

College of Science and Medicine

Organisational Change Proposal

Release date: 3 July 2025

Contents

Contents.....	2
Background and context - Renew ANU and principles for change	3
Renew ANU change approach and principles	4
<i>Approach to change</i>	4
<i>Academic and research principles</i>	5
<i>Operating model principles</i>	5
Context and rationale for change	6
Financial Overview and Context	7
Key Clarifications relating to budget	8
Overview of proposed changes across the College	10
Extent and nature of proposed changes	11
Changes to and within Academic Schools and Centres	11
Structural Realignment Only – Two Schools.....	17
School to College-level changes.....	19
Overview of impacts of the proposed change.....	23
Position impacts of the proposed change.....	25
Consultation process and timeline	40
Measures to minimise the impacts on staff and options for staff to consider	42
Process and timing for transferring staff into a new structure	43
Commitment to diversity, inclusion, and equity in organisational change	45
Supporting our people through change	46
Other relevant documents	48
Appendices.....	48
Appendix 1 – Principles for allocation of indicative budgets for the five former CoS Schools.....	49
Appendix 2 – CoSM School Manager roles – white paper	52
Appendix 3 – Draft Psychosocial Risk Assessment.....	57
Appendix 4 – Financial Context for Renew ANU 2025.....	58
Appendix 5 – CoSM Current Organisational Charts	62
Appendix 6 – CoSM Proposed New Organisation charts	83
Appendix 7 – Proposed new and updated position descriptions	108

Background and context - Renew ANU and principles for change

The Australian National University ('ANU' or 'the University') is Australia's national university and has a unique history among Australian universities. Our story dates back more than 75 years as a university and more than 20,000 years as a meeting place to share knowledge by our First Nation custodians. We were established by an Act of Federal Parliament to provide Australia with a national centre of research, learning and teaching that would help shape and hold conversations that have built the world around us. As set out in our current Act, ANU was founded to advance and transmit knowledge "by undertaking research and teaching of the highest quality".

The enduring mission of the University remains. From the global financial crisis, to pandemics, along with discoveries of emergent fields and ways of thinking, it has never been more critical to refocus and reshape ANU to address the research and educational challenges of present and future Australia.

Renew ANU

Renew ANU involves a series of transformation initiatives commenced in October 2024 that aims to reshape the University's structure and operating model to ensure long-term academic excellence, financial sustainability, and alignment with its national mission. The program takes a strategic, phased approach to organisational change, guided by clear principles and extensive consultation.

The University is facing a confluence of external and internal pressures that make significant change both critical and necessary. Key drivers include:

- **Persistent financial challenges:** ANU has recorded significant financial deficits since 2020. Without action, this trajectory threatens the University's ability to continue to invest in its academic mission and meet current and future obligations. We need to ensure the University is aligned in an effective and efficient manner to be sustainable and deliver our unique mission.
- **Declining international rankings:** the University's position in global rankings has steadily declined since 2017. In the latest Times Higher Education (THE) rankings, ANU was ranked 73rd in the world, down from 67th in 2023, and continues a downward trend since our high point at number 47 as a THE top 50 university in 2017. Our QS rankings have also fallen from 19th to 32nd in the world between 2016 and 2025. This continued decline in rankings has consequences for ANU including for student recruitment, talent attraction and retention, and overall global competitiveness.
- **An inefficient and ineffective, decentralised operating model:** ANU has a highly devolved structure, with significant duplication and variability in the delivery of services across Colleges and Portfolios. UniForum benchmarking results show the University's services are among the most inefficient and ineffective in the Australian higher education sector. This is especially concerning in comparison to peer Group of Eight (Go8) universities, where similar services are performing at a higher level of satisfaction and more efficiently in terms of cost.
- **Increased competition and external uncertainty:** the higher education sector is rapidly evolving, with rising expectations from students, greater competition for international students, and policy changes affecting student demand and supply that have material funding implications for universities, including domestic and international caps and threats to research funding. These factors introduce volatility and require institutions to be more agile and efficient.

In response, and in consultation with staff, the University has already implemented a series of strategically aligned activities, including:

- **Academic College changes and realignment:** reduced the number of Academic Colleges from seven to six, realigning Schools, Centres, and Institutes, and renaming Colleges to reflect new academic missions.
- **Changes to central Portfolios:** changes to the Academic and Research and Innovation Portfolios, together with changes to the Facilities and Services Division in the Services Portfolio resulted in cost reduction and streamlining of these central services.
- **Change Principles and the new operating model:** consulted with staff and their representatives on the proposed approach to Change, Principles for academic and research activities, and principles for a new operating model to improve the efficiency and effectiveness of university services and support financially sustainable work areas.
- **Savings initiatives:** pursued a range of initiatives to seek to achieve savings in recurrent expenditure, including a range of non-salary savings.
- **Provision of information on the University's position:** intended to promote transparency with staff by providing information to support effective decision-making.

Further detailed information about Renew ANU and the University's financial update as of May 2025 is available on the [Renew ANU website](#).

Renew ANU change approach and principles

Finalised in May 2025, following consultation with staff and their representatives, the Approach to Change and Change Principles underpin further Renew ANU activities and guide the development and implementation of future organisational changes. They provide a consistent foundation for decision-making, design, and implementation, ensuring coherence across Colleges, Portfolios, Service Divisions and connection to the University's strategic and national purpose.

Approach to change

Approach to change	Description
Remove duplication in service delivery	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.
Identify non-salary cost savings	Continue the Expenditure Taskforce to ensure resources are allocated efficiently, improving cost-effectiveness while maintaining the high-quality services required to support teaching and research
Develop specific proposals for change	<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>Specific change proposals will consider the importance of preserving ANU's research and teaching excellence, and change processes will have appropriate governance and accountability to ensure the success of the new operating model.</p>

Academic and research principles

Principle	Description
National mission and academic excellence	Academic structures are aligned with ANU's national mission, research priorities, and global standing.
Strategic alignment and financial sustainability	Academic and research activities are supported by data-driven, financially sustainable planning.
Program and delivery review	Continuous assessment of academic programs ensures relevance, innovation, and integration of digital learning.

Operating model principles

Principle	Description
Mission-focused transition	Changes must minimise disruption and align with the University's national purpose.
Leadership role clarity	Academic and professional leaders have defined responsibilities, while fostering collaboration across functions.
Consistency across functions	Standardised roles and services promote equity and efficiency.
Collaboration and shared governance	Local hubs of professional expertise support shared decision-making.
Functional service ownership	Central ownership and oversight of service functions across ANU.
Data-driven resource allocation	Staffing and resources aligned with student demand, research activity, and strategic goals.
Operational efficiency and effectiveness	People, processes, and systems are streamlined and aligned.
Clear workforce development pathways	Professional staff have visible, supported career pathways.

Context and rationale for change

Background

This change proposal documents the background, rationale and expected outcomes of the proposed ANU College of Science and Medicine (CoSM) changes. This document has been prepared to facilitate consultation with staff and their representatives in accordance with Clause 70 of *The Australian National University Enterprise Agreement 2023-2026* (the Enterprise Agreement).

The College of Science and Medicine ('the College') is the largest College in the University. It is research-intensive as well as offering a comprehensive, high-quality education program in the fields of Science and Medicine. The College is made up of the following Schools and Centres:

- John Curtin School of Medical Research (JCSMR)
- Research School of Astronomy and Astrophysics (RSAA)
- Research School of Biology (RSB)
- Research School of Chemistry (RSC)
- Research School of Earth Sciences (RSES)
- Research School of Physics (RSPHys)
- School of Medicine and Psychology (SMP)
- Centre for Advanced Microscopy (CAM, a research facility)
- Centre for Gravitational Astrophysics (CGA, a Centre within RSPHys/RSAA)

The Schools and Centres are supported by College-level teams of administrative staff, as well as by staff at the centre of the University.

Future state objectives

In 2025 and beyond, the College faces the dual challenge of operating sustainably within a reduced projected operational budget while driving renewal. Strategic realignment is essential to maintain academic excellence, to respond to external pressures and to position the College for long-term success.

Shifting sector dynamics, including changes in funding landscapes, require a fresh approach to how the College's Schools are structured and resourced. To ensure sustainability and responsiveness to future demand, some Schools will need to adjust in scale. As part of the change management process, Schools have reassessed their research priorities to align with emerging national and global needs and have considered revised and streamlining staffing profiles to ensure the right capabilities are in place for the future.

The School budgets have been allocated consistent with meeting the 2025 College budget (see [Appendix 1](#) for the CoSM budget model). In the absence of changes the majority of Schools would need to significantly exceed the available recurrent budget available and changes will assist in ensuring that the College can operate in a sustainable way.

In planning for the future, the College is focusing on proposed changes to:

- reshape staff workforce profiles through reorganising professional staff structures in line with the Renew ANU operating principles, removing duplication and streamlining functions;
- establish shared professional staff services between Schools and across the College, as well as with other areas of the University where appropriate;
- maintain and enhance the student experience, consolidating excellent teaching practice, and focusing resources in strategic/priority areas;
- build student numbers in postgraduate courses through the establishment of new international partnerships;

- reduce non-salary costs wherever possible through alignment of contracts/costs and implementation of new, more efficient systems in a 'whole of College' and/or 'whole of University' approach;
- re-sizing the Schools comprising the College with a view to ensuring their sustainability and longer-term academic renewal.

Preliminary consideration of potential change has been undertaken through several group and individual discussions held across the College since January 2025. The College Dean, Research School Directors and College General Manager have gone to considerable lengths to facilitate these discussions to seek input to the potential future structure of the College. Preliminary consultation has occurred through formal meetings with the College Executive and School Managers to seek initial feedback and ideas. These ideas, discussions and feedback led to development and refinement of initial thinking and are now reflected within this change proposal.

Financial Overview and Context

This section outlines the financial context for the change which includes a reduced available salary budget reflecting reduced available revenue for the University.

This proposed change is being guided by the need to:

- align services and staff capabilities with the College's updated teaching and research priorities, so that resources are focused where they're most needed;
- simplify and streamline how professional services are delivered, reducing duplication and improving consistency across the College;
- ensure the workforce is sustainable, with the right roles and skills in place to support the College now and into the future;
- operate within the College's budget while continuing to support high-quality education, research, and student outcomes.

The proposed changes within the College are designed to align with forward budget estimates while preserving the capacity required to support high-quality teaching, research, and core services. They reflect a commitment to financial sustainability while ensuring the College can continue to deliver strong academic outcomes, support staff, and maintain service quality. The proposed structure also positions the College to respond to renewed research priorities by aligning professional support with emerging areas of academic strength, enabling agile, targeted support for researchers and strategic investment in future-focused disciplines. This model ensures the College can contribute effectively to the University's broader goals, including those outlined in the Renew ANU principles.

When considering the actual and projected budget figures presented below, it is important to keep the following in mind:

- Financial sustainability is one of several drivers for change. These figures should be understood alongside the strategic and academic considerations outlined earlier in this document.
- The projected financial outcomes reflect anticipated savings from the proposed changes but may be adjusted following staff consultation and further planning.
- A number of variables, including the outcomes of VSS and final implementation details, are still to be confirmed. These factors may affect the total savings ultimately achieved.
- Budgetary savings will be delivered primarily through the VSS departures and a reduction in the total number of positions, including the disestablishment of current vacant roles.

Key Financial Figures

Year	Budgeted operational salary costs	Actual operational salary costs
2024	\$95.6 million	\$95.4 million (actual)*
2024 (in 2026 dollars)	\$105.6 million	\$105.3 million
2025	\$92.7 million (allocated)	\$94.6 million (forecast as at end of Q1)
2025 (in 2026 dollars)	\$97.4 million	\$99.4 million
2026	\$90 million (forward estimate/planning assumption)	

Notes

1. Includes \$1.4m in costs associated with the former CHM administrative staff.
2. To enable a consistent comparison, 2024 and 2025 figures have been indexed to 2026 dollars using the weighted average Enterprise Agreement (EA) salary increases — 5.05% for 2025 and 5.07% for 2026.
3. For reference, the indexation has been applied as follows: 2024 figures $\times (1 + 5.05\%) \times (1 + 5.07\%) = 2026$ dollars, 2025 figures $\times (1 + 5.07\%) = 2026$ dollar.

The anticipated savings from the proposed changes are essential to ensuring CoSM operates within a sustainable financial framework will be achieved through a combination of reductions in ongoing salary expenditure and non-salary operational costs. To support this, the proposed changes to College and School staffing structures include the disestablishment of selected positions, the realignment of some roles to College or Portfolio-level teams, and the creation of new positions aligned to priority areas. Operational savings will also be delivered through more efficient use of shared services, streamlined administrative and technical processes, and improved contract and procurement arrangements.

Importantly, the net savings generated by this realignment will give the College the flexibility to support future renewal. This includes the capacity to absorb academic roles that transition back to the recurrent budget after external fellowships or contingent funding ends, and to strategically respond to new research or teaching opportunities as they emerge.

The savings will also strengthen the College's ability to meet essential capital expenditure needs across its infrastructure-intensive Schools, ensuring that facilities, equipment, and research platforms remain fit-for-purpose, safe, and competitive. Maintaining a stable capital investment capacity is critical to the College's medium and long-term research viability and student experience.

By positioning CoSM on a more stable financial footing, the College will be better able to sustain excellence, invest in critical capabilities, and maintain agility in the face of changing national and global priorities. The net savings achieved through this change proposal, including anticipated salary reductions achieved through the VSS, is estimated at \$9.3 million.

Key Clarifications relating to budget

- While some budgets have been allocated, and others forecasted, this does not predetermine that job losses will occur and the nature and extent of staffing changes. Adjustments may instead involve role redesign, realignment of responsibilities, or other structural changes that better align with funding constraints, as well as voluntary measures. Such decisions are made by local leadership reflecting the operational and strategic needs of the area and the University at the time.
- These matters have now been considered by the College leadership and form the basis of the proposed changes in this document.
- The 2026 numbers are forward estimates only. The 2026 budget is expected to be presented to Council for approval in December as per the normal budget cycle processes.

Consistency with Renew ANU change principles

This change proposal has been designed both to meet the needs of the College in a changed structural and financial environment, and to align with the relevant Renew ANU operating principles. The case is made for how the model aligns with these principles below:

Principle	Alignment
<i>National mission and academic excellence</i>	The College plan supports renewed academic and research priorities by realigning staff profiles and structures to strengthen areas of national significance, global leadership, and emerging research needs.
<i>Strategic alignment and financial sustainability</i>	The plan introduces a streamlined staffing model and shared professional services structure to ensure sustainable operations, aligning resources with academic demand and projected budgets through data-informed planning.
<i>Program and delivery review</i>	Schools are considering teaching portfolios and staffing to focus on high-impact, future-facing education delivery, enabling innovation, curricular relevance, and improved coordination of academic support.
<i>Mission-focused transition</i>	The professional service delivery teams model is designed to minimise disruption by maintaining seamless, consistent support for teaching and research activities across Schools. This stability is essential as academic staffing profiles are restructured to support refreshed School missions, including the consolidation of research into strategic priority areas and the phased withdrawal from areas no longer aligned with institutional objectives. The model enables Schools to maintain high-quality education and research delivery throughout the transition. Continued consultation with academic staff ensures that services remain responsive to changing academic configurations, and that teaching delivery is supported even as staffing profiles evolve.
<i>Leadership role clarity</i>	By forming College-led service delivery teams in collaboration with the DVCR&I, operational leadership is consolidated under professional staff experts, freeing academic leaders to concentrate on academic strategy, research development, and teaching excellence. As academic roles are redefined - whether through narrowing of research scope, consolidation of teaching responsibilities, or changes in academic direction - this clear delineation between professional and academic responsibilities allows academics to focus on their core mission. Directors are relieved of service oversight responsibilities, providing space to lead academic renewal and contribute to the development of re-focused programs and research agendas.
<i>Consistency across functions</i>	The new structure introduces standardised professional leadership roles, aligned support models, and consistent expectations and assistance across the College. This consistency ensures equitable access to high-quality operational support regardless of a School's academic trajectory - whether it is growing, consolidating, or refocusing. As research becomes more strategically focused and some teaching roles are adjusted, professional staff will continue to deliver consistent, reliable support for students, research activities, and academic work across all Schools.
<i>Functional service ownership</i>	The proposed model strengthens functional service ownership by consolidating leadership of core services under professional staff, ensuring clarity, consistency, and accountability. College-led teams will align with central functional owners where appropriate, maintaining coherence with university-wide standards. This approach enables professional services to remain stable and responsive as academic structures change, reducing duplication and supporting efficient, well-coordinated operations across the College.

<i>Collaboration and shared governance</i>	College-led service delivery teams, guided by a network of School Managers and the General Manager, enable collaborative planning and service delivery informed by both professional and academic perspectives. As academic areas adjust their focus, through growth in strategic research domains or contraction in non-priority fields, this collaborative model ensures that service provision is aligned with evolving academic needs. Shared governance structures across Schools and portfolios support coordinated responses to changes in academic structure, curriculum planning, and research program evolution.
<i>University wide services will have a central functional owner</i>	Central functional ownership ensures alignment of College operations with university-wide strategies and standards. This is especially important as academic activities are restructured and redeployed. Functional owners provide continuity, institutional memory, and coordinated support that is resilient to changes in local academic configuration. As research priorities evolve and teaching roles are reshaped, centrally guided services remain consistent, scalable, and aligned with the broader university mission.
<i>Data-driven resource allocation</i>	The College-led team model enables resource allocation based on objective measures such as student load, research output, and infrastructure demand. This is critical in ensuring that support services align with revised academic workloads and the strategic reallocation of academic effort. Where research areas are scaled back or new priorities emerge, professional staffing can be realigned accordingly to match service provision with academic activity levels. Teaching-intensive areas will receive proportional support to maintain quality and responsiveness.
<i>Operational efficiency and effectiveness</i>	Consolidation of services into College-wide teams streamlines processes, reduces duplication, and enhances service delivery. These efficiencies are vital during times of academic role restructuring, ensuring that changes to research or teaching responsibilities do not disrupt core operations. The model offers flexibility to scale or adapt services quickly in response to changing academic priorities, maintaining institutional agility and supporting the College's transition to a more focused and sustainable academic footprint.
<i>Clear workforce development pathways</i>	Professional staff in the College-led teams benefit from clear supervision, capability development, and lateral movement opportunities. As academic staffing structures are adjusted, whether through reduced FTEs in some areas or changes to the staffing structure of teaching delivery, strong, adaptable professional teams ensure continued operational excellence. This also provides a stable platform for building professional expertise aligned with the needs of emerging academic directions, supporting both continuity and growth.

Overview of proposed changes across the College

The approach detailed here entails making savings from redesign at three levels:

1. Changes to and within Academic Schools and Centres;
2. Changes to the way in which services are provided across the College, with the formation of College-level service teams;
3. Changes expected to current College-level staff roles due to the DVCR&I Portfolio Renew ANU process (refer to DVCR&I change proposal).

Extent and nature of proposed changes

Changes to and within Academic Schools and Centres

Overview: Each of the College's Schools and Centres have approached the task of resizing to meet their allocated budget and to ensure alignment with the Renew ANU Academic and Research Principles.

Centre for Advanced Microscopy (CAM)

CAM is a small academic unit with a single professional administrative staff member, who will transition into the College-level General Administration team. One professional staff member elected to take a voluntary separation from the University and will leave the University in the coming months. This position will be vacant and proposed for disestablishment as listed in the below impact tables.

Key proposed changes:

- One (1) position disestablished via VSS (one professional)
- One (1) position to be realigned to the College Administration team

Centre for Gravitational Astrophysics (CGA)

CGA is a small academic unit with a single professional staff member, who will transition into the College-level General Administration team. Given CGA's modest operational budget, no staffing reductions are required for the unit to meet its 2025 budget targets.

Key proposed changes:

- One (1) position to be realigned to the College Administration team

Research School of Astronomy & Astrophysics (RSAA)

The RSAA has a continuing academic staff profile which is well-aligned with the strategic focus areas of national and international astronomy and astrophysics and does not require any additional reshaping. These strategic focus areas are Cosmology and Large-Scale Structure, Galaxy Evolution, Milky-Way and Local Group, ISM, Stars and Planets, and Astronomical Instrumentation.

The RSAA professional administration staff will transition into the College-level General Administration team and professional HDR staff will be realigned to the DVCR&I portfolio.

Remaining non-technical professional positions are not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for their functions. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.

Key proposed changes:

- Two (2) positions to be realigned to the College Administration team
- The School Manager's reporting line to change to the College General Manager
- One (1) position to be realigned to the DVCR&I portfolio

Research School of Biology (RSB)

In line with the RSB strategy to strengthen its long-term sustainability and strategic alignment with the University's research and education mission, RSB will refocus its structure and operations to return its budget to a more sustainable balance between salary and non-salary. This will allow the School to continue to support ongoing innovation in research, training and teaching, while also maintaining and upgrading advanced research equipment and ensuring safety and regulatory compliance.

The refocusing of the School structure and operations is necessitated by a shifting research funding landscape and the need to manage the future return of staff on ARC-funded

Fellowships to the recurrent budget, by the need to support a large cohort of research students (>100 HDR students), and by the need to maintain world-class research infrastructure. The proposed changes are needed to ensure continued excellence in research, teaching, and training. The future state of RSB will:

- Have fewer, but better-supported academic staff, all involved in research, HDR training and research-led teaching. The School will maintain critical mass in priority research areas as already identified following a collegial process, and relevant to National Research Priorities.
- Position itself to maintain its strong record in competitive funding for fundamental research (primarily ARC supported) and continue to grow applied research funding (Cat 2 & 3). Supporting academics to diversify sources of external funding is a priority.
- Continue to deliver high quality research-led teaching across the biological sciences, including international programs. Given planned reductions in the number of academics, we will review the curriculum, refresh and increase efficiency of courses while maintaining an emphasis on field- and lab-based instruction and providing opportunity for students to engage in research at all levels.
- Have the capacity to invest in innovation in research and teaching, including essential research infrastructure.

Five academic staff and nine professional staff have elected to take a voluntary separation from the University and have left or will leave the University in the coming months. These positions are or will be vacant and the positions proposed for disestablishment are listed in the below impact tables. The proposed changes will include:

Biology Teaching & Learning Centre (BTLC)

- Disestablish the BTLC. Consequently:
 - Disestablish two (2) Level B and one (1) Level D education-focused positions, consistent with the strategic focus on a research-led delivery model in which all academics contribute substantially to research and HDR supervision as well as teaching.
 - This proposal does not include changes to two (2) BTLC professional staff positions. These positions are not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for this function. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.
 - Change of reporting lines for teaching lab technical staff team to the School Manager as part of the newly named RSB Teaching Specialised Technical Support Team.

RSB professional staff (excluding BTLC)

- Realign provision of RSB Animal services to College-level team to increase resilience within a larger team and ensure compliance with Animal Ethics requirements.
- Streamline and centralise technical support staff to ensure efficient, safe and compliant operations. There is a proposed reduction of six (6) Technical positions (3 x VSS, 2 occupied and 1 vacant).
- Administration staff will be realigned to a new College-level team.
- Purchasing and stores staff will be realigned to a new College-level team.
- Remaining non-technical professional positions are not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for their functions. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.

RSB Research and Teaching Academic staff (excluding BTLC)

- Ensure critical mass of continuing academic positions around core research areas by disestablishing two (2) academic positions in areas for which research and teaching is delivered primarily by other schools (one Level D and one Level E).

- Revise the curriculum for 2026 onwards to reduce total teaching effort while retaining breadth and high quality of instruction.

It is proposed that the duties associated with disestablished positions will be ceased, modified and/or distributed elsewhere – subject to capacity - within the proposed new structure.

Key proposed changes:

- Fifteen (15) positions disestablished via VSS (6 academic and 9 professional)
- Eleven (11) positions proposed to be disestablished (5 academic and 6 professional)
- Ten (10) positions with minor changes in reporting line or to duties within the School
- Four (4) positions to be realigned to the College Administration team
- Three (3) positions to be realigned to the Purchasing, Stores and Procurement team
- The School Manager's reporting line to change to the College General Manager

Research School of Chemistry (RSC)

RSC is responding to a dynamic and evolving landscape characterised by intensified competition for students at both undergraduate and postgraduate levels, as well as growing pressure on national research funding. At the same time, the cost of delivering instrumentation-intensive research continues to rise. The School needs to focus on research that optimises use of equipment and work towards sustainable teaching and research practices. These pressures are matched by emerging opportunities to deepen industry collaboration – opening new avenues for research, student pathways, graduate employability, and diversified research income.

To address external pressures and emerging opportunities and to maintain RSC's national and international standing, the School is proactively reshaping its academic model to ensure long-term impact and sustainability. The current academic workforce profile is weighted heavily toward senior academic levels and does not allow flexibility for renewal and growth across a range of priority research and teaching areas. A strategic reduction in the number of continuing academic positions will enable a refocus of academic activities at a sustainable scale and aligned with institutional priorities. The School has evaluated its academic profile in light of future teaching needs, in particular its excess inorganic chemistry teaching capacity, and will prioritise support for shared-use equipment across the School. RSC proposes to discontinue research based on the inorganic synthesis/high power laser facility. This proposal results in a plan to disestablish one Level E position in this area.

Building on a recent review of School facilities and services, the School proposes the creation of an Integrated Molecular and Materials Analytical Facility Platform. This new facility will consolidate and strengthen research infrastructure, enabling high-quality technical support, research training, and collaboration across academia, ANU startups, and industry. Designed for future growth, the platform will be responsive to external demand and aligned with other major facilities across ANU, positioning RSC as a hub for innovation, partnership, and advanced analytical capability.

This will result in:

- Disestablishment of four (4) Technical positions
- Establishment of one (1) Specialist position

The proposed changes to the professional staff structure include:

- Administration staff will be realigned to a new College-level team.
- Purchasing related roles will be realigned to a new College-level team.
- Workshops and some technical roles will be realigned to a new College-level team.
- One professional position will be realigned to the DVCR&I portfolio.

Remaining non-technical professional positions are not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for their functions. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.

Three academic staff and one professional staff have elected to take a voluntary separation from the University and have left or will leave the University in the coming months. These positions are or will be vacant and the positions proposed for disestablishment are listed in the below impact tables.

Key proposed changes:

- Four (4) positions disestablished via VSS (3 academic and 1 professional)
- Five (5) positions proposed to be disestablished (1 academic and 4 professional)
- One (1) new position proposed to be established
- One (1) position with minor changes in reporting line and duties within the School
- Two (2) positions to be realigned to the College Administration team
- One (1) position to be realigned to the Purchasing, Stores and Procurement team
- Five (5) positions to be realigned to the Workshops, Maintenance and MakerSpace team
- The School Manager's reporting line to change to the College General Manager
- One (1) position to be realigned to the DVCR&I portfolio

Research School of Earth Sciences (RSES)

To advance ANU's enduring mission of world-class education, research, and innovation, RSES is undertaking a strategic refocus of its structure and operations. This renewal process builds on RSES's strong foundation and is guided by the School's strategic and succession plans, developed through broad consultation.

The goal is to ensure long-term sustainability while concentrating effort and investment in areas of highest potential impact - aligned with institutional priorities, national needs, and emerging research opportunities. This realignment will enable the School to deliver greater value through excellence in research, research training, and innovation.

Future-Focused Research Priorities

Through a whole-of-School discussion, RSES has identified four key research directions to guide its next phase:

1. Critical Minerals – two core research areas:
 - a. Critical Mineral Genesis, Preservation, and Identification: A cross-disciplinary approach leveraging multiple research streams at RSES.
 - b. Fluids and Critical Mineral Deposition: An experimental research focus utilising RSES's advanced facilities and expertise.
2. Climate Change Mitigation – Expanding beyond climate change observation and prediction, RSES will focus on mitigation strategies, particularly green steel and marine carbon dioxide removal, to maximise impact and secure long-term institutional support.
3. Climate Science – Strengthening expertise in atmospheric and ice-sheet science will complement RSES' existing strengths in paleoclimate and oceanographic research, providing a more comprehensive understanding of Earth's climate system.
4. Artificial Intelligence (AI), Machine Learning (ML), and Big Data – AI and ML are becoming essential in geosciences for data analysis, predictive modelling, and Earth system research. These tools will enhance work in Geophysics, Geochemistry, and Climate & Ocean Geosciences by addressing big-data challenges.

This succession plan underpins the business plan proposed here, ensuring strategic alignment between research priorities and institutional renewal. To support these priorities, RSES will gradually phase out activities no longer aligned with its future direction. This targeted reallocation of resources will enable investment in research infrastructure, strengthen interdisciplinary collaboration, and enhance the School's resilience in a competitive research environment.

By aligning its academic profile and facilities with high-impact strategic goals, RSES is positioning itself to lead in addressing global challenges in earth and environmental sciences.

Noting two academic staff have elected to take a voluntary separation from the University and have left or will leave the University in the coming months. These positions are or will be vacant and the positions proposed for disestablishment are listed in the below impact tables.

The proposed changes will include:

Geochemistry

- ANU Argon Geochronology Facility – closure following voluntary separation of its academic lead.
- Key Research Priority Critical Minerals: Strengthening capabilities in fluid transport dynamics and thermodynamic modelling through the addition of a new ANU08 Specialist stream position. This will enhance quantitative research and methodological innovation.
- Key Research Priority Critical Minerals: Reduction in professional support for experimental high-pressure petrology related to Earth's mantle, reflecting evolving research priorities. This will involve the disestablishment of one Technical position, optimising resource allocation to align with RSES' long-term strategic direction.

Geophysics

- RSES has grown into a major user of the National Computational Infrastructure (NCI), hosted at ANU, reflecting the increasing role of high-performance computing, research software development, Artificial Intelligence, and Machine Learning in Earth and Marine Sciences and the diminished role of the ANU TerraWulf Computing Facility.
- ANU TerraWulf Computing Facility – closure due to diminished need for this resource. Consequently, disestablish the facility's Geophysics Data and Computation Team (see 'Professional Technical Teams' below).
- Closure of the facility will necessitate disestablishment of one Manager position in the ANU TerraWulf Computing Facility, and realignment of two positions with a re-focus on supporting seismology database maintenance and externally funded ANSIR field work coordination to the RSES research support team.

Climate and Ocean Geosciences

- Climate & Fluid Physics Laboratory – closure. Tightening strategic focus on priority areas in theoretical physical oceanography, in alignment with the School's revised strategic priorities.
- RSES Boron Isotope Laboratory – closure. Strategic re-alignment of short-term climate change by creation of one new Academic Level B position for a computational modeller in atmospheric and/or ice sheet science. This position is urgently required as the School would otherwise not have the capacity and critical mass to meet current contractual obligations in RSES' significant research activities in this area.

Professional Technical Teams

- The Earth Sciences Research Support Team is being established through the consolidation of the existing Geochemistry Instrument Operations Team with two remaining members of the disestablished Geophysics Data and Computation Team. This merged team will provide specialised, integrated technical support for research within RSES, including the operation of geochemical instrumentation and support for geophysical data workflows. The team will also contribute to the delivery and maintenance of AuScope-funded national research infrastructure, ensuring continued excellence and sustainability in research support across Earth sciences.

Other proposed changes to the professional staff structure include:

- Administration staff will be realigned to a new College-level team.
- Some technical roles with affiliation to workshops will be realigned to a new College-level team.
- One professional position will be realigned to the DVCR&I portfolio.

- Remaining non-technical professional positions are not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for their functions. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.

Key proposed changes:

- Two (2) positions disestablished via VSS (2 academic)
- Seven (7) positions proposed to be disestablished (2 academic and 5 professional)
- Three (3) positions proposed to be established (2 academic and 1 professional)
- One (1) position with minor change to reporting line within the School
- Three (3) positions to be realigned to the College Administration team
- Four (4) positions to be realigned to the Workshops, Maintenance and MakerSpace team
- The School Manager's reporting line to change to the College General Manager
- One (1) position to be realigned to the DVCR&I portfolio

Research School of Physics (RSPHys)

RSPHys is one of the largest and most prestigious physics research centres in Australia, recognised internationally for its leadership in experimental and theoretical physics. The School hosts a diverse range of research programs spanning quantum science, nuclear physics, materials science, electronic materials, gravitational wave detection, and photonics. With nationally significant infrastructure such as the Heavy Ion Accelerator Facility and cutting-edge cleanroom facilities, RSPHys plays a vital role in advancing frontier science, training the next generation of researchers, and contributing to sovereign research capabilities.

Following the departure of 14 staff through the VSS (9 professional and 5 academic), RSPHys will refocus its resources on high-impact activities in (and aligned with) quantum, nuclear and materials physics. These areas align with national research priorities, significant industry partnerships, and recent infrastructure investments such as the new cleanroom facility, industry engagement spaces and the Heavy Ion Accelerator Facility.

To maintain core teaching and research capacity, two new academic appointments (Level B/C) are proposed to replace five academic departures - one in optical quantum physics and one in nuclear physics - ensuring continued postgraduate supervision, research leadership, and undergraduate teaching in these strategic areas. A third appointment at Level E in Electronic Materials Engineering (part of a planned succession) will maintain University's international strength in nanofabrication and leadership in a growing area of national significance. These targeted hires are part of a long-term strategy to sustain the School's globally recognised research programs and ensure the vertical development of academic teams.

On the professional side, administrative and technical roles will be restructured into College-led service delivery teams to streamline operations, reduce duplication, and provide more agile, coordinated support across the School. Technical support will be optimised through consolidation of workshop and laboratory functions, including investments in enhanced capabilities such as CNC machining. This will be supported by the creation of leadership roles to ensure continuity, compliance, and responsiveness to the complex and evolving needs of researchers. The School will also explore savings in non-salary costs and reconfigure professional roles to support the rebuilding of critical mass and fit-for-purpose technical capability.

The future operating model will be shaped by a commitment to sustaining research and teaching excellence while aligning resources with areas of strategic growth. The new structure will ensure that high-risk, infrastructure-intensive, and technically specialised areas continue to receive the dedicated support required, and that the School remains compliant with regulatory, legislative, and governance frameworks. These changes will enable RSPHys to

deliver its academic mission effectively within a more sustainable, focused, and resilient staffing model.

Noting five academic staff and nine professional staff have elected to take a voluntary separation from the University and have left or will leave the University in the coming months. These positions are or will be vacant and the positions proposed for disestablishment are listed in the below impact tables.

The proposed changes to the professional staff structure will include:

- Administration staff will be realigned to a new College-level team.
- Purchasing related roles will be realigned to a new College-level team.
- Workshops and all technical roles will be realigned to a new College-level team.
- One professional position will be realigned to the DVCR&I portfolio.
- Remaining non-technical professional positions are not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for their functions. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.

