

**WITHOUT PREJUDICE**  
**THE UNIVERSITY OF NEWCASTLE**  
**ORGANISATIONAL CHANGE CONSULTATION PAPER**  
**ACADEMIC DIVISION**

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## 1.0 BACKGROUND AND STRATEGIC CONTEXT

The higher education sector is grappling with significant changes locally and globally. Disruptions arising from technological innovation, and the democratisation of access to knowledge, mean that stakeholders are bringing new and diverse expectations to their engagement with higher education. Universities must respond to this changing landscape and offer stakeholders opportunities to connect with learning and the university experience in a more flexible way. In developing the student experience, we must prepare students for the changing global environment and the future. This will require a different approach to the way we support students in their journey, and the way we connect and collaborate with our stakeholders.

We know that we need to resource and support our students and staff to engage creatively in the 21<sup>st</sup> century learning environment and transform our curriculum and teaching practices. To deliver this transformation, we need to challenge the way we provide support and services to students and educators. The future will bring new demands on the services we provide and will challenge us to find new ways to provide them. The time is right for us to reimagine our approach and fundamentally rethink our functions and processes to ensure a future-facing, student-centred approach. Such a reimagining will need organisational and cultural change, which is a significant challenge for any institution. A focus on new thinking, creativity and collegiality, will enable us to thrive in an uncertain future.

## 2.0 RATIONALE AND REQUIREMENT FOR CHANGE

Over the past two years, the Academic Division has been reimagining the student experience. In 2017, we brought together staff and students to assess how we provide services to students and support the learning endeavour. We examined the roles played by the Academic Division in particular, given its extensive remit, as well as the contributions made by faculties and other divisions. Early work demonstrated the need for a more integrated approach, a streamlining of process, the incorporation of new systems, and a greater understanding between colleagues about each other's roles and responsibilities.

This work led to the formation of five streams of activity looking at specific elements of the student journey and identifying opportunities for change and potential solutions to known issues. A key outcome of this discovery process was the *Student Journey Map*, which was developed using a human-centred design process. This future-facing map is guiding our efforts to deliver a student experience that is needs-centred, accessible, personalised, timely, flexible, scalable, consistent, and underpinned by high-performing integrated and interconnected teams.

The map is complemented by the *NeW Education Framework* which is an integrated and holistic approach to transforming and advancing the learning and teaching value proposition at the University, with a focus on enabling educators and students.

These strategies, collectively titled the Education Redesign package, are supported and approved by Council, with the NeW Education Framework approved in late 2017, and the supporting business case

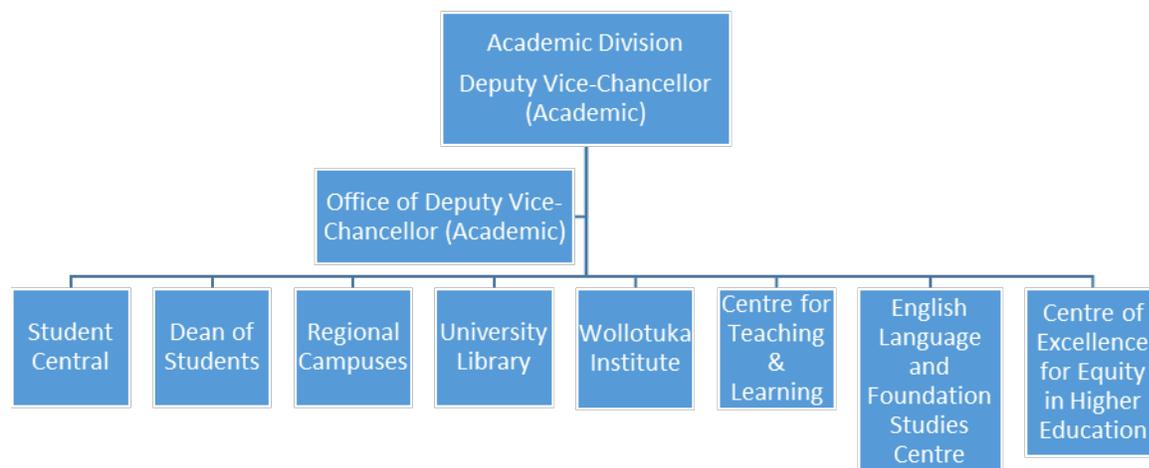
approved and resourced in late 2018.

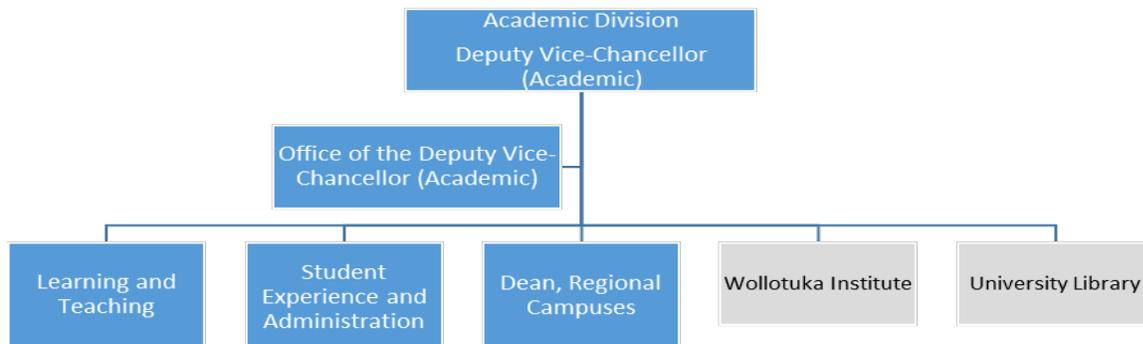
Our emphasis in 2018 was on the early implementation of these two strategies. New approaches to program design, oversight and approvals have been implemented, and work is continuing to re-examine our program and course architecture. The *NeW Education Framework* has advanced with a range of projects and activities initiated across all eight frames including the creation of the Educator Network (tEN), the launch of the Learning and Teaching Studio, and a comprehensive course enhancement project. In addition, there has been a focus on some of the process and system needs identified within the student journey mapping work. Through a series of taskforces and workshops, we have been examining specific issues affecting the progress and success of our students and developing strategies to tackle these. These activities have firmly established our path forward in reimagining the student experience.

Using the knowledge gained from the work in 2018, along with the outcomes of the work carried out in 2017, we have developed a conceptual design for the functional approach to delivery of the student journey, including an approach to supporting learning and teaching and this is encompassed by the *Turning to Our Students* project. The current approach builds on the work to date to implement as much of the change as can be reasonably accommodated, so as to ensure that the process is managed in a way that is timely, and gives certainty to colleagues while maintaining business continuity.

The proposed structure retains the concept of Campus Coordination for regional campuses, and then takes forward the two domain concept by structuring the remaining units of the Academic Division into two areas, Learning and Teaching, and Student Experience and Administration.

**Current organisational structure:**



**Proposed Academic Division Structure:**

Areas shaded in grey are out of scope for the current project.

The position of Dean, Regional Campuses is largely unchanged however a change of title is proposed to reflect the universities developments in Gosford and broader coordination responsibilities for the student experience across campuses outside Newcastle, and the staff within that unit.

Turning to Our Students will focus on two key functional domains that will be managed by the Pro Vice-Chancellor Learning and Teaching, and the proposed Director, Student Experience and Administration and Academic Registrar.

- The Pro Vice-Chancellor Learning and Teaching will lead **Learning and Teaching**, incorporating, but not limited to, elements of the current:
  - Centre for Learning and Teaching
  - English Language and Foundation Studies Centre
- The Director, Student Experience and Administration and Academic Registrar will lead **Student Experience and Administration**, incorporating, but not limited to, elements of:
  - Student Central
  - Office of Student Advocacy

The proposal outlined in this Consultation Paper reflects the following principles:

- The student experience has been the focus of the project.
- Proposed structures are aligned with function and process improvements.
- Proposed changes will give staff and teams opportunities to consolidate, refresh and actively work together to further improve the student experience.
- Open and respectful communication will continue to be paramount.

It is envisaged that the proposed changes through Turning to Our Students will deliver:

- Role security through increased use of contingent contracts.
- Consistent position descriptions, role titles and levels of responsibility across the Division.

### 3.0 CONSULTATION PROCESS

The Academic Division participated but was not included in the Organisational Design Process (ODP) that took place in 2016 and 2017. From mid-2017, extensive consultation commenced with staff across the University and students to develop the Education Redesign package and in particular, the development of the *Student Journey Map*.

Throughout the diagnostic and design phases of these strategies, the DVC(A) communicated with Division staff through workshops, email updates, town hall-style meetings and a SharePoint site, which carries information on the Education Redesign package. These communications have been deliberately focused on the elements of Education Redesign package, particularly the *NeW Education Framework* and the *Student Journey Map*, as the functional and organisational changes will need to support and enable the full implementation of these strategies and vision.

In November 2018, the Turning to Our Students project was introduced to staff in the Division as a change process to reimagine the student experience in line with the *NeW Education Framework* and the *Student Journey Map*, with the aim of achieving better integration within the Division and across the University whilst achieving operational solutions.

Communication and informal consultation has occurred on a regular basis and through a range of modes since the announcement of the Turning to Our Students project. These are tabled below:

Date	Activity
30 November 2018	Academic Division News (email): announcement to Division staff of Turning to Our Students project. <ul style="list-style-type: none"> <li>• It will comprise two parallel streams of work focusing on functions in the first stream and processes in the second.</li> <li>• The concepts of the two domains of Learning and Teaching and Student Administration was introduced.</li> </ul>
4 December 2018	In The Loop: announcement to all staff of initiation of Turning to Our Students project – similar information to Academic Division email.
6 February 2019	Academic Division News: update to Division staff on Turning to Our Students project noting: <ul style="list-style-type: none"> <li>• It will be formally initiated this year and staff will be invited to have input.</li> <li>• A further update will be provided when timing is determined.</li> </ul>
18 February 2019	A dedicated positional email account ( <a href="mailto:TurningToOurStudents@newcastle.edu.au">TurningToOurStudents@newcastle.edu.au</a> ) was created providing a mode of direct communication for staff to engage with and provide feedback on the Turning to Our Students project.
18 February 2019	Turning to Our Students update email circulated to Division staff noting: <ul style="list-style-type: none"> <li>• The goal of Turning to Our Students is to reimagine the student experience using the Student Journey Map and the NeW Education Framework as our</li> </ul>

	<p>guide, under the Education Redesign work.</p> <ul style="list-style-type: none"> <li>The two domains are: <ul style="list-style-type: none"> <li>Learning and Teaching (focus on educator enablement and transformation of teaching and learning) and;</li> <li>Student Administration (focus on supporting the student journey and enriching the student experience).</li> </ul> </li> <li>Staff were invited by invitation or request to informal workshops which enabled them to contribute ideas and provide specific feedback.</li> <li>Staff were able to send feedback or questions to dedicated email address: <a href="mailto:TurningToOurStudents@newcastle.edu.au">TurningToOurStudents@newcastle.edu.au</a>. This was taken up by a range of staff.</li> </ul>
<b>27 February 2019</b>	Follow-up email circulated to Academic Division leaders and senior managers encouraging workshop attendance by them and their teams.
<b>28 February – 7 March 2019</b>	Turning to Our Students workshop invitations issued to Division staff for workshops in Callaghan, Ourimbah and Sydney.
<b>5 – 27 March 2019</b>	Turning to Our Students informal workshops were held with Division staff to receive feedback on proposed design concept. 31 workshops were held across three locations with 185 staff participating. Additional feedback was provided by staff members following consideration of the proposed design.
<b>20 March 2019</b>	Academic Division News: update provided to Division staff on Turning to Our Students. <ul style="list-style-type: none"> <li>Informal workshops for Turning to Our Students Project commenced and DVC(A) gratefully acknowledged staff support and participation.</li> <li>Staff encouraged to participate in remaining workshops or email feedback to <a href="mailto:TurningToOurStudents@newcastle.edu.au">TurningToOurStudents@newcastle.edu.au</a>.</li> </ul>
<b>8 May 2019</b>	Email circulated to all Division staff who attended an informal workshop: <ul style="list-style-type: none"> <li>Thanking staff for their participation.</li> <li>Some changes were made to the representation of the two domains based on the collective feedback;</li> <li>Descriptions for the functions were included and the updated conceptual design was sent to senior internal stakeholders to seek their feedback on the concept (survey questions included)</li> </ul>
<b>8 May 2019</b>	Town Hall meeting for Academic Division staff. <ul style="list-style-type: none"> <li>The background and rationale for Turning to Our Students project discussed</li> <li>Update provided on progress of Turning to Our Students project</li> <li>Feedback from informal workshops provided</li> <li>Update on timing of project and what happens next discussed</li> </ul>
<b>9 May 2019</b>	Email sent to senior internal stakeholders (Pro Vice-Chancellors, Assistant Deans Teaching & Learning, Associate Directors Faculty Services, colleagues at Director level, amongst others) <ul style="list-style-type: none"> <li>Design concept of two domains, descriptors for functions provided</li> <li>Link to Survey Monkey with questions on design and functions provided</li> </ul>
<b>27 May 2019</b>	Turning to Our Students email update circulated to all Division staff. <ul style="list-style-type: none"> <li>Noting background of Turning to Our Students and what it is not.</li> <li>Driver for the project: responding to disruptions in Higher Education sector</li> <li>Summary of feedback from workshops including key themes</li> </ul>

	<ul style="list-style-type: none"> <li>• Encouraged continued feedback and engagement from staff</li> <li>• Indicative timeframe for organisational change: formal consultation process expected to commence in July / whole process takes a few months</li> <li>• A glossary was included to facilitate understanding of terminology used</li> </ul>
<b>27 June 2019</b>	<p>Division email circulated to all Division staff.</p> <ul style="list-style-type: none"> <li>• Noting Professor Kent Anderson will be commencing as Interim DVC(A) on 1 July however will be on leave until 22 July</li> <li>• Professor Anderson will lead the Turning to Our Students project</li> <li>• Timing of Turning to Our Students is likely to be pushed back slightly with the formal process expected to commence in August</li> <li>• Professor Anderson will be in contact with updates when he has returned.</li> </ul>
<b>7 August 2019</b>	<ul style="list-style-type: none"> <li>• Town Hall meeting setting out timeline for the formal Change process.</li> </ul>

The forum for Academic Division staff held on 21 August 2019 presented an overview of this Consultation Paper including information on the proposed new organisational structure for the Academic Division.

Following the staff forum, all Academic Division staff will be provided with a link to access an electronic copy of the Consultation Paper and supporting documents. A copy of this Consultation Paper will also be available on the University intranet site that will be accessible to all University staff after the staff forum from 21 August 2019.

Staff members or groups of staff members are encouraged to provide a submission responding to any detail of the Consultation Paper. Submissions should be forwarded to Employee Relations Advisor Ruth Hartmann (4921 7288, ruth.hartmann@newcastle.edu.au).

Each (de-identified) submission will be considered by the Staff Consultative Committee and management representatives prior to the creation of a Proposal Paper as part of the change process.

Further consultation will be undertaken as part of the regular staff updates and the formal period of consultation required by the University’s Enterprise Agreements. The Deputy Vice-Chancellor (Academic) and HR Services staff will be available to meet with affected staff, either individually or in a group, during the consultation period to further discuss the Consultation Paper.

**4.0 MEANS AND TIMEFRAME FOR CHANGE**

The timeframe to be followed is:

21 August 2019	Staff forum is held for Academic Division staff and Union representatives to present the Consultation Paper. Consultation Paper is distributed to Academic Division staff and the Unions and made available to all other staff on the University’s intranet.
21 August – 23 September 2019	Period for open discussion with staff, the University and Unions.

