZE/QUALITY)

This objective relates to a learning and teaching experience which recognizes the diversity of the Faculty of Arts student profile, incorporating such factors as socio-economic status, cultural background, international background, and academic achievement; and which ensures that the Faculty student profile in each of these dimensions is optimal in terms of program design and delivery and student outcomes.

The activities that we believe will support this objective include:

- Using the available spectrum of annual institutional surveys (Student Experience Survey, International Student Barometer, Graduate Outcome Survey, Macquarie University Student Experience Questionnaire, LibQual and Library Client Survey) which measure and benchmark the student experience and inform quality enhancement and strategic decision-making to
 - Identify and develop kinds and levels of support, framed by clear and consistent procedures, which are responsive to the spectrum of individual abilities and circumstances of the Faculty's student cohort
 - Identify and promote appropriately programs with a designated focus in Australia, Oceania, Asia, Europe and the Americas
 - Review PACE, Careers and Employment facilitated participation and engagement placements to ensure that students across all diversity dimensions have equal opportunity
- Using the 2015 Faculty of Arts Learning and Teaching Dashboard (see Faculty of Arts Operations Plan; overview, trends, projections) to
 - Ensure that admissions and enrolment mechanisms are aligned explicitly with disciplinary and transdisciplinary curriculum and learning and teaching expertise
 - Ensure that the Faculty's learning and teaching scholarship and scholarly teaching have a strong public profile in order to attract quality undergraduate and postgraduate enrolments



Measures of success in this area include:

- Proportion of international student conversions
- Equity measures in PACE units
- Size of Faculty of Arts student cohort
- Average student ATAR

REDUCE CURRICULUM COMPLEXITY

This objective relates to a learning and teaching experience which minimizes the complexity of curriculum systems, approaches, activities and practices which support our academic, administrative and technical staff in delivering quality programs of study, allocating learning and teaching resources, and managing the student experience.

The activities that we believe will support this objective include:

- Implementing the outcomes of the 2015 Curriculum Renewal of Faculty awards and programs and the related Australian Qualifications Framework/Program Learning Outcomes mapping exercise to identify, evaluate and review
 - the alignment of learning and teaching methods, assessment, and learning outcomes across all coursework programs currently offered in the Faculty
 - the principal mechanisms by which the standards and quality of provision are maintained and enhanced
- Using the 2015 Faculty of Arts Learning and Teaching Dashboard (overview, trends, projections) and the Faculty of Arts Unit and Program Academic and Business Plan (see Faculty of Arts Operations Plan) to formulate the approaches which best
 - Define, develop, simplify and implement curriculum connections within programs of study
 - Maximize value adding curriculum systems design and eliminate waste in learning and teaching activities and practices
 - Eliminate peaks and troughs in the student experience of curriculum delivery and maximize efficient use of academic staff workload and learning and teaching resources

- Emphasize curriculum design, development, delivery and review from the perspective of staff attributes, practices and attitudes and student perceptions of value, student expectations of the learning environment

Measures of success in this area include:

- Number of units below threshold (on a unit-by-unit basis)
- Number of rested core/required units
- Number of rationalised programs

IMPROVE RESPONSIVENESS TO CHANGING ENVIRONMENT

This objective relates to a learning and teaching experience which responds to the diversification of educational choices and goals in the tertiary landscape: the transformation of the traditional “core” curriculum and modes of delivery; the globalization of higher education and networks of knowledge creation; the changing demographic and presence of our student population; the significance of the social context of student learning; and, the increasing alignment between programs of study and their value and outcomes.

The activities that we believe will support this objective include:

- Using the *Mapping the Humanities, Arts and Social Sciences in Australia* report, advice and evidence from Macquarie International, and the Faculty Learning and Teaching Dashboard (overview, trends, projections) to formulate approaches which
 - Differentiate disciplinary contributions to higher education learning and teaching
 - Promote international visibility and recognition of Faculty curriculum transformation
 - Respond to the cultural shift in the higher education employment landscape
 - Embrace and support global curriculum delivery and student mobility
 - Acknowledge and accommodate changes in the student demographic

