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The College of Arts and Social Sciences (CASS) intends to set national and international standards in research, education and community engagement across its three platforms: humanities, creative arts and social sciences. The College will play a vital role in enhancing the distinctive profile of ANU and in shaping its future. CASS whole-heartedly subscribes to the ANU culture of high achievement and commitment to its people; makes a unique contribution to the University's core activities of advancing knowledge, enhancing the understanding of Australia and its position in the world and informing public debate; and commits itself to the scholarly excellence which underpins all the University's values, as articulated in ANU by 2010.

An education-intensive research focus, and the pursuit of excellence and integrity in teaching, research and service to the University and wider community, are common to all ANU academic staff. In CASS these take the particular form of a commitment to deepening an understanding and appreciation of the social, cultural and imaginative dimensions of what it is to be human, through world-class scholarship and creative arts practice informing innovative teaching and learning and involvement in public and professional life.

The College will develop the research and teaching strengths of its constituent areas. It will build on its international reputation, to forge collaborative links that will lead to innovative interdisciplinary research. It will build on its relationships with national cultural institutions to play a leading role in the development of the humanities, creative arts and social sciences in Australia.

The Strategic Plan, which will be reviewed and updated annually, has two sections –

- **Section 1** presents the overarching mission and principles of the College.
- **Section 2** indicates how these principles will be given effect in the areas of Planning, Research, Education, Staffing, Infrastructure, Funding, Outreach, Administration and the mechanisms to be set in place for monitoring and measuring performance against the targets set by the College.

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1 Appendix 2 lists the constituent areas of CASS.
Section 1

CASS Mission

The mission of CASS is:

**globally,** to be recognised by its academic excellence 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.

In fulfilling its mission CASS will –

- promote multi-disciplinary scholarly endeavours across and beyond the humanities, creative arts and social sciences for the public good;
- take advantage of our location in Australia’s national capital with its cultural institutions, key organisations and government departments.

CASS is committed to innovative modes of education and research meeting the highest international standards, and to values and practices that build strong links between CASS and the ANU as a whole, and between CASS and the international research and education community. CASS is, furthermore, committed to a process of continual assessment of its research and teaching strengths and performance.
The mission of CASS drives all activities and is reflected in the following guiding principles:

Planning
Processes Ensure clear and transparent processes of planning in research, education, staffing, succession planning, infrastructure, funding, outreach and administration.
Evaluation Evaluate regularly CASS’s achievements, with a focus on analysis of trends and continuous improvement.

Research
Excellence Ensure high-quality and innovative education-intensive research that is internationally competitive. Achieve higher levels of research excellence and building world-class research capability in a range of research areas.
Concentration Provide a critical mass of support for balancing core disciplinary strengths with innovation.
Intersections Enhance cross-disciplinary, inter-college research and graduate teaching.
Development Provide support for the next generation of researchers and for continuous skills and capacity development for all staff.
Partnership Increase partnerships with government, business, other universities, and the wider community at the local, national and international level.
Internationalisation Sustain and develop international affiliations and standards.
Impact Optimise the influence of research in, and upon, the wider world.

Education
Quality Ensure high-quality, innovative and internationally competitive teaching for undergraduates and postgraduates.
Flexibility Provide flexible approaches to education to support a range of learning needs and opportunities while maintaining quality.
Intersections Enhance cross-disciplinary, inter-college teaching.
Development Provide support for the next generation of academics and for continuous skills and capacity development for all staff.
Partnership Develop new postgraduate coursework programs with the government, private sector and national cultural institutions.
Curriculum Explore and apply innovative curricular design in education offerings.
Internationalisation Develop international partnerships in coursework teaching at all levels, especially with IARU members.
Staffing

Performance  Adopt a policy of performance management for all staff.
Development  Ensure that staff have opportunities to gain new professional and personal development skills and increase their capacity to provide excellence in research, teaching, management and administration.
Equity  Provide mentoring and support for early career staff to develop their careers. Ensure equal opportunity issues are always addressed in the appointment, promotion and development of staff.
Partnership  Enhance co-operation and mutually supportive relationships between academic and professional colleagues at all levels.

Induction and Training  Provide a high quality induction, orientation and training package for CASS staff.

Infrastructure

Facilities  Provide CASS staff and students with state-of-the-art quality facilities, technical support and equipment.
Innovation  Provide incentives for staff to employ appropriate technologies to enrich research, teaching, management and administration.

Funding

Continuity  Ensure financial security into the future by managing our budget and attracting more students, building research funding and engaging with alumni, business, community, national cultural institutions and government to increase investment in CASS activities.
Diversification  Diversify and investigate new sources of funding.

Outreach

Development  Develop sustained partnerships with government, business, other universities, and the wider community at the local, national and international level.
Innovation  Diversify approaches to engaging the wider community in CASS activities.
External presentation  Develop a dynamic CASS website and external electronic presence which conveys the breadth and depth of the activities of the College, a pride in our achievements and enthusiasm for the future.

Administration

Provide an efficient and highly flexible administration, governance and organisational structure within a transparent, accountable and performance-driven framework.
Section 2 Planning

(Section 2 expands the guiding principles above and outlines the objectives for the ensuing 5 years.)

Our planning will involve building capability for research, teaching and support services through critical mass and collaboration. The mechanisms for planning for the College in our key activity areas – research, education, staffing, infrastructure, funding, outreach and administration – will be determined by the College Executive. The Executive will seek advice from CASS committees, working parties and individuals within the College with specific expertise, and will also draw on high quality external advice. College planning will be on-going, systematic and undertaken for specific purposes. The College is committed to contributing to wider University planning.

The College Executive will be responsible for seeking advice in order to –

• prioritise the education and research activities of the College;
• approve new educational programs of the College;
• coordinate graduate studies across the College, including arrangements for supervision and support of graduate students;
• coordinate administrative services for the College.

