

Supplementary Witness Statement

Professor Phil Andrews

Further to my statement of 11 March 2016 in these proceedings, I, Professor Phil Andrews of _____, in the State of _____, declare as follows:

1. A copy of the Monash University Academic Performance Standards is **Attachment PA-1**. These standards are referred to at paragraph 23 of my Statement of 11 March 2016. The Academic Performance Standards document describes the standards in the following terms:

Academic Performance Standards

Academic Strengthening is a core part of the University's strategic plan (Focus Monash Strategic Plan 2015 - 2020). The process of academic strengthening, initially led by the Strengthening the Academy Taskforce and now overseen by the Office of the Provost in partnership with faculty deans, has led to the identification of clear quantitative and qualitative expectations and standards of academic performance (research, education and service), based on benchmarks and other publicly available national and internal data.

These academic performance standards are applied individually through the performance development process and help inform decisions regarding recruitment, probation, and promotion.

The academic performance standards apply University-wide, except the quantitative research performance standards which are faculty or discipline specific.

Minimum standards refer to the minimum acceptable standard of performance.

Aspirational standards are stretch standards that will assist the faculty reach its strategic objectives, as informed by relevant benchmarks and data. These are normally applied at discipline level.

2. The “quantitative research performance standards” for my Faculty – the Faculty of Science – are set out in the document which is **Attachment PA-2**. This sets “minimum” and “aspirational” research expectations for each academic level from B

to E in each School in the Faculty, as measured across a three year period. For example, as a Level E Teaching and Research academic in the School of Chemistry, the minimum number of quality publications (as defined by my School's list of high quality publications) I must generate is 0.6 journal articles, but I should aspire to produce 3. The minimum research income I should generate through research grants is \$180,000, and I should aspire to generate at least \$414,000. The minimum research higher degree supervision load is 1.5, but I should aspire to be supervising five. The aspirational standards inform individual performance development discussions. If an academic fails to meet the minimum standards, they would be liable to face a charge of poor performance. The aspirational targets are not a maximum, and staff can and do exceed those targets. For example, I currently exceed the aspirational target for research higher degree supervision.

3. The Staff Development Procedure which regulates the Performance Development Process is **Attachment PA-3**. This document requires that for each individual academic, the performance standard set through the performance development process will be "at or above the „minimum“ level of academic performance" for their current MSAL level. Thus, through the individual performance management process, performance expectations higher than the minima set out in PA-1 and PA-2 can, and are, set. The document also expressly states the link between meeting performance expectations and career progression through confirmation of probation and through promotion. This is the Performance Development process mentioned at paragraph 3 of my statement of 11 March 2016.

4. Monash University's requirements in relation to the supervision of Doctoral and Research Master's students are set out in Chapter 5 of the Handbook for Doctoral Degrees. A copy of that chapter is **Attachment PA-4**. Amongst other things, the Handbook prescribes the expectations on supervisors and departments in relation to the provision of a program of seminars and other opportunities for higher degree students to participate in the intellectual life of the academic unit (5.2.2.8), timelines for responding to students' work (eg, at 5.2.3.3, an expectation that chapter-length drafts will normally be returned with constructive criticism within two weeks), and arrangements for the appointment of alternative supervisors in the case of staff taking long leave (5.2.2.4 and 5.2.3.18). The Handbook Chapter delineates many of the administrative responsibilities and pastoral care elements which are involved in higher degree supervision.

5. **Attachment PA-5** is a copy of a presentation explaining "Focus Monash", the Monash University Strategic Plan for 2015-2020. That plan emphasises the expectation that staff will achieve higher levels of research output. For example, at page 25, the first numbered paragraph "Research Strength" commits the university to achieving a 20% improvement in our international research ranking over the 5 years of the strategic plan, and to increased research expenditure in each year. The plan also demonstrates the University's increasing focus on industry-funded research. For example, on page 25, paragraph 10 commits the university to increasing research revenue from sources other than the ARC, NHMRC and other federal government grant income sources.

6. **Attachment PA-6** is a copy of the standard format for the engagement of a casual academic for sessional teaching work. I have amended it by obscuring the details – name, address, start and finish date and hours of work – which would identify the particular employee this form related to. Although this is taken from a particular instance of casual academic employment, the form is a standard one, and the section commencing on the second page, titled “STANDARD TERMS AND CONDITIONS FOR SESSIONAL STAFF AT THE UNIVERSITY” is required as a part of each sessional appointment. Condition 12 listed in on page three reads:

- 12 You must familiarise yourself with and abide by all relevant legislative requirements and University policies and procedures, including but not limited to, equal opportunity and occupation health and safety policies and procedures. See <http://www.adm.monash.edu.au/workplace-policy/>. However, these University policies and procedures will not form part of your terms and conditions of employment.

The relevant legislative requirements, University policies and procedures are voluminous, running to many hundreds of pages, and are subject to change from time to time.

7. **Attachment PA-7** shows my workload allocation in 2012 – a typical example – as calculated according to the University’s allocation of weighting to various academic duties. It demonstrates the division of work into the broad categories of research, teaching and administration and shows the workload associated with Higher Degree and Honours students as allocated to “research”.

8. **Attachment PA-8** is a copy of the 2016 workload allocation spreadsheet for my School, as referred to in paragraphs 8 – 13 of my statement of 11 March. The spreadsheet used in the School includes staff names. I have redacted names in this

Attachment, but a copy of the original including names is available if required. I have colour coded the worksheet, to show the teaching loads allocated to different categories of staff, including “research-only” staff, and where appropriate indicated if a staff member is working full or part time.

Professor Phil Andrews
18 March 2016.

Attachment PA-1

Phil Andrews

[Monash University](#) > [HR](#) > [Performance-development](#) > [Academic](#) > Standards

Academic Performance Standards

Academic Strengthening is a core part of the University's strategic plan ([Focus Monash Strategic Plan 2015 - 2020](#)). The process of academic strengthening, initially led by the Strengthening the Academy Taskforce and now overseen by the Office of the Provost in partnership with faculty deans, has led to the identification of clear quantitative and qualitative expectations and standards of academic performance (research, education and service), based on benchmarks and other publicly available national and internal data.

These academic performance standards are applied individually through the [performance development process](#) and help inform decisions regarding recruitment, [probation](#), and [promotion](#).

The academic performance standards apply University-wide, except the quantitative research performance standards which are faculty or discipline specific.

Minimum standards refer to the minimum acceptable standard of performance.

Aspirational standards are stretch standards that will assist the faculty reach its strategic objectives, as informed by relevant benchmarks and data. These are normally applied at discipline level.

Research

Quantitative Research Performance Standards

Faculty or discipline-based *quantitative* research performance standards:

- apply to academic staff at levels B to E;
- have minimum performance standards;
- include aspirational standards aligned to external benchmarks to support the achievement of the faculty or discipline's strategic objectives;
- support a common and consistent approach to reporting on individual HDR load, publication output and income generation;
- are expressed as an individual annual expectation over a rolling 3-year cycle; and
- are revised annually by faculties.

The following faculties or institutes have a distinct set of quantitative research performance standards for research-only staff:

- Faculty of Business & Economics, and
- Faculty of Medicine Nursing and Health Sciences.

Faculty or discipline-based quantitative performance standards for research are accessible by staff within the faculty/institute via the following weblinks:

- [Faculty of Art Design and Architecture](#)
- [Faculty of Arts](#)
- [Faculty of Business & Economics](#)
- [Faculty of Education](#)
- [Faculty of Engineering](#)
- [Faculty of Information Technology](#)
- [Faculty of Law](#)
- [Faculty of Medicine Nursing and Health Sciences](#)
- [Faculty of Pharmacy and Pharmaceutical Sciences](#)

- [Faculty of Science](#)
- Monash Injury Research Institute (MIRI) (TBA)

Qualitative Research Performance Standards

University-wide *qualitative* research standards provide examples of evidence to demonstrate:

- individual research quality & impact
- individual and institutional research capability
- knowledge transfer and commercialisation
- research outreach and service.

Qualitative Research Performance Standards – [\[Word\]](#) [\[PDF\]](#)

Education

Learning and teaching criteria now apply to all academic staff who are involved in teaching. The learning and teaching criteria capture what is expected in the different domains of teaching. There are three distinct areas of practice:

- Activities directly involved in the delivery of learning and teaching to students
- The scholarship of teaching
- Continual professional enhancement and self-review.

There are six criteria:

- *Criteria 1 - Design and planning of learning activities*
- *Criteria 2 - Teaching and supporting student learning*
- *Criteria 3 - Assessment and giving feedback to students on their learning*
- *Criteria 4 - Developing effective learning environments, student support and guidance*
- *Criteria 5 - Integration of scholarship, research and professional activities with teaching in support of student learning*
- *Criteria 6 - Evaluation and development of practice leading to continual professional enhancement.*

For more information on each criteria please go to [Learning and Teaching website](#).

Relevant evidence of impact and achievement against the self-selected and compulsory criteria is required to be provided in any promotion and probation application, and also within professional development discussions.

Guidance on relevant evidence can be found at the Office of the Vice Provost ([Learning and Teaching website](#)).

The learning and teaching criteria are aligned with the Commonwealth Government's Office of Learning and Teaching (OLT) criteria for teaching excellence. Additional resources focussing on teaching excellence are available on the [OLT website](#).

Student evaluation results (SETU) are a form of evidence of impact. The Student Evaluation Record, that captures this information, is to be used to support claims of achievement against the criteria (and in particular for criterion 6) but it is not to be used as the sole source of evidence of teaching.

The rating scale for the Median Satisfaction Score for **teaching and research** staff at all levels is:

- ≥4.70 Outstanding (Purple)
- 3.80-4.69 Meeting Aspirations (Green)
- 3.01-3.79 Needing Improvement (Orange)

- ≤3.00 In Need of Critical Attention (Red)

Overall satisfaction median of 3.8 or greater for the overall satisfaction question in the unit component of SETU is the endorsed minimum quantitative standard for education for all Monash teaching and research staff. The aspirational quantitative performance standard is overall satisfaction median of 4.7 or greater for all Monash staff who teach.

The rating scale for the Median Satisfaction Score for **education focused** staff at all levels is:

- ≥4.70 Outstanding (Purple)
- 4.00-4.69 Meeting Aspirations (Green)
- 3.01-3.99 Needing Improvement (Orange)
- ≤3.00 In Need of Critical Attention (Red)

For education focused staff, the overall satisfaction median is 4.0 or greater. The aspirational quantitative performance standard is the overall satisfaction median of 4.7 or greater for all Monash staff who teach.

Qualitative Education Performance Standards – [\[Word\]](#) [\[PDF\]](#)

Service

The University qualitative service indicators provide examples of evidence to demonstrate internal service and leadership (to the unit/faculty/University) and external service and leadership (to the profession, discipline and community)

Qualitative Service Performance Standards – [\[Word\]](#) [\[PDF\]](#)

Academic Performance Standards by Academic Level

The template documents below isolate the University's academic performance standards by academic level. These templates may be useful in applying the academic performance standards to a staff member's [performance development](#) plan or for identifying the performance standards at the next level when applying for [promotion](#). For the purposes of [performance development](#), an individualised version of the document can be uploaded onto Performance Development Online (PDO) as part of the academic staff member's performance portfolio. These documents do not include the quantitative research performance standards which are faculty or discipline-specific.

- Level A Academic Performance Standards [\[Word\]](#) [\[PDF\]](#)
- Level B Academic Performance Standards [\[Word\]](#) [\[PDF\]](#)
- Level C Academic Performance Standards [\[Word\]](#) [\[PDF\]](#)
- Level D Academic Performance Standards [\[Word\]](#) [\[PDF\]](#)
- Level E Academic Performance Standards [\[Word\]](#) [\[PDF\]](#)

Attachment PA-2

Phil Andrews

Last updated on 1 March 2016

School of Biological Sciences – Teaching and Research Staff

	Annual Minimum and Aspirational Research Targets 2016							
	B – Lecturer (T&R)		C – Senior Lecturer (T&R)		D – Associate Professor(T&R)		E – Professor (T&R)	
	Min	Aspirational	Min	Aspirational	Min	Aspirational	Min	Aspirational
1) RESEARCH OUTPUTS Quality publications (xls, 21kb) ^{a*}	1.0	2.0	1.67	3.0	2.0	4.0	3.0	5.0
2) RESEARCH INCOME ^b	\$30,000	\$130,000	\$50,000	\$190,000	\$80,000	\$260,000	\$150,000	\$400,000
3) SUPERVISION HDR load ^c	1.25	2.00	2.00	3.00	2.75	3.50	3.50	4.00
* In the School of Biological Sciences, a high quality publication must be published either in a journal with an ISI JCR impact factor \geq to 4.000 or must accrue citations at twice the RCI for the appropriate FOR code irrespective of the outlet.								

