Message from the Dean & Director of the College

The ANU College of Arts and Social Sciences (CASS) is arguably the most diverse College at the ANU, bringing together more than 20 disciplines, from Philosophy to Music, Anthropology to Arabic and Political Science to Ancient History.

The College is structured into two Research Schools, the Research School of Humanities and the Arts (RSHA) and the Research School of Social Sciences (RSSS), and the Australian Demographic and Social Research Institute (ADSRI), with 12 disciplinary and interdisciplinary clusters that constitute the core of the College’s research and education activity.

This College Operational Plan reflects the College’s diversity, and importantly where we will strive to deliver outstanding research, education and public engagement.

It sets the framework for all activities and decision making in our College for, research priorities, curriculum and course design, staff appointments, engagement in the public arena, administrative arrangements and infrastructure investments.

All staff within the College, whether they be academic or professional staff should feel that they are contributing, through their work and involvement in the College, to one or more of the objectives outlined in this operational plan. Ultimately we should all be assessed by how we have contributed in varying ways to achieving our College Vision.

I encourage all staff to take some time to read this operational plan. Its vision and objectives are what should drive us each and every day at work, whether we are teaching in a lecture theatre, researching in the field, marking student assessments, organising a conference or reconciling expenditure.

[Signature]

College Dean & Director
College Vision

CASS 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.

College Mission

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; and
- nationally, in partnership with the public, the private sector, and government, to shape Australia as an innovative knowledge-based society.

Our Objectives

To achieve our vision and mission, the College will aim to:

Maintain and Build Research Excellence

The College will maintain and build research excellence at the highest international standards; target investment in key strategic areas to build research excellence; and anticipate emerging areas for future development.

Link High Quality Research and Education

The College will ensure that its education programs are shaped and informed by its research excellence; can be delivered with increased flexibility; and that its students are trained to conduct inquiry-based and/or applied research in order to reinforce the University’s distinctive position as one of Australia's leading research universities.

Lead the Sector in Research Training

The College will lead the Australian higher education sector in innovative and effective research training for all Higher Degree by Research (HDR) students within our disciplines. Our HDR students will be prepared to be the academic leaders of tomorrow.
Lead in the Use of Digital Technology

The College will establish itself as a leader in the creative use of digital technology in both research and education across all disciplines.

Enhance Partnerships with Government, Industry and Cultural Institutions

The College will develop new postgraduate coursework programs and courses with government, the private sector and national cultural institutions.

Deliver an Active Program of Engagement and Outreach

The College will continue to undertake and disseminate research that benefits the community through the application of expertise and broader engagement with issues of national and international significance.

Drive Quality Performance

The College will maintain and enhance the reputations of scholars who are leaders in their fields; as well as mentor and develop middle and early career researchers as the future generations of leaders in the academy. Our educators will maintain the highest standards of pedagogy and our educational programs will provide innovative, flexible, and internationally competitive education experiences for undergraduate and postgraduate students.

Make Infrastructure More Productive

The College will ensure that our infrastructure is managed in the most effective ways to support our research and educational activities in our chosen disciplines.
Research

Research Excellence

*The College will maintain and build research excellence at the highest international standards; target investment in key strategic areas to build research excellence; and anticipate emerging areas for future development.*

In our areas of strategic priority we will have scholars that are recognised for their excellence in intellectual thought and contributions to advancing knowledge in their discipline and related inter-disciplinary areas. Our scholars will be typified by a boldness and confidence in their work that comes through a deep understanding of the critical issues in their disciplines.

In our areas of strategic priority we will achieve these objectives by:

- reinforcing a supportive scholarly culture based around high standards of performance;
- building critical mass;
- recruiting and retaining talented staff;
- developing the careers of middle and early career researchers;
- maintaining a strong visiting fellows program; and
- maintaining an appropriately resourced College Research Office.

Some indicators of success:

- The vast majority of academic staff within CASS will be research-intensive.
- In 2015, 86 per cent of academic staff will be in four digit field of research code areas (discipline areas) rated ERA 4 or 5. This percentage rising to 90 per cent by 2020 (compared to 84 per cent in 2011).
- CASS will enhance both the quantity and percentage of its publications in the most highly ranked outlets, typical of the publication profile of ERA groups ranked at level 5.
- In 2015, 2.25 HERDC points per FTE member of academic staff (compared to 1.23 in 2011).
- In 2015, at least 46 per cent of CASS academic staff at Levels C and above will be an investigator on at least one current Category 1 research grant. This percentage will rise to 55 per cent by 2020 (compared to 40 per cent in 2011).
- In 2015, at least 39 per cent of CASS academic staff at Levels C and above will be first-named investigator on at least one current Category 1 research grant. This percentage will rise to 45 per cent by 2020 (compared to 33 per cent in 2011).
- In 2015, at least 27 per cent of CASS academic staff at Levels C and above will be first-named investigator on at least one current Category 2, 3 or 4 research grant or consultancy. This percentage will rise to 35 per cent in 2020 (compared to 13 per cent in 2011).
- ANU will remain the top ranked Australian university in the QS rankings for disciplines relevant to CASS.
- In 2015, the number of HDR students supervised per FTE member of academic staff will rise to 1.68, increasing to 1.75 by 2020 (compared to 0.94 in 2011).
- In 2015, 90 per cent of continuing and fixed term staff will have a PhD (compared to 77% in 2011).
- In 2015, 22 per cent of research income will be from non-ARC grants (compared to 14.6% in 2011).
Research Concentration

The future strength of the College’s research depends on the contribution of the enabling disciplines to areas of research concentration. The College will actively concentrate research efforts in our strategic priority areas (see Table 1) as a well as;

- provide a mechanism for encouraging: interdisciplinary collaboration across Schools and Centres, other Colleges of the University and other Universities.
- enhance contributions to political, cultural and social debates in areas of national priority;
- enhancing opportunities for higher degree research students;
- establish itself as a leader in the creative use of digital technology in both research and education by embedding e-Research into the research culture of the College;
- promote the development of digital technology with the primary aim of creating new knowledge in specialised fields of research, particularly through the Digital Humanities Hub; and
- support and promote the lodging of research data in digital repositories, for example the Australian Data Archives.

Some indicators of success:

- In 2013, 100% of academic appointments will be made to enable achievement of critical mass and growth;
- In 2013, 100% of fellows visiting the College will contribute to achievement of critical mass and growth;
- In 2013, 100% of the conferences and workshops hosted relevant to our areas of strategic priority;
- In 2013, 100% of the higher degree by research students recruited will contribute to our areas of strategic priority;
- In 2015, the College will increase the percentage of its research funding awarded from international sources to 8.0 per cent, rising to 12.0 per cent in 2020 (compared to 4.7 per cent in 2011);
- Increasing numbers of grants awarded for projects using digital technology; and
- Increasing levels of staff training in the use of digital technology;

Our Research Infrastructure

The College will ensure that our infrastructure supports our research activities as part of our commitment to digital scholarship and research.

To advance this agenda the College will:

- Ensure our information technology infrastructure supports our research activities and assist in reinforcing a College culture where digital scholarship is valued and promoted;
- Ensure the physical infrastructure of the College is adequate to support the diverse range of research practices and, in particular, to enable our academic units to have the capacity to increase Higher Degree Research (HDR) student numbers;
- Ensure the efficient and efficient use of RIBG funding to support the college IT infrastructure.

Some indicators of success:

- Increasing take up of digital scholarship amongst our staff;
- Provide reliable information technology infrastructure and associated support services; and
- The availability and suitability of space for our research activities and to house HDR students.
Education & Student Experience

Our educators will maintain the highest standards of pedagogy and our educational programs will provide innovative, flexible, and internationally competitive education experiences for undergraduate and postgraduate students.

In the period of this Plan, the College will deliver a distinctive set of undergraduate and postgraduate programs across its various academic organizational units. In addition to fostering knowledge across the range of our academic fields, the College will engage proactively with its students to develop their research skills, powers of reasoning, critical reading, speaking, writing, and creativity, thus equipping them for the challenges of contemporary life.

As appropriate to Australia’s leading research university, the College will ensure that its education programs are shaped and informed by its research excellence. We will ensure that our students are trained to conduct inquiry-based and applied research relevant to Australia’s national priorities.

The College will also aspire to lead the higher education sector in innovative and effective research training for all Higher Degree Research students in our disciplines. Our HDR students will be the academic leaders of the future.

In pursuing educational excellence the College is committed to continual evaluation, validation and improvement of our teaching. We will embed values and practices that build strong educational links between the College and the ANU as a whole, and between College and strategic alliance partners of high international standing.

In our areas of strategic priority we will achieve these objectives by:

- enabling our students to take their place as informed, articulate and - in the widest sense - literate, citizens of the world;
- assisting 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;
- promoting enhanced access and equity to higher education for students from low socio-economic and Indigenous backgrounds as well as regional communities;
- introducing 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, humanities and the arts;
- equipping our students to enter the workforce with confidence and to perform with distinction;
- equipping our students with research skills appropriate to their discipline;
- encouraging our staff to participate in development programs to support teaching; and
- providing our students with opportunities for international experience or practice-based learning.

