

*In the name and by the authority of the Council  
be it known that*

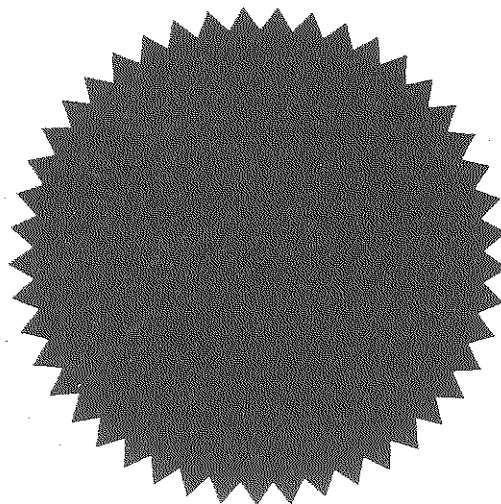
***Dietmar Dommenget***

*having fulfilled all the requirements and  
having passed all the prescribed examinations has  
on the nineteenth day of May 2014  
been awarded the*

***Graduate Certificate in Academic Practice***

*in token whereof the council has authorized the  
Common Seal of the University to be hereto affixed.*

Chancellor



Vice-Chancellor  
and President



## Dietmar Dommenget - Teaching Evaluation report

### Climate dynamics of the atmosphere and oceans - ATM2020\_S2-01\_CLAYTON\_DAY

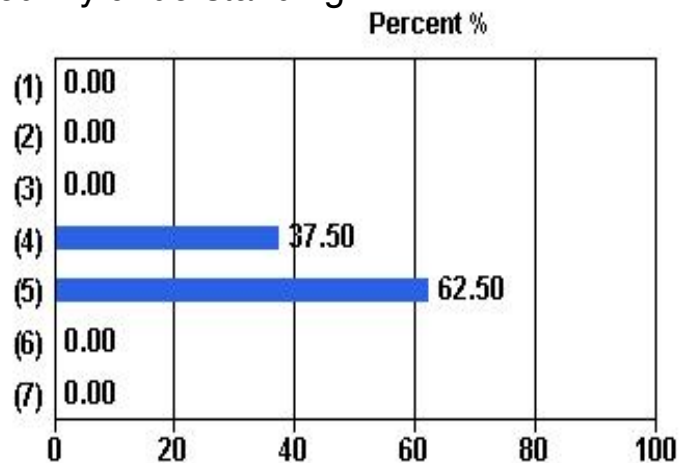
#### FACULTY OF SCIENCE

Administered: Semester 2, 2013  
Number of students enrolled in the unit: 20

Overall response rate: 40.00 % ^  
Surveys completed for this teacher: 8

#### 1. Dietmar Dommenget's explanations helped my understanding

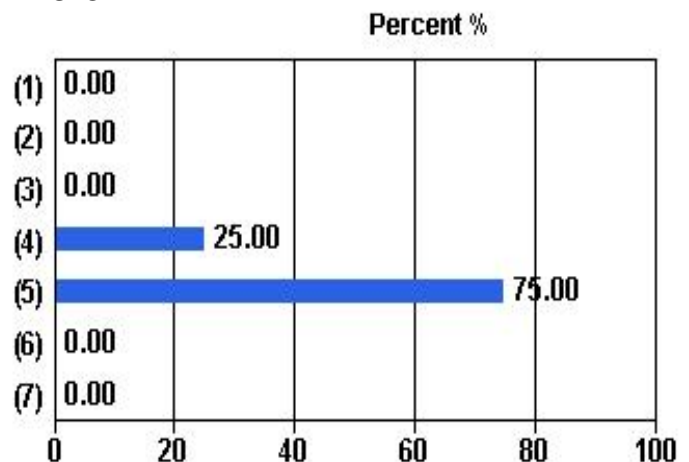
Response scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	0	0.00%
(4) Agree	3	37.50%
(5) Strongly Agree	5	62.50%
(6) Not Able to Assess	0	0.00%
(7) Not Applicable	0	0.00%
Total (N)	8	100.00%



Median: 4.70 \*  
Mean: 4.62  
Agree/Strongly Agree: 100.00 %

#### 2. Dietmar Dommenget inspired me to learn more

Response scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	0	0.00%
(4) Agree	2	25.00%
(5) Strongly Agree	6	75.00%
(6) Not Able to Assess	0	0.00%
(7) Not Applicable	0	0.00%
Total (N)	8	100.00%



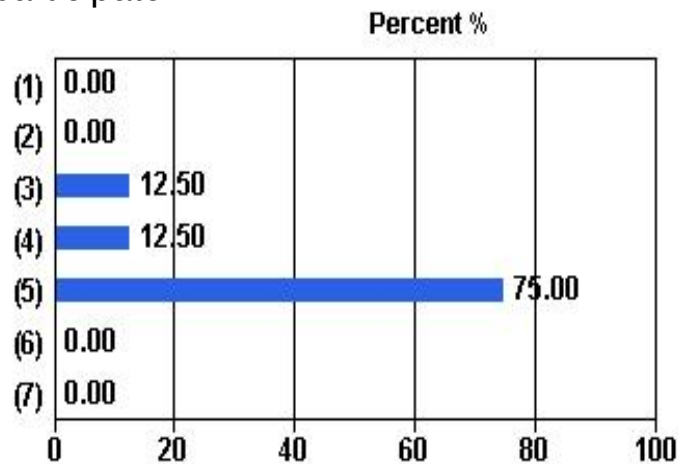
Median: 4.83 \*  
Mean: 4.75  
Agree/Strongly Agree: 100.00 %

^ The response rate shown here is an overall SETU response rate for the unit offering that is based on the proportion of enrolled students that answered the 'overall satisfaction' question in the unit evaluation section of the survey. The response rate for individual teachers (i.e. the proportion of the students that they taught that answered the teaching questions) may differ.

\* The median shown here is calculated under the assumption that the five point scale represents a continuous random variable rather than five discrete categories. For further information on how this measure is calculated please refer to [http://www.opq.monash.edu.au/mqu/evaluations/setu/setu\\_median\\_calculation.pdf](http://www.opq.monash.edu.au/mqu/evaluations/setu/setu_median_calculation.pdf)

### 3. Dietmar Dommenget encouraged me to participate

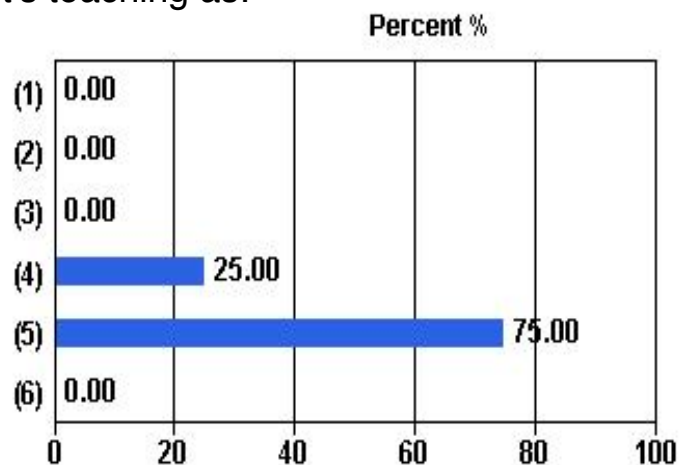
Response scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	1	12.50%
(4) Agree	1	12.50%
(5) Strongly Agree	6	75.00%
(6) Not Able to Assess	0	0.00%
(7) Not Applicable	0	0.00%
Total (N)	8	100.00%



Median: 4.83 \*  
 Mean: 4.62  
 Agree/Strongly Agree: 87.50 %

### 4. Overall, I would rate Dietmar Dommenget's teaching as:

Response scale	Responses	Percent
(1) Very Poor	0	0.00%
(2) Poor	0	0.00%
(3) Average	0	0.00%
(4) Good	2	25.00%
(5) Outstanding	6	75.00%
(6) Not Able to Assess	0	0.00%
Total (N)	8	100.00%



Median: 4.83 \*  
 Mean: 4.75  
 Good/Outstanding: 100.00 %

\* The median shown here is calculated under the assumption that the five point scale represents a continuous random variable rather than five discrete categories. For further information on how this measure is calculated please refer to [http://www.opq.monash.edu.au/mqu/evaluations/setu/setu\\_median\\_calculation.pdf](http://www.opq.monash.edu.au/mqu/evaluations/setu/setu_median_calculation.pdf)

## Dietmar Dommenget - Teaching Evaluation report

### Climate dynamics of the atmosphere and oceans - ATM2020\_S2-01\_CLAYTON\_DAY

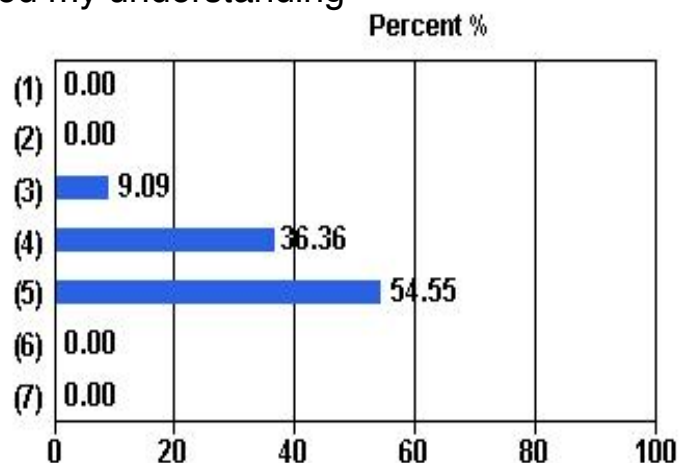
#### FACULTY OF SCIENCE

Administered: Semester 2, 2012  
Number of students enrolled in the unit: 26

Overall response rate: 42.31 % ^  
Surveys completed for this teacher: 11

#### 1. Dietmar Dommenget's explanations helped my understanding

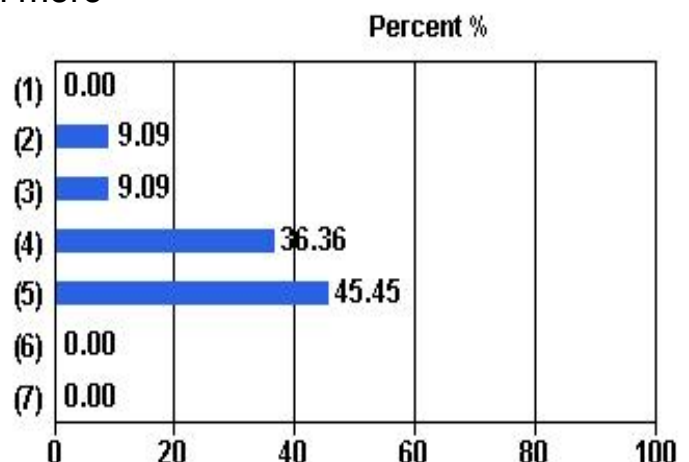
Response scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	1	9.09%
(4) Agree	4	36.36%
(5) Strongly Agree	6	54.55%
(6) Not Able to Assess	0	0.00%
(7) Not Applicable	0	0.00%
Total (N)	11	100.00%



Median: 4.58 \*  
Mean: 4.45  
Agree/Strongly Agree: 90.91 %

#### 2. Dietmar Dommenget inspired me to learn more

Response scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	1	9.09%
(3) Neutral	1	9.09%
(4) Agree	4	36.36%
(5) Strongly Agree	5	45.45%
(6) Not Able to Assess	0	0.00%
(7) Not Applicable	0	0.00%
Total (N)	11	100.00%



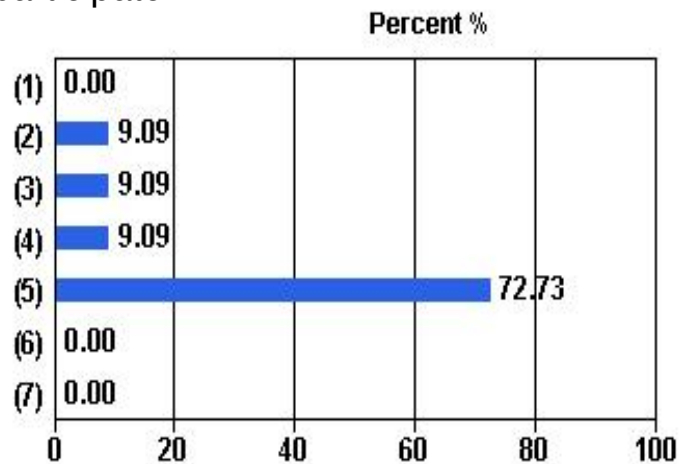
Median: 4.38 \*  
Mean: 4.18  
Agree/Strongly Agree: 81.82 %

^ The response rate shown here is an overall SETU response rate for the unit offering that is based on the proportion of enrolled students that answered the 'overall satisfaction' question in the unit evaluation section of the survey. The response rate for individual teachers (i.e. the proportion of the students that they taught that answered the teaching questions) may differ.

\* The median shown here is calculated under the assumption that the five point scale represents a continuous random variable rather than five discrete categories. For further information on how this measure is calculated please refer to [http://www.opq.monash.edu.au/mqu/evaluations/setu/setu\\_median\\_calculation.pdf](http://www.opq.monash.edu.au/mqu/evaluations/setu/setu_median_calculation.pdf)

### 3. Dietmar Dommenget encouraged me to participate

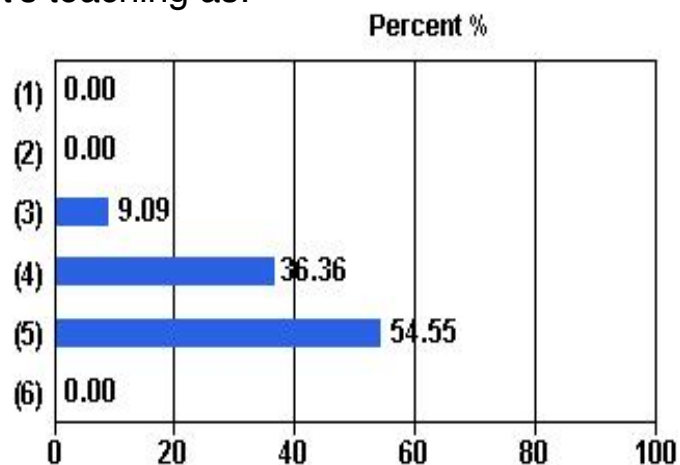
Response scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	1	9.09%
(3) Neutral	1	9.09%
(4) Agree	1	9.09%
(5) Strongly Agree	8	72.73%
(6) Not Able to Assess	0	0.00%
(7) Not Applicable	0	0.00%
Total (N)	11	100.00%



Median: 4.81 \*  
 Mean: 4.45  
 Agree/Strongly Agree: 81.82 %

### 4. Overall, I would rate Dietmar Dommenget's teaching as:

Response scale	Responses	Percent
(1) Very Poor	0	0.00%
(2) Poor	0	0.00%
(3) Average	1	9.09%
(4) Good	4	36.36%
(5) Outstanding	6	54.55%
(6) Not Able to Assess	0	0.00%
Total (N)	11	100.00%



Median: 4.58 \*  
 Mean: 4.45  
 Good/Outstanding: 90.91 %

\* The median shown here is calculated under the assumption that the five point scale represents a continuous random variable rather than five discrete categories. For further information on how this measure is calculated please refer to [http://www.opq.monash.edu.au/mqu/evaluations/setu/setu\\_median\\_calculation.pdf](http://www.opq.monash.edu.au/mqu/evaluations/setu/setu_median_calculation.pdf)

## Dietmar Dommenget - Teaching Evaluation report

### Climate dynamics of the atmosphere and oceans - ATM2020\_S1-01\_CLAYTON\_DAY

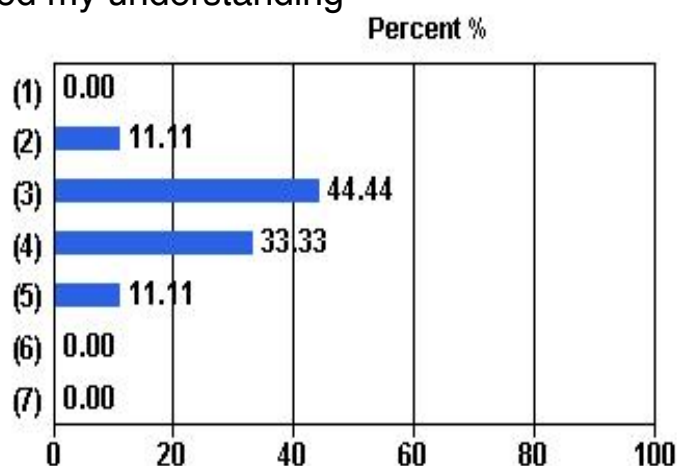
#### FACULTY OF SCIENCE

Administered: Semester 1, 2011  
Number of students enrolled in the unit: 23

Overall response rate: 39.13 % ^  
Surveys completed for this teacher: 9

#### 1. Dietmar Dommenget's explanations helped my understanding

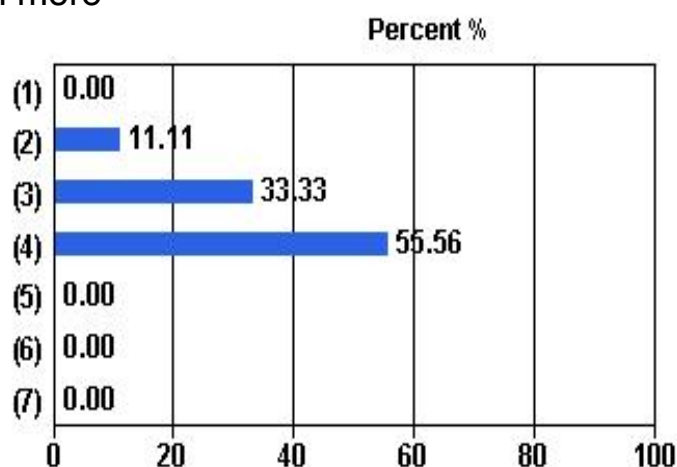
Response scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	1	11.11%
(3) Neutral	4	44.44%
(4) Agree	3	33.33%
(5) Strongly Agree	1	11.11%
(6) Not Able to Assess	0	0.00%
(7) Not Applicable	0	0.00%
Total (N)	9	100.00%



Median: 3.38 \*  
Mean: 3.44  
Agree/Strongly Agree: 44.44 %

#### 2. Dietmar Dommenget inspired me to learn more

Response scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	1	11.11%
(3) Neutral	3	33.33%
(4) Agree	5	55.56%
(5) Strongly Agree	0	0.00%
(6) Not Able to Assess	0	0.00%
(7) Not Applicable	0	0.00%
Total (N)	9	100.00%



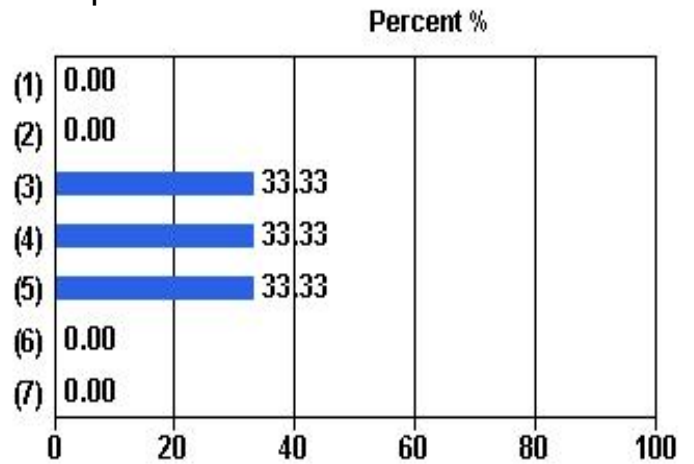
Median: 3.60 \*  
Mean: 3.44  
Agree/Strongly Agree: 55.56 %

^ The response rate shown here is an overall SETU response rate for the unit offering that is based on the proportion of enrolled students that answered the 'overall satisfaction' question in the unit evaluation section of the survey. The response rate for individual teachers (i.e. the proportion of the students that they taught that answered the teaching questions) may differ.

