



WARAWARA
THE DEPARTMENT OF INDIGENOUS STUDIES
DISCIPLINE PROFILE

1. Functions

Macquarie University stands as a unique institution in that it is located in the northern suburbs of Sydney yet achieves one of the best performances for Indigenous higher education in the country. This university is one of the few NUS higher education institutions that has performed above the national averages in access, participation, success and retention for Indigenous higher education since 1996 according to the DEETYA statistics¹. In terms of New South Wales, Macquarie University is again performing higher than the state higher education averages for the performance indicators². This performance is largely attributed to the efforts of Warawara and the supportive environment of the University.

Warawara is a Department with unique functions within Macquarie University; it is different from a traditional academic unit, in its objectives, in its student profile, and in the nature of its academic staffing duties. Warawara exists to meet the whole range of needs specific to Indigenous students, and to promote an awareness of Indigenous issues within the University and the general community. Its aims are to enable Indigenous students to achieve academic success, and to assist students to maintain and strengthen their individual and collective Indigenous identities.

Warawara facilitates and conducts the technical administrations and delivery of three Aboriginal specific programs. Warawara's support infrastructure is designed to accommodate the participation and success of Indigenous students within these programs which have attained national significance in terms of performance. Warawara also provides support to all Aboriginal and Torres Strait Islander students enrolled at the University who require academic and cultural support. The support charter also extends to all staff and students of the University as well as to people from the Indigenous and non-Indigenous community's.

The majority of Indigenous students studying at Macquarie University do so through the three Aboriginal specific programs, the Diploma in Community Management (DCM), the Advanced Diploma in Community Management (ADCM) and the Bachelor of Teaching, Early Childhood

Education: (Birth to five years) (BTeach), which are taught in composite mode. These programs are targeted at mature age students, most of whom have been away from the education system for a considerable time, some in excess of 20 years. It is important that Warawara provide extensive support to these students to enable them to become autonomous learners.

1 Department of Employment, Education, Training and Youth Affairs (1998) *Indigenous Education Strategies of Higher Education Institutions 1998-2000*, http://www.deetya.gov.au/divisions/hed/highered/otherpub/Indigen_strat.pdf, Tables 1-4. 2 Department of Education, Training and Youth Affairs, March 1999, *Equity in Higher Education*, Occasional Paper Series 99A pp. 21-22, Higher Education Division. 3 *Advance Diploma in Community Management Strategic Plan*, 1996.

The staff at Warawara act as a primary source of practical, personal, social and cultural support for all Indigenous students attending Macquarie University. In addition, Warawara provides support to Macquarie's non-Indigenous students in their quest to obtain resource material on Indigenous issues, especially those enrolled in Aboriginal Studies courses.

The Diploma and Advanced Diploma in Community Management has an articulation process that, provides the opportunity for Indigenous students to enter into an undergraduate degree or on successful completion of the course, enter degree programs such as the Masters in Commercial Law. The courses are designed to provide an innovative and responsive distance education program in management of Aboriginal and Torres Strait Islander communities.

The Bachelor of Teaching (Early Childhood Education: Birth to five years) which was first offered in January 1998 has achieved a retention rate of approximately 60%. This program targets an industry specific need which matriculates Indigenous early childhood workers into an undergraduate degree for professional and cultural development. The course has received national recognition for its unique composite mode of delivery, discipline and targeted client base.

The staff at Warawara also provide personal, cultural, academic and social support to the on-campus and external Indigenous students not involved in the Aboriginal specific block release courses.

2. Warawara and Macquarie University's Strategic Intent

The University's educational mission statement makes reference to promoting "access to high quality tertiary education' and to removing "barriers to participation' while at the same time being "an exemplary provider of modern education, based on research and innovative teaching and designed for graduates of the 21 St Century' .

This goal is reflected in Warawara's goal to remove barriers to the participation of Indigenous people and to promote their access to a high quality higher education based on principles of; social justice; cultural survival; self-determination; personal and collective empowerment, and genuine community development.

