Australian National University

2012 REVIEW OF ADMINISTRATION IN THE ANU COLLEGE OF ARTS AND SOCIAL SCIENCES

SELF-EVALUATION REPORT

ANU College of
Arts & Social Sciences

Contents

1 Introduction

ANU by 2020 identifies 'building on our distinctive excellence in research, education and policy outreach, ANU will have a real focus on the place of Australia in our region and the world, bringing together all disciplines to understand and position Australia in the 21st century'. The College of Arts and Social Sciences (CASS) is the realisation of how ANU manifests this as CASS brings together the greatest breadth of distinct disciplines (20) of all ANU's colleges. The disciplines covered in CASS are critical for understanding how our society works (socially, culturally, politically, and demographically), our historical origins from the first Australians to the most recent arrivals, and our place in the world through key centres focused on Europe, Latin America, and the Islamic world. CASS scholars have a strong commitment to social and public policy through major centers focused on Indigenous issues, demographic change, human rights and tolerance, and Australian political institutions and creative expression through art, music and literature.

Due to the breadth of disciplines the college is culturally and financially complex. The college has:

- the largest proportion of undergraduate students (crossing 4 base funding clusters);
- the largest proportion of HDR students;
- 25 buildings of variable quality;
- an art gallery and a museum; and
- facilities ranging from practice/performance space through to archaeological/linguistics laboratories.

The mission of CASS is:

- globally, to be recognised by its academic excellence, in both research and education, across the humanities, creative arts and social sciences, while bringing its expertise to bear on key social, cultural, and political problems facing the contemporary world;
- nationally, in partnership with the public, the private sector, and government, to shape Australia as an innovative knowledge-based society; and
- locally, to engage with, and enrich the community.

CASS is a leader in the development of innovative research led educational offerings within ANU. This is evidence through the planned introduction in 2014 of:

- Three new vertical Bachelor/Masters degrees
- Politics, Philosophy and Economics (PPE) degree (UAC entrance of 96)
- Diploma of Languages (with CAP)
- Masters of Globalisation

Educational outcomes for CASS graduates were confirmed by *The Good Universities Guide* 2013 which found a high proportion of job-seeking graduates from ANU secured employment within four months of graduating, with ANU achieving top ratings for 'Getting a Full-time Job' and 'Positive Graduate Outcomes'. The field of humanities and social sciences was identified as a key area of employment success for ANU graduates.

CASS' humanities and social sciences graduates earned the highest reported starting salaries of any humanities and social science graduates in the country, with average starting salaries of $52,259, which is considerably higher than the national average of $47,801 in the field and not far below the national average starting salaries of law graduates ($53,201).

The overarching vision for the college is that it will:

- lead Australia in fundamental, strategic and applied research and education in the humanities, social sciences and the creative arts, contributing to the ANU's reputation as Australia's finest university;

- produce internationally outstanding research in our disciplines and interdisciplinary fields; and

- generate work which has a significant impact on political, cultural, social and public policy debate and formulation in Australia and internationally, with particular focus on contributing to areas of national priority.

The success of CASS' world class researchers is reflected in its income from its research activity. This includes ARC grants worth $41.0M, which comprises 140 grants and 19 ARC funded fellowships. In addition to these CASS academic staff generate a further $28.2M from 165 grants.

CASS is unambiguously, the foremost centre in Australia for research in Philosophy, History, Politics and International Relations. Excellence in Research for Australia (ERA, 2010) scored Archaeology, Historical Studies, Linguistics, Philosophy and Political Science a 5 and Anthropology, Cultural Studies, Language Studies and Sociology a 4. CASS makes a significant and substantial contribution to these disciplines and CASS scholars had the highest number of weighted HERDC publication returns of any college for 2011.

ANU by 2020 states that 'ANU will continue to develop ANU college structure and ensure there are clear policies, procedures, reporting lines and accountabilities across the university'. CASS embodies this in the delivery of its administration.

CASS is structured into two research schools and one Institute -- the Research School of Humanities and the Arts (RSHA); the Research School of Social Sciences (RSSS); and the Australian Demographic and Social Research Institute (ADSRI). It has 13 disciplinary and interdisciplinary AOUs that constitute the core of the college's research and education activity.

CASS administration includes operational, advisory and strategic services that support the college's research, education and learning and policy outreach activities. At college level these services are delivered through seven offices -- Student, Finance and Research, Human Resources (HR), Building Operations, Marketing and Communication, Education Design and IT. Some elements of these services are also provided at the school level, while the college administrative offices provide a primary point of interface with the university's central administrative service divisions.

The CASS operational plan sets the framework for all activities and decision making in the college related to its research priorities, curriculum and course design, staff appointments, engagement in the public arena, administrative arrangements and infrastructure investments.

Recent changes following the review of DRSS provide the college with the strategic opportunity to leverage off these changes and enhance its administration of student services/experiences. This area is of critical importance to CASS as income from students (as currently allocated by the OVC) accounts for 59 per cent of income in 2012. The administration of research office activities and the delivery of human resource management although critical to the college were very comprehensively covered in the CAP and JAG administrative reviews respectively and CASS will draw on those reviews to inform its future directions.

The effectiveness of the current arrangements for the delivery of administration within CASS result from the establishment of an integrated administration when the college was first formed in 2006 (lead by Ms Julie Gorrell as General Manager of the college), further consolidated through the formation of single budget line for CASS administration in 2009 and the implementation of the 2009 Deloittes review of CASS administration.

The professionalism and dedication of the administrative team across the college is evidenced through the team effort in compiling this report.

I would like to thank and acknowledge Mr Andrew Heath and Ms Caroline Wood for their work co-ordinating to compilation of material, CASS functional area managers and their staff, academic colleagues (the Associate Deans of Education, Research, Research Training and Student Progress), the Research School and ADSRI executive officers – Ms Maria Davern, Ms Suzanne Knight and Ms Christel Cools and the CASS senior school administrators, Ms Joyce Noronha-Barrett, Ms Barbara McConchie, Ms Hodgson, Ms Kathrin Kulhanek, Ms Sharon Komidar, Ms Cait Rawson, Ms Catalina Lopera, Dr Kate Bisshop-Witting, Ms Lissette Geronimo and Ms Denise Steele. It is a testament to the professionalism of these people and their commitment that is the backbone of supporting CASS to achieve its educational, research and outreach mission.

Linda Addison
General Manager
October 2012

2 The College at a Glance

Figure 2.1 illustrates the complexity and scope of the college.

Figure 2.1: The College at a Glance September 2012

ANU COLLEGE OF ARTS & SOCIAL SCIENCES

RESEARCH

Total Number of Active ARC Grants:
91

Total Value of Active ARC Grants:
$28.00M

Total Number of Active Non-ARC Grants:
49

Total Value of Active Non-ARC Grants:
$13.12M

Total Number of Fellowships:
19

Percentage of Academic Staff with a PhD:
77%

EDUCATION

Number of Undergraduate Students (EFTSL):
2557

Number of Postgraduate by Coursework Students (EFTSL):
254

Number of Higher Degree by Research Students (EFTSL):
494

Number of Domestic Students (EFTSL):
2697.31

Number of International Students (EFTSL):
327.40

Student Gender Balance: (% of EFTSL)
Male: 38%
Female: 62%

COMMUNITY ENGAGEMENT

Total Media Mentions (YTD):
4475

Total Number of Web Hits: (YTD):
161012

Total Number of Conferences/Seminars Hosted (YTD):
84

Total Number of Public Lectures/Concerts/ Exhibitions (YTD):
121

Total Current Number of Short Term Visiting Fellows:
76

Total Current Number of Long Term Visiting Fellows:
161

STAFF

Number of Academic Staff (EFT):
294.24

Number of Sessional Academic Staff (total):
186

Academic Staff Gender Balance (% of EFT):
Male: 54.7%
Female: 45.3%

Number of Research Intensive Academic Staff (EFT):
91

Number of Fixed Term Academic Staff (EFT):
70.64

Number of Administrative Staff (EFT):
108.54

Number of Technical, Research & Other Staff (EFT):
50

Academic Staff Gender Balance (% of EFT):
Male: 34.7%
Female: 65.3%

FINANCE

Total Recurrent Budget:
$58.99M

Total S-Funds:
$11.37M

Total Q-Funds:
$7.48M

Total E-Funds:
$34.5M

INFRASTRUCTURE

Total Number of Desktop Computers:
1500

Total Number of College IT Supported Users:
1200

Total Number of Buildings:
25

Total Number of Offices:
895

Total Number People Occupying Offices:
866

Major Infrastructure Supported:
Collections: 4
Concert Halls: 1
Museums: 1
Art Galleries: 1

Research Data: As at 17/9/2012 for 'Scheme year 2008 – Now
Education Data: 2012 YTD figures as at 17/9/2012 P&SS Pivot Tables
Staff Data: As at 31 March 2012
Finance Data: As at January 2012

3 Operational Context

3.1 The College of Arts & Social Sciences

The ANU College of Arts and Social Sciences (CASS) was created in 2006 as part of the university's broad restructure to maintain its position in the top 20 of the world's universities and the top-ranked university in the Asia-Pacific region.

Through the operational plan the college sets national and international standards and targets in research, education and community engagement across its three platforms: humanities, creative arts and social sciences.

A principal of college administration is efficient and appropriately targeted activities. This is reflected in the administrative support structure for the central college administration and that of the schools. The central college administration delivers:

- Student administration
- Education development
- Finance services
- Research management
- Marketing & communications
- Human resources
- Information technology
- Building operations

At the research school level, the Directors are supported by executive officers who co-ordinate activities across the research schools where local administration is delivered in the schools and centres.

Each administrative function in the college operates under a service charter which frames expectations of service delivery and assessment of performance.

Table 3.1 provides a snapshot of how the key administrative tasks with the college are divided between the central college administration and the administration teams in the schools and centres. A key priority in developing the service charters was to ensure that duplication of administration was significantly reduced through a clear framework of service delivery.

Table 3.1: Snapshot of CASS administrative tasks

	College Administration	Local Area Administration
Finance	Budgeting Transactional processing Asset management	Monitoring expenditure Purchasing Purchase card reconciliations
Human Resources	Recruitment & selection payroll Employment services & advice	Staff induction & orientation Statements of expectation Staff leave
Research Management	Pre-award stage support Award stage support Post-award stage support	Publications data entry Award/Contract reporting
Student Administration	Admissions & enrolments Examinations & graduations Course/program proposals	HDR milestones Class scheduling Student support
Facilities Management	Building access/security Major & minor capital works Fire & safety coordination	Minor maintenance Space allocation to staff/students Issuing of keys
IT Services	Desktop support IT infrastructure Management Hardware & software purchasing	Local desktop support Software and hardware purchasing Printing
Marketing & Communications	Student recruitment & advertising Web & multimedia management Print publications & branding	Event management Webpage content maintenance Media & community engagement

3.2 The Budget Model

The college has four budget units – CASS administration, RSSS, RSHA and ADSRI. The budget process and principals utilised by the college to prepare and manage the budget are at attachment 6. The recurrent 2012 budget includes all non-capital revenue and operational expenditure.

The aggregated college budget is provided in Table 3.2. The total income is $59.0m and expenditure is $62.7m. The college relies on approved carry forwards to balance its budget.

Table 3.2: College aggregated budget for 2012

2012	$ Million
INCOME	
HECS and CGS	20.9
National Institute Funding	17.2
Current Year Adjustments from Chancelry	0.9
Research Training Scheme	7.6
Joint Research Engagement	1.6
Sustainable Research Excellence	1.0
Research Infrastructure Block Grant	1.1
Operating Grant	**50.3**
Net Student Fees	6.6
Other Income, Internal Allocations and Internal Sales	2.1
Total Income	**59.0**
EXPENDITURE	
Salaries and Oncosts	50.4
Equipment	0.7
Scholars Expenses	1.7
Other Expenses	5.5
Utilities	2.8
Travel, Field and Survey Expenses	1.4
Expendable Research Materials	0.2
Total Expenditure	**62.7**
Net Operating Surplus (Deficit)	**-3.7**
Net Transfers to and from Others	1.5
Net Cash Position	**-2.2**
Approved Carry Over	2.2
Final Cash Position	**0.0**

Source: Approved budget published on the CASS intranet at
http://cass.anu.edu.au/sites/default/files/2012%20CASS%20Published%20Budget%20new.xls.pdf

The college has been progressively moving to full performance based budgeting, with all shortfalls to be formally approved. In 2011, the only schools to materially overspend their budget in excess of approved shortfalls were the School of Art and School of Music. All other schools either came in on budget or were only marginally over. Table 3.3 provides a comparison of the approved recurrent budget position and the end of year position for 2011 by school. The college committed funding to the School of Music deficit of $1.2M in 2012 with the funds being drawn from across all colleges. This is in addition to the off the top allocations that CASS provides to the OVC strategic fund that includes support for both music and art (which is an additional $3,290,000 from across the college).

Table 3.3: Comparison of the approved recurrent budget position and end of year position for 2011 by school

Budget Unit		Approved Budget Position 2011	End Of Year Position 2011	Variation
		Recurrent		
RSSS	RSSS Directorate	12,526	115,696	**103,170**
	Centre for Aboriginal Economic Policy Research	678	(-10,894)	**(-11,572)**
	Centre for Arab and Islamic Studies	144,529	107,942	**(-36,587)**
	Centre for Policy Innovation	49,326	306,532	**257,206**
	School of History	(-115,155)	(-9,891)	**105,264**
	Australian Dictionary of Biography	1,510	29,571	**28,061**
	School of Philosophy	762,848	995,148	**232,300**
	Centre for Applied Philosophy and Public Ethics	42,919	18,536	**(-24,383)**
	Total School of Politics and International Relations Including ANCLAS, ANIP & ANUPoll	234,134	536,550	**302,416**
	Total School of Sociology Incl NIRRA & CGR	160,500	338,858	**178,358**
	SoS - Centre for Educational Development and Academic Methods	(-1,545)	430,379	**431,924**
	Research School of Social Sciences	**1,292,270**	**2,858,428**	**1,566,158**
RSHA	RSHA Directorate	16,837	5,554	**(-11,283)**
	Total Interdisciplinary Humanities Group	(-44,060)	284,521	**328,581**
	School of Art	(-374,527)	(-1,036,546)	**(-662,019)**
	School of Archaeology and Anthropology	(-124,000)	283,170	**407,170**
	School of Cultural Inquiry	(-760)	201,042	**201,802**
	Total School of Languages Studies including Australian National Dictionary Centre	10,355	(-47,677)	**(-58,032)**
	Total School of Music including Venues	(-1,466,688)	(-2,461,250)	**(-994,562)**
	Research School of Humanities & the Arts	**(-1,982,843)**	**(-2,771,186)**	**(-788,343)**
ADSRI	**Australian Demographic and Social Research Institute**	**(-135,000)**	**178,215**	**313,215**
CASSGEN	**College Administration**	**3,447,325**	**2,172,677**	**(-1,274,648)**

Source: CASS Intranet 2011 Budget vs Actual Comparison available at http://cass.anu.edu.au/intranet/college-engagement/college-budget-2011

3.3 Budget Trends

The university budget allocation process and methodology has been continually evolving over the last three years.

National Institute Funding (NIF) although allocated using historical measures largely reflects both research performance and strategic priorities as identified in the college operational plan. The funding is largely directed at those areas with strong research performance (ERA rankings) and staff concentration in Philosophy, History, Political Science and IHug and strong social and public policy focus in Sociology/CPI, CAEPR, and ADSRI.

Full fee paying students income have shown a steady increase over the last three years. Whereas Commonwealth Grant Scheme income flowed through to the college has decreased while the student load has remained steady or slightly increased. The reduction of HECS/CGS income to the college is due to the rate of return the college is receiving.

3.3.1   Research Income Trends

There has been an increase in all competitive research income since 2009 as shown in Table 3.4.

Table 3.4: Trends in college research income over the past 3 years

Stream	Change
Joint Research Engagement	7-10% increase
Research Training Scheme	5-6% increase
Research Infrastructure Block grant	Increased significantly in 2011 before levelling off in 2012. Change may be due to fluctuations in college HERDC returns in Category 1 income in the two years (2009 and 2010) on which distribution is based.
Sustainable Research Excellence	Introduced in 2011 and allocation to college increased in 2012 by 16%

Source: Budget advice sheets provided by Chancellery

3.3.2   Student Income Trends

There has been an annual increase in consolidated full fee paying student income generated by the college as shown in Table 3.5.

Domestic fee paying income has increased over the last three years and been the primary driver of substantial growth. International fee paying income is expected to remain static or have a slight increase in 2012 pending the final fee distribution at year end; this would continue the minimal yearly growth from previous years.

Table 3.5: Trends in college student income over the past 3 years

Student income	2010	2011	2012
Domestic	$ 1,699,876	$ 2,046,840	$ 2,607,169
International	$ 4,397,814	$ 4,522,623	$ 4,488,405
Total Fee Paying Income	**$ 6,097,690**	**$ 6,569,463**	**$ 7,095,574**
HECS CGS Student Income	**$ 19,897,700**	**$ 21,663,484**	**$ 20,571,300**

Source: College Level Financial Management Report Period 10 K Book

HECS CGS Income

While HECS CGS income received by the college has decreased by 5% in 2012 compared to load remaining relatively static this is the result of changes to the percentage return to the college by the OVC, actual load has remained relatively static as shown in Table 3.6.

Table 3.6: HECS/CGS funded student load 2010-2012

Program level	2010	2011	2012 (17 Sept)
Postgraduate Coursework	0.500	2.125	3.125
Undergraduate	2303.250	2295.750	2296.500
Total	2303.750	2297.875	2299.625

Source: Weekly Enrolment Monitoring as at Monday 17 September

3.4 Staffing Profile

The college employs 294.24 (FTE) academic staff and 158.54(FTE) non academic staff with a large pool of casual staff augmenting these groups (refer Table 3.7). Tables 3.7 and 3.8 provides the profile of the college staffing by budget unit and level. Casual staff are excluded as the variability in the numbers employed varies significantly from week to week. On average the number of years service for academic staff is 8.3 and for general staff 7.2. As shown at Table 3.7, the staff numbers increased quite substantially in 2011 but for non-academic staff are now back around the levels of 2010.

Overall the college has 0.53 administrative staff per academic staff member. This compares to an average of 0.83 across all the colleges and 0.83 for the College of Asia and the Pacific (source: ANU Health Check Workforce Analytics & Planning HR Division). Note in calculating this ratio technical and research staff have not been included.

Table 3.7: Staffing profile for college over period 2010-2012 as at 31 March

Budget Unit	Employment Category	FTE		
		2010	**2011**	**2012**
ADSRI	Academic	18.00	17.90	17.20
	Non-Academic	13.90	11.09	11.83
CASS	Academic	2.00	3.00	2.00
	Non-Academic	54.28	61.14	55.78
RSHA	Academic	148.20	160.62	151.83
	Non-Academic	52.83	53.92	53.75
RSSS	Academic	106.59	118.87	123.21
	Non-Academic	34.78	48.73	37.18
Total	Academic	274.79	300.39	294.24
Total	Non-Academic	155.79	174.88	158.54
Total		**430.58**	**475.27**	**452.78**

Source: Planning & Statistical Services Division Continuing and Contract staff pivot table as at 17 August 2012

Table 3.8: Staffing FTE by Level as at 31 March 2012

Employment Category	Classification	ADSRI	CASS	RSHA	RSSS	Total
Academic	Level A			19.10	22.57	41.67
	Level B	4.20		52.18	36.20	92.58
	Level C	3.00		39.25	21.67	63.92
	Level D	5.00	1.00	23.50	16.17	45.67
	Level E	5.00	1.00	17.80	26.60	50.40
Non-Academic	ANU3		1.00	2.20	1.14	4.34
	ANU4		5.00	5.79	3.00	13.79
	ANU5	3.80	7.86	20.76	12.96	45.38
	ANU6	5.17	11.12	6.40	1.49	24.18
	ANU7	0.86	10.80	10.80	13.10	35.56
	ANU8	2.00	12.00	4.80	3.49	22.29
	ANU9		6.00			6.00
	ANU10		1.00	1.00	2.00	4.00
	Above ANU10		1.00	2.00		3.00
Total		29.03	57.78	205.58	160.39	452.78

Source: Planning & Statistical Services Division Continuing and Contract staff pivot table as at 17 August 2012

The staffing profile presents opportunities and challenges to the college in its administration. On average CASS has the oldest academic workforce across the colleges, with 25% of staff at Level D or E. Whether this is being distorted by the small number of staff who are aged over 65 is not clear. Notwithstanding this, there has been significant investment by the college in new hire. The college in 2012 introduced a graduate tutors scheme for PhD students in RSSS which will be introduced in RSHA in 2013.

Conversely, within the professional staff the age profile is young, with a large number of staff new to their roles and the university. This creates challenges in terms of the skill levels of the staff but also provides an opportunity to engage and develop a workforce that can meet the changing skill sets required of professional staff within the college.

3.5 Student profile

The college provides education programs to a large number of students. In September 2012 the college has 3,305 equivalent full time student load enrolled in its courses and 5,286 students enrolled in its programs.

Three-quarters of the equivalent full time student load (see Table 3.9):

- are in the undergraduate programs;
- 8% in postgraduate coursework; and
- 15% in HDR.

Table 3.9: Student load by program level

Program level	EFTSL	%
Undergraduate	2,557	77.4
Postgraduate Coursework	254	7.7
Higher Degree Research	494	14.9
Total	3,305	100

Source: Weekly Enrolment Monitoring as at Monday 17 September

The college's education programs have a strong base in undergraduate education and HDR. We anticipate this to continue however with the opening up of the undergraduate degree structure this profile will change over time. Approximately 30% of the students enrolled in the Bachelor of Arts are not enrolled in CASS owned courses and it is possible to undertake a BA without taking any CASS owned courses. The college is seeking to strategically build its postgraduate coursework offerings and enrolments while recognising that many of the areas that CASS would enter are already offered by the college of Asia Pacific. This growth will be achieved through a combination of targeted marketing as set out in the CASS marketing plan as well as strategically developing new courses and programs to meet student demand.

3.6 College Level Administration

The college is structured along functional lines with the following teams:

- Student administration
- Education development
- Finance and Research Management Services
- Marketing and Communications
- Human Resources
- Information Technology
- Building Operations

From mid September 2012 the Finance Manager has been given responsibility for managing the research team as well as the financial services team. This innovative change recognises the close relationship between the two areas in terms of budget preparation and reporting and aligning grant personnel costs with the budget process. It is designed to realize synergies from having the tasks involved in seeking and managing grants performed by the staff skilled in those tasks. It also will integrate the process of applying for research funding, negotiating contracts, award and contract management, reporting requirements and financial management as an end-to-end process.

3.6.1 Office of the Dean

The Office of the Dean provides strategic and administrative support to the senior officers of the college in their strategic management of the college. This includes the Dean, three Associate Deans and the college General Manager.

It does this by supporting the office in compliance, budget and governance issues as they pertain to research, education and learning and outreach. This to date has involved supporting the collection and collation of performance data through the development of linked data to more effectively assist the college executive. More recently it has expanded to consider the collation of information to enable better scanning of the external environment and in the development of an annual business planning process.

The Office is also responsible for providing operational administrative support principally to the Dean and General Manager, with assistance to the Associate Deans. Duties include diary management; travel coordination; managing the inflow and outflow of correspondence and other paperwork; preparation of meeting papers; and other routine administrative tasks.

Structure

The Office of the Dean (see Figure 3.1) is staffed by 4.3 FTE on an on-going basis.

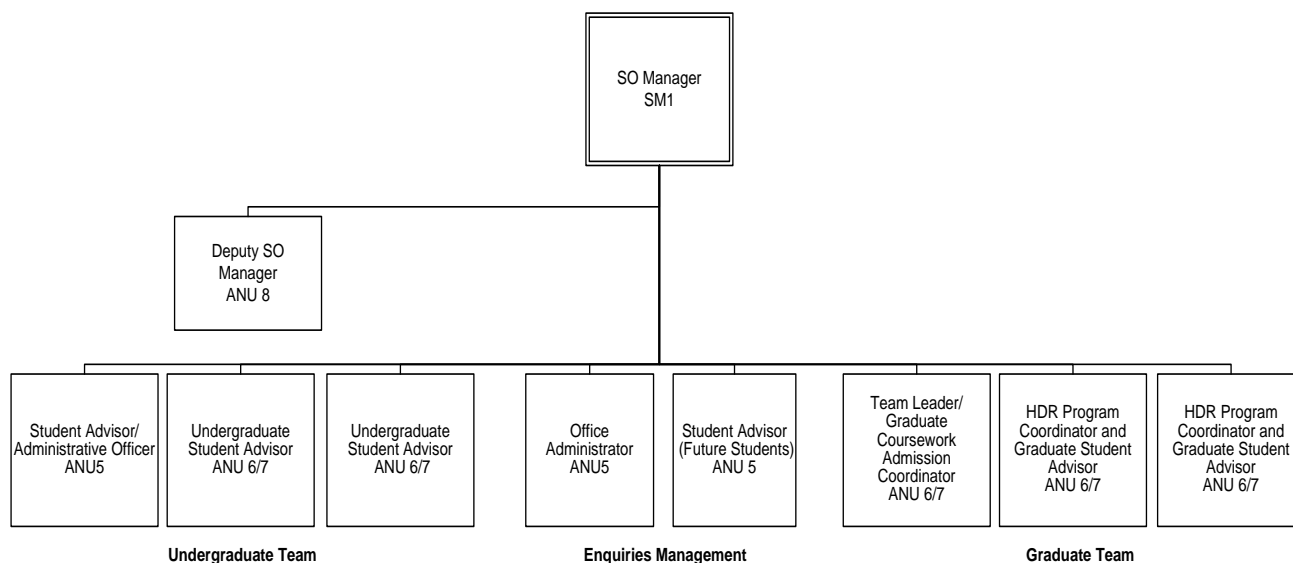*Figure 3.1: Structure of the Office of the Dean*
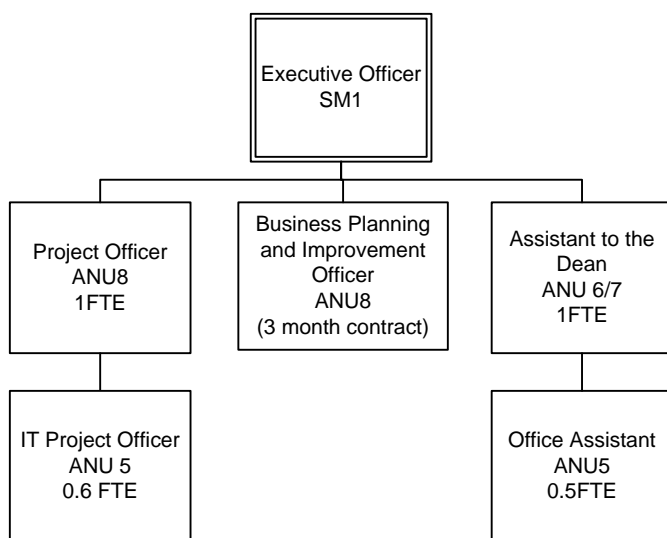
3.6.2 Student Office

The Student Office provides dedicated student administrative support services for current/future students and staff members of CASS   The office works in partnership with the Divisions of Student Administration/ Student Services, and the Associate Deans within CASS. It supports the college Executive, college functional groups and schools. It seeks to deliver responsive and consistent administration and advice in all aspects of the student life cycle.

