ANU College of Arts & Social Sciences

Education Operational Plan 2011

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Strategic objectives in Education

(This may be revised in light of the College Strategic Plan)

This operational plan reflects the commitment of CASS to use the synergies generated by its integration in 2009-2010 to respond to the national agenda of validating and improving the quality of education. The integration of the former Faculty of Arts and the Research School enables the College to enrich its education programs and continue provide innovative undergraduate and postgraduate coursework education and research training of the highest international standards.

In the period of this Plan, the College will deliver a distinctive set of undergraduate and postgraduate programs across its various academic organizational units. In addition to fostering knowledge across the range of our academic fields, CASS will engage proactively with its students to develop their research skills, powers of reasoning, critical reading, speaking, writing, and creativity, thus equipping them for the challenges of contemporary life.

As appropriate to Australia’s leading research university, the College will ensure that its education programs are shaped and informed by its research excellence. We will ensure that our students are trained to conduct inquiry-based and/applied research relevant to Australia’s national priorities.

The College will also aspire to lead the higher education sector in innovative and effective research training for all Higher Degree Research students in our disciplines. Our HDR students will the national leaders of the future.

The College will also respond strongly to the national access and equity priorities of increasing access to tertiary education by disadvantaged groups, including Australia’s indigenous peoples.

In pursuing educational excellence CASS is committed to continual evaluation, validation and improvement of our teaching. We will embed values and practices that build strong educational links between College and the ANU as a whole, and between College and the international education community.
The external environment

There are a number of external strategic challenges within which College educational planning must be positioned.

1. Transforming Australia’s Higher Education System

The federal government’s response to the 2008 Bradley Review will to have a significant and ongoing impact on the higher education sector in Australia. The reform agenda has three main pillars: the move to a demand driven system; improving access and equity; and new performance measures of quality and standards. The key performance measures will include:

- Quality and standards
- Access and equity – with targets for increased participation in tertiary education by low SES students
- Student engagement – using tools such as the first year experience survey and graduate outcomes.

2. Tertiary Education Quality and Standards Agency (TEQSA)

The recent formation of TEQSA as the national regulatory and quality agency for higher education will also impact upon the Australian higher education sector. New discipline standards will be developed and most importantly the agency will monitor the processes for ensuring standards and educational quality within all Australian higher education providers.

3. Australian Qualifications Framework (AQF)

In July 2010 the AQF released a consultation paper “Strengthening the AQF: A Framework for Australia’s Qualifications”. If adopted, the policies will impact upon qualification types and specifications, qualification pathways and minimum generic skills. The final “strengthened AQF” may require changes to College programs and admissions pathways.

4. International recruitment

Although the ANU has been relatively cushioned from the impact of the global financial crisis and changes in visa regulations on international student enrolments, the softening of demand will be a critical part of the national higher education environment in the near future. Australia is facing increased competition from markets such as the USA as they open their higher education system to increased international student participation. The Australian government agenda on migration may also impact international student demand, particularly in graduate programs.
Priorities in Education

To achieve the College vision for education, seven areas will be the focus of activity in the College in 2011.

1. Education in a research intensive university
2. Quality and standards
3. Educational innovation
4. Access and equity
5. Postgraduate coursework
6. Research training
7. Internationalization.
1. Education in a research-intensive university

In order to reinforce the University’s distinctive position as Australia’s leading research University the College will ensure that all its education programs are shaped and informed by the research expertise of its staff and that its students are trained in the research skills required to conduct inquiry-based and/or applied research.

1.1 Engaging all academic staff in education

The College will ensure that its students are able to draw more fully on the expertise of all academic including research-intensive staff. It will be an expectation of all academic staff that they will be engaged, individually and through team teaching, a mix of the following: HDR supervision, research training coursework programs, Honours/PhB supervision, postgraduate coursework and undergraduate teaching. This expectation will be reflected in individual staff Statement of Expectations.

Outcome: All staff SOEs to include teaching goals.
Accountability: Research School/Centres Directors, Heads of School/Centres.

1.2 Research at the undergraduate level

The University is committed to an agenda of reform of undergraduate education with a view to optimising student choice and the opportunities for curiosity-driven education. All College undergraduate major sequences will be reviewed to ensure appropriate research skills are developed.

Outcome: All majors to include appropriate research training.
Accountability: Chair, College Education Committee, Heads of School/Centres.

