



Part 1: Background and rationale for change

The ANU College of Health and Medicine (*herein referred to as CHM, or The College*) was formed in 2017 by bringing together the John Curtin School of Medical Research (est. 1946) (JCSMR), the Research School of Psychology (est. 1990) (RSP), the ANU Medical School (est. 2004) (ANUMS), and the Research School of Population Health (est. 2012) (RSPH). These Schools have produced four Nobel Laureates, contribute strongly to the University's scientific standing and reputation, and fulfil the University's commitments to serving the nation (as legislated under *The Australian National University Act 1991*), operating locally to support the Australian Capital Territory (ACT), and exerting global impact.

A plan for a changing world

In recent decades, the changing research and education landscape and the success of larger and nimbler competitors has challenged health, medicine and psychology at ANU. Recognising the need to enhance scale and distinctiveness, and with the aim of ensuring continued success as a top global university that serves the nation, the College, with ANU Council's endorsement, embarked in 2019 on the development of a 10-year Strategic Plan, called TRANSFORM¹ (*herein referred to as the College Strategic Plan*).

Developed through a consultative and data-driven process, the College Strategic Plan emphasises four broad impact areas, which takes into account our current strengths and likely opportunities:

1. **Pushing the frontiers of knowledge** through pre-eminent and paradigm-shifting research, pipelines linking thriving discovery and translational ecosystems, and interdisciplinary and cross-sector collaborations that provide new perspectives and solutions;
2. **Preparing leaders who make a difference** through a bright and diverse student body equipped to succeed in a complex changing world, a global network of engaged alumni in health leadership roles, and reputation and distinction in life-long learning;
3. **Strengthening and reforming health systems** through innovations that improve lives and health system performance, being the preferred knowledge partner to governments, providers, the professions, and industry, and a market leader in health workforce optimisation; and
4. **Supporting communities to flourish** through a positive campus culture that fosters meaning and belonging for staff and students, and earning trust and recognition through genuine contributions to First Nations and other communities in Australia, our region, and throughout the world.

In addition to the broad impact areas, the College Strategic Plan conveys a focus on areas of research strength, exploration of new education opportunities, and a better capitalizing of our position as the first and only national university. It also conveys an urgent need for improved systems and internal capabilities, with an emphasis on:

- Operational excellence, including business development and advancement;
- Greater national presence and community engagement;
- Seamless interdisciplinary and cross-sector collaboration and knowledge sharing;
- Value-creating partnerships with external stakeholders and ANU alumni;
- Enhanced ways of working that meet the aspirations of our communities, especially First Nations; and
- Shared commitment to a positive culture, inclusion and the wellbeing of our staff and students.

ANU Recovery

As the College Strategic Plan was being developed, the Australian bushfires and the global pandemic of 2020-21 caused major disruption to the University's activities. The financial impact of these events necessitated implementation by the University of an Expenditure Control Framework (ECF), which also included a freeze on recruitment, reductions in executive salary, and a deferment of staff pay rises. A University-wide financial strategy was developed, and an ANU Recovery Plan², approved by ANU

¹ [TRANSFORM | Intranet | ANU College of Health & Medicine](#) (internal access only)

² [The ANU Recovery Plan - 13 October 2020 UD 0.pdf](#)




Council in October 2020, determined how the University would meet both its financial obligations and its strategic objectives, as outlined in the Australian National University 2017-2021 Strategic Plan³. A sustainable financial footing required savings, through reduction in salary and non-salary costs, to address a remaining financial gap of at least \$103 million per annum from 2021.

College and Portfolio budgets were reduced across the University. The 2021 recurrent ('R fund') budget allocation for CHM is \$54.7M – this is 20 per cent less (\$12M) than the initial 2020 budget and 10 per cent less (\$6M) than the actual current R-fund expenditure – this gap between budget and expenditure remains after the implementation of the ECF and after confirming approximately 30 voluntary staff separations in 2020.

Of the available recurrent funds to support operating expenditure (the 'R' funds), over 80 per cent have consistently been allocated to salary costs. As shown in Table 1, salary costs for the College have steadily increased since 2017, as has the gap between expenditure and earned income. The gap of approximately \$5million between the available 2021 budget and projected expenditure can only be met through a substantial reduction in salary costs and further reduction of positions in 2021.

Table 1. Earned income and expenditure, by category, for CHM 2017-2021.

