College of Science and Medicine

Implementation Plan

Australian National University

Release date: 26 November 2025

Version: 2

Change Log

The Implementation Plan was released on 16 October 2025. Following a short feedback period, the following changes and corrections have been made and are included in this version 2 (released 26 November 2025) to guide the implementation.

- Page 21, rewording of the second sentence under 'Impacts of the change to be implemented' for clarity.

- Pages 37 – 38, updates to timeline for implementation

- Page 49, addition of missing position number 1426

- Page 53, removal of position number 14656

- Page 69, addition of missing position number 1426

- Page 72, removal of position number 14656

- Page 84, clarification of reporting lines

- Appendix 4, one new position description added

Contents

Introduction

On 3 July 2025 the University released an <u>Organisational Change Proposal for the College of Science and Medicine</u> (hereafter referred to as 'the College') to all University. The formal consultation period ran from 3 July 2025 until 7 August 2025. During this period the University held a Town Hall with College staff. This provided an opportunity for staff to ask questions and seek further clarification on the Change Proposal. A recording of this Town Hall was made <u>available to staff</u> via publication on the University's <u>Renew ANU</u> website.

This document, the Implementation Plan, reiterates the key details of the Change Proposal, outlines the consultation that took place and the changes arising from the consultation process, and details the implementation schedule in line with the Organisational Change and Consultation provisions of the Australian National University *Enterprise Agreement 2023 – 2026* (Enterprise Agreement).

Background to the Change Proposal

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 the Australian National University Act 1991 (**Act**) 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 the 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

The Renew ANU program 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 the University's 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 transformation both critical and necessary. In response, and in consultation with staff, the University has already implemented a series of strategically aligned activities. A comprehensive list of these activities is available on the Renew ANU website.

Renew ANU change approach and principles

Finalised in May 2025 after consultation with staff and representatives the Renew ANU program included an "Approach to Change" and a set of Change Principles to guide future organisational changes in specific Colleges, Portfolios and Service Divisions. The aim of the Renew ANU program is to streamline services and remove duplication, pursue non-salary efficiencies through the Expenditure Taskforce, and develop phased, locally-led proposals with appropriate governance. On the academic side, the Renew ANU program pursues alignment with the University's national mission and excellence, financially sustainable planning, and ongoing program review including digital learning. The operating model principles focus on mission-focused transition, role clarity for leaders, consistent roles and services, collaboration with shared governance and functional ownership, data-driven resource allocation, streamlined processes and systems, and clear professional staff career pathways.

Following on from the appointment of the Interim Vice-Chancellor in September 2025, the Renew ANU program continues to progress, moving from proposed structural redesigns to the implementation of confirmed strategic changes. The program is now focused on embedding these changes, ensuring alignment with institutional priorities, and stabilising operations after an extended period of reform activity.

The strategic intent and principles of Renew ANU remain unchanged. Under the Interim Vice-Chancellor's leadership, the program is entering a phase focused on achieving sustainable change. This phase is defined by disciplined execution, evidence-based decision-making, and a renewed emphasis on engagement, capability, and institutional cohesion, all key drivers of sustainable change outcomes. This Implementation Plan follows on from the Change Proposal previously issued for the College of Science and Medicine, incorporating changes made as a result of the consultation process. These changes include a reduced number of position reductions in some areas and refinements to local structures in response to staff feedback. The University remains committed to completing this process in a coordinated and transparent manner, consistent with the principles of Renew ANU and the guidance provided by the Interim Vice-Chancellor.

Context and rationale for original change proposed

The College of Science and Medicine is the University's largest College with seven Schools and two Centres, supported by College-level administrative teams and central services. The Change Proposal set out a case for change that realigns teams and responsibilities, streamlines professional services consistent with Renew ANU principles, removes duplication, and establishes shared services where appropriate. It focuses on protecting and improving the student experience, growing postgraduate numbers through new international partnerships, standardising platforms and processes for greater consistency and quality, and adjusting School structures to better match workload and academic profiles.

The Change Proposal included a record of consultation that had occurred since January 2025 and detailed the financial context and drivers that provide the rationale for the case for change.

Significant salary savings have been achieved through the Voluntary Separation Scheme and vacancy management, and the University and the College are now focussed on strengthening capability and ensuring sustainable revenue growth.

Overview of original Change Proposal

The Change Proposal was issued on 3 July 2025. In summary it proposed:

- A change in reporting lines or other minor changes for one (1) academic staff position.
- A change in reporting lines or other minor changes for one hundred and five (105) professional staff positions.
- The establishment of five (5) new continuing academic staff positions.
- The establishment of four (4) new continuing professional staff positions.
- The disestablishment of twenty-seven (27) continuing academic staff positions (19 through the VSS and eight (8) occupied positions).
- The disestablishment of forty-three (43) continuing professional staff positions (thirty-four (34) through the VSS and nine (9) occupied positions).
- The disestablishment of seven (7) vacant continuing professional staff positions.
- The creation of, and transfer of relevant professional staff from Schools into, College-level service delivery teams for:
    - Accreditation and Admissions support
    - Animal Services
    - Executive Support
    - General Administration
    - Purchasing, Stores and Procurement
    - Workshops, Maintenance and MakerSpace

- Transferring reporting lines of the seven (7) School Managers to the College General Manager.

Overview of consultation process

Consultation period

On 1 and 2 July 2025, affected staff in the College were invited to attend meetings with senior leaders and People & Culture representatives to hear about the proposed change, its impact on their roles, the support available, and the consultation timelines.

On 3 July 2025 the Dean of the College announced the proposed changes at an all-College Town Hall, where the Provost, the Deputy Vice-Chancellor (Research & Innovation), the Deputy Vice-Chancellor (Academic), the Chief Operating Officer and the Chief People Officer joined as panellists alongside the College General Manager. The Change Proposal was released on the Renew ANU webpage and shared with the National Tertiary Education Union (NTEU) and relevant unions.

The formal consultation period commenced on 3 July and closed on 7 August 2025, with feedback submitted via the dedicated Renew ANU feedback link.

Between 4 and 8 July, Q&A sessions were held within each School, led by School Directors and attended by the Dean and other College leaders. On 8 July, the College General Manager hosted an online Q&A for professional staff in the College, joined by the Chief Operating Officer. These sessions provided opportunities for questions tailored to each group's specific interests.

In addition, since the release of the Change Proposal, approximately 50 small-group consultation meetings have been held across the College. These sessions have allowed staff at all levels to discuss the Change Proposal in detail with local leaders, raise role-specific questions, and provide feedback in a more interactive setting.

A recording of the College Town Hall meeting was made available on the Renew ANU page. The Change Proposal was viewed 2881 times and there were 316 views of the Town Hall recording.

In addition to the Change Proposal and recording, the following support information was provided on the Renew ANU page:

- Frequently Asked Questions; and
- Wellbeing and Support Services.

The consultations, ensuing discussions and feedback, and comments received have informed the development of this Implementation Plan.

Overview of feedback received in response to the Change Proposal

During the consultation period there were 313 feedback submissions and questions received in response to the Change Proposal. Feedback was received from staff in all Schools. In the main, these concerned the substantive areas for which change was proposed plus one generic theme, as summarised below:

- Feedback on the proposed changes in the Research School of Biology, the Research School of Chemistry and the Research School of Earth Sciences.

- Feedback on the establishment of College-level service delivery teams (transferring staff from Schools to the College). Feedback on the transfer of non-technical/specialist staff from Schools to College-level service delivery teams, where staff reductions to those Schools were not otherwise proposed, is captured in this theme.

- The clarity and accuracy of the Change Proposal documents.

The University has considered all of the responses provided during this consultation. The feedback for each local area and theme is summarised below, along with the University's response. To protect the privacy of respondents, individual items of feedback will not be disclosed, but have been reflected in the feedback summaries below. In addition, there were a number of submissions relating to the potential impact of disestablishing individual positions named in the Change Proposal. Although these are not addressed individually in the responses below (including to protect the privacy of individual respondents), the feedback has been considered and incorporated in the College's overall planning as a result. Any individual staff members concerned about continuity for specific initiatives/activities within their teams are encouraged to discuss them with their supervisor and area lead.

The current organisational Charts of Schools in the CoSM are provided at Appendix 1 – CoSM Current Organisational Charts Schools, Centres and College-level teams impacted by change. The new organisational charts following implementation of the changes set out in this Implementation Plan are provided at Appendix 2 - CoSM New Organisation Charts.

Voluntary Separation Scheme (VSS) – Second Round

On 26 August 2025, the University announced a second Voluntary Separation Scheme (VSS). Staff within the College were invited to apply under the provisions of this scheme between 29 August 2025 and 12 September 2025. This scheme operated under terms similar to, but distinct from, the initial VSS round.

Applications from this second round have not been reflected in this Implementation Plan. The University has approved a further 14 voluntary separations within the College; however, these remain subject to staff acceptance through the execution of deeds of release. As these discussions are ongoing, the organisational structures presented here reflect the College's configuration excluding these potential separations. Once a staff member has accepted the offer of a voluntary separation, the relevant position will be closed and treated as a redundancy in line with the approved process.

These approvals have been made following a holistic assessment of the College's operational and workforce needs, with the future-state structure designed to enable redistribution of duties and continuity of operations in those areas in which voluntary separations proceed.

Workload

The University acknowledges that workload was raised as a consistent theme through consultation, particularly in areas in which reductions in staffing were proposed. The College will work with affected teams to monitor workload closely through the implementation phase and beyond. This will include developing practical, locally-tailored tools to track demand and capacity, and using the service catalogues to clarify task allocation and expectations. Where sustained workload pressures are identified, adjustments to processes, prioritisation, or resourcing will be considered to ensure that service quality and staff wellbeing are maintained.

Summary of feedback received from staff in the Schools and Centres that comprise CoSM

Feedback is organised by local area to show feedback themes, the University's response to feedback and where relevant, what changes to the Change Proposal have been made and are reflected in this Implementation Plan.

Centre for Advanced Microscopy (CAM)

Summarised Feedback	Response and/or Change made in Implementation Plan
Feedback was received regarding the proposed transfer of the CAM administrator into a College-level team, relating to the role being highly bespoke to the Centre's needs and research-focused, as well as being largely funded from external sources.	**Feedback was valuable and was used to design what is included in this Implementation Plan.** See College-level feedback below. This feedback has been accepted, and the

	realignment of one professional staff member will <u>not</u> go ahead.

<u>Changes to be implemented:</u>

- One (1) position disestablished via VSS (one professional)

<u>Changes not to be implemented</u>

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

Centre for Gravitational Astrophysics (CGA)

Summarised Feedback	Response and/or Change made in Implementation Plan
The Centre Director was asked to consider how CGA would continue to be supported through the proposed College-level teams.	**Feedback was valuable in confirming the design could continue to meet needs.** Proposed change will proceed.

<u>Changes to be implemented:</u>

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

John Curtin School of Medical Research (JCSMR)

Summarised Feedback	Response and/or Change made in Implementation Plan
Feedback on Animal Services focused on the need for clear governance and reporting lines, on-site specialist support at the Australian Phenomics Facility (APF), and correcting position data and headcount in the future org charts; Several comments suggested governance oversight should sit with DVCR&I or a senior academic and queried the intended leadership of the Animal Services team.	**In light of the feedback received, the College has reviewed the proposed realignments and made some changes.** The structure, staffing, and core functions of Animal Services and the APF remain unchanged; all 11 CCF positions are retained; the Administrative Coordinator for (APF) will stay with Animal Services and is realigned to the College-level team. Reporting line adjustments are structural only, intended to improve resilience and access without affecting day-to-day management, responsiveness, or compliance. The Head of Animal Services will report to the College General Manager while Animal Services continues as a University-wide research platform under shared governance with the DVCR&I. This dual arrangement supports resource planning and operational alignment, reduces duplication, strengthens cross-campus collaboration, and preserves the service's specialist focus. See also College-level feedback below.

<u>Changes to be implemented:</u>

- Nine (9) positions disestablished via VSS (two (2) academic and seven (7) professional).
- Five (5) positions to be realigned to the College Administration team.
- Fourteen (14) positions to be realigned to the College Animal Services team.
- Two (2) positions to be realigned to the College Executive Support team.

- Two (2) positions to be realigned to the Purchasing, Stores and Procurement team.
- The School Manager's reporting line to change to the College General Manager.
- Head of Animal Services/APF reporting line to change to the College General Manager.

<u>Changes not to be implemented</u>
- One (1) position to be realigned to the College Administration team.

Research School of Astronomy and Astrophysics (RSAA)

Summarised Feedback	Response and/or Change made in Implementation Plan
Feedback from RSAA staff noted that, given their circumstances and remote location, integration into College-level administrative teams may present operational challenges and affect support.	**Feedback has been considered and clarification is provided.** Administrative staff will remain on site at Mt Stromlo to preserve local knowledge and RSAA autonomy, while integration into a College-level team will increase resilience, flexibility, consistency, cross-coverage, and risk management. Relevant RSAA positions will be realigned to the College-level General Administration team; the 20% College service component for School Managers is a redistribution not an increase, maintaining accountability to their School and strengthening governance, workload neutrality, visibility, and continuous improvement, with the College working closely with RSAA leadership to respect local context. See also College-level feedback below. Proposed change will proceed.

<u>Changes to be implemented:</u>
- Two (2) positions to be realigned to the College Administration team.
- The School Manager's reporting line to change to the College General Manager.

Research School of Biology (RSB)

Summarised Feedback	Response and/or Change made in Implementation Plan
Concerns that the proposed academic group leader position disestablishments would result in loss of reputation in relevant research areas and impact on both undergraduate teaching and training of HDR students.	**Position reductions will no longer be included in the Implementation Plan.** Additional voluntary separations and current attrition mean that the required savings can mostly be met without these disestablishments.
Concerns regarding the disestablishment of Biology Teaching and Learning Centre (BTLC) and teaching-focused positions. <u>Teaching-focused positions</u> Although Group Leaders have, in general, responded positively to the stated aim that teaching in first year courses should be delivered by research-active faculty, there has been considerable concern about increased teaching effort associated with convening	**This feedback has been valuable in updating the Implementation Plan.** The proposed reductions are no longer included in the Implementation Plan. Additional voluntary separations and current attrition mean the required savings can mostly be met without them. BTLC will be retained as an academic unit within RSB in response to feedback and

these large (350-400 student) courses and the need to oversee up to four (4) repeats of each wet-lab prac. This is regarded as unsustainable given the imperative to retain high performance in research and HDR supervision. Additionally, there was concern about lack of consistency in delivery of these key courses should convening roles rotate or responsibility for academic supervision of pracs be moved to senior Casual Sessional Academics. On closer inspection, the latter strategy also proved cost-ineffective. Finally, we received advice that another Go8 university is now seeking to reverse their removal of first year coordinator positions as the alternative proved ineffective. BTLC The original proposal to disestablish BTLC as an academic unit stemmed from a combination of proposals to (i) move the student admin staff to Academic and Research & Innovation portfolios (ii) disestablish teaching-focussed academic positions, and (iii) shift reporting lines of specialist teaching-lab staff to the School Manager. There was substantial feedback from students and staff to retain BTLC as a focus for supporting academic needs of first year students and to retain academics responsible for first year convening and delivery of practicals and tutorials (as above).	given that first year coordinator positions will be retained. The primary functions of BTLC will be to support academic progress of first year students and RSB"s laboratory- and field-based teaching. This aligns with RSB's strategy to maintain distinctive and high-quality teaching.
Concerns about disestablishing Level 6 Technical Officers. The proposal identified three (3) Level 6 positions as needing to be disestablished as part of the overall strategy to increase budget sustainability. Two (2) of these positions supported multiple Group Leader labs in roles as Divisional Technical Officers (DTOs), and the third was a Research Officer in a single research lab. The proposal also included a proposed org chart for remaining RSB specialist professional staff. The proposed organisation of remaining technical staff was deemed unsuitable for various reasons, especially that Level 8 Divisional Senior Technical Officers (DSTOs) would be unsupported in meeting essential compliance and training needs for research labs and facilities. Many submissions pointed to the impact of disestablishing Level 6 DTOs on maintenance, and training for use of high value equipment and compliance/WHS requirements. This was of particular concern for the PC2 &/or quarantine labs in the Linnaeus	**This feedback has been valuable in updating the Implementation Plan.** The College agrees that compliance, WHS and training coverage for high-value equipment and high-risk environments, including PC2 and quarantine labs and plant growth facilities, must be maintained through appropriate technical capacity and clear support for DSTOs. These position reductions will <u>not</u> proceed in the Implementation Plan. Additional voluntary separations and current attrition mean the required savings can mostly be met without them. To reduce the budget impact of restoring the Level 6 positions, the School proposes to disestablish the currently vacant Level 4/5 Infrastructure Services position. The technical staff will now be formed into four (4) teams, each led by a Level 8 officer: (i) a school wide operations team, (ii and iii) two (2) building-level teams, each with the Level 8 staff member being supported by a

	Level 7 or 6 position, and (iv) a Plant Sciences Platform team, providing for plant growth services, coordination and compliance across plant science infrastructure supported by RSB and plant science NCRIS facilities (see updated org chart).
building and plant growth facilities. There were parallel concerns about reduction in support to plant growth facilities.	