Warawara's role within Macquarie University is to:

- promote culturally sensitive pedagogy and delivery modes for the Indigenous students through liaison with lecturing staff;
- promote sensitive University procedures through liaison across colleges and divisions;
- promote Indigenous community involvement in University discussion making;
- recruit and advise potential Indigenous students;
- support Indigenous students in their studies;
- coordinate Indigenous specific programs;
- support non-Indigenous students and staff seeking resources on Aboriginal Studies and Indigenous issues;
- promote access to authoritative Indigenous research perspectives;
- contribute to teaching and undertake research activities in relevant areas.

Outside Macquarie University, Warawara has an additional role: to provide links and support to Indigenous communities in their interactions with Macquarie University, and to promote consultation processes between these groups and Macquarie University.

3. Student Profile

By its nature, Warawara is particularly concerned with access and equity issues. Indigenous students enrolled in the DCM/ADCM or BTeach programs, or the whole, tend to be mature age students who may suffer from a wide range of educational disadvantages:

- educational opportunities due to prejudice, socio-economic disadvantage, and/or isolation from main educational centres
- health related issues
- pressure of studying whilst fulfilling family, cultural and community obligations and Indigenous responsibilities
- Inadequate housing opportunities
- Limited access to educational resources
- Lack of role models and peer support within their communities
- Historical circumstances surrounding local and regional contexts
- Limited information regarding educational outcomes

Students enrolled in the BTeach or DCM/ADCM may have a wide range of formal educational backgrounds; primary school education only, others have completed the HSC, TAFE or University degrees and diplomas. At the same time, most students bring a wealth of experience and knowledge of Indigenous culture and communities.

The Division of Law at Macquarie has offered special entry into the Master of Commercial Law for graduates of the ADCM. Since 1996, 17 have enrolled, of which five have graduated and six are still studying for their degree. The Indigenous Pathways Project (IPP), was introduced in 2001 by Warawara in conjunction with the Department of Human Geography. It has attracted five graduates of the ADCM. Three have enrolled in a Bachelor of Arts and two in a Bachelor of Science degrees. In addition, other ADCM graduates have enrolled postgraduate courses at other universities, including; Master in Health Administration (Wollongong Uni.), Master in Indigenous Social Policy (UTS), Commerce Degree (QLD Uni.), Marketing Degree (UTS), Education Diploma (Sydney Uni.), Master in Social Ecology (UWS - Hawkesbury), Library Degree (QLD Uni.), Postgraduate Law (Macquarie Uni.) Arts-Law Degree (Sydney Uni. and ANU), and Psychology Degree (ANU).

4. Academic Staff Profile

Warawara's academic staff are required to have different competencies and qualifications from the staff of other academic units. Central to this difference is knowledge and understanding of and sensitivity and commitment to the specific needs of Indigenous students and to Indigenous culture and heritage.

The employment of Indigenous academic staff is crucial to the success of Warawara. The University has taken positive steps in the 2000-2003 Enterprise Agreement to recruit Indigenous staff in proportion to the distribution of Aboriginal people and Torres Strait Islanders within the Australian community.

Therefore, every effort will be made to recruit suitably qualified Indigenous people for positions within Warawara. Selection criteria may recognise the value of the experience in working with Indigenous communities and of an understanding of the issues affecting Indigenous students. Suitable Indigenous applicants who meet these broader criteria may be appointed at levels A and B with or without postgraduate qualifications. Indigenous staff will be assisted in pursuing postgraduate studies and professional development: increasing the number of Indigenous staff in higher levels of academic work should lead to improved participation by Indigenous students.

Of course the employment of Indigenous personnel should not be restricted to Warawara. The University has indicated in the Enterprise Agreement that there should be an "appointment of 2 postgraduate fellows (as provided in 6.02.06) in each College, with the appointees being given preference for any suitable Level A vacancy which occurs in the relevant Division up until 2 years after the completion of the fellowship"

5. Identified and Non-Identified Positions

When positions become available within the staffing profile of Warawara, Indigenous applicants will be perused initially, however, should the University be unable to attract a suitably qualified Indigenous applicant, the position will be re-advertised to include all applicants. It is essential that an applicant's cultural identity as an Indigenous person from Australia constitute a unique and legitimate qualification.

