



Department of Critical and Cultural Studies

**Division of Society, Culture, Media and Philosophy
Macquarie University**

Discipline Profile 2007

Introduction

The work of the Department of Critical and Cultural Studies falls within the interdisciplinary domain of Cultural Studies. Its mission is the development and promotion among both staff and students of critical cultural literacy. Accordingly the Department focuses on both the flexible and critical thinking that enables students and staff to understand, critique and contribute to contemporary social and cultural issues and debates, and the multiple forms of communication in diverse media (literature, film, television, performance, multimedia) and in diverse modalities (verbal, visual, aural, kinetic, spatial) through which those issues and debates are articulated and circulated.

Research is fundamental to the work of the Department, connecting it to the international intellectual project of cultural studies, forming its knowledge base as well as informing the teaching and learning program and the Department's community outreach. The department aims to both shape and be shaped by international developments in cultural studies research. All staff are expected to be research-active so that they can contribute effectively to all areas of the Department's work.

CCS researchers disseminate their work through scholarly publication in monographs and scholarly journals, and through conference presentations and participation in community debate. Given the broad inter-disciplinary nature of cultural studies, the scholarly journals CCS department members contribute to may come from a variety of disciplinary and inter-disciplinary bases over and above cultural studies, including art, media, politics, philosophy, post-colonial studies, globalism studies, indigenous studies, English, literary studies, performance, law, human rights, gender studies, sexuality studies and others. Staff members are expected to be conscious of the reputation, status and profile of the journals to which they submit work, especially as they become more senior. However, the most effective dissemination of research findings in terms of the specific audience targeted, audience reach and the author's ability to contribute most effectively to intellectual debate, should always remain of paramount concern.

CCS has a large and active community of Higher Degree Research students and all staff members are involved in supervision of Masters or Ph.D. students, as well as of Honours students. Staff members regularly mentor HDR students, employing them

as tutors in undergraduate teaching and working with them on conference organization.

Teaching in CCS is based on and constantly refreshed by staff research. The undergraduate curriculum is currently organised as a series of strands, which reflect ways of thinking (theory units); ways of reading (text analysis units); ways of communicating (visual culture, writing and performance units); contemporary cultural and social issues (Australian cultural studies, gender and embodiment units). However, both the units within the strands and their content are constantly subject to review and revision. CCS is particularly aware of the multimodal nature of contemporary communication and is concerned to represent this in the content of units as well as in teaching practice and in assessment: for example, in the deployment of digital resources; the analysis of visuality, sound, movement and spatiality; the use of digital and other media in assessment projects.

CCS is also expanding its undergraduate teaching program through international teaching programs and on-line teaching. It teaches an on-line Graduate Certificate and a Graduate Diploma in Cultural Studies, and is developing its offerings through OUA.

All teachers in the department are expected to encourage student feedback in the most effective and appropriate manner. This may include use of centralised university resources, such as those made available through the Centre for Professional Development, but it may also include other forms of formal and informal feedback, such as web and in-class questionnaires, special student forums and informal consultation in class. Teachers should always be able to show how they have evaluated this feedback, and how it has contributed to the re-design of unit materials or re-thinking of pedagogy and classroom management and assessment practice.

Administration in CCS is an integral part of the responsibilities of all staff members and is crucial to the smooth running and innovative development of the department. Accordingly staff members are actively represented on a range of Department, Divisional and University committees, with the aim of promoting the department's mission within the broader context of the Division and the University. Currently CCS has a representative on the University Senate as well as representatives on

Divisional Committees such as those devoted to Teaching and Learning and Research.

Community Outreach in CCS is a way of disseminating its research and teaching of critical cultural literacy to the broader community, through a range of volunteer and professional activities and interventions. Professionally, CCS members have acted as expert advisors to the media and to government organizations and institutions, as well as to community organizations. CCS members have also undertaken professional consultancy work with businesses and government institutions, deploying Cultural Studies expertise in critical cultural literacy in a range of contexts that simultaneously test the limits and applicability of Cultural Studies theories and methodology in non-institutional contexts.