\* The median shown here is calculated under the assumption that the five point scale represents a continuous random variable rather than five discrete categories. For further information on how this measure is calculated please refer to [http://www.opq.monash.edu.au/mqu/evaluations/setu/setu\\_median\\_calculation.pdf](http://www.opq.monash.edu.au/mqu/evaluations/setu/setu_median_calculation.pdf)

### 3. Dietmar Dommenget encouraged me to participate

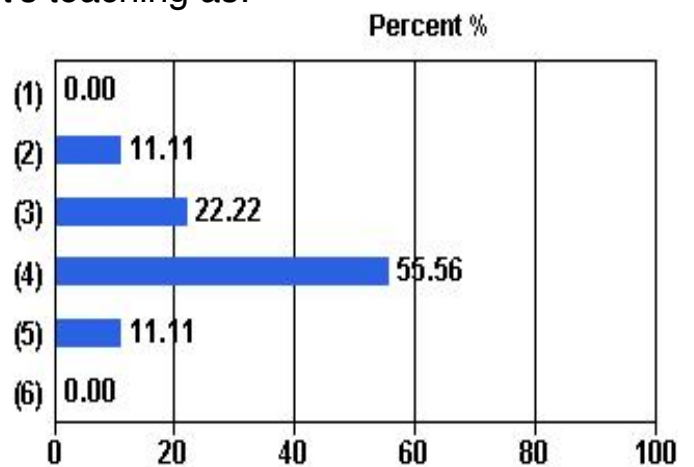
Response scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	3	33.33%
(4) Agree	3	33.33%
(5) Strongly Agree	3	33.33%
(6) Not Able to Assess	0	0.00%
(7) Not Applicable	0	0.00%
Total (N)	9	100.00%



Median: 4.00 \*  
 Mean: 4.00  
 Agree/Strongly Agree: 66.67 %

### 4. Overall, I would rate Dietmar Dommenget's teaching as:

Response scale	Responses	Percent
(1) Very Poor	0	0.00%
(2) Poor	1	11.11%
(3) Average	2	22.22%
(4) Good	5	55.56%
(5) Outstanding	1	11.11%
(6) Not Able to Assess	0	0.00%
Total (N)	9	100.00%



Median: 3.80 \*  
 Mean: 3.67  
 Good/Outstanding: 66.67 %

\* The median shown here is calculated under the assumption that the five point scale represents a continuous random variable rather than five discrete categories. For further information on how this measure is calculated please refer to [http://www.opq.monash.edu.au/mqu/evaluations/setu/setu\\_median\\_calculation.pdf](http://www.opq.monash.edu.au/mqu/evaluations/setu/setu_median_calculation.pdf)

[Administration Periods](#) >> [University Level Reports and Faculties](#) >> [Faculty and Unit Level Reports](#) >> [Campus List](#) >> [Unit List](#)



## Climate Dynamics Of The Atmosphere And Oceans - ATM2020 - Unit Evaluation Report

### Faculty Of Science - Clayton Campus

Number of Students Enrolled: 20

Overall response: 40.00%

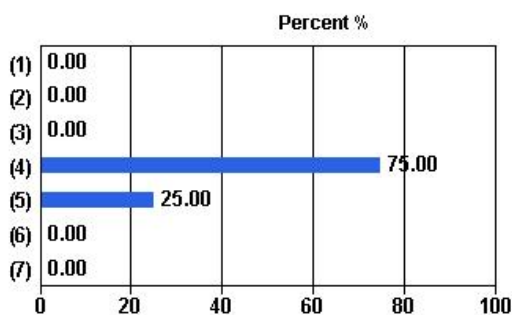
Administered: Semester 2, 2013 - WEB

Number of questionnaires completed: 8

### University Wide Items

#### 1. The unit enabled me to achieve its learning objectives

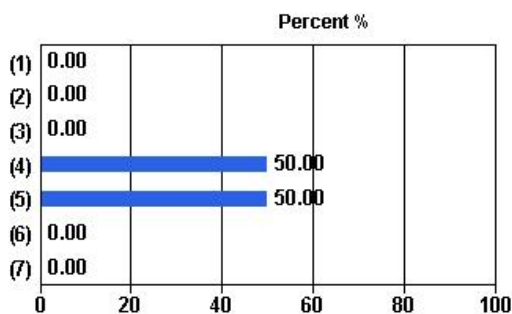
Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	0	0.00%
(4) Agree	6	75.00%
(5) Strongly agree	2	25.00%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	8	100.00%



Median: 4.17  
Mean: 4.25

#### 2. I found the unit to be intellectually stimulating

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	0	0.00%
(4) Agree	4	50.00%
(5) Strongly agree	4	50.00%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	8	100.00%

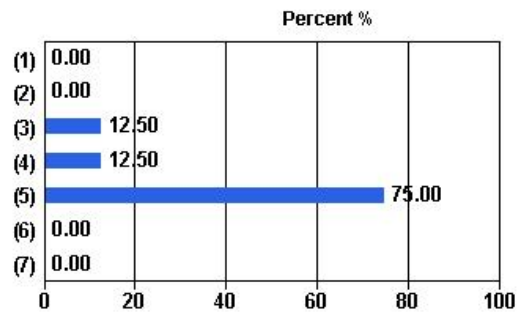


Median: 4.50  
Mean: 4.50



### 3. The learning resources in this unit supported my studies

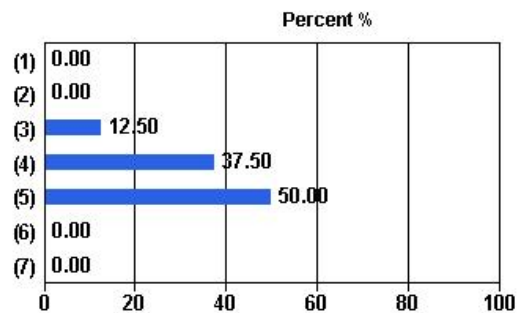
Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	1	12.50%
(4) Agree	1	12.50%
(5) Strongly agree	6	75.00%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	8	100.00%



Median: 4.83  
Mean: 4.63

### 4. The feedback I received in this unit was useful

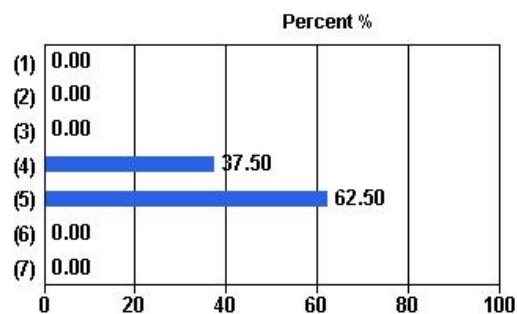
Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	1	12.50%
(4) Agree	3	37.50%
(5) Strongly agree	4	50.00%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	8	100.00%



Median: 4.50  
Mean: 4.38

### 5. Overall I was satisfied with the quality of this unit

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	0	0.00%
(4) Agree	3	37.50%
(5) Strongly agree	5	62.50%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	8	100.00%

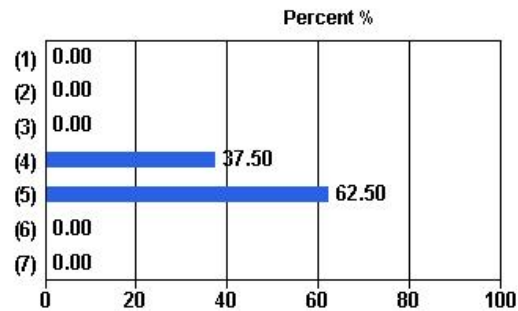


Median: 4.70  
Mean: 4.63

## Faculty Wide Items

### 6. The organisation and progression of the topics covered is sensible and coherent

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	0	0.00%
(4) Agree	3	37.50%
(5) Strongly agree	5	62.50%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	8	100.00%

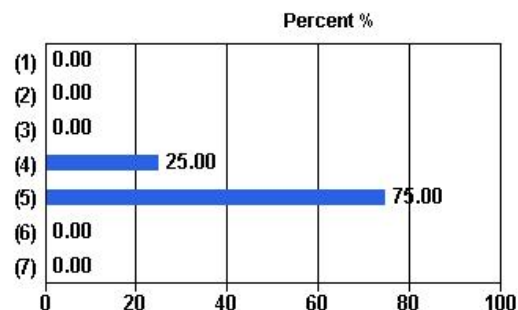


Median: 4.70

Mean: 4.63

### 7. The lectures helped me achieve the unit learning objectives

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	0	0.00%
(4) Agree	2	25.00%
(5) Strongly agree	6	75.00%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	8	100.00%

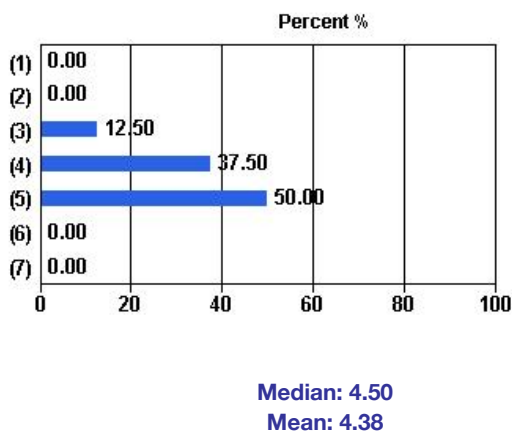


Median: 4.83

Mean: 4.75

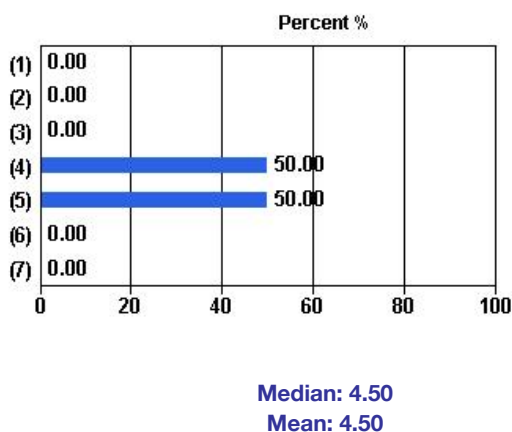
### 8. The tutorials/practical classes/field work helped me achieve the unit learning objectives

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	1	12.50%
(4) Agree	3	37.50%
(5) Strongly agree	4	50.00%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	8	100.00%



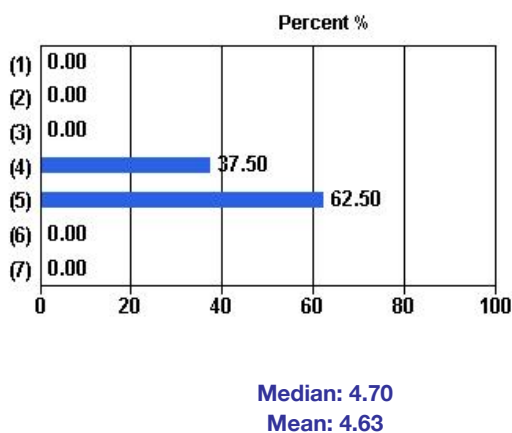
**9. The assessment tasks helped me achieve the unit learning objectives**

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	0	0.00%
(4) Agree	4	50.00%
(5) Strongly agree	4	50.00%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	8	100.00%



**10. Individual assistance (either face-to-face or online) was available when needed**

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	0	0.00%
(4) Agree	3	37.50%
(5) Strongly agree	5	62.50%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	8	100.00%



# Climate Dynamics Of The Atmosphere And Oceans - ATM2020 - Unit Evaluation Report

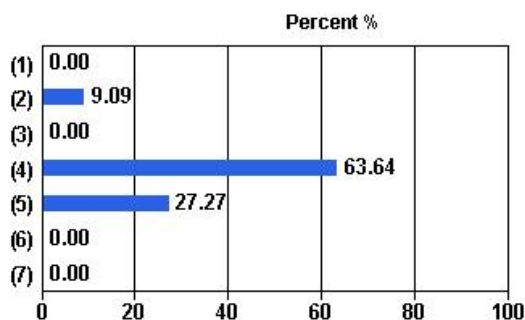
## Faculty Of Science - Clayton Campus

Number of Students Enrolled: 26      Overall response: 42.31%  
 Administered: Semester 2, 2012 - WEB      Number of questionnaires completed: 11

### University Wide Items

#### 1. The unit enabled me to achieve its learning objectives

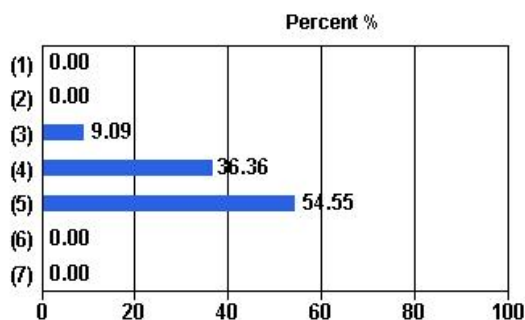
Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	1	9.09%
(3) Neutral	0	0.00%
(4) Agree	7	63.64%
(5) Strongly agree	3	27.27%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%



Median: 4.14  
 Mean: 4.09

#### 2. I found the unit to be intellectually stimulating

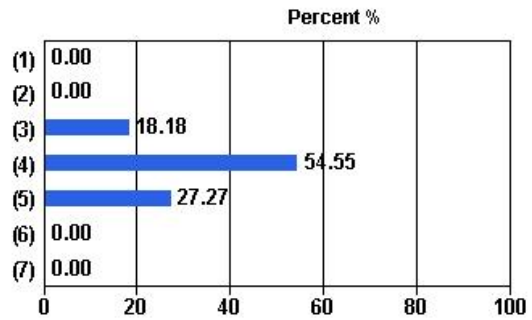
Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	1	9.09%
(4) Agree	4	36.36%
(5) Strongly agree	6	54.55%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%



Median: 4.58  
 Mean: 4.45

**3. The learning resources in this unit supported my studies**

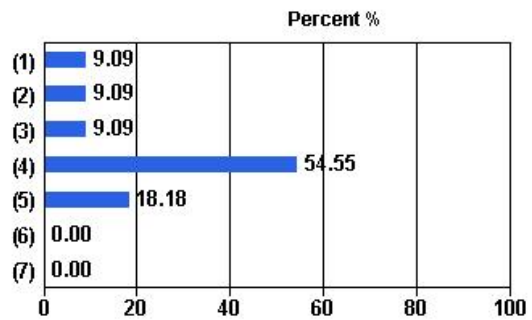
Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	2	18.18%
(4) Agree	6	54.55%
(5) Strongly agree	3	27.27%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%



Median: 4.08  
Mean: 4.09

**4. The feedback I received in this unit was useful**

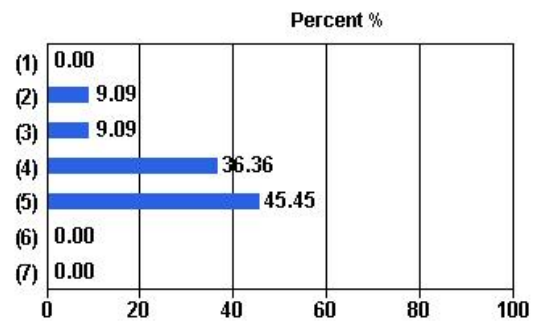
Response Scale	Responses	Percent
(1) Strongly disagree	1	9.09%
(2) Disagree	1	9.09%
(3) Neutral	1	9.09%
(4) Agree	6	54.55%
(5) Strongly agree	2	18.18%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%



Median: 3.92  
Mean: 3.64

**5. Overall I was satisfied with the quality of this unit**

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	1	9.09%
(3) Neutral	1	9.09%
(4) Agree	4	36.36%
(5) Strongly agree	5	45.45%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%

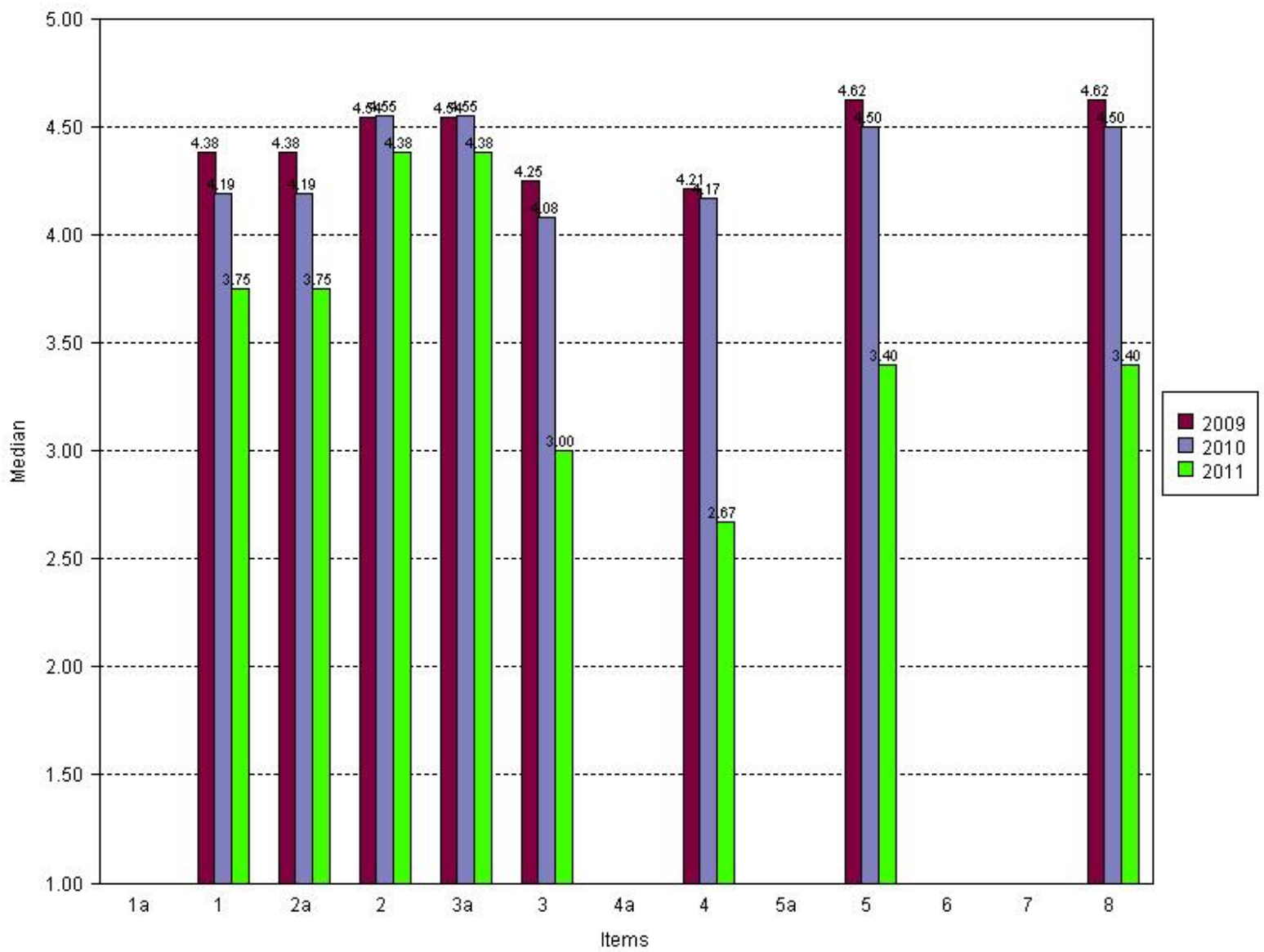


**Median: 4.38**

**Mean: 4.18**

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## Unit Level Report by Campus - Time Series Report



### Legend ('a' indicates item reworded or reordered)

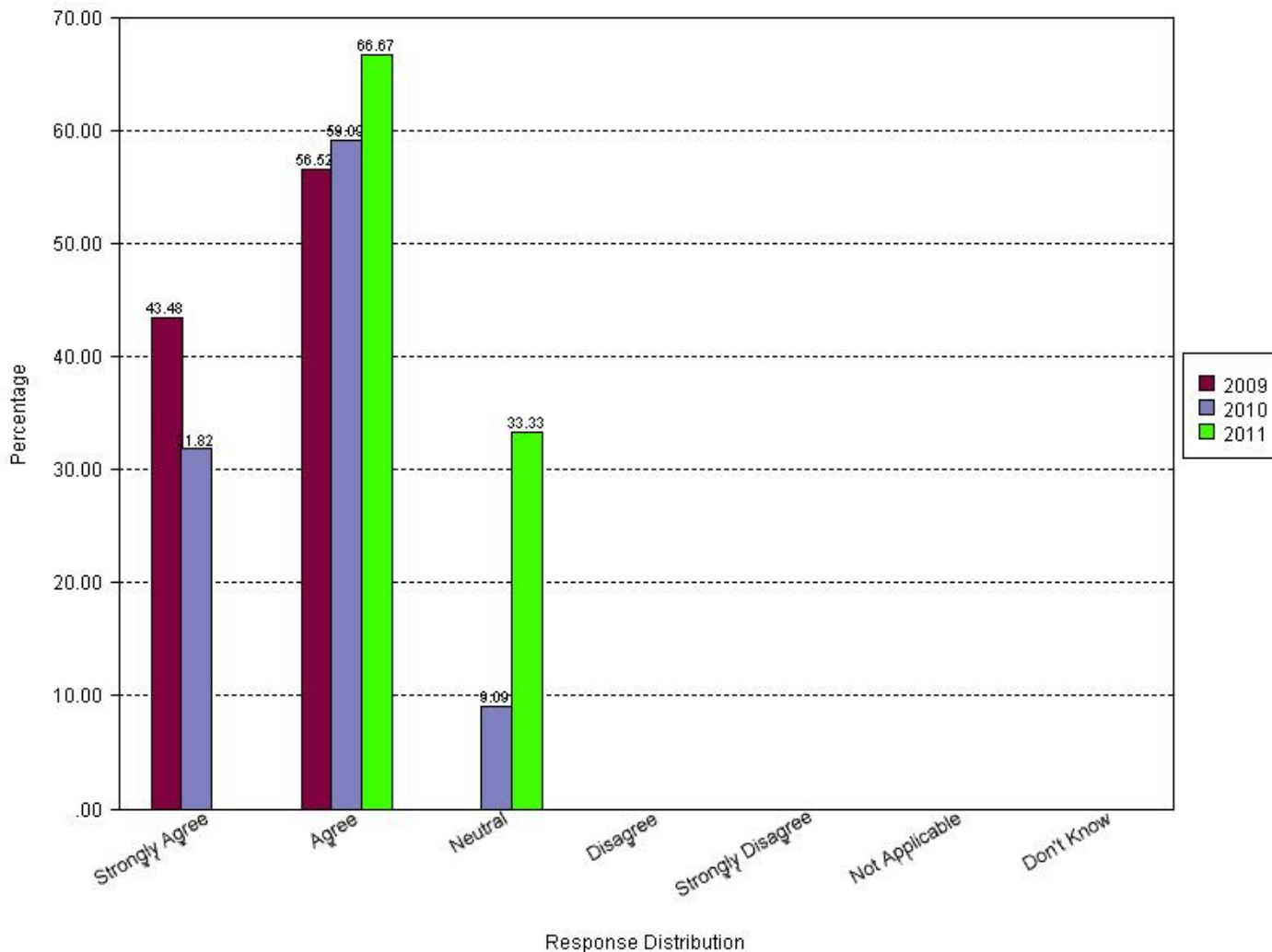
1. The unit enabled me to achieve its learning objectives
- 2a. The unit enabled me to achieve its learning objectives
2. I found the unit to be intellectually stimulating
- 3a. I found the unit to be intellectually stimulating
3. The learning resources in this unit supported my studies
4. The feedback I received in this unit was useful
5. Overall I was satisfied with the quality of this unit
8. Overall I was satisfied with the quality of this unit

## Unit Level Report by Campus - Time Series Report

### DISTRIBUTION SUMMARY - University Wide Items

#### 1. The unit enabled me to achieve its learning objectives

Response Scale	2009 Semester 1		2010 Semester 1		2011 Semester 1	
	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
(1) Strongly disagree	0	0.00%	0	0.00%	0	0.00%
(2) Disagree	0	0.00%	0	0.00%	0	0.00%
(3) Neutral	0	0.00%	2	9.09%	3	33.33%
(4) Agree	13	56.52%	13	59.09%	6	66.67%
(5) Strongly agree	10	43.48%	7	31.82%	0	0.00%
(6) Not applicable	0	0.00%	0	0.00%	0	0.00%
(7) Don't know	0	0.00%	0	0.00%	0	0.00%
Total (N)	23	100.00%	22	100.00%	9	100.00%