- Using the Higher Educational Landscape Report to inform awareness, facilitate discussion and guide Faculty responses to the changing tertiary sector environment
- Recognizing formally the changing demographic and presence of the Faculty student population in curricula, learning, teaching and assessment
- Defining a student experience beyond the classroom grounded in culturally sensitive and student centred principles of learning and teaching which assure and enhance a quality environment for indigenous and non-indigenous, Australian-born and overseas-born students (Equity, Diversity and Inclusion Plan), and low socio-economic status and disadvantaged students (Widening Participation Plan, Disability Action Plan)

Measures of success in this area include:

- Number of student recruitment initiatives
- Number of internationalised programs
- Number of transdisciplinary programs

IMPROVE QUALITY AND RELEVANCE OF PROGRAMS IN A GLOBAL ONLINE CONTEXT

This objective relates to a learning and teaching experience which assures excellence in program design, delivery and assessment, promotes the relatedness, interest and utility value of what our programs offer, and embraces the opportunities associated with a globally competitive, highly dynamic higher education environment for wider participation across traditional geographical boundaries.

The activities that we believe will support this objective include:

- Supporting inbound and outbound mobility
- Supporting interfaculty and interdepartmental collaborative learning and teaching activity
- Supporting design and development of quality online curriculum
- Designing and developing curriculum in partnership with corporate, government and not-for-profit partners
- Establishing teaching agreements with prestigious institutions which facilitate partnered program development and co-badging

Measures of success in this area include:

- Number of commencing international enrolments
- Number of enrolments in coursework Masters and graduate professional development programs
- Number of international learning and teaching partnerships (signed/activated MoUs, exchange, mobility)

IMPROVE STUDENT CAPACITY FOR PRODUCTIVE PROFESSIONAL AND CIVIC LIVES

This objective relates to a learning and teaching experience which integrates education for work and citizenship, developing knowledge, understanding, skills and values that make an explicitly direct and purposeful contribution to the preparation of our students for active participation in a diverse democratic society.

The activities that we believe will support this objective include:

- Using the Macquarie Alumni Survey and the Graduate Outcome Survey to
 - Raise awareness of and provide quantifiable data about graduate destinations, and
 - Inform strategic approaches to identifying and supporting opportunities for student participation and engagement in productive professional and civic activities

Measures of success in this area include:

- Number of graduates/alumni in cultural or professional leadership positions
- 5-10 step improvement in QS, THE, ARWU and AU employability survey rankings
- FTE rates for Faculty graduates in Graduate Destinations Survey
- Number of students enrolled in PACE, industry placement and internship programs

IMPROVE STUDENT CAPACITY FOR INQUIRY, DISCOVERY, CREATIVITY AND INTERCULTURAL COMPETENCE

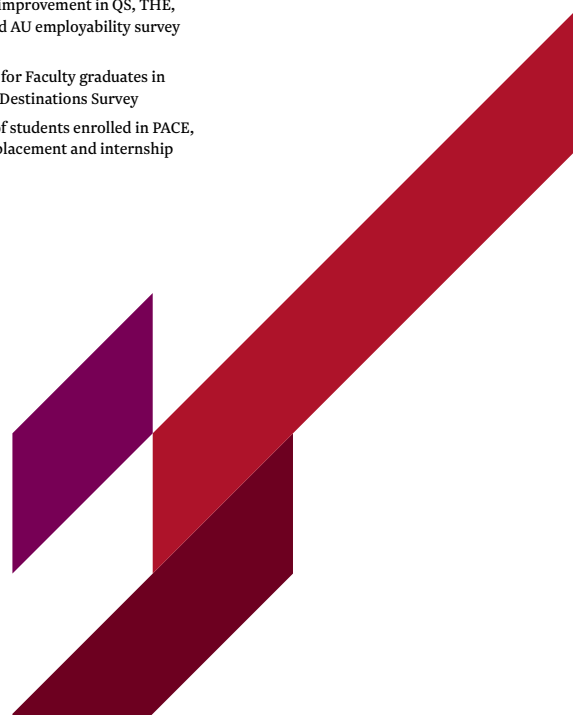
This objective relates to a learning and teaching experience which affords breadth and depth of opportunities for developing capacity in inquiry-based knowledge and understanding, creative skills, and an inclusive, diverse and distinctive education.