Some indicators of success: for our Educators

- In 2015, all new staff appointed with a teaching role (including HDR supervision), who do not have prior teaching experience will complete the Foundations of Teaching & Learning or equivalent College programs within 12 months of commencement;
- CASS will aim to continually increase the number of national teaching grants won by staff;
The effectiveness of supervision of research students, with the percentage of students who fail to submit their thesis on time falling to 4 per cent by 2015, falling to 2 per cent by 2020 (compared to 8 per cent in 2011);
In 2013, all CASS programs will have clearly articulated the unique research-led elements of their education offerings;
The level of innovation in educational design and curriculum or program development;
The level of national recognition of teaching excellence;
In the creative arts, recognition of staff as educational leaders in their field attracting students locally, regionally and nationally to their studio; and
Demonstrable quality of student outcomes through discipline specific activities, notable achievements and professional engagements.

Some indicators of success: for our Students

- CASS will perform above the Go8 average in national course and university surveys (Course Experience Questionnaire (CEQ), or successor, survey results averaged across the Good Teaching, Overall Satisfaction and Generic Skills scales);
- CASS will maintain the percentage of students who undertake further postgraduate study above the Go8 average;
- In 2015, 76 per cent of courses offered will obtain a rating of greater than 4.0 for Overall Satisfaction in the SELT survey, rising to 75 per cent by 2020 (compared to 70.7 per cent in 2010);
- In 2014, 5% of CASS students will be accessing its programs using flexible pathways, consistent with the plans of the University;
- Employment rates of graduates, as measured by the Graduate Destination survey, remain above the Go8 average;
- Attracting a high percentage of students from locations outside the ACT;
- In 2015, the College will increase the percentage of domestic undergraduate graduating students who studied part of their academic program overseas to 20 per cent, rising to 25 per cent in 2020);
- In 2015, the College will increase the percentage of international HDR students with an externally funded scholarship to 45 per cent, rising to 60 per cent in 2020.
- In 2015, the College will increase the percentage of students from low SES backgrounds to 6.8 per cent, rising to 8.0 per cent by 2020 (compared to 4.96 per cent in 2009); and
- In 2015 the progression rates of low SES students will be above the national average.

Research Training

The College aims to lead the Australian higher education sector in innovative and effective research training for all Higher Degree Research (HDR) students within our disciplines. Our HDR students will be prepared to be the academic leaders of tomorrow.

Graduates of our Higher Degree by Research programs will:

- possess a boldness and confidence through a deep understanding of the critical issues in their disciplines;
- possess a breadth of disciplinary and inter-disciplinary knowledge, which they can use to confront the key challenges of the nation and the world; and
- contribute to the future great intellectuals of the academy and broader public debate.
Some indicators of success:

- The College will aim for at least 40 per cent of the total taught load to be postgraduate by 2020 (compared with PG (total) = 22 per cent, HDR = 15 per cent, PGC = 7 per cent in 2011);
- In 2015 the percentage of Indigenous HDR students will be above the national average;
- Continued high quality doctoral and masters theses produced above the ANU average;
- Articles published in high quality research journals or equivalent research outputs by our students;
- Increased offers of post-doctoral employment for our students with outstanding universities and research institutes of the world within three years of completing.

Postgraduate Coursework

The College will aim to expand its offerings through the postgraduate coursework mode of study.

In our areas of strategic priority we will achieve these objectives by:

- a focus on increases in course offerings, rather than an increase in program offerings;
- look to opportunities to teach into the programs of other ANU Colleges, and establish formal agreements with other Colleges;
- develop new specialised postgraduate coursework programs and courses with government, the private sector and national cultural institutions;
- consider the development of postgraduate programs in locations other than Canberra, where such activities will be conducted consistently with quality and research ethos of the University; and
- maintaining an appropriately resourced Education Development Studio.

Some indicators of success:

- The College will aim for at least 40 per cent of the total taught load to be postgraduate by 2020 (compared with PG (total) = 22 per cent, HDR = 15 per cent, PGC = 7 per cent in 2011);
- 30 per cent of education income is from postgraduate coursework fees (domestic and international) (compared with 10 per cent in 2011).
- Growth in specialised postgraduate coursework programs and training courses for government, the private sector and national cultural institutions.

Undergraduate Coursework

The College will aim to ensure that its undergraduate programs are designed and delivered to allow for enhanced flexibility in course selections by students, and encourage students from other Colleges to liberalise their education, through undertaking courses offered by the College. We will ensure that students are exposed to the core the theory and methods in their chosen disciplinary majors.

