

Academic Final Change Management Plan

12 October 2023

Contents

1. Background – The Rationale for Change	3
2. Current Situation	3
3. Goals and Principles of the Final Change Management Plan	3
4. Changes Proposed.....	4
5. Impact of Changes within Organisational Unit.....	9
5.1. Impact on Staff and Operations	9
5.2. Position impact.....	9
5.3. Impact by campus and gender	11
5.4. Impact by position classification and gender	11
5.5. Impact by classification and campus impact.....	11
5.6. Potential Benefits for Staff	12
5.7. Possible Adverse Effects on Staff	12
5.8. Suggestions for Avoiding or Mitigating any Potential Adverse Effects on Staff	12
5.9. Impact of Proposed Changes Outside of Organisational Unit	12
5.10. Potential Benefits	13
5.11. Possible Adverse Effects	13
5.12. Suggestions for Avoiding or Mitigating any Potential Adverse Effects on stakeholders.....	13
5.13. Action/s to Minimise Impact on Other Stakeholders and University Services (Outside of Organisational Unit).....	13
6. Placement Process	13
7. Organisational Structure.....	16
8. Consultation Process.....	17
9. Appendices	19
9.1. Proposed positions for disestablishment due to Voluntary redundancy.....	19
9.2. Summary of change feedback	20

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 Final 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 Change Management Plan addresses the priority to integrate 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 Final Change Management Plan

The goals for this final 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 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

High level summary of the differences between the Draft and Final Change Plan

FTE Change	Rationale
1. 7 onshore Religious Studies positions were removed from the plan.	Feedback indicated that the potentially impacted staff: (i) could lead integration and alignment of schools and institutes by contributing to teaching or (ii) currently undertake strategically critical work that could not be done by other staff. Offshore academics in religious studies are still in scope.
2. 2 positions from the Medieval and Early Modern Studies (MEMS) research program and an additional position from philosophy will be retained and placed within IRCI.	Feedback noted that MEMS and philosophy academics could contribute to development and innovation in the curriculum and strengthen critical contributions to Mission.
3. 1 history position in Brisbane and 1 history position in Ballarat were removed from the plan.	Feedback from the consultation period suggested unique requirements in Brisbane and Ballarat that require history academics in those locations to be retained.

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 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 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. These 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

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.

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 after the release of this change plan. The integration plan will ensure Institute Directors will retain their current delegation and will be part of the faculty management; 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.

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
- The Dianoia Institute of Philosophy (DIP) will be closed with retained staff moved to IRCI. IRCI will be home to research concentrations in theology, religious studies, and philosophy.

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 (Operations, Draft Change Management Plan) process.

Any structural changes or updates to the Delegations of Authority and Register that require Senate endorsement will be provided after the Final Change Plan is approved and released.

Consider Institute and Centre Status

An 'Institute and Centres Policy' will be developed after the Final Change Plan in consultation with relevant internal stakeholders. 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, Australian Centre for the Advancement of Literacy (ACAL), 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 as a centre or institute.

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. Institute-based staff will be encouraged to build teams of experienced academics, early career academics, HDRs, and undergraduate students (e.g., honours students) who collaborate on large initiatives, with less reliance on research assistants. School-based staff may be supported to work on these initiatives by a research development workload allocation, where appropriate.

Close Dianoia Institute of Philosophy Closure and Philosophy and Move Staff into the Institute for Religion and Critical Inquiry

The Dianoia Institute of Philosophy (DIP) contains a world-class collection of researchers. However, the institute's research program doesn't currently 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. There are currently more than twice the number of continuing academic staff in DIP (14 FTE) than in the School of Philosophy (6.4 FTE). The scale of research in philosophy requires: a) appropriate rescaling given the size of our student base (425 EFTSL in 2023; mostly in the core curriculum), b) alignment to what we teach in the area, and c) better integration with cognate areas for greater interdisciplinary research.

- 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.
- 2 Teaching and Research level D/E philosophy positions will be created in the IRCI's new philosophy program
- 3 Teaching and Research level B/C philosophy positions will be created in the IRCI's new philosophy program
- DIP's impacted academic staff will be invited to participate in the EOI placement process for these new positions

After the change, ACU will continue to have substantially more philosophers than the sector average. IRCI will become the largest institute within the university, underscoring ACU's commitment to theology, philosophy, and religious studies.