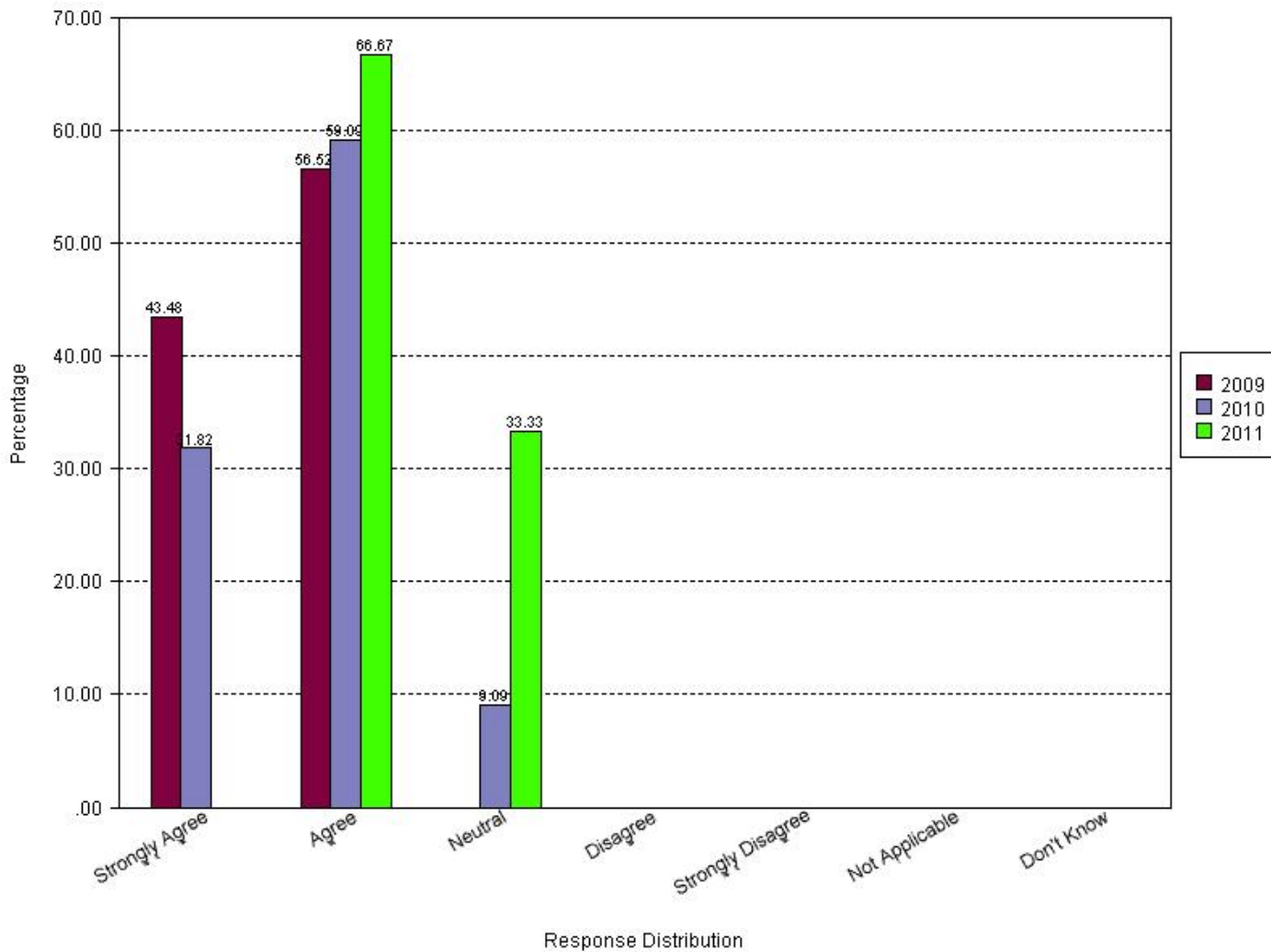


## Unit Level Report by Campus - Time Series Report

### DISTRIBUTION SUMMARY - University Wide Items

#### 2a. The unit enabled me to achieve its learning objectives

Response Scale	2009 Semester 1		2010 Semester 1		2011 Semester 1	
	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
(1) Strongly disagree	0	0.00%	0	0.00%	0	0.00%
(2) Disagree	0	0.00%	0	0.00%	0	0.00%
(3) Neutral	0	0.00%	2	9.09%	3	33.33%
(4) Agree	13	56.52%	13	59.09%	6	66.67%
(5) Strongly agree	10	43.48%	7	31.82%	0	0.00%
(6) Not applicable	0	0.00%	0	0.00%	0	0.00%
(7) Don't know	0	0.00%	0	0.00%	0	0.00%
Total (N)	23	100.00%	22	100.00%	9	100.00%

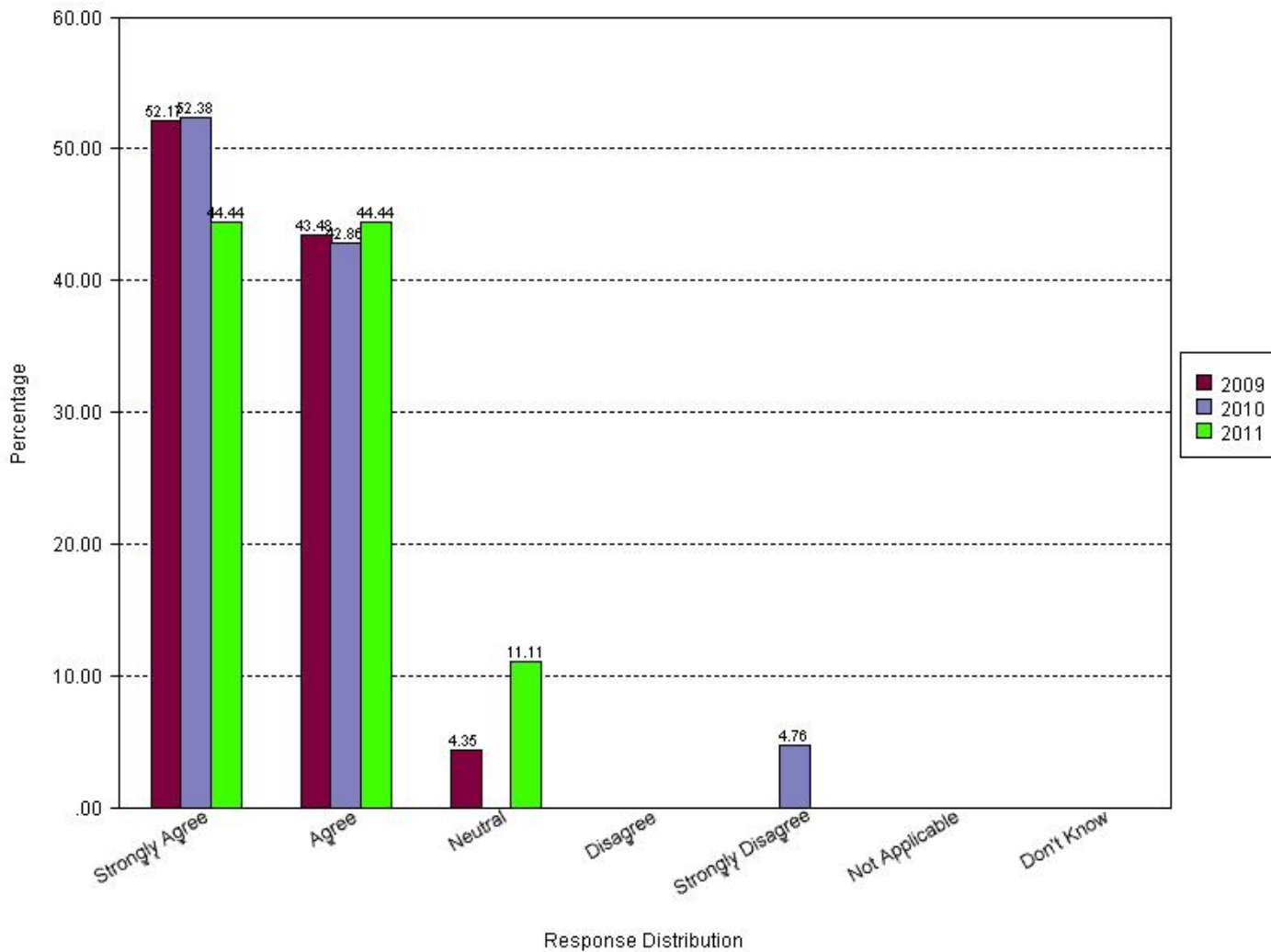


## Unit Level Report by Campus - Time Series Report

### DISTRIBUTION SUMMARY - University Wide Items

#### 2. I found the unit to be intellectually stimulating

Response Scale	2009 Semester 1		2010 Semester 1		2011 Semester 1	
	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
(1) Strongly disagree	0	0.00%	1	4.76%	0	0.00%
(2) Disagree	0	0.00%	0	0.00%	0	0.00%
(3) Neutral	1	4.35%	0	0.00%	1	11.11%
(4) Agree	10	43.48%	9	42.86%	4	44.44%
(5) Strongly agree	12	52.17%	11	52.38%	4	44.44%
(6) Not applicable	0	0.00%	0	0.00%	0	0.00%
(7) Don't know	0	0.00%	0	0.00%	0	0.00%
Total (N)	23	100.00%	21	100.00%	9	100.00%

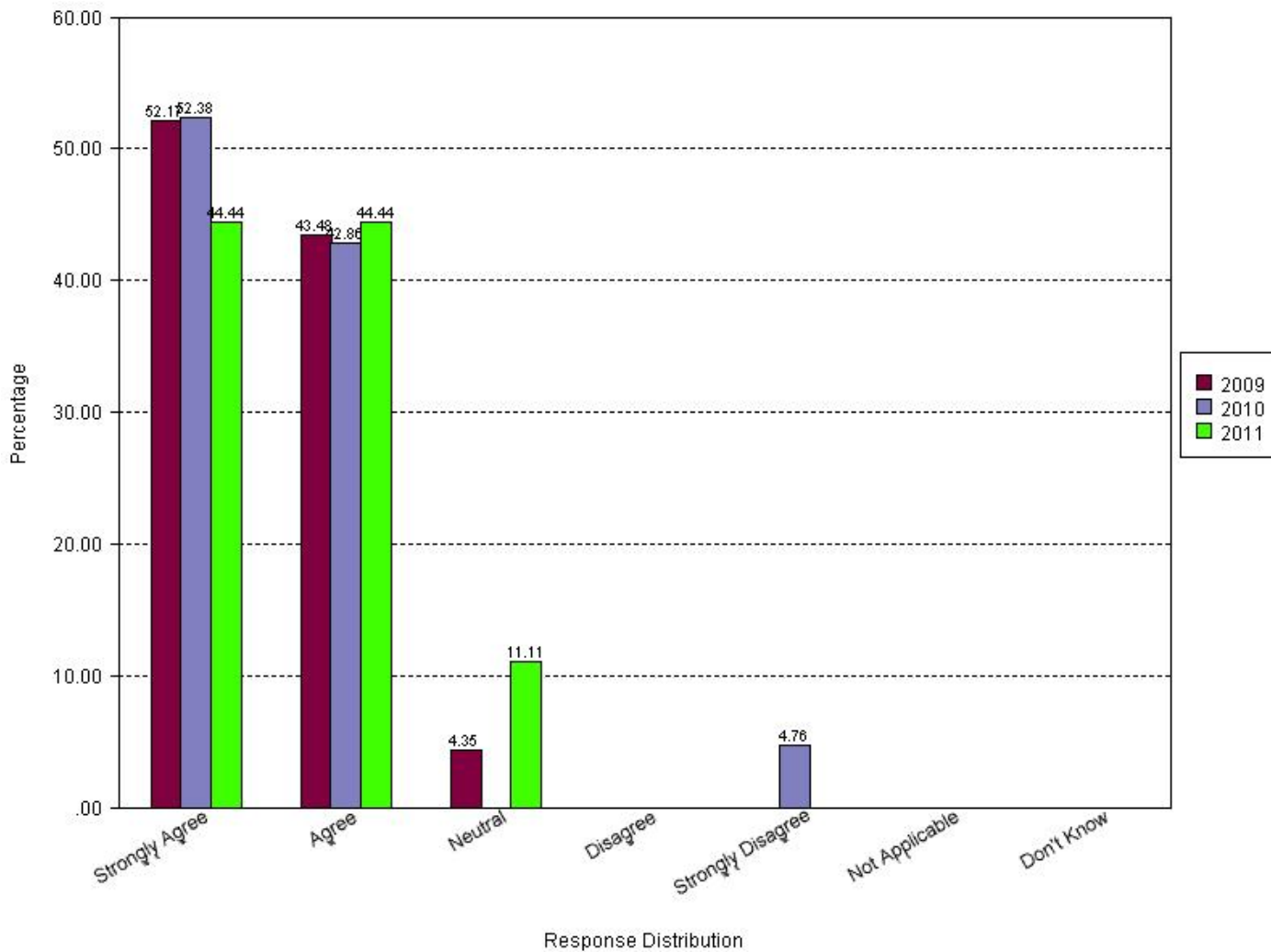


## Unit Level Report by Campus - Time Series Report

### DISTRIBUTION SUMMARY - University Wide Items

#### 3a. I found the unit to be intellectually stimulating

Response Scale	2009 Semester 1		2010 Semester 1		2011 Semester 1	
	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
(1) Strongly disagree	0	0.00%	1	4.76%	0	0.00%
(2) Disagree	0	0.00%	0	0.00%	0	0.00%
(3) Neutral	1	4.35%	0	0.00%	1	11.11%
(4) Agree	10	43.48%	9	42.86%	4	44.44%
(5) Strongly agree	12	52.17%	11	52.38%	4	44.44%
(6) Not applicable	0	0.00%	0	0.00%	0	0.00%
(7) Don't know	0	0.00%	0	0.00%	0	0.00%
Total (N)	23	100.00%	21	100.00%	9	100.00%

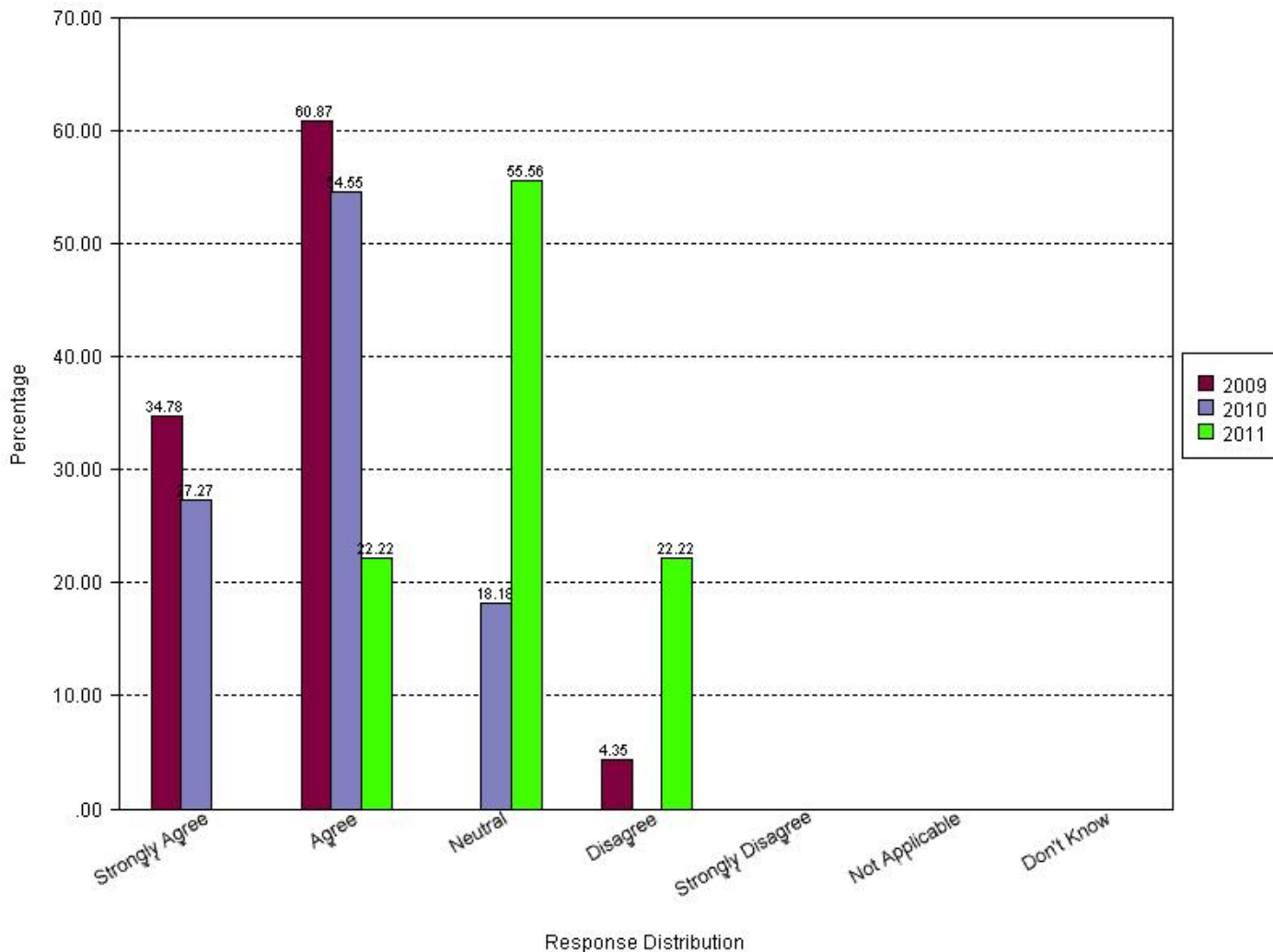


## Unit Level Report by Campus - Time Series Report

### DISTRIBUTION SUMMARY - University Wide Items

#### 3. The learning resources in this unit supported my studies

Response Scale	2009 Semester 1		2010 Semester 1		2011 Semester 1	
	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
(1) Strongly disagree	0	0.00%	0	0.00%	0	0.00%
(2) Disagree	1	4.35%	0	0.00%	2	22.22%
(3) Neutral	0	0.00%	4	18.18%	5	55.56%
(4) Agree	14	60.87%	12	54.55%	2	22.22%
(5) Strongly agree	8	34.78%	6	27.27%	0	0.00%
(6) Not applicable	0	0.00%	0	0.00%	0	0.00%
(7) Don't know	0	0.00%	0	0.00%	0	0.00%
Total (N)	23	100.00%	22	100.00%	9	100.00%

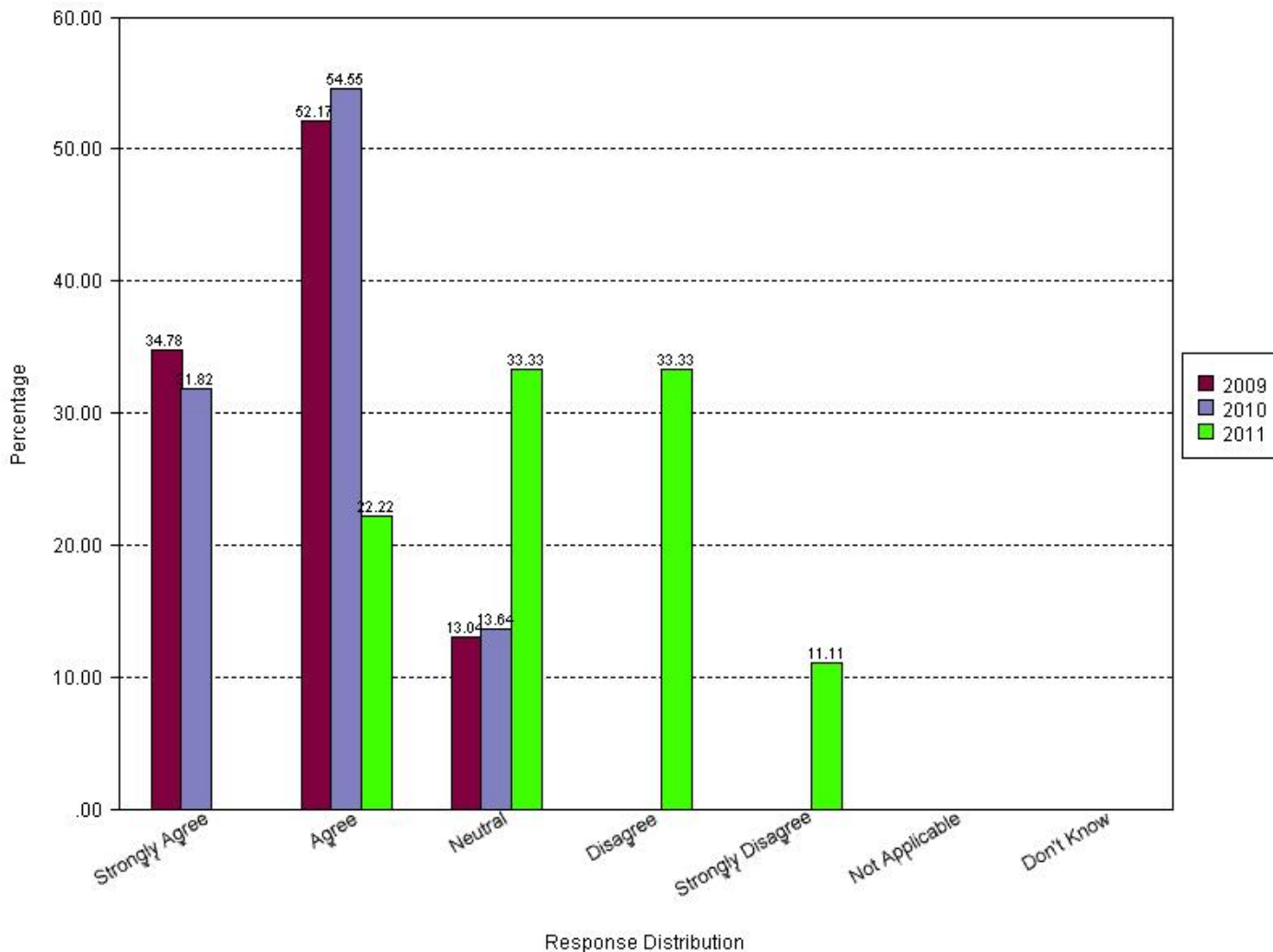


## Unit Level Report by Campus - Time Series Report

### DISTRIBUTION SUMMARY - University Wide Items

#### 4. The feedback I received in this unit was useful

Response Scale	2009 Semester 1		2010 Semester 1		2011 Semester 1	
	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
(1) Strongly disagree	0	0.00%	0	0.00%	1	11.11%
(2) Disagree	0	0.00%	0	0.00%	3	33.33%
(3) Neutral	3	13.04%	3	13.64%	3	33.33%
(4) Agree	12	52.17%	12	54.55%	2	22.22%
(5) Strongly agree	8	34.78%	7	31.82%	0	0.00%
(6) Not applicable	0	0.00%	0	0.00%	0	0.00%
(7) Don't know	0	0.00%	0	0.00%	0	0.00%
Total (N)	23	100.00%	22	100.00%	9	100.00%

