



# ED NEWS

FACULTY OF EDUCATION  
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Following the past six months of discussion and consultation regarding various options for reshaping the Faculty to take us forward into the future, the Faculty Executive is now ready to prepare an Organisational Change Impact Statement (OCIS) for the formal consultation phase of this activity. A model has been agreed based upon staff input and discussion, which potentially involves freeing up the professors and staff generally from administrative tasks, reducing unnecessary duplication of tasks and activities across the Faculty, and seeking to increase earning capacity and reduce expenditure so as to move towards a more sustainable fiscal position across the Faculty as a whole. All of this is underpinned by significant curriculum reform and in order to achieve this the professors will lead academic teams to plan and implement such reform.

The proposed model involves the Faculty consisting of 2 Schools supported by teams of administrative staff formed according to portfolios and functions performed. One School will be based in Bendigo and will also include the courses taught at Mildura. It is proposed that this School be named *The School of Education, Outdoor Education and Environment*. The second School will be based in Bundoora and will include the programs at Albury-Wodonga and Shepparton. It is proposed that this School be called the *School of Professional Learning*. Each School will have a Head of School and it will not be an expectation that a professor act in that capacity. It may not however be precluded if this is seen as the most desirable course of action at a specific time. Expressions of interest for the Head of School positions will be sought and the appointment will be for a period of two years. Normally these positions would be filled by staff at Level C and above. The professors will not be formally attached to Schools but will be part of the Faculty as a whole though in each case, professors will work closely with particular staff in specific areas of their own expertise and initial appointment, and will be based at the campus to which they were originally appointed. In leading curriculum reform however, professors will work with all staff across the Faculty.

In each School there will be one coordinator for each of the major program areas. In the case of the School

based at Bendigo the coordinators will be in the areas of Outdoor Education and Environment, undergraduate pre-service education, postgraduate pre-service education, postgraduate coursework, and research. In the case of the School based at Bundoora the roles will be in the same areas with the exception of Outdoor Education and Environment. There will also be a campus coordinator at each of the three smaller campuses on which the Faculty operates. It is expected that normally, coordinators would be staff at Level C or above. In large courses where it is regarded as necessary, a convenor may be designated and will work in conjunction with the coordinator. Expressions of interest from staff for the coordination roles will be sought. These roles will normally be undertaken for a period of two years.

There will be three Associate Deans – Research, Learning and Teaching and International – in each case the incumbent will have the opportunity to continue in these roles as a means to allow for some consolidation of these activities at a critical time in the future of the University. There will be a Deputy Dean and it is expected that this will be a role undertaken by one of the professorial staff.

PEDS supervision will be undertaken by staff at levels D and E unless a specific case is made for there to be an exception to this.

The Registrar is to form a Reference Group to assist in the design of the portfolio based administrative structure for the Faculty and will be entering into close consultation with administrative and academic staff across all campuses during this design phase and prior to the finalisation of the OCIS. An administrative staff member will be seconded to assist in the project of drafting the OCIS and of monitoring and documenting the consultation phase and the implementation and evaluation phase. The OCIS will contain all of the in-depth details of each of the roles and positions in the new structure and will also be accompanied by new position descriptions for all major roles. The OCIS will provide an outline of how staff will translate across to the new structure and this will be based directly

upon the discussions and consultations that will occur with all staff individually. The OCIS will be produced and sent through Human Resources to the University Council for approval and then will be distributed to all Faculty staff at the end of May 2007. The consultation period will then occur until the end of June when all staff will be provided with opportunities to respond to the OCIS.

During Semester 2 this year, the preparation for implementation at the start of 2008 will occur and the OCIS will provide detail of how this preparation period will be managed.

As from semester 2 this year there will be two Educational Designers appointed to the Faculty, one through the central Learning and Teaching Performance Funding and one through the Faculty Learning and Teaching Performance funding. These people will work with all staff across all campuses to assist them to design materials for blended and flexible learning approaches. By the end of 2007 there is a University imperative that there be a minimum online component for each undergraduate unit taught. There is also an expectation within the Faculty that there be significant progress towards an online presence for postgraduate units taught. This will be one element of the curriculum reform which will begin as from semester 2 this year and will be guided by a curriculum committee consisting of the Professoriate, designated staff representatives and Associate Deans. Once the appointment of these two Educational Designers is finalised, all staff will be meeting with these people to plan how best to utilise their time and expertise for the units and courses that staff teach across the Faculty.

Thank you to all staff for your patience and input into the proposed new Faculty structure and we look forward to moving into the future in innovative and exciting directions. The University as a whole will see a period of significant change and renewal and the new Faculty structure signals the readiness of this Faculty to move forward positively and creatively.

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