Close the Medieval and Early Modern Research Program in the IRCI

The Medieval and Early Modern Research Program will close. All offshore academic positions and the role of the staff member who requested voluntary redundancy will be disestablished. The 2 remaining domestic positions will be retained and moved into other programs within IRCI.

Quantitative Analysis Roles

1 position will be disestablished in MMIHR, where the required quantitative analytical skills will be absorbed by expertise in the faculty and other specialist quantitative positions in MMIHR.

1 position focused on quantitative analysis will be disestablished in ILSTE, as staff in IPPE and other areas have similar skills and will be able to provide support more easily with integration into the faculty.

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 MacKillop 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
- Consideration will be given to offering further fixed term contracts to positions funded by operating budgets (10 fixed term contracts potentially to cease at the end of the contract period).
- 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 and political science, there are large numbers of academic positions relative to the population of ACU students within these domains. History has 193 EFTSL (students) and 36 FTE (Staff). Political science has 58 EFTSL and 7 FTE. Each of these areas has a large proportion of research-only staff, most of whom are supported exclusively by internal university funds.

History

- 2 positions (1 in NSoAH and 1 in IHSS) will be disestablished through voluntary redundancy
- 12.80 FTE additional academic positions in NSoAH and IHSS will be disestablished
- 8 new Teaching and Research positions will be created. Given the complexities associated with ACUs multi-campus teaching in history, academic levels will not be specified for each role. The EOI process will be open rank with full consideration of staff at any academic level. Placement following a successful EOI will be made at the staff member's current academic level.
- At least 2 of the new Teaching and Research positions will be located in Strathfield and will require face-to-face teaching on that campus. Staff in NSW/ACT will be preferenced for these 2 positions.
- Impacted academic staff will be invited to participate in an EOI process for these new positions.
- Retained staff from the National School of Arts and Humanities will remain within the school and will be offered affiliate membership of IHSS.
- Retained staff from IHSS will remain within the institute and will undertake teaching activities within the School of Arts and Humanities.

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

After the change, ACU will continue to have substantially more historians than the sector average.

Political Science

- 1 position in NSoAH will be disestablished through voluntary redundancy
- 3 FTE research only/research focused positions in political science located within IHSS will be disestablished.
- 1 FTE Teaching and Research position will be created with impacted staff invited to participate in an EOI for this new position.
- The new position will be located in IHSS with teaching activities undertaken within the National School of Arts and Humanities.

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

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

5.2. POSITION IMPACT

POSITION TITLE	POSITION NUMBER	LEVEL	CURRENT UNIT	IMPACT	PROCESS
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	
Professor	10609559	ACE	DIP	Disestablished (EOI)	Reduction in positions in Philosophy Restricted EOI for 5.0 FTE positions (2 FTE
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)	level B/C and 3 FTE level D/E).	
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)	Reduction in positions in Political Science	
Professor	10609844	ACE	IHSS	Disestablished (EOI)	Restricted EOI for 1.0 FTE position	
Research Fellow (Political Science)	10610091	ACB	IHSS	Disestablished (EOI)		
Associate Research Fellow	10609638	ACA	IHSS	Disestablished (EOI)	Reduction in History positions Restricted EOI for 8.0 FTE positions	
Research Fellow	10610051	ACB	IHSS	Disestablished (EOI)		
Research Fellow (History)	10610024	ACB	IHSS	Disestablished (EOI)		
Research Fellow	10609646	ACB	IHSS	Disestablished (EOI)		
Research Fellow	10609645	ACB	IHSS	Disestablished (EOI)		
Lecturer	10602810	ACB	NSAH	Disestablished (EOI)		
Senior Lecturer	10600805	ACC	NSAH	Disestablished (EOI)		
Associate Professor (Australian History)	10602180	ACD	NSAH	Disestablished (EOI)		
Associate Professor	10601271	ACD	NSAH	Disestablished (EOI)		
Associate Professor (Modern History)	10601267	ACD	NSAH	Disestablished (EOI)		
Professor	10609819	ACE	IHSS	Disestablished (EOI)		
Professor in Gender and Women's History	10609755	ACE	IHSS	Disestablished (EOI)		
Professor	10604392	ACE	NSAH	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	
Director, Dianoia 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)		
Campus	Total FTE	Impact Female	Impact Male	Gender Impact Subject to EOI
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	12.8	3.0, (23%)	3.8, (30%)	6.0, (47%)
North Sydney	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)
Strathfield	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)
Campus Impact Subject to EOI	4.8	0.0, (0%)	0.0, (0%)	4.8, (100%)
Total FTE	18.6	3.0, (16%)	4.8, (26%)	10.8, (58%)

