

# **Academic Draft Change Management Plan**

**12 September, 2023**

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## 1. Background – The Rationale for Change

The *Enabling Our Future* Case for Change was shared with the university community on 9 August 2023 to seek feedback from staff on three priority areas that will enable us to realise our vision for the future of Australian Catholic University (ACU). The case for change outlined that ACU has an opportunity to create a stronger, more agile, and sustainable university that will equip us to meet our future challenges. Informal feedback was considered when preparing this draft change management plan.

The university must be prepared to respond to the challenges facing the higher education sector now and into the future by creating an environment that will realise the ambitions of our Vision 2033 strategy. Our Catholic identity and mission will continue to provide us with the distinct characteristics and foundations to make a unique contribution to society. The three priorities that frame our vision for change are as follows:

1. Deliver a world-class student experience;
2. Implement an integrated model for academic excellence; and
3. Optimise operational services to support education and research.

The following Academic Draft Change Management Plan proposes the implementation of a model that integrates the university's diverse research communities within their relevant faculties. The goal is to provide a more unified academic model that better balances research resources, aligns with the university's educational offerings, supports students with contemporary research-informed education, conducts more substantial graduate activities, and improves mentoring and career pathways for staff.

## 2. Current Situation

ACU conducts high-quality research in an array of discipline concentrations across institutes, centres, and schools, with over 430 academic staff allocated workload for research.

The university is operating in a difficult economic environment. Limits on financial resources directly impact our carrying capacity for research, especially research that is solely internally funded. ACU must address a host of existing and emerging external factors; that include the regulatory requirement to ensure ACU has research strength that aligns and supports our major education domains, a commensurate need to grow Higher Degree Research (HDR) numbers in those aligned areas, and the requirement to secure greater external income from a broader array of sources to strengthen and sustain our long-term operating model.

The university is therefore at a critical juncture, where its research and education resources must better align, support and integrate with each other. The current research staffing profile has become, in some cases, poorly aligned to the university's external educational offerings, both in terms of scale and discipline mix. An array of research is now conducted in areas where there is little or no commensurate education offered, while other major areas of education lack a relevant and identified research cluster.

## 3. Goals and Principles of the Draft Change Management Plan

The goals for this draft change management plan are:

- a) to promote a more balanced and sustainable academic model;
- b) to more tightly integrate the university's research and education offerings;
- c) to ensure that our staffing profile more closely matches our student load; and
- d) to foster flexible, inclusive research concentrations that attract, support and promote a larger number of active researchers across the university.

This draft change management plan follows overarching principles that will;

- meet our long-term economic sustainability and operational needs by prioritising academic areas that;
  - Operate in areas core to ACU's vision and Mission;
  - Differentiate ACU in the market (offerings, students, partners, and clients)
- maximise staff opportunities to have impact across education, research, enterprise, and service
- prioritise onshore academic staff to reinforce the domestic research community

The plan uses the following operational principles:

- Aboriginal and Torres Strait Islander academics are not in scope for this plan
- Academic staff on current externally funded research fellowships are not in scope in this plan

## 4. Changes Proposed

### ***Integration***

The university is at a critical moment where its academic model requires change to ensure its workforce profile can meet its long-term operational needs in an economically sustainable manner. A change is required in ACU's workforce profile that strategically grows its Teaching and Research (T&R) active staff, within an academic model that provides these staff with opportunities to more fully engage with the research concentrations in their faculty and across the university. This requires research and education activities to be brought closer together, through integration of our institutes into our faculties.

This change will lead to a more balanced overall academic structure, through similar ratios of research and teaching activity across faculties, that better integrates our research and education. This approach should directly benefit our students, who will experience greater day-to-day interaction with research active staff. Closer staff-to-staff and staff-to-student interactions will allow all researchers to access a broader base of skills and mentors across the university community, build interdisciplinarity, and support students seeking to build research careers.

### ***Alignment***

Education and research will also become more aligned to the major thematic directions and operational needs of the faculties. Faculty themes will become increasingly focused on the wellbeing of the whole person across the lifespan, to best meet the emerging demands of our student body and the external community we serve. Our focus on wellbeing will employ a whole-person perspective; including physical, mental, spiritual, intellectual, and ethical wellbeing.

Alignment of our research and education approaches and staff communities, with areas of research mapping more strongly to the education domains offered by the university, will provide a clear vision and approach to how the university positions itself in the market, such that our research strengths support our education strengths in a more directed fashion.

In places, this focus on alignment will mean building new or elevating existing research concentrations, particularly in areas that are well aligned to the education ACU provides and the mission and vision of the university. In other places, this will mean exiting from or reducing researcher concentrations, for example in less well-aligned areas, or disciplines where there may be an overabundance of research relative to its faculty's other offerings or the university's capacity to sustain that volume of internally funded activity.

Research, within this context, would fit strongly into the academic themes of the university, to help it meet its registration and accreditation requirements, its market requirements and its overall positioning within the sector. This thematically aligned research, which will continue to be clustered in institutes and centres, will be located within the relevant home faculty, to ensure it can support the university's strategic, academic and economic goals. Integration into faculties will also provide for greater institutional transparency into the

research being conducted, along with greater discipline and financial resources alignment. It will also foster greater interdisciplinarity, an increasing feature of the contemporary research landscape, and increase accessibility of resources to the entire research community that will be able to affiliate with the research in relevant themes.