Key proposed changes:

- Fourteen (14) positions disestablished via VSS (5 academic and 9 professional)
- Three (3) academic positions proposed to be established
- One (1) position with minor change to duties within the School
- Four (4) positions to be realigned to the College Administration team
- Three (3) positions to be realigned to the Purchasing, Stores and Procurement team
- Seventeen (17) positions to be realigned to the Workshops, Maintenance and MakerSpace team
- The School Manager's reporting line to change to the College General Manager
- One (1) position to be realigned to the DVCR&I portfolio

Structural Realignment Only – Two Schools

Two Schools in the College - the John Curtin School of Medical Research (JCSMR) and the School of Medicine and Psychology (SMP) - will undergo minor reporting line changes only as part of this proposal. These adjustments are intended to improve alignment and oversight but will not involve any staff reductions. Both Schools are scheduled for more detailed structural reviews later in the year, where broader changes of the workforce profile to support sustainability and longer-term academic renewal may be developed and considered in consultation with staff.

John Curtin School of Medical Research (JCSMR)

JCSMR's professional staff roles range from general administration to specialist technical staff and managers, and there is an opportunity to realign roles and responsibilities, redistribute workloads, and discontinue low-demand services, while ensuring Work, Health, and Safety (WHS) and compliance standards are upheld in the operation of this medical research facility.

Noting two academic staff and seven professional staff have elected to take a voluntary separation from the University and have left or will leave the University in the coming months. These positions are or will be vacant and the positions proposed for disestablishment are listed in the below impact tables.

The proposed changes to the professional staff structure include:

- Administration staff will be realigned to a new College-level team.

- Animal services related roles will be realigned to a new College-level team.
- Purchasing related roles will be realigned to a new College-level team.
- One professional position will be realigned to the DVCR&I portfolio.
- Remaining non-technical professional positions are not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for their functions. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.

Key proposed changes:

- Nine (9) positions disestablished via VSS (2 academic and 7 professional)
- Six (6) positions to be realigned to the College Administration team
- Thirteen (13) positions to be realigned to the College Animal Services team
- Two positions to be realigned to the College Executive Support team
- Two (2) positions to be realigned to the Purchasing, Stores and Procurement team
- The School Manager's reporting line to change to the College General Manager
- One (1) position to be realigned to the DVCR&I portfolio

School of Medicine & Psychology (SMP)

SMP brings together clinical, psychological, and health sciences expertise to deliver integrated education and research in service of individual and community wellbeing. With strong links to health partners and a broad teaching footprint, SMP plays a vital role in training the next generation of health professionals and advancing translational research.

The School plans to expand its teaching and research activities in support of new revenue-generating initiatives. The proposed structure is designed to be financially sustainable, scalable, and operationally efficient.

- Administration staff will be realigned to a new College-level team.
- Accreditation and Admissions related roles will be realigned to a new College-level team, led by the SMP School Manager.
- The clinical school managers for Canberra Clinical School and Sydney Clinical School will change reporting lines to the School Manager while maintaining a dotted line and working closely with their Head of Clinical School. This aligns with the Renew ANU operating principles and aims to reduce the HR and administration burden for the Heads of Clinical schools who are on fractional appointments.
- This proposal does not include changes to the Learning Technologist positions. These positions are not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for these functions. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.
- Remaining non-technical professional positions are not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for their functions. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.

Key proposed changes:

- One (1) vacant professional position to be disestablished
- Eight (8) positions to be realigned to the College Administration team
- Eleven (11) positions to be realigned to the Accreditation & Admission support team
- The School Manager's reporting line to change to the College General Manager
- One (1) position to be realigned to the DVCR&I portfolio

School to College-level changes

Overview: the College will realign reporting lines so that the majority of recurrent-funded professional staff will report to professional staff, and will bring recurrent-funded professional staff in non-technical / specialist roles out of individual Schools and assign them roles as part of College-based service delivery teams. Each College level team will report within the College to an identified School Manager. Specifically, the College will:

- A) Implement College-level Service Delivery Teams across functions, forming:
 - A **General Administration** team.
 - An **Executive Support** team.
 - An **Accreditation and Admissions Support** team that supports the specific requirements of the Medical degree.
- B) Establish the following three College-level teams:
 - **Purchasing/Stores/Procurement.**
 - **Animal Services.**
 - **Workshops/Maintenance/MakerSpace.**

Due to the specialised and enabling nature of their functions, these three teams will operate as research platforms that support and enhance the College's research capability. CoSM and the DVCR&I portfolio will work collaboratively to implement a joint governance and oversight framework for the three research platforms. These operational teams will be embedded in, and report to, the College, while strategic management, investment decisions, compliance, and accountability – such as budget management, business prioritisation, and regulatory requirements (e.g. animal ethics) – will be overseen through a cross-portfolio structure spanning both the College and the DVCR&I Portfolio. This model will ensure coordinated decision-making, shared accountability, and alignment with both academic and institutional research priorities.

- C) Reposition the role of School Managers to provide leadership across the newly established Service Delivery Teams, and across key priority areas, by designating a 20% service component to their roles.

Aims: to enhance service delivery by creating integrated teams for administrative and technical support, reducing duplication, and improving responsiveness. Resource allocation will be data-driven, ensuring efficient workload management across Schools. The College will reposition School Manager roles such that in addition to their School-specific responsibilities, those in the roles will provide leadership across the newly established service delivery teams, and across identified areas of business need. This will comprise 20% of their role. Assigning College-level team leadership roles to School Managers will help ensure services are both responsive to local needs and consistent across the College. This approach is designed to strengthen collaboration and improve the overall quality of service delivery.

Importantly, this model retains the current working relationship between School Directors and School Managers, and the oversight by School Directors of local area priorities. School Managers will remain embedded in their Schools, working closely with Directors to provide strategic leadership and day-to-day operational support. School Directors will be part of School Manager selection panels and endorse the preferred candidate. The dotted-line relationship ensures that Directors continue to have strong input into School professional staff activities and priorities, while being relieved of the associated HR and administrative burden.

The model aligns with the Renew ANU operating principles that underpin a proposed new operating model for the University, promoting consistency, quality, and operational efficiency. These principles are designed to align workforce capabilities, business processes and technology, and this model is built on those principles (see [above section](#): “Consistency with Renew ANU Change Principles”). This structure will support academic staff with high-quality services while fostering professional development and strategic leadership within the College.

The model will only be applied to positions that are funded wholly (or in the most part) from the recurrent ledger. Specialist/technical staff will be excluded from this model, noting that any

future move to realign these staff to professional supervision/College where it is perceived to be beneficial may be managed through consultation with Schools and with the DVCR&I.

Implementation: As part of the realignment of professional staff across the Schools to College-level teams, it is crucial to acknowledge and make effective use of the significant experience and discipline-specific knowledge held by School-level staff transitioning to College roles. These staff have an in-depth understanding of operational needs within their respective Schools, and possess invaluable skills which will be integral to the implementation of the new College workforce structure.

As well as their discipline-specific knowledge, School staff have expertise across a diverse range of academic programs and specialist operational landscapes, and can be effective in bridging roles – acting as connectors between College services and local areas, maintaining effective communication and contextual accuracy in future service delivery. To ensure that the transition to a College-based model of service retains continuity/quality of service, wherever possible and relevant, staff will remain embedded in local areas to provide a seamless service to academic staff.

The College will also embed recognition of local area skills by creating structured knowledge-sharing forums to build institutional understanding and reduce points of failure. Where appropriate, experienced transitioning staff will be formally involved in design processes related to the new College service delivery teams, and offered leadership roles within College teams.

Service catalogues: The College will develop service catalogues that outline the services that will be provided by College-level service delivery teams. These catalogues will support the mapping of existing activities to the future-state structure, ensuring transparency and continuity of service. They will also provide assurance to local areas that critical functions will continue to be delivered, and where appropriate, will include KPIs or minimum standards to support performance monitoring and accountability in the new model.

College-level Teams

General Administration (31 positions)

The College-level General Administration team will provide consistent, high-quality administrative support across the College, including functions that interface with education delivery but sit outside the formal education support that will be led by the DVCA Portfolio. Centralising these services to the College enhances efficiency, role clarity, and service consistency. The team will manage key administrative tasks such as coordination of teaching logistics, timetabling inputs, frontline student queries, and general office operations – supporting the smooth running of academic activities.

The proposed allocation of staff to four administration hubs uses a simple, transparent model based on academic FTE. Schools with fewer than 100 academic FTE are allocated two professional staff; those with more than 100 receive three. Each hub will be managed by a senior professional staff member. This proportional approach reflects baseline service needs tied to academic activity and can be adjusted to account for additional complexity where required.

Executive Support (7 positions)

The College-level Executive Support team will provide high-quality, consistent support to the College Executive and senior academic leaders. This team will manage executive calendars, prepare briefing materials, coordinate high-level meetings and committees, support internal and external communications, and assist with the planning and delivery of strategic initiatives. Their work will ensure the effective and professional operation of the College's leadership functions.

Accreditation and Admissions Support (12 positions)

This College-level team will provide tailored, high-level support for the unique accreditation and admissions requirements associated with the Medical degree (MChD). This includes managing complex accreditation processes with external regulatory and professional bodies, coordinating the preparation and submission of detailed documentation, and ensuring

compliance with national standards for medical education. On the admissions side, the team will oversee and support processes specific to the selection and onboarding of medical students, and collaboration with central admissions to ensure policy alignment while meeting the distinctive needs of the program. This team fills critical gaps not covered by central services, ensuring the Medical School continues to meet its rigorous external obligations, and maintains the integrity and competitiveness of its admissions process.

Purchasing, Stores and Procurement (9 positions)

The Purchasing, Stores, and Procurement team will streamline procurement and waste and chemical disposal processes, improve compliance, and achieve cost efficiencies across the College. By centralising these services, we can ensure consistent purchasing/expenditure practices, better supplier engagement, and effective inventory management. This team will oversee ordering, receipting, stock control, and vendor coordination to support the operational needs of Schools and research teams. The team will also help ensure research and teaching activities are not delayed by procurement issues, responding quickly to emerging needs across Schools and research groups.

Standardised procedures and central oversight will allow the College to monitor spending more accurately, identify opportunities for savings, and develop stronger supplier relationships. Rather than duplicating effort across multiple areas, the model offers a coordinated service that adapts to local operational requirements while maintaining consistency.

Workshops/Maintenance/MakerSpace (27 positions)

This College-level team will consolidate design, fabrication, and research infrastructure support across Physics, Chemistry, and Earth Sciences. It will include the ANU MakerSpace and operate as a shared research platform, delivering high-end fabrication, repair, maintenance, and innovation services for research and teaching.

Central coordination will improve visibility, resource allocation, and access for researchers and students. While technical staff will remain embedded in Schools, they will be supported by a central team for project planning, fabrication, and shared infrastructure access. This model offers improved support for lab-based technical roles, clearer development pathways, and stronger alignment with research priorities.

The current technical workforce spans two overlapping groups: one focused on advanced fabrication, and another on laboratory operations. Both perform essential sustainment and integration work but often in isolation across Schools. Bringing these groups together will improve collaboration, coordination, and strategic use of highly specialised skills in instrument development and research infrastructure – capabilities that are vital to the University's research excellence.

A restructured technical leadership team, coordinated by School Managers and overseen by a PVC(RIE)-led committee, will provide end-to-end support in design, maintenance, and lab integration. This includes oversight of the cleanroom, nanofabrication, and optical labs, as well as advanced digital and physical fabrication in the MakerSpace.

The Laboratory Manager and Project Engineer will allocate staff to projects based on skill alignment, whether through workshops or in-lab delivery. The MakerSpace Manager will ensure user training and guided access to self-directed design and fabrication facilities, encouraging skill development and collaboration with the broader technical team.

The shared structure will improve delivery, compliance, and technical career pathways – supporting a scalable and resilient research infrastructure platform across the College.

Animal Services (13 positions)

This team, based within the Australian Phenomics Facility (APF), delivers a comprehensive suite of specialised services critical to the University's biomedical and genetics research programs. These services include colony management, cryopreservation, genome sequencing, in vitro fertilisation (IVF), and other advanced support activities. By consolidating these roles

into a single College-level team, ANU will strengthen the quality, consistency, and sustainability of animal care across campus.

This new structure will enhance the alignment of services with research priorities, improve coordination of resources, and ensure that all activities meet the highest standards of animal welfare, regulatory compliance, and scientific rigour. Importantly, the model also provides stronger governance and oversight from the DVCR&I Portfolio, particularly in relation to animal ethics, biosafety, and institutional responsibilities under relevant legislative frameworks. This allows the University to better manage risk, maintain accreditation, and support responsible research practices.

All continuing and continuing contingent-funded animal services roles will transition into the new College-level team. In addition, one professional staff member whose responsibilities are more general in nature will move into the College-level General Administration team. This transition does not involve changes to existing role classifications or responsibilities. This team will manage all animal services across the College, including animals currently managed by RSB.

This cohort is not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for this function. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.

Elements of School to College-level changes	
Area	Summary of proposed actions
A) Service delivery teams created at College-level	<ul style="list-style-type: none"> Recurrent-funded professional staff in the College working predominantly in general administration, executive support, and other identified support roles will be transferred directly into new College-level General Administration and Executive Support teams. Recurrent-funded professional staff in the College working predominantly in accreditation and admissions associated with the Medical program and its associated requirements will be transferred directly into a new College-level Accreditation and Admissions Support team.
B) Research Support Teams	<p>Staff in three other service areas will be realigned to College Level teams with a joint governance and oversight framework across CoSM and DVCR&I portfolio, as follows:</p> <ul style="list-style-type: none"> Professional staff in the College working in predominantly purchasing, stores or procurement roles will be transferred directly into a new College-level Purchasing, Stores and Procurement team. Professional staff in the College working in predominantly animal-care related roles will be transferred directly into a new College-level Animal Services team. Professional staff in the College working in predominantly workshop related roles will be transferred directly into a new College-level Workshops/Maintenance/MakerSpace team.
C) School Manager roles	<ul style="list-style-type: none"> Reporting lines for School Managers will change to the College General Manager, in line with the Renew ANU principles. Each School Manager will take on leadership or deputy leadership of one of the newly formed service delivery teams, and/or perform an identified service role at College level. Allocation of roles will be through consultation and may include an EOI process. See Appendix 2

Professional Services Realignment

The DVCR&I proposes to “lift and shift” College Research Management staff into the central Research Services team, in line with the Renew ANU principles. Further detail can be found in the DVCR&I portfolio’s [Change Proposal](#).

One professional staff member from the CoSM Research Management team has elected to take a voluntary separation from the University and has left the University. This position is vacant, is proposed for disestablishment and is listed in the impact table below.

Remaining College-level professional positions are not considered affected at this time, as the University is continuing to consider the most appropriate future arrangements for their functions. Any future changes will be subject to separate planning and consultation processes, consistent with the broader change principles.

Overview of impacts of the proposed change

The proposed impacts of this Change Proposal will include:

- The proposed disestablishment of 77 positions, including 53 via the VSS and several positions presently vacant.
- The establishment of 9 new positions, reflecting roles required to support streamlined service delivery in line with Renew ANU principles, and to ensure the sustainability of the College’s renewed teaching and research priorities.
- In total, this reflects a net workforce reduction of 68 positions across the College, excluding realignments.

In addition to the changed organisational structure, it is essential to update Position Descriptions (PDs) across the College to clearly outline the responsibilities related to changes in reporting lines, functions and tasking duties.

Position Count Impact Summary		
Action		
Disestablished	Positions currently vacant to be disestablished	7
	Positions disestablished through VSS	53
	Other positions proposed to be disestablished	17
New	New roles proposed	9
Realigned	Within area	16
	School to College	99
	Professional staff positions realigned from CoSM to DVC R&I Portfolio (see plan)	23

Positions directly affected by the proposed changes

Details of directly affected positions are provided in the tables below. Positions that are not specifically noted in the tables below are not directly impacted by this Change Proposal. Fixed term positions with no change will be reviewed prior to the end of the contract term on a case-by-case basis.

Impact on casualisation

The proposed changes are not expected to lead to an increase in casual roles within CoSM. We are focused on maintaining a stable workforce, limiting the use of casual employment to support long-term capability and continuity.

Workload Management

In developing the proposed changes, the University has considered the potential impact on workloads within the relevant areas. The proposed future state is designed to attain efficiencies by reducing work and removing duplication. The creation of the proposed structures will also create synergies which are expected to have a positive impact on workloads and general operational efficiency. Collectively, these positive impacts will help mitigate any unexpected or unforeseen workload increases in the proposed future state.

Notwithstanding, the University has also taken active measures to ensure the proposed future state does not have unreasonable workload implications. For example, the University has:

- Taken care to classify newly created or significantly modified positions at the appropriate level having regard to the skills, responsibilities and tasks. This will ensure appropriately skilled, educated and experienced individuals will be fill these positions in the future state;
- Carefully considered the future needs of the University to ensure the proposed future state is equipped and able to carry out its functions with the number and level of relevant staff; and
- Designed a WH&S risk identification framework which will allow the University to adequately and effectively manage instances of unreasonable workloads should they occur (see Appendix 3).

Informed by the above, the University is confident that workloads in the proposed future state will not be unreasonable and workload allocation in the future state will be equitable, transparent and sustainable without risks to health and safety of staff.

Position impacts of the proposed change

Positions proposed to cease

The Continuing positions listed below do not have a direct equivalent or suitable alternative, without significant change, in the proposed future structure and are therefore proposed to be disestablished.

While no final decisions have been made, these positions are considered at risk of being declared surplus. If positions are confirmed as surplus, affected staff would enter a formal redeployment period, during which the University will actively work with staff on their options including to identify suitable alternative positions in accordance with clause 57 of the Enterprise Agreement.

Only where redeployment or other internal alternatives are not possible would a staff member's position be formally declared redundant.

Team	Current Position	Classification	Position No.	# Position	Proposed Position Outcome	Proposed Occupant Impact
CAM						
	Operations Manager	SM1	17711	1	Position proposed to be disestablished	Nil - VSS (Separation in July)
College						
M&C	Deputy Manager, Communications	ANU8	10978	1	Position proposed to be disestablished	Nil - VSS
RM	Manager, Research Office	SM2	15028	1	Position proposed to be disestablished	Nil - VSS
SS	Student Services Officer	ANU5	16807	1	Position proposed to be disestablished	Nil - VSS (separation in August)
STLC	Executive Officer (STLC)	SM1	9464	1	Position proposed to be disestablished	Nil - VSS
STLC	HDR Governance Officer	ANU8	31748	1	Position proposed to be disestablished	Nil - VSS
STLC	Executive Assistant	ANU5	33954	1	Position proposed to be disestablished	Nil - VSS
JCSMR						
	Informatics Manager	SM1	21036	1	Position proposed to be disestablished	Nil - VSS
	Next Gen Sequencing Coord	ANU8	41417	1	Position proposed to be disestablished	Nil - VSS
	Prof & Chair TD Health Res.	Level E	28243	1	Position proposed to be disestablished	Nil - VSS
	Professor	Level E	1209	1	Position proposed to be disestablished	Nil - VSS
	Section Coordinator	ANU6	12282	1	Position proposed to be disestablished *	Nil - VSS (Separation in December)
	Senior Research Officer	ANU5/6	36298	1	Position proposed to be disestablished	Nil - VSS
	Senior Technician	ANU6	14959	1	Position proposed to be disestablished	Nil - VSS
	Technical Officer	ANU4/5	4012	1	Position proposed to be disestablished	Nil - VSS

Team	Current Position	Classification	Position No.	# Position	Proposed Position Outcome	Proposed Occupant Impact
	Laboratory Manager	ANU8	1531	1	Position proposed to be disestablished	Nil - VSS
RSB						
	Professor	Level E	5280	1	Position proposed to be disestablished	At risk of being declared surplus
	Associate Professor	Level D	7199	1	Position proposed to be disestablished	At risk of being declared surplus
	First Year Coordinator (BTLC)	Level D	28942	1	Position proposed to be disestablished	Fractional appointment, risk of reduced hours from mid-December
	First Year Coordinator (BTLC)	Level B	22570	1	Position proposed to be disestablished	At risk of being declared surplus from mid-December
	Lecturer (BTLC)	Level B	28429	1	Position proposed to be disestablished	At risk of being declared surplus
	Snr Tech Services Officer	ANU6	38172	2	Position proposed to be disestablished	At risk of being declared surplus
			1257			
	Technical Officer (Price)	ANU6	4999	1	Position proposed to be disestablished	At risk of being declared surplus
	Senior Technical Services Officer	ANU6	35970	1	Position proposed to be disestablished	Nil - vacant
	Technical Officer	ANU4/5	40986	1	Position proposed to be disestablished	Nil - vacant
	Support technician	ANU2/3	5322	1	Position proposed to be disestablished	Nil - vacant
	Professor	Level E	3643	1	Position proposed to be disestablished	Nil – VSS (separation in December)
	Professor	Level E	11570	1	Position proposed to be disestablished	Nil - VSS
	Professor	Level E	24270	1	Position proposed to be disestablished	Nil – VSS (separation in December)
	Professor	Level E	27085	1	Position proposed to be disestablished	Nil – VSS (separation in December)
	Professor	Level E	3686	1	Position proposed to be disestablished	Nil – vacant/VSS (separation in December)
	ARC Laureate Fellow	Level E	35545	1	Position proposed to be disestablished	Nil – VSS (separation in December)
	Administration Manager	ANU8	30463	1	Position proposed to be disestablished	Nil - VSS
	Student Administration Manager	ANU8	24602	1	Position proposed to be disestablished	Nil – VSS (separation in December)
	Plant Services Coordinator	ANU7	35682	1	Position proposed to be disestablished	Nil - VSS
	TechServicesCoord(Operations)	ANU7	24173	1	Position proposed to be disestablished	Nil - VSS
	SnrStudentAdminOfficer (BTLC)	ANU6/7	3724	1	Position proposed to be disestablished	Nil - VSS
	CEF Coordinator (Plants)	ANU6	19935	1	Position proposed to be disestablished	Nil - VSS
	Research Officer	ANU56	3655	1	Position proposed to be disestablished	Nil - VSS
	Divisional Administrator (E&E)	ANU5	19681	1	Position proposed to be disestablished	Nil - VSS
	Technical Officer (BTLC)	ANU4/5	9532	1	Position proposed to be disestablished	Nil - VSS

Team	Current Position	Classification	Position No.	# Position	Proposed Position Outcome	Proposed Occupant Impact
RSC						
	Professor	Level E	3485	1	Position proposed to be disestablished	At risk of being declared surplus
	Manager, JMSF	SM1	1237	1	Position proposed to be disestablished	At risk of being declared surplus
	Facilities Officer	ANU5	14656	1	Position proposed to be disestablished	At risk of being declared surplus
	Technical Officer (Mass Spec)	ANU4/5	16471	1	Position proposed to be disestablished	At risk of being declared surplus
	Administration Officer (Purchasing)	ANU5	40534	1	Position proposed to be disestablished	Nil - vacant
	Professor	Level E	5885	1	Position proposed to be disestablished	Nil - VSS (separation in December)
	Professor	Level E	15814	1	Position proposed to be disestablished	Nil - VSS
	Associate Professor	Level D	13315	1	Position proposed to be disestablished	Nil - VSS (separation in December)
	Senior Technical Officer LSF	ANU7	31217	1	Position proposed to be disestablished	Nil - VSS (separation in September)
RSES						
	Professor	Level E	5471	1	Position proposed to be disestablished	At risk of being declared surplus
	Lecturer	Level B	13606	1	Position proposed to be disestablished	At risk of being declared surplus
	Geophys Data & ComputationLead	SM1	2386	1	Position proposed to be disestablished	At risk of being declared surplus
	Senior Technical Officer	ANU7	9655	1	Position proposed to be disestablished	At risk of being declared surplus
	Building and Services Officer	ANU6/7	4807	1	Position proposed to be disestablished	At risk of being declared surplus
	Administrator	ANU5	7485	1	Position proposed to be disestablished	Nil - vacant
	Receptionist	ANU4	18629	1	Position proposed to be disestablished	Nil - vacant
	Professor	Level E	5480	1	Position proposed to be disestablished	Nil - VSS
	Associate Professor	Level D	6266	1	Position proposed to be disestablished	Nil - VSS (separation in December)
RSPhys						
	Professor	Level E	5432	1	Position proposed to be disestablished	Nil - VSS (separation in December)
	Professor	Level E	8830	1	Position proposed to be disestablished	Nil - VSS
	Professor E1	Level E	1692	1	Position proposed to be disestablished	Nil - VSS
	Associate Professor	Level D	5385	1	Position proposed to be disestablished	Nil - VSS
	Associate Professor	Level D	29795	1	Position proposed to be disestablished	Nil - VSS
	Acc Res & Dev Mngr	SM3	1700	1	Position proposed to be disestablished	Nil - VSS (separation in November)
	Build Project EA13-16 OOC	SM1	18021	1	Position proposed to be disestablished	Nil - VSS

Team	Current Position	Classification	Position No.	# Position	Proposed Position Outcome	Proposed Occupant Impact
	Manager, F & S	SM1	18524	1	Position proposed to be disestablished	Nil - VSS
	Senior Technical Officer	ANU8	1837	1	Position proposed to be disestablished	Nil – VSS (separation in September)
	Infrastructure Support Officer	ANU7	1833	1	Position proposed to be disestablished	Nil - VSS
	Senior Technical Officer	ANU7	1708	1	Position proposed to be disestablished	Nil – VSS (separation in September)
	Senior Technical Officer	ANU7	5577	1	Position proposed to be disestablished	Nil - VSS
	Technical Officer	ANU6	11798	1	Position proposed to be disestablished	Nil - VSS
	School Administrator	ANU5	1793	1	Position proposed to be disestablished	Nil - VSS
SMP						
	Assessment & Evaluations Officer	ANU5	39070	1	Position proposed to be disestablished	Nil - vacant

* position proposed to realign to the College Animal Services team prior to voluntary separation later in the year

Total positions proposed to cease: 7 vacant, 53 VSS, 17 occupied – 77 total

Direct transfer into new structure with minor changes New College Teams

These **Continuing** positions are considered **direct or near-direct equivalents** to current roles.

Changes may include minor adjustments to reporting lines, position titles, or duties that do not significantly alter the role's core purpose.

Team	Current Position	Future Position	Classification	Position No.	# Positions	Proposed Position Outcome	Proposed Occupant Impact
Accreditation & Admissions Support							
SMP	Education Delivery Manager	Program Delivery Manager	ANU8	31421	1	Position proposed to be transferred to the College Accreditation & Admissions Support Team	Direct transfer with minor changes
SMP	TELT Manager	TELT Manager	ANU8	34980	1	Position proposed to be transferred to the College Accreditation & Admissions Support Team	Direct transfer with minor changes
SMP	Education Support Coordinator	Program Support Coordinator	ANU7	40263	1	Position proposed to be transferred to the College Accreditation & Admissions Support Team	Nil - vacant
SMP	Aboriginal and Torres Strait Islander Health and Student Development Officer	Aboriginal and Torres Strait Islander Health and Student Development Officer	ANU6/7	35919	1	Position proposed to be transferred to the College Accreditation & Admissions Support Team	Direct transfer with minor changes
SMP	Admissions Coordinator	Admissions Support Coordinator	ANU6/7	19545	1	Position proposed to be transferred to the College Accreditation & Admissions Support Team	Direct transfer with minor changes
SMP	Assessment & Edu. Coordinator	Assessment & Edu. Coordinator	ANU6/7	11506	1	Position proposed to be transferred to the College Accreditation & Admissions Support Team	Direct transfer with minor changes
SMP	Assessmt & Eval Coordinator	Assessmt & Eval Coordinator	ANU6/7	20774	1	Position proposed to be transferred to the College Accreditation & Admissions Support Team	Direct transfer with minor changes
SMP	Learning Designer	Learning Designer	ANU6/7	14070 20584	2	Position proposed to be transferred to the College Accreditation & Admissions Support Team	Direct transfer with minor changes
SMP	Education Officer	Program Support Officer	ANU5	19636	1	Position proposed to be transferred to the College Accreditation & Admissions Support Team	Direct transfer with minor changes

Team	Current Position	Future Position	Classification	Position No.	# Positions	Proposed Position Outcome	Proposed Occupant Impact
SMP	Education Support Officer	Program Support Officer	ANU5	17535	1	Position proposed to be transferred to the College Accreditation & Admissions Support Team	Direct transfer with minor changes
Administration							
JCSMR	Executive Officer	Administration Manager	ANU8	28145	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSC	Administration Manager	Administration Manager	ANU8	35624	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSES	Administration Manager	Administration Manager	ANU8	3514	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
SMP	Administration Manager	Administration Manager	ANU8	36261	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
CGA	Centre Administrator	Senior Administrator	ANU6/7	17793	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
JCSMR	Administrative Coordinator APF	Senior Administrator	ANU6/7	21462	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
JCSMR	Senior School Administrator	Senior Administrator	ANU6/7	1586	1	Position proposed to be transferred to the College Administration Team	Nil - vacant
JCSMR	Senior School Administrator	Senior Administrator	ANU6/7	36189	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
JCSMR	Senior School Administrator	Executive Support Officer	ANU6/7	4847	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSB	Executive Admin Officer	Executive Support Officer	ANU6/7	36152	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes

Team	Current Position	Future Position	Classification	Position No.	# Positions	Proposed Position Outcome	Proposed Occupant Impact
RSPHys	Node Administrator	Senior Administrator	ANU6/7	21750	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSPHys	Snr School Admin (Projects)	Senior Administrator	ANU6/7	12510	1	Position proposed to be transferred to the College Administration Team	Nil - vacant
SMP	Exec. Assist. to the Director	Executive Support Officer	ANU6/7	7117	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
SMP	Senior School Administrator	Senior Administrator	ANU6/7	29217	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
CAM	Centre Administrator	Administration Officer	ANU5	36100	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
JCSMR	Administration Officer	Administration Officer	ANU5	3938	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSAA	Centre Administrator	Administration Officer	ANU5	16473	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSAA	Executive Assistant	Executive Support Officer	ANU5	1145	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSB	Divisional Admin/Out-reach Off	Administration Officer	ANU5	35854	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSB	Divisional Administrator	Administration Officer	ANU5	11356	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSB	Divisional Administrator	Administration Officer	ANU5	38605	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSC	Administration Officer	Administration Officer	ANU5	13129	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes

Team	Current Position	Future Position	Classification	Position No.	# Positions	Proposed Position Outcome	Proposed Occupant Impact
RSES	Administrator	Administration Officer	ANU5	9991	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSES	Executive Assistant	Executive Support Officer	ANU5	14453	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSPHys	School Administrator	Administration Officer	ANU5	1757	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
RSPHys	School Administrator	Administration Officer	ANU5	1808	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
SMP	Administration Officer	Administration Officer	ANU5	25302	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
SMP	Administration Support Officer	Administration Officer	ANU5	21317	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
SMP	Administration Support Officer	Administration Officer	ANU5	17868	1	Position proposed to be transferred to the College Administration Team	Direct transfer with minor changes
SMP	Administration Assistant	Assistant Administrator	ANU4	9662	1	Position proposed to be transferred to the College Administration Team	Nil - vacant
SMP	Administration Officer	Assistant Administrator	ANU4	16403	1	Position proposed to be transferred to the College Administration Team	Nil - vacant
Animal Services							
JCSMR	Head, Animal Services APF	Head, Animal Services APF	SM3	39641	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Operations Manager	Operations Manager	ANU8	14652	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes

Team	Current Position	Future Position	Classification	Position No.	# Positions	Proposed Position Outcome	Proposed Occupant Impact
JCSMR	Section Coord-Imports/Exports	Section Coord-Imports/Exports	ANU6	29555	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Section Coordinator	Section Coordinator	ANU6	11779	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Section Coordinator	Section Coordinator	ANU6	36876	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Area Supervisor	Area Supervisor	ANU4/5	11371	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Area Supervisor	Area Supervisor	ANU4/5	11372	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Area Supervisor	Area Supervisor	ANU4/5	20760	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Area Supervisor	Area Supervisor	ANU4/5	29508	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Building Maintenance Officer	Building Maintenance Officer	ANU4/5	1685	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Material Support Technician	Material Support Technician	ANU2/3	1622	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Material Support Technician	Material Support Technician	ANU2/3	1672	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Material Support Technician	Material Support Technician	ANU2/3	12080	1	Position proposed to be transferred to the College Animal Services Team	Direct transfer with minor changes
Executive Support							
JCSMR	Business Manager	Executive Officer	ANU8	14689	1	Position proposed to be transferred to the College Executive Support Team	Nil - vacant

Team	Current Position	Future Position	Classification	Position No.	# Positions	Proposed Position Outcome	Proposed Occupant Impact
JCSMR	Exec Support Officer - Res	Executive Support Officer	ANU6/7	22026	1	Position proposed to be transferred to the College Executive Support Team	Direct transfer with minor changes
College	Events & Outreach Officer	Events & Administration Officer	ANU5	7901	1	Position proposed to be transferred to the College Executive Support Team	Direct transfer with minor changes
Purchasing, Stores and Procurement							
RSB	Senior Purchasing Officer	Senior Purchasing Officer	ANU6/7	35681	1	Position proposed to be transferred to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSPHys	Snr Procurement Officer	Snr Procurement Officer	ANU6/7	40250	1	Position proposed to be transferred to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
JCSMR	Purchasing Officer	Purchasing Officer	ANU5	16499	1	Position proposed to be transferred to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSC	Administration Officer (Purchasing)	Administration Officer (Purchasing)	ANU5	18689	1	Position proposed to be transferred to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSPHys	Manager, Store	Manager, Store	ANU5	1813	1	Position proposed to be transferred to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSPHys	Purchasing and Finance Officer	Purchasing and Finance Officer	ANU5	1719	1	Position proposed to be transferred to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
JCSMR	Purchasing Officer	Purchasing Officer	ANU4	20849	1	Position proposed to be transferred to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSB	Purchasing Officer	Purchasing Officer	ANU4	35858	1	Position proposed to be transferred to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes

Team	Current Position	Future Position	Classification	Position No.	# Positions	Proposed Position Outcome	Proposed Occupant Impact
RSB	Store Assistant	Store Assistant	ANU2/3	35735	1	Position proposed to be transferred to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
School Managers							
JCSMR	School Manager	School Manager	SM2	38051	1	Change of reporting line	Direct transfer with minor changes
RSAA	School Manager	School Manager	SM1	20548	1	Change of reporting line	Direct transfer with minor changes
RSB	School Manager	School Manager	SM3	8206	1	Change of reporting line	Direct transfer with minor changes
RSC	School Manager	School Manager	SM2	21486	1	Change of reporting line	Direct transfer with minor changes
RSES	School Manager	School Manager	SM2	13757	1	Change of reporting line	Direct transfer with minor changes
RSPHys	School Manager	School Manager	SM2	9064	1	Change of reporting line	Direct transfer with minor changes
SMP	School Manager	School Manager	SM2	7725	1	Change of reporting line	Direct transfer with minor changes
Workshops and maintenance							
RSPHys	Cleanroom Facility Mngr	Cleanroom Facility Mngr	SM2	13070	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSES	Laboratory Operations Manager	Laboratory Operations Manager	SM1	267	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Technical Engineer	Technical Engineer	SM1	16185	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSC	Manager, RSC Workshop	Manager, RSC Workshop	ANU8	2372	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	MakerSpace Operations Manager	MakerSpace Operations Manager	ANU8	1747	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Manager, MW	Manager, MW	ANU8	1819	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Nil - vacant

Team	Current Position	Future Position	Classification	Position No.	# Positions	Proposed Position Outcome	Proposed Occupant Impact
RSC	Leading Hand (Mechanical)	Leading Hand (Mechanical)	ANU7	13803	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSC	Snr Tech Officer (Electronics)	Snr Tech Officer (Electronics)	ANU7	41043	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSES	Senior Technical Officer	Senior Technical Officer	ANU7	8759	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSES	Senior Technical Officer	Senior Technical Officer	ANU7	17429	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Infrastructure Support Officer	Infrastructure Support Officer	ANU7	25732	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	MakerSpace Senior Tech Officer	MakerSpace Senior Tech Officer	ANU7	1758	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Senior Technical Officer	Senior Technical Officer	ANU7	1732	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Senior Technical Officer	Senior Technical Officer	ANU7	1733	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Nil - vacant
RSC	Tech Officer (Inst. Spec.)	Tech Officer (Inst. Spec.)	ANU6	23429	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSES	Technical Officer	Technical Officer	ANU6	2475	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Technical Officer	Technical Officer	ANU6	1651	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes

Team	Current Position	Future Position	Classification	Position No.	# Positions	Proposed Position Outcome	Proposed Occupant Impact
RSPHys	Technical Officer	Technical Officer	ANU6	9149	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Technical Officer	Technical Officer	ANU6	11325	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Technical Officer	Technical Officer	ANU6	14252	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Technical Officer	Technical Officer	ANU6	40688	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Technical Officer (MakerSpace)	Technical Officer (MakerSpace)	ANU6	15606	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSC	Technical Officer – Mechanical	Technical Officer – Mechanical	ANU5	19383	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Nil - vacant
RSPHys	Electronics Technician	Electronics Technician	ANU4/5	33132	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Technical Officer	Technical Officer	ANU4/5	12791	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPHys	Technical Officer	Technical Officer	ANU4/5	14014	1	Position proposed to be transferred to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes

Positions proposed to be transferred to College team: 9 vacant, 91 occupied – 100 total

Direct transfer into new structure with minor changes – within Schools

These **Continuing** positions are considered **direct or near-direct equivalents** to current roles.

