TABLE OF CONTENTS

1.0 STRATEGIC ALIGNMENT
2.0 RATIONALE AND REQUIREMENT FOR CHANGE
3.0 CONSULTATION PROCESS
4.0 MEANS AND TIMEFRAME FOR CHANGE
5.0 IDENTIFICATION OF IMPACT
  5.1 Summary of Proposed Changes
  5.1.1 Summary of Impact
6.0 FINANCIAL IMPLICATIONS
7.0 STAFFING IMPLICATIONS
  7.1 HR/ER Issues
  7.2 Training and Development
  7.3 Staffing the Structure
8.0 OTHER CONSIDERATIONS
  8.1 Workload
  8.2 Equity & Diversity
  8.3 Work Health & Safety
9.0 IMPLEMENTATION PLAN
10.0 ATTACHMENTS (A-E)
  A Current Organisational Chart
  B Current Organisational Chart showing affected positions
  C Proposed Organisational Chart showing new positions
  D Summary of Impact
  E Index of Position Descriptions for Proposed Organisational Structure
  F Managing Organisational Change Guideline
1.0 STRATEGIC ALIGNMENT

The University of Newcastle (UON) is building on its strong foundations to realise its 2025 vision to stand as a global leader, distinguished by a commitment to equity and excellence, and creating a better future for our regions through innovation and impact.

The NeW Futures Strategic Plan: 2016-2025 recognises that the regional, national and global workforce are undergoing rapid transformation as the nation moves from an economy dependent on commodities to one reliant on new technologies, discovery, innovation and entrepreneurship. Through NeW Futures, UON is working proactively to be positioned as a leader in addressing the various challenges faced by our societies. The nature of both business and the wider workforce are undergoing significant transformation; and equally, the world of higher education is being disrupted by technology, the democratisation of access to knowledge, and the formation of international research consortia.

UON seeks to address these challenges by refocusing its research and teaching. Through its new Global Impact Clusters (GIC), UON aims to lead and support our region and nation by:

- Providing critical new knowledge relevant to public policy
- Conducting world-class discovery and outcomes-focused research that is capable of adaptation and translation nationally and internationally
- Driving business development and associated economic impact.

Through the UON Entrepreneur lead strategy within NeW Futures, the University is committed to preparing its graduates to be:

- Academically distinct and career ready
- Locally engaged and globally aware
- Imbued with an entrepreneurial spirit and social responsibility
- Capable of interdisciplinary collaboration.

This combination of a changing landscape and institutional focus brings opportunities to the School of Humanities and Social Science (HASS) to shift its trajectory to improve its prospects through finding innovative ways to address the trends of declining student load, and a variable research and Higher Degree by Research (HDR) performance across its disciplines.

This is a timely moment for HASS to reorient its teaching and research to take advantage of the UON's NeW Futures’ agenda through the development of a distinctive School that delivers both pioneering education programs that address contemporary labour force trends, and interdisciplinary translatable research. A transformed HASS will have a greater opportunity to grow its industry engagement, including investment in research and its translation. This will also enable better positioning of its disciplines as valuable partners in interdisciplinary research and teaching that can also extend across all disciplines at UON and the sector.

A key strategic feature of the proposed organisational change is the arrangement of disciplines into teaching and research clusters that support UON’s Global Impact Clusters, and will provide HASS with a distinct
identity, value proposition, and facilitate a cohesive focus across the School. Therefore, FTE distribution within the School will be calibrated to a particular Cluster’s teaching and research needs.

Chart 1: Proposed HASS Teaching and Research Clusters

<table>
<thead>
<tr>
<th>History, Classical Studies and Critical Inquiry</th>
<th>Societies, Cultures and Human Services</th>
<th>Healthy Communities &amp; Social Futures</th>
<th>Language, Writing, and Digital Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, Ancient History and Classics, Religion</td>
<td>Sociology and Anthropology, Criminology, Human Services</td>
<td>Social Work, Speech Pathology and Linguistics</td>
<td>English and Writing, Film, Media and Cultural Studies, Digital Humanities, Languages</td>
</tr>
</tbody>
</table>

Table 1: Proposed School Teaching and Research Clusters’ Alignment with UON’s Global Impact Clusters

| GIC Energy, Resources, Food and Water | GIC Better Health, Health Care and Treatment | GIC Future Industries | GIC Strong Cities, Communities and Regions |
2.0 RATIONALE AND REQUIREMENT FOR CHANGE

Background and environmental context
In June 2016, the University undertook an External Review of the School, which aimed to inform continuous improvement across its operations. The Review Panel’s report highlighted support for the proposed nascent vision for the School as articulated by the Head of School, including the need for prioritisation of disciplines and strategic alignment. The Panel also noted that an over-reliance on service teaching into other UON programs was a primary risk facing the School. In addition, while it was noted that many of the academic staff are dedicated to excellent research and teaching, the School, as a whole, appears traditional in style and needed to adopt new methods of teaching delivery, such as blended and online learning.