Clearly, ACU currently has a substantial number of academic areas of strength, reflected in its high-quality publication outputs and rankings. These are distributed across the university, with major clusters represented through its research institutes and centres. While publication quality from institutes is high, there is limited and moreover fragmented external research and industry income. So, the current operating model relies heavily on income derived from students to fund the majority of research work conducted in the institutes. Further, many research institutes rely on short-term contracted positions to support their research. In an integrated model, appropriate research-active colleagues in schools and institutes will be able to collaborate directly on grants and share HDR supervision duties. In this model, less experienced staff will also benefit from the mentoring that more senior researchers can offer.

The Higher Education sector's domestic and international student demand has not yet fully recovered or more importantly regained the stable nature it had pre-COVID. Competition for students has grown and the cost to acquire students and service their increasing support needs have risen. This reduces the university's capacity to support high levels of internally funded research. This problem is compounded in some research domains that have become poorly aligned to the areas of student demand and also to the commensurate regulatory needs of the student offering, and thereby to the income that supports them. A move to integrate institutes into faculties, to build academic alignment, and to leverage the wider research-active community, will bring several benefits in this regard.

By integrating institutes into faculties and strengthening our academic themes and offerings, research at ACU will move to a model where staff can reinforce each other's capabilities, build shared experiences, and generate and enact new knowledge in communities of practice. In the future, growing numbers of staff will ultimately contribute to research and education; by creating new education and research programs, engaging external stakeholders and funders, and supervising graduate students.

The proposed changes to bring ACU's institutes into its faculties will allow the university to realign academic staff in schools, institutes, and centres to meet the needs of the university's offerings, students, and stakeholders. Integrating and realigning (where necessary) will allow ACU to focus on research excellence in areas of contemporary significance and strategic priority. The proposed changes will ultimately build internal capacity, by providing researchers in the faculty-based institutes and centres access to a wider array of internal research active collaborators and students interested in developing their research knowledge and skills. Thus, the proposed changes will enable staff with varied skill sets to collaborate more openly to lift research capability, raise enterprise revenue, grow HDR enrolments, and build new partnerships.

#### **4.1. RESTRUCTURE PROPOSAL**

##### ***Integrate Institutes into Faculties***

To increase the connection between education, research, enterprise, and service, ACU's research institutes will be solely located within the relevant faculty organisational unit structure. Institute Directors will have a change of reporting line from the Deputy Vice-Chancellor Research and Enterprise to the relevant Faculty Executive Dean.

An integration plan will be developed via consultation with relevant stakeholders. The integration plan will ensure Institute Directors will retain their current delegation; articulate a clear budget model for institutes within the context of the Institute and Centre Policy (see below) and ensure a set of clear research KPIs for Executive Deans and Institute Directors be developed, to support research growth at the university. When moved into faculty, the institutes and centres will be able to develop research plans and objectives in conjunction with faculty leadership and thereby more easily access research active staff from the faculty or other appropriate interdisciplinary areas.

It is proposed that the Research Institutes will integrate into the faculty structure as follows:

- Institute for Humanities and Social Sciences (IHSS) will remain in the Faculty of Education & Arts
- Institute for Learning Sciences and Teacher Education (ILSTE) will remain in Faculty of Education & Arts
- The Institute for Positive Psychology and Education (IPPE) will move into Faculty of Education & Arts
- The Mary MacKillop Institute for Health Research (MMIHR) will remain in Faculty of Health Sciences
- The Institute for Religion and Critical Inquiry (IRCI) will remain in the Faculty of Theology and Philosophy
- It is proposed that the Dianoia Institute of Philosophy (DIP) will be disestablished

As a result of this draft change management plan, some positions in the institutes will be disestablished. This will occur where there is a reduction of staff within an area and the work is no longer required.

One (1) position will be disestablished in MMIHR, where the required quantitative analytical skills will be absorbed by expertise in the faculty.

One (1) position focused on quantitative analysis will be disestablished in ILSTE, as staff in IPPE have similar skills and will be able to provide support more easily now that the two institutes will be in the same faculty. Except for staff impacted in the Dianoia Institute of Philosophy, institute professional staff are not in scope for this change plan. The professional support structure will be considered based on the institute/faculty integration as part of the Optimising Operational Services to Support Teaching and Research Change (Operational) plan.

Any structural changes or updates to the Delegations of Authority and Register that require Senate endorsement will be provided as part of the Final Change Plan approval process.

### ***Consider Institute and Centre Status***

An 'Institute and Centres Policy' will be developed. This policy will outline the conditions under which institutes and centres come into existence, receive investment, and operate. The policy will also define the conditions under which they would be discontinued.

Aligned with that policy, The Nursing Research Institute (NRI), The Sports Performance, Recovery, Injury and New Technologies (SPRINT) Research Centre, The Healthy Brain and Mind Research Centre (HBMRC), the Institute for Child Protection Studies (ICPS), and any future concentrations of research in the Faculty of Law and Business, as well as other emerging research concentrations across the university, will be assessed for potential elevation to centre or institute status.

### ***Widen Institute Membership***

As institutes integrate into faculties, school-based academic staff will be able to become official affiliate members. Appropriate cross-faculty institute membership will also be encouraged. On larger funded projects, institute-based staff will be strongly encouraged to collaborate with relevant ECRs and other internal staff looking to develop a research profile before externally hiring research assistants. These school-based staff may be supported by a research development workload allocation where appropriate.

### ***Integrate Philosophy Researchers from Dianoia Institute of Philosophy into the Institute for Religion and Critical Inquiry***

The Dianoia Institute for Philosophy (DIP) contains a world-class collection of researchers. However, the institute's research program doesn't inform the curriculum taught in the School of Philosophy and the size of the institute is difficult to sustain in the current model and economic climate. It is therefore proposed that the Dianoia Institute of Philosophy (DIP) will be disestablished.