Changes may include minor adjustments to reporting lines, position titles, or duties that do not significantly alter the role's core purpose.

Team	Current Position	Future Position	Classification	Position No.	# Positions	Proposed Position Outcome	Proposed Occupant Impact
RSB							
Divisional Lab support	Div Snr Tech Office (BSB)	Div Snr Tech Office (BSB)	ANU8	5996	1	Change of reporting line	Direct Transfer with Minor Changes
Divisional Lab support	Div Snr Tech Office (PS)	Div Snr Tech Office (PS)	ANU8	19885	1	Change of reporting line	Direct Transfer with Minor Changes
Divisional Lab support	Div Snr Tech Officer (E&E)	Div Snr Tech Officer (E&E)	ANU8	10441	1	Change of reporting line	Direct Transfer with Minor Changes
Divisional Lab support / ops	Divisional Tech Officer (PS)	Technical Services Officer	ANU5	38905	1	Duties broadened slightly; minor. Change of Reporting Line	Direct Transfer with Minor Changes
Divisional Lab support / ops	Technical Services Officer	Technical Services Officer	ANU5	29131	1	Change of reporting line	Direct Transfer with Minor Changes
Divisional Lab support / ops	Technical Services Specialist	Technical Services Specialist	ANU7	35971	1	Duties broadened slightly; minor. Change of Reporting Line	Direct Transfer with Minor Changes
Plant Services / Ops	Horticultural Assistant	Horticultural Assistant	ANU3	23798	1	Change of reporting line	Direct Transfer with Minor Changes
Plant Services / Ops	Horticultural Tech (Plants)	Horticultural Tech (Plants)	ANU5	27042	1	Change of reporting line	Direct Transfer with Minor Changes
Plant Services / Ops	Operations Manager	Operations Manager	ANU8	20781	1	Duties broadened slightly; minor.	Direct transfer
Technical Support Team	Team Leader, Teaching Lab	Team Leader, Teaching Specialist	ANU8	1214	1	Change of reporting line	Direct Transfer with Minor Changes
RSC							
Analytical Chemistry	Snr Tech Officer (Mass Spec)	Snr Tech Officer (Mass Spec)	ANU8	2316	1	Duties broadened slightly; minor. Change of Reporting Line	Direct Transfer with Minor Changes
RSES							
	Senior Technical Officer	Senior Technical Officer	ANU7	41471	1	Change of reporting line	Realignment within area
RSPHys							
	Head of Maker Space	TBC	Level D	21899	1	Position disestablished	Direct Transfer with Minor Changes

Positions with minor changes within area: 16 occupied – 16 total

New positions proposed

These are newly created roles with no current equivalent, designed to support revised services, capabilities, or functions in the future structure.

Affected staff will receive priority access to demonstrate suitability for these roles throughout the process. Appointments will be made in order of merit.

Team	New Position	Classification	# Positions	Proposed Position Outcome
Accreditation Support				
	Accreditation Manager	ANU8	1	Position established
Workshops, Maintenance and MakerSpace				
	Electronics Unit Manager	ANU8	1	Position established
RSC				
Analytical Chemistry	Mass Spectrometry Specialist	ANU7	1	Position established
RSES				
Geophysics	Senior Lecturer	Level C	1	Position established
Climate & Ocean Geoscience	Lecturer	Level B	1	Position established
Geochemistry	Specialist	ANU8	1	Position established
RSPHys				
Electronic Materials Engineering	Professor	Level E	1	Position established
Optical Quantum Physics	Fellow	Level B/C	1	Position established
Nuclear Physics	Fellow	Level B/C	1	Position established

Total: 9 positions proposed to be established

Consultation process and timeline

The University is committed to consulting with staff and their union/s in accordance with the organisational change provisions under Clause 70 of the ANU Enterprise Agreement and consistent with Work Health and Safety (WHS) obligations. In doing so, the University will give genuine and meaningful consideration to any views expressed by staff regarding the impact of the proposed change.

Consultation methods

Consultation will occur through a range of channels to ensure accessibility and engagement, including:

- Town hall meeting for staff to outline the proposed change and allow for questions and discussion.
- Team meetings with local leadership to provide additional clarity and encourage discussion at a more direct level.
- Individual meetings offered to affected staff to discuss specific impacts and available support. Staff may bring a support person or union representative.
- A dedicated online feedback form will be provided to collect staff input in a structured and accessible way.
- Updates and publication of change processes in On Campus and the Renew ANU webpage.
- Continuation of regular discussions with NTEU.

How to provide feedback

The University is committed to consulting with staff and their union/s in accordance with the organisational change provisions under Clause 70 of the ANU Enterprise Agreement. In doing so, the University will give genuine and meaningful consideration to any views expressed by staff regarding the impact of the proposed change.

This Change Proposal has been circulated to:

- all affected staff (and is also available to all staff);
- ANU Executive;
- nominated staff representatives including the NTEU;
- Health and Safety Representatives for the impacted work group(s);
- other relevant stakeholders as required.

Staff and their union/s are encouraged to review this document and provide feedback on the proposal during the formal consultation period via:

Online feedback form

All feedback received will be reviewed and considered before final decisions are made. A summary of themes and the University's response to feedback will be shared with staff at the conclusion of the consultation period.

Anticipated consultation and implementation timeline

The formal consultation period will run for three (3) weeks from Thursday, 3 July 2025 to Thursday, 24 July 2025 (closing 12pm AEST). All feedback received during this time will be considered before final decisions are made.

Milestone	Date
Release of change proposal and consultation opens	Thursday, 03 July 2025
Consultation	3 weeks
Feedback due (12pm AEST)	Thursday, 24 July 2025
Collation of feedback and preparation of Implementation Plan	3 weeks
Anticipated release of implementation plan	Week commencing 11 August 2025
Anticipated commencement of implementation	Week commencing 18 August 2025

During this change process staff members may be represented, and seek advice or assistance at any time from a person of their choice as outlined in the ANU Staff Representation Procedure which may be accessed via this link: [ANU Policy Library - Procedure - Union and Staff representation](#).

Following the consultation period, a summary of feedback themes and responses will be provided, along with the implementation plan paper.

This consultation process is designed to support staff participation and wellbeing, ensure compliance with enterprise and WHS obligations, and guide a thoughtful and inclusive change process.

Key contacts

Staff with further enquiries about this change may contact the following staff:

Name	Position	Contact details
Prof Kieran Kirk	Dean, College of Science and Medicine	dean.cosm@anu.edu.au
Dr Kate Bisshop-Witting	General Manager, College of Science and Medicine	gm.cosm@anu.edu.au
Prof Leonie Quinn	Acting Director, JCSMR	jcsmr.director@anu.edu.au
Prof Paul Fitzgerald	Director, SMP	director.smp@anu.edu.au
Prof Stuart Wyithe	Director, RSAA	director.rsaa@anu.edu.au
Prof Craig Moritz	Director, RSB	director.rsb@anu.edu.au
Prof Alison Rodger	Director, RSC	director.rsc@anu.edu.au
Prof Dorrit Jacob	Director, RSES	director.rses@anu.edu.au
Prof Tim Senden	Director, RSPhys	director.physics@anu.edu.au
Bel Smith	Manager, Human Resources	hrbp.renew@anu.edu.au
Emily Fisk	Manager, Organisational Change	org.Change@anu.edu.au

Further information

Further information Further information about the Renew ANU program can be found on the [Renew ANU webpage](#) which includes key information and FAQs that will be updated during the life of the program.

Measures to minimise the impacts on staff and options for staff to consider

In an effort to mitigate potential job losses and consistent with ANU's obligations under clause clauses 69 and 70 of the ANU Enterprise Agreement, the University has implemented a number of initiatives under Renew ANU. These measures include the Voluntary Separation Scheme (VSS), targeted non-salary cost-saving initiatives, recruitment controls, and leave management strategies. Further information is available on the [Renew ANU website](#).

In addition to those measures, to provide options for staff to consider and to ensure involuntary redundancies only occur as a last resort, during the consultation period, affected Information Technology Services & Information Security Office staff can express interest in one or more of the following options:

1. **Voluntary separation** – available to staff whose positions are proposed to cease or reduce in number. VSS payments will be aligned to the redundancy provisions of the Enterprise Agreement or employment contract.
2. **Voluntary conversion to part-time work** – available to all staff. May be considered to offset job losses, where reductions in fraction align with areas reducing staffing levels.
3. **Fixed term pre-retirement agreement** - available to eligible staff considering retirement. May be used to support workforce transitions by enabling a structured reduction in hours or responsibilities over a fixed period (no later than the end of 2025), helping to offset job losses where reductions align with areas reducing staffing levels.

Staff considering any of these options can express interest by emailing org.change@anu.edu.au by the closing date for Consultation Period.

Requests will be considered on a case-by-case basis, taking into account the skills, knowledge and capabilities required to deliver the University's future operating model, and ensuring that critical functions are not affected.

The University will determine the outcome of each request based on the requirements of the relevant area/s. Each staff member who expressed interest in one of these options will be advised of the University's decision.

Following consideration of feedback provided during the consultation period and decisions on the requests above, the impact on remaining positions will be reassessed and the workplace reorganisation process will be adjusted accordingly.

Process and timing for transferring staff into a new structure

The process for transferring staff into any new structure will be informed by the provisions of The Australian National University Enterprise Agreement 2023–2026 (the Agreement).

The University's priority is to maintain ongoing employment by placing affected staff into suitable roles wherever possible. The University may transfer a staff member to a position at the same level, commensurate with their skills and capability, in order to provide this continued employment.

Should there be a transition to a new structure which results in significant change or reduced roles, then the University will implement a multi-stage placement process that reflects principles of fairness, transparency, and operational continuity. This includes a combination of direct transfer, targeted expressions of interest, and broader recruitment processes.

Key stages in the placement process

1. Direct transfer (no significant change to position)
2. Closed expression of interest (EOI)
3. Redeployment and recruitment

1. Direct Transfer

Staff will be directly transferred into the new organisational structure where:

- their position's duties and responsibilities remain substantially unchanged,
- the classification level is the same; and
- there is a one-to-one relationship between the number of staff and available roles.

Minor changes to duties, title, reporting line or department/area are not considered to be a substantial change.

2. Closed expression of interest (EOI)

In some cases, where it is necessary to assess the suitability of existing staff for roles in a new structure — or when there are a reduced number of roles — a closed expression of interest (EOI) process may be undertaken.

This process follows an approved implementation plan and typically occurs in stages, beginning with the most senior roles and then proceeding through the structure.

Eligibility

Only directly affected staff are eligible to participate in the Closed EOI process. The primary objective is to identify and confirm suitable alternative employment for directly affected staff. A suitable alternative position is defined as a role that:

- has substantially the same duties, classification level, and career standing as the staff member's current (surplus) position; and
- can be satisfactorily performed by the staff member, either with their existing skills and experience or with reasonable training over a limited period.

Inclusion in closed EOIs

Where available positions are clearly similar in scope or function to existing roles, staff who previously held comparable positions will be considered first. Given the movement of positions across CoSM, a view across all College areas will be taken.

For new roles, or where the duties of a position have changed significantly, affected staff from within the broader work area/s will be given first consideration.

Selection methods

Selection processes may vary based on the nature of the role and the number of applicants, and can include:

- written EOIs
- resume reviews
- interviews

Staff may be asked to express interest in, or preferences for, multiple roles.

If a staff member chooses not to participate, existing employment records may still be used to assess their suitability. Where the University cannot identify a suitable alternative position the staff member may elect to seek redeployment to other positions, including positions at a lower classification.

3. Redeployment and recruitment

Any positions that remain unfilled after the Closed EOI process may proceed to:

1. **Redeployment** – in line with the University's redeployment procedures; and if necessary,
2. **Open recruitment** – in accordance with standard University recruitment policies.

Considerations for temporary arrangements and contract types

Following the process outlined for filling roles in the new structure, the following principles will apply to staff currently in temporary arrangements or on fixed-term contracts. These considerations clarify how eligibility and placement will be assessed to ensure fairness and consistency.

Temporary allowances

Staff temporarily receiving an acting, responsibility or other allowance will be considered for mapping and placement based on their substantive (permanent) classification and role, not the higher duties or temporary responsibilities they are currently performing. While experience gained in temporary duties may be considered during EOI assessments, it will not determine eligibility for direct mapping or closed EOIs.

Temporary transfers

If you are on temporary transfer from within the Division and your substantive role is affected, you will be consulted and considered in line with the process outlined for all continuing staff.

If you are seconded into an affected role from another Division, you are not eligible to be considered for direct transfer or closed EOIs for permanent roles in the new structure. However, you will be consulted about the change, and early termination of the temporary transfer may be considered where appropriate.

Fixed-Term contracts

Staff employed on fixed-term contracts are not eligible for direct role mapping, or participation in the closed EOI processes for ongoing positions.

Once the placement process for affected continuing staff is complete, fixed-term employees will be welcome to apply for any remaining vacancies through the University's open recruitment processes.

For fixed-term staff not transitioning to the future structure, the University will hold discussions about the employees' contract status and end dates in accordance with the applicable contract provisions.

Commitment to diversity, inclusion, and equity in organisational change

Our institution is committed to fostering a diverse, inclusive, and equitable workplace. Throughout Renew ANU, we are taking proactive steps to ensure fair and transparent processes that minimise adverse impacts on any particular group of employees. This includes applying an equity lens to all decisions, ensuring that the proposed changes support workforce diversity and do not inadvertently disadvantage underrepresented groups.

In line with [ANU 2025: Our Landscape](#) 'Be an equitable and inclusive University of choice' is one of ANU's four key strategic goals for 2025 and must be embedded in all that we do. To achieve this, our Diversity & Inclusion team are continually reviewing and recommending ways to ensure practices are considered from this lens. In relation to organisational change our commitments are:

Equity in role alignment and selection

In placing employees into new or revised roles, consideration will be given to principles of diversity, equity and inclusion to mitigate any disproportionate impact on a marginalised sector of the ANU staffing community. This includes keeping in mind our commitment to the Aboriginal and Torres Strait Islander community and their employment within ANU. Where required, reasonable adjustments will be made to support employees in transitioning to new roles.

Inclusive consultation and communication

We recognise that change affects staff differently. To ensure an inclusive approach, consultation will be conducted in multiple formats to accommodate different needs, including one-on-one discussions, group forums, and confidential feedback channels. Staff are encouraged to share any concerns related to the restructure's impact on diversity and inclusion, and we will actively address these as part of the decision-making process.

Monitoring and reporting on DEI impacts

We will monitor the impact of this restructure on workforce diversity through regular reporting and data analysis, ensuring that diversity outcomes are maintained or improved. Where necessary, we will implement additional workforce planning strategies to support diverse talent retention and career progression.

Supporting our people through change

The University recognises that change can be challenging and is committed to supporting staff throughout this process. A range of services and resources are available to ensure staff have access to wellbeing support, advice, and assistance as needed.

Manager and Leadership support

Your supervisor and leadership team are the first point of contact for support, clarification, or guidance. Managers or supervisors are briefed ahead of key change announcements to help them support their teams effectively at the local level.

People and Culture Division

- [HR Business Partners](#) are available to provide advice, discuss impacts, and support you throughout the change process.
- [Equity and Diversity Team](#) and [Staff Respect Consultant](#) offer tailored support to staff in equity groups.
- [Health, Safety and Wellbeing Team](#) can support staff experiencing mental health or safety concerns as a result of the change.

Employee Assistance Program (EAP)

Confidential wellbeing support is available through the University's Employee Assistance Program (EAP), which offers free counselling and coaching services to all staff and their immediate family members. The EAP can assist with managing stress, navigating change, and maintaining wellbeing during periods of uncertainty.

Looking after your wellbeing and seeking support early can make a meaningful difference. For more information, or to access support services, please visit [ANU EAP webpage](#).

Staff seeking additional support or advice can contact:

Provider:	Position	Contact details
Employee Assistance Providers	Assure Relationships Australia	1800 808 374 (02) 6122 7100

Additional support

Lifeline | Beyond Blue

Lifeline and Beyond Blue provide 24/7 support and resources for anyone experiencing difficult circumstances. If you're dealing with symptoms of depression, anxiety or distress, Lifeline and Beyond Blue will talk through the challenges you're facing and provide support for your mental wellbeing.

13Yarn (13 92 76)

13Yarn is a free and confidential service for Aboriginal and Torres Strait Islander people, that connects you to a Lifeline trained Aboriginal and/or Torres Strait Islander Crisis Supporter over the phone. This provider can be accessed at any time, offering a culturally safe space to yarn, where your story is heard without shame or judgement.

Financial advice

UniSuper offers free general financial advice and retirement planning support to members. Resources, appointment bookings, and webcast recordings can be accessed via unisuper.com.au.

UniSuper has an office on-site in Kambri where you can book an appointment to speak with a super consultant in person. Alternatively, UniSuper also offer online appointments.

MetLife 360Health

UniSuper members, and their immediate family, have unlimited, free access to a range of virtual health services provided by MetLife 360Health.

Career transition support

- Outplacement services: if applicable, affected employees with positions surplus to requirements will be offered external outplacement support, including career coaching, resume review, and interview preparation.
- Online resources: The ANU intranet includes a range of tools for staff seeking career support.

Staff are encouraged to seek support early and regularly throughout the change process. No concern is too small to raise, and the University is committed to ensuring access to respectful, timely and informed support for all staff.

Further information is available on the Guiding Teams through Change SharePoint site.

Other relevant documents

The following documents provided context, background information, or contributed to the broader understanding that has shaped the development of these proposed changes in CoSM:

- Renew ANU 2025 Change Principles: Consultation Paper including Appendix 'A' (Support Information) and Appendix B (Service Performance Framework)
- Renew ANU 2025 Change Principles: initial Feedback Summary including
 - Appendix 'A' – Additional Feedback
 - Appendix B – response to Open letter
 - Appendix C – Psychosocial Risk assessment – Change Principles
- Renew ANU Change Principles Implementation Plan
- Financial Update – May 2025
- Updates from ANU leadership

Appendices

1. Principles for allocation of indicative budgets for the five former CoS Schools
2. CoSM School Manager roles – white paper
3. CoSM Psychosocial Risk Assessment
4. Financial Context for Renew ANU 2025
5. Current state org charts
6. Future state proposed org charts
7. Proposed new and updated Position Descriptions

Appendix 1 – Principles for allocation of indicative budgets for the five former CoS Schools

Summary

For the five former-CoS Schools (RSAA, RSB, RSC, RSES, RSPhys) the starting point for indicative budget allocations for 2025 is the Q2 2024 budget. This will be moderated between Schools on the basis of the following principles:

1. the relative performance/earnings of the School in the past four years, with ‘total earnings’ (DTF + HECS/CGS + ISF + RSP + RTP) serving as a proxy for performance;
2. the size of the School (larger Schools are able to absorb a cut more readily than smaller Schools);
3. the projected proportions of salary/non-salary for each School.

The *moderated* figure will then be subjected to a 7% reduction, allowing the College as a whole to meet its budget target.

Background

The ‘2024 Q2 R Budget’ figure for each of the five former-CoS Schools is based on the Expenditure Control Framework (ECF) envelope allocated to CoS in 2024 (with the budgets of those parts of CoS that have been moved elsewhere subtracted from this figure).

The allocation to Schools within this envelope has its origins in the historical (‘as-earned’ + NIG) budget allocation that was in place at the University until mid-2020 when the ECF was introduced.

The relative earnings/workloads/expenditure in the Schools comprising CoS has changed significantly since the introduction of the ECF.

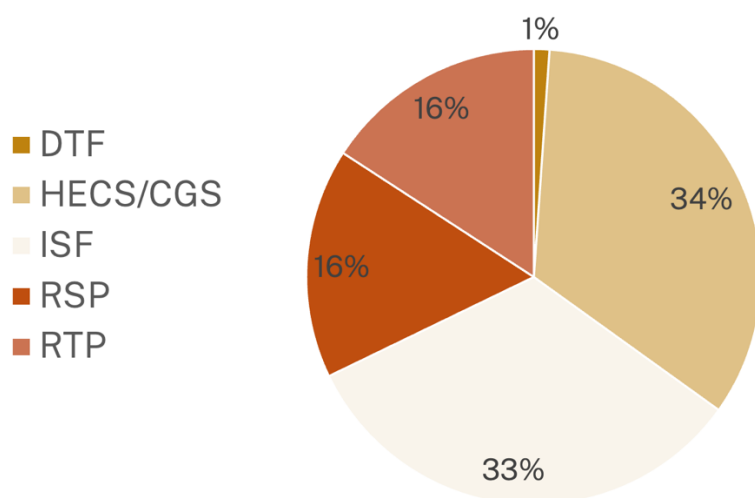
With the formation of the new College of Science and Medicine, and with the 2025 budget allocation to this College requiring us to make difficult decisions, it is appropriate that in assigning indicative budgets to Schools we factor in ‘performance’ (earnings/workloads/expenditure) of each School.

It is proposed that this should be done by using as a proxy for performance the sum of the different income streams ‘earned’ by the Schools for the University. This figure – i.e. the total earnings – is derived from a combination of all of the activities in the School (i.e. teaching and research)

‘Performance’ proxy = DTF + HECS/CGS + ISF + RSP + RTP

Using this as a metric means that the relative weighting of ‘teaching’ to ‘research’ is approximately two-thirds (teaching), one-third (research) (see Fig. 4.1 below). This is considered appropriate as teaching load brings with it significant workload and costs.

Fig. 4.1: Relative contributions of each of the different income streams to the total earnings of the College of Science. The figures are for CoS as a whole (i.e. all eight Schools of CoS) and are based on 2024 data.



Moderating the School budgets

Table 4.1 shows the change in the total earnings (DTF + HECS/CGS + ISF + RSP + RTP) for each of the five former-CoS Schools over the last four years.

Table 4.1 Average earnings (DTF + HECS/CGS + ISF + RSP + RTP) for 2019/20 compared to those for 2023/24.

School	Avg earnings 2019/20	Avg earnings 2023/24	C
	A	B	C = B/A
RSAA	5,261,827	8,127,974	1.54
RSB	29,012,059	26,317,948	0.91
RSC	11,863,023	12,134,761	1.02
RSES	10,232,593	8,770,459	0.86
RSPHys	17,292,769	22,285,515	1.29

The figures in Column C of Table 4.1 are used in combination with consideration of:

- (i) the relative size of the School (noting that larger Schools are able to absorb a cut more readily than smaller Schools);
- (ii) the projected proportions of salary/non-salary for each School (see Table 4.3 below).

to moderate the Q2 2024 budget, before subjecting this moderated figure to a 7% cut to provide indicative budgets for each of the five Schools, and allowing the College as a whole to meet its budget target.

This calculation is shown in Table 4.2 below.

Table 4.2 Moderation of the Q2 2024 budget for each School then subtraction of 7% to deliver an indicative budget for each of the five former-CoS Schools.

School	2024 Q2 R Budget	Moderation applied	% Moderation applied	2024 Q2 R Budget after moderation	Apply 7% reduction to give indicative 2025 budget
	A	B		C = A + B	D = 0.93 x C
RSAA	\$6,163,949	+\$150,000	+2.4%	\$6,313,949	\$5,871,972
RSB	\$19,519,346	-\$400,000	-2.0%	\$19,119,346	\$17,780,992
RSC	\$9,402,473	-	-	\$9,402,473	\$8,744,300
RSES	\$9,847,270	-\$50,000	-0.5%	\$9,797,270	\$9,111,461
RSPHys	\$16,016,432	+\$300,000	+1.9%	\$16,316,432	\$15,174,282

Table 4.3 Estimate of relative proportions of salary/non-salary expenditure in each of the five Schools on application of the indicative budget for each.

School	Indicative 2025 budget	Salary *	Non-salary	% Salary	% Non-salary
RSAA	\$5,871,972	\$6,067,516	-\$195,544	103%	-3%
RSB	\$17,780,992	\$16,197,918	\$1,583,074	91%	9%
RSC	\$8,744,300	\$8,416,836	\$327,464	96%	4%
RSES	\$9,111,461	\$8,773,240	\$338,221	96%	4%
RSPHys	\$15,174,282	\$14,328,339	\$845,943	94%	6%

* Based on current staffing + updates provided by School Managers for 2025

The indicated proportional salary-spend in all five Schools (>90%) is not a sound basis for sustainability in CoSM. 85% is an appropriate approximate target for Schools that are reliant on equipment, other infrastructure and consumables in order to conduct business. There will therefore be a requirement for resizing/change management in all five Schools.

Appendix 2 – CoSM School Manager roles – white paper

As part of the College of Science and Medicine’s transition to a more centralised professional services model, School Manager roles are being redefined to support two complementary leadership streams: **Team Leadership** and **Strategic Area Leadership**.

The **Team Leader** roles focus on the operational coordination of College-based staff teams/research platforms, ensuring consistent day-to-day service delivery, team supervision, and local problem-solving:

- General Administration
- Animal Services
- Purchasing/Procurement/Stores
- Workshops/Maintenance/MakerSpace
- Accreditation and Admissions Support

Teams will be supported by service catalogues that clearly define their functional scope, and set transparent expectations for service delivery.

In parallel, **Strategic Area Lead** roles reflect a strategic and liaison function, where School Managers take the lead for defined cross-College functional domains, acting as key connectors between the central College services, School operations, and academic stakeholders - resolving issues, providing strategic input, and ensuring services are aligned with academic needs:

- Business.
- Education and HDR.
- WHS & Campus Environment.
- Technical.

While some School Managers may hold both a Team Lead and Strategic Area Lead role if appropriate, these positions are deliberately distinct, enabling flexible deployment of leadership talent and leveraging individual expertise in service of the whole College.

CoSM sees this as an opportunity to leverage existing strengths and capabilities in this highly skilled group of staff, addressing the gap created by the reduction in managers' staffing responsibilities by integrating these service roles that both lead newly established teams, and contribute strategic insights to the General Manager and the Executive.

A: Team Leadership Roles: These School Manager roles include operational leadership for identified teams.

General Administration Team Leader	<p>The General Administration Team Leader manages a College-based team of generalist administrative staff who provide essential support services not captured by central functions. This includes coordinating executive assistance, local events, visitor onboarding, education-oriented support, internal communications, transactional HR/finance-related activities at the School level, and other essential activities.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none">• Lead and coordinate the work of administrators in a College-level team.
---	--

	<ul style="list-style-type: none"> • Oversee delivery of work activities as identified through a service catalogue (to be developed). • Drive consistent practices across administrative staff. • Liaise with central functions to bridge service gaps. • Provide operational feedback to improve College-wide systems.
Animal Services Team Leader	<p>The Animal Services Team Leader oversees daily operations of the Animal Services team, ensuring ethical, safe, and efficient animal care in support of research activities.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none"> • Manage rosters, workflows, and compliance across animal care staff. • Maintain standards for ethics, safety, and biosecurity. • Liaise with researchers and veterinarians on operational matters. • Maintain readiness for inspections and reporting requirements. • Support workforce development and training.
Purchasing, Stores & Procurement Team Leader	<p>The Purchasing, Stores & Procurement Team Leader oversees a shared team responsible for procurement, stock management, and stores operations. They ensure efficient, compliant processes across the College's laboratories and offices.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none"> • Lead daily purchasing, inventory, and delivery functions. • Troubleshoot procurement issues with Schools and Finance. • Implement College-wide improvements aligned with central systems. • Provide data for strategic procurement planning. • Support transition to digital procurement platforms.
Workshops/Maintenance/MakerSpace Team Leader	<p>The Workshops/Maintenance/MakerSpace Team Leader is responsible for managing workshop-based technical support, fabrication, and equipment maintenance across the College's research and teaching environments.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none"> • Oversee scheduling and delivery of technical support and custom fabrication. • Ensure compliance with WHS and risk management standards.

	<ul style="list-style-type: none"> • Maintain workshop capability, resourcing, and skills alignment. • Liaise with academic users to prioritise jobs and resolve conflicts. • Standardise processes to optimise service delivery.
Accreditation and Admissions Support	<p>The Accreditation and Admissions Support Team Leader manages an area that provides operational support to maintain the integrity, compliance and effectiveness of SMP's accreditation processes. This role also involves identifying process improvements to enhance service delivery and ensure ongoing compliance.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none"> • Provide strategic oversight of accreditation and admissions support activities • Liaise with external stakeholders and national bodies • Identify process improvements to enhance service deliver and ongoing compliance.
Technical Team Leader (possible future role)	<p>The Technical Team Leader manages School-based technical staff who support research infrastructure, laboratories, and other hands-on teaching or research environments.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none"> • Coordinate staffing, support, and maintenance of lab facilities. • Ensure safety, compliance, and functionality of lab operations. • Liaise with academic stakeholders to resolve operational challenges. • Implement best practice standards across technical staff. • Support major equipment procurement, allocation, and tracking.

B. Strategic area lead roles

These roles provide college-wide strategic leadership across functional domains, with a focus on connecting local operations to centralised services, solving cross-cutting issues, and providing strategic advice.

Business Lead	<p>The Business Lead provides strategic oversight for business functions across Schools, including planning, budgeting support, reporting, and workforce management. They liaise between College-level finance and HR teams and local operations, and represent the College on University level working groups where relevant.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none"> • Advocate on the College's behalf to the F&BS on all Finance-related issues.
----------------------	--

	<ul style="list-style-type: none"> • Assist Schools to ensure budgets are achievable – at both operational and management levels. • Identify and escalate risks or gaps in business support. • Ensure alignment between College priorities and School needs. • Provide operational insight into budgeting, reporting, and planning. • Consult on and implement consistent OneANU Financial processes within Schools.
Education and HDR Lead	<p>The Education and HDR Lead is the primary conduit between Schools and central education units, providing oversight and coordination across all elements of the DVCA portfolio and College-identified priority education areas.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none"> • Work with the ADE and academics to identify and resolve local education support issues. • Ensure continuity in HDR administration and liaison between the AD-HDR and central HDR teams. • Represent the College in forums related to education service planning and improvement. • Contribute to the continuous improvement of student experience at the College level. • Support curriculum and delivery from an operational perspective.
WHS & Campus Environment Lead	<p>The WHS & Campus Environment Lead plays a critical liaison and oversight role, ensuring that the College's Schools and facilities remain safe, compliant, and fit for purpose within the broader University's centralised WHS and facilities management model. This position identifies service or staffing gaps where central WHS or Campus Environment are unable to meet operational needs, escalates issues appropriately, and works collaboratively with both central teams and internal stakeholders to find timely and practical solutions.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none"> • Monitor the effectiveness of WHS and facilities services delivered by central units to CoSM Schools and escalate issues where service gaps, delays, or risks are identified. • Work closely with School Managers, team leads, and academic staff to understand local WHS and infrastructure challenges and advocate for appropriate central support or intervention. • Identify and escalate staffing, compliance, or maintenance shortfalls impacting the safe and efficient functioning of research and teaching environments. <p>This role ensures that School-based operations are not disadvantaged by a one-size-fits-all central model, by actively surfacing and helping resolve real-time gaps in WHS and Campus Environment services across the College.</p>
Technical Lead	<p>The Technical Lead provides strategic and operational leadership in the oversight of research and teaching infrastructure across the College. Operating within a centralised service model, this role liaises with technical teams, School Managers, academics, WHS, and Campus Environment to ensure that laboratories, specialist facilities, and technical equipment are well managed, compliant, and fit for purpose. The Technical Lead also plays a key role in identifying</p>

	<p>shared staffing models, improving service alignment across Schools/campus, and contributing to long-term infrastructure and capital planning.</p> <p>Key Responsibilities:</p> <ul style="list-style-type: none"> • Oversee the safe management, functionality, and compliance of research and teaching infrastructure across the College, including laboratories, specialist spaces, and technical equipment. • Work collaboratively with team leads and School Managers to identify opportunities for cross-School staffing synergies and operational efficiencies. • Monitor and escalate risks related to equipment failure, infrastructure degradation, and regulatory compliance gaps. • Provide strategic advice to College leadership on technical infrastructure needs, usage levels, lifecycle planning, and investment priorities, including maintenance and replacement schedules. • With the WHS and Campus Environment lead, support standardisation of safety procedures, equipment use protocols, and space utilisation across the College's technical environments. • Coordinate and contribute to College-level reviews of major capital equipment purchases, facility refurbishments, and compliance upgrades. <p>By embedding strategic insight into day-to-day infrastructure oversight, the Technical Lead ensures that the College's technical environments remain compliant, efficient, and capable of supporting world-class research and education in a resource-constrained environment.</p>
--	---

Appendix 3 – Draft Psychosocial Risk Assessment

As part of this change proposal, the University has conducted a Work Health and Safety (WHS) psychosocial risk assessment to identify and address potential impacts on staff wellbeing.

For full details, refer to the draft document online - [Psychosocial Risk Assessment – CoSM](#).

