



Bundoora VIC 3086 Australia

Faculty of Humanities and Social Sciences Strategic Plan 2004 - 2008

INTRODUCTION

This Strategic Plan is structured in the following way: The Mission Statement speaks for itself. It maps out the University's Mission Statement with minimum alteration to the specific commitments of the Faculty of HUSS. The Aims and Objectives indicate the overlapping commitments of the Faculty which are given operational definition by the Implementation Strategies. The Outcomes spell out the ways in which these strategies can be evaluated. The evaluations of intended outcomes can take one of three main measurable forms: observational judgement of processes, maintenance of intended outcomes, or measurable improvements. All are deemed critical performance indications.

"Not all that counts is countable, and not all that is countable, counts" (attrib. Einstein)

MISSION

To support the development and application of the University's mission. Hence, to be internationally recognised as a major contributor to the scholarly discovery, preservation, transmission and application of knowledge in those aspects of Humanities and Social Sciences represented within the Faculty

To achieve this mission the following will act as the principal objectives and strategies for the next five years, recognising the distinctive perspectives brought to the mission by the Humanities and Social Sciences.

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Aims

- Realise objectives of the University Mission Statement and the Faculty Strategic Plan.
- Enhance Faculty's national and international standing as a centre for quality teaching and research.

Objectives

- Define strategic areas for the Faculty
- Create synergies across the programs
- Increase flexibility of teaching and learning outcomes
- Continue to improve the quality of student intake
- Ensure viability
- Streamline administration
- Exercise hard budget constraints
- Maintain/enhance research performance
- Enhance retention rates and research training completion rates
- Identify and build on research strengths

FACULTY PROFILE

The Faculty of Humanities and Social Sciences offers academic and some vocational programs for degrees, diplomas and customised, non-award courses through the medium of the following four Schools: namely the School of Communication, Arts and Critical Enquiry (CACE); Historical and European Studies(HES); Social Sciences (SS); and Educational Studies.

As a result of a University restructure in 2005, it is expected that the School of Educational Studies will join a new Faculty of Education; that a new School of Visual Arts (VA) based at Bendigo and Mildura will join the Faculty of HUSS together with a number of other staff in the Arts area at Bendigo, who will be aligned with the existing Schools at Bundoora

The Faculty will focus specifically on:

- Anthropology (SS)
- Ancient Mediterranean Studies (HES)
- Archaeology (HES)
- Art History (HES)
- Australian Studies*
- Asian Studies*
- Chinese (SS)
- Cinema Studies (CACE)
- Development Studies*
- English (CACE)
- European Studies*
- Gender, Sexuality and Diversity Studies*
- Greek Studies (HES)
- History (HES)
- Indigenous/Aboriginal Studies*
- Indonesian/Malay (SS)
- International Relations*
- Italian Studies (HES)
- Japanese (SS)
- Latin American Studies*
- Linguistics (CACE)
- Media Studies (CACE)
- Peace Studies*
- Philosophy (with Logic) (CACE)
- Politics (SS)
- Religion and spirituality studies*
- Sanskrit (SS)
- Sociology (SS)

- Spanish (with Portuguese, Catalan and Galician) (HES)
- Theatre and Drama (CACE)
- Visual Arts (VA)

**areas of studies*

The list above is extensive. The following are the areas which the Faculty will take as academic 'strengths'. The latter are determined on the basis of both teaching and research strengths. On the 'teaching' front, this means student demand, not just excellence in delivery (which is widespread). Research strength is defined in terms of such criteria as national competitive grants, contracts, publications and graduate enrolments and completions.

An overarching criterion for selection of an area of strength is that of 'critical mass'. It is taken that normally a minimum of eight people would be needed to define a 'strength'. This leads to the following list of areas to be retained under the above rubric:

In Communication Arts and Critical Enquiry:

English
Philosophy
Media
Cinema

In Historical and European Studies:

Archaeology
History
Modern Europe (including some European languages)

In Social Sciences:

Asian Studies (including some languages)
Sociology (and Anthropology)
Politics\

In Visual Arts:

Visual Arts
Graphic Arts

Interdisciplinary:

Australian Studies
Asia-Pacific Studies
Gender, Sexuality and Diversity Studies
Creative Arts