In our areas of strategic priority we will achieve these objectives by:

- delivering undergraduate courses that reflect our research profile and draw on the staff expertise of that profile;
- identifying viable opportunities to enhance course flexibility, both through pedagogy and program requirements;
- ensuring core theory and methods are included within disciplinary majors;
- continue the rolling program of review of our Schools and Centres to ensure that we remain competitive, flexible and relevant to the demands of students and the directions of our research;
• maintaining an appropriately resourced Education Development Studio; and
• maintaining an open dialogue with the student body on the educational directions of the College.

Some indicators of success:

• The College will increase undergraduate teaching annually by 3 per cent, insuring the rates are sustainable, support is increased and quality maintained;
• Employment rates of graduates, as measured by the Graduate Destination Survey will be above the Go8 average; and
• Increasing rates of progression into Honours, Masters and Doctoral level study;

Digital Enhancement of Teaching and Learning

The College aims to establish itself at the forefront in the use of digital technology in education.

The College will pursue strategies that:

• facilitate the flexible delivery of courses through the use of digital technologies for assessment purposes, content delivery and a change in course intensity; and
• support staff in their use of e-Learning pedagogies and technologies through professional development;

Some indicators of success:

• Increasing uptake of pedagogically sound, digitally supported teaching and learning activities;
• Increasing levels of staff training in the use of digital technology; and
• Develop College policies on the usage, management and support of existing and emerging e-Learning pedagogies and technologies for teaching, learning and research.

Our Educational Infrastructure

The College will ensure that our infrastructure supports our educational activities as part of our commitment to digital scholarship and e-Learning.

To advance this agenda the College will:

• ensure our information technology infrastructure supports our educational activities and assist in reinforcing a College culture where digital scholarship and e-Learning is valued and promoted;
• ensure the physical infrastructure of the College is adequate to support the diverse range of pedagogical practices and, in particular, to enable our academic units to have the capacity to increase Postgraduate by Coursework (PGC) student numbers; and
• advocate for further enhancement of the University’s online learning management systems.

Some indicators of success:

• Uptake of pedagogically sound, digitally supported teaching and learning activities; and
• Reliability of our information technology infrastructure and associated support services.
Outreach & Engagement

Community Engagement

Our scholars will be typified by their commitment to outreach and engagement with the local, national and international community through public lectures, seminars and engagement in public debate on key social, cultural, and political issues facing the contemporary world.

Our scholars will encourage all our postgraduate and undergraduate students to attend and participate in these activities as they develop themselves as the leaders of tomorrow.

In our areas of strategic priority we will achieve these objectives by:

- taking advantage of our position in the national capital by actively seeking to develop networks and relationships into government and national cultural institutions;
- developing strong and enduring relationships with business organisations that allow those organisations to access the depth of expertise in the College, and for our academics to engage in research and education activities that mutually align;
- taking advantage of national and international alliances established by the University with other university and other institutions/organisations of interest.
- Supporting the key public policy research centres: ADSRI, ANCLAS, CAEPR, CAIS and CES.
- expanding opportunities through digital technology to engage with the world community;
- Expanding the range of public policy internships offered by the Australian National Internships Program.
- Expanding the work of the Institute for Professional Practice in Heritage and the Arts.
- Continuing to provide funding support for conferences in areas of strategic importance.
- maintaining, and where feasible, expanding our current program of community engagement events;
- maintaining a public website that allows members of the community to self-engage with our public events and initiatives;
- supporting Indigenous community engagement by maintain a high level of engagement through activities such as the CASS Reconciliation Action Plan;
- exploring opportunities for engagement with local community organisations and foreign diplomatic missions that have an interest in our areas of strategic priority;
- engaging with disciplinary organisation both nationally and internationally, including the learned academies; and
- maintaining an appropriately resourced College Marketing & Communications Office.

Some indicators of success:

- Frequency and variety of lectures, seminars and other such activities that both our staff and students are engaged in;
- Narrative accounts of impact (particularly from independent sources such as reviews of performance reviews, or letters or comments from policy makers);
- Degree to which the activities align with the strategic objectives of the College, particularly with key target audiences and groups which the College wishes to encourage; and
- Increased participation in University life, such as people from low socio-economic backgrounds and Indigenous Australians.
- Maintaining MOU's with national and international key cultural institutions;
• In 2015, 6% of academic staff will sit on national or international boards of directors or advisory boards.
• In 2015, 23% of academic staff will be editors or members of editorial boards of national or international ERA-eligible peer-reviewed journals or periodicals.
• CASS has funded three national or international disciplinary conferences in ERA rated 4/5 Fields of Research since 2010.
• All staff on OSP spend a minimum of six weeks outside the ACT.
• 80% of national conferences funded by CASS are in areas of strategic importance.
• In 2015, 44% of domestic HDR students have an externally funded scholarship.
• In 2015, 8% of research income is from international sources.
• In 2015, 30% of academic staff and HDR students present at an international conference.

