



## FAQs

# Academic Portfolio Change Proposal | Renew ANU

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# Feedback and Change Process

## Why are EOIs being used as part of the Academic Portfolio change process?

Given the nature of the proposed changes, an Expression of Interest (EOI) process helps match people to available roles in a way that is:

- **Open and consistent** – Everyone in scope has the same opportunity to put themselves forward for roles.
- **Transparent** – The process is clear and documented, so decisions are made against the same information for everyone.
- **Skills-based** – EOIs give staff the chance to outline their skills, experience, and interest in roles that might not be identical to their current position.
- **Choice-driven** – Staff can indicate preferences for multiple roles or areas they would be willing to move into, rather than being directly transferred.

The EOI process is used where there are more staff than positions available, or where roles are considered new or sufficiently different that an assessment is needed to determine the best fit.

In the Academic Change Proposal, the “Proposed to Reduce” category groups positions by level. These groups are broad, given the variety of roles and possible alignments. Importantly, all positions in the “Proposed to Reduce” closed EOI groups were assessed as having at least one (or more) future roles within the proposed structure that staff could reasonably transition into, with appropriate training and support.

Other “new” or vacant roles will also be open to affected staff through EOIs. Please also note that roles appear in the proposal as “new” where the requirements did not clearly align with existing positions at the proposal stage — but this does not mean affected staff cannot be appointed to them following further assessment.

The Academic leadership team is committed to working with staff to explore all opportunities to retain employment, and where unsuccessful, provide the transition support needed.

## How will the Expression of Interest (EOI) process work?

The EOI process takes place after the implementation of a change proposal is confirmed. It does take time to complete, as each step is carried out carefully to ensure consistency and fairness across the organisation.

A top-down approach is used — starting with leadership and senior roles, then working progressively through to other positions. This approach ensures that decisions made for senior roles can flow through logically to determine vacancies, reporting lines, and opportunities at subsequent levels.

### Steps:

- **Information provided** – Staff in scope receive details of the roles available, including position descriptions and key requirements.
- **Submitting an EOI** – Staff in scope are invited to submit an Expression of Interest, nominating the role(s) you wish to be considered for, outlining your relevant skills, experience, and any preferences.
- **Consideration of preferences** – Where possible, your preferences will be taken into account. You can nominate for more than one role if you wish.
- **Assessment** – EOIs will be reviewed against the requirements of each role, considering transferable skills, experience, and capacity to perform the role with reasonable training or support.

- **Selection** – If more than one staff member is suitable for the same role, a selection process will be used to determine the best match. This may involve interviews or other assessment methods.
- **Outcome advice** – All applicants will be informed of the outcome of their EOI and the next steps.
- **Alternative options** – If you are not appointed to a role through the EOI process, discussions will take place to explore any remaining suitable positions or other options.

### **How will merit be assessed in the closed Expression of Interest (EOI) process, and will it be transparent and fair?**

Yes, the closed EOI process is designed to be both transparent and fair. Merit will be assessed by comparing each applicant's skills, knowledge, experience, and potential to meet the requirements of the role.

The selection criteria for each role will be provided in the position description so applicants know exactly what is being assessed. The same criteria will be applied consistently to every applicant for that role.

Selection committees are made up of panel members who are briefed on the process, the criteria, and the need to avoid bias or conflicts of interest. You can request feedback on your EOI, so you understand the outcome too.

Given this is a closed EOI, only staff directly affected and in scope for that group of roles can apply - ensuring opportunities are prioritised for those impacted by the change.

### **Why are some staff being restricted to a limited pool of roles? Could the EOI process be broadened with more equitable access to roles at level?**

In the Academic proposal, the "Proposed to Reduce" closed EOI pools were designed to be as broad as possible, bringing together multiple options that could reasonably align to different current positions. This ensures affected staff have access to a range of potential roles at their level.

In practice, affected staff in these pools are not limited to only the roles shown in their closed EOI group. All new or vacant positions will also be available to them, with affected staff given first consideration before they are opened more widely.