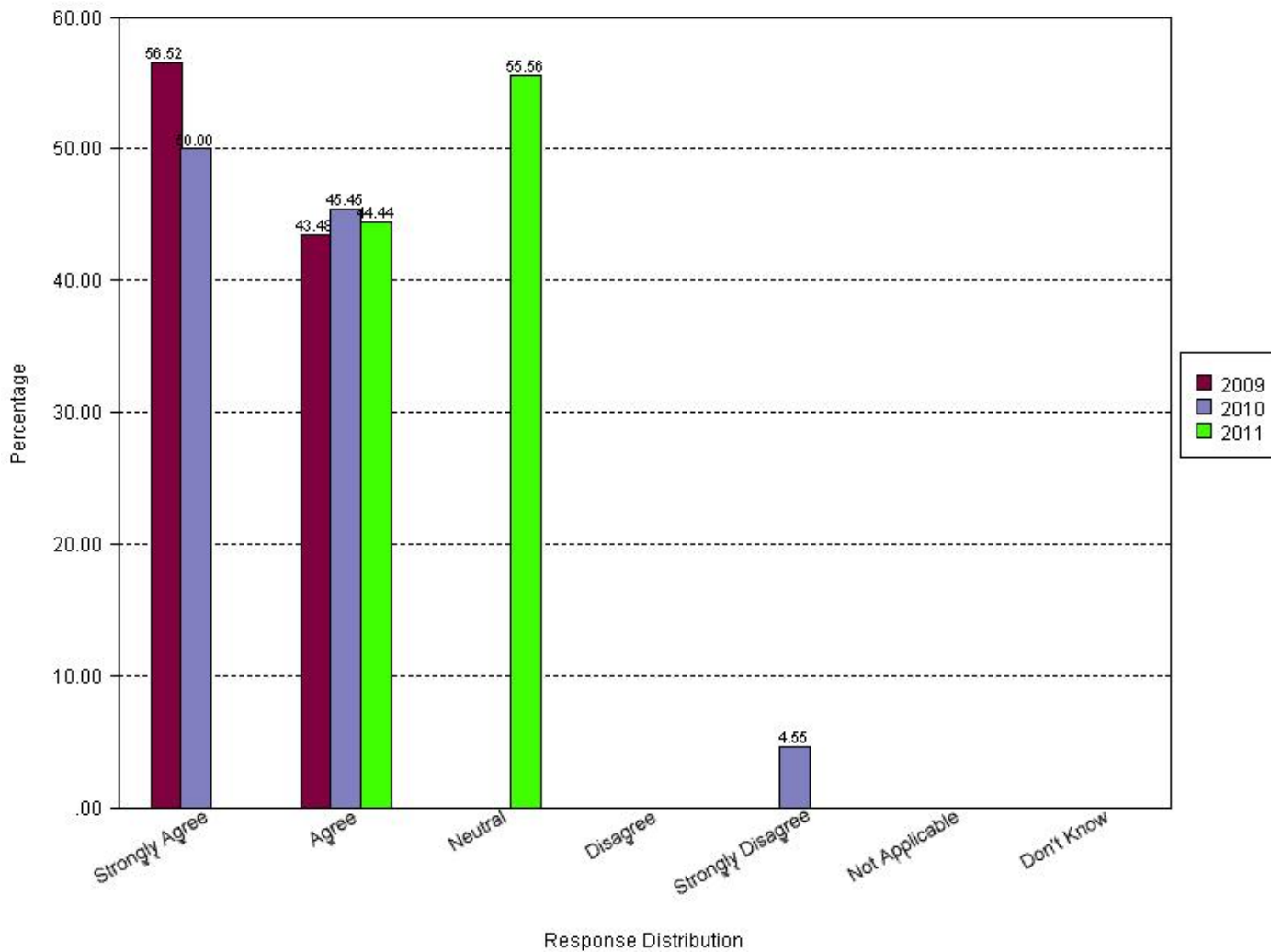


## Unit Level Report by Campus - Time Series Report

### DISTRIBUTION SUMMARY - University Wide Items

#### 5. Overall I was satisfied with the quality of this unit

Response Scale	2009 Semester 1		2010 Semester 1		2011 Semester 1	
	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
(1) Strongly disagree	0	0.00%	1	4.55%	0	0.00%
(2) Disagree	0	0.00%	0	0.00%	0	0.00%
(3) Neutral	0	0.00%	0	0.00%	5	55.56%
(4) Agree	10	43.48%	10	45.45%	4	44.44%
(5) Strongly agree	13	56.52%	11	50.00%	0	0.00%
(6) Not applicable	0	0.00%	0	0.00%	0	0.00%
(7) Don't know	0	0.00%	0	0.00%	0	0.00%
Total (N)	23	100.00%	22	100.00%	9	100.00%

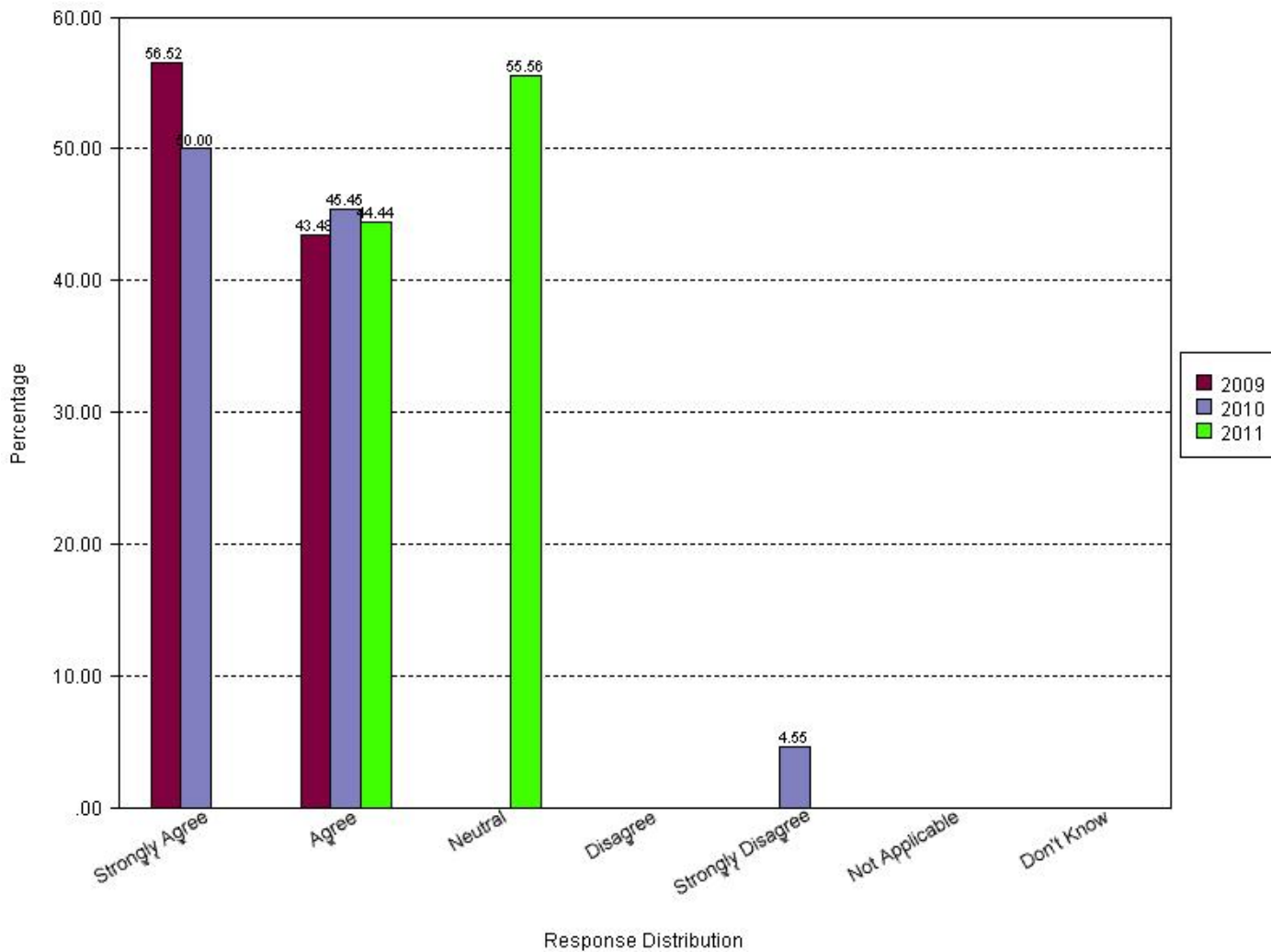


## Unit Level Report by Campus - Time Series Report

### DISTRIBUTION SUMMARY - University Wide Items

#### 8. Overall I was satisfied with the quality of this unit

Response Scale	2009 Semester 1		2010 Semester 1		2011 Semester 1	
	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
(1) Strongly disagree	0	0.00%	1	4.55%	0	0.00%
(2) Disagree	0	0.00%	0	0.00%	0	0.00%
(3) Neutral	0	0.00%	0	0.00%	5	55.56%
(4) Agree	10	43.48%	10	45.45%	4	44.44%
(5) Strongly agree	13	56.52%	11	50.00%	0	0.00%
(6) Not applicable	0	0.00%	0	0.00%	0	0.00%
(7) Don't know	0	0.00%	0	0.00%	0	0.00%
Total (N)	23	100.00%	22	100.00%	9	100.00%



## Clouds, Weather And Forecasting - ATM2030 - Unit Evaluation Report

### Faculty Of Science

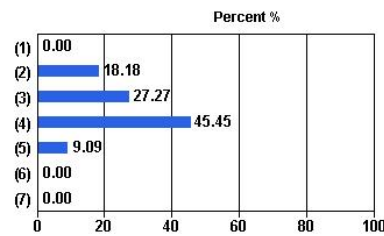
Number of Students Enrolled: 26  
Administered: Semester 2, 2010 - PAPER

Overall response: 42.31%  
Number of questionnaires completed: 11

### University Wide Items

#### 1. The unit enabled me to achieve its learning objectives

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	2	18.18%
(3) Neutral	3	27.27%
(4) Agree	5	45.45%
(5) Strongly agree	1	9.09%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%

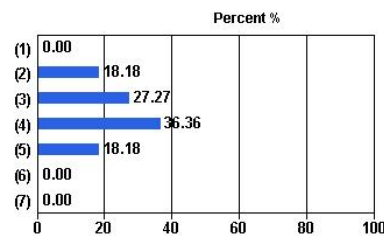


Campus	Median
Clayton	3.60

Median: 3.60  
Mean: 3.45

#### 2. I found the unit to be intellectually stimulating

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	2	18.18%
(3) Neutral	3	27.27%
(4) Agree	4	36.36%
(5) Strongly agree	2	18.18%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%



Campus	Median
Clayton	3.63

Median: 3.63  
Mean: 3.55

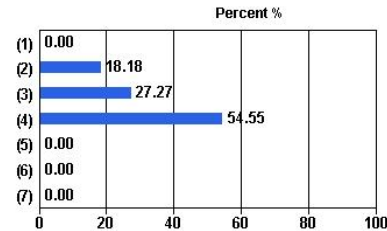


## Clouds, Weather And Forecasting - ATM2030 - Unit Evaluation Report

Administered: Semester 2, 2010 - PAPER

### 3. The learning resources in this unit supported my studies

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	2	18.18%
(3) Neutral	3	27.27%
(4) Agree	6	54.55%
(5) Strongly agree	0	0.00%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%

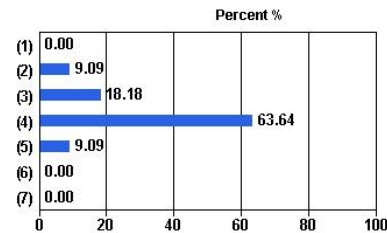


Campus	Median
Clayton	3.58

Median: 3.58  
Mean: 3.36

### 4. The feedback I received in this unit was useful

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	1	9.09%
(3) Neutral	2	18.18%
(4) Agree	7	63.64%
(5) Strongly agree	1	9.09%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%

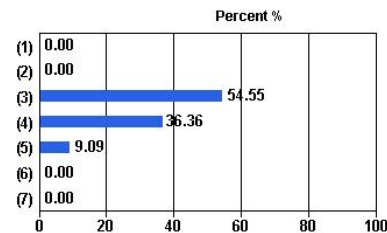


Campus	Median
Clayton	3.86

Median: 3.86  
Mean: 3.73

### 5. Overall I was satisfied with the quality of this unit

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	0	0.00%
(3) Neutral	6	54.55%
(4) Agree	4	36.36%
(5) Strongly agree	1	9.09%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%



Campus	Median
Clayton	3.42

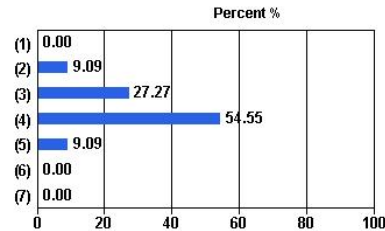
Median: 3.42  
Mean: 3.55

## Clouds, Weather And Forecasting - ATM2030 - Unit Evaluation Report

Administered: Semester 2, 2010 - PAPER

### 6. The organisation and progression of the topics covered is sensible and coherent

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	1	9.09%
(3) Neutral	3	27.27%
(4) Agree	6	54.55%
(5) Strongly agree	1	9.09%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%

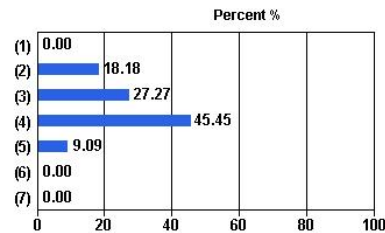


Campus	Median
Clayton	3.75

Median: 3.75  
Mean: 3.64

### 7. The lectures helped me achieve the unit learning objectives

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	2	18.18%
(3) Neutral	3	27.27%
(4) Agree	5	45.45%
(5) Strongly agree	1	9.09%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%

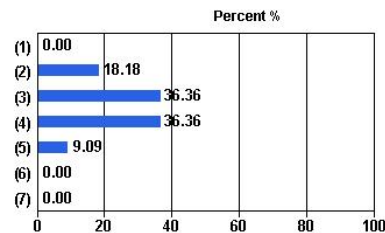


Campus	Median
Clayton	3.60

Median: 3.60  
Mean: 3.45

### 8. The tutorials/practical classes/field work helped me achieve the unit learning objectives

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	2	18.18%
(3) Neutral	4	36.36%
(4) Agree	4	36.36%
(5) Strongly agree	1	9.09%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%



Campus	Median
Clayton	3.38

Median: 3.38  
Mean: 3.36

## Clouds, Weather And Forecasting - ATM2030 - Unit Evaluation Report

Administered: Semester 2, 2010 - PAPER

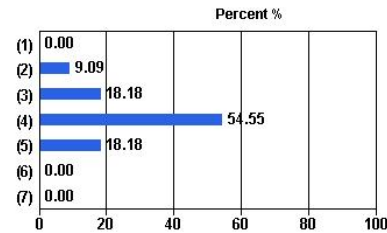
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### Faculty Wide Items

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#### 9. The assessment tasks helped me achieve the unit learning objectives

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	1	9.09%
(3) Neutral	2	18.18%
(4) Agree	6	54.55%
(5) Strongly agree	2	18.18%
(6) Not applicable	0	0.00%
(7) Don't know	0	0.00%
Total (N)	11	100.00%

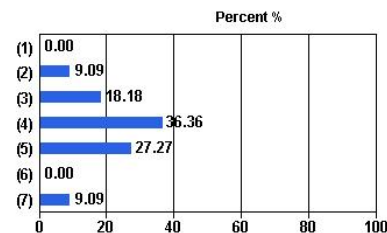


Campus	Median
Clayton	3.92

Median: 3.92  
Mean: 3.82

#### 10. Individual assistance (either face-to-face or online) was available when needed

Response Scale	Responses	Percent
(1) Strongly disagree	0	0.00%
(2) Disagree	1	9.09%
(3) Neutral	2	18.18%
(4) Agree	4	36.36%
(5) Strongly agree	3	27.27%
(6) Not applicable	0	0.00%
(7) Don't know	1	9.09%
Total (N)	11	100.00%



Campus	Median
Clayton	4.00

Median: 4.00  
Mean: 3.90



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## Publications

### Journal Articles

Bayr, T., Dommenges, D., 2014, Comparing the spatial structure of variability in two datasets against each other on the basis of EOF-modes, *Climate Dynamics [P]*, vol 42, issue 5-6, Springer, New York USA, pp. 1631-1648. [View Publication](#)

Bayr, T., Dommenges, D., Martin, T., Power, S.B., 2014, The eastward shift of the Walker Circulation in response to global warming and its relationship to ENSO variability, *Climate Dynamics [P]*, Springer, New York USA. [View Publication](#)

Dommenges, D., Haase, S., Bayr, T., Frauen, C., 2014, Analysis of the slab ocean El Nino atmospheric feedbacks in observed and simulated ENSO dynamics, *Climate Dynamics [P]*, vol 42, issue 11-12, Springer, New York USA, pp. 3187-3205. [View Publication](#)

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Semenov, V., Latif, M., Dommenges, D., Keenlyside, N., Strehz, A., Martin, T., Park, W., 2010, The impact of North Atlantic-Arctic multidecadal variability on northern hemisphere surface air temperature, *Journal Of Climate [P]*, vol 23, issue 21, American Meteorological Society, Boston USA, pp. 5668-5677. [View Publication](#)

Dommenges, D., 2009, The ocean's role in continental climate variability and change, *Journal Of Climate [P]*, vol 22, issue 18, American Meteorological Society, Boston Massachusetts USA, pp. 4939-4952. [View Publication](#)

Dommenges, D., Jansen, M., 2009, Predictions of Indian ocean SST indices with a simple statistical model: A null hypothesis, *Journal Of Climate [P]*, vol 22, issue 18, American Meteorological Society, USA, pp. 4930-4938. [View Publication](#)

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- Jansen, M., Dommenges, D., Keenlyside, N., 2009, Tropical atmosphere - Ocean interactions in a conceptual framework, *Journal Of Climate [PJ]*, vol 22, issue 3, American Meteorological Society, Boston USA, pp. 550-567. [View Publication](#)
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- Lorbacher, K., Dommenges, D., P., N., A., K., 2006, Ocean mixed layer depth: A subsurface proxy of ocean-atmosphere variability, *Journal of Geophysical Research [PJ]*, vol 111, issue 7, American Geophysical Union, Washington DC USA, pp. 1-22. [View Publication](#)

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- Projects/Grants
- Supervisions

**Project Details**

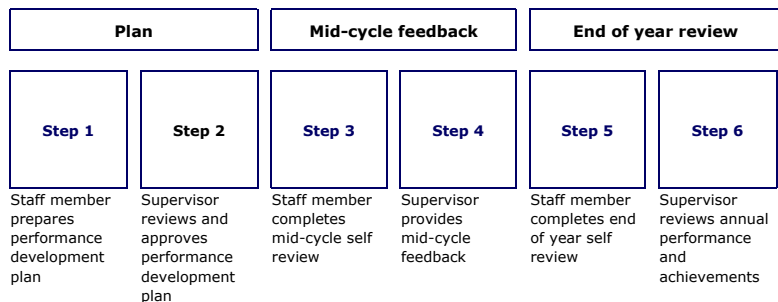
Project Title	Primary Investigator	Status	Investigators
Tropical Circulation Changes in the 21th Century	Yes	Pending - Internally Applied	Dommenget, D, Power, S, Luo, J, Latif, M
Either side of the Big Wet: the future resilience of southeastern Australia's biota.	No	Shared b/w inst. - Admin. Externally	Mac Nally, R, Thompson, R, Metzeling, L, Pigott, J, King, A
Beyond the linear dynamics of the El Nino Southern Oscillation	Yes	Approved	Dommenget, D, Hendon, H, Power, S, Latif, M
ARC Centre of Excellence for Climate System Science	No	Approved	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Stratton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P

[Fix My Data](#)

Help

2014 - Monash Academic Performance Development Online (6 Step) [Employee: Dietmar Dommenget

Academic performance development process



Overview

The University requires all staff to participate in a performance development process.

The performance development process is intended to be part of a dynamic and interactive process between staff and supervisors, based on the three key principles of growth, feedback and accountability.

You will need to refer to the relevant [Academic Performance Standards](#) when formulating your goals and you and your supervisor will comment on your performance relative to the standards at each review stage of this process.

You are required to include this plan in any application for probation confirmation, Outside Studies Program or promotion.

You are encouraged to use the Comments section of this plan to divulge any relevant personal circumstances to assist your supervisor in evaluating your achievements relative to opportunity. This information will be kept confidential by your supervisor and will only be used for the purposes of making a holistic assessment of your achievements.

For further information refer to the [Achievement Relative to Opportunity](#) website.

Useful information and tools can be found on the following links:

[Performance Development](#) website

[Academic Performance Standards](#) website, including links to faculty quantitative research performance standards.

[PDO system quick reference cards](#)

[Sample plans](#)

As an employee of the University, you are required to comply with the [Conduct and Compliance Policy](#) and related procedures.

The details in the 'Staff Information' section below have been sourced from the University's HR system, SAP. If any details are incorrect, please contact Monash HR: Phone: +613 9902 0400 (hours are 9am-5pm); Online: [ask.monash](#).

Staff Information

Employee Information

Title	Dr
Name	Dietmar Dommenget
Position title	Senior Lecturer
Campus	Clayton Campus
Faculty/division	Faculty of Science
Other faculty/division (where applicable)	
School/department/centre	School of Mathematical Sciences
Other school/department/centre (where applicable)	
Supervisor	Kate Smith-Miles
Other supervisor (where applicable)	
Level	LEVEL C
Probationary end date (where applicable)	02/01/2015
Step	01
Contract end date (where applicable)	
Fraction	100.00

Career Aspirations

The University is committed to developing its staff in line with their career aspirations and University goals.

More information to help you complete this section of the plan can be found on the [Career Aspirations link](#).

You can also look on the [Performance Development](#) and [Academic Performance Standards](#) websites.

Faculty operational plans can be found on the [University Planning and Statistics \(UPS\)](#) website.

Campus operational plans can be found on the [University Planning and Statistics \(UPS\)](#) website.

What are your career aspirations over the next 3 years?

- 1.) Work with my research team, the ATM-group, CoE collaborators and other to publish fantastic new research studies that will change the world!
- 2.) Finished the first phase of the ACCESS climate model development.
- 3.) Get the Monash Simple Climate Model known all over the world and get it into as many school programs all over the world as possible.
- 4.) Develop new project proposals for future projects.
- 5.) Get the probation time ended successfully and become a tenured faculty member of the ATM-group/school of math.
- 6.) Get a promotion to assoc. prof.

Summarise how you will contribute to your faculty / department / school / centre / campus measures and targets over the next 3 years?

- 1.) I will produce first class research publications.
- 2.) I will lead Phd students to successful completion of their candidatures.
- 3.) I will make the ATM-major more attractive to students by improving the units, introducing new units and by improving the structure of the program.
- 4.) I will make the Monash university known world wide by distributing the Monash Simple Climate Model
- 5.) I will develop new research projects and collaborations.

Supervisor planning comments -  
 editable at step 2  
 and viewable at step 1 if sent back.

### 3 Year Goals - Goals, strategies and annual achievement indicators

3 year goals and strategies should be considered by the staff member and supervisor and documented in the performance development plan.

Strategies, including professional development opportunities and other forms of support should assist the staff member to meet their goals.

Annual achievement indicators should describe what will be delivered in the upcoming performance cycle.

Staff should ensure their goals reflect the [Academic Performance Standards](#) relative to their academic level. Further, an individualised version of the qualitative performance standards can be uploaded under the overview tab to form part of the performance portfolio.