Changes to be implemented:

- Fifteen (15) positions disestablished via VSS (6 academic and 9 professional).
- Four (4) vacant professional positions to be disestablished
- Thirteen (13) positions with minor changes in reporting line or to duties within the School.
- Four (4) positions to be realigned to the College Administration team.
- Three (3) positions to be realigned to the Purchasing, Stores and Procurement team.
- The School Manager's reporting line to change to the College General Manager.

Changes not to be implemented:

- Eight (8) positions disestablished (5 academic and 3 professional)

Research School of Chemistry (RSC)

Summarised Feedback	Response and/or Change made in Implementation Plan
Feedback emphasised the need to maintain dedicated teaching capacity for core undergraduate delivery, including first-year coordination, curriculum development and laboratory training, and to manage additional teaching commitments; several respondents suggested establishing a continuing teaching-focused role to support student experience and retention. Feedback noted a reduction in staff aligned to Chemistry Field of Research (FoR) codes, raising questions about disciplinary coverage and capacity. Respondents asked for the basis of the view on inorganic teaching capacity, queried the staffing approach, and requested the strategy informing the decision.	**Feedback was valuable and was used to shape the Implementation Plan.** The School will assess core teaching capacity and coordination needs through the normal planning cycle and consider options to support curriculum development and laboratory training. Any proposal will be developed with the School and considered through established governance to ensure alignment with student experience and retention priorities. The School will review Chemistry FoR alignment and capacity through the normal planning cycle and consider options to maintain appropriate coverage, with any proposals progressed through established School and College governance. Capacity and staffing settings will be reviewed through established planning and governance processes, with any options considered within applicable policies; the School's forward approach will be outlined through the normal planning cycle.
Feedback was received, suggesting a merger of RSC and RSB. Some respondents suggested addressing perceived duplication across overlapping disciplines through structural consolidation, including potential mergers between elements of RSC and RSB.	**Feedback has been considered, and clarification is provided.** Structural mergers were not considered for the current planning; the College will continue to strengthen cross-school coordination in research and teaching and manage capacity and alignment through established planning and governance processes.

Concerns were raised about sufficiency of technical staffing, WHS coverage for specialist lab hazards, and the central importance of the RSC workshop to research and teaching.	**Feedback has been considered; clarification is provided and changes to the Implementation Plan have been made.**
	Technical capacity and WHS arrangements will be reviewed and confirmed through established governance and HR processes; the workshop function is retained in the current plan and will be monitored through implementation.
	Laser safety will continue to be monitored with the Research School of Physics and with the Radiation Safety Advisory Group.
	The proposal for the formation of a Workshops, Maintenance and MakerSpace team does maintain the current team and its activities. It will be carefully monitored as the situation evolves.
Concerns were raised about continuity of student supervision where academic staffing changes occur.	**Feedback has been considered, and clarification is provided.**
	There are now no reductions in staffing proposed other than three (3) academic VS reductions.
	Supervision will be maintained through School and College processes, with reallocation or co-supervision as required under HDR policy to ensure student progress is not affected.

Changes to be implemented:

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

Changes not to be implemented:

- Four (4) positions disestablished (1 academic and 3 professional)
- One (1) new position to be established.

Research School of Earth Sciences (RSES)

Summarised Feedback	Response and/or Change made in Implementation Plan
Some feedback asked for clarification around the scope of the changes, referring to a single sentence in the Change Proposal (p.14): "To support these priorities, RSES will gradually phase out activities no longer aligned with its future direction."	**Feedback was considered and clarification is provided.**
	The sentence refers to specific aspects of the RSES research priorities that have been the subject of discussion in the School. The RSES research priorities and the School's academic succession plan serve as the internal roadmaps for the long-term, whole-

	of-school strategy and are available to School community members. Individual projects funded by individual RSES academics are not in scope and will not be affected by the proposed changes.
There was strong positive feedback on the proposed creation of a new ANUO8 professional specialist position in Critical Minerals research. Respondents welcomed the clear alignment of this initiative with RSES strategic documents, developed through broad staff consultation, which identify Critical Minerals as a major research priority for the School. Some submissions sought clarification on how future technical support for the high-pressure laboratories would be provided, especially given their importance to experimental petrology and mineral systems research.	**The feedback has been valuable in clarifying and better communicating its objectives and intended outcomes.** These position reductions will <u>not</u> proceed in the Implementation Plan. The creation of a new ANU08 professional specialist position is on hold and will be revisited in the future, subject to budget availability. Critical Minerals remains one of the School's core research priorities, and commitment to supporting research in this area is strong.
Feedback strongly endorsed the Change Proposal's forward-looking approach to academic appointments, particularly the potential to bridge existing RSES research areas and strengthen competitiveness for interdisciplinary funding. The proposed Level C Critical Minerals role was widely supported as strategically aligned with national priorities and industry demand. A majority of responses prioritised the creation of an Artificial Intelligence (AI)/Machine Learning (ML) academic position, citing its inclusion in the RSES succession plan as a high priority future appointment and its alignment with ANU priorities, ARC schemes, CSIRO Missions, and national research agendas. Feedback emphasised its integrative potential across all three RSES research areas, uniting subsurface imaging, mineral systems modelling, experimental petrology, and climate applications. This role was seen as central to building critical mass for large-scale initiatives such as ARC Centres of Excellence and international partnerships. Respondents called for immediate prioritisation of AI/ML over the proposed atmospheric/ice sheet modelling role, which was considered premature. Instead, feedback recommended broader consultation to strategically reshape the climate and palaeoclimate portfolio in light of recent staffing changes.	**Feedback has been considered in detail. As a result, changes to the Implementation Plan were made.** Feedback received will inform future revisions to the RSES academic succession plan. Strategic priorities regarding academic appointments in the future will be captured in this revised document with the intention that appointments can be made as budget becomes available.
Feedback on the disestablishment of Terrawulf Computing facility acknowledged the ageing nature of the Terrawulf 2 cluster and noted that many of its functions are now	**Feedback was valuable in clarifying the Implementation Plan's objectives and in confirming the critical importance of in-house computing capability for RSES**

available through the National Computational Infrastructure (NCI), warranting its decommissioning. Concerns highlighted that some RSES workflows exceed NCI capacity and allocations, underscoring the need for fit-for-purpose in-house computing to support research, data storage, software development, and postgraduate training. Feedback proposed consolidating post-Terrawulf 2 capacity into a formal RSES computing facility, managed by existing staff, with potential virtual components to support teaching (including new courses such as *Data Science for Earth System Scientists*). Clarification was also sought on the future arrangements for technical support and management of in-house computing resources.	**research, teaching, and national facility support.** The proposed reductions are no longer included in the Implementation Plan. The School remains committed to maintaining fit-for-purpose computing infrastructure to meet needs that cannot be met by NCI, particularly for large, data-intensive workflows, software development, postgraduate training, and support for RSES-managed national facilities funded through AuScope/NCRIS and other stakeholders. In response to feedback, RSES will facilitate discussions amongst staff and stakeholders towards a plan to consolidate remaining computing capability from Terrawulf 2 into a new formal facility that integrates all in-house computing requirements with managed access for staff and postgraduate students and stakeholders, potentially incorporating a virtual teaching component for Earth and Environmental Sciences across Colleges.
Feedback was received emphasising the value of the Climate & Fluid Physics (CFP) facility as one of a few of its kind worldwide, particularly for undergraduate teaching and outreach, and noted closure could disrupt several courses. Respondents also recognised that while it has educational and research benefits, it has not been central to RSES's most impactful climate science outputs in recent years, with new appointments reflecting a shift toward computational approaches. Feedback emphasised the need for investment in areas of greatest research impact and strategic priority. Some suggested retaining the CFP facility on a reduced teaching/outreach basis or developing a cross-College fluid dynamics facility to broaden its role.	**Feedback is acknowledged as valuable to inform strategy, and changes have been made to the Implementation Plan.** The proposed staff reductions are no longer included in the Implementation Plan. The CFP facility's long track record of success, providing a critical experimental perspective on fluid dynamics applied to deep Earth processes and, more recently, to oceanography, is acknowledged and valued, and is also reflected in the feedback. Like all RSES facilities, the CFP facility also contributes to undergraduate coursework. This is a laudable practice and reflects RSES aspirations and best practice for training of the next generation. Feedback made clear that the Facility's role in introducing students to climate science and oceanography is particularly valued for its hands-on learning opportunities. Taking the feedback into account, RSES will facilitate School-wide discussion and consultation on a strategic and financially sustainable roadmap for the CFP Facility led by the academics in this research area.

Changes to be implemented:

- Two (2) positions disestablished via VSS (two (2) academic).
- Two (2) vacant professional positions to be disestablished.
- One (1) position with minor change to reporting line within the School.
- Three (3) positions to be realigned to the College Administration team.

- Four (4) positions to be realigned to the Workshops, Maintenance and MakerSpace team.
- The School Manager's reporting line to change to the College General Manager.

Changes not to be implemented:

- Five (5) positions to be disestablished (2 academic and 3 professional)
- Three (3) new positions to be established (2 academic and 1 professional)

Research School of Physics

Summarised Feedback	Response and/or Change made in Implementation Plan
Feedback voiced the concern that centralising admin/tech roles risks losing physics-specific expertise and speed of response. Some feedback recommended that the School retain specialist tech/workshop staff School-aligned; use central pool only for surge. Concerns were raised about potentially diluted authority for the School Manager role in a structure that relies on College-level service delivery teams. Feedback raised concerns around WHS authority and accountability, particularly with regard to Directors.	**Feedback was considered and clarification is provided.** Roles within the Workshops, Maintenance and MakerSpace team will remain largely embedded in local areas where risk/complexity warrants this. The model for College-level teams allows for day-to-day anchoring at School level, and central flex capacity as needed. The School Manager roles are central to the College structure as key portfolio leaders with clear remit and growth pathways. Leadership status in strategic priority areas (such as Business, Technical, Education, WHS etc) is expected to afford School Managers greater voice and engagement with 'whole-of-College' planning and delivery. The College will continue to ensure it engages effectively with central WHS colleagues to deliver on its WHS responsibilities and maintain clear lines of accountability. Changes to team structures are not expected to diminish the School's capacity to deliver on these responsibilities. The College will use the planned review schedule to monitor whether it is meeting its WHS obligations, and resolve/escalate any blockages or obstacles in this space.
Feedback suggested that MakerSpace would be best managed as a University platform with clear governance.	**Feedback has been considered in detail. As a result, changes to the structure proposed in the Implementation Plan were made.** Considerable feedback was received on the Workshops, Maintenance and MakerSpace team. See below section, 'Establishment of College-level service delivery teams' for the response. It is confirmed that a collaborative governance and accountability framework for this research platform will be developed during implementation with the DVCR&I Portfolio.

Changes to be implemented:

- Fourteen (14) positions disestablished via VSS (five (5) academic and nine (9) professional).

- One (1) position with minor change to duties within the School.
- Four (4) positions to be realigned to the College Administration team.
- Three (3) positions to be realigned to the Purchasing, Stores and Procurement team.
- Thirteen (13) positions to be realigned to the Workshops, Maintenance and MakerSpace team.
- The School Manager's reporting line to change to the College General Manager.

Changes not to be implemented:
- Three (3) new academic positions to be established.
- Four (4) positions to be realigned to the Workshops, Maintenance and MakerSpace team.

School of Medicine and Psychology (SMP)

Summarised Feedback	Response and/or Change made in Implementation Plan
Feedback centred on protecting Australian Medical Council (AMC) and Australian Psychology Accreditation Council (APAC) accreditation and clinical delivery, keeping placements and assessments running smoothly, perceived errors in mapping and reporting-line issues, and aligning roles and headcount with the program's needs to avoid disruption. The issues caused by overlapping change plans (DVCA) were also raised.	**Feedback has been considered in detail. As a result, changes to the structure proposed in the Implementation Plan were made.** See College-level feedback below – a revised structure within the College has been developed for implementation.

Changes to be implemented:
- Six (6) positions to be realigned to the College Administration team.
- Twenty (20) positions to be realigned to the Accredited Program Support team.
- The School Manager's reporting line to change to the College General Manager.
- Reporting line for two (2) Clinical School Managers (Sydney Clinical and Canberra Clinical) to change to the SMP School Manager.

Changes not to be implemented:
- One (1) vacant professional position to be disestablished.
- Three (3) positions to be realigned to the College Administration team.
- Eleven (11) positions to be realigned to the Accreditation & Admissions team.

Establishment of College-level service delivery teams (transferring staff from Schools to the College)

Summarised Feedback	Response and/or Change made in Implementation Plan
Twenty-three (23) submissions were received regarding the proposal to realign a range of administrative, admissions, and education technology roles at SMP that support accredited programs. Feedback consistently emphasised the strategic importance of these roles for medical program accreditation, the bespoke nature of admissions processes, and the risks of fragmenting or relocating the existing team.	**Feedback has been considered in detail. As a result, changes to the Implementation Plan were made.** The College and DVCA have worked together to determine that while shared resourcing may be appropriate in the future, Australian Medical Council (AMC) accreditation requirements necessitate that SMP retains core accountability for admissions and accreditation functions at this stage. These roles will therefore remain within the College

	to ensure compliance, continuity, and risk management.

A College-level team will be formed to provide this service, consisting of <u>current members of the Education Support Team which includes admissions, assessment and program support positions</u>. Please see the impact tables and org charts for further detail on the composition of this team. A proposed name for this team (put forward in feedback) is *Accredited Program Support Team*.

As a result, the planned new Accreditation Manager position will <u>not</u> proceed.