Endowment

The College will expand its efforts to benefit from the ANU Endowment for Excellence. We will enhance fundraising opportunities for the benefit of scholarships, prizes and research within the College and across the University.

The College will enhance its income derived from the endowment by focusing its efforts on building strong relationships with alumni, former staff and other persons of interest.

The enhancement of income derived from the endowment will help underpin our efforts to achieve many of the objectives listed in this operational plan.

To bring a structured approach to philanthropic giving, RSSS RSHA and ADSRI will each develop an Endowment Fundraising Plan for the next five years. These plans will outline such matters as:

• managing bequests;
• identifying potential donors;
• building a relationship with donors;
• storing and managing information on donors;
• establishing funds/foundations to support scholarships, prizes, and research;
• establishing funds in memory of colleagues or students; and
• raising money for equipment or building.

Some indicators of success:

• By 2015, the College will increase philanthropic contributions annually by 15% per cent; and
• The College will have stronger relationships with alumni, former staff and other persons of interest.

Alumni

As part of the College’s active program of outreach and engagement (and in addition to its work with the ANU Endowment for Excellence) the College will seek to build a life-long relationship with our alumni.

In our areas of strategic priority we will achieve these objectives by:
• working with the ANU Alumni Relations office to build our capacity to manage relationships with alumni;
• establishing a requirement that alumni interaction be a key element of staff activity;
• actively participating in alumni events and initiatives of the University;
• seeking to build our formal networks of alumni nationally and internationally;
• encouraging alumni who hold positions of leadership in government, the public service, cultural institutions and the private sector to be involved in the life of the College through guest lecturing, seminars, the visiting fellow program, sponsoring research projects;
• facilitating internships; and
• staff and student mentoring.

Some indicators of success:

• A College Alumni Plan will have been developed and implemented.
• In 2015, the College, working collaboratively with University-led activities, will engage with 50 per cent of its alumni at least twice per year, this figure rising to 75 per cent by 2020.
Our College Workforce

Our Academic Workforce

*The College aims to have more scholars who are leaders in their fields and to develop middle and early career researchers as the future generations of scholarly leaders.*

Staff Profile, Recruitment and Succession Planning

The College aims to attract, develop and retain the most outstanding academic staff from around the world; and must contribute to the ANU being an institution of choice for high-performing academic staff.

Consistent with ANU reforms in this area, the College will change its recruitment processes for all new staff from appointing the best candidate who meets a minimum set of criteria to one of searching for outstanding staff. This search process will continue until excellence is found. Every appointment needs to be regarded as of the utmost importance.

The College faces a major challenge with the aging of its workforce, with 38% of its academic workforce reaching retirement age within approximately the next decade (Appendix 3 provides further detail). The College will develop succession plans in all its Schools and Centres to ensure the continuity and effectiveness of our academic workforce.

The College will strive to maintain our performance in achieving equal gender representation, with 43% of our academic staff being female.

The College will invest in attracting more outstanding staff in areas of strategic importance. The College will work with the broader University to identify areas of such importance to ANU and the nation and allocate College resources and/or secure University resources to them to recruit world-leading researchers. These new appointments will complement existing research strength in these areas, creating greater critical mass and a strong leadership position.

Some indicators of success:

- The College will maintain or improve the number of:
  - Staff who have an article published in a high-impact journal.
  - Staff who are Fellows of one of Australian or international learned academies.
  - Staff who are senior research fellows (Laureate, NHMRC Senior Fellows, Australia Fellows or future schemes).
  - Staff who hold early and mid-career fellowships (DECRA, Future Fellowships or similar).
  - Percentage of monographs published with a top-tier publisher.
  - Staff awarded national teaching grants.
  - Staff receiving national awards (ALTC citations and Teaching Excellence Awards).
  - Staff who have a PhD.
- The College will maintain a high profile Honorary Status (Emeritus, Academic Status and Visitors) program at $300,000 per annum.
- The College will continue to meet the ANU benchmark of 35% of senior academic staff being female;
- By 2020 the percentage of academic staff who are women, in each discipline area, at the senior academic levels of D and E will equal or exceed the Go8 average;
• The College will bid for University funds in 2012 and 2013 to support new high-profile positions in areas of strategic importance;
• Succession plans will be developed in each AOU;
• High performing early career researchers on contract will be transferred to continuing appointments; and
• High performing staff will be encouraged and supported to apply for promotion.