School of Chemistry – Teaching and Research Staff

	Annual Minimum and Aspirational Research Targets 2016							
	B – Lecturer (T&R)		C – Senior Lecturer (T&R)		D – Associate Professor (T&R)		E – Professor (T&R)	
	Min	Aspirat	Min	Aspirat	Min	Aspirat	Min	Aspirat

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1) RESEARCH OUTPUTS Quality publications (xls, 16kb) ^a	0.67	2.67	1.0	3.0	1.67	4.0	2.0	5.0
2) RESEARCH INCOME ^b	\$20, 000	\$220,0 00	\$30, 000	\$330,0 00	\$50, 000	\$440,0 00	\$120, 000	\$660,0 00
3) SUPERVISION HDR load ^c	0.75	2.00	1.00	3.00	1.25	4.00	1.50	5.00

School of Earth, Atmosphere and Environment- Teaching and Research Staff

	Annual Minimum and Aspirational Research Targets 2016							
	B – Lecturer (T&R)		C – Senior Lecturer (T&R)		D – Associate Professor (T&R)		E – Professor (T&R)	
	Min	Aspirational	Min	Aspirational	Min	Aspirational	Min	Aspirational
1) RESEARCH OUTPUTS Quality publications (xlsx,	0.33	1.0	0.33	1.67	0.67	2.67	0.67	3.0

17kb) ^a								
2) RESEARCH INCOME ^b	\$20,000	\$110,000	\$30,000	\$170,000	\$50,000	\$240,000	\$120,000	\$380,000
3) SUPERVISION HDR load ^c	0.75	2.0	1.00	2.50	1.25	3.0	1.50	3.5

* In the School of Earth, Atmosphere and Environment, any journal article qualifies as a high quality publication where the publication receives sufficient citations to place it in the top 20% of all articles published within the broader field of Earth and Environmental Sciences.

School of Mathematical Sciences – Teaching and Research Staff

	Annual Minimum and Aspirational Research Targets 2016							
	B – Lecturer (T&R)		C – Senior Lecturer (T&R)		D – Associate Professor (T&R)		E – Professor (T&R)	
	Min	Aspirational	Min	Aspirational	Min	Aspirational	Min	Aspirational
1) RESEARCH OUTPUTS Quality publications (xls, 76kb) ^a	0.33	1.0	0.33	1.0	0.67	1.67	0.67	2.0
2) RESEARCH INCOME ^b	\$10,000	\$80,000	\$15,000	\$80,000	\$50,000	\$100,000	\$100,000	\$240,000
3)	0.75	1.00	1.00	1.50	1.25	2.00	1.50	3.00

SUPERVISION HDR load ^c								
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School of Physics and Astronomy – Teaching and Research Staff

	Annual Minimum and Aspirational Research Targets 2016							
	B – Lecturer (T&R)		C – Senior Lecturer (T&R)		D – Associate Professor (T&R)		E – Professor (T&R)	
	Min	Aspirational	Min	Aspirational	Min	Aspirational	Min	Aspirational
1) RESEARCH OUTPUTS Quality publications (xlsx, 2,000kb) ^a	0.33	1.67	0.33	2.0	0.67	2.67	0.67	3.0
2) RESEARCH INCOME ^b	\$30,000	\$92,000	\$45,000	\$196,000	\$75,000	\$288,000	\$180,000	\$414,000
3) SUPERVISION HDR load ^c	0.75	2.00	1.00	3.00	1.25	4.00	1.50	5.00

School of Science (Malaysia campus)

	Annual Minimum and Aspirational Research Targets 2016			
	B – Lecturer	C – Senior Lecturer	D – Associate Professor	E – Professor

staff	50K (Govt) or RM 30K (Ind) or RM 40K (Int)	120K	50K (Govt) or RM 30K (Ind) o r RM 40K (Int)	250K	50K (Govt) or RM 30K (Ind) o r RM 40K (Int)	350K	50K (Govt) or RM 30K (Ind) o r RM 40K (Int)	500K
3) SUPER VISION								
HDR load	0.75	2.00	1.00	3.00	1.25	3.50	1.50	4.00

Notes:

a The quality publication targets are based on a count of publications, with no pro-rata across authors . High quality papers are those in each school’s quality journal list.

b Research income is the total of Cat 1-4 is not pro-rated across investigators.

c HDR Load is calculated on an EFTSL basis.

d In the School of Science (Malaysia Campus), the aspirational number of publications **must** be published in first quartile (Q1) journals as cited in the Thomson Reuters JCR database.

In particular circumstances all three minimum standards may not necessarily be met in any three-year period but this could be offset by exceptional achievements in another area of performance as determined by the Head of School in the Performance Development and Review process. Other special circumstances include career interruptions during the 3 years, agreed workload assignments that limit research time, or sub-disciplines where typical Go8 research outputs are demonstrably below the faculty minimum standards.

Attachment PA-3

Phil Andrews

[Monash University](#) > [HR](#) > [Workplace-policy](#) > [Staff-development](#)

Staff Development Procedure - Performance Development Process: Academic Staff (under review)

Parent policy

[Staff Development Policy](#)

Preamble

Monash University relies on the high quality teaching and research of its academic community to ensure that it provides the highest quality education for Monash students and performs research which is relevant and innovative. The performance development process for academic staff supports these objectives by:

- encouraging a culture of continuous learning and performance improvement;
- applying the principles of growth, feedback and accountability to the way that we work; and
- demonstrating the University's commitment to developing and retaining the talents of academic staff.

The performance development process is a planning and review cycle that supports staff to reach their full career potential and to achieve their work goals through:

- the provision of professional development opportunities (growth);
- regular, meaningful performance conversations with their performance supervisor and a process of giving and receiving constructive feedback (feedback); and
- clearly identifiable and documented performance development plans that create an awareness of the staff member's contribution toward faculty, campus and university goals (accountability).

The process operates on a three year forward planning cycle that allows annual adjustments for changing priorities and circumstances. The process is intended to be a dynamic and interactive one between staff and supervisors which encourages trust and regular, open communication.

The process is coordinated with the University's planning cycle to effectively align individual goals with faculty and University objectives.

This procedure applies to all continuing academic staff on a fraction of 0.4 or greater, fixed term academic staff on probation and all academic staff seeking promotion to the next level or intending to apply through the Outside Studies Program (OSP).

Staff on performance-based contracts may elect to use the Performance Development Online (PDO) tool to assist in their annual performance planning, with the approval of their supervisor. However, by doing so the staff member acknowledges that:

- use of the PDO does not alter or diminish the staff member's obligations or the University's rights in relation to managing performance under the staff member's performance-based contract; and
- the annual review and any assessment of performance will be conducted in accordance with the performance-based contract. The supervisor may use the information from the PDO when undertaking that annual performance review or in assessing performance.

Adjunct and Conjoint appointees are exempt from this procedure.

Definitions

Academic promotion: a process by which academic staff are promoted at Monash University based on merit.

Academic performance development plan: a planning template for academic staff to record three-year career and performance plans, strategies, annual achievement indicators and achievements. The template is accessible via the [Performance Development Online \(PDO\) system](#).

Academic performance supervisor: see definition for Supervisor

Academic performance standards: faculty or discipline specific performance standards for all academic staff against which academic performance will be measured, particularly for the purpose of probation, promotion and performance development. The standards are qualitative, quantitative or a mixture of both across the three key areas of academic activity - research, education and service. They include identified minimum performance standards, below which the staff member would be managed for unsatisfactory performance in accordance with the [Staff Development Procedure – Managing Unsatisfactory Performance: Academic Staff](#).

The required performance standard:

- is established by the supervisor with the staff member;
- is at or above the ‘minimum’ level of academic performance for the candidate’s current level according to faculty-specific academic performance standards;
- contains clear and defined criteria for performance that are measurable; and
- contains criteria that are either qualitative or quantitative or a mixture of both.

Achievement indicators: a detailed summary of performance outputs that demonstrate the achievement of or progress towards agreed goals in any given year.

Achievement(s) relative to opportunity: is an evaluative framework in which the overall quality and impact of achievements is given more weight than the quantity, rate or breadth of particular achievements. Assessing achievements relative to opportunity involves giving consideration to circumstances, arrangements, career histories and overall time available to the staff member. This in turn allows appropriate evaluation of achievements in relation to:

- the quantum or rate of productivity,
- the opportunity to participate in certain types of activities, and
- the consistency of activities or output over the period of consideration.

Achievement relative to opportunity is a positive acknowledgement of what a staff member can and has achieved given the opportunities available and is not about providing “special consideration” or expecting lesser standards of performance.

Adjunct appointments: persons who are not currently staff members of the University, but whose professional standing or specialist expertise would contribute to the teaching or research activities of a particular department or research centre in the University. Normally, such appointments are unpaid.

Annual work allocation: a combination of self-directed and assigned tasks in research, education and service allocated through Faculty Workload Models for teaching and research academic staff as described in [Clause 59, Monash University Enterprise Agreement \(Academic and Professional Staff\) 2014](#). The starting point for discussions about allocation of work is 40% teaching, 40% research and scholarship and 20% other activities. In the case of education-focused academic staff, workload allocation will have a significantly greater emphasis placed on teaching and teaching scholarship with a consequent reduction in expectations for research.

Conflict of commitment: occurs when one interest of a staff member, which may, or may not be a private interest or non-University interest may harm or interfere with the productivity or involvement of

that staff member in aspects of their University responsibilities. It may concern the staff member's distribution of efforts between employment obligations to the University and to outside activities. Conflicts of commitment can occur in research where the staff member's non-University activities harm or interfere with the staff member's research obligations.

Conflict of interest: refers to a situation where a conflict arises for an individual between two competing interests. These are often, but not exclusively, interests of public duty versus private interests. *This refers to a reasonably perceived, potential or actual conflict of interest.* Conflicts of interest can involve financial or non-financial interests of the staff member, and the interests of a business partner or associate, family member, friend or person in a close personal relationship with the staff member. For further information refer to [Conduct and Compliance Procedure – Conflict of interest](#).

Conjoint appointments: usually a professor in the Faculty of Medicine, Nursing and Health Sciences who is also the Director of a clinical centre in a hospital, and who is actually employed and paid by the hospital on hospital employment conditions, but by virtue of his/her employment contract with Monash has the status of professor.

Feedback: the primary means for recognising good performance and for redirecting performance that needs improvement. Feedback is an ongoing activity that is usually information based, regular, immediate, informal and verbal. It is used to build trust and relationships in the workplace.

Head of unit: the head of unit/school/department/centre or director or, where applicable, a person acting as his or her nominee. If there are no heads of unit within the faculty, a deputy dean or equivalent may be delegated the head of unit's responsibilities for the academic performance development process.

HR Business Partner: is a member of Monash HR who operates as a strategic partner responsible for providing a range of human resources services for an assigned Faculty or administrative Division. HR Business Partners are located within a HR Service Hub.

Intellectual property: any copyright work, circuit layout, eligible layout, design, patent, invention, confidential information, know-how, plant variety, trade mark or other insignia of origin, and any related right. Staff duty to engage in research during any performance period includes a duty to carry forward the fruits of the research - for instance to invent things in the course of research and to co-operate with the University to commercialise or to patent any invention(s). Staff must also assign any intellectual property or invention created in the course of employment with the University, to the University, from the date the intellectual property comes into existence. Note that under the Monash University Intellectual Property Regulation staff must not publish or otherwise disclose any patent worthy discovery or invention or any intellectual property (other than copyright belonging to the staff member under the [Monash University IP statute and regulations](#)) until such publication is approved in writing by the Intellectual Property Officer or nominee.

Outside studies program (OSP): provides academic staff with a period of relief from normal University duties to pursue research and other scholarly work to enhance staff member's development, extend the body of knowledge in their chosen field and improve research performance. For more information refer to the [Staff Development Procedure – Outside Studies Program](#).

Paid outside work: work undertaken outside of a staff member's normal duties that may reasonably be construed as either university or private practice. Paid outside work requires prior written approval from the Dean. It may only be included as part of university practice where the University is party to the contract under which the work is undertaken. For more information refer to the [Conduct and Compliance Procedure – Paid outside work](#).

Performance Development Online (PDO): an online performance planning tool that supports academic staff to manage the performance development cycle in a timely and consistent way. It is a hosted, web-based product that is easy to use, offers a secure repository for documentation, streamlines user data entry via SAP and ROPES feeds and gives heads of unit and deans oversight of unit/faculty performance

development activity.

Performance development portfolio: evidence or material that supports the staff member's claims of progress made and goals achieved such as awards received, articles published, SETU data, books written and any other relevant evidence. These documents may be stored electronically within the Portfolio Attachments section of the staff member's PDO plan.

Performance goals: are rolling three-year performance goals that will enable a staff member to achieve their work objectives and career aspirations. They should be concise, measurable, achievable, and address relevant areas of academic activity in education, research and service. Academic staff must have a minimum of two performance goals in their performance development plan each year. Performance goals are automatically carried across from one annual cycle to the next in the PDO system and staff can amend them as required at the start of the each performance cycle.

Performance improvement: the process of professional growth through targeted learning and development activities.

Probationary period: is the period of probation as referred to in Clause 58 of the relevant Enterprise Agreement ([Monash University Enterprise Agreement \(Academic and Professional Staff\) 2014](#) or [Monash University Enterprise Agreement \(Academic and Professional Staff\) 2009](#)). Periods of probation are managed via the relevant procedure. For staff appointed prior to October 7th, 2014: [Recruitment, Selection and Appointment procedure – probation and confirmation of academic appointments made prior to October 7th, 2014](#). Staff appointed on or after October 7th, 2014 are managed via the [Recruitment, Selection and Appointment procedure – probation and confirmation of academic appointments made on or after October 7th, 2014](#).

Relevant personal circumstances: may include family responsibilities (for example child rearing, elder-care, illness of a partner or dependant), a temporary or permanent disability, relevant cultural expectations or circumstances, periods of part-time working and/or absences due to ill-health or injury.

Research only academic staff: an academic staff member engaged on research only functions for a contract period not exceeding five years.

ROPES: the Researcher's Online Project Enquiry System (ROPES) displays researchers' current research activities, past outputs and profiling information and enables them to establish collaborative links with their fellows. ROPES autopopulates the relevant fields of the PDO system nightly to ensure an accurate summary of research outputs is maintained for each academic staff member. The ROPES data includes research achievements for the past three years, as entered on Research Master 4.