- All professional staff positions in DIP will be disestablished.
- Professional staff will be invited to participate in the placement process in the Operations Change Plan.
- The position of the Director of the DIP will be reviewed and the position will have a changed reporting line.
- The positions for all other academic staff in DIP will be disestablished.

A new philosophy program within IRCI will be developed.

- 4 new philosophy positions (level and academic career path to be determined) will be created in the IRCI's new philosophy program
- DIP's impacted academic staff will be invited to participate in the placement process for the 4 new positions
- Research active academic staff in the School of Philosophy will be offered affiliate membership of this new program and the IRCI

### ***Close the Medieval and Early Modern Research Program in the IRCI***

The Medieval and Early Modern Research Program and all academic positions in the program will be disestablished. The program's onshore academic staff will be invited to participate in the placement process related to history described below.

### ***Close the Bone Health Research Concentration in the Mary MacKillop Institute for Health Research***

ACU will close its research concentration in Bone Health within the Mary McKillop Institute for Health Research.

- 1 Level E continuing academic position will be disestablished
- All fixed-term positions will have their reporting lines changed

The work conducted by the disestablished position will no longer be required.

### ***Reduce Fixed Term and Offshore Academic Staff Positions***

- 6 continuing positions filled by academic staff located offshore will be disestablished
- 10 fixed-term positions will not be renewed from operating budgets (but may be considered if external funding is secured)
- 2 positions will not be renewed once the incumbent's pre-retirement contracts come to an end

The work done by these positions will no longer be required.

### ***Reshape Discipline-specific Staffing for a Sustainable Operating Model***

ACU needs to reshape its workforce profile. In the fields of history, theology, and political science, there are larger numbers of Research only or Research focused positions relative to the population of ACU students within these domains and relative to the overall scale of the faculty.

#### ***History.***

- 19.60 FTE academic positions will be disestablished.
- 10 FTE new positions (level to be determined) located in IHSS will be created.
- Impacted academic staff will be invited to participate in an EOI process for these new positions.

The work undertaken by the disestablished position will no longer be required.

#### ***Religious Studies.***

- 5 FTE Research only Level C academic positions in IRCI will be reduced to 3 FTE with impacted staff invited to participate in an EOI process.

- 1 FTE Level E Research only position in the Faculty of Theology and Philosophy will be disestablished.
  - 1 FTE Level C Leadership and Service position in the School of Theology will be disestablished.
- The work undertaken by the disestablished positions will no longer be required

**Political Science.**

- 5 FTE Research only/research focused positions in political science will be disestablished.
  - 2 FTE new positions (level to be determined) will be created in IHSS.
  - Impacted academic staff will be invited to participate in an EOI process for these positions.
- The work undertaken by the disestablished positions will no longer be required.

## 5. Impact of Proposed Changes within Organisational Unit

### 5.1. IMPACT ON STAFF AND OPERATIONS

Define impact in terms of people, process, structure and technology.

PEOPLE	PROCESS
<ul style="list-style-type: none"> <li>• Disestablishment of an existing research institute</li> <li>• Disestablishment and reduction of existing positions and displacement of staff.</li> <li>• More efficient use of staffing resources; and</li> <li>• Increased role clarity.</li> <li>• New opportunities for advancement for some staff (also means skill development required)</li> <li>• Impact of understanding and responding to new organisational structure and reporting lines</li> <li>• There will be a transition period and staff will be expected to perform the tasks in their current role until their new role commence</li> </ul>	<ul style="list-style-type: none"> <li>• Improved efficiency and service delivery.</li> <li>• Increased process clarity for staff.</li> <li>• Reduced double handling.</li> <li>• Possible business continuity issues as staff transfer into new structures, teams and work</li> </ul>
TECHNOLOGY	STRUCTURE
	<ul style="list-style-type: none"> <li>• Disestablishment of positions</li> <li>• Changed reporting lines</li> </ul>



## 5.2. POSITION IMPACT

POSITION TITLE	POSITION NUMBER	LEVEL	CURRENT UNIT	IMPACT	PROCESS
Senior Research Fellow	10605859	ACC	IRCI	Disestablished (EOI)	Reduction in Religious Studies positions from 5.0 FTE to 3.0 FTE. Restricted EOI for remaining 3.0 FTE
Senior Research Fellow	10606506	ACC	IRCI	Disestablished (EOI)	
Senior Research Fellow	10607866	ACB	IRCI	Disestablished (EOI)	
Senior Research Fellow	10609387	ACC	IRCI	Disestablished (EOI)	
Senior Research Fellow	10601867	ACC	IRCI	Disestablished (EOI)	
Research Fellow (Philosophy)	10609347	ACB	DIP	Disestablished	Disestablished. Offshore. Not eligible for EOI – Refer to placement principles
Professor (Philosophy)	10602746	ACE	DIP	Disestablished	
Senior Research Fellow, Medieval and Early Modern Studies	10609284	ACC	IRCI	Disestablished	
Professor	10609274	ACE	IRCI	Disestablished	
Research Fellow	10608774	ACB	IRCI	Disestablished	
Research Fellow, Medieval and Early Modern Studies	10609197	ACB	IRCI	Disestablished	Reduction in positions from 11.0 FTE to 4.0 FTE positions in Philosophy Restricted EOI for remaining 4.0 FTE
Professor	10609559	ACE	DIP	Disestablished (EOI)	
Senior Research Fellow	10609422	ACC	DIP	Disestablished (EOI)	
Research Fellow	10609421	ACB	DIP	Disestablished (EOI)	
Senior Research Fellow	10604926	ACC	DIP	Disestablished (EOI)	
Professor (Philosophy)	10609681	ACE	DIP	Disestablished (EOI)	
Senior Research Fellow (Philosophy)	10609419	ACC	DIP	Disestablished (EOI)	
Senior Research Fellow	10609408	ACD	DIP	Disestablished (EOI)	
Professor	10609720	ACE	DIP	Disestablished (EOI)	
Professor (Philosophy)	10609526	ACE	DIP	Disestablished (EOI)	
Research Fellow	10609571	ACB	DIP	Disestablished (EOI)	
Senior Research Fellow, Philosophy	10609420	ACC	DIP	Disestablished (EOI)	
Research Fellow (Political Science)	10610092	ACB	IHSS	Disestablished (EOI)	
Professor	10609844	ACE	IHSS	Disestablished (EOI)	
Research Fellow (Political Science)	10610091	ACB	IHSS	Disestablished (EOI)	