5.4. IMPACT BY POSITION CLASSIFICATION AND GENDER

CLASSIFICATION IMPACT (FTE)		GENDER IMPACT (FTE)		
Classification	Total FTE	Impact Female	Impact Male	Gender Impact Subject to EOI
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	1.0	0.0, (0%)	1.0, (100%)	0.0, (0%)
Academic D	0.0	0.0, (0%)	0.0, (0%)	0.0, (0%)
Academic E	3.3	1.0, (30%)	2.3, (70%)	0.0, (0%)
Subject to EOI	10.8	0.0, (0%)	0.0, (0%)	10.8, (100%)
Total FTE	18.6	3.0, (16%)	4.8, (26%)	10.8, (58%)

5.5. IMPACT BY CLASSIFICATION AND CAMPUS IMPACT

CLASSIFICATION IMPACT (FTE)		CAMPUS IMPACT (FTE)							Impact Subject to EOI
Classification	Total FTE	Ballarat	Blacktown	Brisbane	Canberra	Melbourne	North Sydney	Strathfield	
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%)
Academic B	3.5	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	1.0	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 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%)
Academic E	3.3	0.0, (0%)	0.0, (0%)	1.0, (30%)	0.0, (0%)	2.3, (70%)	0.0, (0%)	0.0, (0%)	0.0, (0%)
Subject to EOI	10.8	0.0, (0%)	0.0, (0%)	0.0, (0%)	0.0, (0%)	6.0, (56%)	0.0, (0%)	0.0, (0%)	4.8, (44%)
Total FTE	18.6	0.0, (0%)	0.0, (0%)	1.0, (5%)	0.0, (0%)	12.8, (69%)	0.0, (0%)	0.0, (0%)	4.8, (26%)

5.6. POTENTIAL BENEFITS FOR STAFF

- Integration of institutes into 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 the 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 were raised by staff through the consultation process as follows:

- Impact of change on staff morale and well-being

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
- 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"> • Need for staff in other organisational units to adapt to new structures and processes • Where an HDR supervisor’s role is disestablished, their students will be supported and a supervisor with appropriate expertise will be appointed. 	<ul style="list-style-type: none"> • Need for external stakeholders to adapt to new structures and processes. • Potential loss of collaboration opportunities with directly impacted staff.
UNIVERSITY SERVICES	
<ul style="list-style-type: none"> • Stronger alignment with ACU’s strategic priorities 	

5.10. POTENTIAL BENEFITS

- By integrating and aligning institutes and schools there will be a greater capacity to collaborate on research training;
- Collaboration on engagement with external stakeholders and funders will be increased by integrating and aligning institutes and schools.
- Stronger links between research and teaching curriculum
- Greater opportunity for students to experience ACUs research

5.11. POSSIBLE ADVERSE EFFECTS

- Impact of ACUs research rankings and reputation
- 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 were raised by stakeholders through the consultation process as outlined in section 9.2.

5.11.1. 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

5.12. 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 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 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.