Student Office staff also work collaboratively to support the Dean and Associate Deans, particularly for Research Training on HDR matters, Student Progress and Education and in relation to advising on Study@ and related matters. Equally there is a close working relationship between the Student Office and the Marketing and Communication Team and the recently established Education Development Studio (EDS).

Structure

The Student Office is staffed by 10 FTEs. Figure 3.2 sets out the structure for this office.

Figure 3.2: Structure of the student office

```
                        ┌─────────────┐
                        │  SO Manager │
                        │     SM1     │
                        └──────┬──────┘
                               │
        ┌──────────────────────┼───────────────────────────────────┐
        │                      │
┌───────────────┐             │
│  Deputy SO    │             │
│   Manager     │             │
│    ANU 8      │             │
└───────────────┘             │
        │                      │
 ┌──────┴──────┬──────────┐  ┌─┴─────────┬───────────┐  ┌─────────────┬──────────────┬──────────────┐
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| Student Advisor/ Administrative Officer ANU5 | Undergraduate Student Advisor ANU 6/7 | Undergraduate Student Advisor ANU 6/7 | Office Administrator ANU5 | Student Advisor (Future Students) ANU 5 | Team Leader/ Graduate Coursework Admission Coordinator ANU 6/7 | HDR Program Coordinator and Graduate Student Advisor ANU 6/7 | HDR Program Coordinator and Graduate Student Advisor ANU 6/7 |

Undergraduate Team   **Enquiries Management**   **Graduate Team**

Relationships

The services, stakeholders and reporting lines for the Student Office are set out in Figure 3.3

The collaborative working relationships with the Division of Student Administration/Student Services/DIOSR have been critical in enabling the Student Office to successfully carry out its role and to implement key university initiatives particularly the 2012 Undergraduate Reforms. It will continue to look towards the central Divisions as a source of leadership in university wide policies/procedures, legislative requirements and benchmarking data for the continuous development of student administration and services.

Figure 3.3: Student Office services, stakeholders and reporting lines
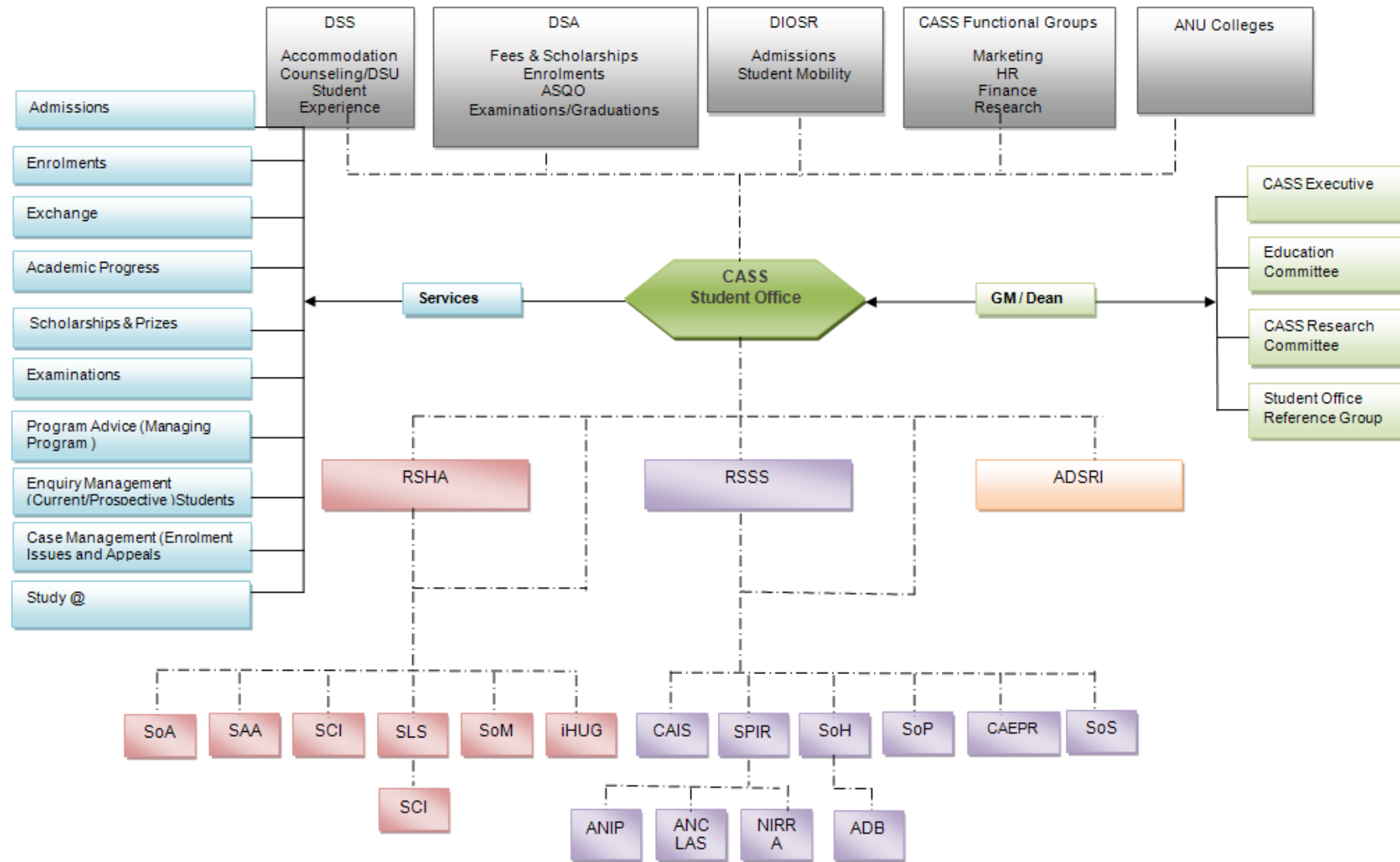
Clients

As noted the college has 5,286 students enrolled in its programs. The Student Office provides services to these students electronically and through a staff facing role. It provides advice and support on student administration (clarifying policies and procedures) and student systems (HRSA, Study@) to school administration and Program Convenors (UG Majors, PGC, HDR, Honours, PhB) across the 13 AOUs of the college.

As illustrated at Table 3.10 student enrolments have grown steadily since 2008. The large undergraduate profile has necessitated a high volume of program advice that is largely delivered via face to face advisory session. Annually over 1500 one-one advisory sessions are conducted by the CASS Student Office.

Table 3.10: Student enrolments in CASS programs

	Census Year				
Program Career	2008	2009	2010	2011	2012
Higher Degree Research	584	633	630	664	692
Postgraduate Coursework	477	521	581	632	622
Undergraduate	3,652	3,675	3,889	3,879	3,957
Non-award	8	17	9	9	15
Enabling	1		1		
Total	4,722	4,846	5,110	5,184	5,286

Source: Weekly Enrolment Monitoring, Planning and Statistical Service Division 18 Sep 2012

3.6.3 Education Development Studio

EDS provides key support to the Assistant Dean Education (ADE) in meeting CASS educational objectives. In February 2012 it had 2 staff, but following a major reshaping of the EDS the staffing profile is now at 5. Owing to budget constraints, the EDS has seen a small net loss of staff and a significant decrease in staff costs in 2012.

Although change is focused on the curriculum, the EDS role and staffing has been reconceptualised, and a rebuilt budget has been drafted for 2013 aligned with education portfolio's strategic objectives and KPIs as outlined in the CASS operational plan.
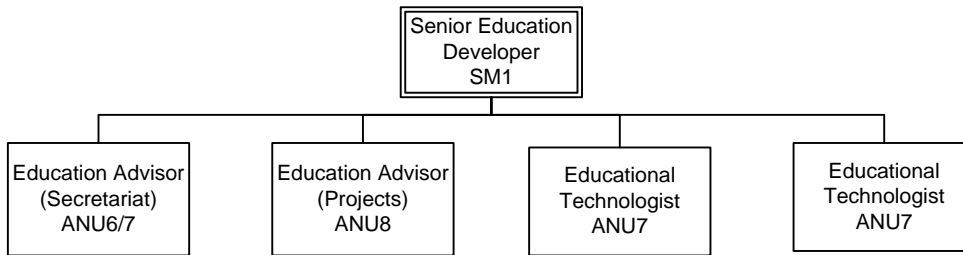
A new role of Secretary to the Education Committees was established in July 2012 given rotating weekly meetings of these committees; this administrative support is essential, but for the first half of 2012 was supplied on an ad hoc basis leading to continuity problems. The Secretary is also responsible for edits to Study@.

Given the rapidly changing policy space (e.g. AFQ, TEQSA), there is a requirement for a full time Education Advisor (Projects) to assist the ADE with the drafting of papers and in particular the compilation and analysis of quantitative data. This small team works effectively and efficiently but has such a large workload that it has little strategic flexibility.

Structure

The EDS structure is set out in Figure 3.4. The EDS Manager (reclassified from June 2012 from ANUO8 to SM1) leads the professional development of CASS staff as educators, drawing on the latest research in pedagogy, and guides the college's interaction with online learning. Given the ever-increasing focus on eLearning, in September 2012 a second educational technologist was appointed to support academic staff.

Figure 3.4: Structure of the Education Development Studio

```
                        ┌─────────────────────┐
                        │ Senior Education    │
                        │ Developer           │
                        │ SM1                 │
                        └──────────┬──────────┘
        ┌──────────────────┬───────┴────────┬──────────────────┐
┌───────────────┐  ┌───────────────┐  ┌───────────────┐  ┌───────────────┐
│Education Advisor│ │Education Advisor│ │ Educational   │  │ Educational   │
│(Secretariat)    │ │(Projects)       │ │ Technologist  │  │ Technologist  │
│ANU6/7           │ │ANU8             │ │ ANU7          │  │ ANU7          │
└───────────────┘  └───────────────┘  └───────────────┘  └───────────────┘
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Relationships

The stakeholders and reporting lines are set out in Figure 3.5.

Figure 3.5: Education Development Studio services, stakeholders and reporting lines
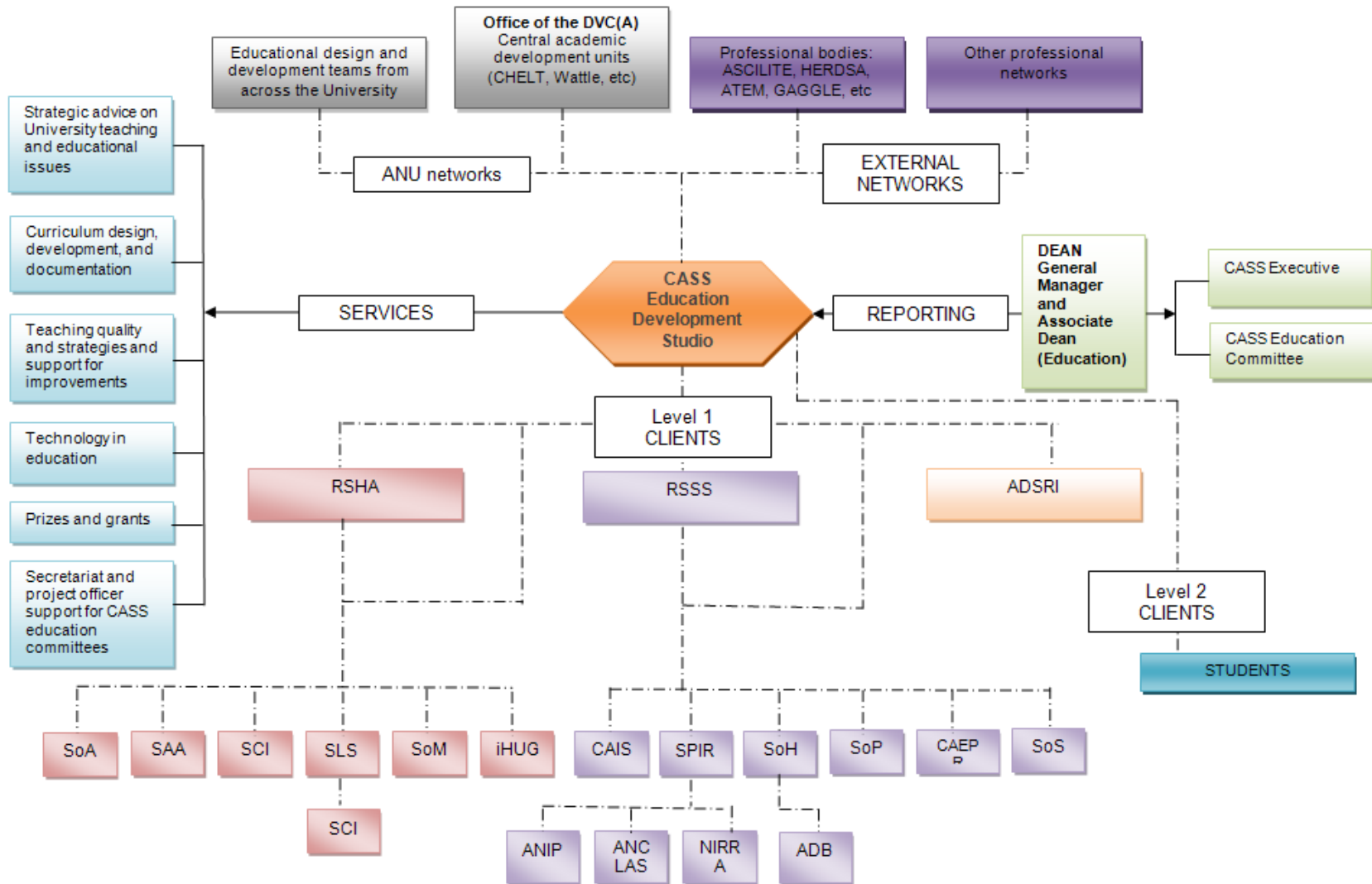
3.6.4 Finance and Research Office

The Finance and Research Office was formed in mid September 2012 by merging the finance and research teams.

The Office provides strategic and operational financial support to the college. Services include:

- Budgeting and financial reporting
- Special Purpose Funds management
- Statutory returns and reporting
- Financial systems training
- Processing of payments, invoices, purchase orders and journal entry transfers of funds
- Receipting and online payments for course fees, publications and conference fees
- Asset management
- Travel advice and compliance
- Financial policy advice

The Office also supports academic staff with the full research management lifecycle from application to the completion of the research. The Office has responsibility for the provision of data on research income, supporting the CASS Research Committee and management of internal grants funded by the Research Hub.

It also provides in collaboration with the College of Asia and Pacific administrative coordination and support for the ERA submission in Humanities and Social Sciences disciplines.

Structure

The Finance and Research Office structure is set out in Figure 3.6. There are 8 FTE staff in finance and 4 FTE staff in research.

Figure 3.6: Structure of the Finance and Research Office
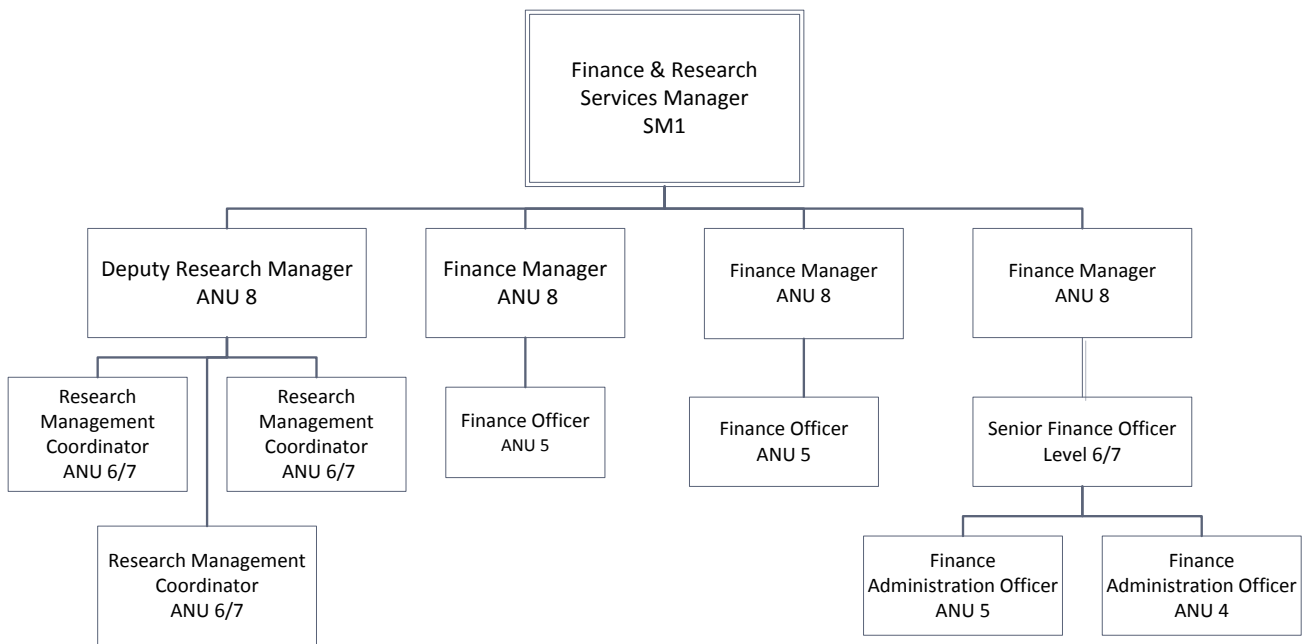
Relationships

The stakeholders and reporting lines are set out in Figures 3.7 and 3.8. The Office has developed and nurtured a strong and important working relationship with the central service divisions, particularly Finance and Business Services. The relationship with F&BS is critical to Finance Services ability to meet our service arrangements. It works closely with our service division colleagues and represents the college on a number of committees, reference groups and working parties to assist in the development, review and implementation of university systems, policies and procedures to optimize end to end financial processes.

The Office also has important relationships with Research Services Division, in particular with the Office for Sponsored Research (OSR) and the Office for Research Excellence (ORE). The OSR has long been the designated point of contact for the ARC, and the college works closely with OSR at submission times, and when variations to contracts are required. With the recent moves towards a greater role for OSR in leading and coordinating research management in the university, this relationship will become closer.

The Office works with ORE regarding the provision of data to the Executive and also with regard to the ERA submission which is coordinated out of ORE.

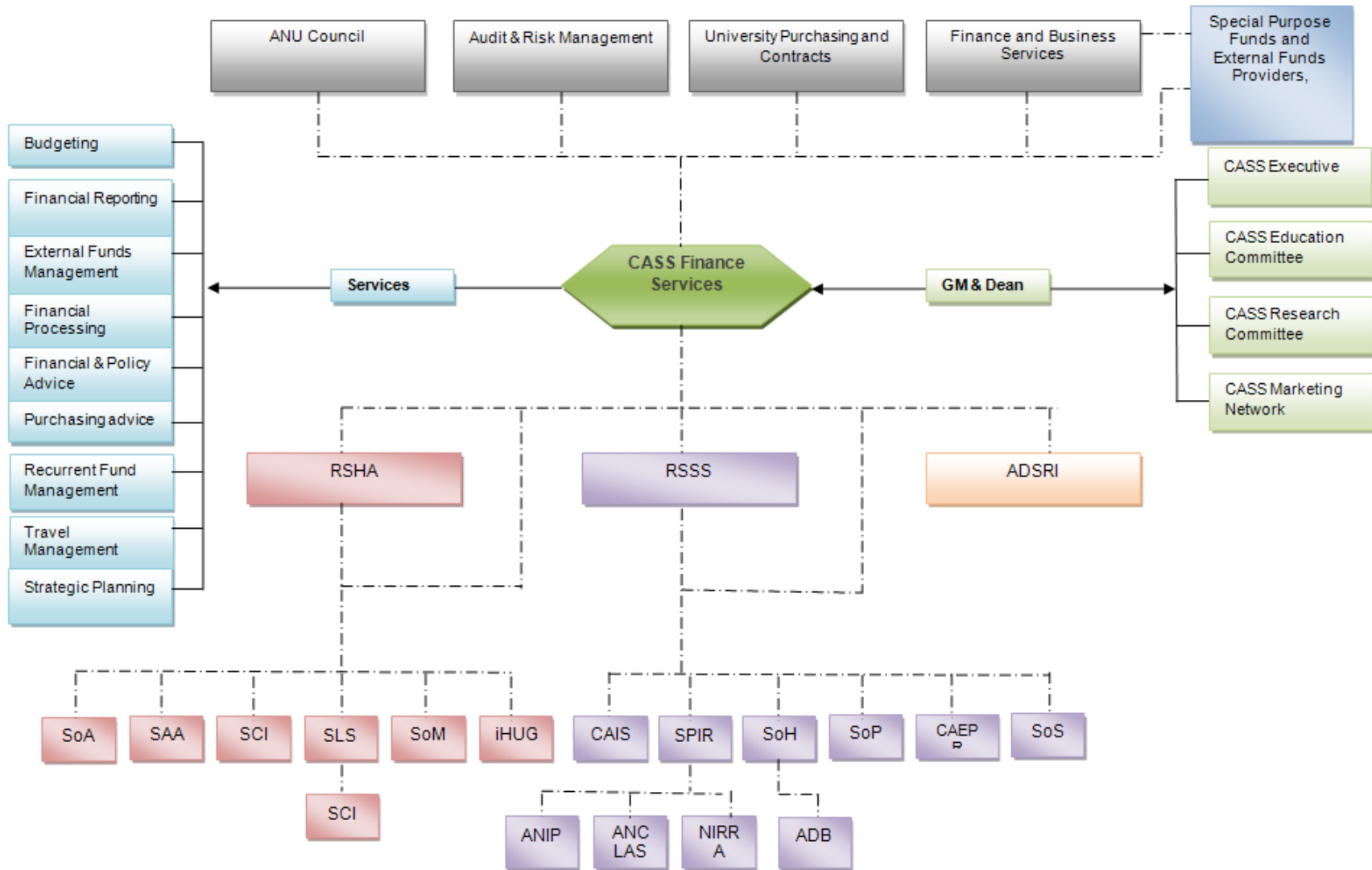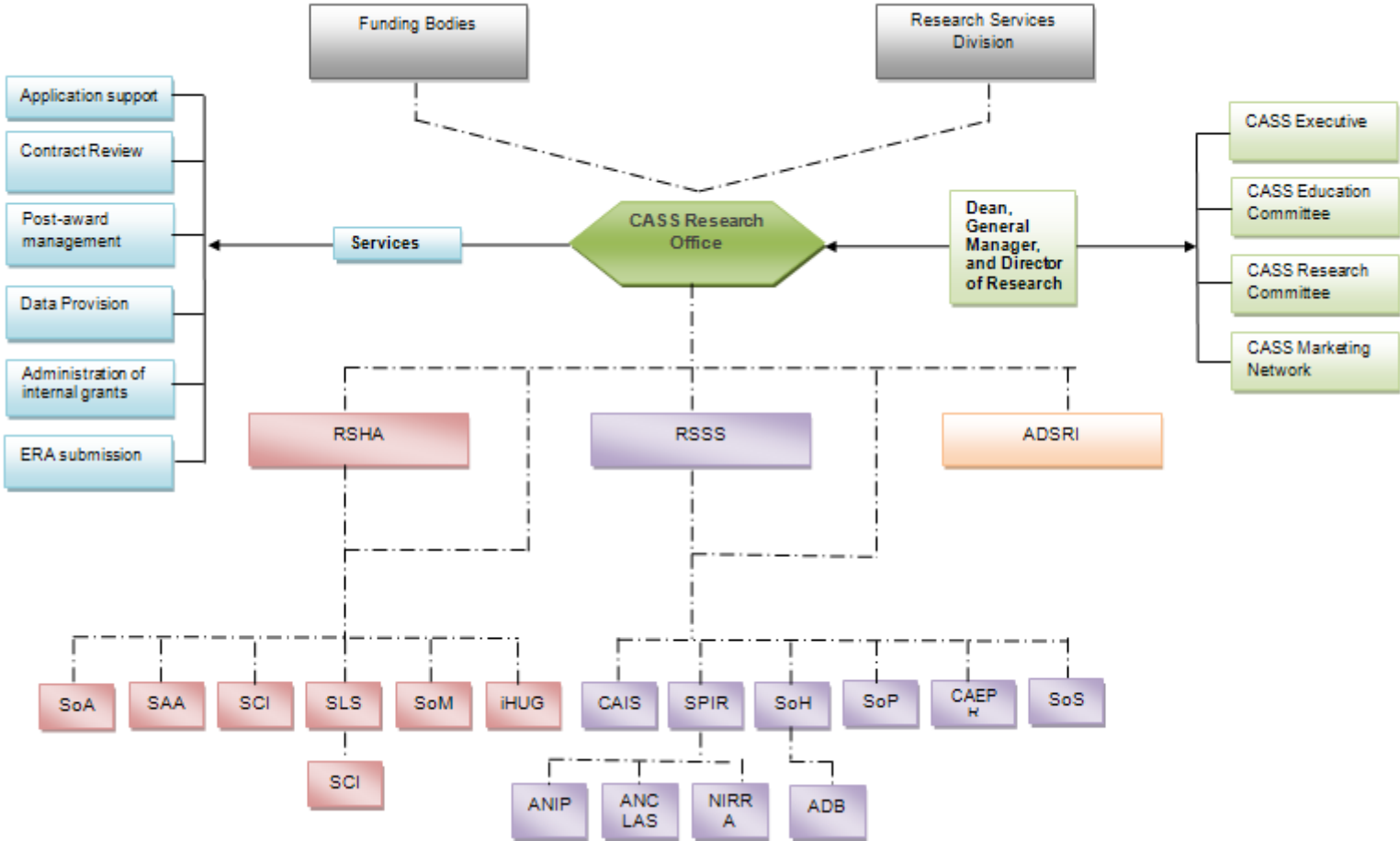*Figure 3.7: Finance Services team services, stakeholders and reporting lines*

Figure 3.8: Research team services, stakeholders and reporting lines

Clients

The Office supports the college Executive, Heads of school, school and college professional staff and staff in service divisions such as Finance & Business Services. The client base for the research management element of the office comprises almost all of the 294 academic staff of the college plus outside applicants for fellowships.