A phased approach will be taken: pause all proposed structural changes to the positions identified as providing support to professionally accredited programs, keeping reporting lines intact but lifting the team to College level, consistent with College alignment of professional service roles. A comprehensive review of responsibilities and risks will be conducted through a joint working group with SMP, DVCA, and accreditation representatives. A co-designed hybrid model can then be implemented that safeguards compliance and service quality while aligning with the University's goals and ANU change principles. |
| Feedback was received regarding **RSAA** staff, arguing that the proposed RSAA staff realignment overlooks the campus' unique administrative needs, risks adding management overhead by splitting reporting lines and relying on remote supervisors, and will increase rather than reduce the School Manager's workload due to the added College-level service component. | **Feedback was considered and clarification is provided.**

The College acknowledges concerns about the proposed realignment of RSAA staff and recognises Mt Stromlo's unique operational environment. Staff will remain based on site, preserving local knowledge and connection to the academic community, while integration into a College-level team will provide greater resilience, flexibility, and consistency. The model enhances cross-coverage, reduces duplication, and manages risk without diminishing RSAA's autonomy.

The College considers that the proposed model will not result in unreasonable workload implications. The 20% College service component for School Managers is a redistribution, not an increase, of workload, ensuring alignment with Renew ANU principles while maintaining accountability to their own School. This structure strengthens governance, supports workload neutrality, and gives School Managers broader visibility, peer connection, and input into continuous improvement. The College will work closely with RSAA leadership to respect local context and sustain high-quality support. |

	The College has determined that the relevant RSAA positions should be realigned to the College-level General Administration team
Feedback was received that expressed concerns about specific roles moving into the General Administration team due to the bespoke or specific duties performed by those roles. In summary, it was noted that: • one role is currently part-funded through an external fellowship arrangement, making centralisation difficult in the short term. • two roles in SMP provide highly specialised support (body donation and psychology education) and should remain embedded locally. • one role more closely aligned with Animal Services should sit within that function, and that a centre-based role provides critical specialist support for a research platform, including complex booking systems, instrumentation schedules, and liaison with research clients, which would be difficult to replicate in a central team. Other instances where feedback was received regarding incorrect mapping of professional staff to the General Administration team are addressed in the above sections on CAM and CGA.	**In light of the feedback received, the College has reviewed the proposed realignments and made some changes.** • A role (pn# 3938) currently part-funded through an external fellowship will remain at School level (in JCSMR) until the funding arrangement concludes, at which point it may transition to the College team. • Two SMP roles that provide bespoke support to body donation (pn# 21317) and psychology education (pn# 25302) will move to College level but within an SMP-focused team, given their specialist focus. • The role (pn# 21462) identified as aligned with Animal Services in JCSMR will be realigned to that College-level team instead. • Finally, the centre-based position (pn# 36100) with highly specialised responsibilities for managing booking systems, instrumentation schedules, and research client engagement will remain embedded in the centre to ensure continuity and responsiveness. All other generalist roles are proposed to transition into the College-level General Administration team to strengthen resilience, cross-coverage, and consistency.
Direct consultation has been undertaken with staff identified to form the Workshops, Maintenance and MakerSpace team, and feedback has been received regarding this proposed team. Team members, Directors, School Managers, and the Pro Vice-Chancellor (Research Infrastructure & Entities) discussed the proposed structure in detail. Feedback highlighted that the Physics Cleanroom group does not reasonably fit within the current scope of the team and should be removed from the structure at this stage. It was noted that further research platforms are expected to be developed, and the Cleanroom may align better with one of those in the future, pending a deliberate design phase. On MakerSpace, staff observed that while its remit is different from much of the team's work, its broad service to the University community fits with the Renew ANU principles guiding the new	**Feedback has been considered in detail. As a result, changes to the structure proposed in the Implementation Plan were made.** The Physics Cleanroom group (pn# 1732, 1733, 13070 and 25732) will be <u>removed</u> from the proposed team structure for now, with its future placement to be considered as part of later business-as-usual processes and further research platform design. MakerSpace will be realigned into the team as per the proposed organisational chart, reflecting its cross-University service role. Its most appropriate location across the University will be considered as part of business-as-usual processes and further research platform design. Some discussion also remains about whether one technical role should sit inside or outside the Workshops team structure. The revised organisational chart, with the removal of the Cleanroom stream, has been broadly endorsed by members of the

structure, and there was no objection to its inclusion.	proposed team, with only minor structural details still under discussion.
Feedback on **Animal Services** and the APF focused on ensuring continuity of operations and , adequate resourcing. Clarity was also sought as to how the service will function under the proposed structure. Respondents sought assurance that the 11 CCF positions would be maintained and that reporting line changes would not diminish Animal Services' specialist focus or responsiveness. Questions were raised about how the team will integrate into the broader College model while preserving its operational capability and meeting compliance requirements. Several comments also called for greater transparency and detail in the change process, particularly around how responsibilities will be allocated and managed during and after transition. Feedback was also received querying the changed reporting line of the Head of Animal Services (SM3) to the College General Manager.	**In light of the feedback received, the College has reviewed the proposed realignments and made some changes**. The Implementation Plan does not alter the structure, staffing, or core functions of Animal Services or the APF. All 11 CCF positions remain in place with no reductions, and specialist responsibilities in animal care, compliance, and operational oversight will continue under existing arrangements. Following further review, the Administrative Coordinator (APF) position (pn# 21462) will remain with Animal Services and be realigned to that College-level team. Reporting line adjustments are structural only and will not affect day-to-day management, responsiveness, or compliance; integration into the broader model is intended to strengthen resilience and access to College resources. The proposal that the Head of Animal Services (SM3) report to the College General Manager is consistent with Renew ANU principles and will not compromise operational or scientific integrity. Animal Services functions as a University-wide Research Platform, supporting compliance, animal welfare, and research excellence across multiple Colleges and disciplines. Positioning the Head of Animal Services within the GM's portfolio supports resource planning and operational alignment, while shared governance with the DVCR&I ensures strategic direction and compliance oversight remain informed by academic leadership. This dual model provides a sustainable, transparent framework that reduces duplication, strengthens cross-campus collaboration, and preserves the specialist nature of the service.
Feedback was received on the Purchasing, Stores and Procurement team, requesting that consideration be given to an alternative structure, with a third hub based in JCSMR.	**Feedback has been considered in detail. As a result, changes to the structure proposed in the Implementation Plan were made.** Consultation was undertaken with the proposed team members, with broad agreement on team structure. While the suggestion to create a third hub reflects a desire to maintain strong local support, the proposed structure has been designed to ensure operational efficiency, appropriate team composition, and alignment with the broader CoSM service delivery model. A JCSMR-based hub of only two staff would lack resilience during leave or peak periods, reduce peer support and

	knowledge sharing, and create unnecessary fragmentation in management.
	The preferred model provides equitable service levels across the College, with hubs of viable size, proper supervision, and balanced workloads. Staff at JCSMR will continue to provide on-site support as part of a coordinated College-wide team, enabling stronger cross-coverage, consistent standards, and more sustainable operations. The College will work closely with JCSMR to ensure service needs are met and local requirements addressed during implementation.
Feedback was received highlighting perceived inconsistencies in the classification of similar roles across Schools. This situation is not unexpected in a large College with historically devolved structures.	Addressing classification alignment across all areas is beyond the scope of this Implementation Plan and would require a comprehensive, University-wide review involving position description standardisation, benchmarking, and engagement with relevant industrial frameworks.
	That said, the College recognises the importance of this issue and will work toward greater consistency and transparency over time. The new College-level team structures provide a foundation for this, enabling clearer role expectations, shared service models, and more consistent supervision arrangements. As these teams embed, we will use the opportunity to progressively review and refine role definitions, ensuring they align with functional responsibilities, position descriptions and University classification standards.
	This will be an iterative process, carried out in consultation with staff and in line with the Enterprise Agreement provisions, to support fairness, clarity, and long-term workforce sustainability.
Feedback was received noting the risks of centralisation and its impact on professional staff roles. The fear was voiced that centralisation might: • Reduce role variety and opportunities for professional growth. • Distance staff from the local academic and research communities they support. • Create "one size fits all" processes that don't suit specialist needs. • Risk the loss of institutional knowledge if staff are relocated or their responsibilities realigned.	The proposed structure has been based on the Renew ANU principles and was designed to balance consistency and efficiency with the need to maintain strong local connections. Professional staff will remain embedded in key schools and functions where specialist knowledge and front-line support are essential, while centralisation will focus on functions that benefit from scale (e.g. consistency of processes, shared systems). To mitigate risks, the College will: • Retain locally embedded roles in local areas, especially in high-risk and specialist areas. • Develop clear service catalogues and escalation pathways to ensure

	professional staff can remain responsive to school-level needs.
	• Provide professional development opportunities across the College to support career growth and skills development.
	• Ensure that changes do not diminish professional staff visibility or their critical role in supporting research, teaching, and student experience.
Concerns about workload, location, and consultation process, including: • Increased workloads under the proposed structure. • The physical location of teams and whether relocation would disrupt service continuity. • The pace and clarity of consultation, particularly whether individual concerns would be taken into account.	**Workload**: The College is committed to monitoring workloads carefully during and after transition, with explicit mechanisms to escalate workload pressures. Teams will be sized to provide adequate resilience, cross-coverage, and peer support. **Location**: Decisions about physical location will prioritise service delivery, staff wellbeing, and operational efficiency. No relocations will occur without consultation, and co-location will be pursued only where it demonstrably strengthens team function. **Consultation**: The consultation process has involved extensive engagement, including over 50 small-group meetings and Q&A sessions across all Schools, plus College-wide forums and online sessions. All feedback has been considered carefully, and adjustments already reflect the weight given to staff input. Further refinements will continue as implementation planning progresses, and in consultation with staff.

Accuracy and clarity of proposal documents

Summarised Feedback	Response and/or Change made in Implementation Plan
Errors in documents and org charts - feedback noted errors and inconsistencies in staff lists, position mappings, titles, and organisational charts.	The College acknowledges that some staff found elements of the Change Proposal, FAQs, and organisational charts unclear or inconsistent. Final documentation has been reviewed for accuracy and consistency before implementation to ensure that role mapping, reporting lines, and terminology are fully aligned.
Clarity of proposal documents - feedback highlighted that the proposal was difficult to follow due to unclear diagrams, jargon, and inconsistent information.	Feedback highlighted that the volume and complexity of documents made it difficult for some staff to easily locate relevant information. In response, additional summary materials and targeted communications were provided through School-level Q&A sessions and staff meetings.
Communication of **rationale** - staff asked for clearer explanation of the reasons for change, intended benefits, and decision-making process.	Feedback indicated a request for clearer information about how decisions were being reached and whether input would meaningfully influence outcomes. The College has aimed to be transparent by responding to all feedback received, and providing the rationale for decisions in

	Implementation Plan. This Implementation Plan also explains the reasoning for decision where changes have been made to the Change Proposal to provide clarity of the decision-making process.
Consistency and completeness - comments pointed out mismatches between sections, unclear role impacts, and missing detail on reporting lines.	Some staff noted that the direct impact on their own role was not always easy to interpret. We recognise this and have committed to follow-up conversations at the local level to ensure every affected staff member has clarity on their future role and responsibilities.
Need for clearer **engagement** - requests were made for simpler summaries, clearer answers in meetings, and more accessible communication approaches.	Feedback requested clearer communication beyond the consultation stage. The College will provide regular updates through a combination of newsletters, information sessions, and direct emails, with clear points of contact for queries. Implementation will be monitored and reviewed, with opportunities for staff to raise concerns and seek clarification as structures bed down.

Impacts of the change to be implemented

Following consideration of the matters raised above and subject to clause 70.13 of the Enterprise Agreement, the University will proceed with the changes summarised in this comparison table which shows the difference between position count in the CoSM Change Proposal and this Implementation Plan.

Any new academic positions that were proposed in the original Change Management proposal will be considered in the normal course of business planning and will be subject to budget availability.

Position Count Impact Summary - COMPARISON			
Action		Change proposal (Academic/ Prof)	Implementation Plan (Academic/ Prof)
Disestablished	Positions currently vacant to be disestablished	7 (0/7)	7 (0/7)
	Positions disestablished through VSS	53 (19/34)	53 (19/34)
	Other positions proposed to be disestablished	17 (8/9)	0
	TOTAL	77	60
New	New roles proposed	9 (5/4)	1 (0/1)
Realigned	Within area	16	16

(Professional staff)	School to College	99	102

Position impacts of the change

Positions to cease

The continuing positions listed below do not have a direct equivalent or suitable alternative in the future structure without significant change and will therefore be disestablished. There are no involuntary redundancies arising from this process. The majority of these positions have been managed through the Voluntary Separation Scheme (VSS), with the remainder currently vacant.

Team	Current Position	Classifica-tion	Position No.	# Position	Position Outcome	Occupant Impact
CAM						
	Operations Manager	SM1	17711	1	Position disestablished	Nil - VSS
College						
M&C	Deputy Manager, Communications	ANU8	10978	1	Position disestablished	Nil - VSS
RM	Manager, Research Office	SM2	15028	1	Position disestablished	Nil - VSS
SS	Student Services Officer	ANU5	16807	1	Position disestablished	Nil - VSS
STLC	Executive Officer (STLC)	SM1	9464	1	Position disestablished	Nil - VSS
STLC	HDR Governance Officer	ANU8	31748	1	Position disestablished	Nil - VSS
STLC	Executive Assistant	ANU5	33954	1	Position disestablished	Nil - VSS
JCSMR						
	Informatics Manager	SM1	21036	1	Position disestablished	Nil - VSS
	Laboratory Manager	ANU8	1531	1	Position disestablished	Nil - VSS
	Next Gen Sequencing Coord	ANU8	41417	1	Position disestablished	Nil - VSS
	Prof & Chair TD Health Res.	Level E	28243	1	Position disestablished	Nil - VSS
	Professor	Level E	1209	1	Position disestablished	Nil - VSS
	Section Coordinator	ANU6	12282	1	Position disestablished	Nil - VSS (Separation in December)
	Senior Research Officer	ANU5/6	36298	1	Position disestablished	Nil - VSS

Team	Current Position	Classifica-tion	Position No.	# Position	Position Outcome	Occupant Impact
	Senior Technician	ANU6	14959	1	Position disestablished	Nil - VSS
	Technical Officer	ANU4/5	4012	1	Position disestablished	Nil - VSS
RSB						
	Administration Manager	ANU8	30463	1	Position disestablished	Nil - VSS
	ARC Laureate	Level E	35545	1	Position disestablished	Nil - VSS (Separation in December)
	CEF Coordinator (Plants)	ANU6	19935	1	Position disestablished	Nil - VSS
	Divisional Administrator (E&E)	ANU5	19681	1	Position disestablished	Nil - VSS
	Plant Services Coordinator	ANU7	35682	1	Position disestablished	Nil - VSS
	Professor	Level E	3643	1	Position disestablished	Nil - VSS (Separation in December)
	Professor	Level E	3686	1	Position disestablished	Nil - vacant/VSS (Separation in December)
	Professor	Level E	11570	1	Position disestablished	Nil – VSS
	Professor	Level E	24270	1	Position disestablished	Nil - VSS (Separation in December)
	Professor	Level E	27085	1	Position disestablished	Nil - VSS (Separation in December)
	Research Officer	ANU5/6	3655	1	Position disestablished	Nil – VSS
	Senior Technical Services Officer	ANU6	35970	1	Position disestablished	Nil – vacant
	SnrStudentAdminOfficer (BTLC)	ANU6/7	3724	1	Position disestablished	Nil – VSS
	Student Administration Manager	ANU8	24602	1	Position disestablished	Nil – VSS
	Support technician	ANU2/3	5322	1	Position disestablished	Nil – vacant
	Technical Officer	ANU4/5	40986	1	Position disestablished	Nil – vacant
	Technical Officer (BTLC)	ANU4/5	9532	1	Position disestablished	Nil – VSS
	Technical Services Officer	ANU4/5	15054	1	Position disestablished	Nil – vacant
	TechServicesCoord(Operations)	ANU7	24173	1	Position disestablished	Nil – VSS
RSC						
	Administration Officer (Purchasing)	ANU5	40534	1	Position disestablished	Nil – vacant