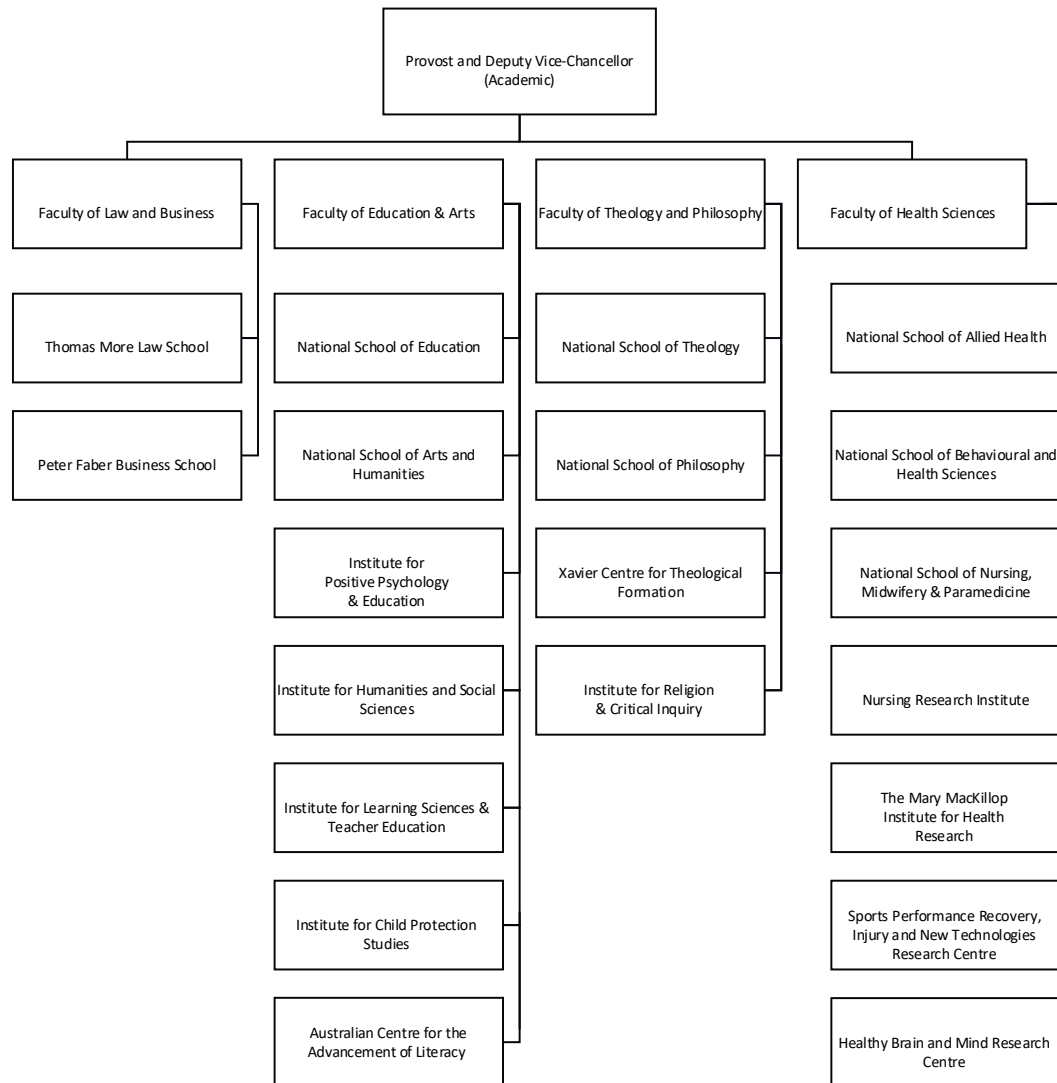
The following general principles will apply in the placement process:

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



8. Consultation Process

A proposal was 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.

Staff members were able to 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 consulted with all affected staff, their staff representatives, and the Unions in accordance with the ACU Staff Enterprise Agreement.

Staff (and/or their representatives) were invited to put forward comments for improving the draft change management plan or for avoiding or mitigating any potential adverse effects. Following consideration of input received during the consultation process, this change management plan has been finalised and submitted for the approval by the relevant officer to proceed to implementation. Variations to the change proposal which have arisen from the consultation process are reflected in this final Change Management Plan.