3.6.5 Marketing & Communications

The Marketing and Communications team offer a wide range of portfolio service areas including marketing, communications, web management, events, student recruitment, alumni, philanthropy and internal communications.

Over the last 12 months, the team has developed and implemented a strategic approach to planning through the development of the college's first marketing and communications plan. A strong focus has also been placed on building profile and engagement with schools and centres through a transparent, consultative, client service approach. Fourteen marketing calendars have been developed in consultation with each head of school / Director and the CASS Marketing network has been established to assist with the flow of information.

The college is actively coordinating strategic marketing campaigns nationally and internationally that use digital marketing channels to maximise investment and broaden the college's reach.

The Marketing and Communications team is also responsible for the development, support and technical maintenance of over 50 websites and provides web administration support to over 20 web publishers.

Structure

The CASS Marketing and Communications team structure is set out at Figure 3.9. The team is comprised of 4 full time staff members with 2 focused on web activity

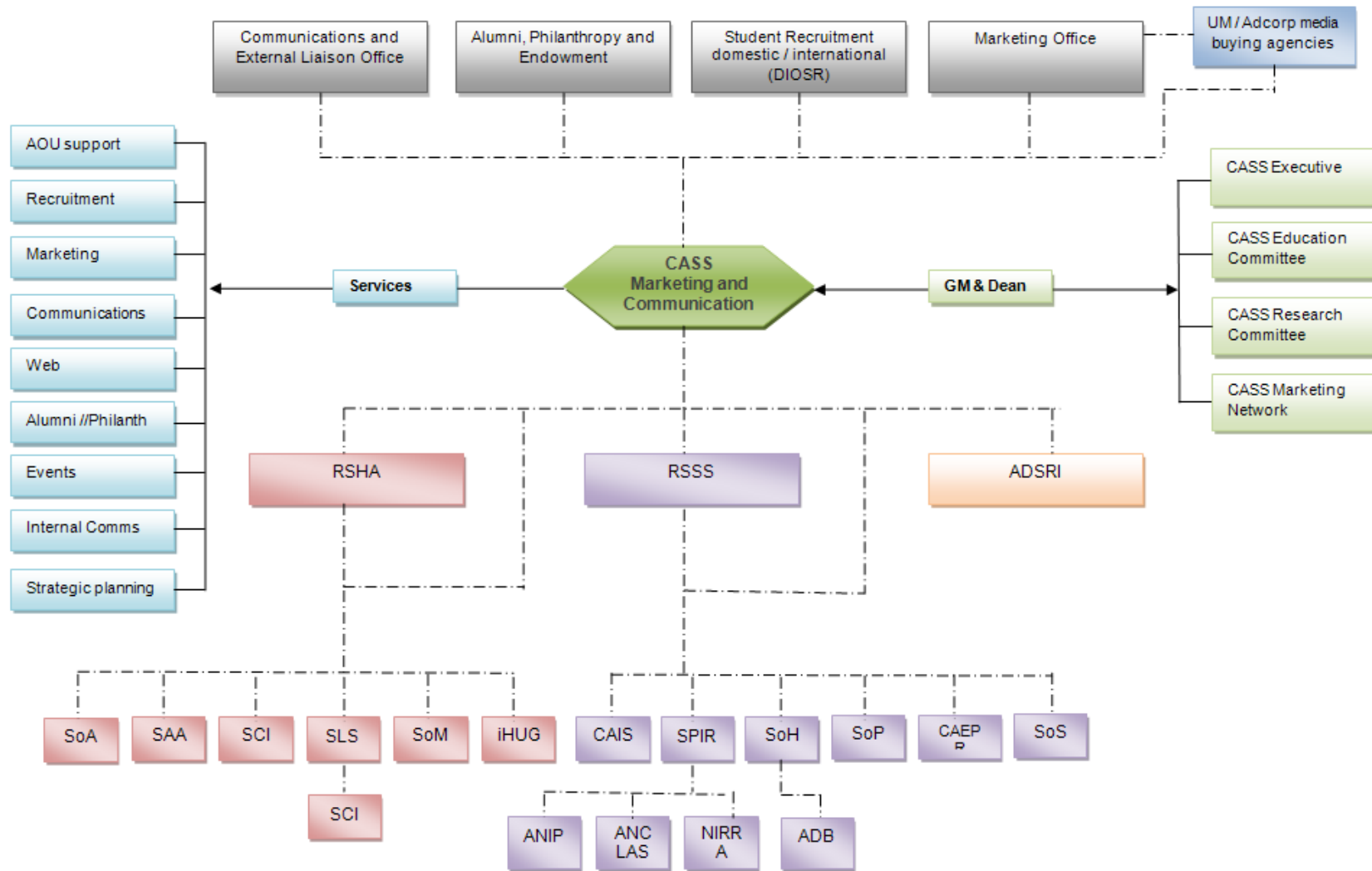*Figure 3.9: Structure of the CASS Marketing and Communications team*
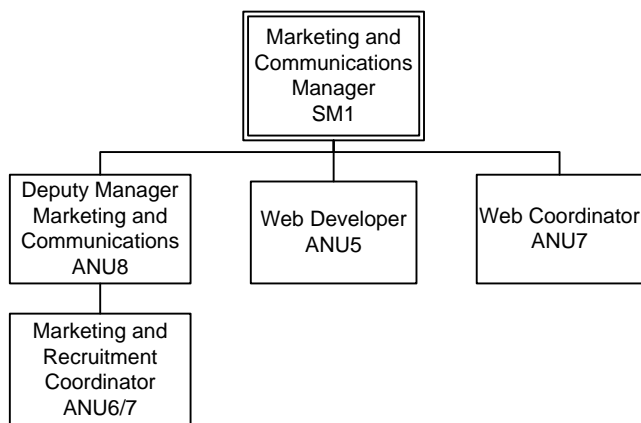
Relationships

The stakeholder and reporting lines are set out in Figure 3.10.

Figure 3.10: CASS Marketing and Communications Team services, stakeholders and reporting lines

3.6.6 Human Resources Office

The HR Office has been largely operational and this is reflected in its current service charter. This translates into a focus on:

- Contributing to the development of ANU policies and procedures
- Interpreting, applying and advising on policies and procedures
- Developing college processes and guidelines
- Contributing to the development of university-wide HR strategy
- Developing college HR strategy and priorities
- Enacting, implementing and evaluating effectiveness of HR strategies
- Contributing to enterprise bargaining
- Monitoring compliance with applicable policies and procedures
- Acting as the first-point of contact for staff

The focus of HR is shifting to provide more strategic HR services to the college. This includes an increased emphasis on workforce planning comprising the following:

- Staff attraction, recruitment and retention;
- Capability and capacity development;
- Career path progression;
- Succession planning
- Advising on change management
- Advising on Work, Health and Satefy.

Structure

The structure of the CASS HR Office is at Figure 3.11 and has 7 FTE staff.

Figure 3.11: Structure of the CASS HR Office
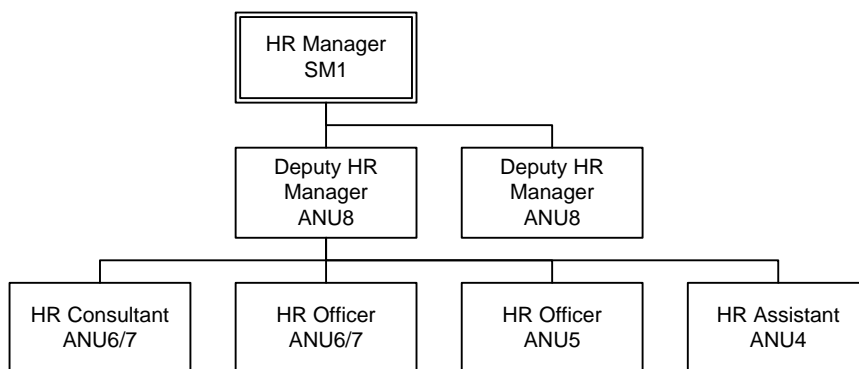
Relationships

The stakeholders and reporting lines are set out in Figure 3.12.

Figure 3.12: CASS HR Office services, stakeholders and reporting lines

CASS HR has a collaborative relationship with the Human Resources Division. This includes:

- Regular meetings between the CASS HR Manager and the Associate Director, Workforce Planning and Change;
- Effective working relationships with members of the central HR Division;
- Active participation in HR Leaders meetings;
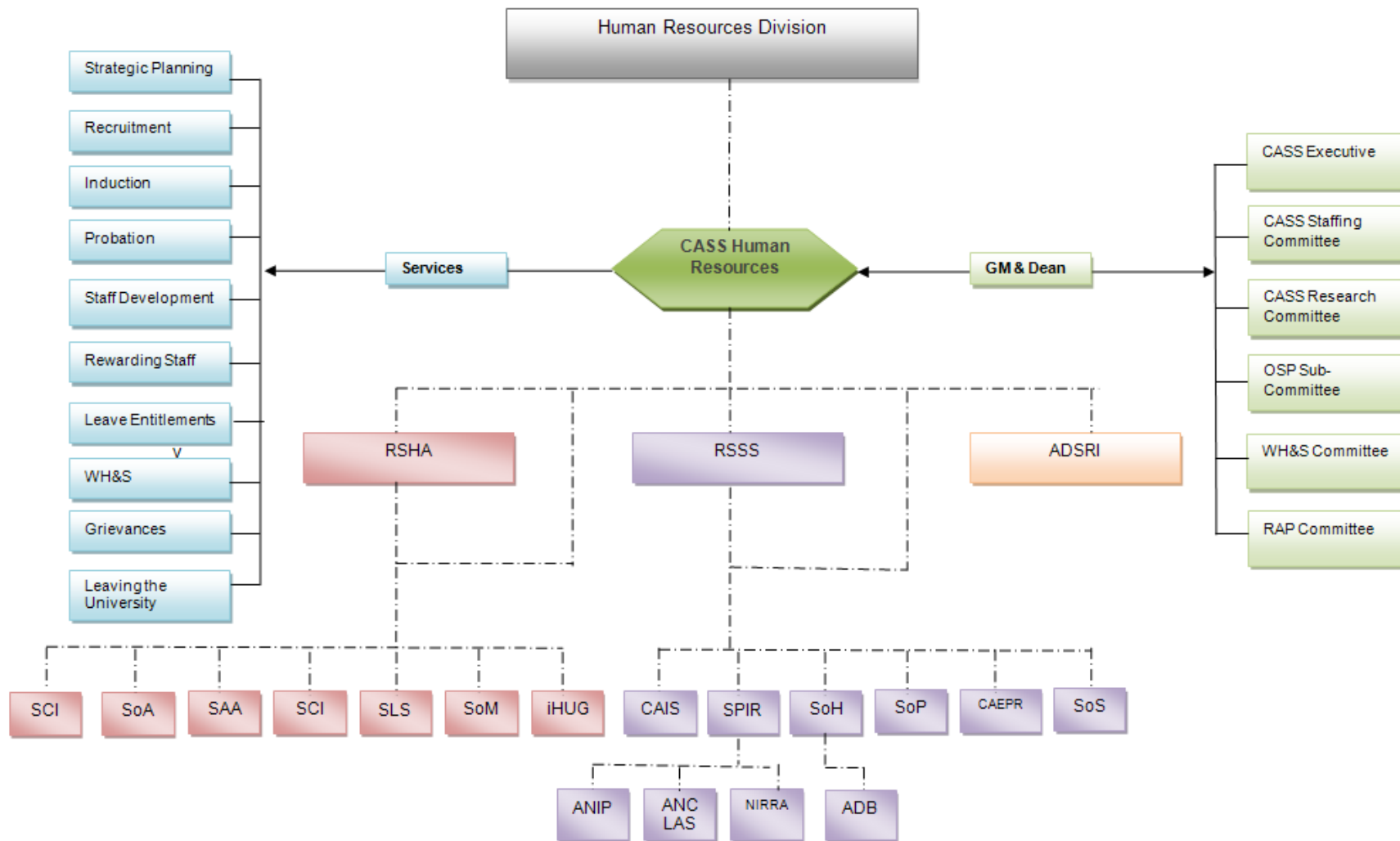- Active participation in HR Practitioner Information Sessions;
- Participation in central Committees.

3.6.7   Information Technology Group

The Information Technology Group provides the following services across the college:

- IT Service Desk
- Software and Hardware purchasing
- Email
- Secure access to desktops, group and personal drives
- Storage and Backup
- Printing
- Virtual computing

The services provided need to be reviewed and clearly identified. There is no defined service catalogue and at this point defining the IT functions and services to be delivered by CASS administration is a key priority.

The recent appointment of an A/g IT manager sourced from DOI provides the platform for considering and prioritising the IT services to be delivered by CASS administration in the context of broader changes such as the single help desk and email to be delivered by DOI.

Structure

The IT Group structure is set out in Figure 3.13 with 9 FTE staff.

Figure 3.13 Structure of the IT group
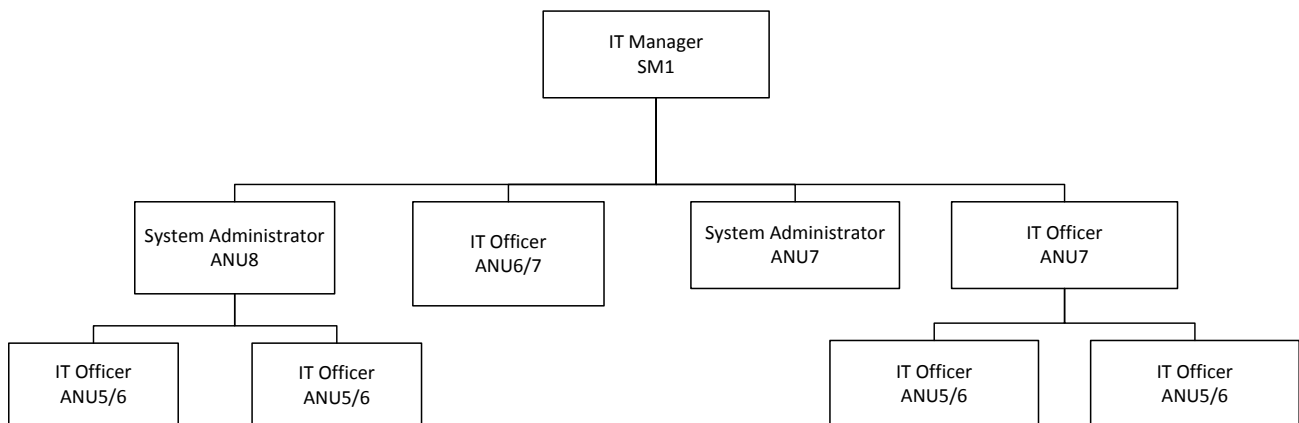
Relationships

The stakeholders and reporting lines of the IT Group are set out in Figure 3.14.

Figure 3.14: IT Group services, stakeholders and reporting lines
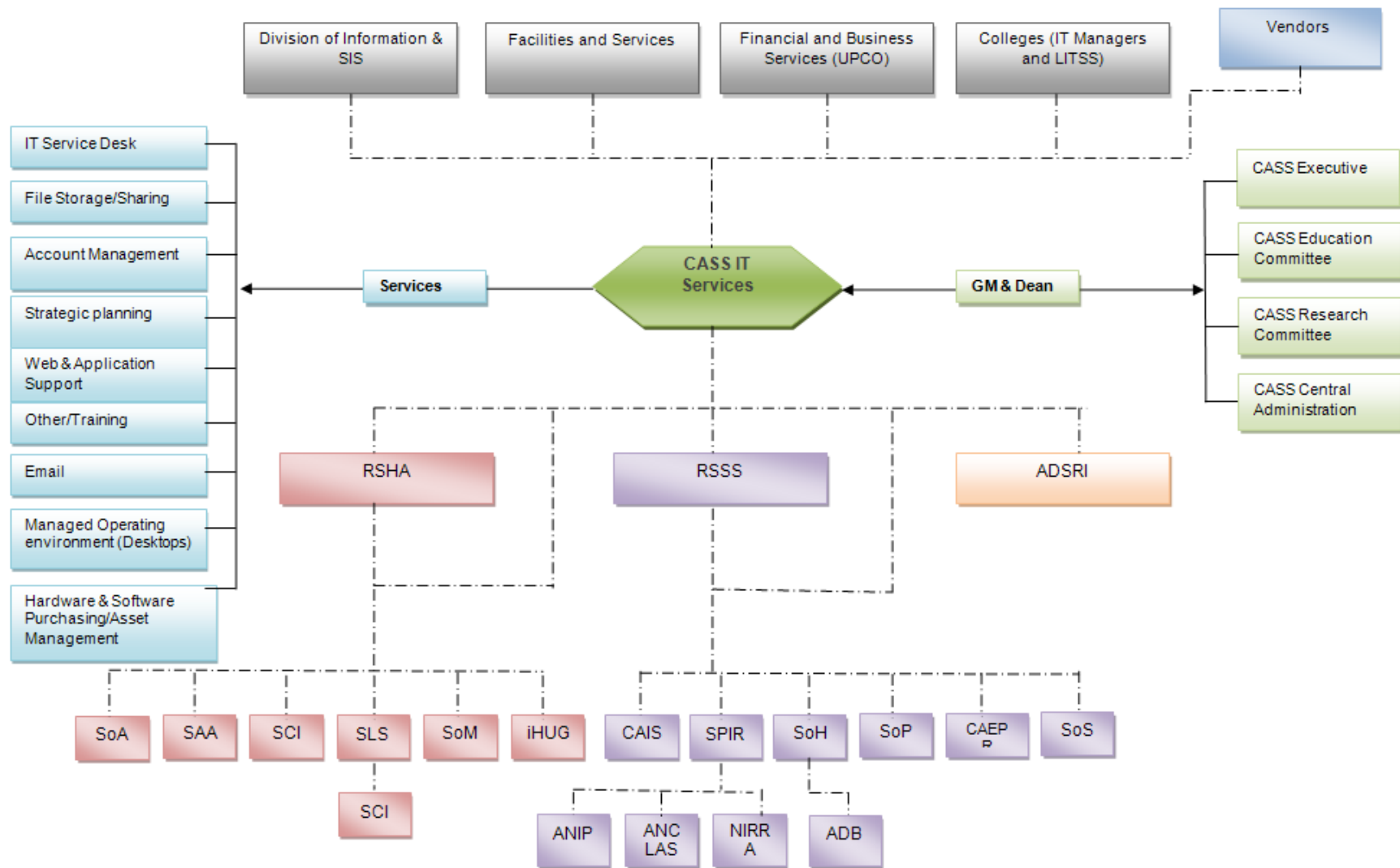
DOI provides the 50 virtual servers that are required which include backups and storage. The Group works with DOI on services in commons and on a number of specific projects (i.e. Email, ANU Service Desk, Unidoc).

The IT Manager works with other colleges and DOI through the Operational Management Group and IT Managers meetings.

The changes being initiated by DOI provide a number of opportunities for staff from the college to be involved. To date the IT Manager has been the primary point of advice and 'go to' person for DOI. This is being reconsidered with other staff (professional and academic) being invited to participate in DOI consultation and implementation committees.

Clients

The 1200 CASS clients for IT can be broken down into the following groups:

- CASS Central Administration
- Research School of Humanities and the Arts
- Research School of Social Sciences
- Australian Demographic and Social Research Institute
- Postgraduate students
- Visiting Fellows
- Other (Summer scholars)

The support provided to these clients includes:

- 7000 incidents logged in 2011
- 3600 calls answered by the CASS IT Helpdesk in 2011
- 1500 Desktops (laptops and iPads) supported
- 400 other peripherals (printers, MFD's, mobile phones/smart phones) supported
- 50 servers are supported (by 1 x System Administrator)
- 60 applications supported

3.6.8 Building Operations Group

CASS Building Operations principal aim is to ensure the safe, continuous and efficient operation of the buildings and other infrastructure under its control. Key services provided include co-ordinating maintenance, developing an asset management plan, managing workplace, health and safety risks and capturing priority building maintenance requirements.

CASS Building Operations oversee a portfolio of 25 buildings which range from demountable to modern multi-story. Many of our buildings are Heritage listed which provides additional challenges. The CASS Building Operations provide dedicated facilities management support across the college as well.

Since the creation of this team CASS has succeeded in adopting a more proactive approach to the management of buildings. This has been achieved via regular scheduled inspections of each building concentrating on maintenance issues but also WH&S and energy management issues and opportunities.

CASS Building Operations has a Service Charter in place which clearly defines the services we provide in more detail. It also outlines the points of contact with other service divisions.

Structure

The Building Operations Group structure is set out in Figure 3.15. There is 6 FTE staff in the group.

Figure 3.15: Structure of the Building Operations Group
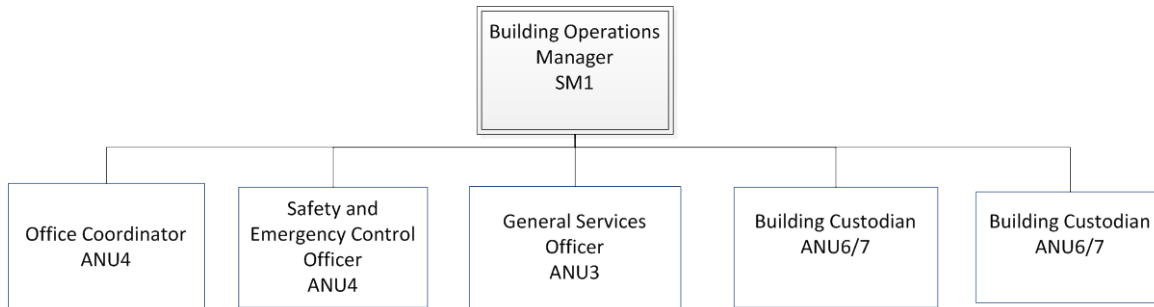
Relationships

The services, stakeholders and reporting lines for the Building Operations Group are set out in Figure 3.16.

CASS Building Operations led the way in the development with Facilities & Services Division (F&S) of the CASS 5 year Asset Management Plan (AMP). CASS Building Operations is aware of and supporting the current F&S change management process.

CASS Building Operations is often the first point of contact for all staff and students with building and facilities issues/questions and works in partnership with staff of the F&S.

The Group represent CASS on various ANU committees including:

- Campus Planning & Development Committee (CPDC)
- ANU Electrical Safety Sub-committee
- ANU OH&S Policy Committee

Figure 3.16: Building Operations Group services, stakeholders and reporting lines
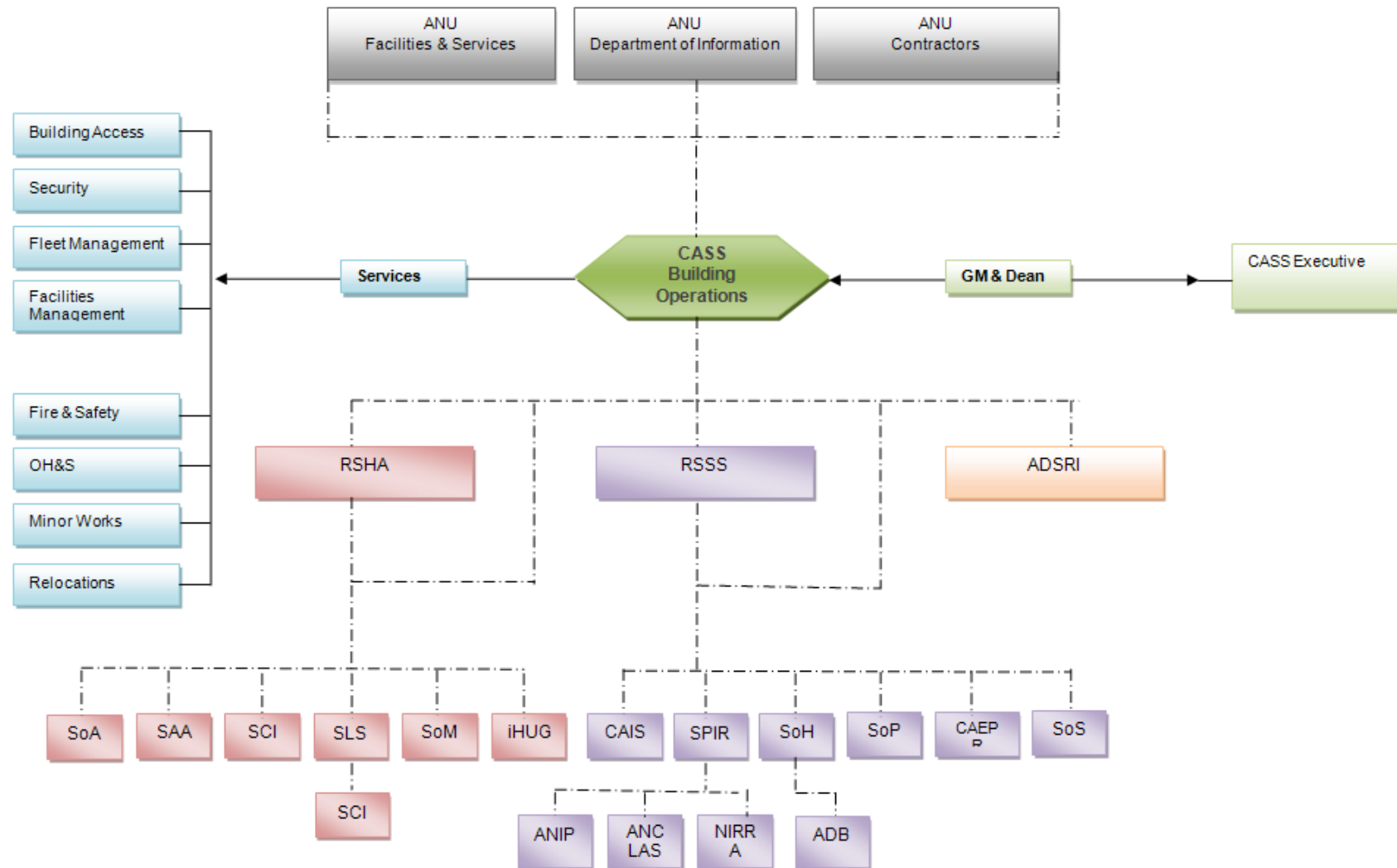
3.7 Administration in the Research School of Social Sciences

The Research School of Social Sciences (RSSS) delivers world class education and research. It is distinguished by the strength of its disciplines and the combinations of basic, strategic and applied research at individual disciplinary level that inform its multidisciplinary approach and contribution to public policy formulation and debate.

RSSS is organised around a Directorate consisting of a Director, Deputy Director (Research) and Deputy Director (Education). It is comprised of four discipline schools and three multidisciplinary centres:

- History (including the NCB);
- Philosophy;
- Politics and International Relations;
- Sociology;
- Centre for Aboriginal Economic Policy Research (CAEPR);
- Centre for Arab and Islamic Studies (CAIS); and
- Centre for Policy Innovation – to be disestablished as an AOU effective from 1 January 2013 and relocated into Sociology.