SAP: the University's Human Resource Information System with staff personal and employment information, including pay and leave details, organisational reporting structures, training records, probationary periods and incremental approvals.

SETU (Student Evaluation of Teaching and Unit): is the University's online teaching and unit evaluation instrument.

Strategies: proposed programs, methods, projects or other courses of action developed for the attainment of a career and/or work goal.

Supervisor: the person who is responsible for managing the performance of a staff member. This will be the immediate academic line manager, unless the University nominates an alternative supervisor at level C or above. The supervisor must be trained to effectively perform his or her role in the performance development process and in the process and methods of providing feedback. Where a staff member has two or more supervisors, one should be nominated as the primary supervisor.

Unsatisfactory performance: when a satisfactory level of performance is not sustained or the desired performance improvement is not achieved. Refer to [Staff Development Procedure – Managing Unsatisfactory Performance: Academic Staff](#)

Overview

Academic Performance Development Process

The performance planning cycle commences in September each year, however may be finalised as late as February at the discretion of the dean (or equivalent) and in accordance with the operational planning activities and timelines set for each faculty/portfolio/campus/centre.

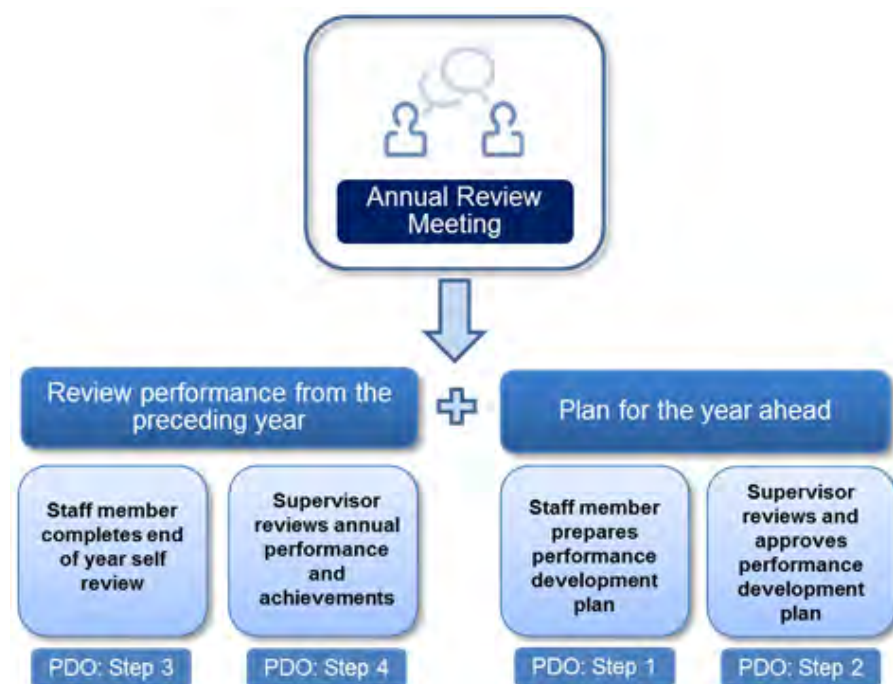
Step 1. Supervisors meeting

The dean or head of unit identifies academic performance supervisors for the coming performance cycle.

Changes to performance supervisor details on SAP and PDO can be made by contacting your local HR Service Hub.

The head of unit meets with the academic performance supervisors to convey expectations and to clarify goals and objectives for the school or department for the coming year in the context of the faculty plan and other university plans. As part of the meeting they will reflect upon achievements and challenges of the past year against previously agreed goals.

Step 2 Annual performance development review and planning



The staff member and supervisor meet to review achievements for the past 12 months, revise three-year career and performance goals and plan strategies and achievement indicators for the coming year.

The performance supervisor will advise staff in writing of the planned timelines for submitting and reviewing performance plans. The timing of the annual review and planning meetings will be aligned with the University and faculty planning cycle.

The dean may exempt a staff member from the obligation of submitting an annual portfolio as long as

this does not prejudice the University's enforcement of other elements of [Clause 64](#) of the Monash University Enterprise Agreement (Academic and Professional Staff) 2014 (for example performance assessment, recommendations in relation to tenure, promotion and OSP). Deans should exercise caution when granting exemptions and consult with a [Workplace Relations Consultant](#) for further advice.

2.1 Prior to the annual meeting

In preparing for the annual meeting at least 3 to 4 weeks in advance, the staff member and supervisor will:

- schedule the meeting for a mutually suitable time and date, in a private location, free from interruptions; and
- reflect on performance and career progress during the past 12 months in the three key areas of research, education and service.

At least 2 weeks in advance the staff member will:

- access their online plan via the [performance development online \(PDO\) system](#);
- record actual annual achievements and comments in the relevant sections of the current plan;
- collate relevant information for the performance development portfolio, including all SETU data and any mid-cycle feedback meeting outcomes (if applicable);
- record in the Overall Comments section any relevant personal circumstances that will facilitate as assessment of his or her achievements relative to opportunity;
- attach his or her performance development portfolio to the current plan;
- enter career aspirations, three-year performance goals, strategies, annual achievement indicators and annual work allocations into a new plan for the next performance cycle;
- ensure that the current and new plans are submitted to the performance supervisor with the performance development portfolio; and
- consider specific areas for giving or receiving feedback.

When completing their own performance development plans heads of unit, deans, pro vice-chancellors, deputy vice-chancellors, campus directors and centre/institute directors will also record their leadership plans, strategies and indicators in the leadership section of the plan.

In addition, academic performance supervisors will:

- prepare to discuss career and development strategies;
- note which of their staff are subject to probationary periods;
- be aware of outstanding issues related to grievance and disciplinary procedures;
- have completed [Equal Opportunity on-line training](#); and
- consider if they need to complete performance development training.

All performance supervisors are required to complete supervisor training that covers the process and methods of giving feedback prior to undertaking supervisory responsibilities.

The training requirements for performance supervisors are as follows.

- Supervisors must attend a supervisor workshop if they are new to a supervisory role, or if they have not previously undertaken performance development training, or if they have been directed to update their knowledge and skills in this subject matter by their supervisor.
- Supervisors may attend the supervisor workshop if they have already completed training but would like refresher training.
- Experienced supervisors who have previously completed relevant training in this subject matter can contact the Staff Development Unit in Monash HR to apply to have their previous training recognised.

Supervisors can book into the supervisor's workshop via the Monash University [Staff Development web](#)

[page](#). Supervisors should contact their faculty's [HR Business Partner](#) if they are unsure of whether or not they should undertake performance development training.

2.2 During the annual meeting

Supervisors will facilitate the annual review and planning discussion.

In reviewing the past 12 months, the staff member and supervisor will:

- discuss career aspirations and development strategies;
- discuss the staff member's achievements relative to opportunity and progress towards the three year goals;
- discuss contributions made to faculty and University key performance indicators (KPI's) and targets;
- discuss achievements and progress in relation to the Faculty-specific academic performance standards applicable to the staff member's level;
- discuss teaching achievements by referring to the staff member's SETU data;
- reflect on workload allocation;
- discuss progress in relation to probationary appointment where relevant, refer to [Probation and Confirmation of Appointment procedure for academic staff](#);
- discuss progress against any agreed improvement goals that are linked to managing unsatisfactory performance actions (Refer to [Staff Development Procedure - Managing Unsatisfactory Performance: Academic Staff](#));
- give feedback on performance (supervisor) and support received (staff member);
- ensure that the staff member has completed mandatory compliance training in accordance with the [Conduct and Compliance Procedure - Mandatory Compliance Training](#);
- discuss intellectual property, patent worthy discoveries or inventions to ensure compliance with the [Monash University Intellectual Property Regulations](#); and
- review any outstanding issues related to [Conduct and Compliance Policy](#) and procedures such as [conflict of interest](#) and [paid outside work](#) activities.

* Note that the supervisor must address performance issues related to disciplinary procedures in accordance with clauses [52](#) and [53](#), Monash University Enterprise Agreement (Academic and Professional Staff) 2014.

In planning for the next three year period, the staff member and supervisor will:

- discuss career goals and objectives for the coming three years;
- agree to three year performance goals, strategies and annual achievement indicators, linked to faculty / University goals, academic performance standards and KPI's (refer to [Planning at Monash University](#));
- discuss any relevant personal circumstances that may be applicable to assessing the staff member's achievements relative to opportunity;
- agree to professional development goals, including those in relation to academic promotion and the outside studies program;
- discuss annual work load allocation within the maximum allocated hours limit; and
- for staff on probation, schedule a mid-cycle feedback meeting (to be conducted during the months of June to August).

When the review and planning meeting is over the staff member will make any changes required to their performance development plan.

2.3 Following the annual meeting

When the review and planning meeting is over the supervisor will:

- consider if further time is needed for the staff member to complete his or her plan;
- comment on the staff member’s achievements relative to opportunity and progress towards achieving the staff member’s articulated goals;
- where relevant, inform the staff member of their recommendation in relation to accelerated progression or review for tenure;
- consult with the head of unit about staff appointments that are approaching the end of their probationary period; and
- record supervisor comments in the relevant section of the plan, noting any mitigating circumstances relating to an absence of planned or unplanned leave.

Step 3. Mid-cycle feedback meeting (probationary staff only)

Only academic staff on probation are required to participate in a mid-cycle feedback meeting however supervisors are encouraged to meet with all staff regularly throughout the year to provide informal and constructive feedback on the staff member’s progress towards the performance goals.

At the mid-cycle feedback meeting, the probationary staff member and supervisor will give and receive feedback on progress made toward goals set in the annual meeting, and review and revise plans as appropriate.



3.1 Prior to the mid-cycle meeting

In preparing for the meeting at least 2 weeks in advance, the staff member and supervisor will reflect on performance and progress over the past 6 months.

The staff member will:

- revise relevant information collected for the performance development portfolio; and
- record any relevant personal circumstances in the Overall Comments section to facilitate an assessment of his or her achievements relative to opportunity; and
- consider specific and priority areas for giving or receiving feedback and advise their supervisor.

Supervisors will note which of their staff are subject to probationary periods.

3.2 During the mid-cycle meeting

In reviewing the past 6 months, the staff member and supervisor will:

- discuss achievements relative to opportunity and progress toward each annual achievement indicator;
- discuss achievements and progress in relation to the faculty's academic performance standards applicable to the staff member's level;
- discuss progress in relation to probationary appointment (where relevant);
- discuss other strategies to support the achievement of performance goals and career aspirations;
- review suitability of goals in light of changing circumstances;
- give feedback on general performance (supervisor), support and development (staff);
- discuss intellectual property, patent worthy discoveries or inventions to ensure compliance with the [Monash University Intellectual Property Regulations](#);
- review as relevant, any outstanding issues related to conduct and compliance policies such as conflict of interest and paid outside work;
- record summary comments; and
- agree on the next annual review and planning meeting date.

Following the meeting the staff member and supervisor will ensure that any agreed variations are recorded in the staff member's performance development plan.

In addition the supervisor will participate in the probation review process of staff who are at the end of their probationary period as set out in the 'Recruitment, Selection and Appointment Procedures - Probation and Confirmation of Appointment' and Clause 58 of the relevant Enterprise Agreement ([Monash University Enterprise Agreement \(Academic and Professional Staff\) 2014](#) or [Monash University Enterprise Agreement \(Academic and Professional Staff\) 2009](#)).

Performance development portfolio

The staff member collects a portfolio of documents throughout the year to present for review at the performance development meetings. These may include a range of documents that can be used to substantiate staff performance and achievements, including:

- current research activities
- publications
- grants
- an up-to-date curriculum vitae
- SETU data
- peer reviews
- testimonials
- written feedback
- awards or other forms of recognition.

The staff member must include his or her SETU data in the performance development portfolio. If the staff member fails to include the data, the supervisor and/or the head of unit may request that the staff member add the data to the performance development portfolio. If the staff member still neglects to provide the data, the performance supervisor and/or head of unit may request the data directly from the Monash Quality Unit.

Responsibilities

Academic staff

The academic staff member is responsible for:

- completing their own performance development plan;
- aligning their annual and 3 year goals to the university's objectives for research, teaching and service excellence;
- aligning their annual and 3-year goals to the faculty's academic performance standards for research, teaching and service applicable to the staff member's level;

- maintaining an up-to-date portfolio of evidence to substantiate performance, promotion and probation (including all SETU data);
- actively seeking opportunities for professional development;
- where necessary, disclosing relevant personal circumstances to facilitate an assessment of the staff member's achievements relative to opportunity;
- attending staff briefing sessions on the Performance Development Process: Academic Staff;
- completing all mandatory training including induction, online equal opportunity and occupational health and safety; and
- following this and all related procedures and policies.

Academic supervisor

The academic performance supervisor is responsible for:

- ensuring they are trained as a performance supervisor, both in the performance development process and in the process and methods of providing feedback before undertaking supervisory responsibilities;
- providing ongoing, regular and constructive feedback to staff;
- advising and coaching their staff on available development options;
- encouraging staff to disclose any relevant personal circumstance to facilitate an assessment of the staff member's achievements relative to opportunity;
- reassuring the staff member that any personal information provided will be kept confidential and only used to help make a contextual and holistic assessment of the staff member's achievements;
- approving the staff performance development plans;
- ensuring that staff plans are aligned to the unit/school/department/centre and university goals;
- ensuring that staff plans are aligned to the academic performance standards applicable to each staff member's level;
- ensuring that staff have completed induction and online training in Equity & Diversity and Occupational Health & Safety;
- allocating and monitoring staff workloads, ensuring that they don't exceed maximum limits;
- meeting with the staff member annually to review performance and development progress;
- meeting with staff members on probation to review performance and development progress annually and mid-cycle;
- acknowledging completed plans at the end of the annual review period; and
- following this and all related procedures and policies.