CCS members have also undertaken important initiatives to provide communities outside the university with an institutional space, enabling the exchange of knowledges between the university and those communities. As well, CCS members work with community groups, making their expertise available for advocacy purposes.

All of these outreach activities confirm CCS's commitment to the development and dissemination of critical cultural literacy, as well as its awareness that some knowledges can only be accessed and experienced outside a formal classroom context. Community outreach is therefore critical to the mission of the department, as part of the education of staff members as well as of its commitment to the broader community and society.

Profiles

The following pages list the requirements for achievements and activities by staff members at each level, A to E in a research-active teaching position:

- A. Qualifications
- B. Research
- C. Teaching
- D. Administration
- E. Community Outreach

A. QUALIFICATIONS

Level	Qualifications required
A	Successfully completed the requirements for the award of a PhD in Cultural Studies or a related discipline
B	Been awarded a Ph.D. in Cultural Studies or a related discipline
C	As for level B, and also Some demonstrated peer recognition of research quality
D	As for level C, and also Demonstrated peer recognition, nationally and internationally, of research quality and impact
E	As for level D, and also Evidence of a recognized international academic profile

B. RESEARCH

Level	Achievements required
A	<p>Have published or be actively pursuing publication of their research in high-quality academic journals, in monograph form with internationally recognized publishing houses, or in other forms of cultural production (as recognized by funding bodies such as the ARC)</p> <p>Publish the equivalent of one article in a major refereed journal per year</p> <p>Present research regularly at national or international conferences</p> <p>Apply for internal research funding regularly.</p>
B	<p>As for level A, and also</p> <p>Have accumulated a significant set of publications or other forms of ARC recognised cultural production that demonstrate independent thinking</p> <p>Apply for internal and external research funding regularly</p> <p>Be involved in the organization of conferences, colloquia or research seminars each year</p> <p>Be beginning to take on the role of supervision of research project, bot at undergraduate Honours and HDR level</p>
C	<p>As for level B, and also</p> <p>Contribute to the development of the discipline by research that is original and substantial</p> <p>Demonstrate success in attaining competitive grants, internal or external</p> <p>Demonstrate expertise in research-based activities such as reviewing grant applications, reading manuscripts or proposals for publishers, editing journal editions, membership of editorial boards for journals and/or publishers, examination of HDR theses</p> <p>Show evidence of completions at HDR level (Masters, Ph.D.) relative to opportunity</p>
D	<p>As for level C, and also</p> <p>Have made outstanding, innovative and original contributions to research as demonstrated by a national or international research profile, based on peer review, invitations to publish and/or speak at conferences and seminars, or citations</p>

	<p>Organize and host conferences and colloquia of local, national and/or international significance</p> <p>Establish international research links, with institutions and with significant researchers</p>
	<p>Take a leading role in the development and promotion of departmental research concentrations</p> <p>Be involved in the community dissemination of research content and skills, where appropriate</p> <p>Develop collaborative research projects, with the aim of attracting both funding and high quality HDR and post-doctoral candidates</p> <p>Show evidence of ability to attract high-quality HDR candidates to the Department</p>
E	<p>As for level D, and also</p> <p>Have attained recognition as an eminent authority in the discipline at a national and international level, through original, innovative and distinguished contributions to research</p> <p>Offer leadership in research-based activities by fostering and promoting the Department's achievements in publishing, research grant applications, editing, and conference organization</p> <p>Offer leadership in research planning, strategy formation and implementation</p> <p>Map the development of the local and international research environment and communicate its key points and consequences for staff</p> <p>Position staff research within extra-departmental research formations, at Macquarie, nationally and internationally</p> <p>Mentor junior staff in the development of their research career</p> <p>Foster the development of research teams involving CCS staff</p>