The School Executive also completed two internal reviews of the disciplines of Linguistics and Philosophy in March 2017, using available corporate and market data. The main findings from the Review of Philosophy outlined concerns about low levels of research productivity, few Honours and HDR students, and the need for curriculum renewal; and that the School should carefully consider its place as a major within the BA. As a result of the Review of Linguistics, the School Executive highlighted the need to clarify the current and future sustainability of the major in the BA, as well as address declining load in the discipline’s postgraduate coursework programs. Additionally, strategies were recommended to address attrition in HDR load.

A central focus of the School during 2016 was the reinvention of the Bachelor of Arts (BA) in order to arrest declining load and address contemporary student and employer demand. After reaching a peak in 2013, program load in HASS has steadily declined. In absolute terms, the School had 241 fewer EFTSL in 2016 than in 2013. The primary loss of this program load has mainly been due to a decline in enrolments in the BA.

In addition, the School began work to expand its geographical footprint through online program delivery. The first intake for the new BA, including its reimagined online offerings, will be from Semester 1, 2018, which will require new ways of working using new interdisciplinary pedagogies. Online provision will become increasingly important for HASS to increase its market share. Therefore, digital literacy capability is a key element of the future workforce.

In terms of research and research supervision, HASS performs relatively well as assessed by external measures and external funding for research; though this is not consistent across all disciplines. The School achieved an ERA rating of four in five fields of research (FoRs), and while this is a commendable achievement, with greater alignment and cohesion across disciplines, the School has immense potential to improve even further, particularly in relation to UON’s broader ERA strategy. It is important that the School implement a focussed research strategy, investing in areas of strength that are aligned to strategy.

The Commonwealth’s National Innovation and Science Agenda (NISA) clearly places Science, Technology, Engineering and Mathematics (STEM) at the heart of the nation’s innovation aspirations. One consequence of this policy environment has been growing pressure to refocus STEM research into applied areas and to increase the purely vocational aspects of teaching in these disciplines. HASS will need to meet this challenge
in innovative, interdisciplinary ways if it is to take advantage of the investment in STEM. A reorientation of research and teaching will position HASS as essential to developing the knowledge and expertise needed to address the fundamental and complex problems facing our communities, to make effective use of the opportunities presented by STEM research, and to develop as societies and individuals functioning effectively in an increasingly interconnected and interdependent world.

The 2017 Federal Budget announced further efficiency dividends for the university sector, which will place increasing pressure on HASS to build student load and to adequately sustain and deliver on the School’s vision. Additionally, the Budget proposes that 7.5% of funding will be based on graduate outcomes and employment – adding further urgency to building industry engagement and expanding program development and reinvention to ensure success in student completions and employment outcomes.

There will be new expectations outlined in all position descriptions of academic staff in the School. These will include the capacity to teach across disciplinary boundaries, increased digital literacy, successfully accessing a wider range of external research funding, engaging with industry, and skills in broadening external engagement activities (regionally, nationally and globally). Leadership is expected among all staff at different levels as outlined in the UON Leadership Framework.

The proposed organisational change will provide HASS with distinctiveness in the sector through expanding its role as a hub of rich, interdisciplinary intellectual inquiry to address contemporary social, cultural, political, and economic challenges faced by our communities. It will enable HASS to build on its national and global research standing to make UON a destination of choice for undergraduate and postgraduate students, and externally funded postdoctoral scholars. It is through reinvigorated, outward-facing and vibrant HASS disciplines, in concert with other disciplines at UON, that the School can engage and reach a larger audience over the next decade.