Associate Professor	10603690	ACD	NSoAH	Disestablished (EOI)	Restricted EOI for remaining 2.0 FTE
Associate Professor, Politics and International Relations	10608604	ACD	NSoAH	Disestablished (EOI)	
Research Fellow	10610051	ACB	IHSS	Disestablished (EOI)	Reduction in history positions from 19.60 FTE to 10.0 FTE Restricted EOI for 10.0 FTE positions in IHSS
Professor in Gender and Women's History	10609755	ACE	IHSS	Disestablished (EOI)	
Professor	10609819	ACE	IHSS	Disestablished (EOI)	
Professor	10609829	ACE	IHSS	Disestablished (EOI)	
Associate Research Fellow	10609638	ACA	IHSS	Disestablished (EOI)	
Research Fellow	10609645	ACB	IHSS	Disestablished (EOI)	
Research Fellow	10609646	ACB	IHSS	Disestablished (EOI)	
Research Fellow (History)	10610024	ACB	IHSS	Disestablished (EOI)	
Associate Professor (Australian History)	10602180	ACD	NSoAH	Disestablished (EOI)	
Associate Professor (Modern History)	10601267	ACD	NSoAH	Disestablished (EOI)	
Associate Professor (Australian History)	10601375	ACD	NSoAH	Disestablished (EOI)	
Lecturer	10602810	ACB	NSoAH	Disestablished (EOI)	
Senior Lecturer	10608757	ACC	NSoAH	Disestablished (EOI)	
Associate Professor	10601271	ACD	NSoAH	Disestablished (EOI)	
Senior Lecturer	10607727	ACC	NSoAH	Disestablished (EOI)	
Professor	10604392	ACE	NSoAH	Disestablished (EOI)	
Senior Lecturer	10600805	ACC	NSoAH	Disestablished (EOI)	
Research Fellow, Medieval and Early Modern Studies	10609199	ACB	IRCI	Disestablished (EOI)	
Professor	10605487	ACE	IRCI	Disestablished (EOI)	
Senior Research Fellow, Medieval and Early Modern Studies	10609200	ACC	IRCI	Disestablished (EOI)	
Professor in Quantitative Analysis	10610914	ACE	ILSTE	Disestablished	Disestablished
Research Fellow (Statistics)	10600331	ACB	MMIHR	Disestablished	Disestablished
Professor	10601184	ACE	MMIHR	Disestablished	Disestablished
Institute Manager	10609573	HEW8	DIP	Disestablished	Disestablished

Senior Lecturer (Theology)	10605324	ACC	NSoT	Disestablished	Disestablished
Professor	10611756	ACE	FTP	Disestablished	Disestablished
Director, Dianioia Institute of Philosophy	10609278	M110	DIP	Modified	Change to reporting line to Executive Dean Theology and Philosophy

### 5.3. IMPACT BY CAMPUS AND GENDER

CAMPUS IMPACT (FTE)		GENDER IMPACT (FTE)		
	Total	Impact	Impact	Gender Impact
Campus	FTE	Female	Male	Subject to EOI
Adelaide	1.0	1.0, (100%)	0.0, (0%)	0.0, (0%)
Ballarat	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)
Blacktown	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)
Brisbane	1.0	0.0, (0%)	1.0, (100%)	0.0, (0%)
Canberra	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)
Melbourne	19.8	4.0, (20%)	3.8, (19%)	12.0, (61%)
North Sydney	1.0	0.0, (0%)	1.0, (100%)	0.0, (0%)
Strathfield	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)
Campus Impact Subject to EOI	9.6	0.0, (0%)	0.0, (0%)	9.6, (100%)
<b>Total FTE</b>	<b>32.4</b>	<b>5.0, (15%)</b>	<b>5.8, (18%)</b>	<b>21.6, (67%)</b>

### 5.4. IMPACT BY POSITION CLASSIFICATION AND GENDER

CLASSIFICATION IMPACT (FTE)		GENDER IMPACT (FTE)		
	Total	Impact	Impact	Gender Impact
Classification	FTE	Female	Male	Subject to EOI
HEW Level 8	1.0	1.0, (100%)	0.0, (0%)	0.0, (0%)
Academic A	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)
Academic B	3.5	2.0, (57%)	1.5, (43%)	0.0, (0%)
Academic C	4.0	1.0, (25%)	1.0, (25%)	2.0, (50%)
Academic D	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)
Academic E	4.3	1.0, (23%)	3.3, (77%)	0.0, (0%)
Subject to EOI	19.6	0.0, (0%)	0.0, (0%)	19.6, (100%)
<b>Total FTE</b>	<b>32.4</b>	<b>5.0, (15%)</b>	<b>5.8, (18%)</b>	<b>21.6, (67%)</b>