The Australian Demography Social Research Institute (ADSRI) will also be located in RSSS from 1 January 2013.

Information on student load and staffing profiles is at attachment 7.

3.7.1   Current Administration Structure and Support within RSSS and its Schools and Centres

The current administration arrangements sit within the broader college centralised administrative services and the RSSS organisational framework, where Heads of AOUs in RSSS are responsible to the Director and are members of the RSSS Executive Committee.

CASS functional teams, RSSS and its AOUs have a shared responsibility for delivering administration services to its stakeholders. These services are driven by operational complexities and activities of the individual AOUs in RSSS. Refer to attachment 9 for details

RSSS Directorate

The Director is supported by an Executive Officer (EO) and an Executive Assistant (EA). The EO provides high level advice in pursuit of strategic research and education priorities including planning to ensure that agreed strategic priorities are moving towards implementation. The EO is also an effective point of liaison between RSSS, and the college and supports the college General Manager in maintaining and enhancing a common and integrated approach to administration. The EO also has high level interaction with the college functional administration managers and deputy managers.

The EA provides executive support to the Director and the EO. The role includes secretariat support for the RSSS Executive, Visiting Fellowship, and Conference Committees. The Director's Office has responsibility for supervision of the reception services in the H.C. Coombs Building. The services are provided under a job-share arrangement, and covers both CASS and the ANU College of Asia Pacific Studies.

Joint Administration Offices at discipline level.

The Schools of Philosophy (SoP) and History (SoH) are administered by a Joint Administration Office (JO) as are the Schools of Politics and International Relations (SPIR), and Sociology (SoS). The senior school administrator in each, who lead, and are accountable for all activities, report to heads of school. The JOs are characterised by both strategic and operational level interaction with the college functional administration managers, deputy managers and teams. This interaction supports effective delivery of operational services to stakeholders.

The National Centre for Biography (NCB) in the School of History employs two administrators, one at level 5 and one at 6/7. The role of the administrator (level 5) is to provide general administrative services, co-ordinates and organise the NCB's composite list of subjects, invitations to authors, author database, cross-references and the file-name list for forthcoming volumes of the NCB. The role also has responsibility for compiling new article files, correcting edited copies, proof-reading, and dispatching edited page proofs to authors and for preparing proofs for relevant articles and preliminary pages for MUP. The role of the level 7 administrator is to manage the online Australian Dictionary of Biography.

The EO in School of Politics and International Relations (SPIR) is responsible for provision of strategic support across the range of the school's activities. More details are contained in attachment 9.

Two centres in SPIR also employ administrative support staff, one located in Australian National Internships Program (ANIP) to administer (level 5, full-time) the university's Internship Program who performs the majority of the administrative tasks in support of the ANIP program including the full range of responsibilities from marketing to placement of student through to assessment receipt and results entry. ANIP will expand in 2013 to take over the Washington and Geneva internships programs. The second casual administrator (level 3, casual part-time) is located in Australian National Centre for Latin American Studies (ANCLAS).

The National Institute for Regional and Rural Australia (NIRRA) employs a senior administrator (level 8, part-time) for day-to-day administrative support services.

The co-location of the college administration into a single building - Beryl Rawson has enabled it to create integrated operational arrangements. A more collegiate environment where knowledge is shared more readily throughout the CASS central administration has also evolved. This investment has delivered tangible and intangible benefits that the college is keen to emulate. To date it has sought to replicate this model across the college and has succeed in doing so with the creation of the joint administration teams responsible for Politics and International Relations and Sociology and History and Philosophy. To consolidate the success of this approach the college is allocating savings towards the cost of a building for RSSS where all parts of RSSS would be co-located. Co-location would enable the joint administration offices to be merged in to one office, with resulting synergies in operations.

Centres

CAEPR is a research intensive multidisciplinary centre that undertakes research on Indigenous policy and development. It also delivers graduate courses through the Master of Applied Anthropology and Participatory Development (MAAPD) and Graduate Studies Select. The centre is administered by an EO and a centre administrator. It also employs a full-time Publications Editor and a part-time Desktop Publisher/graphic Designer. The centre attracts significant externally funded research grants. In this context, the EO provides strategic and operational support to the Director, with a focus on research development and management, and financial management and planning.

The centre administrator is responsible for the effective delivery of operational administrative services (including EA support to Director) and staff of the centre. The Publications Editor is responsible for e-publishing and for the CAEPR website. The desktop Publisher/graphic Designer role is to primarily provide design layouts and styles for publications for externally funded project(s).

CAIS is a multidisciplinary teaching and research centre that focuses on Middle Eastern and Central Asian contemporary studies. It contributes to public policy formulation and debate. It offers academic programs at undergraduate, postgraduate and HDR levels. The centre hosts a number of high profile events, conferences and public lectures. It is administered by a senior centre administrator/postgraduate coordinator and a centre administrator. Its support services are primarily focused on undergraduate, postgraduate, HDR education, and engagement and outreach activities.

3.8 Administration in the Australian Demographic and Social Research Institute

The Australian Demographic and Social Research Institute (ADSRI) is an interdisciplinary research institute that applies quantitative and qualitative approaches to evidence-based policy issues in Australia and its region. Its activities are coordinated through seven research groups:

- Economic and demographic modeling
- Family dynamics and policy
- Population, health and development
- International migration
- Ageing, longevity and mortality
- Digital economy and society
- Civil society, citizenship and third sector

ADSRI aims to retain and enhance the university's position as the leading Australian research and training institution for demography and social research, recognised both nationally and internationally for its work.
ADSRI will be located in RSSS from 1 January 2013.

3.8.1   Current Administration Structure and Support within ADSRI

The Administrative team is comprised of 1 full-time EO (ANU 8); 1 full-time administrator assistant (ANU 5); 1 full-time Public Information Officer (PIO) (ANU 6); and 1 part-time student administrator (previously filled at full-time ANU 5). The student administrator role is currently under review. Refer to attachment 9 for details.

The EO has responsibility for overseeing the administrative team and managing the financial accounts held by ADSRI. As well as the department recurrent account, ADSRI has a large number of competitive grants and consultancy projects. The EO manages the contracts for these research projects, and provides invoicing and receipting of funds. The EO also oversees all ADSRIs HR functions and acts as the personal assistant to both the Director and Deputy Director when required.

The assistant administrator is responsible for all travel related support, including bookings, reimbursements/per diems & advances. The officer in this role is also responsible for casual/sessional time sheets for staff as well managing the visitors to ADSRI and the POI/HR system.

The PIO manages ADSRI' Web content and ensures that ADSRI material complies with ANU templates. The PIO maintains the holdings in the ADSRI Caldwell Library and the details of ADSRI's alumni. The PIO collects details of publications for HERDC reporting. The PIO is responsible for the planning and administration of the ADSRI seminar series, the production and distribution of the

ADSRI Newsletter, handling of media enquiries, provides support for public lectures or conferences, handling room bookings, catering and promotion.

The Student administrator duties include all student related matters, including answering enquiries regarding postgraduate coursework and higher degree research programs.

3.9 Administration in the Research School of Humanities and the Arts

The Research School of Humanities and the Arts (RSHA) delivers world class research and education across the humanities and creative arts, with a strong emphasis on traditional scholarship and encouraging interdisciplinary, cross-cultural and practice-led research and research-inspired teaching. RSHA places a premium on contributing to public culture and in ensuring that the humanities takes its place at the centre of society, with innovative use of digital technology in making public the results of a broad range of projects and collaborations. RSHA plays a significant role in the area of public policy and in working collaboratively with national cultural institutions both nationally and overseas.

RSHA provides a world class environment for undergraduate and graduate study in fields including:

Archaeology   Anthropology Languages

Linguistics   Museums   Curatorship

Material Culture and Heritage Studies   Classics

Ancient History   Art History Indigenous and Cross-cultural Studies

Historical Studies   English and Comparative Literatures

Musicology and Music Performance

Digital Humanities   Studies of Human Rights

Tolerance and Bigotry   Visual Art Theory and Practice

Undergraduate studies are complemented with graduate opportunities to participate in professional practice courses and internship programs with public sector and national cultural institution partners and research-led projects.

The RSHA comprises:

- School of Archaeology and Anthropology (SoAA)
- School of Art (SoA)
- School of Cultural Inquiry (SCI)
- School of Language Studies (SLS)
- School of Music (SoM)
- Interdisciplinary Humanities Group (IHuG)

3.9.1 Current Administrative Structure and Support within RSHA and its Schools and Centres

As with RSSS, the current administration arrangements sit within the broader college centralised administrative services and the RSHA organisational framework, where Heads of AOUs in RSHA are responsible to the Director and are members of the RSHA Executive Committee. CASS functional teams, RSHA and its AOUs have a shared responsibility for delivering administration services to its stakeholders.

These services are driven by operational complexities and activities of the individual AOUs in RSSS. Refer to attachment 9 for details.

RSHA Directorate

The RSHA Executive Committee is supported by the RSHA EO (SM1) and EA (ANUO6/7) who sit within the RSHA Directorate office and report directly to the RSHA Director.

The EO provides advice and analysis to the Director, Heads of schools and to RSHA administrative units in relation to operational planning and goals, policies, regulatory frameworks, and trends, in relation to the humanities & creative arts, and is the point of liaison between the RSHA and college, clarifying and collating data and information from and to the schools and the college and ensuring a good flow of communication.

The RSHA Directorate office supports academic and budget reviews and manages the distribution of CASS funding such as NIF performance funding and external visitor support to staff.

Administration in the schools

The administrative staffing profile of each of the 6 schools differs slightly depending on the operational complexity and activity. The schools that undertake large outreach programs or have high risk compliance management (SoA and SoM) employ a school Manager (ANU8) while smaller schools engage a senior school administrator (ANU6/7). These structures are consistent with the CASS Workforce & Capability Plan, with senior administrators reporting to a head of school.

The school administrative units deal directly with CASS administration in relation to their operations and in the implementation of procedures and policies relating to finance, travel, HR, visitors, special purpose fund management, student services, publication entry, space allocation and room bookings, timetabling, maintenance reporting and many other administrative and academic support functions in the daily running of their school. They are the local point of contact for students, staff and visitors. schools manage their local budgets and are skilled in a wide range of university processes and systems.

Within RSHA school administrators may manage large and complex Masters programs that operate across colleges or across CASS. RSHA has mutually beneficial relationships with many national cultural institutions including the National Museum of Australia and the National Film and Sound

Archive with internship arrangements and joint undergraduate and postgraduate teaching programs. RSHA also holds large collections including the keyboard, classics and antiquities, archaeological and art collections housed and managed within schools.

Outreach activities play a significant role in RSHA with active programs in the art gallery, music venues, in open art classes and pre-tertiary music tuition, in many conferences, symposiums and visiting lectures programs, all managed by local school administrators.

Alumni management in RSHA needs greater focus, as does the effort in securing greater prize and scholarships opportunities for students through philanthropic engagement with donors. RSHA schools are often time poor with tight budgets and have neither time nor money to organise alumni events. However the RSHA Directorate is working with the Alumni office and the heads of school to develop alumni and endowment plans.

Data on students and staffing provided by RSHA for this review is available at attachment 8.

4 Efficiency & Effectiveness of Student Administration in the College

4.1 Introduction

Our vision is to provide accessible and quality support to enable CASS students to achieve the education and research goals as outlined in the CASS Operational Plan within a service delivery framework that is sustainable and which promotes student self-reliance and leadership.

4.2 The relationship between college and school/centre administrations

The college student office and school/centre administration have a shared responsibility for providing student services. Broadly speaking the student office facilitates and implements program level policies and procedures (as determined by the university and the Dean/Associate Deans) while the schools are responsible for the teaching and research of their areas and providing specific course level support and pastoral care for their students. The student office and schools play complementary and at times overlapping roles (application enquiries, student advice) in the student life cycle processes.

The student office and school administration also work jointly in providing support to academic staff in clarifying the policies and procedures related to program and course approvals and content management on Study@.

On the whole, the college /school structure has worked well in delivering a high degree of coordination of critical student life cycle activities and enabling CASS to meet university deadlines associated with processing of applications, scholarships, HDR milestones, academic progress issues, examination and course scheduling.

4.3 Drivers for demand

Building a lifelong relationship with students is a key strategic activity for the college. Our assessment however, is that the responsibilities and focus of this activity within the college and across the student lifecycle needs to be rethought if the college is to succeed in this aspect of its operations.

Currently, college staff work under constant pressure to meet demands for information/clarification. The sources of this workload include but are not limited to the:

- diverse course offerings;
- complex/unclear program rules (pre 2012);
- transition arrangements (school of Music 2011 and 2012); and
- the lack of online services available to clients and staff.

The college serves 3 cohorts UG, PG, and HDR. Figure 5.1 and Table 5.1 demonstrate the number of forms and data entry processing work that is being undertaken in the CASS student office alone. From January to August 2012:

- 1465 forms were processed for UG and PGC; and
- 878 forms for HDR were processed.

The student office invests significant resources in walking students through program major/minor requirements listed on Study@. On average 300 students a week call or visit the college centrally for assistance.

Annually the college responds to over 20,000 emails from students and staff, and provides one to one advisory to over 1,500 students. Many more calls and requests are made through the schools that are not captured systematically.

A further breakdown of the nature of the forms processed is provided in Figures 4.1 and Table 4.1. This indicates that variations to HDR enrolment account 29% of manual processing followed by program leave and extension forms. However, processes around the exam process – nominations of examiners and examiners reports – also take up considerable time accounting for 20% of the manual form processing. Given that these statistics are from January to August this volume of processing is likely to underestimate the manual work around this activity.

Figure 4.1: Forms processed by the CASS student office for UG and PGC, January to August 2012
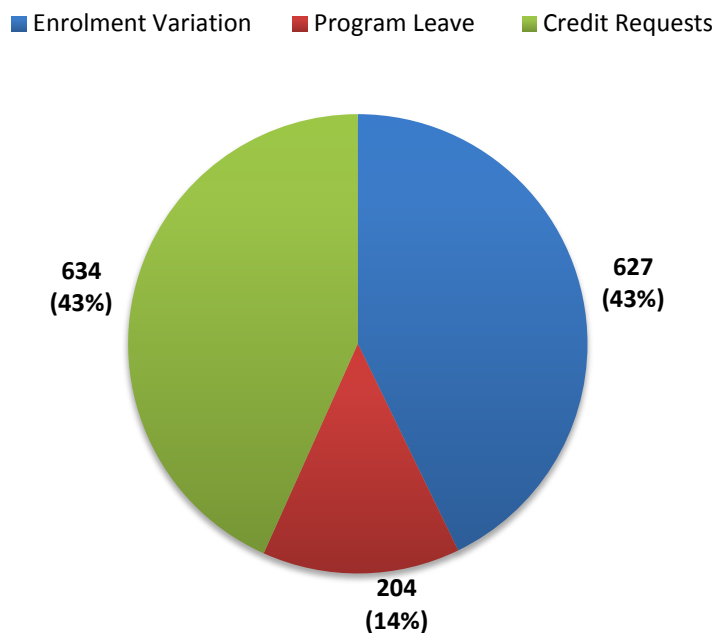
Table 4.1: Forms processed by the CASS student office for HDR students, January to August 2012

Processing Work	Number	%
PCA Report	5	0.57
Termination Report	10	1.14
Program Withdrawal	14	1.59
Program Transfer	16	1.82
Deferral	20	2.28
ANU Travel Grant	22	2.51
Change of Intensity	35	3.99
Scholarship Extension	35	3.99
Scholarship Leave	62	7.06
Thesis examination	77	8.77
Nomination of examiners	97	11.05
Program Extension	106	12.07
Program Leave	121	13.78
HDR Enrolment Variation	258	29.38
Total	878	100

Source: CASS Student Office

4.4 Serving HDR students

The college supports nearly 700 HDR students in achieving either a PhD or MPhil and receives well over this number of enquiries from potential HDR students each year, many of which result in applications. At present it is difficult to quantify this as there is not a university system to enable tracking of the student lifecycle.

The college has developed key strengths in supporting the students and applicants and has implemented a number of changes to programs to ensure a high quality experience for the students. These have included:

- Piloting and introduction of compulsory coursework for all CASS HDR students.
- Establishment and implementation of an online research integrity-training program (involving collaboration with other colleges and Research student Development centre).
- Establishment and implementation of a monitoring system for overtime students (including a system of advising students in advance of upcoming milestones).
- Improved training opportunities for local area/school administrators through graduate student's HDR monthly network meetings (milestone training sessions, group and one-on-one sessions).
- Establishment of procedures and a reporting system that identifies problems such as missed milestones, incomplete panels, and overtime students for action at local/school level.

However, there are still a number of weaknesses in the process:

- The paper-based nature and multiple handling processes of all our HDR student administration lead to inefficiencies and incomplete files as well as missing data or paperwork. The HDR application process is still primarily paper based and involves multiple levels of screening and approval, the processing time could be anywhere between 6 weeks to 3 months. The college student office has struggled to keep pace with the volume of HDR related administration while schools have experienced a high level of dissatisfaction with the lack of access to information regarding the number of applications for their programs and the

outcomes of those applicants assessed to be suitable. schools have reported knowing about a HDR candidate only on the day they commence at the school.

- A small number of people in the college have a lot of knowledge and experience of HDR administration. The complexity of the policies and procedures creates challenges in ensuring HDR graduate administrators and academics are up to date on current policies and providing accurate advice.
- No easily generated reports are available to assist in the management of the HDR processes. CASS has developed a reporting system to assist management in obtaining the information but it is not without its imperfections.
- Communication between schools and college student office, although improving, continues to be a challenge and leads to overreliance by school HDR administrators on CASS student office for routine matters. There appears to be a lack of understanding about the roles and responsibilities required of HDR administrators and (academic) graduate convenors. There is a need for clear position descriptions – particularly for school HDR administrators.
- The roles of the CASS finance office, research office and student office are not as clearly defined as they could be in terms of HDR student support and competing priorities often impact on their ability to work collaboratively to respond to queries.
- Cross-college and ANU-wide relationships and policy matters:
  - Following the disestablishment of graduate research fields, there has been a lack of clarity in the colleges about how to manage or negotiate competing cross-college interests and research areas in relation to shared research fields and potential research students.
  - Advice from central ANU Examinations and Scholarships offices is crucial but can be slow, and increases the frustration in the schools about the overly bureaucratic structures around HDR.
  - The (pending) disestablishment of the RSDC has led to concerns about the future management of our compulsory research integrity milestone and the future of the Graduate Teaching Program.

The coordination and communication of a large body of administrative and technical tasks across 13 different schools will continue to pose challenges without a fully integrated enterprise system to support the college and schools' needs for easily accessible reports that track applications and other forms of student case management information across the student lifecycle.

4.5 Achievements in the area of student facing work in the last 12 months

The story is not all bad, with the professional staff in the college enjoying their student facing roles and this is reflected in the projects that have been undertaken that have focussed on reducing demand by increasing student and staff self-sufficiency. Table 4.2 provides a summary of how services to students are being improved by CASS. Another key aspect to the delivery of quality college administration of student matters is the CASS student office relationship with the Registrar's Division administrations which is addressed in the next section.

Table 4.2: Achievements in student facing work

Undergraduate	
Value adding student advisory sessions	- Conducted over 1500 student appointments - Developed systematic procedure for delivering student appointments - Consistently achieved 90% satisfaction rate in CASS student Advisory Survey

Registration of majors	- Pioneered "Register your majors" online option - Assisted in identifying students who are not on track to complete majors and enhanced the manual graduation checking process (1500 transcripts /year)
Student mobility (120 CASS students go on exchange each year)	- Closely involved in guiding students in their study plans and provide 1- 1 advice at least twice before departure - CASS specific exchange information sessions jointly conducted with the student Mobility office this year
Student communication	- Created online FAQ on current student website - Presentations to first year student's orientation
Postgraduate	
UAC assessments	- Streamlined PGC processes and outsourced standard PGC applications to UAC resulting in 30% decrease in processing workload - Improved application to offer turnaround times from average 27 to 7 days (74% improvement)
Online assessments	- Early adopter of Online Evaluations centre through HRSA to assess all PGC direct and international applications - Eradicated need for paper based files
Admissions and enrolment	Documented CASS procedures
Higher Degree Research	
Application process	Worked with schools and Enrolments office to map current processes and procedures
CASS HDR network	Established and managed platform for HDR administrators to exchange information/training
Scholarship process	Streamlined Scholarship processes
Business process improvement	
Business process reviews	Developed monthly activity report to understand volume and demand for services.
Staff communication	Developed monthly newsletter to keep college and school administrators updated on student matters and critical deadlines

Staff training in student administration	• Conducted and coordinated a series of training and briefings sessions for school administration including Study@, HRSA, Enrolments and Admissions & Milestones
Restructure of student office	• Dedicated Graduate team to manage PGC/HDR application and administrative work • Enabled cross functional training and reduces risk of loss of corporate knowledge

4.6 The relationship between college and Registrar's division administrations

The college student office is closely connected to the divisions of student administration (DSA) and student services (DSS). Since 2011, there have been two way exchanges of staff for short stints to increase understanding of central /college perspectives. The directors of DSA and DSS are actively engaged in conversation with the college across a range of implementation issues arising from policies and new initiatives.

The DSA/DSS and the college recognise that they are part of a continuum and they work collaboratively to ensure ANU's student administration from pre-admission through to graduation is compliant with both university policy and government legislation. Table 4.3 provides an overview of how the DSA/college interacts and overlaps (shaded grey) across centrally driven processes.

Table 4.3: Administrative student functions

Division of student administration	college
Enquiries – Fields over 100,000 student enquiries a year through various portals	Fields approximately 20,000 emails a year student.cass@anu.edu.au
Application – Manages appropriate mechanisms for application (UAC/Direct) Ensures program proposals meet compliance requirements	Advise CASS students on application process Facilitates the college program & courses approval process and ensure program proposals address compliance requirements
Admission – Responsible for assessing university requirements(English Language Policy) Manages all offer letters and acceptance	Conduct assessment of non standard applications (international applicants + those applying for credit for prior learning) Advise DSA on offer of admission in accordance with policy and approved by delegated authority
Enrolment – Coordination of Melville Hall sessions and data integrity checks	All single degree students self-enrol online All graduate students, combined degrees, international and exchange students enrolled at Melville Hall
Ongoing enrolment management – Data integrity checks on data entered into the student system	Coordinate and enter data for all application forms relating to add/drop, program transfer, program leave and exchange
Examinations & graduations Exam timetabling and coordination of exam papers	Facilitate examiner's meeting to carry out necessary moderation Audit of transcripts for graduating CASS cohort

4.7 Implications for strategic alignment of changes to DRSS

Student services are currently owned and delivered along administrative lines. This has resulted in many administrative touch points and transition points for new and current students and college staff. The college in this context looks forward to contributing to the life cycle mapping exercises to be led by the new PVC student Experience. Consideration should be being given to the current areas of overlap that are highlighted (in grey) in Table 4.5. It also presents opportunities to explore better synergies between DSA/college/schools. Figure 4.2 depicts the array of parties that a student would have to interact with to receive services and advice.

Figure 4.2 Administrative units delivering student services to CASS students
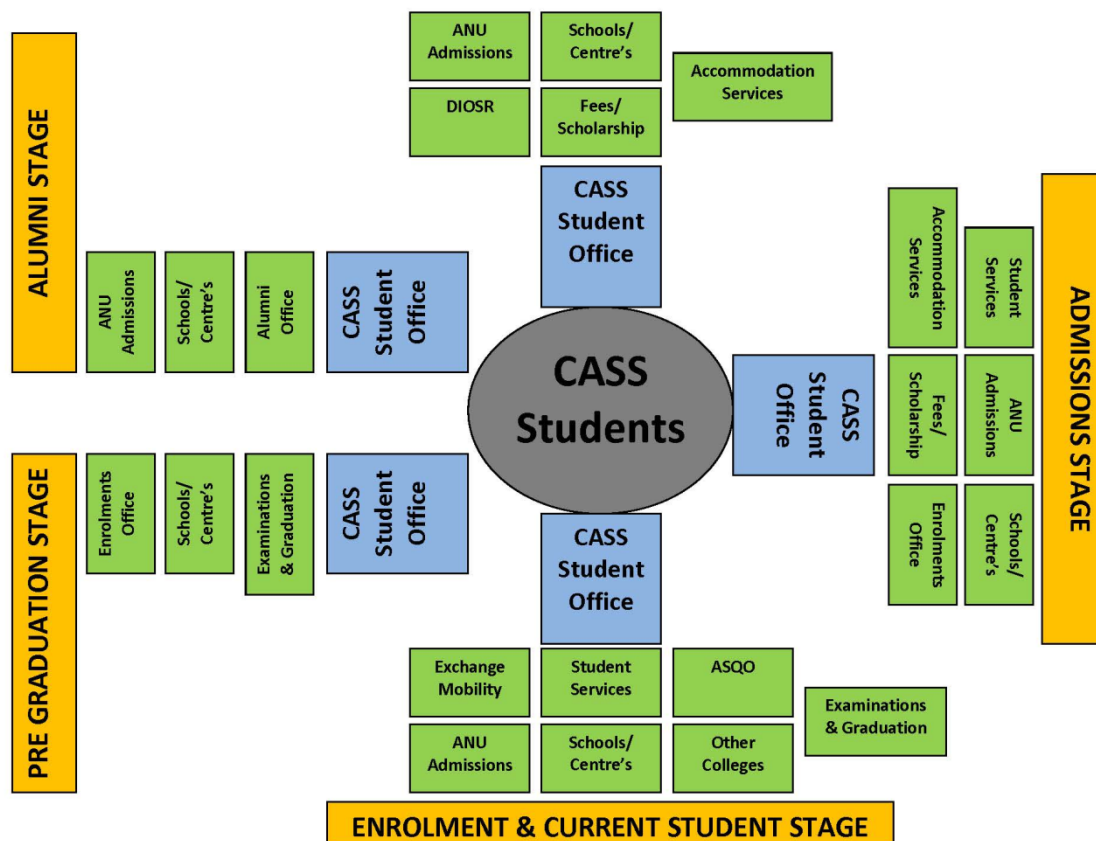
4.8 Complexity of university policies, rules and college/local procedures

The area of student administration is complex. This complexity is arguably increasing with the introduction of the TEQSA requirements. The responsibility of providing correct and consistent advice to students often requires working knowledge of the most updated policies and specialist experience in interpreting program rules and other documents. Figure 4.3 depicts the complex layers of knowledge relevant to student administration and compliance.