**Fundamental underpinnings for the success of HASS**

The following fundamental underpinnings for the success of the School have informed the proposed changes within this paper:

1. *Strategic alignment of the School’s disciplines to the NeW Futures Strategic Plan 2016-2025, and a workforce actively working across discipline boundaries within and external to HASS*

2. *High-levels of digital literacy across the School in order to deliver on new program development and program reinvention to meet student expectations*

3. *A workforce active in external engagement and accessing alternate research revenue streams*

4. *Effective professorial leadership that models excellence in teaching, research and service across the School, University and sector.*
3.0 CONSULTATION PROCESS

Shortly after commencement of the new Head of School in December 2015, conversations within the School began about identifying the strengths of HASS, and the challenges and opportunities for future growth, with the aim of establishing a distinct identity and value proposition for the School and its disciplines. A central focus of these discussions was the reinvention of the Bachelor of Arts (including online expansion and a renewed emphasis on Work-Integrated Learning and employability outcomes) to redress continuing decline in load, and recalibration of all disciplines around agreed strategic ‘thematic’ research clusters.

From August 2016, a series of regular meetings were held that either wholly, or partly, focussed on a new HASS structure as summarised in Table 2 below.

Table 2: Consultation Process To-date

<table>
<thead>
<tr>
<th>Date of consultation</th>
<th>Topics of discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 August 2016</td>
<td>• HASS School Board</td>
</tr>
<tr>
<td></td>
<td>○ Third Board meeting of the year</td>
</tr>
<tr>
<td></td>
<td>○ Outcomes of External Review discussed</td>
</tr>
<tr>
<td>4 November 2016</td>
<td>• HASS All Staff Forum #1 (half day, off-campus)</td>
</tr>
<tr>
<td></td>
<td>○ HOS spoke to ‘Vision for HASS’ document and outlined the proposal for four new multidisciplinary clusters</td>
</tr>
<tr>
<td>5 December 2016</td>
<td>• HASS All Staff Forum #2 (1.5 hours)</td>
</tr>
<tr>
<td></td>
<td>○ Reflection following Your Voice Survey outcomes</td>
</tr>
<tr>
<td></td>
<td>○ Reflection following Staff Forum (November)</td>
</tr>
<tr>
<td></td>
<td>○ Discussion on the future of the School and its governance</td>
</tr>
<tr>
<td>14 February 2017</td>
<td>• Philosophy Discipline Meeting</td>
</tr>
<tr>
<td></td>
<td>○ Discussion of Executive Review of discipline</td>
</tr>
<tr>
<td>15 February 2017</td>
<td>• Linguistics Discipline Meeting</td>
</tr>
<tr>
<td></td>
<td>○ Discussion of Executive Review of discipline</td>
</tr>
<tr>
<td>23 February 2017</td>
<td>• HASS All Staff Forum #3 (half day, on-campus)</td>
</tr>
<tr>
<td></td>
<td>○ Discussion of feedback on proposal for new multidisciplinary clusters and School governance structure</td>
</tr>
<tr>
<td></td>
<td>○ Presentation included information of impending organisational change to achieve new Cluster formation</td>
</tr>
<tr>
<td>27 March 2017</td>
<td>• HASS Cluster Leader Consultation Workshop</td>
</tr>
<tr>
<td></td>
<td>○ Discussion of the draft ‘Cluster Leader’ role, introduced by HOS &amp; chaired by SEO</td>
</tr>
<tr>
<td>2 June 2017</td>
<td>• Ancient History and Classical Languages Discipline Meeting</td>
</tr>
<tr>
<td></td>
<td>○ Discussion of course and program profitability and viability</td>
</tr>
<tr>
<td></td>
<td>○ Discussion of research productivity</td>
</tr>
</tbody>
</table>

Further consultation will be undertaken as part of regular staff meetings and the formal period of consultation required by the UON Academic Staff Enterprise Agreement 2014 and the Professional Staff Enterprise Agreement 2014 (“the Agreements”).
An electronic copy of this Consultation Paper will be made available on the University’s intranet site following the staff forum on 05 September 2017. All School staff will receive an electronic copy of the Consultation Paper following the staff forum on 05 September 2017.

Staff members or groups of staff members are encouraged to provide a submission responding to any detail of the purposed change. Submissions should be forwarded to Employee Relations (Ruth.Hartmann@newcastle.edu.au).

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

Ongoing consultation with affected groups and individuals will occur throughout the change process. Advice will also be provided via a SharePoint portal, which will house project timelines and key communication materials, as well as provide staff with a mode to provide ongoing feedback at specific junctures of the project.

