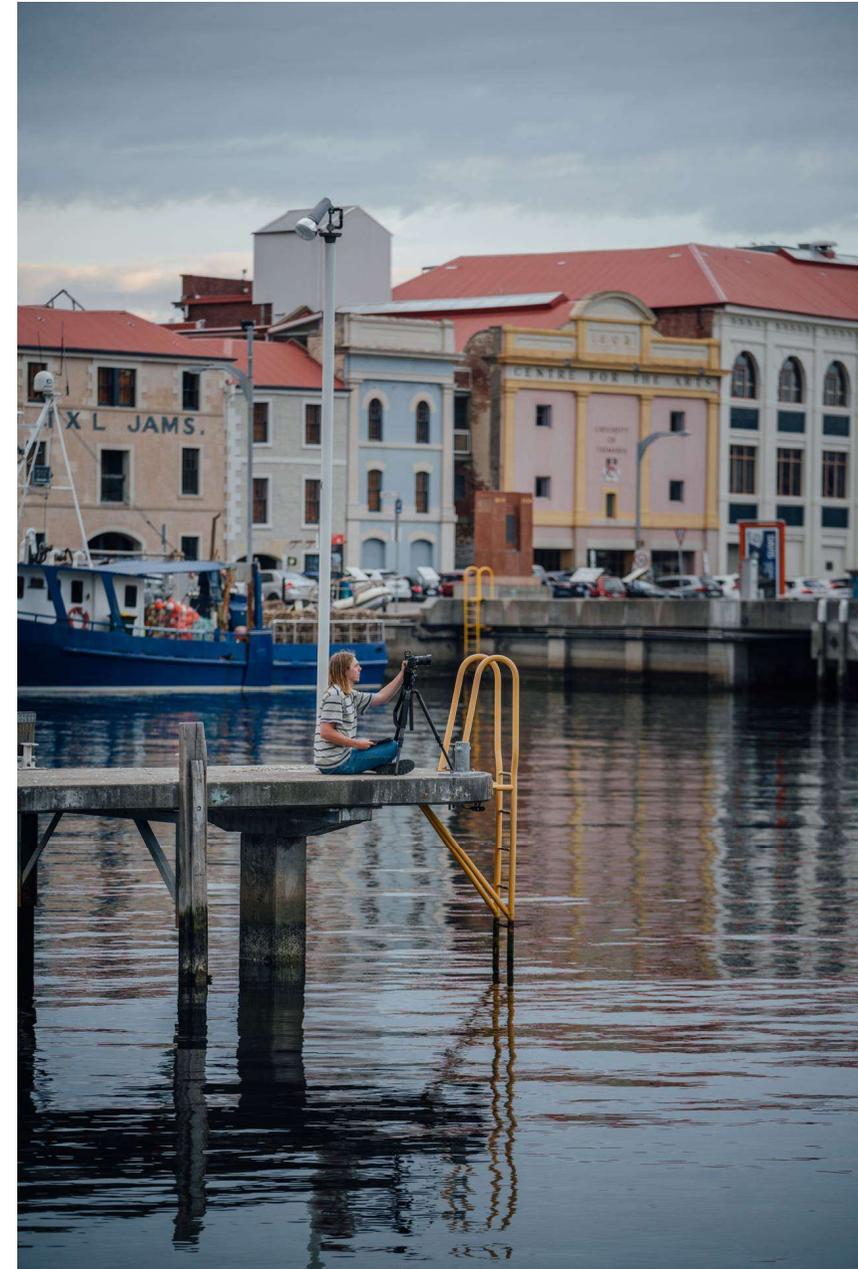




# Arts & Society: Moving towards our future state

**Change Proposal Outcomes**

July 2025



## Arts & Society: Moving towards our future state

Why we're here

Feedback themes from consultation

Final structures and organisational changes

Implementation & next steps

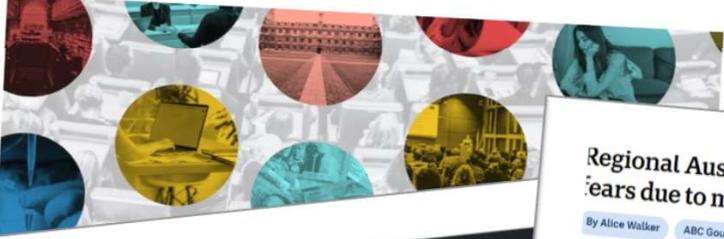
# Australian universities face an uncertain future due to Accord reforms, the end of the HECG guarantee, visa changes, and falling enrolments

## Australian Universities Accord report recommends sweeping changes to tertiary education

By political reporter Claudia Long, national education and parenting reporter Conor Duffy and Shalailah Medhora

Universities

Sun 25 Feb 2024



Be careful what you wish for, Australian universities told

Advocate more judiciously, sector representatives urged, as they...

February 26, 2025

SBS News

News in Depth

A perfect funding storm looms for Au

07:37

## Regional Australian universities flag international student fears due to migration changes

By Alice Walker ABC Goulburn Murray Education

28 Jun



# THE AUSTRALIAN

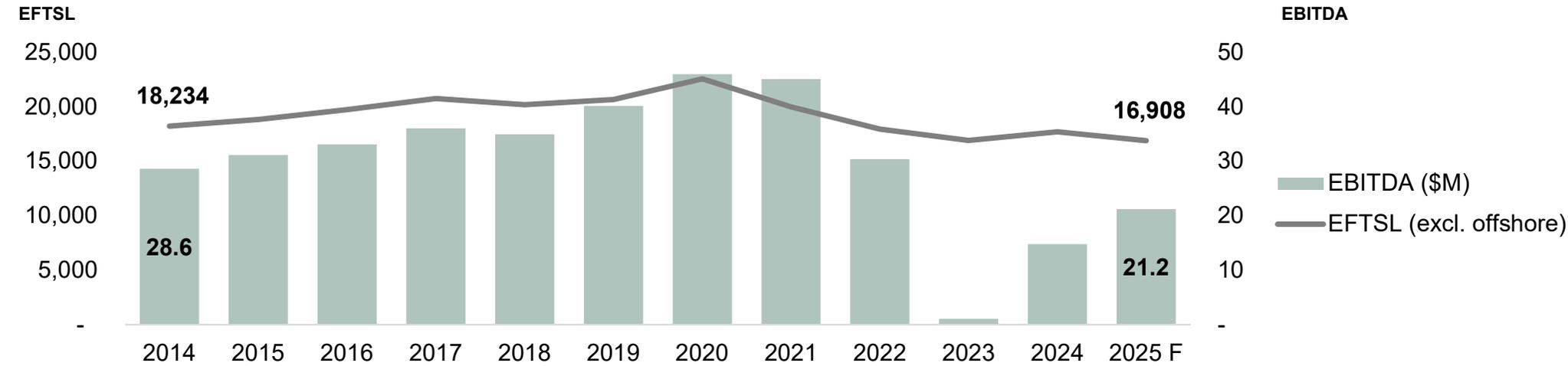
NATION WORLD BUSINESS HEALTH COMMENTARY SPORT ARTS VIDEO

## Foreign student cuts 'will cost the taxpayers', says universities chief

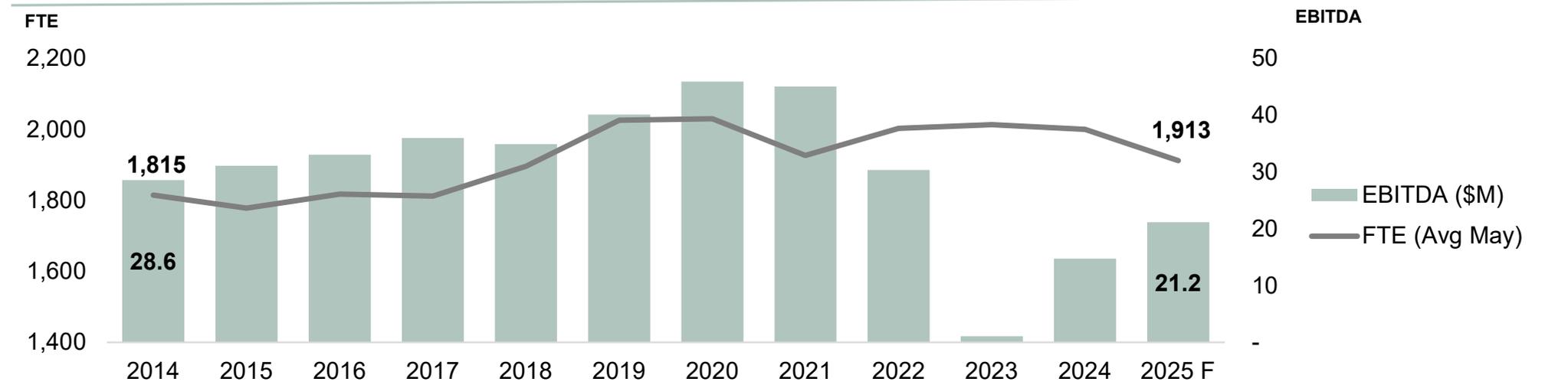
Carolyn Egan

# It is very clear we are no longer in a growth era

EFTSL (excl. offshore) and EBITDA (\$M)



FTE (Con/FT) and EBITDA (\$M)



## Each area of the organisation has been adapting to these sector challenges, evolving with their local context and within the guardrails of an empowered academic unit model

In early 2023, there was a significant consolidation of professional leadership portfolios between the **Chief Operating Officer Division, Future Students** and **People and Wellbeing** that delivered a more streamlined and efficient leadership model. *~23 FTE / \$8m annual savings*