At the bottom of this tab you will find your research achievements. Research achievements content will be added throughout the year as ROPES is updated. For guidance visit the [Researchers' Online Projects Enquiry System \(ROPES\)](#) web page.

More information to help you complete this section of the plan can be found on the following links:

[3-Year Goals explained](#)

[3-Year Goals example](#)

As an employee of the University, you are required to comply with the [Conduct and Compliance Policy](#) and related procedures.

3 Year Goals - Goals, strategies and annual achievement indicators: 1 of 3

Please select the applicable area of academic activity

Research

3 year goals – What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

- maintain my research group of about 5-10 researchers (including PhD students and research assistants) working with me.
- publish about 3-4 A/A\* papers per year with me as a lead author (first author or lead author after one of my phd-students/postdocs)
- work on the CoE project and DP-El Nino project
- work on my simple climate model projects
- develop the ACCESS climate model hierarchy.
- continue the german project and collaborations.
- develop a number of new DP-project proposals
- regular visits to the MPI in Hamburg, Germany for collaborations.
- give talks at international conferences and other institutes
- continue and increase collaborations with CSIRO and BoM.
- seek new collaborations with other groups at Monash (ecology, education, sustainability) or internationally

Strategies – What are your strategies and what development and/or support do you require to achieve the performance goals?

- go work within the CoE
- work closely with my postdocs and phd students (weekly meetings)
- develop a number of new DP-project proposals
- try to get an LP-project with my simple climate model organised.
- try to get collaborations/projects with international and national partners

Achievement indicators – What annual targets and measures will demonstrate that you have achieved the performance goals?

- citations of my publications
- new peer reviewed publications
- funded new projects
- invited talks on conferences/meeting or publications in journals/books
- reviewing

Supervisor planning comments –  
 editable at step 2  
 and viewable at step 1 if sent back.

Staff member's mid-cycle comments

Supervisor's mid-cycle comments

Staff member's end of year comments

Supervisor's end of year comments

3 Year Goals - Goals, strategies and annual achievement indicators: 2 of 3

Please select the applicable area of academic activity



activity

3 year goals – What are your performance goals to enable you to achieve the University's objectives and your career aspirations?  
 -I want to further develop the ATM2020 climate dynamics course. This should include improved lecture notes (currently 360pages) and the further development of the Monash simple climate model for students applications.  
 - I hope some additional honours and ph d students will do their thesis with me.  
 - I would like the ATM program to attract more students. Therefore we try to improve the program, the webpages and outreach.

Strategies – What are your strategies and what development and/or support do you require to achieve the performance goals?  
 -Develop good courses for bachelors and honors.  
 -Further develop the simple climate model interactive interface.  
 -Improve our web presents.  
 -Attract good international students by having good projects and good publications  
 -Send out flyer to attract international PhD students

Achievement indicators – What annual targets and measures will demonstrate that you have achieved the performance goals?  
 -good (above 4.0 overall and better than my previous) ratings from the students for may ATM2020 and honours statistics course.  
 -new PhD, Masters and honours students.  
 -increased numbers in the ATM courses.

Supervisor planning comments – editable at step 2 and viewable at step 1 if sent back.

Staff member's mid-cycle comments

Supervisor's mid-cycle comments

Staff member's end of year comments

Supervisor's end of year comments

3 Year Goals - Goals, strategies and annual achievement indicators: 3 of 3

Please select the applicable area of academic activity

Service

3 year goals – What are your performance goals to enable you to achieve the University's objectives and your career aspirations?  
 -building the teaching program in the new Earth sciences school  
 -building the ATM-major in the new Earth sciences school  
 -coordination of the ATM undergraduate program. Improve the program by attracting more students.  
 -Develop an outreach program with my simple climate model. This should address high school students and the general public.  
 -scientists in school, which I hope to use for my simple climate model program.  
 -improving the MWAC web presentations -reviewing for Journals.

aspirations?

Strategies – What are your strategies and what development and/or support do you require to achieve the performance goals?  
 -Revising the ATM-major; including new units; do promotion ofr the ATM-major and doing some student surveys.  
 -propose a simple climate model project. Most likely ARC-linkage, but maybe following other options.  
 -scientists in school.

Achievement indicators – What annual targets and measures will demonstrate that you have achieved the performance goals?  
 -increased numbers in undergraduate and graduate ATM students.  
 -An online webpage running my simple climate model. A test version is already online. increase visitors on the webpages, in particular from schools/universities.  
 -public lectures/discussion on climate change and my simple climate model.  
 -funded project on the simple climate model.  
 -Develop an outreach program with my simple climate model. This should address high school students and the general public.  
 -scientists in school, which I hope to use for my simple climate model program.  
 -coordination of the ATM undergraduate program.  
 -improving the MWAC web presentations  
 -reviewing for journals/agencies.  
 -active membership in scientists in school.

Supervisor planning comments – editable at step 2 and viewable at step 1 if sent back.

Staff member's mid-cycle comments

Supervisor's mid-cycle comments

Staff member's end of year comments

Supervisor's end of year comments

RESEARCH ACHIEVEMENTS - please ensure you have had your publications entered into ROPES. (Includes data for the current and previous three years)

RESEARCH OUTPUT

RM4 Number	Research Output Details	Year	Category	Dest Points (Researcher)	Dest Points (Monash)
2010001453	Frauen, C., Dommenges, D., 2010, El Nino and la Nina amplitude asymmetry caused by atmospheric feedbacks, <i>Geophysical Research Letters [P]</i> , vol 37, American Geophysical Union, Washington DC USA, pp. L18801-L18806.	2010	C1 - Journal Article: Refereed Article in a Scholarly Journal	.5	.5
2010002035	Dommenges, D., 2010, The slab ocean El Nino, <i>Geophysical Research Letters [P]</i> , vol 37, issue 20, American Geophysical Union, USA, pp. L20701-1-L20701-5.	2010	C1 - Journal Article: Refereed Article in a Scholarly Journal	1	1
2010005289					

RM4 Number	Research Output Details	Year	Category	Dest Points (Researcher)	Dest Points (Monash)
	Semenov, V., Latif, M., Dommenges, D., Keenleyside, N., Strehz, A., Martin, T., Park, W., 2010, The impact of North Atlantic-Arctic multidecadal variability on northern hemisphere surface air temperature, <i>Journal Of Climate [P]</i> , vol 23, issue 21, American Meteorological Society, Boston USA, pp. 5668-5677.	2010	C1 - Journal Article: Refereed Article in a Scholarly Journal	.14	.14
2010010988	Dommenges, D., 2010, An objective analysis of the observed spatial structure of the tropical Indian Ocean SST variability, <i>Climate Dynamics [P]</i> , vol 36, Springer, Germany, pp. 2129-2145.	2010	C1 - Journal Article: Refereed Article in a Scholarly Journal	1	1
2011008792	Dommenges, D., Floter, J., 2011, Conceptual understanding of climate change with a globally resolved energy balance model, <i>Climate Dynamics [P]</i> , vol 37, issue 11-12, Springer, New York USA, pp. 2143-2165.	2011	C1 - Journal Article: Refereed Article in a Scholarly Journal	.5	.5
2011012528	Frauen, C., Dommenges, D., 2012, Influences of the tropical Indian and Atlantic Oceans on the predictability of ENSO, <i>Geophysical Research Letters [P]</i> , vol 39, American Geophysical Union, Washington DC US, pp. 1-6.	2012	C1 - Journal Article: Refereed Article in a Scholarly Journal	.5	1
2011015739	Dommenges, D., 2012, Comments on "the relationship between land-ocean surface temperature contrast and radiative forcing", <i>Journal Of Climate [P]</i> , vol 25, issue 9, American Meteorological Society, Boston MA USA, pp. 3437-3440.	2012	C1 - Journal Article: Refereed Article in a Scholarly Journal	1	1
2012007293	Dommenges, D., 2012, Analysis of the model climate sensitivity spread forced by mean sea surface temperature biases, <i>Journal Of Climate [P]</i> , vol 25, issue 20, American Meteorological Society, Boston USA, pp. 7147-7162.	2012	C1 - Journal Article: Refereed Article in a Scholarly Journal	1	1
2012014228	Bayr, T., Dommenges, D., 2013, The tropospheric land-sea warming contrast as the driver of tropical sea level pressure changes, <i>Journal Of Climate [P]</i> , vol 26, issue 4, American Meteorological Society, Boston USA, pp. 1387-1402.	2013	C1 - Journal Article: Refereed Article in a Scholarly Journal	.5	.5
2012014279	Dommenges, D., Bayr, T., Frauen, C., 2013, Analysis of the non-linearity in the pattern and time evolution of El Nino southern oscillation, <i>Climate Dynamics [P]</i> , vol 40, issue 11-12, Springer, New York USA, pp. 2825-2847.	2013	C1 - Journal Article: Refereed Article in a Scholarly Journal	.33	.67

INCOME LIST					
RM4 Proj No.	Project Details	Year	Category	Funding Body	Income
2010003072					

RM4 Proj No.	Project Details	Year	Category	Funding Body	Income
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenges, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2011	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	62,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenges, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2011	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	62,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenges, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2011	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	106,983.50
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenges, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2011	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	36,000.00

RM4 Proj No	Project Details	Year	Category	Funding Body	Income
	Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00				
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2011	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	62,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2012	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	186,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2012	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	186,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2012	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	309,311.50

RM4 Proj No	Project Details	Year	Category	Funding Body	Income
	Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00				
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2012	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	108,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2012	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	186,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2013	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	124,000.00

RM4 Proj No	Project Details	Year	Category	Funding Body	Income
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Stratton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2013	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	124,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Stratton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2013	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	137,027.04
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Stratton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2013	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	72,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Stratton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2013	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	124,000.00

RM4 Proj No	Project Details	Year	Category	Funding Body	Income
	Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00				
2011000633	Dommenget, D, Hendon, H, Power, S, Latif, M. Beyond the linear dynamics of the El Nino Southern Oscillation. (2012 - 2016). Australian Research Council (ARC). \$325,000.00, (2012 - 2016). Australian Research Council (ARC). \$68,580.00	2012	Other	ARC Discovery Projects 2012 - applied 2011 - Grant component	119,425.00
	Dommenget, D, Hendon, H, Power, S, Latif, M. Beyond the linear dynamics of the El Nino Southern Oscillation. (2012 - 2016). Australian Research Council (ARC). \$325,000.00, (2012 - 2016). Australian Research Council (ARC). \$68,580.00	2013	Other	ARC Discovery Projects 2012 - applied 2011 - Grant component	104,176.00
2011003599	Mac Nally, R, Thompson, R, Metzeling, L, Pigott, J, King, A, Beesley, L. Either side of the Big Wet: the future resilience of southeastern Australia's biota. (2012 - 2016). Australian Research Council (ARC). \$396,203.00, (2012 - 2016). Parks Victoria. \$140,000.00, (2012 - 2016). Goulburn Broken Catchment Management Authority. \$40,000.00, (2012 - 2016). North Central Catchment Management Authority. \$0.00, (2012 - 2016). Department of Sustainability and Environment (Victoria) [dse, AUS, VIC]. \$100,000.00, (2012 - 2016). Environment Protection Authority (EPA Victoria) [epa.vic, AUS, VIC]. \$0.00	2012	Other	ARC Linkage Projects 2012 - applied 2011 - Grant Component	53,925.00
	Mac Nally, R, Thompson, R, Metzeling, L, Pigott, J, King, A, Beesley, L. Either side of the Big Wet: the future resilience of southeastern Australia's biota. (2012 - 2016). Australian Research Council (ARC). \$396,203.00, (2012 - 2016). Parks Victoria. \$140,000.00, (2012 - 2016). Goulburn Broken Catchment Management Authority. \$40,000.00, (2012 - 2016). North Central Catchment Management Authority. \$0.00, (2012 - 2016). Department of Sustainability and Environment (Victoria) [dse, AUS, VIC]. \$100,000.00, (2012 - 2016). Environment Protection Authority (EPA Victoria) [epa.vic, AUS, VIC]. \$0.00	2013	Other	ARC Linkage Projects 2012 - applied 2011 - Grant Component	112,313.00

**PROJECT/GRANT LIST**

Status	Project Details	Role	Date Applied	Date Approved	Project Code
Rejected	Dommenget, D. Tropical climate variability in a changing climate. (2010 - 2014). Department of Innovation, Industry, Science and Research. \$6,200.00, (2010 - 2014). Leibniz-Institut für Meereswissenschaften an der Christian-Albrechts Universität zu Kiel (IFM-GEOMAR). \$26,100.00	Chief Investigator (Internal)	23/04/2010		2010002420
Approved					

Status	Project Details	Role	Date Applied	Date Approved	Project Code
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenges, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	Chief Investigator (Internal)	19/04/2010	16/07/2010	2010003072
	Dommenges, D, Hendon, H, Power, S, Latif, M. Beyond the linear dynamics of the El Nino Southern Oscillation. (2012 - 2016). Australian Research Council (ARC). \$325,000.00, (2012 - 2016). Australian Research Council (ARC). \$68,580.00	Chief Investigator (Internal)	21/03/2011	01/11/2011	2011000633
Rejected	Dommenges, D. Model Climate Sensitivity Uncertainty Caused by Climate Mean State Biases. (2011 - 2015). Australian Research Council (ARC). \$622,856.00, (2011 - 2015). Australian Research Council (ARC). \$117,000.00	ARC Future Fellow (FT) (Internal)	20/04/2011		2011001686
Shared b/w inst. - Admin. by Monash (Internally Applied)					
	Mac Nally, R, Thompson, R, Metzeling, L, Pigott, J, King, A, Beesley, L. Either side of the Big Wet: the future resilience of southeastern Australia's biota. (2012 - 2016). Australian Research Council (ARC). \$396,203.00, (2012 - 2016). Parks Victoria. \$140,000.00, (2012 - 2016). Goulburn Broken Catchment Management Authority, \$40,000.00, (2012 - 2016). North Central Catchment Management Authority. \$0.00, (2012 - 2016). Department of Sustainability and Environment (Victoria) [dse, AUS, VIC]. \$100,000.00, (2012 - 2016). Environment Protection Authority (EPA	Chief Investigator (Internal)	16/11/2011	30/06/2012	2011003599

Status	Project Details	Role	Date Applied	Date Approved	Project Code	
	(Victoria) [epa.vic, AUS, VIC]. \$0.00					
<b>HDR Supervision</b>						
Student Id	Award	Student + Thesis Title + Supervision Performed	Thesis Due	SCA	EFTD	EFTD Used
21205795	DOCTORATE BY RESEARCH	TYRRELL, NICHOLAS LUKE (The land-ocean temperature contrast in natural variability) 01 January, 2012 - 28 May, 2014 80% MAIN	05/02/2016	ENROLLED	1,460.00	843.00
23640537	DOCTORATE BY RESEARCH		06/05/2018	UNCONFIRM	1,460.00	0.00
23714638	DOCTORATE BY RESEARCH	WANG, GANG (Ocean-atmosphere coupled modes of decadal variability in the southern hemisphere) 01 July, 2011 - 28 May, 2014 80% MAIN	28/09/2015	ENROLLED	1,460.00	973.00
24666254	DOCTORATE BY RESEARCH	POOKKANDY, BYJU (Intra-seasonal to interannual variability of the ocean mixed layer depth and its interactions with the SST in the midlatitudes) 01 July, 2012 - 31 December, 2012 80% MAIN 01 January, 2013 - 28 May, 2014 60% MAIN	02/12/2016	ENROLLED	1,460.00	574.00

**Output Summary**

Year	Category	Number of Outputs
2010	C1 - Journal Article: Refereed Article in a Scholarly Journal	4
2011	C1 - Journal Article: Refereed Article in a Scholarly Journal	1
2012	C1 - Journal Article: Refereed Article in a Scholarly Journal	3
2013	C1 - Journal Article: Refereed Article in a Scholarly Journal	2

**Income Summary**

Year	Category	Total Income
2011	Other	328,983.50
2012	Other	1,148,661.50
2013	Other	797,516.04

**Project/Grant Summary**

Year Applied	Status	No. of Grants
2010	Approved	1
2011	Approved	1
2010	Rejected	1
2011	Rejected	1
2011	Shared b/w inst. - Admin. by Monash (Internally Ap	1

Supervision Summary			
Year	Award	SCA Status	Number of Students
2015	DOCTORATE BY RESEARCH	ENROLLED	1
2016	DOCTORATE BY RESEARCH	ENROLLED	2
2018	DOCTORATE BY RESEARCH	UNCONFIRM	1

### Leadership Role - Goals, strategies and annual achievement indicators

**This section only needs to be completed by staff members who hold a formal leadership role such as dean, campus director, academic head, centre director, deputy dean, or associate dean.**

This section captures management and leadership duties and targets.

More information to help you complete this section of the plan can be found on the following links:

[Leadership tab explained](#)

[Leadership tab example](#)

You can also look on the [Performance Development](#) website.

#### Leadership Role - Goals, strategies and annual achievement indicators: 1 of 1

Please select the applicable area of academic activity

Education

3 year goals - What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

Strategies - What are your strategies and what development and/or support do you require to achieve the performance goals?

Achievement indicators - What annual targets and measures will demonstrate that you have achieved the performance

goals?

Supervisor planning comments - editable at step 2 and viewable at step 1 if sent back.

Staff member's mid-cycle comments

Supervisor's mid-cycle comments

Staff member's end of year comments

Supervisor's end of year comments

### What is your workload allocation for the next 12 months?

Summarise your workload allocation below and/or attach your workload allocation document in the 'Portfolio Attachments' section of the 'Overview' tab.

More information to help you complete this section of the plan can be found on the following links:

[Workload Allocation explained](#)

[Workload Allocation example](#)

You can also look on the [Performance Development](#) website.

Research (for example, outputs, grants and HDR supervision) -fraction is actually 65%  
As on ARC-proposals or other projects:  
-30% CoE  
-20% DP-project El Nino  
-15% LP-project Biota-rain  
-10% research Project in Germany  
-5% developing new projects

Research - estimated % workload allocation

Education (for example, teaching, leadership, innovation, standing) -fraction is actually 25%  
-ATM2020 unit coordination and teaching  
-honours ATM-statistics unit  
-honours FORTRAN  
-supervision of 3 PhD + 1 honours students

Education - 20%

estimated % workload allocation

Service (for example, internal, external, leadership) -coordination of ATM undergraduate.  
-member of the school education committee  
-ATM webpages  
-development of the simple climate model outreach program (for high schools in Germany and Australia)  
-reviewing  
-session convener for El Nino-session at the annual EGU-conference in Vienna

Service - 10% estimated % workload allocation

Student contact hours per semester

Supervisor planning comments -  
editable at step 2 and viewable at step 1 if sent back.

Staff member's mid-cycle comments

Supervisor's mid-cycle comments

Staff member's end of year comments

Supervisor's end of year comments

### Summary Section

The 'Comments' tab is used by the staff member and supervisor to record overall comments at the time of the mid-year and end of year reviews.

The staff member should use this section to divulge any relevant personal circumstances to assist the supervisor in evaluating the staff member's achievements relative to opportunity. This information will be kept confidential by the supervisor and will only be used for the purposes of making a holistic assessment of the staff member's performance.

Supervisors should take into account any relevant personal circumstances when considering the staff member's achievements. For information on how to assess achievements relative to opportunity, please refer to the [Achievement Relative to Opportunity](#) website.

During the end of year review a supervisor is required to make a recommendation on a staff member's incremental progression (where applicable). Secondary supervisors should be consulted before making this recommendation.

More information to help you complete this section of the plan can be found on the following links:

[Overall Comments explained](#)

[3 Year Goal Comments explained](#)

[Workload Allocation Comments explained](#)

Staff member's mid-cycle comments

Staff member's end of year comments

Supervisor's mid-cycle comments

Supervisor's end of year comments

Staff member's level and step

Supervisor's pay increment statement

I have met with my staff member to provide mid-cycle feedback.

Mid-cycle meeting date

I have met with my staff member to conduct an end of year review.

End of year meeting date

Relevant Personal Circumstances (Achievement Relative to Opportunity)

### Send Back and Request Input History

This section is used to record 'Send Back' and 'Request Input' history for a staff member's performance development plan.

'Send Back' history is populated when a user sends a plan back to the previous step in PDO using the 'Send Back' button.

'Request Input' history is populated when a user sends the plan onto another PDO user by clicking on the 'Request Input' button.

Responses to the send back and request input comments should be recorded in the 'Response comments' text boxes. The 'Response history' will be updated with the comments when the plan is submitted back and input is returned.

#### Send Back

'Send Back'  
requests history

Response history

Response to  
'Send Back'  
request

#### Request Input

'Request Input'  
history

Response history

Response to  
'Request Input'

### Portfolio Attachments

The 'Portfolio Attachments' section is used to attach documents that provide evidence of your annual achievements, such as workload allocations, awards, articles published, results, books written, peer reviews, written feedback and any other relevant evidence.

When attaching files you should consider giving them a clear name that indicates the nature and purpose of the file.

The following file types can be included:

- Microsoft Word (.doc and .docx)
- Microsoft Excel (.xls and .xlsx)
- Microsoft PowerPoint (.ppt and .pptx)
- Text file (.txt)
- Portable Document Format (.pdf)

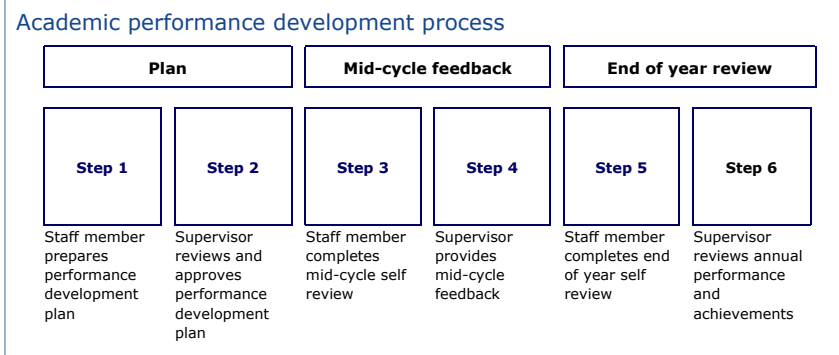
More information to help you complete this section of the plan can be found on the following link:

[Portfolio Attachment explanation](#)

**Filename**



2013 - Monash Academic Probation Performance Development Online [Employee: Dietmar



### Overview

The University requires all staff to participate in a performance development process.

The performance development process is intended to be part of a dynamic and interactive process between staff and supervisors, based on the three key principles of growth, feedback and accountability.

You will need to refer to the relevant [Academic Performance Standards](#) when formulating your goals and you and your supervisor will comment on your performance relative to the standards at each review stage of this process.

You are required to include this plan in any application for probation confirmation, Outside Studies Program or promotion.

You are encouraged to use the Comments section of this plan to divulge any relevant personal circumstances to assist your supervisor in evaluating your achievements relative to opportunity. This information will be kept confidential by your supervisor and will only be used for the purposes of making a holistic assessment of your achievements.

