

Academic Portfolio

Organisational Change Proposal

Australian National University

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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 our 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 financial 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 to 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.

Academic Portfolio

Context and rationale for change

Background

ANU has an enduring mission to deliver world-class education, research, and innovation. The University leads the Group of Eight (Go8) in graduate satisfaction, produces the most employable graduates in the country, and has more subjects ranked in the global top 20 (QS) than any other Australian institution. To maintain these outcomes and ensure the University is positioned for future success, changes to the way academic services are delivered are both necessary and timely.

Future state objectives

As part of Renew ANU, the University is reshaping how academic services are delivered to ensure they are streamlined, sustainable and aligned with our national mission. This work also responds to the need for more collaborative, data-informed approaches that enhance the student and staff experience and enable more effective use of institutional resources.

Building on the structural changes implemented within the Academic Portfolio in November 2024, this proposal sets out a centre-led model that brings together all relevant education support staff from Colleges and Schools into a single, coordinated functional area. This integrated approach addresses long-standing issues of duplication and fragmentation, while improving consistency and enabling greater strategic oversight of academic support functions.

By combining central expertise with deep local knowledge, the model aims to create a more cohesive, capable and future-ready Academic Portfolio – one that supports staff, empowers students and adapts flexibly to the evolving needs of the University and its community.

Proposed portfolio name

As the University continues to strengthen its focus on delivering an exceptional educational experience, it is timely to propose to refresh the naming and structure of the Academic Portfolio. Renaming it the **Education Portfolio** better reflects the University's commitment to education as a core pillar of its mission. The renamed Portfolio, led by the **Deputy Vice-Chancellor Education**, will play a critical role in shaping student outcomes, supporting staff in the educational endeavours of learning and teaching and enabling academic excellence. The name highlights the collaborative role the Portfolio plays, working in close partnership with Colleges to support curriculum innovation, program delivery and student success. The new name also signals a shift toward a more integrated and collaborative model that aligns education-focused services across the institution, supporting the University's strategic priorities and ensuring a consistent, student-centred approach to academic support and program delivery.

By adopting the title **Education Portfolio**, the University reinforces the importance of education as a central pillar of its mission alongside research and engagement. The DVCE will remain as a direct report to the Provost who has carriage of the integrated academic enterprise of research, education and teaching.

Alignment of core academic functions

The next phase of work focuses on the alignment of core academic functions, which comprise services that are currently delivered across ANU, specifically within Colleges. In the context of the Education Portfolio, *academic functions* refer to the core professional and strategic services that directly support the University's education mission - from the management and enhancement of curriculum and program delivery through to student support and experience.

These functions are professional services that enable academic activity, especially those that support:

- **Learning and teaching:** services that underpin the management and evolution of curriculum, robust teaching practices, assessment and course delivery, and academic staff development, reward and recognition.
- **Student services and support:** functions that enhance student wellbeing, success, belonging and engagement throughout the student journey.
- **Recruitment, admissions and scholarships:** functions that support students' entry into the University.
- **Careers and employability:** services that prepare students for life beyond university.
- **International partnerships and transnational education:** work that supports global engagement and access to ANU programs abroad.
- **Academic policy and quality** work that ensures compliance, academic standards and continuous improvement across education programs
- **Regulatory compliance:** work that ensures regulatory compliance across higher education legislation including HESF, HESA and ESOS.

These functions are proposed to be consolidated under the Portfolio to improve coordination, reduce duplication and ensure that professional services supporting education are consistent, strategic, and student-centred — aligned with the principles of *Renew ANU*.

This change proposal outlines the background, rationale, and potential outcomes of proposed changes to the academic functions, including those currently within Colleges. It has been developed in consultation with College leaders to ensure it reflects both local needs and whole-of-University priorities. It is a critical step toward building a more flexible, consistent and mission-aligned model for delivering academic services at ANU.

The document has been prepared to facilitate consultation with staff and their unions in accordance with Clauses 69 and 70 of The Australian National University Enterprise Agreement 2023-2026 (the Enterprise Agreement).

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 Education Portfolio proposal supports the University's national mission by strengthening education leadership, academic quality and institutional coherence. By consolidating academic functions under a centre-led model, the portfolio ensures teaching and learning are aligned with the University's commitment to national impact, global leadership and exceptional student outcomes.
<i>Strategic alignment and financial sustainability</i>	A streamlined, centrally coordinated model reduces duplication, enables targeted investment and ensures institutional priorities drive resource allocation. Workforce planning will be guided by performance data and forecast modelling to ensure education delivery remains both impactful and financially sustainable over time.
<i>Academic Program and delivery review</i>	The Education Portfolio is proposed to lead ongoing, evidence-based review of curriculum architecture, teaching models, student recruitment strategy, global engagement and delivery mechanisms. This ensures curriculum remains aligned with national priorities, student needs and external expectations, including TEQSA and professional accreditation requirements. Colleges will be supported in delivering timely, high-quality reviews.
<i>Mission-focused transition</i>	The proposed structure supports a stable and coherent transition for education delivery as broader institutional changes are implemented. Centralised services aim to

	maintain continuity in student-facing functions, minimise disruption and enable Schools and Colleges to focus on academic leadership. Clear communication protocols will support stakeholders throughout the change.
<i>Leadership role clarity</i>	The proposed structure supports a stable and coherent transition for education delivery as broader institutional changes are implemented. Centralised services will maintain continuity in student-facing functions, minimise disruption, and enable Schools and Colleges to focus on academic leadership. Clear communication protocols will support stakeholders throughout the change.
<i>Consistency across functions</i>	Standardised service structures, processes and performance expectations will be introduced across all academic areas. This improves equity and transparency in service delivery, ensuring all students and staff benefit from the same level of support regardless of academic context or program type.
<i>Functional service ownership</i>	Each core academic function will have a clearly designated functional lead within the Education Portfolio. This enables strong governance, accountability, and consistent delivery, while ensuring integration with cross-portfolio systems and institutional frameworks.
<i>Collaboration and shared governance</i>	Service design, planning and delivery will be co-developed through shared governance structures involving Colleges, Schools, students and central portfolios. This partnership model ensures academic voice, responsiveness to local needs and flexibility to adapt as strategic and regulatory contexts evolve. Engagement with ANUSA and student partners will continue.
<i>University wide services will have a central functional owner</i>	Central ownership of key academic support functions (e.g. curriculum management, assessment, student services, student recruitment, global partnerships) ensures continuity, scalability and institutional memory. This allows services to remain stable and responsive as academic roles and structures adapt to evolving strategic directions
<i>Data-driven resource allocation</i>	Resource decisions will be guided by robust data, including student demand, load, complexity, outcomes and engagement metrics. This enables responsive and equitable allocation aligned with strategic goals and ensures effort is directed to high-impact areas of academic support.
<i>Operational efficiency and effectiveness</i>	Centralisation reduces duplication, simplifies workflows and clarifies responsibilities. The model improves navigation for students and staff, strengthens service responsiveness and provides a scalable foundation for delivering support across evolving program structures and student cohorts.
<i>Clear workforce development pathways</i>	The proposed structure supports professional growth by aligning teams around functional capabilities, increasing transparency of progression pathways and enabling mobility across service areas. This supports staff to build relevant skills, adapt to change and contribute to the University's evolving education priorities.

Financial overview and context

The proposed restructure of the Academic Portfolio is underpinned by a combination of strategic and financial imperatives. These include:

- the need to realign capabilities and services with the University's strategic priorities
- the need to remove duplication, improve efficiency and implement a more effective operating model aligned to the Renew ANU principles
- the need to establish a sustainable workforce profile with clear roles, functional alignment and genuine career development pathways
- the imperative to operate within a financially sustainable framework while continuing to deliver high-quality academic services.

This section outlines the financial context for the proposed changes, including the broader objective of reducing salary expenditure across academic functions as part of ANU's institutional financial recovery and transformation.

The proposed structure is intentionally designed to meet budget forward estimates while preserving the operational capacity necessary to support the University's education mission. It aims to balance the need for financial discipline with a commitment to service quality, staff support and delivery on institutional strategy.

In interpreting the financial projections outlined below, the following considerations apply:

- Financial drivers are just one component of the case for change; they complement a wider set of academic, structural, and workforce imperatives described above.
- The projected figures represent anticipated future outcomes from the change process and may change based upon feedback.
- Variables such as the uptake of voluntary separation schemes (VSS) and transition timing remain fluid and may affect final savings outcomes.
- Proposed savings will be achieved through a reduction in total staffing numbers, including disestablishment of vacant positions, alongside role redesign and functional realignment.

Key financial figures

Year	Budgeted operational salary costs (Portfolio + College staff)	Actual operational salary costs (Portfolio + College staff)
2025	\$62 million (allocated) \$65.2 million in 2026 dollars	\$64 million (forecast as at end of Q1) \$67.2 million in 2026 dollars
2026	\$61.7 million (forward estimate/planning assumption)	
Total net savings	\$5.5 million	

To support a more sustainable financial framework, the proposed changes include a net reduction in salary expenditure across the academic support functions of the University. While some salary budgets will transfer into the central Education Portfolio as roles currently embedded within Colleges and Schools are consolidated, these increases are offset by a broader reduction in duplication, fragmentation and inefficiency.

The proposed operating model brings together dispersed education support roles into cohesive, centrally coordinated teams. This realignment is expected to strengthen service delivery, improve consistency and provide a clearer line of sight between investment and institutional outcomes. Some positions are proposed to be disestablished as part of this realignment, with a particular focus on vacant roles or those made redundant through functional consolidation.

These changes directly reflect the Renew ANU principles by aligning staffing models with institutional strategy, improving resource stewardship and ensuring our service delivery models are scalable, transparent and aligned with academic mission.

The total net savings anticipated through this proposal, including savings from the VSS and reduction in operational duplication, is approximately **\$5.5 million**.

Key Clarifications relating to budget being allocated to an area

- The allocation of budget or presentation of forward estimates does not predetermine specific job losses. Outcomes may include role redesign, changes in reporting lines or other structural adjustments designed to align with financial and strategic goals.
- Where reductions are required, the University will prioritise voluntary separation and natural attrition, guided by the needs of the function and the broader academic mission.
- The 2026 figures represent forward estimates only and are subject to confirmation as part of the regular budget cycle, with final decisions to be endorsed by University Council in December.
- The budget projections and structural proposals outlined here have been endorsed by the Portfolio's leadership team and provide the financial foundation for the change process described in this document.

UniForum benchmarking

UniForum data has been used by ANU to understand how its investment in academic services compares to that of other universities. This benchmarking ([Appendix 7](#)) indicates that the ANU total spend in the "Academic" category exceeds the Group of Eight (Go8) median by 23 percent, approximately \$13 million per annum¹. While this data provides useful comparative insights, it does not fully reflect the unique strategic priorities, academic model or operational context of ANU.

In shaping this proposal, ANU has focused on aligning its academic services with the University's education mission and the principles of Renew ANU. The Academic Portfolio is being redesigned to enhance coordination, reduce duplication and ensure services are student-centred, operationally sustainable and strategically aligned. This includes strengthening support for teaching and learning, student success, curriculum innovation and academic policy and governance.

Therefore, while UniForum benchmarking is a helpful reference point, this proposal reflects a measured and institution-specific approach. Consistent with the Renew ANU Change Principles; it targets efficiencies that can be responsibly achieved while maintaining the professional capability needed to deliver high-quality education and support the University's long-term strategic goals.

¹ Source: Uniforum, 2022. Data adjusted to 2024 levels. All funding types included and non-casual roles only.

Overview of proposed changes across the Portfolio

This proposal sets out a future-state model based on a centrally-led Academic function, where core academic services are owned and coordinated centrally and delivered in partnership with Colleges. These significant changes for the University community are designed to deliver long-term benefits aligned with the principles of Renew ANU: reducing duplication, improving coordination, streamlining service delivery and strengthening institutional resilience.

These changes are expected to improve both efficiency and productivity, while positioning the University to respond more effectively to emerging regulatory requirements, student expectations and an increasingly competitive and complex higher education landscape. Strengthening and integrating academic services is essential to maintaining the University's leadership role – now and into the future.

This model will also create clearer accountability, more transparent resource allocation and improved career development pathways for professional staff, supporting capability building and workforce planning across the University.

1. **Revising core academic service structures and teams** to streamline operations, reduce administrative burden on academic staff and increase responsiveness to institutional and student needs. This creates more cohesive, purpose-built teams focused on delivering high-value support where it's needed most.
2. **Consolidating academic functions currently delivered by Colleges and Schools into the Portfolio** to reduce duplication, eliminate fragmentation and ensure alignment with institutional priorities. This will enable better coordination across academic areas, support more efficient use of resources and create clearer pathways for staff development and mobility.
3. **Establishing clear, centre-led functional ownership** to support consistent, high-quality services aligned with the University's strategic direction. This provides stronger accountability, clearer decision-making and a more transparent operating model – helping to lift service standards, improve compliance and ensure scalable delivery of services in a complex and evolving sector.

Together, these changes are designed to improve equity in service access across the University, enable data-informed planning and performance monitoring and create a more connected, flexible and sustainable workforce.

Further detail of specific changes across each function are outlined below.

Extent and nature of proposed changes

Education Portfolio

It is proposed that academic functions be consolidated under a newly named **Education Portfolio**, with the title of Deputy Vice-Chancellor (Academic) changing to Deputy Vice-Chancellor (Education). This change reflects a clear and deliberate focus on delivering a high-quality educational experience for all students. The new name signals a shift in emphasis, from internal coordination to student-oriented impact, and clarifies the Portfolio's core purpose: enabling excellence in learning, teaching and student outcomes. Accordingly, the office would be renamed the Office of the Deputy Vice-Chancellor (Education) (ODVCE).

The Education Portfolio also works closely with other key areas of the University to ensure the conditions for excellent education are in place. These include:

- **Colleges**, which are responsible for academic leadership and program delivery. Their partnership with the Education Portfolio ensures that institutional strategy is grounded in disciplinary strength, supports innovation in teaching and delivers responsive, high-quality student experience.
- **Research and Infrastructure**, which leads the University's research strategy and manages major research platforms. The alignment of Research and Infrastructure with the Education Portfolio under the direction of the Provost supports a coherent academic environment that ensures teaching and research benefit from coordinated planning and investment.
- **Campus Environment**, which provides the physical infrastructure and safe, accessible learning spaces that underpin the on-campus student experience.
- **Information Technology Services (ITS)**, which delivers and supports the digital systems and platforms essential to modern education delivery, including learning management systems, teaching technologies and digital assessment tools.
- **Advancement**, which connects philanthropic and alumni programs with student equity and experience, scholarships, recruitment and graduations.
- **Marketing and Communications**, which supports institutional messaging, major events and provides the tools and infrastructure to communicate effectively with students and staff as part of the broader ANU community.

This change of name is not simply cosmetic. It reflects a cultural and strategic realignment, placing education at the forefront and positioning the Portfolio as a key enabler of the University's academic ambitions in a changing sector.

The Education Portfolio will be accountable to Key Performance Indicators set by the Provost and service level agreements negotiated with ANU colleges and other business partners.

It will also lead strategic work with academic leaders to refresh our teaching and learning strategy, integrate responsible use of AI in education and develop existing high-value educational expertise to benefit the broader ANU community.

In doing so, the Portfolio will position the University to respond effectively to shifts in the tertiary sector, including the establishment of a National Ombudsman and the Australian Tertiary Education Commission (ATEC).

College academic function changes proposed

Currently, work that aligns to the proposed Education Portfolio's core services, being those that directly support the University's education mission - from the management and enhancement of curriculum and program delivery through to student support and experience - are delivered across the Colleges through dispersed teams. This includes work supporting key

functions such as learning and teaching services, student services, recruitment, admissions and scholarships, careers and employability, academic policy and education quality and compliance.

As outlined in the rationale for aligning core academic functions, it is proposed that these functions be brought together under the Education Portfolio. This section provides further context on the current state of these services and the proposed transition approach. While the work is proposed to transition into newly established teams within the Education Portfolio, the intention is not to disconnect from Colleges. In many cases, staff may continue to be located within or closely connected to College environments, ensuring ongoing collaboration and responsiveness to local needs - although not all functions will remain embedded in this way.

The proposed model consolidates functional delivery into future-state teams that will continue to provide these essential services, but in a more integrated and coordinated way. Detailed information about how these services will operate going forward is outlined in the (future-state) sections that follow and is also represented in the proposed Education Portfolio service catalogue ([Appendix 6](#)).

Deliberate design

In designing the future state, strategic consideration has been given to the requirements of a sustainable and student-centred service model. The design reflects a deliberate focus on:

- retaining institutional knowledge while enabling continuous improvement
- enhancing both the student and staff experience
- providing more consistent and streamlined service delivery
- building flexibility and resilience in how resources are deployed.

Approach to aligning current positions

Once the proposed functional design and structure became clear, in identifying the types and numbers of positions required, focused on aligning current positions to the new model. This approach prioritises minimising disruption, retaining valued expertise and recognising that while much of the work remains consistent in purpose, it will be delivered in a more collaborative and future-focused way.

Under the proposed integrated model, services are proposed to be structured to support stronger collaboration and alignment across the University. For example, similar functional responsibilities may be grouped across business units or teams, allowing for development of best practice approaches, and consistent delivery across Colleges. The future-state functions have also been designed to scale and adapt to the natural cycles of the academic calendar, ensuring that teams are well positioned to respond to peak periods and evolving needs.

Consultation on alignment

As this realignment brings together functions that have developed differently across each College, we are approaching the transition with care and flexibility. The University has worked with College leaders to shape this proposal and understand the importance of engaging directly with affected staff. Your insights - about your current roles, capabilities and how your work contributes to the student experience - are essential in helping us shape the best future model.

To support this, we are extending the consultation period and inviting detailed feedback on the proposed structure and the proposed alignment approach. We encourage staff to share both general and role-specific feedback so that we can refine the model in a way that supports continuity, connection to Colleges and future growth.

Transition approach

The University is committed to delivering a thoughtful and supportive transition process. One that prioritises people, values experience and sets both individuals and the institution up for long-term success. While further detail will be provided in any Implementation Plan, we want to share an overview of the transition approach now, given the complexity of the current workforce and the need for transparency.

Because the functions in scope have evolved in unique ways across Colleges, there is not always a direct, one-to-one alignment between current and future roles. However, our intent is to be as clear and open as possible about how existing positions are being considered and how alignment decisions are proposed to be made. We will continue to engage with staff throughout the implementation to ensure the best fit for each person and the future structure.

To guide this transition, the impacts to current positions fall into four key categories:

- **Direct transfers** – These apply where a one-to-one match exists between a current and future position in terms of classification level, number of roles, and required skills. Staff in these roles are proposed to transfer directly into the new structure, subject to minor adjustments to reporting lines, position titles, or duties that do not significantly alter the role's core purpose.
- **Reduced number of positions** – In cases where there are future positions that are substantively aligned to current ones, but they are fewer in number, affected staff will be part of a closed selection process (Closed EOI). This ensures fairness where there are more staff than available roles.
- **Subject to placement process** – These are roles that are not a direct one-to-one alignment due to changes in focus, team structure, or the distribution of work in the future state. In these cases, a placement process will be undertaken to assess the best alignment. Staff will be invited to express interest (also through Closed EOI) indicate preferences for proposed positions at their current classification level and participate in discussions and discovery activities to help assess fit, considering current responsibilities, strengths, capabilities and career interests. Final placement decisions will consider individual preferences and strengths, alongside organisational requirements and the broader needs of the University.
- **Proposed to cease** – This category applies only to positions where there is no clear equivalent in the future structure. For College-based roles, the only positions in this category are currently vacant.

Where more than one future alignment is possible, we will engage closely with staff during the implementation phase before confirming placements. Staff will have the opportunity to express preferences, ask questions and highlight where they see the strongest fit. In some areas, structured processes may be used to ensure alignment that best meets both staff strengths and organisational needs.

Further explanation of the categories and specific impacts is provided in the tables below. More information on the process for transferring staff into the new structure can be found [here](#).

Office of the Deputy Vice-Chancellor (Education) (ODVCE)

The Office of the Deputy Vice-Chancellor (Education) will be reshaped into a delivery-focused, strategically aligned team that leads implementation, supports transition and drives education reform in response to a rapidly evolving higher education sector. With the focus on institutional renewal under the Renew ANU initiative, the ODVCE will play a critical role in enabling curriculum quality, enhancing student experience and responding to increasing external demands, including TEQSA reporting and compliance.

To support this shift, a new **Education Portfolio Director** role is proposed to consolidate operational, strategic, and administrative oversight across the portfolio, and to drive performance across all functions. The Director role will be instrumental to the success of this plan and its ongoing evolution in concert with College strategies. This role will provide high-level executive support to the DVCE, and will bring together currently distributed functions - policy, projects, performance reporting and service operations - into a cohesive and high-performing unit.

The Education Portfolio Director will play a key implementation role, leading the implementation of a practical, fit-for-purpose operating model that reflects the Renew ANU principles: clarity of purpose, shared accountability, consistency with flexibility and service aligned to academic mission. They will ensure the office operates with agility, transparency, and coherence, enabling the DVCE to focus on education strategy and sector

leadership. This includes introducing standardised processes, defining clear responsibilities and embedding outcome-focused planning and reporting frameworks.

During the transition to the new structure, the Director is proposed to lead the embedding of new ways of working across teams, manage change implementation activities, support staff through change and ensure continuity of service. A clear escalation and resolution framework will be established under their leadership to support teams through transition, surface risks and resolve emerging issues in a timely and coordinated manner.

In alignment with Renew ANU, the Education Portfolio will also work closely with the Provost and the Deputy Vice-Chancellor (Research and Innovation) on a series of high-impact, cross-portfolio strategic initiatives. These collaborative efforts will address institution-wide challenges such as academic productivity, rankings performance, workforce planning, infrastructure optimisation and Portfolio sustainability. Senior leaders from each portfolio will jointly lead these initiatives, enabling integrated planning, shared accountability and unified action across teaching, research and analytics. This new collaborative approach ensures that education remains a central and connected pillar of the University's broader strategic direction.

Key proposed changes:

1. One (1) fixed term position proposed to be established.

Student Support and Services

The proposed future state for student support and services will centre around two primary divisions within the Education Portfolio:

- Division of Student Administration and Academic Services (DSAAS) renamed Student Engagement and Academic Management (SEAM);
- University Experience (UE) renamed Experience, Wellbeing and Inclusion (EWI).

A redesigned central model will integrate academic support functions that are currently dispersed across Colleges and Schools, reducing duplication, strengthening service consistency and enabling more efficient, coordinated delivery.

Key proposed changes:

1. Disestablished five (5) roles via VSS (Portfolio only)
2. Disestablished three (3) vacant roles (Portfolio only)
3. Proposed seventy-six (76) roles realigned (College and Portfolio)
4. Proposed sixty-nine (69) realigned via placement (Student Admin 5 and 6/7 cohort)
5. Proposed sixteen (16) new roles established one (1) of which is fixed term

Student Engagement and Academic Management (SEAM)

As part of the proposed redesign, DSAAS will become **Student Engagement and Academic Services (SEAM)**, led by the Registrar. The new name reflects a renewed focus on end-to-end academic and engagement support. The restructure will strengthen the University's core student services by moving from a devolved model to a more integrated, functionally aligned structure with centrally coordinated teams.

Central coordination of services within the Education Portfolio will provide clearer visibility of workload across functions and help identify opportunities to improve processes and reduce inefficiencies. The new team structures are designed with flexibility in mind, allowing staff and managers to better distribute work, respond to peak periods, and ensure support is available where and when it is most needed. Workload levels will be actively monitored as the model is implemented, with mechanisms in place to identify and address issues early to support staff wellbeing and service sustainability.

The proposed changes create a valuable opportunity to simplify academic administration and ensure a more uniform student service experience across the University. By strengthening

oversight of how work is allocated and managed, SEAM will be better equipped to adapt to fluctuations in demand and support a more balanced workload for staff.

Figure 1 and Figure 2 in Appendix 3 illustrate the changing team structure of DSAAS/SEAM.

This approach will streamline processes, minimise duplication and create a more consistent, seamless experience for students. Significant opportunities for business process improvement exist within each functional team, allowing staff to directly contribute to shaping a more coherent and student-focused service model.

It is proposed that the following teams will be formed from both Portfolio and School/College staff:

- Student Communications
- Student Events
- Student Call Centre
- Student Life
- Student Academic Support
- Exams, Prizes and Conferrals
- Timetabling
- Student Conduct and Appeals
- SEAM Projects

A reimagined **Student Central** will become a true ‘one-stop-shop’ for coursework students with a central hub and strategically placed satellite service points across campus. Student Central and its satellites will be the key service points for advice, making support pathways accessible and straightforward. These will be supported by a tiered service model, including email and phone channels to improve accessibility, responsiveness and process efficiency. A student communication and events team (moving from University Experience to SEAM) will lead proactive engagement with coursework students from application to graduation, bringing student communications into a cohesive, holistic, annual communication strategy. The Student Central team will focus on four core areas:

- The **Student Events** team will manage events that reach large cohorts of students (i.e. graduation ceremonies, orientation week), with the expectation that program specific or small events (i.e. seminars, book launches, BBQs) will be managed by the host College.
- The **Student Communications** team will manage communications including outbound email, text, and call and email campaigns, webpages, landing pages, and social media, across the student lifecycle from application to graduation.
- The **Student Call Centre** will manage inbound calls from potential and current students, and implement outbound call campaigns at strategic points of the student journey (i.e. offer to enrolment conversion)
- Physical **hubs** for face-to-face interaction with coursework students, with one primary hub in Kambri Precinct, supported by two additional satellite service points and pop-up service points as required throughout the student calendar.

The Student Central team will manage key data on student engagement from lead to graduation and collaborate across the University to understand service trends and student feedback. The team will both support and be supported by Colleges and other units to enable proactive delivery of communications and events.

It is proposed that **Student Engagement** will consolidate teams aligned to key stages of the student enrolment journey, including:

- Enrolments and Finance
- Transition and Retention
- Student Academic Support

Enrolments and Finance will retain their primary purpose of processing student enrolment and student financial transactions, including late withdrawal requests.