Where a staff member has more than one supervisor, the nominated primary supervisor is responsible for consulting with the other supervisors of a staff member to determine the plan and review comments.

Performance development supervisors must ensure that they are adequately trained in the performance development process. This is vital to the success of the performance development process and also gives supervisor's authorisation to recommend and sign off staff incremental outcomes.

Head of unit

The head of school / head of department is responsible for:

- taking a leadership role in developing the school or department's strategic and operational planning and managing the school/department to achieve its strategic direction and goals;
- providing clear direction to staff and supervisors on expected deliverables and annual indicators for the unit, including communicating the applicable Faculty-specific academic performance standards;
- providing guidance for improving the effectiveness of teaching, research and service outcomes;
- monitoring and evaluating the school/department's teaching, research and community engagement activities in relation to comparable schools/departments both within and outside the University;
- ensuring that the unit's performance development supervisors have attended a performance development workshop for supervisors; and

- mentoring academic staff as required.

Monash HR Responsibilities

HR Business Partner

The HR Business Partner is responsible for

- providing supervisors, heads of unit and deans with reports on PDO participation, on request;
- assisting supervisors, heads of unit and deans with understanding the requirements of the performance development process;
- monitoring the mid-cycle reviews for academic staff on probation; and
- on notification from a staff member, arranging for performance supervisor details to be updated in the PDO system.

Workforce Policy and Performance

Workforce Policy and Performance is responsible for:

- maintaining this procedure and related procedures and documents;
- ensuring compliance of procedures with the University's Enterprise Agreement (EA);
- updating this procedure in consultation and communication with key stakeholders;
- ensuring leadership coaches and workplace relations consultants are kept up to date with the University's performance development requirements; and
- generally providing advice and support with regard to the Performance Development Process: Academic Staff

Office of Planning & Quality

The Office of Planning and Quality is responsible for providing a range of evaluation services including maintaining the SETU data that must be included in an academic staff member's performance development portfolio. If a staff member fails to include his or her SETU data in the performance development portfolio and continues to neglect providing the data following a specific request from the performance supervisor and/or head of unit, The Office of Planning and Quality will release the data directly to the performance supervisor and/or head of unit. Refer to [The Office of Planning and Quality](#).

Research Office

The Monash University Research Office is responsible for the provision of the Researchers Online Projects Enquiry System (ROPES), used to help pull together the various data required for tracking an individual's research activity. Refer to [Information for Monash Researchers](#).

Related procedures

- [Conduct and Compliance Procedure - Conflict of Interest \(including Conflict of Interest in Research\)](#)
- [Conduct and Compliance Procedure - Paid Outside Work](#)
- [Recruitment, Selection and Appointment Procedure - Probation and confirmation of academic appointments made prior to 7 October 2014](#)
- [Recruitment, Selection and Appointment Procedure - Probation and confirmation of academic appointments made on or after 7 October 2014](#)
- [Staff Development Procedures - Academic Promotion for Candidates Level B](#)
- [Staff Development Procedure - Academic Promotion for Candidates Levels C-E](#)
- [Staff Development Procedure - Managing Unsatisfactory Performance: Academic Staff](#)
- [Staff Development Procedure - Outside Studies Program](#)

Related enterprise agreement clauses

- [Clause 52 - General Principles](#)
- [Clause 53 - Termination of Employment and Disciplinary Action - Academic Staff](#)
- [Clause 56 - Employment Related Grievance Resolution Procedure](#)
- [Clause 58 - Probationary Employment Principles - Academic Staff](#)
- [Clause 64 - Performance Development](#)

Related documents

- [Academic Performance Standards](#)
- [Appointment of existing staff to an Education-focused academic role – Guidelines for Deans](#)
- [Assessment of achievement relative to opportunity](#)
- [Conduct and Compliance Policy](#)
- [Monash University Intellectual Property Regulations](#)
- [Performance Planning and Review Flowchart \[pdf\]](#)
- [Recognising and Rewarding Exceptional Performance – Guidelines for Deans \(under development\)](#)
- [Underperformance - Guidelines for Deans](#)

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Attachment PA-4

Phil Andrews

Graduate Research

Graduate Research Handbooks Handbook for Doctoral Degrees Ch 5: Supervision

Chapter 5: Supervision of doctoral and research master's students

5.2 Code of practice for supervision of doctoral and research master's students

This section comprises the ***Monash University Code of practice for supervision of doctoral and research master's students*** and is based in part upon the principles outlined in the [Australian Code for the Responsible Conduct of Research](#).

This *Code* identifies the reciprocal and shared responsibilities of the University, academic units and faculties, research supervisors and graduate research students to ensure that the finest quality of research and research training is maintained. The *Code* is regularly updated and refined by the Graduate Research Committee (GRC) and the Monash Postgraduate Association (MPA).

For the purposes of this *Code* and the Handbook, the term 'academic unit/s' refers to centres, departments, affiliated institutes, teaching hospitals, schools and other entities that have been approved for the purposes of doctoral and research master's enrolment.

Special [Guidelines](#) exist for circumstances in which supervision is remote from the student.

The Code is divided into five parts:

(A) [Responsibilities at the University level](#)

(B) [Responsibilities at the academic unit and faculty level](#)

(C) [Responsibilities of the supervisor](#)

(D) [Responsibilities of the student](#)

(E) Conflicts of interest

5.2.1 (A) Responsibilities at the University level

The University is responsible for ensuring that appropriate policies relating to research and research training are developed and implemented University-wide. The policies will apply to students enrolled in graduate research degrees at Monash University, including students undertaking research at affiliated research institutes, teaching hospitals and other study locations.

The University must maintain a climate in which responsible and ethical behaviour in research is expected. The research governance framework of the University should therefore ensure compliance with applicable laws, regulations, guidelines and codes of practice governing the conduct of research.

The University should ensure that the following conditions are met.

5.2.1.1 Standards and requirements

- Key documents on the responsible conduct of research, including the [Australian Code for the Responsible Conduct of Research](#) and the University's own guidelines on the conduct of research, are readily accessible
- Adequate and accurate information is provided and induction procedures are followed
- Clear guidelines exist for all aspects of candidature, including the thesis examination process for examiners/adjudicators, outlining in particular the University's expectations for research degrees
- A safe working environment is maintained for the conduct of research
- A positive culture within academic units and faculties is promoted for the benefit of students
- The University's administrative procedures assist students to complete their degrees as expeditiously as possible.

5.2.1.2 Supervisors

- All supervisors are aware of the need to implement the relevant national and University codes of practice, policies and procedures for the conduct of research, and of the requirements and operations of the ethics committees
- Adequate provision is made for professional development of supervisors and potential supervisors
- When a supervisor is no longer authorised or is unable to continue in the role, the relevant academic unit is notified so it can initiate procedures to identify and appoint a suitable replacement.

5.2.1.3 Access to resources

- The student, where necessary, has access to guidance and tuition in skills development, English language, statistical advice and general research skills needed to conduct a research thesis
- There is access to appropriate physical space and research resources.

5.2.1.4 Intellectual property

- The intellectual property rights of all parties are protected.

5.2.1.5 Grievance procedures

- There are [grievance procedures](#) by which either the student or the supervisor may make

representations as appropriate, should significant difficulties arise

- There are [appeals procedures](#) setting out the grounds on which, and means whereby, students may appeal against the conduct and outcome of the examination and evaluation of their candidature
- Separate procedures apply in the event of [termination](#) of enrolment.

5.2.1.6 Research misconduct procedures

- Students are made aware of the University's research misconduct guidelines and [regulations](#)
- There are clear [guidelines for dealing with potential conflicts of interest](#).

5.2.1.7 Authorship and publications

- The University promotes an environment of honesty, integrity, accuracy and responsibility in the dissemination of research findings
- The University's [Research Outputs and Authorship Policy](#) is widely disseminated.

Refer to Sections 4 and 5 of the [Australian Code for the Responsible Conduct of Research](#).

5.2.1.8 Data retention

- The University's [Research Data Management](#) policy and guidelines on the safe and secure retention and disposal of materials and research data is widely disseminated.

Refer to Section 2 of the [Australian Code for the Responsible Conduct of Research](#).

5.2.2 (B) Responsibilities at the academic unit and faculty level

Academic units are centres, departments, affiliated institutes, teaching hospitals, schools and entities that have been approved for the purposes of doctoral and research master's enrolment. Normally, the following responsibilities would be undertaken by the Associate Dean responsible for research degrees (or the relevant faculty graduate studies committee) or academic unit head (or the academic unit graduate studies coordinator or program director). These officers are responsible for advising students to familiarise themselves with the reporting lines and candidature guidelines for their faculty and the academic unit.

The academic unit (as defined above) or faculty should ensure that the following conditions are met.

5.2.2.1 Selection and admission

- The student is appropriately qualified for admission to candidature
- The student appears to have the capacity required to undertake the course successfully and in reasonable time
- The proposed research project is appropriate for the degree
- The academic unit is the most appropriate one in which the research should be undertaken
- Due recognition is given to the research interests and ability of the student in determining the project
- Information is provided to prospective students about the research interests and experience of all staff in the academic unit.

5.2.2.2 Supervision arrangements

- The proposed supervisory team is sufficiently expert and interested in the area of research to offer the student appropriate supervision
- The proposed supervisor(s) meet the University's requirements for [Research Supervision Accreditation](#)
- When a supervisor is no longer authorised or is unable to continue in the role, the head of the academic unit formally advises the student within 10 working days and initiates procedures to identify and appoint a suitable replacement in consultation with the student.

5.2.2.3 Workload for academic staff

- The supervision of graduate research students is appropriately identified in performance development profiles which are used to manage the overall workloads for academic staff
- The workload of the supervisor is such as to allow sufficient time to give proper supervision to the student, according to the guidelines in this Code
- Supervisors must be given adequate professional development.

5.2.2.4 Workload of supervisors

- Supervisors must be afforded adequate recognition of the workload required to supervise their graduate research students
- Supervisory load limits for a supervisor are determined by the research supervisor's accreditation level
- In cases of poor supervision performance or serious violation of this Code and on the advice of the GRC, additional limits will be placed on the supervision load and level of an academic staff member, for a period of time deemed appropriate
- If a supervisor is unable to supervise for a period in excess of six weeks, the supervision arrangement should be reviewed and an alternative supervisor appointed prior to the supervisor's absence.

5.2.2.5 Appointment of supervisors

- The appointment of the supervision team is determined and agreed upon in consultation with the student
- On appointment, all members of the supervision team should agree on their respective roles and responsibilities, and this should be communicated to the student
- One member, normally the main supervisor, is responsible for administrative tasks.

5.2.2.6 Graduate Research Coordinator and Program Director

- A senior academic staff member within an academic unit is appointed to act as a graduate research coordinator to monitor the general progress and welfare of students
- A program director is normally appointed by the faculty to assume overall responsibility for program requirements within doctoral degrees;
- The graduate research coordinators, in association with the program directors where applicable, will provide advice on admissions, milestones, scholarships and grievances, and their workloads should be appropriately recognised.
- The coordinator should have access to appropriate administrative support.

5.2.2.7 Provision of information on requirements, policies and procedures

The academic unit should ensure that written information is provided to all students giving details on the requirements, policies and procedures relating to all graduate matters administered by the academic unit including:

- a statement on the facilities and resources available to full-time and part-time students within the academic unit and the University (e.g. library, computing and technical facilities, statistical advice, writing skills, language support and other such centrally delivered skills training and coursework components); information on the responsible conduct of research, and policies on authorship and intellectual property, including the nature and scope of confidentiality agreements;
- advice that the student's program may not be unreasonably influenced or redirected by political, commercial or industrial factors and that publication may not normally be delayed by external sponsors beyond 12 months;
- guidance to students on communicating their research findings through the media;
- academic unit/faculty/Monash Graduate Education (formerly MIGR) policies on the timing and mode of presentation of the confirmation of candidature requirements;
- a clear statement on the applicable policies, procedures and financial support available for fieldwork, conference attendance and research related travel;
- grievance and complaints procedures, whereby students may make representation to the head of the academic unit, appropriate officer and/or academic unit/faculty/University committee, if they believe that their work is not proceeding satisfactorily for reasons outside their control, especially in situations involving problems in supervision or unresolved conflict between students and supervisors;
- advice on data management including the requirement for safe storage and retention of the student's research data for a period of at least five years after acceptance of the thesis, and provision of facilities for same. Note: data retention guidelines in some research disciplines may exceed five years (see Sections 5.2.3.17 and 5.2.4.6).

5.2.2.8 Consultation between faculty/academic unit staff and students

The academic unit should ensure that mechanisms are in place to promote regular consultation between academic staff and students, including:

- orientation programs at the academic unit or other appropriate level for students and their supervisors to outline procedures, give advice and discuss the University's expectations of students and supervisors;
- seminars on research procedures relevant to graduate-level research;
- a regular program of graduate seminars in the academic unit's research areas;
- training workshops on appropriate occupational health and safety procedures;
- seminars on appropriate training in ethical issues and related procedures;
- seminars and courses to provide information and skills development as well as opportunities for all students to participate in the intellectual and social life of the academic unit;
- access to common rooms or tea rooms to encourage collegial interaction within the academic unit.