In 2024 the **College of Business and Economics** was disestablished and three standalone academic units were established, focused on their distinct purposes. *~10 FTE / \$3m*

In early 2025, The **College of Sciences and Engineering** evolved their College Office model as did **College of Health and Medicine**, to suit their own context and budget parameters, and academic units were engaged around the level of leadership and support required as a collection of academic units *~8 FTE / \$1.4m*

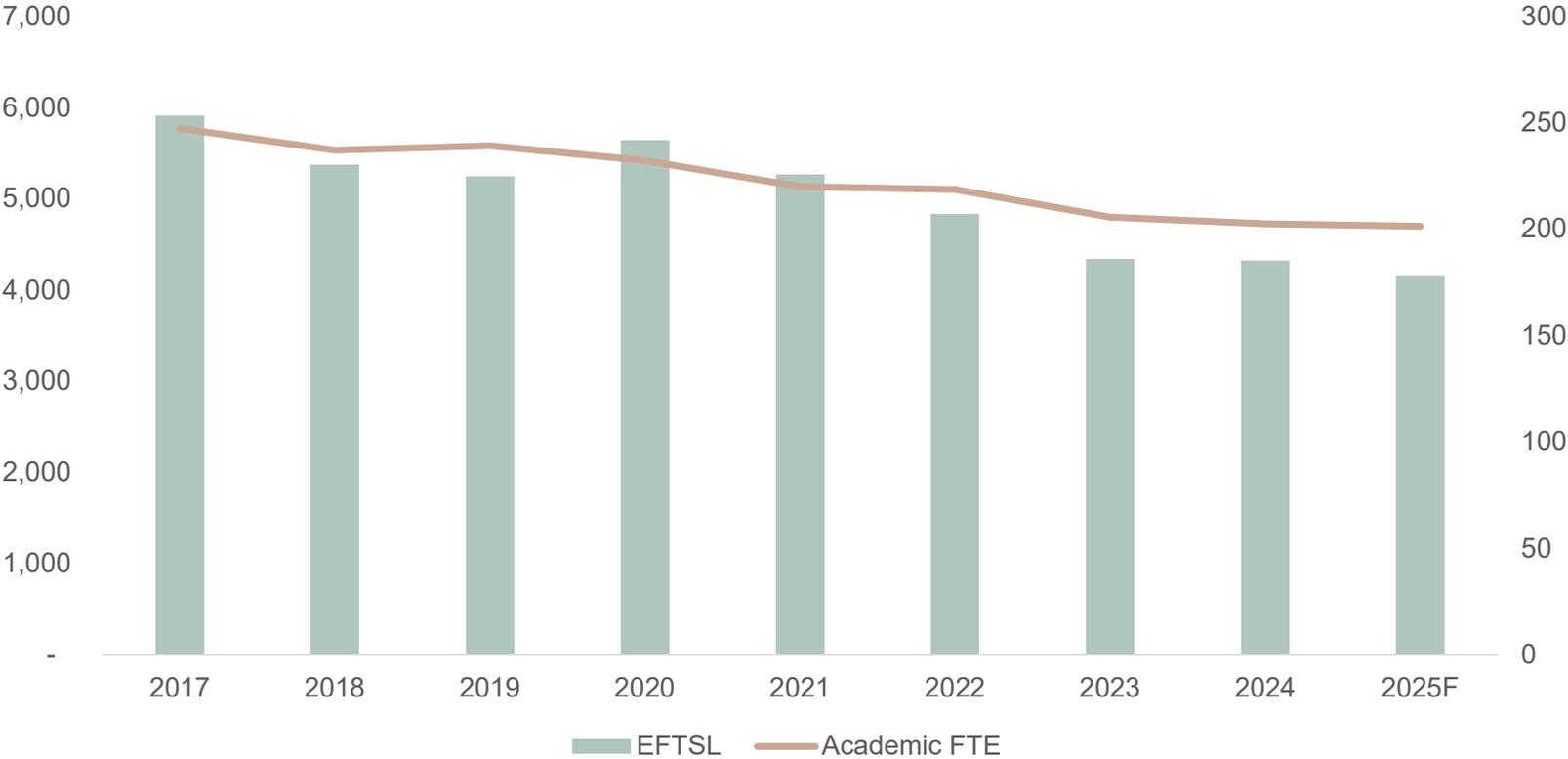
Within the **Academic Division**, a proposal around a new Learning & Teaching portfolio and leadership model was launched to ensure the Division has the right functions and processes for the new academic system, with a strong focus on **performance optimisation** and supporting **academic capability** *~21 FTE / ~\$3.2m*

In May 2025, the reorganisation of CALE schools as was committed to in late 2024, which included proposed reprofiling of some disciplines. *~13 FTE / \$3.5m*



**Student numbers have experienced a steady decline over recent years and while some hard work has been done in this context, there remains a gap that hasn't been resolved**

**CALE– EFTSL and Academic FTE trend**



- Student load has declined by 30%, whereas FTE have declined by 19%, meaning our EFTSL to Academic Ratio has gone from 23.9 to 20.6
- The changes proposed target savings of around 13 FTE, from a total current staffing cohort of 240 FTE

# The focus of this change proposal and seeking feedback was around reorganising our structures so we can undertake the deep, strategic and cultural work required to rebuild our future



## 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.



**Thank you for everyone who took the time, space and effort to contribute and engage with this feedback process.**

Feedback from this process has not only informed decision making; it will also inform the scope and priorities of the implementation and change management plans for each new School.

## Over the 5-week consultation period, we received a significant volume of feedback

<b>Feedback form submissions</b>	105	<b>Open Door Sessions/ Participants</b>	29 sessions 59 participants
<b>Feedback form submissions - anonymous</b>	57	<b>Info session 1 Attendees</b>	~140
<b>Additional email submissions</b>	109	<b>Info session 2 Attendees</b>	~110
<b>Student / alumni feedback</b>	57	<b>Info session 3 Attendees</b>	~89
<b>Feedback within Health</b>	18	<b>Design workshops Attendees</b>	~65
		<b>Health session 1 Attendees</b>	~68
		<b>Health session 2 Attendees</b>	~41

*A summary of the feedback themes including examples will be available in the full pack on the staff intranet*

**Feedback highlighted the tension between recognition of the need to rebuild a sustainable model for the Arts & Society schools to thrive, and the challenging environment that change processes like this can create.**

*Overarching themes*

**There is strong shared belief in the transformative power of Arts & Society, and desire for a better future**

**Change is challenging, confronting, and disruptive.**

**Some people felt that the consultation window wasn't sufficient to draw out all the solutions required, and there is more to do**

# There was a significant amount of feedback around the reorganisation of Humanities and Social Sciences

## *Feedback themes*

General support for the **merger of Humanities and Social Sciences**, and varied feedback and questions around the program model internally, and the right configurations to allow for disciplinary identity and integrity, collaboration, development pathways and management loads.

**There was general support for the movement of Policing, Emergency Management and Social Work to Health** – but also some concerns that this threatens the strong foundations of Policing and Social Work in the Social Sciences.

The move of **Media** is keenly anticipated by HASS disciplines, recognising exciting opportunities for collaboration. The value of a continuing connection with practice-based disciplines in CAM is also recognised. Maintaining media production studios in Hunter St is considered very important.

Staff felt strongly that **disciplinary identity and nomenclature** are important in program structures, and various alternatives were put forward.

Some staff were concerned about the strategic implications of discontinuations in **Philosophy, Languages and Tourism**.



# A preferred two-school model emerged from the feedback for Creative Arts & Media, with important implementation considerations

## *Feedback themes*

There is very strong support for establishing a separate **Conservatorium of Music**, with questions and suggestions about how best to activate the Hedberg and the future leadership model for Music. Simultaneously, there are some concerns about the risks to **shared infrastructure and pedagogy, and collegiality**, of fragmenting Creative Arts & Media.

Staff from CAM, Humanities and Social Sciences were all supportive of having **Media** within their school. Some noted that a move into a School of Humanities and Social Sciences would need to ensure interdisciplinary and inter-school collaborative relationships would still be maintained, and access to facilities and technical support would not be diminished. There was strong support to retain the production studio in Hunter St no matter the model.

There was a strong case made that the **Theatre** discipline should not be reduced and keen enthusiasm for the activation of the Dechaineux Theatre in Hunter St to be a southern home for lively student, community and industry engagement.

The fundamental importance of **expert technical and professional support** for all creative and practice-based disciplines was widely acknowledged. There was consensus that there is a need for careful planning through transition around how the model should work in future.

Rebuilding these schools need to be underpinned by a **strong sense of internal and external identity, campus vibrancy, and distinctive offerings**



# Staff want to make sure this change leads to effective governance, leadership, and management for cultural renewal.

## *Feedback themes*

There was strong support for the opportunity to **refresh and bolster leadership and accountability** to lead the way through cultural repair and provide staff with engaged, appropriately skilled line management with a sensible manager-to-direct-report ratio.

A desire for **professional development, opportunities for career progression, strengthening a communicative and collaborative workplace culture, and nurturing our wellbeing** to be in focus for renewal and reflected in the new leadership model was clear. There was also recognition that renewal requires collective effort from us all.

There was strong feedback that the **recruitment of PVC and HoS roles** should be undertaken competitively and advertised externally, some also encouraging staff input into recruitment decision making. People also sought clarity on the purpose, scope and agency of the **PVC role** and how it would be supported.