Team	Current Position	Classifica-tion	Position No.	# Position	Position Outcome	Occupant Impact
	Professor	Level E	5885	1	Position disestablished	Nil - VSS (Separation in December)
	Professor	Level E	15814	1	Position disestablished	Nil – VSS
	Associate Professor	Level D	13315	1	Position disestablished	Nil - VSS (Separation in December)
	Senior Technical Officer LSF	ANU7	31217	1	Position disestablished	Nil – VSS
RSES						
	Administrator	ANU5	7485	1	Position disestablished	Nil – vacant
	Associate Professor	Level D	6266	1	Position disestablished	Nil - VSS (Separation in December)
	Professor	Level E	5480	1	Position disestablished	Nil – VSS
	Receptionist	ANU4	18629	1	Position disestablished	Nil – vacant
RSPhys						
	Build Project EA13-16 OOC	SM1	18021	1	Position disestablished	Nil – VSS
	Infrastructure Support Officer	ANU7	1833	1	Position disestablished	Nil – VSS
	Manager, F & S	SM1	18524	1	Position disestablished	Nil – VSS
	School Administrator	ANU5	1793	1	Position disestablished	Nil – VSS
	Senior Technical Officer	ANU7	5577	1	Position disestablished	Nil – VSS
	Senior Technical Officer	ANU8	1837	1	Position disestablished	Nil – VSS
	Technical Officer	ANU6	11798	1	Position disestablished	Nil – VSS
	Associate Professor	Level D	29795	1	Position disestablished	Nil – VSS
	Professor E1	Level E	1692	1	Position disestablished	Nil – VSS
	Associate Professor	Level D	5385	1	Position disestablished	Nil – VSS
	Professor	Level E	5432	1	Position disestablished	Nil - VSS (Separation in December)
	Professor	Level E	8830	1	Position disestablished	Nil – VSS
	Acc Res & Dev Mngr	SM3	1700	1	Position disestablished	Nil - VSS (Separation in November)
	Senior Technical Officer	ANU7	1708	1	Position disestablished	Nil – VSS

Total positions to cease: 7 vacant, 53 VSS, 0 occupied – 60 total

Direct transfer into new structure with minor changes New College Teams

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

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

Team	Current Position	Future Position	Classifi-cation	Position No.	# Positions	Position Outcome	Occupant Impact
Accredited Program Support							
SMP	Education Manager	Education Manager	SM1	34734	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes
SMP	Education Delivery Manager	Program Delivery Manager	ANU8	31421	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes
SMP	TELT Manager	TELT Manager	ANU8	34980	1	Position realigned to College-level Accredited Programs Support team	Direct transfer with minor changes
SMP	Education Support Coordinator	Program Support Coordinator	ANU7	40263	1	Position realigned to College-level Accredited Programs Support team	Direct transfer with minor changes
SMP	Aboriginal and Torres Strait Islander Health and Student Development Officer	Aboriginal and Torres Strait Islander Health and Student Development Officer	ANU6/7	35919	1	Position realigned to College-level Accredited Programs Support team	Direct transfer with minor changes
SMP	Admissions Coordinator	Admissions Support Coordinator	ANU6/7	19545	1	Position realigned to College-level Accredited Programs Support team	Direct transfer with minor changes
SMP	Assessment & Edu. Coordinator	Assessment & Evauations Coordinator	ANU6/7	11506	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes
SMP	Assessmt & Eval Coordinator	Assessment & Evaluations Coordinator	ANU6/7	20774	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes
SMP	Learning Designer	Learning Designer	ANU6/7	14070	1	Position realigned to College-level Accredited Programs Support team	Direct transfer with minor changes
SMP	Learning Designer	Learning Designer	ANU6/7	20584	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes

Team	Current Position	Future Position	Classifi-cation	Position No.	# Positions	Position Outcome	Occupant Impact
SMP	Administration Officer	Program Support Officer	ANU5	25302	1	Position realigned to College-level Accredited Programs Support team	Direct transfer with minor changes
SMP	Administration Support Officer	Laboratory Administration Officer	ANU5	21317	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes
SMP	Admissions Officer	Admissions Support Officer	ANU5	18571	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes
SMP	Assessment & Evaluations Officer	Assessment & Evaluations Officer	ANU5	39070	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes
SMP	Ed Support Officer	Program Support Officer	ANU5	36595	1	Position realigned to College-level Accredited Programs Support team	Direct transfer with minor changes
SMP	Education Officer	Program Support Officer	ANU5	19636	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes
SMP	Education Support Officer	Program Support Officer	ANU5	17535	1	Position realigned to College-level Accredited Programs Support team	Direct transfer with minor changes
SMP	Learning Technologist	Learning Technologist	ANU5	20581	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes
SMP	Learning Technologist	Learning Technologist	ANU5	34693	1	Position realigned to College-level Accredited Program Support team	Direct transfer with minor changes
SMP	Student Administration Officer	Admissions Support Officer	ANU5	23642	1	Position realigned to College-level Accredited Programs Support team	Direct transfer with minor changes
Administration							
JCSMR	Executive Officer	Administration Manager	ANU8	28145	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSC	Administration Manager	Administration Manager	ANU8	35624	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSES	Administration Manager	Administration Manager	ANU8	3514	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes

Team	Current Position	Future Position	Classifi-cation	Position No.	# Positions	Position Outcome	Occupant Impact
SMP	Administration Manager	Administration Manager	ANU8	36261	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
CGA	Centre Administrator	Senior Administrator	ANU6/7	17793	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
JCSMR	Senior School Administrator	Senior Administrator	ANU6/7	1586	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
JCSMR	Senior School Administrator	Senior Administrator	ANU6/7	36189	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
JCSMR	Senior School Administrator	Executive Support Officer	ANU6/7	4847	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSB	Executive Admin Officer	Executive Support Officer	ANU6/7	36152	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSPhys	Node Administrator	Senior Administrator	ANU6/7	21750	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSPhys	Snr School Admin (Projects)	Senior Administrator	ANU6/7	12510	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
SMP	Exec. Assist. to the Director	Executive Support Officer	ANU6/7	7117	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
SMP	Senior School Administrator	Senior Administrator	ANU6/7	29217	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
SMP	ANU Officer 6/7	Senior Administrator	ANU6/7	22042	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSAA	Centre Administrator	Administration Officer	ANU5	16473	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSAA	Executive Assistant	Executive Support Officer	ANU5	1145	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes

Team	Current Position	Future Position	Classifi-cation	Position No.	# Positions	Position Outcome	Occupant Impact
RSB	Divisional Admin/Outreach Off	Administration Officer	ANU5	35854	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSB	Divisional Administrator	Administration Officer	ANU5	11356	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSB	Divisional Administrator	Administration Officer	ANU5	38605	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSC	Administration Officer	Administration Officer	ANU5	13129	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSES	Administrator	Administration Officer	ANU5	9991	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSES	Executive Assistant	Executive Support Officer	ANU5	14453	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSPhys	School Administrator	Administration Officer	ANU5	1757	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
RSPhys	School Administrator	Administration Officer	ANU5	1808	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
SMP	Administration Support Officer	Administration Officer	ANU5	17868	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
SMP	Administration Officer	Assistant Administrator	ANU4	16403	1	Position realigned to the College-level General Administration team	Direct transfer with minor changes
Animal Services							
JCSMR	Head, Animal Services APF	Head, Animal Services APF	SM3	39641	1	Position realigned to the College Animal Services Team	Direct transfer with minor changes
JCSMR	Operations Manager	Operations Manager	ANU8	14652	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Administrative Coordinator APF	Administrative Coordinator APF	ANU6/7	21462	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes

Team	Current Position	Future Position	Classifi-cation	Position No.	# Positions	Position Outcome	Occupant Impact
JCSMR	Section Coord-Imports/Exports	Section Coord-Imports/Ex-ports	ANU6	29555	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Section Coordinator	Section Coordinator	ANU6	11779	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Section Coordinator	Section Coordinator	ANU6	36876	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Area Supervisor	Area Supervisor	ANU4/5	11371	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Area Supervisor	Area Supervisor	ANU4/5	11372	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Area Supervisor	Area Supervisor	ANU4/5	20760	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Area Supervisor	Area Supervisor	ANU4/5	29508	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Building Maintenance Officer	Building Maintenance Officer	ANU4/5	1685	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Material Support Technician	Material Support Technician	ANU2/3	1622	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Material Support Technician	Material Support Technician	ANU2/3	1672	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
JCSMR	Material Support Technician	Material Support Technician	ANU2/3	12080	1	Position realigned to College-level Animal Services team	Direct transfer with minor changes
Executive Support							
JCSMR	Business Manager	Executive Officer	ANU8	14689	1	Position realigned to the College Executive Support Team	Direct transfer with minor changes
JCSMR	Exec Support Officer - Res	Executive Support Officer	ANU6/7	22026	1	Position realigned to the College Executive Support Team	Direct transfer with minor changes

Team	Current Position	Future Position	Classifi-cation	Position No.	# Positions	Position Outcome	Occupant Impact
College	Events & Outreach Officer	Events & Administration Officer	ANU5	7901	1	Position realigned to the College Executive Support Team	Direct transfer with minor changes
Purchasing, Stores and Procurement							
RSB	Senior Purchasing Officer	Senior Purchasing Officer	ANU6/7	35681	1	Position realigned to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSPhys	Snr Procurement Officer	Snr Procurement Officer	ANU6/7	40250	1	Position realigned to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
JCSMR	Purchasing Officer	Purchasing Officer	ANU5	16499	1	Position realigned to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSC	Administration Officer (Purchasing)	Administration Officer (Purchasing)	ANU5	18689	1	Position realigned to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSPhys	Manager, Store	Manager, Store	ANU5	1813	1	Position realigned to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSPhys	Purchasing and Finance Officer	Purchasing and Finance Officer	ANU5	1719	1	Position realigned to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
JCSMR	Purchasing Officer	Purchasing Officer	ANU4	20849	1	Position realigned to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSB	Purchasing Officer	Purchasing Officer	ANU4	35858	1	Position realigned to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
RSB	Store Assistant	Store Assistant	ANU2/3	35735	1	Position realigned to the College Purchasing, Stores and Procurement Team	Direct transfer with minor changes
School Managers							
JCSMR	School Manager	School Manager	SM2	38051	1	Duties broadened slightly; minor. Change of Reporting Line to College General Manager	Direct transfer with minor changes
RSAA	School Manager	School Manager	SM1	20548	1	Duties broadened slightly; minor. Change of Reporting Line to College General Manager	Direct transfer with minor changes

Team	Current Position	Future Position	Classifi-cation	Position No.	# Positions	Position Outcome	Occupant Impact
RSB	School Manager	School Manager	SM3	8206	1	Duties broadened slightly; minor. Change of Reporting Line to College General Manager	Direct transfer with minor changes
RSC	School Manager	School Manager	SM2	21486	1	Duties broadened slightly; minor. Change of Reporting Line to College General Manager	Direct transfer with minor changes
RSES	School Manager	School Manager	SM2	13757	1	Duties broadened slightly; minor. Change of Reporting Line to College General Manager	Direct transfer with minor changes
RSPhys	School Manager	School Manager	SM2	9064	1	Duties broadened slightly; minor. Change of Reporting Line to College General Manager	Direct transfer with minor changes
SMP	School Manager	School Manager	SM2	7725	1	Duties broadened slightly; minor. Change of Reporting Line to College General Manager	Direct transfer with minor changes
Workshops. Maintenance and MakerSpace							
RSES	Laboratory Operations Manager	Laboratory Operations Manager	SM1	267	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	Technical Engineer	Technical Engineer	SM1	16185	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSC	Manager, RSC Workshop	Manager, RSC Workshop	ANU8	2372	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	MakerSpace Operations Manager	MakerSpace Operations Manager	ANU8	1747	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	Manager, MW	Manager, MW	ANU8	1819	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSC	Leading Hand (Mechanical)	Leading Hand (Mechanical)	ANU7	13803	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSC	Snr Tech Officer (Electronics)	Snr Tech Officer (Electron-ics)	ANU7	41043	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSES	Senior Technical Officer	Senior Technical Officer	ANU7	8759	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes

Team	Current Position	Future Position	Classification	Position No.	# Positions	Position Outcome	Occupant Impact
RSES	Senior Technical Officer	Senior Technical Officer	ANU7	17429	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	MakerSpace Senior Tech Officer	MakerSpace Senior Tech Officer	ANU7	1758	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSC	Tech Officer (Inst. Spec.)	Tech Officer (Inst. Spec.)	ANU6	23429	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSES	Technical Officer	Technical Officer	ANU6	2475	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	Technical Officer	Technical Officer	ANU6	1651	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	Technical Officer	Technical Officer	ANU6	9149	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	Technical Officer	Technical Officer	ANU6	11325	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	Technical Officer	Technical Officer	ANU6	14252	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	Technical Officer	Technical Officer	ANU6	40688	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	Technical Officer (MakerSpace)	Technical Officer (MakerSpace)	ANU6	15606	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSC	Technical Officer – Mechanical	Technical Officer – Mechanical	ANU5	19383	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	Electronics Technician	Electronics Technician	ANU4/5	33132	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes
RSPhys	Technical Officer	Technical Officer	ANU4/5	12791	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes

Team	Current Position	Future Position	Classifi-cation	Position No.	# Positions	Position Outcome	Occupant Impact
RSPhys	Technical Officer	Technical Officer	ANU4/5	14014	1	Position realigned to the College Workshops, Maintenance and MakerSpace Team	Direct transfer with minor changes

Positions to be transferred to College team: 102 total

Direct transfer into new structure with minor changes – within Schools

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

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

Team	Current Position	Future Position	Classifi-cation	Position No.	# Positions	Position Outcome	Occupant Impact
RSB							
Divisional Lab support	Div Snr Tech Office (BSB)	Technical Services Manager (Linnaeus)	ANU8	5996	1	Duties broadened slightly; minor. Change of Reporting Line	Direct Transfer with Minor Changes
Divisional Lab support	Div Snr Tech Office (PS)	Plant Platforms & Services Manager	ANU8	19885	1	Duties broadened slightly; minor. Change of Reporting Line	Direct Transfer with Minor Changes
Divisional Lab support	Div Snr Tech Officer (E&E)	Technical Services Manager (Robertson)	ANU8	10441	1	Duties broadened slightly; minor. Change of Reporting Line	Direct Transfer with Minor Changes
Divisional Lab support / ops	Snr Tech Services Officer (BSB)	Snr Tech Services Officer	ANU6	1257	1	Duties broadened slightly. Minor change	Direct Transfer with Minor Changes
Divisional Lab support / ops	Snr Tech Services Officer (PS)	Snr Tech Services Officer	ANU6	38172	1	Duties broadened slightly. Minor change	Direct Transfer with Minor Changes
Divisional Lab support / ops	Divisional Tech Officer (PS)	Technical Services Officer	ANU5	38905	1	Duties broadened slightly; minor. Change of Reporting Line	Direct Transfer with Minor Changes
Divisional Lab support / ops	Technical Services Officer	Technical Services Officer	ANU4/5	29131	1	Change of reporting line	Direct Transfer with Minor Changes
Divisional Lab support / ops	Technical Services Specialist	Technical Services Specialist	ANU7	35971	1	Duties broadened slightly; minor. Potential change of reporting line	Direct Transfer with Minor Changes

Team	Current Position	Future Position	Classifi-cation	Position No.	# Positions	Position Outcome	Occupant Impact
Plant Services / Ops	Horticultural Assistant	Horticultural Assistant	ANU3	23798	1	Change of reporting line	Direct Transfer with Minor Changes
Plant Services / Ops	Horticultural Tech (Plants)	Horticultural Tech (Plants)	ANU4/5	27042	1	Change of reporting line	Direct Transfer with Minor Changes
Plant Services / Ops	Operations Manager	Operations and Infra-structure Manager	ANU8	20781	1	Duties broadened slightly; minor.	Direct Transfer with Minor Changes
Technical Support Team	Team Leader, Teaching Lab	Teaching Services Man-ager	ANU8	1214	1	Change of reporting line	Direct Transfer with Minor Changes
RSC							
Analytical Chemistry	Snr Tech Officer (Mass Spec)	Snr Tech Officer (Mass Spec)	ANU8	2316	1	Change of Reporting Line	Direct Transfer with Minor Changes
Analytical Chemistry	Technical Officer (Mass Spec)	Technical Officer (Mass Spec)	ANU4/5	16471	1	Change of reporting line	Direct Transfer with Minor Changes
RSES							
Seismology	Senior Technical Officer	Senior Technical Officer	ANU7	41471	1	Change of reporting line	Realignment within area
RSPhys							
Quantum Science and Technology / MakerSpace	Head of Maker Space	Associate Professor	Level D	21899	1	Position disestablished	Direct Transfer with Minor Changes

Positions with minor changes within area: 16 total

New positions

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.