The College Executive will, on an annual basis, establish a program for issue-specific planning. The timetable is at Appendix 1.
The uniquely research-oriented basis of Arts and Social Sciences at The ANU will continue to inspire students within a research intensive teaching environment. CASS seeks to draw on and enhance the structural and historical strengths of its disciplinary constituents, with particular emphasis on the tripartite structure of –

- Humanities
- Social Sciences
- Creative Arts

CASS has an outstanding research record across these three broad areas of expertise. CASS will build on these existing strengths through various mechanisms. The building of research capability occurs by nurturing the skills and expertise of individuals, encouraging partnerships within and beyond the College, and providing access to leading-edge infrastructure. To ensure CASS research is maintained and developed, more focus will be needed. Achieving focus occurs by supporting greater connectivity through the formation of networks and by promoting the building of critical mass in the form of research clusters. To this end, CASS will act as a steward of our key disciplines across the ANU campus, and in addition focus activity under 10 key research themes listed in Appendix 2. These interdisciplinary themes are areas in which the College has research strength and capacity and which traverse the three main pillars of CASS activities. The themes are going to be central to the way that CASS evolves over time; none will be permanent but they are intended to pick up on major areas of expertise within CASS and signal important directions for future research. The themes will operate in dialogue with the interests of local areas, encouraging research clusters to develop but also ensuring that collaboration develops across CASS and across the University. The CASS Research Committee will have responsibility for ensuring the productive and flexible development of the themes by facilitating cross-campus communication, supporting the involvement of graduate students and early career researchers in the way they develop and encouraging workshops and conferences on relevant topics.

The themes are not intended to constrain the high quality, discipline-based research of individuals but to ensure that their research has maximum impact across the College and University. The themes are intended to encourage wider intellectual discourse and enable the University to contribute significantly to matters of major public concern, and to have an impact in the domain of public culture. The themes will be one of the ways in which CASS connects with the world outside the University and it is important to focus on topics that are of broad concern and public interest. In this respect it is vital that other public institutions, government departments, cultural institutions be brought in as partners in developing the themes; and that we develop strong links with the diplomatic community and private enterprise. The themes will be a window into CASS that complements its disciplinary strengths and provides a basis for recruitment nationally and internationally.

**Research Aims**

In order to build on the reputation of CASS in undertaking cutting edge research, the College will build on its expertise and mentoring capacity to –

- take full advantage of the remarkable range of research expertise across CASS, which includes (to give a very partial list) work in the creative arts, archaeology, art history and museum studies, anthropology, education, history, language, philosophy, e-research, literature, migration studies, population policy, political science, Islamic studies, new media, Indigenous studies, and economics;
- expand its already very strong record in obtaining external funding;
- identify research strengths and opportunities that link different parts of CASS;
- extend and foster our already very strong international research connections. These will be expanded, and in particular the formation of the IARU provides CASS researchers with major opportunities;
- enable research across the areas in which we teach;
• identify key research priorities in areas where CASS can and will set research agendas in the humanities, creative arts and social sciences;

• facilitate a high level of practice-led research in the creative arts;

• expand CASS's input into public policy and practice, and informing national debates as is appropriate for the National University;

• build on CASS's links with, and location near, major national cultural institutions;

• take advantage of all possible internal and external resources to provide infrastructure support for e-research.

**Implementation**

The Convener and Dean will be responsible for delivery of the research aims of the College and will take advice from the Chair of the Research Committee, Directors and Heads of the constituent areas of CASS, in a process that draws on the research excellence across the College.

The research performance of the various parts of CASS will be reviewed on a regular basis. The College Research Committee will prepare a report on our research performance in terms of grants, fellowships, research degree completions, prizes, named lectures, major research appointments, publications, marks of impact in terms of citations and agenda setting in research and policy, and the like. The Dean and Convener will report the outcome of this review to the CASS executive in the first instance, for consideration by the College Forum.

Identifying key research priorities from among the research themes outlined above, in the sense of areas where CASS can and will set research agendas in the humanities, creative arts and social sciences will be an urgent priority for CASS.
CASS will deliver a unique set of undergraduate and postgraduate programs across its three research and education pillars. In addition to fostering knowledge which spans the spectrum of academic fields, CASS takes seriously our responsibility to work with staff and students to develop their powers of reasoning, critical reading, speaking, writing, and creativity, thus equipping them for the challenges of contemporary life. The College will not only develop the research potential of ANU through its education program and its training of graduates, but will also supply highly innovative employees to the private and public sectors.

CASS will encourage our students to become researchers, in some cases through undertaking research degrees and employment in research bodies, but in all cases through a lifetime commitment to discovery and learning.

Through its educational programs CASS draws students into the ongoing creative process as active participants. The College programs aim to provide flexible approaches to education to ensure that a range of learning needs and opportunities are supported.

In order to develop further excellence in educating undergraduates and graduates of the highest calibre, the programs developed by CASS will –

- enable our students to take their place as informed, articulate and - in the widest sense - literate, citizens of Australia and the world;
- assist students to develop their cognitive, analytic, evaluative, and expressive abilities in order for them to engage with the cultural, moral and political issues fundamental to building healthy communities;
- introduce our students to major intellectual and creative questions and give them a real sense of what is involved in the rigorous pursuit of knowledge and understanding across the social sciences, the humanities and the creative arts;
- equip our students to enter the workforce with confidence and to perform with distinction;
- equip our students to analyse qualitative and quantitative data;
- encourage our staff to participate in development programs to support teaching;
- provide international opportunities for all students.