## 5.5. IMPACT BY CLASSIFICATION AND CAMPUS IMPACT

Classification	CLASSIFICATION IMPACT (FTE)	CAMPUS IMPACT (FTE)								Impact Subject to EOI
	Total FTE	Adelaide	Ballarat	Blacktown	Brisbane	Canberra	Melbourne	North Sydney	Strathfield	
HEW Level 8	1.0	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	1.0, (100%)	0.0, (0%)	0.0, (0%)	0.0, (0%)
Academic A	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)
Academic B	3.5	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	3.5, (100%)	0.0, (0%)	0.0, (0%)	0.0, (0%)
Academic C	4.0	1.0, (25%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	3.0, (75%)	0.0, (0%)	0.0, (0%)	0.0, (0%)
Academic D	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)
Academic E	4.3	0.0, (0%)	0.0, (0%)	0.0, (0%)	1.0, (23%)	0.0, (0%)	2.3, (54%)	1.0, (23%)	0.0, (0%)	0.0, (0%)
Subject to EOI	19.6	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	10.0, (51%)	0.0, (0%)	0.0, (0%)	9.6, (49%)
<b>Total FTE</b>	<b>32.4</b>	<b>1.0, (3%)</b>	<b>0.0, (0%)</b>	<b>0.0, (0%)</b>	<b>1.0, (3%)</b>	<b>0.0, (0%)</b>	<b>19.8, (61%)</b>	<b>1.0, (3%)</b>	<b>0.0, (0%)</b>	<b>9.6, (30%)</b>

## 5.6. POTENTIAL BENEFITS FOR STAFF

- Integration of institutes into the faculties will provide:
  - School based staff with greater access to established research communities
  - Institutes staff with direct access to a larger number of school-based research collaborators
  - Greater opportunities for cross-faculty and interdisciplinary collaboration.
  - A structure that encourages greater alignment between education and research
  - Greater access to the HDR pipeline for institute academics
- A thematically-aligned approach to research and education will provide staff ability to see their education work and research work reinforce each other and larger and longer-lasting communities of researchers from which programs of research can develop

## 5.7. POSSIBLE ADVERSE EFFECTS ON STAFF

- Impact of redundancies/disestablished positions on individuals, culture
- Retraining of affected staff to operate effectively in the position.
- Concerns relating to fit and capability to perform to expectations within the new structure.
- Changes in reporting lines
- Perceived reduction in status/authority due to changes in structure and position titles.
- Perceived reduction in position satisfaction at ACU.
- Need to adapt to new structures and processes.

Additional potential adverse effects, however, may be raised by staff through the consultation process and these will be addressed.

## 5.8. SUGGESTIONS FOR AVOIDING OR MITIGATING ANY POTENTIAL ADVERSE EFFECTS ON STAFF

- Early consultation with affected staff about potential redeployment and active management of vacancies to place suitable redeployees;
- Consideration of roles that can be fractional roles which are less than 52 weeks per year and normally semester-based;
- Consideration of staff voluntary actions such as:
  - Staff initiated voluntary reduction of fraction
  - Pre-retirement contracts up to a maximum of 2 years and reduction of employment fraction to 0.6 for staff who are eligible to access their superannuation at the end of the contract

- Staff voluntary actions can be submitted as a request to [Change@acu.edu.au](mailto:Change@acu.edu.au)
- Voluntary Redundancy EOI within identified cohorts of staff where relevant to the change; and
- Access to the university’s Employee Assistance Program, information and resources to support staff through the change process.

### 5.9. IMPACT OF PROPOSED CHANGES OUTSIDE OF ORGANISATIONAL UNIT

Define impact in terms of people, other stakeholders and delivery of University Services.

PEOPLE	OTHER STAKEHOLDERS
<ul style="list-style-type: none"> <li>• Need for staff in other organisational units to adapt to new structures and processes</li> <li>• Where an HDR supervisor’s role is disestablished, their students will be supported and a supervisor with appropriate expertise will be appointed.</li> </ul>	
UNIVERSITY SERVICES	
<ul style="list-style-type: none"> <li>• Stronger alignment with ACU’s strategic priorities</li> </ul>	

### 5.10. POTENTIAL BENEFITS

- Greater capacity to support HDR students;
- Engagement with external stakeholders and funders.

### 5.11. POSSIBLE ADVERSE EFFECTS

- Impact of ACUs research rankings
- Impact of understanding and responding to new organisational structure i.e., time taken to establish new ways of working.
- Potential impact of redundancies/disestablished roles on individuals and workplace culture.

Additional potential adverse effects, however, may be raised by stakeholders through the consultation process and these will be addressed.

### 5.12. SUGGESTIONS FOR AVOIDING OR MITIGATING ANY POTENTIAL ADVERSE EFFECTS ON STAKEHOLDERS

- consultation with stakeholders to ensure changes are appropriately communicated, and solutions sought to mitigate impact.
- Reasonable time for staff to adjust to working in new units and adapting to changed work processes

### 5.13. ACTION/S TO MINIMISE IMPACT ON OTHER STAKEHOLDERS AND UNIVERSITY SERVICES (OUTSIDE OF ORGANISATIONAL UNIT)

Early and regular communication with stakeholders throughout the change process will be established to inform, communicate, and update on planned changes.