Questions and concerns were raised about **business continuity** and **interim arrangements** during transition. Staff noted the range of **intersecting change initiatives** (Course Optimisation, Course Reviews and Amendments, Academic Systems, Workload Model) that add to the complexity of scope and pace for transitioning to new arrangements.



# Professional structures and services are highly valued and important to get right.

## *Feedback themes*

There is general feedback that **professional support is already stretched** and the impact of the VRs in the last few months have put pressure on continuity and stability.

There is support for **designing a professional model** that reflects workload, scale, and complexity. Working this through across Arts & Society is important – not just within the three schools in scope. Balancing proximity with the needs of a contemporary networked campus will be an important factor in this design, and this isn't necessarily reflected in the proposal to the extent required.

To get this model right, many people feel they need to **see how the academic structures land**, with careful consideration around specific roles and teams.



## The feedback received also allowed us to make several changes to this process, to support more ways for people to engage

- Facilitated a HASS-focussed design session around options for the merged school and program structures, which helped to progress and inform the model in the revised proposal
- Established an anonymous feedback channel
- Extended the consultation period for 1 week and further extension for the review and decision period



## **Understandably, a strong sense of care and concern for impacted individuals came through, and concerns around personal and workload impacts**

This continues to be an unsettling time for many, particularly for those who will be leaving the University– and we want to acknowledge the impact this has had on our colleagues.

Further outcomes around individual movements will be communicated at the local level, alongside the VR process.



**Due to the conversations and engagement with internal stakeholders and external partners, we've been able to make some adjustments to the changes proposed for certain roles/disciplines**

- **A six-month period** to give us time to work with our partners to try and build a sustainable model for the future for the **Indonesian program**
- **A combined Art & Theatre VR program** (rather than separate), acknowledging the future state brings these staff together



**Our future state will merge Humanities and Social Sciences and create a Conservatorium of Music as a standalone academic unit, resulting in a five-School model for Arts & Society.**

*Current State*



*Future State*



*As single-discipline Schools, Law and Education were not the focus of this Proposal.*

**Due to feedback received and workshops, a four-program model was included in the revised proposal for further feedback.**

*Revised proposal:*

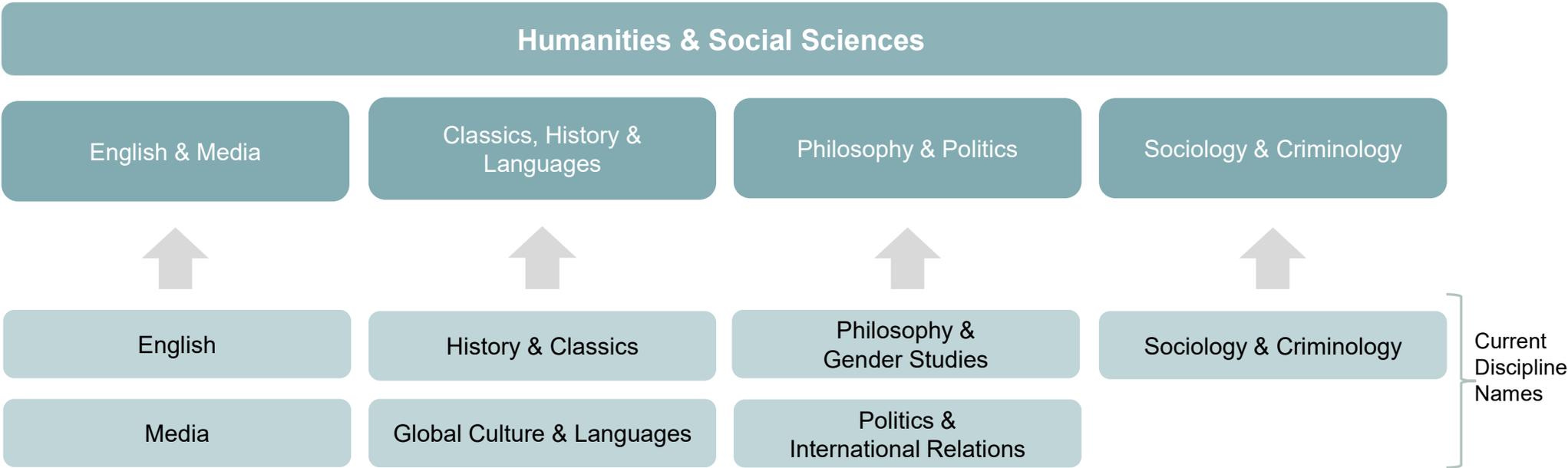


We've heard this model:

- Builds on **existing strengths** of strong relationships while creating **new opportunities**.
- Balances the need for clear identity and disciplinary preferences, whilst achieving **optimal size and a critical mass and effective line management structures**, allowing for nuances in how programs wish to organise themselves.
- Has a **distinct strategic focus** for each program, enabling targeted leadership development and **provides more natural career progression** from discipline leadership to program leadership to School leadership.
- Reflects the **subsidiarity principle** - decisions made at appropriate level within programs .

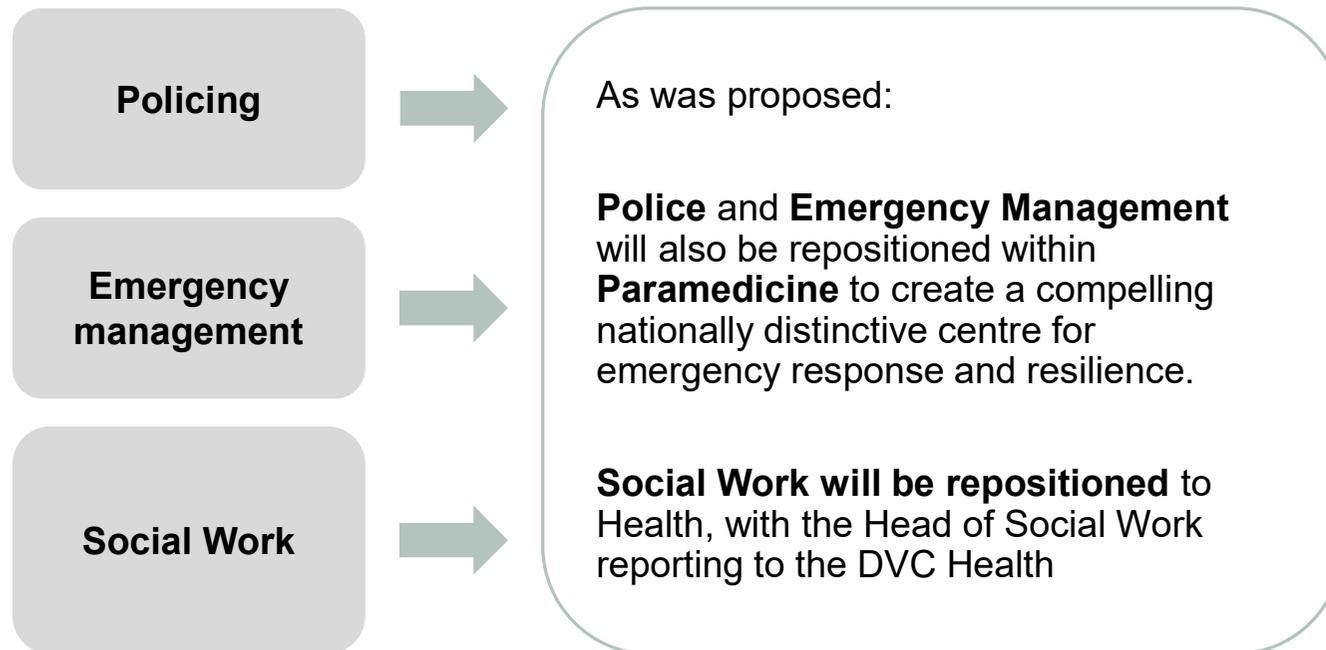
# Humanities and Social Sciences will merge into one school with four programs, with Media joining the English program

## *Final structures*



# Policing & Emergency Management and Social Work will join Health

*Final outcomes:*

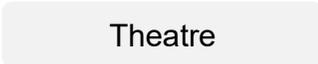


*Discussions with colleagues in Health will now continue to establish what the right operating model might be, including professional support.*