5.2.2.9 Human and physical resources

Students are encouraged to make submissions regarding the provision of adequate human and physical

resources within their academic unit. The research environment must be sensitive to cultural differences and the special needs of students with disabilities. Students must be advised that the University recommends the following minimum facilities for research students:

- furnished office/studio space, normally with 24-hour access (which may be a shared space for part-time and external students);
- mail box and secure storage space;
- personal computer access (sole use for full-time, on-campus students);
- appropriate level of access to photocopying, printing and stationery, software and internet access and IT support;
- access to unlimited local and internal telephone and facsimile calls for work purposes, and access to interstate and international calls as determined by the academic unit.

5.2.2.10 Duration of enrolment

- The expected duration of the candidature does not exceed four years' full-time-equivalent
- The academic unit must ensure the project is feasible in terms of time, facilities, equipment, technical and resource staff, source materials and funding for the expected duration of candidature.

5.2.3 (C) Responsibilities of supervisors

It is the responsibility of a supervisor to provide ongoing research supervision and maintain a professional relationship at all times throughout the candidature until such time as supervisory arrangements are formally changed.

The supervisors should ensure the following protocols are met.

5.2.3.1 University policy

- Supervisors understand and adhere to the University's policy on intellectual property ([see Chapter 6](#)) as it applies to research students
- The direction of the research work is entirely under the control of the University and the student in accordance with University policy.

5.2.3.2 Guidance to student

- Guidance is given to students regarding the requirements and timelines for progress reviews including confirmation of candidature
- Guidance is given to students regarding the selection of any optional coursework and/or training activities that form part of PhD programs
- Guidance is provided about the nature of research and the standard expected, refining the research topic, planning the research program, presenting a research proposal, literature and sources, attendance at taught classes where appropriate, requisite techniques and research methods, and other relevant skills
- The supervisors are to be particularly sensitive to the need to ensure productive use of the student's time, especially in the first year of candidature. The student is encouraged to show initiative and self-motivation so that he/she will be able to pursue independent research with

confidence in the final stages of candidature

- Constructive feedback on the quality of English expression and editing skills is given along with appropriate referral to support services if required
- Help is given to the student to interpret and understand examiners' reports and how to meet their requirements.

5.2.3.3 Establishment of timelines

- Detailed advice is given on the necessary completion dates of successive stages of work so that the thesis may be submitted within the scheduled time and all coursework and/or training requirements completed at appropriate stages of candidature
- A schedule of regular contact (every two weeks for full-time students and at least monthly for part-time students) is established and maintained with the student. Meetings may include tools that allow real time interaction, such as telephone and Skype
- Regular written work, interim reports or research results, including the final draft of the thesis, and details of completed training activities are requested as appropriate and such work returned with constructive criticism, normally within two weeks for chapter-length drafts and as negotiated for longer pieces but normally within one month.

5.2.3.4 Employment

The main supervisor must be satisfied that:

- part-time work proposed by a full-time student to be undertaken during standard business hours (Monday to Friday, 9am to 5pm) will not interfere with the progress of the research program, before the supervisor may approve such part-time work;
- full or substantially full-time employment undertaken by a part-time student meets the conditions of part-time candidature such that on-campus residency requirements can be met.

5.2.3.5 Changes to supervisory arrangements

- Where a change in research direction occurs, appropriate supervisory adjustments are negotiated as required.

5.2.3.6 Occupational health and safety

- The student is adequately trained in safe working practices relevant to the field of research and adheres to the University's [occupational health and safety policies](#).

5.2.3.7 Responsible research practice and ethics

- The student and supervisory team are aware of the [Australian Code for the Responsible Practice of Research](#)
- The student and supervisor follow ethical practices appropriate to the particular discipline and relevant profession, and as specified by the relevant University committees and by the ethics guidelines set by any relevant funding body
- External mode and other students who are undertaking research as part of a joint project with a partner organisation observe the ethics guidelines and cultural sensitivity guidelines of both Monash University and the other institution(s)
- The student and main supervisor obtain all necessary clearance with respect to ethics in research on humans, animal experimentation, hazardous materials and biosafety. Further information can be obtained from the [Monash Research Office](#).

5.2.3.8 Presentations

- Arrangements are made, as appropriate, for students to make presentations of their research work at seminars of the academic unit and/or faculty.

5.2.3.9 Meetings and student's involvement in academic unit activities

- The student is encouraged to meet other researchers in the field and to attend meetings or conferences as appropriate
- The student plays a full and active role in the intellectual life of the academic unit. This is particularly important for part-time students and those whose major work is being conducted away from the academic unit, under external mode or in a joint project with a commercial, educational or partner organisation.

5.2.3.10 Support services

- Advice is given on the availability of relevant academic and other support services provided by the University.

5.2.3.11 Publication and co-authorship with students

- The student is encouraged, where appropriate, to publish and disseminate the results of his/her research responsibly
- The student's findings are accurate and reported appropriately
- The student is made aware that works of others are cited accurately and appropriately
- The student is made aware that it is not acceptable to submit the same research findings to several publications, except in particular circumstances such as review articles, anthologies, collections and translations; and the student therefore takes reasonable steps to obtain permission from the original publisher before republishing research findings. Publication must include information on all sources of financial and in-kind support for the research and any potential conflicts of interest
- The student is made aware that publication of his/her research may not be unreasonably influenced or redirected by political, commercial or industrial factors and is aware of the nature and scope of confidentiality agreements and the extent to which any contractual arrangements may restrict, delay or limit publication (although not normally by more than 12 months)
- Advice on formally communicating one's research through the [media](#) is available
- Agreement is reached with the student concerning authorship of publications and acknowledgment of contributions during and after candidature. There should be open and mutual recognition of the student's and all supervisor's contributions on all published work arising from the project. It should not be automatically assumed that a supervisor's name or student's name will appear on all such published work.

Refer to Section 4 (Publication and dissemination of research findings) of the [Australian Code for the Responsible Conduct of Research](#), the University [Research Outputs and Authorship Policy](#) and Section 6.2.2 of this Handbook.

5.2.3.12 Peer review

- The student is made aware of any responsibilities to participate in peer review appropriate to the discipline, and assistance is given to develop relevant skills.

5.2.3.13 Intellectual property

- The student is fully aware of the University policy and guidelines on intellectual property and implications for his/her research.

5.2.3.14 Regular advice on progress

- The student is required to consult their supervisors when preparing for candidature milestones. The main supervisor must endorse any reports prior to presentation and confirm the completion of any training requirements
- The student is made aware, of inadequate progress, by the main supervisor who specifies the problems and suggests ways of addressing them
- Supervisors who think they may become obliged to recommend that a student be terminated because of unsatisfactory progress, must do so in accordance with the current [Monash University \(Academic Board\) Regulations](#) and relevant [policy and supporting procedures](#).
- Reports are made regularly as required on the student's progress to the relevant bodies as appropriate.

5.2.3.15 Thesis preparation and presentation

- The thesis is properly presented and is worthy of examination
- The research and writing embodied in the thesis are that of the student except where due reference is made in the text
- Thesis work submitted must not contain any material which has been accepted for the award of any other degree or diploma in any university or other institution. The student must affirm that to the best of his/her knowledge the thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis
- Any assistance provided during the research phase, or any editorial assistance in the writing of the thesis, has been appropriately described and acknowledged
- Where the thesis is based on conjointly published or unpublished work, both the extent and the nature of the contributions of the student and the co-authors are stated
- The thesis demonstrates the student's capacity to carry out independent research.

5.2.3.16 Nomination of possible examiners

- The mainsupervisor advises the head of the academic unit or dean of the names of possible examiners, after consultation with the student.

5.2.3.17 Retention of data

- Original data are recorded in a retrievable, confidential, durable and appropriately referenced form and stored safely for a period appropriate to the discipline. The period for most cases suggested in the [Australian Code for the Responsible Conduct of Research](#) is at least five years from the date of publication. However, for specific types of research, such as clinical trials, 15 years or more may be appropriate. For areas such as gene therapy or work that has community or heritage value, research data should be retained permanently.

5.2.3.18 Absence of the supervisor

- The main supervisor must notify the student of his/her intention to go on leave for a period of two weeks or longer
- If the period of leave is longer than six weeks, an alternative main supervisor must be appointed

prior to the supervisor's absence.

5.2.3.19 Resignation or retirement of a supervisor

- A supervisor must notify the student of his/her intention to cease employment at the University as soon as practicable.

5.2.4 (D) Responsibilities of the student

It is the responsibility of the student to maintain a professional relationship at all times with the supervisor and other University staff and in relation to the following protocol.

5.2.4.1 Regulations and guidelines

- Be familiar with and adhere to the appropriate degree and academic unit guidelines and other information including [national research codes of practice](#) pertaining to graduate research
- Undertake mandatory induction and research integrity training, any relevant activities, and/or program requirements as soon as practicable after commencing enrolment and by relevant milestones as required
- Full-time students devote at least 4 days each week between Monday to Friday inclusive and during normal business hours on each of those days, to the pursuit of their study program.
- Part-time students devote at least 2 days each week to their study program, where at least one of these days is between Monday and Friday inclusive, and during normal business hours on each of those days.

5.2.4.2 Use of resources and facilities

- Use the resources, facilities and opportunities available in a timely and responsible manner to facilitate progress in the research project
- Acquire or improve the skills and knowledge required for completion of the research project.

5.2.4.3 Academic unit activities and meeting with other researchers

- Contribute to the development of the intellectual community provided by the academic unit
- Be aware of opportunities for meeting other researchers in the field and attend seminars, meetings and conferences, as appropriate.

5.2.4.4 Safe working practices

- Adopt, at all times, safe working practices relevant to the field of research and adhere to the guidelines established by the University's [Occupational Health and Safety Policy](#) Committee, and as adopted by the University Council.

5.2.4.5 Adherence to ethical practices

- Develop a personal ethos of appropriate research practices and conduct
- Adhere to research practices laid down in the [Australian Code for the Responsible Conduct of Research](#)
- Comply with provisions in [Procedures for Investigating Complaints Concerning Research Misconduct](#)

- Follow ethical practices appropriate to the particular discipline and relevant profession, and as specified by the University's [ethics committees](#) and policies on [ethical human and animal research](#) and [biosafety](#) and the ethics guidelines set by any relevant funding body
- Seek clarification and further information from the supervisor or other appropriate senior researcher on any aspect of research policy and conduct, as required
- When undertaking research as part of a joint project with a commercial, educational or industrial partner, observe the ethics guidelines and the occupational health and safety requirements of both the University and the partner organisation
- Prior to disseminating the results of the research by publication or other means, consult with, and obtain the agreement of, the supervisor
- Ensure the research is not unreasonably influenced or redirected by political, commercial or industrial factors.

Refer to Section 5 (Publication and dissemination of research findings) of the [Australian Code for the Responsible Conduct of Research](#).

5.2.4.6 Retention of data

- Ensure that original data are recorded in a retrievable, durable and appropriately referenced form and stored safely for a period appropriate to the discipline, but in any case at least five years from the date of publication. (Note, however, that for specific types of research such as clinical trials, 15 years or more may be appropriate.)

5.2.4.7 Meetings/communication with supervisors

- Initiate discussions or communication with the supervisors on the type of guidance and comment considered most helpful, and agree to a schedule of meetings which will ensure regular contact
- Notify supervisors of any planned leave or unexpected absences from the academic unit
- Negotiate planned leave with the supervisors and follow appropriate approval processes
- Discuss with the supervisors, graduate coordinator or Associate Dean (Research Training) any concerns regarding current supervision arrangements and any intention to investigate new supervisory arrangements prior to approaching potential replacement supervisors.

5.2.4.8 Meetings/communication with supervisors in the case of external candidature

- Negotiate with the supervisors an effective means of real-time communication and a schedule of on-campus attendance or equivalent research activities, such as attendance at a conference when a supervisor is also present, thus ensuring that the student is able to participate in the intellectual life of the academic unit.

5.2.4.9 Employment

- Before accepting employment, consult with and gain the approval of the main supervisor to ensure such work does not unduly impede the research work and that it complies with the University's employment guidelines for HDR students.

5.2.4.10 Grievance procedures

- Take the initiative in raising problems or difficulties and seeking solutions to these problems
- Be aware of grievance procedures, but seek negotiated solutions to any problems before recourse

to those procedures (see [Chapter 8](#) of this handbook).

5.2.4.11 Documentation of progress

- Document the progress of the work and any training requirements as agreed with the supervisors, and present written or other material at agreed times including milestones, according to general requirements laid out in [Section 3.9](#) of this handbook as well as any faculty-specific requirements
- Undertake, in association with the supervisors, other reports as required
- It is the responsibility of the student, as well as the supervisors, to bring to the attention of GRC any problems that may have hindered the progress of the research.

5.2.4.12 Examination

- Prepare the thesis for examination, including arrangements for its production, proofreading and binding after consulting with the supervisor, as appropriate, regarding matters of style and presentation
- Ensure the research and writing embodied in the thesis are the student's own except where due reference is made in the text
- Thesis work submitted must not contain any material which has been accepted for the award of any other degree or diploma in any university or other institution. The student must affirm that to the best of his/her knowledge the thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.
- Acknowledge and describe any assistance provided during the research phase or any editorial assistance in the writing of the thesis
- Where the thesis is based on conjointly published or unpublished work, state both the extent and the nature of the contributions of the student and the co-authors.