## 6. Placement Process

The university will also consider alternative measures such as voluntary redundancy, job share, temporary part time work and job swaps as part of the consultation process. The placement process for this change management process will occur once the voluntary redundancy program expression of interest assessment process has been finalised. The voluntary redundancy program is restricted to staff that are impacted by this draft change management plan. The university will support staff declared redundant to actively seek new positions internally, but also externally to ACU.

The implementation of this change will be guided by equitable placement principles. These principles seek to transfer staff into positions having regard for fairness and equity including assessment of skills, experience and capabilities for roles. Placement and/or redeployment may occur to a suitable position in any organisational unit across the University. As a university-wide change process, placement and/or redeployment may occur to a suitable position in any organisational unit across the University.

As part of this change management process, positions may be reviewed and updated, as required. Specifically, to this draft change management plan:

1. Following the approval of the Final Change Management Plan, advice will be provided to each directly impacted staff member about placement. This advice will confirm placement (this occurs if staff are mapped to same or same/similar and where there is a one-to-one staff to position relationship), or, that staff will be considered for placement through an Expression of Interest process.
2. Should staff be advised that they are displaced, that is they are not mapped to a same or similar position or have not been directly placed into a position, communication will be provided outlining how the placement process applies to them individually. This may include notification of an Expression of Interest process for a same or similar role or an invitation to participate in an Expression of Interest process for a new or changed role.
3. Expressions of Interest will be considered by the Placement Committee. A decision will be made on the Expression of Interest and merit principles.
4. Non-participation in the Expression of Interest process does not result in non-placement. The Placement Committee will continue to assess strengths and decide on placement.
5. At the end of these steps, it may result in a staff member not being placed and further consultation will occur with the individual in line with the Enterprise Agreement. Should no suitable position be identified following this consultation, notice of redundancy will be issued and the notice period will commence, and redeployment will continue to be sought during this period.

The following general principles will apply in the placement process:

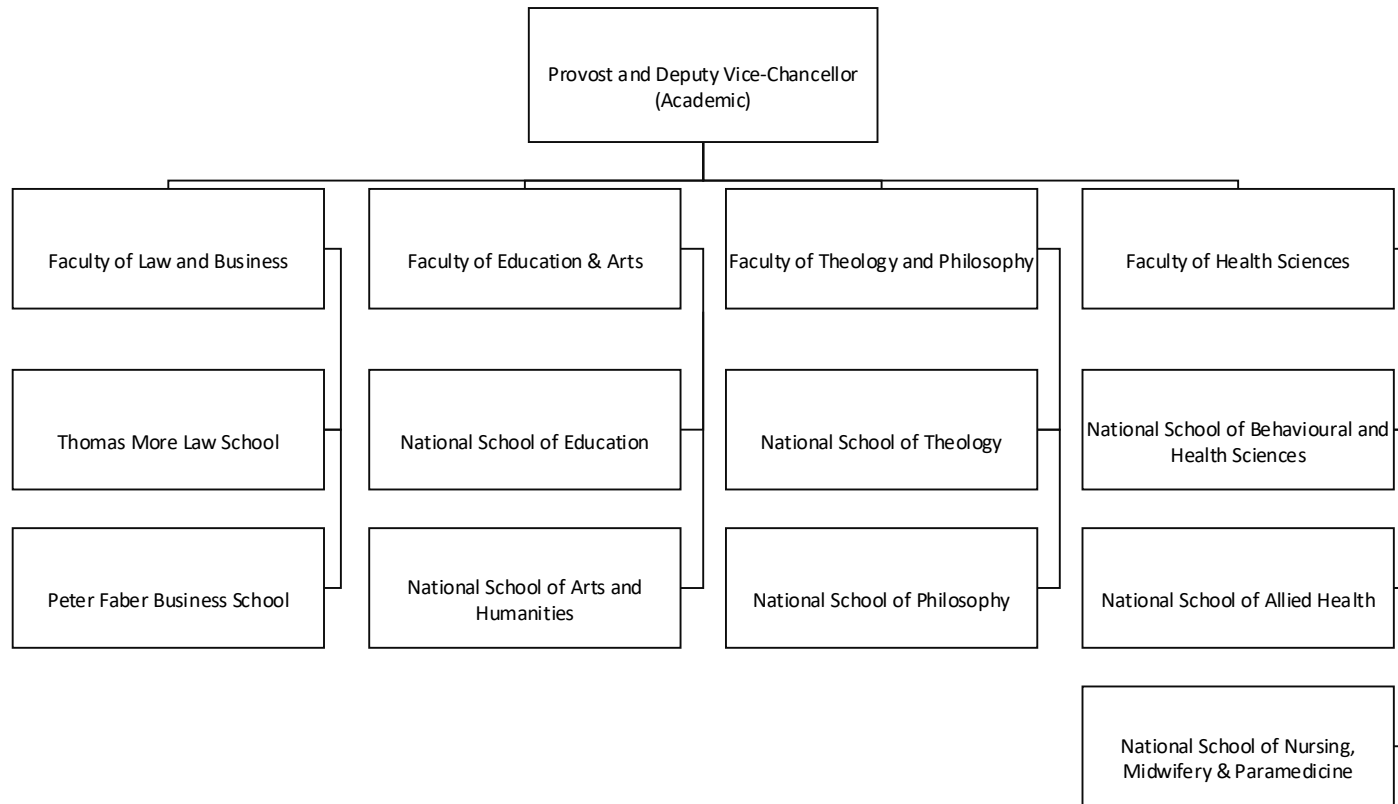
1. For the purposes of the placement process, staff will be considered as occupying their substantive position, rather than one for which they are receiving a higher or additional duties allowance or temporarily seconded into.
2. Continuing staff will be placed (and redeployed) before fixed term staff.
3. A fixed term staff member, if not placed following this placement process will continue for the duration of their current contract.