It is proposed that the Student Life, Orientation and Transition team move from University Experience to **SEAM** to become the **Transition and Retention** team, retaining responsibility for

orientation while expanding to include a student retention function. The revised team will deliver year-round programs to support student retention, monitor engagement and contribute to annual reporting obligations under the Student Support Policy for TEQSA compliance.

The proposed **Student Academic Support** team will provide coordinated support to students throughout their academic journey, combining expertise from College student services and functions currently delivered by DSAAS. This includes academic progression, program completion, credit, ESOS compliance, permission codes and related processes. This team will redesign and streamline support currently delivered by Colleges and Schools, becoming a key point of collaboration for Colleges. It will also provide operational support for processes requiring academic decisions.

The new **Academic Management** stream will support curriculum-related activities for students, including:

- Exams, Prizes and Conferrals
- Timetabling
- Student Systems
- Compliance

Exams, Prizes and Conferrals will continue to provide exam support to students and Colleges. The prizes function will operate under a centralised model, with all related activity managed by the team in collaboration with academic staff and Advancement. The team will also manage post-completion processes through to the issuance of testamurs and transcripts. Graduation event management will transfer to the **Student Events** team.

The **Student Systems** team will continue to support staff across the Division in the use of all core systems, including SAS, CMS, and Programs and Courses. It will also act as the primary liaison with ITS value streams to ensure proactive, forward-looking system management. Following CRM implementation, the team is proposed to include a dedicated CRM administrator.

The **Compliance** team will monitor institution-wide adherence to TEQSA and ESOS requirements and academic policies. Responsibilities include managing responses to regulatory requests, providing systems and training for staff and supporting professional accreditation processes in collaboration with Colleges and the Projects team.

Two further teams will strengthen service delivery:

- Student Conduct & Appeals;
- Strategic Projects.

These integrated teams aim to improve consistency and support for both students and staff. Colleges will continue to play a key role in these areas, and there are no proposed changes to current delegations held by Associate Deans (Education).

The proposal assumes the development of a clear, fully articulated service framework that sets out expectations for students and staff, enhances self-service options and supports a tiered service approach.

Experience, Wellbeing and Inclusion (EWI)

It is proposed that the **University Experience (UE) Division** be renamed **Experience, Wellbeing and Inclusion (EWI)** to better reflect its evolving mandate and strategic focus. The new name recognises the Division's leadership in promoting student wellbeing, fostering inclusion, and delivering prevention-oriented programs that address the broader conditions that shape student success.

Under the current structure, University Experience brings together a wide range of student-facing services and programs. The proposed redesign seeks to:

- provide clearer focus and role clarity across teams
- strengthen functional alignment between student wellbeing, inclusion, and support services
- enable closer integration with academic services under the Education Portfolio

- align with the ANU commitment to equity, safety, and belonging as key pillars of student success

A review of functions data demonstrated that there were no areas within Colleges that were providing the same functions as those provided through University Experience. Therefore, there are no proposed moves of professional staff from Colleges to EWI.

EWI will continue to be led by the Director and will take on a strengthened identity within the Education Portfolio as the area responsible for enabling a supportive, equitable and connected student experience. Its work encompasses key services such as mental health and counselling, accessibility and inclusion, student safety and consent education and co-curricular enrichment. The renamed Division will maintain a close partnership with **Student Engagement and Academic Services (SEAM)** to ensure that student support is coordinated, responsive and student-centred across both academic and non-academic domains. Together, EWI and SEAM will deliver a holistic experience for all students — ensuring that core academic services and personal support systems are integrated, accessible and aligned with the University's institutional goals for equity, belonging, and academic success.

The proposed redesign will enable greater coordination and consistency in wellbeing, equity, and inclusion services, while also improving internal processes across prevention and support functions. It places a strong emphasis on staff wellbeing by enhancing workload transparency and ensuring the capacity to scale support during high-demand periods.

Figure 3 and Figure 4 in Appendix 3 illustrate the changing team structure of UE/EWI.

The redesigned division will focus on two core areas:

1. Prevention and Inclusion: this stream will lead the University's proactive work to foster a safe, respectful and inclusive environment, including preparing for the new *National Higher Education Code to Prevent and Respond to Gender-based Violence*.

Key functions:

- Coordinating major institutional strategies such as the Student Safety and Wellbeing Plan, Mental Health Strategy, Anti-Racism Strategy, Reconciliation Action Plan and Gender Equity Strategy.
- Partnering with People and Culture to embed these strategies across the University.
- Delivering training and capacity-building programs.
- Leading student equity, outreach and inclusion initiatives.
- Managing evaluation, data and reporting on inclusion activities.

As part of this realignment, the Community Connect and Kitchen Garden programs, which have a key equity and belonging focus, will move into the **Student Equity** team within Inclusive and Respectful Communities.

2. Wellbeing and Support Services: this stream will continue to provide clinical and case management support to students through:

- Medical Centre services
- Accessibility services
- Counselling
- Case management

Proposed enhancements include:

- The establishment of a dedicated manager for both arms of the Student Wellbeing and Accessibility team ensures a consistent structure for the two services.
- The establishment of new Case Managers, Accessibility will standardise the qualifications and expertise in the Student Wellbeing and Accessibility team, allowing for improved capacity during the differing peak periods. Team members will be able to work across teams allowing workloads to be better managed during these peak times.
- A Clinic Manager/Nurse Practitioner will be established to oversee both clinical services and operations in the Medical Centre. This provides strong clinical oversight of the Medical Centre and improves overall practice management, allowing the Health

and Wellbeing Operations Coordinator to focus on front of house operations for the medical service. The Clinic Manager/Nurse Practitioner will be part-time management, part-time clinical supporting improved access to appointments for students.

- The Health and Wellbeing Operations Coordinator will oversee the front of house services within the Medical Centre only, with the Health and Wellbeing Support Officers reporting line moving to the Manager, Clinical Intake, in recognition that their roles provide support for Student Wellbeing and Accessibility, and Counselling services.
- The Clinical Intake team will be expanded with an additional Clinical Intake Officer and a new Manager to reflect the importance and high level of demand of the team.
- In recognition that the Counselling service is in high demand an additional counsellor will be established to improve student access to the service.

Student Life

The Student Life team will be disbanded, with its functions redistributed across the Education Portfolio to improve alignment and reduce duplication. These changes ensure that services sit with the most appropriate and strategically aligned teams:

Current Function (Student Life)	Proposed New Home
Orientation, Set4ANU, Student Communications and Events	SEAM (Student Engagement and Academic Management, formerly DSAAS)
ANU+ Program	Careers and Employability (Learning and Teaching stream)
Australia Awards	International and Future Students
Community Connect & Kitchen Garden	Inclusive and Respectful Communities – Student Equity team

Learning and Teaching

The proposed future state for Learning and Teaching, led by the Pro Vice-Chancellor (Learning and Teaching) introduces a refreshed service model including these five aligned areas (illustrated by [Figure 5](#) and [Figure 6](#) in [Appendix 3](#)):

- Education Transformation
- Curriculum Architecture
- Teaching Credentials and Awards
- ANU Careers and Employability
- The McCusker Institute and Tuckwell Scholars House

The **Enabling Education** function is designed to support continuous improvement and innovation in response to the rapidly evolving higher education landscape. This function will consist of three teams:

- **Education Transformation:** Focused on enhancing the quality of learning and teaching educational offerings by addressing strategic priorities and supporting engaging educational delivery.
 - This team will incorporate the realigned Online Program Development team from the College of Asia and the Pacific.
- **Curriculum Architecture:** Supporting curriculum analytics, evaluation, governance and continuous curriculum improvement across the University.
- **Teaching Credentials and Awards:** Responsible for training, credentialing and recognising the achievements of teaching academics.

Associate Deans (Education) will lead and steward key strategic initiatives across the University, including AI integration, delivery of large-scale courses, exams and invigilated assessment, and group work at scale. These initiatives will be guided by a new Learning and Teaching Strategy (2026–2030) which will be collaboratively developed between the Education Portfolio and the Colleges with Associate Deans (Education) taking a leadership role. Associate Deans

(Education) will also be assisted by an Associate Dean Education Support Team that provides for enhanced business continuity and consistency.

Alongside Enabling Education are two aligned areas that play a vital role in supporting student success and engagement:

- **ANU Careers and Employability** will adopt a hub-and-spoke model to unify and streamline career development services across Colleges. This new approach will provide students with consistent, high-quality support regardless of their discipline, helping them to develop career-readiness skills, access internships and employment opportunities, and navigate their transition from study to work. The ANU+ program, which recognises co-curricular contributions and develops students' leadership and community engagement capabilities, will move from Student Life to become part of Careers and Employability.
- **The McCusker Institute and Tuckwell Scholars House** continue to enrich the ANU student experience through programs focused on leadership, learning and service. Fostering intellectual engagement and community among students, these areas support the development of ethical and impactful future leaders. They offer unique learning experiences, mentorship, and opportunities for students to engage in service-oriented initiatives that align with the University's values.

Key proposed changes:

1. Disestablished one (1) role via VSS (Portfolio only)
2. Disestablished two (2) vacant roles (Portfolio only)
3. Proposed thirty-eight (38) roles realigned (College and Portfolio)
4. Proposed three (3) new roles established one (1) of which is fixed term

International and Future Students

The proposed redesign of International and Future Students, led by the Pro Vice-Chancellor (International and Future Students), aims to consolidate and strengthen the University's approach to recruiting and supporting a diverse, high-achieving student cohort. The redesign establishes a centre-led, strategically aligned and sustainable structure, reducing duplicated effort and improving efficiency across the student recruitment lifecycle.

Under this proposal, key services relevant to this division have been functionally aligned into new, harmonised, central service teams. Relevantly, the reconceived International and Future Students division will see an overall growth in staffing profile as it draws in critical experts from across the University in alignment with new functional responsibility.

The proposed redesign offers significant opportunities for business process improvement and more consistent service delivery within functional teams, across the division, and more broadly. Further, the proposed redesign prioritises staff wellbeing by improving visibility of workloads and enhancing the division's ability to respond to peak-period demands. This new structure is illustrated by [Figure 7](#) and [Figure 8](#) in [Appendix 3](#).

Together, these changes are designed to strengthen the University's ability to attract exceptional students, foster global partnerships, and deliver a consistent, data-informed recruitment experience that reflects the University's national and international mission.

The new structure comprises the **International Office** and an integrated **Recruitment and Admissions team**.

Under this proposal, the International Office will retain responsibility for Global Programs and Partnerships, including the Foreign Arrangements & Compliance and Strategic Analysis & Briefings teams, and will formally oversee relationship with the University's international office in North America.

It will also centrally coordinate Transnational Education (TNE) partnerships, working with Colleges and Schools to monitor existing arrangements and develop new pathways for international students. Centralisation of this function enables the opportunity for streamlined process with the Global Partnerships and Foreign Arrangements & Compliance team, the opportunity to harmonise key relationships with partners, and scope to consider the formation of more University-wide agreements. This team will seek to draw in relevant expert staff from the Colleges, in order to build and enhance existing TNE partnerships. This team will also maintain close contact with Colleges and Schools in order to optimise TNE opportunities for the University.

A new Sponsored Students team will be established to streamline relationship management with sponsors, oversee formal agreements and renewals, and provide tailored support and programming for sponsored cohorts. Relevant expert staff (for example, the Australia Awards teams) from across the University will be consolidated into the new TNE and Sponsored Students teams. At the heart of this proposed redesign is the goal of providing more consistent, timely and high-quality support for sponsored students. It also seeks to address any perception of inconsistency in support for sponsored students. In addition, the creation of this centralised Sponsored Students team seeks to simplify existing team structures and allows for the University to provide sponsors with a single point of contact, enabling opportunities for improved sponsor support and engenders improved relationship management. This proposal further seeks to grow relationships and create enhanced opportunities with key existing and prospective sponsors, noting the strategic importance of sponsored student cohorts for the University, particularly within the current regulatory environment. In order to achieve this, it is proposed that key expert staff from existing teams supporting sponsored students be incorporated into this new Sponsored Student team.

The Recruitment and Admissions team will lead strategy and operations for domestic and international student recruitment, admissions and scholarships and will facilitate strategic activity with the China Liaison Office. It will bring together the domestic and international Future Students teams, the Admissions & Scholarships teams, and key staff from Colleges to strengthen student recruitment through the addition of leadership roles within the international future student team. In addition, a market analysis team is proposed to be added to Recruitment and Admissions, in order to provide material data and analysis to drive strategic direction and agility to the dynamic market environment. The Future Student Enquiry Team is proposed to transition to the Student Central Call Centre within the Division of Student Engagement and Academic Management (SEAM).

Key proposed changes:

1. Disestablished one (1) role via VSS (Portfolio only)
2. Disestablished three (3) vacant roles (Portfolio only)
3. Proposed twenty-eight (28) roles realigned (College and Portfolio)

Summary of proposed changes

The proposed changes will include:

ACADEMIC FUNCTIONS	
Area	Summary of proposed actions
<i>Student Engagement and Academic Services (SEAM)</i>	<ul style="list-style-type: none"> Establishment of the Student Engagement stream to deliver student facing services including enrolments, finance, student academic support and orientation and retention activities. Proposed realignment of the Enrolments and Finance Team and associated processes. Establishment of the new Student Academic Support Team within Student Engagement to deliver

	<p>primary support to students regarding progression, completion, credit, student ESOS compliance and liaison with academic staff where academic decisions are required.</p> <ul style="list-style-type: none"> • Proposed realignment of the student ESOS compliance activities from the Student Regulations team to the new Student Academic Support Team. • Proposed realignment of the Student Communications, Student Events, Future Students call centre to a reimagined Student Central. • Proposed new CRM Administrator position in recognition of the criticality of a CRM to the new ways of working • Proposed realignment of the Student Business Systems team to the Academic Management stream
<i>Experience, Wellbeing and Inclusion (EWI)</i>	<ul style="list-style-type: none"> • Proposed realignment of the orientation and transition portion of the Student Life team into the Student Engagement Team and the addition of a new retention section to centralise retention activities. • Proposed focus for UE Division more targeted to prevention, response and health/support services only reflecting key incoming initiatives for prevention and response to gender-based violence.
<i>Learning and Teaching</i>	<ul style="list-style-type: none"> • Establishment of structures to support teaching, the management and evolution of curriculum, and academic advancement of staff involved in the delivery of the ANU teaching and learning enterprise. • Developing innovative online-only programs in areas of high demand, drawing on expertise from the College of Asia and the Pacific and other Colleges as appropriate. • Proposed expansion of the ANU Careers and Employability team to operate in a hub-and-spoke model, drawing on expertise from the College of Business and Economics; and to include the ANU+ volunteering program.
<i>International and Future Students</i>	<ul style="list-style-type: none"> • Proposed realignment of sponsored students functions to enable improved service delivery and relationship management. • Development of an enhanced team to manage and grow student pipelines, external pathways, articulations and transnational education opportunities. • Proposed realignment of admissions and scholarships under student recruitment, which will include a new stream of market analysis to enhance recruitment strategies and work with Colleges.

This Change Proposal is designed to deliver significant benefits, including streamlined processes, consistency and improved service delivery, and an enhanced staff and student experience. Centralising core functions will reduce duplicated effort and strengthen the University's ability to drive and deliver university - wide strategic goals.

By building strong, interconnected academic division and driving academic service delivery transformation, ANU will be well-positioned to adapt to emerging challenges and opportunities while achieving long-term financial sustainability and operational excellence.

Overview of impacts of the proposed change

The proposal to move education focused professional roles from colleges and schools into consolidated teams in the Education Portfolio teams is driven by the Renew ANU Principles to achieve consistency across function, to realise and ensure operational efficiency and effectiveness and create clear workforce pathways. While the restructure reduces total position numbers, it strengthens duty alignment, increases role clarity, creates a robust and efficient workforce that allows for greater strategic alignment and strengthens business continuity and cohesion. workload fairness, industrial compliance, and job security for the ongoing workforce.

Importantly and with the shift from colleges and schools to the Education Portfolio a number of roles at SM1, ANU08, ANU06/7 and ANU05 will be at risk of being declared surplus and subject to EOI Processes. In reviewing the span of work and with academic functions in 6 colleges shifting to a centre led model, there is a reduced need for certain roles, in particular managerial roles, primarily through the centralisation and redesign of processes. This reflects the more integrated, functional model and the creation of stronger middle-tier capability, allowing leadership to be more streamlined and focused and recognises the flattening of management layers and a clearer delineation of responsibility across new team structures

Similarly and under this change proposal 147 college and portfolio roles have been realigned into the new Education Portfolio following an assessment of position descriptions, titles and engagement with college and portfolio leaders.

The proposed impacts of this Change Proposal include:

- Disestablishment of twenty-two (22) roles via VSS
- Disestablishment forty-four (44) vacant roles
- 147 roles realigned
- Sixty-nine (69) Student Administration roles (ANU05 and ANU06/7 levels) realigned via a placement process
- Reduction of twenty-seven (27) roles via closed EOI processes
- Seventeen (17) new roles established
- Three (3) new fixed -term roles established

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

Position count impact summary		
Action	Current combined position count (Portfolio + College)	480
Disestablished	Less positions currently vacant proposed to be disestablished	-44
	Less positions disestablished through VSS (including Colleges)	-22
	Less positions proposed to be reduced via closed EOI processes (including Colleges)	-27
Total		387
New	Plus new roles proposed (including 3 fixed term)	20
Subtotal		407

Realigned in	Positions proposed to be realigned from CSS	6
	Positions proposed to be realigned from CASS	5
	Positions proposed to be realigned from CBE	11
	Positions proposed to be realigned from CoSM	3
	Positions proposed to be realigned from CLGP	10
	Positions proposed to be realigned from CAP	6
Proposed future position count		448

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 the newly created Education Portfolio. 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 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
- 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 1](#)).

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
International and Future Students						
ANU International Office	Senior Manager, International Partnership Development	SM1	30845	1	1 Position Disestablished	1 N/A Vacant
Student Recruitment	Manager, International Development	ANU08	34521	1	1 Position Disestablished	1 N/A Vacant
Student Recruitment	Senior Coordinator, International Stakeholder Engagement	ANU06/7	34230	1	1 Position Disestablished	VSS
Global Programs	Events and Communications Officer	ANU05	26937	1	1 Position Disestablished	1 N/A Vacant
Learning and Teaching						
Careers and Employability	Administrative Assistant	ANU04	38848	1	1 Position Disestablished	1 N/A Vacant
Learning and Teaching	Senior Manager, Education Support	SM2	N/A	1	1 Position Disestablished	1 N/A Vacant
Education Innovation and Development	Senior Manager, Education Innovation and Development	SM2	36423	1	1 Position Disestablished	VSS
Student Administration and Academic Services / Student Engagement and Academic Management						
Academic Standards and Quality	Deputy Manager, Programs Courses and Reporting	ANU08	19206	1	1 Position Disestablished	VSS
DSAAS Projects	Senior Project Officer, DSAAS	ANU08	38278	1	1 Position Disestablished	VSS
Academic Services	Senior Graduations and Prizes Officer	ANU06/7	817	1	1 Position Disestablished	VSS
University Experience / Experience Wellbeing and Inclusion						
Accessibility	Disability and Equity Advisor	ANU06/7	34709	1	1 Position Disestablished	1 N/A Vacant
Inclusive and Respectful Communities	Administration Officer	ANU05	36733, 36734	2	2 Positions Disestablished	1 N/A Vacant 1 VSS
Student Life	Deputy Manager, Community Engagement	ANU08	34460	1	1 Position Disestablished	VSS

Student Safety and Wellbeing	Case Manager	ANU06/7	37115	1	1 Position Disestablished	1 N/A Vacant
College of Arts and Social Sciences						
	Deputy Manager, Student Admin	ANU08	35524	1	1 Position Disestablished	1 N/A Vacant
	Deputy Manager, Education Tech	ANU08	35538	1	1 Position Disestablished	VSS
	Prizes & Scholarship Coordinator	ANU06/7	33609	1	1 Position Disestablished	1 N/A Vacant
	Student Advisor	ANU06/7	35527	1	1 Position Disestablished	VSS
	Marketing & Student Recruitment Coordinator	ANU06/7	36311	1	1 Position Disestablished	1 N/A Vacant
College of Asia and the Pacific						
	Snr Edu and Training Designer	ANU08	19254	1	1 Position Disestablished	1 N/A Vacant
	Dty Mgr-Mktg & Student Rectmnt	ANU08	34255	1	1 Position Disestablished	1 N/A Vacant
	Dep Mgr Partnerships Regional	ANU08	37524	1	1 Position Disestablished	1 N/A Vacant
	Education Support Manager	ANU08	25266	1	1 Position Disestablished	VSS
	Student Recruitment Coordinator	ANU06/7	17362	1	1 Position Disestablished	1 N/A Vacant
	Snr Mktg & Stdnt Rec Officer	ANU06/7	29004	1	1 Position Disestablished	1 N/A Vacant
	Digital Education Technologist	ANU06/7	39393	1	1 Position Disestablished	1 N/A Vacant
	Snr Student Admin Officer	ANU06/7	14649	1	1 Position Disestablished	VSS
	Program Administrator	ANU06/7	24128	1	1 Position Disestablished	VSS
	Education Support Officer	ANU05	29286	1	1 Position Disestablished	1 N/A Vacant
	Student Recruitment Officer	ANU05	29729	1	1 Position Disestablished	1 N/A Vacant
	Student Administration Officer	ANU05	31949	1	1 Position Disestablished	1 N/A Vacant
	Student Administration Officer	ANU05	33380	1	1 Position Disestablished	VSS
College of Business and Economics						
	Manager, InternaStudentRec&Part	SM1	31334	1	1 Position Disestablished	1 N/A Vacant
	Education Project Officer	ANU08	14300	1	1 Position Disestablished	1 N/A Vacant
	Dep Mgr, Careers & Student Emp	ANU08	32843	1	1 Position Disestablished	1 N/A Vacant
	Student Employability Coord	ANU06/7	13687, 32401, 40008	3	3 Positions Disestablished	3 N/A Vacant

	Student Services Officer	ANU05	14223, 15511	2	2 Positions Disestablished	2 N/A Vacant
	Student Employability Officer	ANU04	37016	1	1 Position Disestablished	1 N/A Vacant
College of Law, Governance and Policy						
	Manager, Teaching & Learning	SM1	288	1	1 Position Disestablished	VSS
	Deputy Manager - M&SR	ANU08	38890	1	1 Position Disestablished	1 N/A Vacant
	Careers Consultant	ANU08	35980	1	1 Position Disestablished	1 N/A Vacant
	Senior Administrator, Education-Governance	ANU06/7	42147	1	1 Position Disestablished	1 N/A Vacant
	Student Employability Officer	ANU05	35981	1	1 Position Disestablished	1 N/A Vacant
	Administration Officer	ANU05	22158, 24897	2	2 Positions Disestablished	2 N/A Vacant
	Student Recruitment Officer	ANU05	35522	1	1 Position Disestablished	VSS
College of Science and Medicine						
	Executive Officer (STLC)	SM1	9464	1	1 Position Disestablished	VSS
	Student Administration Manager	ANU08	24602	1	1 Position Disestablished	VSS
	Physics Education Prog Coord	ANU06/7	23328	1	1 Position Disestablished	1 N/A Vacant
	Student Services Officer	ANU05	16672, 16807, 24056	3	3 Positions Disestablished	1 VSS 2 N/A Vacant
	Education Support Officer	ANU05	36595	1	1 Position Disestablished	1 N/A Vacant
	IRP Officer - STEMM	ANU05	39811	1	1 Position Disestablished	1 N/A Vacant
	Administration Assistant	ANU04	9662	1	1 Position Disestablished	1 N/A Vacant
College of Systems and Society						
	Student Employability Manager	SM1	34327	1	1 Position Disestablished	1 N/A Vacant
	Education Transformation Offic	ANU08	37254	1	1 Position Disestablished	VSS
	Services Coordinator - ACA Ser	ANU06/7	36373	1	1 Position Disestablished	1 N/A Vacant
	Marketing & Recruitment Coord	ANU06/7	5481	1	1 Position Disestablished	VSS
	Senior Student Admn Officer	ANU06/7	7504, 38896	2	2 Positions Disestablished	2 VSS
	Academic Services Officer	ANU05	11239	1	1 Position Disestablished	1 N/A Vacant
Total: 66 positions proposed to be disestablished (44 vacant, 22 VSS)						

Positions subject to realignment through placement process

The **Continuing** positions in the groups below are expected to continue in the future structure in a similar form; however, changes in focus, or distribution of work across the teams mean that the existing distribution of roles does not align one-to-one with the proposed structure and instead, roles will often align with multiple future roles.

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

While the placement process will follow a similar EOI approach to above, there will be sufficient ongoing roles at the same classification level for all affected staff undertaking similar work. As such, no positions in this group are considered to be at risk of being disestablished.

To support the transition, a placement process will be undertaken to align staff to the most suitable roles in the new structure. Staff will be asked to indicate their preferences for allocation within the proposed structure at the same classification level and participate in discussions and discovery activities to help assess alignment based on current responsibilities, capabilities and career interests.

Affected staff are also welcome to express interest in new roles outside of this group, noting that appointment to those positions may be subject to a separate assessment process.

See the "Process and timing for transferring staff into the new structure" [section](#) for more details.

