

SCHOOL OF HUMAN MOVEMENT STUDIES

OPERATIONAL PLAN 2008-2011

Preamble

The School of Human Movement Studies (SHMS) wishes to implement an Operational Plan which will assist the University in achieving its Strategic Plan 2008-2011. On this basis, the SHMS Operational Plan has two underpinnings:

- (i) The historical developmental and future trajectory of the School;
- (ii) The emerging professions within the field of Exercise and Sports Science and the commitment to the discipline of Health and Physical Education.

The SHMS was established in July 2003 and has since developed a strong undergraduate course profile which produces high quality graduates in the broad areas of study such as Exercise Science and Physical and Health Education.

The School has developed a strong, vibrant and unique research culture producing high quality outputs in the disciplines of:

- Socio-cultural Studies
- Personal Development Health & Physical Education
- Applied and Integrative Physiology
- Exercise and Nutrition

In doing so, the SHMS has attracted high calibre academic staff committed to the continuing development of teaching and learning, research and community service. The staff profile of the School underpins the distinct discipline areas of:

- Movement and Rehabilitation Sciences
- Education, Curriculum and Pedagogy
- Socio-cultural and Psycho-social Studies.

Over the past decade, the area of physical activity and the fitness industry has undergone dramatic changes in knowledge base and professional recognition. In particular, the recognition of Exercise Physiology by the Federal Government as an allied health profession has and will transform the requirements of our courses and research agendas.

The SHMS has produced an Operational Plan which will guide the way in which the School will contribute to the CSU Plan in the areas of Course Development, Teaching and Learning, Research and Knowledge Production, and drive the future directions and establish the School as a unique and highly reputable academic unit.

SCHOOL OF HUMAN MOVEMENT STUDIES

OPERATIONAL PLAN 2008 – 2011

VISION: The School of Human Movement Studies is a leader in the delivery of academic programs and knowledge creation for the health & physical education and exercise and sports science professions.

- MISSION:**
- To provide the nation with innovative thinkers with skills, knowledge and confidence to contribute to the well being of the nation.
 - To provide the region with expert services in the areas of health promotion, sport and exercise science.
 - To provide the nation with highly trained Health & Physical Education teachers.
 - To contribute and produce internationally recognised research.

KEY OBJECTIVE	PROPOSED ACTIONS	EXPECTED OUTCOMES	TIMELINE
1. Support for the CSU Course and Teaching & Learning Plan	1.0 Review the structure, content, assessment, pedagogies and learning design of courses where appropriate to reflect the pursuit of teaching excellence, advancing knowledge, and professional body requirements	<ul style="list-style-type: none"> ▪ Course nomenclature to reflect market and professional body requirements (NSWITT, AAESS) and course accreditation and professional recognition 	Early 2008
	1.1 Design developmentally-appropriate professional development opportunities for staff to create learning experiences which demand high intellectual quality, create challenging learning environments and are of significance to students	<ul style="list-style-type: none"> ▪ Subject abstracts, objectives, structure, content, learning design and assessments present current, relevant, and quality knowledge and pedagogy 	Early 2008
	1.2 Manage staff workloads to encourage participation in non-teaching related activities	<ul style="list-style-type: none"> ▪ Learning and Teaching Committee School Development Plan – involves participation in tertiary teaching development opportunities at University, CELT, Faculty and School level; development of professional portfolios; reflection of subject design and teaching evaluations; applications for CSU Scholarship of Teaching Fund 	Ongoing
	1.3 Negotiate pathways for all staff to contribute positively and consistently to the Performance Based Funding (PBF) arrangements	<ul style="list-style-type: none"> ▪ Contribute to Faculty of Education course reviews; Graduate Diploma of Education (Secondary), Bachelor of Education (Primary), Bachelor of Teaching (Secondary) 	Ongoing
	1.4 Promote the scholarship of teaching through aligning research interests with teaching responsibilities	<ul style="list-style-type: none"> ▪ Undertaking Bachelor of Human Movement/Bachelor of Teaching (Secondary) review for conversion to B Education (Health & Phys Ed) 	Early 2008
	1.5 Develop postgraduate courses that are valued and supported by the professions	<ul style="list-style-type: none"> ▪ Explore the distance education mode for delivery of Health & Phys Ed subjects 	Late 2008
	1.6 Synthesise an indigenous perspective into appropriate existing subjects and design a subject which addresses the socially-critical perspective of Indigenous participation in	<ul style="list-style-type: none"> ▪ Employment of additional Health & Phys Ed discipline staff ▪ Continue to collaborate with SOTE in research and service teaching ▪ Equitable contribution to PBF activities that is 	Ongoing