Indigenous Reconciliation

Currently 0.46% of the CASS workforce (academic and professional staff) identify as being Aboriginal or Torres Strait Islander. The College will identify strategies to enhance Indigenous employment opportunities to meet the ANU target of a workforce who identify as being Aboriginal or Torres Strait Islander.

Some indicators of success:

• Increase Indigenous employment to contribute to meeting the ANU by 2020 target;
• In 2015 the percentage of Indigenous academic staff will be above the national average.
• All staff within the College will undertake Indigenous cultural awareness training;
• The College will actively encourage Indigenous applicants for positions of employment;
• Encourage Indigenous students with scholarly potential to pursue graduate studies and research; and
• Actively implement all relevant aspects of the ANU Reconciliation Action Plan.

Managing Performance

The College will have a strong commitment to managing staff performance, principally through the setting of expectations so that they can achieve their highest potential.

While the Statement of Expectation will be the formal mechanism for performance review, the College will also strive to create supportive scholarly communities within our Schools, where staff support and mentor each other, providing feedback on each other’s work on an ongoing basis.

Some indicators of success:

• Every staff member will have a current Statement of Expectation;
• Staff supervisors will be trained and supported to ensure that the development of a Statement of Expectation is a effective process through which discussions about future goals and performance can occur;
• Statements will define measurable (both objective and subjective) goals, as well as an appropriate program of professional development;
• Expectations will reflect college activity profiles; and
• Statements will be kept current.

Academic Leadership

The College acknowledges that all staff, whether they are academic or general staff, contribute to the governance, management and administration of the College.

All academic staff will be expected to take on some form of administration or service to the College as a vital part of building a cohesive and supportive scholarly community.
Staff may contribute to this through course development and administration, boards and committees, contributions to operational planning and quality assurance, capacity building in the development of both our staff and students or by assisting to build an inclusive inter-disciplinary culture within the College and University.

We will achieve these objectives by:

- valuing the service contribution that staff make to the College and University;
- providing staff with opportunities to serve on boards and committees dealing with key operational planning and policy issues;
- providing support for initiatives that will develop the capacities of both our staff and students; and
- regarding service to the College and University as an area worthy of consideration for academic promotion.

Some indicators of success:

- Level of engagement of academic staff in the decision making boards, committees and processes of the College;
- Number of staff participating in academic leadership and service activities; and
- Level of cohesion and inclusiveness within the College.

Research & Specialised Support Staff (General Staff)

The research and specialised support functions performed by professional staff of the College (such as Research Assistants, Technical Officers, and Editors) are essential for the success of our research and education. Our research and specialised support staff make up a key element of our College workforce (see Appendix 7 for details of the staff profile). Their contribution to the continuation of outstanding research and education in the College will be recognised, valued and developed.

The College aims to attract, develop and retain the most outstanding research and specialised support staff from around the world; and must contribute to the ANU being an institution of choice for high-performing research and specialised support staff.

Consistent with ANU reforms in this area, the College will change its recruitment processes for all new staff from appointing the best candidate who meets a minimum set of criteria to one of searching for outstanding staff. This search process will continue until excellence is found. Every appointment needs to be regarded as of the utmost importance.

The College will implement strategies that will:

- demonstrate being a research or specialised support staff member at the ANU is a valued professional career;
- enhance the career paths for research or specialised support staff working within the College and the University;
- improve the focus and support for the ongoing professional development of research or specialised support staff; and
- focus on succession planning for research or specialised support staff.
Our Administrative Workforce

Administrative Staff Profile, Recruitment and Succession Planning

The professional administrative staff are almost one third of the College workforce. Their contribution to the continuation of outstanding research and education in the College will be recognised, valued and developed. Our administrative support will be tied to our aspirations for growth.

The College aims to attract, develop and retain the most outstanding professional administrative staff from around the world; and must contribute to the ANU being an institution of choice for high-performing professional administrative staff.

Consistent with ANU reforms in this area, the College will change its recruitment processes for all new staff from appointing the best candidate who meets a minimum set of criteria to one of searching for outstanding staff. This search process will continue until excellence is found. Every appointment needs to be regarded as of the utmost importance.

The College faces the challenge of 20% of its professional workforce reaching retirement age within approximately the next decade (Appendix 4 provides further detail). The College will adopt strategies to ensure effective management and development of staff to strengthen retention and succession planning.

The College has a strong contingent of women amongst its professional staff, with 71% of our professional staff are female; 53% of staff at the SM1 level and above are female. The College will maintain its current performance and remain a leading ANU college in achieving equal gender representation.