The consultation process and timelines have been established as follows:

ACTION	FOR ACTION BY	AUDIENCE	ANTICIPATED TIMELINE	STATUS
Draft Change Management Plan approved by VCAC	OVCP	VCAC	11 September 2023	Complete
Release of draft Change Plan to affected staff and commencement of consultation period	Vice-Chancellor and President	All Staff	12 September 2023	Complete
Draft Change Management Plan circulated to ACUSCC and Staff Representatives	P&C	ACUSCC and Staff Representatives	12 September 2023	Complete
Draft Change Management Plan circulated to UCC	DVCRE and Provost (Change Leads)	UCC	12 September 2023	Complete
Voluntary redundancy expression of interest (VR EOI) program commences	DVCRE and Provost (Change Leads)	Staff impacted by the change plan	12 September 2023	Complete
Consultation period starts	DVCRE and Provost (Change Leads)	All Staff	12 to 26 September 2023	Complete
Consultation period ends	DVCRE and Provost (Change Leads)	All Staff	26 September 2023	Complete
Voluntary redundancy expression of interest (VR EOI) program closes and the last date to rescind a VR EOI	DVCRE and Provost (Change Leads)	Staff impacted by the change plan	6 October 2023 VR EOI program was extended to 6 October 2023	Complete

Consideration of VR EOI, feedback, and development of Final Change Management Plan	Members of Executive	Staff impacted by the change plan	9 October 2023 – 11 October 2023	Complete
Submission of Final Change Plan to VCAC member for endorsement	DVCRE and Provost (Change Leads)	VCAC	12 October 2023	Complete
Final Change Plan presented to VCP for approval	DVCRE and Provost (Change Leads)	VCP	12 October 2023	Complete
Approved Final Change Management Plan circulated to affected staff.	Vice-Chancellor and President	All Staff	12 October 2023	Complete
Final Change Plan circulated to ACUSCC and Staff Representatives.	P&C	ACUSCC and Staff Representatives	12 October 2023	Complete
Final Change Management Plan circulated to UCC.	DVCRE and Provost (Change Leads)	UCC	12 October 2023	Complete
Confirmation of acceptance of voluntary redundancy and notice provided to staff.	P&C	Impacted staff who have expressed interest in VR which has been approved	From 16 October 2023	Pending
Placement process commences for staff invited in an expression of interest process.	Members of Executive	Impacted staff	From 16 October 2023	Pending
Anticipated date any notice of redundancy will be issued and commencement of formal redeployment period.	P&C	Impacted staff	From 16 October 2023	Pending
Implementation plans will be created for each affected area, ensuring a structured and phased approach to the implementation process	Members of Executive	Impacted staff	From 16 October 2023	Pending

9. Appendices

9.1. PROPOSED POSITIONS FOR DISESTABLISHMENT DUE TO VOLUNTARY REDUNDANCY

TITLE	POSITION NUMBER	CLASSIFICATION	ORG UNIT
Senior Research Fellow (Philosophy)	10609419	ACC	DIP
Associate Professor	10609408	ACD	DIP
Associate Professor	10603690	ACD	NSoAH
Professor	10609829	ACE	IHSS
Associate Professor (Australian History)	10601375	ACD	NSoAH
Senior Research Fellow, Medieval and Early Modern Studies	10609200	ACC	IRCI
Institute Manager	10609573	HEW8	DIP

9.2. SUMMARY OF CHANGE FEEDBACK

During the two-week consultation phase, ACU received almost 700 feedback submissions. Approximately seventy percent of these were from external stakeholders. There were approximately 200 submissions from ACU staff. Each submission was read and considered with multiple changes made to the Final Change Management Plan as a result of this feedback. However, with this volume of feedback it is not possible to provide specific responses to every submission. As such, we have grouped feedback into themes that represent summarised feedback from across the submissions. Below are responses to each of these themes.