IMPLEMENTATION STRATEGIES

STRATEGIES

1. Structure and Function

Structure of academic and administrative organisation of Faculty

- a) Continue the consequences of restructuring from 3 to 4 schools, including regional alignment, to provide framework for implementing objectives
- b) Maintain strategic areas of the Faculty using a conjunction of teaching and research criteria
- c) Decrease reliance on recurrent funding and expand alternative sources of income
- d) Ensure the number of recurrently funded staff to be maintained within budget constraints
- e) Manage staff succession issues to increase leadership, gender balance, age profile and research capabilities in strategic areas

1.1 Research

Improve management of research portfolio

- a) Greater emphasis on research training in areas of designated strength as specified – the Faculty's Research and Research Management Plan
- b) Maximise efficient use of research resources. eg. providing financial incentives for new developments, focusing resources on defined research strengths, monitoring external research applications
- c) Increase mentoring and applications – national competitive grants (eg ARC)
- d) Enhance completion rates of postgraduate students
- e) Maintain publications of high academic and public profile

1.2 Teaching

- a) Monitor performance and quality of teaching program to meet identified Faculty standards as specified in the Faculty Teaching and Learning Plan
- b) Evaluate the viability of (and phase out where appropriate) subjects, courses and majors of low enrolment.
- c) Focus resources on areas of strength and high demand
- d) Introduce more flexible degree structures (niche degrees, interdisciplinary, combined degrees.)
- e) Develop more flexible teaching modes; adopt new teaching technologies, where effective.
- f) Develop clear pathways through degree structures.

STRATEGIES

1.2 **Teaching** (cont.)

- g) Strengthen regional programs
- h) Expand international student profile.
- i) Monitor and reward high performing students.
- j) Identify and support streams that are attractive to students and responsive to their needs.
- k) Encourage teaching excellence, interaction with HASU & ADU, and support applications for teaching awards

1.3 **Promotion**

- a) Promote the Faculty as a desirable place to work and study
- b) Promote the University and Faculty in interaction with other parts of the community
- c) A complementary objective will be the continuing aim to raise the Faculty's profile nationally and internationally. Such a profile will be used to differentiate and market our activities. This would include Internationalisation which would in turn involve
 - i. Increased opportunities for both students and staff to spend time overseas
 - ii. Partnerships with key institutions overseas
 - iii. Work to increase the attractiveness for overseas students to study in the Faculty and hence, also develop an increasingly 'international' experience for all students who study here
- d) Effective use of Web/ IT

- e) *Manage staff succession issues to increase leadership, gender balance, age profile and research capabilities in strategic areas*

Dean and HOS to report to FPB Committee annually with regard to these goals set against the data from 1(c), taking into account staff: student ratios (O)

RESEARCH

- 1.1a) *Greater emphasis on research training in areas of designated strength as specified – the Faculty’s Research and Research Management Plan*

Work to increase areas of research strength (currently within the Faculty) accepted by the University University and Faculty Research and Graduate Studies Committees (RGSC).

- b) *Maximise efficient use of research resources. eg. providing financial incentives for new developments, focusing resources on defined research strengths, monitoring external research applications*
- i) Application of rule that a minimum of 50% of LTUP Scholarships to go to areas of University’s designated research strength – FRGS Committee (M)
 - ii) In the context of evaluated student demand, develop appropriate new coursework for postgraduate programs – Schools (I)
 - iii) Relate distribution of Faculty research income to areas that earned it through distribution to the Schools (O)
 - iv) Progressively increase proportion of Faculty budget devoted to Research support - FPB/FRGS Committees (I)
- c) *Increase mentoring and applications – national competitive grants (eg ARC)*
- Increased success in grant applications reviewed through Faculty RGSC
- d) *Enhance completion rates of postgraduate students*
- Improved completion rates of postgrad students - Schools, FRGSC (I)
- e) *Maintain publications of high academic and public profile*

Monitoring publications through PED scheme - Dean and HOS (I)

TEACHING

1.2a) *Monitor performance and quality of teaching programs to meet identified Faculty standards as specified in the Faculty Teaching and Learning Plan*

- i) Continue the improvement of ENTER scores across the Faculty (Dean, Registrar, HOS, Faculty Academic Committee (FAC)) (I)
- ii) Monitor use of student evaluation through exit surveys: publish results in an accessible mode for students; evaluate processes for improvement from such results – Dean, HOS, FAC (O,I)
- iii) Monitor retention and completion rates (I)

b) *Evaluate the viability of (and phase out where appropriate) subjects, courses and majors of low enrolment.*