Some positions are listed as "new" in the proposal because, at the time of drafting, their requirements did not directly align with any existing positions. This does not mean affected staff cannot be appointed to them, rather, these roles may require further assessment to confirm suitability.

This approach ensures that while EOI pools help focus matching where there is a connection, they do not prevent affected staff from being considered for a wider range of opportunities at their level.

### **Can staff apply for closed EOIs at the other classification levels?**

Under the proposal, closed EOIs are initially limited to positions at a staff member's substantive classification level — that is, the level of the ongoing position they currently hold and which is impacted.

If a position is not filled by affected staff at the same level through the initial closed EOI process, it can then be offered more broadly. This may include:

- **Lower-level positions** – Affected staff may volunteer to be considered for these in line with the Enterprise Agreement.

- **Higher-level positions** – These become available only if they are not filled by affected staff at that level, including those on the University-wide redeployment list, before moving to an open recruitment process.

This is a large part of why EOI outcomes are confirmed in stages, starting from the top of the organisation. This approach allows for movements across levels and for vacancies created by other internal appointments to be used to help place affected staff wherever possible.

### **How will the proposed placement process work?**

The placement process works alongside the closed EOI process. The key difference is that in some areas — such as Student Administration functions — the proposed *future state* includes the same number of positions at certain levels as there are staff to be realigned. In these cases, the process is more about matching people to roles than competing for a smaller number of positions, but it still follows the same staged approach outlined in the EOI process.

### **Will the proposed new roles, once confirmed, be advertised through the standard open recruitment process for all staff, or filled solely through the placement process and limited to affected staff?**

Before advertising any new role to the broader community, the University must first assess whether there are impacted staff within the affected area who are at the same classification level and have the skills and capability to perform the role. This assessment is carried out through the EOI process.

If the role is not filled through the EOI process, it will then be considered under the University's redeployment process. Only after these steps are complete would the role proceed to open recruitment.

### **How will people be supported during and after the EOI or placement process to ensure they still have role satisfaction and career progression opportunities?**

We are committed to supporting individuals to continue prioritising role satisfaction and career progression following the proposed realignment. We also believe this proposal will strengthen these opportunities — particularly for those currently working in more siloed teams.

The proposed structure brings functions together in a way that allows us to build on our service, strengthen our capability to deliver it, and create clear pathways for career growth. The proposed integration of teams will foster knowledge sharing, broaden skills, and open more opportunities to work across different areas.

To support this, we will:

- **Provide training and development** to help staff transition smoothly into new ways of working.
- **Plan the timing of any changes carefully** to allow for preparation and adjustment.
- **Offer individual career planning support** to help staff explore new pathways within the University.
- **Maintain access to wellbeing support**, including the Employee Assistance Program, throughout and after the transition.

By structuring teams for collaboration and growth, we aim to ensure staff not only continue to find satisfaction in their work but also have greater opportunities to develop their careers.

## How will the health and wellbeing of staff be managed during the EOI, placement and transition process?

We recognise that transitions can bring challenges, and supporting staff health and wellbeing throughout the change process is a top priority. We are committed to providing a supportive environment that helps staff feel valued and cared for as changes take place.

Key supports include:

- **Access to wellbeing resources** such as the Employee Assistance Program for confidential counselling and advice.
- **Regular communication** to keep staff informed, reduce uncertainty, and provide clarity on next steps.
- **Support from managers and HR** who are available to discuss concerns and provide guidance tailored to individual needs.
- **Flexible arrangements** where possible to help staff balance work and personal commitments during transitions.

Our aim is to ensure staff feel supported, heard, and empowered throughout the EOI, placement, and transition stages.

## Why aren't staff being automatically mapped to new roles?

Our preference would be to have the perfect number and types of positions to automatically 'map' or transfer everyone directly into roles in the proposed future state. However, the proposed changes include new structures, reorganised work across functions and roles, and new capability requirements, so it's not always possible to do a simple one-to-one mapping.