23 September 2019	Final written submissions to be received from staff and Unions, by close of business.
23 October 2019	Staff Consultative Committees meets to consider Consultation Paper, comment on submissions and recommendations.
23 October 2019	Staff forum for Academic Division staff and the Unions to present the Proposal Paper. Proposal Paper distributed to Academic Division staff members and the Unions and made available to all other staff on the University's intranet.
late October 2019	The Proposal Paper and any recommendations forwarded to the Vice-Chancellor for consideration and determination.
1 January 2020	Implementation commences.
4-6 months from VC Approval	Implementation process to be completed.
6-12 months from implementation	Post-implementation review appropriate to the change.

## 5.0 IDENTIFICATION OF IMPACT

### 5.1 Key Changes

The proposed approach for Turning to Our Students aligns the functions currently delivered by the Academic Division under the two domains of Learning and Teaching and Student Experience and Administration in line with the NeW Education Framework and the Student Journey Map.

Functions under the Learning and Teaching domain will support and enable learning and teaching transformation and delivery. Functions under the Student Experience and Administration domain will support and enable the student journey and enrich the educational experience.

The two domains will function collaboratively to deliver high quality services to students and staff across the University.

It is proposed that leadership and management positions will be established for the key functional areas with reporting lines reassigned for all applicable staff within the new domains, units and teams.

- Attachment 2 sets out the current high-level organisational structure of the Academic Division and those positions that are affected.
- Attachment 3 sets out the reassignment of positions within the Academic Division under the two domains and their associated units and teams.

As part of a process of continuous improvement, all functional teams will work on refining, expanding or introducing functions in alignment with the NeW Education Framework and the Student Journey Map.

The new organisational design aims to remove hurdles and enable staff to collaborate in new ways. Teams will be encouraged to work together on process improvements, and adopt IT and other process solutions to streamline operations, for example, curriculum management. This co-design process will provide all staff in the Division, working collaboratively with relevant areas across the University, the

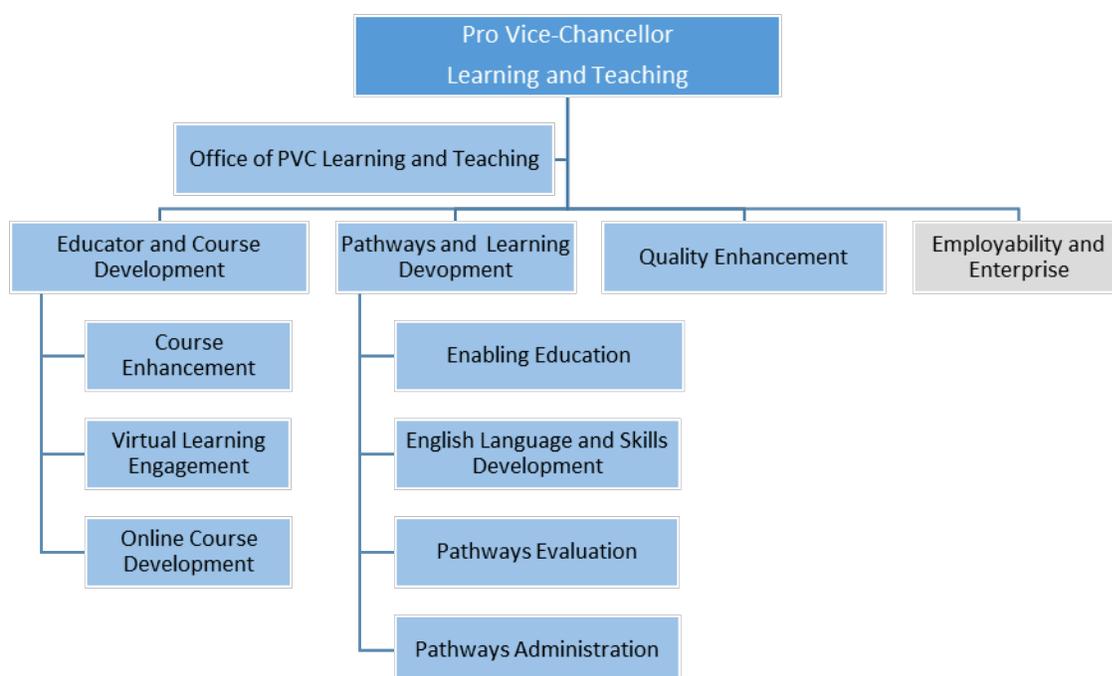
opportunity to challenge the way we do things and together create a reimagined student experience.

The University Library will embark upon its own reimagining process under the leadership of Mrs Coral Black, University Librarian, later in 2019 and this will align with and support the Turning to Our Students project. The Wollotuka Institute has recently completed an organisation change process and the new domains of the Academic Division will work with and support those functions within the Wollotuka Institute as appropriate.

### Learning and Teaching Engagement

The domain of Learning and Teaching will be led by the Pro Vice-Chancellor Learning and Teaching. This position will lead teams responsible for delivering a transformed learning and teaching experience at the University in line with University strategy.

It is proposed that the Learning and Teaching domain will comprise four units with associated teams as set out below. The Careers and Student Development Team currently located within Student Central will move across to the Learning and Teaching domain as Employability and Enterprise. Aside from this change in reporting lines, the structure of that team is not impacted by this process.



It is proposed that units within Learning and Teaching will be collectively responsible for supporting elements across the entire student learning journey, from enabling through to graduation, providing access to opportunities to develop career readiness and employability. The teams will be highly integrated and the expertise in each unit will contribute to, inform and support work that occurs across the Learning and Teaching domain, Student Experience and Administration, and the University.

For example, Employability and Enterprise will need to work closely with Educator and Course Development to ensure resources and initiatives reflect pedagogical priorities, market needs and other macro factors.

The reporting lines of the administration positions within the English Language and Foundation Studies Centre are not shown to change at present, however it is proposed that where there is a direct mapping of function to a similar function in Student Experience and Administration, line management of these activities will change to report to these areas in future. Their services will however remain embedded with the area they support.

A summary of the activities of these functional units and the responsibilities they assume across the NeW Education Framework and the Student Journey map are set out in the table below.

EDUCATOR AND COURSE DEVELOPMENT	
<p><i>Transforming curriculum and enabling educators to implement Learning and Teaching strategies</i></p> <p>It is proposed that the Educator and Course Development unit will bring together the existing BOLD team, Online Learning Initiatives, Virtual Learning Environment and the Academic Technologies Team from the Centre of Teaching and Learning. It will have a focus aligned to the NeW Education Framework and Higher Education Standards, and will work closely with academic staff to transform curriculum and enable educators. This team will be specialised in transformative educational technologies and be the source of knowledge for learning spaces and their capabilities. Links to strategy are detailed below.</p> <p>NeW Education Framework:</p> <ul style="list-style-type: none"> <li>• F1: Educator Enablement and Development</li> <li>• F2: Learning Outcomes and Graduate Identity</li> <li>• F3: Innovative Curriculum Design and Delivery</li> <li>• F4: Effective Practice and Assessment Design</li> <li>• F5: Next Generation Learning Environments</li> <li>• F6: Transformative Technologies</li> </ul> <p>Student Journey Map:</p> <ul style="list-style-type: none"> <li>• 6: Transition and Settle</li> <li>• 7: Learn and Develop</li> </ul>	
TEAMS	
Course Enhancement	<p><i>Supporting the transformation of teaching practice, integration of education technologies and engagement with next generation learning environments.</i></p> <p>The Course Enhancement team will work closely with academic staff to transition our teaching practices to the 21<sup>st</sup> century learning environment and support a transformed learning and teaching experience for students and staff. This team will include a range of education professionals with skills and experience in learning design to deliver flexible course offerings across the portfolio of programs, and supporting educators through the Educator Network (tEN).</p>
Virtual Learning Environment	<p><i>Supporting the implementation and integration of educational technologies in a learning and teaching context.</i></p> <p>The Virtual Learning Environment team works with colleagues in the Learning and Teaching domain and across the University to embed educational technologies in teaching practice, and to ensure that the learning environment for students is seamless from a pedagogical perspective.</p>

Online Course Development	<p><i>Developing and implementing strategically aligned online learning initiatives.</i></p> <p>The Online Course Development Team has a specific focus on the development and implementation of strategically aligned online learning initiatives. Online learning is a key feature of the University’s education strategy and this team will continue to enable a set of integrated initiatives and projects fostering collaboration between diverse teams and the academic community.</p>
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**PATHWAYS AND LEARNING DEVELOPMENT**

*Coordinating and supporting students in university pathway programs ensuring their seamless transition to degree programs, and providing support to those students needing extra help to succeed.*

It is proposed that Pathways and Learning Development will incorporate academic and teaching staff from the existing English Language and Foundation Studies Centre (ELFS), including ELICOS, and Learning Support staff from the Centre for Learning and Teaching (CTL). Links to strategy are detailed below.

NeW Education Framework:

- F2: Learning Outcomes and Graduate Identity
- F8: Dynamic Student Learning Support

Student Journey Map:

- P1: Discover
- P5: Prepare and Onboard
- P6: Transition & Settle
- P7: Learn & Develop
- P8: Support for Success

**TEAMS**

Enabling Education	<p><i>Building on the University’s long standing history of success in providing pathways to higher education for students from diverse backgrounds.</i></p> <p>It is proposed that the Enabling Education team will deliver pathways that are optimised for enabling excellence in educational engagement. The team will be responsible for managing all elements of domestic pathways programs within the Pathway and Learning Development unit. Programs will be continuously developed to align with degree destinations, student needs, and best practice across the sector. Increased flexibility and personalised learning needs will be addressed through the development of a program based on academic background and study destination with online learning objects available to all students.</p>
English Language and Skills Development	<p><i>Delivering English language and academic support to support students throughout their learning journey from enabling through to graduation.</i></p> <p>An integrated approach is proposed to deliver English language and learning support that is accessible to all students when and how they need it. More intensive interventions and English language development will be offered to ensure that the University has a pipeline of well-prepared students from enabling</p>

	education through to completion at all levels of study. Support may be supplemented through access to more flexible online services where appropriate.
Pathways Evaluation	<p><i>Evaluating outcomes to ensure that students who access university via alternate pathways have access to excellence in education engagement.</i></p> <p>It is proposed that the Pathways Evaluation team will work with academic and teaching staff, the Quality Enhancement team, and with Faculties to ensure that pathways programs are informed by a continuous improvement approach.</p>
Pathways Administration	<p><i>Providing administrative support across the entire journey for pathway students from admission to transition to undergraduate studies.</i></p> <p>Pathways Administration staff will manage admission and enrolment for pathways students as well as elements such as Homestay and Guardian arrangements.</p>

**QUALITY ENHANCEMENT**

*Providing structured support for managing, enhancement and reporting on the quality and performance of UON programs measured against University and externally defined standards.*

The Quality Enhancement team will support Schools and Faculties to embed the standards that apply to all taught courses and ensure educators and those who support teaching have access to the resources they need to deliver continuous improvement and innovation. Links to strategy are detailed below.

NeW Education Framework:

- F3: Innovative Curriculum Design and Delivery
- F4: Effective Practice and Assessment Design

Student Journey Map:

- P7: Learn & Develop

**TEAMS**

Quality Enhancement	<p><i>Providing structured support to academic staff to improve course and teaching outcomes</i></p> <p>The Quality Enhancement team will work with colleagues across the University to encourage continuous improvement with reference to internal and external feedback and benchmarking standards.</p>
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**EMPLOYABILITY AND ENTERPRISE**

*Preparing students for their future beyond university and helping them to make the most of opportunities while at University.*

It is proposed that Employability and Enterprise will be the existing Student Central Careers and Employability team. This unit will move forward with a strong mandate to increase the focus on graduate outcomes and the UON Graduate Identity and graduate attributes. The team will build interactions within and outside the University, fostering close professional partnerships with schools and programs, building upon the University's existing partnerships. Links to strategy are detailed below.

NeW Education Framework:

- F2: Learning Outcomes and Graduate Identity
- F3: Innovative Curriculum Design and Delivery
- F4: Effective Practice and Assessment Design
- F5: Next Generation Learning Environments
- F6: Transformative Technologies
- F7: Enabling Employability
- F8: Dynamic Student Learning Support

Student Journey Map:

- P7: Learn & Develop
- P9: Preparing for the Future

**TEAMS**

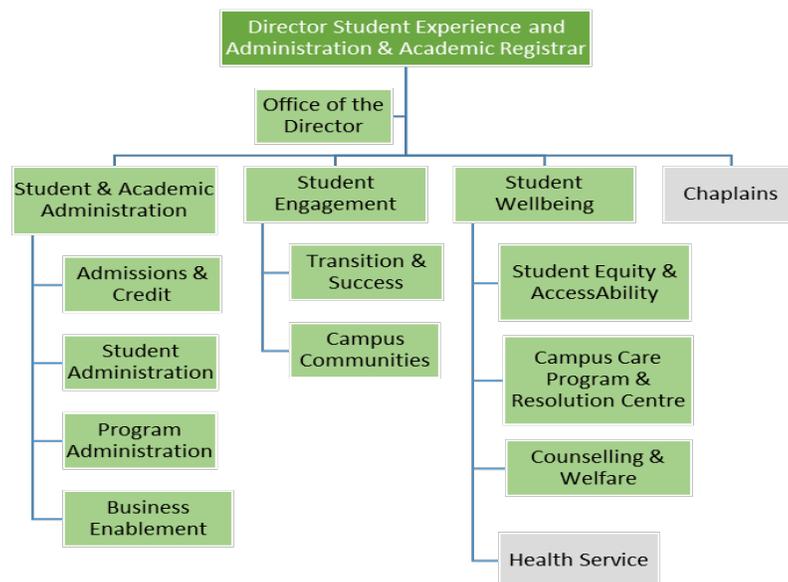
Employability and Enterprise

The current Careers and Student Development team will be transferred across to the Learning and Teaching domain, with the existing structure and reporting lines remaining intact to become the Employability and Enterprise team. The team will be reorganised in line with strategic needs as part of a co-design process to embed employability and enterprise across the University’s portfolio of programs and in alignment with the new University strategy.

**5.2 Student Experience and Administration**

The domain of Student Experience and Administration will be led by the position of Director, Student Experience and Administration. This position will also hold the title Academic Registrar and will be responsible for supporting and enabling the student journey to enrich the educational experience at the University. The domain will have a holistic approach to the student experience, connecting students to the support and services they need through a streamlined approach to administrative processes and a range of student engagement initiatives. An ongoing focus will be the delivery of services that are available to all students, regardless of their cohort, location or mode of study.

It is proposed that the Student Experience and Administration domain will comprise three distinct units with associated teams as set out below. These units will be collectively responsible for supporting the student journey and enriching the campus experience through creating a sense of belonging for students. The Chaplains and Health Service are out of scope of this change process, however the Chaplains will report to the new Director position.



While the Director position holds a specific title, the Student facing unit will continue to be termed 'Student Central' as this has currency with the student population.

The functions this area will be responsible for include:

- providing streamlined and efficient admissions, enrolment and other administrative processes
- providing professional administrative services to support program management, compliance, and quality
- monitoring and managing program progression, success and completion
- offering engagement activities to foster a holistic and connected student experience, acknowledge achievement and connect cohorts and communities
- providing holistic support services that interconnect personal, social, and academic support
- coordinating information, communications and activities concerning student experience, student administration milestones, academic progression matters and the student experience
- providing support for student equity and wellbeing, and access to medical and counselling services.

These teams will be highly integrated and the expertise in each unit will contribute to, inform and support work that occurs across the Student Experience and Administration domain, the Division and the University.

For example, The Student Equity and AccessAbility team will be working with students to navigate the barriers to their studies such as disability or financial insecurity and this team will be strongly connected to the teams in Learning and Teaching as both teams of experts work together to remove hurdles for students and support them to reach their academic potential. The Student Engagement unit will need to work closely with the Student Wellbeing unit to ensure that students who are struggling to progress are able to seamlessly access the non-academic support they may also need to scaffold their learning journey.

A summary of the activities of these functional units and the responsibilities they assume across the Student Journey Map and the NeW Education Framework are set out in the table below.