1.3 Increasing Honours enrolments

Traditionally Honours programs have been a nexus between undergraduate education and HDR programs. However in recent years only a small proportion (around 10 per cent) of College Honours students has progressed to HDR degrees at the ANU. Many Honours programs have very small numbers. The College will review its Honours programs to assess their viability and effectiveness as a pathway to ANU HDR programs.

Outcome: Review of Honours completed.
Accountability: Dean of Education.

1.4 Enhancing the PhB

The PhB offers highly able students the opportunity to be introduced to research and to work with internationally renowned researchers at an early stage of their academic career. However, enrolments in 2010 were relatively low, with 9 students commencing the program. The College will review its commitment to PhB scholarships and its national and internal marketing of the program. The College will also collaborate with the PhB program of the College of Science to improve the PhB experience.

Outcome: College strategy for development of PhB implemented.
Accountability: Dean of Education.
2. Quality

The federal government’s emphasis on the validation of quality and standards in education will require a more focused and systematic approach by the College to quality assurance and a cultural shift on the part of academic staff.

2.1 Academic reviews

2.1.1 The College will implement a rolling program of reviews of discrete programs or suites of cognate programs. In 2011 it will review the BA (International Relations) and its Honours programs.

2.1.2 The College will complete the implementation of the academic recommendations of the 2010 reviews of School of Language Studies and Cultural Inquiry.

*Outcomes: Review of BA (International Relations) and Honours programs completed. Endorsed recommendations of academic reviews implemented.*

*Accountability: Dean of Education, Heads of School/Centres.*

2.2 Minimum discipline standards

As required by national quality assurance, all disciplines will identify minimum standards and learning outcomes. Learning outcomes will be articulated for all academic programs. This information will be published on the College education web site and in relevant publications.

*Outcome: All disciplines to have developed and published minimum standards.*

*Accountability: Dean of Education, Heads of School/Centres.*

2.3 Student evaluation

2.3.1 The College will ensure that all courses will be evaluated by students each time they are offered. In accordance with the College procedure approved by the Education Committee on 12 July 2010, the results of the Student Evaluation of Learning will be made available publicly and students will be informed of actions taken in response to student evaluation to improve teaching. AOUs will report annually to the College Education Committee on local responses to student evaluation. Identifying and implementing responses to student evaluation will be an integral part of an academic staff member’s Statement of Expectations.

*Outcomes: 100% of academic staff using approved student evaluation. College Education Committee systematically monitoring improvement of teaching.*

*Accountability: Associate Dean (Education), Heads of School/Centres.*

2.3.2 The College will systematically use the information provided by the national Course Experience Questionnaire and Graduate Destination Survey to identify areas of excellence and areas requiring improvement.

*Outcome: System of monitoring CEQ and GDS developed by CEC.*

*Accountability: Chair, College Education Committee, Associate Dean (Education).*
2.4 Benchmarking

2.4.1 All disciplines will implement annually one or more of the strategies for external benchmarking approved by the University’s Quality and Standards sub-committee. Each AOU will be required to report annually to the College Education Committee on its benchmarking activities and responses to these.

2.4.2 All Honours programs will be externally moderated each year.

Outcomes: All Schools/Centres implementing at least one benchmarking system.
All Honours programs moderated.
Accountability: Heads of Schools/Centres, assisted by the Associate Dean (Education).

2.5 Professional Development in Education

2.5.1 The College will ensure that all new academic staff without a prior record of demonstrable teaching excellence will undertake a relevant program of professional development. All staff new to the College will undertake training in HDR supervision in their first year of employment.

2.5.2 Individual staff professional development needs in teaching will be identified in performance reviews.

Outcomes: All academic staff receiving appropriate professional development.
All staff identifying PD needs in SOEs.
Accountability: Research School Directors and Heads of School/Centres, assisted by the Manager Education Development Studio.

2.5.3 The College’s Education Development Studio will offer an integrated and dynamic program of professional development in teaching innovation and the enhancement of teaching by the appropriate use of digital technology.

Outcome: Increased number of academic staff accessing PD in teaching innovation.
Accountability: Manager of Education Development Studio.
3. Educational innovation

The College will maintain the highest standards of pedagogy and will provide innovative, flexible and internationally competitive education experiences for undergraduate and graduate students.

