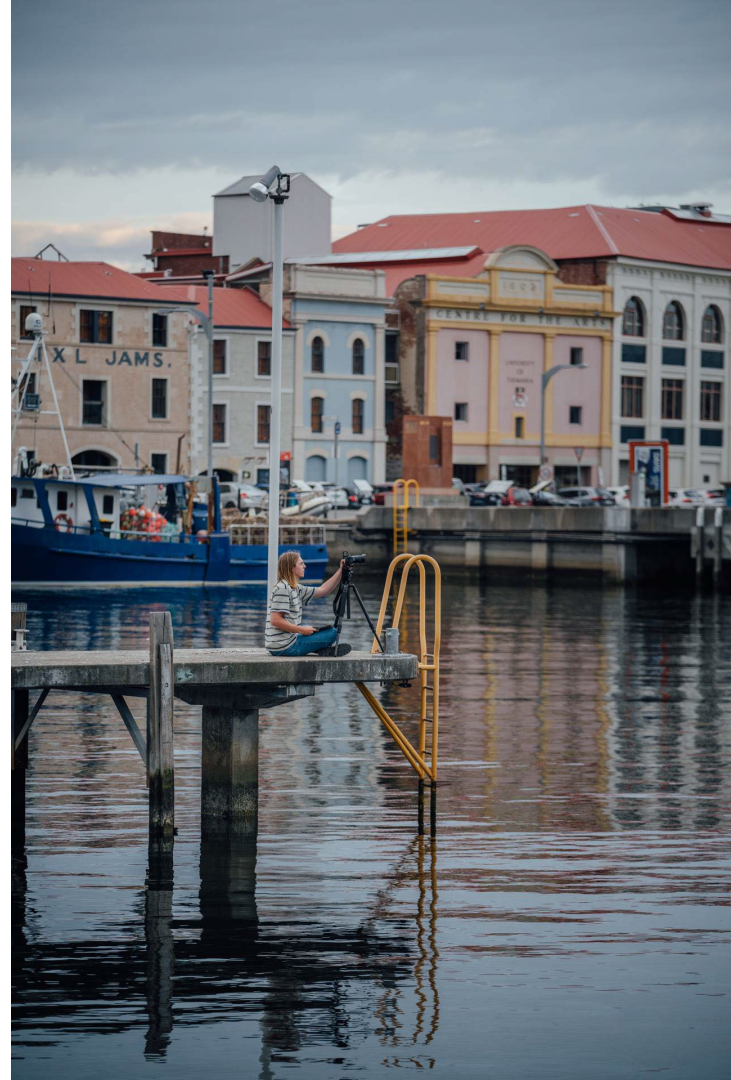


Arts & Society: Moving towards our future state

Change Proposal

May 2025



Arts & Society: Moving towards our future state

Context

Rationale for the Change

Proposed Changes

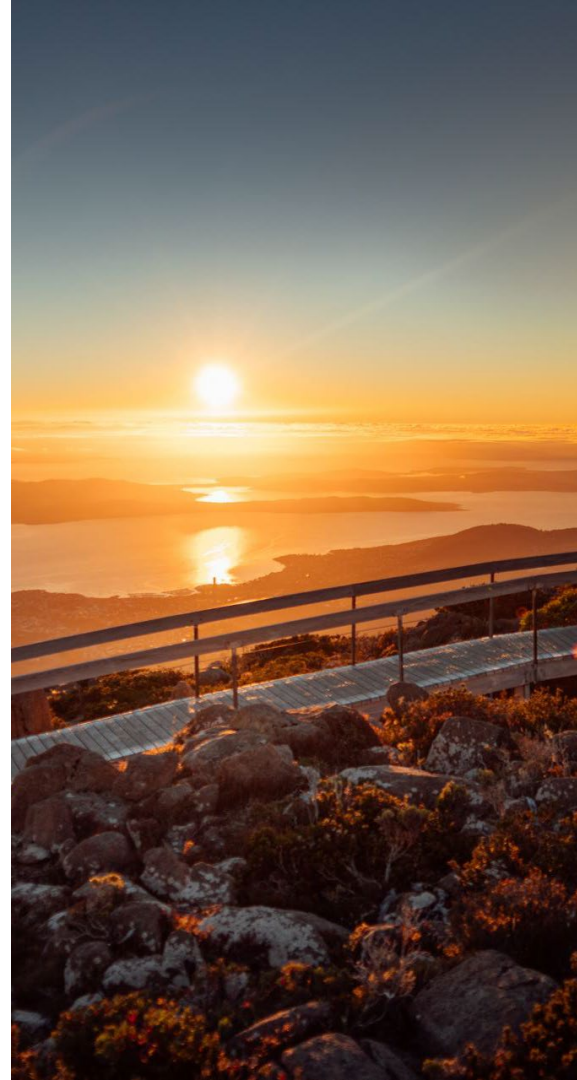
Consultation process and implementation

Support, feedback and questions

To lay stronger foundations for the future, we need to build on the strength of our disciplines *and* find new ways of organising and working.

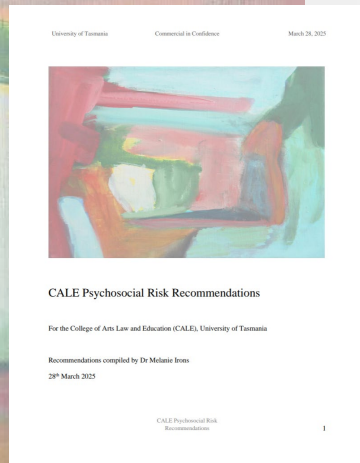
Why we're here:

- Following the 2024 CALE Change Proposal to devolve accountability to Schools and disciplines, we knew **more work was required to design the future state**.
- The distinctive knowledges and approaches of our disciplines are vital to our strategy for the intrinsic strengths they bring, but **must be better supported to contribute across teaching, research, and engagement**
- The sector is facing real financial challenges that we are also up against, that can only be overcome with bold changes to deliver **cost savings to strengthen our disciplines and Schools for the future**
- Underpinning all of this, there is a **deep need for cultural repair** across our Schools, which informs key aspects of this Proposal and the consultation plan. Dr Irons's conclusion that psychosocial risks are "systemic challenges that affect staff engagement, productivity, and overall workplace culture" (p. 4) encourages us to **prioritise the reorganisation of our academic units so we can begin to move forward**.



We need to make major changes to achieve financial sustainability, at the same time as **"ensuring that the University remains a place where people can do their best work, contribute meaningfully, and feel a sense of purpose in what they do"** (Melanie Irons, CALE Psychosocial Risk Recommendations, March 2025, p. 4).

- Dr Irons's conclusion that psychosocial risks are "systemic challenges that affect staff engagement, productivity, and overall workplace culture" (p. 4) encourages us to **prioritise the reorganisation of our academic units**.
- The report highlights leadership as the "cornerstone of cultural change". **Re-setting leadership roles, expectations, and structures is a necessary step** towards a "healthier, more engaged, and more sustainable workplace" (p. 5).
- "One of the most consistent issues raised [...] is workload and resourcing" (p.64). We **must take a systematic approach** to bring our work and our workforce into balance.



Our disciplines are vital to the success of the University's mission to make a difference for Tasmania and a distinctive contribution from Tasmania.

All Tasmanians deserve **a system for lifelong learning** that does not leave people behind, access to a thriving arts culture and industry, and opportunities to engage deeply and critically with the complexities of our history and our present on local and global scales.

- Tasmania must make a huge transition between now and 2050 to become a **sustainable, inclusive, prosperous, and stable society**. Our strategy places strong importance in providing offerings across the humanities, social sciences, music and creative arts for their **intrinsic value** and as an **expression of what as Tasmanian society we care about**.
- The **arts, humanities, social sciences, law, and education** are all essential to the University's role in the transitions our strategy outlines. While our roles are myriad, they find special focus in the **Tasmanian Stories** transition, which comes from our University's deep commitment to our place. Fundamental to this is grounding in Indigenous excellence and knowledges.





However, we need ambitious change to contribute effectively.

The **focus of this change Proposal on the *creative arts, humanities, and social sciences* captures the opportunities that we need for this type of change:**

- We need **compelling, distinctive, and competitive offerings** – including through deep connection with our community partners.
- In the context of declining student load, **strengthening the distinctiveness and attractiveness** of our core offerings including the Bachelor of Arts, Music, Fine Arts, Social Work, Policing and Emergency Management is critical.
- To help drive this change as we pursue our strategy, we acknowledge **our people need the time, space and investment in leadership** to think, explore ideas, and collaborate.

Our future model needs to be underpinned by four critical elements.



Effective leadership

The University is evolving the ways we work based on principles of subsidiarity and empowerment.

This evolution requires renewal of our model of leadership and management, recognising that one-size-fits-all will not work.



Sustainable workloads

The workload model across our Schools is not optimal for leaders or staff.

To ensure sustainable workloads with our limited resources we must remove work from the system. We must take a systematic approach to bring our workforce and our work into balance.



Distinctive and competitive offerings

Great student experiences and outcomes are our core purpose.

The evolved Academic System model requires us to reconsider how we can deliver on that purpose and ensure sustainable workloads and financial viability.



Impactful Research

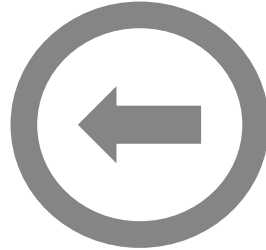
Programmatic and partnered research across the University is our focus, underpinned by research excellence.

We need to prioritise research areas that matter most for Tasmania, remaining true to our commitment to creative, discovery, and curiosity-driven research.



Effective Leadership: We need to change our approach to leadership and management, ensuring that all staff are supported by leadership that listens before acting, inspires excellence by cultivating shared purpose and recognising achievements, and lives the values of the University in everything they do.