New Position	Classification	# Positions	Position Outcome
Workshops, Maintenance and MakerSpace			
Electronics Unit Manager	ANU8	1	Position established

Total: 1 position to be established

Timeline for implementation

Milestone	Date
Meetings with directly affected staff	*1-2 July - completed*
Release of Change Proposal & consultation opens	*2 July - completed*
Close consultation period (12:00 pm AEST)	*7 August - completed*
Collation of feedback and preparation of Implementation Plan	From 7 August to 12 October - completed
Release of Implementation Plan	16 October 2025
Opportunity for directly affected staff and the NTEU to comment on Implementation Plan	16-23 October 2025
Anticipated commencement of implementation	Staged, starting December 2025

Specific Implementation Elements & Dates

All dates are subject to final discussion with Schools and are sequenced to minimise disruption and maximise likelihood of a smooth transition.

Animal Services	
Change	Reporting line for **Head of Animal Services (SM3)** moves to **CoSM GM**; day-to-day operations remain embedded; transition to responsibility for RSB housed animals; DVCR&I shared-governance terms to be finalised in Q1 2026.
Target date	Reporting line change effective: **end 2025** Responsibility for all CoSM housed animals: **end 2025**

Training for new/emerging team leaders	
Change	Structured development for incoming College-level team leads and identified deputies, to help in the transition to new leadership roles.
Target dates	Session 1 (People/WHS/psychosocial): **Q1 2026** Session 2 (Processes/Service Catalogues/KPIs): **Q1 2026** Ongoing development during 2026

School Managers — reporting & service roles	
Change	Confirm School Manager reporting lines change to GM (dotted line to Directors); run **EOI** for **0.2 FTE College-service roles** and publish role descriptions.
Target dates	SM reporting line changes: **end 2025** EOI open: **December 2025** Appointments: **end 2025** Role descriptions published: **end 2025**

Formation of new College-level teams	
Change	• Stand-up of General Administration, Executive Support, Purchasing/Stores/Procurement, Workshops/Maintenance/MakerSpace, and Accredited Program Support teams.

	• Work commences on individual team service catalogues (guided by School Manager lead) • Align access, delegations.
Target dates	• School Manager Team leads named & interim structures posted: **by 9 February 2026** • Transition activities, including consultation on any proposed location changes: **February - March 2026** • Go-live with hyper-care: **from 16 March 2026**
Professional staff reporting lines	
Change	All professional staff move to **professional-staff supervisory lines** at College level, with documented dotted-line to local academic leads as needed. **Exceptions:** Externally funded roles and specialist research/technical positions as negotiated with GM.
Target date	**31 March 2026**

Location approach

The default position will be that staff remain at their current location where feasible. The following principles will be applied in any decisions on location:

- **Hubs (where needed):** selected operational teams will co-locate in defined geographical hubs to improve service coverage, handoffs, and training.

- **Anchor day:** each team should meet in person at least **one day per week** for team-building, coaching, and cross-skilling, where possible.

- **How decided:** we will use workload data, operational service window requirements, and space availability; a draft location map will be circulated for feedback before finalisation.

- **Equity & exceptions:** accessibility, caring responsibilities, and other commitments will be considered case by case.

Governance, feedback and reviews

Essential to this model is the publication of service catalogues that detail the tasks and activities provided by the service delivery teams, and set out expectations (e.g. timeframes for delivery). These will be developed in consultation with School Managers and other identified key staff, and will encompass types of requests, expected turnaround times, and priority levels, co-designed with Schools, and with quarterly/monthly reviews built in.

Service delivery can then be tracked through a shared MS Planner board or through service trackers that log requests; delivery can be monitored through Power BI dashboards, showing time-to-completion and service volume across categories. MS Forms can be developed for staff to raise service issues, escalate problems and provide feedback.

To ensure the new College service delivery team model embeds safely and delivers measurable value, the College will run a schedule of light checks to continuously review stabilisation, staff experience, service delivery, and benefits realisation at defined intervals, supported by a live issues-and-risks log with weekly reporting to the General Manager.

- Schedule a series of rapid reviews at:
    - 3 months for stabilisation check.
    - 6 months for service delivery review.
    - 12 months for benefits realisation and service catalogue update.
- Maintain an issues and risks log with weekly reporting to General Manager.

Shared service model – workload allocation

With teams working across multiple Schools, a workload allocation model is essential to ensure responsiveness as well as flexibility in delivery. This is particularly important for the General Administration team, where some staff may be primarily dedicated to particular Schools, and others may be working across Schools.

A possible model that will be considered with staff is as follows:

Dedicated staff: Each School has at least one core professional staff member assigned as the main point of contact. They manage day-to-day workflows, understand the nuances of that School, and maintain strong relationships with local academic leadership.

Floating/shared staff: A pool of professional staff with skills across multiple areas (e.g., finance, events, student support, infrastructure) operate across multiple Schools. They cover general enquiries and calls for assistance, step in for surge capacity, cover absences, or take on more transactional tasks that don't require deep local knowledge.

This model preserves local connection while also enabling scalability. A hybrid model (dedicated staff + shared staff) keeps familiar faces embedded in their Schools to handle the day-to-day, while giving them access to a larger support pool for more complex or cyclical work, or for gap coverage. The system should be designed to be both locally responsive and centrally coordinated, with clear structures, load balancing, and reporting tools so Directors can have confidence that their School's needs are being met.

A continuing co-design process with staff prior to a go-live date in implementation will test the feasibility of this model, and/or propose an alternative for testing.

Work Allocation: Tools

Work allocation will be managed through standard tools such as the Microsoft suite, with configuration refined with teams during implementation. For example, each School might have a Microsoft Teams channel as its primary workspace, with files, updates and a linked Planner board to anchor task management. Cross cutting work can be coordinated in shared channels (for example Finance, Events, HDR support), where floating staff are assigned. MS Planner could support triage and assignment based on availability and capability. Outlook shared mailboxes can support intake and coverage. Requests and feedback can be collected via Microsoft Forms or Qualtrics.

The setup will be reviewed in monthly checkpoints to maintain visibility, reduce duplication and improve flow. Suggested setups include:

Tool	Description
MS Teams	• One channel per School for dedicated staff and School collaboration • Shared channels for cross-cutting work • Link the relevant Planner board to each channel
MS Planner	• Board per School owned by dedicated staff • Board per shared service area for triage and assignment • Simple status views for prioritisation
Outlook shared mailboxes	• School inbox monitored by dedicated staff • Overflow routed by rules to a shared mailbox and triaged by leads
Automation and reporting	• Requests and feedback: MS Forms or Qualtrics • Due and overdue alerts: Power Automate • Dashboards: Power BI or Excel
Tools quick map	• Task tracking: Planner

- Requests and feedback: Forms or Qualtrics
- Dashboards: Power BI or Excel
- Alerts and reminders: Power Automate
- Continuous review: monthly check-ins

During implementation, these tools will be validated through a continuing co-design process with staff, in collaboration with central experts to establish standard templates, configure the tools, and deliver training, with refinements or alternative approaches piloted as required.

Implementation Process

Process and timing for filling positions in the new structure

Following an agreed Implementation Plan, the process for transition into the new structure will be informed by the provisions of the Enterprise 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.

If when transitioning to a confirmed new structure, results in new, significant change, or reduced roles, 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 process

1. Direct Transfer (no significant change to position)
2. Closed Expression of Interest (EOI) (where available)
3. Recruitment
4. Role Transition, Induction and Upskilling

Direct transfer

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

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

This includes minor changes to duties, title, reporting line or department/area.

Closed Expression of Interest (EOI)

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

At this stage, there are no Closed EOIs anticipated due to this process being solely focused on consideration of affected staff for new (or reduced) positions at the same classification level prior to formal redeployment. Unless new vacancies arise, the redeployment and recruitment processes will follow the direct transfers identified in this plan.

Recruitment

Any positions that remain unfilled may proceed to open recruitment – in accordance with standard University recruitment policies.

Role Transition, Induction and Upskilling

Where existing staff roles are varied or staff transition into new or revised positions, they will be supported with targeted onboarding and upskilling to support readiness for the new structure.

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 Expression of Interest (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.

Fixed-term staff not transitioning to the future structure will be consulted on their contract status and end dates in accordance with the University's standard employment provisions.

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	Contact details
Assure	1800 808 374
Relationships Australia	(02) 6122 7100
Converge	https://services.anu.edu.au/human-resources/wellbeing/employee-assistance-program/converge

Additional support

Lifeline | Beyond Blue

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

13Yarn (13 92 76)

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

Financial advice
UniSuper offers free general financial advice and retirement planning support to members. Resources, appointment bookings, and webcast recordings can be accessed via unisuper.com.au.
UniSuper has an office on-site in Kambri where you can book an appointment to speak with a super consultant in person. Alternatively, UniSuper also offer online appointments.

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

Career transition support

- Outplacement services: if applicable, affected employees with positions surplus to requirements will be offered external outplacement support, including career coaching, resume review, and interview preparation.

- Online resources: the ANU intranet includes a range of tools for staff seeking career support.

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

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

Other relevant documents

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

- Renew ANU 2025 Change Principles: Consultation Paper including Appendix 'A' (Support Information) and Appendix B (Service Performance Framework)

- Renew ANU 2025 Change Principles: initial Feedback Summary including
    - Appendix 'A' – Additional Feedback
    - Appendix B – response to Open letter
    - Appendix C – Psychosocial Risk assessment – Change Principles
- Renew ANU Change Principles Implementation Plan
- Financial Update – May 2025
- Updates from ANU leadership
- CoSM Change Management Proposal

Appendices

1. Appendix 1 -CoSM Current Organisational Chart Schools, Centres and College – level teams impacted by change
2. Appendix 2 – CoSM New Organisation charts
3. Appendix 3 – WHS Psychological Risk Assessment
4. Appendix 4 - New and updated Position Descriptions

Appendix 1 – CoSM Current Organisational Charts
Schools, Centres and College-level teams impacted by change

Key for Current Organisational Charts

	Department / Unit Leader		

Continuing – no change	Continuing – realigned	Continuing – disestablished (vacant or VSS – round 1)	Continuing – position identified in DVCA proposal	Continuing – position identified in CE proposal
Fixed term or CFF – no change	Fixed term or CFF – realigned			

NB: The current Organisational Chart for the Research School of Astronomy and Astrophysics (Academic) is not included as there are no changes to the structure

1.1 Centre for Advanced Microscopy – Current Organisational Chart

38657 - Academic Level D

Head, Cntr for Adv Microscopy

17711 - SM1

Operations Manager

41633 - ANUO8

Life Science EM Specialist

36100 - ANUO5

Centre Administrator

01274 - ANUO8

Light Microscopy Specialist

1.2 Centre for Gravitational Astrophysics – Current Organisational Chart

41993 - Level E

Director, CGA

3529 - Academic Level E3

Distinguished Professor

1717 - Academic Level D

Associate Professor

6693 - Academic Level B

Research Fellow

17793 - ANUO6/7

Centre Administrator

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

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                    ┌─────────────────────┐
                    │  20548 - SM1        │
                    │                     │
                    │  School Manager     │
                    └─────────────────────┘
                       │               │
           ┌───────────┘               └───────────┐
           ▼                                       ▼
┌─────────────────────┐             ┌─────────────────────┐
│  05663 - ANUO7      │             │  10700 - ANUO7      │
│                     │             │                     │
│  Systems Administrator │          │  System Administrator │
└─────────────────────┘             └─────────────────────┘

┌─────────────────────┐             ┌─────────────────────┐
│  12290 - ANUO6/7    │             │  16473 - ANUO5      │
│                     │             │                     │
│  Senior Business Officer │        │  Centre Administrator │
└─────────────────────┘             └─────────────────────┘

                                    ┌─────────────────────┐
                                    │  01145 - ANUO5      │
                                    │                     │
                                    │  Executive Assistant │
                                    └─────────────────────┘
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1.4 John Curtin School of Medical Research– Current Organisational Chart (School Administration)

38051 - SM2
School Manager

22026 - ANUO6/7
Executive Support Officer

14689 - ANUO8
Business Manager

1586 - ANUO6/7
Senior School Admin –
Vacant

1531 - ANUO8
Lab Manager

36298 - ANUO5/6
Senior Research Officer

7660 - ANUO8
Laboratory Manager

42015 - ANUO4/5
Lab Support Officer

38433 - ANUO4/5
Lab Support Officer

39704 - SM1
Manager, CHASM

17281 - ANUO6
Senior Technical Officer

1453 - ANUO4/5
Technical Officer

40370 - ANUO7
ANU Officer 7 (Technical)

10990 - SM1
School Facilities Manager

35984 - ANUO4/5
Facilities Officer

36026 - ANUO4/5
Facilities Officer

38303 - ANUO5
Student Admin Officer

16499 - ANUO5
Purchasing Officer

20849 - ANUO4
Purchasing Officer

School Director

28145 - ANUO8
Executive Officer

36189 - ANUO6/7
Snr School Administrator

4847 - ANUO6/7
Snr School Administrator

1.5 John Curtin School of Medical Research– Current Organisational Chart (Professional

BRF

School Manager

5917 - SM2
Manager BRF

31321 - ANUO8
Technologist Specialist

10071 - ANUO8
Team Leader (Geno)

6136 - ANUO8
Team Leader (Sequencing)