Warawara aims to provide opportunities for Indigenous staff to advance within the academic world. Warawara also aims to provide Indigenous students with an academically rigorous education. Warawara's academic standing is enhanced if academic staff are highly qualified in their own discipline. When there is a shortage of suitably qualified Indigenous people the most highly qualified applicants may tend to be non-Indigenous.

As well as providing Indigenous identified programs, Warawara aims to prepare students to enter other undergraduate and post-graduate degree programs offered elsewhere in the University. Macquarie's undergraduate program provides Indigenous students with a wider range of courses than would ever be possible within an identified program. Students from the Indigenous identified programs are encouraged to participate in other programs of the University.

6. Teaching in Warawara

Academic staff of Warawara have an important administrative role, especially in the DCM/ADCM and BTeach programs, which is primarily a result and consequence of historical circumstances of Indigenous students and government policy interpretation and application. Primarily to do with funding block programs and supporting Indigenous students in mixed mode programs. Academic staff have previously experienced limited opportunities to teach in the Indigenous identified programs due to the high administrative and student support role. However, staff are developing Indigenous inclusive pedagogical practices across the University. The student support provided primarily, but not exclusively, by the Level A positions, requires the occupants of these positions to partake in extensive community visit schedules to students enrolled in the programs.

Because of the intensive nature of teaching blocks, staff are restricted to teaching one, or at most two, units in any semester, and this limits opportunities for developing their teaching experience. As Warawara's programs are at a diploma, advanced diploma and bachelor level, staff lack the opportunity to supervise honours or postgraduate students.

7. Block Mode Delivery

Both the DCM/ADCM and the BTeach are taught in composite mode. Each course has four residential teaching blocks a year (10-days, for the DCM/ADCM and 7-days for the BTeach). Block teaching is extremely intensive: classes run from 9:00a.m. to 6:00p.m. with a large amount of course content and assessment work to be completed in a short space of time. Lecturers who have repeat classes, or who teach more than twenty hours per week of face to face teaching, and the pressure on them is increased by the fact that the students are also under enormous pressure. This pressure is usually in the form of community responsibilities,

cultural obligations, family and financial pressures whilst trying to successfully participate and succeed in higher education.

8. Lecturing

Staff Who are responsible for delivering academic units are expected to be competent in their own discipline area, and to advance their knowledge of that discipline by research, creative publications, membership of professional associations, and by maintaining links with that discipline within Macquarie University. They are further expected to extend their knowledge of Indigenous cultures and educational issues, to show sensitivity and commitment to Indigenous students, and to promote education for Indigenous people. Development of teaching materials tailored to the needs of Indigenous people' are highly valued.

9. Student Support

Indigenous students may experience disadvantages in studying during the external period (due to a number of influences e.g. heavy work, community commitments; and family and cultural responsibilities; lack of access to tutors; limited access to educational resources; limited educational experience, and lack of peer support). Therefore it is necessary for academic staff to do a large amount of student support and consultations in external mode, post, email, telephone, or field and community visits. his student mode of support is far more extensive than the support usually given by lectures in other academic departments. Such support might include:

- initiating contact with students who may be experiencing difficulty in completing their studies while in external mode;
- educational counseling;
- personal counseling when a student presents with personal difficulties such as health or family problems;
- conflict resolution, when a conflict arises between students, or between students and staff;
- assessing and identifying educational needs;
- matching an appropriate mode of support based on students educational needs;
- field visits to assist students within their communities.

The Student Support Officers (SSOs) role is to organise tutorial support for students both during the residential Blocks, and in their own communities, and to facilitate contact between students and lecturers. SSOs have primary responsibility for maintaining contact with students while in external mode, and for carrying out intensive support program of field visits. SSOs are expected to be familiar with requirements of all the unit lectures within the DCM/ADCM or the BTeach programs, and to provide support to students in these units.

Because SSOs are required to offer tutorial support to individual students, it is inappropriate for them to undertake the primary responsibility for the delivery and assessment of any academic units. However, SSOs are encouraged to give guest lectures in appropriate units, lecture in the Aboriginal Studies program or lecture in programs within their discipline area. This role must be balanced against their primary role of supporting and consulting with students.