To achieve these aims CASS will –

- take advantage of inputs from across CASS, the ANU as a whole, and our location in the national capital, including our connections with government, the public service, the diplomatic corps and national institutions;
- capitalise on the University's standing as Australia's most research intensive campus and take advantage of our diversity to offer research-based courses across the College;
- include an expanded program of specialist and research-inspired offerings; for example the PhB, tailored to meet emerging needs;
- develop new postgraduate coursework programs in consultation with colleagues across the ANU campus and in discussion with government and the private sector;
- regularly review its course offerings using inputs such as peer evaluation, student surveys, and exit data. Teaching evaluation is a major research interest of CASS through CEDAM;
- ensure that a spirit of experimentation and discovery inspires course design and delivery;
- develop programs that enhance our teaching methods and take advantage of technological innovations in a consultative manner.
Graduate education in CASS will attract outstanding students by taking advantage of the University’s unique status as a research intensive institution. It will –

• enable CASS students to draw upon the experience of academics across the College and University;
• in collaboration with other Colleges, be the leading training ground for public service and government at both the National and Territory level;
• contribute in a distinctive way to Australia’s cultural and social capital by producing graduate students across the theoretical and applied social sciences, the creative arts, and the humanities;
• create the richest opportunities for inter-disciplinary research in Australia;
• promote student and staff mobility at all levels, particularly through our international linkages;
• draw on advice from CEDAM on ‘best practice’ in supervision;
• attract the best academics globally to present masterclasses, seminars and workshops;
• provide excellent research support, infrastructure and facilities.

**Implementation**

The Dean of CASS will be responsible for the implementation of these aims. The Dean will be advised by the CASS Education Committee and its Sub-Committees for Teaching and Learning and Curriculum. Among our priorities will be to review, on a regular basis, all course offerings across the College and to consider the ways in which the College’s educational offerings can be improved and developed. A priority will be to develop courses in areas of research strength and to identify unmet demand. Affiliation with other Colleges and regular liaison and cooperation across the campus and with our IARU partners will allow the Dean to implement these best-practice models for ensuring excellence in the CASS student body.
We are committed to the idea that the College develop and supports the skills of its staff in order to achieve its mission. Fundamentally, the College depends on its staff and we are committed to showing respect in our relationships, to building collegiality, and to nurturing the talents of staff and students.

Staff profile
The present profile of staff within the college indicates that there are more academics in the later stages of their career than those in the early stage. There is an urgent need to thoroughly analyse our staff profile, to build capacity in fields of strategic importance and to provide a more secure career structure for early career researchers. In addition CASS will ensure that, as academics retire, transitions are carefully managed. As women are not well represented at senior academic levels of CASS, the College will actively seek gender balance and gender equity in appointments.

Performance
Through consultation and discussion, the College will, in close collaboration with the University's HR Division, develop a guide to evaluating academic performance which will describe mechanisms for an evaluation of academic performance and fostering the career development of all academic staff. This will assist staff to understand the process of promotion and encourage staff development in the pursuit of excellence.

The College will also ensure that the performance mechanisms available to general staff are implemented systematically. The College will establish a Staffing Committee for the purposes of examining proposals for the establishment of new general staff posts, levels of classification and remuneration to ensure cross-College and cross-campus consistency.

Development
CASS will provide support for the next generation of academic and general staff and for continuous skills and capacity development for all staff. In 2007, CASS intends to develop an induction program for new staff and students.

Implementation
The Convener, Dean and College Executive Officer will be responsible for analysing and evaluating the College's staff profile and will work with the College Executive and Heads of CASS constituent areas to implement the measures described above consistent with ANU policies and procedures.
There is a need to establish a College-wide approach to planning (both establishing planning processes and progress evaluation) in relation to information infrastructure within CASS which, in particular, will –

- identify CASS Information Infrastructure projects that promote efficiencies in education, research and administrative activities within the College, as well as strengthening linkages between ANU Colleges internally and between ANU and its external partners (e.g., IARU);

- identify new funding opportunities and supporting grant applications (both internally and externally) to resource innovative projects that deliver improvements to information infrastructure for the benefit of the College and ANU;

- develop at the College-level systems, templates and training to support the flexible delivery of courses and innovative educational design, responding to the emerging opportunities and priorities within the College;

- develop these capacities consistently with the broader information infrastructure strategies of the ANU.

**Implementation**

The CASS Information Strategy Committee will review and assess the current state of information infrastructure within CASS and make recommendations as to present trends and likely future needs as they relate to research, education and administration. This process of review and assessment should be undertaken periodically, with a commitment to continual improvement in the provision of information infrastructure across all parts of the College. This process will be transparent, harnessing input from staff (including academic, administrative and IT), as well as other significant stakeholders (e.g., students, alumni).
Within the College

The College consists of 7 budget units; each unit manages income and expenditure of recurrent and special purposes funds and each have determined a model for the distribution of income. The total amount of recurrent funds allocated to each budget unit is determined by the Vice-Chancellor, in consultation with the Dean/Director, on an annual basis.

For the College

Income for College operations and initiatives associated with the three main areas of activity, research, education and administration, are currently derived from contributions made by each of the budget units within the College or from additional funds provided by the Vice-Chancellor. These funds are deposited with the College and their allocation is determined by the College Executive.

In 2007, the combined total recurrent operating grant income (for internal allocation processes) of each of the College budget units represents 70% of total income; the balance, is income derived from other external sources such as grants, consultancies, and endowments.

In order for the College to achieve the aims outlined in this document and to provide a secure financial base for our research, education and administrative operations, the College is committed to increasing our income from external sources. This includes –

- student fees – from enhanced postgraduate coursework offerings and a higher number of postgraduate research students;
- grant and consultancy income – from external agencies that support research and education;
- endowments and donations – from our alumni or other parties that support the work of the College for purposes such as scholarships, student prizes, academic and research support posts.