Some indicators of success:

- Maintain and develop our skill base to deal with the rapid changes in technology;
- Increase emphasis on cost savings through process efficiencies;
- Generate management information supported by high quality analysis;
- Implement the Workforce & Capability Plan (Administration);
- Establish a capability framework that will lead to a highly professionalised administrative workforce, irrespective of an individual’s location;
- By 2020 the percentage of women in senior general staff positions (SM1 and above) will equal or exceed the Go8 average; and
- All staff will have a meaningful and current Statement of Expectations.

Administrative Support for Research & Education

1. Central College Administration

The College will continue to deliver administrative services in the following areas:

- Finance Services
- Human Resources
- Research Management
- Information Technology
- Student Administration
- Marketing & Communications
- Facilities Management
Each administrative function will operate under a Service Charter which will frame expectations of service delivery and assessment of performance. Our central College administration will strive to deliver outstanding client service in all aspects of their work.

Some indicators of success:

- All service commitments made within a Service Charter will be met on at least 85% of occasions by 2013 and by 95% of occasions by 2015.

2. School/Centre Administrations

The administrative support work that occurs within the Schools and Centres of the College is at the real coal face of our education and research activities. The College will implement a Workforce & Capability Plan (Administration) that outlines how we plan to manage and develop our administrative staff and arrangements to maintain the outstanding levels of research and education delivered from the College.

Some indicators of success:

- Implementation of the Workforce & Capability Plan (Administration); and
- Development of service charters with the Central College Administration
Infrastructure

The College will ensure that our infrastructure is managed and enhanced in the most effective ways to support our research and educational activities in our chosen disciplines.

Teaching and Research

- Maintain support for teaching innovation.
- Maintain significant national collections: Australian Election Study; Australian Data Archive; and Digital Humanities Hub.
- Provide specialised support for the National Centre of Biography's digitilisation facility
- Promote greater access to ARC LIEF Grant funding.

Information Technology

The College will support high quality infrastructure in the College Information Infrastructure Plan, which will set out the means by which we will achieve three principal objectives:

1. Identify information infrastructure projects that promote efficiencies in education and research in our areas of strategic priority, as well as administrative activities within the College;
2. Strengthen linkages between ANU Colleges internally and between the College and its external partners;
3. Identify new funding opportunities and supporting grant applications to resource innovation projects that deliver improvements to information infrastructure for the benefit of the College and the ANU; and
4. Develop these capacities consistently with the broader information infrastructure strategies of the ANU.

The College will continue to manage its information technology infrastructure through its College Information Technology Group and in collaboration with the ANU Division of Information (DOI).

Some indicators of success:

- Completion of implementation of the College IT review.
- Develop performance level agreement for IT services;
- Ensure effective and efficient roll out of desktops;
- Maintain servers with minimal disruption to service; and
- Maintain back-up of servers.

Buildings & Facilities

The College will employ strategies to meet our future needs for growth in research and education activities by implementing a College Maintenance Plan, incorporating capital maintenance and assets management plans. The College’s highest priority for infrastructure development will be the construction of a new building to house the Research School of Social Sciences. To achieve this objective, the College will allocate all annual financial surpluses to a ‘building fund’, which shall be used to assist with the financing of construction of the building.

Some indicators of success:

- Funding is accumulated for the construction of a new Research School of Social Sciences building.
• Development and implementation of a five year maintenance plan to meet and confront ongoing maintenance challenges; and
• Building into forward budgeting, provisions for local infrastructure in school budgets.
## Strategic Priority Areas of the Schools & Centres (Table 1)

<table>
<thead>
<tr>
<th>Research School of Humanities &amp; the Arts</th>
<th>Research School of Social Sciences</th>
<th>ADSRI</th>
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</thead>
<tbody>
<tr>
<td><strong>Archaeology &amp; Anthropology</strong></td>
<td><strong>Politics &amp; International Relations</strong></td>
<td><strong>History</strong></td>
</tr>
<tr>
<td>Social &amp; Cultural Anthropology</td>
<td>Digital Arts</td>
<td>Ethnomusicology</td>
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<tr>
<td>Biological Anthropology</td>
<td>Art Theory</td>
<td>Music Technology</td>
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<td>Forensic Anthropology</td>
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Appendix # 2 – College Governance

Principal Officers

Dean and Head of College

Role:

• Development of a College Operational plan;
• Coordination of the direction and activities of the College;
• Chair the College Executive;
• Allocation of budgets for constituent parts of the College;
• Management of the boundary relationships within and between Colleges;
• Overall management responsibility for the administration of the College; and
• Overall responsibility for managing performance and ensuring goals that are set within areas and within the College are achieved.