To minimise



- Guarding of resources and opportunities, fostering a 'cycle of decline'.
- A tense environment, making people feel cautious or anxious to contribute.
- Top-down &/or abrupt directives, eroding engagement and trust.
- Weak channels for two-way communication, reducing staff agency and awareness.
- Too many layers of leadership, causing confusion and driving inefficiency.
- Decision-making too far from the impact, reducing ownership of strategy and outcomes.

To strive for

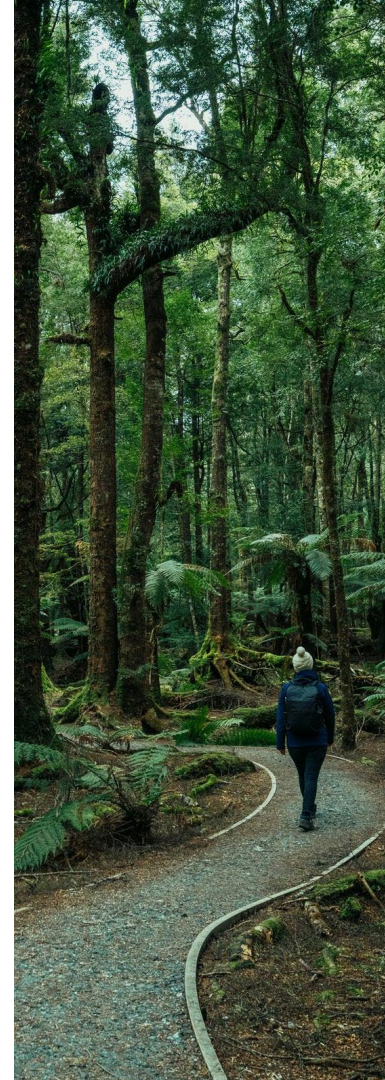


- Supporting people to pursue opportunities to their fullest, driving a 'cycle of attraction'.
- An environment where expectations and rewards inspire people to be their best.
- Embedded line management structures, enhancing teamwork, engagement and promoting trust.
- Leaders who ask, listen and explore to engage people in decision-making.
- Simple leadership structures, ensuring clear and robust accountability.
- Investing in leadership capability at all levels, collectively owning strategy with pride.



Sustainable Workloads: Workload issues are complex and will take collective effort to solve – we are at a point in time when system-level changes are required as a top priority.

- The current **workload approach is not optimal for leaders or staff**. The mismatch of the scale of our offerings with our staff profile also means that we haven't had **the flexibility to adapt and reinvest** in areas that need it.
- Recognition of this has prompted a **system-wide review of how our academic system manages our course offerings** – and a new course optimisation process that recognises we need to start with deep consideration of the purpose of courses and their components.
- The intention of this Change Proposal to empower individual academic units would integrate with the new Academic System, and **academic units will be accountable for workloads** and unit delivery.
- Ensuring workloads are transparent, fair and sustainable **requires a careful and open appreciation of what and how we teach** – the aim is to ease workload pressure, building capability and lifting capacity while keeping a focus on student experience and outcomes.





Distinctive and competitive offerings: We need to renew our curriculum design and delivery, to ensure we teach compelling and impactful offerings sustainably to deliver an excellent student experience.

- **Creating compelling offerings:** Our institutional course optimisation work is providing tools to help us align what we teach and how we teach it with our collective capacity and capabilities.
- **Working to scale:** Striving to deliver 53 courses and over 450 units with declining student load, at the same time as teaching in numerous courses beyond our Schools, is exacerbating workload issues and can compromise the student experience.
- **Partnering with community:** Our teaching needs to connect with **industry and community partners** in contemporary ways that make a difference for our students, requiring space and time for innovation and collaboration.
- **Making vibrant campuses:** As we look ahead to our **move into the Forestry building in the South and settle into Inveresk**, we need to increase collaboration internally and with our partners to enhance the student experience.





Impactful Research: Our ever-changing and complex research environment means we need to reimagine how and why we do research to support areas of excellence and to contribute to the Tasmanian transitions.

- It is **hard to imagine a moment in recent history when research in and involving the Humanities and Social Sciences, the Creative Arts, Education and Law mattered more.** The vision and ambition of the University Strategy requires our capabilities and attributes: conceptual acuity, aptitude for fierce critique, creative talent, alertness to systemic inequity, and the skills to navigate today's rapidly changing communication pathways.
- Our Schools are **key to addressing the four challenges selected by the University** as organising priorities – education, health, productivity, and climate. To play our part we need to: foster programmatic research across disciplines; unlock potential through continual researcher development; remove administrative barriers to innovation; and promote partnered research.
- **Moving to a model of subsidiarity** is intended to empower Schools to develop and pursue strategically aligned research agendas.





We know we need to make these fundamental changes if we are to move forward, and your input is key to getting this balance right.

Guiding principles for listening to and supporting our people through change:

- **People come first:** We want people to love their work and to thrive in meaningful careers, and for all members of our community to: recognise and benefit from our strong commitment to inclusion, diversity and equity; work within a culture of collaborative and trusted leadership; and benefit from a supportive environment that prioritises wellbeing.
- **We work best together:** We need to identify and activate shared collective energy and expertise, rather than focusing on what makes us different from each other.
- **Meaningful change happens with people:** This Proposal offers genuine options for the future and your input will shape our future state. This Proposal will challenge us in many ways, but we need your input to make the necessary changes to achieve real and lasting improvement.

Arts & Society: Moving towards our future state

Context

Rationale for the Change

Proposed Changes

Consultation process and implementation

Support, feedback and questions

This proposal invites your feedback on a new model for the future – which is around more than structures.

What you've told us the current state looks like:

Top-down decision making that suppresses thinking and capabilities, with structures that dilute shared purpose.

Inconsistent and unstable leadership, stifling continuous professional development for leaders and succession planning.

A **mismatch between workloads and capacity**, with a problematic workload model for staff and leaders, and too greater workload for our capacity

An **organisational structure that creates barriers** to innovation, collaboration, and ground-up influence and change.

A **tense and competitive environment** that protects budgets and perpetuates a need for growth.

Features of the future state we need to aim for:

An **empowered model** anchored in shared purpose and clear accountabilities that inspires people to bring their best thinking to work and supports sound decisions.

A leadership model that reflects our **deep confidence in the extraordinary capability and potential of our people** to influence and drive our strategy.

Workloads match the capacity we have to deliver sustainable, compelling and distinctive offerings

An **organisational structure that creates the stability and clarity** for people to think and act critically and creatively, focusing on what matters most.

A model built around **attracting talented people and supporting them to thrive**, promoting individual excellence and collective impact.

This moment presents us with a clear challenge to solve – in the face of declining student load, we need to make choices to secure a sustainable future.

The challenge this Proposal seeks to solve:



The **budget outlook** for **Creative Arts & Media, Humanities and Social Sciences** indicates that current staffing levels are not sustainable.



We know we need a **new systematic way of supporting meaningful and appropriate workloads** for our people, making sure we are balancing the right offerings with the capacity that we have.



Our **discipline structures** have not been supported by clarity about accountabilities, leadership development, and succession.



To work within a model of subsidiarity and empowerment, our Schools need to **focus on rebuilding compelling core offerings** in an environment of declining student load – and excelling involves bringing together the right capabilities and opportunities.

This Proposal has a clear scope of interrelated parts

School and discipline changes

Within **Humanities, Social Sciences** and **Creative Arts and Media**. As single discipline Schools, Education and Law are not the focus of this Proposal.

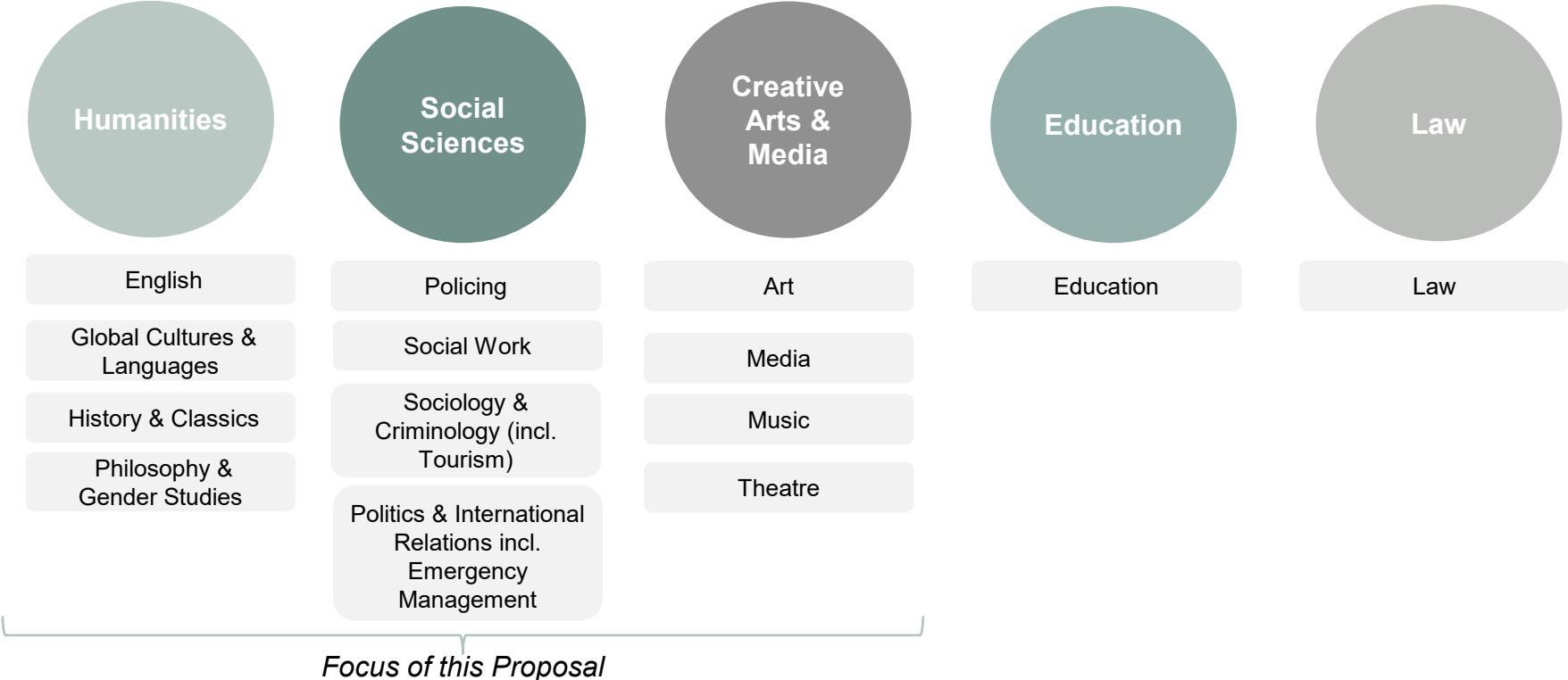
Academic reprofiling where we need to make decisions around course changes and the sustainability of our offerings and to right-size our disciplines

