

Centre for Indigenous Studies Operational Plan, 2010

KEY OBJECTIVE	Proposed Outcomes	Proposed Actions
<p>1. Support for the CSU Course Plan</p>	<p>1.1 Provision of high quality service teaching of Indigenous Australian Studies content into professional programs offered by the Faculty of Education and other Faculties/Schools across CSU to strengthen student preparation for citizenship through the development of cultural competence.</p> <p>1.2 Expansion of CIS service teaching portfolio of Indigenous Australian Studies and Hybrid Indigenous Australian Studies subjects whilst improving the quality of CSU courses.</p>	<p>1.1.1 Continue service teaching the following Indigenous Australian Studies and Hybrid Indigenous Australian Studies subjects:</p> <ul style="list-style-type: none"> • IKC100 – Indigenous Health • IKC101 – Indigenous Cultures Histories and Contemporary Realities. This subject is taught to a varied student body, including via DE mode to Bachelor of Education (Primary) and Bachelor of Education (Early Childhood and Primary) students. • THL225 – Aboriginal Culture and Spirituality. This subject is taught by the Centre for Indigenous Studies and convened by the School of Theology. • PSY114 – Psychology and Indigenous Australians: An Introduction. This subject will be co-taught on a 70/30% basis with the School of Psychology from 201060 and will be a core requirement of psychology award from 2011/12. • NRS194 – Indigenous Culture, Health and Nursing. This subject is co-taught on a 30/70% basis with the School of Nursing, Midwifery and Indigenous Health in 201030 and 201060. • EEP443 – Aboriginal Perspectives for Secondary Education. This subject will be taught in collaboration with CIS in 201060 only. • EED419 – Education Studies: Indigenous Studies for delivery from 201060. <p>1.2.1 Market existing service taught subjects to HOSs and Course Coordinators/Managers across CSU.</p>