**4.0 MEANS AND TIMEFRAME FOR CHANGE**

The timeframe to be followed is outlined in Table 3 below.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>05 September 2017</td>
<td>Staff Consultation Forum is held for staff and the unions. A Consultation Paper is distributed and made available on the University website.</td>
</tr>
<tr>
<td>06 September – 20 September</td>
<td>Period for open discussion between staff, the University and unions.</td>
</tr>
<tr>
<td>TBC</td>
<td>Academic Staff Consultative Committee meets to consider the Consultation Paper, comment on submissions and make recommendations.</td>
</tr>
<tr>
<td>October 2017</td>
<td>Staff Proposal Forum is held with staff and the unions. The Proposal Paper is distributed and is made available on the University website.</td>
</tr>
<tr>
<td>October 2017</td>
<td>The Proposal Paper and any recommendations are forwarded to the Vice-Chancellor for consideration and determination.</td>
</tr>
<tr>
<td>Following VC determination</td>
<td>The change implementation process commences.</td>
</tr>
<tr>
<td>October 2017 – October 2018</td>
<td>Implementation process to be completed. Refer to Implementation Plan (page 13) for details.</td>
</tr>
</tbody>
</table>
5.0 IDENTIFICATION OF IMPACT

UON recognises the opportunity presented to HASS to align skills and capabilities to deliver on the core value propositions of the undergraduate and postgraduate programs, as well as leveraging the opportunity to build the School’s research profile across its disciplines, and to create innovation and impact across all teaching and research activities.

Draft Position Descriptions have been developed for all positions within the proposed HASS future state to support the delivery of the objectives articulated in the NeW Futures Strategic Plan, the Faculty 5 Year Strategic Plan, and which align with the Performance Expectations Framework for Academic Staff, the UON Leadership Framework, and relevant enterprise agreements. The draft Position Descriptions provide role clarity for all staff within HASS, and support the new strategic focus of the School.

Due to the fundamental nature of leadership to the success of HASS, a realignment of some leadership positions is necessary to build capacity across the clusters. Leadership distribution in HASS will be increased and Position Descriptions for the new Level B and D interdisciplinary positions within the School will be aligned to the thematic Clusters to allow for strategic recruitment. All other (existing) Position Descriptions will be aligned to particular discipline areas within their relevant Cluster.

A reduction in FTE and realignment of distribution is proposed. The proposed structure will affect 11.0 FTE, with overall FTE reducing by a net total of 4.5.

The recent and projected large loss of teaching load in the Philosophy discipline will require savings, and the reduction in demand requires the removal of the Philosophy and Religion major within the BA. While the Religion courses will remain and Religion staff unaffected by the change, it is proposed that the Philosophy discipline requires reduction and recalibration across teaching and research to align it with the interdisciplinary Clusters. UON sees a future for Philosophy, though it is envisaged that the discipline would rebuild slowly, starting with new courses that provide contemporary philosophical underpinnings for certain majors that align across the School’s new strategy.

It is also proposed that Ancient History and Classical Languages major becomes a minor in the new BA. Similar to Philosophy, the discipline requires recalibration across teaching and research to address issues of viability.

Linguistics also requires some recalibration in order to address issues of viability.

The reinvented Human Services major as well and the success of the new Criminology major has created the need for greater flexibility in teaching across disciplines. Therefore, some Sociology and Anthropology positions have been replaced with new positions that are aligned to the Societies, Cultures and Human Services Cluster, to support these majors. A Level D in Sociology and Anthropology has been created to provide additional leadership across the Cluster. Overall, this Cluster’s FTE will increase by 2.0 FTE.

Due to the broader UON Organisational Design process currently underway, professional staff have not been identified as impacted in this organisational change paper.
5.1 SUMMARY OF PROPOSED CHANGES

In order to achieve the University's aspirations for HASS, attention must be given to the following:

- Reduction / removal of areas demonstrating lack of financial viability and strategic alignment
- Realignment of the School's disciplines to provide a coherent strategic focus, increased efficiencies and greater flexibility in teaching
- Redistribution of FTE to better support areas of strength and growth, and emerging teaching needs
- Increased leadership within the School, particularly in areas of strength
- Enhanced capability across the School by setting new expectations and goals, using a combination of professional development and best practice performance management.