The structure we've designed and are consulting on is still subject to change based on your feedback. Once a final structure is confirmed, we will reassess the best way to transition everyone into the future state. Until the exact numbers and types of positions are clear, the approach can't be finalised. However, there are key principles guiding this process that we are committed to upholding. These principles are outlined in the proposal, and we will continue to engage with staff, so everyone understands them fully. If your feedback suggests alternative approaches aligned with these principles, we will listen and adapt.

In terms of mapping, it is not always possible to automatically align existing positions with future roles. Sometimes there may not be enough positions or straightforward matches to allow automatic mapping. That's why we want to work collaboratively with staff to find the best fit among the proposed positions available. This includes roles in the "Proposed to Reduce", "New", and "Proposed to be filled through placement process" sections in the proposal.

Some positions are shown separately as completely "new" because they have responsibilities or requirements that differ from current (affected) roles. This does not mean affected staff cannot move into them, rather, these positions require additional consideration to confirm alignment. Where there is a fit, our aim is to transition staff into these roles or into other vacancies that arise. The process is designed to ensure this happens in the fairest and most transparent way possible.

We welcome position-specific feedback about alignment to future positions and questions about potential pathways. Please reach out through the Renew ANU feedback [link](#).

## How can staff access or update their position descriptions (PD)?

For staff who received an employment offer through the Page Up recruitment system, your PD is accessible in the online [Jobs](#) platform. Alternatively, where your PD is older than this recruitment records system, please contact your HR Business Partner who will be able to retrieve your PD from the electronic records management system (ERMS).

If your PD is out of date and this affects what's proposed, you do not need to formally update it for us to consider the changes. Instead, please share clear information about what is not reflected in your PD.

Please note: PD-specific feedback submitted cannot be de-identified, as it must be linked to a specific position number and validated with your current leaders. We welcome your input, as it helps us plan and adapt the proposal based on accurate and confirmed information about your current expectations and duties.

### **How will part-time staff be fairly accommodated in the reallocation process?**

We are committed to supporting staff with flexible work options in line with our Enterprise Agreement. This includes honouring current part-time arrangements where a direct transfer is proposed.

For staff participating in a closed EOI or placement process, individual needs will be considered alongside genuine business requirements. No staff member will be disadvantaged due to their part-time status unless there are clear, unavoidable business reasons that prevent less than full-time hours.

Following the EOI process, appointments to positions should confirm the agreed working hours through the offer. If the change is temporary, it will be managed via the Change in Working Hours form in HORUS.

### **What is the plan to ensure that staff currently on leave, such as parental leave, are not disadvantaged during the role reallocation process, particularly when someone else is acting in their position?**

We understand concerns about participation in the closed EOI and placement processes for staff currently on leave. We are committed to supporting all staff on any form of leave, including parental leave, throughout the role reallocation process. Affected staff will be contacted individually, and we will work closely with them to find solutions tailored to their circumstances.

Where positions align with a staff member's substantive role, we can directly realign them to these positions. Assessments are required where there are multiple staff for a reduced number of positions or different positions to be considered against. In cases where leave limits a staff member's ability to participate fully in assessment activities, we will rely more heavily on available information to ensure a fair outcome.

If any affected staff member would like further information or support, we encourage them to speak with their HR Business Partner. Our goal is to provide tailored advice and support that meets each person's unique situation.

### **Why are so few positions marked to be 'disestablished' when so many positions are considered 'at risk'?**

The term 'at risk' is broad and means that a role may be affected by changes depending on how the change process unfolds. Being 'at risk of being declared surplus' means that if the proposal proceeds and staff cannot be placed into an available role, their position may be formally disestablished and declared surplus.

The phrase 'at risk' is also used alongside positions proposed for disestablishment in other proposals. Importantly, the 'at risk' designation reflects a proactive commitment to support staff through potential changes, with the primary goal of avoiding the need for disestablishment or surplus declarations.