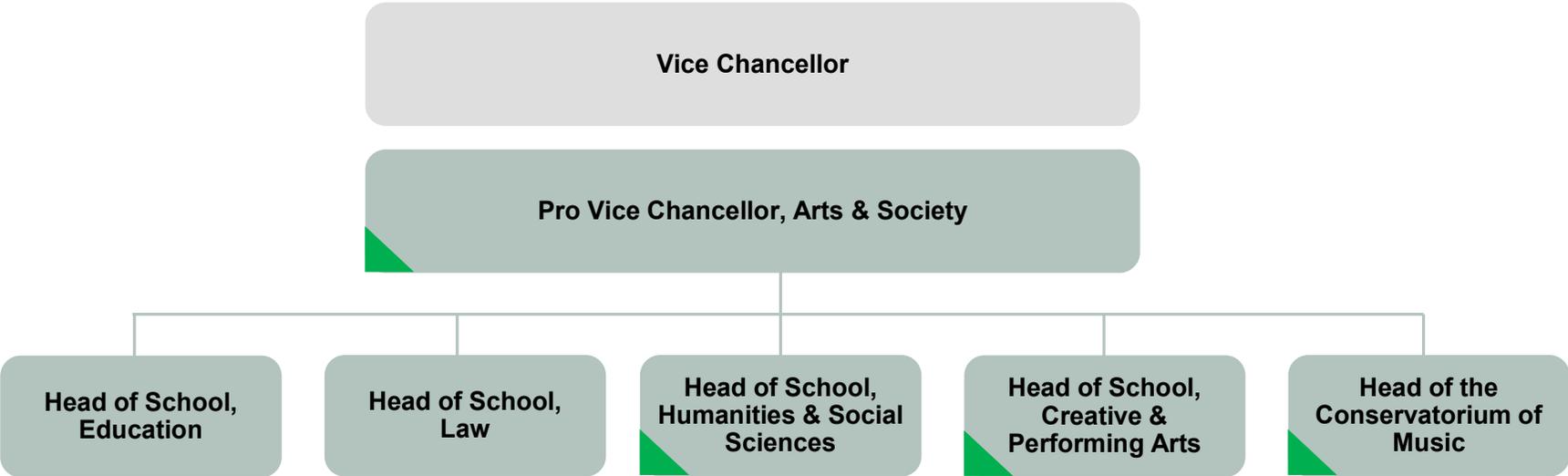


# The future state for Creative Arts will be two new Schools, as the revised proposal articulated

*Proposed and Final Structures:*



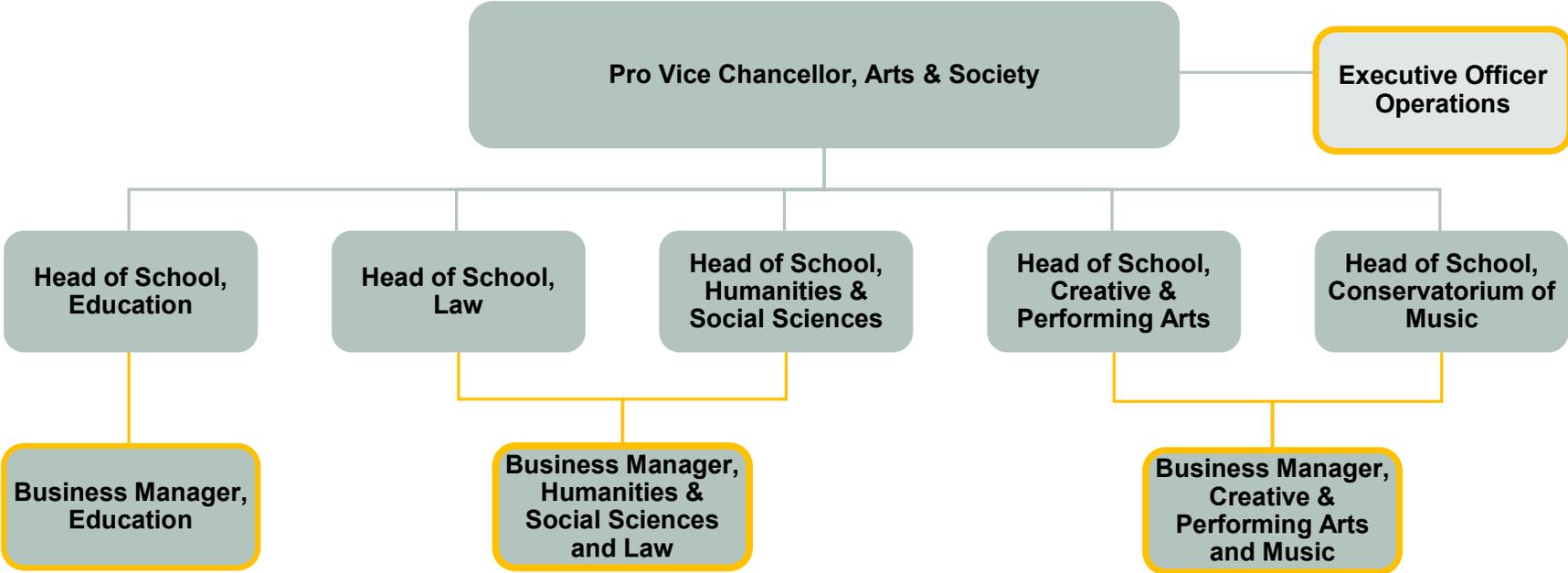
# The final leadership model is represented below



 New role

**While there is detailed work still to do to get the professional model right, business manager portfolios will be repositioned to reflect the new model in the interim**

*Interim Structures:*



**Proposed change**

 Some/minor change

**There are four emerging priorities for implementation that are now underway, that will impact timing of moving to the future state**

**1**

*Transparent, competitive recruitment for new leadership*

**2**

*Undertaking the VR application process with specific disciplines*

**3**

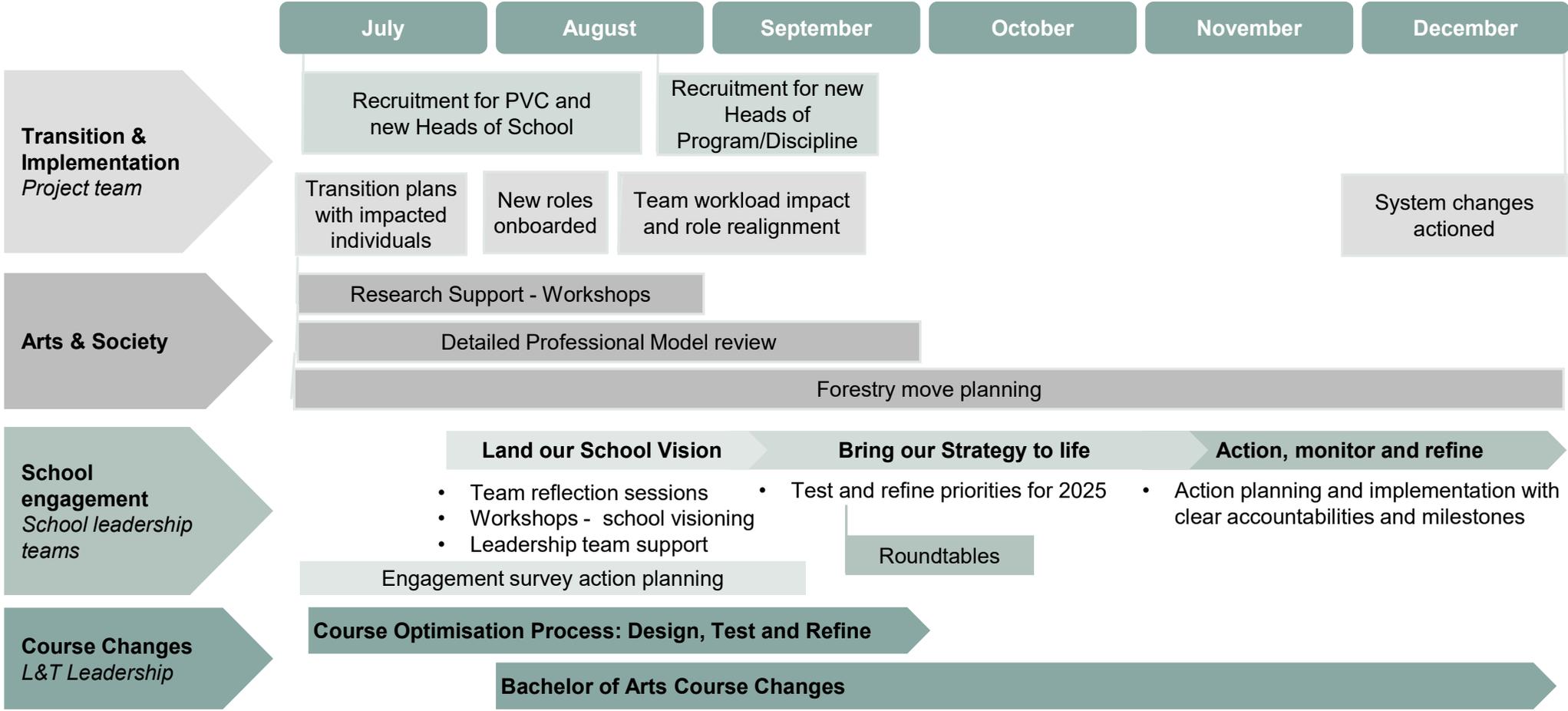
*Supporting people transition & workload impacts*

**4**

*Detailed professional model review*



# Achieving full implementation at the level of detail required will take some time, and we commit to thoroughly reviewing in 6 months time to ensure that we can continue to evolve



## **New leadership positions will be recruited for in the following sequence, in an internal and external process consistent with our recruitment procedure.**

### **PVC Arts & Society**

Recruitment will commence immediately for the PVC Arts & Society, through a competitive external and internal process. The Interim Academic Lead will continue to provide leadership until this role is appointed.

### **Heads of School**

Recruitment will also commence for the new Head of School roles (including Music), and to support this interim period:

- Co-head of School roles will be Jonathan Wallis (Humanities) and Can Seng Ooi (Social Sciences)
- From this week in Creative Arts & Media, the Interim Academic Lead will act as the Head of School
- Arabella Tenniswood-Harvey will continue to provide interim leadership for Music staff

### **Head of Program**

Once the new Head of School roles have been onboarded, Head of Program roles will be recruited through a competitive EOI process.

## We will now open the voluntary redundancy process for eligible staff.

**Change affects everyone differently**, and we understand this transition may lead some people to reflect on their future with the University.