This will be achieved through:

- Arranging disciplines into four distinct interdisciplinary teaching and research clusters aligned to UON's GICs, replacing the Head of Discipline role with that of Cluster Leader, and recruiting strategically into some Clusters
- The arrangement of FTE within the Society, Cultures and Human Services Cluster to support interdisciplinary teaching and research and allow for greater breadth in teaching capability across expanding areas, such as Criminology and Human Services
- Removal of the Philosophy and Religion major
- Reduction of the Ancient History and Classical Languages major to a minor within the BA
- Minor reduction in the Linguistics discipline to support viability of the Healthy Communities and Social Futures Cluster
- Embedding in all academic position descriptions the capabilities of digital literacy, interdisciplinary research and industry engagement.

5.1.1 IMPACT

Level A

- The 1.0 FTE Associate Lecturer position (Level A) in the Community Welfare and Human Services discipline will no longer be required.

Level B

- 1.0 FTE Lecturer position (Level B) in the Philosophy discipline will no longer be required.
- 2.0 FTE reduction in the number of Lecturer positions (Level B) in the Sociology and Anthropology discipline.
- 1.0 FTE reduction in Lecturer positions (Level B) in the Linguistics discipline.
- 1.5 FTE new Lecturer positions (Level B) in the Human Services discipline have been created.
- 1.0 FTE new Lecturer position (Level B) in the Digital Humanities has been created, which will sit within the Language, Writing, and Digital Humanities Cluster.
- 2.0 FTE new interdisciplinary Lecturer positions (Level B) in the Societies, Cultures and Human Services Cluster have been created.
Level C
- 2.0 FTE reduction in Senior Lecturer positions (Level C) in Ancient History and Classical Languages.
- 3.0 FTE reduction in the number of Senior Lecturer positions (Level C) in the Philosophy discipline.

Level D
- 1.0 FTE Associate Professor position (Level D) in the Film, Media and Cultural Studies discipline will no longer be required.
- 1.0 FTE new Associate Professor position (Level D) in the Sociology and Anthropology discipline has been created.
- 1.0 FTE new Associate Professor position (Level D) in the Healthy Communities and Social Futures Cluster has been created.

Level E
- There are no changes to the Level E profile.

New Position Descriptions
- New draft Position Descriptions for all academic staff (Levels A-E) and the Head of School (Level E+) have been developed to support contemporising of HASS programs to deliver a curriculum comprising digital capacity, theory-practice nexus and interdisciplinary pedagogy. All academic staff will be required to have interdisciplinary, digital and industry engagement capability to ensure that all programs within HASS provide a sector-leading student experience, inclusive of work-integrated learning, as well as and to increase Category 3 and alternate forms of research revenue.

Table 4: Summary of Impact – Comparison of Existing and Proposed Resources

<table>
<thead>
<tr>
<th>Discipline</th>
<th>2017 Budgeted FTE</th>
<th>Proposed FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>AHCL</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>ENGL</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>FMCS</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>HIST</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>LANG</td>
<td>0.2</td>
<td>3</td>
</tr>
<tr>
<td>LING</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PHIL/RELT</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>CWHS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SWRK</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>SOCA</td>
<td>5.7</td>
<td>7</td>
</tr>
<tr>
<td>SPTH</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SCHS</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>HCSF</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>GIC</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>ERA</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td>D/HUMA</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HOS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total FTE</td>
<td>1.2</td>
<td>21.7</td>
</tr>
</tbody>
</table>

*Includes Digital Humanities
6.0 FINANCIAL IMPLICATIONS
The financial implications expected as a consequence of this Consultation Paper have been considered in relation to the existing budget and future budget projections.

7.0 STAFFING AND TRAINING IMPLICATIONS

7.1 HR/ER Issues
The organisational change process will be carried out in accordance with the Agreement(s) 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 D – Managing Organisational Change Guideline. During the change process staff development resources will be available.

7.2 Training and Development
The Faculty is committed to investing in a development program to ensure that all staff have the opportunity to acquire the skills and capabilities necessary to deliver the requirements of the revised Position Descriptions. Individual development needs will be assessed on a one-on-one basis through PRD discussions, which will inform broader development needs across the School.

7.3 Staffing the Structure
In general terms, the new structure will be staffed with reference to the following general principles.