We have marked relatively few positions for formal disestablishment in our proposal because we believe viable pathways exist to transition affected staff into roles within the proposed future structure. Potential options are available to all affected staff in the relevant pools, and



where overall reductions occur, assessments have considered that one (or more) reasonable options exist to potentially transition to. Even if the work is done differently in some cases, where training can support a transition, we have both an obligation to our people and a requirement under the Enterprise Agreement to do so.

No final decisions have been made. Our focus remains on working collaboratively with staff to find the best fit as the proposal progresses.

### **How can staff provide feedback if they think a role is missing, unclear, or needs further consideration in the proposal?**

Consultation is a vital part of this process, providing an opportunity for staff to share insights and help shape both what goes ahead and how implementation occurs.

Earlier in the process, we couldn't consult directly with all staff as the proposal was still in development and lacked the detailed information needed for meaningful discussion. Instead, we worked closely with senior leaders and reviewed available records to create a clear example for consultation. Recognising the importance of staff input, we have deliberately built in additional consultation time to ensure everyone can provide meaningful feedback. Your input is important and will help ensure the proposal accurately reflects everyone's work.

If you feel a role could be clarified or something appears to be missing, please raise this as soon as possible through the Renew ANU feedback [link](#). Providing specific details will help us understand your perspective and make any necessary adjustments.

All feedback will be carefully reviewed, and any resulting impacts will be managed fairly and in accordance with industrial requirements and the agreed principles guiding the mapping and transition processes.

We value your input and are committed to working collaboratively to ensure the proposal supports all affected staff.

## **Change Rationale and Implementation**

### **What issues and limitations with the current structure have led to these proposed changes?**

The current structure has presented several challenges impacting service delivery and workforce development, including:

- **Duplication, gaps, and inequities in service delivery** — The proposed model introduces standardised roles and services to promote greater equity and efficiency.
- **Lack of clear functional ownership** — The existing structure does not support the principle of one functional service owner. Aligning common work within the proposed structure model enables clearer accountability and streamlined decision-making by consolidating responsibility for each function within a single leadership area. This helps ensure consistent standards, better coordination, and more effective resource management.
- **Improved development through dedicated teams** — By merging siloed teams and resolving inconsistent role design, overlapping responsibilities, and fragmented development pathways, the proposal creates cohesive teams that offer clearer career progression and stronger support for staff growth.
- **Alignment of capability to evolving service needs** — As the nature of our services has changed, there are broader capability requirements that the current structure doesn't fully support. This proposal is designed to better align skills and resources to meet these changing demands effectively.



## **What are the implications of including roles from other areas that haven't released their own change proposals?**

It is common and reasonable in organisational change processes to propose changes for specific areas or groups at different times. Each proposal reflects the information and decisions relevant to the specific functions involved, in this case, the academic functions of the University.

Including roles from other areas in this proposal means we are considering all positions relevant to the scope of this change. Academic functions encompass student services, teaching and learning, future and international student recruitment, and the overall University experience.

The Renew ANU principles include the intention that functions should be owned 'end to end.' For the Academic portfolio, team structures have been designed to reflect this and to offer equitable service delivery across the University. This means areas without their own change plans can expect that academic services will be delivered centrally moving forward.

It is important to note that, at this time, no other changes outside of this proposal have been confirmed. Should changes in other areas be required, they will undergo their own consultation processes.

This staged approach ensures clarity and fairness for all staff by focusing on confirmed proposals rather than speculation about potential future changes.

## **Why is this change being implemented now, given the existing system limitations?**

There is an opportunity to streamline processes to be ready for new systems. Our guiding principle is that systems should enable the service, not dictate it. The current system state versus the future state has been considered during the design phase of the proposal. Implementing systems to enable the new ways of working is a key dependency of the long-term future state, however we can begin the work now to re-design and deliver services in a connected way.