Implementation

The College Convener, Dean and Executive Officer, and College Executive will be responsible for managing expenditure of income to the College. The College Executive is committed to an examination and analysis of the manner in which the College can financially support its aspirations and strategic plan. This will be undertaken by June 2007 with a view to determining budget arrangements for 2008.

The Heads of the CASS constituent budget units will continue to be responsible for managing expenditure of their respective units, consistent with the practices determined by the ANU and the College Executive.
Outreach

Across ANU
CASS will demonstrate the ways the humanities, creative arts and social sciences can work together with the sciences to fruitfully collaborate for a fully interdisciplinary understanding of the global challenges of the contemporary world. CASS will contribute to public debate, foster knowledge transfer, and enhance appreciation of the contributions of the humanities, creative arts and social sciences to the nation's intellectual, cultural, social and economic health and prosperity.

Across the community
The vitality of CASS programs in the local area depends upon academics' willingness to engage audiences beyond those comprised of their academic peers. The culture of many research universities undervalues such scholarly outreach, and CASS will be an advocate for greater emphasis on and reward of academic outreach initiatives and contribution to public debate. CASS supports numerous forums and exchanges by which communities of knowledge are sustained: seminars, colloquia, workshops, exhibitions and performances. CASS includes both research scholars and practitioners of the arts — often within the same individual — and thus events and forums will bring theory and practice in the arts together in a variety of creative ways. In order to pursue a greater understanding of the histories, languages, creative practices and cultures of Australia and the region. CASS will engage in partnerships with a wide range of cultural institutions, and share our findings through public programs, curricula development and outreach, sophisticated information technologies, and publications.

Internationally
The international outreach agenda of CASS encompasses building on its international profile of academic excellence across the humanities, strengthening international teaching and research collaborations, and identifying new and targeted international sources of funding for CASS activities. While the IARU relationships will be given priority, CASS will engage internationally with other institutions, industry and governments where there is clear strategic benefit to the College. In order to further internationalisation, CASS will contribute to debate on international standards in teaching and research; develop international partnerships in teaching; provide enhanced international opportunities for all staff and students; and promote and support international research collaboration.

Implementation
The College Executive, on advice from constituent areas and its Committees will determine the outreach initiatives for the College. The College will work closely with the University's Marketing and Outreach Division to initiate and plan for our activities. The College will promote research and education by a variety of forms, however, the digital medium will be one of our most important. CASS will regularly review the format and content of our materials to ensure that we communicate our programs effectively and efficiently.
The role of administration is to enhance the delivery of education and research. The CASS administration operates within a transparent and performance-driven framework in which flexibility is a necessary underlying principle of activity.

Aims

To support the academic enterprise through enabling a service-oriented culture focused on outcomes. The College administration will be multi-tiered and provide a centralised administrative service to all areas of the College, in addition to those services that will be provided at the level of the AOU (see Appendix 6).

For the purposes of our administration, the College will –

- ensure that academic priorities are supported and informed by a responsive administrative structure that concentrates professional expertise where it is most effective;
- develop cross-College administrative processes to ensure consistency;
- advise on the capacity of the College to deliver high quality research and education, including such matters of workforce planning, accommodation, information infrastructure and research management;
- contribute to University-wide formulation of policy;
- provide staff with the necessary professional training and professional development opportunities;
- ensure effective linkages between the College administration and central administrative divisions.

Implementation

The CASS Executive Officer will be responsible for the delivery of the administration of the College and will take advice from the College’s senior administrative managers and other appropriate personnel. The CEO will lead an administrative management group within the College comprising leaders of functional administrative areas including HR, Finance and Services, Students, Research, External Relations, and IT. This group will provide advice and be responsive to the Convener, Dean, College Executive and heads of the CASS constituent areas for the purposes of achieving our research, education and administrative aims. Professional staff will also participate as members on all of the College’s Committees, thereby providing advice on the impacts of implementation of College teaching and research initiatives.

2 See Appendix 5 for detailed information on CASS governance arrangements.
**Targets**

1. **Diversify and increase our income by 2010**
   Actions: Develop, attract and retain researchers of international standing through the implementation of strategic, innovative and flexible staffing policies and procedures; pursue income generation; develop risk management procedures for the transformation from secure recurrent funding to increases in contestable funding arrangements.

2. **Increase recognition for excellence in teaching and HDR training**
   Actions: Monitor the quality of research training environments against international best practice; implement more flexible and effective modes of delivery; develop new award/reward systems for recognition teaching excellence.

3. **Increase the intake of HDR students by 2010**
   Actions: Improve recruitment processes of HDR students; ensure HDR student recruitment and training is central to performance management of academic staff.

4. **Increase the relative number of early to mid-career and female academics**
   Actions: Foster support for early- to mid-career researchers and female academics; introduce a mentoring scheme for early career academic staff and women; actively remedy gender equity in recruitment and promotion.

5. **Increase level of collaboration, regionally, nationally and internationally**
   Actions: Develop collaborative initiatives with universities and other institutions to generate new opportunities for academic staff to link into leading-edge academic networks at an early stage in their careers.

6. **Increase external investment in CASS activities, locally and nationally**
   Actions: Consult with stakeholders to identify research training requirements and to ensure that CASS coursework and research training is responsive to needs; encourage CASS staff to participate in collaborative research with industry, community and government; actively contribute to policy-making in Australia and the region.