- Where program changes and student load reductions are directly tied to specific roles, **targeted redundancies** have been identified and proposed:
 - Policing
 - Tourism
 - Global Cultures & Languages
 - Philosophy & Gender Studies
- Where there is flexibility in how we reallocate and distribute workload, **a voluntary redundancy process** will be open to staff within those disciplines (as per clause 83 of our Staff Agreement):
 - Art
 - Theatre
 - History (excl. Family History and Classics)
 - Politics & International Relations



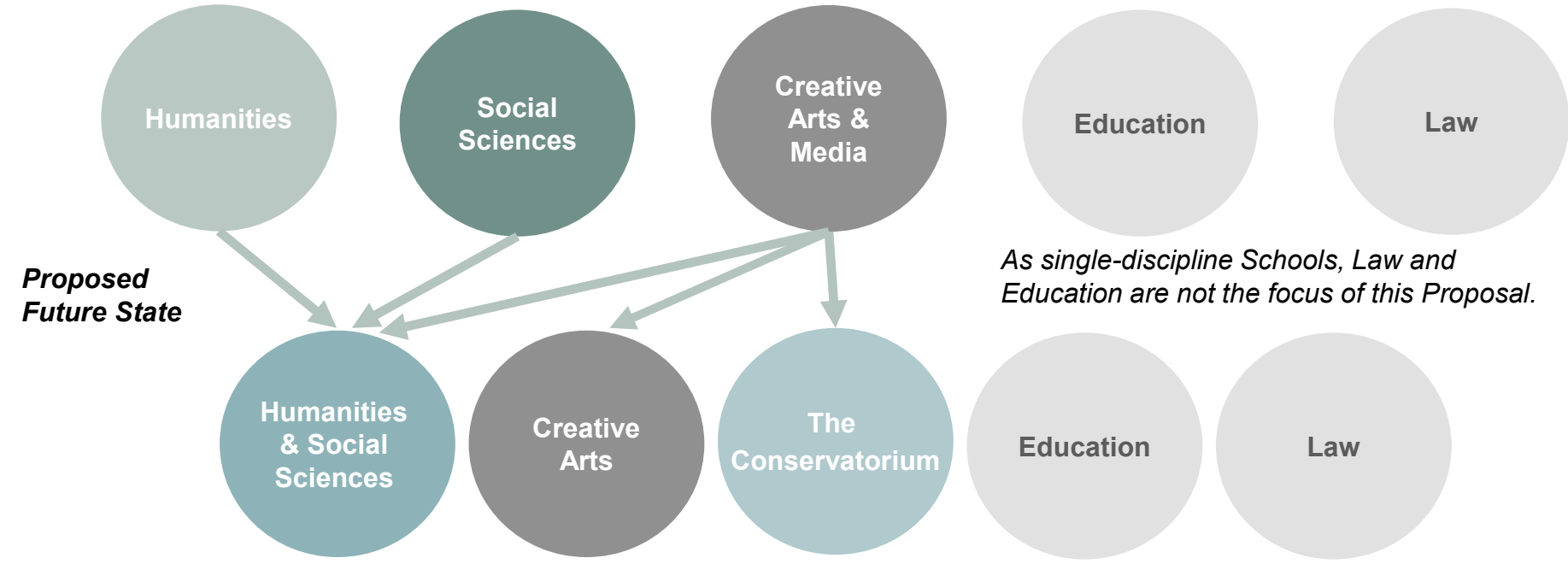
The first part of the focus of this Proposal is the reorganisation of our Schools and disciplines in Humanities, Social Sciences and Creative Arts & Media.

Current State



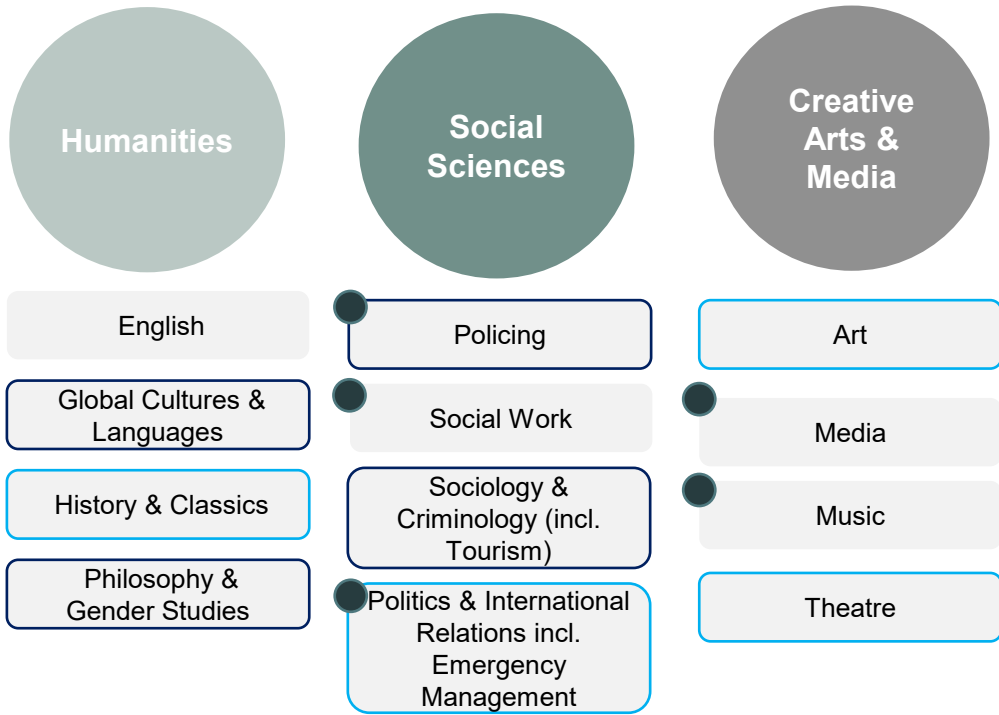
This Proposal includes the merging of Humanities and Social Sciences and the potential creation of Music as a standalone academic unit – resulting in a five-School proposed future state, with several options offered for your feedback.

Current State



What these Schools will look like is the result of more detailed proposed changes to our disciplines – as well as reprofiling decisions that we need to rebalance our capacity in the face of declining student load and the need to rebuild our competitive offerings.

Current State



Proposed changes:

- Proposed to move from current School structure
- Proposed changes based on need for academic reprofiling – through targeted voluntary redundancies
- Proposed targeted changes due to course/program changes

As we consider this Proposal, we want to hear your thoughts, suggestions and ideas – but we need to work within the following guardrails

To be affordable, have **no more than five disciplinary clusters within Humanities and Social Sciences.**

Have leadership structures with **manageable line management loads (5-10 direct reports for Heads of School, Heads of Discipline and Deputy Heads of Discipline where required)** representing best practice and meaningful development pathways.

Reduce our academic staffing profile by **~13 FTE**, to be right-sized for the future and aim for the financial agility to reinvest in the areas that we know we need to.

Build teams **around our curriculum**, including core courses and partnership teaching beyond our academic units to support budget planning and operational support.

Support staff **to work together** to deliver excellent learning experiences within each course nest. The borders of academic units and their sub-sections **must be open to collaboration** within and beyond their School in teaching and research.

Work within the **bounds of our staff agreement and legal obligations**, particularly as it relates to interpretations of scope of voluntary redundancies.



It's also important to be mindful of the assumptions guiding the assessments around individual impacts proposed

Assessments around each role **are based on the strategic need of the position** in light of the rationale presented, **not individuals** in those positions or performance.

A role may be proposed to be redundant where there is a **high level of change, for economical, technological or structural reasons** that result in the role being identified as no longer suitable to support the new model.

Whilst this Proposal requires some difficult decisions to be put forward, **we do need to acknowledge the value and capability that we have in the College**, and will work closely with individuals to support the potential opportunities for **redeployment**, ensuring there is a transition plan for critical work, and timing of departures is carefully considered.

As per any organisational change, **newly created positions** will be subject to formal evaluation and classification and appointed through a **meritorious recruitment process** which will commence once the consultation period has concluded, following confirmation of the final structure.