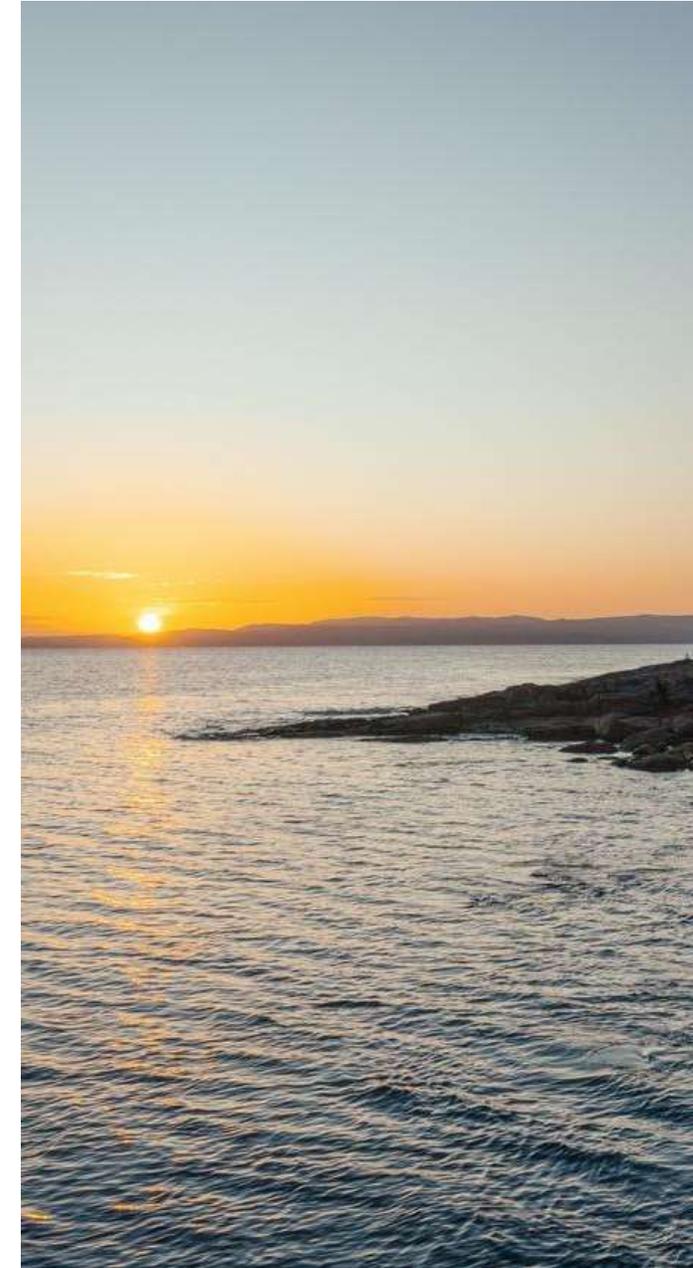
To **provide choice and clarity** we are offering a limited Voluntary Redundancy (VR) program for those disciplines that have a need to reprofile, in the scope of this proposal.

The program **will consider applications based on clear eligibility criteria** and each application will be assessed fairly and thoughtfully by a panel, with engagement with school leadership as appropriate.

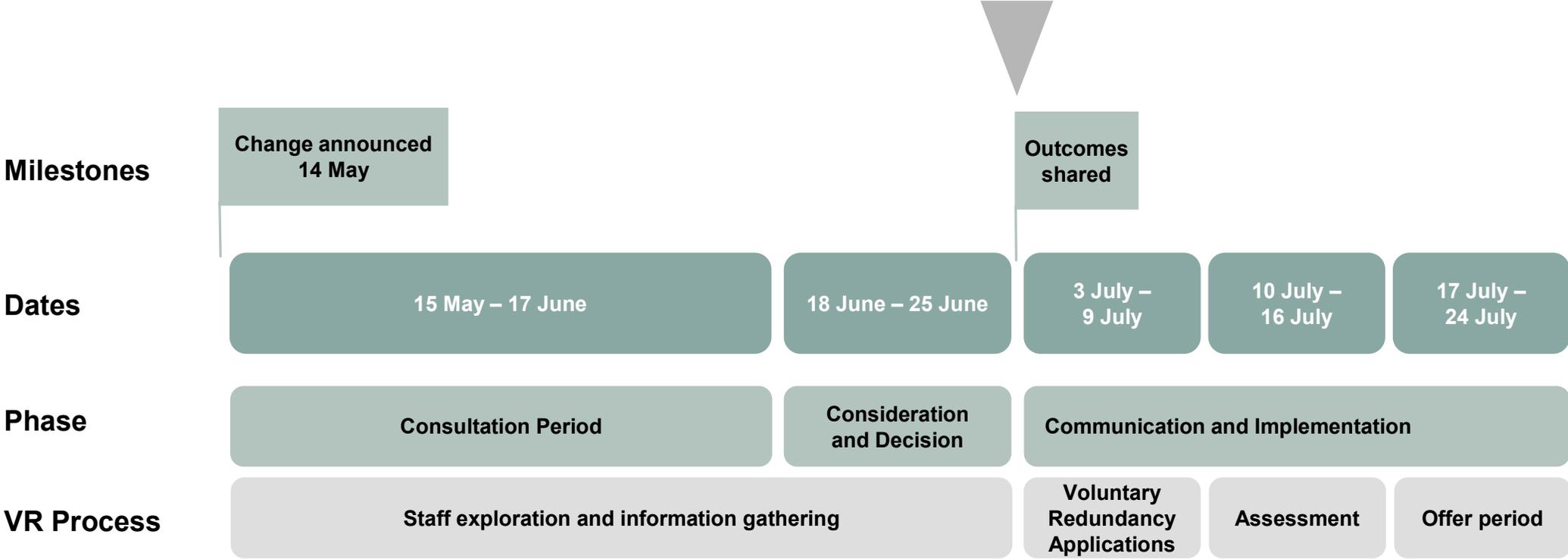
In-scope staff will be able to formally apply for a voluntary redundancy. These are all continuing academic staff members within the following disciplines:

- History and Classics: History staff, excluding Classics and Family History (up to 1 FTE)
- Politics and International Relations: all staff (up to 1 FTE)
- Art and Theatre: all staff (up to 4 FTE)

We are committed to making this transition as clear and supportive as possible. If you choose VR, **you will have access to dedicated career transition support** alongside our Employee Assistance Program.



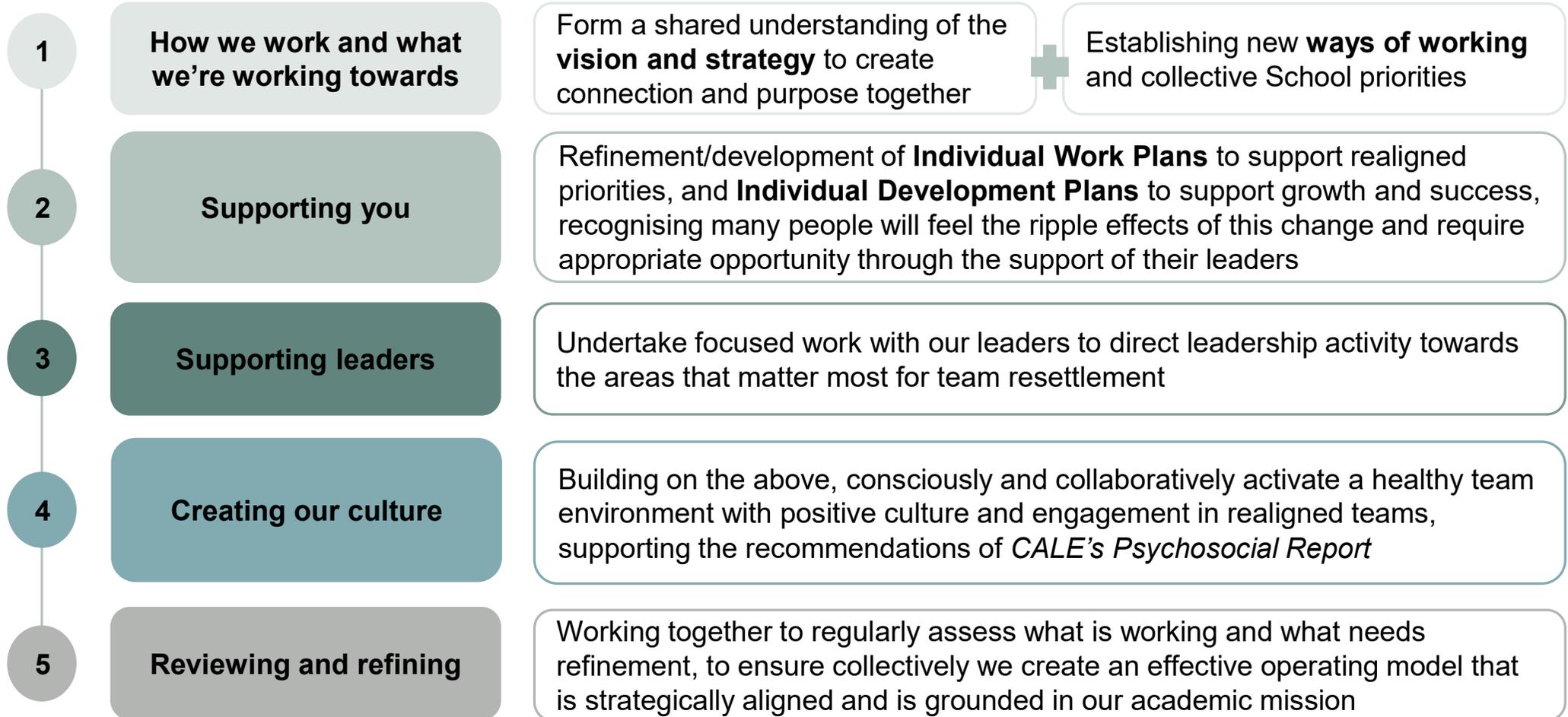
# We will spend the next three weeks going through this process, confirming individual offers from the 17<sup>th</sup> of July



If you are eligible, you will receive further details directly around this process and next steps, should you wish to apply.  
 If you have any questions about the voluntary redundancy process, please contact **Philippa Dillon** or **Nic Jones** in the People and Wellbeing team.