6626 - SM1
Senior Technologies Specialist

27752 - SM1
Manager, ANU Bioinformatics Co

38641 - ANUO8
Technologies Specialist

15115 - ANUO4/5
Genomics Technician

19509 - ANUO4/5
Genomics Technician

21705 - ANUO6
Senior Technical Officer

Genome

5421 - ANUO8
HDR Strategy Manager

38741 - ANUO7
Senior Research Office

39235 - ANUO7
Senior Technical Officer

1497 - ANUO7
Lab Coordinator

3938 - ANUO5
Admin Officer

25166 - SM1
CHOIR Program Manager

4012 - ANUO4/5
Technical Officer

4028 - ANUO7
Senior Lab Technician

Immunity

38838 - ANUO6
Research Technician

29134 - ANUO4/5
Research Technician

27039 - ANUO7
Senior Technical Officer

Canberra Clinical Genomics

School Manager

41417 - ANUO8
ANU Officer Grade 8

14959 - ANUO6
Senior Technician

1426 - ANUO6
Senior Technical Officer

1.6 John Curtin School of Medical Research – Current Organisational Chart (APF)

21148 - ANUO7
Senior Technical Officer

35801 - ANUO7
(ART) Coordinator

39641 - SM3
Head, Animal Services APF

29555- ANUO6
Section Coord-Imports/ Exports

14652 - ANUO8
Operations Manager

21462 - ANUO6/7
Administrative Coordinator APF

26651 - ANU8
Scientific Services Manager

38295 - ANU8
Software Developer

12282 - ANU6 (Tec)
Section Coordinator

11372 - ANU4/5 (Tec)
Area Supervisor

1622 - ANU2/3 (Tec)
Material Support Tech

1672 - ANU2/3 (Tec)
Material Support Technician

38181- ANUO2/3
Material Support Technician

39119 - ANUO2/3
Material Support Technician

12080 -ANU2/3 (Tec)
Material Support Tech

1685 - ANU4/5 (Tec)
Bldg Maintenance Officer

23467- ANUO4/5
Area Supervisor

36876 - ANUO6
Section Coordinator

20760 - ANUO4/5
Area Supervisor

11779 - ANUO6
Section Coordinator

11371 - ANUO4/5
Area Supervisor

29508 - ANUO4/5
Area Supervisor

19846 - ANUO4/5
Area Supervisor

35931 - ANUO4/5
Area Supervisor

39133 - ANUO2/3
Animal Technician

36444 - ANUO2/3
Animal Care Technician

39142 - ANUO2/3
Animal Technician

11079- ANUO2/3
Animal Technician

School Manager

21036 - SM1
Informatics Manager

1.7 Research School of Biology – Current Organisational Chart (Professional)

RSB School Services

8206 - SM3
School Manager

20781 - ANUO8
Operations Manager

1417 - ANUO7
Snr Infra Specialist (IT

38157 - ANUO8
Research Development Strategist

35681 - ANUO6/7
Snr Purchasing Officer

12194 - ANUO4/5
TechServicesOfficr(Operations)

35682 - ANUO7
Plant Services Coordinator

15054 - ANUO4/5
Technical Services Officer (Vacant)

30463 - ANUO8
Admin Manager

36152 -ANUO6/7
Executive Admin Officer

24173 - ANUO7
Tech Services Coordinator

35970 - ANUO6
Snr Technical Services Officer

14163 - ANUO6/7
FacilitiesAdmCoord(Operations)

35858 - ANUO4
Purchasing Officer

35735 - ANUO2/3
Store Assistant

27042 - ANUO4/5
Horticultural Tech (Plants)

19935 - ANUO6
CEF Coordinator (Plants)

23798 - ANUO2/3
Horticultural Assistant

19885 - ANUO8
Div Snr Tech Office (PS)

38905 - ANUO4/5
Divisional Tech Officer (PS)

38172 - ANUO6
Snr Tech Services Officer (PS)

29131 - ANUO4/5
Technical Services Officer

5996 - ANUO8
Div Snr Tech Office (BSB)

1257 - ANUO6
Snr Tech Services Officer(BSB)

10441 - ANUO8
Div Snr Tech Officer (E&E)

35971 - ANUO7
Technical Services Specialist

24602 - ANUO8
Student Administration Manager

24348 - ANUO6/7
SnrStudentAdminOfficer (BTLC)

3724 - ANUO6/7
SnrStudentAdminOfficer (BTLC)

21804 - ANUO5
Student Administrator (BTLC)

1214 - ANUO8
Team Leader, Teaching Lab

3708 - ANUO6
Technical Officer (BTLC)

3667 - ANUO6
Ed Tech Support Officer (BTLC)

9532 - ANUO4/5
Technical Officer (BTLC)

20714 - ANUO4/5
Technical Officer (BTLC)

38927 - ANUO4/5
Technical Officer (BT&LC)

Plant Sciences

4999 - ANUO6
Technical Officer

38605 - ANUO5
Divisional Administrator (DA)

11356 - ANUO5
Divisional Administrator (PS)

Biomedical Sci & BioChem

35854 - ANUO5
Divisional Admin/Outreach Off

Ecology & Evolution

19681 - ANUO5
Divisional Adm

3655 - ANUO5/6
Research Officer

1.8 Research School of Biology – Current Organisational Chart (Academic)

19111
School Director

3646 - Academic Level E1
Professor (E+E)

27477 - Academic Level E1
Professor (BT+LC)

15290 - Academic Level E1
Professor (ADR)

11345 - Academic Level E1
Professor (BSB)

6840 - Academic Level E1
Professor (PS)

9090 - Academic Level E1
Professor (AD HDR)

3651 - Academic Level E1
Professor

24270 - Academic Level E
Professor

27085 - Academic Level E1
Professor

30947 - Academic Level E1
Professor

3653 - Academic Level E1
Professor

3643 - Academic Level E1
Professor

5280 - Academic Level E1
Professor

3640 - Academic Level E1
Professor

21933 - Academic Level E1
Professor

21697 - Academic Level E1
Professor

4085 - Academic Level D
Assoc Professor

35591 - Academic Level D
Assoc Professor

4483 - Academic Level D
Assoc Professor

1361 - Academic Level D
Assoc Professor

25293 - Academic Level D
Assoc Professor

28942 - Academic Level D
First Year Coordinator (BTLC)

22570 - Academic Level B
First Year Coordinator (BTLC)

28429 - Academic Level B
Lecturer (BTLC)

40113 - Academic Level E1
Professor

22892 - Academic Level E1
Professor

21699 - Academic Level E1
Professor

3580- Academic Level D
Assoc Professor

27818 - Academic Level B
Lecturer

31092 - Academic Level D
Assoc Professor

7199 - Academic Level D
Assoc Professor

21771 - Academic Level D
Assoc Professor

1315 - Academic Level C
Snr Lecturer

26891 - Academic Level C
Snr Lecturer L

38958 - Academic Level B
Lecturer

22883 - Academic Level E1
Professor

11570 - Academic Level E1
Professor

16873 - Academic Level E1
Professor

3686 - Academic Level E2
Professor

20644 - Academic Level B
Lecturer

6079 - Academic Level D
Assoc Professor

15120 - Academic Level E1
Professor

10755 - Academic Level E1
Professor

23544 - Academic Level E1
Professor

28996 - Academic Level D
Assoc Professor

39137 - Academic Level B
Lecturer

40341 - Academic Level C
Senior Lecturer

1.9 Research School of Chemistry – Current Organisational Chart (Professional)

21486 - SM2

School Manager

35624 - ANUO8

Administration Manager

40059 - ANUO 8

Facilities & Maintenance Lead

20304 - ANUO6/7

Snr Admin Officer (Education)

13129 - ANUO5

Administration Officer

02372 - ANUO8

Manager, RSC Workshop

01237 - SM1

Manager, JMSF

40534 - ANUO5

Admin Officer (Purchasing)

18689 - ANUO5

Admin Officer (Purchasing)

41043 - ANUO7

Snr Tech Officer (Electronics)

08412 - SM1

Manager, XRDF

13803 - ANUO7

Leading Hand (Mechanical)

02316 - ANUO8

Snr Tech Officer (Mass Spec)

23429 - ANUO6

Tech Officer (Inst. Spec.)

01385 - ANUO8

Manager, MRF

38432 - ANUO7

Facilities Coordinator

31217 - ANUO7

Senior Technical Officer LSF

16471 - ANUO4/5

Technical Officer (Mass Spec)

07241 - ANUO7

Senior Technical Officer

17609 - ANUO4/5

Technical Officer

17007 - ANUO4/5

Technical Officer

1.10 Research School of Chemistry – Current Organisational Chart (Academic)

04806 - AHRSC

School Director

40941 - Academic Level B Lecturer	**26657 - Academic Level D** Associate Professor	**21927 - Academic Level E1** Professor	**03480 - Academic Level E1** Professor
41729 - Academic Level B Lecturer	**19448 - Academic Level D** Associate Professor	**12057 - Academic Level E1** Professor	**08011 - Academic Level E1** Professor
34088 - Academic Level C Rita Cornforth Fellow	**36356 - Academic Level D** Associate Professor	**25256 - Academic Level E1** Professor	**02261 - Academic Level E1** Professor
40405 - Academic Level C Senior Lecturer	**35552 - Academic Level E1** Professor	**03485 - Academic Level E1** Professor	**24087 - Academic Level E1** Professor
41371 - Academic Level C Senior Lecturer	**23656 - Academic Level E1** Professor	**22620 - Academic Level E1** Professor	**15814 - Academic Level E2** Professor
13315 - Academic Level D Associate Professor	**05885 - Academic Level E2** Professor	**17460 - Academic Level E3** Professor	

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

13757 - SM2
School Manager

2386 - SM1
Geophys Data & ComputationLead

41471 - ANUO7
Senior Technical Officer

14453 - ANUO5
Executive Assistant

4807 - ANU6/7
Building and Services Officer

3514 - ANUO8
Admin Manager

21647 - ANUO5
Student Admin Officer

21530 - ANUO6/7
Educational Developer

9991 - ANUO5
Administrator

18629 - ANUO4
Receptionist

2457 - ANUO8
Geochem Inst Operations Lead

18436 - ANUO7
Senior Lab Technician

40463 - ANUO7
Senior Technical Officer

18436 - ANUO7
Senior Lab Technician

38450 - ANUO6
Technical Officer

11066 - ANUO7
Senior Laboratory Technician

02425- ANUO7
Senior Technical Officer

12517 - ANUO7
Senior Technical Officer

267 - SM1
Laboratory Operations Manager

8759 - ANUO7
Senior Technical Officer

2475 - ANUO6
Technical Officer

17429 - ANUO7
Senior Technical Officer

9655 - ANUO7
Senior Technical Officer

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

6494 - School Director

Director

4375 - Academic Level E2

Professor

7844 - Academic Level E1

Professor

9950 - Academic Level E1

Professor

2417 - Academic Level E2

Professor

18737 - Academic Level E1

Professor

12100 - Academic Level E2

Professor

13016 - Academic Level E2

Professor

19470 - Academic Level E1

Professor

12779 - Academic Level E1

Professor

5883 - Academic Level E1

Professor

40799 - Academic Level B

Research Fellow

20222 - Academic Level B

Lecturer

6509 - Academic Level E2

Professor

14470 - Academic Level E1

Professor

40627 - Academic Level C

Senior Lecturer

2387 - Academic Level C

Lecturer

5471 - Academic Level E1

Professor

10669 - Academic Level C

Fellow

2390 - Academic Level E1

Professor

5480 - Academic Level E2

Professor

2431 - Academic Level E1

Professor

6266 - Academic Level D

Associate Professor

12781 - Academic Level E1

Professor

13606 - Academic Level B

Lecturer

1.13 Research School of Physics – Current Organisational Chart (Administration)

```
1736 - AHRSPS
Director, RSPhys
```

```
39908 - AE1
AD, Education
```

```
21750 - ANUO67
Node Administrator
```

```
9064 - SM2
School Manager
```

```
12510 - ANUO67
Snr School Admin (Projects)
```

```
1808 - ANUO5
School Administrator
```

```
1793 - ANUO5
School Administrator
```

```
1757 - ANUO5
School Administrator
```

```
23328 - ANUO6/7
Physics Education Prog Coord
```

```
40250 - ANUO67
Snr Procurement Officer
```

```
1719 - ANUO5
Purchasing and Fin Officer
```

```
1813 - ANUO5
Manager, Store
```

1.14 Research School of Physics – Current Organisational Chart (Tech)

1736 - AHRSPS
Director, RSPhys

36605 - Academic Level E
Head, QST

1733 - ANUO7
Senior Technical Officer

1732 - ANUO7
Senior Technical Officer

39908 - Academic Level E1
AD, Education

3538 - SM1
Educational Technologist

5704 - ANUO8
Education Technical Officer

18524 - SM1
Manager, F & S

18021 - SM1
Build Project EA13-16 OOC

25732 - ANUO7
Infrastructure Support

1833 - ANUO7
Infrastructure Support Officer

36604 - Academic Level E1
Head, NPAA

1700 - SM3
Acc Res & Dev Mngr

1710 - SM2
Acc R&D Lead Specialist

1702 - SM1
Accelerate R&D Specialist

17972 - ANUO8
Accelerator Research spec

23168 - SM1
Accelerator R&D Specialist

1708 - ANUO7
Senior Technical Officer

1795 - ANUO7
Senior Technical Officer

9064 - SM2
School Manager

16185 - SM1
Technical Engineer

1837 - ANUO8
Senior Technical Officer

5577 - ANUO7
Senior Technical Officer

14252 - ANUO6
Technical Officer

11798 - ANUO6
Technical Officer

33132 - ANUO45
Electronics Technician

1819 - ANUO8
Manager, MW

1651 – ANUO6
Technical Officer

9149 - ANUO6
Technical Officer

11325 - ANUO6
Technical Officer

40688 - ANUO6
Technical Officer

12791 - ANUO45
Technical Officer

14014 - ANUO45
Technical Officer

17472 - Academic Level E
AD Infrastructure

13070 – SM2
Cleanroom Facility Mgr

21899 - Academic Level D
Head of Maker Space

1758 - ANUO7
MakerSpace Snr Tech

1747 - ANUO8
MakerSpace Ops Manager

15606 - ANUO6
Technical Officer (MS)

1.15 Research School of Physics – Current Organisational Chart (Academic)

1736 - AHRSPS
Director, RSPhys

12921 - Academic Level E1
Professor

8830 - Academic Level E2
Professor

10138 - Academic Level B
Research Fellow

11259 - Academic Level E1
Professor

1722 - Academic Level E1
Professor

5065 - Academic Level E1
Professor

26947 - Academic Level B
Research Fellow

5432 - Academic Level E1
Professor

25658 - ADEARC
ARC DECRA Fellow

5385 - Academic Level D
Associate Professor

24533 - Academic Level C
Fellow

6678 - Academic Level E1
Professor

22746 - Academic Level E1
Professor

4408 - Academic Level E1
Professor

6088 - Academic Level D
Associate Professor

40406 - AFTARC
ARC Future Fellow

5315 - Academic Level E1
Professor

1696 - Academic Level E2
Professor

6889 - Academic Level E2
Professor

1692 - Academic Level E1
Professor

29795 - Academic Level D
Associate Professor

1693 - Academic Level D
Associate Professor

41461 - Academic Level C
Senior Lecturer (Ten Track)

41462 - Academic Level C
Senior Lecturer (Ten Track)

39158 - ADEARC
ARC DECRA Fellow

41460 - Academic Level C
Senior Lecturer (Ten Track)

22747 - Academic Level E1
Professor

1780 - Academic Level E3
Distinguished Professor

22745 - Academic Level E1
Professor

6191 - Academic Level E1
Professor

32819 - Academic Level E1
Professor

15030 - Academic Level E1
Professor

238 - Academic Level D
Associate Professor

22729 - Academic Level E1
Professor

22744 - Academic Level E1
Professor

18096 - Academic Level E1
Professor

1790 - Academic Level E1
Professor

21899 - Academic Level D
Head of Maker Space

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

```
                          ┌─────────────────┐
                          │  School Director │
                          └─────────────────┘
                                   │
                          ┌─────────────────┐
                          │  7725 - SM2     │
                          │  School Manager │
                          └─────────────────┘
```