Figure 4.3: Complexity of student administration and compliance
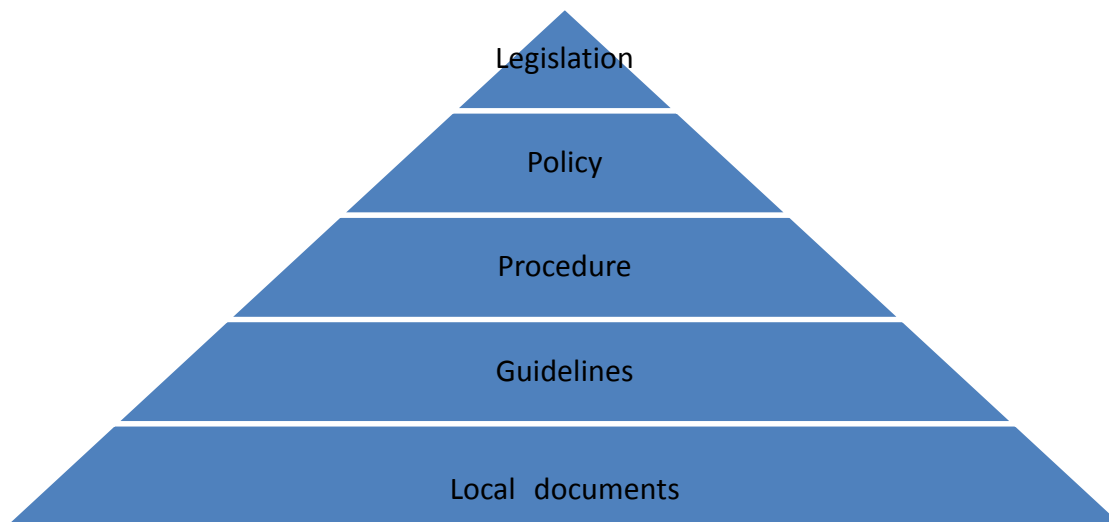
Source: UNSW presentation. Used with permission of the Director of student administration, Mark Erickson

In addition to managing and making sense of highly technical information, academic and administrative staff often struggle to locate information when approached by students for advice. This makes the administrative task more complex and correspondingly it can be experienced as more frustrating by staff and students. This situation can in some part be addressed by providing students with access to services along discipline line (lecturer/individual school administrator if known to student). The challenge is how to achieve this under current structures which are organised along administrative lines (college/school offices).

College staff act with good intention and great care to assist our students but student advice/pastoral care often spans a range of activities and processes. However, the lack of a single source of policies and timely information on the status of applications and various requests can lead to less efficient processes and ultimately unsatisfactory outcomes for the student.

Opportunities to address this issue include:
1. CASS continues working proactively with DSA to strengthen the ANU policy framework to ensuring clarity and accessibility
2. Revisiting and clarifying college/school roles in provision of program advice
3. Providing an induction process to new program convenors
4. Developing and providing briefings and updates for school administrators coordinated by the student office to develop a greater awareness of university networks and tools that could advice and assist on centrally provided student services.

4.9 Refinement of the ANU policy framework

The DSA has commenced a review to rationalise the 30 student policies and procedures. A policy writer has also been commissioned to consolidate assessment policy into a singular coherent document (assessment related policy is found in 27 separate policy documents). However, the challenge is for both DSA and the college to implement the changes and address the detailed processes affected by these rapid changes. For example the approved removal of the Graduate Research Fields earlier this year has left several unanswered questions. This highlights the role colleges can usefully play in easing the implementation of initiatives at a local level.

Colleges and the schools within in them also have insights about areas of administrative improvement. CASS has been proactive in this regard and has taken the initiative in a number of areas and has welcomed the adoption of some of these for use across the university. For example college initiatives that have been / are being adopted across the university include:

- students self-enrolling online using ISIS without the need to attend enrolment sessions at Melville Hall. This is being implemented across the university in 2014.
- Templates developed by the college for program orders and course outlines have been adopted by DSA.

CASS would also propose further opportunities for improvement could include:

1. DSA and college to explore strategies to build capacity in policy development and implementation – the Double Degree Implementation group is an example.
2. To cope with the speed and breadth of changes in education and administration policy – DSA with college inputs could consider producing briefing documents /newsletters to highlight implications of policy change and provide case examples to facilitate interpretation and understanding.
3. There is a significant opportunity to better calibrate staff and workloads in the management of HDR students if suitable automation of existing manual processes associated with HDR students can be eliminated.

4.10   Excellence in education across the student lifecycle

The college has examined the student lifecycle as well as the overarching policies and procedures and identified a number of strengths and opportunities for efficiency in Table 4.4.

Table 4.4: Opportunities for efficiency across the student lifecycle

Area	Strengths	Opportunities for efficiency
Admissions	Increased capacity to manage applications through the introduction of on-line evaluation centres. Ability to assess non-standard applications instantly online.	Explore ANU Admissions to handle both PGC INTL applications as they already handle UG international students. Explore feasibility of outsourcing non-standard applications (RPL assessment) to UAC as well as the feasibility of an online evaluation centre for HDR applications. Work with the Division of student Services to explore alternative means of supporting student preparedness for university. Reviewing HDR pre application process to reduce volume of non-qualified applicants. This would involve for example providing information so students can self-select out without even contacting us.
Enrolments	Online enrolment instructions for UG single degrees allowing students to enroll themselves via ISIS.	Explore feasibility of extending online enrolment guide to PGC students.

Area	Strengths	Opportunities for efficiency
Examinations/Graduation	Highlight of student journey. All cohorts graduate at same point of time.	Short turnaround time between marking/moderation/upload of results and graduation presents risks. The opportunity to fix this would involve the automation of the checking process so the turnaround time is not an issue. Move from a manual process for checking students have met graduation requirements to an automated process. The college checks 1500 transcripts each year that takes 6 weeks work for 5 staff to complete. Working with DSA on system based capability to recognize majors/minors would significantly reduce the effort required in graduation checking.
Prizes, Awards & Scholarships	Highly skilled staff have enabled CASS to map this process, the only college to have done so. This has allowed more efficient management.	Explore opportunity to work jointly with Scholarships and Endowments on a holistic level to ensure strategic allocation of scholarship funds.
HDR Milestones	Guidelines and manuals have been developed to assist new staff. Regular reporting of HDR milestones through the HDR sub-committee.	Provision of hands-on training to local area has been completed and schools are beginning to enter milestones thereby shortening lag time to ensure accuracy of reports. Ongoing skilling of staff across the college assists improve outcomes increases staff satisfaction, grows ANU capability and capability by growing a cohort of staff able to be more flexibly deployed.
Policies and Procedures	Commitment of the CASS Association Dean (Education) and the CASS student office to process improvement. This commitment has already led to new college policies and procedures around overloading.	There are significant benefits to be gained from improved policies and procedures at all levels, as highlighted earlier in this report. Due to the speed of the change initiatives, CASS needs to work closely with DSA to ensure changes are thoroughly mapped to ensure smooth implementation (eg: credit policy, changes to admission requirements for PGC students). Opportunity to work with DIOSR to streamlines procedures for IN/OUT exchange to enable sustainable support for mobility programs. A review of the schedule for each process will assist in managing the student lifecycle, particularly for HDR students. This scheduling will also allow planning and conducting of just in time training around critical parts of the student life cycle.

Area	Strengths	Opportunities for efficiency
Course & Program Proposals	CASS CEC has recently approved procedures for submission of proposals to the college committees and Coursework committee, improving the clarity of these procedures. This is important in a process that spans many committee approval levels from school-college – university and ensures transparent management and governance of university programs	Improved clarity on the role of program and course convenors and school administration in the management of course and program proposals. Training for program convenors and schools has commenced and will continue in 2013. The appointment of secretariat staff for CEC will allow the coordination of actions flowing from the Education committee, UEC and the Academic Board.
Assessment	schools adopt a 'best fit' approach to their needs depending on nature of the course and learning method employed.	Where appropriate, online submission of assessment could greatly reduce workload for what is currently a primarily manual process. During peak periods (essay deadlines), much of the school administration is caught up in this onerous process. Mapping of the process for Special Examinations assist in revising what is currently a cumbersome process. The approval process for Special Examinations is long and creates a lot of time pressure given the short turnaround times from exams to release of results. There is currently also no college process for follow-up with the schools as to whether the Special Examinations have occurred.
Timetabling	ANU Central Timetabling works directly with schools to resolve any issues and avoid duplication at college level.	Issues with timetabling have been well documented. CASS will work with the Exams Graduations and Timetabling office to highlight the importance of converting this into an electronic process to enable editing and updates. A consistent approach to booking lectures and tutorials in a booking systems would also be beneficial. Lectures are booked by the Timetabling team but tutorials are often done manually by individual's school administration.

Area	Strengths	Opportunities for efficiency
Class Scheduling	school enter data directly into the HRSA system avoiding lag time & duplication at the college level	The ability to prepare a draft of courses scheduled for management purposes. The current system does not allow draft course scheduling to be hidden during the preparation period. For example 2013 courses can be seen from Apr 2012 while details are still being finalized causing students to be confused. The proposed Study@ replacement project may assist in this and CASS have provided feedback to DSA. university plans to move towards a 3 year planning cycle will offer opportunities to present students a more stable offering of courses and reduce administrative complexity over time by creating more structure around course delivery expectations.
Wattle	Team with a strong understanding of the opportunities provided by Wattle and the skills to transfer this knowledge to academics.	Improved tracking of requests for support through job logging software. Further training for academic staff on the functionalities in Wattle to promote more effective usage of its functions. Increased commonality in structure across Wattle sites to improve the ease of use for students.
Communication	The college has set up a number of initiatives to improve communication within the college including a regular college newsletter to inform all staff of initiatives and HDR and Marketing networks. This has improved understanding college wide not only about existing processes but also changes that are occurring.	Even with the new initiatives, gaps in communication exist and further opportunities for information sharing should be explored. For example extending the HDR network arrangement to PGC and UG staff. To improve communication with students in an efficient manner, the option of group information sessions with students to answer common questions and to encourage student / peer mentoring is being explored.

4.11   Conclusion

There are in the college's view some systemic weaknesses that are frustrating efforts to serve students well and support education outcomes. One gap in student service is that the university has not set parameters around its preferred levels of investment in its student related activities. To do this would involve establishing what levels of service and the resources ANU is willing and able to offer students.

This could be done through the adoption of a customer service model that defines the value of student cohorts – UG, PGC and HDR – and aligns the resources to be allocated to them. One way to think of this is in terms of 'touch points'. Touch points are something that can be defined numerically and in terms of the type of services offered. This approach is commonly used by organisations with a customer service focus although in the ANU context would need to be nuanced to reflect broader government policy expectations and the ANU's understanding of its student cohorts and their expectations.

The need for ANU to adopt a customer service strategy in some form is necessary in the college's view because the increasing number of students, and the university's growth targets raise the risk of whether the current approach to the delivery of student services is sustainable. As student numbers grow in line with *ANU by 2020*, the opportunity exists for the ANU to consider more systemically how to balance the needs of each student group with the resources allocated to meeting their needs. There is an opportunity under the aegis of *ANU by 2020* to think more holistically about this area of the ANU's business. A starting point for this might be to consider what outcomes are desired (for example, engaged alumni; pipeline of future staff; ANU reputation for educational outcomes) and how innovations such as vertical degrees and then work back through how that might be delivered through the ANU structures.

5 Alignment of Administration to Strategic Goals

5.1 Excellence in Education

The education space in CASS is in a period of significant change following the appointment of a new ADE in February 2012. The CASS ADE currently has three key areas of focus in the medium-term, shaped by the university's overarching goal of enhancing the distinctive excellence of the ANU. These priorities are driven by a long-term strategy to enhance and make more explicit the unique advantages of an ANU education for both prospective students and future employers of our graduates and thereby improve student satisfaction as reported in surveys during students' time at the university (e.g. SELS/SET), and after they leave (e.g. CEQ, GDS).

CASS' educational objectives are driven by *ANU by 2020*, the ANU Education Operational Plan, and the CASS Operational Plan supported by the CASS EDS, the Student Office (CSO), and CASS Marketing and Communications (CMC).

The strategic management of CASS education has been going through a transition the result of which is to more clearly define roles of academic and administrative staff. This process is being aligned by the ADE to the TEQSA Australian Quality Framework requirements.

This is reflected in the new structural and process arrangements for the CASS Education Committee. The administrative streams of CASS being the EDS, CMC and CSO are now all aligned to this. The early successes to date from this include:

- The new School of Music curriculum
- The introduction of vertical degrees
- The preparation for the TEQSA audit of the Bachelor of Policy Studies
- The new masters in Globalisation
- The new Politics, Philosophy and Economics program
- All schools offering at least one intensive undergraduate course or fieldwork program in either the summer or autumn break

The new arrangements also recognise that CMC is doing an excellent job in advertising current education offerings in order to attract the best students to help meet growth targets. However, the market is constantly changing, and CASS has allowed new education offerings to be developed by staff interests rather than changing market demand. From 2013, an investment in market research will identify areas and markets for potential new ANU offerings; the Education Committee then determines if CASS can develop them. This will drive future student demand and ensure that our offerings are current and relevant. Additionally, there needs to be a greater focus on attracting philanthropic support for student scholarships.

5.1.1 Innovative Programs

ANU by 2020 highlights the need to develop engaging curriculum and develop innovative learning and teaching. It also seeks to create an active community of scholars. CASS has sought to address these aims through a number of initiatives and through building on current programs.

CASS's main objectives in regard to HDR are to lead the Australian higher education sector in research training and to graduate students prepared to be the academic leaders of tomorrow. These objectives are closely linked to objectives in both the education and research portfolios and require engagement across both areas.

The college offers a number of Masters programs and has encouraged flexible delivery and interdisciplinary focus. For example, MAAPD is taught and managed across CASS and CAP and MLA is taught across the CASS, with administrative staff within the college skilled in the support of online teaching and flexible delivery options. The increase in external compliance requirements, such as AQF registration and CRICOS registration costs, has encouraged schools to monitor their course/program viability in more detail, to increase the consolidation of course/program offerings and to consider greater flexible and innovative delivery.

Broader ANU changes in vertical and double degrees will require an increase in administrative skills around timetabling and in communication and collaboration across broader university boundaries as staff deal with a wider range of university programs.

The college runs a number of professional practice linked educational programs with government including through IPPHA and the Centre for Native Title Anthropology grant. The ANIP is convened by the college offering students the opportunity to clearly link their academic studies with the workplace. The college also manages student internship relationships with many national cultural institutions such as the NMA, NGA, NAA and NFSA. RSHA recently developed a joint UG/PGC course with the NFSA.

A critical part of the successful delivery of innovative programs is how the college responds when things go wrong. The general level of support from CASS administration to the Assistant Dean (Student Progress) is extremely valuable in achieving the educational objectives of the college. There are many highly skilled and experienced people working in the administration of the college, and the AD (Student Progress) role depends substantially upon support from the CSO in particular. There has been a continuous and ongoing refinement of procedures in this area in alignment with the strategic objectives of the university and the college.

5.1.2 Education Development Studio

CASS administrative arrangements are also now better focussed on supporting its academic educators. Much of the support to assist academic staff in meeting the opportunities set out in *ANU by 2020* and the CASS operational plan will be provided by the EDS.

The EDS provides support services and professional development for the academic staff of the college, and contributes to the enhancement of the quality of teaching in the college and of the educational experiences of its students. It has five key areas where it provides support in respect of *ANU by 2020*:

- Curriculum design: Support for those developing, designing, documenting and implementing new and revised curriculum (including curriculum which more clearly articulates its research-led components and which has broader appeal) through the provision of at-elbow curriculum design assistance, the provision of web-based resources, and improved transparency of processes of approval for new and revised courses and programs.
- Teaching quality: Support for academics exploring ways to improve the quality of their teaching through enhanced face-to-face lecturing and speaking skills, better use of educational technologies, and improved curriculum design.
- Technology in education: Support for those using technology to reach untapped markets (students who are geographically distant or unable to attend face-to-face learning events), to improve flexibility of delivery, and to engage students through innovative teaching strategies.
- Prizes and grants: academics preparing submissions for prizes and awards for teaching and for funding for research into teaching and education.

- Leadership and administration: The Senior Education Developer provides advice and guidance on matters of innovative curriculum design, operational opportunities to improve quality of teaching and learning environments, and the informed use of web-based technologies in education, and lead the EDS team.

5.2 Excellence in Research

The college has an impressive research reputation and as noted earlier in this report. Many academic staff research in areas where the ANU received a ranking of 4 or 5 in the 2010 ERA assessment. Academic staff are regularly recognised internationally for their work through awards. For example, Professor Howard Morphy was recently been named the Huxley Memorial Medallist by the Royal Anthropological Institute. The college has 55 staff who are members of the Academies and 5 Distinguished Professors who are corresponding members of prestigious overseas Royal Societies.

The administrative services of the college play a key role in supporting the research undertaking within CASS. The key area of the college administration that supports the research activities of the college is the Research and Finance Office. There is a significant amount of expertise in both the Finance and Research offices and a substantial amount of research funding from grants, commissions and contracts is managed through these offices. The associated contractual arrangements are generally well managed. A real strength of the college administration is its understanding of the particular nature of the work done in the college. This is a challenge given the breadth of research, which ranges from Archaeology, Demography, Research Methods, Public Policy Research Linguistics, History, and Philosophy to Music and Art, but is vital to supporting the college's academics in their research and community and policy engagement and impact.

CASS has been through a process of reviewing how the Finance and Research Office support the research activities of the college and has identified a number of areas in which there is room for improvement. The key areas are:

- The taking of a more strategic and proactive approach to winning funding;
- Improving the efficiency of the production of research and financial management data;
- Increasing the level of coverage of college research in the media; and
- Increasing the extent to which professional staff take an outcome and client focused approach to their work.

CASS is actively working to implement strategies to improve the services provided by the research office administration and to strengthen the alignment of our administration to supporting our research objectives. These strategies include:

- a more systematic approach to identifying potential applicants for grants;
- encouraged earlier preparation of grants;
- improved peer review process; and
- offer of additional support to grant applicants in the form of professional editorial assistance.

The Office has made a significant investment of time in internal training of staff to give them the skills to undertake contract review. ANU is unusual among Go8 universities in devolving much of its contract review to college research offices, with the Legal Office available to assist when requested.

5.2.1 Opportunities for the Future

There are a number of opportunities for strengthening the alignment of the college's administration to support the research activities of the college which have been identified and which we are currently in the process of implementing.

As noted there has been a recent change (September 2012) with the Research and Finance Offices being brought together under a single manager. This change is designed to integrate the process from applying for research funding, negotiating contracts, award and contract management, reporting requirements and financial management as an end-to-end process. The change has been made in response to inefficiencies in some processes, cases of duplication and a lack of role clarity that were identified. It is also designed to allow greater flexibility in the ability to move allocate resources to respond to peaks in workload which can occur at different times of the year (for example in February and March when many ARC applications are due). While it is early days, the early signs are that this structural change will bring about efficiencies enabling resources to be freed up to focus on the obtaining of research funding and less on the management of funds.

To date the college has had difficulties and experienced delays is in the obtaining of legal advice from the University Legal Office. This can be problematic for contracted research where often the timeframes for the preparation of tender responses are very short and contracts need to be negotiated quickly. This is a priority for CASS as in a tightened and more competitive grant and consultancy environment it is an issue that needs to be resolved.

The Office also deals with variations to contract, which are frequent, and with text-based reporting to funders.

Improved systems, particularly in support of research data and measuring performance would greatly assist in reducing what is currently an extremely labour-intensive process with significant manual intervention. The Finance and Research Office spends a substantial amount of time producing data reports on the research activities of the college and checking and correcting data provided by the Central Administration. This information is vital for the management of the college's activities and for the financial position of the college given the importance of this kind of data as a driver of the college budget. While there are some opportunities for the college to be more efficient in producing data, the lack of integrated reliable data systems for the university as a whole creates a lot of additional essentially unproductive activity for the college administration (as well as for schools and centres in the college who are required to provide and check data, the production of which should largely be automated). This is wasteful of resources and means that the more productive and strategic activities associated with growing the funding base are crowded out to some extent. Improving the universities data systems would be an important advance.

5.3 Excellence in a National Policy Resource

The college undertakes a very substantial amount of public policy research. One indicator of this is that 44% of the publications included in the ANU 2012 ERA public policy submission had at least one CASS author.

Examples of areas in which this happens (this is not a complete list) are the Australian Demographic and Social Research Institute, Centre for Aboriginal Economic Policy Research, National Institute for Regional and Rural Australia, Centre for Gambling Research Centre for Arabic and Islamic Studies and the School of Politics and International Relations.

In addition areas such as heritage studies, linguistics, cultural inquiry, history, art and music play important policy roles with the national collection institutions which are mostly based in Canberra including the National Gallery of Australia, the National Library, the Film and Sound Archive, the National Archives and the National Museum of Australia.

Some of these centres, particularly CAEPR and ADSRI, undertake a larger number of contracted research projects for Commonwealth and State and Territory Governments. A number of different areas of the college have very positive collaborative relationships with government departments including FaHCSIA, DEEWR, PM&C, DIAC, Treasury, AIHW, ABS, DHS and various State and Territory Government Departments.

Selected examples of commissioned public policy research being undertaken (or recently completed) are:

- Evaluation of Income Management in the Northern Territory (for Department of Families, Housing, Community Services and Indigenous Affairs));

- Input into the development of the NDIS (for Department of Families, Housing, Community Services and Indigenous Affairs);

- Family migration to Australia (for Department of Immigration and Citizenship)

- Work on anti-corruption measures in Victoria (for the Victorian Independent Broad-based Anti-corruption Commission

- Help-seeking and uptake of services amongst people with gambling problems in the ACT (ACT Gambling and Racing Commission)

- Indigenous Higher Education Review (for Department of Education, Employment and Workplace Relations and Department of Industry, Innovation, Science, Research and Tertiary Education)

- The implications of demographic change for housing demand (for Treasury)

- Designing the new longitudinal study of humanitarian arrivals (for Department of Immigration and Citizenship)

- Post-separation parenting and the child support scheme

- Indigenous population project (for FaHCSIA and most State and Territory Governments)

Undertaking this type of policy relevant research places demands not only on the academic researchers but also upon the college administration. Usually these types of projects are won via a competitive selection process and there is a substantial amount of work that goes into preparing tenders and obtaining internal approvals, contracts need to be negotiated and invoices issued.

The university systems do not always facilitate the process of responding in a timely fashion. Specific problems include difficulties in obtaining legal advice in a timely fashion, the Vice Chancellor being required to sign off on any contracts that place a restriction on the right to publish and oversight of correspondence and documents by the central administration of the university. While it is obviously important to ensure that risks are managed appropriately, the current processes do not distinguish well between high-risk activities that may require central university oversight (approval) and those that should be able to be managed at the college level.

Public policy is key to CASS educational offerings. CASS houses many of the key enabling disciplines for public policy, including politics, international relations, sociology, aboriginal economic policy, demography, history, and philosophy. Given the Crawford School's role in public policy education at postgraduate level, CASS focuses on the enabling disciplines and on undergraduate education, especially the Bachelor of Policy Studies and the Bachelor of Politics, Philosophy, and Economics. Relevant programs at postgraduate level include the new Master of Globalisation.

CASS administrative support for these programs does not substantively differ from its support for other programs, but for meeting our objectives the EDS and marketing play key roles.

The EDS provides invaluable assistance to academic staff with course design and the use of eLearning to support face-to-face teaching. In the postgraduate space, given that a majority of CASS' postgraduate coursework students are part-time and work in Canberra, and that the ANU Education Operational Plan has as one of its 3 priorities the development of postgraduate online education, it is important to develop and administer a number of online courses of relevance to students who are currently working fulltime in the public service. However, the EDS does not

currently have the staff time to assist with this. This is clearly an area where the college will be investigating the opportunity to make an appointment to facilitate this.

5.3.1 Opportunities for the Future

In addition to many of the opportunities for the alignment of the college administration to supporting the research activities of the college which apply equally to supporting the public policy objectives of the college, there are very substantial opportunities for the marketing area of the college to assist academics obtain coverage for policy relevant research.

The marketing area of the college also has an important role to play in assisting academics to contribute to public policy debates via the media. While the college receives a substantial number of media mentions (about 7,000 per annum at present) we believe that this coverage could be very significantly increased. Despite this high number of media mentions the number of university press releases has declined substantially.

As part of the business planning process from 2013 there will be a consolidation of funding of marketing and communications activities in order to better position the college for investing in activities designed to increase media coverage.

6 Continuous Improvement Strategies

6.1 ANU Staff Survey

CASS Outcomes of the Staff Survey were generally positive with regard to organisational commitment, mission and values and talent and teamwork. Results show a high level of job satisfaction, motivation and initiative as well as understanding of the mission, values and goals of ANU. Some of the areas for improvement included processes, technology, recruitment and selection, and change and innovation.

What are we doing well?

More than 80% of respondents agreed with the statements in the following domains:

- Organisational Commitment
- Job Satisfaction
- Mission and Values
- Role Clarity
- Supervision
- Research
- Teaching
- Motivation and Initiative
- Talent
- Teamwork

The results show that the majority of employees are committed to the mission, values and direction of the ANU and are happy with the benefits offered by the ANU. There is a high level of job satisfaction amongst employees including satisfaction with the profile of research and education within the university.

How can we improve?

The supporting structures and mechanisms to enable employees to harness their motivation and commitment could be improved. This includes the need to enhance the sharing of information and cooperation between sections and improve the design and efficiency of processes and procedures to support the core work being completed.

Other areas identified include making better use of technology and improving the skill level of users.

Less than 50% of respondents agreed with the statements under the following domains:

- Processes
- Technology
- Recruitment and Selection
- Change and Innovation
- Leadership
- Cross Unit Cooperation
- Involvement
- Career Opportunities
- Workload
- Entrepreneurship
- Wellness
- Research

In conclusion across the college and within the two research schools a number of action plans are being developed to further explore concerns raised and to address areas for improvement. These action plans also comprise actions to ensure that continuous improvement is occurring for areas that are current working well.

6.2 CASS Administration Strategies

As highlighted in this report, the college has identified a number of areas where improvements could be made. Although the colleges were formed in 2006, academic areas in CASS were only integrated in 2010 with the dissolution of the Faculty of Arts into the Research School of Social Sciences and the Research School of Humanities and the Arts. There was substantial change in RSSS however relatively little change in RSHA. Currently the college has an informal consultation process focused of the current academic structure of RSHA in progress.

This highlights that within CASS there is a culture and commitment to continuous improvement.

This is reflected in the:

- adoption of transparent performance based budgeting in 2010;
- developing budgets through the Research Schools and to ADSRI and providing support to their management of their budgets;
- pressing for the introduction of a 3 year planning and budget cycle
- initiating the development of a 3 year college business plan and function area operational plans
- initiating an administrative review within the School of Languages
- reviewing Centres for Asian and Islamic Studies and European Studies
- managing the change management strategy for the School of Music
- being the first college to develop an Asset Management Plan, this plan has become the model being adopted by college's across ANU.

