



Renew ANU 2025 Change Principles: Initial Feedback Summary¹

The [Renew ANU 2025 Change Principles Consultation Paper](#) was provided in accordance with the Australian National University Enterprise Agreement 2023-2026 (**the Enterprise Agreement**), to give staff and their representatives the opportunity to provide feedback on the proposed principles and overall approach before any decisions are made. This will inform development of changes that may be proposed in various organisational units for further consultation.

A two-week consultation period was held from 6 to 21 March 2025 on the *Consultation Paper*. It was undertaken to gather feedback and perspectives from key stakeholders, including staff, students, union representatives and other members of the University community. Five all-staff town halls were conducted, both in person and online, providing opportunities for direct dialogue and real-time feedback on the proposed principles. Further feedback and questions were submitted via a feedback e-form or by email. The University also continued to use the Renew ANU website which allowed members of the community to download material, access FAQs as well as providing a link to employee support services. The University provided a response on Friday 4 April 2025 (see Appendix B) to an open letter received from 434 staff regarding the financial position of the university. The University also engaged with the NTEU and has maintained open lines of communication through regular meetings, providing the NTEU with updates, information and copies of the consultation plan. The University has also engaged with the University's Health and Safety Representative community to provide feedback on a risk assessment (see Appendix C).

Summary of feedback

The purpose of this document is to provide staff with a themed summary of the feedback received during the consultation. The University seeks to share this information now, prior to the release of the implementation plan, to ensure that staff are informed about the feedback received and to maintain transparency in the planning process. This approach allows us to address key issues early on, fostering ongoing dialogue and ensuring that staff are heard as we progress Renew ANU 2025.

This consultation, along with a broader review of how we can improve, will help shape what is most important for our future. Any future proposals to refine our service delivery, operating models, or workforce structures must be carefully developed and assessed and will go through executive review to ensure alignment with our strategic direction and will inform future proposed changes.

¹ 10 April 2025

The University thanks respondents for their thoughtful and considered feedback. At the close of the consultation period, we had received 145 pieces of individual feedback, an open letter and feedback from the NTEU. Feedback received was diverse and covered a range of issues and areas. The University has reviewed and considered all the feedback, from individuals, groups and the NTEU. As set out below, we present the summary of community feedback to align with the three main proposals of the consultation paper:

1. proposed approach to change;
2. proposed principles for Academic and Research Activities;
3. proposed principles: ANU Operating Model; and
4. other feedback, a section for feedback beyond the Consultation Paper proposals.

1. Feedback on the Proposed Approach to Change

Proposed approach	Summary of community feedback
<p>Remove duplication in service delivery:</p> <p>To identify and eliminate duplication across services by streamlining functions where overlap exists and creating greater role clarity and accountability, to ensure that services are better aligned with the University's core mission.</p>	<p>Feedback was received regarding the importance of removing duplication, and identifying areas of duplication and inefficiency in services, academic course offerings and academic structures, and duplication of physical assets such as teaching spaces or equipment.</p> <p>Feedback was received regarding the method for addressing duplication by including subject matter expertise and local knowledge. Further, it was highlighted the importance of employing appropriate governance, process consistency, compliance controls and appropriate technology as part of removing duplication.</p> <p>Feedback was received reinforcing that it is not our professional staff themselves that are inefficient, rather the inefficiencies are the result of the overall university approach, or current 'operating model' in the nomenclature of the Consultation Paper.</p>
<p>Identify non-salary cost savings:</p> <p>Continuing the Expenditure Taskforce to ensure resources are allocated efficiently, improving cost-effectiveness while maintaining the high-quality services required to support teaching and research.</p>	<p>Feedback was received regarding the importance of non-salary cost savings. Some feedback highlighted the need to prioritise equity in how non-salary savings were achieved, to avoid disadvantaging some areas over others.</p> <p>Feedback also included recommendations of specific areas where non-salary savings could be made, including travel and travel related matters, spending on agency fees and consultancies.</p>
<p>Develop specific proposals for change:</p>	<p>Feedback was received about future change proposals and the importance of preserving</p>

<p>The University will adopt a phased approach to developing specific change proposals to support the improved operating model and College activities. These individual proposals will be developed and led at the local level and in close consultation with relevant stakeholders.</p>	<p>ANU's research and teaching excellence through any change process.</p> <p>Feedback was received on the timing and pace of future change with some respondents requesting an accelerated process whilst others seeking a slower pace of change.</p> <p>Feedback included the need to embed throughout potential future change processes appropriate governance, accountability, clarity of structures, roles and responsibilities and continuous monitoring of the impact of the change process to ensure the success of the future operating model.</p> <p>Feedback was received about the need for local change proposals to incorporate as much area specific information as possible, including specifics on why the change is needed, the implications for staff including on existing workloads, and the need for quality consultation and feedback processes.</p> <p>Some feedback sought detailed information about specific changes in staffing, changes to particular positions, areas and activities (notwithstanding such matters are still to be developed).</p>
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Overall, there was a clear agreement for the need to reduce duplication, and to continue to identify and action non-salary cost savings. Additional feedback relating to the approach overall included a suite of recommendations to improve the University's financial position, including incentivising departments to identify cost-saving measures, increasing ownership of revenue generation, and investing in financial education for staff.