10. Research in Warawara

The research profile of Warawara staff is likely to show significant differences from that of other academic staff. This is particularly true because Warawara staff have limited opportunities for teaching students at the honours or postgraduate level at this stage. Research into Indigenous issues can be an extremely sensitive area, and it may be difficult to devise research that will be acceptable to Indigenous communities. A research profile is currently being explored and developed for Warawara that will identify research opportunities for staff, research mentoring and development into Indigenous research paradigms focusing

on the development of Indigenous perspectives ensuring effective consultation with Aboriginal communities and assist them to develop their own needs. It would be appropriate to research the Aboriginal specific programs coordinated by Warawara to determine effectiveness of the programs on graduates, the outcomes in respect to their vocation, employment opportunities and their quest for further education. Indigenous staff should also be encouraged to research topics outside of Indigenous issues. However, research or publications which are acceptable to the Indigenous community, and which do contribute to an understanding of Indigenous educational issues are highly valued. Staff might be engaged in:

- community outreach and recruitment;
- consultancies and development grants;
- liaison with Indigenous organisations;
- development of research links between Macquarie University and Indigenous groups and individuals;
- providing assistance to Indigenous groups to promote Indigenous perspective's on research into Indigenous issues;
- advocacy on behalf of Indigenous people within Macquarie University and/ or Government instrumentalities;
- policy development within Macquarie University and/or Government instrumentalities;
- contributions to conferences on a variety of issues relevant to student needs (for example, Health, Education, Management, Marketing, Resources, Tourism, and Communication).

11. Administration in Warawara

The administrative load expected of Warawara staff is in many cases far greater than would be the case for academic staff on other departments, because of Warawara's current role in coordinating programs for Indigenous students. Such administrative duties might involve:

- coordination of courses;
- the development of new or existing programs;
- serving on university committees;
- extensive liaison with other Macquarie University colleges divisions;
- extensive liaison with Government instrumentalities;
- networking among Indigenous educational providers;
- establishing and maintaining contact with Indigenous communities.

12. Community Service by Warawara staff

As part of their community service, Warawara staff are encouraged to develop professional links outside Macquarie University as well as conduct guest lectures and, presentations at conferences and community organisations. Appropriate community service for Warawara staff might include professional contributions to the staff member's discipline outside the University. It might also include participation in Indigenous community activities and providing advice to Indigenous communities and agencies on professional or educational issues.

Warawara staff might further develop the links between Macquarie University and Indigenous communities by:

- promoting the University to Indigenous groups;
- developing and promoting consultation processed between Indigenous groups or individuals, the University and Warawara;
- encouraging the University to celebrate and recognise academic achievements by Indigenous people.

13. Promotion Procedures

Standard promotion procedures may tend to disadvantage Warawara staff because their student support and community service roles requires them to be off-campus on a regular basis. It is essential that selection and promotion criteria recognise the value of administrative, student support and community service involvement by Warawara staff, and that staff are not disadvantaged in these more limited opportunities for teaching and research. It may be useful to promotion committees to allow extra time for briefings by people who are experienced in teaching and providing support to Indigenous students. It would also be appropriate to have suitably qualified Indigenous people sit on the panel of Selection Committees. When seeking promotion or tenure, Warawara staff may legitimately refer to the discipline profile relevant to their own field and/or to the Warawara

INDIGENOUS STUDIES - WARAWARA POSITION PROFILES

POSITION CLASSIFICATION STANDARDS

Level A - Associate Lecturer

General Standard

Associate Lecturers are expected to make contributions to the teaching effort of the University, particularly at undergraduate and graduate diploma level and to carry out activities to develop their scholarly, research and/or professional expertise relevant to the profession or discipline.

Specific Duties

Specific duties required of an Associate Lecturer may include:

- the conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and/or studio sessions;
- the preparation and delivery of lectures and seminars provided that skills and experience demonstrate this capacity;
- the conduct of research;
- involvement of professional activity;
- consultation with students;
- marking and assessment primarily connected with subjects in which the staff member teaches;
- production of subject material with appropriate guidance from the subject or course coordinator;
- development of subject material with appropriate guidance from the subject or course coordinator;
- limited administrative functions primarily connected with subjects in which the staff member teaches;
 - acting as a subject coordinator, provided that skills and experience demonstrate this capacity;
 - attendance at discipline and/or membership of a number of committees.
 - an Associate Lecturer will not be required to teach primarily in subjects which are offered only at Masters level or above.