The assessment identified the following potential psychosocial hazards as potential sources of risk:

Hazard type	Description
Job insecurity	Employment situations where a worker lacks assurance their job will remain stable across any period of change.
Job demands	Intense or sustained high mental, physical or emotional effort required to do the job.
Lack of role clarity	Role uncertainty, frequent role changes, conflicting roles or ambiguous responsibilities and expectations about a role.
Poor support	Tasks or jobs where workers have inadequate support including practical assistance and emotional support from managers and colleagues, or inadequate training, tools and resources for a task.
Poor organisational change management	Insufficient consultation and consideration of new hazards or performance impacts when planning for and implementing change
Conflict or poor workplace relationships and interactions	Poor workplace relationships or interpersonal conflict between colleagues or from other businesses, clients, or customers.

To proactively manage and minimise the risks associated with the identified hazards, the following measures summarise the controls proposed to be implemented to support staff throughout the change process. Refer to the psychosocial risk assessment for more detail on control measures.

Hazard type	Control measure summary
Job insecurity	<ul style="list-style-type: none"> - Clear detailed communication and consultation about the impacts of change and measures to eliminate or minimise the impact of psychosocial hazards. - Accurate job design.
Job demands	<ul style="list-style-type: none"> - Set and communicate realistic job expectations - Implement workload monitoring
Lack of role clarity	<ul style="list-style-type: none"> - Accurate job design. - Clear communication at team or individual work level about operational functions or roles.
Poor support	<ul style="list-style-type: none"> - Targeted EAP and Advisor to Staff support services. - Access to information, tools and resources to help manage through change. - Regular communication at divisional and team level.
Poor organisational change management	<ul style="list-style-type: none"> - Clear detailed communication and consultation about the impacts of change and measures to eliminate or minimise the impact of psychosocial hazards.
Conflict or poor workplace relationships and interactions	<ul style="list-style-type: none"> - Regular communication at divisional and team level. - Managerial support in leading change in the workplace. - Timely response to issues raised or observed in the workplace.

Appendix 4 – Financial Context for Renew ANU 2025

2020 – 2024 Financial position

ANU faces significant financial challenges with expenses increasing and revenue not keeping pace.

From 2021 to 2024, there has been 8.1% growth in expenses per year, while revenue has grown by 3.7% per year over the same period.

By December 2022, staffing levels had increased to higher than pre-COVID levels with staff costs representing the University's largest single expense.

Original 2024-28 budget

In 2023, the ANU Council approved a budget for 2024-28 designed to achieve a financially sustainable position based on forecast growth in revenue via increased student numbers, as well as cost reductions.

In 2024, the University had lower than anticipated tuition fees (\$54 million) and higher than budgeted operational cost. These adverse outcomes lead to a higher operating deficit of \$140 million (previously forecast for \$60 million).

Overall student numbers (represented by EFTSL¹) remained broadly flat from 2022 to 2024.

To mitigate the impact of lower revenue and increasing operational expenditure observed in the first quarter of 2024, a range of additional controls were introduced. Operational budgets were revised for the second half of 2024 and a central recruitment approval committee was established. These measures mitigated the 2024 operating deficit, but they do not repair the University's financial sustainability. Budget allocations and performance against these revised 2024 budgets across the University is provided at [ATTACHMENT A](#).

Revised 2025 Budget & 2026 revenue and forward estimate

The 2025 budget and 2026 forward estimate is designed to financially transition the University from persistent operating deficits to a break-even operating result by the end of 2026 calendar year. One of the goals supported by Renew ANU activities is for a break-even operating result for the 2026 year, which requires a \$250m reduction in recurrent operating costs to achieve that position.

The financial projections for 2025 and 2026 predict more limited revenue growth at just over 3% per year (previously 5.7% per year) based on a key challenge of reduced international student revenue.

Portfolio and college approaches to expenditure reduction

In setting the 2025 recurring budgets all areas in the University were required to support savings and contribute to the Renew ANU goal of \$100 million reduction in recurrent salary costs reflecting the University's budget. The previously set 2025 budget allocations are shown in [ATTACHMENT B](#). The same formula was applied to every area of the University to generate their 2025 budget, detailed in [ATTACHMENT C](#).

Budgets are issued at the college / portfolio level - with Deans / Directors empowered to allocate budgets within their units (schools / departments / institutes). All areas were able to consider a range of options to operate within their budget – vacancy management, leave management, a Voluntary Separation Scheme and if required, through changes proposed through formal organisational change.

Some areas are able to meet their targets using a combination of these mechanisms, while others developed proposals outlined in formal change plans and possible involuntary redundancies to address their budget challenges.

¹ EFTSL: Equivalent full-time student load

To be financially sustainable, it is important that all areas live within their allocated budget, including identifying, proposing and enacting formal organisational change if necessary.

The full details of the financial context for Renew ANU are available on the [website](#).

ATTACHMENT A - Colleges/Portfolios 2024 Actual vs 2024 Adjusted Budget – Recurrent Fund

The following tables provide 2024 Actual expenses on Recurrent funds for all areas of the University, together with performance against the 2024 revised budget allocation. The 2024 budget (shown here as adjusted budget) was adjusted to account for staff movements across the University (e.g. the re-alignment of HR, Finance and IT staff), and to include a reduction that was negotiated with each area to contribute to the financial position of the University. This view of the 2024 financials has also been reflected in terms of the revised academic structure implemented from 1 January 2025.

Salary - 2024 Actual vs 2024 Adjusted Budget

Salary Recurrent Fund (\$000)		2024	2024	2024
Colleges / Portfolios		Total Salary Actual	Total Salary Adjusted Budget	Variance Actual vs Adjusted Budget
Colleges	ANU College of Asia & the Pacific	\$33,387	\$32,132	-\$1,255
	ANU College of Arts & Social Sciences	\$64,398	\$62,082	-\$2,316
	ANU College of Business & Economics	\$54,495	\$57,640	\$3,145
	ANU College of Systems and Society	\$59,010	\$59,795	\$785
	ANU College of Law, Governance and Policy	\$39,232	\$38,959	-\$274
	ANU College of Science & Medicine	\$93,972	\$94,209	\$236
	ANU College of Health & Medicine (Disestablished)	\$4,894	\$4,253	-\$641
Colleges Subtotal		\$349,388	\$349,069	-\$319
Portfolios	Academic Portfolio	\$36,083	\$36,153	\$70
	Services Portfolio	\$100,874	\$102,208	\$1,333
	ANU Advancement	\$9,396	\$9,892	\$496
	Vice Chancellor Portfolio	\$4,501	\$4,671	\$170
	First Nations Portfolio	\$5,403	\$5,596	\$193
	Research & Innovation Portfolio	\$25,486	\$23,823	-\$1,663
Portfolios Subtotal		\$181,744	\$182,343	\$600
University	Leave, scholarships, borrowings and university level expenses	\$9,739	\$20,835	\$11,097
GRAND TOTAL		\$540,871	\$552,248	\$11,377

Non-Salary - 2024 Actual vs 2024 Adjusted Budget

Non Salary Recurrent Fund (\$000)		2024	2024	2024
Colleges / Portfolios		Total Non Salary Actual	Total Non Salary Adjusted Budget	Variance Actual vs Adjusted Budget
Colleges	ANU College of Asia & the Pacific	\$2,084	\$3,294	\$1,209
	ANU College of Arts & Social Sciences	\$3,802	\$2,958	-\$844
	ANU College of Business & Economics	\$8,772	\$10,758	\$1,985
	ANU College of Systems and Society	\$9,728	\$9,643	-\$85
	ANU College of Law, Governance and Policy	\$2,923	\$5,229	\$2,307
	ANU College of Science & Medicine	\$17,684	\$13,992	-\$3,693
	ANU College of Health & Medicine (Disestablished)	\$141	\$283	\$142
Colleges Subtotal		\$45,135	\$46,156	\$1,022
Portfolios	Academic Portfolio	\$23,686	\$23,084	-\$603
	Services Portfolio	\$112,020	\$111,789	-\$231
	ANU Advancement	\$712	\$1,168	\$457
	Vice Chancellor Portfolio	\$747	\$616	-\$131
	First Nations Portfolio	\$606	\$723	\$117
	Research & Innovation Portfolio	\$14,583	\$15,351	\$768
Portfolios Subtotal		\$152,355	\$152,731	\$376
University	Leave, scholarships, borrowings and university level expenses	\$60,880	\$60,929	\$49
GRAND TOTAL		\$258,370	\$259,816	\$1,447

Note:

1. Building Works and Maintenance is under Services Portfolio.
2. The 'University' category includes whole of University costs such as leave provisions, leave reimbursements (e.g. maternity leave and career entry leave), borrowing costs, scholarships, and other whole of university-level expenses that are not attributable to a specific college or portfolio division.
3. Assessment of actual performance relative to budget for 2024, when calculating the 2025 recurrent budget formula, and the 'projected 2024 overrun' (shown in Appendix 3) was assessed against recurrent (R) and Q ledger.

ATTACHMENT B - Colleges/Portfolios 2025 Budget vs 2025 Q1 Forecast (ex VSS) – Recurrent Fund

Salary - 2025 Budget vs 2025 Q1 Forecast (ex VSS)

Salary Recurrent Fund (\$000)		2025	2025	2025
Colleges / Portfolios		Total Salary Budget	Total Salary Q1 Forecast ex VSS	Variance Budget vs Q1 Forecast ex VSS
Colleges	ANU College of Asia & the Pacific	\$30,265	\$32,896	-\$2,630
	ANU College of Arts & Social Sciences	\$58,605	\$68,048	-\$9,443
	ANU College of Business & Economics	\$61,057	\$59,573	\$1,484
	ANU College of Systems and Society	\$60,670	\$60,707	-\$37
	ANU College of Law, Governance and Policy	\$40,809	\$42,656	-\$1,847
	ANU College of Science & Medicine	\$92,717	\$94,578	-\$1,860
Colleges Subtotal		\$344,124	\$358,457	-\$14,333
Portfolios	Academic Portfolio	\$34,194	\$36,169	-\$1,975
	Services Portfolio	\$107,271	\$113,625	-\$6,354
	ANU Advancement	\$9,072	\$9,168	-\$96
	Vice Chancellor Portfolio	\$4,419	\$4,630	-\$211
	First Nations Portfolio	\$4,324	\$5,104	-\$780
	Research & Innovation Portfolio	\$21,885	\$24,587	-\$2,701
Portfolios Subtotal		\$181,165	\$193,283	-\$12,117
University	Leave, scholarships, borrowings and university level expenses	\$2,078	\$13,327	-\$11,249
GRAND TOTAL		\$527,367	\$565,067	-\$37,699

Non-Salary - 2025 Budget vs 2025 Q1 Forecast (ex VSS)

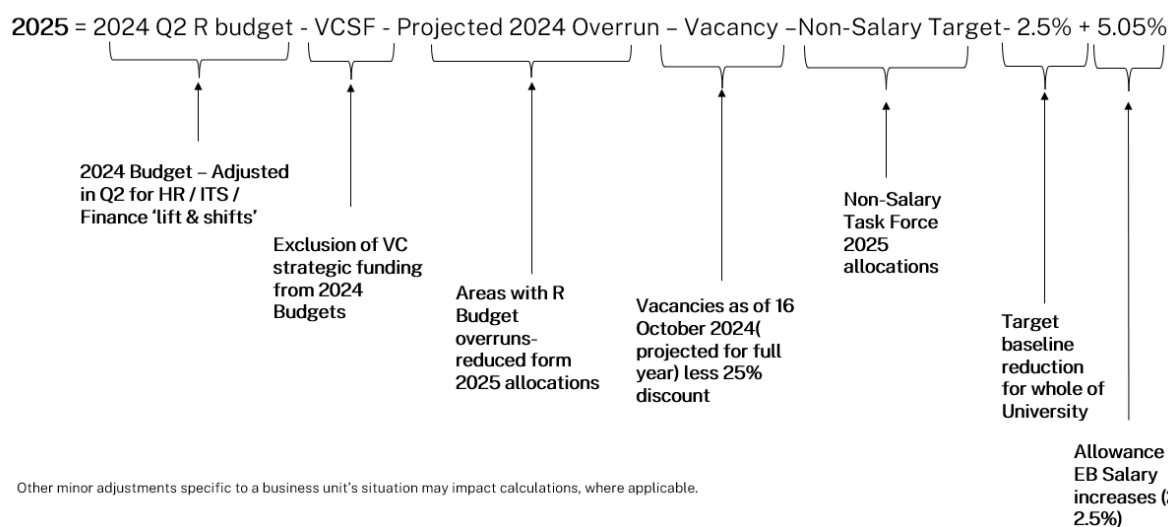
Non Salary Recurrent Fund (\$000)		2025	2025	2025
Colleges / Portfolios		Total Non Salary Budget	Total Non Salary Q1 Forecast ex VSS	Variance Budget vs Q1 Forecast ex VSS
Colleges	ANU College of Asia & the Pacific	\$2,756	\$2,722	\$34
	ANU College of Arts & Social Sciences	\$2,719	\$2,634	\$84
	ANU College of Business & Economics	\$8,088	\$8,040	\$48
	ANU College of Systems and Society	\$8,696	\$8,681	\$15
	ANU College of Law, Governance and Policy	\$5,935	\$5,932	\$2
	ANU College of Science & Medicine	\$15,848	\$19,177	-\$3,330
Colleges Subtotal		\$44,041	\$47,187	-\$3,146
Portfolios	Academic Portfolio	\$21,889	\$21,974	-\$86
	Services Portfolio	\$104,642	\$114,742	-\$10,100
	ANU Advancement	\$1,176	\$1,176	-
	Vice Chancellor Portfolio	\$751	\$748	\$3
	First Nations Portfolio	\$350	\$594	-\$244
	Research & Innovation Portfolio	\$12,480	\$14,172	-\$1,692
Colleges Subtotal		\$141,287	\$153,406	-\$12,119
University	Leave, scholarships, borrowings and university level expenses	\$59,641	\$54,142	\$5,499
GRAND TOTAL		\$244,970	\$254,735	-\$9,766

Note:

1. Building Works and Maintenance is under Service Portfolios.
2. The 'University' category includes whole of university costs such as leave provisions, leave reimbursements (e.g. maternity leave and career entry leave), borrowing costs, scholarships, and other whole of university-level expenses that are not attributable to a specific college or portfolio division.
3. The above 2025 tables exclude one off expenditure related to Renew ANU including separation payments and other incidental program costs.
4. The above 2025 Q1 Forecast reflects the operating costs under Recurrent fund if no Voluntary Separation Scheme (VSS) or other change initiatives are implemented (noting some areas had modelled and included prospective savings, which for this analysis have been removed).

ATTACHMENT C – 2025 Recurring Budget Formula

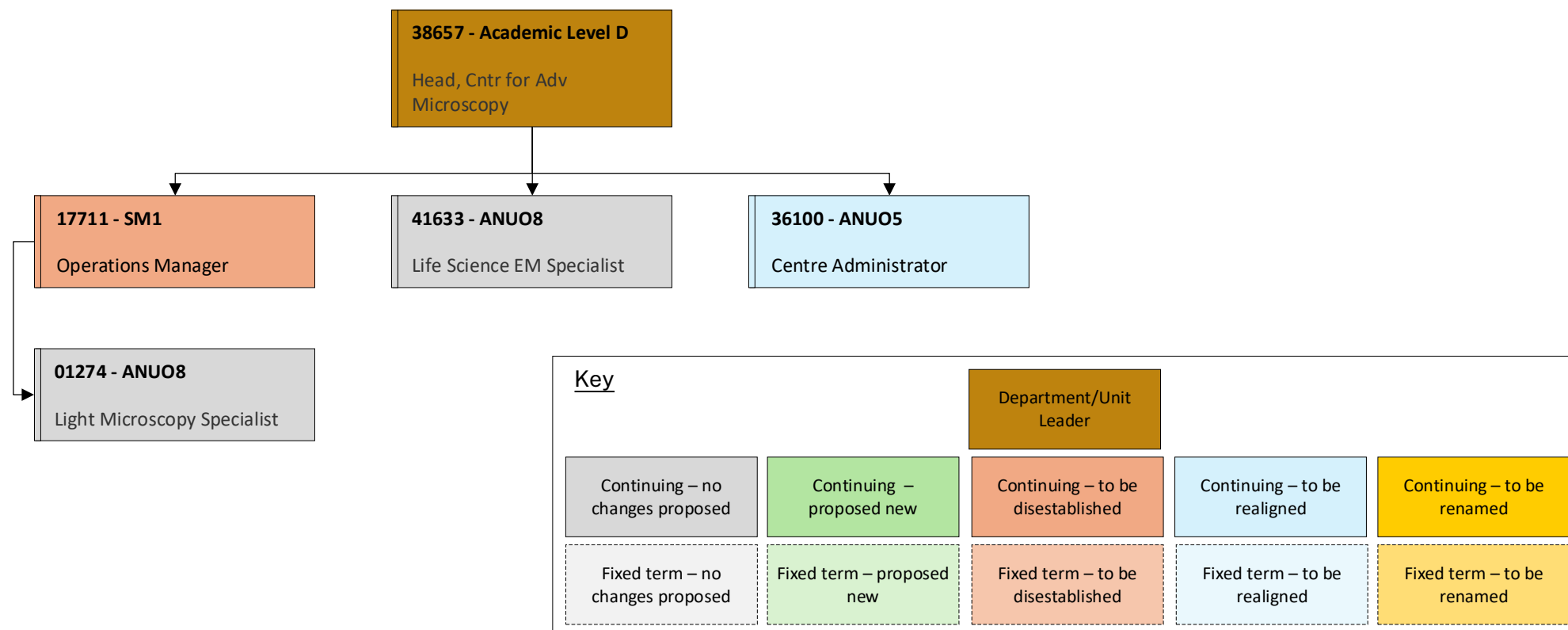
2025 R Budget principles



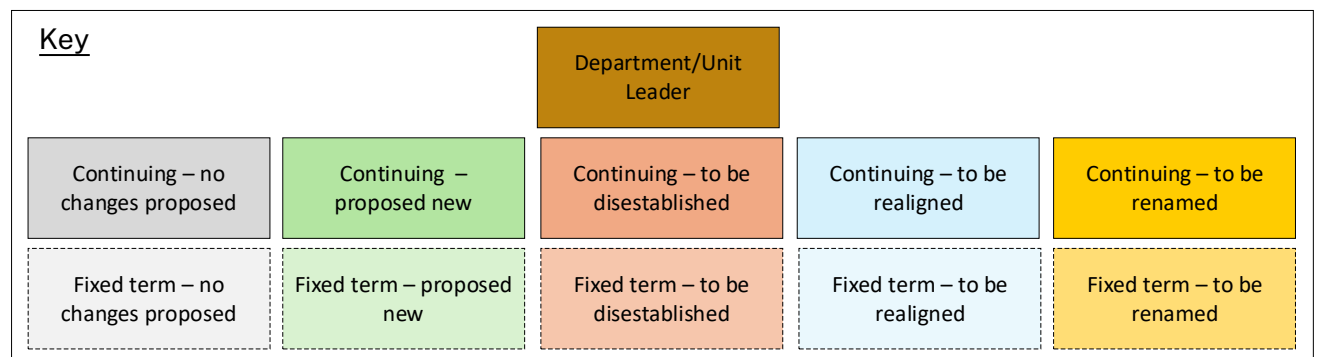
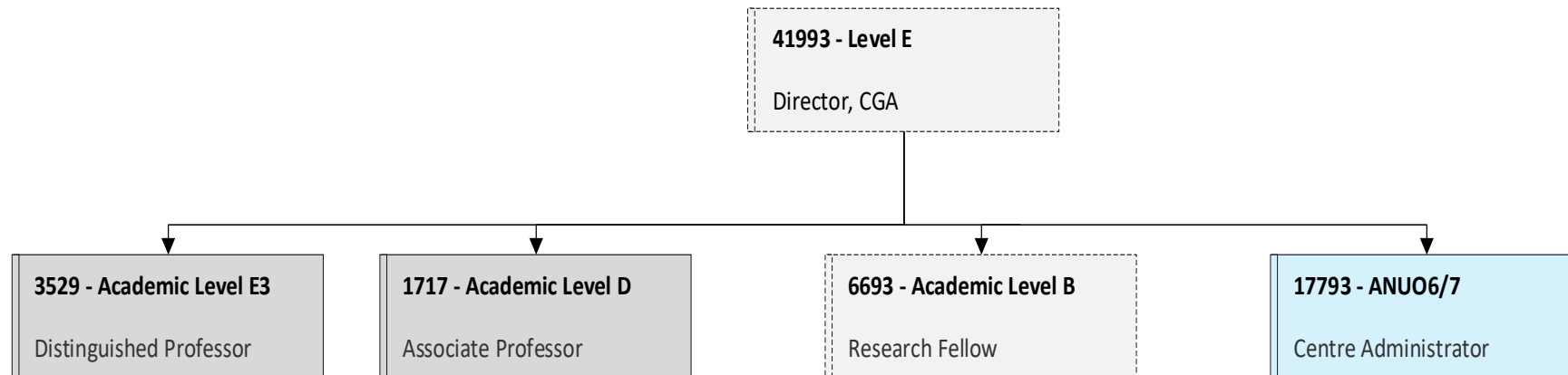
Appendix 5 – CoSM Current Organisational Charts

Schools, Centres and College-level teams impacted by change

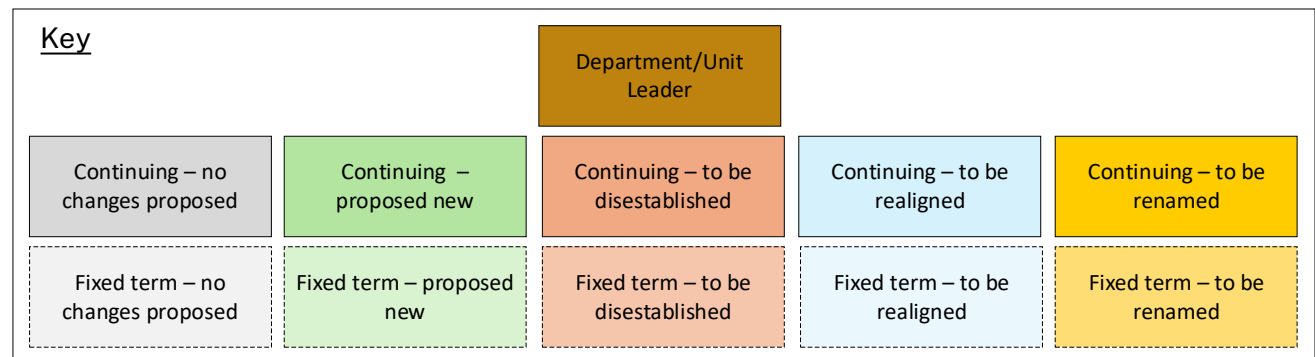
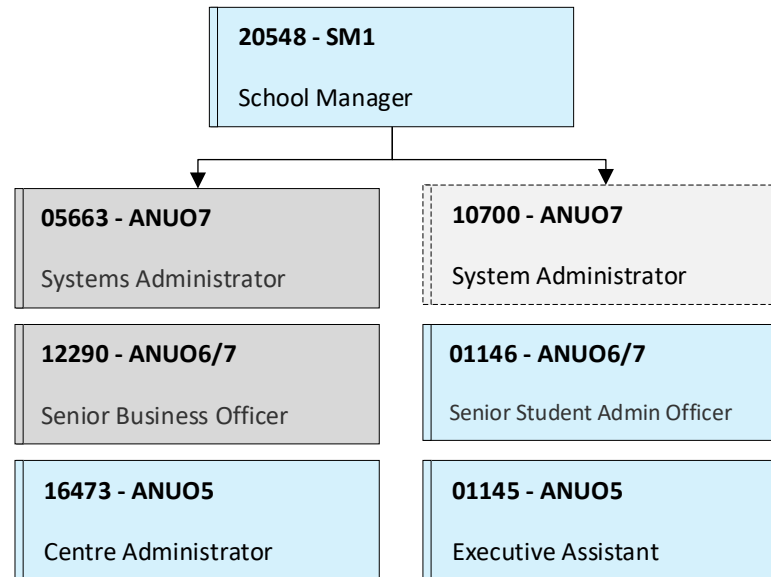
5.1 – CoSM Centre for Advanced Microscopy – Current Organisational Chart



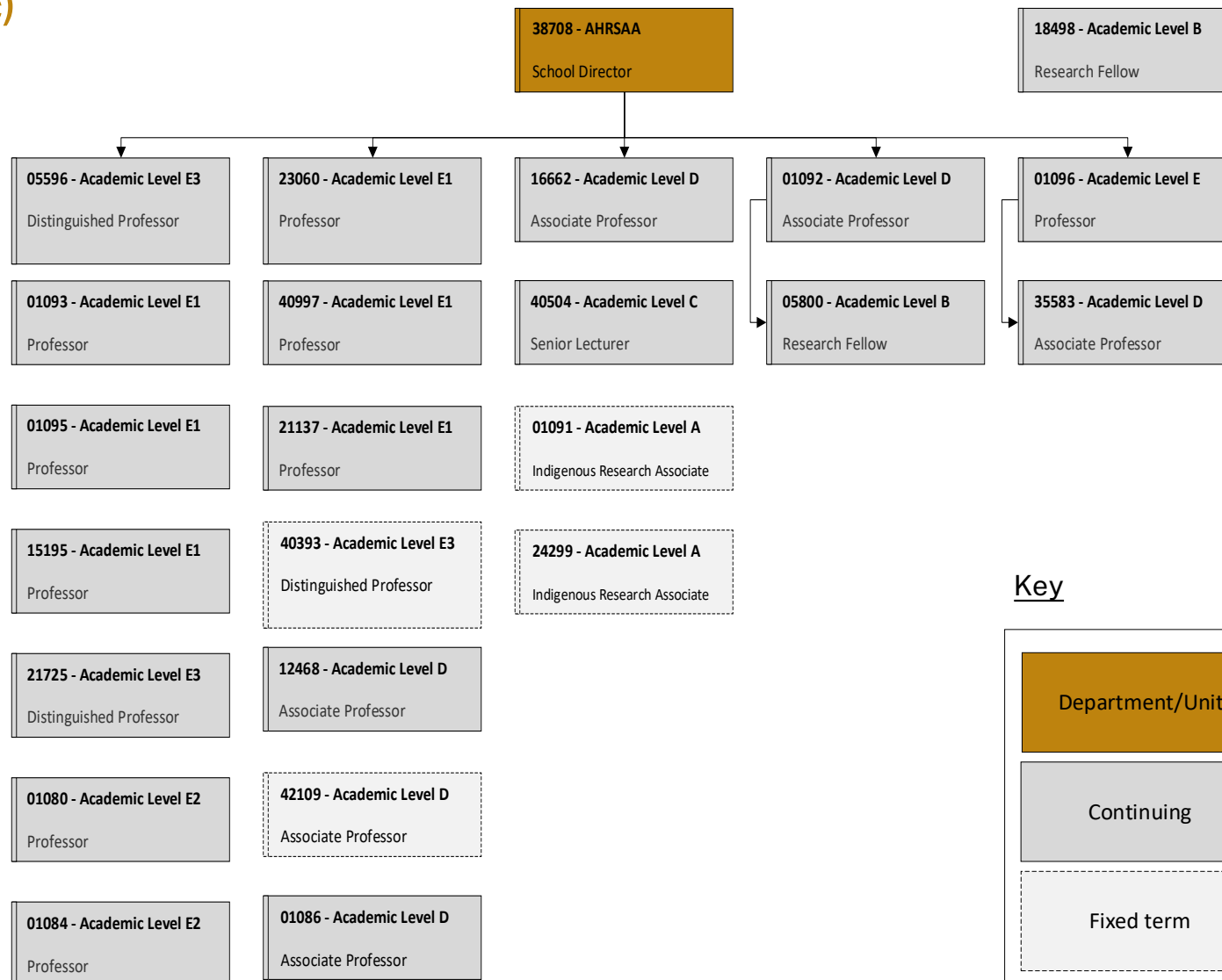
5.2 – CoSM Centre for Gravitational Astrophysics – Current Organisational Chart



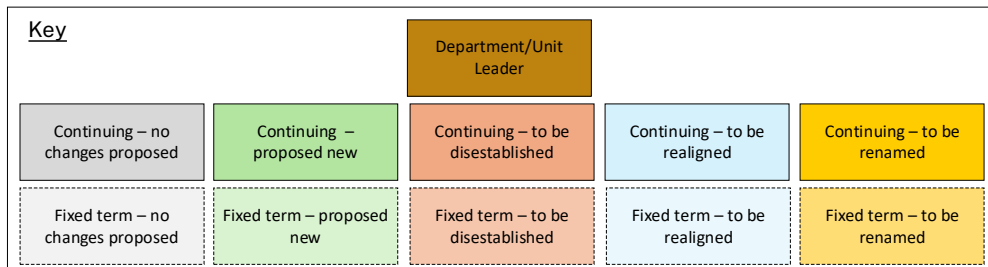
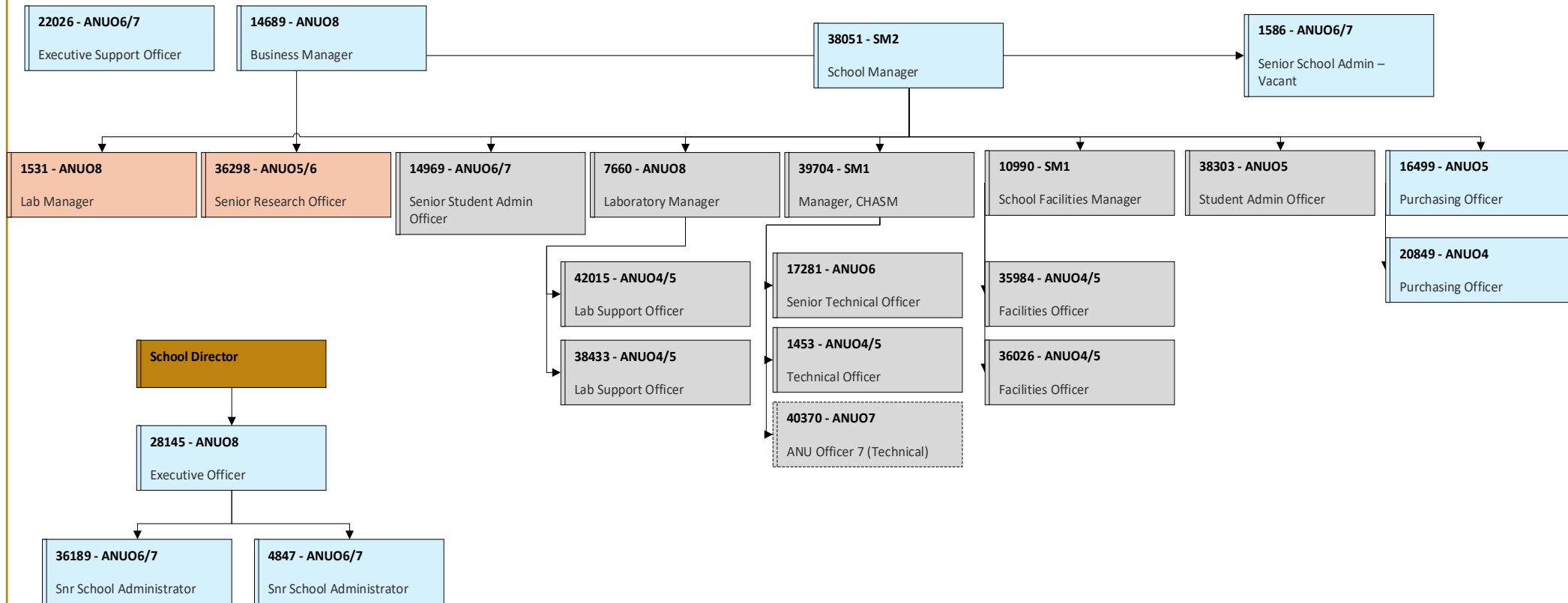
5.3 – CoSM Research School of Astronomy and Astrophysics – Current Organisational Chart (Professional)



5.4 – CoSM Research School of Astronomy and Astrophysics – Current Organisational Chart (Academic)

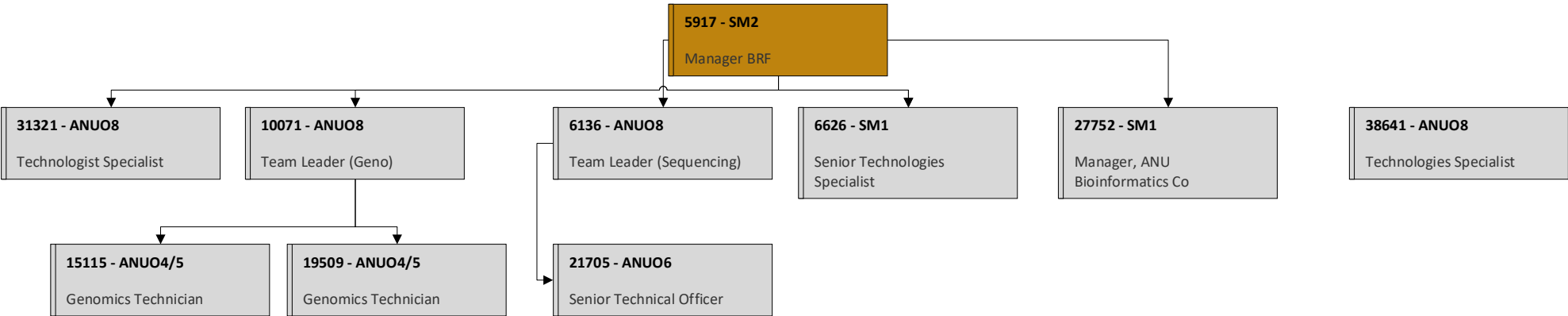


5.5 – CoSM John Curtin School of Medical Research– Current Organisational Chart (School Admin)

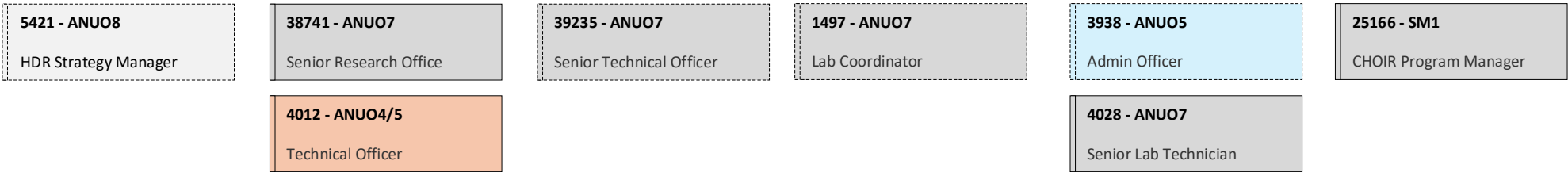


5.6 – CoSM John Curtin School of Medical Research– Current Organisational Chart (Professional)