School Director

7725 - SM2
School Manager

12482 - ANUO7
Senior Communications Officer

07117 - ANUO7
Exec. Assist. to the Director

36261 - ANUO 8
Administration Manager

29217 - ANUO6/7
Senior School Administrator

17868 - ANUO5
Administration Support Officer

16403 - ANUO4
Administration Support Officer

35919 - ANUO6/7
ATSI Health&Student Dev Office

22042 - ANUO6/7
ANU Officer 6/7

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

7725 - SM2
School Manager

34734 - SM1
Education Manager

09662 - ANUO4
Administration Assistant

31421 - ANUO8
Education Delivery Manager

20774 - ANUO6/7
Assessmt & Eval Coordinator

34980 - ANUO8
TELT Manager

11506 - ANUO6/7
Assessment & Edu. Coordinator

19545 - ANUO6/7
Admissions Coordinator

15198 - ANUO7
MedScience and Anatomical Coor

40263 - ANUO6/7
Education Support Coordinator

20584 - ANUO6/7
Learning Designer

14070 - ANUO6/7
Learning Designer

17535 - ANUO5
Education Support Officer

18571 - ANUO5
Admissions Officer

37876 - ANUO6
Medical Science &Anatomy Off

19636 - ANUO5
Education Officer

20581 - ANUO5
Learning Technologist

34693 - ANUO5
Learning Technologist

39070 - ANUO5
Assessment & Evaluations Officer

23642 - ANUO5
Student Administration Officer

21317 - ANUO5
Administration Support Officer

25302 - ANUO5
Administration Officer

36595 - ANUO5
Education Support Officer

36659 - ANUO4
Laboratory Technician

1.18 School of Medicine and Psychology – Current Organisational Chart (Clinical Schools)

7725 - SM2

School Manager

Canberra Clinical School

Sydney Clinical School

40182 - ANUO8

CCS Manager

35820 - SM1

SCS Manager

10705 - ANUO6/7

Clinical Skills Coordinator

24166 - ANUO6/7

Clinical Education Coordinator

35821 - ANUO6/7

SCS Clinical Education Coordin

30507 - ANUO5

Clinical Skills Officer

38947 - ANUO5

Clinical Placements Officer

30507 - ANUO5

Clinical Skills Officer

18350 - ANUO5

Clinical Placements Officer

Rural Clinical School

36457 - ANUO4/5

Clinical Skills Technician

TBC - ANUO5

Clinical Placements Officer Vacant

27934 - ANUO5

Administration Officer

13161 - ANUO5

Rural Admin Officer – Goulburn

22142 - ANUO5

Rural Admin Officer – Goulburn

17470 - ANUO5/6

IT Support Officer

1.19 College Executive Support and CoSM Services – Current Organisational Chart

```
                    ┌──────────────────────────┐
                    │     General Manager       │
                    └──────────────────────────┘
                                 │
                                 ▼
                    ┌──────────────────────────┐
                    │  22718 - SM1              │
                    │                           │
                    │  Manager, CoSM Executive  │
                    │  Support                  │
                    └──────────────────────────┘

                    ┌──────────────────────────┐
                    │  32699 ANU Officer 8      │
                    │                           │
                    │  Executive Officer        │
                    └──────────────────────────┘

                    ┌──────────────────────────┐
                    │  17859 ANUO6/7            │
                    │                           │
                    │  Executive Assistant to Dean │
                    └──────────────────────────┘

                    ┌──────────────────────────┐
                    │  8208- ANU Officer 5      │
                    │                           │
                    │  Administration Coordinator │
                    └──────────────────────────┘
                                 │
                      ┌──────────────────────────┐
                      │  26925- ANU Officer 3     │
                      │                           │
                      │  Technical Assistant      │
                      └──────────────────────────┘

                      ┌──────────────────────────┐
                      │  38984- ANU Officer 2/3   │
                      │                           │
                      │  Technical Assistant      │
                      └──────────────────────────┘

                      ┌──────────────────────────┐
                      │  39491 - ANU Officer 2/3  │
                      │                           │
                      │  Technical Assistant      │
                      └──────────────────────────┘
```

1.20 CoSM Science Teaching and Learning Centre – Current Organisational Chart (Professional)

Associate Dean (EducationCoSM)

22633 - ANU Officer 8

Education Technologist

16654 - ANU Officer 7

Academic Developer

17044 - ANU Officer 8

Education Governance Officer

9464 - SM1

Executive Officer

33954 - ANUO5

Exec Support Officer

31748 - ANUO5

HDR Governance Officer

Appendix 2 – CoSM New Organisational Charts

Key for Future State Organisational Charts

		Department / Unit Leader		
Continuing – no change	Continuing – realigned	Continuing – new	Continuing – position identified in DVCA proposal	Continuing – position identified in CE proposal
Fixed term or CFF – no change	Fixed term or CFF – realigned			

NB: The future Organisational Chart for the Research School of Astronomy and Astrophysics (Academic) is not included as there are no changes to the structure

2.1 Centre for Advanced Microscopy – Future Organisational Chart

```
                    ┌─────────────────────────────┐
                    │ 38657 - Academic Level D    │
                    │                             │
                    │ Head, Cntr for Adv          │
                    │ Microscopy                  │
                    └─────────────────────────────┘
                                  │
        ┌─────────────────────────┼─────────────────────────┐
        │                         │                         │
┌──────────────────┐    ┌──────────────────┐    ┌──────────────────────┐
│ 01274 - ANUO8    │    │ 41633 - ANUO8    │    │ 36100 - ANUO5        │
│                  │    │                  │    │                      │
│ Light Microscopy │    │ Life Science EM  │    │ Centre Administrator │
│ Specialist       │    │ Specialist       │    │                      │
└──────────────────┘    └──────────────────┘    └──────────────────────┘
```

2.2 Centre for Gravitational Astrophysics– Future Organisational Chart

```
                    ┌─────────────────────────────┐
                    │ 41993 - Level E             │
                    │                             │
                    │ Director, CGA               │
                    └─────────────────────────────┘
                                  │
        ┌─────────────────────────┼─────────────────────────┐
        │                         │                         │
┌──────────────────────┐  ┌──────────────────────┐  ┌──────────────────────┐
│ 3529 - Academic      │  │ 1717 - Academic      │  │ 6693 - Academic      │
│ Level E3             │  │ Level D              │  │ Level B              │
│                      │  │                      │  │                      │
│ Distinguished        │  │ Associate Professor  │  │ Research Fellow      │
│ Professor            │  │                      │  │                      │
└──────────────────────┘  └──────────────────────┘  └──────────────────────┘
```

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

```
                          ┌─────────────────────┐
                          │                     │
                          │  School Manager     │
                          │                     │
                          └─────────────────────┘
                                     │
        ┌────────────────────────────┼────────────────────────────┐
        ▼                            ▼                            ▼
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│ 12290 - ANUO6/7  │      │ 05663 - ANUO7    │      │ 10700 - ANUO7    │
│                  │      │                  │      │                  │
│ Senior Business  │      │ Systems          │      │ System           │
│ Officer          │      │ Administrator    │      │ Administrator    │
└──────────────────┘      └──────────────────┘      └──────────────────┘
```

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

School Manager

7660 - ANUO8

Laboratory Manager

42015 - ANUO4/5

Lab Support Officer

38433 - ANUO4/5

Lab Support Officer

39704 - SM1

Manager, CHASM

17281 - ANUO6

Senior Technical Officer

1453 - ANUO4/5

Technical Officer

40370 - ANUO7

ANU Officer 7 (Technical)

10990 - SM1

School Facilities Manager

35984 - ANUO4/5

Facilities Officer

36026 - ANUO4/5

Facilities Officer

38303 - ANUO5

Student Admin Officer

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

BRF

School Manager	
5917 - SM2 Manager BRF	

- **31321 - ANUO8**
 Technologist Specialist
- **10071 - ANUO8**
 Team Leader (Geno)
- **6136 - ANUO8**
 Team Leader (Sequencing)
- **6626 - SM1**
 Senior Technologies Specialist
- **27752 - SM1**
 Manager, ANU Bioinformatics Co
- **38641 - ANUO8**
 Technologies Specialist

- **15115 - ANUO4/5**
 Genomics Technician
- **19509 - ANUO4/5**
 Genomics Technician
- **21705 - ANUO6**
 Senior Technical Officer

Genome

- **5421 - ANUO8**
 HDR Strategy Manager
- **38741 - ANUO7**
 Senior Research Office
- **39235 - ANUO7**
 Senior Technical Officer
- **1497 - ANUO7**
 Lab Coordinator
- **3938 - ANUO5**
 Admin Officer
- **4028 - ANUO7**
 Senior Lab Technician
- **25166 - SM1**
 CHOIR Program Manager

Immunity

- **38838 - ANUO6**
 Research Technician
- **29134 - ANUO4/5**
 Research Technician
- **27039 - ANUO7**
 Senior Technical Officer

Canberra Clinical Genomics

- **1426 - ANUO6**
 Senior Technical Officer

2.6 Research School of Biology– Future Organisational Chart (Professional)

School Manager

38157 - ANUO8
Research Development Strategist

1417 - ANUO7
Senior IT Infrastructure Specialist

4999 - ANUO6
Technical Officer (Price)

Operations and Infrastructure Team

20781 - ANUO8
Operations and Infrastructure Manager

14163 - ANUO6/7
Facilities Admin Officer

38905 - ANUO4/5
Technical Services Officer

12194 - ANUO4/5
Technical Services Officer

29131 - ANUO4/5
Technical Services Officer (Autoclave)

Research Specialist Technical Support Team

5996 - ANUO8
Technical Services Manager (Linnaeus)

10441 - ANUO8
Technical Services Manager (Robertson)

1257 - ANUO6
Senior Technical Services Officer

35971 - ANUO7
Technical Services Specialist

Teaching Specialist Technical Support Team

1214 - ANUO8
Teaching Services Manager

3708 - ANUO6
Senior Teaching Technical Officer

3667 - ANUO6
Teaching Technical Support Officer

20714 - ANUO4/5
Teaching Technical Officer

38927 - ANUO4/5
Teaching Technical Officer

Biology Teaching & Learning Centre

24348 - ANUO6/7
SnrStudentAdminOfficer (BTLC)

21804 - ANUO5
Student Administrator (BTLC)

Plant Platforms & Services Team

19885 - ANUO8
Plant Platforms & Services Manager

38172 - ANUO6
Senior Technical Services Officer

27042 - ANUO4/5
Horticultural Technician (Plants)

23798 - ANUO2/3
Horticultural Assistant (Plants)

2.7 Research School of Biology– Future Organisational Chart (Academic)

19111
School Director

3646 - Academic Level E1
Professor (E+E)

27477 - Academic Level E1
Professor (BT+LC)

15290 - Academic Level E1
Professor (ADR)

11345 - Academic Level E1
Professor (BSB)

6840 - Academic Level E1
Professor (PS)

9090 - Academic Level E1
Professor (AD HDR)

3651 - Academic Level E1
Professor

30947 - Academic Level E1
Professor

28942 - Academic Level D
First Year Coordinator (BTLC)

40113 - Academic Level E1
Professor

22883 - Academic Level E1
Professor

15120 - Academic Level E1
Professor

3653 - Academic Level E1
Professor

3640 - Academic Level E1
Professor

22570 - Academic Level B
First Year Coordinator (BTLC)

22892 - Academic Level E1
Professor

16873 - Academic Level E1
Professor

10755 - Academic Level E1
Professor

5280 - Academic Level E1
Professor

21697 - Academic Level E1
Professor

28429 - Academic Level B
Lecturer (BTLC)

21699 - Academic Level E1
Professor

20644 - Academic Level B
Lecturer

23544 - Academic Level E1
Professor

21933 - Academic Level E1
Professor

35591 - Academic Level D
Assoc Professor

3580- Academic Level D
Assoc Professor

6079 - Academic Level D
Assoc Professor

28996 - Academic Level D
Assoc Professor

4085 - Academic Level D
Assoc Professor

1361 - Academic Level D
Assoc Professor

27818 - Academic Level B
Lecturer

39137 - Academic Level B
Lecturer

4483 - Academic Level D
Assoc Professor

31092 - Academic Level D
Assoc Professor

40341 - Academic Level C
Senior Lecturer

25293 - Academic Level D
Assoc Professor

7199 - Academic Level D
Assoc Professor

21771 - Academic Level D
Assoc Professor

1315 - Academic Level C
Snr Lecturer

26891 - Academic Level C
Snr Lecturer L

38958 - Academic Level B
Lecturer

2.8 Research School of Chemistry– Future Organisational Chart (Professional)

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                              ┌─────────────────────┐
                              │   School Manager    │
                              └─────────────────────┘
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16471 - ANUO4/5	01237 - SM1	08412 - SM1	40059 - ANUO 8	01385 - ANUO8	20304 - ANUO6/7	38432 - ANUO7	02316 - ANUO8
Technical Officer (Mass Spec)	Manager, JMSF	Manager, XRDF	Facilities & Maintenance Lead	Manager, MRF	Snr Admin Officer (Education)	Facilities Coordinator	Snr Tech Officer (Mass Spec)