7. **Determine key research priorities within CASS research themes**
   Action: Develop and implement evaluation methods for determining the allocation of resources necessary to achieve outcomes from CASS research themes.
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<th>Annual</th>
<th>Strategy</th>
<th>Process</th>
<th>Responsible Office</th>
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<tr>
<td>2007</td>
<td></td>
<td>RESEARCH</td>
<td>Establish and describe research themes</td>
<td>College Executive Research Committee</td>
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<td>Report research performance including grants, fellowships, research degree completions, prizes, named lectures, major research appointments</td>
<td>College EO</td>
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<td>EDUCATION</td>
<td>Review of education, including all coursework offerings</td>
<td>Dean, College Executive Associate Dean (Postgraduate)</td>
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<td>Develop plan for graduate studies, including college-wide training programs for supervisors and students; Determine resource standards for graduate students Determine scholarship ranking procedures</td>
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<td></td>
<td>Report graduate student research numbers, topics, composition of panels, completions and process (induction, career advice, reading groups)</td>
<td>Dean Associate Dean (PG) College EO</td>
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<td>STAFFING</td>
<td>Analyse staffing profile Develop staff induction program Establish Staffing Committee for the purposes of examining general staff posts including establishment and level of classification</td>
<td>Convener Dean College EO College Executive</td>
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<td>Manage staff performance procedures</td>
<td>Heads of College Units College EO</td>
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<td>FUNDING</td>
<td>Examine and analyse College budget to determine best way to support activities</td>
<td>College Executive</td>
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<td>Review progress of implementation of College-wide administrative services</td>
<td>College EO College Executive</td>
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CASS Constituent Areas

Appendix 2

Australian National Internships Program (ANIP)

Australian Demography & Social Research Institute (ADSRI)

Centre for Aboriginal Economic Policy Research (CAEPR)

Centre for Educational Development & Academic Methods (CEDAM)

Faculty of Arts
  Centre for Arab & Islamic Studies
  Centre for Applied Philosophy & Public Ethics
  School of Archaeology & Anthropology
  Centre for New Media Arts
  School of Art
  School of Humanities
  School of Language Studies
  School of Music
  School of Social Sciences

Research School of Humanities (RSH)
  Australian National Dictionary Centre
  Centre for Cross-cultural Research
  Humanities Research Centre
  National Europe Centre

Research School of Social Sciences (RSSS)
  Economics
  History
  Philosophy
  Political Science

A full description of the areas is available at http://cass.anu.edu.au

\(^3\) Establishment date yet to be determined.
1. Public and Private Reasoning

**Convenor: Bob Goodin** (bob.goodin@anu.edu.au)

Humans act from reasons, not just causes. They give one another reasons, in justifying and persuading and explaining to one another what they think and what they do. When reasoning goes wrong, decisions go wrong, often with catastrophic consequences for both individuals and groups. Reasoning together lies at the heart of a democratic society. By focusing sustained attention from many perspectives on ‘Public and Private Reasoning’ in its many forms, ANU will help deepen and broaden understanding – both within the academy and among policy-makers, opinion-leaders and the public at large – of the vital role that right reasoning can play in transforming Australia society.

This theme resolves into three components —

**Reasoning: Sources, Processes and Pitfalls**
How ought we evaluate the quality of arguments and evidence? How can we recognize fallacies and errors of reasoning? How ought we reason in the face of risk and uncertainty? How do ideas emerge and evolve? What are the biological, psychological, linguistic and bases of human reasoning? What is the relation between reasoning and consciousness? When reasoning in public, what is the relation between individual meaning and social communication? What is the relation between ideal and less-than-ideal reasoning? What constitute failures of reason? What are the sources of resistance to reason?

**Spheres of Reasoning**
What are the distinctions between public versus private reasons? What are the differences between public versus private sector reasoning; how are corporate agency and corporate ethics distinct? What constitutes rational decision-making by individuals and groups? How are perceptions shaped and reasons framed: what is the importance of ways of representing ourselves and our world in science and society? How is reason manipulated?

**Reasoning About Values**
How do we see ourselves, individually and collectively? How do, and should, we reason about what's right and good? How can we reason across difference in a pluralistic society? How can we with the unreasonable? What are the relations between faith and reason?

2. The Social Dynamics of Wellbeing and Rights

**Convenor: Tim Rowse** (rowse@coombs.anu.edu.au)

This theme divides into three sub-themes —

**Wellbeing**
The social processes determining health and human security.

**Humans and Nature**
The imagined and the real relationships, and future challenges; urban and rural.

**Tensions, Resolutions and Rights**
Inclusion and exclusion on the basis of class, gender, cultural and other differences, with particular attention to Indigenous worlds.

Well-being is a goal of human activity. Although people vary in their understandings of the fundamentals of ‘wellbeing’ and of its requisites, we can be sure that physical and mental health, and security – of food, of income, of identity (personal and collective), of domestic life and of public spaces – are among the factors determining ‘well-being’. The second half of the twentieth century has made two ways of considering and
striving for well-being more prominent: the evolving discourse of human rights (economic, social and cultural rights); and the growing, scientifically-informed awareness of the relationship of humans to the natural environments that they inhabit.

In our attention to these themes, Australia should be prominent, without being the only 'society', nation-state or 'people' that we study. Our scope should be: 'the world, with special emphasis on Australia and its region'. Both the human rights and the environmental perspectives make it impossible (politically and analytically) to be satisfied with the nation-state as the default unit of study. That ours is a world of sovereign states should not be taken as a given but examined as a dynamic and problematic configuration of possibilities and interconnections. One of the briefs of this Theme should be to keep opening up the issue of the appropriate 'unit of analysis'. One could inquire into the 'well-being' and 'social dynamics' of all of humanity, at a national, supranational or international level, as well as of a particular region, of a particular culture, kinship unit or confessional community. All the social sciences and humanities, including legal studies, can contribute to this theme.