An Associate Lecturer shall work with support and direction from Academic staff classified at Level B and above and with an increasing degree of autonomy as the staff member gains in skill and experience. The most complex levels of subject coordination should not be carried out by an Associate Lecturer.

Any Associate Lecturer required to carry out full subject coordination duties as part of her/his normal duties shall be employed at a salary point no lower than the sixth increment of the Level A structure. Any Associate Lecturer who upon appointment holds or during appointment gains a relevant doctoral qualification shall be employed at a salary point no lower than the sixth increment of the Level A structure.

These provisions do not of themselves affect the opportunity of Associate Lecturers to move beyond relevant incremental points without a PhD or without a requirement to perform full subject coordination. However, the establishment of the doctoral/subject coordination point at the sixth point of the scale does not imply that accelerated promotion to Level B should be available to employees who, as a consequence of their doctoral qualifications or subject coordination duties alone, have been appointed to this point.

Skills Base

An Associate Lecturer will normally have completed four years of tertiary study in the relevant discipline and/or have equivalent qualifications and/or professional experience. In many cases, a position at this level will require an honours degree or higher qualifications, or a three-year degree with a postgraduate diploma. In determining experience relative to qualifications, regard is had to teaching experience; experience in research; experience outside tertiary education; creative achievement; professional contributions; and/or contributions to technical achievement. Associate Lecturers shall be encouraged and assisted to undertake professional development.

Level A - Associate Lecturer (Indigenous Studies)

General Standard

Associate Lecturers are expected to make contributions to the teaching effort of the University, particularly at undergraduate and graduate diploma level and to carry out activities to develop their scholarly, research and/or professional expertise relevant to the profession or discipline.

Specific Duties Teaching (Lecturers)

Associate Lecturers involved in Indigenous specific Indigenous Studies programs would be expected to provide team teaching with the teaching program lecturer;

- conduct workshops and organise study skills sessions;
- undertake limited subject co-ordination duties and develop subject material with appropriate guidance from subject or course coordinators;
- perform guest lectures on Indigenous issues for various disciplines within the University provide Indigenous expertise in curriculum development and course design.

Teaching (Student Resource Lecturers)

At Associate Lecturer level, Student Resource Lecturers may be expected to

- have a good knowledge of the curriculum of one of the Indigenous Studies programs (eg. Bachelor of Teaching (Early Childhood Education 0-5yrs) {BTeach} or Diploma in Community Management {DCM} or Advanced Diploma in Community Management {ADCM});
- act as a primary source of academic, practical, personal, social and cultural support for Aboriginal and Torres Strait Islander students;
- coordinate block release Aboriginal Tutorial Assistance Scheme {ATAS} sessions; undertake off-campus field visits to students;
- liaise with lecturers and ATAS tutors; advise Warawara on the selection, assessment and progress of Aboriginal and Torres Strait Islander students;
- coordinate and undertake student field excursions.

Research

An Associate Lecturer/Student Resource Officer would be expected to undertake research on Aboriginal issues, or matters relevant to Indigenous issues or maintain scholarship in a relevant discipline.

Administration

Associate Lecturers / Student Resource Officers are expected to

- attend Unit meetings and be a member of a limited number of University committees;
- keep up-to-date records of students and their contact details;
- maintain contact with students by telephone, fax or email;
- draw up study guides and assignment timetables for students;
- be aware of Centre for Open Education [COE] and library procedures affecting students;
- maintain ATAS tutor register and assist with planning of block release sessions.

Professional and Community Service

Staff at this level are

- encouraged to develop professional links outside Macquarie University;
- be required to liaise with Aboriginal and Torres Strait Islander communities
- be a member of a limited number of community committees;
- develop strategies to enhance the success and rate of progress for Aboriginal and Torres Strait Islander students enrolled at Macquarie University;
- liaise with Macquarie university academic and general staff;

These conduct guest lectures and presentations at conferences and community organisations promote Warawara and Macquarie University programs for Aboriginal and Torres Strait Islander students, and assist in recruitment.