5.2.4.13 Electronic thesis

- Students should be aware of the University's [eThesis](#) procedures and adhere to the [eThesis Policy](#), if they wish to submit an eThesis
- Students choosing to publish their eThesis will need to ensure that, prior to publication, their thesis content does not breach copyright laws, privacy laws or any other conditions relating to ethics clearance or culturally sensitive contact
- If a student chooses to publish their thesis via the [Monash University Research Repository](#) the entire thesis will be available to the worldwide research community. If a student chooses not to publish their thesis online other persons will only have access to the bibliographical details, title and abstract of the thesis. Access to the full text will only be made to authorised persons for non-commercial personal research purposes. All eThesis abstracts will soon be exposed through Google and other resource discovery mechanisms. Subject to embargo, the University retains the right to supply the thesis in whole or in part under Section 51 (2) of the Copyright Act for document delivery purposes.

5.2.5 (E) Conflicts of interest

Refer to Section 8 of the [Australian Code for the Responsible Conduct of Research](#) and to the University's [Conduct and Compliance Procedure - Conflict of Interest \(including Conflict of Interest in Research\)](#).

Academic units, students and supervisors should be aware of potential conflicts of interest relating to research and to the student–supervisor relationship.

Conflicts of interest are defined as situations where there exists or appears to exist a divergence between the interests of the supervisor and those of the student, or between the interests of the student and supervisors and those of the University, such that an independent observer might reasonably question whether the professional actions or decisions of that person have been influenced by his/her own interests.

Potential conflicts of interest may arise in relation to the following.

5.2.5.1 Affiliation/financial involvement related to the research project

- Students and their supervisors must fully disclose to each other and their respective academic unit(s) any affiliation or financial involvement with any organisation sponsoring or providing financial support for a project undertaken by the student. Financial involvement includes direct financial interest, provision of benefits (such as travel and accommodation) and provision of materials or facilities.

5.2.5.2 Participation of student in submission of grant or funding application

- Students and their supervisors are to ensure a student's involvement in the preparation of a grant application does not impede progress in the research degree
- Students are to be:
 - informed of the progress of the grant application and the outcome;
 - involved in negotiations which may include, for example, continued participation in a project where a chief investigator relocates elsewhere; and
 - informed of all key decisions with respect to the discharge of the obligations of a successful grant application.

5.2.5.3 A supervisor overseeing the employment of a student

- Academic units must be aware that a conflict of interest may arise where a supervisor oversees the employment of his/her student as a staff member of the University, whether this be in a teaching or other capacity, and must have in place mechanisms to allow recourse for students in the event that such conflict interferes with the progress of their research program.

5.2.5.4 Relationships between supervisors and students

- Academic units will not appoint a supervisor who is a relative or close associate (e.g. friend, spouse or business partner) of the student and which could give rise to undue advantage or disadvantage to the student. Should a close association subsequently develop during the course of candidature, the academic unit would normally make arrangements for alternative supervision if such association could give rise to undue advantage or disadvantage to the student in relation to the candidature.

5.2.5.5 Relationships between examiners, students and supervisors

- Academic units will not nominate an examiner who is a relative or close associate (e.g. friend, spouse or business partner) of either the student or a supervisors, which could give rise to undue

advantage or disadvantage to the student.

5.2.5.6 Academic decision making and awarding of financial and material assistance

- A staff member will be prohibited from participating in academic decision making and assessment procedures (including the determination of a final result) for a relative or close associate, and from having involvement in the awarding of grants, scholarships and other forms of financial and material assistance to such persons.

5.2.5.7 Privileged relationships between supervisors

- Academic units must be made aware of privileged relationships between students and prospective supervisors or between prospective supervisors (such as marriage or other close personal relationships) which might potentially create a conflict of interest in their supervision of the student. Where possible, the appointment of supervisors having privileged relationships should be avoided. Such an appointment will need the student's informed approval and the approval of Graduate Research Steering Committee.

 [print version](#)

Authorised by: Director, Office of Marketing and Communications. Maintained by: [eSolutions ServiceDesk](#) Last updated: 21 December 2015

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We acknowledge and pay respects to the Elders and Traditional Owners of the land on which our five Australian campuses stand. [Information for Indigenous Australians](#)

Attachment PA-5

Phil Andrews



FOCUS

FOCUS MONASH

Strategic Plan 2015–2020



Vice-Chancellor's Introduction

Over the last half century, Monash University has forged a path that reflects the ambitions of its beginnings and signals a thirst for further challenge. Monash has evolved to meet “...the necessities of the age” (Murray, 1958), as it was charged at its inception. In doing so, it has sought to develop its education and research on an international stage.

Monash exhibits the achievements and performance characteristic of a large, diverse research university. It also displays some distinctive traits that have resulted from the path it has taken so far. This strategy seeks to strengthen those achievements and performance to equip the University for a more competitive and globalised future. It also seeks to emphasise those traits that distinguish Monash from others and will reinforce the University’s excellence for the betterment of its communities.

At the heart of this strategy is a commitment to excellence measured by the highest international standards.

That excellence is enhanced through the truly international reach of Monash, its students, staff, campuses and partners, including its particular focus in the Asia-Pacific. It is enhanced by its enterprising approach to partnerships and collaboration with industries and governments to maximise the impact of its research and education. And it is enhanced by the inclusive approach the University takes to forming its student and staff bodies.

To be truly international requires ambition. To make an impact on the world through collaboration with others requires openness. As a great university, we recognise our obligation not only to develop talent in individuals but to actively seek talent wherever it may lie. To be inclusive of all is part of our commitment to excellence.

To enable this international, enterprising and inclusive University to fulfil its vision for excellence, we must ensure that our finances remain robust, that our workforce is optimally shaped and that we act responsibly in relation to our environment. The great research challenges of our age are social and environmental ones, and we must practice what we preach.

Institutional sustainability also involves making sure that the shape of the University supports its goals: that each campus contributes appropriately, that we have the right proportions of students at each level and across faculties and courses. Implicit in this is the notion of focused growth: in the long-term interests of the institution, we should not become larger in every element, but should instead target growth to those areas that support our long-term ambitions.

On its own, Monash is great; by reaching out to the community – by being international, enterprising and inclusive – we will be truly exceptional.



Professor Margaret Gardner AO
President and Vice-Chancellor



Mission

“ Through excellent research and education, Monash will discover, teach and collaborate with partners to meet the challenges of the age in service of national and international communities. ”

Vision

Monash will strive to achieve excellence in research and education, built through a deep and extensive engagement with the world, to serve the good of our communities and environment.

Underpinned by deep and enduring relationships with partners in industry, government, non-governmental organisations and other universities, our research will solve grand challenges and set global agendas.

Our education will be infused with internationalism and enterprise. It will seek out and embrace the talented, without regard to their social or economic circumstances.

Our staff and students will reflect the world we are working towards: diverse, inclusive, innovative and sustainable.

Monash guiding principles



The following principles will underpin the actions and decisions of the University. They will be evident in both the way we treat each other and in the way we conduct ourselves with external partners.

Discovery

We nurture curiosity and innovation in the pursuit of new knowledge.

Ambition

We aim to be outstanding in all we do, constantly pushing ourselves both to improve our performance and deepen our understanding of what excellence means.

Respect

We act ethically, fairly, transparently and with generosity of spirit.

Openness

We seek out new ideas and opportunities, share our knowledge widely, embrace differing perspectives and work to build enduring collaborations.

Service

We act inclusively and responsively, and orient our research and education to the benefit of the whole community.

Goals

Monash will be:

Excellent

To undertake research and education of the highest international quality that addresses the great challenges of the age.

International

To build the strength, networks and scale of our international research and education across campuses and faculties to ensure they respond to the issues and opportunities of our region and the world.

Enterprising

To build enduring partnerships with industry, government and other organisations that will enrich our ability to innovate, to infuse our students and staff with enterprising capabilities and provide opportunities to apply our research to make a significant impact for the betterment of our communities.

Inclusive

To seek talented students and staff, irrespective of social or economic circumstances and build a connected community of students and staff in a diverse University that is deeply engaged with the wider community.

Excellent



Priorities

Excellent research

We will maintain and strengthen the strategies that have proven effective in enhancing research performance. Our excellence in this area will be distinguished by:

- a. **Talent:** World-class research requires world-class talent. We will develop and recruit high-performing researchers and graduate research students from across the globe.
- b. **Focus:** We will invest in areas where Monash has or is capable of having impact and research expertise of high international standing.
- c. **Infrastructure:** We will invest in and maintain world-class research infrastructure that aligns with our research priorities and supports engagement with our research partners.
- d. **Interdisciplinarity:** We will foster research that leverages the breadth of our expertise, bringing together disciplines to tackle major research challenges.

Excellent education

We will work to ensure our curricula are highly relevant. We will also transform our pedagogy to reflect the best available thinking and incorporate appropriate technology. Our excellence in this area will be distinguished by:

- a. **Talent:** World-class education requires world-class talent. We will develop and recognise education excellence and ensure that we have roles that support innovation in curriculum and pedagogy.
- b. **Focus on student outcomes:** We will increase our focus on the outputs as well as the inputs of education, including retention, timely completion, career success and the enhancement of our graduates' skills.
- c. **Learning and teaching environment:** We will support the best in pedagogy and flexible delivery through contemporary technologies and learning spaces and effective management of our education.

To undertake research and education of highest international quality that addresses the great challenges of the age.

International



To build the strength, networks and scale of our international research and education across campuses and faculties to ensure they respond to the issues and opportunities of our region and the world.

Priorities

International research

We will build our international partnerships and offshore campuses into a global research network.

- a. We will identify areas of collaboration across our networks and pay particular attention to linkages between higher degree by research students and supervisors.
- b. All offshore campuses and partnerships will contribute to our research performance.
- c. We will develop our institutional alliances with key international university partners to further the opportunities for international research and education.

International education

We will ensure that our students graduate with an international outlook and capabilities that reflect the international character of the University and prepare them for a globalised world.

- a. We will diversify the countries from which we recruit students and the courses those students study.
- b. We will work with our institutional partners and others to encourage greater student mobility, physical and virtual, and increase interaction between students from different countries.
- c. We will ensure that both the curriculum and pedagogy inculcate the intercultural competence that will be a hallmark of a Monash education.



Enterprising

To build enduring partnerships with industry, government and other organisations that will enrich our ability to innovate, to infuse our students and staff with enterprising capabilities and provide opportunities to apply our research to make a significant impact for the betterment of our communities.

Priorities

Enterprising research

We will build deep partnerships with organisations that have the national and international reach necessary to address major challenges and have impact across regions and populations.

- a. We will ensure our internal structures make it easy to collaborate with us.
- b. We will foster a culture of innovation and align incentives to encourage engagement with external partners.
- c. We will support the translation of our fundamental research to increase its impact.

Enterprising education

We will engage deeply with government, industry and alumni to ensure that the skills Monash students learn prepare them for a successful and varied career.

- a. We will make direct engagement between students and industry and government partners – including projects and internships – a hallmark of a Monash education.
- b. We will draw upon our research strengths and our partnerships to initiate a systematic process to help shape the professions of the future.
- c. We will connect student skills development, both undergraduate and postgraduate, to practical issues and provide opportunities for students to develop their leadership and entrepreneurial skills and business models for commercial and not-for-profit ventures.



Inclusive

To seek talented students and staff, irrespective of social or economic circumstances and build a connected community of students and staff in a diverse university that is deeply engaged with the wider community.

Priorities

Inclusive education

In order to ensure we are educating the most talented students, we will develop and employ a highly targeted admissions program including pathways, transition approaches, and quotas and scholarships for students from disadvantaged backgrounds to increase access and success.

Connection and belonging

We need to support a superb experience for students and staff that enhances cohesion in a diverse community.

- a. We will offer a broad range of co-curricular activities to develop student talents and community.
- b. We will develop and reinforce student communities through increasing opportunities to live on campus or participate in virtual colleges.
- c. We will foster in our students a sense of responsibility to change the world for the better and equip them with the skills to do so.

- d. We will encourage student and staff interaction and innovation through effective digital environments and through well-planned campuses featuring formal and informal spaces that create vibrant, thriving social and cultural life.

Embracing alumni

Alumni have much to offer to help us build a stronger University. We will work to foster mutually beneficial relationships with them by building a global alumni network that leverages their expertise, perspectives and connections.

Public outreach and understanding

We will draw the wider community into dialogue with us by building on and expanding our proactive contribution to public discourse. We will open the life of our campuses to the surrounding community through high quality arts and sports precincts.



Enabling elements

If we are to fulfil the major goals laid out in this strategy, the University itself must be healthy. We will ensure that the University supports and draws the best from its people, that it is financially and environmentally sustainable, and that we reflect our values and the level of our ambition in the way we operate.

Staff

We will continue to attract, develop and retain the best academic and professional staff and support them to achieve excellence.

- a. **Strengthen the academy:** We will continue to support our academic staff (including our sessional staff) to develop, ensuring recognition and reward for education and research.
- b. **Build a contemporary professional workforce:** We will support initiatives to foster a skilled workforce that is able to respond to the University's needs and priorities and offers clear and attractive career paths.
- c. **Shape the workforce profile:** We will review the way we research and teach and the ways in which academic and professional staff work to undertake and support these activities and we will work to achieve an equity and diversity in our workforce that reflects the equity and diversity we aim for in our students.
- d. **Leadership:** We will develop effective leaders capable of identifying and recruiting talent and of creating an environment in which it will thrive.

Sustainability

Each campus and major program must be environmentally, socially and financially sustainable.