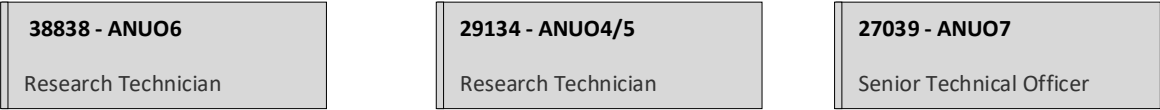
BRF



Genome

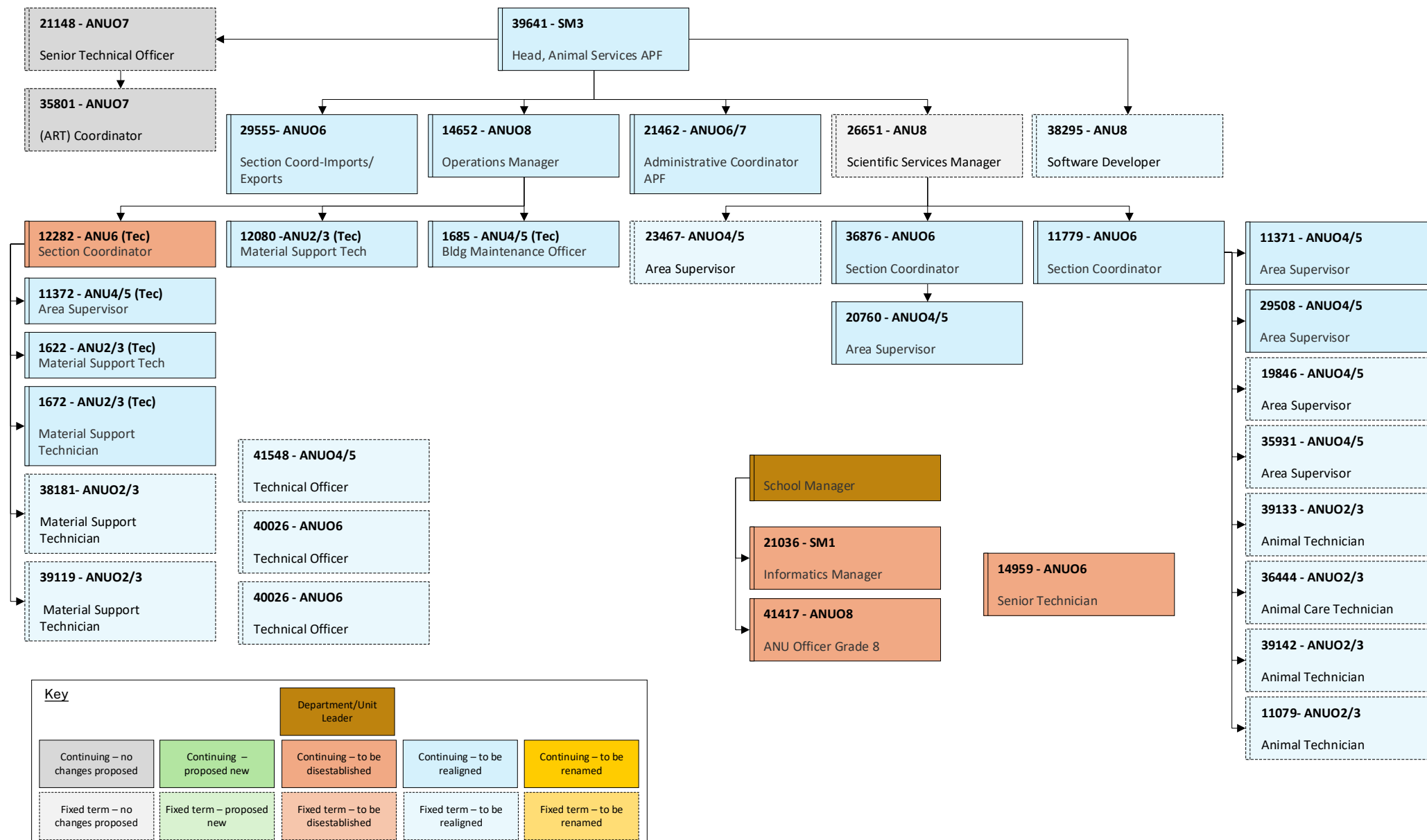


Immunity

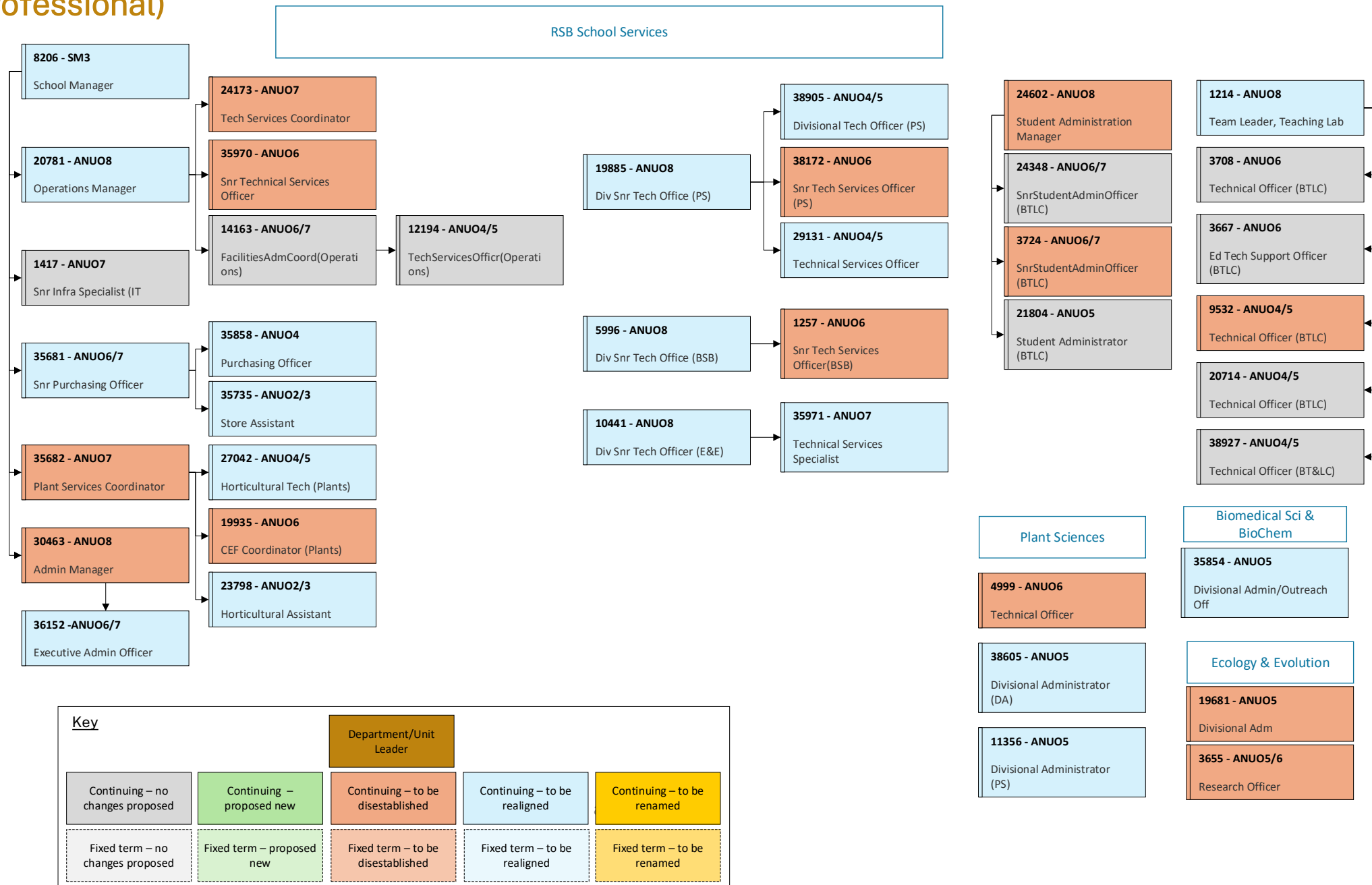


Key				
		Department/Unit Leader		
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

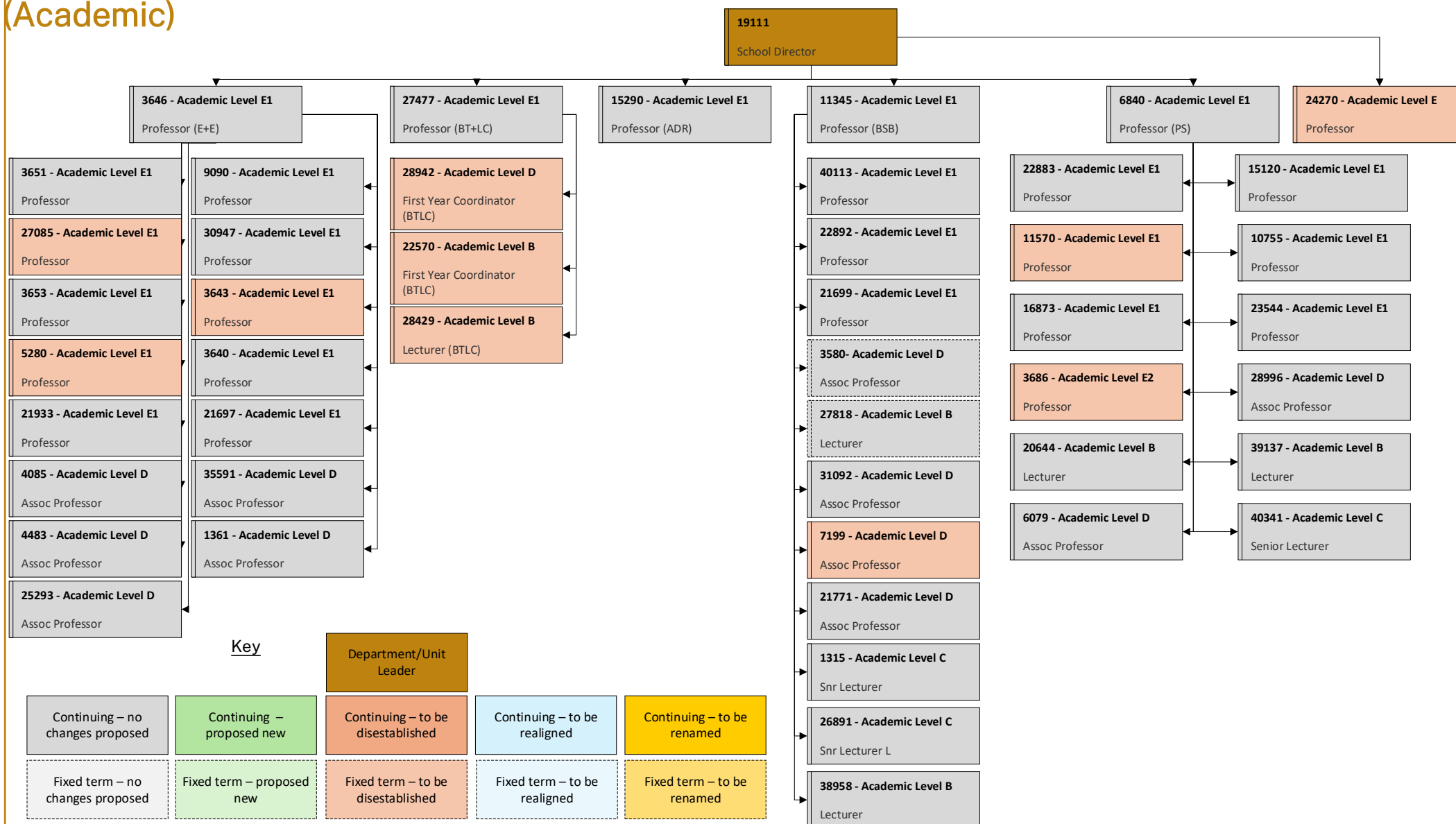
5.7 – CoSM Animal Services – Current Organisational Chart



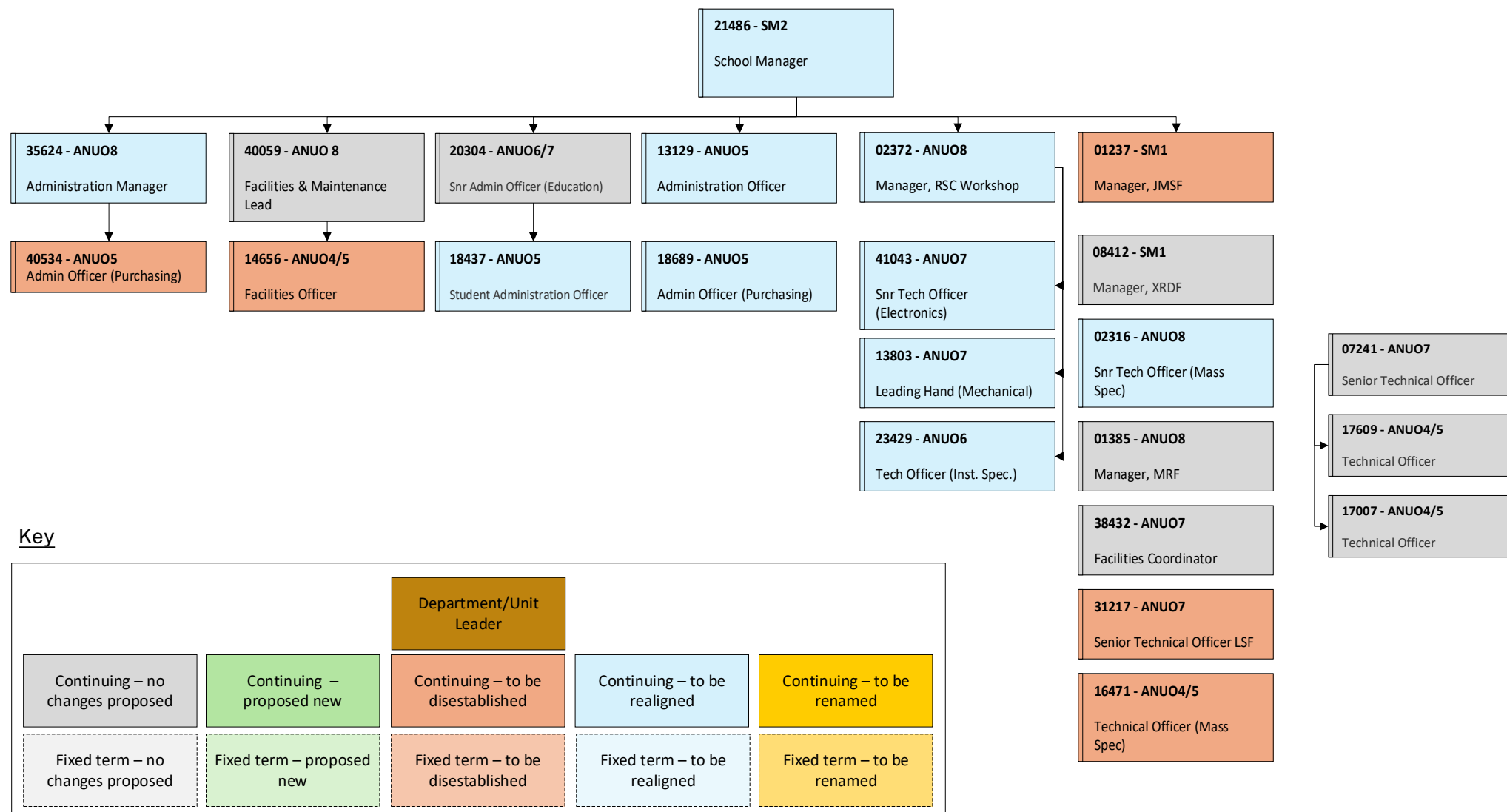
5.8 – CoSM Research School of Biology – Current Organisational Chart (Professional)



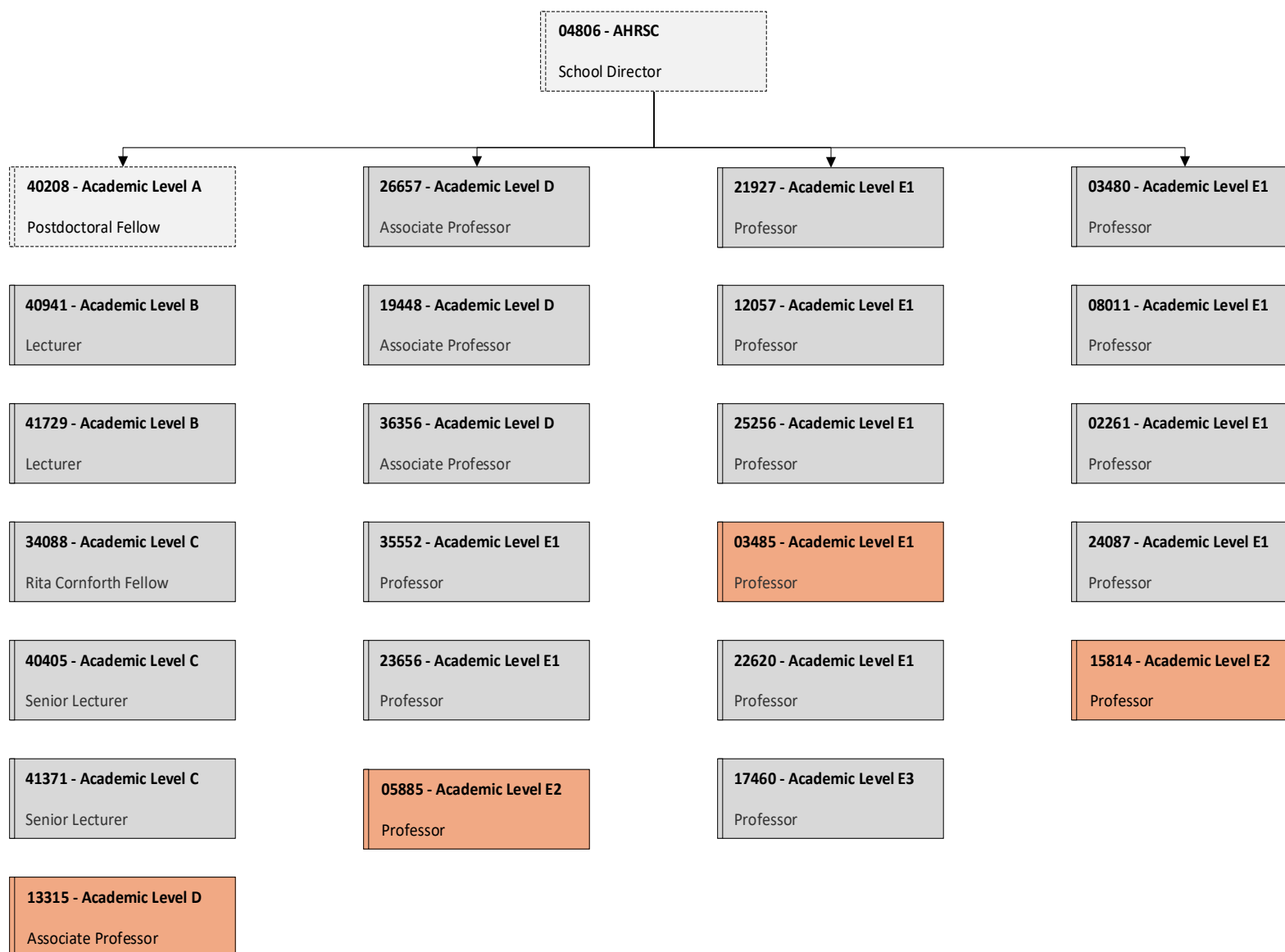
5.9 – CoSM Research School of Biology – Current Organisational Chart (Academic)



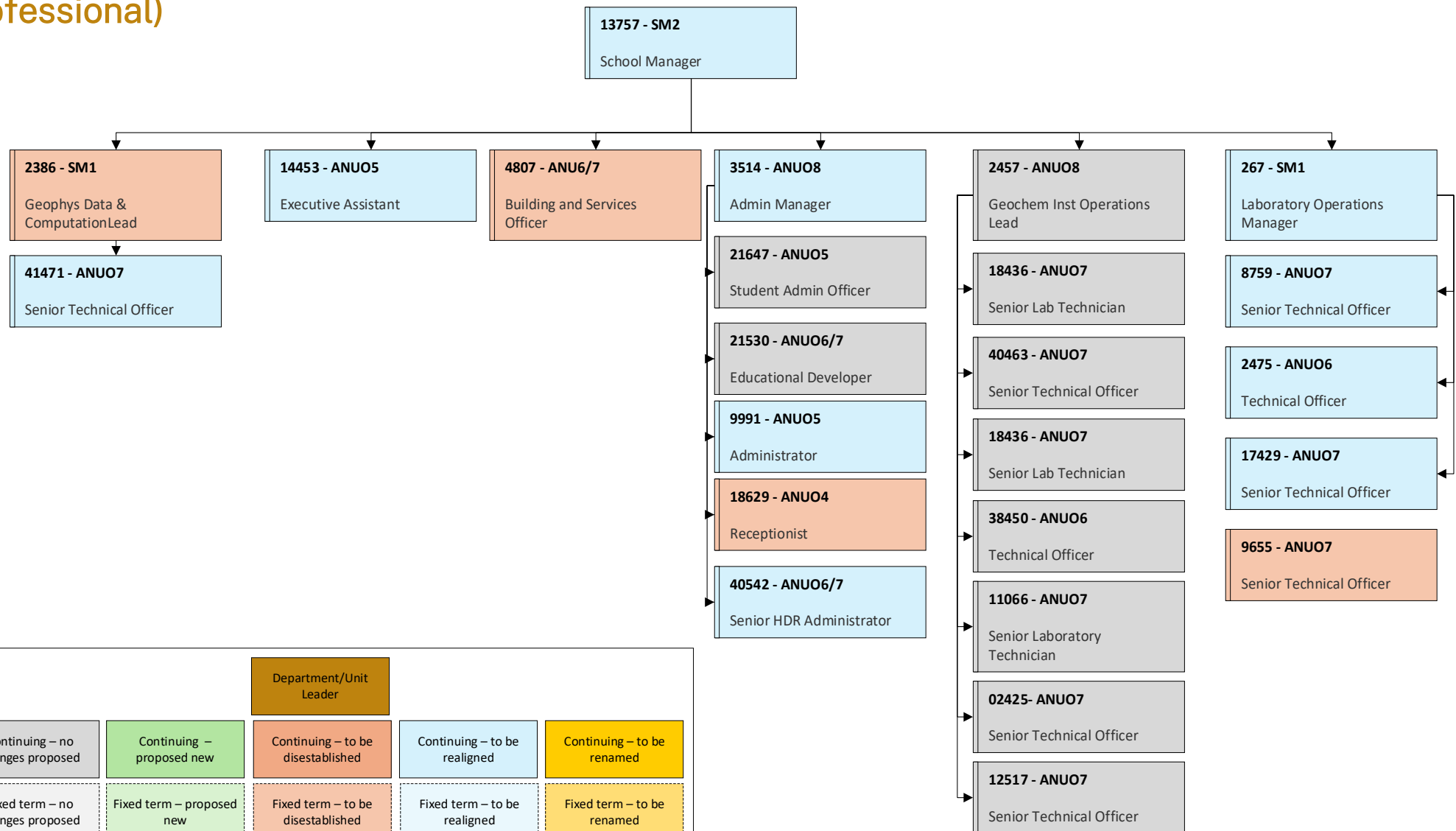
5.10 – CoSM Research School of Chemistry – Current Organisational Chart (Professional)



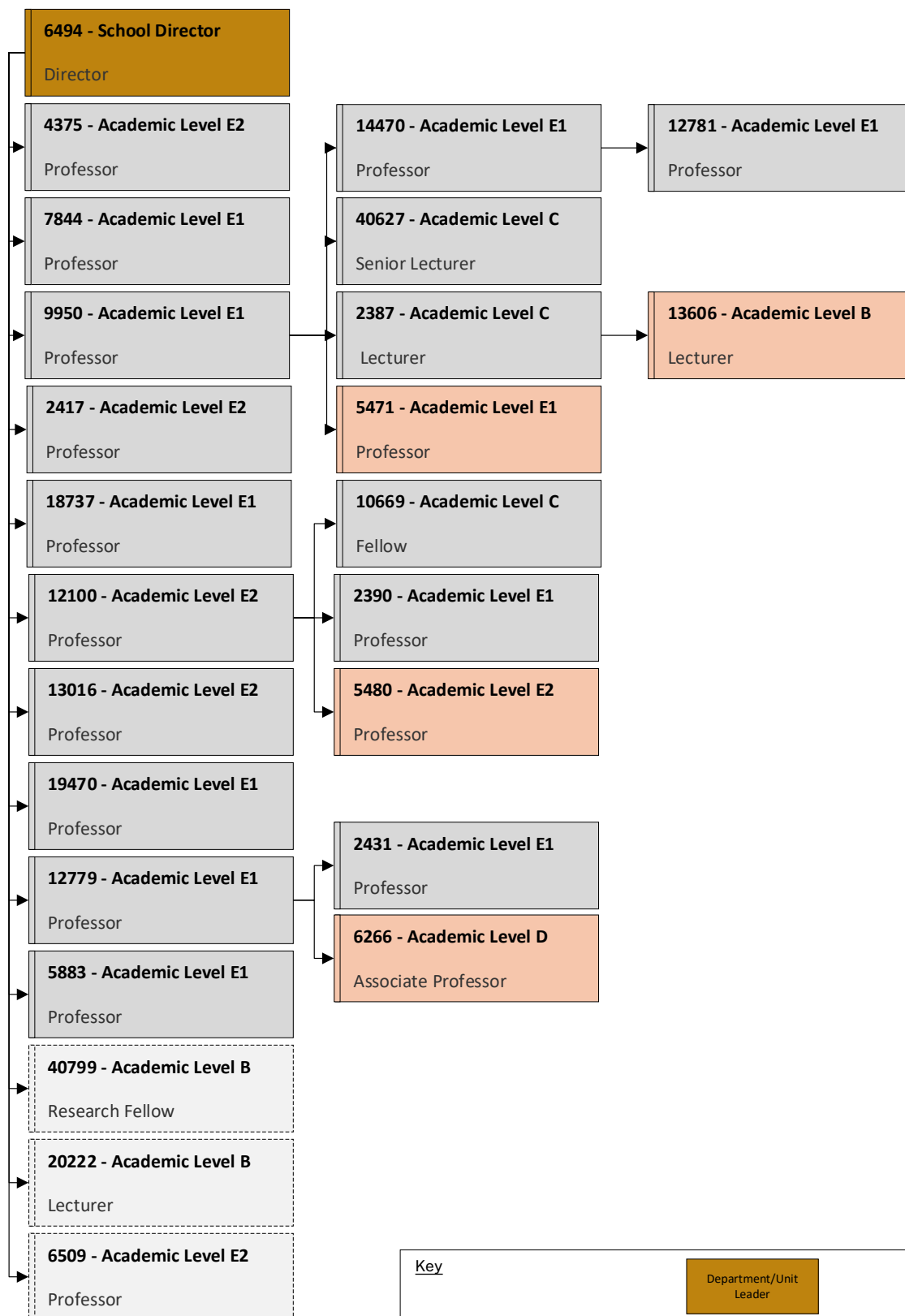
5.11 – CoSM Research School of Chemistry – Current Organisational Chart (Academic)



5.12 – CoSM Research School of Earth Sciences– Current Organisational Chart (Professional)

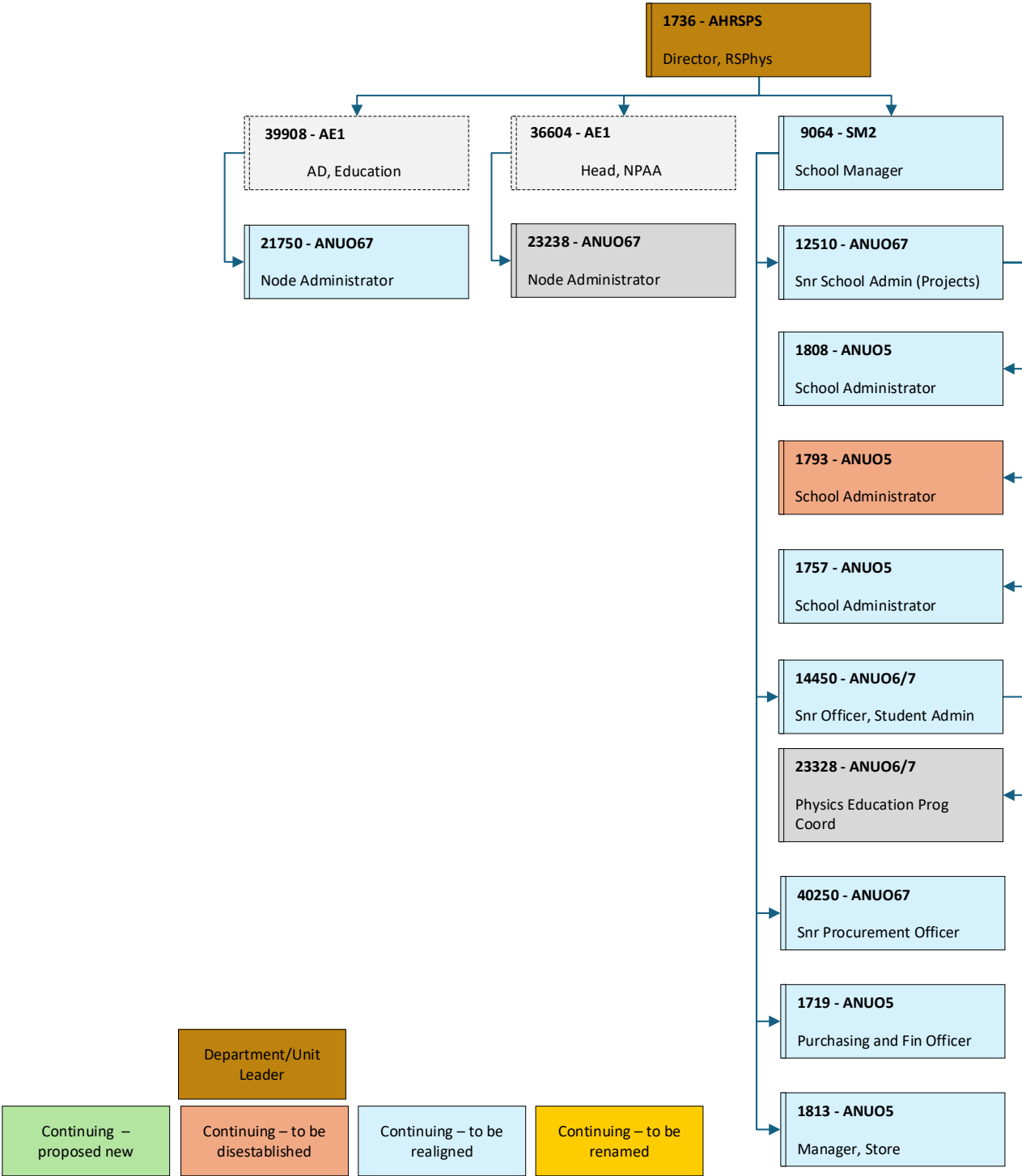


5.13 – CoSM Research School of Earth Sciences– Current Organisational Chart (Academic)

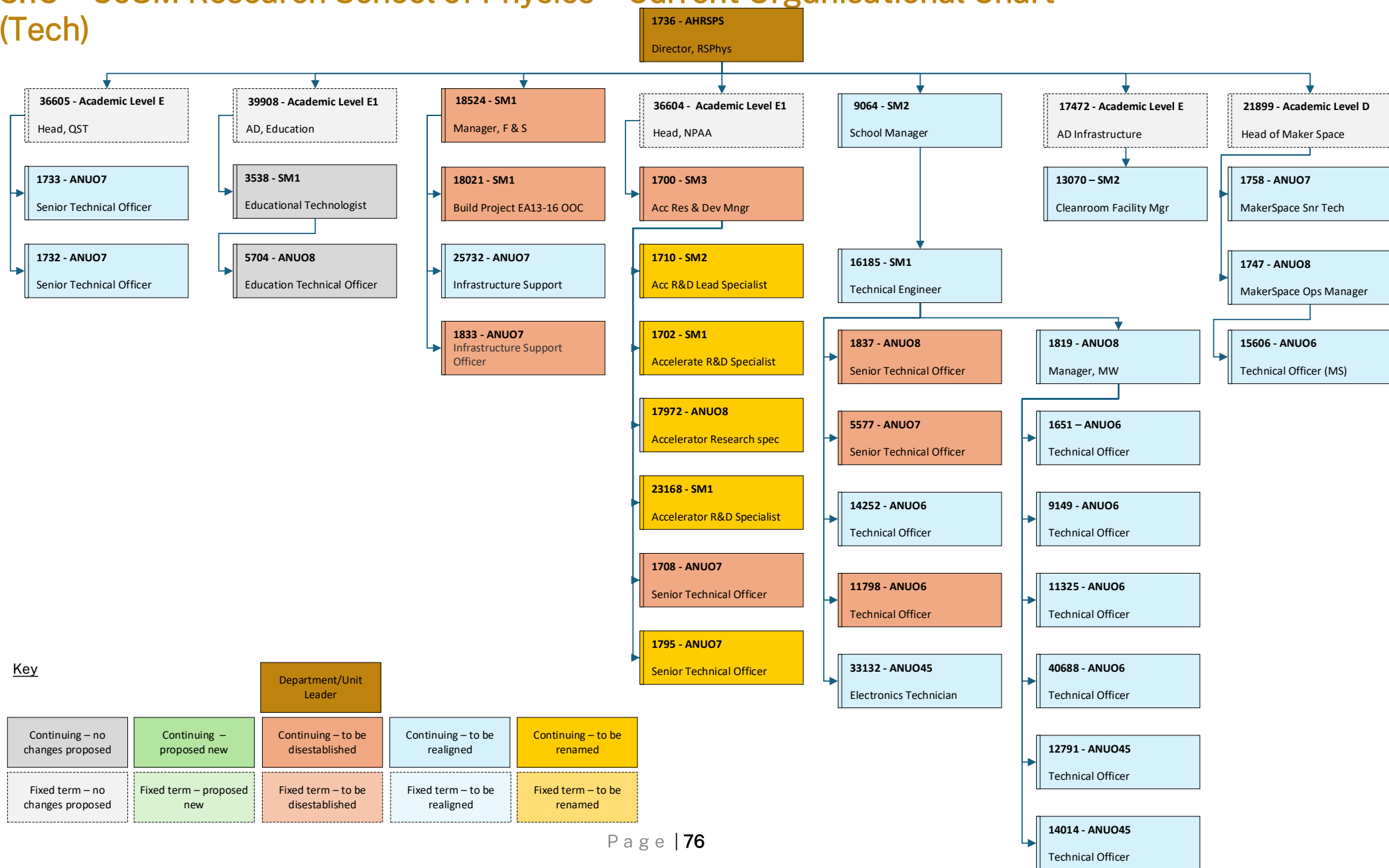


Key				
		Department/Unit Leader		
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