Skills Base

At this level a first degree or an advanced diploma in a related discipline (e.g. Aboriginal Studies, Education, Communication, Management, Mathematics, Accountancy, Law or Politics) is required for Indigenous staff.

Non-Indigenous staff will normally have completed for years of tertiary study in the relevant discipline and/or have equivalent qualifications and/or have qualifications and/or professional experience. In many cases, a position at this level will require an honours degree or higher qualification, an extended professional degree, or a three-year degree with a postgraduate diploma. In determining experience relative to qualifications, regard is had to teaching experience; experience in research; experience outside tertiary education; creative achievement; professional contributions; and experience and knowledge of the sensitivities and protocols in relation to Aboriginal and Torres Strait Islander communities.

Level B - Lecturer

General Standard

Lecturers are expected to make contributions to the teaching effort of the University and to carry out activities to maintain and develop their scholarly, research and/or professional activities relevant to the profession or discipline.

Specific duties required of a Lecturer may include:

- the conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions; initiation and development of subject material;
- acting as subject coordinator;
- the preparation and delivery of lectures and seminars;
- supervision of the program of study of honours students or of postgraduate students engaged in course work;
- supervision of major honours or postgraduate research projects;
- the conduct of research;
- involvement in professional activity;
- development of course material with appropriate advice from and support of more senior staff; marking and assessment;
- consultation with students;
- work to change the institutional processes that create barriers to Indigenous student access, participation and success in higher education;
- orientation, support and retention of effective and culturally sensitive lecturing staff for Indigenous specific programs
- the development curriculum and course material with appropriate advice from support and more senior staff;
- maintain the active involvement of a number of different Departments and Divisions in the provision of units for Indigenous specific programs
- conduct administration, communication and negotiation involving on the one hand Indigenous students, their employers, families and communities and on the other hand lecturers, Warawara staff, administrators and senior University management.
- ongoing research activities research on Aboriginal issues, or matters relevant to Indigenous issues or maintain scholarship in a relevant discipline
- provide advice to researchers intending to work with Indigenous people especially Indigenous research ethics and protocol issues;
- provide high level and extensive academic and other support to Indigenous students;
- provide advice to other academics in regards to appropriate teaching strategies for Indigenous students;
- coordinate student support activities for a specific Indigenous Studies program;
- involvement in professional activity;
- a range of administrative functions, the majority of which are connected with developments in the discipline of Indigenous Studies;
- attendance at departmental and/or Division meetings and/or membership of a number of committees.
- a range of administrative functions, the majority of which are connected with the subjects in which the staff member teaches;
- attendance at discipline and/or School or Centre meetings and/or membership of a number of committees.

A Lecturer shall have qualifications and/or experience recognised by the University as appropriate for the relevant discipline areas. In many cases a position at this level will require a doctoral or masters qualifications, regard is had to teaching experience; experience in research; experience outside tertiary education on research; creative achievement; professional contributions; and/or technical achievement.

Level B - Lecturer (Indigenous Studies)

General Standard

Lecturers employed at Warawara are expected to make contributions to Indigenous program and coordination; and to the development of Indigenous perspectives to courses and units. Further, they have a key role in maximising Indigenous students' participation and success by ensuring that University processes are inclusive of Indigenous student characteristics. They will contribute to the teaching effort of the University and carry out activities to maintain and

develop their scholarly, research and/or professional activities relevant to the profession or discipline of Indigenous Studies.