	<p>1.3 The production and delivery of Indigenous Australian Studies subjects and content which is of high quality, aligns with CSU curriculum renewal guiding principles, embeds links with relevant research and ethical practice and ensures equivalence in quality of learning experience for all students regardless of location or study mode.</p>	<p>1.2.2 Identify and map programs due for major review from which to develop a schedule for the commencement of discussions with HOSs, Course and Subject Coordinators on the development and incorporation of relevant Indigenous Australian content to meet the requirements of the discipline and the cultural competence pedagogical framework as outlined in the CSU Indigenous Education Strategy.</p> <p>1.2.3 Appoint a Academic Level A/B mid 2010 to assist with the increased teaching and marking load.</p> <p>1.3.1 Review existing subject content and learning resources and update/rewrite as required.</p> <p>1.3.2 Embed the CSU Curriculum renewal guiding principles as appropriate to subject content and discipline focus.</p> <p>1.3.3 Enhance the quality of Indigenous Australian Studies content through the development of improved links with relevant research.</p> <p>1.3.4 Strengthen the link between ethical practice and subject content.</p> <p>1.3.5 Work with relevant Educational Designers and DLTS staff to increase utilisation of Interact and other related Virtual Learning Environment technologies in CIS teaching and learning methodologies and pedagogical practice.</p> <p>1.3.6 Engage academic and sessional staff in marking moderation to ensure transparency, consistency and reliability.</p>
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	<p>1.4 Development of an Indigenous Studies major sequence of subjects for offering from 2011/60</p> <p>1.5 Development of a Graduate Certificate in Indigenous Australian Studies “to provide distinctive educational programs for the professions which prepares students for work and citizenship” (Key Objective 1, University Strategy 2007-2011).</p> <p>1.6 Development of a Graduate Certificate in Wiradjuri Language and Culture to respond to emerging need identified by the Wiradjuri Council of Elders for a graduate entry program.</p>	<p>1.3.7 Develop assessment criteria and guidelines for the maintenance of assessment practices.</p> <p>1.4.1 Establish a Working Party to identify and develop appropriate subjects for an Indigenous Studies major, including from existing Indigenous Australian Studies and Hybrid Indigenous Australian Studies subjects, which builds student cultural competence whilst allowing for some flexibility/electivity within the structure of the major for discipline-specific professional development, interest and relevance.</p> <p>1.5.1 Establish a Working Party to identify and develop an appropriate sequence of Indigenous Australian Studies subjects, suitably academically rigorous for Graduate Certificate level study.</p> <p>1.5.2 Complete and submit relevant documentation for approval of award.</p> <p>1.6.1 Continue to work with the Wiradjuri Council of Elders on appropriate content for a Graduate Certificate in Wiradjuri Language and Culture through active membership on the Wiradjuri Language and Heritage Development Committee.</p> <p>1.6.2 Work closely with Ros Brennan-Kemmis on the completion of the relevant course documentation for approval by the Wiradjuri Council of Elders, Faculty of Education Courses</p>
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	<p>1.7 Increased enrolment demand from well qualified Indigenous Australian students through extension of the availability of undergraduate Education courses offered through the Dubbo campus via distance education and flexible modes.</p> <p>1.8 Continue to lead in the implementation and governance of the CSU Indigenous Education Strategy and its recommendations, including quality assurance of Indigenous Australian content and embedding of cultural competence in CSU awards.</p>	<p>Committee and relevant CSU approval bodies.</p> <p>1.7.1 Continue to work with Faculty of Education staff, Indigenous organisations and communities for the purposes of increasing Education course delivery options that better align course offerings with their needs.</p> <p>1.7.2 Conduct a survey of Indigenous professionals currently working in the field of education to ascertain interest level of in undertaking an undergraduate education program through the Dubbo campus, the preferred program(s) and delivery mode, cohort areas etc.</p> <p>1.7.3 Work with Faculty of Education and other relevant staff in the exploration of articulation pathways into Education programs to meet the needs of Indigenous Australian students within the CSU footprint.</p> <p>1.8.1 Chair and service the Indigenous Education Strategy Coordinating Group and, through the Director (CIS), provide high quality advice to the Vice Chancellor on progress and challenges.</p> <p>1.8.2 Chair and service the Indigenous Board of Studies.</p> <p>1.8.3 Actively contribute to the business of, and provide expert advice to, the CSU Degree Initiative and Curriculum Renewal Committees, Working Parties and Expert Groups.</p>
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	<p>1.9 Development of an enhanced and comprehensive curriculum guidelines website and resource databank to support the inclusion of Indigenous Australian content into undergraduate programs at CSU.</p> <p>1.10 Development of a Cultural Competency and Teaching Indigenous Australian Studies Effectively training program for current and new CSU academic staff</p>	<p>1.9.1 Continue to work with the Indigenous Curriculum and Pedagogy Coordinator, DLTS, and Library staff on the identification and further development of relevant discipline-specific and general Indigenous Studies electronic resources to grow the existing databank to aid teaching and subject development.</p> <p>1.10.1 Continue to work with staff from CSU Training, Division of Learning and Teaching Services, Indigenous Student Services, Human Resources and the Indigenous Curriculum and Pedagogy Coordinator and Indigenous Employment Coordinator on the development of appropriate content, teaching and assessment strategies and interactive and flexible delivery modes to enhance cultural competence and effectiveness of academic staff teaching Indigenous Australian content.</p>
<p>2. Support for the CSU Research Plan</p>	<p>2.1 Promotion and growth of Indigenous research at CSU and the enrolment of Indigenous Australian RHD students.</p>	<p>2.1.1 Work with the Deputy Vice Chancellor (Research) to develop a Indigenous Research Plan to compliment the CSU Indigenous Education Strategy with the aim to promote Indigenous research and enrolment of Indigenous RHD students.</p> <p>2.1.2 Conduct a survey of Indigenous research currently being undertaken across Charles Sturt University to identify possible research hubs or concentrations.</p> <p>2.1.3 Establish a baseline of the quantity of Charles Sturt University research that is driven by Indigenous researchers.</p> <p>2.1.4 Undertake the evaluation of Charles Sturt University’s current enabling programs for the CSU Transitions Project.</p>