4. Where a position remains essentially the same or similar and at the same level, the incumbent can be directly placed and confirmed in the position.
5. Where a position remains essentially the same or similar and at the same level, but the number of positions reduces and there is more than one eligible incumbent, the position will be filled via an internal expression of interest process (limited to eligible incumbents).
6. Where a position remains essentially the same or similar but loses one level the University will attempt to find a suitable position of same level for which the incumbent is suitably qualified to perform the duties. If a suitable position cannot be found, the incumbent can be directly placed in the lower level position in line with University policy on salary maintenance.
7. Where a continuing staff member is displaced as part of the placement process, the University will seek to redeploy the staff member in line with the Major Change, Notice, Redeployment, Redundancy and Voluntary Early Retirement Policy and Procedures. The University reaffirms that consistent with this Policy, involuntary redundancy remains the last resort.
8. Where a fixed term staff member is displaced as a result of this change, redeployment for the remaining period of the contract will be explored in the first instance, in line with the Major Change, Notice, Redeployment, Redundancy, and Voluntary Early Retirement Policy and Procedures, following which notice of contract cessation will be provided.
9. The University will seek to fill any vacated or new positions through the redeployment of staff impacted by this change as first priority. The University will then move to priority consideration for any ACU staff on the redeployment list. Any remaining vacancies will be filled in accordance with the Recruitment and Selection Policy and Guidelines, which may include an internal expression of interest and/or external advertisement.
10. In the event of redeployment, a staff member may be transferred to another University campus at the staff member's request.
11. Where a staff member does not identify for and/or participate fully in the placement process for appointment, including undertaking relevant EOI processes, a direct appointment to a suitable position may be made according to clause 8.5.1 of the Enterprise Agreement. A staff member shall not unreasonably decline to accept redeployment, relocation, training or retraining.