The activities that we believe will support this objective include:

- Establishing a Faculty process that supports the implementation of inquiry-based approaches to curriculum design at program level
- Establishing a Faculty process that enables opportunities for staff-student co-creation of curriculum at program level

Measures of success in this area include:

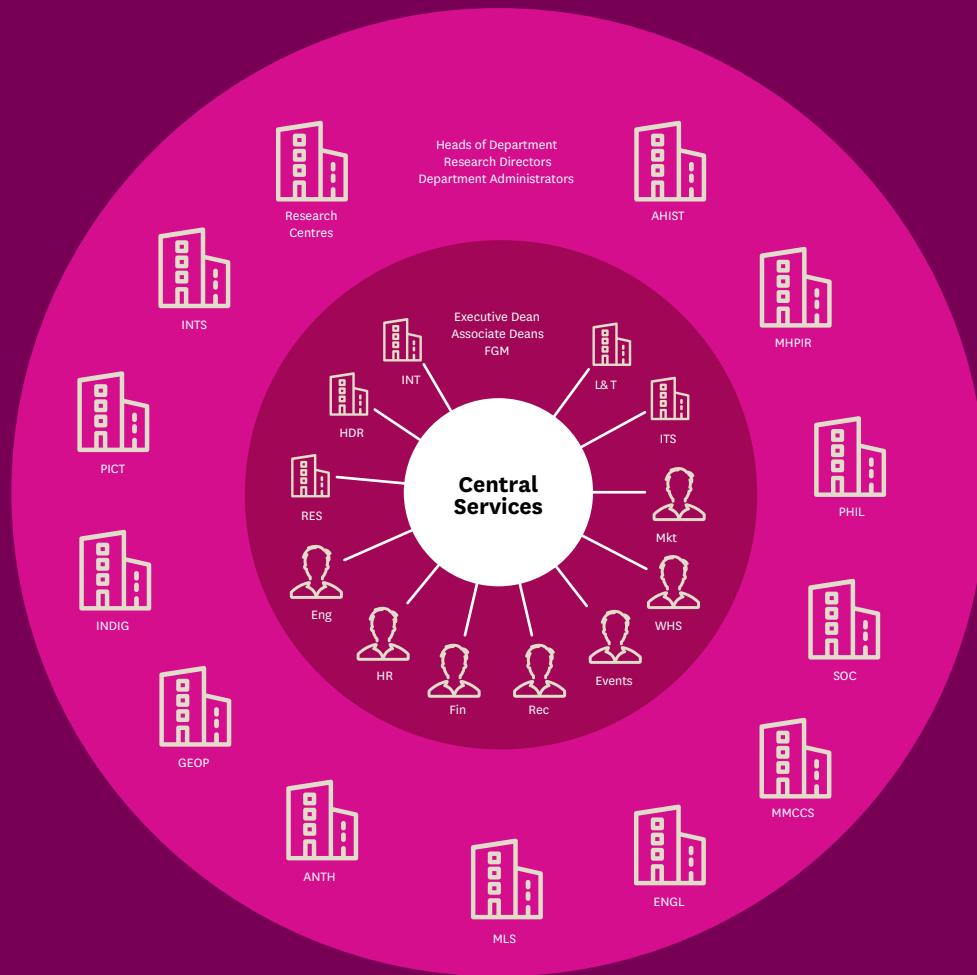
- Number of students/graduates with external awards and prizes
- Number of students on international exchange
- Number of inquiry-based programs
- Number of staff-student learning and teaching partnerships




Learning and Teaching Plan: Sample Scorecard

A sample of the Faculty's overall performance scorecard is below. The same format and measures will be used for Departments and Faculty administration.