## **How will this change deliver sustainable improvements and not become another short-term cycle?**

This proposal is designed with a long-term perspective to build sustainable improvements that endure beyond immediate fixes. By redesigning structures to be more connected and functionally aligned, we create a foundation that supports ongoing service excellence, strengthening institutional resilience and adaptability. If the proposal goes ahead, the University is committed to a thoughtful transition process that prioritises people, values experience and will set both individuals and the institution up for long-term success.

The proposal integrates workforce development, clearer career pathways, and a focus on capability building, ensuring that staff are equipped and supported to meet evolving demands. Additionally, aligning roles under clear functional ownership promotes accountability and consistent service delivery.

Rather than quick fixes, this approach prioritises embedding continuous improvement and resilience into how services are designed and delivered, reducing the need for changes in the future. This approach also ensures strength through an improved critical mass providing better opportunities for surge management.

## **Will a Customer Relationship Management (CRM) system be introduced to support the new model?**

At this stage, we cannot commit to introducing a CRM system as part of this change. However, we recognise the importance of this and greatly value the feedback we have received so far, as well as ongoing input about the significant impacts such a system could have.

This proposal has been planned without the CRM system, acknowledging that implementing new systems takes time. Throughout the transition and dedicated review of our function, along with your feedback, we will continue to advocate for these needs. This includes exploring whether a short-term solution may be possible. This solution would require further service design discussions. A targeted workshop was held on Monday 11 August 2025 to begin the service discussion, and the Registrar will continue to hold conversations with ITS on the next steps.

## **What changes are being made to workload monitoring practices, and how will they be evaluated for effectiveness?**

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.

At the proposal stage, the full extent of detailed task allocations and workflow interdependencies is understandably not yet visible. This is a shift in structure and approach, and a clearer picture of capacity and processes will emerge through implementation and transition. This will allow the University to work with staff to refine and adapt allocations in real time, ensuring that workloads remain manageable and aligned to priorities.

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

- Classified newly created or significantly modified positions at the appropriate level, having regard to the skills, responsibilities and tasks required, so that 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 structure 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 effectively manage instances of unreasonable workloads should they occur (see Academic Change Proposal Appendix 1).

The Portfolio will also build in light-touch check-ins at 3, 6 and 12 months, including workload pulse checks and a simple escalation route to senior managers if issues arise.

The University is confident that workloads in the proposed future state will be equitable, transparent, and sustainable, without risks to staff health and safety. Where unforeseen pressures arise, managers will work with staff to adapt work allocations based on capacity and priority, and the University will remain committed to supporting staff to resolve issues promptly and constructively.

### **Has there been any reflection on recent decisions affecting casual student workforces, and how are those lessons being applied now?**

We anticipate that our casual student workforce will continue in their current roles. Where page 24 of the change proposal refers to “impact on casualisation,” it is to confirm that proposed reductions in ongoing staff are not expected to lead to casual staff taking on this work. We remain committed to offering ongoing or fixed-term employment where possible and appropriate, as required under our Enterprise Agreement.

A statement on this is a standard requirement in all change proposals and does not indicate any specific changes to the current casual student workforce, which remains an essential part of our operations.

### **How will the success of the new model be evaluated?**

Service Level Agreements will be established and meeting those agreements will be a measure of success. Feedback is another evaluation measure that will be used to measure success. In addition, teams will be setting KPIs, and we will be reporting on these regularly.

## **Governance**

### **How will education governance functions be managed under the new structure?**

Education governance (as opposed to compliance) will be managed in the Learning and Teaching Division by the ADEs and the ADE support team in collaboration with the PVC Learning and Teaching.

### **How will ANU ensure the quality and accuracy of student advice - particularly for accredited programs - if deputy manager and manager roles within the College administration teams are removed?**

We recognise the importance of maintaining the highest quality of advice and support to students, including in relation to accredited programs where compliance requirements are critical.