The above is just a snapshot of past and current initiatives.

CASS has recently commenced a business planning process which will be a critical mechanism for aligning the college' activities directly to the achievement of *ANU by 2020.* To date the ADE has been the first to finalise this process with the creation of a business plan that will guide the activities of the College Education Committee and EDS over the short to medium term. This process for example identified the benefit of consolidating funding for marketing and communication activities within the marketing team budget. Having reached agreement on this the Marketing and Communications Team Manager is now preparing a paper for the Executive that will detail for agreement the college's strategic marketing and communication priorities for 2013 and beyond.

A collaborative approach that recognises the overlap between the activities between teams has not only been recognised by bringing the research office team under the leadership of the Finance Manager but by adoption of a different arrangement under the auspices of the ADE and the CASS General Manager a fortnightly meeting of these two members of the Executive with the Managers of the Marketing and Communication team, CSO and EDS has been instructed to discuss how to align the activities of these three teams to ensure that the *ANU by 2020* education KPIs remain front and centre when they set their team priorities and how they deliver their tasks. Similarly the Associate Dean Research Training and the College General Manager are convening meetings to address systemic issues arising from the manual processing and data collection related to the some 700 college HDR students. In the research area, the Director of Research is collaborating on the engagement of external marketing and communication expertise that will be directed to raising the CASS Research Profile.

A number of objectives are being pursued through these and other activities including shifting the administrative task (as much as is practical) from being:

- A reactive activity to one that is proactive and engaged in problem solving before problems arise;

- That ensure that bureaucracy and process if implemented add value and actively eliminating task and activities that do not add value in terms of improving client service and the performance of the college overall;

- Growing the capacity and capacity of staff by providing an environment that supports that acquisition and maintenance of transferrable skills

- Improving the flexibility with which staff within the college can be deployed by encouraging cross college and ANU secondments and engagement more generally

- Introducing automation of processes where ever possible – the college is funding a project officer who is automating manual process for example eliminating the need to process manually 2000 travel related transactions a year

- Encouraging cross college collaboration and learning

- Looking at aligning personal objectives to the achievement of college outcomes.

A key activity will be ensuring the staff in the college have the skills and tools to be able to action these improvements. The workforce and capability plan will drive the development of existing staff and attract new staff that have the skills to support the college in its drive for improvement. Where appropriate, project teams will be formed to bring together staff with the right skills and knowledge to bring about changes. This work is underpinning many of CASS' continuous improvement strategies and is described in detail in the next section of this report.

The college is also continuing to strengthen relationships both internally and externally to obtain buy in and support for changes that are planned. It is vital that these relationships are in place to enable the college to leverage off the changes being made centrally and in other colleges to improve systems.

Accurate information and data will be vital to making the changes sustainable. CASS is actively working with Planning and Statistical Services Division, the Division of Information and ADSRI to get a better idea of the demographic drivers for potential future student numbers to obtain the data and information that managers need to make evidence based decisions.

6.3 Workforce Planning and Development

6.3.1 Introduction

The integration of the college's academic structure in January 2010, coupled with the development of a new strategic plan for the college provided an opportunity to focus on the current and the future needs to support our academic enterprise. The reorganisation highlighted the need to provide a more balanced approach to our administrative support across the full range of academic activities, ie. research, education and community engagement, whereas in the past we structured our administrative support to single elements of the academic enterprise, such as education or research.

In early 2010 the college commence preparation of a workforce & capability plan for administration. In discussions during its development, it was identified that the future needs of the college in relation to administrative support were directly tied to our aspirations for growth, and that planning for growth must take account of the college's capacity to retain, recruit and equip our administrators to ensure that we are able to achieve our goals. Consideration was given to such issues as succession

planning (given our age profile); retention strategies through career progression and professional development; training to maintain and develop our skill base to deal with the rapid changes in technology; an increased emphasis on costing savings through efficiencies; and the need to generate management information supported by high quality analysis.

Over the prior three years, the college had focussed much attention on the delivery of services and structure of the central administrative unit of the college. It was agreed that as the college reshaped its academic units, it was timely to consider their immediate administrative support.

The Workforce & Capability Plan (Administration) proposed a dual strategy: the establishment of a common administrative structure within the AOUs that would support the current and future needs of the area; and the establishment of a capability framework that will lead to a highly professionalised administrative workforce, irrespective of an individual's location.

The strategy was guided by the principles set out below:

- Being an administrator at the ANU is a valued career and is a profession;
- The need to enhance the career paths for administrative staff working within the college and the university;
- The value of an improved focus and support for the ongoing professional development of administrative staff;
- The need to focus on succession planning;
- The value of diversification of capabilities, leading to reduced pressure and expectations on staff.

6.3.2   Building Career Pathways: Structural Change

The creation of the School of Politics & International Relations, School of Sociology, School of History, and School of Philosophy in 2010 necessitated a review of structure for the administration for these schools. The co-location of staff into the same buildings brought about the proposal to establish joint administrations for the School of Politics & International Relations and School of Sociology and for the School of History and School of Philosophy.

The strategy outlined below arose out of an immediate need to consider new arrangements for these schools. As this response developed, the advantages in adopting and applying these structures more broadly became apparent.

Three models for staffing arrangements were developed. All provide the AOU with the opportunity to respond to growth, establish career progression pathways and, establish a more conventional approach to management/supervision than is currently the situation in many of our AOUs.

The models sit within the broader college and research school organisational framework. To this end, the head of the AOU is responsible to the Research School Director (RSD). The RSD is supported by a Research School Executive Officer (RSEO) who provides high level executive and project advice, acts as an effective point of liaison between the Research School and the college and supports the leadership of the College General Manager managing the administration of the college.

The fundamental difference between the models was the appointment of a school Manager, whose focus would be on strategy and development. However, whichever model was adopted will largely depend on a variety of considerations, including, the size, complexity, growth plans, budget or other distinctive needs of the school. It was envisaged, however, that as the schools grow, in line with the

college strategic plans, the need for a professional school Manager would grow and would be financially viable.

An important characteristic of the model was the adoption of standard and consistent position descriptions and standard position titles. There were a number of advantages in adopting this approach, including:

- The duties would be broadly defined providing greater flexibility in delivering the range of administrative services within the classification level. This would contribute to a team-based approach to the delivery of services, enhancing operational effectiveness by having multiple staff capable of performing the same duties.
- The need to constantly review position descriptions because of small changes to the work program will be decreased; and
- This would contribute to a sense of equitable employment arrangements across the college.

This change did however, signal a departure from previous practice as it was expected that the work program of the individual will be confirmed during the annual performance review. This would place a greater emphasis on the supervisor to put in place appropriate arrangements on an annual basis to support the range of administrative services required from the team. It was also expected that the supervisor would, in discussion with each staff member, actively plan for the ongoing professional development needs of the staff on an annual basis. This review would also be linked to the capability of the individuals in the team.

6.3.2.1 School Structure – Option One

Option #1 (Figure 6.1) envisages the appointment of a school Manager (at the ANUO 8 level) who shall be responsible for assisting the head of school with the strategic management of the school, and for advancing development and promotional opportunities for the school. The school Manager will not be responsible for the day-to-day management of administration, but will be responsible for managing the structures and systems for administration in the school and for the performance of the senior school administrator, who will assume responsibility for day-to-day administration in the school.

The senior school administrator (who will be appointed at the ANUO 6/7 level) will manage a team of administrative staff. Depending on need, this could include school administrators (ANUO 5), Assistant school administrators (ANUO 4) and school Receptionist (ANUO 3), who will provide administrative services to support the school. This team of staff will be expected to be able to undertake a broad range of administrative tasks across the needs of the school, as well as be primarily responsible for one or more areas of function-specific administration.

One member of the team (and this may rotate through the team depending on the needs of the school), will work as the Assistant to the head of school. In this role, the staff member will be asked to provide direct administrative support to the head of school. Duties may include: diary management, preparation of correspondence, travel management, coordination of forms submitted for approval, reception duties and record keeping. The Assistant to the head of school will has a close working relationship with the head of school but will still be supervised by the senior school administrator. Input will be sought from the head of school on the required level of administrative support and the assessment of performance.

Figure 6.1: Option #1
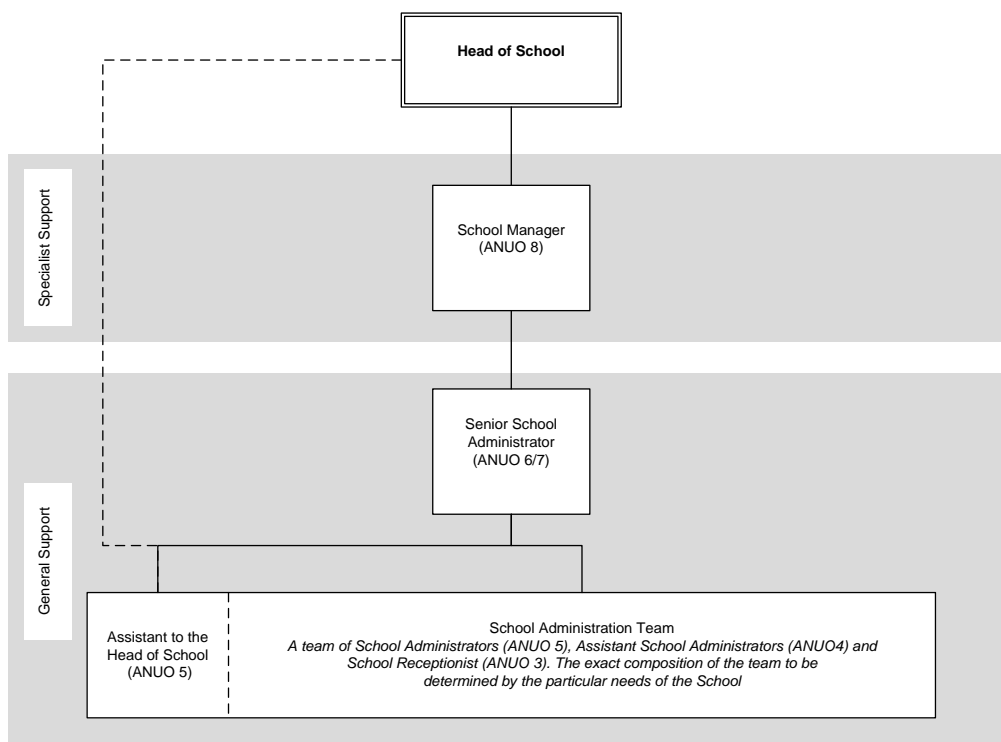
6.3.2.2 School Structure – Option Two

Option #2 could be regarded as a more traditional administrative structure for our schools, insofar as it has been operating in some college AOUs for a number of years. Option #2 does not envisage the appointment of a school Manager, and is likely to be used, in the short term at least, by the schools of the college who do not have the initial financial capability or strategic need to make such an appointment.

The model would work in much the same was as Option #1, but the senior school administrator would report directly to the head of school. In this model the senior school administrator would have greater freedom to manage the school administration, and to provide advice to the head of school directly about the management of the school. The senior school administrator would not however be expected to undertake the strategic management and development functions that a school Manager may undertake. Such duties would be undertaken exclusively by the head of school or other senior academic staff of the school.

Figure 6.2 sets out how the organisational structure of this model.

Figure 6.2: Option #2
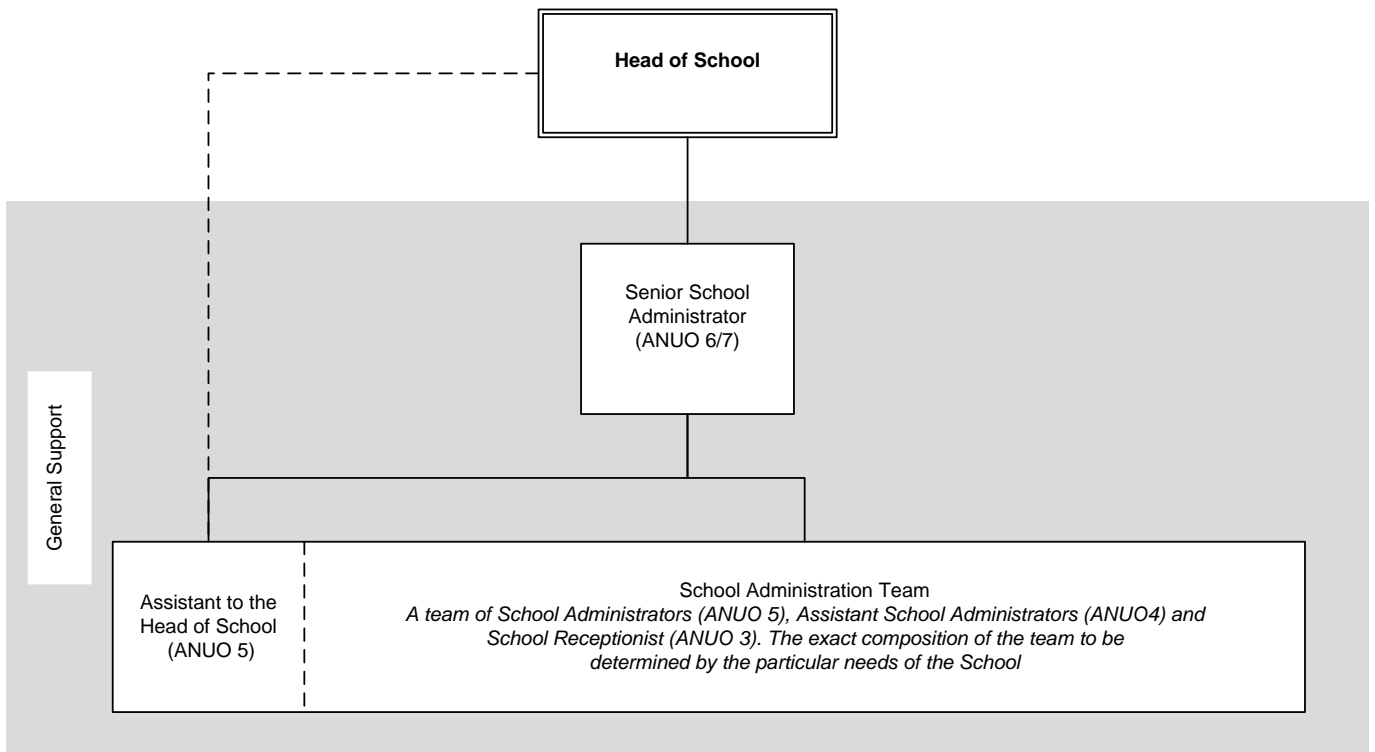
6.3.2.3 School Structure – Option Three

Option #3 is a variation of Option #1, and has been specifically designed to accommodate the needs of establishing joint administrations for the School of Politics & International Relations and School of Sociology and for the School of History and School of Philosophy. This model is likely to be implemented where a single school Manager is insufficient to service the needs of two schools.

In this model, the ANUO 8 level position would be retitled, 'Executive Officer to the head of School' and would not have responsibility for the supervision of any staff in the administration, nor would they have a direct role in the day-to-day administration for the two schools. It is conceivable under this model that one school may appoint an Executive Officer and the other may not.

The actual level will be determined by the skills, abilities and experience of the selected individuals.

In this model the senior school administrator would report directly to the head of school and would manage the joint school administration, and provide advice to the head of school directly about the management of the school's administration. The senior school administrator would not however be expected to undertake the strategic management and development functions that a school Manager may undertake. Such duties would be undertaken exclusively by the head of school, assisted and supported by the Executive Officer.

While there would be no direct reporting line between the Executive Officer and the senior school administrator, there would be a strong expectation of a collaborative relationship. The senior school administrator would be expected to respond to the needs of the Executive Officer as they assist in the strategic management and development activities of the school.

Figure 6.3 sets out how the organisational structure of this model.

Figure 6.3 Option #3
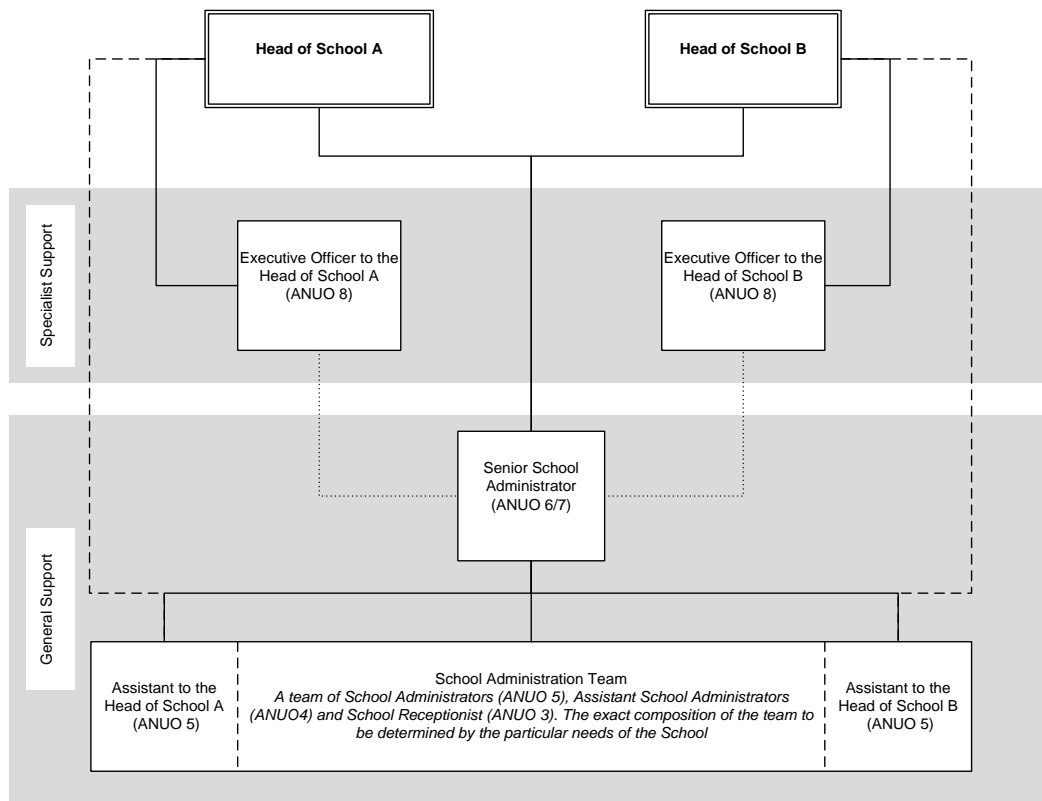
The benefits of these models, but particularly Option #1, are considerable and will help underpin the success of our schools into the future. All models encourage a diversification of skills and duties amongst administrative staff. This team-based approach encourages sharing of responsibilities thereby overcoming some of the disadvantages of our current structures that encourage specialisation leading to significant difficulties in coping with planned and unplanned absences (including absences to undertake professional development activities).

These models create a clear path for staff who wish to advance their career within the school, the college and the university. The replication of these models across several (if not all) schools will further enhance the career path opportunities, as staff will not be limited to school they are currently employed in, and may more easily move between schools within the college. It will also build capability in staff who aspire to broaden their experience and move into roles in the central college administration, as well as Executive Officer roles in support of members of the College Executive.

The inclusion of the school Manager (or Executive Officer) role into the staffing structure will greatly enhance the strategic focus of the school and enable increased performance in the achievement of strategic objectives and development opportunities for the school.

6.3.3 Building a Capability Framework & Supporting Professional Development

In order to support academic programs to the highest standard and with the greatest degree of efficiency, it is essential that our administrative staff have high level skills appropriate to their roles. On the 23rd February 2010 the CASS Executive endorsed development of a strategy to ensure that capability standards among CASS administrative staff are developed and maintained.

The intended outcomes of this strategy are:

- To develop capability standards that are consistent with classification levels and roles;
- To undertake a gap analysis of the capability level of each administrator in the academic units;
- To put in place, through the performance management system and associated processes, the means to monitor and maintain capability levels;
- To source the training programs and other mechanisms required for capability development;
- To change the culture of the college to value and promote best practice in administration and ongoing professional development of administrative staff to support the college's academic endeavours.

The strategy will be developed in five phases to deliver on these outcomes:

1. Development of Capability Standards
2. Capability Gap Analysis
3. Ongoing Management of Capability Standards
4. Ongoing Training & Professional Development
5. Evaluation & Review

6.3.4 Current Situation

As the university moves towards greater focus on accountability and management of performance both at the individual level but also at structural level then the professional staff will need to have greater capabilities. As change is the norm not the exception this also requires a level of transfer skills. The college has now shifted its focus to this issue. The college plan to develop an integrated learning system based on the competency framework agreed by the CASS Executive. Work has commenced on the competency framework but more work is required to enable it to underpin generic positions descriptions, performance management and staff development and as the CASS Executive intended. CASS is also being explicit about the creation of a career path for its professional staff and providing them with the competencies needed to fulfill their potential. This included training and development that will enable its staff to be mobile within and outside the ANU.

7 Conclusion

This self-assessment highlights the complexity and challenges of delivering administrative support within CASS. It also showcases how CASS staff are innovating in the delivery of those services in order to position CASS so that it is contributing to the achievement of *ANU by 2020*. The data unambiguously demonstrates that a mixed model of centralised college administration and local school based support is cost effective given the ratio of administrative staff to academic staff in CASS as compared to a comparable college like CAP or the other ANU colleges as a whole. However it is unlikely that any further efficiency could be gained through reductions in administrative staff. The key is to ensure the current staff have the capabilities and competencies to be flexible and highly outcome focused.

This task is a continuous one and the report highlights some of the key areas where CASS has discerned there are real opportunities for improvement. The following is by no means a comprehensive list.

- CASS delivers a significant teaching load and is a key provider of services and support to students. This is currently done at significant but largely unknown and uncontrollable cost. This report has sought to highlight the potential opportunities for achieving *ANU by 2020* in terms of student experience by better understanding the costs and benefits of it client facing activities in terms of students. A number of modest proposals have been identified in this report. The college is keen to participate in the development of an integrated customer service model for ANU that defines expectations and delivery outcomes for students that are aligned to the compact ANU offers them. There is much to do in this area but for CASS it is a top priority area for reform of administrative practice.

- It is clear that manual processing in a college like CASS is widespread. Dealing with the complexity of the undergraduate curriculum and the panel and cross disciplinary nature of HDRs is highly inefficient. There is a need to significantly focus on these aspects by the centre to building a more efficient, transparent and robust system that is focused on producing outcomes, rather than creating other manual processes. An important risk mitigation strategy is to work with colleges so that when processes are created (ie on-line time-sheets) it actually generates the full potential for savings (ie automated calculation of overtime payments). A second strategy would be to identify processes that the colleges, as opposed to the central areas, articulate as the priorities for investment.

- There is a need to assess where organisational convenience is the driver for activity to determine if ANU is willing to pay the price for this. For example, services to students are not delivered along functional lines but rather delivery is aligned to the organisational structure. There may be and probably are good reasons for this but it comes at a cost to students and college administrators as the students and college administrators 'report into' different levels of the administrative structure that deliver different aspects of service in different ways to different standards. For example, admissions, enrolments and student services are now delivered by separate organisational units, which means students like college and school staff must interact across three different hierarchies. Similarly at college level students enrolled in programs delivered across more than one college must navigate this. In looking at the administrative tasks associated with students there are opportunities to consider whether any of this might be rationalised and or eliminated.

- It is clear that in some schools the lack of a consistency in program delivery is not sustainable into the future. This will require a change in academic practice and a willingness to accept that change is necessary to minimise manual processing and ensure consistency of advice and service to students. The clearest example provided is the School of Language Studies.

- As the university moves towards greater focus on accountability and management of performance both at the individual level but also at structural level then the professional staff will need to have greater capabilities. As change is the norm, not the exception, this also requires a higher level of transferable skills. Ideally professional staff should view their careers in terms of the whole of the ANU not just their local school or the college. To foster this approach the college has been focused on this issue through the implementation of its capability framework for professional staff. However this needs to be reviewed with a clearer articulation of necessary skills and capability defined for different levels. It also needs broad strategic support centrally and an understanding that achievement of this objective will involve a simultaneous learning journey for academic colleagues. This is highlighted in the following two points.

- There needs to be a culture of promoting, encouraging and supporting staff movement across the institution in an orderly and planned manner with consistency in positions and salaries. CASS has suffered from staff being head hunted by other colleges and the central service areas with more discretionary money to pay higher salaries. This is not a bad outcome if the person is genuinely at the higher level; however if this is not the case this sets up predatory behaviour and an unwillingness for colleges to co-operatively work together to build a university wide professional staff.

- Although academics have a strong preference for their local administrators reporting to them this may not be the most successful model for building a university wide professional staff. Basically academic supervisors on balance tend not to engage in the same level of mentoring and guidance for professional staff. They also often view professional staff attempts to move as somehow an act of betrayal. This partly results from the strong dependency that can emerge between the two (and the negative power imbalances in that relationship) but also because academic staff do not have confidence in the university to provide or recruit strong professional staff as replacements. There is also a sense that new staff have to be 'trained' and this takes the academic supervisor away from the work they really 'love' doing – their research, teaching and community engagement. The weakness of this model becomes most apparent when a serious issue of underperformance emerges and the academic supervisor has not been diligent in supervision. It would be better if all professional staff formal reporting lines were through the college administrative structure with strong accountability for day to day work residing with the local academic staff. This is the model that operates in the Dean's office with minimal reporting of professional staff to the Dean and Associate Deans.

- There is a need to better understand how many professional staff are required to sustain each academic staff. There is no consistent advice or model to help inform this decision making. Obviously flexibility is required to take account of local needs but a base line should be the norm with considered arguments for variations to that norm. This would reduce a lot of the tension around who has professional staff and how many and at what level, especially when they are funded from recurrent funds.

- There is still a large knowledge gap in CASS staff, both professional and academic, on the relative funding model and how that is playing out on the ground. There are more changes coming with CASS likely to suffer a large budget cut to its RTS funding. While schools are spread too thinly across discipline sub-areas the desire to maximise academic appointments will be their natural priority. They need to build sustainable staff models that maximise academic performance. This is clearly linked to the delivery of sustainable pedagogical models. Change to practice will be driven by external regulators if proactive action is not taken. The rebuilding of the Education Design Studio is a key part of how the college will tackle this.