<b>STUDENT AND ACADEMIC ADMINISTRATION</b>	
<p><i>Providing a streamlined and efficient administration process for students from the time they apply until graduation, with relevant advice and referrals.</i></p> <p>It is proposed that the Student and Academic Administration unit includes teams from the existing Student Central Admissions, Student Processes, Student Systems, and Digital Development and Projects teams, as well as the governance and program quality and administration aspects of Academic Administration. This unit will provide an intuitive and streamlined administration process for all students from the time they first apply to the University, and as they continue their journey throughout their university experience to graduation. This unit will also provide faculty and academic support, and governance and compliance initiatives in support of program delivery to students.</p> <p>NeW Education Framework:</p> <ul style="list-style-type: none"> <li>• F8: Dynamic Student Learning Support</li> </ul> <p>Student Journey Map:</p> <ul style="list-style-type: none"> <li>• P1: Discover</li> <li>• P2: Enquire &amp; Decide</li> <li>• P3: Apply</li> <li>• P4: Accept</li> <li>• P5: Prepare &amp; Onboard</li> <li>• P6: Transition &amp; Settle</li> <li>• P7: Learn &amp; Develop</li> <li>• P8: Support for Success</li> <li>• P9: Preparing for the Future</li> </ul>	
<b>TEAMS</b>	
Admissions and Credit	<p><i>Maintaining contact with students from the time of their application, for domestic enabling, undergraduate and postgraduate cohorts.</i></p> <p>It is proposed that the Admissions and Credit team will be responsible for the administration and support of all undergraduate and postgraduate offers and admissions, including the packaging of offers and applications for existing credit, recognised prior learning, and admissions scholarships. It is proposed that a Systems Administration role focussed on Admissions be embedded into this team to ensure effective business delivery and business continuity.</p>
Student Administration	<p><i>Coordinating Student Administration for all commencing and ongoing students from the point of enrolment and throughout the student journey.</i></p> <p>It is proposed that the Student Administration team will be responsible for managing the administration and support of student enrolment, timetabling, fees, examinations, scholarships and prizes. It is proposed that a Systems Administration role focussed on Student Administration be embedded into this team to ensure effective business delivery and business continuity.</p>
Program Administration	<p><i>Providing program governance and administration for all student program related activities, and provision of liaison and support for faculties and academics in relation to academic administration and compliance matters.</i></p> <p>It is proposed that the Program Administration team will be responsible for</p>

	<p>managing all elements of student program administration including current student credit and cross institutional study, articulation, ESOS compliance, completions and graduation, medals and awards. This team would also support governance activities relating to Program and Course Management, and provide liaison and support to faculties and academics to enable successful program management for students. This team will work closely with the Transition and Success team in Student Engagement to further help identify trends that can inform curriculum design and policy development.</p>
<p>Business Enablement</p>	<p><i>Providing system and business support to all units, assisting to streamline and continually improve business processes, and provision of system training and development to meet business needs.</i></p> <p>It is proposed that the Business Enablement team supports the business requirements of Student Experience and Administration by supporting the administration of key student systems (namely the Student Administration System and CRM) and their users, and other associated student systems that are heavily used to support student services. This team provides system support and training, and business improvement initiatives aimed at increasing the efficiency of administrative processes in Student Experience and Administration. It is envisaged that this team will be required to work closely with support teams in IT Services to ensure appropriate governance around systems management and support are followed. The team will also liaise with IT Services to provide subject matter expertise in the delivery of IT projects relating to student services, administration and support.</p>

**STUDENT ENGAGEMENT**

*Getting students ready to hit the ground running and keeping them on track with their studies, and providing an enriched campus experience where academic pursuits can flourish and students can build social connections for their futures.*

It is proposed that the Student Engagement unit will incorporate the existing Student Central Access and Transition team, some members of the existing Student Central Academic Administration team, majority of the Student Central Student Life team, the Student Central Communications team, and the Student Advice and Hubs teams. This area will aim to provide a holistic student engagement experience for all undergraduate and postgraduate cohorts. The focus will be on engaging students from the time they accept their offer and throughout their academic journey at the University, working closely with staff across the division to help students develop a sense of belonging and social connection. Links to strategy are detailed below.

NeW Education Framework:

- F8: Dynamic Student Learning Support

Student Journey Map:

- P1: Discover
- P2: Enquire & Decide
- P3: Apply
- P4: Accept
- P5: Prepare & Onboard
- P6: Transition & Settle
- P7: Learn & Develop
- P8: Support for Success

- P9: Preparing for the Future

**TEAMS**

<p>Transition and Success</p>	<p><i>The Transition and Success unit will encompass two main teams – On-boarding and Transition, and Progression and Success. Teams will be focussed on ensuring students have access to the support necessary to succeed when they commence their learning journey, and that they are then supported as they progress through their programs. Focus will be on offering interventions when progress is not on track. The team will also support high achieving students and celebrate student success.</i></p> <p>It is proposed that the On-boarding and Transition team will support all students (domestic and international) through their introduction to University life, coordinating activities with the Events team and UON Global for orientation, offering students access to preparatory courses and study assistance programs, and working with students when they transition to different programs. They will also be responsible for commencing student engagement programs. This team will work closely in liaison with the Progression and Success team to ensure smooth transition of students between first and second years.</p> <p>It is proposed that the Progression and Success team will support students to stay on track throughout their program by working closely with academics to offer program enrolment advice and support. This team will also proactively manage students identified as at risk or those with non-standard progression, and work with both academics and other student support units to put in place support mechanisms to enhance retention and improve outcomes for students. This team will also support high achieving students and help students to celebrate academic success.</p>
<p>Campus Communities</p>	<p><i>The Campus Communities unit will encompass three main teams – AskUON, Student Communications, and Student Events. These teams will be responsible for managing all frontline enquiries, managing multi-channel communications activities, fostering a vibrant and engaging on campus experience for students, and building social belonging and connection for all cohorts both on campus and online.</i></p> <p>It is proposed that the AskUON team be responsible for the management and triage of all student enquiries, and the University contact centre. This team will be proactively located in areas where students are most commonly located at various times of year, such as Hubs, Libraries and high volume teaching locations, and will be engaged with other frontline support staff throughout the University to ensure an integrated support model for students. There will be an increased focus on improving the capability of staff to resolve enquiries at point of contact, and there will be clear pathways for escalation of advice or issues.</p> <p>It is proposed that the Student Communications team will have oversight of all student communications activities across multi-channel platforms, from the first engagement with students right through to graduation. This includes the communication to students around major milestones, assisting with campaigns to support student on-boarding, progression and success initiatives, and</p>

	<p>promotion of student activities and events. The team will also have responsibility for building an online communities for student information, support and engagement.</p> <p>It is proposed that the Student Events team manage the delivery of activities for students from our first engagement with potential students, and from Orientation through to Graduation. It is envisaged that events will be coordinated with the relevant event host for collaborative events such as Open Days, Graduation or Careers Days. There will also be oversight and inclusion of clubs and societies, and student volunteering in this team.</p>
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**STUDENT WELLBEING**

*Ensuring that students have access to an integrated and coordinated program of support and risk management for non-academic matters.*

It is proposed that the Student Wellbeing unit brings together the existing Student Support and Equity team, Counselling and the Health Service, Campus Care coordination, and the Student Advocates from the current Dean of Students Office. The focus will be on providing health, wellbeing, and mental health services and support for students, along with support for AccessAbility and Equity initiatives, and a program of support and risk management for non-academic matters. Links to strategy are detailed below.

- NeW Education Framework:
- F8: Dynamic Student Learning Support
- Student Journey Map:
- P6: Transition & Settle
  - P7: Learn & Develop
  - P8: Support for Success

**TEAMS**

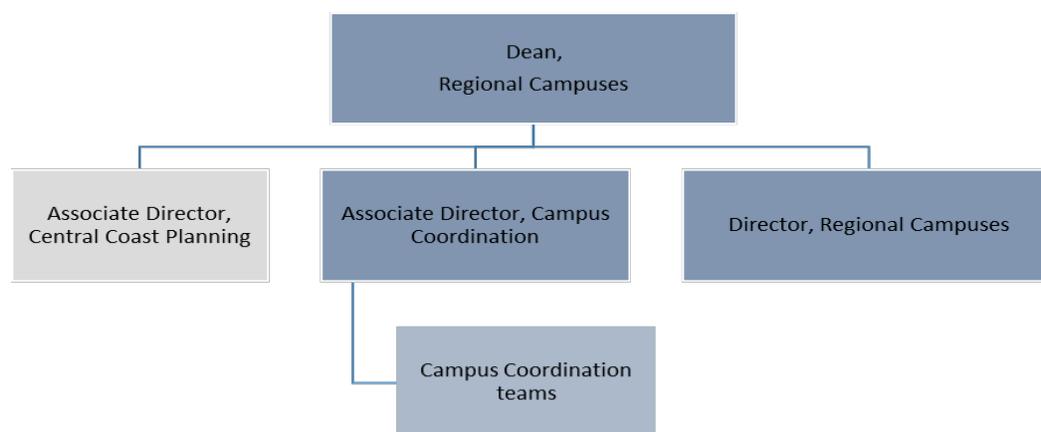
<p>Student Equity and AccessAbility</p>	<p><i>Ensuring that students have access to an integrated and coordinated program of support and risk management for non-academic matters.</i></p> <p>It is proposed that the Student Equity and AccessAbility team includes the existing Student Support and Equity team and the AccessAbility team. The focus of this team will be on providing advice and support for students with AccessAbility issues, and issues relating to financial wellbeing, and equity. The team will triage aspects of non-academic student support, with escalation points to Counselling for support, Progression and Success for academic support, the Learning and Teaching unit for learning support and any other areas, as required.</p>
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<p>Campus Care Program &amp; Resolution Centre</p>	<p><i>Providing independent information, advice and support for students in a confidential and safe environment.</i></p> <p>It is proposed that the Campus Care Program provides information, advice and support for management of inappropriate, concerning or threatening behaviours in a safe and confidential environment. Campus Care will provide support and analysis relating to issues raised under the University’s Risk Framework, and will liaise with relevant groups and services both within and outside the University, adhering to privacy laws and University policy.</p>
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	It is proposed that the Resolution Centre is staffed by the Student Advocates and provides confidential assistance to help students navigate the rules and regulations of the University. The team would maintain knowledge and awareness of other support services available and offer triage and referral where appropriate.
Counselling and Welfare	<i>Providing health, wellbeing and mental health services and support for students.</i>  It is proposed that the Counselling and Welfare team will be a dedicated professional service encompassing the Health and Welfare Coordinators and the clinical Counsellors.
Health Service	<i>Providing Health Services for university students and the community through the University Medical Centre.</i>  It is proposed that the University Health Service continue to operate under the leadership of the Associate Director Student Wellbeing, providing access to medical professionals on campus for students and the wider university community.

### 5.3 Dean, Regional Campuses

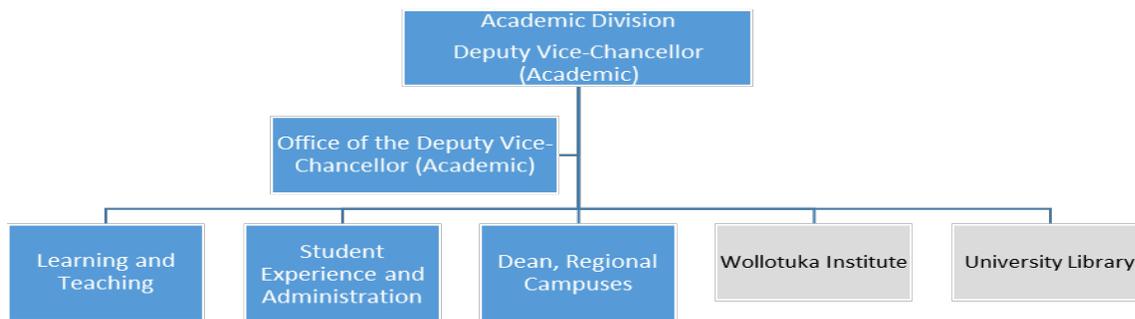
The Dean, Regional Campuses will have oversight of the strategic developments of regional campuses outside of Newcastle. While reporting to the Dean, staff in the Office of the Dean Regional Campuses will also collaborate and work with the Pro Vice-Chancellor, Business and Law to facilitate operational aspects of the relevant strategies pertaining to the University’s Sydney location. The portfolio will continue to incorporate staff responsibility for management of campus coordination and in addition will now include responsibility for student entities support.



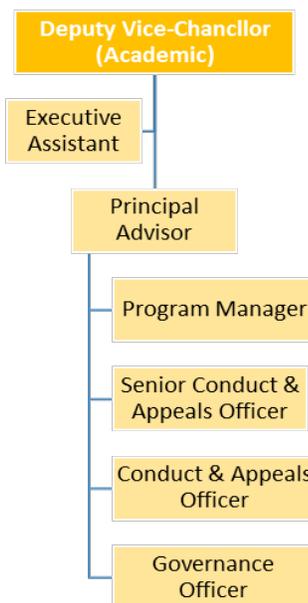
### 5.4 Overall Academic Division and Office of the Deputy Vice-Chancellor (Academic)

As outlined in Section 2, the number of direct reports to the Deputy Vice-Chancellor (Academic) will be reduced in the proposed structure. This is represented graphically below. There are also changes proposed to the Office of the Deputy Vice-Chancellor (Academic), which will be the executive support unit for the Deputy Vice-Chancellor (Academic). This Office is responsible for providing project management,

governance support, and support with managing the Deputy Vice-Chancellor (Academic)'s responsibilities as set out under legislation and University policy. It is proposed that the Office of the Deputy Vice-Chancellor (Academic) will be structured as set out below:



**Office of the DVC(A)**



**5.5.1 Proposed Staffing Requirements**

The proposed changes outlined above will likely impact the following positions. These have been outlined under existing units for ease of reference.

Office of the Deputy Vice-Chancellor (Academic):

- The current Pro Vice-Chancellor (Learning and Teaching) position incorporating the role of Director and Academic Registrar will be redesigned to provide distinct senior leadership positions aligned with the two new domains. The Pro Vice-Chancellor (Learning and Teaching) will lead the domain Learning and Teaching and an external recruitment process will be commenced for a Senior Executive to lead the Student Experience and Administration domain.
- Disestablishment of the HEW 9 Executive Officer position in the Office of the Deputy Vice-Chancellor (Academic) and creation of the Principal Advisor position at a HEW 10 to reflect the additional responsibilities associated with the management of complex policy matters, management of the Deputy of Vice-Chancellor (Academic) team, and provision of high level advice to this office.
- The HEW 10 Manager Quality Assurance position will be retitled Assistant Director, Quality Enhancement to align as appropriate with this HEW level. This position will transfer to be under the direction of the Pro Vice-Chancellor (Learning and Teaching). The HEW 8 Senior Learning Advisor position will report to the Assistant Director, Quality Assurance.
- Disestablishment of three HEW 7 Project Officer positions in the Office of the Deputy Vice-Chancellor (Academic) and the creation of one HEW 8 Senior Conduct and Appeals Officer position, one HEW 7 Conduct and Appeals Officer, and one HEW 7 Governance Officer to address changes in the number and complexity of policy issues and the increasing number of governance and policy matters impacting on the Office and the Division.
- The creation of the HEW 8 Program Manager position in the Office of the Deputy Vice-Chancellor (Academic) to bring together oversight responsibilities for major funding allocations including HEPP, SSAF, and Strategic Funds. This role will report to the Principal Advisor in the Office of the Deputy Vice-Chancellor (Academic).
- Disestablishment of the HEW 7 SSAF Project Officer position in the Office of the Deputy Vice-Chancellor (Academic), with tasks and responsibilities of this position distributed to the HEW 8 Program Manager position in the Office of the Deputy Vice-Chancellor (Academic) and to the HEW 8 Student Entities Officer position, which will report to the Associate Director Campus Coordinator, in the Regional Campuses unit.
- The Level D Dean of Students position will be disestablished and a new HEW 9 Student Ombud position will be created that will report to the Director, Assurance Services. This will bring the management of complaints into a single area within the University and provide an independent final point of call for review of decisions and student complaints when available internal mechanisms have been exhausted.
- The 3.4 HEW 7 Student Advocates positions in the Dean of Students Office are proposed to be transferred to the new unit of Campus Care & Resolution Centre under the Associate Director Student Wellbeing. Other than the change in reporting line, there are no other impacts identified in the change process to the Student Advocates positions.