Future Division	Future Team	Position Title	# of Future Positions	Total Number of Future Positions	Total Number of Current Positions	Position Numbers	Proposed Position Outcome	Proposed Occupant Impact
Student Administration – ANU Officer Grade 6/7								
SEAM	Student Assistance	Student Communications Officer	1	40	40	15324, 7890, 21151, 24348, 24914, 31084, 39605, 40551, 20304, 14810, 36222, 19061, 36500, 36709, 7738, 34100, 34682, 38413, 24422, 35526, 35528, 35530, 35532, 3323, 11804, 12450, 31408, 31419, 33109, 33256, 39216, 39931, 39933, 21762, 22770, 151, 167, 177, 39932, 29817	40 positions proposed to realign with an updated position title, roles and responsibilities and change of reporting line.	Direct Transfer
SEAM	Student Assistance	Student Events Officer	5					
SEAM	Student Assistance	Student Hub Team Coordinator	1					
SEAM	Academic Management	Academic Administration Coordinator	1					
SEAM	Academic Management	Exams and Results Coordinator	2					
SEAM	Academic Management	College Timetabling Liaison	1					
SEAM	SEAM Projects	Project Officer, SEAM	2					
SEAM	Student Integrity	Senior Appeals and Integrity Officer	3					
SEAM	Student Engagement	Academic Liaison Coordinator	5					
SEAM	Student Engagement	Senior Student Academic Advisor	16					
SEAM	Student Engagement	Student Life Coordinator, Orientation	1					

SEAM	Student Engagement	Student Life Coordinator, Re- tention	2					
Student Administration – ANU Officer Grade 5								
SEAM	Student Assistance	Student CE Administration Of- ficer	1	29	29	39770, 35533, 29264, 31969, 33979, 17328, 18489, 19222, 20279, 20286, 28406, 30958, 181, 3428, 25262, 19338, 17963, 21647, 21804, 38303, 40381, 5592, 23019, 25089, 35073, 36995, 37382, 23642, 17022	29 positions pro- posed to realign with an updated po- sition title, roles and responsibilities and change of re- porting line.	Direct Transfer
SEAM	Student Assistance	Student Hub Officer	2					
SEAM	Academic Management	Academic Compliance Officer	1					
SEAM	Academic Management	Academic Administration Of- ficer	1					
SEAM	Academic Management	Prizes Officer	3					
SEAM	Academic Management	Conferral Officer	1					
SEAM	Academic Management	Exams and Results Officer	3					
SEAM	Academic Management	Timetabling Officer	3					
SEAM	Student Engagement	Student Academic Advisor	11					
SEAM	Student Engagement	Student Life Officer, Set4ANU	1					
SEAM	Student Engagement	Student Life Officer, Retention	1					
EWI	Inclusive and Respectful Communities	Program Officer, Governance and Strategies	1					
Total: 69 positions proposed to direct transfer								

Positions proposed to be reduced in number

The **Continuing** positions listed below have been assessed as **substantially similar** to positions in the future structure, but there are **more current staff than available positions**.

To manage this, a **closed assessment process (closed EOI)** will be conducted, limited to relevant affected staff. Direct appointments will be made in order of **merit**. Staff not successful through this process will be supported to seek other internal opportunities. See the “Process and timing for transferring staff into the new structure” section for more details.

Future Team	Position Title	Classification	# of Future Positions	Total Number of Future Positions	Total Number of Current Positions	Position Numbers	Proposed Position Outcome	Proposed Occupant Impact
ANU Senior Manager 1								
Sponsored Students (IFS)	Manager, Sponsored Students	SM1	1	6	10	34608, 36742, 16496 20926, 34734, 35653 35523, 15891, 20202, 35654	4 positions proposed to be disestablished. 6 position proposed to realign with an updated position title, roles and responsibilities and change of reporting line.	Closed EOI 4 staff at risk of being declared surplus
Student Recruitment and Admissions	Manager, Market Analysis	SM1	1					
Transnational Education	Manager, Transnational Education	SM1	1					
Enabling Education (Learning and Teaching)	Manager, Education Transformation	SM1	1					
Learning and Teaching	Manager, ADE Support	SM1	1					
Student Engagement (SEAM)	Manager, Transition and Retention	SM1	1					
ANU Officer Grade 8								
Sponsored Students (IFS)	Deputy Manager, Sponsored Students Engagement	ANUO8	1	13	23	20317, 40602, 35525, 24929, 19162, 32732, 36037, 155, 22497,	10 positions proposed to be disestablished.	Closed EOI

Transnational Education (IFS)	Transnational Education Consultant	ANU08	3			35670, 35829, 35534, 23664, 30637, 21702, 17044, 17048, 32939, 8507, 31771, 21220, 38949, 7436	13 positions proposed to realign with an updated position title, roles and responsibilities and change of reporting line.	10 staff at risk of being declared surplus
Enabling Education (LT)	Team Leader, Curriculum Architecture	ANU08	1					
Learning and Teaching (LT)	Deputy Manager, ADE Support	ANU08	2					
Student Assistance (SEAM)	Deputy Manager, Student Calls	ANU08	1					
Academic Management (SEAM)	Deputy Manager, Prizes and Conferrals	ANU08	1					
Student Integrity (SEAM)	National Student Ombudsman Liaison	ANU08	1					
Student Engagement (SEAM)	Deputy Manager, Student Academic Support	ANU08	3					
ANU Officer Grade 6/7								
Sponsored Students (IFS)	Sponsored Students Coordinator	ANU06/7	2	18	28	35441, 21219, 13103, 27695, 7591, 29456, 38891, 19496, 36011, 39302, 41453, 37154, 35535, 35536, 35540, 35541, 35542, 8430, 8257, 39632, 16654, 21530, 32201, 37261, 37567, 37568, 3630, 17970	10 positions proposed to be disestablished. 18 positions proposed to realign with an updated position title, roles and responsibilities and change of reporting line.	Closed EOI 10 staff at risk of being declared surplus
Sponsored Students (IFS)	Sponsor Relations Coordinator	ANU06/7	1					
Student Recruitment and Admissions (IFS)	Market Analysis Coordinator	ANU06/7	2					
Enabling Education (LT)	Education Transformation Coordinator	ANU06/7	3					

Enabling Education (LT)	Curriculum Architecture Coordinator	ANU06/7	2					
Enabling Education (LT)	Teaching Credentials and Awards Coordinator	ANU06/7	1					
Careers and Employability (LT)	Agreements Coordinator	ANU06/7	2					
Careers and Employability (LT)	Careers and Employability Officer (CBE and CSS)	ANU06/7	2					
Learning and Teaching (LT)	ADE Support Coordinator	ANU06/7	2					
Inclusive and Respectful Communities (EWI)	Program Coordinator, Governance and Strategies	ANU06/7	1					
ANU Officer Grade 5								
Enabling Education	Curriculum Architecture Officer	ANU05	1	5	8	35537, 39014, 10702, 26826, 28106, 29608, 20581, 34693	3 positions proposed to be disestablished. 5 position proposed to realign with an updated position title, roles and responsibilities and change of reporting line.	Closed EOI 3 staff at risk of being declared surplus
Careers and Employability	Employability and Engagement Officer, Placements and Capstones	ANU05	1					
Sponsored Students	Sponsored Students Officer, Australia Awards	ANU05	1					
Sponsored Students	Sponsored Students Officer	ANU05	2					
Total: 27 positions proposed to be disestablished								

Direct transfer into new structure with minor changes

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
Office of the DVCA							
Office of the DVCA	Deputy Vice-Chancellor, Academic	Deputy Vice-Chancellor, Education	Executive	23619	1	Change of position title	Direct transfer
Office of the DVCA	Senior Advisor, ODVCA	Senior Advisor, ODVCE	SM3	23757	1	Change of position title	Direct transfer
Office of the DVCA	Executive Officer, ODVCA	Executive Officer, ODVCE	ANU08	41202	1	Change of position title	Direct transfer
Office of the DVCA	Executive Assistant, ODVCA	Executive Assistant, ODVCE	ANU06/7	14478	1	Change of position title	Direct transfer
Office of the DVCA	Executive Support Officer, ODVCA	Executive Support Officer, ODVCE	ANU06/7	35601	1	Change of position title and reporting line to Executive Officer, ODVCE	Direct transfer
International and Future Students							
Admissions and Scholarships	Associate Director, Admissions and Scholarships	Senior Manager, Admissions and Scholarships	SM2	26647	1	Change of position title	Direct transfer
ANU International Office	Director, ANU International Office	Head of ANU International Office	SM3	32596	1	Change of position title	Direct transfer
Foreign Arrangements and Partnerships	Senior Manager, International Partnership Development	Manager, Foreign Arrangements and Partnerships	SM1	30842	1	Change of position title	Direct transfer
Foreign Arrangements and Partnerships	Manager, Strategic Analysis and Briefings	Deputy Manager, Strategic Analysis and Briefings	ANU08	34026	1	Change of position title	Direct transfer
Foreign Arrangements and Partnerships	Manager, Foreign Arrangements and Compliance	Deputy Manager, Foreign Arrangements and Compliance	ANU08	36578	1	Change of position title	Direct transfer
Scholarships	Senior Coursework Scholarship Officer	Coursework Scholarship Coordinator	ANU06/7	15853, 31506, 37128	3	Change of position title	Direct transfer
Sponsored Students	International Business Development Officer	Sponsor Relations Coordinator	ANU06/7	38332	1	Change of position title	Direct transfer
Student Recruitment	Associate Director, Future Students (International)	Senior Manager, Future Students (International)	SM2	33126	1	Change of position title	Direct transfer
Student Recruitment	Associate Director, Future Students (Domestic)	Senior Manager, Future Students (Domestic)	SM2	33145	1	Change of position title	Direct transfer
Student Recruitment	Senior Manager, Marketing and Events	Manager, Marketing and Events	SM1	37604	1	Change of position title	Direct transfer
Student Recruitment	Future Student Manager (Undergraduate)	Deputy Manager, Future Students (Undergraduate)	ANU08	1053	1	Change of position title	Direct transfer

Student Recruitment	Manager, International Stakeholder Engagement	Deputy Manager, International Stakeholder Engagement	ANU08	34302	1	Change of position title	Direct transfer
Student Recruitment	Future Student Manager (Postgraduate)	Deputy Manager, Future Students (Postgraduate)	ANU08	40813	1	Change of position title	Direct transfer
Student Recruitment	Senior Coordinator, International Stakeholder Engagement	International Stakeholder Engagement Coordinator	ANU06/7	32487	1	Change of position title	Direct transfer
Student Recruitment and Admissions	Director, Future Students	Head of Student Recruitment and Admissions	SM3	32065	1	Change of position title	Direct transfer
Student Recruitment and Admissions	Senior Manager, International Development	Regional Manager, Central Asia, South Asia, Middle East and Africa	SM1	38087	1	Change of position title and reporting line to Senior Manager, Future Students (International)	Direct transfer
Future Students	Team Leader, Future Student Enquiries	Team Coordinator, Future Student Enquiries	ANU06/7	33400	1	Position proposed to be transferred to the Student Assistance team (SEAM), and change in reporting line to Deputy Manager, Student Calls	Direct transfer
College of Business and Economics	Manager, Student Recruitment	Regional Manager, China, Hong Kong and Macau	SM1	31167	1	Position proposed to be transferred to the Student Recruitment and Admissions team (IFS), and change in position title and reporting line to Senior Manager, Future Students (International)	Direct transfer
College of Law, Governance and Policy	Deputy Manager, Student Recruitment and Partnerships	Deputy Manager, Sponsor Relations	ANU08	40660	1	Position proposed to be transferred to the Sponsored Students team (IFS), and change in position title and reporting line to Manager, Sponsored Students	Direct transfer
College of Law, Governance and Policy	Manager, Recruitment & Alumni	Regional Manager, Americas, Europe and Onshore International	SM1	150	1	Position proposed to be transferred to the Student Recruitment and Admissions team (IFS), and change in position title and reporting line to Senior Manager, Future Students (International)	Direct transfer
College of Science and Medicine	Admissions Officer	Admissions Officer	ANU05	18571	1	Position proposed to be transferred to the Student Recruitment and Admissions team (IFS), and change in reporting line to Deputy Manager, Postgraduate	Direct transfer
College of Science and Medicine	Head, International Relations & Partnerships	Senior Manager, Transnational Education	SM2	19279	1	Position proposed to be transferred to the Transnational Education team (IFS), and change in position title and reporting line to Head of ANU International Office	Direct transfer
College of Systems and Society	Student Recruitment Manager	Regional Manager, Asia	SM1	39548	1	Position proposed to be transferred to the Student Recruitment and Admissions team (IFS), and change in position title and reporting line to Senior Manager, Future Students (International)	Direct transfer
Learning and Teaching							
Learning and Teaching	Senior Advisor, Learning and Teaching	Senior Advisor, Strategic Reporting (ODVCE)	SM2	39998	1	Change in position title, roles and responsibilities and reporting line to Director, Education Portfolio	Direct transfer

Careers and Employability	Employer Engagement Manager	Manager, College Career Partnerships	SM1	17013	1	Change of position title and reporting line to Senior Manager, Careers and Employability	Direct transfer
Careers and Employability	Careers Consultant	Careers and Employability Partner (CAP)	ANU08	10860	1	Change of position title and reporting line to Manager, College Career Partnerships	Direct transfer
Careers and Employability	Team Leader, Extent & Enrichment	Deputy Manager, Agreements	ANU08	36695	1	Change of position title and reporting line to Senior Manager, Careers and Employability	Direct transfer
Careers and Employability	Employer Engagement Officer	Employability and Engagement Coordinator, Volunteering and Mentoring	ANU06/7	32565	1	Change of position title and reporting line to Manager, Employability and Engagement	Direct transfer
Enabling Education	Multimedia Education Communications Officer	Learning Multimedia Coordinator	ANU06/7	33876	1	Change of position title and reporting line to Manager, Education Transformation	Direct transfer
Enabling Education	Multimedia Communications Officer	Learning Multimedia Officer	ANU05	36324	1	Change of position title	Direct transfer
Enabling Education	Administration Officer	Education Transformation Officer	ANU05	41868	1	Change of position title and reporting line to Education Transformation Coordinator	Direct transfer
McCusker Institute	Senior Lecturer (Curriculum Transformation)	Academic Program Convenor, McCusker Institute	Level D	38187	1	Change of position title	Direct transfer
College of Arts and Social Sciences	Manager (Partnership and Employability)	Careers and Employability Partner (CASS)	ANU08	34309	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, College Career Partnerships	Direct transfer
College of Arts and Social Sciences	ANIP Administrator	Employability and Engagement Coordinator, Placements and Capstones	ANU06/7	39024	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, Employability and Engagement	Direct transfer
College of Arts and Social Sciences	Project Officer - Education	ADE Support Coordinator	ANU06/7	38449	1	Position proposed to be transferred to the Learning and Teaching team (Learning and Teaching), and change in position title and reporting line to Manager, ADE Support	Direct transfer
College of Asia and the Pacific	Education Policy & Process Coordinator	ADE Support Coordinator	ANU06/7	15892	1	Position proposed to be transferred to the Learning and Teaching team (Learning and Teaching), and change in position title and reporting line to Manager, ADE Support	Direct transfer
College of Asia and the Pacific	Deputy Manager, Digital Learning	Team Leader, Online Program Development	ANU08	27660	1	Position proposed to be transferred to the Online Program Development team (Learning and Teaching), and change in position title and reporting line to Manager, Education Transformation	Direct transfer
College of Asia and the Pacific	Digital Education Technologist	Online Program Development Coordinator	ANU06/7	22858, 25060	2	Position proposed to be transferred to the Online Program Development team (Learning and Teaching), and change in	Direct transfer

						position title and reporting line to Team Leader, Online Program Development	
College of Asia and the Pacific	Digital Education Support Officer	Online Program Development Officer	ANU05	31260, 31967	2	Position proposed to be transferred to the Online Program Development team (Learning and Teaching), and change in position title and reporting line to Team Leader, Online Program Development	Direct transfer
College of Business and Economics	Senior Manager, Students and Experience	Senior Manager, Careers and Employability	SM2	35651	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Pro Vice-Chancellor (Learning and Teaching)	Direct transfer
College of Business and Economics	Student Employability Manager	Manager, Employability and Engagement	SM1	32832	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Senior Manager, Careers and Employability	Direct transfer
College of Business and Economics	Deputy Manager, Careers & Student Emp	Careers and Employability Partner (CLGP)	ANU08	5233	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, College Career Partnerships	Direct transfer
College of Business and Economics	Deputy Manager, Careers & Student Emp	Careers and Employability Partner (CBE)	ANU08	3358	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, College Career Partnerships	Direct transfer
College of Business and Economics	Student Employability Coordinator	Employability and Engagement Coordinator, Placements and Capstones	ANU06/7	37490, 39363	2	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, Employability and Engagement	Direct transfer
College of Business and Economics	Careers Event Officer	Employability and Engagement Officer, Placements and Capstones	ANU05	34847	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, College Career Partnerships	Direct transfer
College of Law, Governance and Policy	Academic Skills Advisor	Careers and Employability Partner (CSM)	ANU08	8435	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, College Career Partnerships	Direct transfer
College of Law, Governance and Policy	Careers & Emp Snr Administrator	Employability and Engagement Coordinator, Placements and Capstones	ANU06/7	27559	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, Employability and Engagement	Direct transfer
College of Law, Governance and Policy	Senior Education Developer	Team Leader, Education Transformation	ANU08	28331	1	Position proposed to be transferred to the Enabling Education team (Learning and Teaching), and change in position title and reporting line to Manager, Education Transformation	Direct transfer

College of Law, Governance and Policy	Academic Skills Advisor	Team Leader, Education Transformation	ANU08	8435	1	Position proposed to be transferred to the Enabling Education team (Learning and Teaching), and change in position title and reporting line to Manager, Education Transformation	Direct transfer
College of Law, Governance and Policy	Education Support Officer	Education Transformation Officer	ANU05	29005	1	Position proposed to be transferred to the Enabling Education team (Learning and Teaching), and change in position title and reporting line to Education Transformation Coordinator	Direct transfer
College of Law, Governance and Policy	Educational Developer	ADE Support Coordinator	ANU06/7	17346	1	Position proposed to be transferred to the Learning and Teaching team (Learning and Teaching), and change in position title and reporting line to Manager ADE Support	Direct transfer
College of Science and Medicine	Education Technologist	Team Leader, Education Transformation	ANU08	22633	1	Position proposed to be transferred to the Enabling Education team (Learning and Teaching), and change in position title and reporting line to Manager, Education Transformation	Direct transfer
College of Systems and Society	Deputy Manager, Student Employ	Careers and Employability Partner (CSS)	ANU08	20558	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, College Career Partnerships	Direct transfer
College of Systems and Society	Senior Student Employability Officer	Employability and Engagement Coordinator, Placements and Capstones	ANU06/7	34572, 39693	2	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, Employability and Engagement	Direct transfer
College of Systems and Society	Senior Engagement and Impact Officer	Team Leader, Teaching Credentials and Awards	ANU08	40757	1	Position proposed to be transferred to the Enabling Education team (Learning and Teaching), and change in position title and reporting line to Senior Manager, Enabling Education	Direct transfer
College of Systems and Society	Senior Academic Services Officer	ADE Support Coordinator	ANU06/7	40226	1	Position proposed to be transferred to the Learning and Teaching team (Learning and Teaching), and change in position title and reporting line to Manager, ADE Support	Direct transfer
CASS, CAP, CBE, CLGP, CoSM, CSS	Associate Dean, Education	Associate Dean, Education	Academic Levels C to E	Several	6	The academic service roles to be transferred to the Learning and Teaching team, and change in reporting line to Deputy Vice Chancellor - Education	Direct transfer
Student Administration and Academic Services / Student Engagement and Academic Management							
Academic Management	Head of Student Services and Academic Standards	Head of Academic Management	SM3	39224	1	Change of position title	Direct transfer
Academic Management	Associate Director, Systems Development	Senior Manager, Student Systems	SM2	18480	1	Change of position title	Direct transfer

Academic Management	Associate Director, Academic Standards and Quality	Senior Manager, Compliance	SM2	40351	1	Change of position title	Direct transfer
Academic Management	Associate Director, Academic Services	Senior Manager, Exams and Conferrals	SM2	14465	1	Change of position title	Direct transfer
Academic Management	Manager, Exams, Graduations, Academic Progress and Prizes	Manager, Exams and Results	SM1	41866	1	Change of position title	Direct transfer
Academic Management	Manager, Student Regulations	Manager, Regulatory Compliance	SM1	41271	1	Change of position title	Direct transfer
Academic Management	Manager, Programs, Courses and Reporting	Manager, Academic Compliance	SM1	35057	1	Change of position title	Direct transfer
Academic Management	Senior Compliance Officer	Policy Coordinator	ANU06/7	41865	1	Change of position title	Direct transfer
Academic Management	Senior Compliance Officer	Enrolments and Fees Coordinator	ANU06/7	39765	1	Change of position title and reporting line to Deputy Manager, Enrolments and Fees	Direct transfer
Academic Management	Senior Compliance Officer	Regulatory Compliance Coordinator	ANU06/7	33354	1	Change of position title	Direct transfer
Academic Management	Senior Systems Officer	Systems Support Coordinator	ANU06/7	7427, 19202, 40035	3	Change of position title	Direct transfer
Academic Management	Reporting Officer	Academic Compliance Coordinator	ANU06/7	20399	1	Change of position title	Direct transfer
Academic Management	Senior Administration Officer	Academic Compliance Coordinator	ANU06/7	25002	1	Change of position title	Direct transfer
Academic Management	Senior Timetabling Officer	Timetabling Coordinator	ANU06/7	37193	1	Change of position title	Direct transfer
Academic Management	Senior Coursework Exam Officer	Exams and Results Coordinator	ANU06/7	847, 41468	2	Change of position title	Direct transfer
Academic Management	Senior Graduations and Prizes Officer	Conferral and Prizes Coordinator	ANU06/7	30804	1	Change of position title	Direct transfer
Academic Management	Compliance Officer	Regulatory Compliance Officer	ANU05	16649	1	Change of position title	Direct transfer
Academic Management	Programs and Courses Officer	Academic Compliance Officer	ANU05	23508	1	Change of position title	Direct transfer
Office of the Registrar	Executive Assistant / Project Officer	Executive Assistant / Project Officer	ANU06/7	37860	1	Change of reporting line to the Registrar	Direct transfer
SEAM Projects	Manager, Projects	Manager, SEAM Projects	SM1	34422	1	Change of position title	Direct transfer
Student Assistance	Manager, Student Hub	Manager, Student Central	SM1	41867	1	Change of position title	Direct transfer
Student Assistance	Deputy Manager, Student Central	Deputy Manager, Student Hub	ANU08	22897	1	Change of position title	Direct transfer
Student Assistance	Student Central Coordinator	Student Hub Team Coordinator	ANU06/7	29146, 36309	2	Change of position title	Direct transfer
Student Assistance	Student Central Officer	Student Hub Officer	ANU05	20460, 40911,	4	Change of position title	Direct transfer

				40912, 40913			
Student Engagement	Senior E&F Officer	Enrolments and Fees Co-ordinator	ANU06/7	29653, 37904, 41777	3	Change of position title	Direct transfer
Student Integrity	Senior Manager, Student Conduct and Appeals	Senior Manager, Student Integrity	SM2	41858	1	Change of position title	Direct transfer
Student Integrity	Manager, Student Conduct Policies	Manager, Student Integrity Policies	SM1	41859	1	Change of position title	Direct transfer
Student Integrity	Manager, Appeals and Integrity	Manager, Student Conduct and Appeals	SM1	36338	1	Change of position title	Direct transfer
Student Integrity	Deputy Manager, Appeals and Integrity	Deputy Manager, Student Conduct	ANU08	25178	1	Change of position title	Direct transfer
Student Integrity	Deputy Manager, Appeals and Integrity	Deputy Manager, Student Appeals	ANU08	37023	1	Change of position title	Direct transfer
College of Arts and Social Sciences	Administration Assistant	Student Hub Assistant	ANU04	26248	1	Position proposed to be transferred to the Student Assistance team (SEAM), and change in position title and reporting line to Deputy Manager, Student Hub	Direct transfer
College of Arts and Social Sciences	Administrative Assistant	Student Calls Assistant	ANU04	39290	1	Position proposed to be transferred to the Student Assistance team (SEAM), and change in position title and reporting line to Team Coordinator, Future Student Enquiries	Direct transfer
College of Business and Economics	School Administrator	Student Calls Assistant	ANU04	29106	1	Position proposed to be transferred to the Student Assistance team (SEAM), and change in position title and reporting line to Team Coordinator, Future Student Enquiries	Direct transfer
College of Business and Economics	Student Administrator	Student Hub Assistant	ANU04	12979	1	Position proposed to be transferred to the Student Assistance team (SEAM), and change in position title and reporting line to Deputy Manager, Student Hub	Direct transfer
College of Business and Economics	Student Admin Assistant	Student Hub Assistant	ANU04	21995	1	Position proposed to be transferred to the Student Assistance team (SEAM), and change in position title and reporting line to Deputy Manager, Student Hub	Direct transfer
College of Law, Governance and Policy	Student Recruitment and Alumni Officer	Student Hub Assistant	ANU04	24089	1	Position proposed to be transferred to the Student Assistance team (SEAM), and change in position title and reporting line to Deputy Manager, Student Hub	Direct transfer
College of Law, Governance and Policy	Student Administration Manager	Senior Manager, Student Academic Support	SM2	3426	1	Position proposed to be transferred to the Student Engagement team (SEAM), and change in position title and reporting line to Head, Student Engagement	Direct transfer
University Experience / Experience Wellbeing and Inclusion							
Experience, Wellbeing and Inclusion	Director, University Experience	Director, Experience Wellbeing and Inclusion	SM5	36077	1	Change of position title	Direct transfer