- A theme of this report is the need for, and benefit of, clearer role definitions and lines of responsibility. It is through these mechanisms that congruence with goals and objectives and the *ANU by 2020 vision* will be achieved. The college would welcome clear statements in

this regard about the roles of central divisions and colleges. The current hybrid situation has led in some cases to a situation of distrust but more critically a lack of delivery in terms of outcomes sought. For example, while F&S 'owns' the ANU budget it is important that a budget tool is adopted that not only colleges but AOUs can use to deliver transparency and the opportunity to better plan. Basic budget forecasting capacity at local level will enable all levels of the institution to better understand the costs and benefits of how teaching and learning are delivered and to be able to envisage how it might be done more cost effectively without loss of quality.

- Good work has begun, but there is significant need for investment in interoperable enterprise systems. CASS is actively contributing to a number of activities aimed at achieving this outcome. In the meantime CASS has engaged a project officer who is automating activities that currently involve significant levels of manual processing.

- It would be preferable if analysis and investment in IT systems was undertaken on an ANU wide basis. Again, significant work is occurring to achieve this outcome. CASS for its part is beginning to examine what IT services a college should offer in anticipation of the ability to rationalise the delivery of IT services arising from work DOI is pursuing.

- Triennial business planning and budgeting is a key critical activity through which CASS hopes to achieve improved efficiencies in its administration. Better planning and growing a culture that is forward looking and thus more nimble and flexible is the aim. It is also important to ensure CASS administration is aligned clearly to *ANU by 2020.* The CASS Operational Plan is an important first step but there is still some way to go in this journey.

- The corporatisation of the ANU is being driven by external forces looking for universities to align their outputs more clearly and directly with broader policy priorities aligned to meeting Australia's future needs. The biggest challenge, and opportunity, CASS has is to understanding what this future looks like and to grow people, systems and administrative arrangements that are aligned to meeting it and the ANU's future needs. This will require cultural change and an active engagement with the external environment from whom we can learn best practice, as well as how to avoid pitfalls, in order that CASS administration continues to support the achievement of excellence in its key endeavours teaching, learning, research and outreach.

8 List of Attachments

1. CASS Academic Organisational Structure

2. CASS Central Administration Structure

3. RSSS Administration Structure

4. ADRSI Administration Structure

5. RSHA Administration Structure

6. CASS Budget Process and Principals

7. RSSS Staffing and Student Data Provided by RSSS

8. RSHA Staffing and Student Data Provided by RSHA

9. Administrative Support in the schools and Centres

Attachment 1: CASS Academic Organisational Structure as at 12 July 2012

ANU COLLEGE OF ARTS & SOCIAL SCIENCES

RESEARCH SCHOOL OF HUMANITIES & THE ARTS

- School of Archaeology & Anthropology
  - CAR
  - CNTA
  - CVA (with CAP)
- School of Art
- School of Cultural Inquiry
- School of Language Studies
  - ANDC
  - CRLC (with CAP)
- School of Music
  - CMOR
  - Keyboard Institute
- IHuG
  - HRC
  - CES
  - IPPHA
  - DHH
  - Freilich Foundation

RESEARCH SCHOOL OF SOCIAL SCIENCES

- CPI
  - TRIC
- School of Sociology
  - CGR
  - NIRRA
- CAIS
- School of Politics & International Relations
  - ANIP
  - ANCLAS
  - CDDGG
- School of History
  - ADB
  - ACIH
  - CEH
- School of Philosophy
  - CC
- CAEPR

AUSTRALIAN DEMOGRAPHIC & SOCIAL RESEARCH INSTITUTE

- ADA

Key

- Academic Organisational Unit
- Virtual Centre
- Other Centre / Program

Acronyms					
		CAP	ANU College of Asia & the Pacific	CPI	Centre for Policy Innovation
ACIH	Australian Centre for Indigenous History	CAR	Centre for Archeological Research	CRLC	Centre for Research on Language Change
ADA	Australian Data Archive	CC	Centre for Consciousness	CVA	Centre for Visual Anthropology
ADB	Australian Dictionary of Biography	CDDGG	Centre for Deliberative Democracy & Global Governance	DHH	Digital Humanities Hub
ANCLAS	Australian National Centre for Latin American Studies	CEH	Centre for Environmental History	HRC	Humanities Research Centre
ANIP	Australian National Internships Program	CES	Centre for European Studies	IHuG	Interdisciplinary Humanities Group
CAEPR	Centre for Aboriginal Economic Policy Research	CGR	Centre for Gambling Research	IPPHA	Institute for Professional Practice in Heritage & the Arts
CAIS	Centre for Arab & Islamic Studies	CMOR	Centre for Music Outreach & Research	NIRRA	National Institute for Rural & Regional Australia
		CNTA	Centre for Native Title Anthropology	TRIC	Transnational Research Institute on Corruption

Attachment 2: CASS Central Administration Structure as at 24 September 2012

Linda Addison — College General Manager

Andrew Heath — Executive Officer to the Dean

Sharon Hickox — Project Officer

Darshan Pradhan — IT Project Officer

Bianca Anthon — Business Planning & Improvement Officer

Hannah Johnstone — Acting Assistant to the Dean

Ruth Foley — Acting Office Assistant

Liz Allen — Research Assistant

Matt Talbot — Manager, Finance Services & Research Office

- Anne Hodgett — Finance Manager (RSHA)
- Helen Daniel — Acting Finance Officer
- Ben Natali — Finance Manager (RSSS)
- Melanie Hile — Acting Senior Finance Officer
- Michelle McGinness — Finance Manager (ADSRI, CASS GEN & Policy)
- Lynne Donaghie — Act'g Finance Manager (Operations, SPF & Projects)
- Lynne Christians — Administrative Officer
- Erin Preston — Acting Administrative Assistant
- Alex Winston — Act'g Finance Officer

- Douglas MacNicol — Deputy Manager, Research Office
- Nick Walsh — Research Management Coordinator
- Alison Parsons — Research Management Coordinator
- Louise Knox — Acting Research Management Coordinator
- Vacant — Research Management Officer

Richard Farran — Acting Manager, Human Resources Office

- Cathy Milner — Act'g Deputy Human Resources Manager
- Tempe Archer — Deputy Human Resources Manager
- Caryl Finlayson — HR Consultant
- Kimberley Duong — Act'g HR Consultant
- Alida Gyory — Act'g HR Officer
- Vanessa Driver — Act'g HR Assistant

Bridget Tee — Manager, Student Office

- Jenny Borscz — Deputy Manager
- Sathiya Muthiah — Acting Team Leader
- Penny Swan — HDR Program Coordinator & Grad Student Advisor
- Erica Wallis-Nichols — HDR Program Coordinator & Grad Student Advisor
- Kate Achilles — Acting Student Advisor (Future Students)
- Patricia Oxborrow — Undergraduate Student Advisor
- Maxine Harrison — Acting Undergraduate Student Advisor
- Justine Palis — Undergraduate Student Advisor
- Amrita Patnayak — Acting Office Administrator

Deborah Veness — Senior Education Developer

- Sue Bebbington — Education Developer
- Robbie Coombs — Education Technologist
- Ravinith Prasad — Acting Education Adviser (Projects)
- Vacant — Secretary, Education Committee Services

Kath Rolfe — Manager, Marketing & Communications

- Sophie Bierbaum — Deputy Manager
- Zoe Cornell — Marketing & Recruitment Coordinator
- Keith Davidson — Web Coordinator
- Jeffrey Guo — Web Developer

George Lovrincevic — Acting Manager, IT Group

- Steven Skavinski — Deputy Manager & Team Leader, System Team
- John Mills — Systems Administrator
- Minh Phan — Systems Administrator
- Vacant — Systems Administrator
- Darryl Cram — Team Leader, User Services Team
- Glenn Schultz — IT Officer
- Bryan Shanahan — IT Officer
- Helen Walker — Team Leader, Assets Team
- Anna Foxcroft — IT Officer

Chris Lomax — Manager, Building Operations Group

- Suzanne Groves — Office Coordinator
- Grant Robertson — Building Custodian
- Matthew Rigney — Building Custodian
- Dan Neale — General Services Officer
- Doug McCallam — Safety & Emergency Control Officer

Key
- ■ casual staff

Attachment 3: RSSS Administration Structure as at 24 September 2012

Organisation chart. Top row:
- Adam Graycar — Research School Director
- Maria Davern — Executive Officer to the Director
- Gwen Bairstow — Executive Assistant to Director and EO
- Janice Wood — Receptionist Coombs Building
- Marianne Forshaw — Receptionist Coombs Building

Heads/Directors row:
- John Taylor — Director CAEPR
- Amin Saikal — Head CAIS
- Douglas Craig — Head School of History
- Kim Sterelny — Head School of Philosophy
- John Ravenhill — Head SPIR
- Stewart Lockie — Head School of Sociology

Under CAEPR (John Taylor):
- Martin Heskins — Executive Officer
- Denise Steele — Centre Administrator/EA to Director
- John Hughes — E-Publisher/Webmaster
- Hilary Bek — Editor/Publications

Under CAIS (Amin Saikal):
- Lissette Geronimo — Senior Centre Administrator
- Leila Kouatly — Acting Centre Administrator/EA to Director
- Anita Mack — Publications Editor/Library

Under History/Philosophy:
- Kate Bisshop-Witting — Senior School
- Rachel Herrington — A/Administrator/EA to Head, History
- Akita Hodgson — Administrator/EA to Head, Philosophy
- Karen Smith — Administrator
- Vacant — Administrator (casual staff)
- Nick Elmitt — Assistant Administrator

Under SPIR (John Ravenhill):
- Caroline Wood — Executive Officer
- Cait Rawson — Senior School Administrator
- Trish Barber — Administrator/EA to Head, SPIR (casual staff)
- Krystle Innes — Administrator/EA to HEAD, Sociology (casual staff)
- Carrie Wright — Administrator
- Vacant — Administrator (casual staff)
- Marie-Claire Milicevic — Assistant Administrator
- Veenita Vido — Assistant Administrator

NCB group:
- Melanie Nolan — Director NCB
- Karen Ciuffetelli — Administrator
- Christine Fernon — Manager, ADB Online
- Ann McGrath — Director ACIH
- Mary Ann Jebb — Program Administrator

Lower right:
- John Minns — Head ANCLAS
- ANU03 Casual (casual staff)
- Andrew Banfield — Head ANIP
- Cheryl Wilson — Administrator
- Anthony Hogan — Head NIRRA
- Michelle Young — Senior Centre Manager
- Tanya Davidson — Head Gambling Centre

Key:
- ▣ casual staff
- ——— History/Philosophy Joint Office Reporting Lines
- – – – History/Philosophy Joint Office Secondary Reporting Lines
- ——— SPIR/Sociology Joint Office Reporting Lines
- – – – SPIR/Sociology Joint Office Secondary Reporting Lines

Abbreviation	Meaning
ACIH	Australian Centre for Indigenous History
ANIP	Australian National Internship Program
ANCLAS	Australian National Centre for Latin Americal Studies
CAEPR	Centre for Aboriginal Economic Policy Research
CAIS	Centre for Arabl and Islamic Studies
NCB	National Centre of Biography
NIRRA	National Institute for Regional and Rural Australia
SPIR	School of Politics and International Relations

Attachment 4: ADSRI Administration Structure as at 24 September 2012

Peter McDonald
Director

Edith Gray
Deputy Director

Christel Cools
Executive Officer

Gemo Virobo
Assistant
Administrator

Sue Trevenar
Student Administrator

Jenny White
Publication Officer

Attachment 5: RSHA Administration Structure as at 24 September 2012

Suzanne Knight — Executive Officer to the Director

Howard Morphy — Research School Director

Rosemary Shepherd — Executive Assistant to Director and EO

Peter Tregear — Head, School of Music
- Kathrin Kulhanek — Project Officer

Administration
- Alice McDonald — Administrator
- Adam Black — Receptionist
- Vesma Bobets — Student Outreach
- Harriet Torrens — Student Outreach
- Brooke Hendry — Music Education
- Rachel Thomas — Concert Coordinator
- Katherine Warren — Concerts Assistant
- Kirsty Gunter — Video Conferencing

Events & Venue
- Christopher Wind — Assistant School Administrator
- Deanna Riddell — Senior School Administrator
- Ruth Oldfield — Assistant School Administrator
- Nicole Mengel — Music Education

Paul Pickering — Deputy Director RSHA & Head IHug
- Sharon Komidar — Senior School Administrator
- Alan Wyburn — Administrator
- Leena Messina — Administrator
- Lan Tran — Administrator
- Ursula Frederick — Administrator
- Emma Arnold — Receptionist

Jacqueline Lo — Head, Centre for European Studies
- Jane Coultas — Administrator

Jill Matthews — Head, School of Cultural Inquiry
- Catalina Lopera Aqudelo — Senior School Administrator
- Stephanie Jones — Asministrator
- Raewyn Arthur — Administrator
- Naomi Milthorpe — Assistant Administrator

Jane Simpson — Head, School of Language Studies
- Akita Hodgson — Senior School Administrator
- Lynda Boyer — Administrator
- Francesca Foppoli — Administrator
- Christine Godfrey — Assistant Administrator
- Dagmar Kelly — Assistant Administrator

Peter Hiscock — Head, School of Archaeology & Anthropology
- Joyce Noronha-Barrett — Senior School Administrator
- Mark Dullow — Administrator
- Penelope O"Brien — Administrator
- Elizabeth Walter — Administrator
- Rachel Wang — Administrator
- Lisa Jose — Assistant Administrator

Gordon Bull — Head, School of Art
- Barbara McConchie — School Manager

Administration
- Cindy De Pina — Administrator
- Amy Kerr-Menz — Administrator
- Elena Papanikolakis — Receptionist
- Anne Masters — Assistant Administrator

Gallery
- Jason Kochel — Administrator
- James Holland — Admininstrator
- Julie Cuerden-Gillford — Administrator

Key
- Head of School
- Casual staff

IHug – Interdisciplinary Humanities Group

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Attachment 6 CASS Budget Process and Principals

The recurrent budget includes all non-capital revenue and operational expenditure and is presented in a cash format.

The annual distribution of recurrent income to the college is made as a one line allocation from the OVC.

The budget distribution model adopted by College of Arts and Social Sciences was developed to provide a transparent performance based budget built on the set of underlying principles below:

1. The discipline based schools are the primary cost centres for the college.

2. Performance based – as far as possible, income received by the college is distributed to the schools where it is earned.

3. Apart from the allocation determined by Finance & Business Services for the college Administration, all revenue received by the college is distributed to the schools and Directorates of the Research Schools.

4. The college applies a small strategic levy to fund the education and research hubs.

5. The college pays for all basic IT infrastructure and DOI services and charges from the RIBG allocated to the college.

6. Unfilled posts must be justified against the local school and college strategic plans and unspent salaries remain with the college to fund future strategic priorities.

7. The college is responsible for the financial outcomes of its constituents.

8. Any subsidies are identified.

9. The college allows for short term cross subsidies where appropriate within Research schools for deficits; ADSRI is responsible for ensuring its own financial viability.

10. Surplus recurrent funds at the end of the year are held at the college level to fund future strategic priorities; carry forwards are only approved in exceptional circumstances or if part of multi-year funding received in advance.

Performance metrics used in distributing the income budget include teaching activity loads, higher degree research supervision, publication points, HERDC income and historical allocations of the National Institute Funding and provides incentive for growth in resources.

Attachment 7: RSSS Staffing and Student Data Provided by RSSS

Administration Staff

Table 1 provides a breakdown of administrative staff in RSSS.

Table 1: Administration only staff position description, FTE and classification level.

Budget Unit/AOU	Position Description	FTE	Level
RSSS	Executive Officer	1	SM1
	Executive Assistant (1 FTE)		5
	Coombs Receptionists (Job Share)	1.14	3
History	NCB Online Manager	1	6/7
	NCB Administrator	1	5
Philosophy	Nil. Refer to Joint Hist/Phil Administration Office		
HISTORY/PHILOSOPHY Joint Admin (JO) Office.	Senior School Administrator	1	6/7
	Administrators	3	5
	Assistant Administrator	1	4
Politics & International Relations (SPIR)	Executive Officer	1	SM1
	ANIP Administrator	1	5
	ANCLAS Administrator	~0.5	3
Sociology	NIRRA Senior Administrator (Fixed term)	0.3	8
SPIR/SOCIOLOGY Joint Admin (JO) Office.	Senior Administrator	1	6/7
	Administrator	4	5
	Administrator	1.5	4
Centre for Aboriginal and Economic Policy Research	Executive Officer	1	8
	Centre Administrator	1	6/7
	Publications Editor	1	6/7
	Desktop Publisher/Graphic Designer (CCF)	0.5	6/7
Centre for Arab and Islamic Studies	Senior Centre Administrator/ Postgraduate Co-ordinator	1	6/7
	Centre Administrator	1	5
Total Administration only staff		12.3	

Source: HRMS as at 20th September 2012. Staff data provided by Caryl Finlayson, CASS HR. Schools and Centres in RSSS.

RSSS Staffing Profile

The total number of full-time equivalent (FTE) staff, excluding casuals is 165.05. Of the total FTE staff, the staff profile is 78% of academic staff and 22% of general staff. The FTE of academic staff employed on continuing appointments is 94.37 and those employed on fixed term is 32.36. The FTE of general staff employed on continuing appointments is 26.43 and those on fixed term is 9.89. (Table 2)

Table 2: Academic and non-academic staff FTE, appointment type, and percentage of non-academic staff.

Budget Unit/AOUs	Academic[1]			Non-academic[2]			Total Staff	% of Non-academic to Academic Staff
	Continuing	Fixed Term	Total	Continuing	Fixed Term	Total		
RSSS Directorate	1	0	1	3.14	0	3.14	4.14	76
CAEPR	12.3	0.5	12.8	5.3	1.5	6.8	19.6	35
CAIS	6	1	7	2	1.57	3.57	10.57	34
CPI	0	1.4	1.4	0	0	0	1.4	0
History	18.37	7.88	26.25	5.42	3.1	8.52	34.77	25
Philosophy	16.7	7.38	24.08	2.5	0	2.5	26.58	9
SPIR	24.5	6.74	31.24	5.25	2	7.25	38.99	19
Sociology	15.5	7.46	22.96	3.25	1.29	4.54	27.5	17
Staff Total	94.37	32.36	128.73	26.43	9.89	36.32	165.05	22

Source: HRMS as at 20th August 2012. Staff data provided by Caryl Finlayson, CASS HR.

Notes: [1] Academic staff includes all levels.

[2] Non-academic includes administrative, research, technical and IT

When non-academic staff who are designated as either IT, technical or research support staff located in RSSS are excluded, the percentage of administration only staff in RSSS is 18% (Table 3).

Table 3 Academic and non-academic staff FTE, Term, and percentage of non-academic staff to Academic staff.

Budget Unit/AOUs	Total Academic	Total Non Academic[1] (Admin only)	Staff Total	Percentage of Administration (only) to Academic Staff
RSSS Directorate	1	3.14	4.14	76%
CAEPR	12.8	3.5	16.3	21%
CAIS	7	2	9	22%
CPI	1.4	0	1.4	0%
History	26.25	4.5	30.75	15%
Philosophy	24.08	2.5	26.58	9%
SPIR	31.24	7.75[2]	38.99	20%
Sociology	22.96	4.54	27.5	17%
Total	126.73	28.23	154.96	18%

Source: HRMS as at 20th August 2012. Staff data provided by Caryl Finlayson, CASS HR Office.

Notes: [1] *Excluding research, technical and IT staff.*

[2] *Includes casual administrator in ANCLAS*

Student Load and Administrative Staff

Table 4 below outlines the student count/load for each school and centre in RSSS and the number of full-time equivalent administration staff.

Table 4   2012 Student Load/Count and Administration

School/Centre	UG and UG non award		PGC		Honours (count)		HDR (count)		Total	Total	Admin FTE
	Count	EFTSL	Count	EFTSL	Count	EFTSL	Count	EFTSL	Count	EFTSL	
CAEPR	0	0	52	6.5	0	0	8	5.9	60	12.4	2
CAIS	651	81.375	160	20	0	0	28	17.5	839	118.875	2
History	**1184**	**148**	**45.504**	**5.688**	**7**	**5.8**	**42**	**27.8**	**1278.504**	**187.288**	**2.5**
Philosophy	**764**	**95.5**	**63**	**7.875**	**9**	**6.5**	**58**	**44.4**	**894**	**154.275**	**2.5**
ANIP	112	14	18	2.25	0	0	0	0	126	16.25	1
SPIR	3408	440	1.4	0.175	33	29.5	51	46.5	3493.4	530.175	3.75
Sociology	1475.82	184.5	6.4	0.8	7	6.75	46	29.5	1535.22	221.55	2.75
Total	7594.82	963.375	346.304	43.288	56	48.55	233	171.6	8230.124	1226.813	16.5

Source: HRMS Staff Data, 20th September 2012. Weekly enrolment monitoring as at Monday 17 September provided by Caroline Wood, EO, SPIR.

Prepared by Maria Davern, Executive Officer, RSSS.

Attachment 8: RSHA Staffing and Student Data Provided by RSHA

Table 1 RSHA- Academic and Professional Staff- as at 19 September 2012 (FTE)

Area	Academic staff	Professional staff (admin)	Extra casual staff currently employed in school offices	Total school office staff	Professional staff (Other*)
SoAA	31.6	3.7	1	4.7	1
SoA	33.1	5	1.4	6.4	9.3
SCI	25.5	4		4	
SLS	19.8	3.2		3.2	3.4
SoM	28.4	6.9	1	7.9	3.8
IHuG	16.6	6.2		6.2	3.4
RSHA Directorate	1	2		2	
Total	**156**	**31**	**3.4**	**34.4**	**20.9**

Source data ANU HR and WEM 23 July 2012, compiled by Suzanne Knight, 19 Sept 2012

Notes: Academic staff includes standard, fixed term and ARC funded

Professional staff (Other) includes classifications research, technical, IT,

Professional staff (admin) in School of Art includes Gallery Staff

Data does not include casual staff, unless indicated
School of Music staffing figures is as at September 2012 and does not take into account the structure

Both academic and professional positions funded from a variety sources

Table 2: Student administrative staff FTE / student load- September 2012

HDR		Admin staff FTE (proportional if relevant)	Duties only include student admin
Interdisciplinary Humanities Group (iHUG)	67.5	0.6	*
School of Archaeology & Anthropology	72.3	0.8	*
School of Art	48.7	0.4 (currently casual for 2 days a week)	*
School of Cultural Inquiry	47.4	0.8	
School of Language Studies	21.4	0.7	
School of Music	21.7	TBC	
PGC			
Interdisciplinary Humanities Group (iHUG)	40.8	0.4	*
School of Archaeology & Anthropology	70.0	1.0	*
School of Art	25.3	0.2	*
School of Cultural Inquiry	18.7	0.2	
School of Language Studies	19.4	0.1	
School of Music	9.4	TBC	
UG			
School of Archaeology & Anthropology	230.6	1.0	
School of Art	389.5	0.8	*
School of Cultural Inquiry	359.1	1.0	*
School of Language Studies	281.4	0.8	
School of Music	218.8	TBC	

Source data ANU HR and WEM 23 July 2012, compiled by Suzanne Knight, 19 Sept 2012

Attachment 9: Support in the Schools and Centres

1. School of History & School of Philosophy

The Schools of History & Philosophy are administered by the Joint Office, consisting of Senior Schools Administrator (ANU6/7), three ANU5 School Administrators, and one ANU4 Assistant Administrator. All these positions are full-time.

Previously, one School Administrator was allocated to each school, acting also as Executive Assistant to the head of School where required, with a third School Administrator whose duties covered both Schools in the areas of web, events, marketing, data production and analysis, ARIES maintenance etc.

Recent staff movement has instigated a reassessment of administrative arrangements, and changes have been implemented so that all ANU5s are now responsible for duties covering both Schools, rather than being attached to any one School.

The Senior Schools Administrator works directly to the two Heads of School, and supports the strategic education and research goals of the Schools and the college, while providing high-level administrative support to staff, students and visitors.

The School Administrators work across a wide range of administrative tasks, providing administrative support to the Schools and to the Senior Schools Administrator. They are responsible for duties relating to undergraduate and postgraduate education, ARIES data entry, events, website maintenance, HDR student and Visitor support, etc.

The Assistant School Administrator provides assistance to all members of the team, and takes on specific duties relating to undergraduate education, including timetabling, results entry and examinations.

The National Centre for Biography (NCB) also has an ANU5 School Administrator, who reports to the Director, NCB, and assists with all NCB administrative matters. Currently there is little involvement of the NCB administrator in Joint Office matters. The NCB also has several technical staff and editing staff.

Services delivered

The Joint Office liaises with all functional areas of CASS to provide support for undergraduate and postgraduate education, teaching and research within the Schools. Duties fall into the following areas, but are not restricted to them:

- Teaching and curriculum maintenance: Study@, class scheduling, dissemination of course information, timetabling, essay receipt, maintenance of results, production of enrolment and other statistics, management of examinations, recruitment and payment of casual sessionals, etc.
- HDR: monitoring milestones, managing examination, managing supervision panels.
- Finance: reimbursements, monitoring of all accounts, financial/budget meetings, etc.
- HR: recruitment, remuneration, OH&S, supervision of general staff.
- Marketing: event organisation, production of marketing materials, liaison with CASS & Central Marketing, proactive marketing of School offerings and events.
- Facilities: arranging new IT connections, building maintenance, key/equipment audits, monitoring and resolving OH&S issues.
- Grants: assistance with peripheral grant matters such as recruitment, financial issues, events, travel etc.

School of History

School of History at a glance (includes NCB) 2012	
Academic staff (FTE)	26.25
General staff (including RA and Tech) (FTE)	8.52
Casual sessional staff	6 (semester 1), 10 (semester 2)
UG enrolments/EFTSL	1184/148
PG Coursework enrolments/EFTSL	45.504/5.688
Honours students count/EFTSL	7/5.8
HDR students count/EFTSL	58/44.4
Emeriti and Adjuncts	9
School Visitors	23 (across 2012)

The key discipline areas of the School are:

- Australian history;
- Indigenous history;
- Environmental history;
- Biography;
- North American history;
- early modern and modern European history; and
- British history.

The School hosts three centres:

- Australian Centre for Indigenous History
- National Centre of Biography

Centre for Environmental History

History offers coursework at undergraduate and postgraduate level, and HDR supervision. It runs a weekly seminar series which is widely publicised and enjoys strong attendance. It runs conferences, events and workshops throughout the year, eg the Allan Martin lecture and the popular History Honours workshop attended by students from around the country. It currently has 15 active ARC grants.

School of Philosophy

School of Philosophy at a glance 2012	
Academic staff	24.08
General staff	2.5
Casual sessional staff	8 (semester 1), 9 (semester 2)
UG enrolments/EFTSL	764/95.5
Honours students enrolments/EFTSL	9/6.5
PG Coursework enrolments/EFTSL	63/7.875
HDR students count/EFTSL	58/44.4
School Visitors - PhD students	22
School Visitors - academics	42 (across 2012)

The School focuses on research and education in many areas of philosophy. Its particular strengths lie in:

- philosophy of mind;
- philosophy of science;
- moral and political philosophy;
- epistemology;
- metaphysics; and
- European philosophy.