- The HEW 5 Administrative Officer position in the Dean of Students Office will be disestablished as the duties performed by this position will be absorbed in the broader Student Experience and Administration domain.

**Regional Campuses:**

- The Senior Executive position Dean of Sydney Campus will be disestablished in line with the Strategy to refocus Sydney by offering professional graduate programs, showcasing applied research and offering micro-credentials, and master classes related to the University's postgraduate programs and research. Strategic oversight will be incorporated into the responsibilities of the Pro Vice-Chancellor, Faculty of Business and Law. Responsibilities of Dean Central Coast will be expanded and this position will be re-titled to Dean, Regional Campuses.
- The Senior Executive position of Sydney Operations Manager will be disestablished as part of the University's decision to shift focus away from short courses at this location. The operations management responsibilities will be re-distributed to the team managed by the Associate Director, Campus Coordination.
- The HEW 9 Client Services Team Leader position will be disestablished reflecting the shift in focus away from short courses at the University of Newcastle – Sydney, and towards an approach that is more integrated with the Faculties across the University.
- The Senior Executive position Director, Regional Campuses will be disestablished from the end of June 2020 corresponding with the completion of major projects forecast within this period. In the interim, the reporting line of this position will be changed to the Dean, Regional Campuses.

**Centre for Teaching and Learning (CTL) & English Language Foundation Studies Centre (ELFSC):**

- The Senior Executive position Director, Centre for Teaching and Learning will be disestablished, as responsibility for the teams that report to this position will be distributed throughout the Learning and Teaching domain, under the Pro Vice-Chancellor (Learning and Teaching).
- The Senior Executive position Director, English Language Foundation Studies Centre will be disestablished as the responsibilities for the teams that report to this position will be distributed throughout the Learning and Teaching domain, under the Pro Vice-Chancellor (Learning and Teaching).
- A new Senior Executive position, Director Pathways and Learning Development will be established to lead the Pathways and Learning Development Centre, which will work with internal and external stakeholders to deliver domestic and international pathway programs and provide support for students at all stages in their learning journey. This position will incorporate some of the responsibilities of the current Director, Centre for Teaching and Learning, and the Director, English Language Foundation Studies.
- The HEW 10+ Deputy Director (Domestic Programs) / Program Convenor Online position and the HEW 10+ Associate Director & Head Teacher Step 3 ELICOS Program Convenor positions in the

English Language and Foundation Studies Centre will no longer be required as a consequence of the disestablishment of the English Language Foundation Studies Centre.

- Two new HEW 10 Assistant Director positions will be established in the Pathways and Learning Development Centre to manage the English Language and Skills Development teams.
- The HEW 8 Executive Officer position in the Office of the Director, Centre for Teaching and Learning will no longer be required as a consequence of the disestablishment of the Director, Centre for Teaching and Learning position.
- The HEW 6 Classroom Technologies Support Officer and associated casual staff in the Centre for Teaching and Learning is proposed to move to report to IT Services.

#### Student Central:

- The Senior Executive position Assistant Director, Student Equity and Support (currently not funded) will be disestablished, as will the Senior Executive Associate Director, Student Care and Equity position. A new Senior Executive position Associate Director, Student Wellbeing will be established to lead this unit aligned with the proposed new structure.
- The Senior Executive position Associate Director, Business Development & Operations, Gradschool (currently not funded) will no longer be required as a consequence of the disestablishment of that unit. The Senior Executive Associate Director, UniAccess position will also be disestablished. These positions will be replaced by the position of Senior Executive Associate Director, Student Engagement.
- The Senior Executive position Deputy Academic Registrar (currently not funded) will be disestablished, as will the Senior Executive Associate Director - Student and Academic Business position. These positions will be replaced by the Senior Executive Associate Director, Student & Academic Administration.
- The Senior Executive position Associate Director, Campus Coordination (substantive and currently not funded) will be disestablished. The current Senior Executive position Associate Director, Campus Coordination that is funded will continue.
- The HEW 9 Senior Manager Student Systems & IT Business Partner position will be disestablished as responsibilities and staff within this unit have been distributed to other teams within the new structure.
- The HEW 9 Senior Manager Digital Development and Projects position will be disestablished. A new HEW 9 Senior Manager Business Enablement position will be established to align with the business requirement in this area and consolidation of activities and staff supporting business enablement and delivery.
- The HEW 9 Senior Manager Student Life position (currently not funded) will be disestablished. Responsibilities of this position have been redistributed to other senior manager positions within the new structure.

- The HEW 9 Senior Manager Student Information and Advice position (currently not funded) will be funded and retitled to HEW 9 Senior Manager Campus Communities to reflect the inclusion of Student Events.
- A new HEW 7 Progression and Success Coordinator position will be established to reflect the change in focus and increased responsibilities required of this position and the new team in which this position is placed.
- The HEW 6 Student Advice Team Leader position will be disestablished due to the redistribution of activities under the new Program Administration and Progression and Success teams.
- Five HEW 6 Senior Program Advisor positions will be disestablished due to the redistribution of activities under the new Program Administration and Progression and Success teams.
- A HEW 6 Senior Compliance Advisor position will be created and located within Program Administration to support a focus on compliance activities including ESOS reporting.
- An additional 2.0 HEW 5 Program Administration Officers or Student Progress Advisers (depending on EOI process noted in the table below) positions will be required to complete the Program Administration or Progression and Success teams.
- A HEW 5 Service Improvement Officer position will be required within the Campus Communities team to assist with service improvement initiatives in this area.
- An additional HEW 4 AskUON Officer position will be required within the AskUON team to support the multiple locations coordinated by this team across campuses.
- The Digital Development and Projects team will be disestablished. The fixed term staff within this team will be converted to positions in the Business Enablement team which more closely reflects their tasks and responsibilities. This is reflected on the table below.
- Where a HEW 4 Hubs and Enquiries Officer or HEW 3 Student Assistant position is not owned in an ongoing capacity, an Expression of Interest process will be held to allow staff currently backfilling these roles the opportunity to apply for an ongoing position.

Other positions are proposed to be retained. Where there has been minor amendments to support the new structure these have been outlined in the following table.

Positions retained but changed. EOIs may be required to place staff where this is an *							
HEW Level	Role title	Number of positions		New HEW Level	New Role title	Team	Number of positions
HEW 5	Student Adviser	4.5	→	HEW 5	Student Progress Advisers	Transition and Success	4.5
HEW 5	Program Adviser	13.6	→	HEW 5	Programs Administration Officer*	Program Administration	10

					OR		
					Student Progress Advisers*	Transition and Success	5.5
HEW 6	Graduation Senior Adviser	1	→	HEW 6	Awards and Graduation Adviser	Program Administration	1
HEW 5	Events Officer	1	→	HEW 5	Awards and Graduation Officer	Program Administration	1
HEW 4	Events Assistant	1	→	HEW 4	Awards and Graduation Assistant	Program Administration	1
HEW 6	Student Engagement Team Leader	1	→	HEW 6	Events Team Leader	Student Events	1
HEW 4	Student Engagement Assistant	1.6	→	HEW 4	Events Assistant	Student Events	1.6
HEW 7	Technology and Systems Analyst – Uni Access	1	→	HEW 7	Systems Administrator – Admissions & Credit	Admissions & Credit	1
HEW 7	Technology and Systems Analyst – SAB	1	→	HEW 7	Systems Administrator – Student Administration	Student Administration	1
HEW 7	Technology and Systems Analyst – Digital Dev and Projects	1	→	HEW 7	Business Improvement Coordinator	Business Enablement	1
HEW 6	Digital Development Training Lead	1	→	HEW 6	System Support Officer	Business Enablement	1
HEW 5	Digital Systems and Training Officer	1	→	HEW 5	Business Improvement Officer	Business Enablement	1
HEW 5	Technology and Systems Officer	1	→	HEW 5	Business Improvement Officer	Business Enablement	1
HEW7	Student Systems Analyst & Communications Coordinator	1	→	HEW 7	Student Systems Coordinator	Business Enablement	1
HEW 6	Functional Analyst	2	→	HEW 6	Systems Support Officer	Business Enablement	2
HEW 7	Postgraduate Coursework Coordinator	1	→	HEW 7	Faculty Liaison Coordinator	Program Administration	1

The following positions will be placed or transferred to new teams within the Academic Division:

- The line management of the HEW 7 HEPP funded Communications position is proposed to be transferred from the English Language and Foundation Studies Centre, to the Student Communications team under Student Engagement. This position will remain embedded within the Pathways and Learning Development Centre to support their activities.
- CEEHE will transfer to the Faculty of Education and Arts as an interim measure with a view to the research component being retained within the Faculty, while outreach and program activities are considered for transfer and consolidation with other initiatives aligned to Schools outreach.
- The HEW 4 Watt Space Officer position, currently in Student Central is proposed to be transferred to Library Services.
- The Student Entities Project Officer position, currently in the Office of the Deputy Vice-Chancellor (Academic) and reporting to the Director, Regional Campuses is proposed to transfer to report to the Associate Director, Campus Coordination.

The following roles were also previously disestablished from the existing Student Central structure and are not reflected in this change paper:

- Discontinuation of the Senior Executive position Associate Director, Campus Life, Careers and Student Advice. Operations associated with these functions have been redistributed in the new structure.
- Discontinuation of a HEW 9 Manager position in Student Central. Duties and responsibilities of this position have been redistributed across other manager positions within Student Experience and Administration.
- Discontinuation of the HEW 8 Executive Officer, Student Central. Duties and responsibilities of this position have been redistributed in the Student Experience and Administration Directors Office.

Where possible, it is proposed that staff in current fixed-term positions that are HEPP and SSAF funded -- not identified above -- be converted to contingent employment. Matters for consideration will include length of service or competitive recruitment processes undertaken.

As with other change processes, changes to staff reporting lines are not represented as a significant impact to staff in the proposed structure. Changes to position titles for clarification purposes are also not considered as causing staff to be affected in this sense.

The table below provides a summary of the proposed staffing requirements compared to current positions.

<b>Level</b>	<b>Current</b>	<b>Proposed</b>	<b>Transfer out</b>	<b>Change</b>
<b>Level</b>	<b>Total FTE</b>	<b>Total FTE</b>	<b>Total FTE</b>	<b>Total FTE</b>

Academic Level	3	2	0	-1
Senior Executive	16	10	0	-6
HEW 10	3	4	0	1
HEW 9	11.6	9.6	1	-1
HEW 8	21	23	0	2
HEW 7	55.5	53.5	0	-2
HEW 6	30.1	24.1	1	-5
HEW 5	50.4	55.7	0	5.3
HEW 4	25.2	21.6	0.6	-3
HEW 3	9.3	8.1	0	-1.2
<b>Total</b>	<b>225.1</b>	<b>211.6</b>	<b>2.6</b>	<b>-10.9</b>

The following units or teams who are moving reporting areas but otherwise remain unchanged are excluded from this total count:

- Careers and Student Development
- Centre of Excellence for Equity in Higher Education
- English Language Skills Development Administration (current Language Centre Administration team) Pathways Administration (current Enabling Administration team)
- Enabling and ELICOS teams.

Areas previously noted as out of scope for this change are also not included.

## 6.0 FINANCIAL IMPLICATIONS

The financial implications expected as a consequence of this Consultation Paper are currently being considered in relation to the existing budget and the forward budget projections.

The University recognises that significant organisational change requires resources and support and provision has been made for outplacement services and redundancies as may be required throughout the process.

## 7.0 STAFFING AND TRAINING IMPLICATIONS

The organisational change process will be carried out in accordance with the University of Newcastle Enterprise Agreements and the principles of procedural fairness, equity and diversity, and workplace change. Appropriate support services will be made available, including Human Resources support, financial planning advice, superannuation information, and confidential counselling as required. Details in relation to these services for staff and supervisors and details of other processes are provided in Attachment C – Managing Organisational Change Guideline. During the change process staff development resources will be available.

Individual development needs will be assessed on a one-on-one basis through PRD discussions, which will inform broader development needs across the Division.

## 7.1 Staffing the Structure

Significant attention has been given to determining how the new structure will be populated, particularly to ensure fairness and equity for affected staff. Consideration has been given to issues, such as the need to:

- Ensure a strong match between the available roles and an individual's skills and capabilities;
- Build a structure that facilitates career progression for staff within the division;
- Offer appropriate opportunities for staff who may be on fixed term contracts; and
- Minimise any potential disruption to service delivery and/or uncertainty for staff.

In general terms, the new structure will be staffed with reference to the following guiding principles, although the process adopted for specific positions will depend upon the extent of change in the roles and responsibilities, as well as the number of individuals who may be eligible to be considered for the particular position.

### *General principles*

- i. Positions that are both affected and not affected are clearly identified in the attached organisational charts, along with any new positions.
- ii. Wherever possible, the placement or conversion of staff in roles that they are currently performing will be given priority.
- iii. Once placed staff have been confirmed, a top-to-bottom approach will be applied for positions which require a recruitment or selection process. Exceptions to this approach will be highlighted and communicated in the implementation plan. All positions, except the Director Student Experience and Administration/Academic Registrar, will be considered internal appointments only in the first instance.
- iv. Where it is determined that a competitive selection process is required to fill a position/s (such as for any new positions introduced during this process) the following may apply:

An internal Expression of Interest process for eligible staff members within the Academic Division will be conducted. Staff members will be asked to provide a short statement demonstrating how their skills and experience are appropriate to the role, as well as how they meet the behavioural competencies outlined in the UON Leadership Framework. Staff members may then be asked to attend an interview to further determine suitability for the position. Fixed term staff with less than 6 months continuous service, agency staff and casual staff will be excluded from the EOI process.

Where the skills and experience required by a new position are deemed not available within the skillset of existing staff, a full external recruitment process will be conducted with the new position advertised in the external market concurrently with the broader University. Applicants will be required to submit a statement addressing the selection criteria and, if shortlisted, attend a full panel interview. All continuing, fixed term and casual staff will be eligible to apply.

In each of the above cases, all affected staff members will be eligible to apply.

- v. Once this process has been completed:
- Staff members with continuing positions at the University who are not placed or transferred will be declared detached and notified of arrangements relating to detached staff (as per the relevant clauses of the Enterprise Agreements).
  - Staff members with fixed term contract positions at the University who are not placed or transferred will be paid entitlements in accordance with the provisions of the relevant Enterprise Agreement.
- vi. Staff members who wish to express interest in voluntary separation may do so by contacting Ruth Badham, HR Business Partner, on 4921 5279 or emailing [ruth.badham@newcastle.edu.au](mailto:ruth.badham@newcastle.edu.au). Requests for voluntary separation are not guaranteed but will be considered on an individual basis based on future work requirements.

## 8.0 OTHER MEASURES AND CONSIDERATIONS

### 8.1 Workload

Workload and hours of work will continue to be consistent with the University of Newcastle Professional Staff Enterprise Agreement 2018 and University of Newcastle Academic Staff and Teachers Enterprise Agreement 2018.

Monitoring of workloads will continue throughout the change process. Appeals in relation to excessive workload should be made to respective line managers in the first instance. Should concerns continue these should be directed to the Director, People & Workforce Strategy.