Learning and Teaching Strategy Scorecard - Overall					
OBJECTIVE	MEASURE	SCORE	ACTUAL	THRESHOLD	TARGET
Improve student capacity for productive professional and civic lives	# alumni in cultural or professional leadership positions		-	-	-
	Ranking in QS, THE, ARWU and AU employability survey		-	-	-
	Outcomes of the CEQ survey		-	-	-
Improve student capacity for inquiry, engagement, creativity and intercultural competence	# students enrolled in PACE, industry placement and internship programs		-	-	-
	# of quality-assured inquiry-based programs		-	-	-
	# of students on international exchange		-	-	-
Improve quality and relevance of course offerings in a global, online context	# of students/graduates who have won external awards and prizes		-	-	-
	# of commencing international enrolments		-	-	-
	# international teaching partnerships		-	-	-
Improve responsiveness to changing environment	# of enrolments in coursework masters and professional development programs		-	-	-
	# of student recruitment initiatives		-	-	-
	# of internationalised programs		-	-	-
Reduce curriculum complexity	# of transdisciplinary programs		-	-	-
	# units below threshold enrolments (on a unit by unit basis)		-	-	-
	# rationalised program structures		-	-	-
Improve student profile (mix/size/quality)	# of rested core/required units		-	-	-
	% of international students		-	-	-
	Average ATAR of commencing cohort		-	-	-
Improve student recruitment (pathways and relationship management)	Student load (EFTSL)		-	-	-
	# of eligible 1st-3rd preferences		-	-	-
	# of Entry Pathway program enrolments		-	-	-
Improve program and unit design and development	Commencing student attrition (# or %)		-	-	-
	# of UG electives		-	-	-
	# of reviewed option sets		-	-	-
Improve recognition and reward for teaching	# of scaffolded assessment tasks		-	-	-
	# of staff that identify T&L as an area of excellence in the promotion/conversion process		-	-	-
	# of staff participating in L&T leadership programs		-	-	-
Improve teaching infrastructure	# of staff shortlisted for L&T awards		-	-	-
	Square metres of shared learning spaces		-	-	-
	Digital capacity for online enrolments		-	-	-
Improve staff capability in multiple pedagogical models	Online engagement metrics		-	-	-
	# of staff with professional teaching accreditation		-	-	-
	Teaching index points		-	-	-
Improve workload allocation	# of staff participating in Faculty professional development opportunities		-	-	-
	Average workload allocated to new junior staff		-	-	-
	FTE allocated to low value service activities		-	-	-
	Staff satisfaction (survey)		-	-	-



 Organisational Unit

 Dedicated Resource in Hub and Spokes model

Operations Plan

The Faculty of Arts Operations Plan has been developed in conjunction with the Faculty's Research and Learning and Teaching Plans. The operations plan focuses on the underlying administrative structures that support research and teaching and learning.

The relationships between the Faculty of Arts operations and services provided centrally are multi-faceted. There are four models that are presently in use for managing these relationships. These are:

1. **Internal to the Faculty.**
This is a model where professional and/or managerial arrangements are provided by staff wholly within the Faculty. An example of this is the Department Administrators, where there is no single cognate function in the Offices of the University.
2. **Partnership model.**
This is a model where staff are employed centrally and within the Faculty in cognate roles. An example of this is the Research Office within the Faculty, which works in partnership with the Office of the DVC (Research).
3. **Hub and Spokes model.**
This is a model where staff are employed centrally and work with the Faculty as dedicated resources. An example of this is the Office of Financial Services, which has a Finance Manager and team posted in each Faculty.
4. **Central Service Provision.**
This is a model where there are no dedicated staff for Faculty work. Rather, each Office has a representative with a client manager who liaises with the Faculty on an 'as-needs' basis. An example of this is the relationship between the Faculty and the Office of General Counsel.

In order to operate effectively, the business models for these various types of service provision should be clearly articulated and managed. The diagram on page 38 illustrates the model as it stands presently.



The Faculty of Arts Operations Plan recognises the necessary complexity of these arrangements. It also seeks to clarify the structure of these arrangements in order to provide the most efficient outcomes. In order to achieve this, the Faculty of Arts Operations Plan provides a mechanism for proactively managing the business of the Faculty by articulating the catalogue of services provided and the measures of success for service provision, regardless of the particular operating model.

In order to effectively structure the Faculty Operations Plan it is helpful to define the functions and services it is designed to facilitate. The operational services catalogue that are relevant for this plan are:

- Learning and Teaching operations including student services, student support and the Learning and Teaching Centre
- Research operations
- Higher Degree Research operations
- International operations including Macquarie International
- Information Technology Services
- Marketing services
- Workplace Health and Safety
- Events management
- Domestic student recruitment
- Financial services
- Human resources
- Engagement and advancement

THE OBJECTIVE MAP

In terms of high level outcomes, the Faculty has identified three areas for strategic development. These are:

- To improve support for students
- To improve support for teaching and learning and research
- To increase strategic investment

These outcomes highlight that all services provided by and for the Faculty have the core activities of teaching and research as their end goal.