C. TEACHING

Level	Activities and Achievements required
A	<p>Have one or two year's teaching at tertiary level, either as casual tutors or lecturers, or in short-term contract positions</p> <p>Engage in all tutorial and seminar teaching responsibilities, including preparation, face-to-face teaching and assessment</p> <p>Design and convene undergraduate units, including administration, preparation of materials, writing and delivering lectures</p> <p>Supervise Honours theses, and act as Associate Supervisors for HDR candidates</p> <p>Teach a weekly face-to-face load in accordance with the Workload Agreement</p>
B	<p>As for level A, and also</p> <p>Have two or more years teaching experience at tertiary level, usually including lecturing and unit design</p> <p>Supervise HDR candidates</p> <p>Take responsibility for major undergraduate and postgraduate units, which may involve the selection and supervision of tutoring staff</p> <p>Contribute to the department's development of pedagogical practice</p>
C	<p>As for level B, and also</p> <p>Make a significant contribution to curriculum development and design, particularly in the development of new units and their integration into the Department's undergraduate and postgraduate teaching programs</p> <p>Mentor junior staff as teachers and supervisors</p>
D	<p>As for level C, and also</p> <p>Make an outstanding contribution to the development of the CCS teaching program and undergraduate and postgraduate level, particularly through the planning and implementation of new teaching initiatives. This may also involve:</p> <ul style="list-style-type: none"> • Undertaking innovative research into teaching practice for Cultural Studies, utilizing the resources offered by the university (e.g. Teaching development Grants) • Taking a major role in implementing innovations in teaching and curriculum development, including pedagogical practice

C. TEACHING (contd)

D contd	<ul style="list-style-type: none"> • Playing a major role in the benchmarking of teaching practice in CCS against other national and international Cultural Studies departments
E	<p>As for level D, and also</p> <p>Take leadership in the overall design of the department's teaching offerings, at undergraduate and postgraduate levels, in relation to best practice</p> <p>Facilitate regular departmental peer reviews of teaching content and practice</p> <p>Be responsible for implementing innovations in teaching and curriculum development, including pedagogical practice</p> <p>Be responsible for professional development programs in teaching practice for all staff – either referring staff to appropriate courses offered elsewhere at Macquarie (e.g. CPD) or by arranging specialist workshops</p>

C. ADMINISTRATION

Level	Activities required
A	<p>Administer undergraduate units</p> <p>Contribute to departmental administration</p>
B	<p>As for level A, and also</p> <p>Take responsibility for at least one key area of administration, such as convening the Honours or HDR program</p> <p>When appropriate, sit on a Divisional Committee (e.g. Teaching and Learning, Research)</p>
C	<p>As for level B, and also</p> <p>Represent the Department at Divisional or University level in committees and planning</p> <p>Sit on major Departmental committees that develop policy for the research, teaching, administration and community outreach of CCS</p> <p>Be available to serve as Acting Head for short periods (up to a semester)</p>
D	<p>As for level C, and also</p> <p>Represent the Department before university planning and policy committees</p> <p>Be available to serve as Head of Department</p> <p>Serve on major university administrative committees</p> <p>Note: the activities described below for level E are also appropriate for level D, although the expected achievements will be commensurate with experience</p>
E	<p>As for level D, and also</p> <p>Develop administrative policy for the Department, including administrative processes that ensure the equitable and efficient operation of CCS</p> <p>Provide staff development workshops or other activities that respond to perceived needs by staff for specialist expertise</p>

E. COMMUNITY OUTREACH

Level	Achievements and activities required
A	Contribute to community recognition of the Department by publications, participation in seminars and conferences, or in community liaison activities
B	<p>As for level A, and also</p> <p>Participate in community activities, projects and organisations</p> <p>Participate in public debate about issues relating to research expertise</p> <p>Use media strategically to educate audiences about the significance and impact of intellectual work on social issues and topics</p> <p>Inform community debates on issues of equity and access</p>
C	<p>As for level B, and also</p> <p>Facilitate knowledge exchanges between the university and community, by activities such as joint seminars and colloquia, joint projects</p> <p>Where appropriate, utilize research expertise in an advocacy role that is enabling for particular community group outcomes</p> <p>Advise community groups on policy development in area of research expertise</p> <p>Serve as professional contact for media outlets in areas of research expertise</p>
D	<p>As for level C, and also</p> <p>Perform consultancy work in area of research expertise, either as volunteer consultant to community groups or as professional consultant to government bodies or to business corporations</p>
E	<p>As for level D, and also</p> <p>Take a senior role on major government, education, organisational or institutional bodies</p>