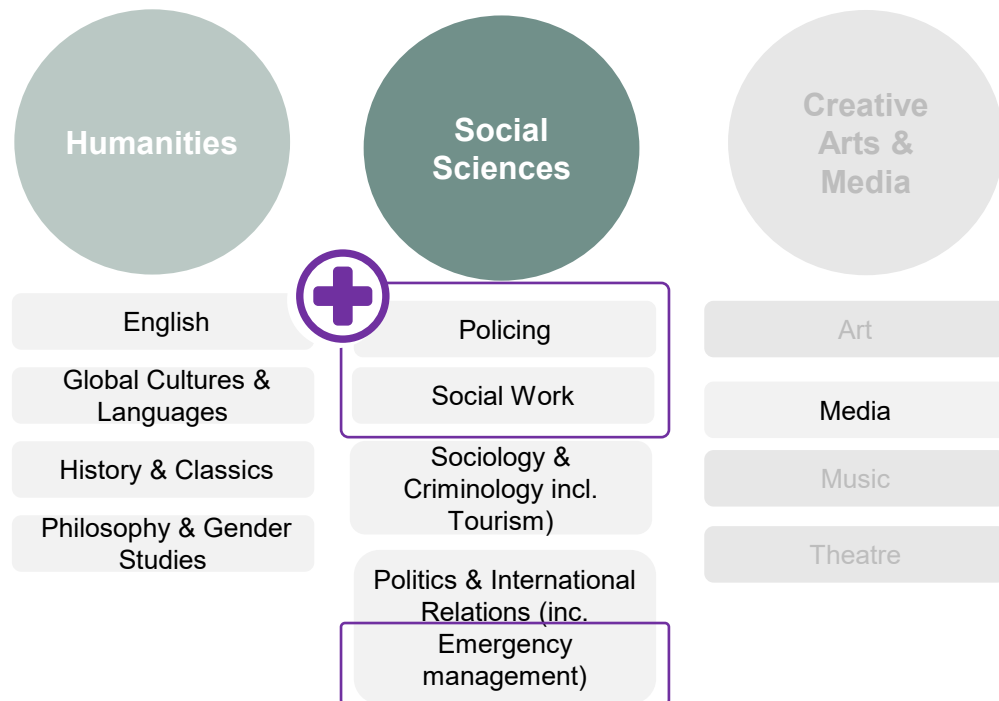
Humanities & Social Sciences

Change Proposal



This Proposal repositions Social Work, Policing and Emergency Management to Health.

Proposed Changes



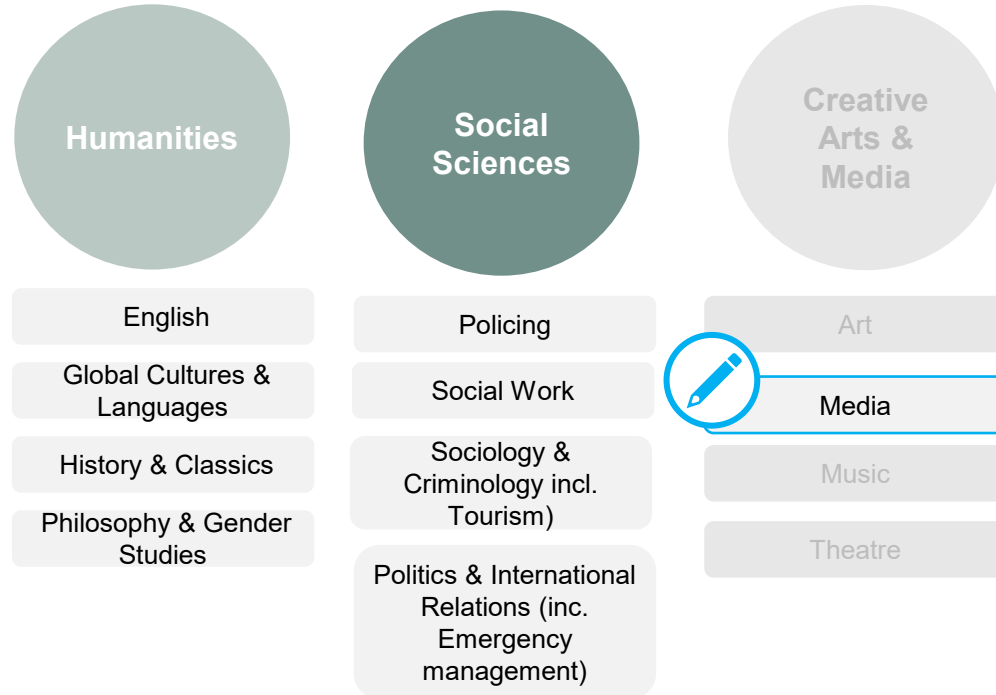
It is proposed to reposition **Social Work** to Health, alongside **Psychology**, with the Head of Social Work reporting to the DVC Health, and reposition **Police** and **Emergency Management** within **Paramedicine** to create a compelling nationally distinctive centre for first responders.

Benefits include:

- Strengthening **active collaborations**.
- Expanding and **strengthening shared partnerships with industry**, community, and government to achieve bold changes in relation to health and wellbeing and justice.
- Bringing **strengths in Indigenisation, decolonisation and sustainability**, to develop holistic responses and improve health outcomes for disadvantaged populations.
- In an era with severe skill and workforce shortages this closer alignment can support **innovative, interdisciplinary educational offerings** that address industry needs - creating something new together.

This Proposal locates Media in a new School of Humanities and Social Sciences.

Proposed Changes



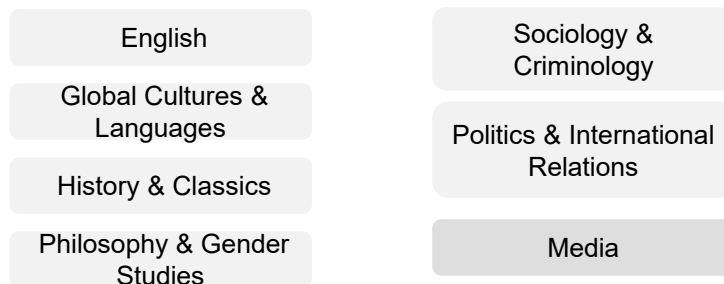
It is proposed to reposition Media with Humanities and Social Sciences to:

- Enable **benefits and efficiencies** in collaborative teaching of writing, content creation, and media production and analysis.
- Strengthen the identity of the **Media major** in the Bachelor of Arts through co-location with most other BA disciplines.
- Enhance opportunities to connect with **strategic research and engagement partnerships** (e.g. *Island* magazine)

We are therefore left with seven disciplines within Humanities and Social Sciences, that are proposed to be brought together under a single School.



Current disciplines in scope:

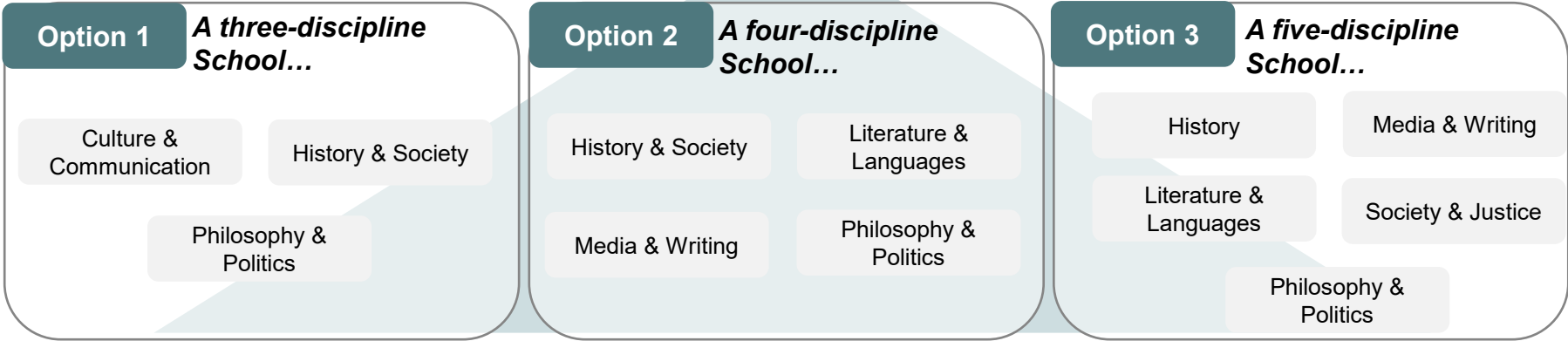


Rationale: The **Bachelor of Arts** is – and will remain – deeply important to our University, and we are committed to exceptional experiences and outcomes for our students and for the people who teach them. The BA is currently delivered primarily across two Schools, and we should reorganise ourselves around this core purpose whilst streamlining offerings. However, seven disciplines within the new School is not an optimal model from a leadership development perspective, nor would this lay the foundations for genuine renewal.

There are options for you to consider about how we organise ourselves under this structure.



Proposed models:



For Humanities and Social Sciences to be an engine that drives new ways of thinking and acting for the University and Tasmania, we need a simple but strong discipline architecture.

Option 1

*A three-discipline
School...*

Humanities
& Social
Sciences

History & Society

Criminology

History

Sociology

Culture & Communication

Classics

Creative Writing

English

Media

Philosophy & Politics

Languages

Philosophy

Politics

For Humanities and Social Sciences to be an engine that drives new ways of thinking and acting for the University and Tasmania, we need a simple but strong discipline architecture

Option 2

A four-discipline School...

Humanities
& Social
Sciences

During the development of this Proposal, this option was preferred for its balance of disciplinary distinctiveness and cross-disciplinary synergies.

History & Society

Literature & Languages

Media & Writing

Philosophy & Politics

History

Classics

Creative Writing

Philosophy

Criminology

English

Media

Politics

Sociology

Languages

For Humanities and Social Sciences to be an engine that drives new ways of thinking and acting for the University and Tasmania, we need a simple but strong discipline architecture

Option 3

A five-discipline School...