3. Comparative public policy, government and international relations

Convenor: Paul ’t Hart (hart@coombs.anu.edu.au)

This theme unites researchers studying the perennial question of political analysis: 'who gets what, when and how?' In particular, we study the structures, processes and rhetoric by which public and private actors at local, national, regional and global level make, justify, evaluate and revise choices and commitments that bind not just themselves but affect entire communities. We study and compare governments within and outside Australia: how they get formed and dissolved, how they operate internally and externally, what they do whilst in office, how they account for their deeds. We also study and compare governance, e.g. the processes by which networks of government, non-government and supranational actors work on public issues that none of them can solve independently. And we study public policy, the concrete bundles of ideas, choices, resources and implementation activities that governments and networks produce. Within this broad field of interest, two areas will be highlighted —

From problems and preferences to programs: Democracy and public policymaking

How do democracies deal with the major, intractable problems that contemporary economies and societies face? How do these problems, which defy existing and conventional patterns of state activity, reach the agendas of public and private actors? Who frames them, and what role do scientific knowledge, interest-group activity, transnational bodies, and public deliberation play in these processes? How accountable are states and the newly emerging public-private, sub-state and supra-state governance mechanisms for their policies and performance? How do traditional institutions – such as elections, parties, parliaments, and the courts – adapt to the transformation of governance that we witness around the world today?

Australian governance and policy capacity in comparative perspective

How does the Australian state equip itself to the contemporary world of differentiated, horizontal and multi-level governance? How does it move from being the self-evident center of policymaking activity and a monopolistic provider of public services in many domains to new roles such as regulator, partner and facilitator in devolved and partly privatized areas of public service delivery? How can it ensure that there is sufficient coherence, transparency, accessibility of these services? What does this mean for the roles, composition and modus operandi of the public service? How does it (re)organize its own knowledge management, advisory and implementation capacities? And how does it compare internationally?
4. Productive Australia in the World Economy

Convenor: Andrew Leigh (andrew.leigh@anu.edu.au)

The wealth of any nation resides in its citizens’ flexibility, skills, talent, and knowledge. Fostering the productive skills of the population and designing institutions to allow these skills to be used efficiently and equitably are central to Australia’s – or indeed any country’s – ability to sustain an increasing standard of living. The theme includes four components —

Participation and Equity
How do institutions affect labour market outcomes? How will immigration and ageing affect developed nations? What affects the economic participation of income-support recipients? How does imperfect competition affect labour markets? What do we know about inequality and social mobility, and how government policies affect these outcomes? How can we improve the life chances of Indigenous Australians?

Knowledge and Health
Can we improve educational productivity through different systems of school and higher education financing, or improving teacher quality? How should we evaluate educational reform? What are the major issues in work-related training and lifelong learning? How do physical and mental health outcomes interact with economic and social participation?

Economic and Social Institutions
How should we evaluate immigration policy, income-support policy, and Indigenous policy? What is the conceptual basis for government financial intervention? Can we apply different funding models for government investment, including in areas of maternity leave, child care and aged care?

Economic Growth and Public Policy
What are the major issues in productivity growth within firms and across economies? What microeconomic factors affect industry development? What should be the role of government in the provision of infrastructure? What constitutes optimal macroeconomic policy? How does regulation affect market efficiency? What drives research and innovation in firms?

5. Indigenous societies, art and culture

Convenor: Frances Peters-Little (frances.peters@anu.edu.au)

Research into Indigenous Australian societies and their relationship to the wider Australian society has never been more important than it is today. Indigenous Australians make an enormous contribution to Australian society yet in many areas of life continue to suffer from disadvantage and deprivation. High quality research that offers a deep understanding of contemporary issues and an evidence-based evaluation of the consequences of different policy initiatives is essential for informing policy that seeks to tackle this disadvantage. Researchers in CASS also aim to ensure that the richness of Aboriginal culture and systems of knowledge in all their diversity are reflected in their research and teaching. Indigenous research in CASS is exciting precisely because it challenges the divide between pure and applied research and puts interdisciplinarity at the forefront of understanding. We encourage research that is not constrained by established disciplinary boundaries but encourages the recasting of those boundaries in response to the diversity and complexity of Indigenous Australian societies and cultures.

Key areas of research include Aboriginal languages, with benefits to bilingual education; mapping social, religious and territorial organization which provides a basis for Indigenous governance, land claims and native title issues; conducting the archaeological and historical research that informs cultural heritage.
management and helps produce local histories and biographies; documenting and analysing art and performance to increase public understanding of Indigenous cultural production and its social and economic dimensions; and documenting economic circumstances to help produce better development outcomes. Together with the medical and environmental research programs, these interests provide great depth and breadth to the work carried out at ANU which is supported by a wide range of ARC Discovery and Linkage grants, and Australian Post-Graduate Awards (APAs). Strengths of this research focus are reflected in the extent of the internal collaboration of academic staff, in a large graduate student training program, and external collaboration with a wide range of Indigenous organizations including the Australian Institute of Aboriginal and Torres Strait Islander Studies, land councils and Indigenous language centres. CASS researchers are encouraged to take an active role in cross-campus collaboration through involvement in the ANU National Centre for Indigenous Studies and by developing partnerships with researchers based in other Colleges.

6. Lives, Literature, Languages

Convenors: Harold Koch (harold.koch@anu.edu.au), Paul Pickering (paul.pickering@anu.edu.au) and Gillian Russell (gillian.russell@anu.edu.au)

Language
Investigating the general characteristics of language as a human faculty and social product and particular aspects of its patterns of structure (sounds, grammar, meaning), historical change, usage in conversation, learning by native and 2nd language users, etc. Applications of linguistic knowledge in academic and social spheres (as in language policy): such as the teaching of languages (with their associated cultures and literatures), language documentation, forensics, community development, professional discourse, the study of literature, and reconstruction of linguistic history. Multilingual discourse, communication between people both within everyday conversation and across different work settings.

Literature
The study of literature, writers and literary history in the major languages of Europe including in its overseas territories, notably in the Pacific, and former colonies and the Middle East. Exploring and explaining the significance and influence of literature as a register of culture and civilisation, a criticism of society and a representation of lives.