Experience, Wellbeing and Inclusion	Senior Project Officer	Senior Project Officer, Experience, Wellbeing and Inclusion	ANU08	35565	1	Change of position title	Direct transfer
Inclusive and Respectful Communities	Manager, Respectful Relationships Unit	Manager (Prevention, Education and Development)	SM1	35548	1	Change of position title	Direct transfer
Inclusive and Respectful Communities	Senior Project Officer (Residential Liaison)	Program Lead (Prevention and Community Education)	ANU08	33765	1	Change of position title	Direct transfer
Inclusive and Respectful Communities	Senior Project Officer (Research and Policy)	Program Lead (Impact and Evaluation)	ANU08	33930	1	Change of position title	Direct transfer
Inclusive and Respectful Communities	Senior Project Officer (Education and Engagement)	Program Lead (Residential Liaison and Peer Education)	ANU08	39004	1	Change of position title	Direct transfer
Inclusive and Respectful Communities	Senior Project Officer, Inclusive Communities	Program Lead (Governance and Strategies)	ANU08	39083	1	Change of position title	Direct transfer
Inclusive and Respectful Communities	Project Officer (Inclusive Communities)	Program Coordinator (Prevention, Education and Development)	ANU06/7	34755	1	Change of position title	Direct transfer
Inclusive and Respectful Communities	Student Life Officer, Community Engagement	Program Coordinator, Student Equity (Kitchen Garden)	ANU06/7	40714	1	Change of position title and reporting line to Deputy Manager, Student Equity	Direct transfer
Inclusive and Respectful Communities	Student Life Officer, Community Engagement	Program Coordinator, Student Equity (Community Connect)	ANU06/7	40713	1	Change of position title and reporting line to Deputy Manager, Student Equity	Direct transfer
Student Health and Wellbeing	Nurse Practitioner	Nurse Practitioner	SM1	38306, 41451	2	Change of reporting line to Clinic Manager & Nurse Practitioner	Direct transfer
Student Health and Wellbeing	Team Leader, Clinical Intake	Deputy Manager, Clinical Intake	ANU08	40830	1	Change of position title	Direct transfer
Student Health and Wellbeing	Case Manager	Case Manager, Student Safety and Wellbeing	ANU06/7	37116, 38291, 40037, 40233	4	Change of reporting line to Senior Case Manager, Student Safety and Wellbeing	Direct transfer
Student Health and Wellbeing	Health and Wellbeing Operations Coordinator	Health and Wellbeing Operations Coordinator	ANU06/7	38385	1	Change of reporting line to Clinic Manager & Nurse Practitioner	Direct transfer
Student Health and Wellbeing	Registered Nurse	Registered Nurse	ANU05	36683	1	Change of reporting line to Clinic Manager & Nurse Practitioner	Direct transfer
Student Health and Wellbeing	Health and Wellbeing Support Officer	Health and Wellbeing Support Officer	ANU04	38835, 40308	2	Change of reporting line to Manager, Clinical Intake	Direct transfer
Sponsored Students	Senior Sponsored Student Officer, Australia Awards	Sponsored Student Coordinator, Australia Awards	ANU06/7	17244	1	Position proposed to be transferred to the Sponsored Students team (IFS), and change in position title and reporting line to Deputy Manager, Sponsored Students Engagement	Direct transfer
Sponsored Students	Sponsored Student Officer, Australia Awards	Sponsored Student Officer, Australia Awards	ANU05	17828	1	Position proposed to be transferred to the Sponsored Students team (IFS), and change in reporting line to Sponsored Student Coordinator, Australia Awards	Direct transfer

Careers and Employability	Student Life Officer, Community Engagement	Employability and Engagement Coordinator, Volunteering and Mentoring	ANU06/7	32533	1	Position proposed to be transferred to the Careers and Employability team (Learning and Teaching), and change in position title and reporting line to Manager, Employability and Engagement	Direct transfer
Student Assistance	Senior Manager, Student Life	Senior Manager, Student Assistance	SM2	27395	1	Position proposed to be transferred to the Student Assistance team (SEAM), and change in position title and reporting line to the Registrar	Direct transfer
Student Assistance	Deputy Manager, Student Communications and Events	Deputy Manager, Student Communications and Events	ANU08	17366	1	Position proposed to be transferred to the Student Assistance team (SEAM), and change in reporting line to Senior Manager, Student Assistance	Direct transfer
Student Assistance	Communications Officer (DSAAS)	Student Communications Coordinator	ANU06/7	28313	1	Position proposed to be transferred to the Student Assistance team (SEAM), and change in position title	Direct transfer
Student Assistance	Student Life Officer, SCE	Student Communications Coordinator	ANU06/7	40649, 41021	2	Position proposed to be transferred to the Student Assistance team (SEAM), and change in position title	Direct transfer
Student Engagement	Student Life Officer, Orientation	Student Life Coordinator, Orientation	ANU06/7	7711	1	Position proposed to be transferred to the Student Engagement team (SEAM), and change in position title	Direct transfer
Student Engagement	Student Life Officer, Set4ANU	Student Life Coordinator, Set4ANU	ANU06/7	19759	1	Position proposed to be transferred to the Student Engagement team (SEAM), and change in position title	Direct transfer
Total: 147 positions to be realigned							

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
Office of the Deputy Vice-Chancellor – Education				
ODVCE	Director, Education Portfolio	SM5	1	Position Established (fixed term)
Learning and Teaching				
Enabling Education	Senior Manager, Enabling Education	SM2	1	Position Established (continuing)
Enabling Education	Manager, Curriculum Architecture	SM1	1	Position Established (2-year fixed term)
McClusker Institute	Administration Coordinator, McClusker Institute	ANU06/7	1	Position Established (continuing)
Student Administration and Academic Services / Student Engagement and Academic Management				
SEAM Projects	Manager, SEAM Transition	SM1	1	Position Established (2-year fixed term)
Student Engagement	Head of Student Engagement	SM3	1	Position Established (continuing)
Student Assistance	Student Calls Assistant	ANU04	1	Position Established (continuing)
Academic Management	CRM Administrator	ANU08	1	Position Established (continuing)
Experience Wellbeing and Inclusion				
Student Health and Wellbeing	Health and Wellbeing Support Officer	ANU04	1	Position Established (continuing)
Student Health and Wellbeing	Clinical Intake Officer	ANU06/7	1	Position Established (continuing)
Student Health and Wellbeing	Case Manager, Accessibility	ANU06/7	5	Positions Established (continuing)
Student Health and Wellbeing	Senior Case Manager, Accessibility	ANU08	1	Position Established (continuing)
Student Health and Wellbeing	Senior Case Manager, Student Safety and Wellbeing	ANU08	1	Position Established (continuing)
Student Health and Wellbeing	Counsellor	ANU08	1	Position Established (continuing)
Student Health and Wellbeing	Manager, Clinical Intake	SM1	1	Position Established (continuing)
Student Health and Wellbeing	Clinic Manager and Nurse Practitioner	SM2	1	Position Established (continuing)
Total: 20 positions proposed to be established (17 continuing, 3 fixed term)				

Fixed term position impacts

The following changes are proposed for **fixed term positions**. Changes may include minor adjustments to reporting lines, position titles, duties that do not significantly alter the role's core purpose, or early cessation of fixed term employment.

Team	Position title	Position no.	# Positions	Proposed position outcome
Office of the Deputy Vice-Chancellor – Education				
ODVCA	Director, Postgraduate Studies	38541		Role will be realigned to Teaching and Learning, no impact to current fixed term contract.
Learning and Teaching				
Careers and Employability	Manager, Careers Education	40634		Incumbent to return to substantive position Careers Consultant (10860)
University Experience / Experience Wellbeing and Inclusion				
Student Health and Wellbeing	Case Manager, Student Safety and Wellbeing	38292		Change to reporting line to Senior Case Manager, Student Safety and Wellbeing
College of Business and Economics				
	Snr Student Administrator	33256		Temporary Transfer proposed to cease early. Incumbent to return to substantive position 17491 School Administration Officer.
College of Systems and Society				
	Marketing and Recruitment Coordinator	40183		Temporary Transfer proposed to cease early. Incumbent to return to substantive position Substantive position 39770 Marketing and Events Officer.
	Senior Academic Services Officer	36500		Temporary Transfer proposed to cease early. Incumbent to return to substantive position 17583 Admissions Officer.

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;
- 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 4 weeks from Thursday 31 July 2025 to Thursday 28 August (closing 12:00pm AEST). All feedback received during this time will be considered before final decisions are made.

Milestone	Date
Release of change proposal & consultation opens	Thursday 31 July 2025
Consultation	4 weeks
Feedback due (12:00pm AEST)	Thursday 28 August 2025
Collation of feedback and preparation of Implementation Plan	3 weeks
Anticipated release of implementation plan	Week commencing 22 September 2025
Anticipated commencement of implementation	Week commencing 29 September 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
Professor Joan Leach	Deputy Vice-Chancellor (Academic)	dvc.academic@anu.edu.au
Bree Slater	Registrar, DSAAS	registrar@anu.edu.au
Scott Pearsall	Pro Vice-Chancellor (International and Future Students)	pvc.ifs@anu.edu.au
Lisa Kennedy	Director University Experience	director.university.experience@anu.edu.au
Emily Fisk	Manager, Organisational Change	org.change@anu.edu.au
George Guest	HR Business Partner	HRBP.Renew@anu.edu.au

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 69 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 staff can express interest in one or more of the following options:

3. **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.
4. **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.
5. **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) and placement process.
3. Redeployment and recruitment.

1. Direct transfer

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

- The employee's day-to-day 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 day-to-day duties, title, reporting line or department/area are not considered to be materially change the employee's role.

Where multiple transfer options exist, the below placement process will be used first prior to confirming placements.

2. Closed expression of interest (EOI) and placement process

Where an employee's role is not able to be directly transferred to the proposed structure either because it is possible to align the employee to more than one role in the proposed structure or there are a reduced number of roles to which the employee could be transferred — a Closed Expression of Interest (EOI) and placement 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.

The Closed Expression of Interest (EOI) and placement process

The Closed Expression of Interest (EOI) and placement process can serve different purposes depending on the nature of the change and the availability of roles:

- Where there are **fewer roles than affected staff**, a **merit-based EOI process** will be used to determine appointments, with selection made in order of merit among eligible staff.
- Where there are **sufficient similar roles**, but they do not align one-to-one, a the Closed EOI process will also be used for the purpose of finding the best placement, enabling a consultative approach to finding alignment.

These two approaches may be run in parallel. The University will manage this complexity in a coordinated way to ensure fairness and consistency across all placements.

Affected staff will be invited to participate in the process following a confirmed implementation plan. This process may include:

- Expression of interest for roles at the same classification level;
- Structured discovery activities and conversations to better understand current responsibilities, capabilities, and development aspirations; and
- Assessment of best fit based on alignment with skills, experience, career interests, and operational requirements.

The University will consider staff preferences alongside organisational need and the outcomes of any assessment process in determining placement outcomes.

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 or placement discussions
- A review of existing employment records

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

Where the University is unable to allocate an employee into a role within the proposed structure, 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 and placement 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 the University'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 proposed changes:

- [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
- ANU Renew Change Principles [Implementation Plan](#)
- [Financial Update – May 2025](#)
- [High Level UniForum Explainer Video](#)
- [Updates from the ANU leadership](#)
- [ANU digital plan](#)

Appendices

- [Appendix 1 – Psychosocial Risk Assessment](#)
- [Appendix 2 - Financial Context for Renew ANU 2025](#)
- [Appendix 3 – Changes to team structure](#)
- [Appendix 4 - Current organisational charts](#)
- [Appendix 5 – Future organisational charts](#)
- [Appendix 6 – Draft Education Portfolio Service Catalogue](#)
- [Appendix 7 - Academic Functions Benchmarking Analysis](#)

Appendix 1 – 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 – DVC-A](#).

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 2 – 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 EFTSL²) 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.

² 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)

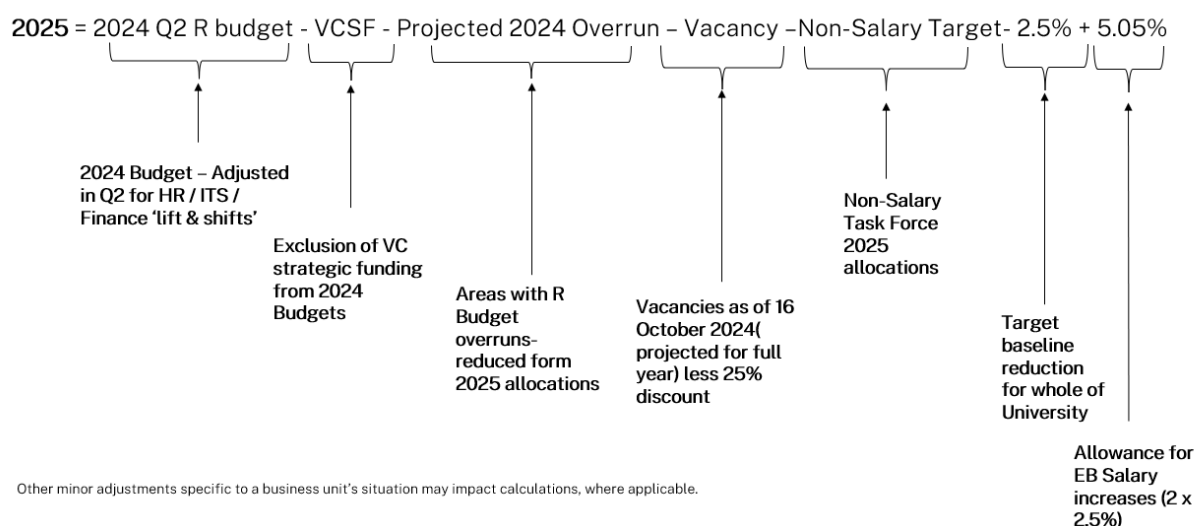
Non Salary Recurrent Fund (\$000)		2025	2025	2025
Colleges / Portfolios		Total Non Salary Budget	Total Non Salary Q1 Forecast ex VSS	Variance Budget vs Q1 Forecast ex VSS
Colleges	ANU College of Asia & the Pacific	\$2,756	\$2,722	\$34
	ANU College of Arts & Social Sciences	\$2,719	\$2,634	\$84
	ANU College 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:

- Building Works and Maintenance is under Service Portfolios.
- 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.
- The above 2025 tables exclude one off expenditure related to Renew ANU including separation payments and other incidental program costs.
- 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 3 – Changes to team structures

Fig.1 DSAAS current state

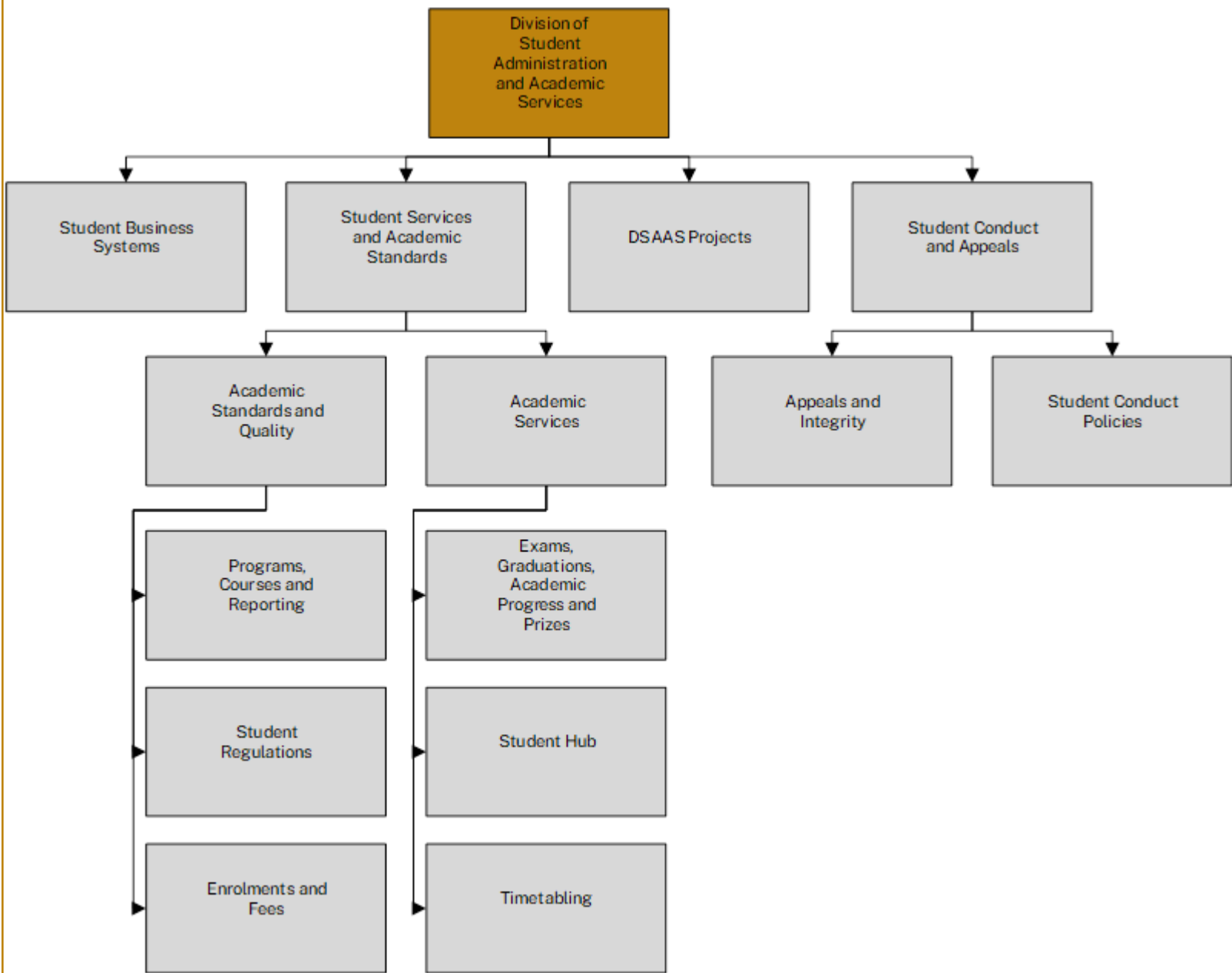


Fig 2. SEAM Future State (old team names in brackets)

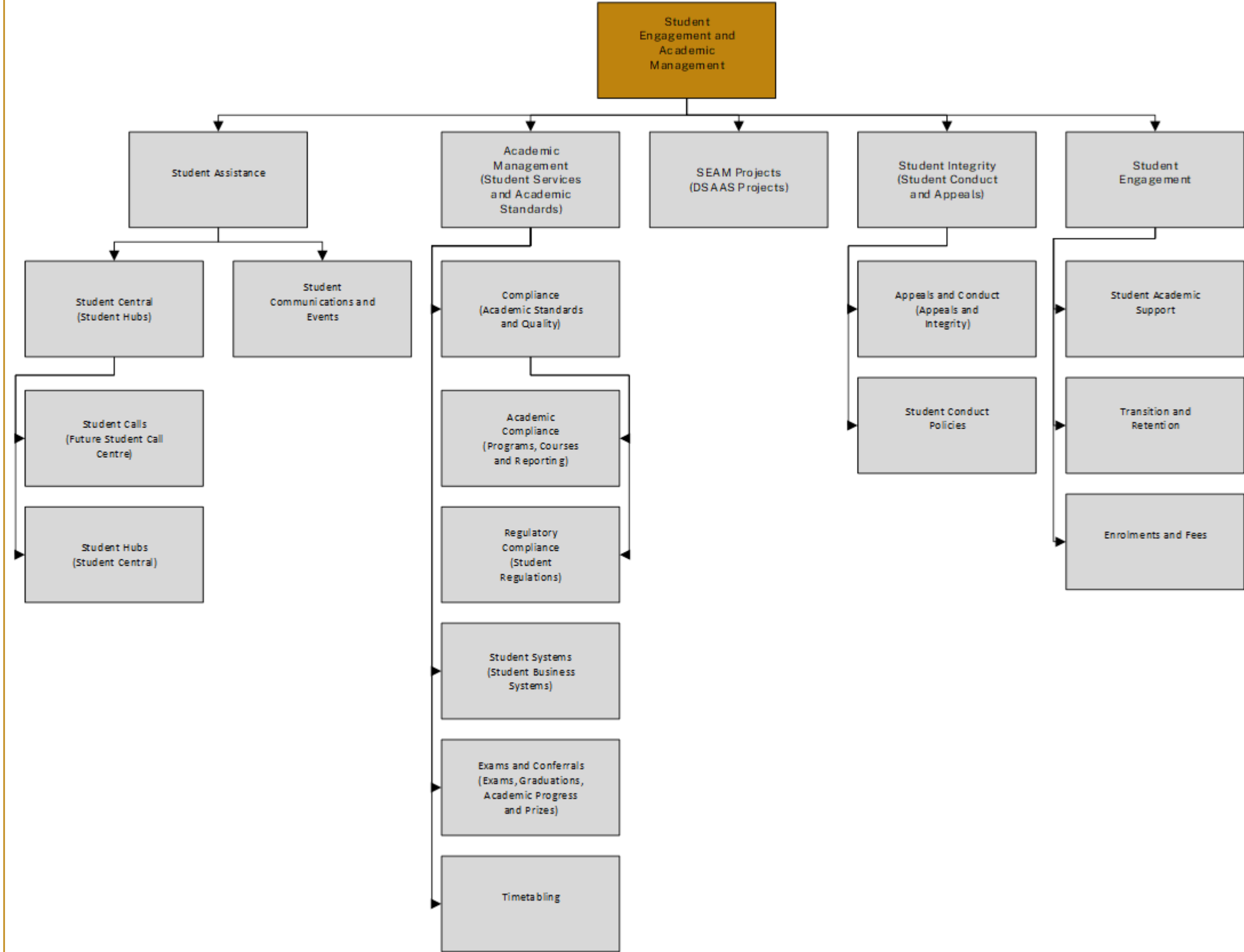


Fig 3. UE current state

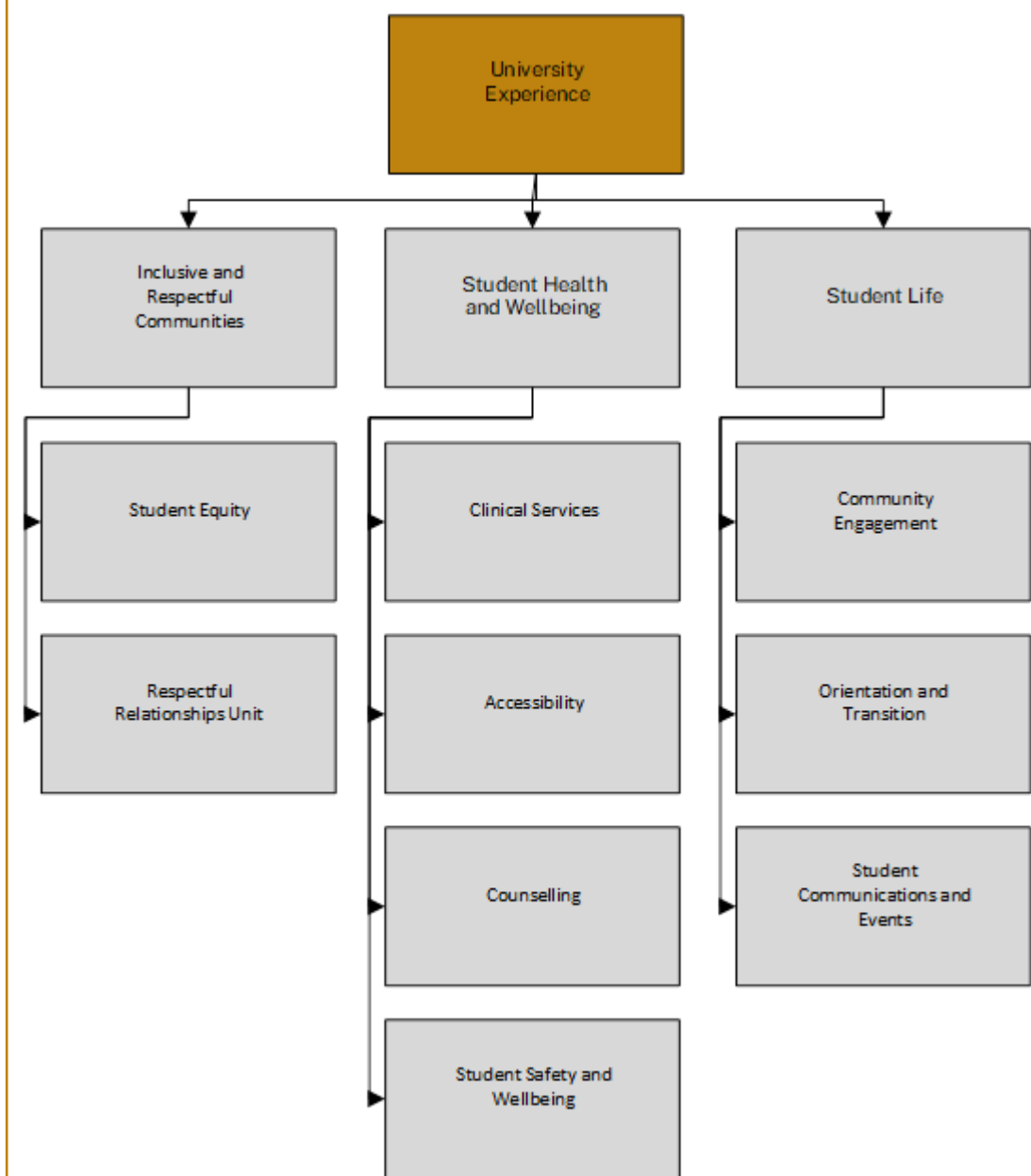


Fig 4. EWI future state (current team names in brackets)