Humanities
& Social
Sciences

History

Literature & Languages

Society & Justice

Media & Writing

Philosophy & Politics

History

Classics

Criminology

Creative Writing

Philosophy

English

Sociology

Media

Politics

Languages

Proposed changes to academic offerings and workforce profile:

HUMANITIES

Discipline	Context & rationale for change	Proposed course change	Proposed role/people changes	Process
Global Cultures & Language	Language teaching across Australia at Universities is in steady, long-term and potentially permanent decline – which is not unique to Australia with the US and UK showing similar patterns. Our enrolments in the specific languages indicate that a simple School-leaver pipeline is not the solution. We need to focus on partnering with the education sector to design a sustainable integrated model for language teaching in Tasmania.	It is proposed to discontinue Indonesian and German, with a commitment to forging a new sustainable languages pathway with partners.	This would result in a reduction and redundancy of 3 current positions: <ul style="list-style-type: none"> • Senior Lecturer in German • Lecturer German • Senior Lecturer Indonesian 	Teach-out requirements achievable through cross-institutional enrolments, noting 30-50% students online, and supported cross-institutional enrolment already standard practice
Philosophy & Gender Studies	Long-term decline in Philosophy & Gender Studies load	It is proposed to discontinue Asian Philosophy units in the Philosophy major	This would result in a reduction and redundancy of 1 current position: <ul style="list-style-type: none"> • Senior Lecturer in Philosophy 	Units taught are not core to HPH major, does not initiate teach-out requirements.
History & Classics	With the exception of our Diploma of Family History, our History teaching profile is overstaffed and not appropriately balanced – and we need to correct this. We are looking to ensure the right balance and allocations of skills and capabilities to support our distinctive offerings.	It is proposed that we reduce one (up to 1 FTE) senior role (Level C and above) role from the history offering, excluding Family History positions.	Start with voluntary redundancy: We will start with seeking individual preferences from this cohort to exit the University (1.0 FTE estimated to be accepted). If insufficient VRs are received and accepted, a targeted redundancy process will apply.	As per clause 83 in our staff agreement, a voluntary redundancy will be open to History senior staff (Level C and above and excluding Family History).

Proposed changes to academic offerings and workforce profile:

SOCIAL SCIENCES

Discipline	Context & rationale for change	Proposed course change	Proposed role/people changes	Process
Policing & Emergency Management	End of contract with Victoria Police and renewal of agreement with Tasmania Police requires reconfiguration of teaching team for the program to remain financially viable and sustain the TasPol partnership.	n/a	Two roles are proposed as no longer required in the future state: <ul style="list-style-type: none"> • Professor Policing & Emergency Management • Associate Professor Police Studies & Emergency Management 	VicPol program currently in teachout, and related work to be worked through in consultation.
Politics & International Relations	International Relations and Politics and Public Policy are different majors within the Bachelor of Arts. However, contemporary politics is both local and global, and we need to rethink an attractive single politics discipline and offering.	Due to low student pipeline, we propose reducing unit numbers through the creation of a single consolidated major.	Start with Voluntary Redundancy: A voluntary redundancy process will be open to all Politics and International Relations staff (up to 1 FTE estimated to be accepted). If insufficient VRs are received and accepted, a targeted redundancy process will apply.	As per clause 83 in our staff agreement, a voluntary redundancy will be open to PIR staff.
Sociology & Criminology (Tourism)	A steep decline in student load in Tourism, Environmental and Cultural Heritage courses (GradCert, GradDip, Masters) necessitates course discontinuation.	Discontinuation of Tourism course nest.	Two roles are proposed as no longer required in the future state (2.0 FTE) <ul style="list-style-type: none"> • Professor Tourism & Society • Senior Lecturer Tourism & Society This would result in redundancy of these positions.	Teach-out requirements for current students in the three courses. Minimal HDR implications.

Creative Arts & Media

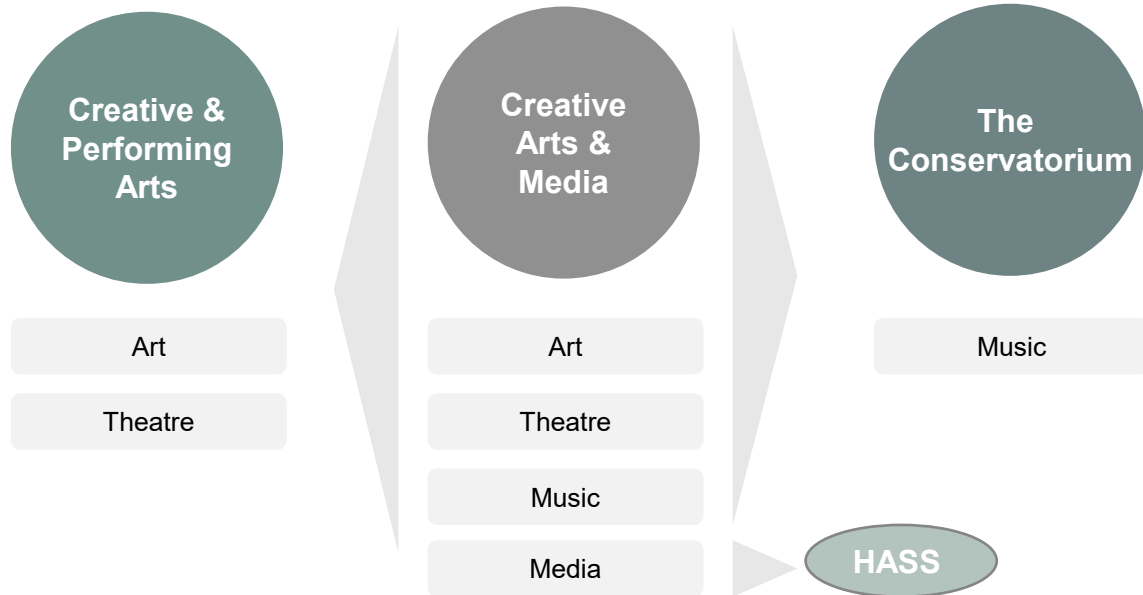
Change Proposal



The proposed future state for Creative Arts is two Schools, with Music separated to focus on activating the Hedberg in the South

Option 1

A two-School model

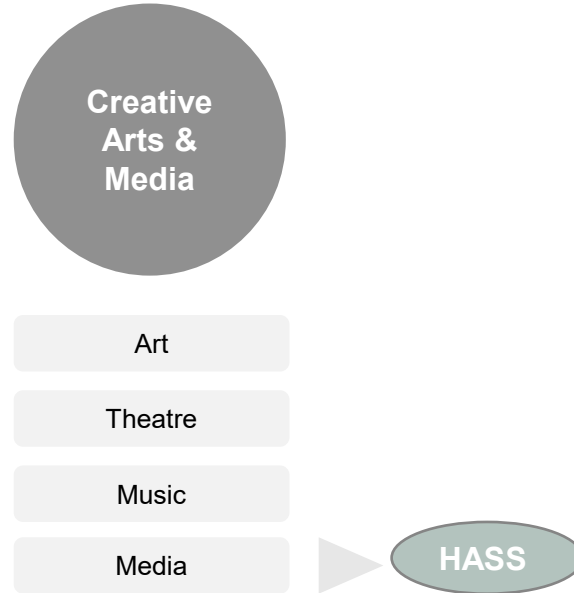


Rationale: A two-School model would allow these Schools to focus on their specialised curriculum and on building strong connections with their distinctive industry and community partners. It would also allow for dedicated focus on activating the Hedberg in the South, and rebuilding distinctive identity.

An alternative model is to keep a one-School model, and we seek your input on what the benefits of each model could be

Option 2

A single-School model



Rationale: An alternative approach is to keep a one-School model, and we seek your input on what the benefits of each model could be.

Proposed changes to academic offerings and workforce profile:

CREATIVE ARTS & MEDIA

Discipline	Context & rationale for change	Proposed role/people changes	Process
Art	Declining load (31% from 2019 to 2024) indicates Art (14.6FTE) requires reprofiling.	Start with Voluntary Redundancy: A voluntary redundancy process will be open to all Art staff (up to 1-3 FTE estimated to be accepted). If insufficient VRs are received and accepted, a targeted redundancy process will apply.	As per clause 83 in our staff agreement, a voluntary redundancy will be open to Art staff.
Theatre	Consistently low student load (42 forecast EFTSL in 2024) indicates Theatre (3 FTE) requires reprofiling.	Start with Voluntary Redundancy: A voluntary redundancy process will be open to all Theatre staff (up to 1 FTE estimated to be accepted). If insufficient VRs are received and accepted, a targeted redundancy process will apply.	As per clause 83 in our staff agreement, a voluntary redundancy will be open to Theatre staff.

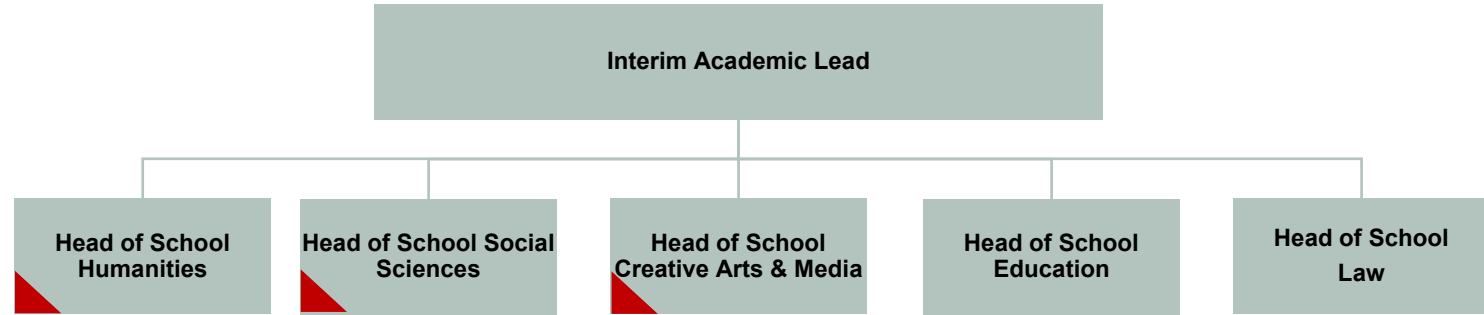
Leadership and professional support

Change Proposal



An interim lead role has been in place since the College Office changes in late 2024, to lead this transition period, representing the College on the University Executive Team and carrying the responsibilities and delegations of the Executive Dean and Associate Dean Research Performance.