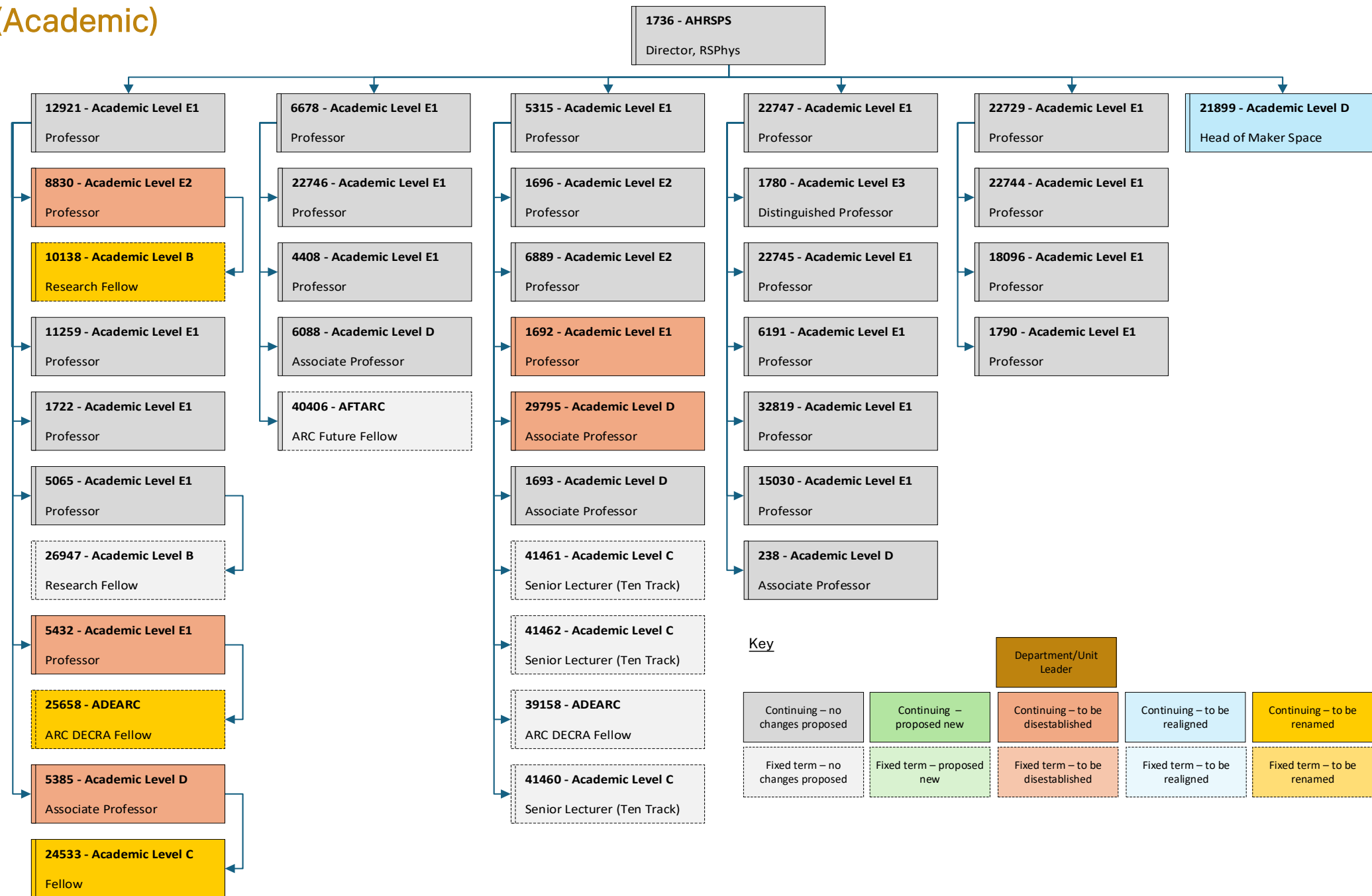
5.14 – CoSM Research School of Physics – Current Organisational Chart (Administration)



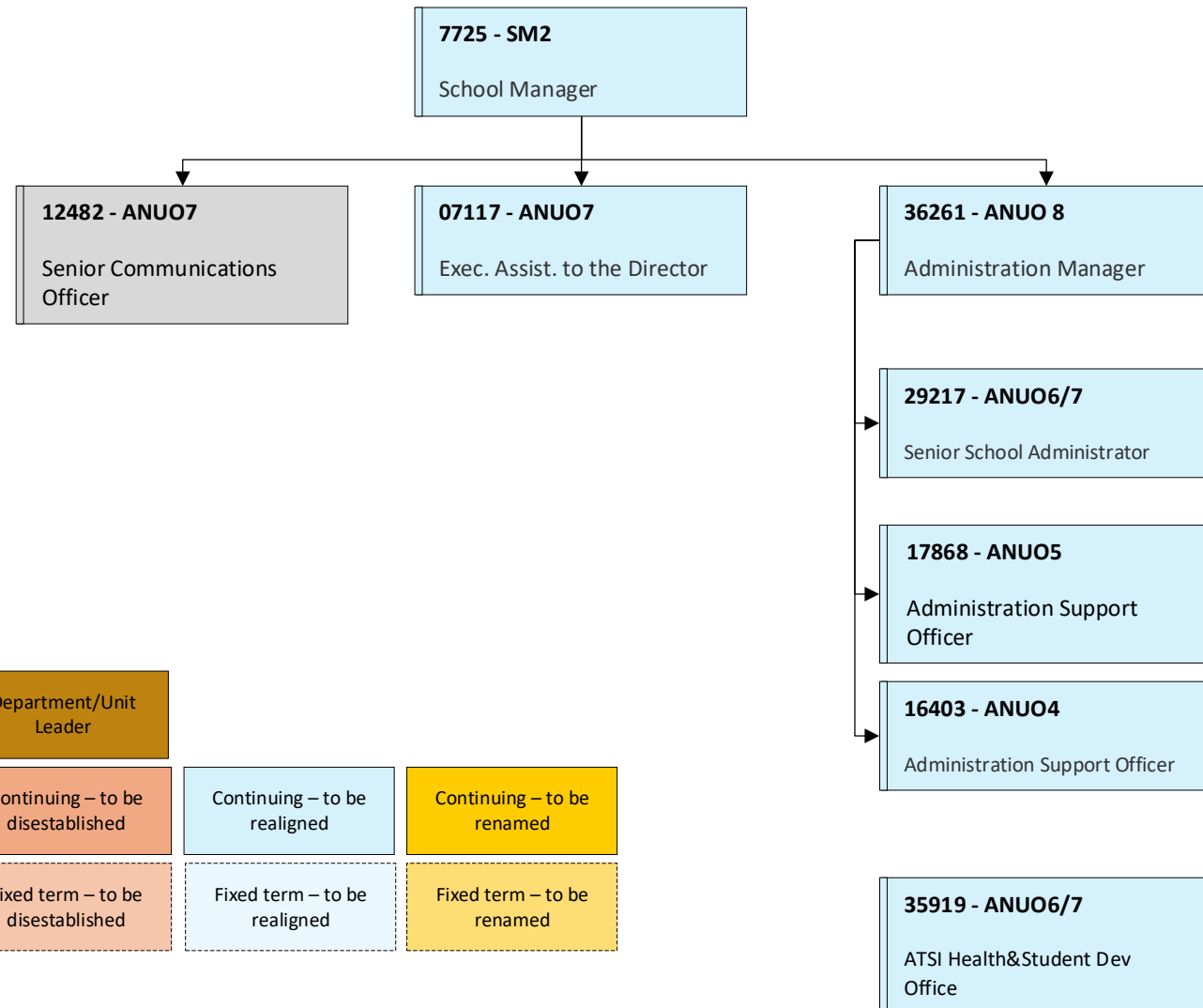
5.15 – CoSM Research School of Physics – Current Organisational Chart (Tech)



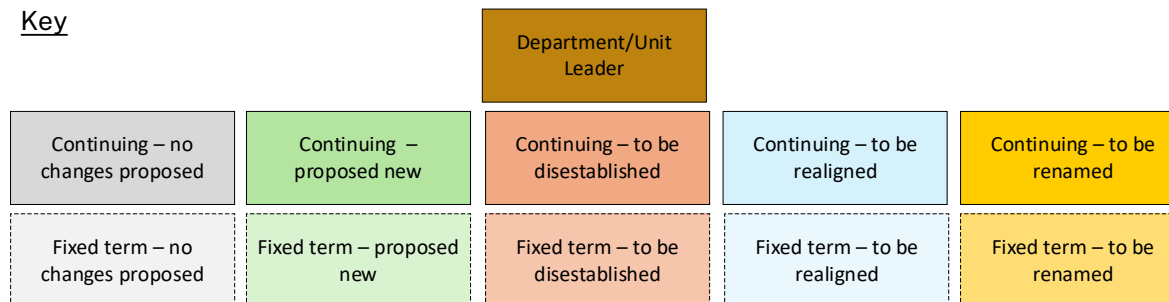
5.16 – CoSM Research School of Physics – Current Organisational Chart (Academic)



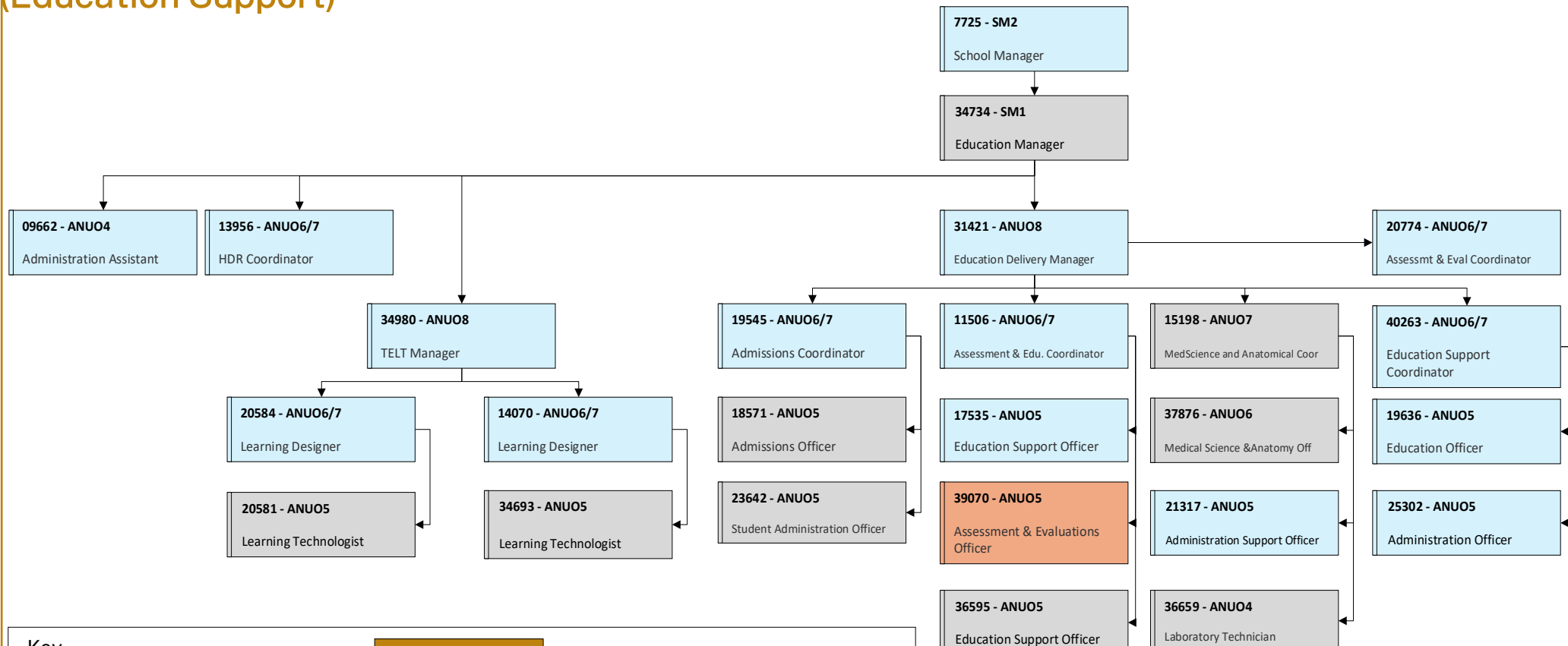
5.17 – CoSM School of Medicine and Psychology – Current Organisational Chart (Performance Support; SMP Director's Officer; SMP Research; Medicine Teaching)



Key



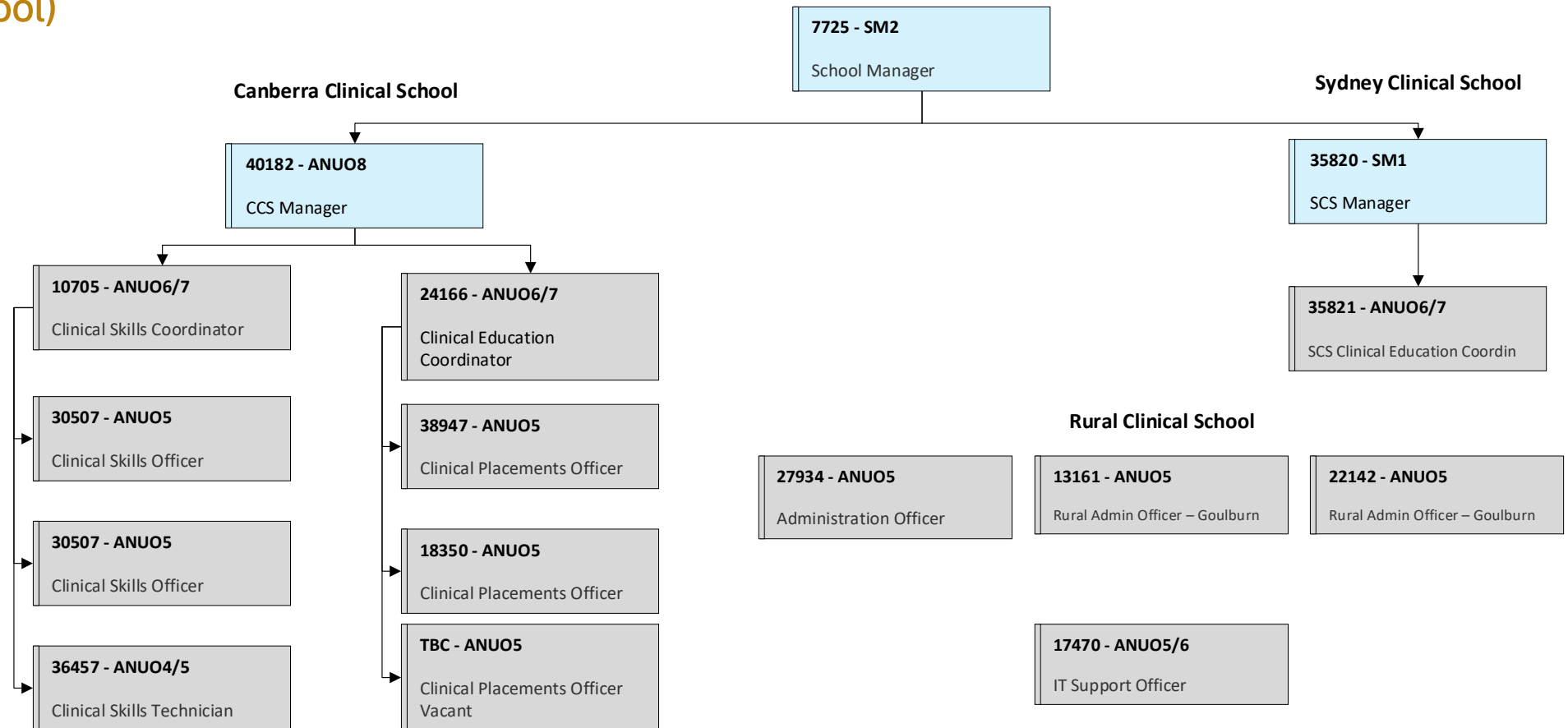
5.18 – CoSM School of Medicine and Psychology – Current Organisational Chart (Education Support)



Key

Department/Unit Leader				
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

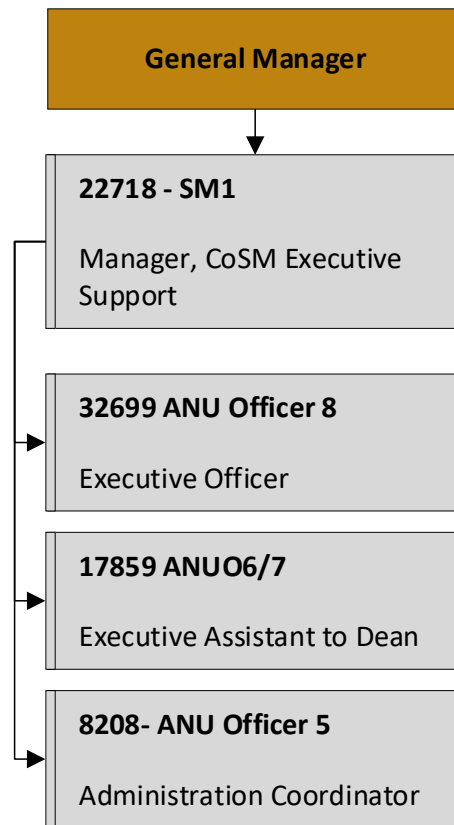
5.19 – CoSM School of Medicine and Psychology – Current Organisational Chart (Clinical School)



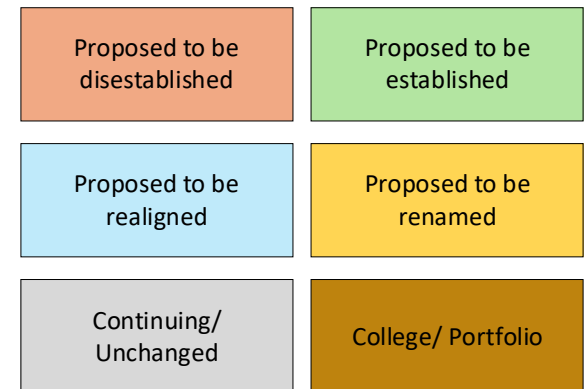
Key

Department/Unit Leader				
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

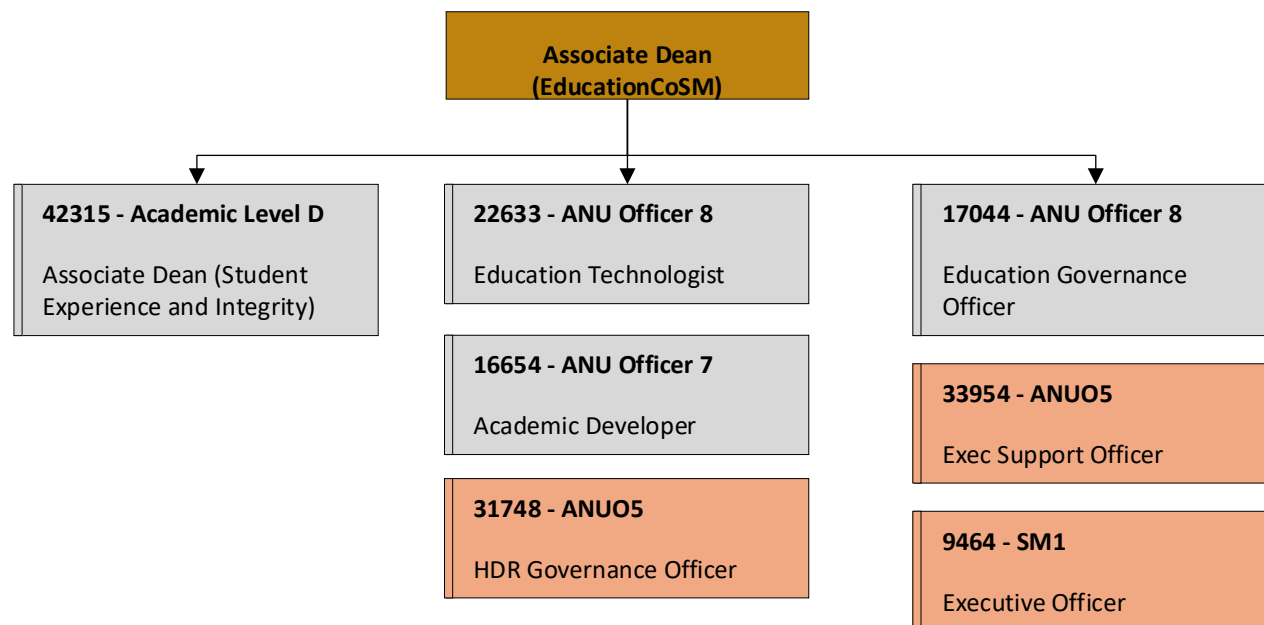
5.20 – CoSM College Executive Support– Current Organisational Chart



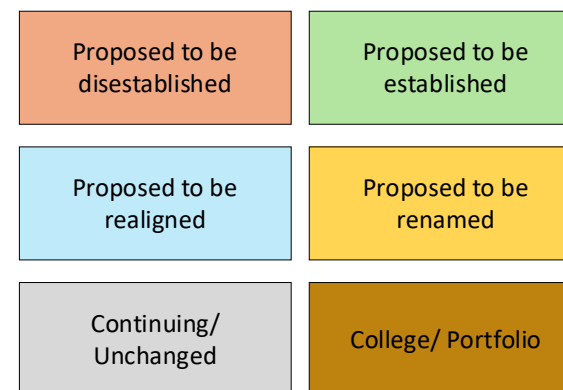
Key



5.21 – CoSM Science Teaching and Learning Centre – Current Organisational Chart

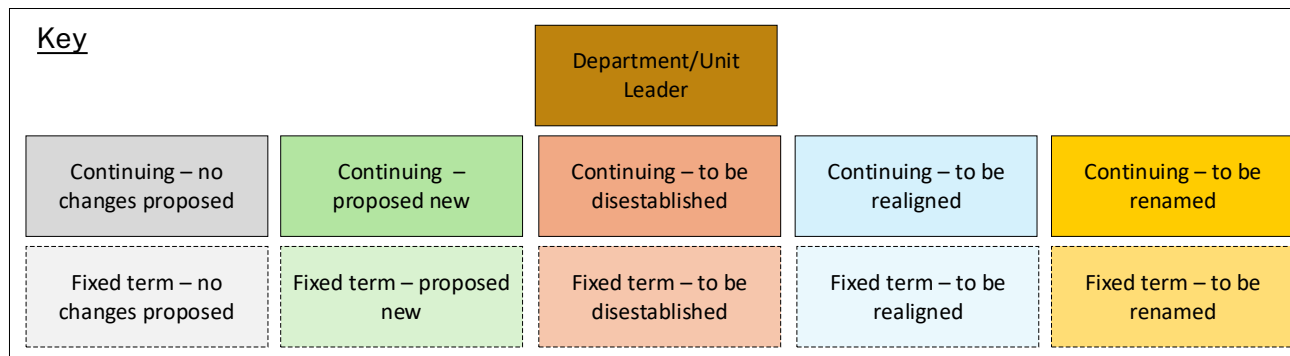
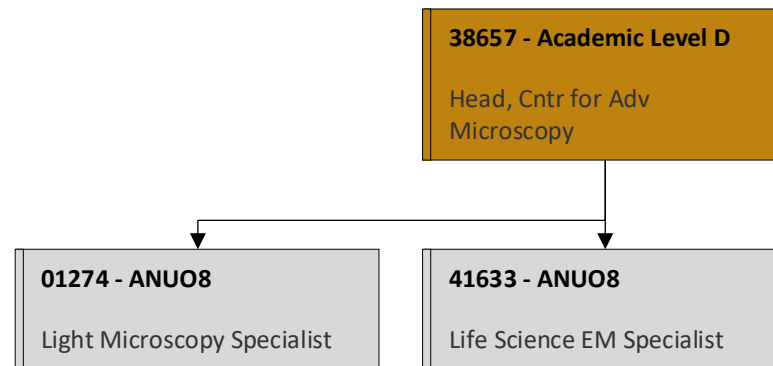


Key

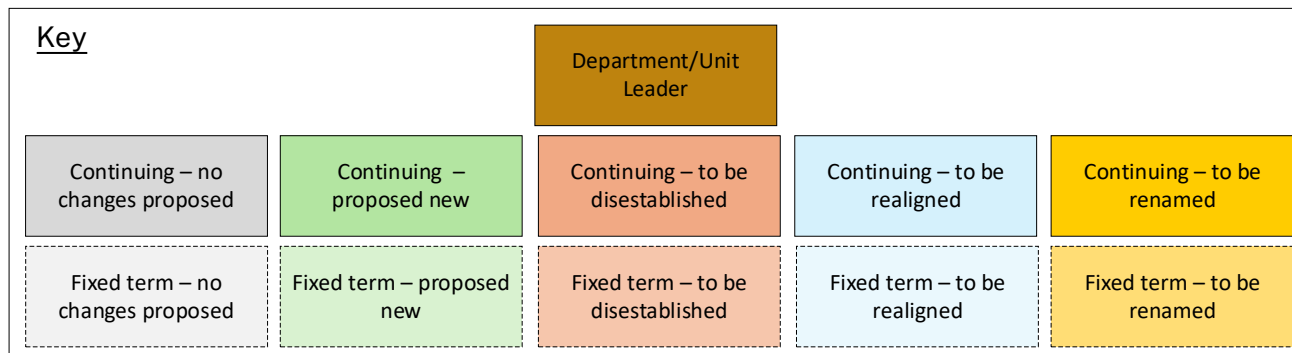
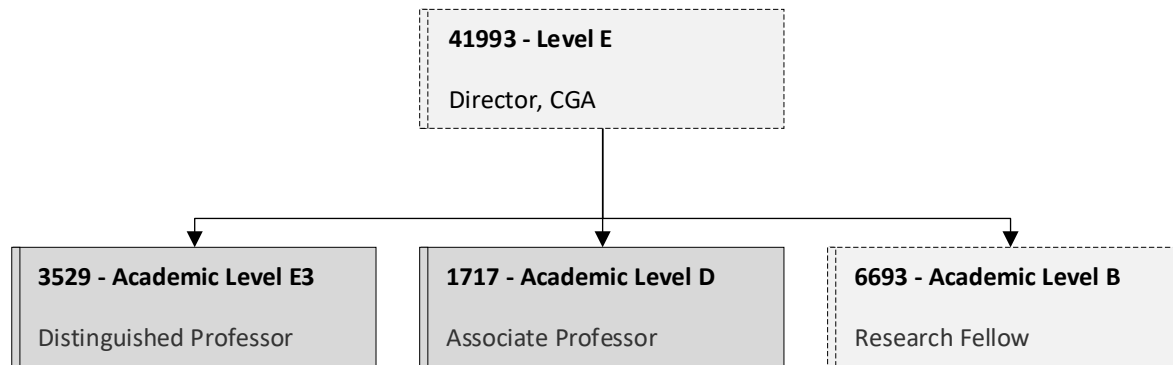


Appendix 6 – CoSM Proposed New Organisation charts

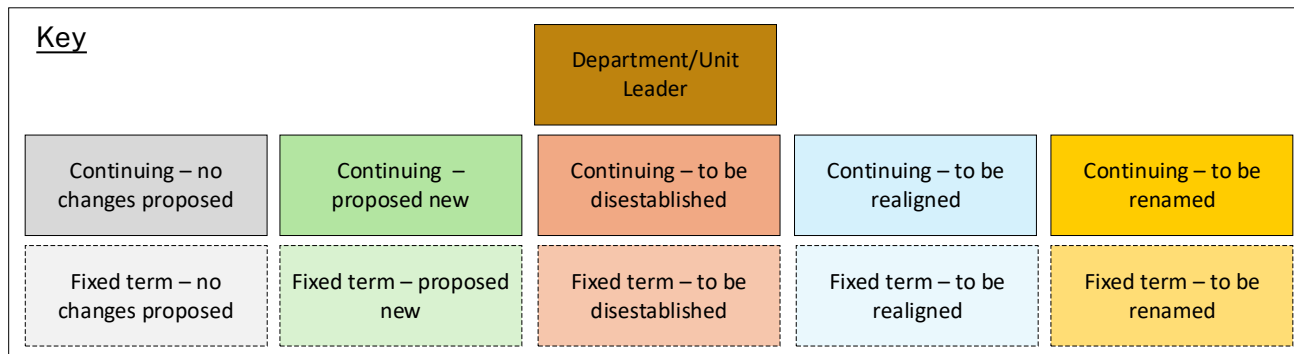
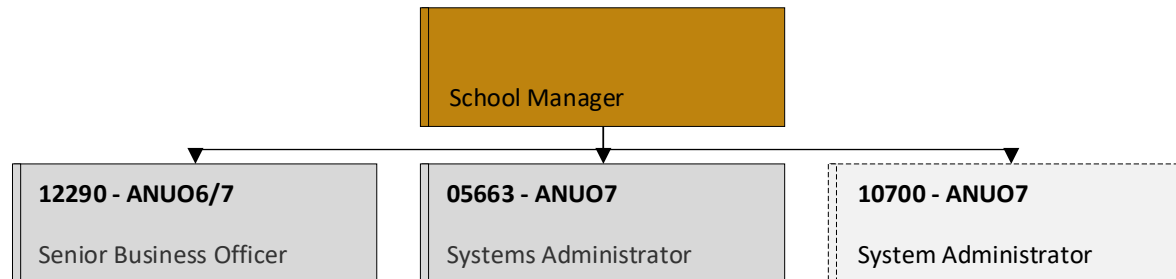
6.1 – CoSM Centre for Advanced Microscopy – Future Organisational Chart



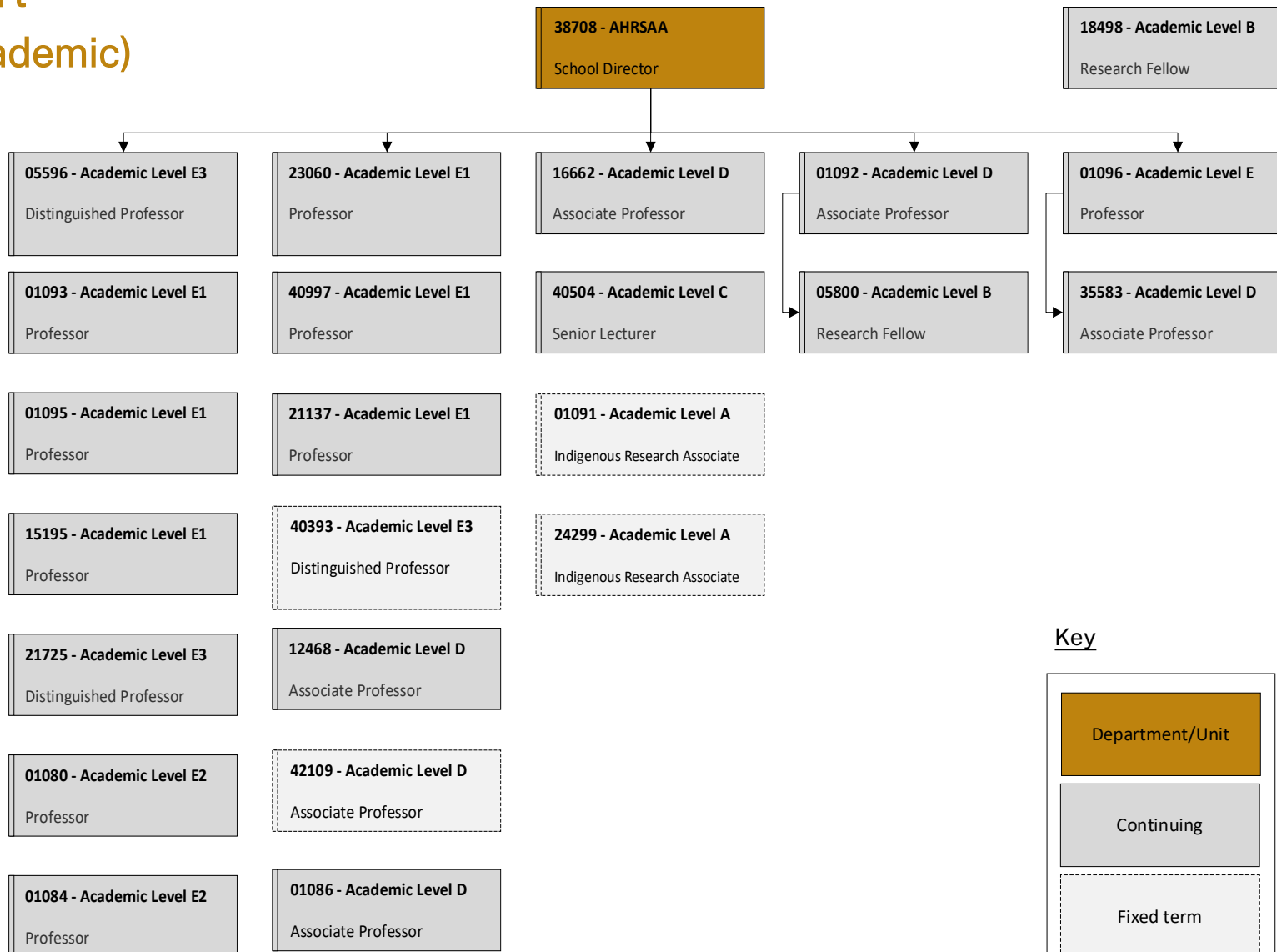
6.2 – CoSM Centre for Gravitational Astrophysics– Future Organisational Chart



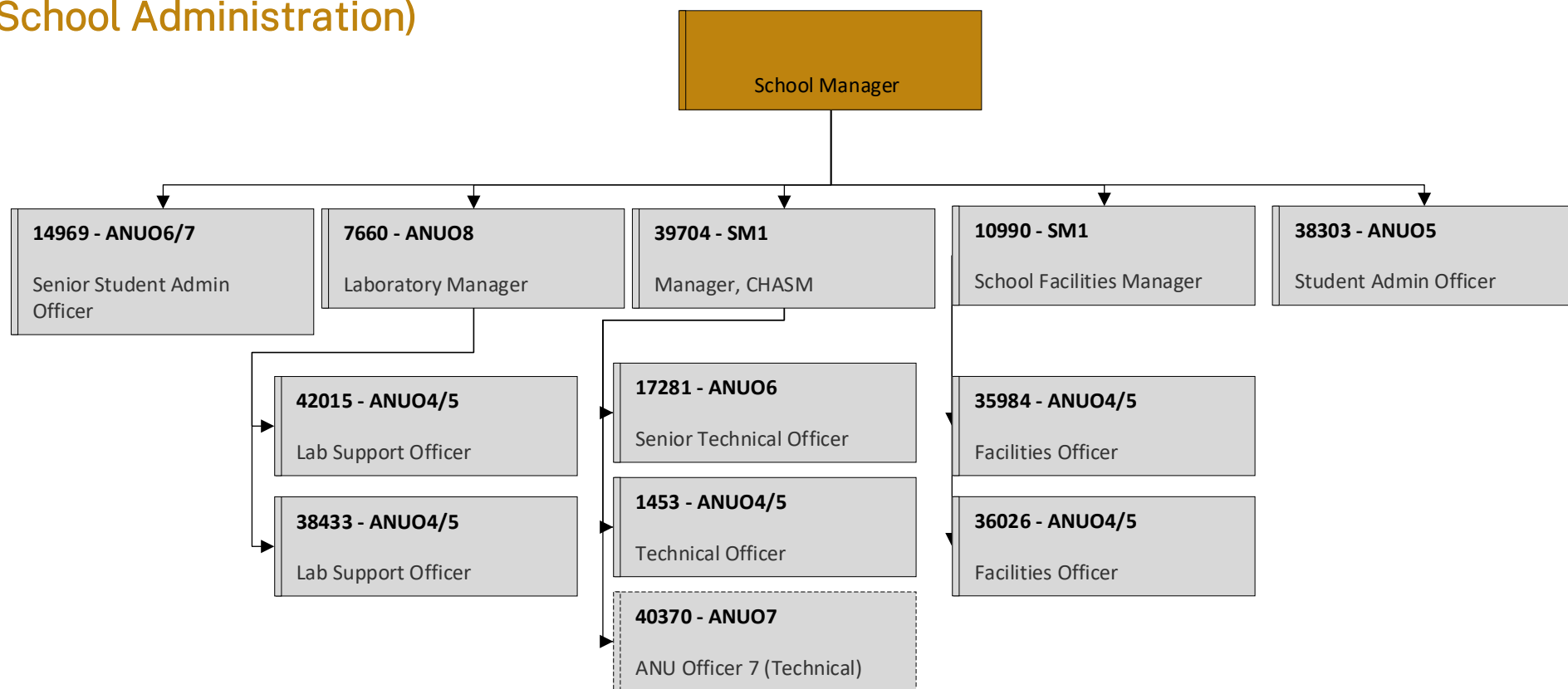
6.3 – CoSM Research School of Astronomy and Astrophysics – Future Organisational Chart (Professional)