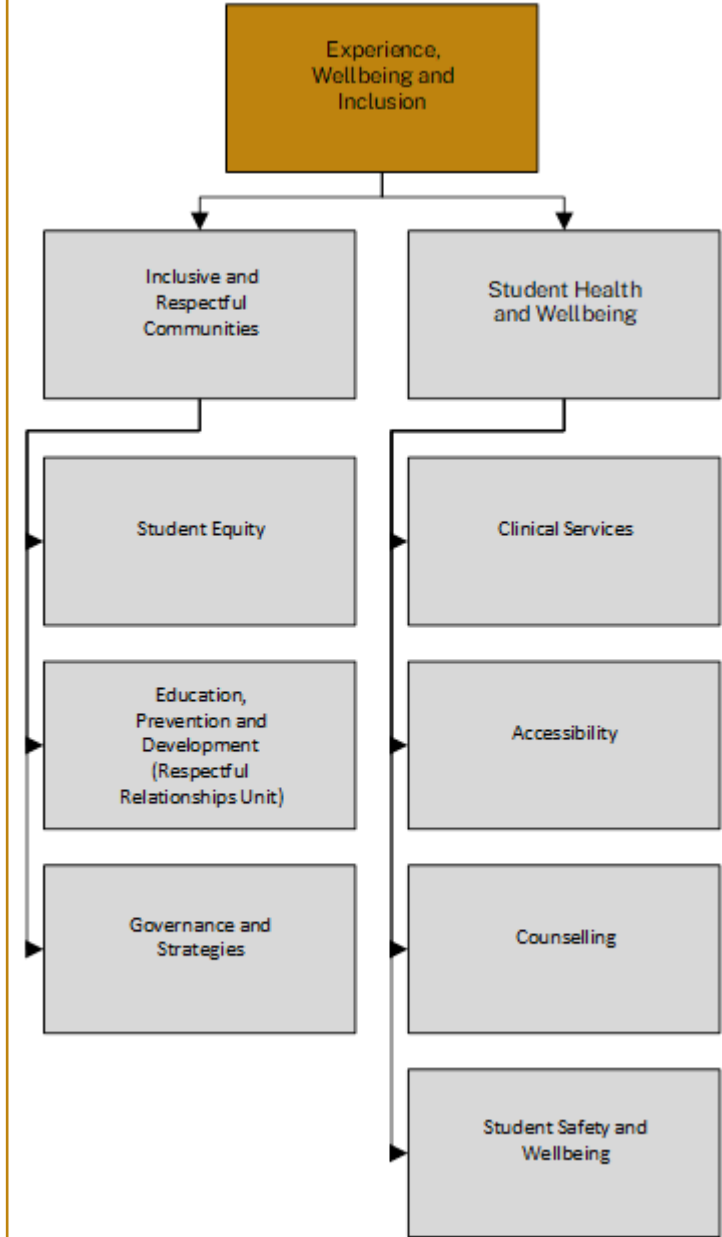


Fig 5. Learning and teaching current state

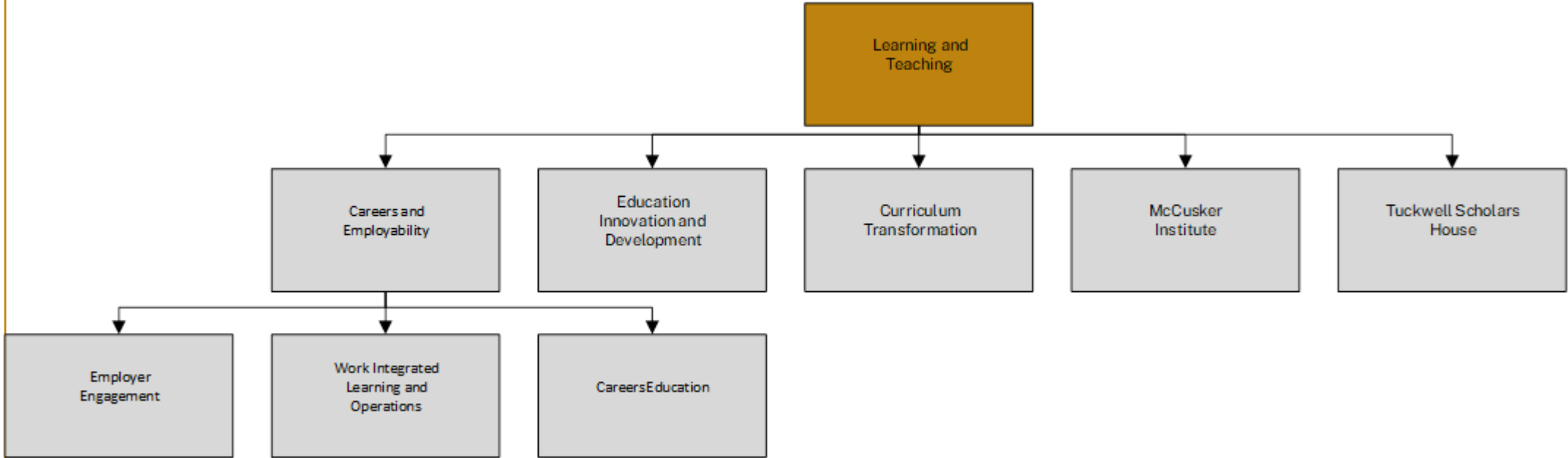


Fig 6. Learning and teaching future state

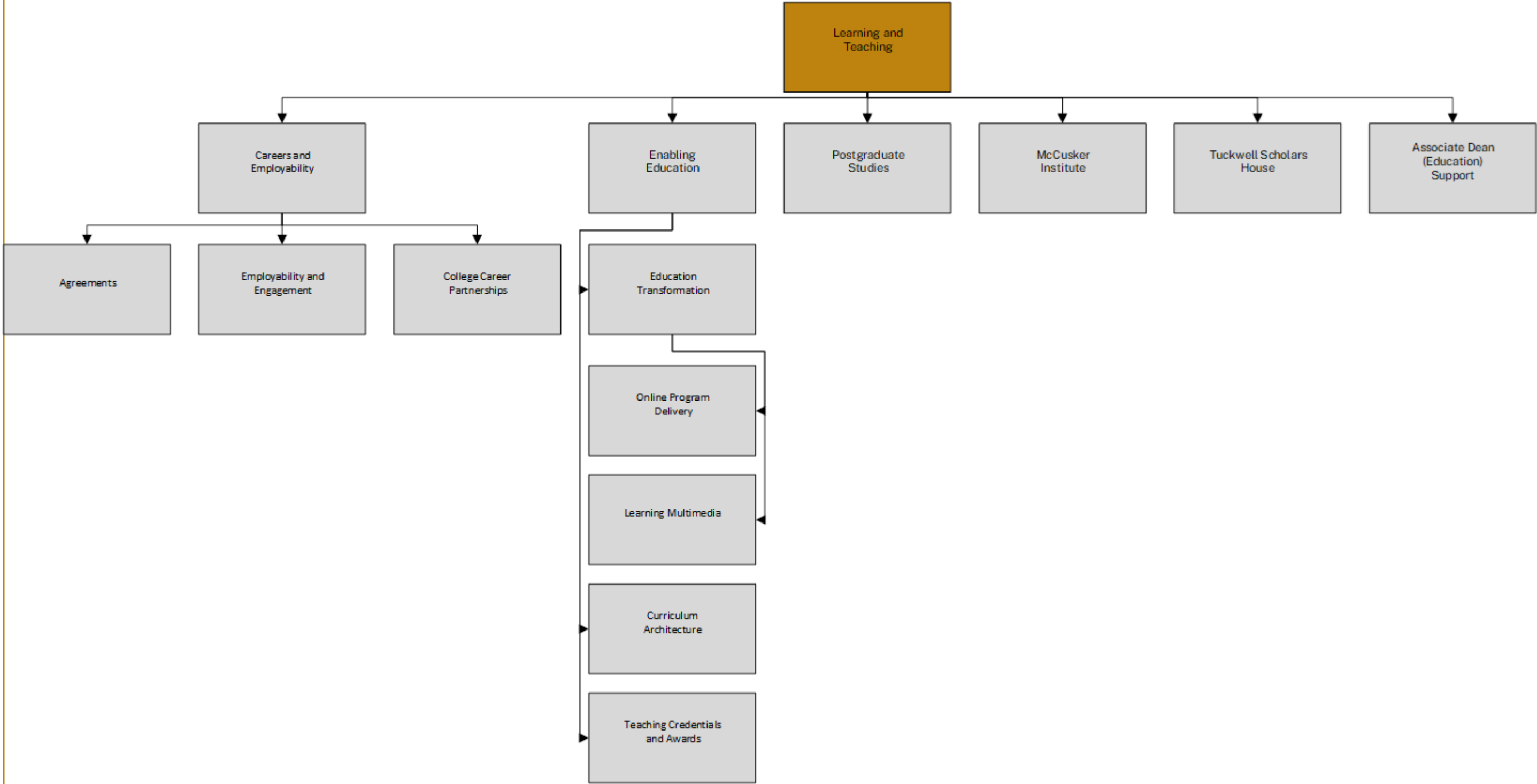


Fig 7. International and Future Students current state

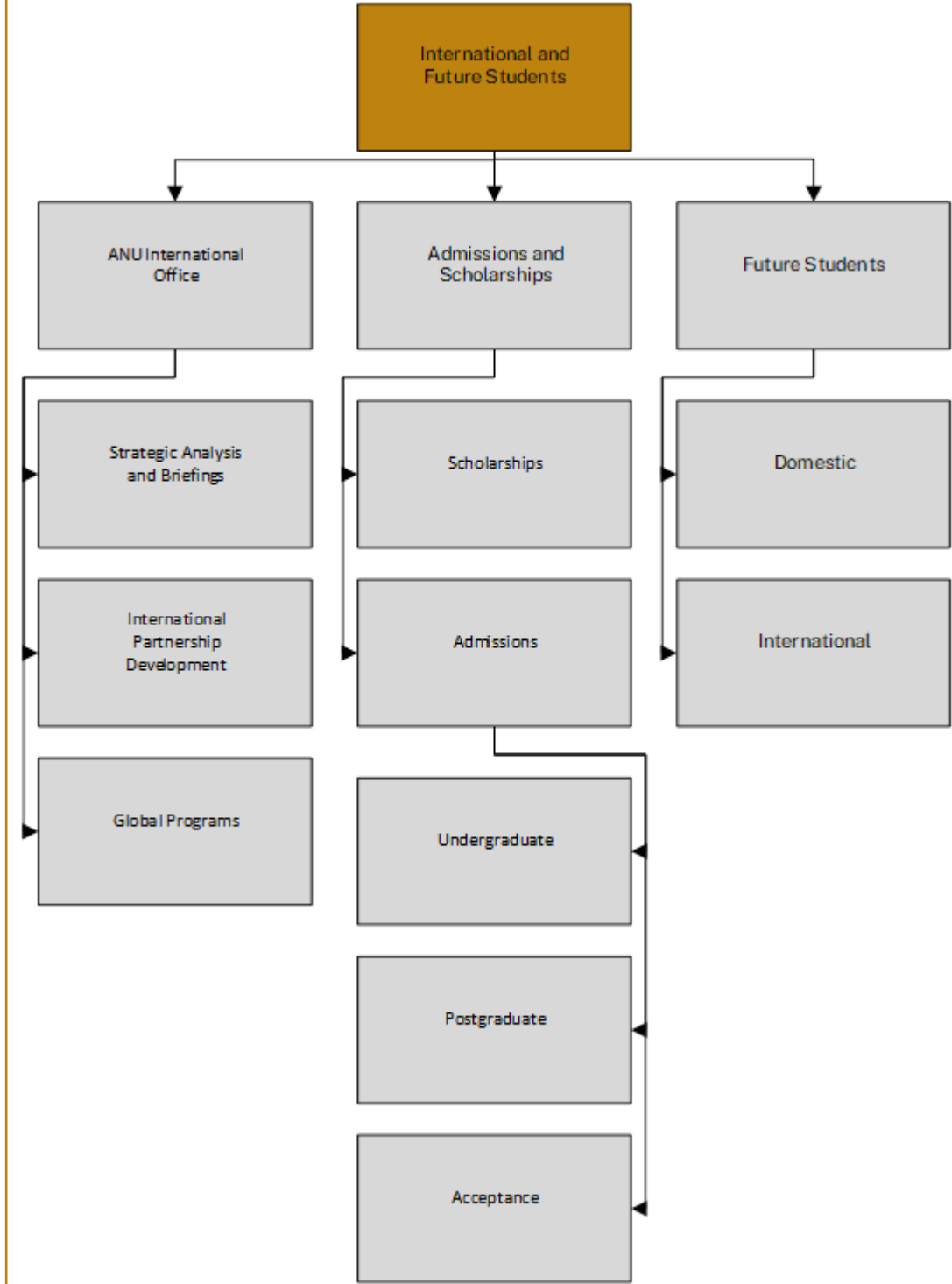
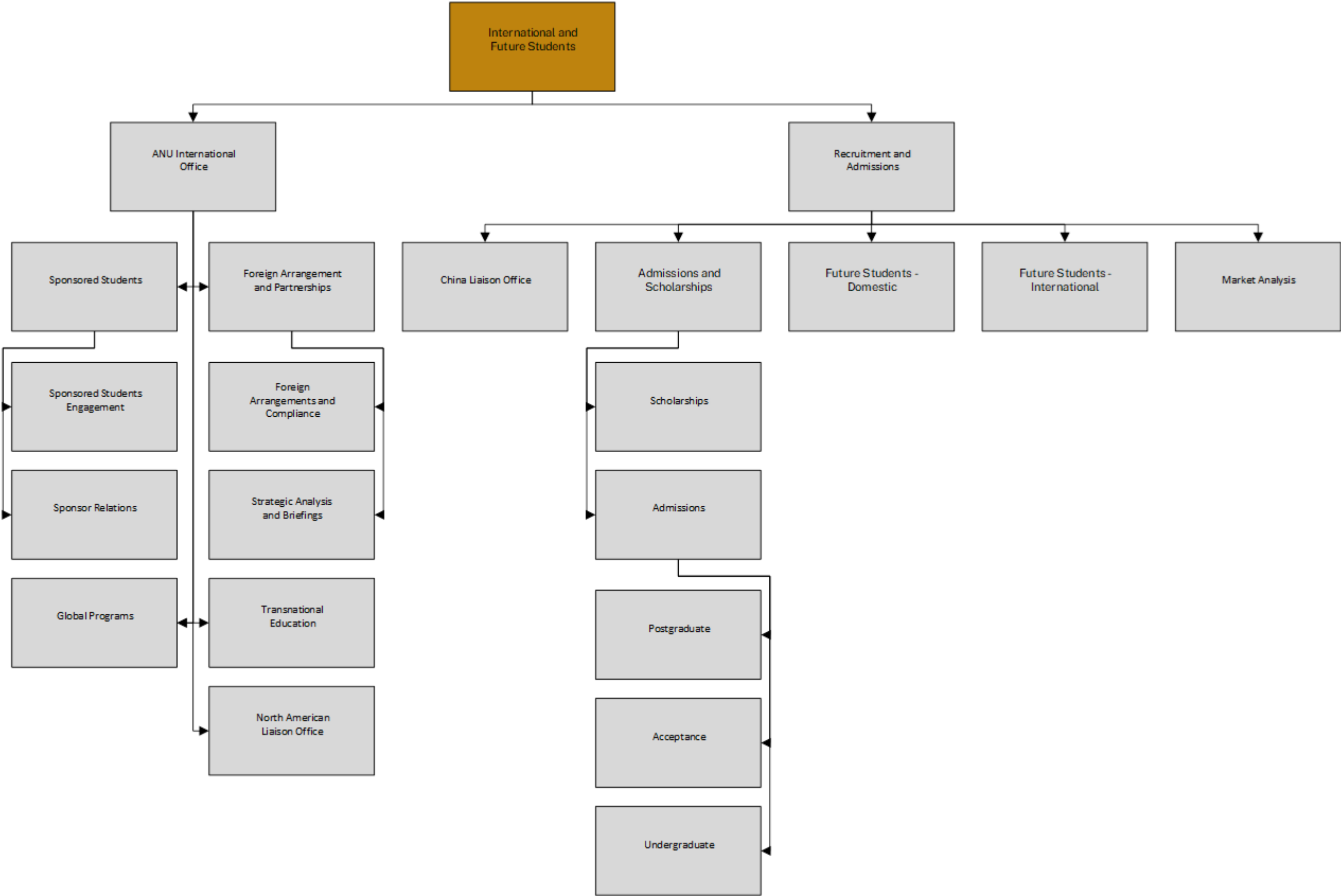
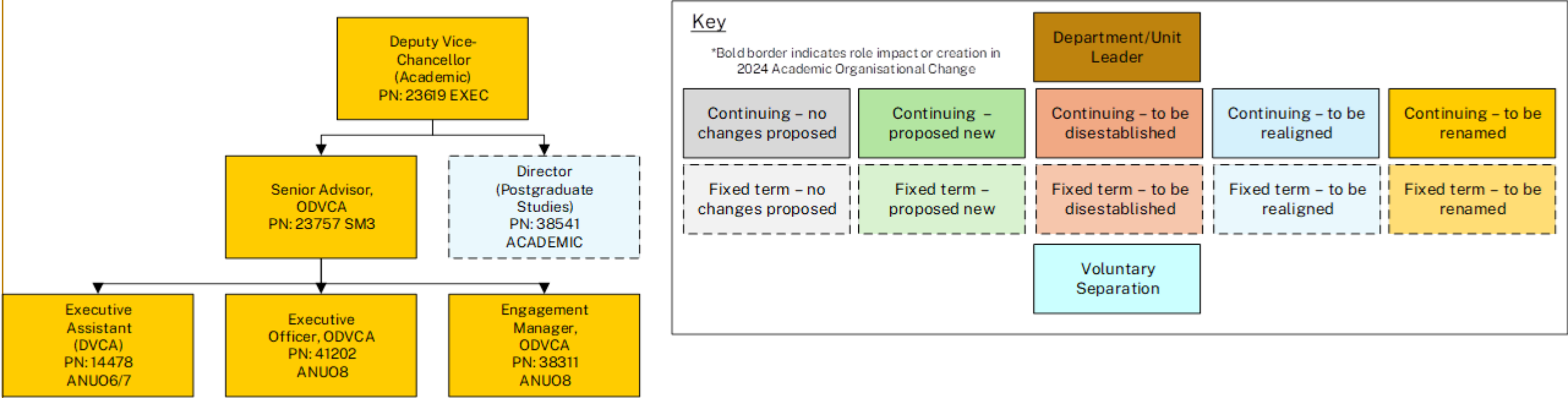


Fig 8. IFS future state

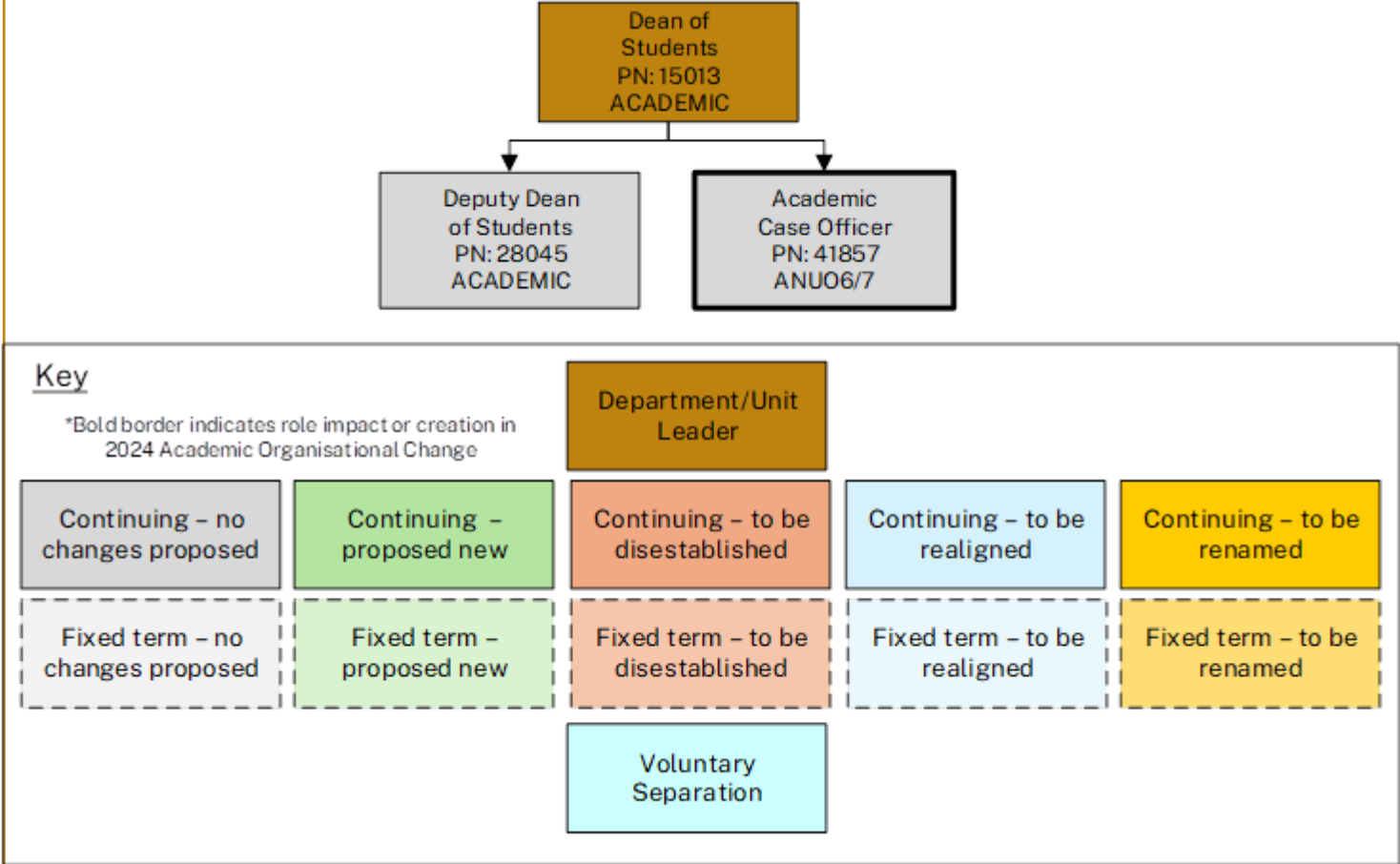


Appendix 4 – Current organisational charts

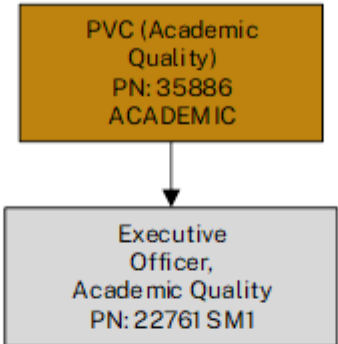
Current state - Office of the Deputy Vice-Chancellor (Academic)



Current state - Dean of Students

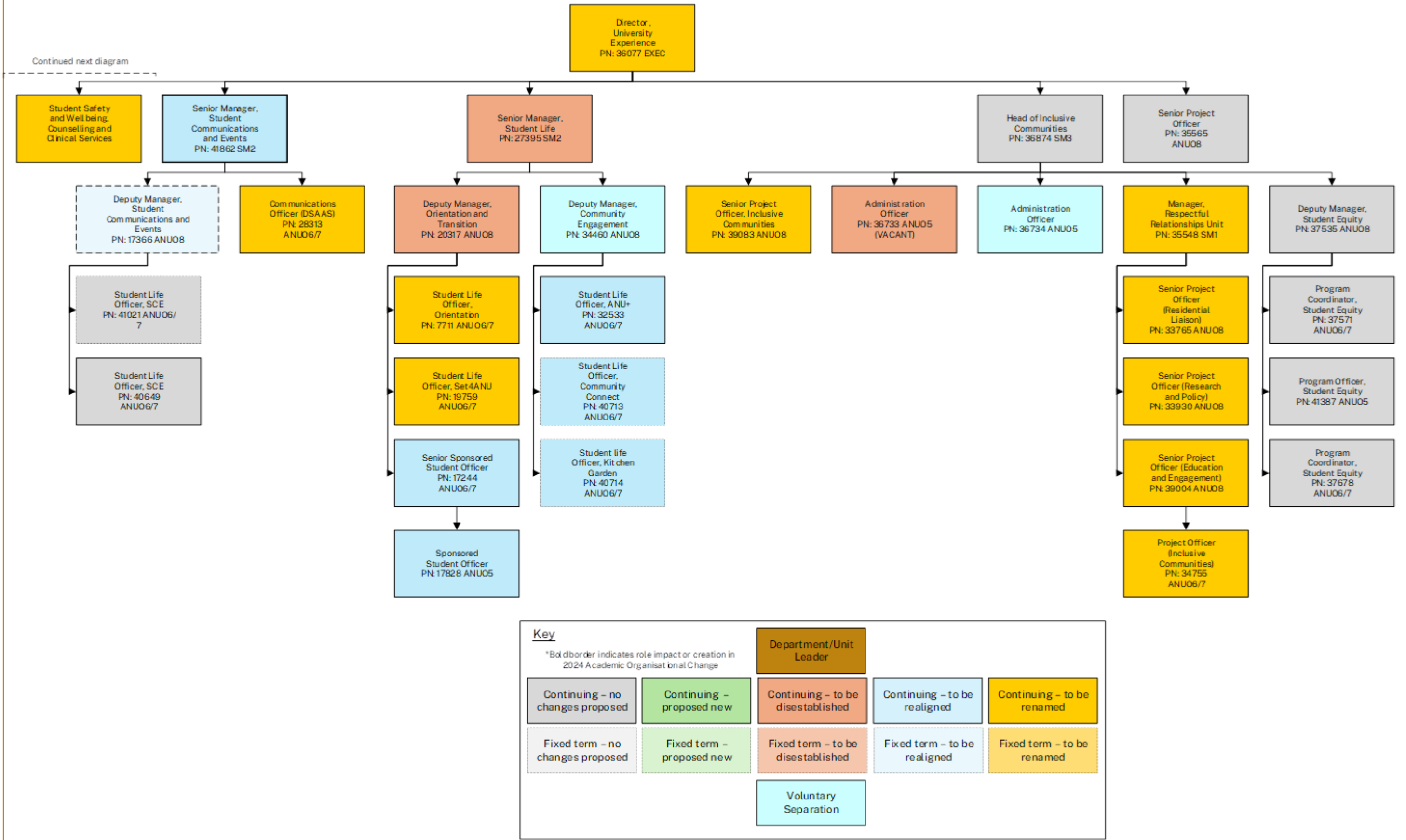


Current state - Academic Quality

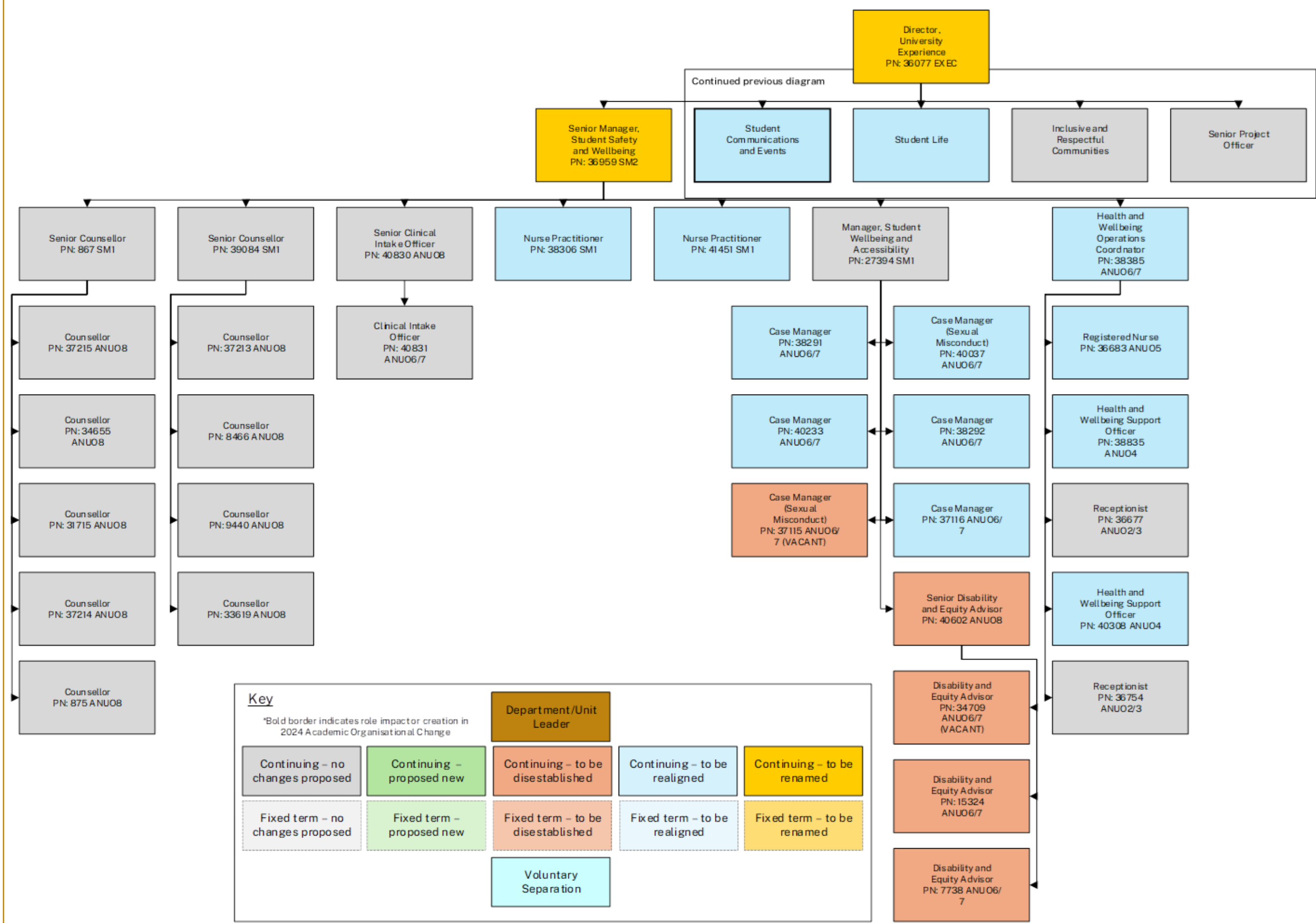


<div>Key</div> <div>*Bold border indicates role impact or creation in 2024 Academic Organisational Change</div>				
		Department/Unit Leader		
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed
		Voluntary Separation		