FEEDBACK THEME	SUMMARY OF FEEDBACK RECEIVED	RESPONSE
International Reputation and Rankings	<p>The feedback highlighted concerns that the proposed changes could have a detrimental effect on ACU's international reputation, particularly in the fields of Arts and Humanities, and rankings more broadly.</p> <p>Respondents suggested that the disestablishment of programs (especially the Dianioia Institute of Philosophy and the Medieval and Early Modern Research Program IRCI) and the loss of researchers could hinder the university's ability to compete globally and attract top-tier talent.</p>	<p>Reputation is important to ACU, as a Catholic and an international university. ACU has built a reputation as a world class research university in multiple areas. Some of these areas are affected by the plan. In light of feedback, amendments to the change plan have been made with several positions retained in the broad area of the arts and humanities. Nevertheless, reputation in these areas is likely to be affected and will need to be rebuilt.</p> <p>It is also possible that ACU will decline in some international rankings in the short-term. In the most recent Times Higher Education (THE) ranking ACU, along with most other Australian universities, has declined. The aim of some of the proposals in the final change plan is to create a more sustainable model that will lift ranking in the long-term. This means less reliance on offshore professorial fellows, greater support and development for early and mid-career academics, and a broader research base. Historically, ACU has done well in the citation component of the THE rankings but this performance has not been matched by performance in other areas. By broadening our research base and embracing a broader definition of research performance, ACU is looking to build longer-term research success that ultimately increases our international rankings and strengthens our reputation.</p>
Incomplete or Inadequate Data	<p>Some respondents questioned the accuracy and completeness of the data used for evaluating academic programs and staff. They argued that performance metrics and standards may not fully capture the quality of research in Arts and Humanities. There was a call for a more nuanced evaluation process that considers the nature of research in these disciplines.</p>	<p>The three principles that are driving this plan are alignment, size, and integration. An array of data was considered, with the primary inputs being student EFTSL and staff FTE. Aggregated internal data was used to understand our research capacity across the faculties and institutes, as part of the exploration for integration, and to understand our risk profile.</p>

<p>Call for Halt and Redesign</p>	<p>Several staff called for an immediate halt to the proposed Change Plan. They argued that a thorough and informed review of the plan is necessary to avoid strategic mistakes. The redesign should consider the university's mission, the potential damage to its reputation, and the need for alternative strategies. A specific suggestion was that the Core Curriculum review should be completed before making decisions about program disestablishments. They argued that certain areas, like Philosophy and History, may be needed to teach new curriculum units, and these requirements should be considered.</p>	<p>The university's deficit is an immediate threat to the organisation, and the ACU Senate has given management a mandate to balance the budget for 2024. We understand that there are risks in the proposed plan and that ongoing projects and initiatives (e.g., core curriculum review) may influence future staffing needs. We considered this feedback when making amendments and removing some of the positions from the draft plan. However, the entire plan cannot be delayed so that a particular project can be completed. We need to address the forecast deficit and by acting decisively now it is anticipated that the university will avoid the need to make larger changes in the short to medium term. The plan has been designed to minimise risk to the organisation, while acknowledging that the actions will bring some unavoidable impacts, especially for those affected.</p>
<p>Staff Morale and Well-being</p>	<p>Concerns were raised about the potential impact of the proposed changes on staff morale and well-being. Respondents suggested that the abrupt nature of the plan and the potential loss of positions could lead to demoralisation among staff.</p>	<p>This risk was identified in the draft plan and is an unfortunate consequence of any change plan that includes job losses. Considerable effort has been made to minimise the reduction in continuing academic staff roles. Nevertheless, job losses are part of this plan and staff directly impacted and those who remain in affected areas while we implement the change plan will need support. The university understands that change can be difficult, and we offer a range of support to both staff and managers, including direct support from People and Capability staff, self-care sessions, the EAP program, access to financial advice and support, LinkedIn learning resources, and manager workshops.</p>
<p>Financial Sustainability</p>	<p>Budget Deficit Concerns: Respondents raised concerns about the university's budget deficit. They question how the deficit was allowed to reach its current state and whether effective financial management practices were in place. There was some suggestion that the deficit might be indicative of broader financial issues within the institution.</p>	<p>Many universities made significant cuts to staff during the early stages of the COVID pandemic. In 2020, job losses across the sector totalled more 17,000 (i.e., more than 400FTE per university, on average; Universities Australia, 2021). ACU did not cut academic positions during that period. Rather, our academic staffing continued to grow from 2020-2023. The primary drivers of our current financial situation were: (i) the increase in staff benefits (our primary source of expenditure) that was associated, in part, with an increase in staffing over the past few years and (ii) a decrease in student EFTSL (our primary source of revenue).</p> <p>We are not alone in facing these challenges. Despite the job cuts they made in 2020, many universities in the sector reported a deficit for 2022, and a significant number have experienced declines in student revenue this year. Clearly, Australian universities, including ACU, are operating in a changed and constrained</p>