General Principles

Academic Level B and C
i. Positions that are affected, not affected and new are clearly identified in the organisational charts.
ii. Wherever possible, placement of staff will be given priority through the following steps:
   a. Where relevant, Expressions of Interest (EOI) for Voluntary Separation will be invited from affected disciplines.
b. All current continuing staff within the School of Humanities and Social Science will be eligible to apply for relevant new roles advertised through an internal EOI process. Where there is a high level of alignment to a new position for more than one identified staff member, the affected staff may participate in a limited EOI process for the position. Staff members will be asked to provide a short description of their skills and experience 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 a short interview to further determine suitability for the position.

c. Fixed-term staff and casual staff will be excluded from the EOI process.

d. Roles that are not filled by the EOI process will be advertised University-wide and/or externally. All continuing, fixed-term and casual staff will be eligible to apply.

### Academic Level D and E

iii. Positions that are affected, not affected and new are clearly identified in the organisational charts.

iv. Wherever possible, placement of staff will be given priority through the following steps:
   a. EOIIs for Voluntary Separation will be invited.
   b. New academic positions at Level D will be advertised externally concurrent with an internal process.

The implementation plan will clearly identify the recruitment timeline and process applicable to each position/cohort.

Once the above processes have been completed:

- Staff members with ongoing positions at the University who are not placed or transferred will be declared detached and notified of arrangements relating to detached staff.

### 8.0 OTHER CONSIDERATIONS

#### 8.1 Workload

Workload and hours of work will continue to be consistent with the Agreements. Careful 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 taken up with the Director, People and 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.
• The University will make every effort 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 which 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.
• Maintaining flexibility of employment will be taken into consideration.

8.3 Health and Safety

The University recognises that people experience stress associated with change management 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, but ensuring sufficient time for consultation and contribution from affected staff members.
• 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.
• Making internal grief, change and loss training available for affected staff members to partake in.

9.0 IMPLEMENTATION PLAN

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.
• Incumbents in detached positions will be notified of arrangements relating to detached staff.
• The Director, People and Workforce Strategy or delegate, will assist affected staff to work through available options, particularly those relating to the Agreements, such as:
  o Seeking a VSP.
  o Seeking redeployment assistance.
  o Seeking outplacement/career transition assistance.
  o Seeking to apply other provisions of the Agreements such as secondment, transfer, pre-retirement contract etc.
ATTACHMENT C: PROPOSED ORGANISATIONAL CHART SHOWING CLUSTERS AND NEW POSITIONS

RED FONT = New positions

LEVEL A 0.2
LEVEL B 22.2
LEVEL C 26.0
LEVEL D 10.0
LEVEL E 8.8
LEVEL E+ 1.0
TOTAL FTE 68.2
**ATTACHMENT D: SUMMARY OF AFFECTED POSITIONS – SCHOOL OF HUMANITIES & SOCIAL SCIENCE**

**Position Reductions**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>POSITION</th>
<th>BUDGETED FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Associate Lecturer, Community Welfare, Human Services</td>
<td>-1.0</td>
</tr>
<tr>
<td>B</td>
<td>Lecturer, Sociology &amp; Anthropology</td>
<td>-2.0</td>
</tr>
<tr>
<td>B</td>
<td>Lecturer, Philosophy</td>
<td>-1.0</td>
</tr>
<tr>
<td>B</td>
<td>Lecturer, Linguistics</td>
<td>-1.0</td>
</tr>
<tr>
<td>C</td>
<td>Senior Lecturer, Ancient History &amp; Classical Languages</td>
<td>-2.0</td>
</tr>
<tr>
<td>C</td>
<td>Senior Lecturer, Philosophy</td>
<td>-3.0</td>
</tr>
<tr>
<td>D</td>
<td>Associate Professor, Film, Media &amp; Cultural Studies</td>
<td>-1.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>-11.0</strong></td>
</tr>
</tbody>
</table>

**Positions Added**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>POSITION</th>
<th>BUDGETED FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Lecturer, Human Services</td>
<td>1.5</td>
</tr>
<tr>
<td>B</td>
<td>Lecturer, Digital Humanities</td>
<td>1.0</td>
</tr>
<tr>
<td>B</td>
<td>Lecturer, Societies, Cultures &amp; Human Services</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Associate Professor, Sociology &amp; Anthropology</td>
<td>1.0</td>
</tr>
<tr>
<td>D</td>
<td>Associate Professor, Healthy Communities &amp; Social Futures</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6.5</strong></td>
</tr>
</tbody>
</table>
ATTACHMENT E: INDEX OF POSITION DESCRIPTIONS FOR SCHOOL OF HUMANITIES & SOCIAL SCIENCE

The list of Position Descriptions below includes new and recently advertised positions, as well as generic Position Descriptions for each Academic Level (A – E). For new academic staff appointments in areas not listed, new Position Descriptions will be created in line with the respective generic Position Description and any specific aspects such as disciplinary and professional qualifications will be taken into consideration.