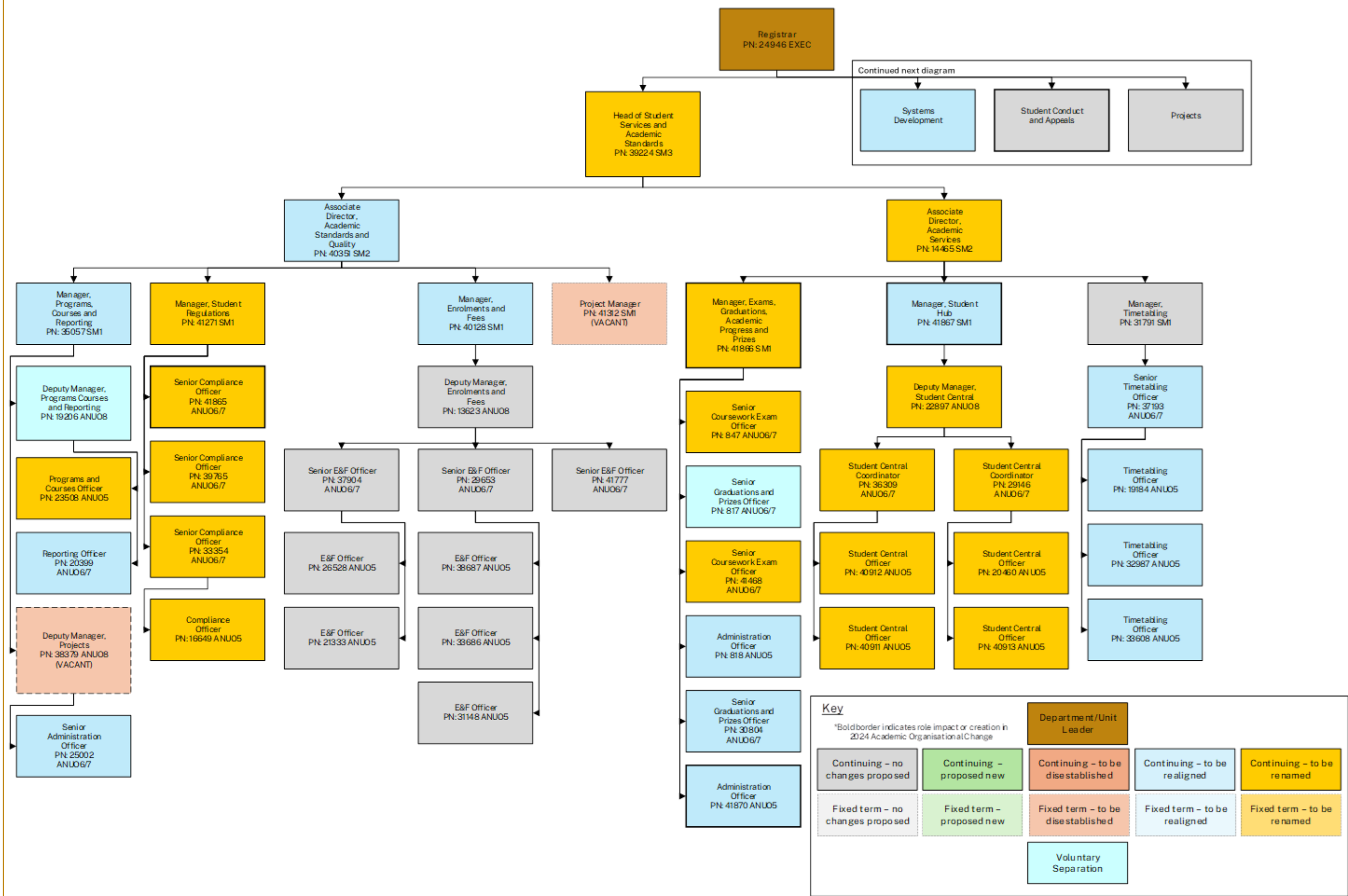
Current state - University Experience Division (part 1)



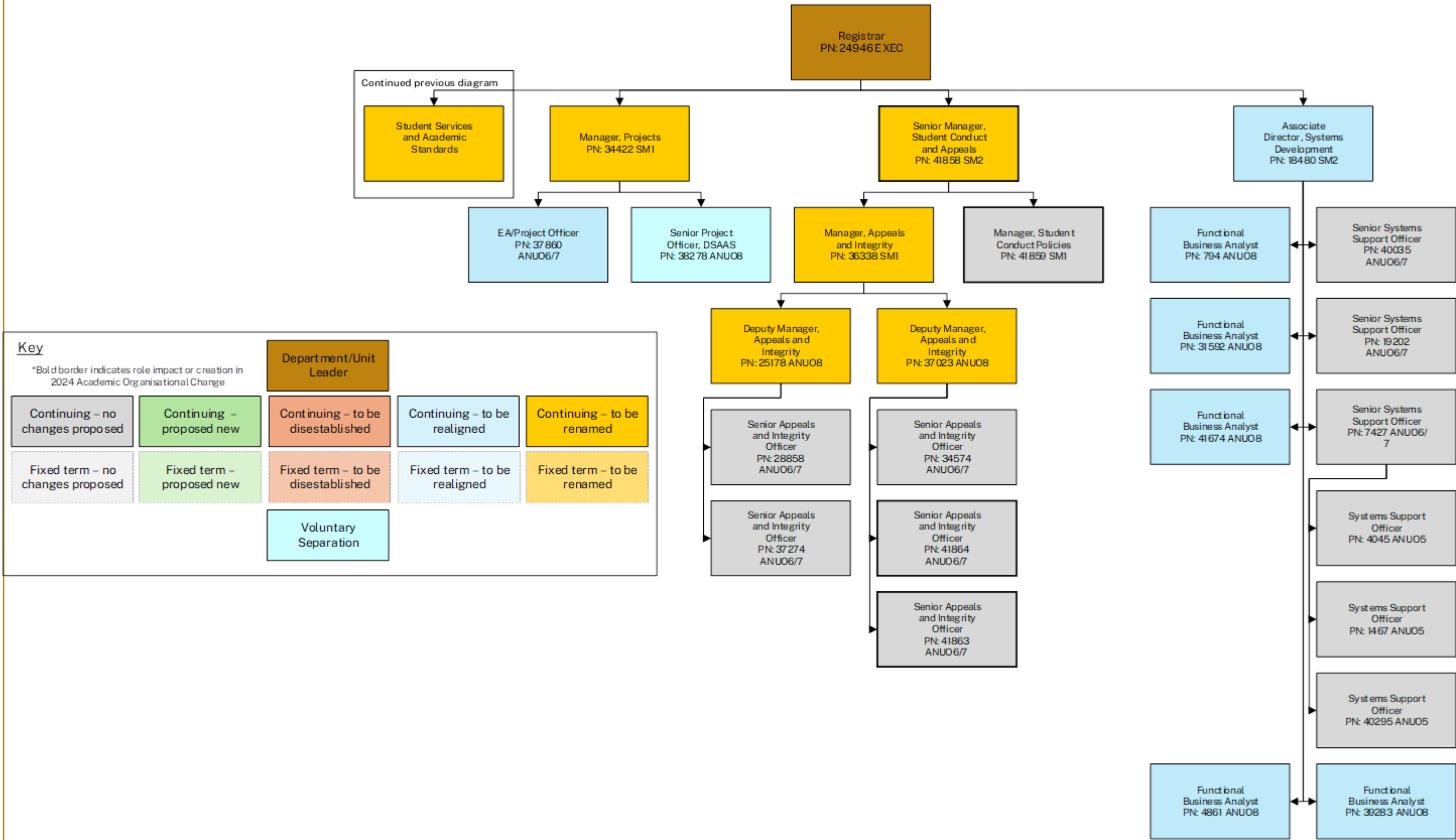
Current state - University Experience Division (part 2)



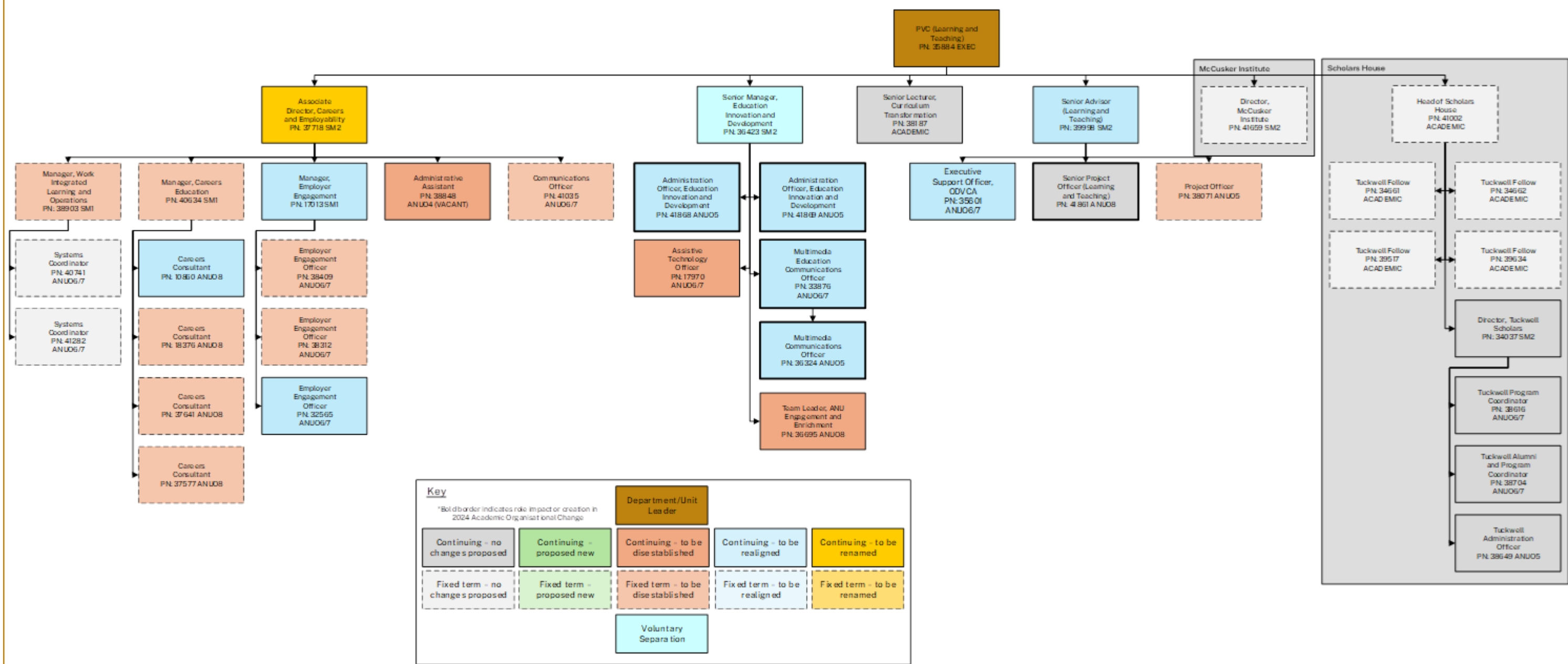
Current State - Division of Student Administration and Academic Services (part 1)



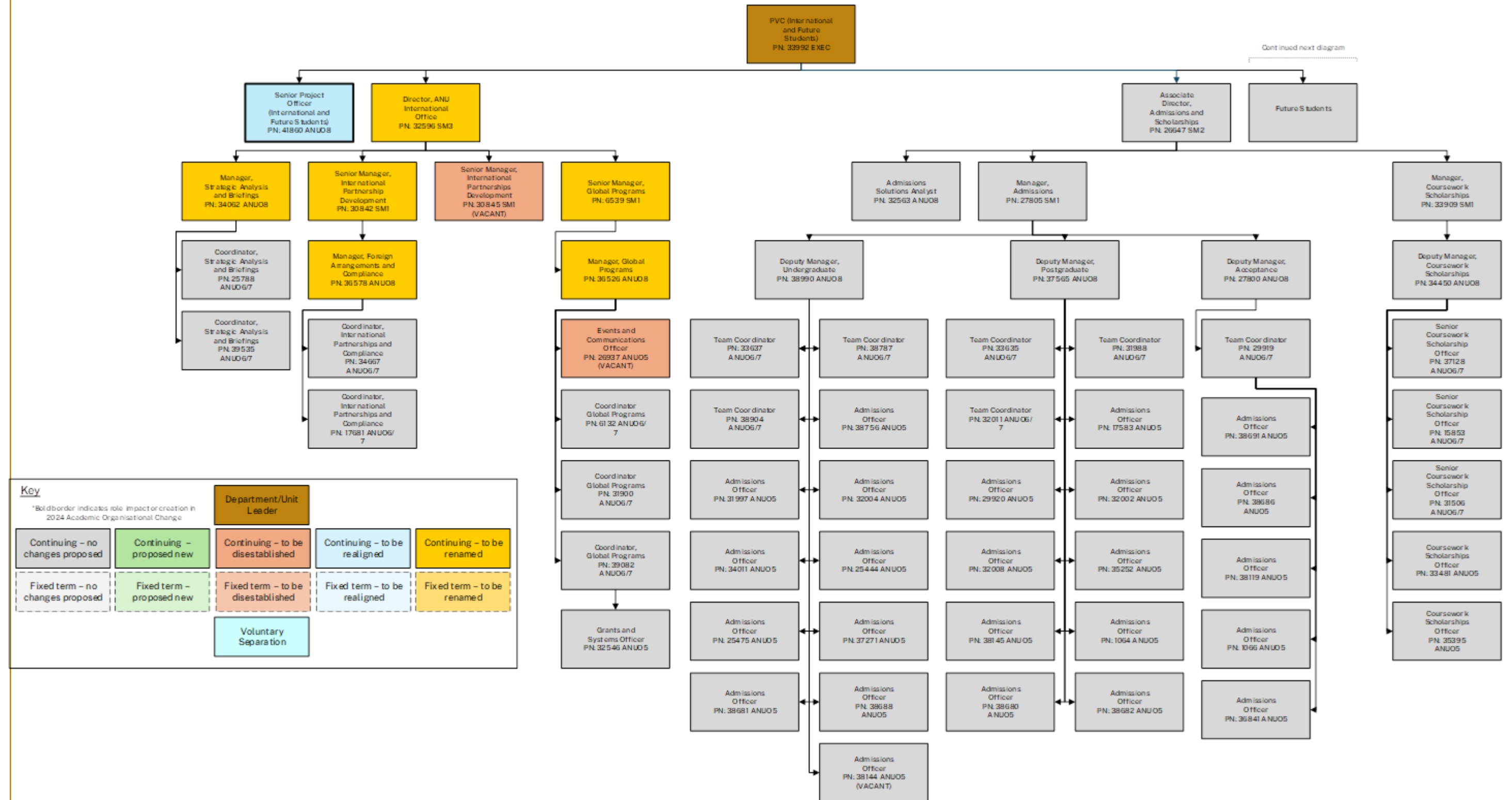
Current State - Division of Student Administration and Academic Services (part 2)



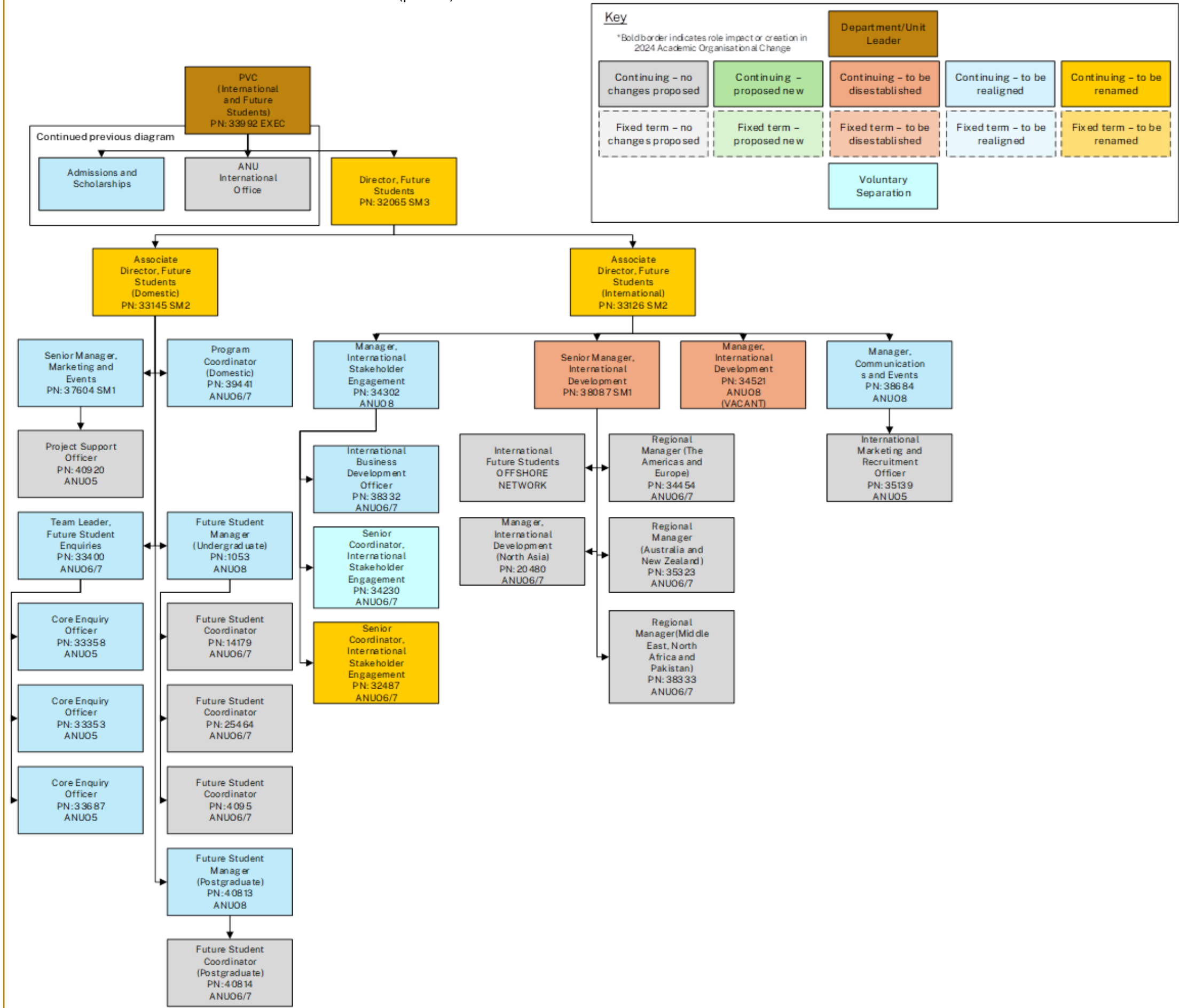
Current state - Learning and Teaching



Current State - International and Future Students (part 1)

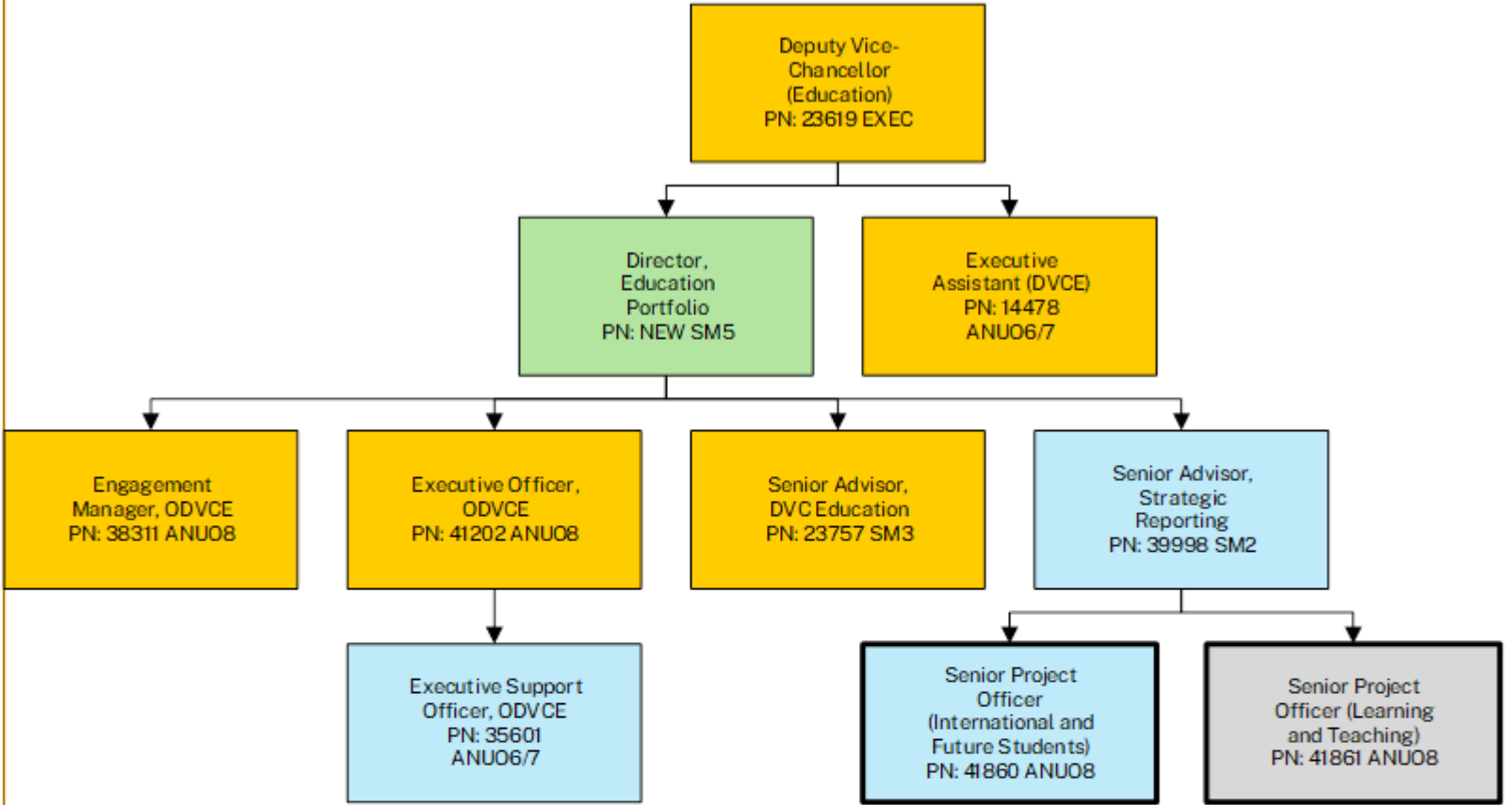


Current State - International and Future Students (part 2)