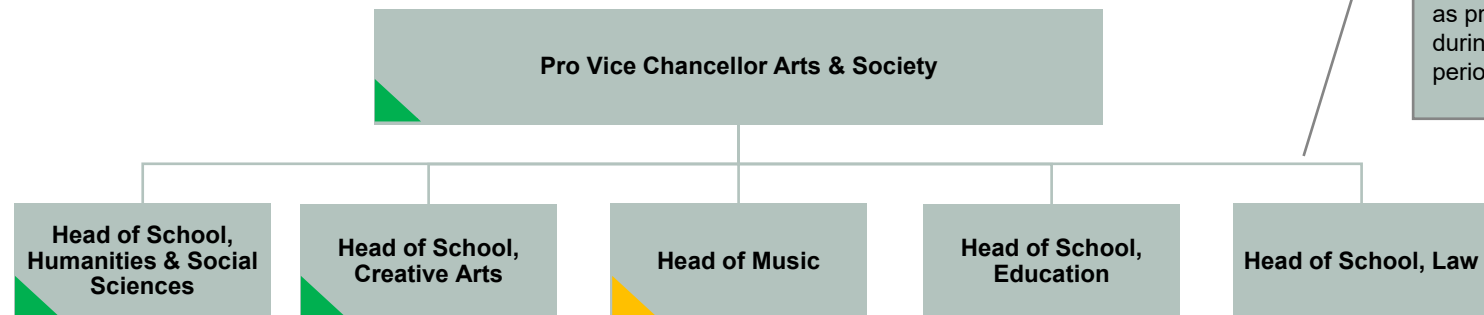
Current State (interim)





Impacted role due to level of change required

In the proposed future model, a senior leadership role remains in place, with a focus on strategic leadership including research leadership, representing the Schools on the University Executive, and supporting effective leadership culture across and within the newly formed and existing Schools.

Proposed Changes



-  Repositioned role
-  New role

Rationale: Due to the scope of change for the Head of School Humanities and Social Sciences and the Head of School Creative Arts and our commitment to leadership renewal, these will be new roles that will be recruited for. The existing Head of Discipline, Music will report directly to the PVC Arts & Society. Overarching leadership will continue through an ongoing role **Pro Vice-Chancellor Arts & Society** which is proposed to be formally established and recruited for, following the outcomes of this change process.

As part of this process, we must reimagine our leadership model to lay stronger foundations for the future.

The CALE Psychosocial Risk Recommendations report highlights leadership as the "cornerstone of cultural change". Re-setting leadership roles, expectations, and structures is a necessary step towards a "healthier, more engaged, and more sustainable workplace" (p. 5)

- The Proposal includes **newly established Head of School roles and impacts to Heads of Discipline**. Depending on the outcomes of consultation, new or significantly changed leadership positions will be recruited through a competitive process.
- We need manageable **reporting structures (5-10 direct reports for Heads of School, Heads of Discipline and Deputy Heads of Discipline where required)** representing best practice and meaningful development pathways.
- Leadership positions need to be holistic, **with a focus on people leadership and leading the health of the workplace**, rather than focusing only on teaching or research.



We will need to realign our professional support model based on the preferred School structures that emerge though this consultation period

Professional support model principles:

Creates a **sense of belonging, value and wellbeing** for our professional staff

Built around the **scale and type of support required**, yet is adaptable

Ensures **meaningful, reasonable and equitable workloads** with clear reporting lines and accountabilities, with appropriate spans of control (5-10 direct reports)


Nurtures and encourages strong relationships and proximity to Schools to strengthen knowledge and expertise, whilst capturing the benefits of sharing and leveraging capability and capacity in a networked way


Ensures our **professional structures** in each School provide the right supportive development pathways, career progression and succession

There will be no proposed staffing reductions or voluntary redundancies open to professional staff as part of this process

We want to explore options for how we could realign our professional teams in line with these principles, noting the details will depend on where the school structures land

Your early feedback around potential options will help us progress this work:

- 
- **College Services** could remain a fully shared service model

- 
- **Alternatively, we could have a distributed model**, for example **all HEO 5 and above** – located within School structures, building local knowledge and expertise either reporting to Team Leaders or Business Managers. **All HEO4** staff located within College Services would provide general support across all Schools to allow for appropriate flexibility and coverage, particularly for smaller Schools.

Once we gather initial feedback on the above and the right School structures that emerge through early consultation, we will develop and share a proposed professional support model for further testing and feedback