- i) Annual evaluation of subjects of low enrolment (defined as having a median score of less than 25 over prior 3 years – or less than 10 if a language specific subject). This is to be examined relative to the place of such subjects in terms of their role within majors – Program Co-ordinators, HOS, Registrar, FAC, Dean (O,I)
- ii) Course reviews of any new course after three years – FAC (M)

c) *Focus resources on areas of strength and high demand*

This will be largely done through the Schools, taking into account both budgetary factors, the spread of teaching commitments and evidence of student demand – HOS reporting to FAC through School ACs (M)

d) *Introduce more flexible degree structures (niche degrees, inter-disciplinary, combined degrees.)*

Review degree and course structures (including at least three programs/year by external review) – HOS, FAC, to Uni AC (M)

e) *Develop more flexible teaching modes; adopt new teaching technologies, where effective.*

Depends on available resources. Of particular relevance to regional delivery – Schools and FAC (O,I)

f) *Develop clear pathways through degree structures*

More precise understandable information flow for students. To be developed by each School and evaluated on relevant cohorts of students (I)

g) *Strengthen regional programs*

Subject to financial resources and to the prospect of adequate enrolment numbers, to maintain and where possible improve the delivery, and increase the range, of offerings of subjects from the Faculty to students studying in the regions (for example: to appoint staff and develop technology-based delivery methods to this end) - Schools, HOS, FAC and FPB. (M)

h) *Expand international student profile*

Commit Faculty funds for:

- developing information for potential study abroad students, eg. Australian Studies, Peace Studies, Gender, Sex and Diversity (GSD), and Indigenous Studies in collaboration with the University and Community
- improve information flow with regard to INU scholarships, etc
- improve relations with IPO with regard to exchange opportunities for HUSS students
- develop co-operative relations with regards to overseas institutions through:
 - i) exchange agreements;
 - ii) MOU;
 - iii) sharing of expertise (research or teaching) directly or through collaborative conferences.

To be driven by Dean, Assoc. Deans (Int.), and Schools and effectiveness to be evaluated together with data from MIU jointly with IPO (I)

i) *Monitor and reward high performing students.*

Maintain Dean's Honour List (Faculty Office - FO), Faculty Scholarships (FO and Dean), explore possibilities for further externally derived support of Scholarships etc - Dean's Office (M)

j) *Identify and support streams that are attractive to students and responsive to their needs.*

- i) (With data from OPS and MIU) Review the locus of student interest and generate responses accordingly within the means available to the Faculty - Dean, Registrar, PR Officer (M)
 - ii) Monitor on an annual basis the relation between student preferences and enrolment figures - Registrar, FAC (O,I)
- k) *Encourage teaching excellence, interaction with HASU & ADU, and support applications for teaching awards*

Data related to promotions, number of ADU evaluations, award applications – FAC, HOS (I)

PROMOTION

1.3a) Promote the Faculty as a desirable place to work and study

- i) Through regular School meetings, make accessible information - particularly with regard to committee deliberations and decisions - available electronically (FO) and Faculty meetings and relevant working groups (including improving Regional participation) - Dean, Registrar, HOS (M)
- ii) Through systematic evaluation of space and other resources - Registrar, IT Unit, Occupational H&S Committee (I)
- iii) Staff development processes, including encouragement to attend relevant courses (Dean, HOS), monitoring attendance at same (I)
- iv) Progressive improvement of Equity issues such as Gender balance in staffing (I)

b) Promote the University and Faculty in interaction with other parts of the community

Through involvement in community relations:

- i) support of staff acting as 'public intellectuals'
- ii) running of conferences
- iii) maintaining external lecture series (eg. Dean's Lectures, Gallery presentation etc.)
- iii) support for community related functions outside the Faculty (eg. Writer's Festivals, Deakin Lectures etc.) – Dean, HOS, FPB (M,I)

- c) *A complementary objective will be the continuing aim to raise the Faculty's profile nationally and internationally. Such a profile will be used to differentiate and brand our product. This would involve Internationalisation which would in turn include:*
- i) Increased opportunities for both students and staff to spend time overseas*
 - ii) Partnerships with key institutions overseas*
 - iii) Work to increase the attractiveness for overseas students study in the Faculty and hence, also develop an increasingly 'international' experience for all students who study here*
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- i) Increased numbers of students spending time overseas
 - ii) Increase number of formal agreements signed
 - iii) Improve liaison through office of Assoc Dean (Int), Registrar, HOS, evaluated by data obtained from international students enrolled here (I)
- d) *Effective use of Web/ IT*

To evaluate by such criteria as number of hits; surveys of relevant users - (students or staff); focus groups - Fac IT Comm., PR Officer, Schools, FAC