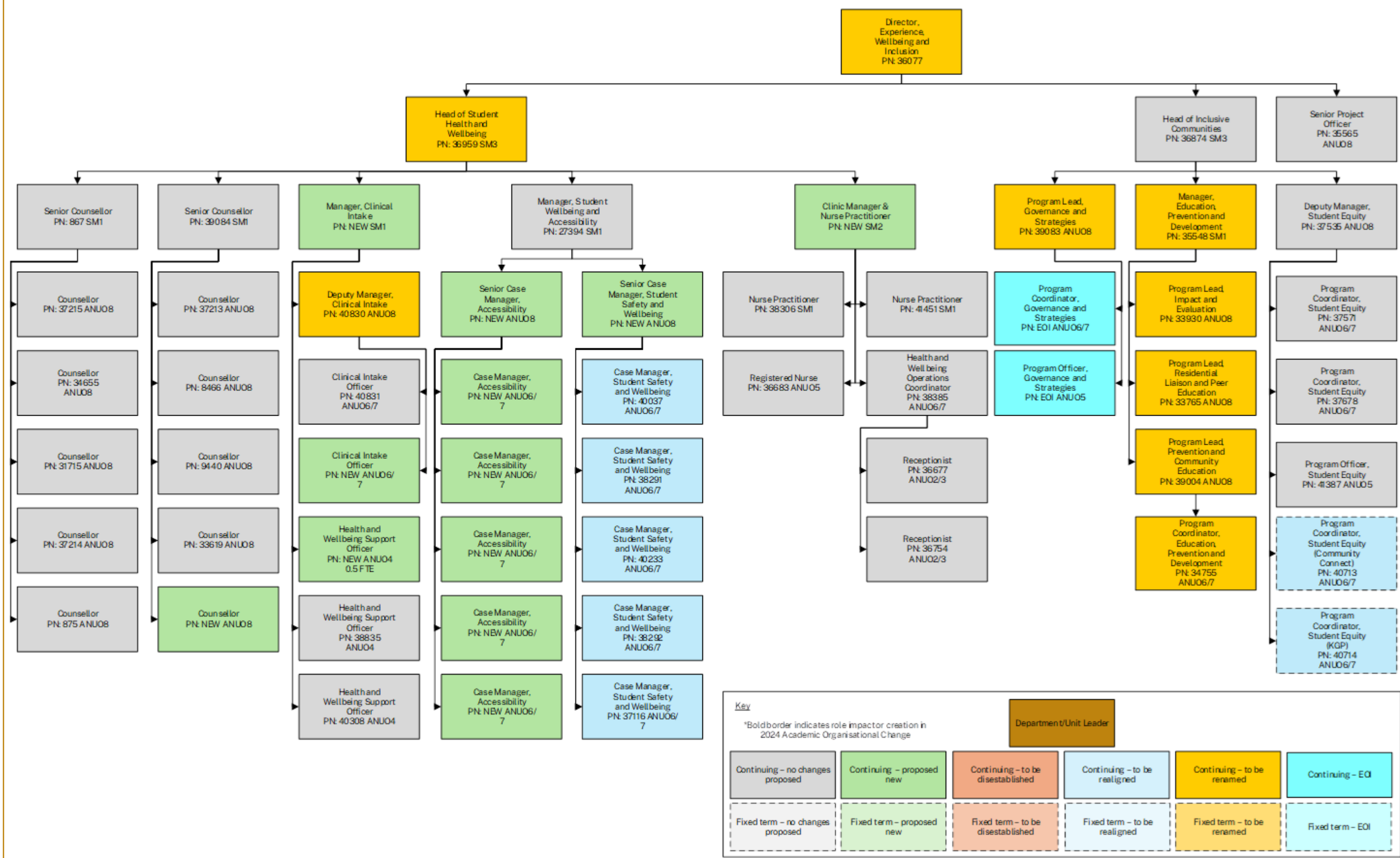
Appendix 5 – Future organisational charts

Future State - Office of the Deputy Vice-Chancellor (Education)

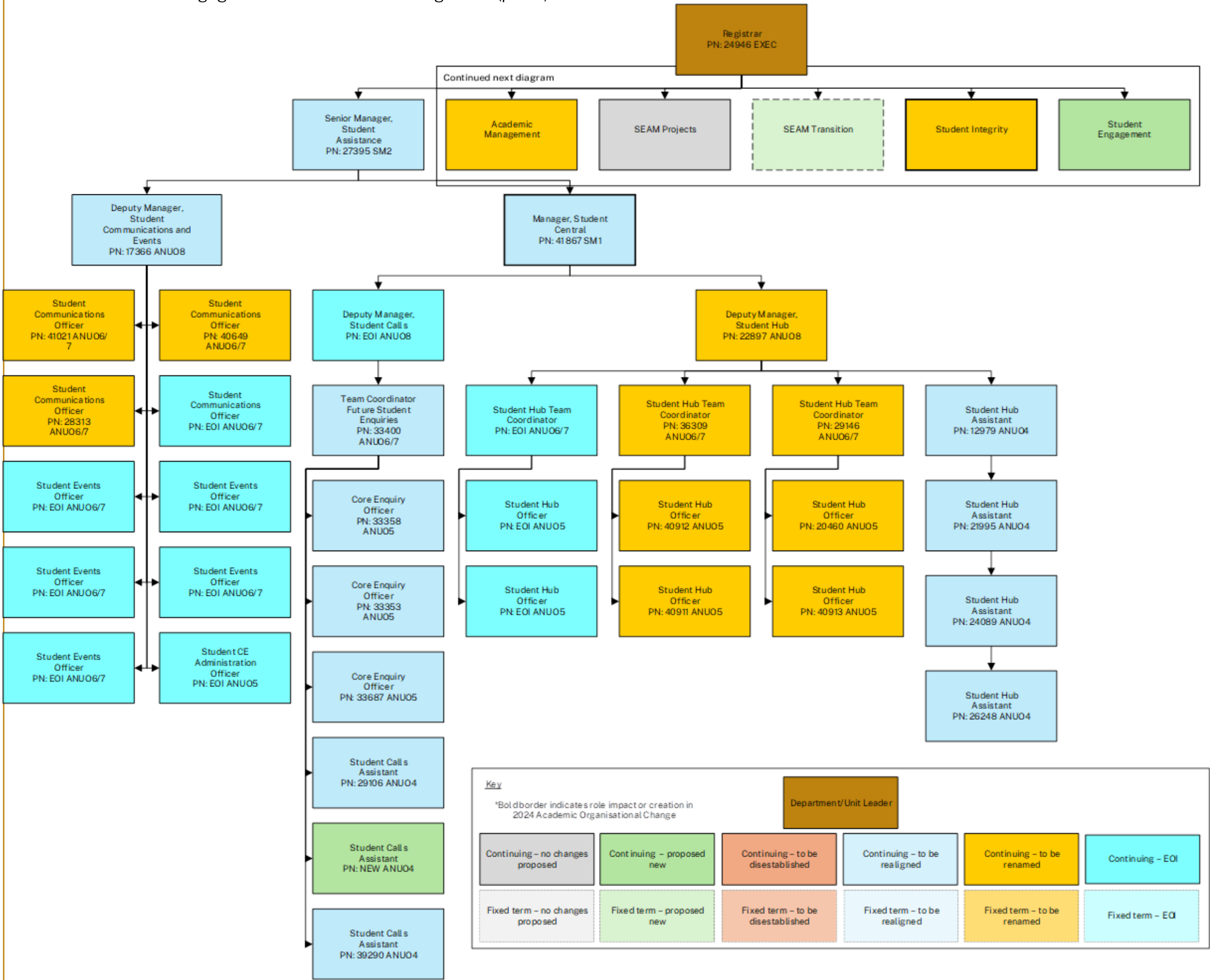


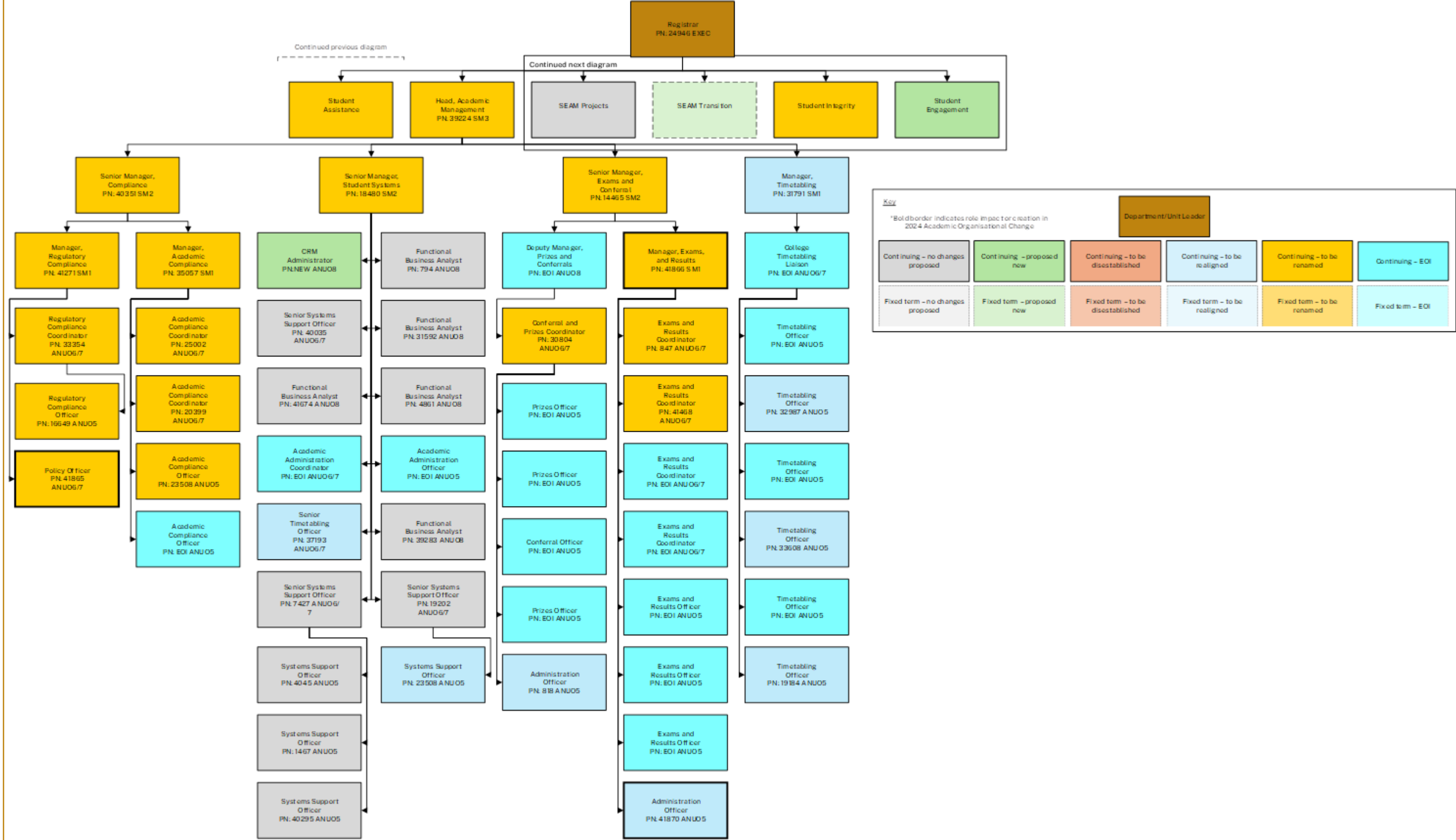
Key				
*Bold border indicates role impact or creation in 2024 Academic Organisational Change				
Department/Unit Leader				
Continuing – no changes proposed	Continuing – proposed new	Continuing – to be disestablished	Continuing – to be realigned	Continuing – to be renamed
Fixed term – no changes proposed	Fixed term – proposed new	Fixed term – to be disestablished	Fixed term – to be realigned	Fixed term – to be renamed

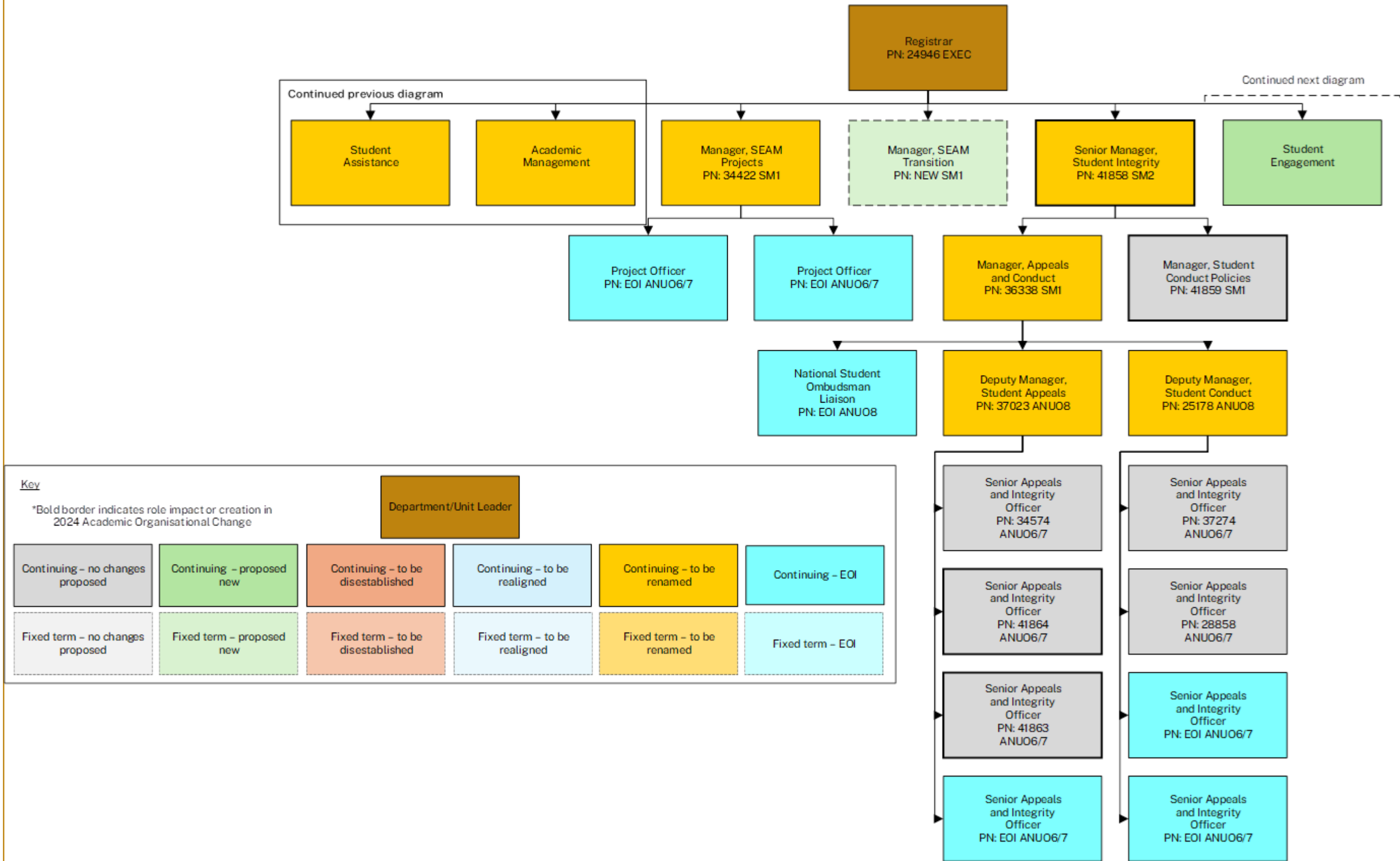
Future State - Experience, Wellbeing and Inclusion

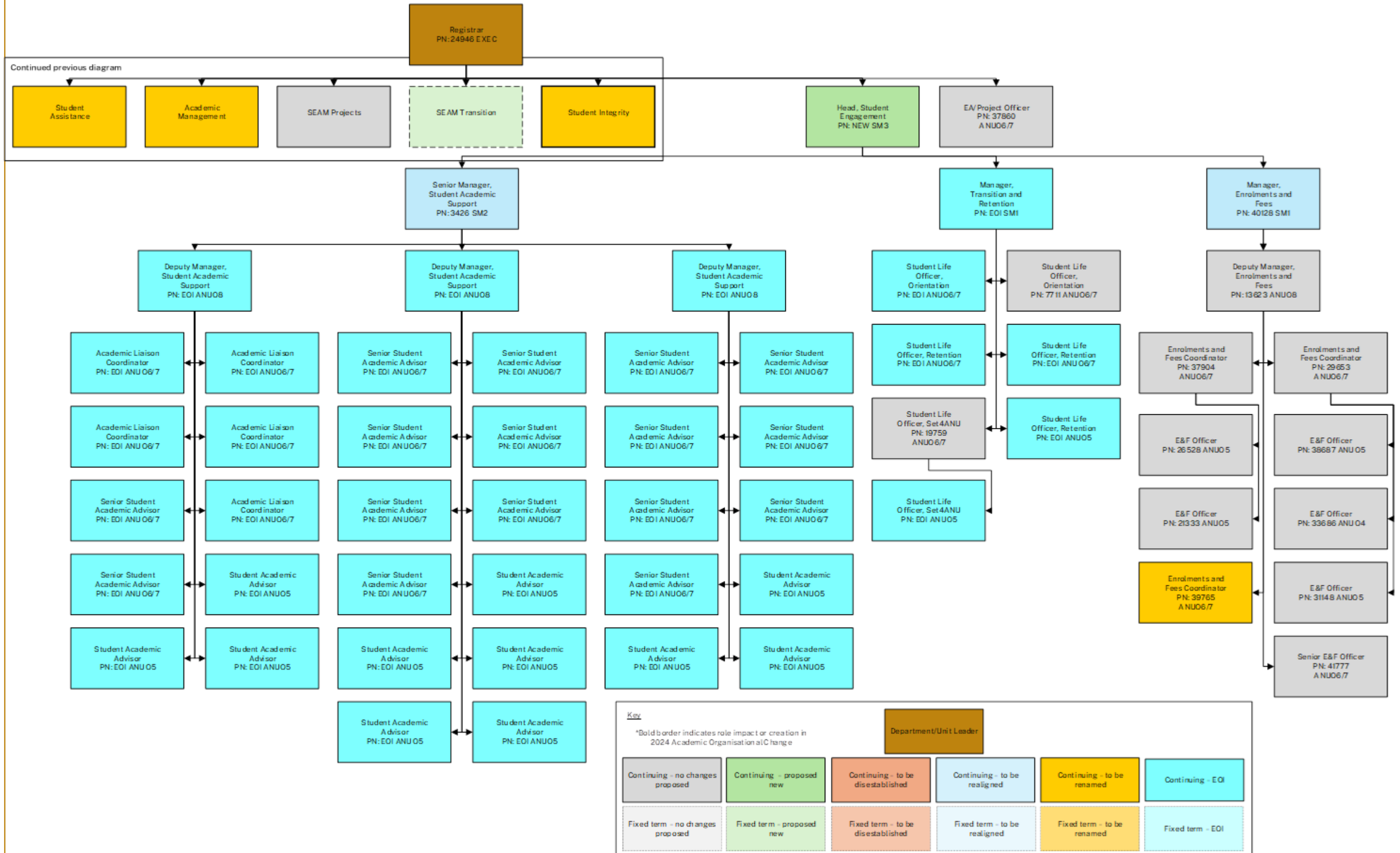


Future State - Student Engagement and Academic Management (part 1)

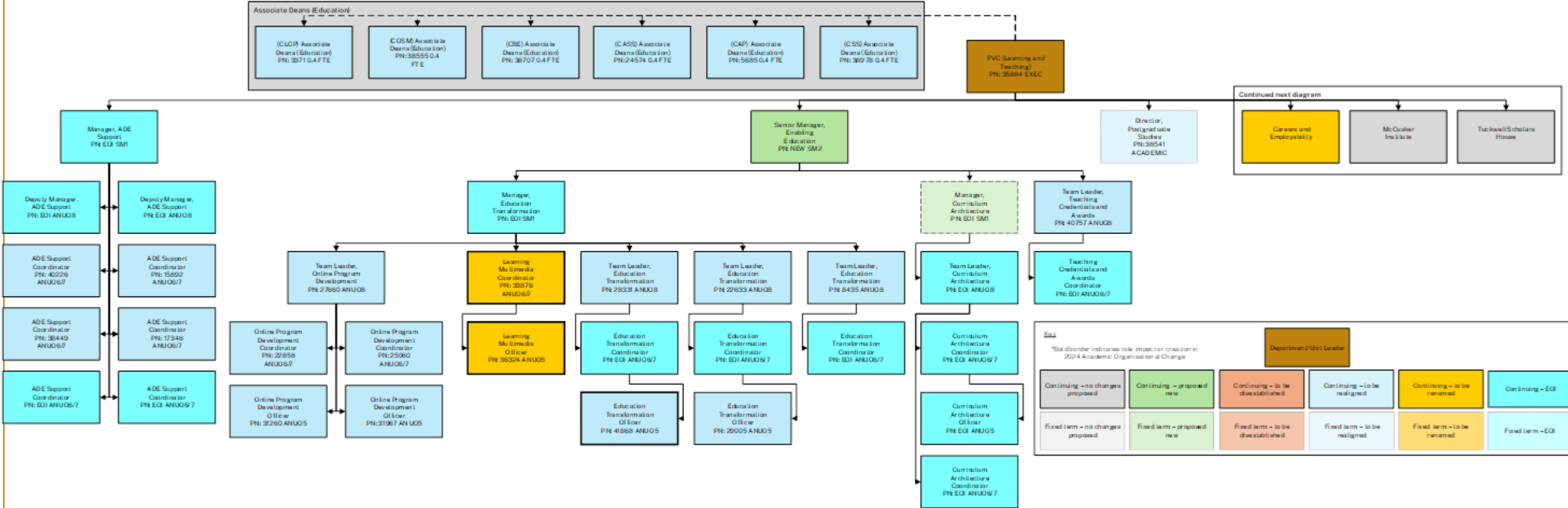


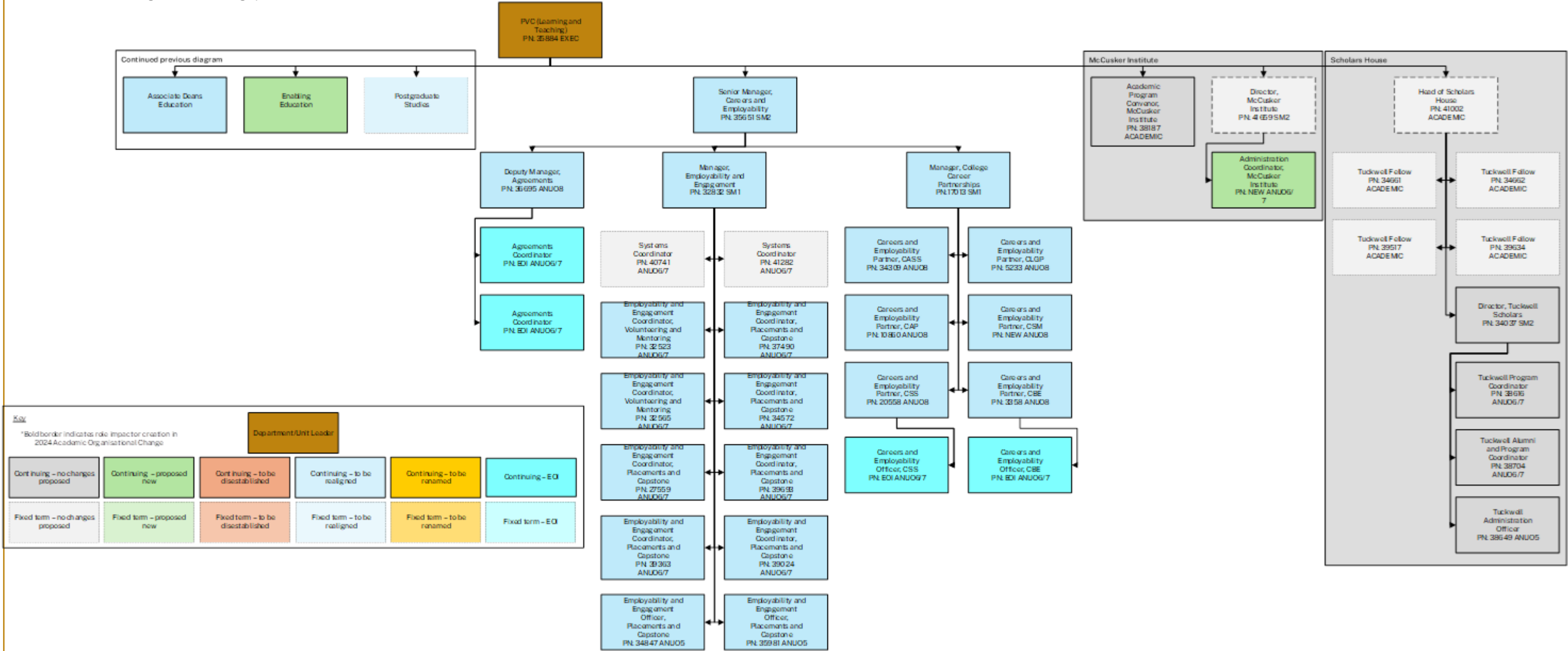




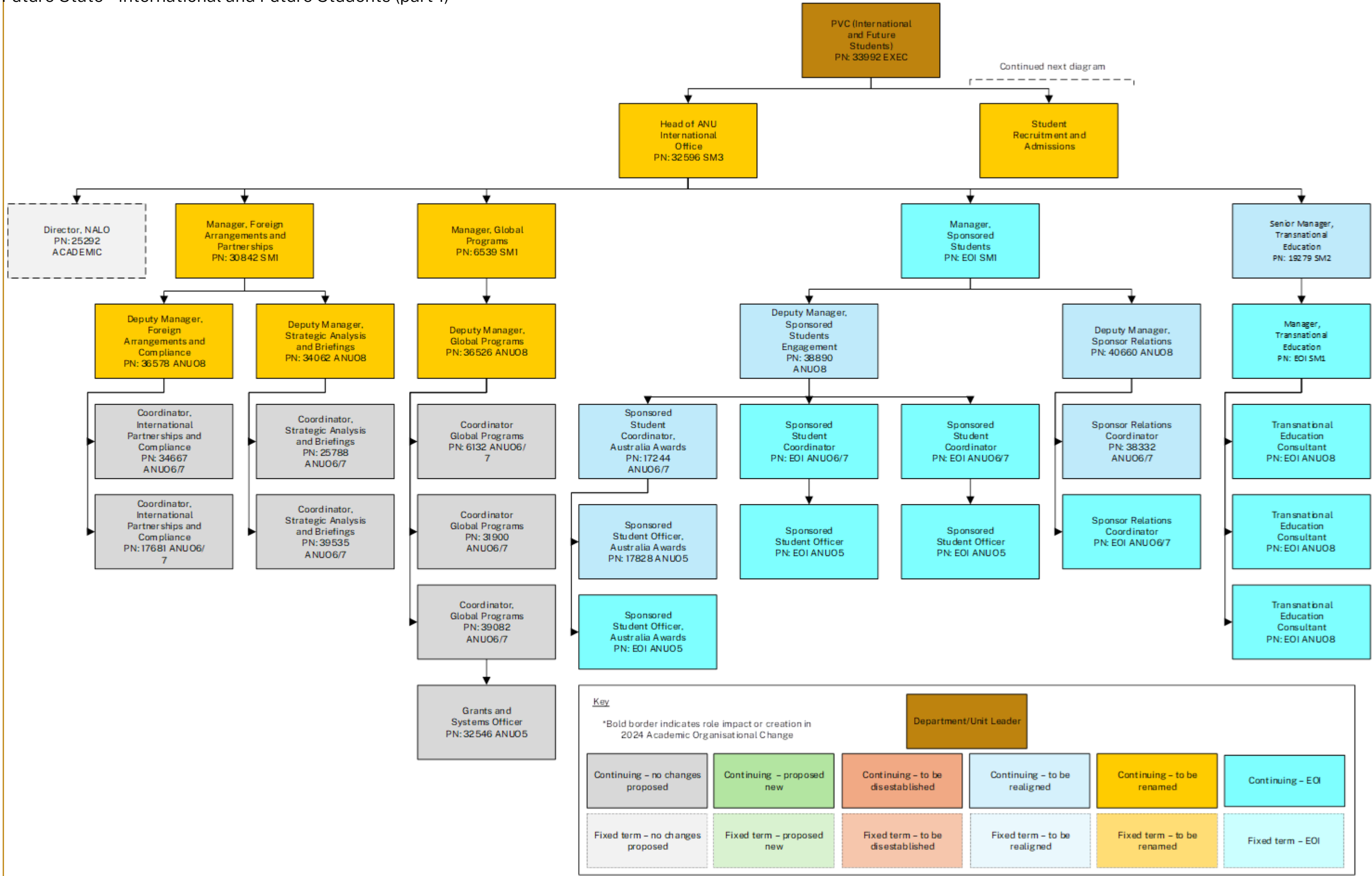


Future State - Learning and Teaching (part 1)