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

## *Embedding and adapting ways of working:*



# 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](http://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.



## Arts & Society: Moving towards our future state

Feedback themes

Final structures and organisational changes

Implementation & next steps

**Appendix 1: Detailed feedback synthesis**



## **Appendix 1: Detailed feedback synthesis**

Feedback from this process has not only informed decision making, it will also inform the scope and priorities of the implementation and change management plans for each new School.

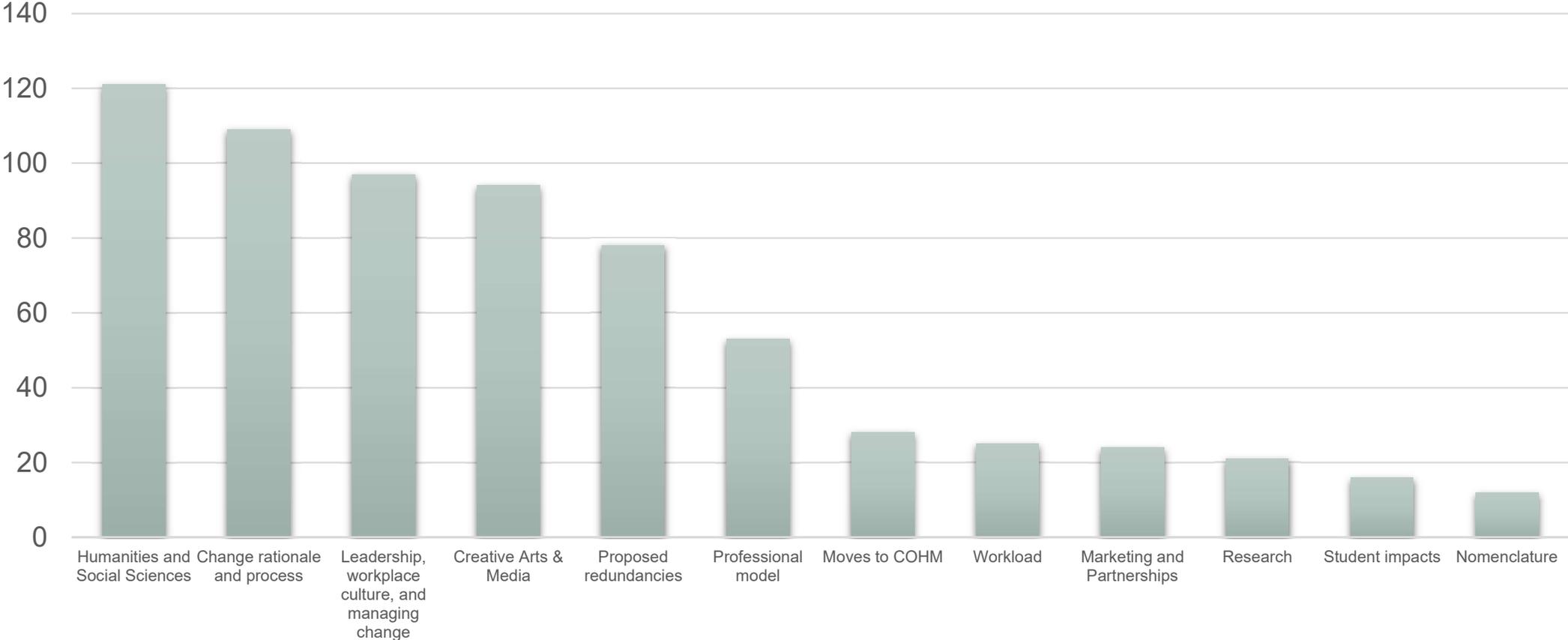
The following sections contain summaries of the detailed feedback, in the following themes:

1. Change rationale, process and impacts
2. Governance, leadership and management
2. Humanities and Social Sciences
3. Creative Art & Media
4. Professional support model

We have not included any quotations from feedback that identify individuals, but we have sought to ensure that staff who generously and constructively engaged with the process will see their perspectives and voices reflected.

**Thank you for everyone who took the time, space and effort to contribute to this feedback process.**

# Feedback themes from consultation included both support for and concerns about the proposed changes.



*(note: single submissions with multiple themes are counted more than once)*



## **Change Rationale, Process and Impacts**

# Change Rationale, Process and Impacts

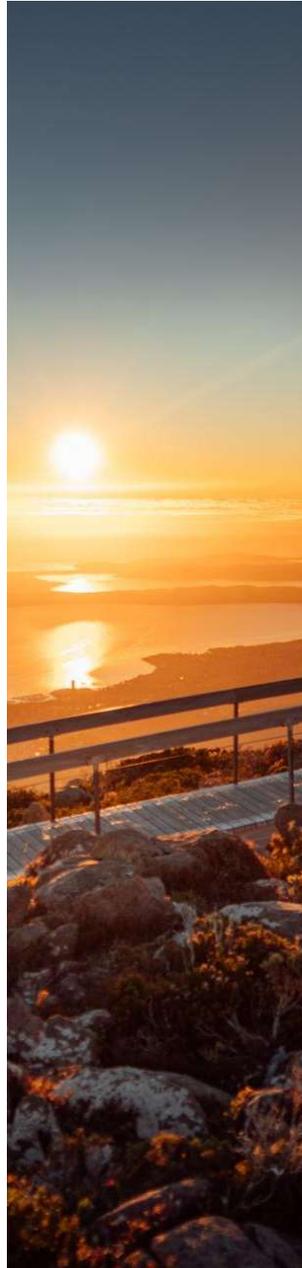
Some staff were sceptical of the **authenticity of the consultation process**, concerned that outcomes were pre-determined and the timing overlapped with peak workloads which made full engagement with the process difficult.

However, others said that the multiple feedback channels and extended consultation time allowed them to have **constructive opportunities** to share personal insights and ideas, know their views were heard, and seek clarity on the proposal and future vision.

Understandably, a strong sense of **care and concern** for impacted colleagues came through, and concerns around potential workload increases and impacts to research/teaching roles.

Many submissions expressed a level of **excitement for renewal**, both collectively as Arts & Society and locally, such as opportunities for a revitalized Conservatorium of Music, closer collaboration with Media and other cross-disciplinary offerings, and a cultural revival of campus sites, embracing our partners and the community.

There was also concern that the **rationale for change was not compelling** and risks projecting a damaging narrative that the Arts is not valued by UTAS.



# Change Rationale, Process and Impacts

Theme	Feedback examples
<p><b>Opinions about the authenticity of the process ranged from scepticism to gratitude</b></p>	<ul style="list-style-type: none"> <li><i>I realise others across [the school] will not feel this way, and I hear their concerns and their pain; however, I would like to be clear that I feel this process is being handled in an exemplary manner. ... I feel that this is the first time during my time at UTas that I have a voice in the proceedings.</i></li> <li><i>Thank you for providing so many channels to give feedback and for the spirit of enthusiasm in receiving that feedback.</i></li> <li><i>The outcomes of the 'proposal' are largely pre-determined (given that specific people have already been targeted for redundancy), and only the most tokenistic of changes will be accepted.</i></li> <li><i>The University's response to this consultation will be a critical test of our commitment to staff engagement to supporting cultural change.</i></li> </ul>
<p><b>Opinions about the change rationale ranged from concern over what this implies about the value of the humanities, social sciences and creative arts today, and whether the measures will resolve economic pressures, to optimism and excitement for change.</b></p>	<ul style="list-style-type: none"> <li><i>I'm committed to being part of this transformation and helping realise the full potential of what we're building together</i></li> <li><i>I am fully supportive of the principles outlined in the proposed future state, particularly the emphasis on fostering a strong sense of belonging and value among staff.</i></li> <li><i>At a time when the arts, humanities and social sciences are under attack from all angles, seeing the university partaking in the discontinuation of courses related to politics, international relations, history and philosophy is incredibly disheartening.</i></li> <li><i>From an economic perspective, neglecting the significance of art for social wellness in the triple bottom line could lead to substantial long-term costs. Therefore, it is essential to recognise and invest in the role of the arts within these key social sectors.</i></li> <li><i>I am concerned that the proposed changes will diminish the Bachelor of Arts, the flagship degree of the University, to the extent that it will drive students away from the degree, and the University, thus further compounding the problem of student load.</i></li> <li><i>I see a lot of promise in the plan, and I am not alone.</i></li> <li><i>What's most important to me is that the future state positions the School of Creative Arts as a catalyst for growth and innovation, rather than simply responding to current challenges. I envision a school that actively expands how we view and engage with the world around us.</i></li> </ul>
<p><b>Concern for impacted colleagues is deeply felt and shared</b></p>	<ul style="list-style-type: none"> <li><i>We acknowledge that colleagues who have been targeted for redundancies have made a valuable contribution to research through industry/community partnerships, grant successes and high impact publications. If their departure is finalised after the consultation process, we want to thank and acknowledge their dedication to their work and research which has strengthened the school's research standing.</i></li> </ul> <p>Note: 78 submissions received from staff expressed support for impacted colleagues</p>



# **Governance, Leadership & Management**

## Staff want to make sure this change leads to effective governance, leadership, and management for cultural renewal.

There was strong support for the opportunity to **refresh and bolster leadership and accountability** to lead the way through cultural repair and provide staff with engaged, appropriately skilled line management with a sensible manager-to-direct-report ratio.