## 7. Organisational Structure

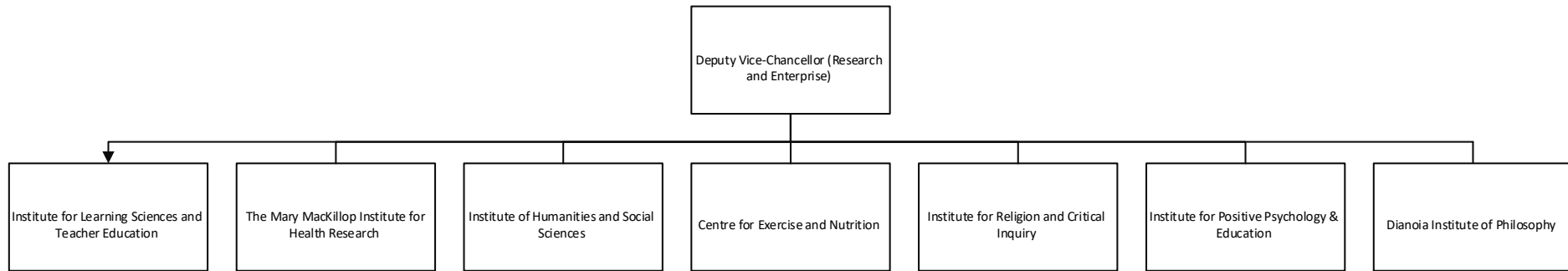
### 7.1 CURRENT ORGANISATIONAL CHART

#### Provost Portfolio (Current)

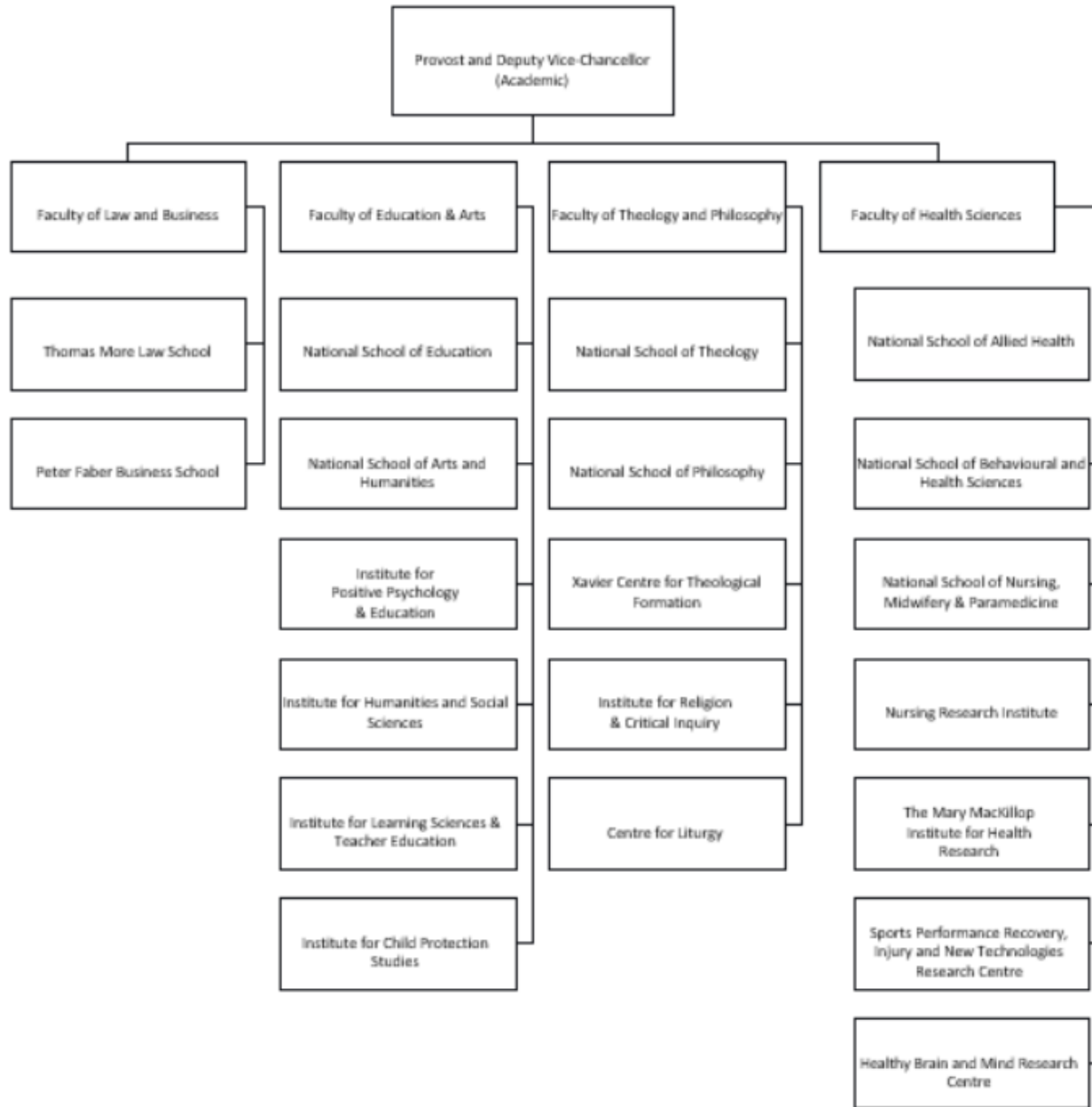




## DVCRE Portfolio (Current)



## 7.2 PROPOSED ORGANISATIONAL CHART



## 8. Consultation Process

This proposal is put forward for the purposes of informing consultation with staff, recognising that the sound management of workplace change is enhanced by the involvement of the staff affected by that change.

A staff member may seek advice or assistance from a representative of their choice throughout the course of discussions and consultation on the change proposal. Such a representative must not be a practising solicitor or barrister.

The Change Leads) will consult with all affected staff, their staff representatives, and the Unions in accordance with the ACU Staff Enterprise Agreement.

Staff (and/or their representatives) may put forward comments for improving this draft change management plan or for avoiding or mitigating any potential adverse effects. Following consideration of any input received during the consultation process, the change management plan will be finalised and submitted for the approval by the relevant officer to proceed to implementation. Staff will be advised of any variations to the change proposal which have arisen from the consultation process.

The consultation process and timelines have been established as follows:

<b>ACTION</b>	<b>FOR ACTION BY</b>	<b>AUDIENCE</b>	<b>ANTICIPATED TIMELINE</b>
<b>Draft Change Management Plan approved by VCAC</b>	OVCP	VCAC	11 September 2023
<b>Release of draft Change Plan to affected staff and commencement of consultation period</b>	Vice-Chancellor and President	All Staff	12 September 2023
<b>Draft Change Management Plan circulated to ACUSCC and Staff Representatives</b>	P&C	ACUSCC and Staff Representatives	12 September 2023
<b>Draft Change Management Plan circulated to UCC</b>	DVCRE and Provost (Change Leads)	UCC	12 September 2023
<b>Voluntary redundancy expression of interest (VR EOI) program commences</b>	DVCRE and Provost (Change Leads)	Staff impacted by the change plan	12 September 2023
<b>Consultation period starts</b>	DVCRE and Provost (Change Leads)	All Staff	12 to 26 September 2023
<b>Consultation period ends</b>	DVCRE and Provost (Change Leads)	All Staff	26 September 2023
<b>Voluntary redundancy expression of interest (VR EOI) program closes and the last date to rescind a VR EOI</b>	DVCRE and Provost (Change Leads)	Staff impacted by the change plan	26 September 2023

<b>Consideration of VR EOI, feedback, and development of Final Change Management Plan</b>	Members of Executive	Staff impacted by the change plan	26 September to 03 October 2023
<b>Submission of Final Change Plan to VCAC member for endorsement</b>	DVCRE and Provost (Change Leads)	VCAC	03 October 2023
<b>Final Change Plan presented to VCP for approval</b>	DVCRE and Provost (Change Leads)	VCP	03 October 2023
<b>Approved Final Change Management Plan circulated to affected staff.</b>	Vice-Chancellor and President	All Staff	04 October 2023
<b>Final Change Plan circulated to ACUSCC and Staff Representatives.</b>	P&C	ACUSCC and Staff Representatives	04 October 2023
<b>Final Change Management Plan circulated to UCC.</b>	DVCRE and Provost (Change Leads)	UCC	04 October 2023
<b>Confirmation of acceptance of voluntary redundancy and notice provided to staff.</b>	P&C	Impacted staff who have expressed interest in VR which has been approved	From 04 October 2023
<b>Placement process commences for staff invited in an expression of interest process.</b>	Members of Executive	Impacted staff	From 04 October 2023
<b>Anticipated date any notice of redundancy will be issued and commencement of formal redeployment period.</b>	P&C	Impacted staff	From 04 October 2023
<b>Implementation plans will be created for each affected area, ensuring a structured and phased approach to the implementation process</b>	Members of Executive	Impacted staff	From 04 October 2023