### 8.2 Equity and Diversity

The following processes will be adopted to ensure that the principles relating to equity and diversity have been followed and that there will be no adverse impact on priority groupings:

- Equity issues will be considered and expert advice will be sought and where possible appropriate consultation with stakeholders will take place, prior to finalising decisions and recommendations.
- The composition of decision-making bodies will reflect an appropriate gender balance.
- Managers of areas involved in organisational change management will have the opportunity to obtain expert assistance in dealing with difficult aspects of the change process.
- Every effort will be made to offer staff in positions that are no longer required, an equitable range of options.
- Every attempt will be made to provide remaining staff with work that utilises their existing skills and which will be no less satisfying than their current work.
- Change will not result in discrimination against women or members of other equity target groups in terms of their employment, career or developmental opportunities.
- Equitable but not necessarily equal access will be provided to training and development. These opportunities will be prioritised to ensure implementation of the proposal.
- Maintenance of flexible employment will be taken into consideration.

### 8.3 Health and Safety

The University recognises that people experience stress associated with organisational change processes. The key control strategies to minimise this risk are as follows:

- Dissemination of timely, clear and regular information;
- Providing information on accessibility of EAP/Internal counselling services;
- Implementing changes as quickly as possible;
- Ensuring training needs identified/training scheduled and conducted, as required;
- Providing employees with clear communication paths to address any issues;
- Identifying needs and how they can best meet these needs with resources; and
- Providing Human Resources support.

## **9.0 IMPLEMENTATION PLAN**

The Implementation plan provided below has been developed as a guide only. A final implementation plan, including timing details, will be provided to staff following the determination and approval of the change process by the Vice-Chancellor. Once the Vice-Chancellor considers and determines the Proposal to be implemented the following actions will occur:

- All staff will be informed of the implementation timeframe;
- Staffing the structure will commence;
- Staff members proposed detached will be notified;
- The Director, People and Workforce Strategy or delegate will assist affected staff to work through available options, particularly those relating to the relevant Enterprise Agreement such as:
  - a) seeking a VSP
  - b) seeking redeployment assistance;
  - c) seeking outplacement/career transition assistance;
  - d) seeking to apply other provisions of the relevant Enterprise Agreement such as, secondment, transfer, pre-retirement contracts, etc.

## **10.0 POST IMPLEMENTATION REVIEW**

A review appropriate to the change will be conducted within 6-12 months of the Proposal paper implementation. Staff from the area directly impacted by the change will have the opportunity to participate in the review. The review findings will be discussed as a Staff Consultative Committee meeting as well as with the affected area.

## **ATTACHMENT A**

### **MANAGING ORGANISATIONAL CHANGE GUIDELINE**

#### **TABLE OF CONTENTS**

1. Introduction
2. Principles
3. Consultative Approach
4. Staffing the Structure
5. Other Processes
6. Support Staff and Services

## 1. Introduction

This Guideline outlines the processes to be followed:

- to implement change
- to assist staff
- details of support staff and services

## 2. Principles

The University will apply the principles and processes contained in the University of Newcastle Professional Staff Enterprise Agreement 2018 and the University of Newcastle Academic Staff and Teachers Enterprise Agreement 2018, and the principles of sound management of workplace change. Copies of the Enterprise Agreements are available at:

<http://www.newcastle.edu.au/current-staff/working-here/benefits-and-conditions/enterprise-agreements>

## 3. Consultative Approach

A consultative approach to staffing the new structure will include:

- The conduct of Staff forums and one to one meetings with individual staff;
- Human Resource Services contacts being available for advice and assistance;
- An opportunity for the Staff Consultative Committee to comment on the process of consultation that has occurred and make recommendations;
- Provision of a copy of this Consultation Paper on the University intranet at <http://www.newcastle.edu.au/current-staff/working-here/benefits-and-conditions/enterprise-agreements/organisational-change/> and in current copies of “In the Loop” which is published fortnightly at: <http://www.newcastle.edu.au/newsroom/current-staff>

## 4. Staffing the Structure

General Staffing Principles – refer to page 27 of this Consultation Paper.

## 5. Other Processes

- (i) Natural Attrition (Turnover)  
Natural attrition may be used to mitigate the need for redundancies.
- (ii) Voluntary Separations  
Staff may express interest in being considered for voluntary separation (redundancy) packages. These may be approved where alignment to business need exists.
- (iii) Redeployment  
Where a position is identified as no longer being required the staff member may be offered redeployment and redundancy. Reasonable time release will be provided for staff to attend interviews and training courses.

- (iv) Seek employment outside the University and Career Transition Assistance.  
In accordance with Clauses 23.1.3 (iii) by electing to remain as a detached staff member for a period of up to 8 weeks, commencing at the date of detachment. The staff member will be provided with support, including career transition support in accordance with Clause 23.3 of the Professional Staff Enterprise Agreement 2018 and in accordance with Clause 14.3 of the Academic Staff Enterprise Agreement 2018.

Staff members electing this option will be offered a comprehensive suite of career transition assistance including working with a specialist career transition provider to develop an individual career transition plan, which may include:

- career planning;
- job search plan/skills including resume development and interview skills;
- Job search assistance;
- personal counselling; and
- financial planning.

The career transition plan and the associated costs will be approved by the Director, People and Workplace Strategy prior to implementation.

- (iv) Job Redesign  
Job Redesign will be used to facilitate change where possible, in particular the creation of work systems that promote efficiency and productivity and maximise the opportunities for staff to contribute to the achievement of the University's objectives.
- (v) Training and Development  
Training will be provided within the limit of resources available and facilitated by:
- (a) Performance Review and Development process
  - (b) Implementation of the Proposal
- (vi) Pre-Retirement Contracts  
These will be considered on a case-by-case basis where alignment of the individual staff member's needs and the business needs exists including a cost benefit to the University.
- (vii) The Use of Leave Entitlements by Agreement  
Staff are encouraged to utilise current Annual and Long Service Leave entitlements in consultation with their Manager. This may assist in mitigating the need for forced redundancies.
- (viii) Secondment  
Secondment will be considered, however, opportunities may be limited and there must be an appropriate skill match.
- (ix) Transfer and Relocation  
Will be considered, however opportunities may be limited and there must be an appropriate skill match.
- (x) The Ability to Use Leave Entitlements Combined with Part-Time Employment

The option to take leave entitlements combined with part-time employment may be available according to business need.

## **6. Support Staff and Services**

### **Human Resource Services**

Human Resource Services will facilitate many of these processes by providing advice and support to staff and supervisors. The following staff members are available to assist you:

Ruth Badham - Human Resource Business Partner

Phone: 4921 5279

Email: [ruth.badham@newcastle.edu.au](mailto:ruth.badham@newcastle.edu.au)

Mark Wylie – Associate Director, Employee Relations and Work Health and Safety

Phone: 4921 5399

Email: [mark.wylie@newcastle.edu.au](mailto:mark.wylie@newcastle.edu.au)

### **Financial Assistance**

The University cannot directly provide financial advice. Where an individual is declared detached the University will offer financial assistance and advice up to the value of \$500, through a licenced Financial Planner. Please contact your HR Business Partner, Ruth Badham to discuss details.

### **Superannuation Information**

You are encouraged to seek assistance with superannuation matters from your superannuation fund.

UniSuper member contacts are:

Andrew Syarief, our On-Campus Consultant for general advice.

Make a booking to meet with Andrew at: <https://www.gobookings.com/au/clients/directory/>

or Matt Werakso our On–Campus Financial Adviser for tailored advice on your individual circumstances.

To make an appointment to see Matt, please call **1800 UADVICE** (1800 823 842) or email [advice@unisuper.com.au](mailto:advice@unisuper.com.au)

Further information on UniSuper Services can be found at:

<https://www.unisuper.com.au/employers/universities/the-university-of-newcastle>

<http://www.unisuper.com.au/learning-centre/calculators-and-tools>

You may also wish to contact David Pleasance, Remuneration and Benefits Manager on phone: 4921 5299 or via email at [David.Pleasance@newcastle.edu.au](mailto:David.Pleasance@newcastle.edu.au)

### **Resume Writing and interview skills, or Exit Assistance**

Please contact your HR Business Partner, Ruth Badham on 4921 5279.

## **Wellness support**

Resilience through Change workshop is being offered through Discover.

## **Counselling Providers**

Staff who require additional support to adjust to new circumstances or the prospect of new circumstances are encouraged to contact the University's Employee Assistance Program provider.

## **The University's Employee Assistance Program**

The University is transitioning to a new Employee Assistance Program Provider:

NewPsych

Phone: 4926 5005

Email: [reception@newpsych.com.au](mailto:reception@newpsych.com.au)

Web: [www.newpsych.com.au](http://www.newpsych.com.au)

Arrangements are available for staff to continue a current support program in place with AusPsych:

AusPsych (Newcastle)

Phone: 4926 1688

## **Chaplaincy**

Details of the University Chaplaincy Centre are available at;

<http://www.newcastle.edu.au/services/chaplaincy/chaplaincy.html>

## **NTEU contact details:**

National Tertiary Education Union (NTEU)

Jenny Whittard - Ph: 4921 6870

Lance Dale – Ph: 02 8066 6600

E-mail: [newcastle@nteu.org.au](mailto:newcastle@nteu.org.au)

NTEU Newcastle Branch website: <http://www.nteu.org.au/newcastle/>

NTEU Newcastle Branch President

Emma Joel – Ph: 4349 2848

## **CPSU contact details:**

Community Public Sector Union (CPSU)

Ph: 1300 772 679

Lisa Nelson – Email: [lnelson@psa.asn.au](mailto:lnelson@psa.asn.au)

Ian Braithwaite – Email: [IBraithwaite@psa.asn.au](mailto:IBraithwaite@psa.asn.au)

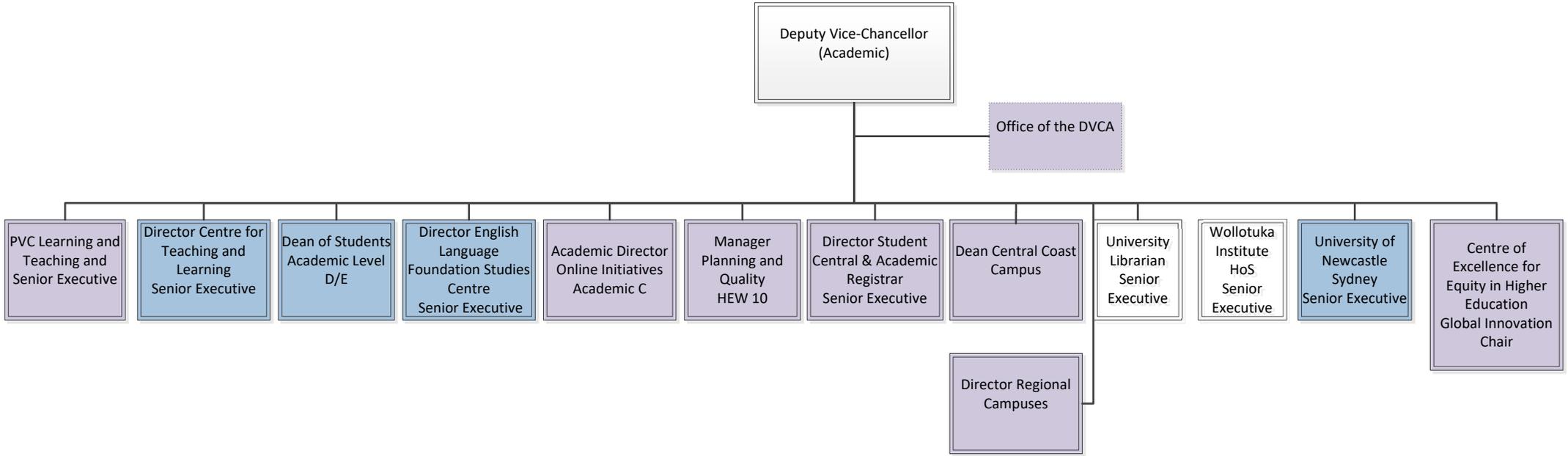
CPSU Professional Staff Representatives:

Sue Freeman – Ph: 4921 5929

**ATTACHMENT B – Current Organisational Structure with affected positions shown**

**ATTACHMENT C – Proposed Organisational Structure**

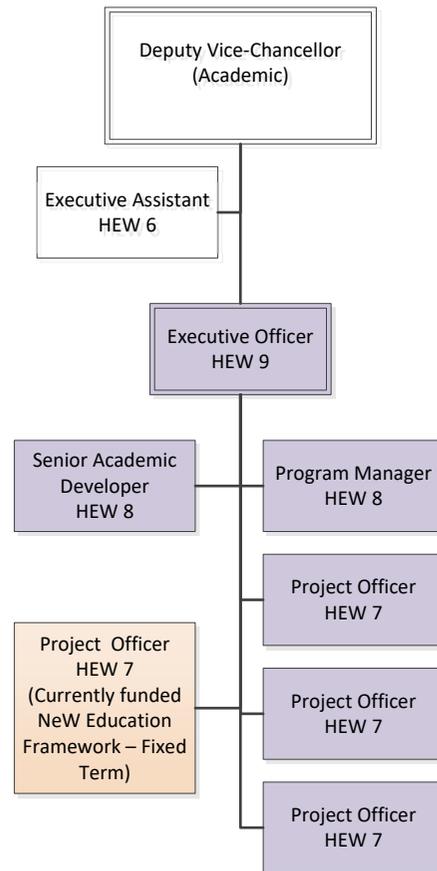
## ACADEMIC DIVISION – EXISTING AND AFFECTED POSITIONS



### LEGEND

- Unaffected
- Changed but retained
- Propose Disestablish

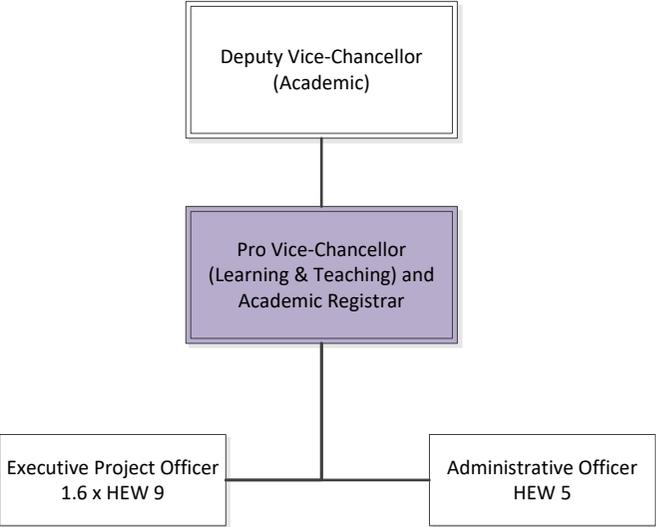
## OFFICE OF THE DEPUTY VICE-CHANCELLOR (ACADEMIC) – EXISTING AND AFFECTED POSITIONS



### LEGEND

- Unaffected
- Changed but retained
- Propose Disestablish
- New Education Framework funded position (Fixed Term)