Arts & Society: Moving towards our future state

Context

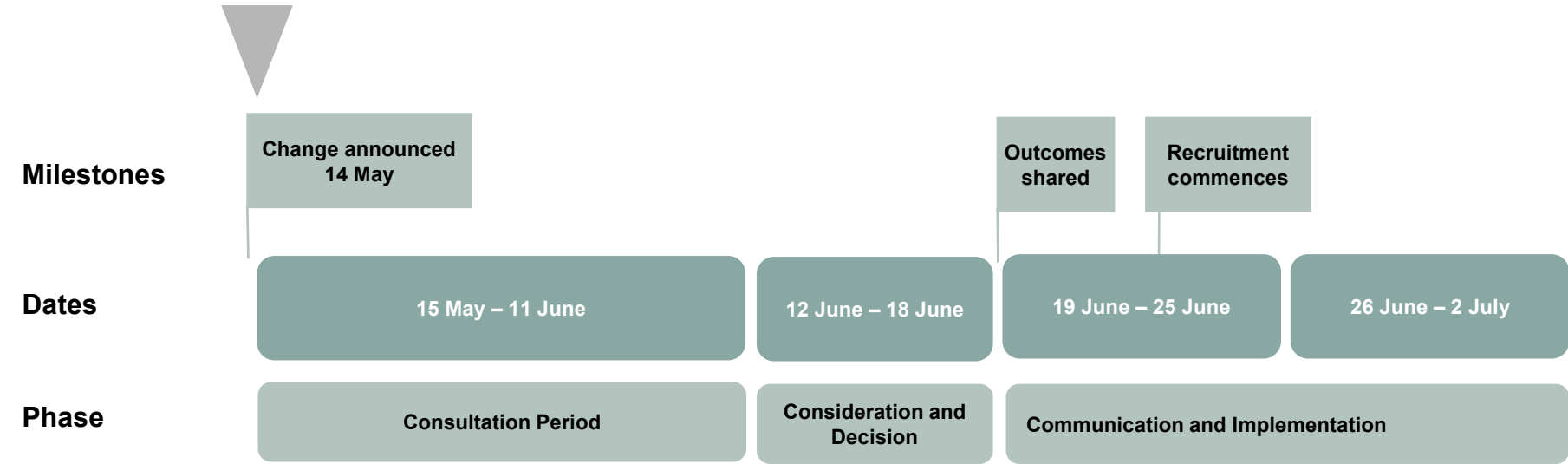
Rationale for the Change

Proposed Changes

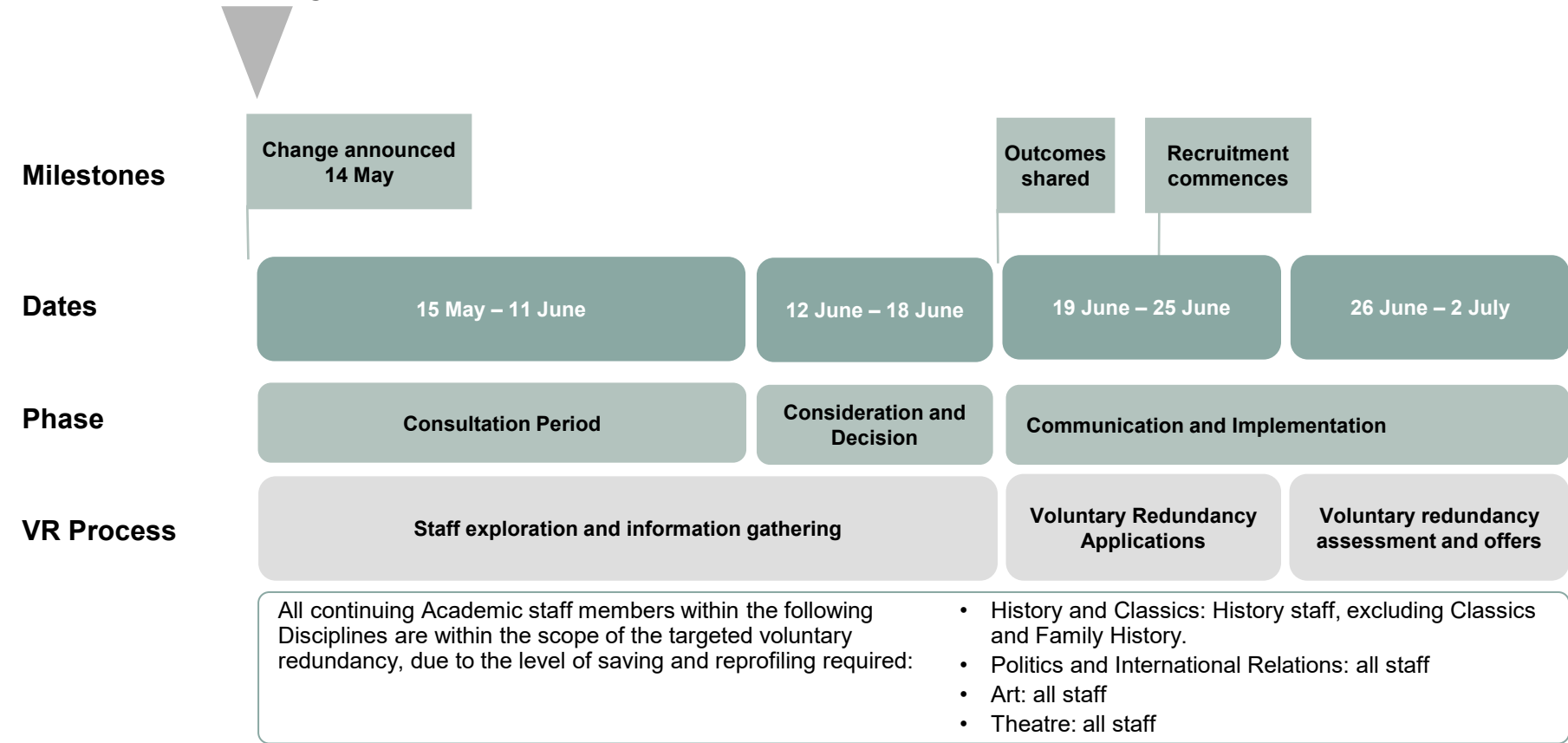
Consultation process and implementation

Support, feedback and questions

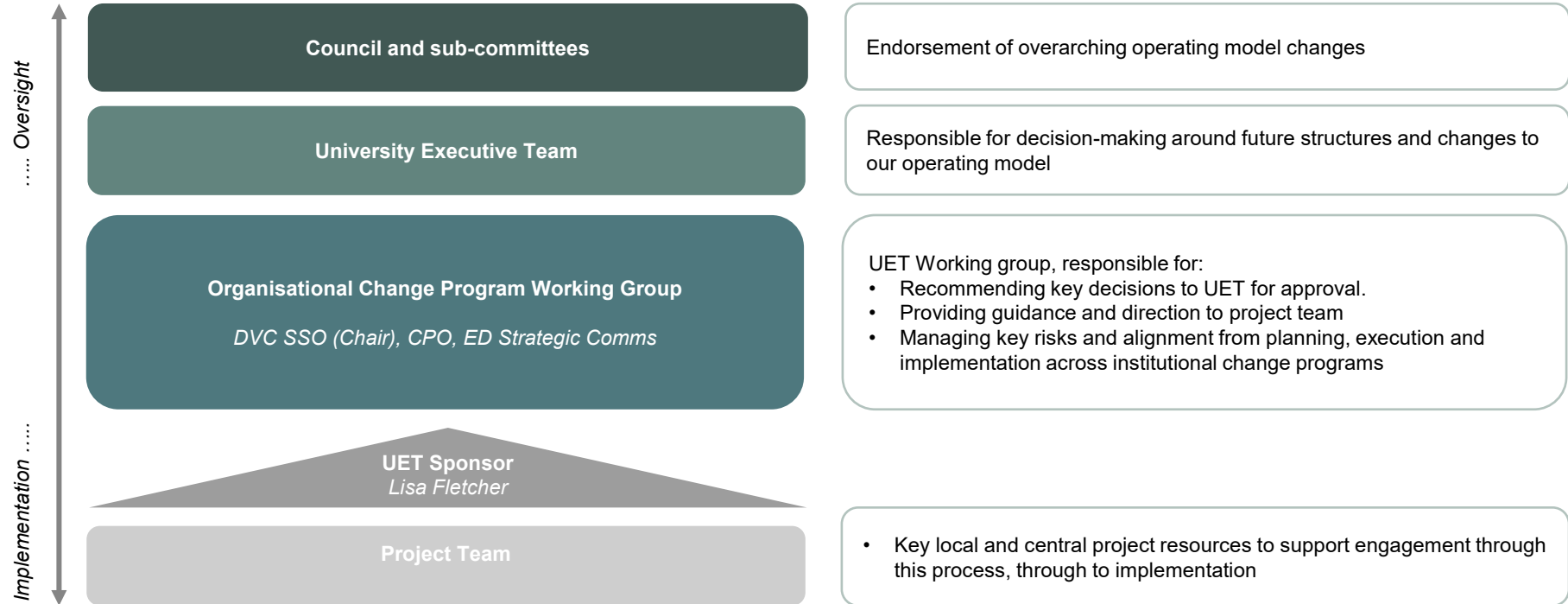
We have planned for a four-week consultation period with time in June to work through implementation



Applications for voluntary redundancy will open after the consultation period to ensure that staff are able to make informed decisions about whether to apply



The guardrails of this program have been set by University Council and the University Executive Team.



We encourage you to share feedback on the proposed changes – what you support, what you would change and why

The full detailed change Proposal can be found on the [intranet page](#) for your consideration, and we need to hear your feedback:

What do you like about the Proposal?

What could we change?

What else could we consider?

All feedback received will be held confidentially, only able to be viewed by the project team and will be synthesized in a way that protects anonymity and is respectful of diverse views.

We intend to create as many opportunities as we can to listen to feedback and relay back to you what we've heard in a safe and inclusive way

Design workshops	We will be facilitating dedicated opt-in workshops for input into the future state model, to explore the proposed models and alternatives that we may also want to consider. Outcomes will be fed back through the consultation process.
Feedback through your teams and Leaders	We encourage you to share and explore ideas with your team, and you are welcome to compile a team submission. The project team are available to help facilitate this conversation and capture your feedback directly.
Information Sessions	There will be information sessions for all staff, during which we commit to sharing updates around the feedback that is being received.
Open Door Sessions	Given the positive uptake of this through the first half of the year, you're welcome to book an open-door session with Lisa to discuss the proposed changes.
Intranet site & feedback	A dedicated <u>intranet page</u> will host all information about the change being proposed, including a feedback survey.
Email	Email submission can also be made directly to <u>Interim.Academic.Lead@utas.edu.au</u>

A dedicated project team will be providing support through this period, ensuring that we engage in an open and transparent way. All sessions you can attend will be made available for booking via the intranet.

Where savings are required due to reduced student load but there is flexibility in how we reallocate and distribute workload, a voluntary redundancy process will be open to those staff within each discipline

Continuing/ Ongoing Staff

Continuing Academic staff members within the following Disciplines are within the scope for voluntary redundancy:

- History and Classics: History staff, excluding Classics and Family History.
- Politics and International Relations: all staff
- Art: all staff
- Theatre: all staff

Fixed term staff

Fixed term staff members are not in scope for voluntary redundancy. Fixed term staff members who may wish to inquire about concluding their contract early should engage with their Manager or the People and Wellbeing team.

Externally Funded (RT) Staff

This change Proposal only impacts roles principally funded from the University's operating funds. Externally (RT) funded roles are out of scope of the targeted voluntary redundancies.

There are no broad voluntary redundancy programs associated with this change program

For those in scope for a Voluntary Redundancy, the below process, criteria and timeframe will apply

Process

- In-scope staff will be able to formally apply for a voluntary redundancy.
- Applications will be via a Service Now form.
- All applications will be assessed against the below criteria, and by a review panel consisting of the Director Business Partnering (People and Wellbeing) and Interim Academic Lead Arts & Society. If required, other leaders or stakeholders may be asked to provide input to support the assessment.
- If more applications are received than voluntary redundancies required, the below criteria will be used to determine which applications are accepted.
- If there are less applications for VR than required, we will move to a targeted approach to determine redundant positions and that will be based on the same criteria. If this occurs, further information will be provided to each of the impacted Disciplines following the VR application process closing.
- Staff will receive written notification of the outcome of their application.
- Where an application is approved, the employee will receive a formal offer of voluntary redundancy.

Criteria

Where assessment of a voluntary redundancy application is undertaken, the following criteria will be applied:

- Ensuring remaining roles and FTE can sustain core activities and academic outcomes for the Discipline.
- Avoiding a disproportionate loss of critical experience, capabilities, or diversity within the team, and support a sustainable workforce structure.
- Minimising negative impacts on HDR student supervision and coursework student learning continuity.
- Evaluating the staff member's recent performance outcomes, across teaching, research, and administration and community engagement as appropriate to the position.
- Calculating contribution to the savings required.

Timeframe

Voluntary redundancy applications will open for 1 week immediately following communication of the decision. Further information will be provided during the consultation period to support staff who may be interested.