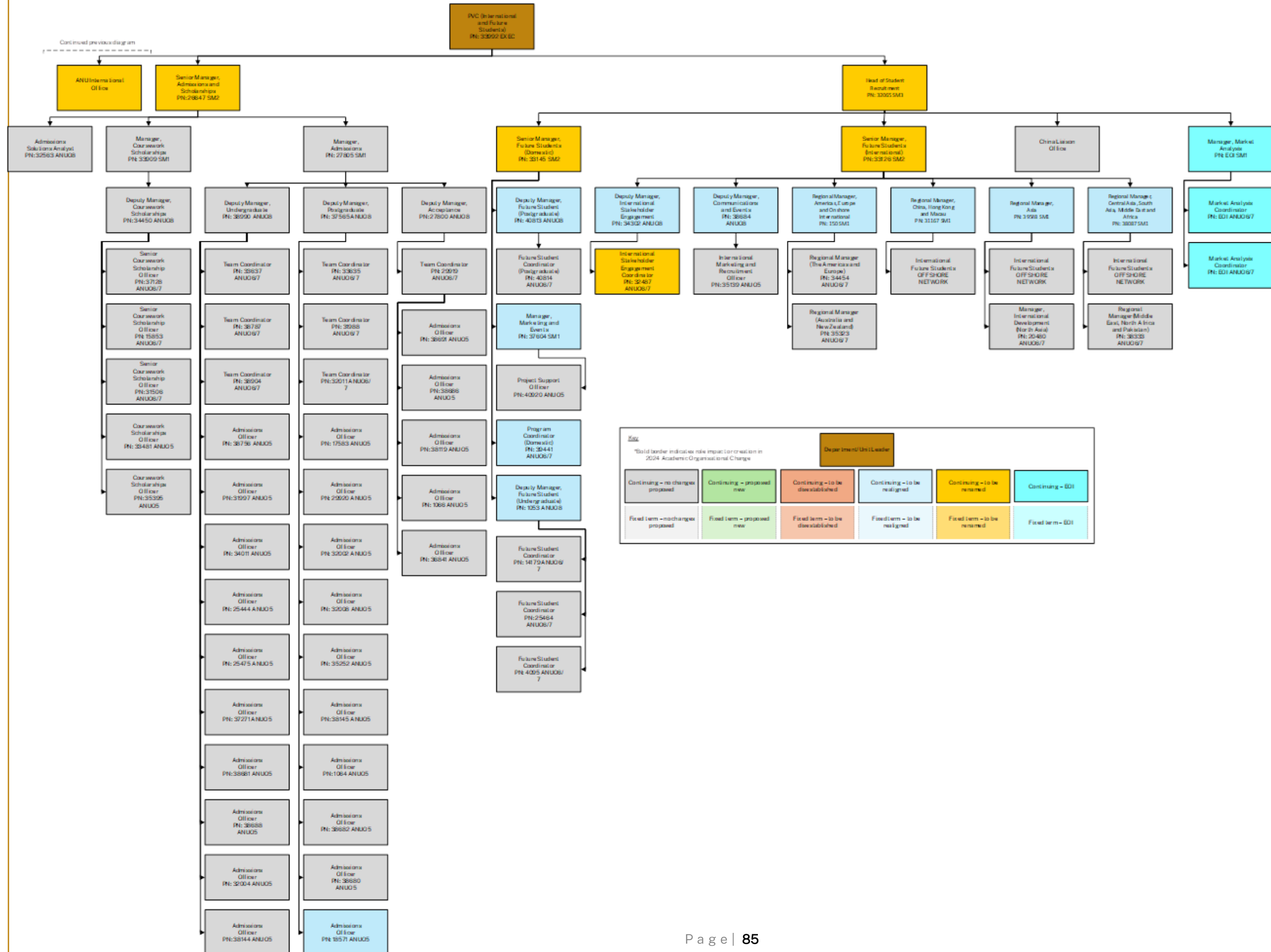




Future State - International and Future Students (part 1)



Future State - International and Future Students (part 2)



Appendix 6 - Draft Education Portfolio Service Catalogue

DRAFT FUTURE STATE EDUCATION PORTFOLIO SERVICE CATALOGUE		INPUT IN SUPPORT OF DELIVERY	
EDUCATION PORTFOLIO TEAM	KEY SERVICES	CENTRAL PORTFOLIOS AND DIVISIONS	COLLEGES, SCHOOLS AND INSTITUTES
SEAM REGULATORY COMPLIANCE	<ul style="list-style-type: none">• Government external reporting and other reporting: PRISMS, QVS, COD, G5• TEQSA reporting and responses to regulatory requests• CRICOS/ESOS monitoring	<ul style="list-style-type: none">• Student Communications & Events support	
SEAM SEAM PROJECTS	<ul style="list-style-type: none">• Policy Review• Projects including service improvement, regulatory changes• Projects for both SEAM and whole of ANU	<ul style="list-style-type: none">• Student Communications & Events support	
DSAAS EXAMS, PRIZES AND CONFERRAL	<ul style="list-style-type: none">• Academic Transcript & AHEGS issuance, completion letters• Assessment management [special consideration]• Conferral management• Testamur production & replacement• Completion letter [between completion and conferral]• Prize management - website updates, CoA approvals, SAS updates, identification of students, printing of certificates, payments to students• Results processing, support of results/moderation meetings	<ul style="list-style-type: none">• Advancement – donor management• Student Communications & Events support	<ul style="list-style-type: none">• Academic decisions regarding prizes and results• Results provided in appropriate systems



DRAFT FUTURE STATE EDUCATION PORTFOLIO SERVICE CATALOGUE		INPUT IN SUPPORT OF DELIVERY	
EDUCATION PORTFOLIO TEAM	KEY SERVICES	CENTRAL PORTFOLIOS AND DIVISIONS	COLLEGES, SCHOOLS AND INSTITUTES
SEAM STUDENT COMMUNICATION AND EVENTS	<ul style="list-style-type: none"> • Maintain DSAAS webpages and online content including social media accounts • Communication and marketing material to promote orientation & retention programs, activities and resources. • Oversee the delivery of events run by DSAAS • Outbound student communications, including newsletters, key activity specific emails/texts • Manage student and community FAQs • Lead to Enrolment conversion activity 	<ul style="list-style-type: none"> • All student interacting areas to provide content 	
SEAM STUDENT CONDUCT AND APPEALS	<ul style="list-style-type: none"> • Student discipline matters • Student academic integrity matters • Reporting on discipline and integrity matters • Appeals • PhD terminations & Appeals under Research Awards Rule • Liaison with National Student Ombudsman for all cases and processes 	<ul style="list-style-type: none"> • Student Communications & Events support 	<ul style="list-style-type: none"> • Allocation of academic staff to appeal committees
SEAM TRANSITION AND RETENTION	<ul style="list-style-type: none"> • Oversee development and implementation of transition programs, activities and resources • Oversee orientation programs, activities and resources for international students. • Secretariat support for Orientation and Transition Committee • Transition programs, activities and resources including: Orientation Week, Set4ANU Mentoring, Airport pick-up service, Orientation handbook, university-wide welcome emails • New Student Handbook, Family Calendar, Set4ANU book, ANU+ guide and reflections, Student Life newsletter, supporting individual program newsletters • Oversee retention activities including early intervention, identification of students at risk, and programs to support retention • Oversee reporting on student support matters as required by TEQSA 	<ul style="list-style-type: none"> • Student Communications & Events support 	<ul style="list-style-type: none"> • Support of retention activities as required by Program Convenors or Course Coordinators



DRAFT FUTURE STATE EDUCATION PORTFOLIO SERVICE CATALOGUE		INPUT IN SUPPORT OF DELIVERY	
EDUCATION PORTFOLIO TEAM	KEY SERVICES	CENTRAL PORTFOLIOS AND DIVISIONS	COLLEGES, SCHOOLS AND INSTITUTES
SEAM REGISTRAR	<ul style="list-style-type: none"> • DSAAS budget and leadership • As per delegations • Freedom of Information requests - review documents 	<ul style="list-style-type: none"> • Student Communications & Events support 	
SEAM STUDENT ACADEMIC SUPPORT	<ul style="list-style-type: none"> • Program and course advice • Permission codes, leave of absence, return from leave of absence, third attempt etc • ESOS Student compliance monitoring • Credit • Completion/graduation eligibility assessment • Liaison with academics for academic delegate decisions • International Under 18 student management 	<ul style="list-style-type: none"> • Student Communications & Events support 	<ul style="list-style-type: none"> • Academic decisions
SEAM STUDENT CENTRAL	<ul style="list-style-type: none"> • General directions, university enquiries, Tier 1 enquiries on all functions for prospective and current students and community members • Document collection for evidence-based changes [Submit forms and supporting documentation for consent, change of name, gender, residency, CSP verification audit, admission application, scholarship application supporting documents] • Student Referrals to specialist services • Issue student cards (all students including HDR) • International student advice [VISA obligations, eCOE changes] as well as for exchange and cross institutional students • Student record management [Change of name, gender and consent indicator] • Program and enrolment enquiries • Fees enquiries, basic enquires answered by Student Central, complex enquires to be referred to E&F • Examination and assessment enquiries and support [Deferred, Supplementary, mid-semester, final examinations] • Grade enquiries • General enquiries for all student matters • Conversion call campaigns 	<ul style="list-style-type: none"> • Handover of all Tier 1 knowledge • Responses to referrals for Tier 2 and 3 requests • Student Communications & Events support 	<ul style="list-style-type: none"> • Academic decisions as required for student transactions



DRAFT FUTURE STATE EDUCATION PORTFOLIO SERVICE CATALOGUE		INPUT IN SUPPORT OF DELIVERY	
EDUCATION PORTFOLIO TEAM	KEY SERVICES	CENTRAL PORTFOLIOS AND DIVISIONS	COLLEGES, SCHOOLS AND INSTITUTES
SEAM REGULATORY COMPLIANCE	<ul style="list-style-type: none"> Government external reporting and other reporting: PRISMS, QVS, COD, G5 TEQSA reporting and responses to regulatory requests CRICOS/ESOS monitoring 	<ul style="list-style-type: none"> Student Communications & Events support 	
SEAM SEAM PROJECTS	<ul style="list-style-type: none"> Policy Review Projects including service improvement, regulatory changes Projects for both SEAM and whole of ANU 	<ul style="list-style-type: none"> Student Communications & Events support 	
DSAAS EXAMS, PRIZES AND CONFERRAL	<ul style="list-style-type: none"> Academic Transcript & AHEGS issuance, completion letters Assessment management [special consideration] Conferral management Testamur production & replacement Completion letter [between completion and conferral] Prize management - website updates, CoA approvals, SAS updates, identification of students, printing of certificates, payments to students Results processing, support of results/moderation meetings 	<ul style="list-style-type: none"> Advancement – donor management Student Communications & Events support 	<ul style="list-style-type: none"> Academic decisions regarding prizes and results Results provided in appropriate systems



DRAFT FUTURE STATE EDUCATION PORTFOLIO SERVICE CATALOGUE		INPUT IN SUPPORT OF DELIVERY	
EDUCATION PORTFOLIO TEAM	KEY SERVICES	CENTRAL PORTFOLIOS AND DIVISIONS	COLLEGES, SCHOOLS AND INSTITUTES
SEAM STUDENT SYSTEMS	<ul style="list-style-type: none"> First-level service support; Capture of incidents and requests; First level call incident and request resolution; Tracking of call progress; Update and management of self-help text materials Manage and update e-forms in ANUHub Strategic roadmaps for all student systems ‘owned’ by SEAM Implementation of upgrades and improvements to functionality in student systems 		
SEAM TIMETABLING	<ul style="list-style-type: none"> Class timetable management Manage central examination timetable Scheduling including staff availability 	<ul style="list-style-type: none"> Exams Student Central for communication support 	<ul style="list-style-type: none"> Input into scheduling Managing HR discussions for availability



DRAFT FUTURE STATE EDUCATION PORTFOLIO SERVICE CATALOGUE		INPUT IN SUPPORT OF DELIVERY	
EDUCATION PORTFOLIO TEAM	KEY SERVICES	CENTRAL PORTFOLIOS AND DIVISIONS	COLLEGES, SCHOOLS AND INSTITUTES
LEARNING AND TEACHING Enabling Education: Education Transformation Team	<ul style="list-style-type: none"> Supporting teaching delivery through a range of resources, guidance, events and PD. Supporting adoption of emerging technologies and practices in learning and teaching. Providing facilities and resources for production of high quality video and audio teaching materials. Maintaining teaching and learning policies and guidelines. Developing teaching and learning policies and guidelines. Developing dashboards to support student engagement, employability and teaching quality. Collecting, analysing, interpreting and reporting data to support learning analytics for teaching delivery and course evaluation. Providing direction for the production of learning analytics in alignment with institutional and regulatory requirements. Supporting liaison with communities of practice regarding use of L&T technologies, platforms and spaces. Facilitating peer networks, communities of practice and the sharing of best practice approaches to learning and teaching. Preparing internal reports relating to learning and teaching, including conducting analyses of relevant data and using Business Intelligence and other self-service reporting and data visualisation tools. Managing teaching and learning related projects and initiatives. Managing digital learning process and technologies for online programs Supporting ADEs with implementation and delivery of learning and teaching functions. 	ITS: <ul style="list-style-type: none"> Providing LMS service support to end-users. Providing assistive technology support Managing the recording and uploading of lecture recordings to LMS course sites. Managing, maintaining and supporting the use of data projectors, audio-visual and video-conferencing technology, electronic whiteboards and other multimedia hardware related to teaching and learning 	Colleges responsible for the following activities: <ul style="list-style-type: none"> Set up, deliver and assist with in-class delivery of seminars, group lessons and educational talks Set up and deliver practicals within wet laboratories Set up and deliver practicals within clinical settings Deliver pre-higher education entry enabling and language programs Provide support to deliver third-party teaching programs
LEARNING AND TEACHING Enabling Education: Curriculum Architecture Team	<ul style="list-style-type: none"> Providing best practice resources, guidance and support for evaluation, review and reaccreditation of programs and courses. Providing best practice resources and guidance for program and course design. Providing a process for financial cost / benefit analysis for new program proposals. Providing best practice resources and guidance for course delivery, including learning activities and assessment. (In-class & online. In-class & independent) Providing best practice resources and guidance for evaluation of programs and courses for continuous improvement. Collecting, analysing, interpreting and reporting data to support learning analytics for teaching delivery and course evaluation. Identifying and evaluating new learning and teaching technologies for LMS integration. Developing process, policy and guidance for the evaluation teaching unit / course quality. Facilitating peer networks, communities of practice and the sharing of best practice approaches to learning and teaching Developing and contributing to academic sustainability initiatives. Managing learning and teaching related projects and initiatives. Supporting ADEs with implementation and delivery of learning and teaching functions. 	ITS: <ul style="list-style-type: none"> Maintaining and managing the LMS and integrated technologies. Performing business case analysis for new learning and teaching technology proposals. Learning and Teaching integrations into the LMS and systems within the Learning Ecosystem. 	

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EDUCATION PORTFOLIO TEAM	KEY SERVICES	CENTRAL PORTFOLIOS AND DIVISIONS	COLLEGES, SCHOOLS AND INSTITUTES
LEARNING AND TEACHING Enabling Education: Teaching Credentials and Awards Team	<ul style="list-style-type: none"> Supporting induction of new teaching staff. Supporting tutor training. Supporting professional development of teaching staff through the provision of activities, events, workshops and programs. Supporting attainment of teaching credentials. Recognising excellence in learning and teaching. Facilitating peer networks, communities of practice and the sharing of best practice approaches to learning and teaching 		
LEARNING AND TEACHING ADE Support Team	<ul style="list-style-type: none"> Supporting ADEs with generalist administrative support for college specific matters that relate to learning and teaching, student administration and academic matters. 		
LEARNING AND TEACHING Careers and Employability	<ul style="list-style-type: none"> Coordinating and managing Work Integrated Learning (incl. internships) work related and industry experiences. Coordinating communications with partner organisations providing, WIL (incl. Internships). Supporting and coordinating student career development and professional literacy provision. Developing guidance and resources for the use of systems that support student employability development. Managing and coordinating employer events. Managing student enquiries for WIL, Internships and Mentoring Programs. Providing guidance and resource advice and information appointments on resumes, job applications and job hunting to enrolled students and alumni. Developing, managing and maintaining guidance and policy for WIL, careers education and employer engagement. Building and managing employer and industry relationships. Facilitating peer networks, communities of practice and the sharing of best practice approaches to Careers and Employability. Develop and deliver community engagement programs such as student volunteer program (ANU+). 		<ul style="list-style-type: none"> Colleges responsible for managing and student medical/clinical placements. Colleges provide input and work through the Careers and Employability Partner on Careers and Employability related initiatives as part of the Careers Hub and Spoke model
LEARNING AND TEACHING McCusker Institute	<ul style="list-style-type: none"> Coordinating transdisciplinary projects and initiatives. Coordinating and manage the SoCITE curriculum initiative. Building and managing employer and industry relationships, partners, fellows and affiliates. 		<ul style="list-style-type: none"> Fellows and Affiliates of the Institute work with McCusker in support of curriculum development and transdisciplinary offering



DRAFT FUTURE STATE EDUCATION PORTFOLIO SERVICE CATALOGUE		INPUT IN SUPPORT OF DELIVERY	
EDUCATION PORTFOLIO TEAM	KEY SERVICES	CENTRAL PORTFOLIOS AND DIVISIONS	COLLEGES, SCHOOLS AND INSTITUTES
<p>Experience, Wellbeing and Inclusion</p> <p>WELLBEING AND SUPPORT SERVICES:</p>	<ul style="list-style-type: none"> • Provide counselling for students • Provide case management for students • Provide advice to staff around wellbeing and sexual misconduct response • Support information and training on sexual misconduct response • Triage students who request appointments with counselling and case management • Manage appointments and enquiries for students in counselling and wellbeing • Support students with developing Education Access Plan (EAP) • Coordinate the implementation of students' EAP • Administer the ANU Medical Centre including doctors' invoices, medical supplies, technological support services, coordinating response to feedback and complaints • Provide medical services to students including Flu Clinic • Monitor feedback and program improvement 		
<p>Experience, Wellbeing and Inclusion</p> <p>PREVENTION AND INCLUSION:</p>	<ul style="list-style-type: none"> • Manage and deliver the ANU Ally program, Bystander training, Peer Educators program, Prevention of harmful behaviours program, CUPPS and other training activities • Plan and deliver ALLY Network training, Enlivening Consent, Bystander training, Inclusive events, Understanding and Responding to GBV and other training activities • Undertake research and evaluation for prevention activities • Develop and manage of RRR suite • Monitor program evaluation, feedback and improvement for harmful behaviours prevention activities and equity activities • Develop the IARC operational plan • Manage the IARC websites and resource development for student communications • Participate in related communities of practice such as the NSW-ACT GBC Prevention and Canberra GBV prevention and response • Publish the Sexual Misconduct Public Report • Manage HEPPP programs including outreach, transition and support, basic needs support, FYE, etc • Complete HEPPP and HECG reports for Department of Education • Support development and delivery of equity, diversity and inclusion policies and procedures • Support the operations, planning and publishing for related University-wide working groups such as Indigenous Strategy/RAP working group, Mental Health strategy working group, IGC, ICG Implementation working group, anti-racism taskforce, Equity Diversity and Inclusion progress report, RAP Barometer, etc • Complete HEPPP and Allianz reporting • Develop and deliver community-based programs such as Kitchen Garden, and Community Connect. • Develop and maintain relationships with community groups and NGOs in relation to aspects of food relief, the kitchen garden and volunteering 		

DRAFT FUTURE STATE EDUCATION PORTFOLIO SERVICE CATALOGUE		INPUT IN SUPPORT OF DELIVERY	
EDUCATION PORTFOLIO TEAM	KEY SERVICES	CENTRAL PORTFOLIOS AND DIVISIONS	COLLEGES, SCHOOLS AND INSTITUTES
INTERNATIONAL AND FUTURE STUDENTS RECRUITMENT AND ADMISSIONS	<ul style="list-style-type: none"> • Prospective admission advice • Application enquiries [How to apply, current application status, deferment] • Submitting Application & Supporting Documentation • Admissions assessment and outcome determination including making offer • Make payment [Pay Deposit, Pay Application Fee] • Acceptance of program offer, create student record, generate and issue password • Prospective admission advice • Application enquiries [How to apply, current application status] • Submitting Application & Supporting Documentation • Admissions assessment and outcome determination including making offer • Make payment [Pay Deposit, Pay Application Fee] • Acceptance of program offer, create student record, generate and issue password • Submitting a Scholarship application • Support scholarship ranking • Support scholarship outcomes [make offers and record acceptances] • Scholarships management [setup and maintenance, managing payments and reimbursements] • Scholarship overpayment management • Submitting a Scholarship application • Support scholarship ranking • Support scholarship outcomes [make offers and record acceptances] • Scholarships management [setup and maintenance, managing payments and reimbursements] • Scholarship overpayment management • Management of sponsored students • Oversee the Australia Awards student program including applications, offers, transition, academic progress, scholarship payments, coordination action plans etc 	<ul style="list-style-type: none"> • DSAAS – provision of key student administration services, including fees and payments and student record keeping 	<ul style="list-style-type: none"> • Colleges – representatives involved in scholarship committee meetings / decision making
INTERNATIONAL OFFICE	<ul style="list-style-type: none"> • Build partnerships with international alumni to promote postgraduate opportunities at the university. • International partner management • International agreement management, compliance, foreign interference management support • Student mobility management • Related to international agreements (both internal reporting and reporting to DFAT (Foreign arrangements and New Colombo Plan). • Maintain relationship with DFAT and post for Australian Award program 	<ul style="list-style-type: none"> • Colleges, GRO, Alumni – identification of partnership opportunities and on-going relationship management • FIAC committee – oversight of foreign interference matters 	

DRAFT FUTURE STATE EDUCATION PORTFOLIO SERVICE CATALOGUE		INPUT IN SUPPORT OF DELIVERY	
EDUCATION PORTFOLIO TEAM	KEY SERVICES	CENTRAL PORTFOLIOS AND DIVISIONS	COLLEGES, SCHOOLS AND INSTITUTES
INTERNATIONAL AND FUTURE STUDENTS	<ul style="list-style-type: none"> • Conduct surveys with prospective students to understand their preferences and perceptions. • Commission research to understand market trends and emerging demands in higher education. • Extracting insights • Analyse competitive universities offerings to ensure competitive advantage. • Develop strategies for online and offline campaigns to boost the university's visibility. • Organize virtual and in-person recruitment fairs for prospective domestic students. • Develop domestic-focused marketing materials, such as videos and social media posts, highlighting student life and programs. • Create targeted campaigns aimed at high school students to encourage application to undergraduate programs. • Develop multilingual marketing materials for international students. • Organize webinars and virtual recruitment fairs targeting • Management of agent contracts, commissions payments and agent performance. • Build relationships with international high schools and agencies to promote programs abroad. • Coordinate university participation in high school career fairs. • Provide logistical and event support for information sessions aimed at domestic students. • Host virtual tours and webinars for prospective domestic students to experience the university. • Coordinate visits to overseas recruitment fairs to attract international students. • Organize information sessions and meetups for international students in key regions (e.g., India, China, etc.). • Partner with education agents to organize events that promote the university in foreign markets. • Design promotional materials specifically for prospective postgraduate students, focusing on research opportunities and academic success. • Create targeted online campaigns for postgraduate programs (e.g., social media, email marketing). • Coordinate with faculty to host virtual events that highlight postgraduate research and courses. • Create international-targeted postgraduate marketing materials in multiple languages. • Coordinate global online info sessions for international students interested in postgraduate studies. 	<p>MarComs support:</p> <ul style="list-style-type: none"> • Commission research to understand market trends and emerging demands in higher education. • Extracting insights • Analyse competitive universities offerings to ensure competitive advantage. • Develop strategies for online and offline campaigns to boost the university's visibility. • Develop domestic-focused marketing materials, such as videos and social media posts, highlighting student life and programs. • Develop multilingual marketing materials for international students. • Design promotional materials specifically for prospective postgraduate students, focusing on research opportunities and academic success. • Create targeted online campaigns for postgraduate programs (e.g., social media, email marketing). • Create international-targeted postgraduate marketing materials in multiple languages. 	<ul style="list-style-type: none"> • Colleges input into the Student Recruitment strategy and college specific KPIs via college liaison staff embedded in Future students team.

Appendix 7 - Academic Functions Benchmarking Analysis

Academic support functions must consolidate centrally by 25% and reduce total capacity by \$13M p.a. to come in line with peer benchmarks.