3.1 Greater flexibility in undergraduate education

The College will implement the recommendations of the University Working Party on Undergraduate Education, endorsed by the University Education Committee in July 2010. It will review the program rules of all undergraduate awards, including the Bachelor of Arts and its named degrees. It will review all major sequences with a focus on learning outcomes and greater intellectual coherence. It will create new minor sequences as appropriate.

*Outcome:* Implementation of Working Party recommendations completed for 2012 offerings.
*Accountability:* Dean of Education, Heads of School/Centres.

3.2 Greater flexibility in course delivery

In response to student needs to balance study and paid employment all courses will ensure that all courses use the University learning management system to enhance teaching and learning. The College will increase the numbers of courses, particularly at postgraduate coursework level, offered through blended delivery (part on campus, part via digital means), through intensive mode and either after business hours or during the summer and winter breaks.

*Outcomes:* All courses using Wattle to enhance teaching.
*All PGC programs to be offered in flexible mode by 2012.*
*Accountability:* Heads of School/Centres assisted by Manager Education Development Studio.
4. Access and equity

The College is committed to increasing the admission (and retention) of students from equity and diversity groups including low SES and rural and remote areas and students from Aboriginal and Torres Strait Islander backgrounds. In 2011 its focus will be on collaborating with Charles Darwin University, the University of Newcastle, and the ANU regional partner Schools: Young High School; Hennessy High School, Young; Goulburn High School; Mulware High School, Goulburn; Trinity Catholic School, Goulburn; Bega High School; Eden Marine High School; and Lumen Christi Catholic College, Pambula.

4.1 Increasing opportunities for low SES, Regional and Remote students

The College will work with the ANU Regional Partnerships program to raise its profile in regional partner Schools. Specific programs in 2011 will be:

4.1.1 Artist in Residence initiative by the School of Art in Mulwaree High School, Goulburn, and Trinity Catholic College, Goulburn.

4.1.2 Introduction of a relocation scholarship program, funding one student from each of the ANU regional partner Schools who chooses to enrol in a CASS program in 2012.

4.1.3 Provision of language tuition via videoconferencing to at least two ANU regional partner Schools.

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<thead>
<tr>
<th>Table 1: CASS Equity Data for Domestic Students</th>
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<tbody>
<tr>
<td>2009</td>
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<tr>
<td>UG</td>
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<td>PGC</td>
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<td>HDR</td>
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<td>CASS Total</td>
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Based on data from the ANU official DEEWR submission (enrolments = bodies)

Outcomes: Successful completion of pilot Artist in Residence program. Award of relocation scholarships to one student from each of ANU regional partner School. Delivery of language tuition to two regional partner Schools. Accountability: Head of School of Art, Head of School of Language Studies, Dean of Education.

4.2 Reconciliation Action Plan (RAP)

In accordance with the University Reconciliation Action Plan the College will, in 2011:

4.2.1 Review its curriculum and identify where indigenous perspectives are offered.

4.2.2 Develop a regular scholarship for attracting indigenous students to graduate study.

4.2.3 Support indigenous undergraduates to progress into HDR studies by establishing tutoring and/or mentoring from academics.

Outcomes: Curriculum review. Increased indigenous enrolments to 1.2% by 2012 (see Table 1 above) Mentoring scheme in place. Accountability: Dean of Education, Associate Dean (Research Training), Heads of School/Centres.
5. Postgraduate coursework

The College aims to expand its total load in its graduate coursework programs in order to achieve the growth targets set by the University (below). This will be achieved through the use of flexible modes of delivery, including intensive teaching, longer-term planning and more focused marketing.

5.1 New program development

5.1.1 Each AOU of the College will contribute to the growth in graduate coursework numbers, including in Graduate Studies Select. New programs to be developed in early 2011 for 2012 offer are: Creative and Life Writing; Applied Linguistics; History (Biographical Research and Writing); Humanitarian Intervention as a new specialization in the MAAPD program.

*Outcome:* New programs approved by early March 2011 for offer in 2012.
*Accountability:* Heads of Archeology & Anthropology, School of Cultural Inquiry, PSIR, History.

5.2 Cross-College collaboration

The College will develop collaboration with the College of Asia and the Pacific to ensure that CASS can contribute to ANU graduate programs in International Relations, Public Policy and National Security.

*Outcome:* CASS contributing courses to CAP graduate programs in International Relations, Public Policy and National Security.
*Accountability:* Dean of Education, Head of School PSIR.