Lives
Study of the various ways in which human lives may be recalled and commemorated, including exploration of cross-cultural experience of people living with two or more languages and cultures. Public memory as documented through biography, portraiture, monuments, memorials, memoirs, and other forms of verbal and visual testimony (including those involving new technological media). Contestation of memories, as shown for example in the history wars and in fluctuating national (including cultural) identities.

Transcultural, transnational and translation issues
These topics bridge the above three subthemes, and link directly to theme 7. Cultural and linguistic investigation of our classical heritage and its continuing influence on Western thought. The theory and practice of translation, including translation into English of major works of literature and scholarship from a range of languages.
7. Crossing cultures, crossing time

Convenors: Debjani Ganguly (debjani.ganguly@anu.edu.au) and Carolyn Strange (carolyn.strange@anu.edu.au)

Cultures may clash and time may divide but they also cross in relationships that invite interrogation and call for interpretation from multidisciplinary perspectives, incorporating insights from archaeology, anthropology, history, linguistics, literary studies, film and visual cultures, museum studies, geography, environmental studies, philosophy and the performing arts.

This theme encourages scholarship that is oriented towards patterns of transaction and translation between cultures around the globe. It has the world as its focus and encourages comparative, transnational, intercultural and translational modes of research in the humanities and the social sciences. While analysis of particular national, cultural, ethnic and religious imaginaries remains critical, comparative research that transcends conventional national and area studies frames of reference and that reaches across times will prompt fresh insights.

Cross-cultural research is especially timely in this era of global politico-cultural conflict and unprecedented levels of cultural contact and exchange; but its relevance to studies of ancient and pre-modern worlds is equally significant. Cultural interchange is not a new phenomenon. Its study in past and present, nevertheless, benefits from analysis informed by contemporary transdisciplinary fields such as postcolonial, globalization and diaspora studies.

Borders that traditionally divide disciplinary approaches will be crossed through theme activities designed to explore methodologies best suited to examine shifting expressions and meanings of culture across time. Both qualitative and quantitative methods will have a place, as will new modes of collecting, storing and analysing data, from prehistoric flints to pod-casts.

All activities undertaken through this theme will be linked to the university's teaching activities and provide advanced undergraduates and postgraduate students opportunities to enrich their courses of study. Master classes, workshops, and visiting scholars programs will connect research and teaching and provide training opportunities for early-career researchers. In addition public outreach in the form of exhibitions, lectures by faculty and visiting fellows, as well as conferences will forge a dynamic connection to the wider campus and community.

8. Globalisation and the Population Dynamics of Australia

Convenors: John Taylor (j.taylor@anu.edu.au), Jeromey Temple (jeromey.temple@anu.edu.au) and Jacqueline Lo (jacqueline.lo@anu.edu.au)

This theme brings together the greatest concentration of population researchers in Australia across disciplines ranging from anthropology and demography to the humanities. Its core interests are built around researchers across CASS producing a combined focus on the social, cultural and economic outcomes of major demographic shifts in Australia along with consideration of their causes and consequences. The study of population ageing and its explanation are key elements with an emphasis on the implications of ageing for future labour supply, housing and consumption patterns. Under the heading of social and cultural dynamics, research is underway on the interaction between work and the income and services support systems, as well as the historic and lived experiences of families and communities in multicultural Australia.

A special interest in CASS is placed on the social and economic circumstances of the Indigenous population and how these are impacted by population change. While overall emphasis in this theme is on Australia, strategic security and migration concerns in the region have also required long-term study of demographic trends in Southeast Asia, China and the Pacific. Research on international migration and transnationalism is a particular strength and forms part of the IARU project on Movement of People. Issues here are not just about
cultural flows and the creation and transmission of social values, identity and citizenship. Underpinning all of this research is an imperative to remain at the cutting edge of developments in humanities and social science methodologies.

9. Practice led research
Convenor: Martyn Jolly (martyn.jolly@anu.edu.au)

Practice-led research presumes a process of the development and testing of knowledge which has an outcome in the production of works of art, design, performance and professional practices. For a researcher in this field a "practice-led" thesis is based on the researcher’s development of an appropriate experimental and analytical methodology, specific to the medium in which the practice takes place, and grounded in an understanding of the historical and theoretical disciplinary context in which it is located. In keeping with orthodox academic approaches, practice-led research addresses familiar themes with equivalent rigour: the objective of the study; its historical and theoretical context; the method of communication through relevant media and processes; substantiation of the process of discovery; the novelty of resultant discoveries, etc.

Research into professional practice, whether it be practice as an academic, as a musician, dentist, or manager, is a growing area of research interest at the ANU. Such research requires recognition and development of its epistemologies, methodologies and approaches that are appropriate to the discipline and the profession.

The practice-led research theme includes creative arts practices, exemplified by, for example, the production of new works of visual art for dissemination in the public domain; music practice and theory in various appropriate research modes and outcomes; new media arts practice research and outcomes; and research into performance practice and theory (including drama and theatre studies). Research in curatorial practice, visual anthropology, and collections research are subsets of Art History, Art Theory, and Anthropology.

Visualisation research is an emergent field employing methodologies which apply to the analysis of forms of visual culture where either the subject of the study and/or the mode of articulation of findings is in visual media, or analysed through visual means. Equivalents in other fields: eg, work in sonic, haptic, and cyberspatial domains are also dependent on relevant modes of practice.