A desire for **professional development, opportunities for career progression, strengthening a communicative and collaborative workplace culture, and nurturing our wellbeing** to be in focus for renewal and reflected in the new leadership model was clear. There was also recognition that renewal requires collective effort from us all.

There was strong feedback that the **recruitment of PVC and HoS roles** should be undertaken competitively and advertised externally, some also encouraging staff input into recruitment decision making. People also sought clarity on the purpose, scope and agency of the **PVC role** and how it would be supported.

Questions and concerns were raised about **business continuity** and **interim arrangements** during transition. Staff noted the range of **intersecting change initiatives** (Course Optimisation, Course Reviews and Amendments, Academic Systems, Workload Model) that add to the complexity of scope and pace for transitioning to new arrangements.



# There was strong support for the need to rebuild culture collectively and approach it wholistically. Transparent recruitment for leadership positions is a critical first step in building a new trust environment, and having sincere conversations around resourcing.

Theme	Feedback examples
<b>Staff asked for transparent leadership recruitment</b>	<ul style="list-style-type: none"> <li><i>I feel strongly that the Head of School should be chosen by staff (through whatever means are deemed appropriate) – we must avoid a ‘Captain’s Call’ at all costs. This would be demoralising and damaging after such a positive change consultation.</i></li> <li><i>When recruiting for a new Head of School, a representative from the academic team, the technical team and from the admin team should be part of the recruitment process.</i></li> <li><i>I recommend a transparent process involving staff participation in selecting a new HOD from within the current team. This would ideally rotate every 1–3 years. I do not support external recruitment for this position, as it could lead to further upheaval and unnecessary complications.</i></li> </ul>
<b>Many agreed that a focus on cultural renewal, professional growth and communal wellbeing is critical and should be a collective effort</b>	<ul style="list-style-type: none"> <li><i>We need to simplify, connect, repair and rebuild.</i></li> <li><i>Any vision for the new School needs to have a bottom-up approach, rather than a top-down one.</i></li> <li><i>Organisational culture will take time to mature, and we are determined to create a conducive and collegial environment that encourages collaboration, collegiality and creativity.</i></li> <li><i>I care deeply about our College and want to see everyone set up for success. I would also like to see poor behaviours addressed promptly, and a higher level of professionalism displayed in the workplace.</i></li> <li><i>I do see real value in a future state that prioritises succession planning and genuine opportunities for leadership training and development. Having multiple Heads of Discipline will help build leadership capacity and ensure continuity. One possible way to strengthen this would be to consider a model where all Heads of Discipline can also serve as Associate Heads of School. This could provide a clear and supportive leadership framework while preserving the disciplinary expertise that underpins effective academic governance.</i></li> <li><i>I would like to see professional development, leadership training, and pathway support not just available but encouraged for all staff: both academic and professional.</i></li> </ul>
<b>Staff thought deeply about how the leadership structures might serve the Schools most effectively</b>	<ul style="list-style-type: none"> <li><i>I support the principle of subsidiarity, as it allows line management to be a more feasible task and embeds a sense of trust and responsibility throughout the School rather than in a single-point dependency (HoS) – which is also useful for succession planning and coverage of leave.</i></li> <li><i>The PVC of Arts and Society will be leading a much smaller unit than ever before and will sit against STEM-based units that are larger than ever before. How do we ensure the continuation of a broadly collaborative and federalist approach to the University?</i></li> <li><i>I have some concerns about the role of research in the new model. I understand the argument behind the removal of the AHR and AHLT positions, but with these gone (along with their College equivalents), all responsibility for research strategy will lie with the HoSs and the PVC, which will no doubt be very full and demanding roles with many competing commitments.</i></li> </ul>



## **Humanities & Social Sciences**

# There was a significant amount of feedback around the reorganisation of Humanities and Social Sciences

**Disciplinary coherence and naming matters.** Staff want to create groupings that reflect distinctive and shared methodologies, research interests, and teaching practices, that build intellectual foundations, leverage partnerships and are not just administrative structures. Staff were interested in understanding the **modelling and projected outcomes** for the structural options for a new HASS school to help inform their grouping preferences and future state imaginings.

There was plenty of discussion and several new suggestions about the most appropriate new grouping for **Media**, showing there are many ways we could organise beyond the options considered. No matter the model, there was a very clear desire expressed across the board to work collaboratively within and across groups.

Concerns were expressed around discontinuations in **Philosophy, Languages** and **Tourism** which some see as risking the university's mission and reputation.

There was general support for the movement of **Policing, Emergency Management and Social Work to Health** – but also some concerns that this threatens Policing's strong foundation in Social Sciences and for Tasmania.



# There was broad support for the merging of Humanities and Social Sciences, with much of the feedback focussed on the proposed program structures

Theme	Feedback examples
<p><b>There was broad acceptance for the merging of HASS but dissonance around the optimum composition of the discipline groupings.</b></p>	<ul style="list-style-type: none"> <li><i>Merging Humanities and Social Sciences makes sense in terms of disciplinary alignment and, by resetting dynamics, might also help with cultural repair that I agree is needed within and across our Schools.</i></li> <li><i>We see the need for change and are largely supportive of the change proposal.</i></li> <li><i>We are such a small discipline at UTAS, it may actually be easier for us to have a stronger voice if part of a bigger discipline grouping.</i></li> <li><i>[We] accept the need to reduce the number of academic entities in the newly established School of Humanities and Social Sciences in the medium-term. [We] remain hopeful this will be reversed as society's understanding of the importance of HASS disciplines to a thriving democracy becomes better appreciated.</i></li> <li><i>We are best off organising our new school along the lines of our existing disciplines. There are real risks to changing this organisational structure, and no clear benefit.</i></li> <li><i>For line management - you would not want a line manager to be managing people from disciplines that are significantly different (different in terms of nature of teaching; types of research; types of community engagement and public outreach).</i></li> </ul>
<p><b>Staff felt strongly that disciplinary identity and nomenclature are important.</b></p>	<ul style="list-style-type: none"> <li><i>Program level connection is THE level of visibility and connection with students and community...Given broader staff attachment to disciplines and the teaching of our relevant disciplines in schools/colleges, use of disciplinary names for Programs makes sense for the moment. As we gather momentum, become established as properly operational units, I would suggest renaming in more evocative ways that capture both who we are and what we do.</i></li> <li><i>Describing the group as 'politics' appears insular, fails to adequately acknowledge the teaching strength and public profile of international relations, and ignores the impacts of the international on Tasmania.</i></li> <li><i>The university must clarify how the new change proposal can be consistent with its value of "working from the strength diversity brings". [noting] that no explanation has been provided for the removal of 'Gender' in the new change proposal.</i></li> </ul>
<p><b>Media's value in teaching skills that underpin communication for all disciplines was recognised. Media is a keenly anticipated collaboration partner for HASS programs and Creative Arts alike.</b></p>	<ul style="list-style-type: none"> <li><i>[The media move] presents significant change for the programme and change that is being welcomed by the discipline because of the exciting opportunities for partnerships and research connections.</i></li> <li><i>Media's status as a practice-based discipline might better align with Art, as previously organised under CAM. Without a clear disciplinary justification, this realignment appears arbitrary and risks undermining Media's practice-based focus.</i></li> <li><i>There is a role for Media and Communication in everything. There is value in being able to stay connected to creative faculties, but also a very strong case for working closely with Humanities and Social Science disciplines, to equip students with skills across all media platforms and nurture storytelling for the future.</i></li> </ul>

# Staff recognise the complexity of balancing present and future priorities at all levels, and ensuring that implementation is managed effectively.

Theme	Feedback examples
<p><b>Some staff were concerned about the strategic implications of discontinuations in Philosophy, Languages and Tourism.</b></p>	<ul style="list-style-type: none"> <li><i>A decision [to discontinue Asian Philosophy] would contradict Australia's strategic emphasis on Asia-Pacific engagement</i></li> <li><i>The proposed changes to discontinue Indonesian language studies at the university are deeply concerning, given the critical importance of Indonesia for Australia in our current and future geopolitical context.</i></li> <li><i>To increase relevance and interest for students language majors need lateral integration with cognate areas of social/cultural study in the BA... Retention of Indonesian teaching expertise would support the sustainability of Japanese and Chinese majors by contributing to the design and delivery of shared socio-cultural content for these majors at advanced level.</i></li> <li><i>I would argue that tourism, as a discipline and an industry, is a distinctive and strategic area in Tasmania, and hence at UTAS... while I know that student numbers have dropped below viable levels in the current tourism offerings, I worry that it is shortsighted to lose these two positions.</i></li> </ul>
<p><b>There was general support for the movement of Policing, Emergency Management and Social Work to Health – but also some concerns that this threatens the strong foundations of Policing and Social Work in the Social Sciences.</b></p>	<ul style="list-style-type: none"> <li><i>Although it is unfortunate to have Social Work, Policing and Emergency Management move to COHM, we support this proposal. We would note, however, that even with the move, many Social Sciences staff will continue teaching into those areas due to current or proposed course structures requiring units from Criminology, Sociology or Politics and International Relations (PIR) majors.</i></li> <li><i>[We] view the proposal positively. It contains a mix of risks and benefits, but if well managed will advance the discipline of Emergency Management in Tasmania.</i></li> <li><i>I believe the idea of Policing being teamed (figuratively) with Paramedicine is a strong move.</i></li> <li><i>The relocation to Health is broadly seen as an exciting opportunity to: Align Social Work with other health professions...; Expand opportunities to strengthen and develop new partnerships with industry, community, and government stakeholders...; [and] leverage Social Work's expertise in Indigenisation, decolonisation, and sustainability.</i></li> <li><i>There are no justifications or explanations in the UTAS Arts &amp; Society Change Proposal on why the School of First Responders cannot be in UTAS Arts &amp; Society in contrast to UTAS Health.</i></li> <li><i>The foundation of PEM is in community relations and social service. In this way, the very foundation of PEM is not aligned with health.</i></li> <li><i>By removing social work from the social sciences, it essentially undermines the very foundations it is based on and reflects that the University undervalues (and undermines) HASS.</i></li> </ul>



# Creative Arts & Media

# Creative Arts & Media

There is very strong support for establishing a separate **Conservatorium of Music**, with questions and suggestions about how best to activate the Hedberg and the future leadership model for Music. Simultaneously, there are some concerns about the risks to **shared infrastructure and pedagogy, and collegiality**, of fragmenting Creative Arts & Media.