**OFFICE OF THE PRO VICE-CHANCELLOR (LEARNING & TEACHING) – EXISTING AND AFFECTED POSITIONS**

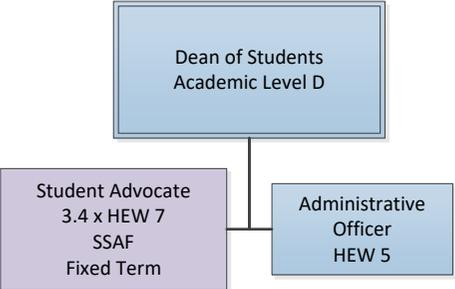


**LEGEND**

- Unaffected
- Changed but retained
- Propose Disestablish



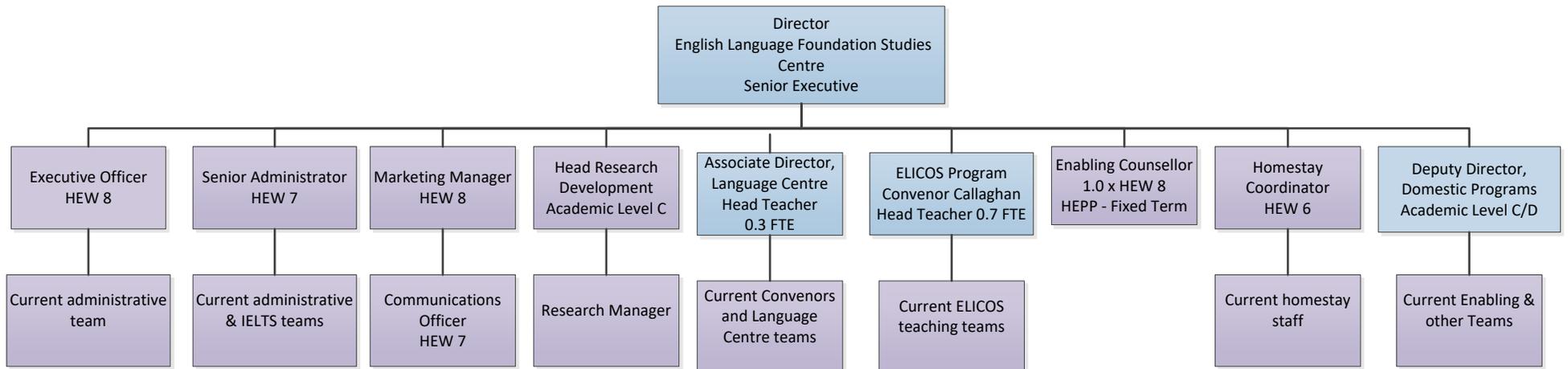
**DEAN OF STUDENTS – EXISTING AND AFFECTED POSITIONS**



**LEGEND**

-  Unaffected
-  Changed but retained
-  Propose Disestablish

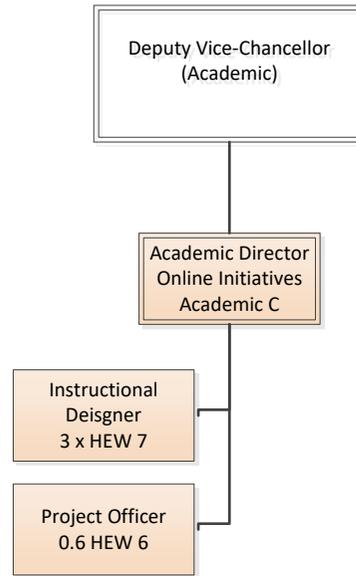
## ENGLISH LANGUAGE AND FOUNDATION STUDIES CENTRE – EXISTING AND AFFECTED POSITIONS



### LEGEND

- Changed but retained
- Propose Disestablish

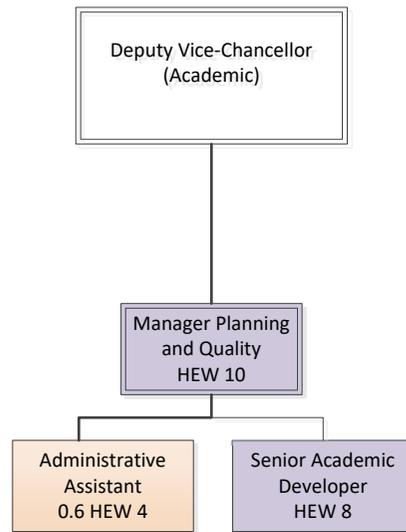
## ONLINE INITIATIVES – EXISTING AND AFFECTED POSITIONS



### LEGEND

-  Unaffected
-  Changed but retained
-  Propose Disestablish
-  New Education Framework funded position (Fixed Term)

## PLANNING AND QUALITY – EXISTING AND AFFECTED POSITIONS



### LEGEND

-  Unaffected
-  Changed but retained
-  Propose Disestablish
-  New Education Framework funded position (Fixed Term)

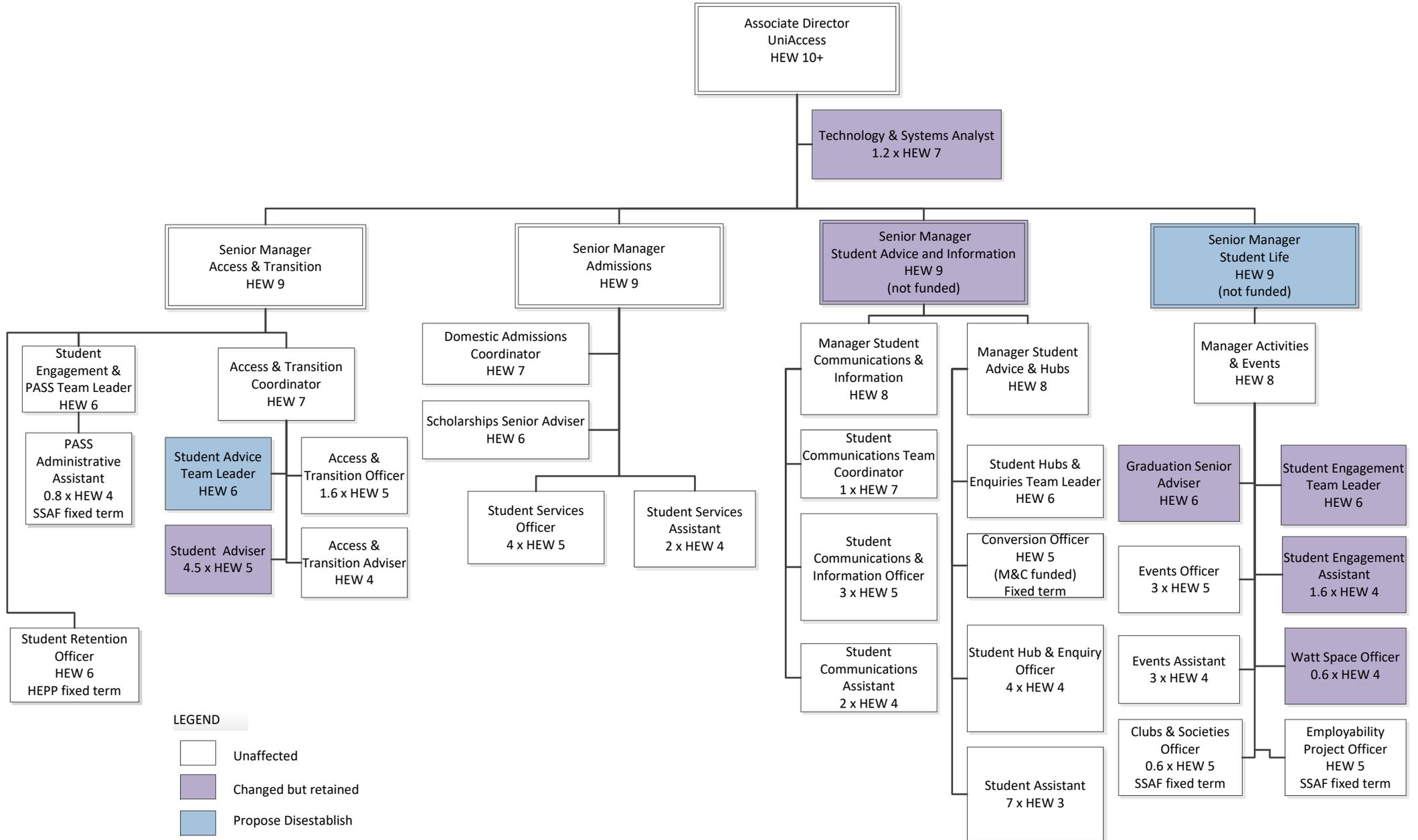
## STUDENT CENTRAL - DIRECTOR'S OFFICE – EXISTING & AFFECTED POSITIONS



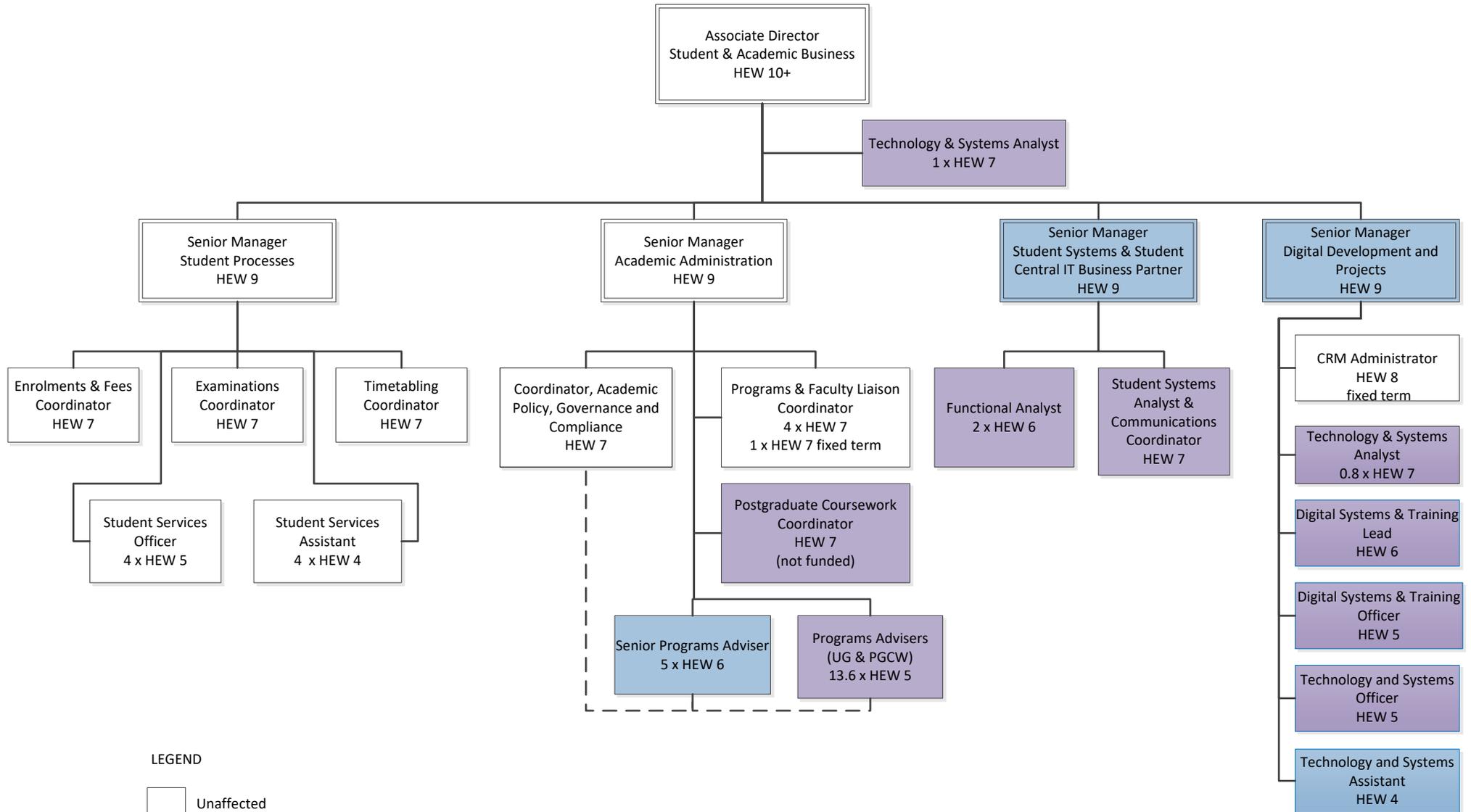
**LEGEND**

- Unaffected
- Changed but retained
- Proposed Detached

# STUDENT CENTRAL – UNIACCESS – EXISTING AND AFFECTED POSITIONS



## STUDENT CENTRAL - STUDENT & ACADEMIC BUSINESS – EXISTING AND AFFECTED POSITIONS

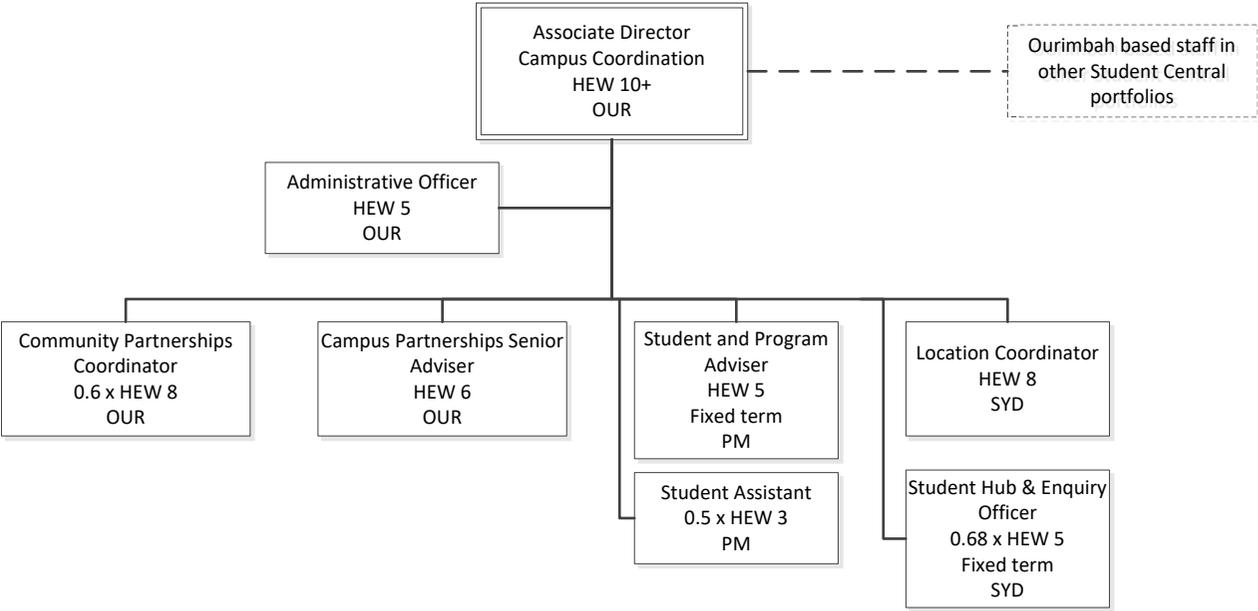


**LEGEND**

- Unaffected
- Changed but retained
- Propose Disestablish



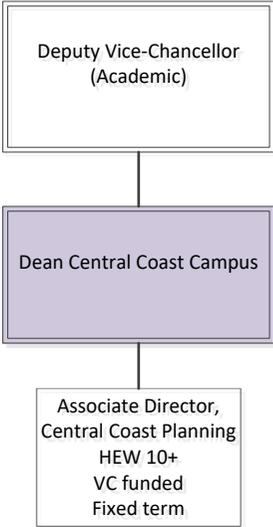
**STUDENT CENTRAL - CAMPUS COORDINATION – EXISTING AND AFFECTED POSITIONS**



**LEGEND**

- Unaffected
- Changed but retained
- Propose Disestablish

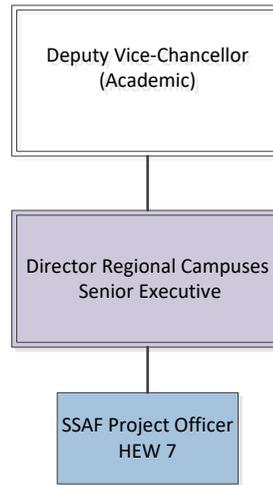
**DEAN CENTRAL COAST CAMPUS – EXISTING AND AFFECTED POSITIONS**



**LEGEND**

- Unaffected
- Changed but retained
- Propose Disestablish

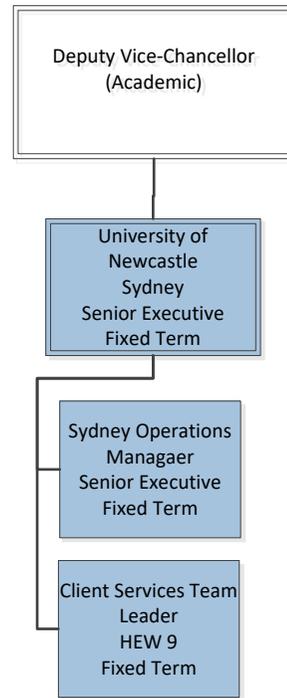
## REGIONAL CAMPUSES – EXISTING AND AFFECTED POSITIONS