		environment that requires us to move to a more sustainable model. That model relies on the difficult staff reductions we are making now, as well as increased efficiencies in our operations and new opportunities for growth and revenue diversification that we will foster in the coming years.
Cost of the Institutes	Respondents raise specific concerns about the cost of maintaining the Institutes. They inquire about the financial investments made in these institutes and whether the return on investment justifies their continued existence, especially if they are not financially self-sustainable.	<p>ACU remains committed to retaining research institutes and supporting them into the future. The research institutes have made significant contributions to research that justifies continued support. We expect the institutes to be research theme leaders well into the future and to continue to contribute to research excellence at the university.</p> <p>There is, however, a need to change the operating model. Institutes must be better aligned with our teaching and contribute to student experience. Likewise, to grow research in the future, ACU must better enfranchise the rest of the academic workforce. The alignment of research and education is an area where we believe student experience could be better served. All students should have an opportunity to engage with our research. Likewise, the need to align and integrate teaching and research is an area we have identified as a TEQSA risk and needs to be addressed. By bringing institutes into the faculties, we expect that a greater number of ACU academics will be able to affiliate with these units. Thus, the institutes will be better placed to grow capacity and benefit from the high-quality research within ACU's schools.</p>
Resource Allocation	Several respondents questioned the allocation of resources within the university. They wondered whether resources have been distributed efficiently and if there is room for cost-saving measures in other areas before resorting to academic staff reductions.	The university has been active in reducing non-salary expenditure this year. For example, there are significant targeted budget cuts to travel, consulting, IT and software. Nevertheless, ACU's staff benefits ratio (that is the portion of expenditure on staff benefits) is one of the highest in the sector. This means that to address the deficit for 2024, some redundancies are required.
Alternative Financial Strategies	Respondents suggest that the university should explore alternative financial strategies beyond program disestablishment and staff reductions. These alternative strategies may include identifying new revenue streams, reevaluating existing partnerships, fundraising efforts, or cost-saving measures in non-academic areas.	Professional staffing has been significantly impacted and is proposed to be further impacted. Indeed, proposed job losses in academic staffing are significantly smaller than those proposed for professional staffing. The university will indeed need to develop new revenue streams. However, growth alone cannot address the forecast deficit for 2024.
Long-Term Financial Viability	Many are concerned about the long-term financial viability of	The changes are designed to ensure ACU has a sustainable operating model from which to grow. Aligning our staff and student profiles, and integrating our education

	ACU. They stress the importance of addressing budgetary challenges in a way that ensures the university's sustainability and ability to continue providing quality education and research.	and research are important goals to ensure we have the foundation from which to grow and diversify our revenue in the medium and long-term.
Impact on Research Institutes	The proposed changes to institutes raise concerns about their autonomy, research culture, and the potential departure of world-leading researchers. Disrupting the Institutes' functioning may weaken their research capabilities and collaborative efforts, leading to a loss of their unique contributions to ACU's research landscape.	Institutes located within faculties is a common model across the sector, as it enhances interactions and benefits the entire academic community. The implementation plan and the institutes and centres policy will lay out the conditions which will ensure research institutes will be drivers of particular research themes and will retain the delegations needed to lead those themes. The movement of institutes into the faculties will ensure the institutes are positioned to contribute, via a clearer structure, to what ACU researches and what it teaches and will provide school-based staff with greater access to those institutes. In many cases, the changes will lead to institutes growing as a result of the plan. In addition, integration will allow institute staff, especially early career academics, to build more well-rounded careers.
Teaching-Research Integration	The importance of maintaining a strong integration of teaching and research within the university was emphasized. Respondents argued that the proposed changes could disrupt this integration, which they view as fundamental to delivering a high-quality student experience and advancing ACU's mission.	There are exceptional pockets of collaboration between institutes and schools going in both directions. High level mentoring, collaboration on projects, and co-supervision have all occurred. However, these practices have not been disseminated and implemented to the degree that is needed. Unfortunately, the current structure of the university has made those interactions the exception rather than the norm. It is hard for those in the schools to gain affiliation with the institutes or collaborate on an ongoing basis. Schools have had relatively limited access to expertise in the institutes that could: (i) influence what and how ACU teaches or (ii) contribute to the research direction of the schools. Institute staff have had limited ability to access HDR pipelines and develop potential HDR talent in undergraduate and postgraduate programs. Institutes have also been limited in their ability to access promising researchers in the schools that could bolster the research strength in the institutes. The integration of Institutes into Faculties will provide a scaffold to address these concerns.
Transparency and Communication	Concerns were expressed about the transparency and communication surrounding the proposed changes. Respondents suggested that staff should have access to more detailed information about the Expression of Interest (EOI) process and the criteria for assessment to ensure fairness and clarity.	We would not typically release information on the EOI process until the final change plan has been released and the voluntary redundancy process is completed. The reason for this is that the consultation phase often leads to a final plan in which an EOI is no longer needed, or the nature of the change is significantly different to draft plan. In the current plan, for example, several roles have been removed from the final change plan that has meant that at least one EOI process will no longer be needed. Other EOI processes have had altered numbers and greater specificity has been made around new positions that will form the EOI process.