5.3 Marketing

The College will develop integrated domestic and international marketing strategies for each of its PGC programs, with each program having an approved marketing plan and associated web presence.

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<tr>
<th>POSTGRADUATE COURSEWORK TARGETS (EFTSL)</th>
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<tr>
<td>2010</td>
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<tr>
<td>223</td>
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*Accountability:* Manager Marketing & Communication, assisted by Heads of School/Centres.
5.4 **Program Sustainability**

5.4.1 The College currently offers an undue number of programs with small enrolments. These reduce staff opportunities for research, add undue complexity to academic workloads and create administrative inefficiencies. The College will therefore develop a policy of minimum program enrolment.

5.4.2 More effective processes of market research to assess potential prior to a program being offered will be developed.

*Outcomes: Reduction of small enrolment programs.*

*Implementation of effective market research.*

*Accountability: Dean of Education assisted by Manager of Marketing and Communication.*
6. Research training

The College will lead the Australian higher education sector by introducing innovative and effective research training to all its doctoral programs.

6.1 Research skills coursework in HDR programs

In order to maintain the international competitiveness of its research training and to better equip its students for research the College will formally incorporate 24 units of research skills training into all HDR programs. This coursework will be optional in 2011; mandatory thereafter. This training will form an approved award for student exiting HDR studies before completion.

Outcomes: All HDR programs to offer approved research skills training.
Graduate Certificate of Research Methods approved as exit award.
Accountability: Associate Dean (Research Training), Research School Directors.

6.2 Teaching fellowships

As the “baby boomer” generation of academics retires across the Australian tertiary sector in the next 5-10 years there will be many opportunities for ANU graduates to enter the academic profession. To achieve this they need not only a PhD in their discipline but teaching experience. The College will develop a formal program of teaching fellowships for its graduates, including sessional teaching and relevant professional development. These opportunities will be available for international as well as domestic HDR students.

Outcome: Teaching Fellowship program in place.
Accountability: Dean of Education, Associate Dean (Research Training).

6.3 HDR recruitment

The University aspires to adjust its profile by increasing the proportion of its students undertaking graduate work. The College will increase HDR numbers over the period of this plan to reach approved University targets (below). The increase will be drawn from both domestic and international sources. The College will implement an international recruitment plan targeted on this goal and identify opportunities for a greater number of international HDR scholarships.

<table>
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<tr>
<th>HDR TARGETS (EFTSL)</th>
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<tr>
<td>2010</td>
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<td>442</td>
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Outcome: 2011 target achieved.
Accountability: Dean of Education, Manager of Marketing and Communication assisted by Research School Directors.
6.4 **Improved completion rates**

The College has unacceptably high rates of overtime students, in October 2010 11% of our students were overtime. The College will reduce this to 5% by 2015 through more effective use of supervisory teams, more rigorous use of annual reviews and closer monitoring of student progress.

*Outcome: Reduction of overtime enrolments to 9% in 2011.*  
*Accountability: Research School Directors, Heads of School/Centres assisted by Associate Dean (Research Training).*
7. Internationalization

The College is committed to maintaining a culturally diverse student population through active recruitment of international students. However, internationalization is more than incoming student recruitment. It involves outgoing student exchange, Study Abroad, in-country language programs and experiential learning. These opportunities will enable our students to take their place as informed, articulate and literate citizens of Australia and the world by providing international opportunities for all of our students.

7.1 International Planning

By early 2011 the College will adopt an international plan identifying priorities in recruitment (by country and program), and other internationalization goals. The focus of College recruitment will be on international fee-paying students in PGC programs and on international HDR students.

Outcome: International Plan developed with targets by country and program and appropriate marketing strategies in place.
Accountability: Dean of Education, Manager Marketing and Communication.

7.2 International experience for CASS students

7.2.1 The College will develop greater opportunities for its students to have an international experience. Priority will be given in 2011 to develop options within a new four-year Bachelor of Languages.

Outcome: Revised Bachelor of Languages approved for 2013 intake (2012 UAC Guide).
Accountability: Dean of Education, Head of School of Language Studies.

7.2.2 The Dean of Education’s office will develop an appropriate policy framework and greater capacity to support international experiential learning across the College.

Outcome: College framework for experiential learning approved.
Accountability: Dean of Education.