The proposed changes do not reduce our commitment to quality or accuracy. They are designed to reduce administrative duplication and ensure effort and budget flow directly to support students and academic programs. Safeguards include:

- Specialist staff with knowledge of program and accreditation requirements will remain in place
- Clear escalation pathways will be available
- Standardised policies, procedures and systems will support consistent and accurate advice.
- Staff will continue to receive training and quality assurance processes will remain in place.
- Changes will not occur overnight. Transition planning and knowledge transfer will be carefully managed, and feedback on how best to implement changes is welcomed.

In summary, the proposed structural changes do not diminish the priority placed on the quality and accuracy of student advice. Instead, they are intended to create more efficient, consistent and resilient systems that continue to meet the needs of students and accreditation bodies, with transition managed responsibly.

# Student Experience and Services

## **As Australia's national university, how does the new structure ensure that we are meaningfully supporting access and opportunity for students across the country?**

We are committed to ensuring that students from all parts of the country can access high-quality education and support. The proposed structure is designed to continue this commitment by:

- Providing consistent services across Colleges, so students have equitable access to advice and support regardless of discipline.
- Allowing for us to work together to streamline processes and develop improved systems that make it easier for students to access information, apply for programs, and receive timely support no matter where they are located.
- Enabling staff to focus more directly on student-facing activities by reducing duplication of work.
- Ensuring resources are allocated to areas that most directly support students, including academic student support, wellbeing support, and answering student enquiries.
- Designing more opportunities for scholarship support and supports for programs for students to succeed at ANU.

In summary, the new structure is intended to enhance consistency, accessibility and quality of student support, ensuring ANU continues to provide meaningful opportunities for students across Australia.

## **What measures will be put in place to ensure continuity of student services during the implementation, and the student experience is protected during the transition period, especially as ANU heads towards peak leave times?**

Continuity of student services throughout the implementation period is key to ensuring early success. Identified risks are being managed through a transition plan and targeted workshops are also being held with staff and students to gain their feedback. A communication plan for keeping our students up to date on any changes has been prepared and will continue to mature in line with the transition plan.

## **How will the new central model affect the delivery of student administration and support services currently provided within colleges?**

Students may have access to different service locations; however, the guiding service principle is that they can access any service location – whether in person, over the phone, or via email – and receive consistent, accurate advice.

## **How will ANU minimise the impact on student wellbeing and crisis support if DSAM and SAM roles are reduced?**

The wellbeing and safety of our students remains a core priority for us. This proposal is designed to ensure that commitment is sustained, even as administrative structures are simplified. Specialist wellbeing, counselling and crisis response services will continue to

operate, and clear referral pathways will remain in place to connect students with professional support when needed.

We acknowledge that College staff often play an important role in recognising and responding to students in distress, and that any structural change must support this. The proposal seeks to make student-facing services more consistent and resilient, and to reduce the burden on frontline staff, but we welcome feedback on the detailed design to ensure it continues to meet student wellbeing and crisis support needs. We are also seeking input on how best to maintain effective escalation points, smooth referral pathways, and have appropriate training for staff.

In summary, the intent of the new structure is to strengthen our ability to meet student wellbeing and crisis support obligations, while reducing duplication and improving service consistency. Your feedback will be essential in shaping the final functional design.

### **Is ANU confident wellbeing and counselling services will adequately meet student needs?**

The proposed structure will strengthen the capacity of student health and wellbeing services to meet student demand. The proposal includes strengthened resources in the medical centre, intake service, counselling, wellbeing, and accessibility. The intake service provides clinical triage, an intervention that ensures students receive timely support, are connected to the services they need as quickly as possible and are promptly directed to any additional resources available.

### **How will ANU ensure that casual student staff are appropriately supported within the new structure?**

Casual staff are an important part of the student support workforce and will remain a valued part of the proposed structure. No changes are being proposed to these roles. We want to take this opportunity to reassure casual staff that their contributions are recognised and that the University remains committed to supporting them.

Casual staff will continue to have access to the same support avenues available to all ANU employees, including HR, the Employee Assistance Program (EAP), health and wellbeing support. Within our teams, clear supervisory arrangements will remain in place to ensure casual staff have access to guidance, induction and mentoring.