Further, there was feedback related to ways of providing financial projections and how financial savings are being realised and tracked.

2. Feedback on Proposed Principles for Academic and Research Activities

Proposed Principle	Summary of community feedback
<p>1. National Mission and Academic Excellence:</p> <p>Academic structures and pursuits are continuously reviewed to align with the University's national mission, research goals, and global rankings. This ensures ANU maximises its capabilities and</p>	<p>Feedback was received regarding the importance of the alignment between academic programs, research initiatives, and professional capability to ensure the university remains at the forefront of innovation, and develops, attracts and retains top talent.</p> <p>Feedback highlighted the need for the university to identify, enable and support emerging fields.</p>

strengths while maintaining a strong reputation for excellence.	<p>Some areas were specifically identified such as artificial intelligence and the undertaking transdisciplinary research.</p> <p>Feedback was received regarding the importance of academic reputation and external assessments of excellence. Feedback highlighted the need for taking a careful and thoughtful approach to change to protect the institution's standing and reputation.</p>
<p>2. Strategic Alignment and Financial Sustainability</p> <p>The academic strategy and operating model must support research priorities, teaching excellence, and financial viability. Resources, funding, and workforce planning will be data-driven to align with student demand, research funding, and strategic priorities.</p>	<p>Feedback supported the need for improved organisational efficiency and long-term sustainability. This included recommendations for improvements in workforce planning, role clarity and performance management and for new strategic directions having clear governance, engagement and accountability.</p> <p>Feedback was received regarding academic strategy and priorities, highlighted the importance of ensuring that areas of research and teaching excellence are preserved and developed. Further, feedback received raised concern that potential academic realignments may undermine high-performing research areas.</p> <p>Feedback was received acknowledging the alignment between academic strategy and operational models and the importance of investment in hybrid roles to support research, teaching and innovation.</p>
<p>3. Regular Program and Delivery Review</p> <p>Academic programs and delivery methods will be assessed to ensure they remain relevant, innovative, and aligned with student needs, industry expectations, and global best practices. Digital and technological integration will enhance learning and research outcomes.</p>	<p>Feedback was received highlighting the importance of specialised roles such as laboratory services and digital learning and other areas directly supporting teaching and learning.</p>

Additional feedback related to the proposed principles for academic and research activities included concerns with regards to the ongoing viability and success of various specific academic and research activities and ensuring areas of existing and emerging academic strength are supported.

3. Feedback on Proposed Principles: ANU Operating Model

Proposed Principle	Summary of community feedback
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<p>1. Mission-focused transition</p> <p>Changes to operating models should minimise disruption on educational programs and research and align with our national mission, institutional commitments, values and purpose.</p>	<p>Feedback was received regarding the importance of a supporting both research and teaching excellence.</p> <p>Feedback was received highlighting the importance of services that directly support teaching, research, and student experience being high quality to maintain the university's prestige and competitive edge.</p> <p>Feedback was received with concerns that potential change processes may not fully align with the University's academic mission and long-term vision; with potential adverse impacts on collaboration, academic autonomy, and research integrity.</p>
<p>2. Role Clarity:</p> <p>Academic leaders will focus on teaching, research, and policy development, while professional leaders will manage and oversee services. This separation ensures that academic staff focus on core academic activities, with administrative and operational support provided by professional staff.</p>	<p>Feedback was received regarding the need for a clearer articulation of this principle and specifically the role of professional staff in policy development.</p> <p>Feedback was received regarding the value of greater alignment and collaboration between academic and professional staff, ensuring that their combined expertise and capability is fully leveraged to support the University's strategic goals. This included feedback on the value of "third space" staff (who bridge academic and professional roles) in enhancing learning and teaching, and research.</p> <p>Feedback identified opportunities to address inconsistencies in professional service delivery with greater need for consistency and clarity in job descriptions, resource allocation, responsibility and accountability.</p>
<p>3. Consistency across functions:</p> <p>Standardised leadership roles, consistent support models and equitable and effective service delivery across the University to promote clear expectations, support and governance. This ensures fair and consistent experiences for all staff and students.</p>	<p>Feedback was received regarding the need for greater clarity and consistency in leadership roles and organisational arrangements, including improving clarity around responsibilities across different areas.</p> <p>Feedback was received regarding equity in service delivery. It highlighted the historical roots of the current variability, perceived current inequities and the importance of understanding distinct disciplinary needs in teaching, student experience and research.</p>
<p>4. Collaboration and shared governance:</p> <p>Academic and professional leadership roles and the professional workforce within colleges and schools will be aligned at the college level, creating centres of excellence that foster</p>	<p>Feedback was received regarding the need for a clearer articulation of this principle.</p> <p>Feedback was received on the need to achieve greater efficiencies in workflows, and the lack of clear pathways for enabling these improvements, which are considered to hamper progress towards necessary changes.</p>