		Where an EOI process is required, applicants will be asked to provide a CV and cover letter addressing their contribution to teaching, research and enterprise, and service. A panel with a membership that is diverse and includes discipline expertise will review each EOI submitted. An interview may be held where needed to decide on placement.
Involve Affected Staff in Decision-Making	Involving affected staff in decision-making processes was highlighted as a way to ensure that their expertise and insights are considered. Respondents suggest that representatives of affected staff should have the opportunity to address the Senate and provide input on the impact of proposed cuts.	The consultation period is the mechanism for affected staff to engage with the process. All feedback provided by staff was read by multiple members of the team leading this plan and was considered carefully. Feedback intended for Senate was sent to relevant senators. In addition, leaders from across the organisation including Institute Directors, Heads of School, and Program Leads met with members of the senior executive to discuss the plan. These processes guided many of the amendments to the draft plan.
Interdisciplinary Research	A few respondents stressed the value of interdisciplinary research and expressed concerns that the proposed changes may hinder collaboration and interdisciplinary work, particularly within the institutes. They argued that maintaining such collaboration is crucial for academic excellence.	There are good examples of excellent interdisciplinary research at ACU. However, they have tended to be the exception rather than the norm. There are relatively small amounts of inter-unit collaboration evident in ACU's publication profile. ACU is committed to interdisciplinary research not only because there is increasing emphasis on this in the sector but because it is consistent with our mission. The change plan is not an impediment to this goal and ACU will be increasing focus on interdisciplinary research via mechanisms like funding schemes, processes, and policies. Interdisciplinary research must occur across the university including among researchers located within schools as well as institute staff. The change plan makes clear that staff will be able to affiliate with more than one institute or affiliate with an institute that is not within their faculty, thus creating new channels for interdisciplinary research.
Strategic Leadership	Some respondents questioned the strategic leadership and decision-making processes within the university. They suggested that a more effective strategic approach is needed to advance ACU's mission and position in the higher education sector, especially in Arts and Humanities.	There are several amendments to the change plan that directly relate to the Arts and Humanities. Religious Studies and Theology as a discipline focus has been removed from the plan and 4 FTE positions will be retained that were originally planned for disestablishment. In addition, changes to the plan around Medieval and Early Modern Studies and Philosophy will lead to an additional 3 FTE positions retained. The university is and will remain committed to the Arts and Humanities. After the change plan, ACU will continue to have significantly more academics in history, philosophy, theology, and religious studies than the average Australian university.
Impact on Research Students	There were concerns about the impact on Higher Degree Research (HDR) students, particularly their access to experienced supervisors.	All HDR students will have appropriate supervision within the discipline. There are currently more HDR accredited supervisors at ACU than HDR students, so capacity remains high. Within this plan, ACU will continue to retain exceptional researchers in History, Philosophy, Political Science, Theology, and Religious Studies.

	Disestablishing programs and positions may limit HDR students' opportunities for quality research supervision, potentially affecting the quality of their research projects.	
Calls to extend the Voluntary Redundancy Scheme (VRS)	Several respondents recommend extending the timeframe for the Voluntary Redundancy Scheme (VRS). They argued that staff need more time to make informed decisions about participating in the VRS, especially given the complexity of the proposed changes and the lack of information about potential redeployment opportunities.	This feedback was critical in extending the VRS scheme to the 6th of October. Extending beyond that date would not have been advisable as other feedback indicated that making staff wait too long between the draft and final change plans would create unnecessary anxiety.