Arts & Society: Moving towards our future state

Context

Rationale for the Change

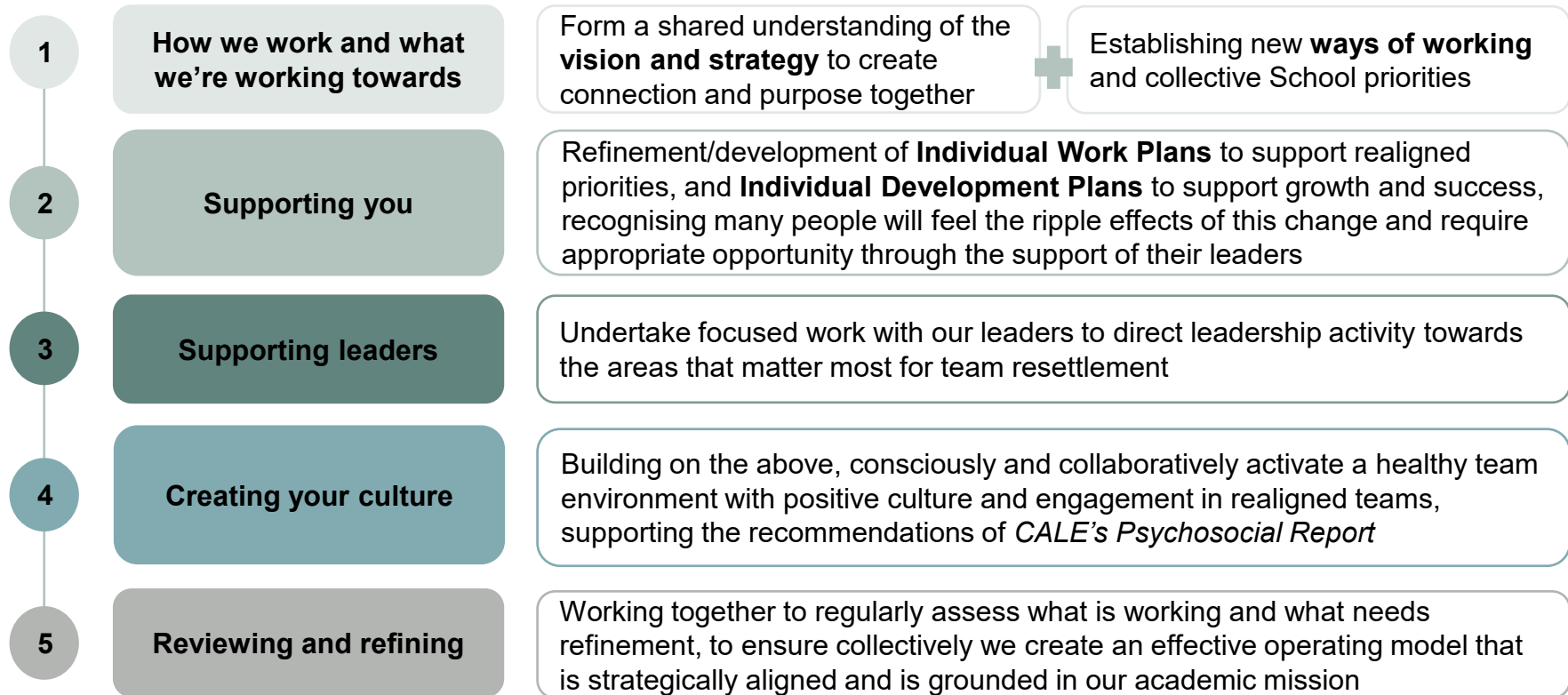
Proposed Changes

Consultation process

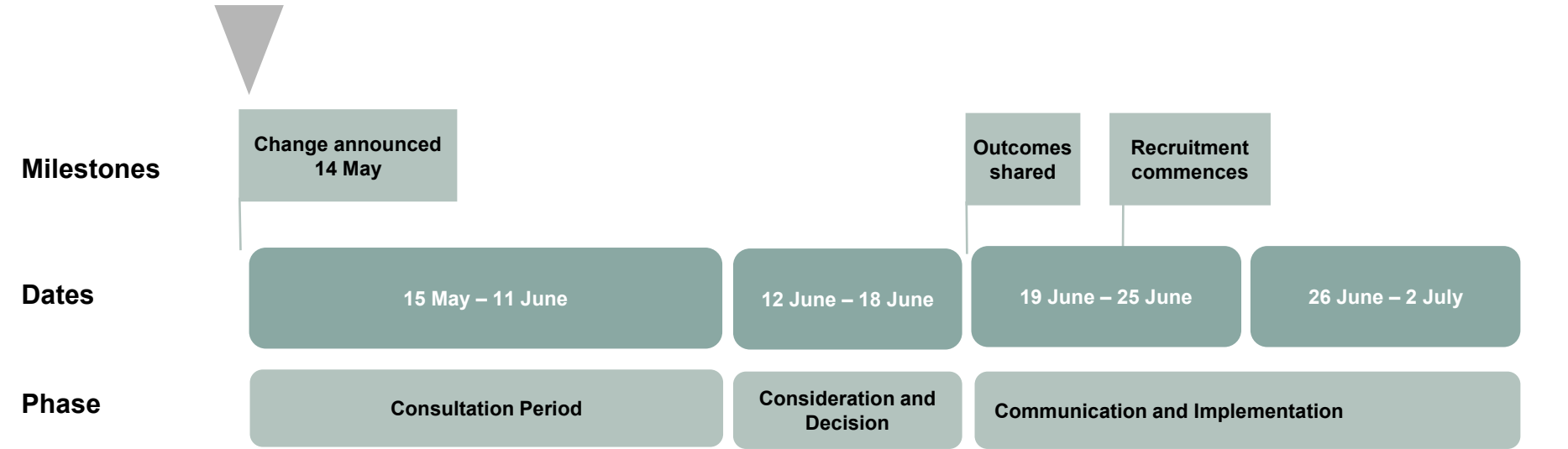
Proposed Implementation

The key priority in implementation is supporting our people through this change – of which our leaders will be accountable.

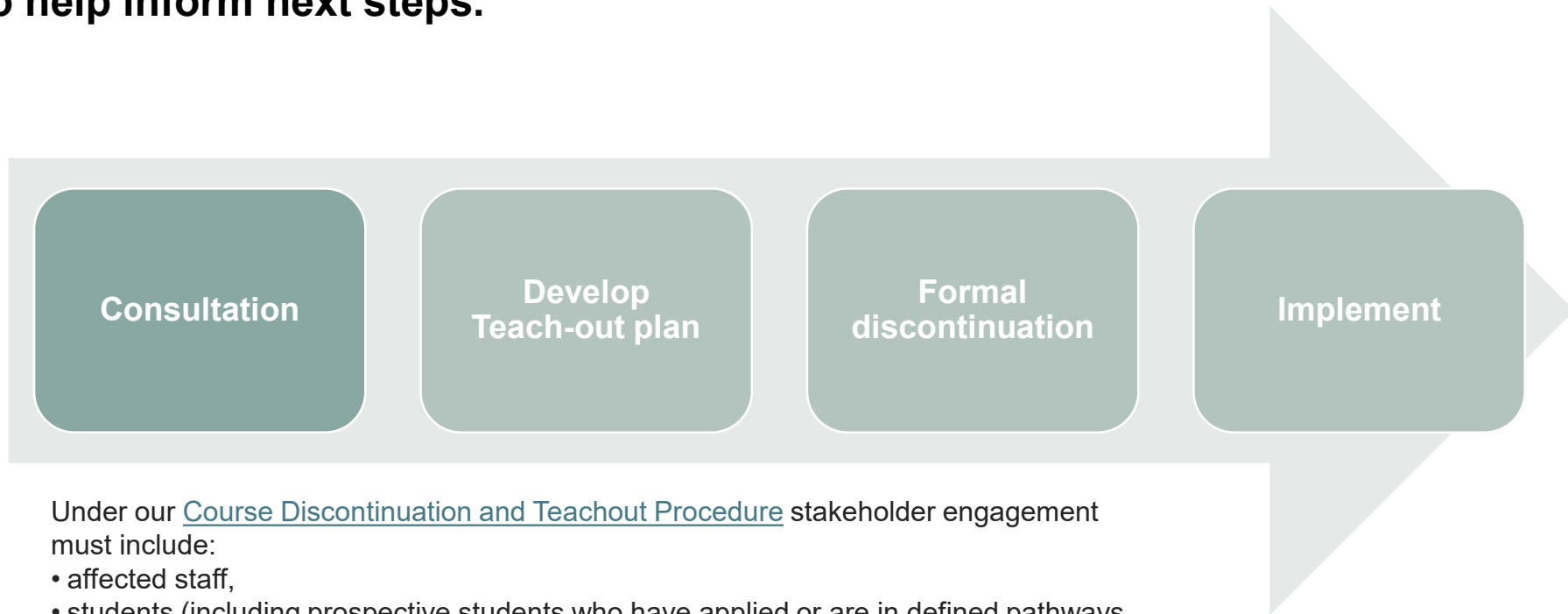
Embedding and adapting ways of working:



As of 1 July, we will be moving towards implementation of this future state



We will follow our standard course discontinuation and teach-out procedure for the course changes proposed, using the consultation from this change to help inform next steps.



Under our [Course Discontinuation and Teachout Procedure](#) stakeholder engagement must include:

- affected staff,
- students (including prospective students who have applied or are in defined pathways to the relevant course),
- other academic units where there are teaching/cross-listing implications, and
- relevant external parties.

Arts & Society: Moving towards our future state

Context

Rationale for the Change

Proposed Changes

Consultation process and implementation

Support, feedback and questions

People manage through periods of change in different ways, and while we've put in place channels for support, we also encourage you to seek support outside of this process.

Your Leader

Speak openly with your people leader on how you are travelling, how best to manage your work during this period, and what additional support you may want or need.

You may also wish to raise questions and feedback regarding the Proposal through your Leader.

Your School

Support each other – change is easier when we look out for one another. Keep connected, share challenges and check in with one another.

If workload adjustments or collaboration will help, discuss how to navigate this time as a team.

Your Colleagues

Others are experiencing similar change, and sharing experiences can help. Reach out to trusted colleagues to talk things through.

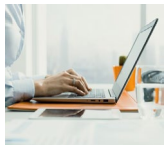
Whether in formal networks or informal conversations, connection and support from peers can make a big difference.

A psychosocial risk assessment has been developed to identify and evaluate factors associated with organisational change that may cause psychological harm. The assessment is available via [the intranet page](#). We encourage you to review and share your feedback with us as part of consultation. The assessment will be updated as we move through this process.

Our EAP provider Converge, Psychology Clinic and Mental Health First Aid Officers are available to all staff.

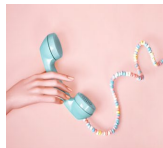
Employee Assistance Program

Reach out to our EAP provider to book an appointment today:



Online Booking

Use code: **UNIVHDGY**



Call - 1300 344 134



Converge App

Join with the University's
unique code: **UNIVHDGY**



More information www.utas.edu.au/eap

University Psychology Clinic

Staff can also access the [University Psychology Clinic](#) for counselling and support.

Mental Health First Aid Officers

We have [Mental Health First Aid Officers](#) in every region.





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Thank you