In order to achieve these outcomes the Faculty will need to

- Improve revenue
- Improve effectiveness and efficiency
- Reduce complexity

This layer emphasises revenue generation and diversification as well as productive use of existing resources. Productivity is here thought of as both effective and efficient deployment of its resources. The framework also highlights that reducing complexity in the Faculty's operations (where appropriate) is a key element in improving productivity.

The framework highlights four underlying process improvements to support these objectives. These are:

- Improve management of change
- Improve planning
- Improve management controls
- Improve service integration

In terms of the resource base for the Faculty to achieve these goals, the Operations Plan recognises the need to

- Improve its systems (both technological and managerial)
- Improve the relevance of staff skills
- Improve teamwork

Each of these are described in detail further in the document.

SUPPORTING STRATEGIES AND SCORECARD

The Faculty-level financial investment in its operations will be aligned to these supporting strategies and the objectives they are designed to enable. These are detailed below, as is the Operations Scorecard.

The Scorecard focuses on measures of success for the Operations Plan strategic objectives. The measures themselves, as well as the threshold values and targets, will be considered on an annual basis.

FACULTY OF ARTS OPERATIONS PLAN OBJECTIVE MAP



Faculty of Arts Operations Plan: Supporting Strategies

IMPROVE SUPPORT FOR STUDENTS

Faculty operations, whether centrally or locally provided, have as their ultimate goal the support of frontline operations. This objective relates specifically to the design and delivery of an outstanding experience for students in the Faculty of Arts. This experience is holistically conceived incorporating the experience of learning, exposure to Faculty research, the experience of engaging in administrative processes, and opportunities for engagement with fellow students and future employers.

Student support is offered at all levels within the University: centrally, at Faculty level and at Department level. Effective student support will depend on highly integrated service provision which is a separate objective to be described below. The key project for ensuring effective delivery of integrated student support is the converged services project for student services.

Measures of success for improved student support might include:

- Improvements in measures of student satisfaction
- Reduced turnaround times in student-based administrative processes
- Reduction in volume and severity of complaints

IMPROVE SUPPORT FOR RESEARCH AND TEACHING AND LEARNING

Faculty operations are designed to directly support the core activities of teaching and research. Effective support for these frontline activities involves the provision of services in a seamless and integrated manner.

Measures of success for the improvement of direct support for teaching and research include;

- Reduced turnaround times
- Stakeholder satisfaction metrics

INCREASE STRATEGIC INVESTMENT

In order to continue to develop the Faculty will require financial resources to support its Learning and Teaching and Research Plans. This objective makes explicit the need to develop funds for reinvestment in the Faculty's strategic directions above recurrent operating funds.

A key project to facilitate this will be to develop, in partnership with the Office of Financial Services, an approach whereby the Faculty has access through a competitive bidding process to funds made available over and above the annual contribution margin.

Measures of success include:

- Funds invested in the Research Plan
- Funds invested in the Learning and Teaching Plan
- Profitability of Faculty activities
- Faculty financial return above the Direct Controllable Margin in any given financial year.

IMPROVE EFFECTIVENESS AND EFFICIENCY

Ensuring that the Faculty's operations are effective and efficient is important if the top level strategic outcomes are to be achieved. Effectiveness involves ensuring that the Faculty's use of human and financial resources is targeted. Efficiency involves ensuring that there is a minimum of waste, either of financial resources or of staff expertise and time.