- a. Our campuses will become exemplars of environmental practice.
- b. We will attain a core operating surplus that allows us to invest in our future. This will require effective and efficient use of resources, as well as the ability to generate funds from new sources, including philanthropy.
- c. We will focus growth in those areas that best support the goals articulated in this plan. This will involve growing the number of graduate students, both research and coursework, to enhance our research and respond to the demands for lifelong learning. It will also involve growing the diversity of our cohorts of international students. Some of our smaller campuses have room to grow, which will be achieved by building areas of specialisation on those campuses.
- d. We will ensure that our campuses and presences offshore are financially sustainable.



Indicators

The Strategic Plan will be underpinned by:

1. Delivering an annual core operating margin of 5 per cent.
2. Sustaining the current strong credit rating of Monash University.
3. Maintaining an engaged, effective, and talented workforce and leadership.
4. Investing, over the planning period, \$1 billion in capital infrastructure, including facilities, equipment and information technology.
5. Lowering our impact on the environment through sustainable building and infrastructure development and renewal.

We will demonstrate our commitment to being *excellent* by:

1. Research Strength:

- A 20 per cent improvement in our ranking internationally.
- Being rated, in 100 per cent of fields submitted, as above or well above world class standard in the national Excellence in Research for Australia.
- Growing total research expenditure per annum.
- Increasing our citations to be among the top three nationally.

2. Education Strength:

- Continuing to have high demand from talented students.
- Having timely completion rates for undergraduates, postgraduates and higher degrees by research equivalent to top three in Australia.
- Producing improved career success for our graduates.

3. Developing a set of benchmarks with an international panel of universities to assist in assessing international quality outcomes.

We will demonstrate our commitment to being *international* by:

4. Increasing the diversity of our student population and cultivating a multi-cultural student body studying a range of courses.

5. Increasing the number of interactions between students from different cultures through increased student mobility (both physical mobility and virtual interaction) and opportunities to participate in intercultural competence programs.

6. Increasing international research income by 40 per cent by 2020.

7. Increasing the proportion of quality international co-authored publications to 45 per cent by 2020.

We will demonstrate our commitment to being *enterprising* by:

8. Generating a 10 per cent year on year increase in student participation in industry-based experiences.

9. Increasing invention disclosures and licences, options and assignments (LOAs), as well as commercial revenues.

10. Increasing research revenue from sources other than Federal Government competitive grant schemes by 50 per cent by 2020.

We will demonstrate our commitment to being *inclusive* by:

11. Attracting and retaining talented students regardless of background, with a particular emphasis on increasing the number of able students recruited from low socio-economic backgrounds.

12. Improve, year on year, the impact of alumni giving, for example, through student scholarships, mentoring and internship opportunities as well as the positive impact we can create for our alumni by building an effective alumni network.

13. Increasing the academic contribution published in the media and the level of media citations of academic contributions to major public or industry reports.

14. Being rated in the top quartile, in Australia, for student experience as demonstrated through the QILT Student Experience survey (due to be rolled out in 2015).

15. Monitoring and improving the levels of student engagement and cohesion as demonstrated by student participation in co-curricular activities.



monash.edu



Attachment PA-6

Phil Andrews

Monash HR

10 June 2015

WELCOME TO MONASH UNIVERSITY

Dear Miss XXXX

Congratulations. I have pleasure in confirming the Statement of Terms of Engagement applicable to Sessional Teaching Associate engagement with Monash University.

Monash University is a leading Australian and international university. Monash has earned its place among Australia's prestigious Group of Eight universities through a culture of innovative research and its dedication to the highest educational standards. If you confirm these Terms of Engagement and subsequently commence work as Sessional Teaching Associate, you will become part of the worldwide Monash community of some 6,800 staff, more than 63,000 students and over 280,000 alumni. You will become part of an exceptionally talented team that makes Monash one of the world's most diverse and dynamic universities.

To assist with your induction to Monash University, please visit the 'Induction for new staff' web page, located at <http://www.adm.monash.edu.au/human-resources/induction/>. This site provides a range of information including useful tips on campus locations and parking arrangements to help you on your first day and your initial induction.

You might also like to visit the 'Teaching Associate Conversational Training (TACT)' web page located at: <http://intranet.monash.edu.au/learningandteaching/enhancingteaching/tact.html>. This site provides information on working with students, teaching and learning strategies, the Monash environment and professional development opportunities.

To confirm these Terms of Engagement, please review the attached Statement of Terms of Engagement, click on the 'Accept' option, save your selection and forward a copy of this document by return email to employment-offer@monash.edu within four weeks from the date of this letter. Confirmation of your acceptance to these Terms of Engagement must be received prior to you commencing any engagement with Monash University.

Should you require any other information, please contact our Access HR team on (03) 9902 0400 or email HR@monash.edu.

Yours sincerely



I-Ling Chua
HR Shared Services Manager
Monash HR

Attachments:

Statement of Terms of Engagement

STATEMENT OF TERMS OF ENGAGEMENT

This Statement of Terms of Engagement is comprised of Appointment Details, Special Conditions and Standard Terms and Conditions for Sessional Staff at the University (collectively your instrument of appointment). If you confirm these Terms of Engagement, you accept any employment that is offered to you on the terms and conditions set out in these documents.

APPOINTMENT DETAILS

1.	Name:	
2.	Address:	
3.	Position:	Teaching Associate, Sch of Chemistry, Faculty of Science
4.	Brief description of duties:	Undertake specified sessional academic duties as directed by your supervisor
5.	Classification:	Academic Staff
6.	Rate of pay:	Please refer to Schedule 2 – Teaching Associate Sessional Rates and Casual Academic Research Assistant Rates at the following link: http://adm.monash.edu.au/enterprise-agreements/academic-professional-2014/schedule2.html
7.	Superannuation:	In the event that earnings exceed \$450 per month the University will make payment to UniSuper as the University's default fund under the Superannuation Guarantee legislation and otherwise in accordance with the applicable enterprise agreement
8.	Nature of appointment:	Sessional Teaching Associate
9.	Expected start date of availability period:	
10.	Expected end date of availability period:	
11.	Estimated hours of work:	xx hours per week
12.	Designated location:	Clayton Campus
13.	Supervisor:	

You acknowledge and agree that the purpose of this Statement is to communicate the details relevant to Sessional Teaching Associate employment with the University should Teaching Associate duties be available and offered to you. This is not an offer of employment and the University is not under any obligation to offer you Teaching Associate employment. However, should you be offered Sessional Teaching Associate employment between the Expected Start Date and the Expected End Date (as set out in items 9 and 10 above) by being assigned Teaching Associate duties, such employment will be on the terms and conditions set out in these documents.

NB. Prior to commencement, please contact your Supervisor to confirm your actual Start Date, End Date, Duties and Hours of work closer to your Expected Start Date.

STATEMENT OF TERMS OF ENGAGEMENT

STANDARD TERMS AND CONDITIONS FOR SESSIONAL STAFF AT THE UNIVERSITY

- 1 Your employment will be governed by the applicable Enterprise Agreement as varied and replaced from time to time. See <http://www.adm.monash.edu.au/enterprise-agreements/>
- 2 You will be engaged on an hourly or sessional basis, as outlined in the Appointment Details. The estimated number of hours per week, the required activities and the Expected Start and End Dates of the Availability Period are subject to change without notice. Monash University is not under any obligation, express or implied, to offer you employment in accordance with those estimates or beyond the contractual period specified in this Statement of Terms of Engagement.
- 3 You cannot commence any engagement with the University until you have confirmed acceptance of these Terms of Engagement and returned a copy of this document to employment-offers@monash.edu.
- 4 It is your responsibility to confirm the actual employment start and end date, expected hours of work and activities with your supervisor prior to commencement. You must also ensure that you do not undertake work that exceeds the ordinary *Hours of Duty* as specified in the applicable Monash Enterprise Agreement.
- 5 Notwithstanding any statement or representation to the contrary, you shall have no expectation of ongoing employment with the University beyond the Expected End Date and the University is not under any obligation to offer you employment beyond the Expected End Date.
- 6 Your appointment to this position is subject to you providing proof that you are eligible to work in Australia. If you require a visa, you must ensure that the visa conditions do not conflict with any of the conditions in this Statement of Terms of Engagement and you must advise the University of any changes to the status of your visa.
- 7 You must not be under any agreement which imposes re-employment restrictions with the University.
- 8 If you currently hold an existing casual/sessional appointment or a continuing/fixed-term appointment with Monash University, any employment under these Terms of Engagement is conditional upon you obtaining approval from your supervisor under your existing appointment to take up this additional appointment. Please note that the University has the right to request confirmation or proof that such approval has been obtained. You must also ensure that your additional work arrangements are compliant with the Additional Appointments/Duties Policy, see <http://www.adm.monash.edu.au/workplace-policy/recruitment/additional-appointments.html>. If these conditions are not met no employment can be offered to you under these Terms of Engagement.
- 9 If you are a current research graduate student you must ensure that this appointment does not conflict with the terms and conditions of your candidature.

STATEMENT OF TERMS OF ENGAGEMENT

- 10 You should familiarise yourself with the Fair Work Information Statement (at <http://www.fairwork.gov.au/employment/fair-work-information-statement/Pages/default.aspx>)
- 11 You should provide a completed Tax File Number Declaration Form (NAT 3092) to the University prior to commencing employment. Unless a valid Tax File Number Declaration form (NAT 3092) is submitted before your first salary payment is processed, Monash University is required by the Australian Tax Office (ATO) to deduct payroll tax at the top marginal tax rate plus Medicare levy (47%). If employment under these Terms of Engagement is your first appointment with the University, or it has been more than 12 months since your last employment, you are required to submit a declaration prior to your first salary payment to avoid automatic tax withholding at the top marginal rate.
- 12 You must familiarise yourself with and abide by all relevant legislative requirements and University policies and procedures, including but not limited to, equal opportunity and occupation health and safety policies and procedures. See <http://www.adm.monash.edu.au/workplace-policy/>. However, these University policies and procedures will not form part of your terms and conditions of employment.

Please select your action:

Accept

Decline

Decline reason:

Please use this button to SAVE this Statement of Terms of Engagement and email a saved copy to employment-offer@monash.edu

SAVE

Attachment PA-7

Phil Andrews

Name: Phil Andrews

YEAR: 2012

RESEARCH

Research Grants	Allocated Points	Activity	My Score
Nationally Competitive Grants & other major grants			
1st named investigator	9.72	3	29.16
2nd named	4.86		0
>3rd named	2.43		0
			0
Small Grants			
1st named	4.86		0
Other named:	2.43		0
			0
Research contracts			
	4.86		0
CRC Participation projects			
	4.86		0
			0
Grant Submissions - NCG/Major Infrastructure (inc. LIEF)			
1st named	2.43		0
Other named	1.21		0
			0
Principal Supervision			
			0
FUNDED HDR EFTSU			
	4.86	4	19.44
			0
Hons EFTSU			
	4.86	1	4.86
			0
Hons/ P/Grad Coursework			
	2.43		0
			0
DEST category Publications			
			0
3 year average weighted points multiplied b	2	4.1	8.2
Unweighted in IF>4 for previous year	SUM of IF/10	57.2	5.72
TEACHING			
Lecture			
	0.48	30	14.4
Repeat Lecture (e.g. CHM1011/1022 lectures)			
	0.16	12	1.92
			0
Practical/Tutorial			
	0.12	73	8.76
			0
Course Coordination (Points shared where more than one coordinator)			
			0
Base level - 0 - 50 students	2.43	1	2.43
loading: 50-100 students	3.64		0
Loading 100-350 students	5.47		0
loading: >350 students	7.29		0
Practical & Tutorial Coord & Prep	5		0
			0
Field trip per day			
	0.91		0
			0
New Resource development			
	0.6		0
			0
Undergrad Project Unit per student (e.g. CHM2990/Leipzig et			
	1.8	2	3.6
			0
Unit Evaluation Score >4.8 for any question			
	0.6		0
			0
UNIVERSITY ADMINISTRATION			
			0
General Admin (default all staff; e.g appraisals etc)			
	4	1	4
			0
HOS/Major Centre Directors			
	40		0
			0
Deputy HOS/School Faculty Centre Directors			
	10		0
Associate Head Education	20	1	20
Associate Head Research	20		0
Associate Head Postgraduate Studies	20		0
Honours Coordinator	10		0
Seminar Coordinator	5		0
			0
School/Faculty/University Committee Member/Chair			
	2.5/5	4	8
			0
Special projects allocated by HOS			
	2.5		0
			0
Faculty Academic Advising / Open Day			
	0.5	1	0.5
			0
Program/Degree Coordinator			
	5		0
			0
Academic Selection Cttee (per committee)			
	1.22		0
			0
Outreach			
	0.5 - 2.5		0
			0
JMSS			
	2.5		0
			0
GCHE			
	10		0