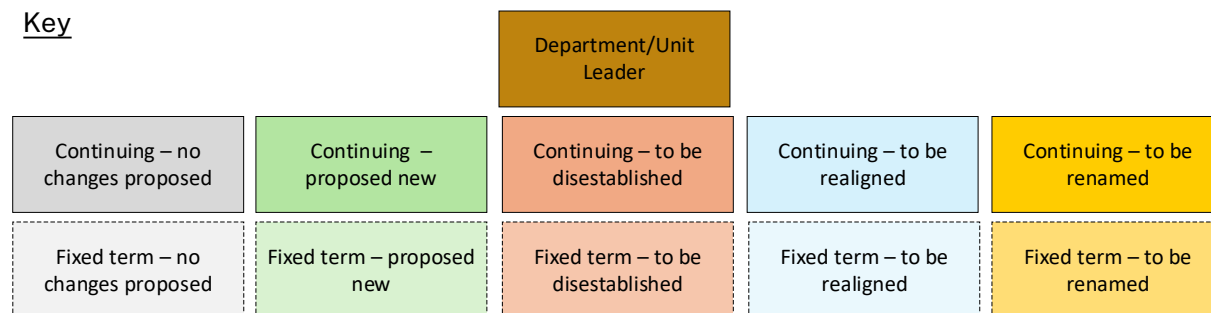
6.4 – CoSM Research School of Astronomy and Astrophysics – Future Organisational Chart (Academic)



6.5 – CoSM John Curtin School of Medical Research– Future Organisational Chart (School Administration)

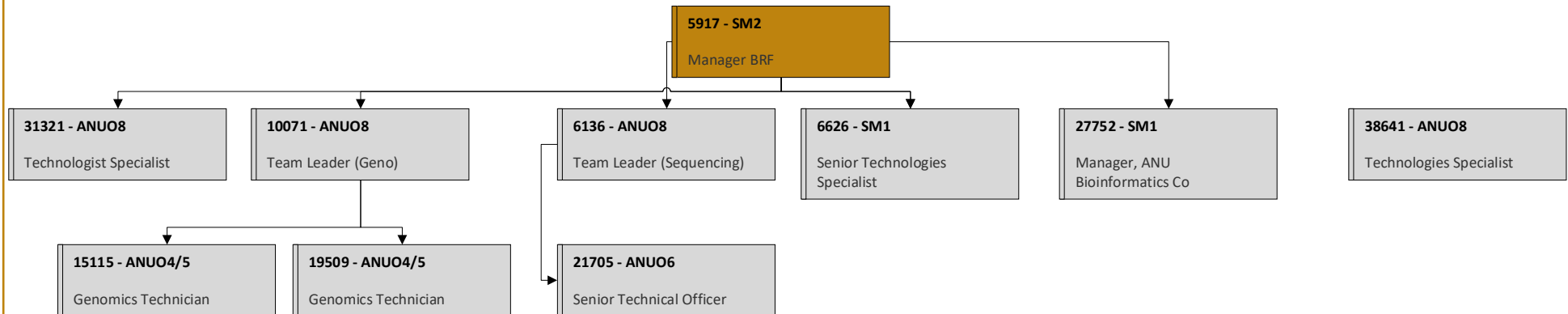


Key

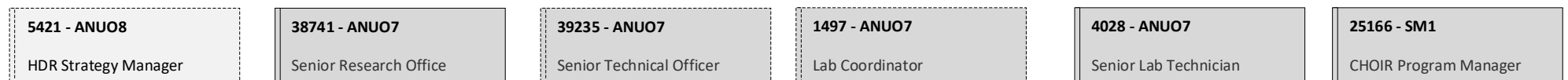


6.6 – CoSM John Curtin School of Medical Research– Future Organisational Chart (Professional)

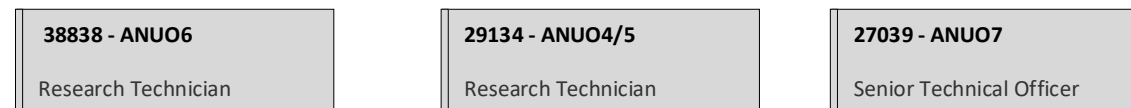
BRF



Genome



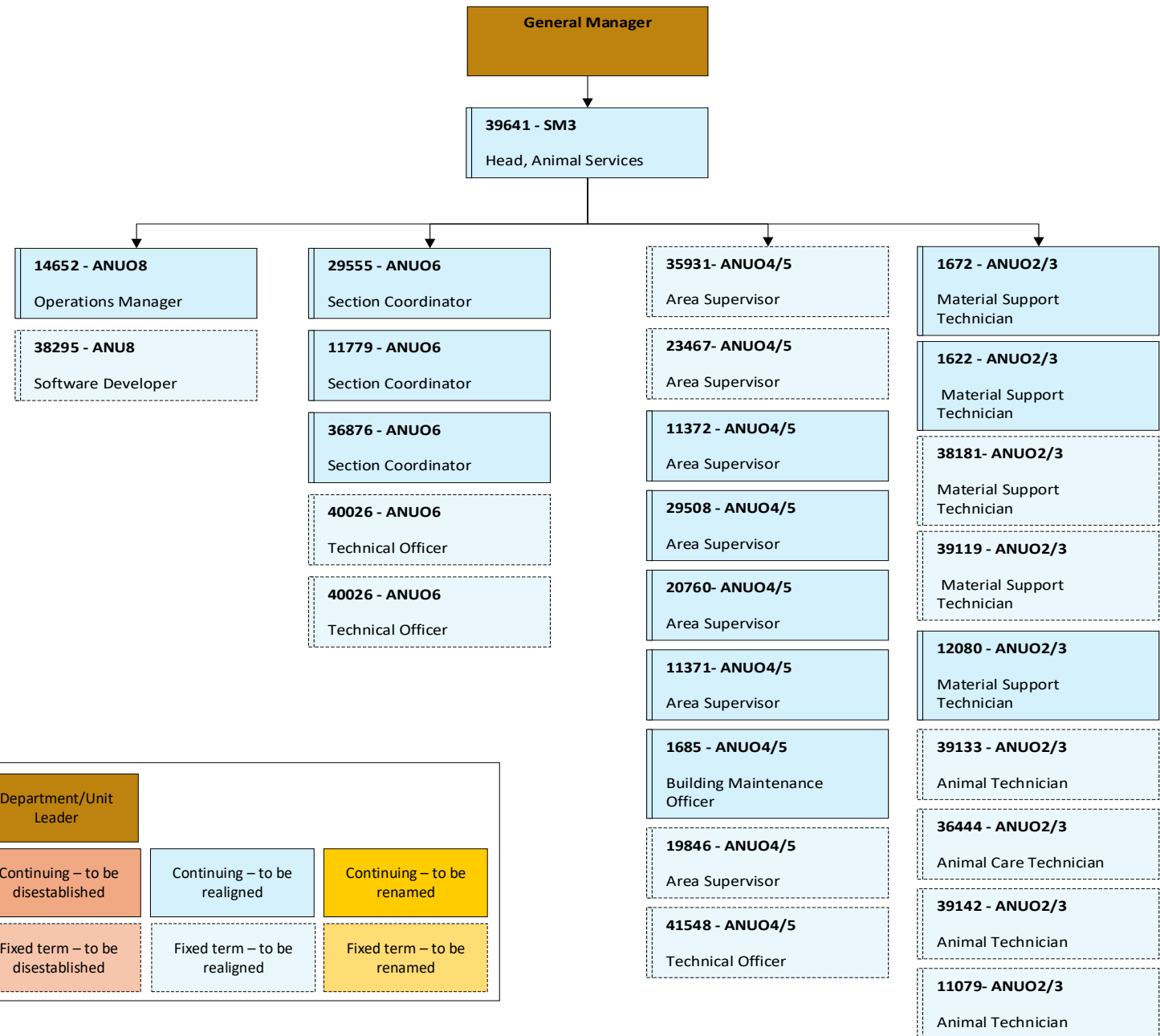
Immunity



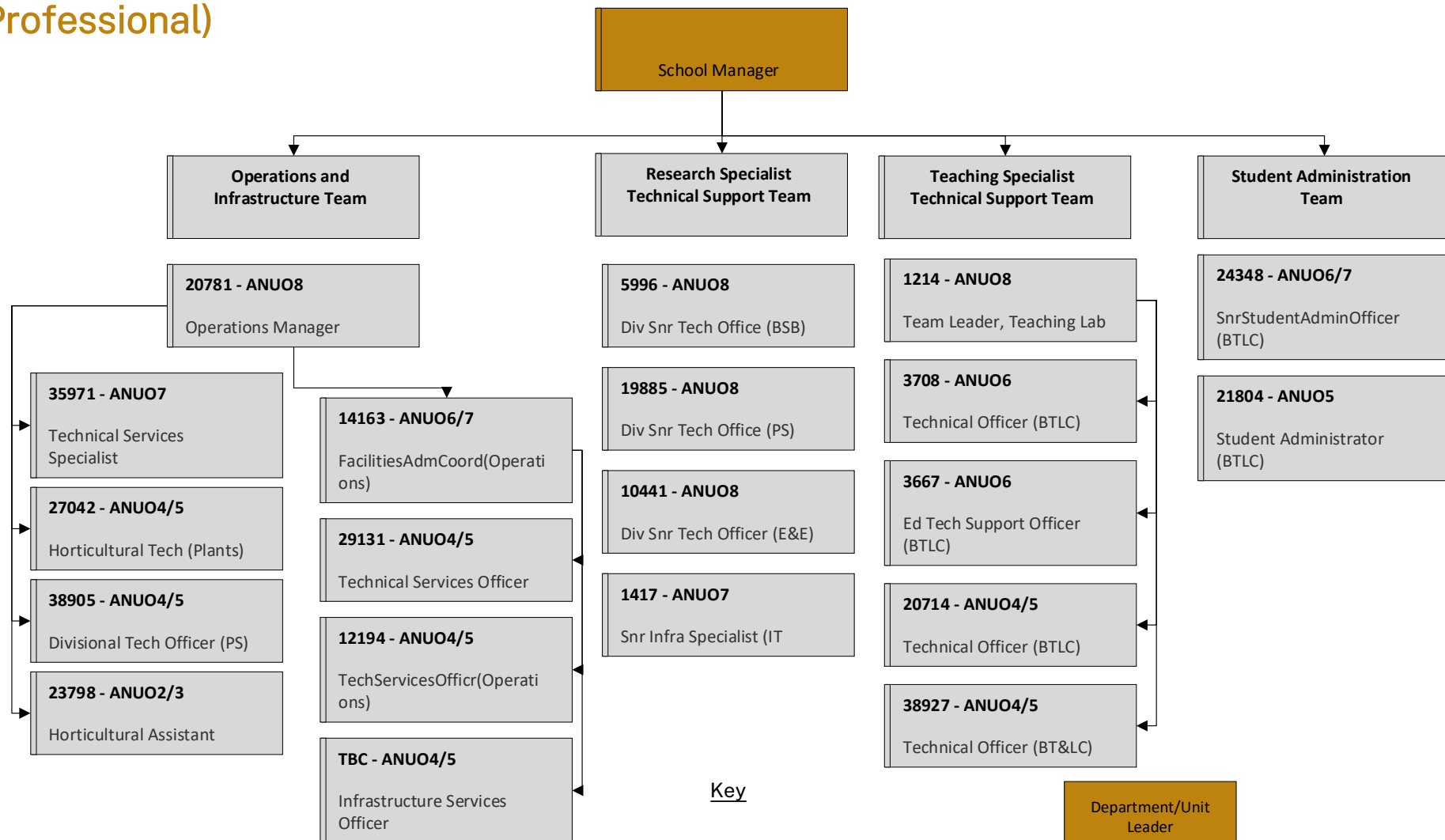
Key

Department/Unit Leader				
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

6.7 – CoSM Animal Services – Future Organisational Chart



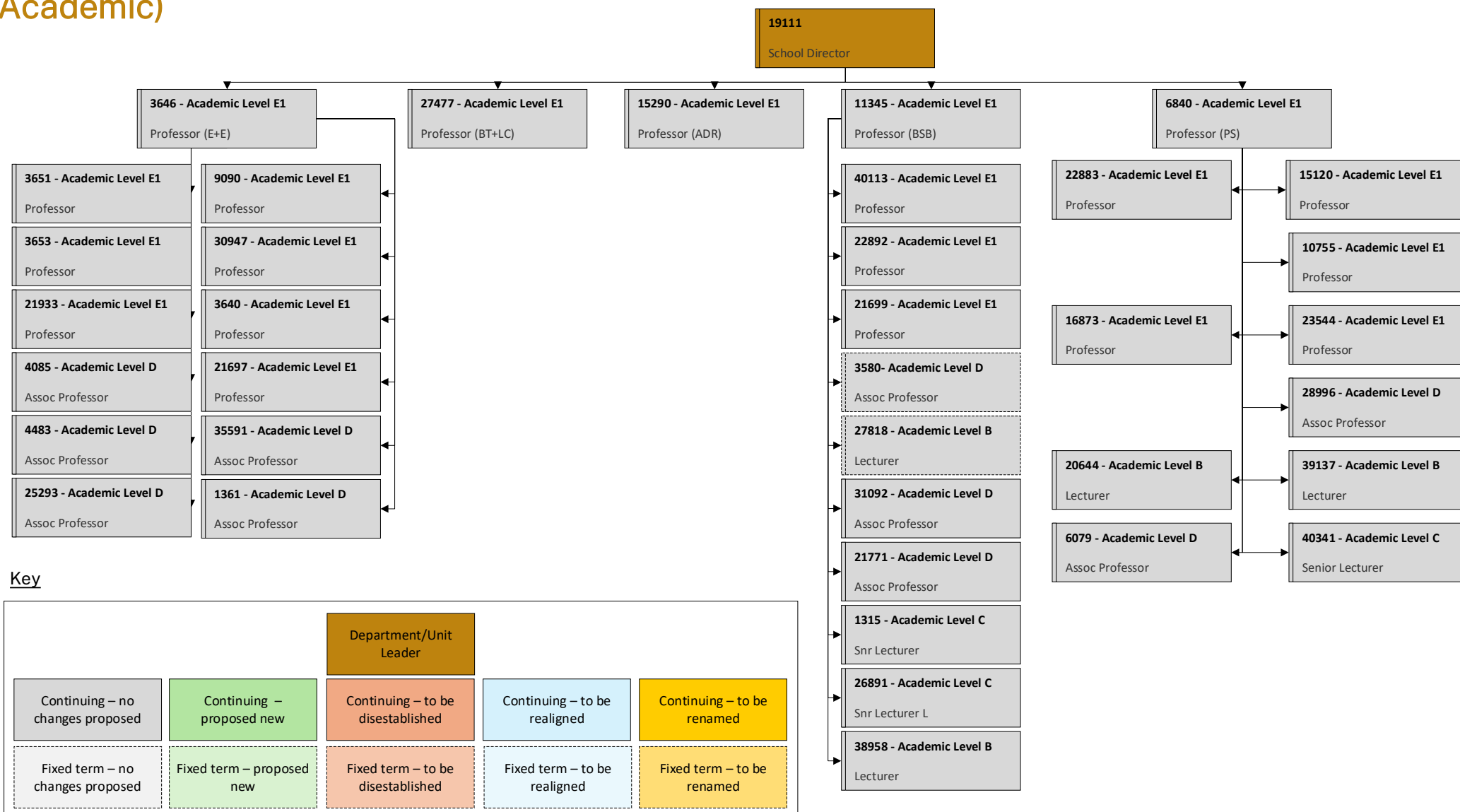
6.8 – CoSM Research School of Biology– Future Organisational Chart (Professional)



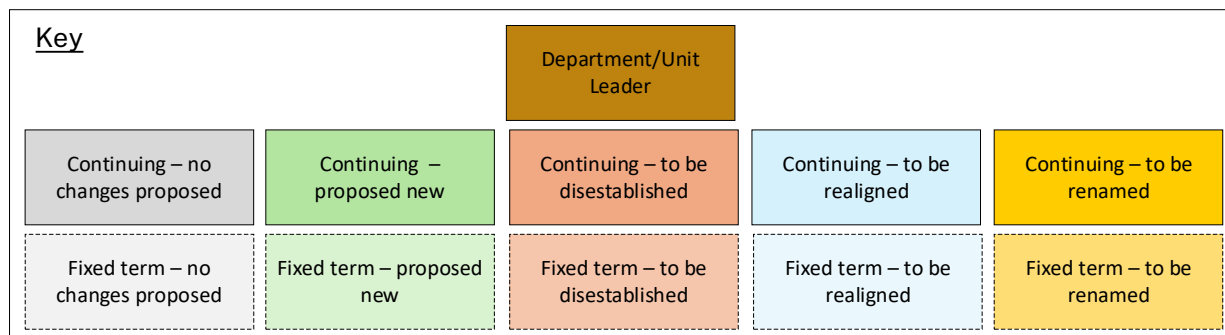
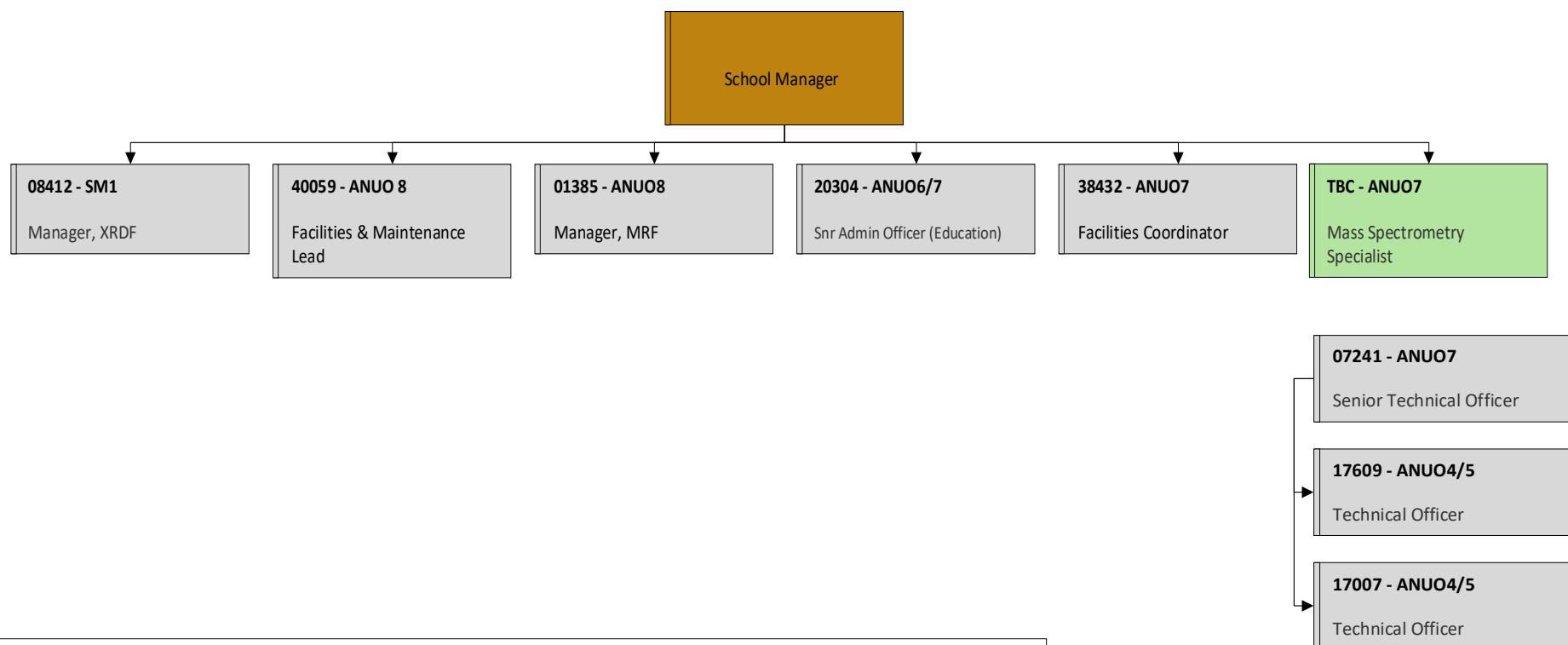
Key

Department/Unit Leader				
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

6.9 – CoSM Research School of Biology– Future Organisational Chart (Academic)



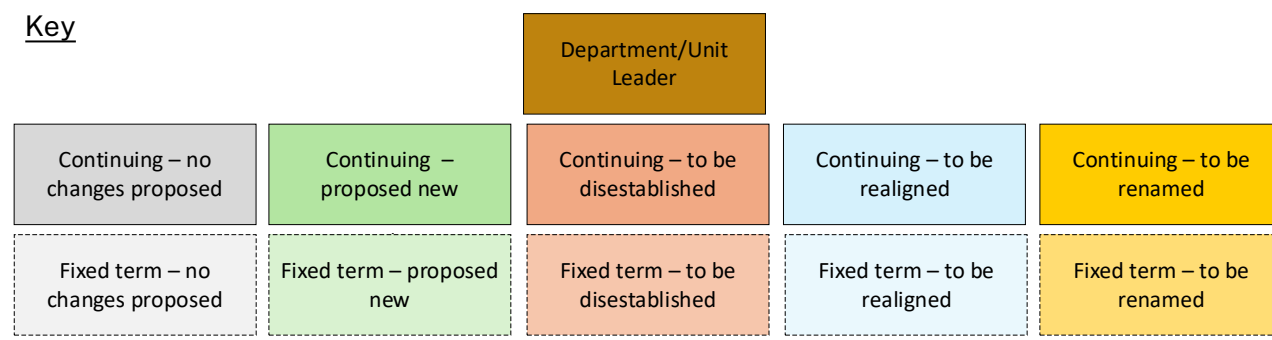
6.10 – CoSM Research School of Chemistry– Future Organisational Chart (Professional)



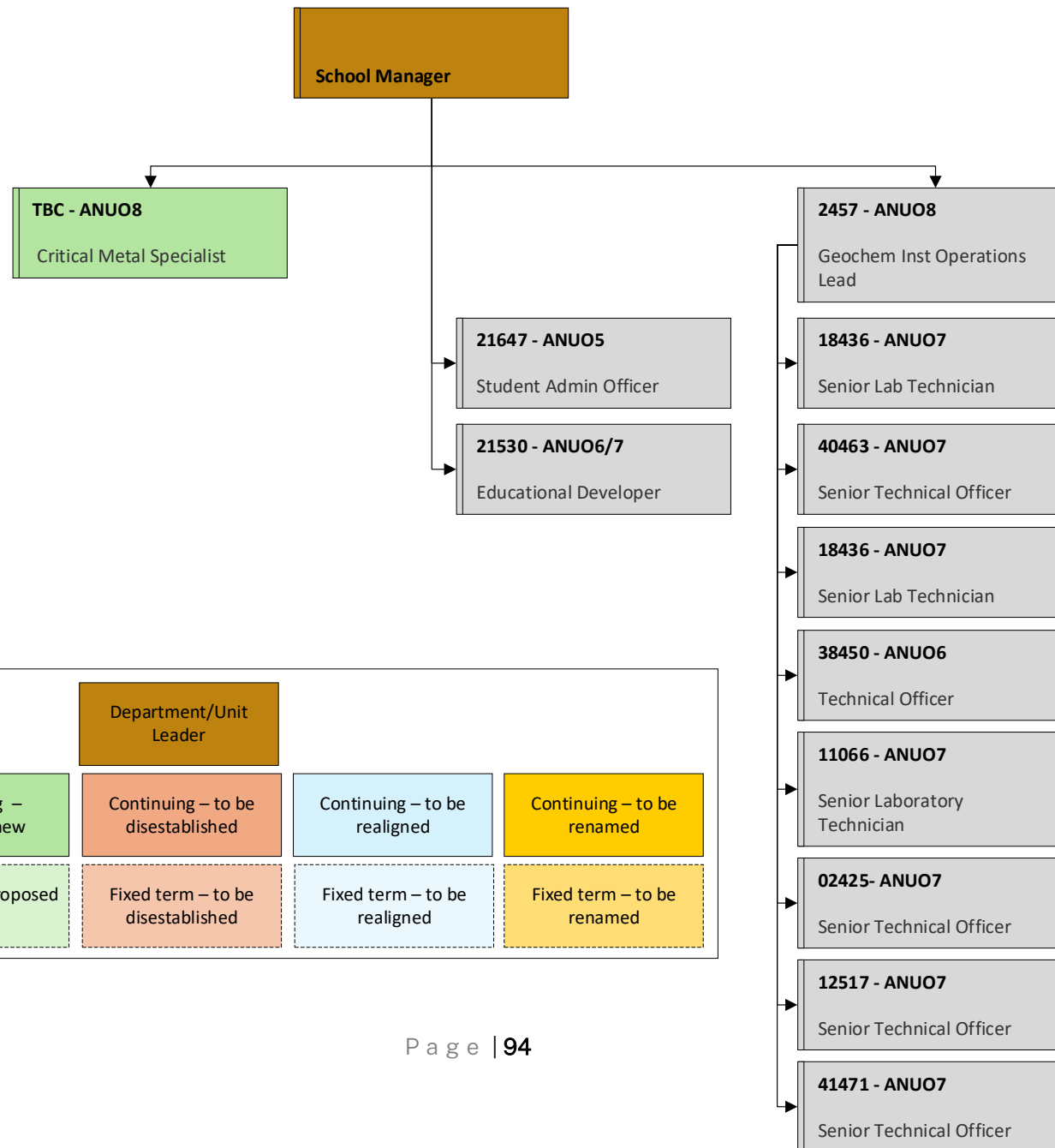
6.11 – CoSM Research School of Chemistry– Future Organisational Chart (Academic)



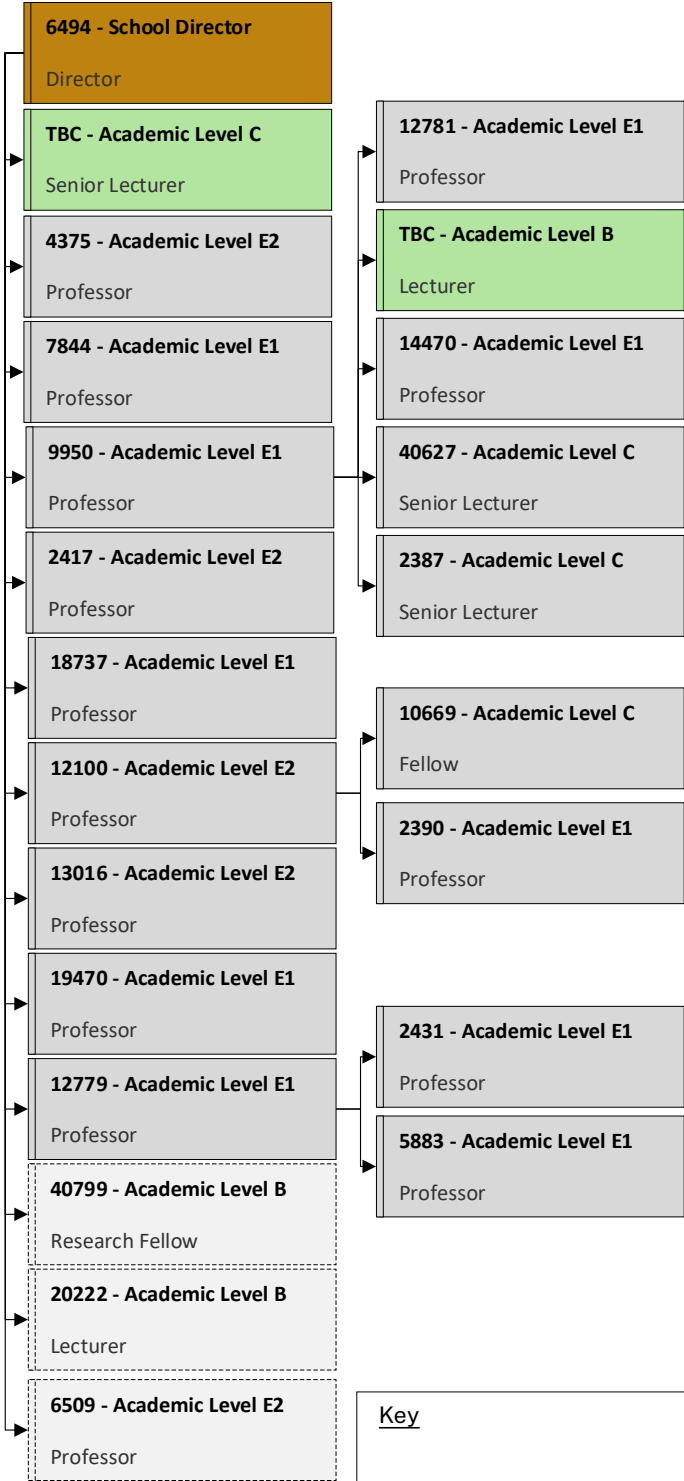
Key



6.12 – CoSM Research School of Earth Sciences – Future Organisational Chart (Professional)

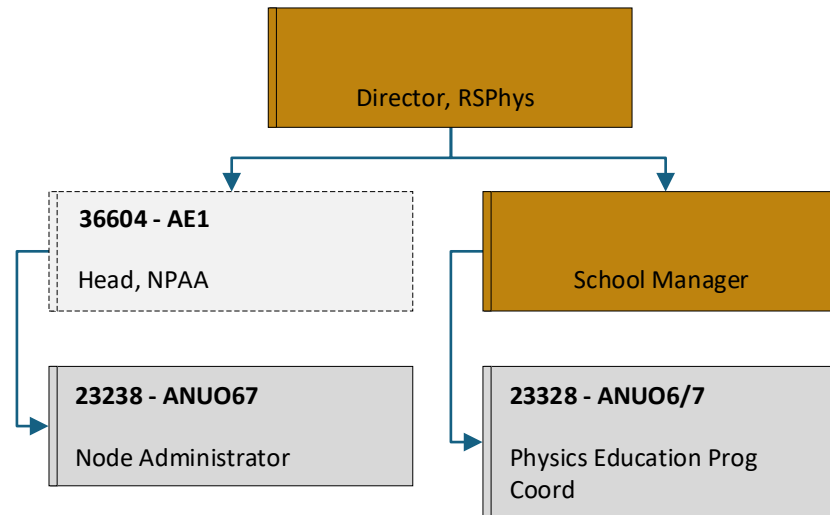


6.13 – CoSM Research School of Earth Sciences – Future Organisational Chart (Academic)



Key				
		Department/Unit Leader		
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

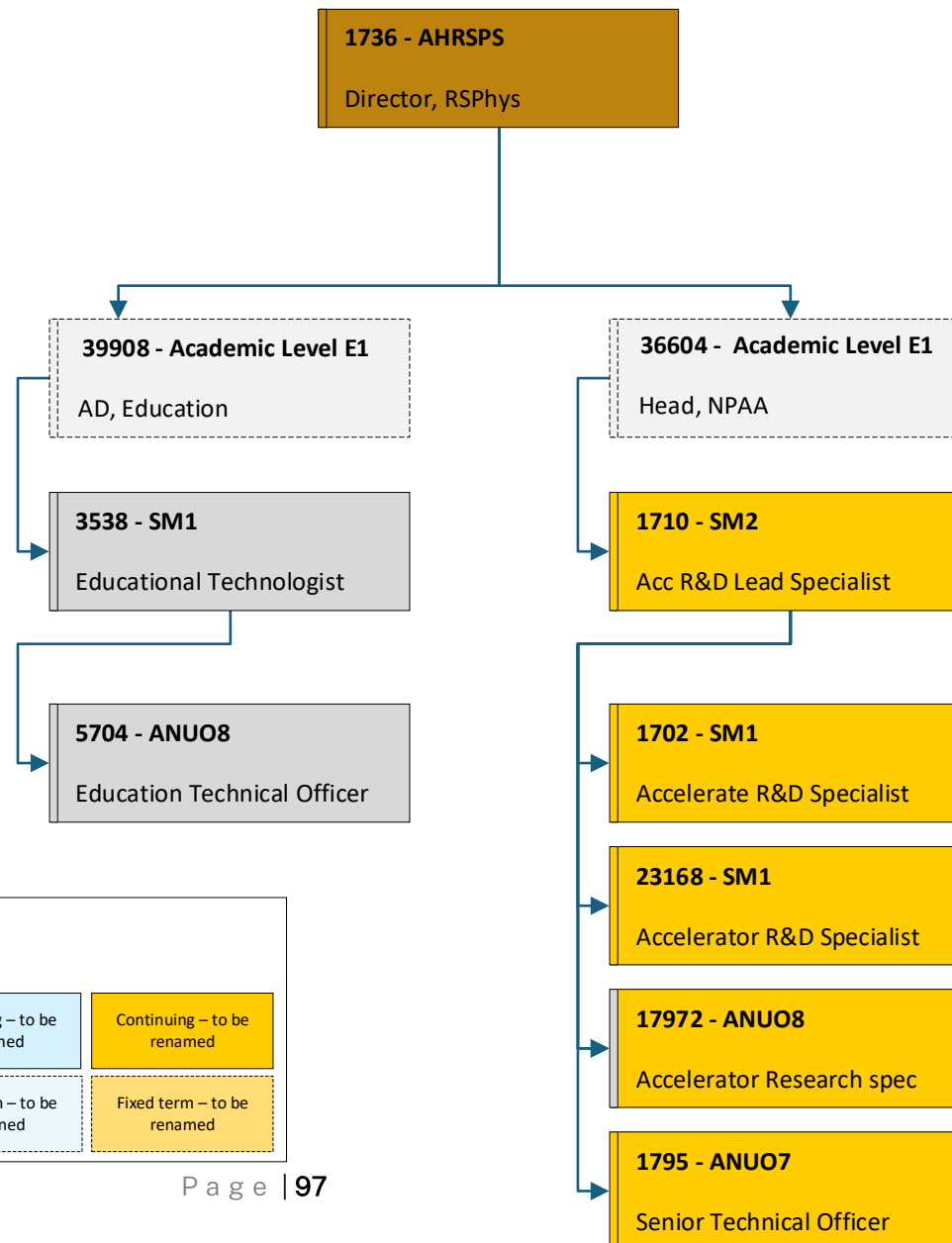
6.14 – CoSM Research School of Physics – Future Organisational Chart (Administration)