Dean of Education

Role:

• Oversee the implementation of the College’s Education Plans;
• Responsible for the quality of all educational programs including design, review and outcomes of the quality;
• Chair the College’s Education Committee;
• 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;
• Lead and encourage the adoption of innovative changes in education;
• Oversee the College’s marketing strategies in relation to the recruitment of potential students; and
• Contribute to the development of outreach and education programs.

Director of Research

Role:

• Oversee the implementation of the College’s Research Plans;
• Responsible for maintaining the quality of all research outputs;
• Promoting programs and efforts to deliver outstanding postgraduate research training;
• Chair the College’s Research Committee;
• Promoting the College’s research themes and encouraging inter-disciplinary research activities;
• Fostering research development within the College; and
• Advising on arrangements for research management and administration.
Directors of Research Schools & ADSRI

Role:

- Implementation of the College operational plan within the Research Schools and ADSRI;
- Development of new research projects and educational initiatives;
- Chair the Research School Executive or ADSRI Executive;
- Leadership of the Heads of the Schools and Centres to ensure they manage their research and educational programs within the budget allocation;
- Building relationships with external stakeholders and externally promoting the Research Schools and ADSRI; and
- Contributing to the strategic policy and decision-making of the College as a member of the College Executive.

College General Manager

Role:

- General management responsibility for the administration of the College;
- Jointly with relevant senior academic staff, responsibility to monitor and manage the performance and career of all Professional (General) Staff in the College;
- Chair the College Staffing Committee;
- Provide strategic advice to the Head of College, Dean of Education, Director of Research, Directors of Research Schools and ADSRI and Heads of Schools/Centres; and
- Ensure linkages with and between College and Central Administrative Divisions.

Principal College Forums, Boards & Committees

- College Executive
- College Advisory Board
- College Forum
- Education Committee
  - Undergraduate Coursework Sub-Committee
  - Postgraduate Coursework Sub-Committee
  - Higher Degree Research Sub-Committee
- Research Committee
- College Staffing Committee
- Information Strategy Committee
- Occupational Health & Safety Committee
- CASS Reconciliation Action Plan (RAP) Sub-Committee
- Discipline Committees

Further details can be found at: http://cass.anu.edu.au/committees/home
Appendix #3 – College Budgeting Principles

The College Budgeting Principles have been endorsed by the College Executive.

Recurrent (R) Funds

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 operational 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;

Special Purpose (S & Q) Funds

11. Funds from research grants, consultancies and other non-recurrent sources will be managed through either S or Q funds;

12. Money held within S and Q funds is the property of the University and the College;

13. Proper annualised or projects income and expenditure budgets will be maintained for S and Q funds;

14. Funds held in S or Q funds will be managed in accordance with any relevant contractual or legislative obligations, as well as University and College policies; and

15. Any expenditure of Q account funds must be directly related to the business of the University.
Appendix #4 – Operational plan Implementation

The College Operational plan will be implemented in accordance with the College Planning Framework (see Diagram 1). All of our planning and operational decision making will be made with reference to achieving the College’s strategic vision, mission and objectives. The Head of College will be responsible for overall planning across the College and ensuring we achieve our objectives.

Research Operational Plan

The College will maintain an annual Research Operational Plan to outline in detail how we will achieve our strategic objectives for research, including details on the activities, initiatives and targets for each year. The Director of Research will be responsible for the Research Operational Plan and ensuring we achieve our objectives.

Education Operational Plan

The College will maintain an annual Education Operational Plan to outline in detail how we will achieve our strategic objectives for education, including details on the activities, initiatives and targets for each year. The Dean of Education will be responsible for the Education Operation Plan and ensuring we achieve our objectives.

School/Centre Plans

Each Academic Organisational Unit (AOU) will maintain a School/Centre Operational Plan which will detail strategically aligned targets for three years, and actions and targets for the following year. The Head of each School/Centre will be responsible for the production of an Operational Plan for the AOU, including its alignment with the ANU Strategic Plan and College Operational Plan, and for its implementation.

Assessment Management Plan

The College will maintain an Information Infrastructure Plan which will outline our planned works for the maintenance and development of our assets.

Reconciliation Action Plan

The College will maintain a Reconciliation Action Plan to outline in greater detail how we will contribute to achieving the aims and objectives of the University Reconciliation Action Plan. The College Reconciliation Action Plan Sub-Committee will provide strategic advice to the College Executive on the development and implementation of the Plan.

Workforce & Capability Plan (Administration)

The College will maintain a Workforce & Capability Plan (Administration) which will outline: plans for the establishment of a common administrative structure within the Schools/Centres that will support their current and future needs; and the establishment of a capability framework that will lead to a highly professionalised administrative workforce. The College General Manager will be responsible for the Plan and ensuring we achieve our objectives.