Total for Year

130.99

Attachment PA-8

Phil Andrews

Sum of Lectures	Unit Code / Activity																														
Person	BMST011	CHM1011	CHM1022	CHM1051	CHM1052	CHM2735	CHM2911	CHM2922	CHM2942	CHM2951	CHM2962	CHM3180	CHM3911	CHM3922	CHM3930	CHM3941	CHM3952	CHM3960	CHM3972	CHM4201 \VPS4000 U1+2 Instr	CHM4201 \VPS4000 U10 Polymers	CHM4201 \VPS4000 U4 Supra	CHM4201 \VPS4000 U5 AdvOrgSynth	CHM4201 \VPS4000 U6 Synchro Spec	CHM4201 \VPS4000 U7 MainGpChem	CHM4201 \VPS4000 U8 CompChem	CHM4201 \VPS4000 U9 F-block	Enhancement Chem.	ENV3022	(blank)	Grand Total
Academic 1										12						12														24	
Academic 2					18							12				18														36	
Academic 3			18																											34	
Academic 4		24					12										12													52	
Academic 5																														DECRA	
Academic 6																		12	10											22	
Academic 7							18												10											28	
Academic 8																															
Academic 9																															
Academic 10		12								18									12											42	
Academic 11																											8			8	
Academic 12															3															3	
Academic 13	12				12																									24	
Academic 14			12									12																		28	
Academic 15			12				12			18																4				42	
Academic 16					12																									12	
Academic 17			18				18																			8				44	
Academic 18																18														18	
Academic 19			18											12										8						38	
Academic 20												12																		12	
Academic 21																											72			72	
Academic 22																	12													12	
Academic 23								12							9															21	
Academic 24																									4					4	
Academic 25		12																												12	
Academic 26			18				18																							36	
Academic 27											12																8			20	
Academic 28			18																12									12		42	
Academic 29			18																											18	
Academic 30																															
Academic 31			18					12								12														42	
Academic 32											12								10		3									25	
Academic 33																															
Academic 34		12																												20	
Academic 35		12								12		12														4				40	
Academic 36																					5									17	
Academic 37		24		12						12																				52	
Academic 38					18		18									12														52	
Academic 39			18																											22	
Academic 40		24																												32	
Academic 41																12														12	
Academic 42		12							12																					24	
Academic 43								12																						12	
Academic 44		12			12														6											30	
ZMystery																															
ZZ Lab Requirement																															

Deputy Head
DECRA
Monash-Warw
Future Fellow
Emeritus
Guest Lectures
Future Fellow
Honours coord
DECRA
Post-Doc
ARC Laureate
External - Run
ARC DORA
Reduced fracti
ARC OEII Felle
Associate Hea
Associate Hea
On OSP Sem 1
Future Fellow
Post-Doc

Person	Unit Code / Activity	Lectures Hrs	Lab. Hrs	Tutorial Hrs
Academic 13	BMS1011	12		
ZZ Lab Requirement	BMS1011			
ZZ Lecture Requirement	BMS1011	-12		
ZZ Tutorial Requirement	BMS1011			
<hr/>				
Academic 4	CHM1011	24	0	
Academic 8	CHM1011		0	48
Academic 9	CHM1011		0	48
Academic 10	CHM1011	12	0	18
Academic 13	CHM1011		0	48
Academic 14	CHM1011		0	12
Academic 15	CHM1011		0	18
Academic 22	CHM1011		0	18
Academic 25	CHM1011	12	0	12
Academic 27	CHM1011		0	18
Academic 34	CHM1011	12	0	18
Academic 35	CHM1011	12	0	12
Academic 37	CHM1011	24	0	12
Academic 40	CHM1011	24	0	36
Academic 42	CHM1011	12	0	18
Academic 43	CHM1011		0	24
Academic 44	CHM1011	12	0	24
ZZ Lecture Requirement	CHM1011	-144		
ZZ Tutorial Requirement	CHM1011			384
<hr/>				
Academic 2	CHM1022		0	18
Academic 3	CHM1022	18	0	18
Academic 5	CHM1022		0	
ZMystery	CHM1022		0	48
Zmystery	CHM1022		0	36
Academic 13	CHM1022		0	36
Academic 17	CHM1022	18	0	18

Academic 19	CHM1022	18	0	18
Academic 23	CHM1022		0	18
Academic 28	CHM1022	18	0	18
Academic 29	CHM1022	18	0	24
Academic 31	CHM1022	18	0	18
Academic 26	CHM1022	18	0	18
Academic 38	CHM1022		0	18
Academic 39	CHM1022	18	0	18
Academic 40	CHM1022		0	36
ZZ Lecture Requirement	CHM1022	-144		
ZZ Tutorial Requirement	CHM1022			-360

Academic 37	CHM1051	12	0	
Academic 14	CHM1051	12	0	
Academic 15	CHM1051	12	0	
ZZ Lab Requirement	CHM1051			
ZZ Lecture Requirement	CHM1051	-36		
ZZ Tutorial Requirement	CHM1051			

Academic 38	CHM1052	18	0	
Academic 2	CHM1052	18	0	
ZZ Lab Requirement	CHM1052		0	
ZZ Lecture Requirement	CHM1052	-36		
ZZ Tutorial Requirement	CHM1052			

Academic 44	CHM2735	12	12	
Academic 16	CHM2735	12	12	
Academic 13	CHM2735	12	12	
ZZ Lab Requirement	CHM2735		-36	
ZZ Lecture Requirement	CHM2735	-36		
ZZ Tutorial Requirement	CHM2735			

Academic 3	CHM2911		16	12
Academic 5	CHM2911		16	12

Academic 7	CHM2911	18	20	10
Academic 8	CHM2911		20	21
Academic 17	CHM2911	18	16	6
Academic 23	CHM2911		0	0
Academic 26	CHM2911	18	20	11
Academic 36	CHM2911		20	5
Academic 30	CHM2911			12
Academic 34	CHM2911		12	
Academic 38	CHM2911	18	12	5
Academic 16	CHM2911		28	10
ZZ Lab Requirement	CHM2911		-220	
ZZ Lecture Requirement	CHM2911	-72		
ZZ Tutorial Requirement	CHM2911			104

Academic 4	CHM2922	12		11
Academic 15	CHM2922	12	40	11
Academic 1	CHM2922		20	
Academic 40	CHM2922		40	33
Academic 22	CHM2922		40	11
Academic 27	CHM2922			11
Academic 35	CHM2922			11
Academic 14	CHM2922		40	11
Academic 43	CHM2922	12	40	11
ZZ Lab Requirement	CHM2922		-160	
ZZ Lecture Requirement	CHM2922	-36		
ZZ Tutorial Requirement	CHM2922			110

Academic 42	CHM2942	12	24	
Academic 31	CHM2942	12	12	
Academic 23	CHM2942	12	28	
Academic 19			16	
ZZ Lab Requirement	CHM2942		-80	
ZZ Lecture Requirement	CHM2942	-36		
ZZ Tutorial Requirement	CHM2942			

Academic 10	CHM2951	18	30	6	
Academic 15	CHM2951	18	30	6	
Academic 40	CHM2951		60	12	
ZZ Lab Requirement	CHM2951		-120		
ZZ Lecture Requirement	CHM2951	-36			
ZZ Tutorial Requirement	CHM2951			-24	
Academic 37	CHM2962	12	20		
Academic 1	CHM2962	12	32		
Academic 35	CHM2962	12	12		
Academic 29	CHM2962		36		
Academic 43	CHM2962		20		
ZZ Lab Requirement	CHM2962		-80		2 x 4h x 10 wk 3x4hx10w = 120
ZZ Lecture Requirement	CHM2962	-36	100		
ZZ Tutorial Requirement	CHM2962				
Academic 3	CHM3180	12	32		
Academic 20	CHM3180	12			
Academic 32	CHM3180	12	40		
Academic 44	CHM3180		48		
ZZ Lab Requirement	CHM3180		-40		2 x 4h x 10 wk 3x4hx10w = 120
ZZ Lecture Requirement	CHM3180	-36	120		
ZZ Tutorial Requirement	CHM3180				
Academic 14	CHM3911	12	40		
Academic 35	CHM3911	12	40		
Academic 27	CHM3911	12	40		
Academic 42	CHM3911				
Academic 34	CHM3911				
ZZ Lab Requirement	CHM3911		-120		3 x 4h x 10 wk 5x4hx10w = 200
ZZ Lecture Requirement	CHM3911	-36	120		
ZZ Tutorial Requirement	CHM3911				

Academic 36	CHM3922	12	40	
Academic 19	CHM3922	12	40	
Academic 38	CHM3922	12	20	
Academic 7	CHM3922		20	
Academic 29	CHM3922		40	
ZZ Lab Requirement	CHM3922		-80	2 x 4h x 10 wk 4x4hx10w = 160
ZZ Lecture Requirement	CHM3922	-36	160	
ZZ Tutorial Requirement	CHM3922			
<hr/>				
Academic 12	CHM3930	3	16	
Academic 23	CHM3930	9	48	
Academic 31	CHM3930	12	48	
Academic 41	CHM3930	12	32	
Academic 2	CHM3930		0	
Academic 19	CHM3930			
ZZ Lab Requirement	CHM3930		-120	3 x 4h x 10 wk 4x4hx10w = 160
ZZ Lecture Requirement	CHM3930	-36	144	
ZZ Tutorial Requirement	CHM3930			
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Academic 2	CHM3941	18	40	
Academic 26	CHM3941		40	
Academic 17	CHM3941		40	
Academic 18	CHM3941	18	40	
Academic 33	CHM3941			
Academic 5	CHM3941		40	
ZZ Lab Requirement	CHM3941		-120	3 x 4h x 10 wk 5x4hx10w = 200
ZZ Lecture Requirement	CHM3941	-36	200	
ZZ Tutorial Requirement	CHM3941			
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Academic 4	CHM3952	12	40	
Academic 1	CHM3952	12	40	
Academic 22	CHM3952	12	40	
ZZ Lab Requirement	CHM3952		-80	2 x 4h x 10 wk 3x4hx10w = 120
ZZ Lecture Requirement	CHM3952	-36	120	

ZZ Tutorial Requirement

Academic 6	CHM3960	12	28	
Academic 10	CHM3960	12	28	
Academic 28	CHM3960	12	24	
ZZ Lab Requirement	CHM3960		-80	2 x 4h x 10 wk
ZZ Lecture Requirement	CHM3960	-36		
ZZ Tutorial Requirement	CHM3960			

Academic 6	CHM3972	10	24	
Academic 7	CHM3972	10	24	
Academic 44	CHM3972	6	10	
Academic 32	CHM3972	10	24	
ZZ Lab Requirement	CHM3972		-80	2 x 4h x 10 wk
ZZ Lecture Requirement	CHM3972	-36		
ZZ Tutorial Requirement	CHM3972			

Academic 37	CHM4201/VPS4000 U1+2 Instr	4		
Academic 38	CHM4201/VPS4000 U1+2 Instr	4		
ZZ Lecture Requirement	CHM4201/VPS4000 U1+2 Instr	-8		
Academic 3	CHM4201/VPS4000 U4 Supra	4		
Academic 39	CHM4201/VPS4000 U4 Supra	4		
ZZ Lecture Requirement	CHM4201/VPS4000 U4 Supra	-8		
Academic 19	CHM4201/VPS4000 U5 AdvOrgSynth	8		
ZZ Lecture Requirement	CHM4201/VPS4000 U5 AdvOrgSynth	-8		
Academic 4	CHM4201/VPS4000 U6 Synchro Spec	4		
Academic 14	CHM4201/VPS4000 U6 Synchro Spec	4		
Academic 24	CHM4201/VPS4000 U6 Synchro Spec	4		
Academic 35	CHM4201/VPS4000 U6 Synchro Spec	4		
ZZ Lecture Requirement	CHM4201/VPS4000 U6 Synchro Spec	-16		
Academic 17	CHM4201/VPS4000 U7 MainGpChem	8		
ZZ Lecture Requirement	CHM4201/VPS4000 U7 MainGpChem	-8		
Academic 34	CHM4201/VPS4000 U8 CompChem	8		
Academic 27	CHM4201/VPS4000 U8 CompChem	8		

ZZ Lecture Requirement	CHM4201/VPS4000 U8 CompChem	-8	
Academic 11	CHM4201/VPS4000 U9 F-block	8	
ZZ Lecture Requirement	CHM4201/VPS4000 U9 F-block	-8	
Academic 32	CHM4201/VPS4000 U10 Polymers	3	
Academic 36	CHM4201/VPS4000 U10 Polymers	5	
ZZ Lecture Requirement	CHM4201/VPS4000 U10 Polymers	-8	
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Academic 21	Enhancement Chem.	72	
	Enhancement Chem.		6
ZZ Lab Requirement	Enhancement Chem.		-48
ZZ Lecture Requirement	Enhancement Chem.	-72	
ZZ Tutorial Requirement	Enhancement Chem.		
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Academic 40	ENV3022	8	6
Academic 28	ENV3022	12	18
ZZ Lab Requirement	ENV3022		-24
ZZ Lecture Requirement	ENV3022	-20	
ZZ Tutorial Requirement	ENV3022		

Person	Unit Code / Activity	Lectures Hrs	Lab. Hrs
Academic 14	YLC CHM1000		
Academic 32	YLC CHM1000		
Academic 10	YLC CHM2000		
Academic 27	YLC CHM3000		
Academic 15	YLC CHM4000		
Academic 14	ZUC CHM1011		
Academic 14	ZUC CHM1051		
Academic 32	ZUC CHM1022		
Academic 32	ZUC CHM1052		

Academic 26	ZUC CHM2911
Academic 43	ZUC CHM2922
Academic 23	ZUC CHM2942
Academic 15	ZUC CHM2951
Academic 37	ZUC CHM2962
Academic 39	ZUC CHM2990
Academic 44	ZUC CHM2735

Academic 3	ZUC CHM3180
Academic 35	ZUC CHM3911
Academic 19	ZUC CHM3922
Academic 31	ZUC CHM3930
Academic 2	ZUC CHM3941
Academic 22	ZUC CHM3952
Academic 10	ZUC CHM3960
Academic 7	ZUC CHM3972
Academic 39	ZUC CHM3990

Zmystery	ZUC ENG1071
Academic 28	ZUC ENV3022