Staff from CAM, Humanities and Social Sciences were all supportive of having **Media** within their school. Some noted that a move into a School of Humanities and Social Sciences would need to ensure interdisciplinary and inter-school collaborative relationships would still be maintained, and access to facilities and technical support would not be diminished. There was strong support to retain the production studio in Hunter St no matter the model.

There was a strong case made that the **Theatre** discipline should not be reduced and keen enthusiasm for the activation of the Dechaineux Theatre in Hunter St to be a southern home for lively student, community and industry engagement.

The fundamental importance of **expert technical and professional support** for all creative and practice-based disciplines was widely acknowledged. There was consensus that there is a need for careful planning through transition around how the model should work in future. (This is covered in the next section)

Rebuilding these schools need to be underpinned by a strong sense of internal and external identity, campus vibrancy, and distinctive offerings



# There was very strong support for reestablishing the Conservatorium of Music, but concerns around viability, sustainability and limiting opportunities for collaboration.

## Theme

## Feedback example

**There was strong support for reestablishing the Conservatorium but also some preference for remaining as a single-school, and for cross-collaboration with HASS.**

**Staff were also cautious to ensure that if any changes to teaching arrangements were made, appropriate resourcing would be considered.**

- *I really like the proposal to restructure CAM into two schools, with the reestablishment of a Conservatorium of Music. There are lots of benefits to this model, not least the community's perception of how the uni values the discipline. I do wonder, though, if this model will include cross-discipline studies.*
- *Music is a unique discipline and needs more support than other disciplines in humanities. I hope that this change will give back the autonomy that Music needs to achieve and grow, and demonstrate that we are still teaching and making music at the music school named the Conservatorium.*
- *It's reassuring to be part of a large School, but I believe it is time for us to step back, revisit our fundamentals, and consider strategies to showcase our strengths as a rural university serving a diverse, socio-economically disadvantaged community, and the importance the Creative Arts can play, in building a strong future state.*
- *There is an opportunity for a stronger vision for the future of the theatre department from the university. Particularly for its role in student campus life, the local communities it services, the state's arts industry, and the unique research and pedagogy it offers. All of these aspects are poised to grow in the immediate term and will offer revenue through the increased use of venues and extended marketing to relevant school-leavers.*
- *The proposal is bold and exciting and communicates a strong message - to Tasmanians and to the nation - about the importance the University places on Music*
- *The School of Creative Arts and Media should be retained as a unified academic entity. The integration of media production within the broader curriculum demonstrates a strong pedagogical and disciplinary alignment with the Bachelor of Fine Arts and theatre programs. The sustainability of Music as a standalone school is questionable. This model will never be profitable. The associated costs of running such a facility independently are likely to exceed its capacity for self-sufficiency...From both an academic and administrative perspective, maintaining a consolidated school structure offers greater long-term viability.*
- *Reverting to a divided model would reintroduce artificial boundaries, limiting opportunities for cross-disciplinary collaboration and weakening the unified identity that has been building steadily. Such a shift would place UTAS at odds with the collaborative spirit of the broader creative sector and diminish our ability to prepare students for the realities of professional practice.*
- *I am uncertain of the need to remove music from the creative and performing arts, is this not performance as well?*
- *I would love for the Creative Arts and Health course offerings to be championed further and really embedded into something like the Bachelor of Arts and other degrees, especially as they are providing great extensions of thought, ideas and improvements of wellbeing, not just to the students, but the wider communities our cohorts are based across the country.*
- *Creative Arts and Health as well as Family History units must continue to be taught by the Art Discipline as is currently the arrangement. Otherwise these offerings may not have the expertise and resources needed to fill them.*

# Rebuilding these schools need to be underpinned by a strong sense of internal and external identity, campus vibrancy, and distinctive offerings

Theme	Feedback example
<b>Staff are very passionate about building a vibrant workplace and a collaborative welcoming centre for creative culture</b>	<ul style="list-style-type: none"><li><i>I would really like to see an inspired vision that demonstrates investment into a Cultural Precinct that celebrates our state as an exceptionally unique and vibrant island - if we capitalise on what is unique about our island, our university, our art school, our performing arts centre, then we will build numbers.</i></li><li><i>Let's get engaged with the community as much as possible – lots of events, public facing engagement, let's be very welcoming.</i></li><li><i>I would love to see the Art school become like it was in the 90's – a vibrant exciting colourful dynamic place full of students, and highly regarded across Australia.</i></li><li><i>I like "Activate the Hedberg" - promotion, social media, concerts, workshops, masterclasses, talks, include community ensembles and allow them to use our spaces. It needs to be the hub of music in Hobart.</i></li><li><i>Collaborations with other music institutions around Hobart will be important in a future state. Improve relationship with TSO - this is already happening.</i></li><li><i>I would strongly recommend that we continue to update, maintain and utilise the facilities in the Media Production Spaces on the ground floor of the Hunter St campus.</i></li></ul>
<b>There was recognition that to reach our ideal future state, we must improve our public identity and communications</b>	<ul style="list-style-type: none"><li><i>I'm frustrated with how we portray ourselves publicly. We must look at our branding and marketing – We aren't communicating the right message.</i></li><li><i>We must change the way we present ourselves to the community and use social media much much better. We need flexibility and less constraints and barriers to reaching our audience, and give students more ownership over this too.</i></li><li><i>We are not prolific or nimble enough in our communiques to reach the younger generations.</i></li></ul>



**Professional staff  
model**

# Professional structures and services are highly valued and important to get right.

There is general feedback that **professional support is already stretched** and the impact of the VRs in the last few months have put pressure on continuity and stability.

There is support for **designing a professional model** that reflects workload, scale, and complexity. Working this through across Arts & Society is important – not just within the three schools in scope. Balancing proximity with the needs of a contemporary networked campus will be an important factor in this design.

To get this model right, many people feel they need to **see how the academic structures land**, with careful consideration around specific roles and teams.



# Feedback highlighted deeper opportunities within specific teams, that need to be undertaken through careful consideration

Theme	Feedback example
<b>Professional leadership is important</b>	<ul style="list-style-type: none"> <li><i>It is important we create a professional staff model and distribute associated capability and capacity relative to disciplinary risk, current performance, and in the context of our strategic, operational and financial challenges and objectives.</i></li> <li><i>I see a risk in the proposed Arts and Society model that senior professional staff support is not provided to the disciplines / AUs, the PVC and professional staff at a level equivalent to Health and Sciences and Engineering, or proportionate to the strategic and operational risk and challenges facing the Arts and Society disciplines.</i></li> </ul>
<b>Technical teams in CAM face specific challenges</b>	<ul style="list-style-type: none"> <li><i>There is lack of role clarity. There needs to be a redesign</i></li> <li><i>The Technical Officers of the Hunter Street Art School should be renamed to be Technical Tutors. The true role of the technical team is the teaching of skills and creative making processes. This belongs in the Teaching and Learning program.</i></li> <li><i>The academic/professional divide is a concern. Bureaucracy, the loss of connection to academic staff, and the overlooking of the academic aspect of the role under this management model is constraining the ability to do the job well.</i></li> </ul>
<b>School support and specialist versus networked model</b>	<ul style="list-style-type: none"> <li><i>It is important that schools have adequate professional support in a structure that promotes well distributed, shared and managed workloads, career progression and redundancy.</i></li> <li><i>It would be great to have admin teams directly attached to single schools to support a school culture of connectedness/belonging.</i></li> <li><i>I would strongly advocate against splitting the current Arts and Society admin services team and structurally reallocating HEO5 staff to disciplines / AUs. It is important our administrative services model provides career progression pathways, enables process efficiency and consistency, and is of a sufficient scale to overcome single point dependencies and provide support across multiple disciplines and geographic locations, a centralised service model is optimal. To do this, the current structure should be retained, however I suspect improvement in engagement with disciplines and ways or working needs to be undertaken.</i></li> <li><i>I support the principle of embedding professional staff within Schools to preserve local knowledge and expertise. However, the proposed 'line' between HEO4 and HEO5 may not be appropriate for all school/disciplines. I urge the Change Team to build flexibility into the model to retain HEO4 staff within Schools where they are central to operations—particularly in smaller, specialised areas.</i></li> <li><i>The assumption that Level 4 administration roles are generalised rather than specialised does not accurately reflect the expertise within the CAM operations and administration team. The nature of creative arts operations and the unique demands of the buildings the team support—such as Hedberg, Hunter Street, The Workshop, and Annexe Theatre—require a highly specialised skill set.</i></li> </ul>



UNIVERSITY of   
TASMANIA

**Thank you**