10. Health, Medicine and the Body
Convenors: Helen Keane (helen.keane@anu.edu.au) and Robert Attenborough (robert.attenborough@anu.edu.au)

Health, sickness, and healing are not simply biological phenomena but exist in historical, social, cultural, and economic contexts which also demand to be understood. The Health, Medicine and the Body theme brings together interdisciplinary research which addresses issues such as the influence of culture, class, ethnicity and gender on understandings and experiences of the body and disease; the parameters of medical power; changing conceptualizations of health and the healthy citizen; the social and cultural impact of biomedical technologies; biopower, biopolitics and medicalisation; and debates about the provision of health care. It draws on the disciplines of anthropology, population health, history, sociology, cultural studies, gender studies and philosophy and ethics. As well as fostering links within CASS, the theme also provides an important connection with the College of Health and Medicine, especially the National Centre in Epidemiology and Population Health.

As a theme, Health, Medicine and the Body also highlights the role of research-led teaching in CASS. Health, Medicine and the Body is a successful and growing undergraduate major drawing on courses from several disciplines and a new honours program in Population Health, which commenced in 2007. In addition CASS staff supervise and examine first year medical student projects in social and cultural aspects of medicine.
CASS currently offers –

- 17 single and 21 combined undergraduate award programs (degrees and diplomas) within which we offer 878 courses;
- 20 single and 1 combined postgraduate coursework programs (degrees, diplomas and certificates) within which we offer 431 courses, and
- convenes 14 fields of study for the purposes of higher degrees by research (MPhil and PhD).

A full list of course and program offerings at undergraduate and postgraduate level is available at http://info.anu.edu.au/studyat/

The **undergraduate education** offered by CASS is characterised by the breadth and depth of its disciplinary coverage, and by its research-led teaching. Most areas of the College are involved in some way in undergraduate teaching. In particular, the six Faculty schools (Archaeology and Anthropology, Art, Humanities, Language Studies, Music, Social Sciences) and two Faculty centres (Arab and Islamic Studies, New Media Arts) offer undergraduate courses that range from more traditional Arts areas such as History and English to newer areas such as digital sound and image technologies. Along with the standard BA degree the College also offers interdisciplinary degrees, and specialist degrees in such areas as Archaeological Practice, Art History and Curatorship, International Relations, Music, and Design Arts. Many of the undergraduate students in the College undertake combined degree programs, enabling them to broaden their expertise, for example by including a more overt vocational element in their degree. Many courses draw on the resources of national cultural institutions such as the National Museum, the National Library, and the National Gallery, and others offer unique internships with these and similar organisations.

The very best students are able to enrol in the PhB. This is a research-focused undergraduate degree, which involves students working closely with a member of the academic staff as a mentor and research adviser, and having a quarter of their studies made up of individually tailored Advanced Studies courses, specifically designed to provide them with a strong base in research. The PhB serves as a flagship for all of the College’s undergraduate courses, and emphasises those principles that lie at the core of all of the College’s undergraduate teaching— all of the courses are taught by leading researchers whose teaching is informed by their research; all of the teaching takes place in a rich and creative research environment.

The **postgraduate education** in CASS is characterised by the breadth of its disciplinary coverage and the distinction of its academic staff. The College encourages graduate students to achieve excellence in their research, through developing individual research projects or completing their own projects as members of research teams.

The College has a wide range of disciplinary based fields of research but also encourages interdisciplinary research and facilitates the exploration of new areas of knowledge. Graduate degree programs in the creative arts and humanities enable students to include creative works as part of their assessment encouraging them to keep up with new technologies and develop their artistic practice in a strong research environment.

The College provides excellent facilities and infrastructure support for graduate students and prides itself in creating exciting intellectual environments across the College in which graduate students are seen as integral to the future life of the University. The College closely monitors student progress and emphasises the importance of good supervision designed to enhance creativity and facilitate outcomes. Research training is built into graduate programs according to the requirements of the particular fields ensuring that students develop relevant expertise in research methods that can be applied more generally.

The College makes the most of its position in Canberra, the capital city, to take the lead in many areas of policy related research in the social sciences and humanities. The strong links it has forged with the National Cultural Institutions enables postgraduate students to engage in collection based research, and ensures that their research contributes to the development of public culture and institutional practice in Australia. The richness of the research environment and its global focus means that graduate research at CASS opens up excellent career opportunities in the University, public and private sectors.
The College governance arrangements are consistent with ANU principles for the operation of the College, set out in the paper, *Operational improvements to the academic structure of The Australian National University*[^1]. These are –

**Convener**

Role: Development of a College Plan (in consultation with the Vice-Chancellor); coordination of the direction and activities of the College; management of the boundary relationships within and between Colleges; ensure linkages with and between College and Central Administrative Divisions; and, ensure priorities that are set within areas and within the College are met as continuing academic appointments are filled.

**Dean**

Role: Responsible for the quality of all educational programs including design, review and outcomes of the quality; ensure that academic staff have the opportunity to contribute to the content and delivery of a topic; draw on the University's international and national relationships in the development, delivery and review of coursework degrees; and, contribute to the development of outreach and education programs

**Executive Officer**

Role: Overall responsibility for the administration of the College and provision of strategic advice to the Convener, Dean, College Executive and Heads of CASS constituent areas.

**KEY COMMITTEES**


- College Executive
- Education Committee
  - Teaching & Learning Sub-Committee
  - Curriculum Committee
- Research Committee
- Information Strategy Committee
- Staffing Committee

**COLLEGE FORUM**

At least once in each year the College Convener and Dean, acting jointly, will convene a staff and student forum (for all academic and general staff and enrolled students of the College) at which the Convener and Dean are to report to and discuss with the meeting matters relevant to the operation and development of the College. The Convener and Dean are to determine the procedure at a staff and student forum. A College forum may not discuss a matter relating to a particular person.

[^1]: See [http://info.anu.edu.au/OVC/About_this_Office/_files/__anu_only/Operational%20Improvements%2020050616.pdf](http://info.anu.edu.au/OVC/About_this_Office/_files/__anu_only/Operational%20Improvements%2020050616.pdf)
College Administration: Organisational Relationship

Appendix 6