collaboration and shared decision-making.	Feedback was received regarding the need for all College/ Portfolio units to follow institutional policy and processes, with any exceptions being managed in the same way across university.
<p>5. University wide services will have a central functional owner</p> <p>Each service will have a functional owner accountable for an end-to-end, ANU-wide service model, and all aspects of service delivery and service performance.</p>	<p>Feedback was received regarding the need for a clearer articulation of this principle, in particular to distinguish between a central functional owner and the design of the service delivery model.</p> <p>Feedback was received regarding clarity on existing ownership and responsibilities for services, highlighting the need to ensure effective governance and accountability processes to ensure that services are aligned to the needs of Colleges and Schools.</p> <p>Feedback was received raising concern about the potential impact of centralised service models on responsiveness, quality of services, critical local level knowledge, academic autonomy, and research integrity.</p>
<p>6. Data-driven resource allocation:</p> <p>The workforce composition will be tied to key drivers such as the number of students, research funding, teaching loads and strategic priorities, ensuring that resources are fairly aligned.</p>	<p>Feedback was received regarding the need to improve the existing accuracy and transparency of data used for staffing and resource allocation decisions.</p> <p>Feedback was received on the need to improve governance and reporting practices across business areas, including consistent data validation, alignment with organisational priorities, and providing transparent reporting that includes regularised tracking of performance against key objectives.</p>
<p>7. Operational efficiency and effectiveness</p> <p>People, processes, technology, information and decision-making will be aligned to be efficient, effective and sustainable</p>	<p>Feedback was received regarding current perceived inefficient and/or ineffective practices in various organisational areas and the importance of a whole-of-university approach. Recommendations included streamlining workflows, simplifying complex processes, and ensuring better technology integration, and improvements in procurement practises and the management of university assets.</p> <p>Feedback was received about clearly identifying and retaining essential skills and specific roles across the organisation.</p>
8. Clear workforce development pathways:	Feedback was received regarding the pathways for professional staff development, including the need for more attention and resources being available to ensure staff have the skills needed to work efficiently in the future model.

There will be clear career development pathways for professional staff.	<p>Feedback was received on the need for effective workload management across teams.</p> <p>Feedback also identified a desire for improved succession planning to ensure retention of technical specialist skills and career paths to leadership roles.</p> <p>Feedback was received regarding the need for training and support for staff adapting to new ways of working, to ensure a smooth transition, maintain morale and service levels despite reduced resources.</p>
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4. Other Feedback

Many of the submissions from our community included broader feedback on Renew ANU and the ongoing development of the University. In summary, the overarching themes from this feedback included questions and commentary related to:

1. financial sustainability;
2. consultation processes and organisational change, and
3. supporting our community through change.

This is welcomed feedback and while not specific to the proposed approach and principles, it will inform future change proposals and is summarised and presented in Appendix A. The University has also published a response to the Open letter from staff, which is presented in Appendix B.

Psychosocial Risk Assessment Process

The University continues to provide staff and their representatives an opportunity to provide feedback, including on work health and safety related obligations.

Health and safety risks have been assessed through multiple avenues. All feedback provided through the consultation phase was reviewed and assessed for health and safety implications. A draft risk assessment identifying reasonably foreseeable risks was developed and sent to University Health and Safety Representatives' (HSRs) for their input and feedback. Feedback from the all-staff consultation and HSR consultation was then used to refine the draft risk assessment to identify and assess hazards and appropriate controls relevant to the matters and activities actually proposed in the consultation plan. This is consistent with our obligations under work, health and safety legislation.

As we move forward, there will be regular formal reviews of the risk assessment to ensure controls are effective, and to refine hazards and controls as new information emerges. These reviews will utilise data, feedback from our people and by working closely with our HSR network.

This is an ongoing process. Additional specific risk assessments will be conducted should the university develop area specific change plans, with workers, including HSRs of any impacted work groups consulted at that time.

A copy of the current psychosocial risk assessment has been provided at Appendix C.

Next Steps

ANU is committed to consultation with staff and students, and we will continue to provide opportunities for the community to be involved, ask questions and provide feedback and ideas.

The consultation feedback outlined in this document will be genuinely considered by the University and inform the refinement of the Renew ANU 2025 Change Principles.

The University will undertake the following actions as part of the next phase:

- **Release of an *Implementation Paper*:** to communicate the updated Renew ANU 2025 Change Principles to ensure shared understanding and outline the next phase of the change roadmap.
- **Continuing with steps to identify and seek non-salary savings.**
- **Development of Change Proposals:** Following the finalisation of the principles, individual organisational units will consider how these principles could guide redesign of services and operating model. Should significant workforce changes be proposed, specific change proposals would be developed in alignment with the change principles.
- **Ongoing Engagement:** The University will maintain open channels for communication and support, including town halls, briefings, and additional consultation opportunities. Staff continue to be invited to provide feedback on Renew ANU to org.change@anu.edu.au.

Support available

Information about the available support and other information can be found by visiting the University's [Employee Assistance Program webpage](#).

Staff seeking support or advice can reach out to our Employee Assistance Provider (EAP) – Assure who can be contacted by calling 1800 808 374.

For additional support, please contact Relationships Australia on (02) 6122 7100.

APPENDICES

- A. Additional Feedback
- B. Open letter response
- C. Psychosocial risk assessment