Casual roles taken on by students are also not being proposed for change. Casual roles will be supported by appropriate reporting lines.

## **Collaboration and knowledge management**

### **How will collaboration between academic and professional staff be maintained under a centralised model?**

We understand that close collaboration between academic and professional staff is central to delivering excellent education and student experience. A concern has been raised that centralising some professional staff may reduce their proximity to academic colleagues in Colleges.

The proposed structure is not intended to break down these collaborations. While overall resources are proposed be reduced, the model is designed to provide more consistent service levels and clearer accountability by bringing staff together in shared teams with a defined focus. This should help avoid duplication and ensure that support is coordinated and reliable across the University.

We also recognise that collaboration will look different depending on the function. Some areas will continue to work closely day-to-day with academics, while others may provide support more centrally. We encourage feedback on where these connections are most critical, and how they can best be maintained within the proposed new structure.

In summary, although staff may be managed in a more centralised way, their work will remain embedded in supporting academic activity. Maintaining effective collaboration is a priority, and your input will help us refine the design to ensure these important relationships are sustained.

### **How will staff be supported in managing complex, college specific processes if responsibilities are spread across multiple colleges?**

Staff will continue to be supported through documented processes and decisions, escalation paths to senior managers and function leads, and a team-based approach.

### **How is the deep knowledge and experience of college-based teams being preserved in the new structure?**

We recognise that the knowledge and experience within College teams is highly valuable and central to the work we do. This is why the proposal includes a strong focus on supporting staff to transition into the future state through EOIs and placements. While the proposal does reduce the number of roles available, we welcome feedback on the functions and resourcing levels needed to maintain service quality.

We are committed to minimising any loss of knowledge and want to work directly with individuals and teams to manage the transition. Feedback on critical knowledge areas and the best ways to capture and transfer expertise will help shape the approach.

We also expect the move to the new model will not happen immediately. Some areas will have key transition activities to work through first, with deliberate planning to ensure knowledge is shared and retained.

In short, careful and deliberate planning will help preserve the deep knowledge and expertise of College teams as the University moves to the new structure.

### **How will teaching and learning support at the school level be maintained in the proposed new structure?**

Teaching and learning support is proposed to be provided by central teams.

## **Career Progression and Development**

### **How will the proposal support genuine professional development when there is currently no promotion policy?**

The proposal aims to build a structure that meaningfully supports professional growth. Consolidating functions will open opportunities for specialisation, cross-skilling and movement into new areas, including acting in higher classifications to support succession planning. As per standard ANU policy, promotions for professional staff remain subject to positions becoming available and a fair, merit-based recruitment process. By establishing well-developed teams with clearer shared purposes and expectations, staff will be better positioned to succeed in these internal progression opportunities. Supporting professional development in this way is a priority for us.

## **What systems will be introduced to create clear and fair career pathways for professional staff?**

The proposed structure aims to strengthen career pathways by creating consistent expectations, clearly defined positions, and opportunities for staff to progress into new roles within our broader portfolio as they become available naturally over time. ANU's existing processes for performance reviews and internal progression will continue to operate.

Leveling has been considered as part of the design to ensure these pathways are clear, and by bringing these roles together as one portfolio, the opportunities for progression and career development are expanded. Staff will be supported to explore growth within their team and across related functions, helping build long-term career prospects within the University.

## **How will professional staff be supported in growing their careers if roles are becoming more narrowly focused?**

Some roles are proposed to be more focused, however this will allow staff to build deeper expertise and develop in areas of particular interest or importance to the University. Specialisation can provide meaningful career development by enabling staff to gain advanced skills and experience that may not have been possible in more generalist roles and in turn, opens up new pathways that may have otherwise been less available.

At the same time, movement across teams and functions is encouraged and welcomed. This approach supports both professional growth and the development of flexible, well-rounded experience that can improve future career opportunities.

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