For further information on "achievement relative to opportunity" refer to the [Achievement Relative to Opportunity](#) website.

Useful information and tools can be found on the following links:

- [Performance Development](#) website
- [Academic Performance Standards](#) website, including links to faculty quantitative research performance standards.
- [PDO system quick reference cards](#)
- [Sample plans](#)

As an employee of the University, you are required to comply with the [Conduct and Compliance Policy](#) and related procedures.

The details in the 'Staff Information' section below have been sourced from the University's HR system, SAP. If any details are incorrect, please contact the HR Enquiries Team: Phone: +613 9902 0400 (hours are 9am-5pm); Online: [ask.monash](#).

### Staff Information

Employee Information

Title	Dr
Name	Dietmar Dommengot
Position title	Senior Lecturer
Campus	Clayton Campus
Faculty/division	Faculty of Science
Other faculty/division (where applicable)	
School/department/centre	School of Mathematical Sciences
Other school/department/centre (where applicable)	
Supervisor	Kate Smith-Miles
Other supervisor (where applicable)	
Level	LEVEL C
Probationary end date (where applicable)	02/01/2015
Step	01
Contract end date (where applicable)	
Fraction	100.00

### Career Aspirations

The University is committed to developing its staff in line with their career aspirations and University goals.

More information to help you complete this section of the plan can be found on the [Career Aspirations link](#).

You can also look on the [Performance Development](#) and [Academic Performance Standards](#) websites.

Faculty operational plans can be found on the [University Planning and Statistics \(UPS\)](#) website.

Campus operational plans can be found on the [University Planning and Statistics \(UPS\)](#) website.

[Empty text box]

What are your career aspirations over the next 3 years?

- 1.) Get the probation time ended successfully and become a tenured faculty member of the ATM-group/school of math.
- 2.) Work with my research team, the ATM-group, CoE collaborators and other to publish fantastic new research studies that will change the world!
- 3.) Get the Monash Simple Climate Model known all over the world and get it into as many school programs all over the world as possible.
- 4.) Develop new project proposals for future projects.
- 5.) Get a promotion to assoc. prof.

Summarise how you will contribute to your faculty / department / school / centre / campus measures and targets over the next 3 years?

- 1.) I will produce first class research publications.
- 2.) I will lead Phd students to successful completion of their candidatures.
- 3.) I will make the ATM-major more attractive to students by improving the units, introducing new units and by improving the structure of the program.
- 4.) I will make the Monash university known world wide by distributing the Monash Simple Climate Model
- 5.) I will develop new research projects and collaborations.

Supervisor planning comments -  
 editable at step 2  
 and viewable at step 1 if sent back.

### 3 Year Goals - Goals, strategies and annual achievement indicators

3 year goals and strategies should be considered by the staff member and supervisor and documented in the performance development plan.

Strategies, including professional development opportunities and other forms of support should assist the staff member to meet their goals.

Annual achievement indicators should describe what will be delivered in the upcoming performance cycle.

Staff should ensure their goals reflect the [Academic Performance Standards](#) relative to their academic level. Further, an individualised version of the qualitative performance standards can be uploaded under the overview tab to form part of the performance portfolio.

At the bottom of this tab you will find your research achievements. Research achievements content will be added throughout the year as ROPES is updated. For guidance visit the [Researchers' Online Projects Enquiry System \(ROPES\)](#) web page.

More information to help you complete this section of the plan can be found on the following links:

[3-Year Goals explained](#)

[3-Year Goals example](#)

As an employee of the University, you are required to comply with the [Conduct and Compliance Policy](#) and related procedures.

### 3 Year Goals - Goals, strategies and annual achievement indicators: 1 of 3

Please select the applicable area of academic activity

Research

3 year goals – What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

- maintain my research group of about 5-10 researchers (including PhD students and research assistants) working with me.
- publish about 3-5 A/A\* papers per year with me as a lead author (first author or lead author after one of my phd-students/postdocs)
- work on the CoE project and DP-El Nino project
- get started with the new LP-project on Biota-rain
- work on my simple climate model projects
- develop the ACCESS climate model hierarchy.
- continue the german project and collaborations.
- regular visits to the MPI in Hamburg, Germany for collaborations.
- give talks at international conferences and other institutes
- continue and increase collaborations with CSIRO and BoM.
- seek new collaborations with other groups at Monash (ecology, education, sustainability) or internationally

Strategies – What are your strategies and what development and/or support do you require to achieve the performance goals?

- go work within the CoE
- work closely with my postdocs and phd students (weekly meetings)
- get the LP-project started.
- try to get an LP-project with my simple climate model organised.
- try to get collaborations/projects with international and national partners

Achievement indicators – What annual targets and measures will demonstrate that you have achieved the performance goals?

- citations of my publications
- new peer reviewed publications
- funded projects
- invited talks on conferences/meeting or publications in journals/books
- reviewing

Supervisor planning comments – editable at step 2 and viewable at step 1 if sent back.

Staff member's mid-cycle comments

this is actually the end of year comments:  
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My team:

- My research group is working really well on quite a few different aspects. I had 6 graduate students, 2 postdocs and 2 research assistants in my group in 2013; in total 10 people.
- A number of people have finished their work and next year I will have fewer people.

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CoE project:

- The CoE project is now fully running, with lots of model development, collaborative meetings and management.
- first results with the new ACCESS model developments are now submitted or published.
- We still have lots of work to do with the ACCESS model development and it does go as fast as wanted at all.
- The model development and lead of the the research program "Variability" takes up a lot of time

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DP - El Nino project:  
 -we finished up our model development.  
 -first analysis result look promising.  
 -first results are written up for publication in 2014.  
 -we have very good collaborations with other ENSO research teams in australia and the rest of the world.

-----  
 LP-projects:  
 -this project had quite some difficulties with most of the team moving away from monash.

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 conferences/meetings  
 -I have been on a number of international meetings/conferences  
 -I have inherited (from the previous conerner) the ENSO-session at the annual EGU-conference in Vienna for 2014. So I m now the conerner of one of the classical and most popular annual session in the largest conferences in our field. This is interesting!

-----  
 Publications:  
 -I did published 2 A\*/A journal articles in 2013, one of which I m the only author.  
 -I submitted 5 new papers for publication in A\*/A journal articles. This is quite good.  
 -The overall publication outcome of 2013 is not that satisfying. This is to large part related to the lack in progress in the ACCESS model development.  
 - 2014 looks more promising.

Supervisor's  
 mid-cycle  
 comments

Actual annual  
 achievements  
 and comments

Supervisor's end  
 of year  
 comments

### 3 Year Goals - Goals, strategies and annual achievement indicators: 2 of 3

Please select the applicable area of academic activity

Education

3 year goals –  
 What are your performance goals to enable you to achieve the University's objectives and your career aspirations?  
 -I want to further develop the ATM2020 climate dynamics course. This should include improved lecture notes (currently 360pages) and the further development of the Monash simple climate model for students applications.  
 - I hope some additional honours and ph d students will do their thesis with me.  
 - I want to further develop the honours statistics course and maybe develop the lecture notes into a textbook together with a coauthor.  
 - I would like the ATM program to attract more students. Therefore we try to improve the program, the webpages and outreach.  
 - I like to finish my GCAP course.

Strategies –  
 What are your strategies and what development and/or support do you require to achieve the performance goals?  
 -Develop good courses for bachelors and honors.  
 -Further develop the simple climate model interactive interface.  
 -Improve our web presents.  
 -Attract good international students by having good projects and good publications  
 -Send out flyer to attract international PhD students

Achievement indicators –  
 What annual targets and measures will demonstrate that you have achieved the performance goals?  
 -good (above 4.0 overall and better than my previous) ratings from the students for may ATM2020 and honours statistics course.  
 -new PhD, Masters and honours students.  
 -increased numbers in the ATM courses.

Supervisor planning comments –  
 editable at step 2 and viewable at step 1 if sent back.

Staff member's mid-cycle comments

this is actually the end of year comments:

-----  
 undergraduate teaching:  
 -the SETU evaluation of my ATM2020 unit and my personal teaching has improved compared to last year. This is great, as it already has been very good last year and now it is with overall marks of 4.7 and 4.8 really good!  
 - The further development of the Monash Simple Climate Model for teaching in the ATM2020 unit has worked really well.  
 -I also further developed my lecture notes for ATM2020.

-----  
 Honours:

-my honours unit went really well. It was only one offered this year in the ATM-group as we had no Monash honours students. So only Melbourne Uni students and PhD/master students.  
 -feedback from Melbourne uni evaluations was again good (4.7) and better than last year.

-I have one new honours student (Nick Loveday) starting 2014.

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 graduate supervision

-The students are progressing well, with Gang Wang had his first paper published (in 2014) to an A Journal; Nick Tyrrell submitted a paper for an A Journal. Bju's kpp-ocean model is working now and his analysis is making good progress.

-My german PhD student Tobias Bayr has graduated successfully. He has already published 3papers in A\*/A journals as first author and is coauthor of two other A\*/A journals.

- I also supervised a visiting PhD student from Madrid, Spain (Jorge Lopez Parages) for tree month working on El Nino simulations with our ACCESS model verions.

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others:

- I finished my GCAP course and will get my graduation certificate in 2014.

Supervisor's  
mid-cycle  
comments

Actual annual  
achievements  
and comments see midyear comments

Supervisor's end  
of year  
comments

3 Year Goals - Goals, strategies and annual achievement indicators: 3 of 3

Please select the applicable area of academic activity

Service

3 year goals -  
What are your performance goals to enable you to achieve the University's objectives and your career aspirations?  
-coordination of the ATM undergraduate program. Improve the program by attracting more students.  
-Develop an outreach program with my simple climate model. This should address high school students and the general public.  
-scientists in school, which I hope to use for my simple climate model program.  
-improving the MWAC web presentations -reviewing for Journals.

Strategies -  
What are your strategies and what development and/or support do you require to achieve the performance goals?  
-Revising the ATM-major; including new units; do promotion ofr the ATM-major and doing some student surveys.  
-propose a simple climate model project. Most likely ARC-linkage, but maybe following other options.  
-scientists in school.

Achievement indicators -  
What annual targets and measures will demonstrate that you have achieved the performance goals?  
-increased numbers in undergraduate and graduate ATM students.  
-An online webpage running my simple climate model. A test version is already online. increase visitors on the webpages, in particular from schools/universities.  
-public lectures/discussion on climate change and my simple climate model.  
-funded project on the simple climate model.  
-Develop an outreach program with my simple climate model. This should address high school students and the general public.  
-scientists in school, which I hope to use for my simple climate model program.  
-coordination of the ATM undergraduate program.  
-improving the MWAC web presentations  
-reviewing for journals/agencies.  
-active membership in scientists in school.

Supervisor planning comments -  
editable at step 2 and viewable at step 1 if sent back.

Staff member's mid-cycle comments  
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coordination of the ATM undergraduate program:  
-I lead in the coordination of the ATM undergraduate program.  
-we made active promotion for the ATM-major with several seminars addressing mostly math and physics students. This seem to have caught the interested of some math and physics students.  
-we noticed a number of things that need to be improved in the ATM major, in particular the failed MON100I unit and the changes in ATM2030. However, we did not act on anything due to the development of the new school.  
-I also did the operational tasks related to the coordination of the ATM undergraduate program.  
-I m also part of the Math school education committee with regular meetings and contributions to the committees tasks.

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the Monash simple climate model (MSCM):  
-One of my main projects in 2013 was the development of the interactive MSCM for public outreach and teaching.  
-Most of my activity with the MSCM focused on the collaboration with the german DKRZ to get this model translated into german for german high-schools. This is funded by German NGO's and the DKRZ.  
-A German first test version is now public.  
-This development still takes a lot of my time (evenings and weekends)

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MWAC webpages:

-I have been the administrator for the webpages. We introduced some new features including: list of projects. But most developments have been put on hold due to the development of the new school.

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reviewing:

-I have been reviewing about 1-2 articles per month mostly A\*/A journals including Nature. More than ever before.  
 -the quality of the papers that I review now have changed. I m reviewing more higher profile papers. This is good.  
 -I have reviewed ARC-proposals for the first time. I reviewed 8 proposals including DP-project, future fellowships and DECRA-projects.

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convening:

-I was a co-convenor for a session at the AOGS-conference in Brisbane.  
 -I have inherited (from the previous convenor) the ENSO-session at the annual EGU-conference in Vienna for 2014. So I m now the convenor of one of the classical and most popular annual session in the largest conferences in our field. This is interesting!

Supervisor's mid-cycle comments

Actual annual achievements and comments see midyear comments

Supervisor's end of year comments

**RESEARCH ACHIEVEMENTS - RESEARCH OUTPUT**

- please ensure you have had your publications entered into ROPES. (Includes data for the current and previous three years)

RM4 Number	Research Output Details	Year	Category	Dest Points (Researcher)	Dest Points (Monash)
2010001453	Frauen, C., Dommenges, D., 2010, El Nino and la Nina amplitude asymmetry caused by atmospheric feedbacks, <i>Geophysical Research Letters [P]</i> , vol 37, American Geophysical Union, Washington DC USA, pp. L18801-L18806.	2010	C1 - Journal Article: Refereed Article in a Scholarly Journal	.5	.5
2010002035	Dommenges, D., 2010, The slab ocean El Nino, <i>Geophysical Research Letters [P]</i> , vol 37, issue 20, American Geophysical Union, USA, pp. L20701-1-L20701-5.	2010	C1 - Journal Article: Refereed Article in a Scholarly Journal	1	1
2010005289	Semenov, V., Latif, M., Dommenges, D., Keenlyside, N., Strehz, A., Martin, T., Park, W., 2010, The impact of North Atlantic-Arctic multidecadal variability on northern hemisphere surface air temperature, <i>Journal Of Climate [P]</i> , vol 23, issue 21, American Meteorological Society, Boston USA, pp. 5668-5677.	2010	C1 - Journal Article: Refereed Article in a Scholarly Journal	.14	.14
2010010988	Dommenges, D., 2010, An objective analysis of the observed spatial structure of the tropical Indian Ocean SST variability, <i>Climate Dynamics [P]</i> , vol 36, Springer, Germany, pp. 2129-2145.	2010	C1 - Journal Article: Refereed Article in a Scholarly Journal	1	1
2011008792	Dommenges, D., Floter, J., 2011, Conceptual understanding of climate change with a globally resolved energy balance model, <i>Climate Dynamics [P]</i> , vol 37.	2011	C1 - Journal Article: Refereed Article in a Scholarly Journal	.5	.5

RM4 Number	Research Output Details	Year	Category	Dest Points (Researcher)	Dest Points (Monash)
2011012528	issue 11-12, Springer, New York USA, pp. 2143-2165		Journal		
2011015739	Frauen, C., Dommenges, D., 2012, Influences of the tropical Indian and Atlantic Oceans on the predictability of ENSO, <i>Geophysical Research Letters [P]</i> , vol 39, American Geophysical Union, Washington DC US, pp. 1-6.	2012	C1 - Journal Article: Refereed Article in a Scholarly Journal	.5	1
2012007293	Dommenges, D., 2012, Comments on "the relationship between land-ocean surface temperature contrast and radiative forcing", <i>Journal Of Climate [P]</i> , vol 25, issue 9, American Meteorological Society, Boston MA USA, pp. 3437-3440.	2012	C1 - Journal Article: Refereed Article in a Scholarly Journal	1	1
2012014278	Dommenges, D., 2012, Analysis of the model climate sensitivity spread forced by mean sea surface temperature biases, <i>Journal Of Climate [P]</i> , vol 25, issue 20, American Meteorological Society, Boston USA, pp. 7147-7162.	2012	C1 - Journal Article: Refereed Article in a Scholarly Journal	1	1
2012014278	Bayr, T., Dommenges, D., 2013, The tropospheric land-sea warming contrast as the driver of tropical sea level pressure changes, <i>Journal Of Climate [P]</i> , vol 26, issue 4, American Meteorological Society, Boston USA, pp. 1387-1402.	2013	C1 - Journal Article: Refereed Article in a Scholarly Journal	.5	.5
2012014279	Dommenges, D., Bayr, T., Frauen, C., 2013, Analysis of the non-linearity in the pattern and time evolution of El Nino southern oscillation, <i>Climate Dynamics [P]</i> , vol 40, issue 11-12, Springer, New York USA, pp. 2825-2847.	2013	C1 - Journal Article: Refereed Article in a Scholarly Journal	.33	.67

**INCOME LIST**

RM4 Proj No.	Project Details	Year	Category	Funding Body	Income
2010003072	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenges, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2011	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	62,000.00



RM4 Proj No	Project Details	Year	Category	Funding Body	Income
	Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00				
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2012	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	186,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2013	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	124,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2013	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	124,000.00

RM4 Proj No	Project Details	Year	Category	Funding Body	Income
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2013	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	137,027.04
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2013	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	72,000.00
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00	2013	Other	ARC Centre for Excellence - grant - applied 2009 for funding 2011	124,000.00
2011000633	Dommenget, D, Hendon, H, Power, S, Latif, M. Beyond the linear dynamics of the El Nino Southern Oscillation. (2012 - 2016). Australian Research Council (ARC). \$325,000.00, (2012 - 2016). Australian Research Council (ARC). \$68,580.00	2012	Other	ARC Discovery Projects 2012 - applied 2011 - Grant component	119,425.00
	Dommenget, D, Hendon, H, Power, S, Latif, M. Beyond the linear dynamics of the El Nino Southern Oscillation. (2012 - 2016). Australian Research Council (ARC). \$325,000.00, (2012 - 2016). Australian Research Council (ARC). \$68,580.00	2013	Other	ARC Discovery Projects 2012 - applied 2011 - Grant component	104,176.00
2011003599					



RM4 Proj No	Project Details	Year	Category	Funding Body	Income
	Mac Nally, R, Thompson, R, Metzeling, L, Pigott, J, King, A, Beesley, L. Either side of the Big Wet: the future resilience of southeastern Australia's biota. (2012 - 2016). Australian Research Council (ARC). \$396,203.00, (2012 - 2016). Parks Victoria. \$140,000.00, (2012 - 2016). Goulburn Broken Catchment Management Authority. \$40,000.00, (2012 - 2016). North Central Catchment Management Authority. \$0.00, (2012 - 2016). Department of Sustainability and Environment (Victoria) [dse, AUS, VIC]. \$100,000.00, (2012 - 2016). Environment Protection Authority (EPA Victoria) [epa.vic, AUS, VIC]. \$0.00	2012	Other	ARC Linkage Projects 2012 - applied 2011 - Grant Component	53,925.00
	Mac Nally, R, Thompson, R, Metzeling, L, Pigott, J, King, A, Beesley, L. Either side of the Big Wet: the future resilience of southeastern Australia's biota. (2012 - 2016). Australian Research Council (ARC). \$396,203.00, (2012 - 2016). Parks Victoria. \$140,000.00, (2012 - 2016). Goulburn Broken Catchment Management Authority. \$40,000.00, (2012 - 2016). North Central Catchment Management Authority. \$0.00, (2012 - 2016). Department of Sustainability and Environment (Victoria) [dse, AUS, VIC]. \$100,000.00, (2012 - 2016). Environment Protection Authority (EPA Victoria) [epa.vic, AUS, VIC]. \$0.00	2013	Other	ARC Linkage Projects 2012 - applied 2011 - Grant Component	112,313.00

**PROJECT/GRANT LIST**

Status	Project Details	Role	Date Applied	Date Approved	Project Code
<b>Rejected</b>					
	Dommenget, D. Tropical climate variability in a changing climate. (2010 - 2014). Department of Innovation, Industry, Science and Research. \$6,200.00, (2010 - 2014). Leibniz-Institut für Meereswissenschaften an der Christian-Albrechts Universität zu Kiel (IFM-GEOMAR). \$26,100.00	Chief Investigator (Internal)	23/04/2010		2010002420
<b>Approved</b>					
	Jakob, C, Pitman, A, Bindoff, N, England, M, Karoly, D, Roderick, M, Alexander, L, Hogg, A, Dommenget, D, Lynch, A, Lane, T, Sherwood, S, Steffen, W, Strutton, P, Bony, S, Frederiksen, C, Grabowski, W, Griffies, S, Gupta, H, Hendon, H, Hirst, A, May, P, Matear, R, Peters-Lidard, C, Power, S, Steenman-Clark, L, Stott, P, Sutton, R, Wang, Y, Whetton, P. ARC Centre of Excellence for Climate System Science. (2011 - 2015). Australian Research Council (ARC). \$124,000.00, (2011 - 2015). Australian	Chief Investigator (Internal)	19/04/2010	16/07/2010	2010003072

Status	Project Details	Role	Date Applied	Date Approved	Project Code
	Research Council (ARC). \$124,000.00, (2011 - 2015). Australian Research Council (ARC). \$179,241.00, (2011 - 2015). Australian Research Council (ARC). \$72,000.00, (2011 - 2015). Australian Research Council (ARC). \$124,000.00				
	Dommenget, D, Hendon, H, Power, S, Latif, M. Beyond the linear dynamics of the El Nino Southern Oscillation. (2012 - 2016). Australian Research Council (ARC). \$325,000.00, (2012 - 2016). Australian Research Council (ARC). \$68,580.00	Chief Investigator (Internal)	21/03/2011	01/11/2011	2011000633
<b>Rejected</b>					
	Dommenget, D. Model Climate Sensitivity Uncertainty Caused by Climate Mean State Biases. (2011 - 2015). Australian Research Council (ARC). \$622,856.00, (2011 - 2015). Australian Research Council (ARC). \$117,000.00	ARC Future Fellow (FT) (Internal)	20/04/2011		2011001686
<b>Shared b/w inst. - Admin. by Monash (Internally Applied)</b>					
	Mac Nally, R, Thompson, R, Metzeling, L, Pigott, J, King, A, Beesley, L. Either side of the Big Wet: the future resilience of southeastern Australia's biota. (2012 - 2016). Australian Research Council (ARC). \$396,203.00, (2012 - 2016). Parks Victoria. \$140,000.00, (2012 - 2016). Goulburn Broken Catchment Management Authority. \$40,000.00, (2012 - 2016). North Central Catchment Management Authority. \$0.00, (2012 - 2016). Department of Sustainability and Environment (Victoria) [dse, AUS, VIC]. \$100,000.00, (2012 - 2016). Environment Protection Authority (EPA Victoria) [epa.vic, AUS, VIC]. \$0.00	Chief Investigator (Internal)	16/11/2011	30/06/2012	2011003599

**HDR Supervision**

Student Id	Award	Student + Thesis Title + Supervision Performed	Thesis Due	SCA	EFTD	EFTD Used
21205795						
	DOCTORATE BY RESEARCH	TYRRELL, NICHOLAS LUKE (The land-ocean temperature contrast in natural variability) 01 January, 2012 - 29 May, 2014 80% MAIN	05/02/2016	ENROLLED	1,460.00	844.00
23640537						

Student Id	Award	Student + Thesis Title + Supervision Performed	Thesis Due	SCA	EFTD	EFTD Used
	DOCTORATE BY RESEARCH		06/05/2018	UNCONFIRM	1,460.00	0.00
23714638						
	DOCTORATE BY RESEARCH	WANG, GANG (Ocean-atmosphere coupled modes of decadal variability in the southern hemisphere) 01 July, 2011 - 29 May, 2014 80% MAIN	28/09/2015	ENROLLED	1,460.00	974.00
24666254						
	DOCTORATE BY RESEARCH	POOKKANDY, BYJU (Intra-seasonal to interannual variability of the ocean mixed layer depth and its interactions with the SST in the midlatitudes) 01 July, 2012 - 31 December, 2012 80% MAIN 01 January, 2013 - 29 May, 2014 60% MAIN	02/12/2016	ENROLLED	1,460.00	575.00

#### Output Summary

Year	Category	Number of Outputs
2010	C1 - Journal Article: Refereed Article in a Scholarly Journal	4
2011	C1 - Journal Article: Refereed Article in a Scholarly Journal	1
2012	C1 - Journal Article: Refereed Article in a Scholarly Journal	3
2013	C1 - Journal Article: Refereed Article in a Scholarly Journal	2

#### Income Summary

Year	Category	Total Income
2011	Other	328,983.50
2012	Other	1,148,661.50
2013	Other	797,516.04

#### Project/Grant Summary

Year Applied	Status	No. of Grants
2010	Approved	1
2011	Approved	1
2010	Rejected	1
2011	Rejected	1
2011	Shared b/w inst. - Admin. by Monash (Internally Ap	1

#### Supervision Summary

Year	Award	SCA Status	Number of Students
2015	DOCTORATE BY RESEARCH	ENROLLED	1
2016	DOCTORATE BY RESEARCH	ENROLLED	2
2018	DOCTORATE BY RESEARCH	UNCONFIRM	1

**This section only needs to be completed by staff members who hold a formal leadership role such as deputy vice-chancellor, dean, pro vice-chancellor, campus director, academic head, centre director, deputy dean, or associate dean.**

This section captures management and leadership duties and targets.