In order to ensure maximal effectiveness and efficiency in Faculty operations, the following projects and activities will be undertaken:

- Program and Unit profitability analysis
- Ongoing development of research productivity framework
- Implementation of faculty business models for managing 'partnership' and 'hub and spokes' relationships
- Development and implementation of a continuous improvement framework for faculty operations modelled on the Rapid Improvement approach functioning centrally
- Active and strategic participation in central Rapid Improvement Events

Measures of success include:

- Academic cost per enrolment
- Professional cost per enrolment
- Academic cost per HERDC point
- Academic cost per HERDC \$
- Total non-salary cost of operations
- Total professional cost of operations
- Unit profitability
- Program profitability



REDUCE COMPLEXITY

In order to be efficient and effective the Faculty will need to ensure that there is no unnecessary complexity in its operations. There are several factors behind unnecessary complexity in Faculty operations. In order to achieve the Faculty's strategic goals, unnecessary complexity in curriculum and in professional services will need to be minimised.

In terms of back office operations there are two important opportunity spaces for reducing complexity, namely, increasing the automation of processes and reducing duplication effort. In order to increase automation, the Faculty will partner with ITS and other service areas in order to identify a program of work for automating back office processes. In order to decrease duplication of effort, the faculty will ensure that its provision of services leverages to maximum effect the services already provided by the University's Offices. Developing a Professional Services Charter and implementing this operations plan are key components of this.

In terms of frontline activities, the Faculty will evaluate its curriculum structures and research practices as outlined in those parts of the strategic plan

Measures of success include:

- Professional cost per enrolment
- # of unit offerings, rested units, deleted units
- # of new units and programs

IMPROVE REVENUE

In order to achieve its financial objective of developing funds for strategic investment, the Faculty will need to improve its revenue. This includes not only increasing its revenue but also diversifying its revenue sources. This might include corporate and community engagement for philanthropic fundraising, as well as the ongoing development of professional and non-award programs and improvements in international and domestic fee-paying enrolments.

To this end, the Faculty will implement a process to continually review its revenue mix and set targets for changing the mix over time. This will be integrated into the University's financial planning and budgeting processes. The revenue mix means the percentage of revenue derived from the Faculty's various revenue sources.

Measures of success include:

- % of revenue from domestic undergraduate funding
- % of revenue from fully online students
- % of revenue from international student fees (UG and PG)
- % of revenue from domestic fee-paying students (PG)
- Compound annual revenue growth

IMPROVE SERVICE INTEGRATION

In order to ensure efficient and effective outcomes, the Faculty will have a strategic focus on service integration. Services to staff and students within the faculty are provided by service providers at all levels within the University. In order to optimise the experience of each of these stakeholder groups, the Faculty will need to ensure an integrated and holistic approach to the provision of these services. The customer experience should be one of seamless transition.

The Faculty will undertake the following projects to ensure service integration:

- The development and implementation of a common reporting framework for professional services
- The development and implementation of a project management approach that is explicitly cross-functional and collaborative
- The development and implementation of management processes for cross-functional service delivery including the Faculty Operations Plan and Professional Services Charter
- The development and implementation of relationship management tools for the different business models (partner, hub and spoke, client service) including service level agreements

Measures of success include:

- Professional costs within the Faculty
- Project delivery metrics (on time, on budget)
- Non-salary costs within the Faculty

IMPROVE MANAGEMENT OF CHANGE

Effectively managing change is vital to avoiding unnecessary complexity. There are two key elements in this area that the Faculty will target for continuous improvement. One aspect is the human resource component and the other is the systems and process consequences of change.

The change management process from a human resource perspective is clearly articulated in the Enterprise Agreements. However, the Faculty will continue to improve its communication and transparency as its responds to changes in its strategic environment. The systems and process components of change are important to manage effectively in order to reduce complexity. In implementation change the Faculty will ensure that it implements the necessary changes in systems and processes to minimise the existence of historical or legacy processes, data and systems.

In order to improve in these areas the Faculty will:

- Develop a robust and effective internal communications approach
- Develop and implement a change management approach that includes planning for the downstream consequences of change

Measures of success include:

- Staff engagement (staff survey?)
- Reduction in systems integration problems
- Reduction in time spent on manual workarounds

IMPROVE PLANNING

In order to improve its revenue and effectively manage through times of change the Faculty will need to ensure it has high quality planning processes. The Faculty will need to implement a range of improved planning tools and processes in order to keep pace with the university and the sector. Planning processes include:

- Workforce planning
- Business planning (including new courses and units and corporate engagement)
- Financial planning including load and revenue
- Space and infrastructure planning

In order to achieve this, the Faculty will develop templates and processes to ensure consistency in terms of information provided to Departments and information received back from Departments, as well as Faculty-based planning.