Specific

Specific duties required of a Lecturer may include:

- the conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, student community visits;
- initiation and development of subject material ensuring that appropriate Indigenous perspectives are included;
- acting as subject coordinator;
- the preparation and delivery of lectures and seminars;
- supervision of the program of study of honours students or of postgraduate students engaged in course work;
- supervision of major honours or postgraduate research projects;
- the conduct of research; marking and assessment;
- a range of administrative functions, the majority of which are connected with the subjects in which the staff member teaches; attendance at discipline and/or School or Centre meetings and/or membership of a number of committees;
- liaison with Indigenous groups and organisations to develop understandings of the diversity of Indigenous cultures and how cultural issues affect educational outcomes

A Lecturer shall have qualifications and/or experience recognised by the University as appropriate for the discipline area of Indigenous Studies. In some cases a position at this level will require a doctoral or masters qualification or equivalent accreditation and standing. In other cases degrees and current enrolment in postgraduate studies will be acceptable. In determining experience relative to qualifications, regard is had to the demonstrable level of sensitivity to Indigenous cultures and experience in education settings; teaching experience; experience in research; experience outside tertiary education and experience and knowledge of the sensitivities and protocols in relation to Aboriginal and Torres Strait Islander communities.

Level C – Senior Lecturer

General Standard

Senior Lecturers are expected to make significant contributions to the teaching effort of a discipline, School or Centre or an interdisciplinary area. A staff member at this level is also expected to play a major role in scholarship, research and/or professional activities.

Specific duties required of a Senior Lecturer may include:

- the conduct of tutorials, practical demonstrations, workshops, student field excursions, clinical sessions and studio sessions:
- initiation and development of course material;
- course coordination;
- the preparation and delivery of lectures and seminars;
- supervision of major honours or postgraduate research projects;
- supervision of the program of study of honours students and of postgraduate students engaged in course work;
- the conduct of research;
- a significant role in research projects including, where appropriate, leadership of a research team;
- involvement in professional activity;
- consultation with students;
- broad administrative functions; marking and assessment;

- attendance at discipline and/or School or Centre meetings and a major role in planning or committee work.

Skills Base

A Senior Lecturer will normally have advanced qualifications and/or recognised significant experience in the relevant discipline area. A position at this level will normally require a doctoral qualification or equivalent accreditation and standing. In determining experience relative to qualifications, regard shall be had to teaching experience; experience in research; experience outside tertiary education; creative achievement; professional contributions; and/or to technical achievement. In addition, a position at this level will normally require a record of demonstrable scholarly and professional achievement in the relevant discipline area.

Level C - Senior Lecturer (Indigenous Studies)

General Standard

Senior Lecturers are expected to have high levels of lecturing skills, demonstrate high level of administrative skills and contribute leadership, management, development and scholarship of Indigenous Studies and their chosen discipline through research and professional activities. A staff member would also have in-depth knowledge and experience with Indigenous communities and the ability to effectively communicate with Indigenous people.

Specific Duties

Specific duties required of a Senior Lecturer may include:

- the conduct of tutorials, practical classes, demonstrations, workshops, student field excursions; initiation and development of course material;
- course coordination;
- the preparation and delivery of lectures and seminars;
- identify research needs, opportunities and priorities with Indigenous Australian communities;
- promote and conduct research consultancies within Warawara, the University and the wider community initiate research projects including leadership of a research team that relates directly to Indigenous Studies;
- involvement in professional activity;
- consultation with students;
- marking and assessment;
- attendance at discipline and/or School or Centre meetings and a major role in planning or committee work;

- negotiate with Indigenous groups and organisations to develop understandings of the diversity of Indigenous cultures and how cultural issues affect educational outcomes;
- develop policies to change the institutional processes that create barriers and develop strategies to enhance Indigenous student access, participation and success in higher education;
- maintain the active involvement of a number of different Departments and Divisions in the provision of units for Indigenous specific programs
- provide advice to researchers intending to work with Indigenous people especially Indigenous research ethics and protocol issues; provide high level and extensive academic and other support to Indigenous students;
- promote Indigenous inclusive teaching practices and strategies for Indigenous students to other academics in the University;
- coordinate all student support activities for a the University;
- involvement in professional activity;
- a wide range of administrative functions, the majority of which are connected with developments in the discipline of Indigenous Studies;

Level D - Associate Professor

General Standard

Associate Professors are expected to make a significant contribution to all activities of the School, Centre or interdisciplinary area and play a significant role within their profession or discipline. Staff members at this level may be appointed in recognition of distinction in their disciplinary area.