### LEGEND



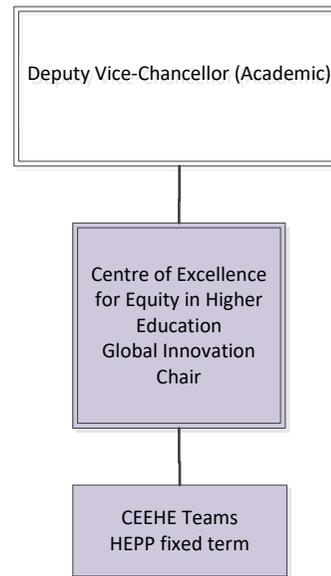
## UNIVERSITY OF NEWCASTLE SYDNEY – EXISTING AND AFFECTED POSITIONS



### LEGEND

-  Unaffected
-  Changed but retained
-  Propose Disestablish

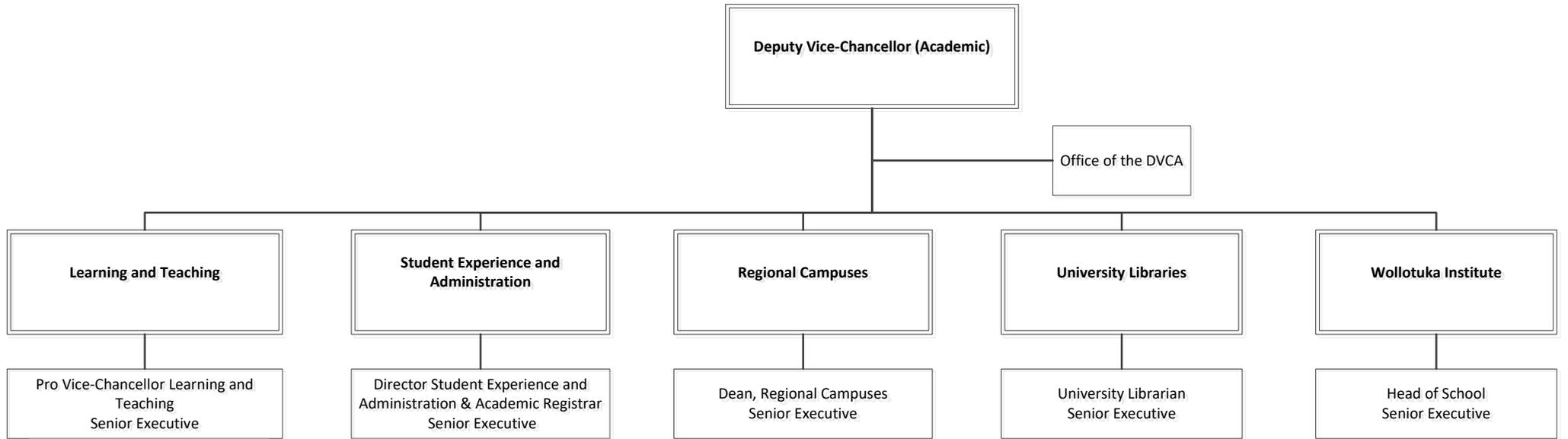
## CENTRE OF EXCELLENCE FOR EQUITY IN HIGHER EDUCATION – EXISTING AND AFFECTED POSITIONS



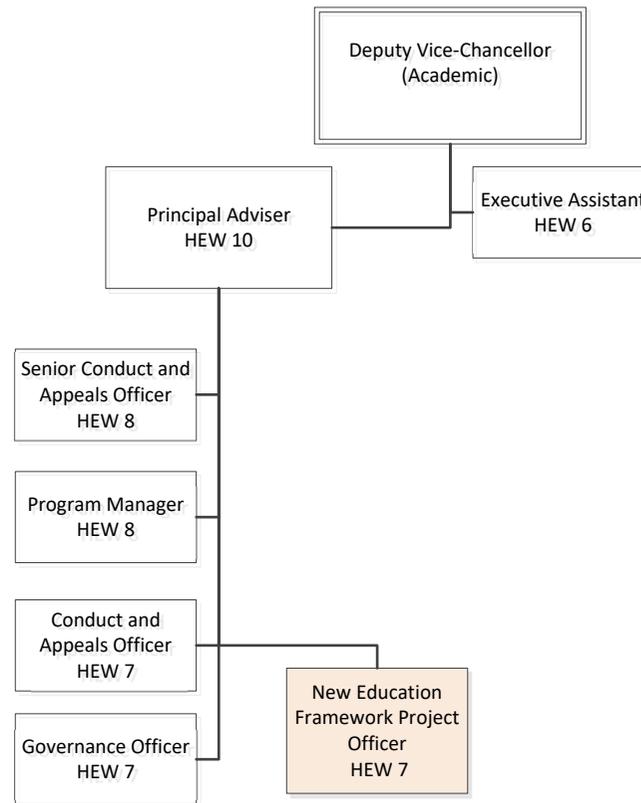
### LEGEND

-  Unaffected
-  Changed but retained
-  Propose Disestablish

## ACADEMIC DIVISION – PROPOSED



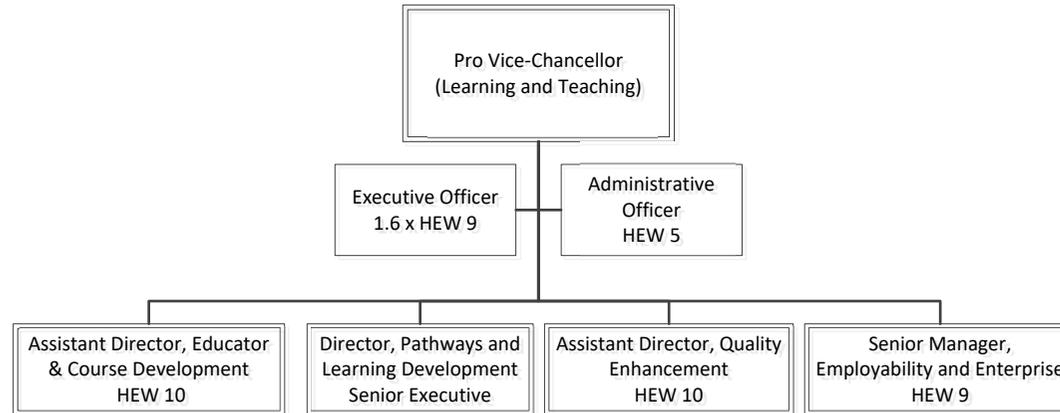
## OFFICE OF THE DEPUTY VICE-CHANCELLOR (ACADEMIC) – PROPOSED POSITIONS



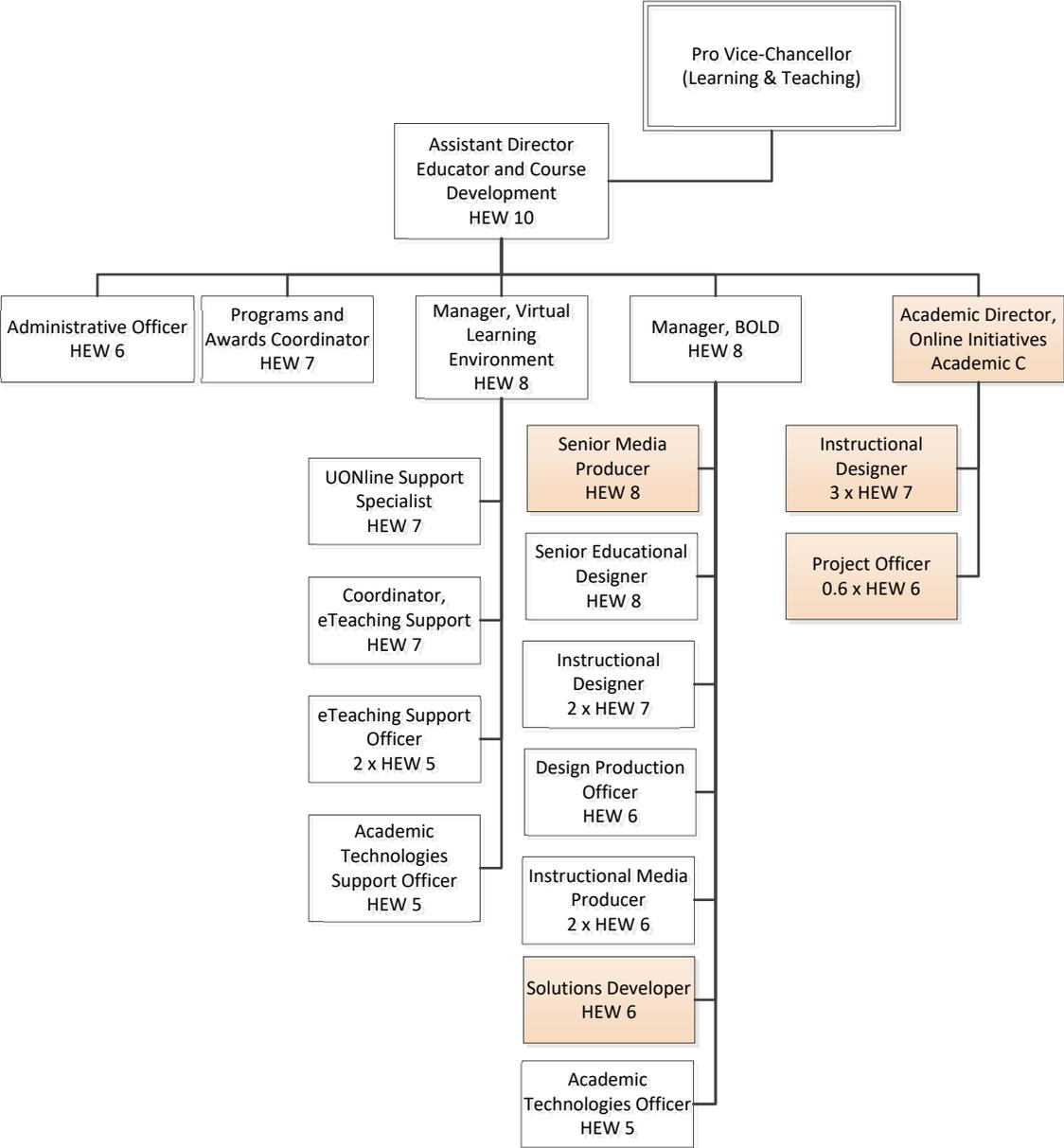
### LEGEND

 New Education Framework funded position (Fixed Term)

**OFFICE OF PRO VICE-CHANCELLOR (LEARNING AND TEACHING) – PROPOSED POSITIONS**



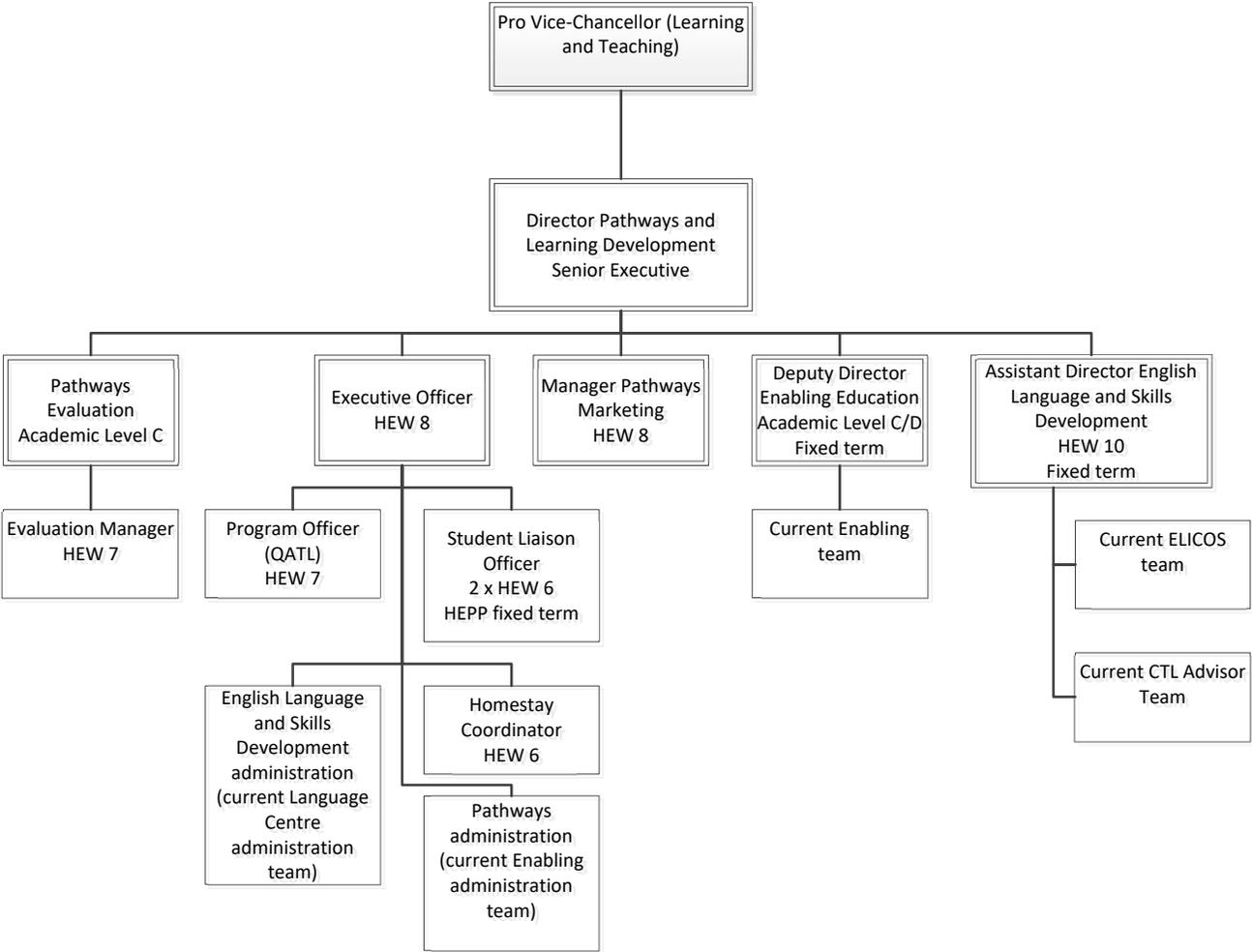
# EDUCATOR AND COURSE DEVELOPMENT – PROPOSED POSITIONS



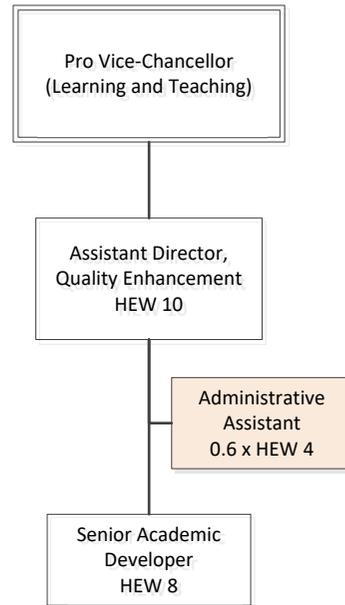
**LEGEND**

New Education Framework funded position (Fixed Term)

**PATHWAYS AND LEARNING DEVELOPMENT – PROPOSED POSITIONS**



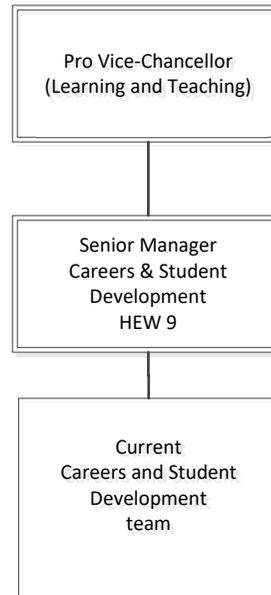
## QUALITY ENHANCEMENT – PROPOSED POSITIONS