	physical activity and sport	transparent and valued (100% Teaching active each year)	
	1.7 Celebrate and affirm the learning and teaching abilities of academic staff	<ul style="list-style-type: none"> ▪ Reflective report indicating evaluation of each subject coordinated/taught to Chair L&T Committee each semester. To be compiled into a summative report for Faculty Board to indicate teaching effectiveness of school members (2008 compliant), ▪ Support and encourage application to CSU Scholarship of Teaching Fund, ▪ Participation in/contribution to the development of subjects/presentations for FULT, TTC and GCULT ▪ Masters Degree or Graduate Diploma/Certificate in relevant area/s by 2009, ▪ Teaching responsibilities reflect research endeavours/interests and discipline groups (2008), ▪ Development of subject which reflects a socially-critical perspective of Indigenous participation in physical activity and sport by 2008 offering ▪ Encourage and support applications for teaching excellence awards (CSU Vice-Chancellor's award, Carrick Institute, Australian College of Educators', NSW Minister of Education and Training) 	End 2008 Ongoing Ongoing End 2008
	1.8 Develop Indigenous subject in the area of sport and physical education.	<ul style="list-style-type: none"> ▪ In conjunction with the Bachelor of Sports Studies review ▪ Course mapping of indigenous perspective 	End 2008
	1.9 Strengthen TAFE and external provider partnership	<ul style="list-style-type: none"> ▪ Promote short courses to bridge Fitness Certificate III accreditation and/or other relevant professional qualifications 	End 2008
2. Support for the CSU Research Plan	2.0 Increase number of research students within the School.	<ul style="list-style-type: none"> • Boost Honours students to minimum of 4 per year and 2 PhD students every two years (5-6 students by 2011). 	Ongoing
	2.1 Increase publication rates in high quality journals with high impact	<ul style="list-style-type: none"> • Maintain average DEST points at 1.0, • Professorial appointment for 2007/8 to align with research strengths and/or development of the School, 	Ongoing Mid 2008
	2.2 Increase grant income.	<ul style="list-style-type: none"> • Host research symposium on biennial basis on areas of research strength 	End 2009

	<p>2.3 Support participation in International and National conferences.</p> <p>2.4 Provide opportunities to network with key researchers across Australia and Internationally.</p> <p>2.5 Hold a Research Symposium biennially.</p> <p>2.6 Link with research colleagues across campuses.</p> <p>2.7 Contribute to the University's research profile/output.</p> <p>2.8 Attract high profile senior academic.</p>	<ul style="list-style-type: none"> • Applications for competitive grants in specific disciplines • Support internal and external grant applications • 80% of staff to have higher degree and contribute to research activity, • Assist staff with the presentation of conference papers at prestigious conferences. • Develop appropriate laboratory accreditation 	<p>End 2009</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>3. Support for the CSU Development Plan: Communities, sustainability and Resource management</p>	<p>3.0 Provide highly trained graduates to service the professions of the region.</p> <p>3.1 Collaborate and assist regional athletes with their development through WRAS.</p> <p>3.2 Provide an on-campus Exercise Physiology Clinic for the University and local community.</p> <p>3.3 Explore links with regional health care professions.</p> <p>3.4 Develop consultancy with regional employers in health promotion.</p> <p>3.5 Assist local sporting teams and coaches in developing regional athletes and providing continuing education.</p> <p>3.6 Provide specialist training courses in NSCA Strength & Conditioning for students and community.</p> <p>3.7 Progress towards Charles Sturt University becoming an accredited academic institution of higher learning for NSCA for educational programs</p>	<ul style="list-style-type: none"> • Sports Science Team to assist WRAS with athlete and coach development, • Commence Exercise Physiology services by end - 2006, • Staff engaged in local industry operations, • WRAS Board Membership by 2007 • Develop News Letter/magazine for local distribution, • Sponsor elite athlete award in WRAS, • Undertake to develop a regional institute for research and continuing education in exercise and sports science, • Staff & coordinate both Level 1 (2006)and Level 2 (2007) Strength & Conditioning courses • Explore the development of a third specialist S&C subject during course review • Participation in and planning of B ED (Sec) mentoring program • Contribute to the delivery of ACHPER HSC enrichment days • Involve university/school links through subjects EMR300 & EMR312 & EHR215 • Provision of professional curriculum updates • Encourage Honours students in PDHPE to apply for ACHPER scholarships • Reduce the staff student ratio from 35.5:1 in 2005 to 27.5:1 	<p>Completed/Ongoing</p> <p>Completed/Ongoing</p> <p>Ongoing Completed/Ongoing End 2008</p> <p>Ongoing End 2011</p> <p>Ongoing</p> <p>End 2008</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing Ongoing</p> <p>End 2008</p>

	<p>3.8 Contribute to the development of quality PDHPE programs in local & regional schools</p> <p>3.9 Continue professional association networks with ACHPER, BoS and AARE</p> <p>4.0 Improve staff/student ratio to reflect the staffing of other Schools in the Faculty.</p> <p>4.1 Ongoing development of relationship with Indonesian Olympic Committee (INOC)</p>	<ul style="list-style-type: none"> • Increase revenue and provide educational opportunities for relevant INOC staff. 	<p>Ongoing</p>
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