Key

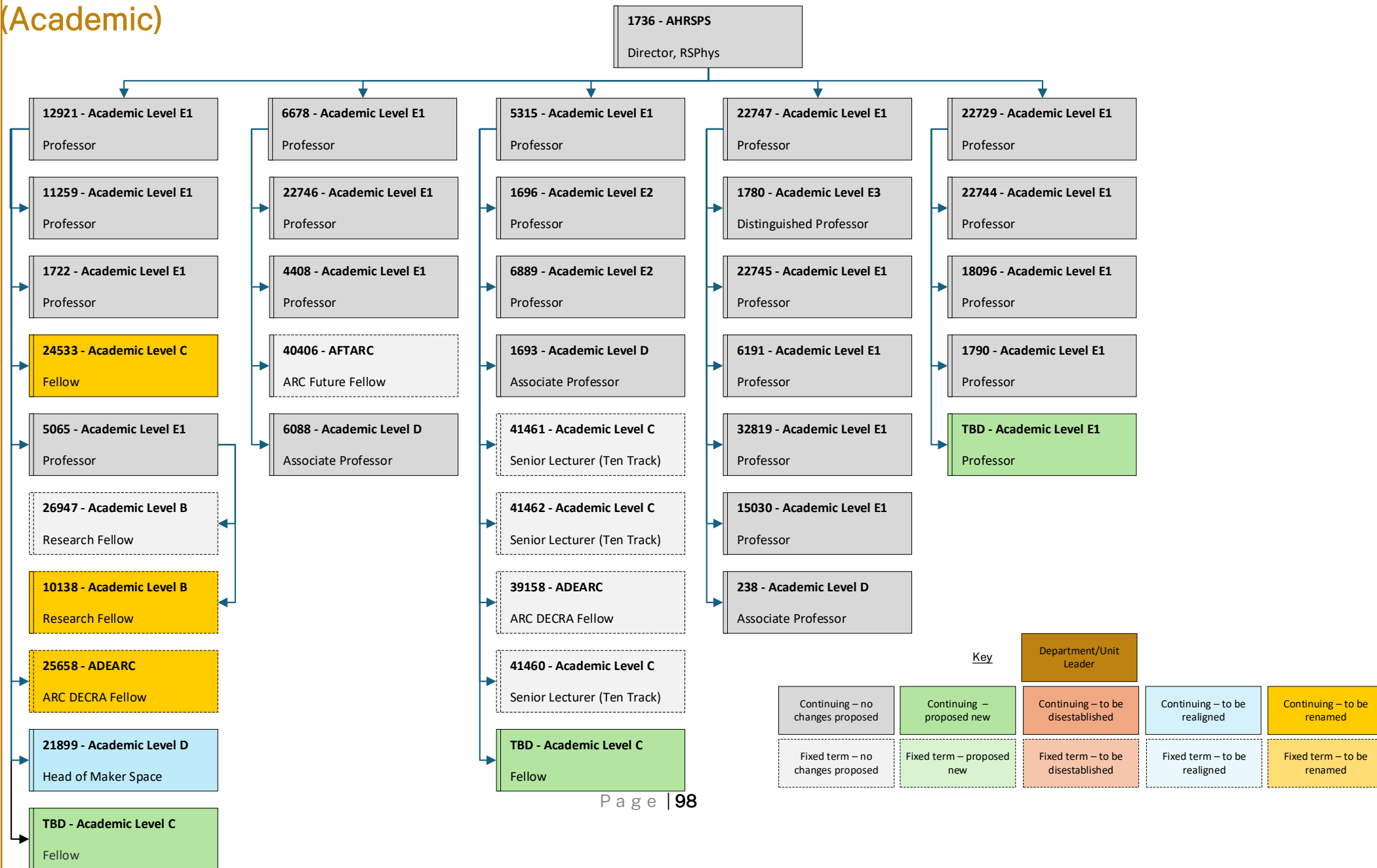
Department/Unit Leader				
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

6.15 – CoSM Research School of Physics – Future Organisational Chart (Tech)

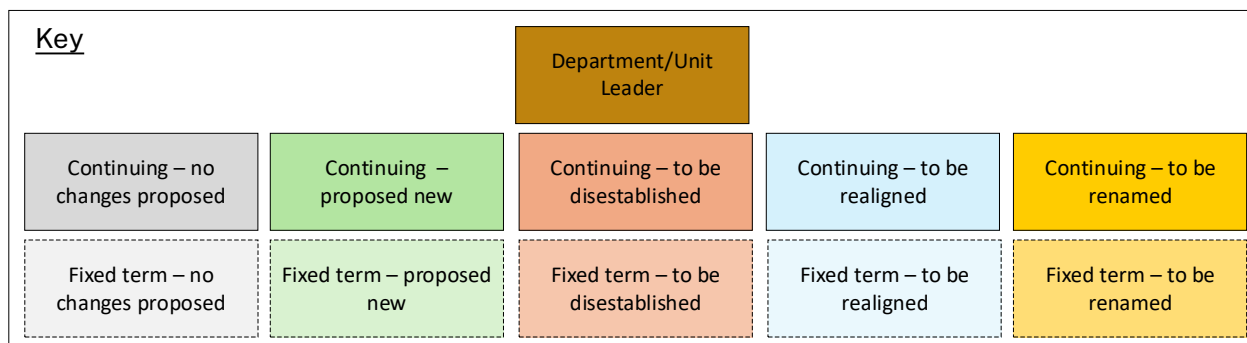
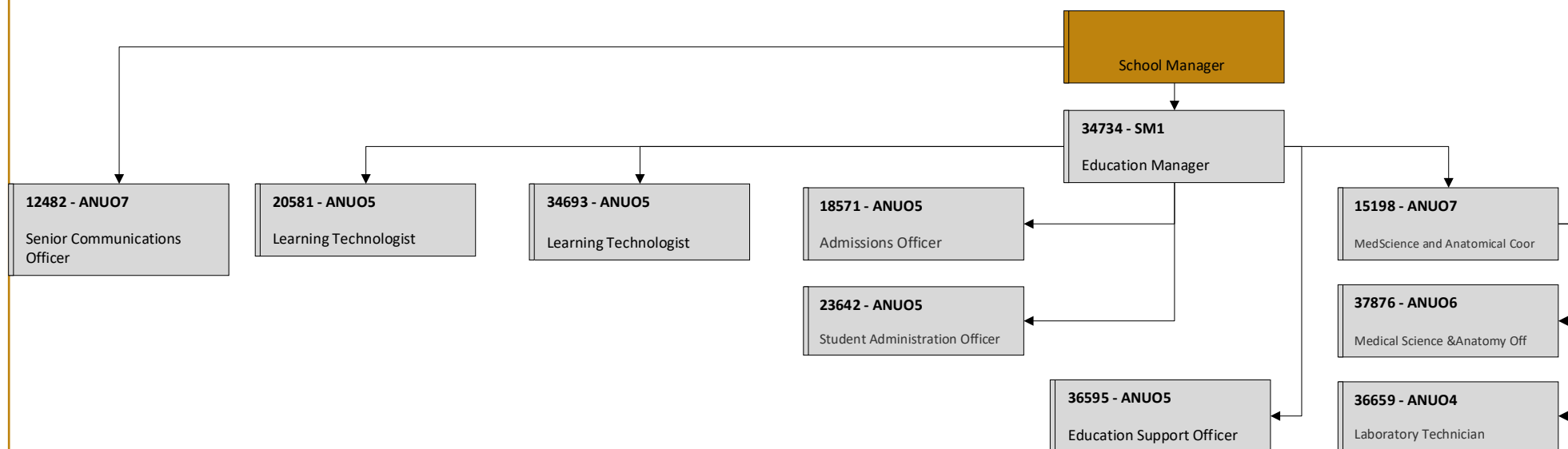


Key				
		Department/Unit Leader		
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

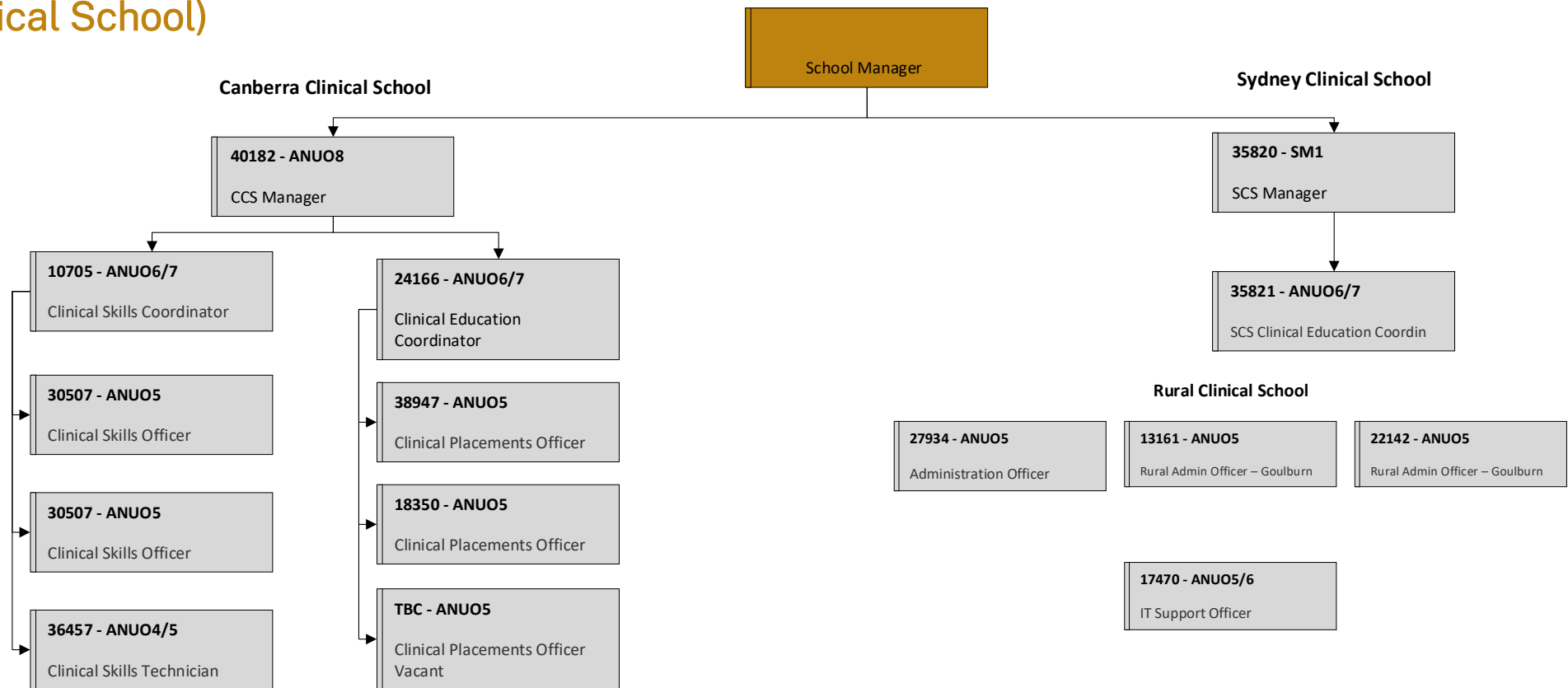
6.16 – CoSM Research School of Physics – Future Organisational Chart (Academic)



6.17 – CoSM School of Medicine and Psychology – Future Organisational Chart (Education and Performance Support)



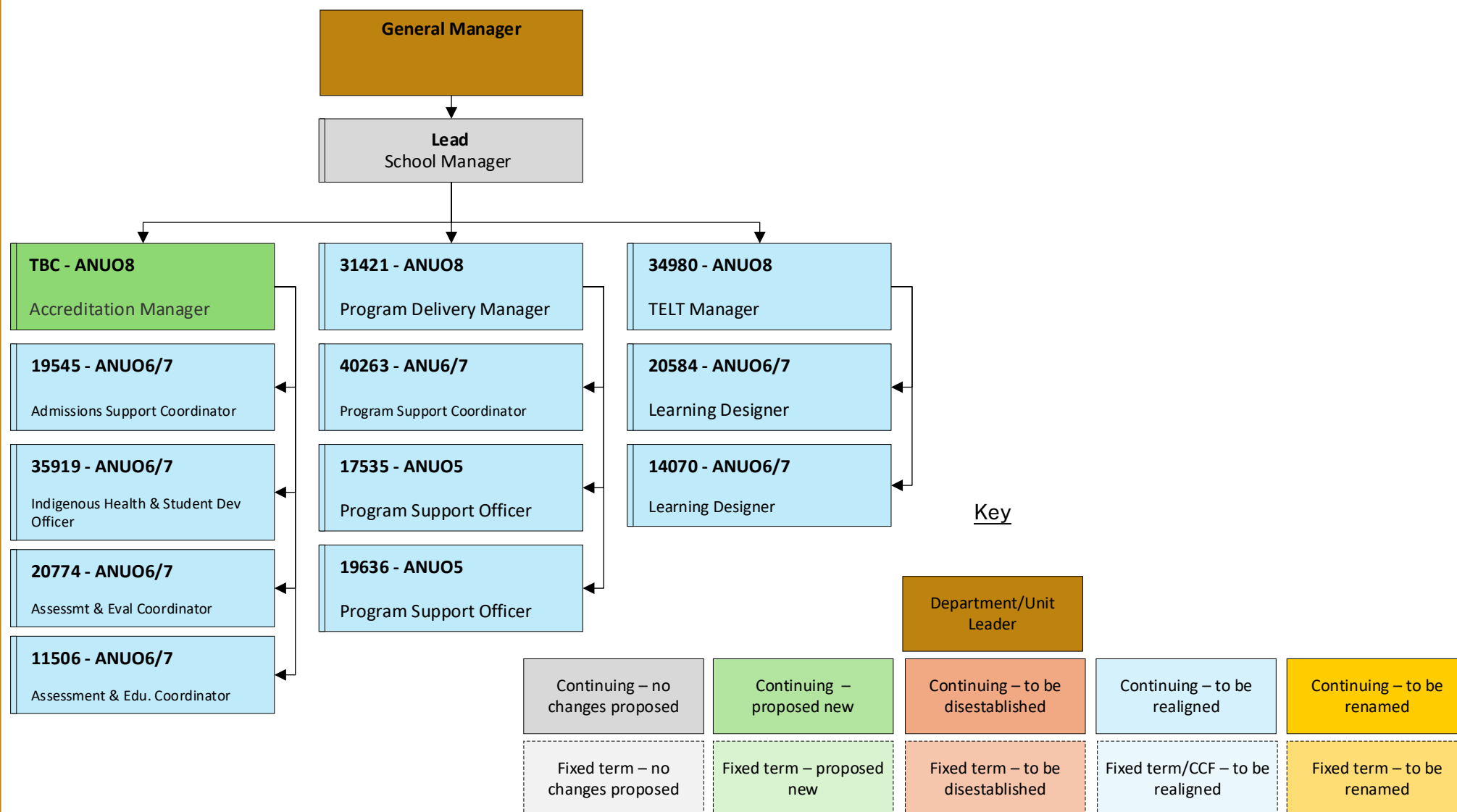
6.18 – CoSM School of Medicine and Psychology – Future Organisational Chart (Clinical School)



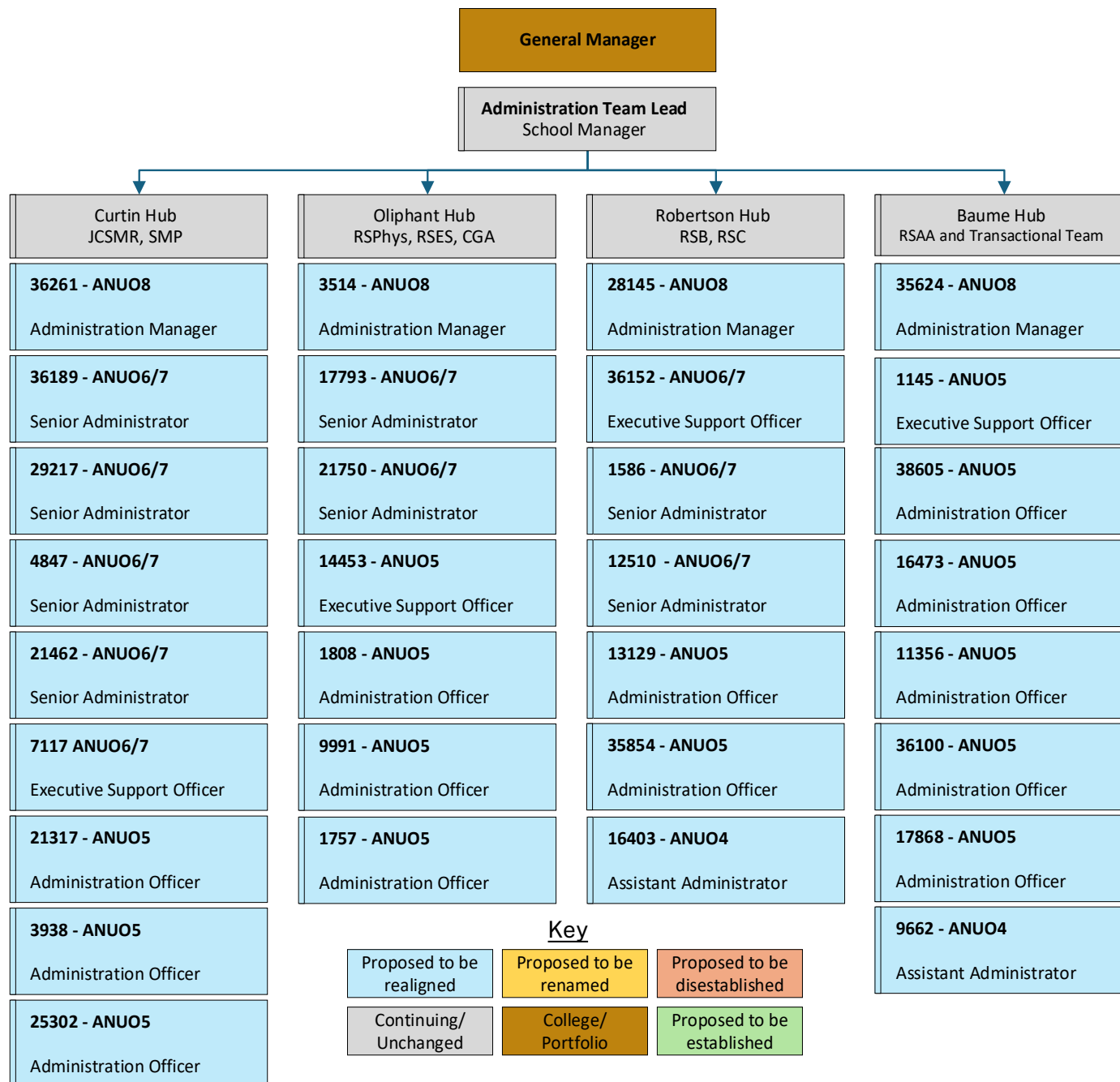
Key

Department/Unit Leader				
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

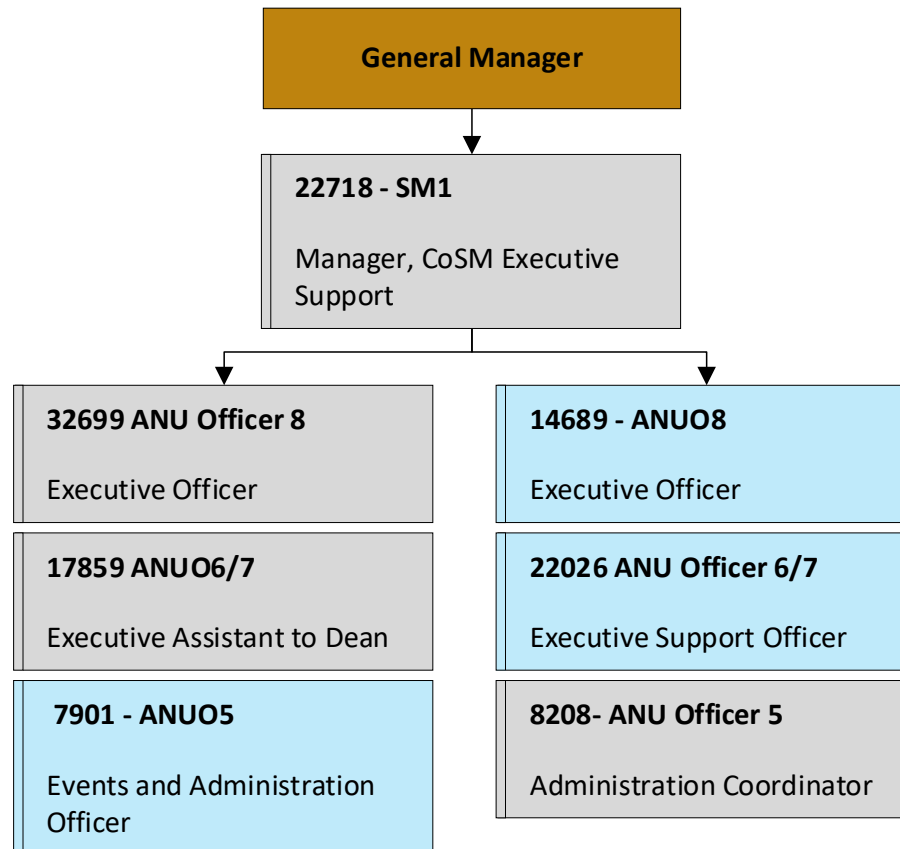
6.19 – CoSM Accreditation and Admissions Support – Future Organisational Chart



6.20 – CoSM Administration – Future Organisational Chart



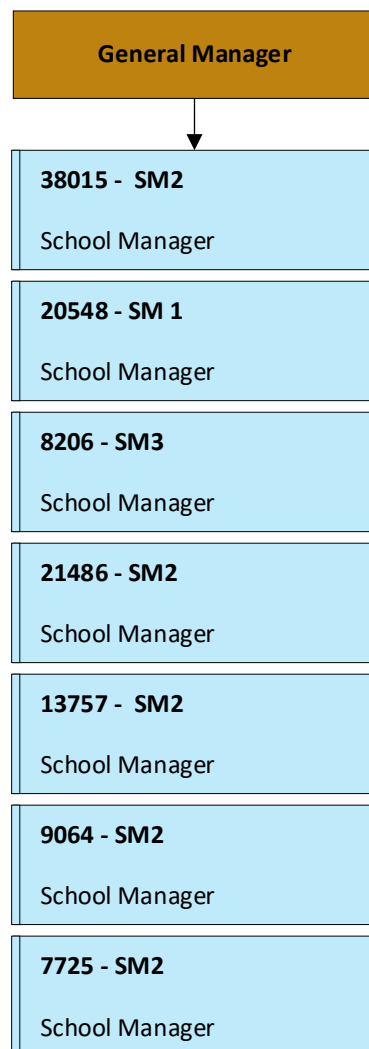
6.21 – CoSM College Executive Support – Future Organisational Chart



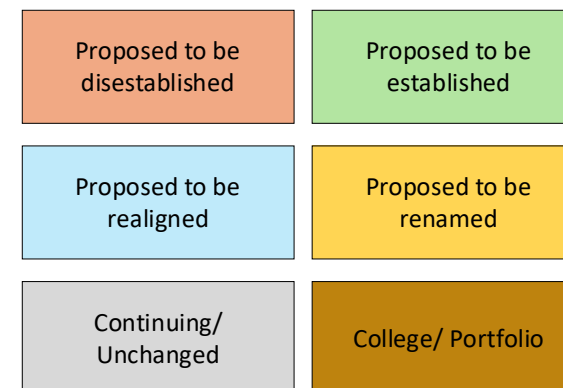
Key

Proposed to be disestablished	Proposed to be established
Proposed to be realigned	Proposed to be renamed
Continuing/ Unchanged	College/ Portfolio

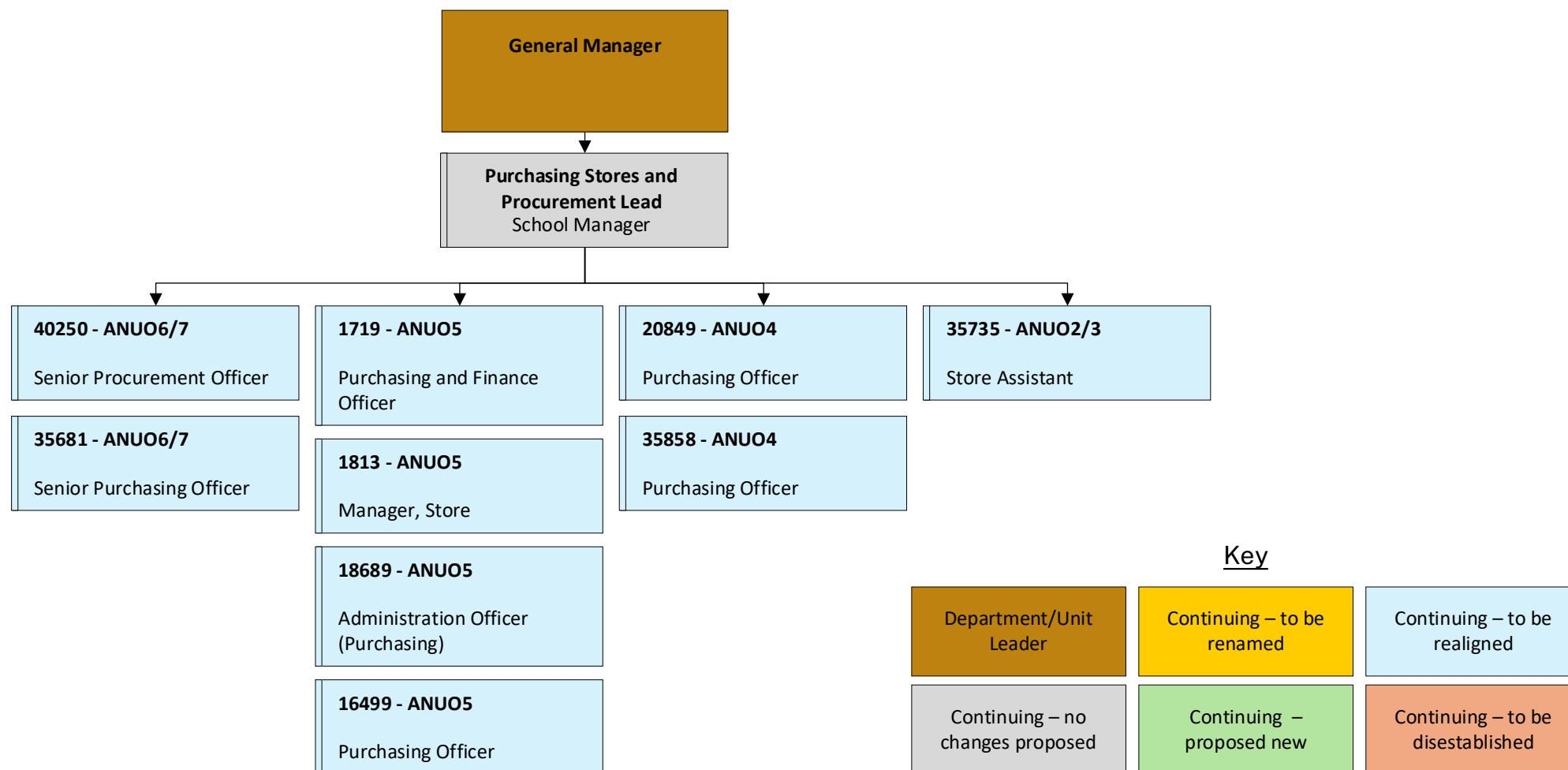
6.22 – CoSM School Managers – Future Organisational Chart



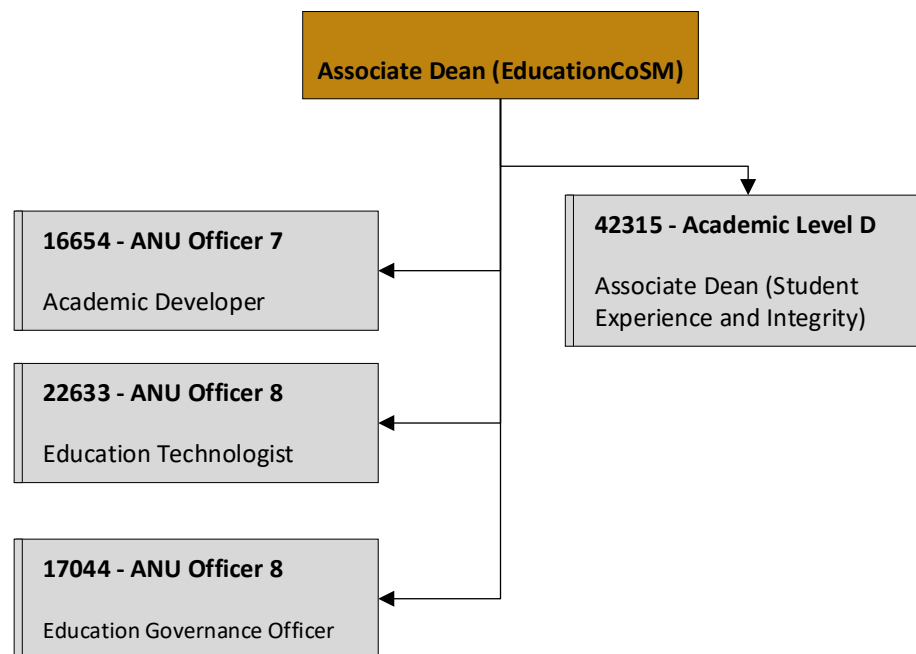
Key



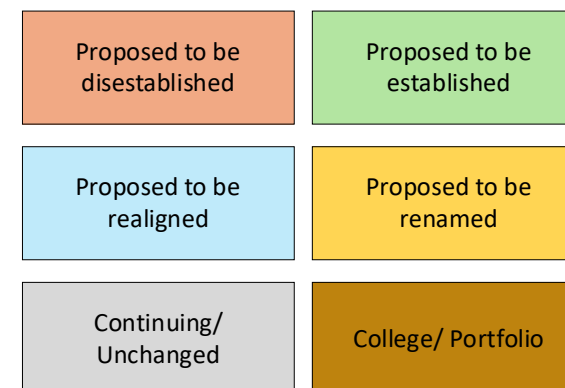
6.23 – CoSM Purchasing, Stores and Procurement – Future Organisational Chart



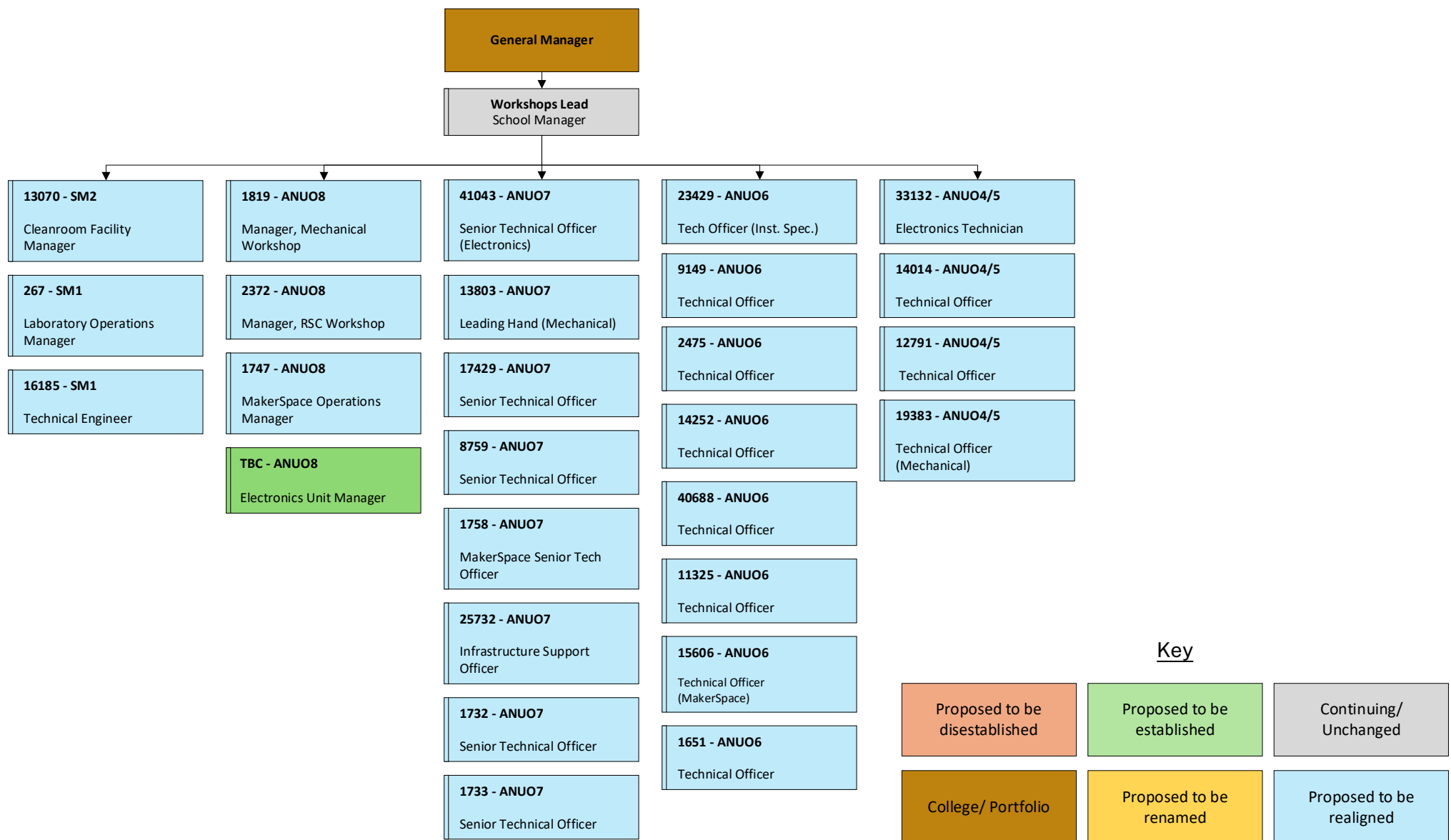
6.24 – CoSM Science Teaching and Learning Centre – Future Organisational Chart



Key



6.25 – CoSM Workshops, Maintenance and MakerSpace – Future Organisational Chart



Appendix 7 – Proposed new and updated position descriptions

[\(Click link\)](#)