More information to help you complete this section of the plan can be found on the following links:

[Leadership tab explained](#)

[Leadership tab example](#)

You can also look on the [Performance Development](#) website.

Leadership Role - Goals, strategies and annual achievement indicators

Leadership Role - Goals, strategies and annual achievement indicators: 1 of 1

Please select the applicable area of academic activity Education

3 year goals - What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

Strategies - What are your strategies and what development and/or support do you require to achieve the performance goals?

Achievement indicators - What annual targets and measures will demonstrate that you have achieved the performance goals?

Supervisor planning comments - editable at step 2 and viewable at step 1 if sent back.

Staff member's mid-cycle comments

Supervisor's mid-cycle comments

Actual annual achievements and comments see midyear comments

Supervisor's end of year comments

[Workload Allocation explained](#)

[Workload Allocation example](#)

You can also look on the [Performance Development](#) website.

What is your workload allocation for the next 12 months?

Summarise your workload allocation below and/or attach your workload allocation document in the 'Portfolio Attachments' section of the 'Overview' tab.

More information to help you complete this section of the plan can be found on the following links:

Research (for example, outputs, grants and HDR supervision)	30% CoE 20% DP-project El Nino 15% LP-project Biota-rain 10% research Project in Germany 5% developing new projects
Research - estimated % workload allocation	70%
Education (for example, teaching improvement, leadership, innovation, standing)	-ATM2020 unit coordination and teaching -honours ATM-statistics unit -honours FORTRAN -supervision of 3+1(germany) PhD students  I know that I have a 30% teaching allocation for 2013, but I think that it is difficult to get all my research projects done with 30% teaching duties. I would like my teaching load to be reduced by, for example, not doing the ATM3050 term 2 lab classes and by not being assigned exam marking other than my own ATM2020 exams.
Education - estimated % workload allocation	20%
Service (for example, internal, external, leadership)	-coordination of ATM undergraduate. -member of the school education committee -ATM webpages -development of the simple climate model outreach program -reviewing
Service - estimated % workload allocation	10%
Student contact hours per semester	30hrs per semester
Supervisor planning comments - editable at step 2 and viewable at step 1 if sent back.	teaching fraction now 0.25
Staff member's mid-cycle comments	nothing to be added, I think.
Supervisor's mid-cycle comments	
Staff member's end of year comments	see midyear comments
Supervisor's end of year comments	

### Summary Section

The 'Comments' tab is used by the staff member and supervisor to record overall comments at the time of the end of year review.

The staff member should use this section to divulge any relevant personal circumstances to assist the supervisor in evaluating the staff member's achievements relative to opportunity. This information will be kept confidential by the supervisor and will only be used for the purposes of making a holistic assessment of the staff member's performance.

Supervisors should take into account any relevant personal circumstances when considering the staff member's achievements. For information on how to assess achievements relative to opportunity, please refer to the [Achievement Relative to Opportunity](#) website.

During the end of year review a supervisor is required to make a recommendation on a staff member's incremental progression (where applicable). Secondary supervisors should be consulted before making this recommendation.

More information to help you complete this section of the plan can be found on the following links:

[Overall Comments explained](#)

[3 Year Goal Comments explained](#)

[Workload Allocation Comments explained](#)

Staff member's mid-cycle comments	I guess overall 2013 was ok, but it was certainly not as successful as I would have liked it to be. 2013 has been another very busy and stressful year. Most of the stress came from the model developments that are much too slow and much too time consuming. However, a lot of stress also comes from too many commitments. It was also disappointing that neither my probation with cleared nor my promotion was successful. It makes me feel that I m not doing a good job.
Staff member's end of year comments	see midyear comments
Supervisor's mid-cycle comments	
Supervisor's end of year comments *	
Staff member's level and step	[Level: <b>LEVEL C</b> ] [Step: <b>01</b> ]
Supervisor's pay increment statement *	A salary increment is not applicable for this staff member.
I have met with my staff member to provide mid-cycle feedback.	<input type="checkbox"/>
Mid-cycle meeting date	
I have met with my staff member to conduct an	<input type="checkbox"/>

end of year review.

End of year meeting date

Relevant none  
Personal  
Circumstances  
(Achievement  
Relative to  
Opportunity)

### Acknowledgement

Please click on the 'Sign' button to confirm that you have read and understood your review and then submit your plan to complete this years performance development cycle. This section also acknowledges that you have understood and complied with University requirements for [intellectual property, conduct and compliance, research conduct, equal opportunity and occupational health and safety](#).

Staff member

Staff member

Acknowledgement date

Staff member comments

### Send Back and Request Input History

This section is used to record 'Send Back' and 'Request Input' history for a staff member's performance development plan.

'Send Back' history is populated when a user sends a plan back to the previous step in PDO using the 'Send Back' button.

'Request Input' history is populated when a user sends the plan onto another PDO user by clicking on the 'Request Input' button.

Responses to the send back and request input comments should be recorded in the 'Response comments' text boxes. The 'Response history' will be updated with the comments when the plan is submitted back and input is returned.

Send Back

'Send Back' requests history

Response history

Response to 'Send Back' request

Request Input

'Request Input' history

Response history

Response to 'Request Input'

### Portfolio Attachments

The 'Portfolio Attachments' section is used to attach documents that provide evidence of your annual achievements, such as workload allocations, awards, articles published, results, books written, peer reviews, written feedback and any other relevant evidence.

When attaching files you should consider giving them a clear name that indicates the nature and purpose of the file.

The following file types can be included:

- Microsoft Word (.doc and .docx)
- Microsoft Excel (.xls and .xlsx)
- Microsoft PowerPoint (.ppt and .pptx)
- Text file (.txt)
- Portable Document Format (.pdf)

More information to help you complete this section of the plan can be found on the following link:

[Portfolio Attachment explanation](#)

Filename

**2012 - Monash Performance Development Online [Employee: Dietmar Dommenget / Review Period:**

### Academic performance development process

Plan		Mid-cycle feedback		End of year review				
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
Staff member prepares performance development plan	Supervisor reviews and approves performance development plan	Staff member completes mid-cycle self review	Supervisor provides mid-cycle feedback	Staff member completes end of year self review	Supervisor reviews annual performance and achievements	Unit head adds review comments	Supervisor views final plan	Staff member acknowledges review completion

### Overview

The University requires all staff to participate in a performance development process, which is part of a three year planning cycle that allows annual adjustments for changing circumstances and priorities.

The performance scheme embodies three design principles; growth, feedback and accountability. It is intended to be part of a dynamic and interactive process between staff and supervisors.

You can use information in your performance development plan to support other University processes, such as promotion and probation.

You are encouraged to use the Comments section of this plan to divulge any relevant personal circumstances to assist your supervisor in evaluating your achievements relative to opportunity. This information will be kept confidential by your supervisor and will only be used for the purposes of making a holistic assessment of your achievements.

For supervisors, when considering a staff member’s achievements, you should take the staff member’s personal circumstances into account to ensure that you consider those achievements relative to the particular opportunities available to the staff member.

For further information on “achievement relative to opportunity” refer to the [Achievement Relative to Opportunity](#) website.

Useful information and tools can be found on the following links:

[Performance Development](#) website

[Performance standards](#)

[PDO system quick reference cards](#)

[Sample plans](#)

As an employee of the University, you are required to comply with the [Conduct and Compliance Policy](#) and related procedures.

The details in the ‘Staff Information’ section below have been sourced from the University’s HR system, SAP. If any details are incorrect, please contact the HR Enquiries Team: Phone: +613 9902 0400 (hours are 9am-5pm); Online: [ask.monash](#).

[PDO support link](#)

## Staff Information

### Employee Information

Title	Dr
Name	Dietmar Dommenget
Position title	Senior Lecturer
Campus	Clayton Campus
Faculty/division	Faculty of Science
Other faculty/ division (where applicable)	
School/ department/ centre	School of Mathematical Sciences
Other school/ department/ centre (where applicable)	
Supervisor	Kate Smith-Miles
Other supervisor (where applicable)	
Level	LEVEL C
Probationary end date (where applicable)	02/01/2015
Step	01
Contract end date (where applicable)	
Fraction	100.00

## Career Aspirations

The University is committed to developing its staff in line with their career aspirations and University goals.

More information to help you complete this section of the plan can be found on the [Career Aspirations link](#).

You can also look on the [Performance Development](#) and [Performance Standards](#) websites.

Faculty operational plans can be found on the [University Planning and Statistics \(UPS\)](#) website.

Campus operational plans can be found on the [University Planning and Statistics \(UPS\)](#) website.

What are your career aspirations over the next 3 years?

To work with my research group on interesting science topics.  
To publish about 3-4 papers per year as lead author (1. author or supervisor of my students/postdocs)  
To foster new collaborations with CSIRO and the BoM.  
To continue my work with my colleagues in Germany.  
To develop a climate model hierarchy within the ACCESS model  
To further develop the simple climate model GREB for studies, teaching and outreach of climate change sciences  
To work out a lecture script for the ATM2020 climate dynamics lecture

To successfully pass the probation period  
To become an Associate Professor in the next years. I will apply for promotion this year.

Summarise how you will contribute to your faculty / department / school / centre / campus measures and targets over the next 3 years?

I do not know what to put in here?

Supervisor planning comments - editable at step 2 and viewable at step 1 if sent back.



## 3 Year Goals - Goals, strategies and annual achievement indicators

3 year goals and strategies should be considered by the staff member and supervisor and documented in the performance development plan.

Strategies, including professional development opportunities and other forms of support should assist the staff member to meet their goals.

Annual achievement indicators should describe what will be delivered in the upcoming performance cycle.

At the bottom of this tab you will find your research achievements. Research achievements content will be added throughout the year as ROPES is updated. For guidance visit the [Researchers' Online Projects Enquiry System \(ROPES\)](#) web page.

More information to help you complete this section of the plan can be found on the following links:

[3-Year Goals explained](#)

[3-Year Goals example](#)

You can also look on the [Performance Development](#) and [Performance Standards](#) websites.

As an employee of the University, you are required to comply with the [Conduct and Compliance Policy](#) and related procedures.

## 3 Year Goals - Goals, strategies and annual achievement indicators: 1 of 3

Please select the applicable area of academic activity

Education

3 year goals – What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

- I want to further develop the ATM2020 climate dynamics course. This should include a lecture script and the development of the GREB climate model for students applications.
- I hope some additional honours and ph d students will do their thesis with me.
- I want to further develop the honours statistics course and maybe develop the script into a textbook together with a coauthor. I have already contacted a potential coauthor in Germany.
- I would like the ATM program to attract more students. therefore we try to improve the program, the webpages and outreach.

-I notice, through Danjiel, that I may need to do some course in higher educations for my probation. This is unclear to me, I need clarification in this.

Strategies – What are your strategies and what development and/or support do you require to achieve the performance goals?

- Develop good courses for bachelors and honors.
- Develop the simple climate model interactive interface.
- Improve our web presents.
- Attract good international students by having good projects and good publications
- Send out flyer to attract international PhD students

Achievement indicators – What annual targets and measures will demonstrate that you have achieved the performance goals?

- good (better than previous) ratings from the students for may ATM2020 and honours statistics course.
- new PhD and honours students.
- increased numbers in the ATM courses.

Supervisor planning comments – editable at step 2 and viewable at step 1 if sent back.

The plans you have discussed with me for improving ATM2020 all seem very good, and I am sure that you will see an improvement in unit evaluations with those strategies (writing lecture notes, changing tutorials, new MATLAB introduction, etc.). You seem to be attracting PhD students quite easily. We have discussed your probation requirements and suggested arguments in the 2011 PDO.

Staff member's mid-cycle comments

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undergraduate teaching:

I made substantial progress with the development of the ATM2020 climate dynamics unit:

\* I developed a comprehensive 359 pages lecture notes for the ATM2020 unit. I had a discussion with an editor from Cambridge University Press, who was very interested in publishing a textbook based on my lecture notes, which I will consider over the next few years.

\* I significantly improved the methods of presenting the lectures, by including more student activities in the lecture and by substantially revising the lecture content to get a more consistent overall unit.

\* The student feedback has been very positive illustrating the improvement of the unit. In particular the overall rating of my ATM2020 unit increase from 3.4 to 4.4, which is a whole mark. Unclear to me how this is possible, but it certainly shows an improvement and the good quality of my unit. Also the student marked me as lecturer with overall 4.6, which is quite remarkable.

\* I made a significant innovation by introducing the Monash simple climate model into my unit in the lectures and in the assignment.

However, I see still a number of improvement that this unit needs: the lab-classes teaching is still far from perfect, the assessment needs to better aligned with the unit outcomes and the lecture notes , although already 359 pages, need substantial improvements. I also need to further improve the Monash simple climate model to be of better use with the ATM2020 unit.

I also had a summer project student Nathan Eizenberg. He was very interested and hopefully will become a graduate student of the ATM-group soon.

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 Honours:

-my honours lecture in 'statistics for climate researchers' went very well. Unfortunately we do not have ATM Monash Honours students in 2013, but my honours lecture is the only one we will still teach in 2013 as we have a collaboration with Mel. Uni. and they are most interested in my lecture, which is a very good sign of the quality of my honours lecture.  
 -I further developed my statistics lecture notes and had a discussion with an editor from Cambridge University Press, who was very interested in publishing a textbook based on my lecture notes. I will try to continue on this project and maybe start the textbook next year (2014) together with a coauthor.

-----  
 graduate supervision

I now have three PhD students at Monash and still one in Germany. This is already quite a heavy load on me, I think. However, I would still like to find one or two more PhD students over the next year.

The students are progressing well, with Gang Wang just submitted a paper to an A Journal, Nick Tyrrell currently preparing a paper for an A Journal and Byju developing a new ACCESS-model components. My german student Tobias Bayr has already achieved the publication of two papers in A\*/A journals, is coauthor of two other A\*/A journals, is currently working on the next publication and is finishing up his thesis.

I also supervised the Master Thesis work of Simona Trefalt, an external Master student from the ETH zuerich university. She visited Monash for 6 month and worked on an ENSO project, which she finished with a very good (above 80% at ETH Uni) thesis.

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 GCAP courses:

-I did two of the 4 units required for the GCAP course, which should meet my probation requirements.  
 -I m enrolled in the third course of GCAP in term 1 2013.

Supervisor's mid-cycle comments    End of cycle comment: The improvements you made to the ATM2020 lecture notes, content, model etc. all seem to have had a great impact on the student evaluations. The unit is now scoring 4.4 for overall satisfaction, which is a fantastic outcome (3.4 in 2011). Congratulations!

Glad to see your HDR students doing so well, publishing high quality journal papers already.

Actual annual achievements and comments    see mid cycle comments

Supervisor's end of year comments

## 3 Year Goals - Goals, strategies and annual achievement indicators: 2 of 3

Please select the applicable area of academic activity

Research

3 year goals – What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

- have a group of 5-10 researchers (including PhD students) working with me.
- publish about 2-4 A/A\* papers per year with me as a lead author
- work on the CoE project
- start my DP-El Nino project
- work on my simple climate model projects
- develop the ACCESS climate model hierarchy.
- continue the german project and collaborations.
- regular visits to the MPI in Hamburg, Germany for collaborations.
- give talks at international conferences and other institutes
- get collaborations with CSIRO and BoM started.
- get collaborations with other groups at Monash started (ecology, education, sustainability)

Strategies – What are your strategies and what development and/or support do you require to achieve the performance goals?

- work closely with my postdocs and phd students (weekly meetings)
- get my DP-project started.
- hire my DP-project postdoc (he should start in July)
- hope that the LP-project with the ecology group gets funded.
- try to get an LP-project with my simple climate model organised.

Achievement indicators – What annual targets and measures will demonstrate that you have achieved the performance goals?

- citations of my publications
- new peer reviewed publications
- funded projects
- invited talks on conferences/meeting or publications in journals/books
- reviewing

Supervisor planning comments – editable at step 2 and viewable at step 1 if sent back.

progressing well. I will introduce you to Enrica to see if there is any philanthropic or industry support for your climate model or research.

Staff member's mid-cycle comments

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My team:

My research group has been increasing substantially: I had 6 graduate students, 2 postdocs and 2 research assistants in my group in 2012; in total 10 people. This was a very significant increase and it did cost me a lot of time to supervisor all the new activities in my group. Unfortunately this reduced the amount of time I could spend on publications. However, I hope that this will pay off in the next years.

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CoE project:

The CoE project is now fully running, with lots of model development, collaborative meetings and management. The model development and lead of the the research program "Variability" takes up a lot of time. These activities are still in the developing stage and only few results for publications has come out of it so far. I hope this will improve over the next years when the model development shows its first results and the team becomes more focused on results.

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DP - El Nino project:

This project is now also fully active and is also mostly focusing on model development. The postdoc (Yanshan Yu) has made good progress and first indications of results worth publication are already visible.

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## LP-projects:

The Biota-rain-climate project did get funded. Work will start in 2013.

A LP-project around my simple climate model has not been proposed yet, but I m currently working with Education Service Australia to get something started in 2013.

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conferences/meetings

-I have been on a number of international meetings/conferences

-I did get invited for keynotes for two international conferences/meetings: one in Taiwan and one in San Francisco.

-I spend a month in Germany for collaborations within the CoE.

-----  
Publications:

-I did published 3 A\*/A jounral articles in 2012, two of which I m the only author.

-I further wrote two book chapters as a lead authors. I did got invited by the editors to write these chapters. They may get published in 2013.

-However, I did fail to finish a number of studies, due to lag of sufficient time to focus on research only. So overall the publication outcome of 2012 and most likely 2013 is not really satisfying for me. I hope this will improve in 2014.

Supervisor's mid-cycle comments    Your research outputs are outstanding and clearly above the aspiration target level for level D.

Actual annual achievements and comments    see mid cycle comments

Supervisor's end of year comments

## 3 Year Goals - Goals, strategies and annual achievement indicators: 3 of 3

Please select the applicable area of academic activity

Service

3 year goals – What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

- Develop an outreach program with my simple climate model. This should address high school students and the general public.
- scientists in school, which I hope to use for my simple climate model program.
- coordination of the ATM undergraduate program.
- improving the MWAC web presentations
- reviewing for journals.

Strategies – What are your strategies and what development and/or support do you require to achieve the performance goals?

- propose a simple climate model project. Most likely ARC-linkage, but maybe following other options.
- develop the models with volunteers. Martin Schweitzer (senior software developer at the Bureau of Met.) is already working with me on this and Mike Rezny (Monash) is also helping with numerical optimisations.
- scientists in school.

Achievement indicators – What annual targets and measures will demonstrate that you have achieved the performance goals?

- An online webpage running my simple climate model. A test version under construction is already online.
- public lectures/discussion on climate change and my simple climate model.
- funded project on the simple climate model.
- active membership in scientists in school.
- increased numbers in undergraduate and graduate ATM students.

Supervisor planning comments – editable at step 2 and viewable at step 1 if sent back.

It will be most useful for your promotion application for you to be able to demonstrate impact of your service role as ATM coordinator. In particular, this role should be more than student contact person for ATM, and you should be able to argue how you are showing leadership with the directions of the ATM program. I think you should be on the school education committee, particularly in Steve's absence.

Staff member's mid-cycle comments

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coordination of the ATM undergraduate program:

- I started to take over the lead in the coordination of the ATM undergraduate program. For this we started a number of new initiatives:
- we made active promotion for the ATM-major with several seminars addressing mostly math and physics students. This seem to have caught the interested of some math and physics students.
- we started the process to strengthen the ATM-major by introducing a new year 3 unit "tropical atmospheric dynamics". However, for this to be successful we aim to prepare a proposal in 2013 to introduce the new unit in 2015.
- we started to gather data about the ATM-students. We aim to do surveys in 2013 in all ATM-units to get better understanding of our student structures, which should support for our aim to strengthen the ATM-major.

-I also did the operational tasks related to the coordination of the ATM undergraduate program.

-I now also part of the Math school education committee with regular meetings and contributions to the committees tasks.

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the Monash simple climate model:

- One of my main projects in 2012 was the development of the interactive Monash simple climate model for public outreach and teaching. A first test version is now public.

- I m in contact with several people to get this into high schools in Australia and in Germany.

- I also use this program for the teaching of ATM2020 and for the PhD students winterschool of the CoE.

- I will try to push for a LP-project in 2013 again.

-----  
**MWAC webpages:**

-I have been the administrator for the webpages. We introduced some new features including: Facebook, Blog, twitter and renewed publications and seminar tracking.

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**reviewing:**

-I have been reviewing about 1 article per month mostly A\*/A journals including Nature-geosciene and Nature-communications.

Supervisor's mid-cycle comments: Please talk to Burkard about getting your climate model into JMSS, and seeing if you can have some time with interested groups of students/teachers. Work experience students are another option, and I am glad to know that you already have one JMSS student coming in mid 2013.

Thanks for your efforts in the ATM coordination role and the initial proposal of a new 3rd year unit to strengthen the curriculum. It is important now to get the right data that can inform our decision making, in particular to have a clear idea of where the current students come from and where the potential students are. The seminars you are running to give info to prospective students are a really good start.