- Lecturer, Level B – School of Humanities and Social Science
- Lecturer in Creative Writing, Level B – School of Humanities and Social Science
- Lecturer in Digital Humanities, Level B – School of Humanities and Social Science
- Lecturer in Human Services, Level B – School of Humanities and Social Science
- Lecturer in Social Work, Level B – School of Humanities and Social Science
- Lecturer in Societies, Cultures and Human Services, Level B – School of Humanities and Social Science
- Senior Lecturer, Level C – School of Humanities and Social Science
- Senior Lecturer in Criminology, Level C – School of Humanities and Social Science
- Senior Lecturer in Social Work, Level C – School of Humanities and Social Science
- Associate Professor, Level D – School of Humanities and Social Science
- Associate Professor in Healthy Communities and Social Futures, Level D – School of Humanities and Social Science
- Professor, Level E – School of Humanities and Social Science
- Head of School, Level E+ – School of Humanities and Social Science
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 Agreements, and the principles of sound management of workplace change. Copies of the 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 Consultative Committee(s) to comment on the process of consultation that has occurred and make recommendations

4. **Staffing the Structure**

**General Principles**

The general principles for staffing the structure are outlined on pp. 11 – 12 of the 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 Clause 22.1.2 (iii) of the Professional Staff Enterprise Agreement 2014 or Clause 18.1.3 (iii) of the Academic Staff Enterprise Agreement 2014 by electing to remain as a detached staff member for a period of up to 8 weeks for Professional Staff or 16 weeks for Academic Staff, commencing from the date of detachment.

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:

- Financial planning;
- Retraining;
- Relocation support;
- Resume preparation;
- Job search assistance;
- Small business planning; and
- Personal counselling.

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

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 in the achievement of the University’s objectives.

(v) Training and Development

Training will be provided within the scope of resources available and facilitated by:

(a) Performance Review and Development (PRD) process
(b) Implementation of the Proposal
Pre-Retirement Contracts 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.

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.

Secondment will be considered, however, opportunities may be limited and there must be an appropriate skill match.

Transfer and Relocation

Will be considered, however opportunities may be limited and there must be an appropriate skill match.

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:

Dylan Mitchell – Human Resources Business Partner  
Phone: 02 4913 8084  
Email: dylan.mitchell@newcastle.edu.au

Mark Kelly – Associate Director, Employee Relations and HR Business Partnering  
Phone: 02 4913 8030  
Email: mark.kelly@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 Human Resources Business Partner 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

Further information on UniSuper Services can be found at:


Alternatively staff can also contact David Pleasance, Remuneration and Benefits Manager, on 02 4921 5299 or via email at David.Pleasance@newcastle.edu.au.

Resume Writing, Exit Assistance

Please contact your Human Resources Business Partner.

Counselling Providers

Staff who require additional support to adjust to new circumstances or the prospect of new circumstances are encouraged to contact the following counselling providers:

The University’s Employee Assistance Program

From 1 August 2017 the University commenced with a new Employee Assistance Program (EAP) provider, AusPsych.

AusPsych – Phone: 02 4926 1688 or visit www.auspsych.com.au
To ensure continuity of support, staff that commenced a program of support with previous EAP provider Life Matters prior to 1 August 2017 can continue to access this provider for the full program sessions.

**Change, Grief and Loss Training**

Change, Grief and Loss Training has been scheduled for Tuesday 6th September. To register please contact Di Bunch, Health and Safety Advisor - Wellbeing on 4921 7721 or diane.bunch@newcastle.edu.au.

**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: 02 4921 6870
Lance Dale – Ph: 02 8066 6600
E-mail: newcastle@nteu.org.au

NTEU Academic Staff representatives:
Tom Griffiths – Ph: 02 4921 6784
Suzanne Ryan – Ph: 02 4921 8749

NTEU Professional Staff representatives:
Fran Munt – Ph: 02 4921 6563
David Rambaldi – Ph: 02 4921 5476