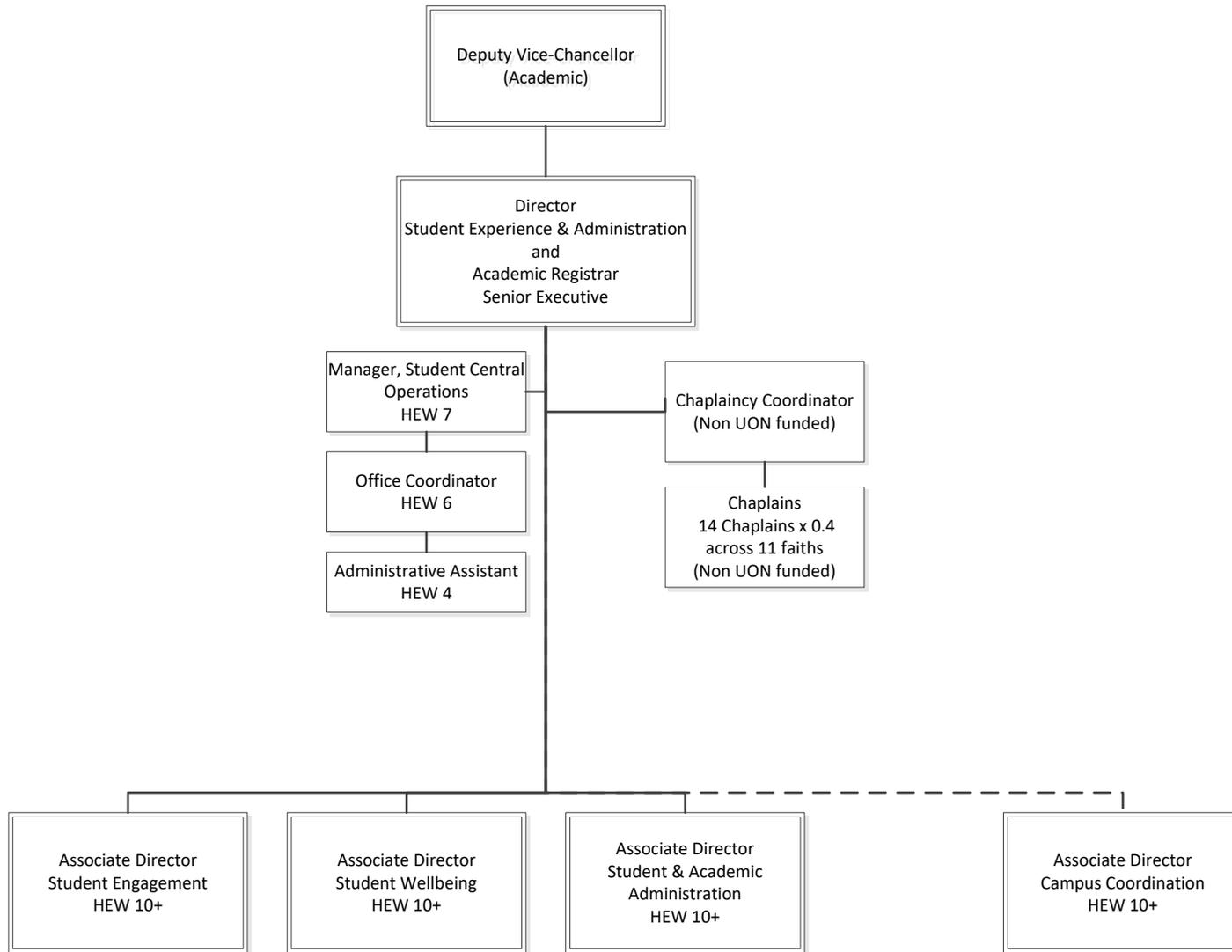
### LEGEND

 New Education Framework funded position (Fixed Term)

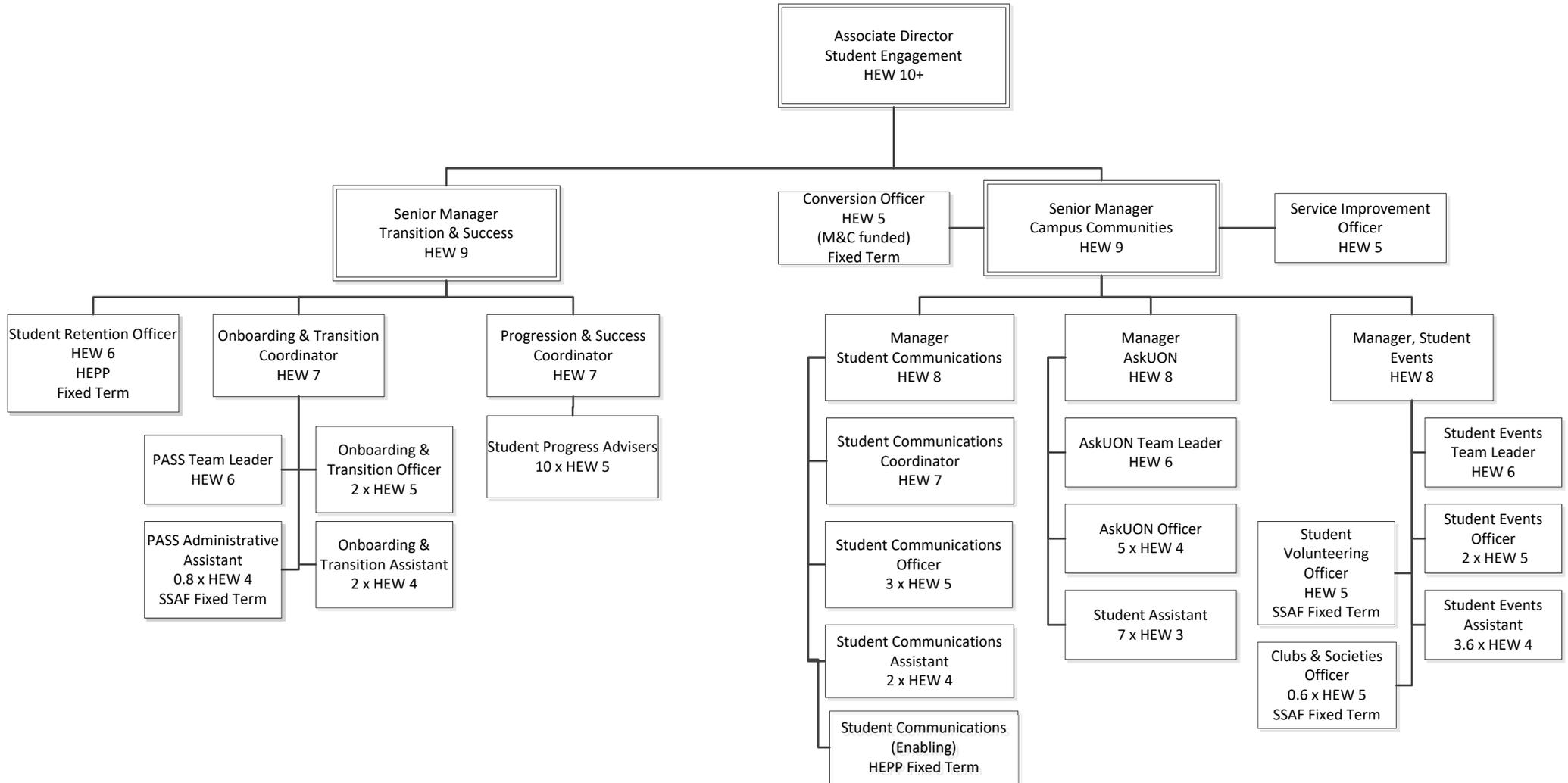
## EMPLOYABILITY AND ENTERPRISE – PROPOSED POSITIONS



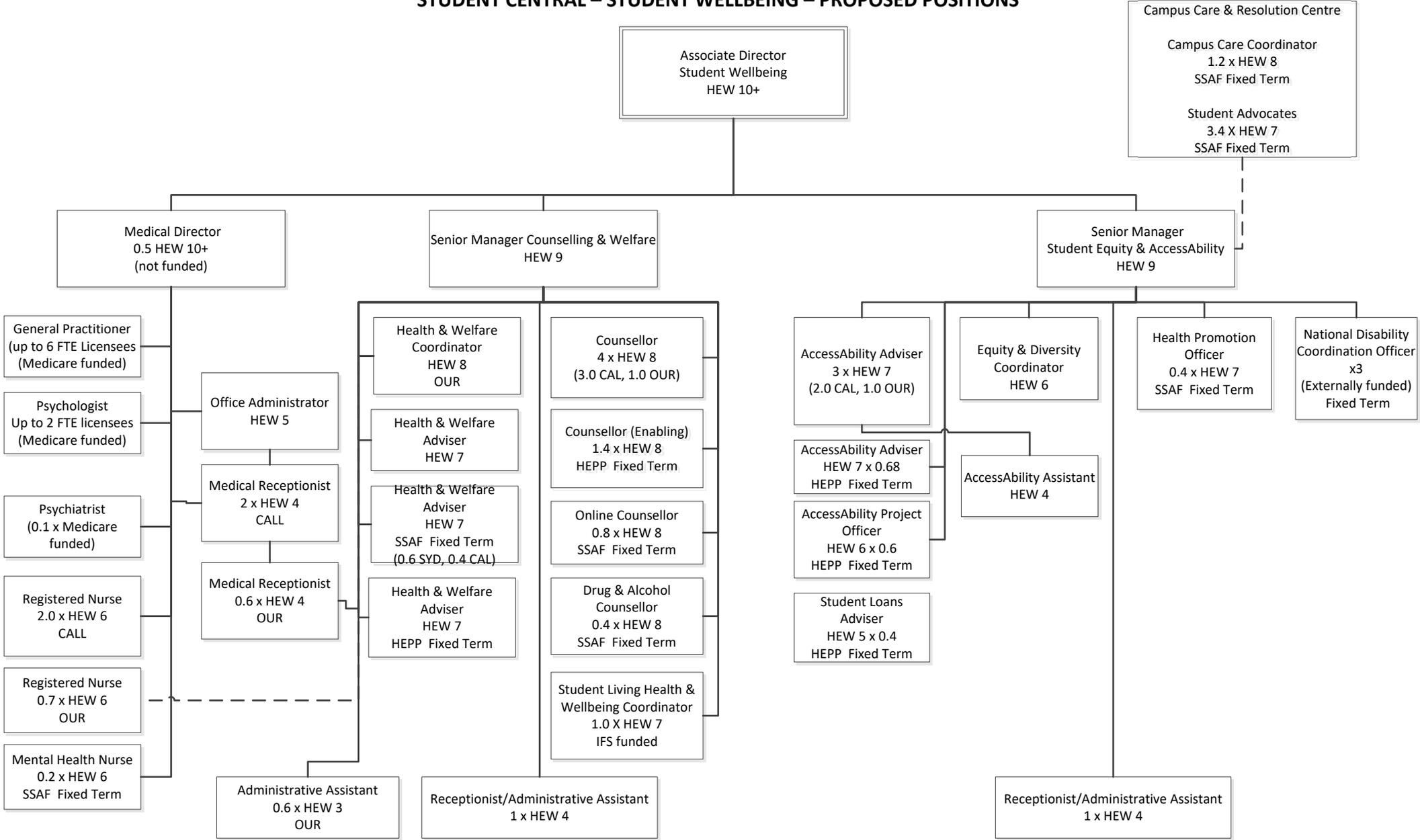
# STUDENT CENTRAL – OFFICE OF THE DIRECTOR, STUDENT EXPERIENCE & ADMINISTRATION – PROPOSED POSITIONS



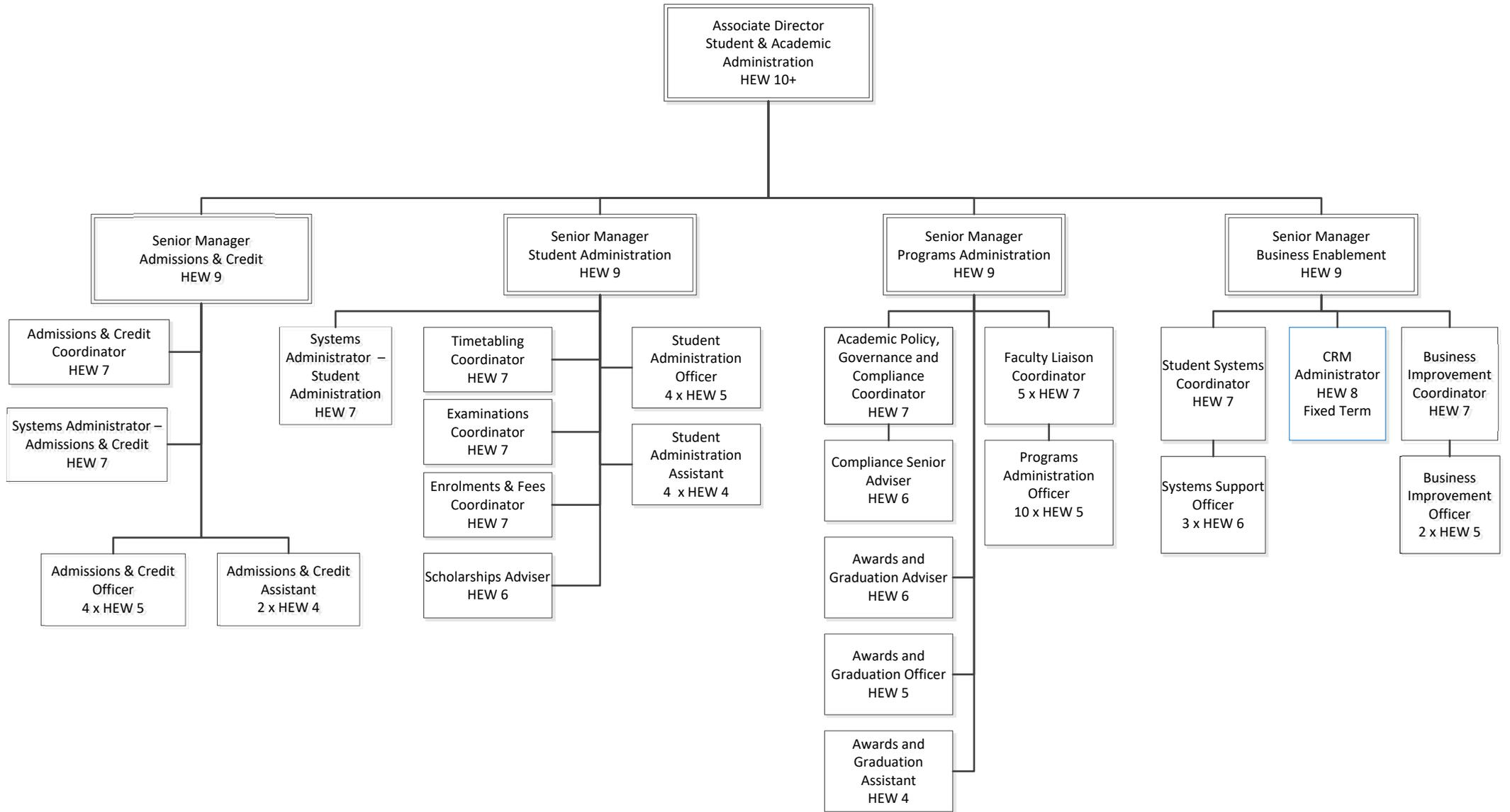
# STUDENT CENTRAL – STUDENT ENGAGEMENT – PROPOSED POSITIONS



# STUDENT CENTRAL – STUDENT WELLBEING – PROPOSED POSITIONS



## STUDENT CENTRAL - STUDENT & ACADEMIC ADMINISTRATION – PROPOSED POSITIONS



## DEAN, REGIONAL CAMPUSES – PROPOSED POSITIONS