Actual annual achievements and comments: see mid cycle comments

Supervisor's end of year comments

RESEARCH ACHIEVEMENTS - please ensure you have had your publications entered into ROPES. (Includes data for the current and previous three years)

**Could Not Complete Request**

Sorry! The system could not complete the request at this time.

There was a problem with the page or file you requested. You may have requested an address that does not exist, or a feature that is currently unavailable.

What to do next?

Please try your original action again. If you continue receiving this message, please contact your System Administrator with the following information:

Code:

3050

Time:

[Return to Home](#)

[Close](#)

**Leadership Role - Goals, strategies and annual achievement indicators**

**This section only needs to be completed by staff members who hold a formal leadership role such as deputy vice-chancellor, dean, pro vice-chancellor, campus director, academic head, centre director, deputy dean, or associate dean.**

This section captures management and leadership duties and targets.

More information to help you complete this section of the plan can be found on the following links:

[Leadership tab explained](#)

[Leadership tab example](#)

You can also look on the [Performance Development](#) website.



## Leadership Role - Goals, strategies and annual achievement indicators: 1 of 1

Please select the applicable area of academic activity

Education

3 year goals -  
What are your performance goals to enable you to achieve the University's objectives and your career aspirations?

Strategies - What are your strategies and what development and/or support do you require to achieve the performance goals?

Achievement indicators - What annual targets and measures will demonstrate that you have achieved the performance goals?

Supervisor planning comments -  
editable at step 2 and viewable at step 1 if sent back.

Staff member's mid-cycle comments

Supervisor's mid-cycle comments

Actual annual achievements and comments

Supervisor's end of year comments

## What is your workload allocation for the next 12 months?

Summarise your workload allocation below and/or attach your workload allocation document in the 'Portfolio Attachments' section of the 'Overview' tab.

More information to help you complete this section of the plan can be found on the following links:

[Workload Allocation explained](#)

[Workload Allocation example](#)

You can also look on the [Performance Development](#) website.

Research (for example, outputs, grants and HDR supervision) 30% CoE: research, model development, publications, collaborations, management, supervision of students and postdoc  
20% DP-El Nino: hiring postdoc, model development, research, publication, collaborations  
10% German project on changes in the modes of variability in the northern hemisphere: research, publications, supervision of students  
10% development of new research projects.

Research - estimated % workload allocation 70%

Education (for example, teaching improvement, leadership, innovation, standing) -lectures ATM2020 and honours statistics  
-development of the ATM2020 lecture script  
-honours FORTRAN course.

Education - estimated % workload allocation 20%

Service (for example, internal, external, leadership) -coordination of ATM undergraduate.  
-ATM webpages  
-development of the simple climate model outreach program.  
-reviewing

Service - estimated % workload allocation 10%

Student contact hours per semester 30hrs per semester

Supervisor planning comments - editable at step 2 and viewable at step 1 if sent back. You will need to do the GCHE this year (2 modules), but your workload has already previously included time for that. Your current workload is 40% research, 10% service, 12.5% GCHE, and remaining teaching.  
We will revisit your teaching fraction for next year.

Staff member's mid-cycle comments I have been overloaded with work in 2012. Mostly the large increase of my research team (10 people for most of the year) and the number of projects I worked on caused a lot of stress. In combination with the visit to Germany, the invited two book chapters, the lead of the CoE research program "Modes", the development of the Monash simple climate model and the teaching load/development the workload was too much for me. I need to reduce my workload in 2013 significantly.

Supervisor's mid-cycle comments End of cycle comment: I am happy to drop your teaching fraction to 0.25 on the basis of 15% service, 25% teaching, 60% research.

Staff member's end of year comments

Supervisor's end of year comments

## Summary Section

The 'Comments' tab is used by the staff member and supervisor to record overall comments at the time of the mid-cycle and end of year reviews. Specific comments relevant to goals should be added to the '3 Year Goals' tab at the appropriate step.

The staff member should use this section to divulge any relevant personal circumstances to assist the supervisor in evaluating the staff member's achievements relative to opportunity. This information will be kept confidential by the staff member and will only be used for the purposes of making a holistic assessment of the staff member's performance.

Supervisors should take into account any relevant personal circumstances when considering the staff member's achievements. For information on how to assess achievements relative to opportunity, please refer to the [Achievement Relative to Opportunity](#) website.

During the end of year review a supervisor is required to make a recommendation on a staff member's incremental progression (where applicable). Secondary supervisors should be consulted before making this recommendation.

More information to help you complete this section of the plan can be found on the following links:

[Overall Comments explained](#)

[3 Year Goal Comments explained](#)

[Workload Allocation Comments explained](#)

You can also look on the [Performance Development](#) website.

Staff member's mid-cycle comments	2012 was a lot of stress and number of significant disappointments. The most significant disappointment was that my probation time was not ended successfully. This makes me seriously doubt that I have a future here at Monash as a faculty member. I hope that this will happen in 2013.
Staff member's end of year comments	see mid cycle comments
Supervisor's mid-cycle comments	End of cycle comment: It looks like 2012 was a busy but productive year, and you have demonstrated your research strength (which the probation review committee could clearly see), but also have now the evidence that your teaching improvements are having positive impact. You are also starting to help progress discussions in ATM re. the curriculum which is important to show the impact of your service, in addition to various outreach activities that are progressing well. If you apply for promotion to level D prior to your probation review, then the probation confirmation becomes automatic. Please read through the promotion guidelines, and attend the information session and discuss with me again if you plan to apply for level D this year. I will support your case, which will be quite strong, and even stronger if you have lots to say about demonstrating your international reputation.
Supervisor's end of year comments	as above (mid-cycle comments written at end of cycle).
Unit head's end of year comments	Head is supervisor, comments as above
Staff member's level and step	[Level: <b>LEVEL C</b> ] [Step: <b>01</b> ]
Supervisor's pay increment statement	A salary increment is not applicable for this staff member.
I have met with my staff member to provide mid-cycle feedback.	<input type="checkbox"/>

Mid-cycle meeting date	19/04/2013
I have met with my staff member to conduct an end of year review. <input checked="" type="checkbox"/>	
End of year meeting date	19/04/2013

## Acknowledgement

Please click on the 'Sign' button to confirm that you have read and understood your review and then submit your plan to complete this years performance development cycle. This section also acknowledges that you have understood and complied with University requirements for [intellectual property, conduct and compliance, research conduct, equal opportunity and occupational health and safety](#).

### Staff member

Staff member  
Acknowledgement date  
Staff member comments

## Send Back and Request Input History

This section is used to record 'Send Back' and 'Request Input' history for a staff member's performance development plan.

'Send Back' history is populated when a user sends a plan back to the previous step in PDO using the 'Send Back' button.

'Request Input' history is populated when a user sends the plan onto another PDO user by clicking on the 'Request Input' button.

Responses to the send back and request input comments should be recorded in the 'Response comments' text boxes. The 'Response history' will be updated with the comments when the plan is submitted back and input is returned.

### Send Back

'Send Back' requests history  
Response history  
Response to

'Send Back'  
request

### Request Input

'Request Input'  
history

Response history

Response to  
'Request Input'

## Portfolio Attachments

The 'Portfolio Attachments' section is used to attach documents that provide evidence of your annual achievements, such as workload allocations, awards, articles published, results, books written, peer reviews, written feedback and any other relevant evidence.

When attaching files you should consider giving them a clear name that indicates the nature and purpose of the file.

The following file types can be included:

- Microsoft Word (.doc and .docx)
- Microsoft Excel (.xls and .xlsx)
- Microsoft PowerPoint (.ppt and .pptx)
- Text file (.txt)
- Portable Document Format (.pdf)

More information to help you complete this section of the plan can be found on the following link:

[Portfolio Attachment explanation](#)

**Filename**

**Research supervision of higher degree by research (HDR), honours, masters and PhD students 2010-2014**

Name of HDR and honours student	Type of student*	Current student	Completed student	Years of enrolment	Role**
Nichlas Loveday	Honours	yes	-	0.5	M
Byju Pookandy	PhD	yes	-	1.5	M
Nichlas Tyrrell	PhD	yes	-	2.5	M
Gang Wang	PhD	yes	-	2.5	M
Tobias Bayr (at Uni. Kiel, Germany)	PhD	-	Yes	3	M
Claudia Frauen (at Uni. Kiel, Germany)	PhD	-	Yes	3	M
Simona Trefelt (at ETH Zuerich, Swiss)	Msc.	-	Yes	1	M
Tobias Bayr (at Uni. Kiel, Germany)	Msc.	-	Yes	1	M
Tilman Rickert (at Uni. Kiel, Germany)	Msc.	-	Yes	1	M
Nichlas Tyrrell	Honours	-	Yes	1	M

M= main supervisor

# Curriculum Vitae

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## Dr. Dietmar Dommenget

School of Earth, Atmosphere and Environment, Monash University  
Clayton, VIC 3800  
Australia

Tel.: +61-03-99054495  
dietmar.dommenget@monash.edu

*German citizenship* ◦ *Permanent Australian residence*  
*Married* ◦ *Two sons*

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## Academic experience

- 01/2010 - present      SENIOR LECTURER  
School of Mathematical Sciences ◦ Monash University ◦ Melbourne  
*Climate dynamics* ◦ *Climate change* ◦ *Tropical climate variability*
- 10/2009 – 12/2009      AKADEMISCHER RAT (SENIOR RESEARCH FELLOW)  
Leibniz Institut für Meereswissenschaften IFM-GEOMAR ◦ Kiel ◦ Germany  
*Climate dynamics* ◦ *Climate change* ◦ *Tropical climate variability*
- 10/2003 – 09/2009      JUNIORPROFESSOR  
Leibniz Institut für Meereswissenschaften IFM-GEOMAR ◦ Kiel ◦ Germany  
*Climate dynamics* ◦ *Teaching graduate students*
- 01/2001 – 09/2003      POSTDOCTORAL SCHOLAR  
Scripps Institution of Oceanography ◦ La Jolla ◦ California ◦ USA  
*ECCO Project* ◦ *Predictability of El Nino* ◦ *Ocean mixed layer*
- 01/2000 – 12/2000      POSTDOCTORAL SCHOLAR  
Max Planck Institute for Meteorology ◦ Hamburg ◦ Germany  
*PREDICATE EU-project* ◦ *EOF-Modes* ◦ *Indian monsoon*
- 04/1996 – 12/1999      GRADUATED RESEARCHER  
Max Planck Institute for Meteorology ◦ Hamburg ◦ Germany  
*SINTEX EU-project* ◦ *PROVOST EU-project* ◦ *Ocean CLIVAR (BMBF)*

## Education

- 04/1996 - 04/2000      PH.D. IN GEOSCIENCES  
University of Hamburg ◦ Germany  
*Large-scale Sea Surface Temperature Variability in the Midlatitudes and in the Tropical Atlantic* ◦ *Adviser Prof. Dr. Mojib Latif*
- 10/1990 – 02/1996      DIPLOMA IN PHYSICS  
University of Hamburg ◦ Germany  
*Improved reconstruction of the shower core of extended air showers of cosmic rays* ◦ *Adviser Prof. Dr. Heinzelmann*



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## Professional experience

### ○ PROJECTS CURRENT

*CI of 'Either side of the Big Wet: the future resilience of southeastern Australia's biota' (ARC-LK) ◦ Leading CI of 'Beyond the linear dynamics of the El Nino Southern Oscillation' (ARC-DP) ◦ CI of 'Modes of the northern atmospheric circulation in the changing climate' (ARC-Centre of excellence) ◦ Monash Simple Climate Model for High-schools in Germany (outreach; NGO in Germany).*

### ○ PROJECTS PAST

*CI of 'Modes of the northern atmospheric circulation in the changing climate' (DFG-Germany) ◦ CI of 'Tropical Oceans Interactions' (DFG-Germany) ◦ Collaboration with: DYNAMITE (EU) ◦ ENSEMBLES (EU) ◦ Past member of: SINTEX (EU) ◦ PROVOST (EU) ◦ Ocean CLIVAR (BMBF-Germany) ◦ PREDICATE (EU) ◦ ECCO (NSF-USA) ◦ SFB460: 'Dynamics of Thermohaline Circulation' (DFG-Germany).*

### ○ FIELD WORK

*Expedition to the Neumayer station in the Antarctic and the Weddell Sea ◦ Oceanographic measurements ◦ Research vessel Polarstern ◦ Jan. - Mar. 1999.*

### ○ REVIEWING

*Journal of Climate ◦ Climate Dynamics ◦ Quarterly Journal of RMS ◦ Geophysical Research Letters ◦ Bulletin of the American Meteorological Society ◦ Nature ◦ Nature Geoscience ◦ Nature Communications ◦ Atmospheric Chemistry and Physics ◦ Reviews of Geophysics ◦ Tellus A ◦ Journal of Geophysical Research Ocean ◦ Journal of Oceanography ◦ Journal of Geophysical Research Atmosphere ◦ Advances in Atmospheric Sciences ◦ International Journal of Climatology ◦ Deep Sea Research II ◦ Ocean Dynamics ◦ Ocean Modelling ◦ Climate Research ◦ Climatic Change ◦ Theoretical & Applied Climatology ◦ Atmospheric Research ◦ Journal of Marine Research ◦ Meteorologische Zeitschrift ◦ Australian Meteorological and Oceanographic Journal ◦ Journal of Geodesy ◦ Journal of Northwest Atlantic Fishery Science.*

*Proposals: Australian Research Council (ARC), National Ocean and Atmosphere Association (NOAA), USA ◦ National Science Foundation (NSF), USA ◦ Nederlandse Organisatie voor Wetenschappelijk Onderzoek (NWO), Netherlands.*

### ○ PUBLIC OUTREACH

*Monash Simple Climate Model for High-schools ◦ Lectures/presentations for the economy, politics and public ◦ Discussions in radio, TV and public events ◦ Consulting for businesses, politics and public ◦ Interviews in radio, TV and print media.*

### ○ SUPERVISING

*12 graduate students for the 9-12 month diploma/masters thesis/work ◦ 6 Ph. D. Students.*

## List of publications

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### Peer reviewed publications (pending)

- [1.] YU, Y., D. **DOMMENGET**, C. FRAUEN, G. WANG AND S. WALES, 2014: ENSO diversity as a result of the recharge oscillator interacting with the slab ocean. *J. Climate*, submitted.
- [2.] **DOMMENGET**, D., 2014: Simulated Climate Sensitivity Uncertainty: Control Climate Bias vs. Perturbed Physics. *Climate Dynamics*, submitted.
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- [1.] FRAUEN, C., D. **DOMMENGET**, M. REZNY AND S. WALES, 2014: Analysis of the Non-Linearity of El Nino Southern Oscillation Teleconnections. *J. Climate*, 27, 6225-6244.
- [2.] **DOMMENGET**, D., S. HAASE, T. BAYR AND C. FRAUEN, 2014: Analysis of the Slab-Ocean El Nino Atmospheric Feedbacks in Observed and Simulated ENSO Dynamics. *Climate Dynamics*, 42, 3187-3205.
- [3.] BAYR, T. AND D. **DOMMENGET**, 2014: Comparing the spatial structure of variability in two datasets against each other on the basis of EOF modes. *Climate Dynamics*, 42, 1631-1648.
- [4.] **DOMMENGET**, D., T. BAYR AND C. FRAUEN, 2013: Analysis of the Non-linearity in the Pattern and Time Evolution of El Niño Southern Oscillation. *Climate Dynamics*, 40, 2825-2847.
- [5.] BAYR, T. AND D. **DOMMENGET**, 2013: The Land-Sea Warming Contrast as the Driver of Tropical Sea Level Pressure Changes. *J. Climate*, 26, (4), pp. 1387-1402.
- [6.] **DOMMENGET**, D., 2012: Analysis of the Model Climate Sensitivity Spread forced by Mean Sea Surface Temperature Biases. *J. Climate*, 25, 7147-7162.
- [7.] **DOMMENGET**, D., 2012: Comments on “The Relationship between Land-Ocean Surface Temperature Contrast and Radiative Forcing” . *J. Climate*, 25, 3437-3440.
- [8.] FRAUEN, C. AND D. **DOMMENGET**, 2012: Influences of the tropical Indian and Atlantic Oceans on the predictability of ENSO. *GRL*, 39, L02706.
- [9.] **DOMMENGET**, D. AND J. FLOETER [2011]: Conceptual Understanding of Climate Change with a Globally Resolved Energy Balance Mode. *Climate Dynamics*, 37, 11, 2143-2165.
- [10.] **DOMMENGET**, D. [2011]: An Objective Analysis of the Observed Spatial Structure of the

Tropical Indian Ocean SST Variability. *Climate Dynamics*, 36, 2129–2145.

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- [12.] **DOMMENGET**, D. [2010]: The Slab Ocean El Nino. *Geophys. Res. Lett.*, 37, L20701.
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- [17.] JANSEN, M., D. **DOMMENGET** & N. KEENLYSIDE [2009]: Tropical Atmosphere-Ocean Interactions: A Conceptual Framework. *J. Climate*, 22, 3, p. 550-567.
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- [22.] **DOMMENGET**, D., V. SEMENOV & M. LATIF [2006]: Impacts of the tropical Indian and Atlantic Oceans on ENSO. *Geophys. Res. Lett.*, Vol. 33, -.
- [23.] **DOMMENGET**, D. & D. STAMMER [2004]: Improving ENSO Simulations and Predictions Through Ocean State Estimation. *J. Climate*, Vol. 17, No. 22, pages 4301-4315.
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### **Invited talks** (meetings and conferences; not including colloquium presentations)

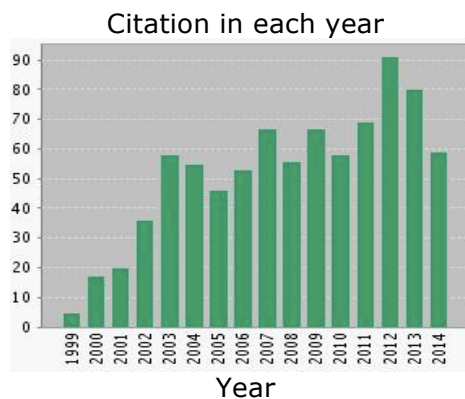
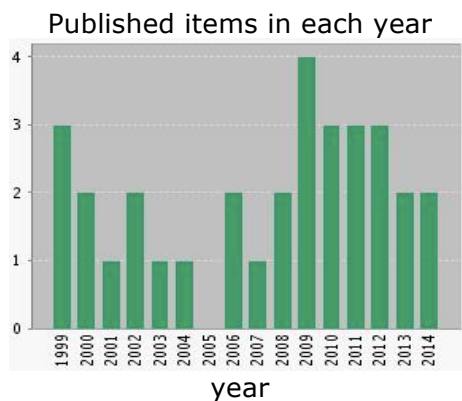
- 01/2013 'The Atmospheric (Slab Ocean) El Nino'  
*Third CLIVAR Workshop on Evaluation of ENSO Processes in Climate Models* ◦ Hobart ◦ Australia.
- 12/2012 'The Non-linearity in the Pattern and Time Evolution of ENSO'  
*AGU-meeting* ◦ San Francisco ◦ USA.
- 09/2012 'The Global Decadal Hyper Modes'  
*NTU International Science Conference on Climate Change* ◦ Taipei ◦ Taiwan.
- 03/2012 'The Non-linearity in the Pattern and Time Evolution of ENSO'  
*Prestley Workshop* ◦ Aspendale ◦ Australia.
- 11/2010 'The Role of the Oceans in Climate'  
*CAWCR Workshop* ◦ Hobart ◦ Australia.
- 06/2008 'A Null Hypothesis for Large-Scale Atmospheric Circulation Modes'  
*Monte Verita workshop on 'Variability of the Global Atmospheric Circulation during the Past 100 Years'* ◦ Monte Verita ◦ Switzerland
- 04/2007 'How to detect Climate Modes?'  
*EGU General Assembly* ◦ Vienna ◦ Austria
- 08/2005 'The Physics of Global Warming'  
*1. Sino-German summer school 'The Warming of the Oceans'* ◦ Qingdao ◦ China
- 05/2004 'A Cautionary Note on the Interpretation of EOF'  
*International Meeting on Statistical Climatology* ◦ Cape town ◦ South Africa
- 01/2004 'Analysis of Observed and Simulated SST Spectra in the Midlatitudes'  
*Ocean Sciences Meeting* ◦ Portland ◦ Oregon ◦ USA

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## Citation Report (ISI Web of Science)

For your convenience the Citation Report of the ISI Web of Science for 'Dietmar Dommenges' is included (18.08.2014). It allows an evaluation of the impact of my peer reviewed publications.

Results found : 32  
 Sum of the times cited articles : 837  
 Average citation per article : 26.16  
 h-index : 14



Article	Total citations	Citation per year
1. DOMMENGET & LATIF [2002] ◦ <i>J. Climate</i>	158	12.15
2. BARNETT ET AL. [1999] ◦ <i>Geophys. Res. Lett.</i>	123	7.69
3. DOMMENGET & LATIF [2000] ◦ <i>J. Climate</i>	73	4.87
4. LATIF ET AL. [1999] ◦ <i>J. Climate</i>	71	4.44
5. PIERCE ET AL. [2001] ◦ <i>Climate Dynamics</i>	62	4.43
6. LORBACHER, ET AL. [2006] ◦ <i>J. Geophys. Res.</i>	49	5.44
7. BARNETT ET AL. [1999] ◦ <i>Geophys. Res. Lett.</i>	49	3.06
8. SEMENOV ET AL. [2010] ◦ <i>J. Climate</i>	37	7.40
9. DOMMENGET [2009] ◦ <i>Climate Dynamics</i>	25	4.17
10. JANSEN ET AL. [2009] ◦ <i>J. Climate</i>	22	3.67
11. DOMMENGET & LATIF [2008] ◦ <i>Geophys. Res. Lett.</i>	21	3.00
12. DOMMENGET [2007] ◦ <i>Climate Dynamics</i>	21	2.62
13. DOMMENGET ET AL. [2006] ◦ <i>Geophys. Res. Lett.</i>	18	2.00
14. DOMMENGET & LATIF [2002] ◦ <i>Climate Dynamics</i>	18	1.38
15. DOMMENGET & LATIF [2003] ◦ <i>J. Climate</i>	14	1.17
16. DOMMENGET [2010] ◦ <i>Geophys. Res. Lett.</i>	11	2.20
17. FRAUEN ET AL. [2010] ◦ <i>Geophys. Res. Lett.</i>	11	2.20
18. GRÖTZNER ET AL. [2000] ◦ <i>Q. J. Roy. Met. Soc.</i>	11	0.73
19. DOMMENGET & STAMMER [2004] ◦ <i>J. Climate</i>	9	0.82
20. DOMMENGET & JANSEN [2009] ◦ <i>J. Climate</i>	6	1.00

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