Philosophy hosts two centres:

- The Centre for Consciousness, and
- The Centre for Moral, Social and Political Theory.

The School offers primarily undergraduate coursework and HDR supervision. The heart of the School is its research culture, with currently 11 active ARC grants. The School typically hosts 50-60 international visitors a year. It runs three seminar series each week, and presents two named lectures and up to six conferences and workshops a year.

2. School of Politics and International Relations & School of Sociology

Administration Structure

The Schools of Sociology and Politics and International Relations are primarily administered by a Joint Schools Office consisting of a Senior Schools Administrator (ANU6/7), four School Administrators (ANU5), and two Assistant School Administrators (ANU4). One of the Assistant School Administrators is part-time (0.5 FTE) with all other positions being full-time. The team is currently undergoing a change in structure to facilitate automation of manual processes and improve administrative support within the Schools. This has resulted in a recent upgrade of an Assistant School Administrator (ANU4) position to an ANU level 5 (to total 4 within the team), and a shift in the responsibilities of individual team members.

The team is managed by the Senior School Administrator, who works directly to the two Heads of School, and works with the General Manager, the Executive Officer for RSSS and the Executive

Officer for the School of Politics and International Relations. This position oversees the administrative operations of the two schools and is responsible for providing strategic support to the Heads (more so for Sociology in the absence of an Executive Officer for the School) regarding the School's, research, education and outreach objectives, in liaison with CASS functional areas. The capacity of this position currently to provide strategic support is limited by the extensive operational requirements of the Schools.

Two distinct roles are performed by the School Administrators. Two of these positions are located in the Joint School Office and undertake a broad range of activities including supporting undergraduate and postgraduate coursework education, HDR Students, travel, school visitors, publications data collection and entry, finance, maintaining websites, conferences and marketing. The other two School Administrators are located on the School floors and act both as executive assistants to the Heads (50%) and as general administrators to the Joint School Office (50%).

The Assistant School Administrator positions perform reception duties for the Joint Schools Office as well as supporting teaching by receipting essays, timetabling, results processing, and monitoring and allocating resources.

Services Delivered

The Joint Student Office team maintains a close relationship with the CASS Student and Finance Offices to ensure compliance with policy and improve administrative processes between School, college and Central administrative areas. The Senior School Administrator attends a number of monthly meetings with representatives from the CASS Executive and functional areas to keep informed of the latest administrative developments affecting Schools and possibilities for improvement and innovation.

Education and Teaching

- Coursework: timetabling, results processing, class scheduling, essay receipt, enrolment monitoring and statistical reporting, course and program proposals, Study@ maintenance, examinations, recruitment and management of casual sessional academic staff/tutors etc.
- Research: managing admission and scholarships, candidature, milestones, supervision and examination processes and associated reporting.

Research

- Managing publication data collection and entry in ARIES.
- Assistance with managing grants such as financial reporting, events, travel etc.

Human Resources:

Managing, supervision and performance of general staff, recruitment, managing academic and visitor appointments, remuneration, OH&S, and skill development.

Finance:

Staff and student travel, reimbursements, invoices, account monitoring, budgeting, finance meetings etc.

Resources and Facilities:
- Space and resource allocation, such as office/desk space, IT, stationary, keys, security access etc.
- Furniture and equipment purchase, replacement and auditing.
- Building maintenance and repair.
- Monitoring OH&S compliance and resolving issues.

Marketing:

Maintaining School websites, event organisation, advertising of events and offerings, development of marketing materials.

School of Sociology

School of Sociology (including Centres) 2012	
Academic Staff Total	22.96
• Fixed Term	7.46
• NIF Funded PDF	1 (0.66 FTE)
• Graduate Teaching Fellowships	1.16 (4 x 0.29 FTE)
General staff1	4.54
Fixed Term	1.29
Casual sessional staff	11 (semester 1), 6 (semester 2)
UG enrolments/EFTSL2	1475.8/184.5
PG coursework enrolments/EFTSL2	6.4/0.8
Honours students count/EFTSL3	7/6.75
HDR students count/EFTSL3	46/29.5
Emeriti and Adjuncts	5
School visitors	8 (across 2012)

Source: Staff data from HRMS dated 20th September 2012. Enrolment/Load data from weekly enrolment monitoring dated 17th September 2012.

1 3.25 of the general staff are located in the joint office of SPIR and Sociology.

2 An enrolment is equivalent to 1/8th of an EFTSL.

3 For HDR and Honours student the administrative workload does not vary significantly between part time and full time students. A count of students more accurately reflects the driver of workload.

The major themes across the School's current research and teaching activities include:

- environment and society (environment; rural livelihoods; industry and organisation);
- embodiment and health (embodiment; health and illness; affect; humour);
- crime and risk (criminology; gambling; drugs and alcohol);
- inequality and power (stratification; gender; education; youth);
- culture and identity (social networks; globalisation; mobilities; cultural politics); and
- citizenship and politics (genocide; religion; resistance; biopower).

The School currently hosts two centres: the National Institute for Rural and Regional Australia (NIRRA) and the Centre for Gambling Research (CGR). The Centre for Policy Innovation (CPI) will also be hosted by Sociology from 2013.

As world leader in its discipline (ANU is ranked 14th in the world in the 2012 QS World University Rankings for Sociology) the School has a strong research culture with 7 active research grants (including three ARC grants) and 2 research consultancies representing strong engagement with the issues effecting Australian and global societies. The main teaching activities of the School include Undergraduate coursework and HDR supervision, as well as convening the Bachelor of Policy Studies program. Other School activities include hosting a weekly seminar series, and on average two public lectures and one major conference/workshop per year.

Apart from the Joint School Office, NIRRA is also supported by a Deputy Director (ANU8 – 0.3FTE), who reports to the Director, NIRRA. This position is responsible for the day to day administration of the Institute such as conference/event organisation, website development, marketing and member support and has little interaction with the Joint School Office.

School of Politics and International Relations

School of Politics and International Relations (including Centres) 2012	
Academic staff Total	31.24
Fixed Term	6.74
NIF Funded PDF	1
Graduate Teaching Fellowships	1.74 (6 x 0.29 FTE)
General staff1	6.35
RA and technical staff	1
Casual sessional staff	36 (semester 4), 15 (semester 2)
UG enrolments/EFTSL2,3	3520/454
PG coursework enrolments/EFTSL2,3	19.4/2.425
Honours students count/EFTSL4	33/29.5
HDR students count/EFTSL4	51/46.5
Emeriti and Adjuncts	6
School visitors	25 (across 2012)

Source: Staff data from HRMS dated 20th September 2012. Enrolment/Load data from weekly enrolment monitoring dated 17th September 2012.

1 3.75 of the general staff are located in the joint office of SPIR and Sociology.

2 An enrolment is equivalent to 1/8th of an EFTSL.

3 Includes enrolments in the Australian National Internship Program.

4 For HDR and Honours student the administrative workload does not vary significantly between part time and full time students. A count of students more accurately reflects the driver of workload.

Within the disciplines of politics and international relations, the School has identified five core areas of strength that it seeks to build on:

- Australian politics;
- International Relations;
- Public policy and administration;
- Political theory; and
- Comparative and area studies, in particular Europe and Latin America.

The School hosts four centres: the Australian National Centre for Latin American Studies (ANCLAS), the Centre for the Study of Australian Politics (CSAP), the Centre for Australian Federalism (Federalism) and the Centre for Deliberative Democracy and Global Governance (CDDGG). The Australian National Internship Program (ANIP) is also managed by the School of Politics and International Relations.

The School (ANU is ranked 10th in the world in the 2012 QS World University Rankings for Politics and International Relations) has a very strong research focus with 20 active grants. For 2011, the School earned 91.74 HERDC points reflecting the commitment to publish quality research. Two of the School's centres, CSAP and Federalism, are new initiatives this year and aim to strengthen the School's engagement with public policy research. In 2013, the School will convene a new Master of Globalisation which will be offered in conjunction with 4 other colleges and other schools in CASS.

In addition to the Joint School Office, the School is supported by an Executive Officer (SM1). The EO is responsible for providing high-level managerial advice and executive support to the Head, School of Politics and International Relations and other office holders in the School. The EO provides support across the full range of the School's activities including assisting in the management of the School's budget, in supporting educational management and development, and supporting staff in applying for and managing research grants (including financial management and procurement not simply the identification of new opportunities). Much of this work is undertaken in collaboration with CASS administrative staff to limit duplication of effort.

The Australian National Internship Program (ANIP) has a program administrator who provides support to the Director of ANIP in managing the program. The program administrator undertakes a wide range of activities from admission and selection of students, liaising with external placement providers, organising seminar speakers and marketing the program including updating relevant web pages. ANIP has been identified as a flagship program by the college and we are working actively to expand its domestic and international activities.

The Australian National Centre for Latin American Studies (ANCLAS) has one casual administrative assistant at ANU level 3. This administrative assistant provides support to ANCLAS in web development and event organisation as well as financial processing.

3. Centre for Aboriginal Economic Policy Research

The Director manages the Centre and is supported by a senior management team comprising of a Deputy Director, a senior academic and Executive Officer.

The Centre is supported by an administrative team of 2.4 staff which include an Executive Officer 1 FTE (ANU8), Centre Administration Officer - 1 FTE (ANU6/7) and Administrative Officer (ANU4) Casual .4 (project specific) who supports general administration office. The Centre's administrative team support:

- 9 PhD students
- 15- 20 MAAPD students
- 15 academic staff – 5 academics paid from R44555

The CAEPR administration consists of an ANU8 Executive Officer, who is responsible for:

- Financial planning and management.
- Managing the external funding process including grants and consultancy applications, negotiating contracts, acceptances, and provision of advice.
- Assistance in developing proposals, preparation of budgets and liaising with the Research Office .
- Human resources planning and management.

- Management of marketing functions.
- Development of CAEPR administrative policy and strategic plans.
- Provision of policy advice to Director, senior management, staff and students.
- Liaise with Government agencies and departments and community organisations in relation to CAEPR business as well as departments and central areas of the ANU.

ANU6/7 Senior Administrator, Centre Administration Officer who is responsible for:

- Travel.
- Financial processing including accounts payable, ledger maintenance, visa card clearances, advance acquittals, petty cash, financial reporting and other financial tasks.
- HR administration including leave processing, performance and salary reviews, probation, new staff induction, casual staff, visiting fellows and visitors.
- Office equipment.
- Stationary ordering.
- Providing workstation assessment for academic staff and students and visitors within CAEPR.
- Management of electronic schedule for Director.
- Incoming and outgoing mail.
- Managing registers, vehicles, equipment and seminar room bookings and organise and coordinate meetings and the Centre's seminar series.
- Producing staff meeting agendas and minutes.
- Reception and first point of contact for external and internal clients.
- Coordinating student administration, recruitment and support for 9 PhD students.
- Coordinating all aspects of CAEPR conferences, seminars and workshops (average of 4 per year).
- Coordinating weekly public seminar series – average attendance of 25.
- Uploading of abstract to ANU billboard.

Web and Publications Officer, Publications Unit who is responsible for:

- Updating, maintaining and expanding the CAEPR website, including the intranet and online library.
- Assist with the coordination of CAEPR's marketing and communication activities.
- Preparation of online CAEPR monographs, discussion papers, working papers and topical issue papers, including copy editing and layout.
- Liaising with the ANU Media and Marketing Division.
- Provision of technical advice to staff on graphics, presentations, Intranet and publication matters.

4. Centre for Arab & Islamic Studies

Administrative Office Structure and General staff levels

The Centre for Arab and Islamic Studies (CAIS) is supported by an administration team consisting of:

- Senior Administrator and Postgraduate Coordinator (Full-time ANU6/7)
- Centre Administrator and Undergraduate Coordinator (Full-time ANU5)
- Research Assistant and Publications Officer (Part-time ANU5/6)

Client base (numbers of academic staff, visitors and PhD students)

This team supports the following clients:

- Undergraduate students (900 approximately each year)
- Graduate coursework students (70-90 each year)
- Academic staff (currently 10)
- PhD students (currently 23 PhD and 2 MPhil students)
- Visiting fellows (currently 2 long-term with usually at least one short-term visitor each year)

CAIS has a large outreach program and works with:
- Various embassies, especially those countries within the Centre's areas of coverage;
- Australian diplomats going on posting to the Middle East;
- Various government departments (including AFP, Defence, ONA, AusAID, DFAT, Immigration and Citizenship, Attorney General's and Centre for Defence and Strategic Studies);
- Various community groups;
- Local schools; and
- National and international media.

Services delivered and the key disciplines and other strategic activities of the School/Centre

- Teaching undergraduate and postgraduate students in a multidisciplinary academic unit;

- Administrative support for all teaching requirements;
- Conducting consultancies to various Australian and international government departments;
- Supervision of HDR students;
- Appropriate pastoral care of students;
- Contributing to public policy through formal and informal advice to governmental and nongovernmental organizations;
- Contribution to public debate through media interviews and publication of feature articles and op-ed pieces;
- Conducting research within Centre's areas of coverage and publishing the research outcomes, especially in ERA-ranked publications in "A" and "A+" ranked journals;
- Outreach activities (including high profile public lectures, which generate significant media activity for CAIS, guest lectures to schools and communities groups, and publication of a bi-annual 'Bulletin', occasional papers and conference proceedings);
- Managing Statement of Expectations and performance reviews in accordance with college/university guidelines;
- Reviewing courses with low enrolments to determine viability;
- Ensuring high quality content and delivery of courses – continuous improvement of course content and delivery;
- Increasing the number of HDR students researching particularly in the field of language studies;
- Recruitment and marketing of the Centre's programs;
- Continuing to develop cross-college links;
- Expanding the visitors program to attract productive researchers to increase publications output and provide CAIS staff and students access to broader academic expertise;
- Investigating and implementing ways to make course delivery more flexible, especially for graduate students. This should include more technology-based delivery and learning support and the possible development of an on-line Arabic course;
- Seeking contributions to the expand the Research Support Endowment and CAIS Prizes;
- Encouraging and facilitating publications by HDR students;

- Considering need for additional administrative assistance during peak or unusual workload periods (e.g. conference organisation);
- Implementing additional ways to better integrate spoken Arabic and Persian into language training, including means by which students can undertake more in-country activities and provision of administrative support for such activities;
- Provision of professional development language training programs; and
- Fostering cooperative agreements (MOUs) with International Institutions that have similar activities and common business and academic objectives.

5. School of Music

The revised ANU School of Music administration will be reflective of the college and university structures and classifications and as such there will be no duplication of administrative service between the administrative tiers of the university. From 2013 there will be significant changes to roles and duties for staff members that engage in discipline specific support roles as the mode of curriculum delivery changes. The proposed changes are based on:

- aligning the support structures to the revised program architecture, specifically the model of delivery and a focus on authentic and immersive learning;
- strengthening the education design capability that supports the School; and
- a focus on the use of technology to enhance student learning.

School Manager (ANU8) reporting to the head of School, the position will assist with the strategic and business development of the School and managing the administrative structure and systems.

School Administrator/Receptionist (ANU4) reporting to the School Manager, the position will provide administrative services to support the School including, receptionist's functions, office assistance, and routine administrative tasks.

Senior Educational Designer (ANU8) reporting to the School Manager and with a close working relationship with the Program Convenor, the position will provide leadership and advice on flexible and innovative approaches in education, in particular those using technologies such as video conferencing, and maintaining educational relationships with external partners for the delivery of distance learning into and out of the School.

They will lead a team (Educational Designer ANU6/7, and 1.5FTE of Educational Administrators ANU5) who will provide administrative services for the School across HR, finance and student administration services including logistical support for learning events, particularly involving live performance, and coordination of concerts, venues, timetabling and publicity.

Technical Officers (1.5 FTE ANU6/7) reporting to the School Manager, these positions will manage and develop the audio and video facilities that support the education and research activities within the School.

The School staffing profile includes 13 academic staff. The one-to-one performance teaching will be supported via instrumental tutors outside of this number. The undergraduate program anticipates an ETFSL of 230 in 2013. There are a total of 41 students enrolled in post graduate study (1 Graduate Certificate in Music Performance, 2 Graduate Diploma in Music, 6 Master of Music, 10 MPhil, and 22 PhD). All visitor arrangements are under review.

The disciplines of music are now aligned to the majors of the Bachelor of Music; performance, creative practice and music inquiry. Sub disciplines cover all genres including classical, jazz, contemporary, folk and world music in performance; and composition, improvisation, aural and

music theory, music education, and the musical relationships between Western and non-Western societies, music and technology and music and policy.

6. School of Art

The School of Art (SoA) is a teaching and research environment for practice led research in the visual arts, contributing to the understanding and development of contemporary visual art practice across eleven disciplines. The school has two high profile outreach activities: the SoA Gallery and the Art Forum weekly public lecture program.

The School's administration is defined by two elements: administration and technical. In addition the School has a casual element that supports the SoA Gallery invigilation and installation and life models required for the teaching program.

The School has 21 positions funded by the school in a combination of permanent and casual employment. Administration functions are delivered by: School Manager, managing SoA strategic activities, administration and technical support to academic staff and students; student administrator supporting PGCW and UG students; a casual HDR student administrator; an administrator supporting sessional and casual HR, finance and visitors; an administrator who services reception, infrastructure maintenance and HR and student administration support; 12 technical officers delivering specialised techniques and processes support, supervising equipment, stock control, and compliance with WH&S ANU and legislative requirements; two gallery administrators to support two gallery programs; one part time administrator delivering the Art Forum program; and a casual web administrator.

The SoA comprises eleven discipline areas: ceramics, foundation, furniture, glass, gold and silver smithing, painting, photography and media arts (digital), printmedia and drawing, sculpture, textiles and art theory. The SoA administration supports a client base of 38 permanent academic staff, up to 51 sessional staff and a visitor program of approximately 28 visitors per year. The student base for the SoA has been growing over the past 5 years. As at 27 July 2012 pivot tables the SoA student profile is: HDR 48.7 EFTSL; PGCW 32.7 EFTSL; 389.5 Undergraduate EFTSL and 0.5 Non Award exchange EFTSL. Total number of students in 2012 sits at 471.5 EFTSL, which puts the SoA as one of the larger student populations in RSHA.

The School has strong alumni and donor service programs. Alumni participate in research, Art Forum and gallery programs. The School has 13 continuing student scholarships and prizes and approximately 50 graduating student awards and prizes. A casual administrator comes into the school each year at October to coordinate the graduating student program which is known as the Emerging Artists Support Scheme (EASS).

The school has ongoing positions not approved for recruitment adding to its casual load. Filling substantive positions would ensure development in school administration. The school had grown its HDR and PGCW load enjoying a robust number of students in this area. The complex administration of HDR's is a strain on the school and an additional part-time student administrator would provide sustainable administration and an ability to build in this area.

7. School of Cultural Inquiry

Structure

The School of Cultural Inquiry (SCI) Administration team consists of a Senior School Administrator (ANU6/7), two School Administrators (ANU5) and an Assistant School Administrator (ANU4), reporting to the head of School.

Services

SCI Administration acts as a conduit of information and enquiry for students, staff, and CASS and university administration; provides advice and administrative support in order that the School achieves its financial, educational, and research objectives; and ensures compliance with university policies and procedures

School Profile

Staff / Visitors (19 September 2012)

Academic	Sessional	Administrative	Visiting Fellows
27	2	4	25

Student Enrolments (Class Roster data, 19 Sept 2012)

Date	UGRD enrolments	PGRD enrolments	HDR (MPhil & PhD)
Semester 1	1383	74	61
Semester 2	1223	48	54

Key Disciplines

- English – including drama and gender, sexuality and culture

- Art history and curatorship – including film & new media studies
- Classics & ancient history

Strategic activities

The SCI Administration team, in line with the CASS Workforce and Capability Plan (Administration), has individual responsibilities but also work collaboratively and cooperatively across a range of duties and functions to provide support to students, academic staff members, and the head of School.

8. School of Language Studies

The School of Language Studies (SLS) is a single school structure which houses two key discipline streams: linguistics and languages. The School encompasses both teaching and research, with the majority of the teaching and seminars conducted within the Baldessin Precinct Building and the Ethel Tory Centre.

The Languages discipline within the school includes six individually run departments with a Program Convenor performing as a Departmental Head in charge of overseeing each program's budget, staffing and resources for their specific program, and maintaining strong ties with their respective embassies. Individual departments are:

- Linguistics and Applied Linguistics
- French
- Spanish
- Italian
- Russian
- German
- Translation studies.

The Program Convenor roles are rotated each semester and are in addition to the Undergraduate Convenor, Honours Convenor and Postgraduate Convenor within each department. Linguistics follows a similar structure, with the discipline split into two streams, linguistics and applied linguistics, and has the added role of Graduate Coursework Convenors for each of the Linguistics streams. Other convenor roles are as follows:

- Convenor International Communication major & minor
- Convenor B. Languages & Dip. Languages
- Convenor linguistics HDR student applications and pastoral care
- Convenor language HDR student applications
- Convenor SLS Languages education
- Convenor Online external courses
- Convenor SLS Seminar Series
- Convenor Ethel Tory Scholarships
- Convenor LCNAU

Whilst there are 31 paid convenorship roles there are only 22 tenured academic staff. Given the number of courses run each semester, with each department running on average eight courses each semester, there is an additional academic staffing arrangement of 25 casual sessional academic and fixed term contracted staff for teaching, tutoring and performing teaching based activities such as marking. The contracts for casual sessional and fixed term contract academic staff are per semester basis only, with a new contract written each semester.

The SLS administrative team consists of five general staff, comprising:

- ANU6/7 Senior School Administrator (full-time)
- ANU5 School Administrator (part-time) - postgraduate students and visitors
- ANU5 School Administrator (part-time) - finance and HR
- ANU4 Assistant School Administrator (part-time)- undergraduate students, marketing and general enquiries
- ANU4 Assistant School Administrator (casual, part-time) - publications and ad-hoc projects.

The admin team provides general administrative support to the entire school and convenors however, there is no Executive Assistant to the head of School and the part-time nature of the admin staff poses a significant challenge to meeting workload demands. Despite these obstacles, the admin team supports an average of 31 visitors each year, 34 HDR students and administers approximately 80 undergraduate and postgraduate courses each year.

In addition to school based activities, the School of Language Studies hosts a number of events each year, including seminars, conferences, workshops and cultural events in liaison with embassies and organisations such as Alliance Francaise Canberra.

9. School of Archaeology & Anthropology

The School of Archaeology and Anthropology comprises streams in archaeology, anthropology, biological anthropology, heritage and museums; and development studies. Within these streams, sub-streams of study based on staff research include indigenous studies, forensic anthropology, gender and development, archaeological science and visual culture research.

In addition to teaching, the School's staff are engaged in ground breaking research. Staff currently manage ARC and other grants to the value of $3.5 million dollars. The School also houses several archaeological collections of international significance including the Firth Collection.

In the last two years the School has seen an increase in student numbers and staffing:

- In 2012 there were 1683 undergraduate enrolments compared to 1542 in 2011.
- In 2012 there were a total of 2428 students enrolments compared to 2263 in 2011.

The School continues to attract high quality PhD students. Currently there are 101 PhD students working on their research programs with another 7 whose theses are under examination. Approximately 20-25% are international students. To date 9 students have completed their programs with the School. A further 5 submissions are expected shortly. A significant difference between SoAA research students and those from other disciplines is in the 9-18 month duration spent in the field for data collection. This adds to the length of their programs and to the administrative duties supporting them, particular with grant and travel applications.

There are 26 academic teaching staff, 10 Future and ARC Fellows, 6 general staff (which includes 3 part-time appointments) and 1 Technical Officer. At any given time there are approximately 15 project based and/or other casual staff working for the School. The School also has 24 Visitors to the School.

The School's administration devolves around student `hubs' that oversee specific areas of the School including HDR, postgraduate coursework and undergraduate/reception. One senior school administrator and two part time school administrators look after the HR, finance, asset management, health and safety, course management and all other areas of the School including overflow from the student areas. The School places a great deal of emphasis on pastoral care of students and on the `conversion rate' particularly in the HDR and postgraduate coursework areas to ensure that enquiries lead to applications from high quality students. administrators and faculty work closely to ensure good outcomes for students and staff at the School. The pastoral care and value-added services to students has resulted in some students returning to the School as HDR students.

10. Interdisciplinary Humanities Group

The Interdisciplinary Humanities Group (IHuG) consists of 6 centers that work on a range of different activities depending on their particular focus. These include conferences, fellowships, HDR and HDC programs, research projects and community engagement.

The administrative team that supports IHuG is comprised of:

- Receptionist ANU3 - full time – recurrent funding
- Administrator - Students - ANU5 - full time - recurrent funding
- Administrator - Finance - ANU6/7 full time- recurrent funding
- Administrator – Programs - ANU6/7 full time- recurrent funding
- Administrator - Publications - ANU6/7 - 0.2 position- recurrent funding
- Senior School Administrator - ANU6/7 – Full Time- recurrent funding

There are 5 additional general staff with specific skills, or that support specific projects, that sit within the centers. These include:
- ANUCES Centre Administrator – ANU5 –full time - continuing (contingent funded)
- Special Digital Projects Officer – ANU7 - full Time Continuing (contingent funded)
- Digital Humanities Development Officer - ANU7 - full time - recurrent funding
- Research and Media Project Officer- ANU8 - full Time - recurrent funding
- ARC Project Manager – ANU5/6 - fixed term grant funding

As well as facilitating the activities of IHuG, the administrative staff also play a supporting role for the RSHA Directorate including administrative support for a number of research grants. The

administrator – Students works across all of Research School of Humanities & the Arts (RSHA) to support the Master of Liberal Arts (MLA) program, and the Receptionist supports all the inhabitants of the Sir Roland Wilson building, which includes staff and students from across the college as well as IHuG staff.

There is currently 18 academic staff in IHuG. We have 91 HDR students, a visiting fellowship program that supports 15 external and 3 internal funded places, as well as 36 non-funded visiting fellows and 27 adjuncts (in 2012). We also have a large cohort of PGC students from the MLA program.

As well as the day-to-day tasks the staff in IHuG deliver a range of services including program specific student administration for both the MLA and Interdisciplinary Cross-Cultural Research (ICCR) PhD programs, coordinate the HRC Visiting Fellowship program, host conferences and provide symposium support, as well as provide research grant administration - both prior and post award. We also administer the *Humanities Research Journal*, coordinate a range of professional development courses targeted at the heritage and museum sectors and host regular joint activities with the Diplomatic Community.

A number of general staff also undertake specific support roles in the area of digital humanities including programming, database development, film and multimedia recording and editing and website development.