07241 - ANUO7
Senior Technical Officer

17609 - ANUO4/5
Technical Officer

17007 - ANUO4/5
Technical Officer

2.9 Research School of Chemistry– Future Organisational Chart (Academic)

04806 - AHRSC

School Director

40941 - Academic Level B

Lecturer

41729 - Academic Level B

Lecturer

34088 - Academic Level C

Rita Cornforth Fellow

40405 - Academic Level C

Senior Lecturer

41371 - Academic Level C

Senior Lecturer

26657 - Academic Level D

Associate Professor

19448 - Academic Level D

Associate Professor

36356 - Academic Level D

Associate Professor

35552 - Academic Level E1

Professor

23656 - Academic Level E1

Professor

21927 - Academic Level E1

Professor

12057 - Academic Level E1

Professor

25256 - Academic Level E1

Professor

03485 - Academic Level E1

Professor

22620 - Academic Level E1

Professor

17460 - Academic Level E3

Professor

03480 - Academic Level E1

Professor

08011 - Academic Level E1

Professor

02261 - Academic Level E1

Professor

24087 - Academic Level E1

Professor

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

School Manager

2386 - SM1

Geophys Data & ComputationLead

4807 - ANU6/7

Building and Services Officer

2457 - ANUO8

Geochem Inst Operations Lead

18436 - ANUO7

Senior Lab Technician

40463 - ANUO7

Senior Technical Officer

18436 - ANUO7

Senior Lab Technician

38450 - ANUO6

Technical Officer

11066 - ANUO7

Senior Laboratory Technician

02425- ANUO7

Senior Technical Officer

12517 - ANUO7

Senior Technical Officer

41471 - ANUO7

Senior Technical Officer

9655 - ANUO7

Senior Technical Officer

21647 - ANUO5

Student Admin Officer

21530 - ANUO6/7

Educational Developer

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

6494 - School Director

Director

4375 - Academic Level E2

Professor

7844 - Academic Level E1

Professor

9950 - Academic Level E1

Professor

5471 - Academic Level E1

Professor

12781 - Academic Level E1

Professor

14470 - Academic Level E1

Professor

40627 - Academic Level C

Senior Lecturer

2387 - Academic Level C

Senior Lecturer

13606 - Academic Level B

Lecturer

2417 - Academic Level E2

Professor

18737 - Academic Level E1

Professor

12100 - Academic Level E2

Professor

10669 - Academic Level C

Fellow

2390 - Academic Level E1

Professor

13016 - Academic Level E2

Professor

19470 - Academic Level E1

Professor

12779 - Academic Level E1

Professor

2431 - Academic Level E1

Professor

5883 - Academic Level E1

Professor

40799 - Academic Level B

Research Fellow

20222 - Academic Level B

Lecturer

6509 - Academic Level E2

Professor

2.12 Research School of Physics – Future Organisational Chart (Administration)

School Manager

23328 - ANUO6/7

Physics Education Prog Coord

2.13 Research School of Physics – Future Organisational Chart (Tech)

1736 - AHRSPS

Director, RSPhys

School Manager

13070 – SM2

Cleanroom Facility Mgr

25732 - ANUO7

Infrastructure Support

1732 - ANUO7

Senior Technical Officer

1733 - ANUO7

Senior Technical Officer

39908 - Academic Level E1

AD, Education

3538 - SM1

Educational Technologist

5704 - ANUO8

Education Technical Officer

36604 - Academic Level E1

Head, NPAA

1710 - SM2

Acc R&D Lead Specialist

1702 - SM1

Accelerate R&D Specialist

23168 - SM1

Accelerator R&D Specialist

17972 - ANUO8

Accelerator Research spec

1795 - ANUO7

Senior Technical Officer

2.14 Research School of Physics – Future Organisational Chart (Academic)

1736 - AHRSPS

Director, RSPhys

12921 - Academic Level E1

Professor

11259 - Academic Level E1

Professor

1722 - Academic Level E1

Professor

24533 - Academic Level C

Fellow

5065 - Academic Level E1

Professor

26947 - Academic Level B

Research Fellow

10138 - Academic Level B

Research Fellow

25658 - ADEARC

ARC DECRA Fellow

21899 - Academic Level D

Associate Professor

6678 - Academic Level E1

Professor

22746 - Academic Level E1

Professor

4408 - Academic Level E1

Professor

40406 - AFTARC

ARC Future Fellow

6088 - Academic Level D

Associate Professor

5315 - Academic Level E1

Professor

1696 - Academic Level E2

Professor

6889 - Academic Level E2

Professor

1693 - Academic Level D

Associate Professor

41461 - Academic Level C

Senior Lecturer (Ten Track)

41462 - Academic Level C

Senior Lecturer (Ten Track)

39158 - ADEARC

ARC DECRA Fellow

41460 - Academic Level C

Senior Lecturer (Ten Track)

22747 - Academic Level E1

Professor

1780 - Academic Level E3

Distinguished Professor

22745 - Academic Level E1

Professor

6191 - Academic Level E1

Professor

32819 - Academic Level E1

Professor

15030 - Academic Level E1

Professor

238 - Academic Level D

Associate Professor

22729 - Academic Level E1

Professor

22744 - Academic Level E1

Professor

18096 - Academic Level E1

Professor

1790 - Academic Level E1

Professor

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

School Manager

12482 - ANUO7

Senior Communications Officer

15198 - ANUO7

MedScience and Anatomical Coor

37876 - ANUO6

Medical Science &Anatomy Off

36659 - ANUO4

Laboratory Technician

2.16 School of Medicine and Psychology – Future Organisational Chart (Clinical Schools)

School Manager

Canberra Clinical School

Sydney Clinical School

40182 - ANUO8

CCS Manager

35820 - SM1

SCS Manager

10705 - ANUO6/7

Clinical Skills Coordinator

24166 - ANUO6/7

Clinical Education Coordinator

35821 - ANUO6/7

SCS Clinical Education Coordin

38912 - ANUO6/7

Clinical Skills Education Coordinator

30507 - ANUO5

Clinical Skills Officer

38947 - ANUO5

Clinical Placements Officer

30507 - ANUO5

Clinical Skills Officer

18350 - ANUO5

Clinical Placements Officer

36457 - ANUO4/5

Clinical Skills Technician

TBC - ANUO5

Clinical Placements Officer Vacant

Rural Clinical School

27934 - ANUO5

Administration Officer

13161 - ANUO5

Rural Admin Officer – Goulburn

22142 - ANUO5

Rural Admin Officer – Goulburn

17470 - ANUO5/6

IT Support Officer

2.17 CoSM Accredited Program Support – Future Organisational Chart

College GM

School Manager Lead

34734 - Senior Manager 1
Education Manager

34980 - ANU Officer 8
TELT Manager

31421 - ANU Officer 8
Program Delivery Manager

35919 - ANU Officer 6/7
ATSI Health&Student Dev Office

20584 - ANU Officer 6/7
Learning Designer

14070 - ANU Officer 6/7
Learning Designer

19545 - ANU Officer 6/7
Admissions Support Coordinator

21317 - ANU Officer 5
Laboratory Administrator

40263 - ANU Officer 6/7
Program Support Coordinator

11506 - ANU Officer 6/7
Assessment &Evaluations Coordinator

20581 - ANU Officer 5
Learning Technologist

34693 - ANU Officer 5
Learning Technologist

18571 - ANU Officer 5
Admissions Support Officer

17535 - ANU Officer 5
Program Support Officer

20774 - ANU Officer 6/7
Assessment & Evaluations Coordinator

23642 - ANU Officer 5
Admissions Support Officer

36595 - ANU Officer 5
Program Support Officer

39070 - ANU Officer 5
Evaluations Officer

19636 - ANU Officer 5
Program Support Officer

25302 - ANU Officer 5
Program Support Officer

2.18 College Administration – Future Organisational Chart

General Manager

Administration Team Lead
School Manager

JCSMR/SMP/RSB/RSC Hub

RSPhys, RSES, CGA, RSAA Hub

28145 - ANUO8

Administration Manager

36261 - ANUO8

Administration Manager

35624 - ANUO8

Administration Manager

3514 - ANUO8

Administration Manager

4847 - ANUO6/7

Senior Administrator

36152 - ANUO6/7

Executive Support Officer

17793 - ANUO6/7

Senior Administrator

14453 - ANUO5

Executive Support Officer

29217 - ANUO6/7

Senior Administrator

12510 - ANUO6/7

Senior Administrator

21750 - ANUO6/7

Senior Administrator

9991 - ANUO5

Administration Officer

36189 - ANUO6/7

Senior Administrator

1586 - ANUO6/7

Senior Administrator

1757 - ANUO5

Administration Officer

16473 - ANUO5

Administration Officer

7117 ANUO6/7

Executive Support Officer

22042 - ANUO6/7

Senior Administrator

1808 - ANUO5

Administration Officer

1145 - ANUO5

Executive Support Officer

38605 - ANUO5

Administration Officer

35854 - ANUO5

Administration Officer

16403 - ANUO4

Assistant Administrator

11356 - ANUO5

Administration Officer

17868 - ANUO5

Administration Officer

13129 - ANUO5

Administration Officer

2.19 College Animal Services – Future Organisational Chart

General Manager

39641 - SM3
Head, Animal Services

29555 - ANUO6
Section Coordinator

14652 - ANUO8
Operations Manager

1685 - ANUO4/5
Building Maintenance Officer

11372 - ANUO4/5
Area Supervisor

12080 - ANUO2/3
Material Support Technician

1622 - ANUO2/3
Material Support Technician

1672 - ANUO2/3
Material Support Technician

38181- ANUO2/3
Material Support Technician

39119 - ANUO2/3
Material Support Technician

21462 - ANUO6/7
Administrative Coordinator APF

38295 - ANU8
Software Developer

26651 - ANU8
Scientific Services Manager

23467- ANUO4/5
Area Supervisor

36876 - ANUO6
Section Coordinator

20760- ANUO4/5
Area Supervisor

11779 - ANUO6
Section Coordinator

11371- ANUO4/5
Area Supervisor

29508 - ANUO4/5
Area Supervisor

19846 - ANUO4/5
Area Supervisor

35931- ANUO4/5
Area Supervisor

39133 - ANUO2/3
Animal Technician

36444 - ANUO2/3
Animal Care Technician

39142 - ANUO2/3
Animal Technician

11079- ANUO2/3
Animal Technician

2.20 College Executive Support – Future Organisational Chart

```
                          ┌─────────────────────┐
                          │   General Manager    │
                          └─────────────────────┘
                                    │
                          ┌─────────────────────┐
                          │ 22718 - SM1          │
                          │                      │
                          │ Manager, CoSM        │
                          │ Executive Support    │
                          └─────────────────────┘
                                    │
        ┌───────────────────────────┼───────────────────────────┐
        │                           │                           │
┌─────────────────────┐   ┌─────────────────────┐   ┌─────────────────────┐
│ 32699 ANU Officer 8 │   │ 14689 - ANUO8       │   │ 17859 ANUO6/7       │
│                     │   │                     │   │                     │
│ Executive Officer   │   │ Executive Officer   │   │ Executive Assistant │
│                     │   │                     │   │ to Dean             │
└─────────────────────┘   └─────────────────────┘   └─────────────────────┘
        │                           │
┌─────────────────────┐   ┌─────────────────────┐
│ 7901 - ANUO5        │   │ 22026 ANU Officer 6/7│
│                     │   │                     │
│ Events and          │   │ Executive Support   │
│ Administration      │   │ Officer             │
│ Officer             │   │                     │
└─────────────────────┘   └─────────────────────┘
```

8208- ANU Officer 5

Administration Coordinator

26925- ANU Officer 3

Technical Assistant

38984- ANU Officer 2/3

Technical Assistant

39491 - ANU Officer 2/3

Technical Assistant

2.21 Purchasing, Stores and Procurement – Future Organisational Chart

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                              ┌─────────────────────────┐
                              │   General Manager        │
                              └─────────────────────────┘
                                          │
                              ┌─────────────────────────┐
                              │ Purchasing, Stores and   │
                              │   Procurement Lead       │
                              │    School Manager        │
                              └─────────────────────────┘
```
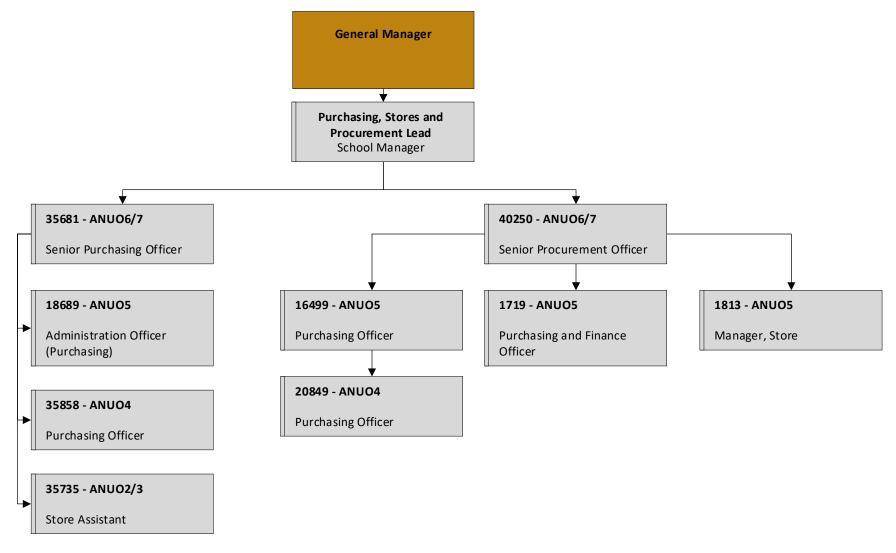
35681 - ANUO6/7

Senior Purchasing Officer

40250 - ANUO6/7

Senior Procurement Officer

18689 - ANUO5

Administration Officer (Purchasing)

16499 - ANUO5

Purchasing Officer

1719 - ANUO5

Purchasing and Finance Officer

1813 - ANUO5

Manager, Store

35858 - ANUO4

Purchasing Officer

20849 - ANUO4

Purchasing Officer

35735 - ANUO2/3

Store Assistant

2.22 School Managers – Future Organisational Chart

General Manager

38051 - SM2

School Manager JCSMR

20548 - SM1

School Manager RSAA

8206 - SM3

School Manager RSB

21486 - SM2

School Manager RSC

13757 - SM2

School Manager RSES

9064 - SM2

School Manager RSPhys

7725 - SM2

School Manager SMP

2.23 CoSM Science Teaching and Learning Centre – Future Organisational Chart (Professional)

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        ┌─────────────────────────────────┐
        │  Associate Dean (Education CoSM)  │
        └─────────────────────────────────┘
```

22633 - ANU Officer 8

Education Technologist

17044 - ANU Officer 8

Education Governance Officer

16654 - ANU Officer 7

Academic Developer

2.24 Workshops, Maintenance and MakerSpace – Future Organisational Chart

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                              ┌─────────────────────┐
                              │   General Manager   │
                              └─────────────────────┘
                                         │
                              ┌─────────────────────┐
                              │   Workshops Lead    │
                              │   School Manager    │
                              └─────────────────────┘
```

General Manager

Workshops Lead
School Manager

16185 - SM1

Technical Engineer

267 - SM1

Laboratory Operations Manager

2372 - ANUO8

Manager, RSC Workshop

1747 - ANUO8

MakerSpace Operations Manager

1819 - ANUO8

Manager, Mechanical Workshop

TBC - ANUO8 (NEW)

Electronics Unit Manager

17429 - ANUO7

Senior Technical Officer

41043 - ANUO7

Senior Technical Officer (Electronics)

1758 - ANUO7

MakerSpace Senior Tech Officer

1651 - ANUO6

Technical Officer

14252 - ANUO6

Technical Officer

8759 - ANUO7

Senior Technical Officer

13803 - ANUO7

Leading Hand (Mechanical)

15606 - ANUO6

Technical Officer (MakerSpace)

9149 - ANUO6

Technical Officer

33132 - ANUO4/5

Electronics Technician

2475 - ANUO6

Technical Officer

23429 - ANUO6

Tech Officer (Inst. Spec.)

11325 - ANUO6

Technical Officer

40688 - ANUO6

Technical Officer

19383 - ANUO4/5

Technical Officer (Mechanical)

14014 - ANUO4/5

Technical Officer

12791 - ANUO4/5

 Technical Officer

Appendix 3 – WHS Psychological Risk Assessment

As part of the change proposal, the University conducted a Work Health and Safety (WHS) psychosocial risk assessment to identify and address potential impacts on staff wellbeing. This assessment identified possible risks in the areas of organisational change management and staff support.

No specific feedback was received on the Draft released with the proposal. As such, please review the confirmed Psychosocial risk assessment - CoSM.

To proactively manage and minimise these risks, the following hazard descriptors and control measure summary will be implemented to support staff throughout the change process:

Hazard type	Description
Poor organisational change management	Insufficient consultation and consideration of new hazards or performance impacts when planning for and implementing change
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.
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 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
Poor organisational change management	Clear detailed communication and consultation about the impacts of change and measures to eliminate or minimise the impact of psychosocial hazards.
Job insecurity	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	Set and communicate realistic job expectations Implement workload monitoring
Lack of role clarity	Accurate job design. Clear communication at the College, School or individual work level about operational functions or roles.
Poor support	Targeted EAP and Advisor to Staff support services. Access to information, tools and resources to help manage through change. Regular communication at College and School level.
Conflict or poor workplace relationships and interactions	Regular communication at the College, School and team levels Managerial support in leading change in the workplace Timely response to issues raised or observed in the workplace

Appendix 4 – New and updated position descriptions

(Click link)