Specific Duties

Specific duties required of an Associate Professor may include:

- the conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions;
- the development of and responsibility for curriculum/programs of study;
- course coordination;
- the preparation and delivery of lectures and seminars;
- supervision of major honours or postgraduate research projects;
- supervision of the program of study of honours students and of postgraduate students engaged in course work;
- the conduct of research, including, where appropriate, leadership of a large research team;
- a significant contribution to the profession and/or discipline;
- high level administrative functions;
- consultation with students;
- marking and assessment;
- attendance at discipline and /or School or Centre meetings.

Skill Base

An Associate Professor will normally have the same skill base as a Senior Lecturer. In addition, there is a requirement for staff member excellence which may be evidenced by an outstanding contribution to teaching and/or research and/or the profession.

Level D - Associate Professor (Indigenous Studies)

General Standard

Associate Professors are expected to make a significant contribution to all activities of the School, Centre or interdisciplinary area and play a significant role within their profession or discipline. Staff members at this level may be appointed in recognition of distinction in their disciplinary area and extensive Indigenous community involvement.

Specific Duties

Specific duties required of an Associate Professor may include:

- the conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions;
- the development of and responsibility for curriculum/programs of study;
- course coordination;
- the preparation and delivery of lectures and seminars;
- supervision of major honours or postgraduate research projects;
- supervision of the program of study of honours students and of postgraduate students engaged in course work;
- the conduct of research, including, where appropriate, leadership of a large research team;

- a significant contribution to the profession and/or discipline;
- high level administrative functions;
- consultation with students;
- marking and assessment;
- attendance at discipline and/or School or Centre meetings.

Skills Base

An Associate Professor will normally have the same skill base as a Senior Lecturer. In addition, there is a requirement for staff member excellence which may be evidenced by an outstanding contribution to teaching and/or research and/or the profession.

Level E – Professor

General Standard

Professors are expected to exercise a special responsibility in providing leadership and in fostering excellence in research, teaching, professional activities and policy development in the academic discipline, within the University and within the community, both scholarly and general.

Specific Duties

Specific duties required of a Professor may include:

- provision of a continuing high level of personal commitment to, and achievement in, a particular scholarly area;
- the conduct of research;
- the fostering the research of other groups and individuals within the discipline and within related disciplines
- development of research policy;
- supervision of the program of study of honours students or of postgraduate students engaged in course work;
- supervision of major honours or postgraduate research projects;
- making a distinguished personal contribution to teaching at all levels;
- the conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions;
- the preparation and delivery of lectures and seminars;
- consultation with students;
- marking and assessment;
- having an active role in the maintenance of academic standards and in the development of educational policy and of curriculum areas within the discipline;
- developing policy and being involved in administrative matters within the discipline and within the University;
- participating in and providing leadership in community affairs, particularly those related to the discipline, in professional, commercial and industrial sectors where appropriate.

Skill Base

A Professor shall have the same skill base as an Associate Professor but will be recognised as a leading authority in the relevant discipline area.

Level E - Professor (Indigenous Studies)

General Standard

Professors are expected to exercise a special responsibility in providing leadership and in fostering excellence in research, teaching, professional activities and policy development in the academic discipline, within the University and within the community, both scholarly and general.

Specific Duties

Specific duties required of a Professor may include:

- provision of a continuing high level of personal commitment to, and achievement in, a particular scholarly area;
- the conduct of research;
- the fostering the research of other groups and individuals within the discipline and within related disciplines;
- development of research policy;
- supervision of the program of study of honours students or of postgraduate students engaged in course work;
- supervision of major honours or postgraduate research projects;
- making a distinguished personal contribution to teaching at all levels;
- the conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical and studio sessions;
- the preparation and delivery of lectures and seminars;
- consultation with students;
- marking and assessment;
- having an active role in the maintenance of academic standards and in the development of educational policy-and of curriculum areas within the discipline;
- developing policy and being involved in administrative matters within the discipline and within the University;
- participating in and providing leadership in community affairs, particularly those related to the discipline, in professional, commercial and industrial sectors where appropriate.

Skill Base

A Professor shall have the same skill base as an Associate Professor but will be recognised as a leading authority in the relevant discipline area.