	<p>2.2 Implementation of a Centre for Indigenous Studies Research Unit Plan.</p> <p>2.3 Growth of Centre for Indigenous Studies research, publication output, including cross-institutional, within institution and collaborative research with Indigenous communities and organisations.</p>	<p>2.1.5 Appoint a research Project Manager to work with the Foundation Professor, Indigenous Education.</p> <p>2.2.1 Develop and write a Research Unit Plan to guide the Centre for Indigenous Studies in establishing its research focus and profile.</p> <p>2.2.2 Build a research component into the Centre for Indigenous Studies website.</p> <p>2.3.1 Wendy Nolan is Co-Investigator with Dr Jillene Harris (School of Psychology), Barbara Hill (Indigenous Curriculum and Pedagogy Coordinator, DLTS) and Dr Som Naidu (School of Psychology) in a Scholarship in Teaching fund project (\$9,991) titled <i>'Developing a Strategy for evaluating the Efficacy of Integrating Indigenous Content in Curricula to promote Cultural Competence Among Students at CSU'</i> (June 2010-June 2011).</p> <p>2.3.2 Seek and support professional development opportunities for Centre for Indigenous Studies academic staff in relation to research methodologies, grant application and writing for publication.</p> <p>2.4.1 Participation on the CSU Human Research and Ethics and Research Management Committees by the Foundation Professor, Indigenous Education.</p>
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<p>3. Support for the CSU Teaching and Learning Plan</p>	<p>3.1 Increased opportunities for staff to develop their skills and reflect on curriculum, pedagogy and assessment practices through scholarship of teaching activities resulting in the adoption of learning and teaching processes and practices that maximise flexibility delivery and quality of content.</p>	<p>3.1.1 Provide academic staff with Professional Development opportunities to increase knowledge and competency in relation to flexible learning, Distance Education delivery, Interact and other technologies to enhance student learning experience.</p> <p>3.1.2 Promote and encourage the development of a scholarship of teaching and learning within the CIS and between the CIS and members of the Education and other Faculties.</p> <p>3.1.3 Provide opportunities to showcase innovative teaching practices via regular workshops/Brown Bag lectures.</p> <p>3.1.4 Provide opportunities for peer evaluation of learning and teaching pedagogy and practice.</p> <p>Investigate best practice models of assessment strategies and practices in Indigenous Australian Studies</p> <p>3.1.5 Continue collaborative planning and development of curriculum, pedagogy and assessment</p> <p>3.1.6 Ensure that sessional staff are provided with opportunities to engage with CIS staff, participate in meetings and contribute to the culture of the CIS.</p> <p>3.1.7 Provide sessional marking staff with adequate support through regular communication, mentoring and consultation with Subject Coordinators and HOS concerning learning and teaching and administrative issues related to the subjects they are engaged in.</p>

	<p>3.2 Increased engagement with subject and teaching quality data to improve quality of CIS learning and teaching.</p>	<p>3.2.1 Continue to use data gathered from subject and teaching quality data to inform evaluation, modification, design and implementation of all Indigenous Australian Studies and Hybrid subjects.</p> <p>3.2.2 Wendy Nolan is Co-project leader of a cross-institutional Australian Learning and Teaching Leadership Grant of \$220,000 between Griffith, CSU, James Cook and Southern Cross Universities titled <i>Facilitating a whole-of-university approach to Aboriginal and Torres Strait Islander Curriculum Development: Leadership Frameworks for Cultural Partnership</i> (2010-2012).</p>
<p>4. Support for the CSU Institutional Development Plan</p>	<p>4.1 Development and implementation of professional development staff training program to enable the construction of an organisational structure within CSU which supports cultural renewal through the development of institutional cultural competence.</p> <p>4.2 Good practice in environmental sustainability, consistent with CSU Green</p>	<p>4.1.1 Continue to work with staff from CSU Training, Division of Learning and Teaching Services, Indigenous Student Services, Human Resources and the Indigenous Curriculum and Pedagogy Coordinator and Indigenous Employment Coordinator on the development of appropriate and professionally relevant content and strategies for interactive and flexible delivery to enhance cultural competence and ability to work effectively in Indigenous contexts.</p> <p>4.2.1 Contribute to the business of the Dubbo campus environmental committee</p> <p>4.2.2 Develop more environmentally sustainable work practices</p> <p>4.2.3 Maintain paper recycling practices</p>

	<p>4.3 Consistent approach to service delivery within the Centre for Indigenous Studies which is efficient and effective.</p> <p>4.4 Maintenance and further development of relationships with Indigenous communities and organisations, government bodies and professional groups.</p> <p>4.5 Development of a workforce plan that considers current and future human resource implications in light of projected growth of Centre for Indigenous Studies teaching loads.</p>	<p>4.3.1 Ensure that the Centre for Indigenous Studies home and staff pages are current and accurate.</p> <p>4.3.2 Implement a ‘first point of call’ procedure for general and other inquiries.</p> <p>4.4.1 Continue to develop and sustain strategic links with Indigenous communities and organisations within the geographical footprint of CSU, as well relevant government agencies and professional organisations and groups.</p> <p>4.4.2 Continue to work with the Wiradjuri Council of Elders. Maintain active membership on Dubbo AECG.</p> <p>4.4.3 Advertise and appoint appropriate person to the position of Community Relations Officer (Dubbo) to replace John Nolan.</p> <p>4.5.1 Map and record projected teaching load for the Centre for Indigenous Studies 2011-2012, including number of Indigenous Australian Studies and Hybrid subjects, and student load.</p> <p>4.5.2 Develop workload formula for the Centre which is consistent with the Faculty of Education.</p> <p>4.5.3 Report to the Dean, Faculty of Education advising of academic staffing needs within the Centre for Indigenous Studies.</p>
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