Measures of success include:

- Load forecasting accuracy
- Revenue Forecasting accuracy
- Budget performance
- Workforce actuals v Workforce plan (FTE, cost)
- Space utilisation
- Profitability of new courses

IMPROVE MANAGEMENT CONTROLS

In order to improve its planning capability the Faculty will implement improved management controls. Management controls include

- Financial control
- Performance management
- Delegations of authority
- Staff and student entitlements

In order to achieve this improvement the Faculty will develop and implement a policy framework that is transparent and easily accessible.

Measures of success include:

- Measures of financial risk (e.g. staff excessive leave liabilities)
- Project portfolio management metrics (e.g. projects on time, on budget)
- Other management metrics (e.g. variance from financial, workforce, infrastructure and other plans)



IMPROVE TEAMWORK

In order to achieve high levels of service integration the Faculty will continue to develop an ethos of teamwork and collaboration in both academic and professional staff.

In order to achieve this, the Faculty will:

- Develop and implement a project management framework that is explicitly designed for managing cross-functional teams
- Implement appropriate staff development programs in terms of building team culture and innovative approaches to collaboration
- Develop and implement relationship management tools and processes for ensuring accountability in a cross-functional team environment
- Develop managerial and financial structures that support cross-disciplinary research and team teaching

Measures of success include:

- Project delivery – on time and on budget
- Stakeholder satisfaction metrics
- Staff participation in teamwork professional development program

IMPROVE RELEVANCE OF STAFF SKILLS

In order to achieve high levels of service integration the Faculty will need to ensure that its staff have the appropriate skills. In particular, professional staff based in the Faculty will require specialist content expertise in the Faculty's operations, activities and projects.

In order to achieve this the Faculty will introduce a structured professional development program for professional staff that identifies the faculty-specific knowledge and skills required of Faculty staff.

Measures of success include:

- Professional staff participation in the professional development program
- Alignment of PDR objectives to Faculty goals

IMPROVE SYSTEMS

In order to improve its management controls and planning, the Faculty will have a strategic focus on system improvements, including but not limited to technological platforms.

In order to improve its systems the Faculty will:

- Ensure that the information provided to Faculty management is consistent and appropriate to the task
- Develop and implement a best-of-breed approach to system deployment in partnership with Central services
- Develop an integrated information management portal built on the intranet technology

Measures of success include

- Use of the Faculty intranet (hits)
- Data quality and accuracy

Faculty of Arts Operations Plan: Sample Scorecard

A sample of the Faculty's overall performance scorecard is below.

Operations Strategy Scorecard					
OBJECTIVE	MEASURE	SCORE	ACTUAL	THRESHOLD	TARGET
Improve support for teaching and research	Academic staff overall satisfaction with professional services		-		
	Student overall satisfaction with administrative processes		-		
Improve support for students	# of student complaints		-		
	Funding for Research Plan		-		
Increase Strategic Investment	Funding for L&T Plan		-		
	% of gross revenue from international student fees		-		
Improve revenue	% of gross revenue from domestic fee-paying students		-		
	Revenue Growth (Year on Year percentage)		-		
	Average profitability (Unit of Study)		-		
Improve effectiveness and efficiency	Faculty Direct Controllable Margin		-		
	# of unit offerings		-		
Reduce complexity	Non-academic cost per enrolment		-		
	Academic cost per enrolment		-		
	Load Variance (%)		-		
Improve Planning	Financial return from new units and programs		-		
	Total excessive leave liability		-		
Improve management controls	Project portfolio budget variance (\$)		-		
	Financial Variance (%)		-		
Improve change management	Participation in RIEs and change processes		-		
	All staff engagement (survey?)		-		
Improve service integration	Total non-academic cost of Faculty operations		-		
	(iLearn)		-		
Improve systems	(# of automated processes)		-		
	(# of standardised Faculty management reports)		-		
Improve relevance of staff skills	Aligned PDR objectives (%)		-		
	# staff in professional development program		-		
Improve teamwork	Professional staff satisfaction (survey?)		-		

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