		COLLEGE OF HEALTH AND MEDICINE FINANCIAL POSITION				
		2017	2018	2019	2020	2021
REVENUE						
National Institutes Grant		17,789,595	17,889,472	17,889,472	17,388,511	18,013,888
Teaching Income		16,949,326	20,416,808	23,016,168	21,858,410	23,993,875
Research Income		11,994,153	12,399,627	12,861,688	12,701,383	13,222,503
Other Income		3,161,222	2,934,018	3,217,938	2,324,187	-
TOTAL REVENUE		49,894,297	53,639,925	56,985,265	54,272,492	55,230,266
EXPENDITURE						
Salary		39,005,918	40,734,792	44,441,311	50,996,542	48,001,663
Non-Salary		11,568,321	14,820,715	15,163,968	12,512,555	12,157,249
TOTAL EXPENDITURE		50,574,239	55,555,507	59,605,279	63,509,097	60,158,912
NET REVENUE LESS EXPENDITURE		- 679,942	- 1,915,582	- 2,620,014	- 9,236,605	- 4,928,646

NOTE: Earned income excludes carry-forwards and additional allocations. The 2021 earned income is slightly more than the budget envelope of \$54.7M allocated by the University to CHM which was calculated based on projected revenue, and the 2021 expenditure is that projected and submitted in late 2020 as part of the 2021 budget process and reflects projected costs prior to this College change plan. [Staffing profile at 31 December 2020].

Approach to change

The ANU Council considered the College Strategic Plan in the context of the University's financial situation in February 2021, and approved it with a staged approach in which the College will lay the foundation through 2021-2022 as part of its response to the ANU Recovery Plan. It is agreed that the College Executive will bring forward a business case outlining future strategic growth and development in late 2021.

With the goals of the College Strategic Plan in mind, the College Executive considered and rejected two options to meet the financial imperative in 2021: (i) closure of a current School (eg RSP, ANUMS, or RSPH) and discontinuing all relevant teaching and research; and (ii) apportioning a 15 per cent budget reduction equally across all four Schools.

³ [ANU Strategic Plan 2021-2024 - ANU](#)



Instead, the College Executive agreed on four approaches to change that were fitting with our strategic priorities, and could either reduce costs or generate additional revenue in the short to medium term:

1. Consolidation of entities and support structures to promote disciplinary and interdisciplinary capabilities, improve efficiency and enhance quality;
2. Creating a future-facing education powerhouse able to expand into new distinctive offerings;
3. Enhancing our capabilities to deliver on our national and local responsibilities ; and
4. Focus on areas of research strength with competitive advantage and ensuring pipelines supporting discovery and translation.

Part 2: Overview of consultation process

The College released the CHM Change Management Proposal (*herein referred to as the Proposal*) on 17 March 2021, with an invitation for comment and feedback. The Proposal was provided to all College staff (via email), to the University community (via the ANU Recovery Plan website), to the National Tertiary Education Union, NTEU (via email), and to stakeholders across the wider community, (direct from the College, staff and students).

The formal consultation period ran from 17 March to 1 April 2021. This period was extended until 9 April 2021, in response to feedback and requests for additional time to consider and respond to the proposed changes.

During the consultation period, face-to-face and on-line forums were held in which participants were invited to contribute to discussions in a variety of ways, including through chat function, written questions, all of which could be submitted anonymously if desired. The [Dean's remarks](#) at the College briefing were made available verbatim on the ANU Recovery Page, but otherwise on-line sessions were not recorded to enable free-flowing discussion. Questions and answers were documented and points of clarification and requests for further information were shared soon thereafter in [frequently asked questions](#) (FAQs) on the ANU Recovery Page or directly with the individual. The briefings and forums during the consultation period included:

- CHM College community – one briefing session
- Research School of Psychology – two School forums
- Research School of Population Health - two School forums
- ANU Medical School - two School forums
- John Curtin School of Medical Research - one School forum
- JCSMR School Executive/Leader drop-in sessions – four sessions
- Professional staff – one forum
- Early and mid-career researchers – one forum
- PARSA Representatives – one meeting
- ANU Medical Society Student Representatives – two meetings
- JCSMR Student Representatives – one meeting
- JCSMR HDR Student forum – one meeting
- ANU Medical School drop in sessions – six meetings
- ANU Medical School HDR student meeting – one meeting
- College of Science Representatives – two meetings
- College Associate Deans & Directors – ongoing, daily stand up meetings
- Division Heads and Group Leaders (on request) – various
- External stakeholder meetings - various

In addition, individual meetings and discussions were held with directly affected staff. Upon request, the College Dean and members of the College Executive met with individuals or groups, including external stakeholders, as appropriate.

Written feedback was invited from all parties, and individual and group submissions were received as emails and written documents. In total 280 submissions were received, of which 201 came from current staff and students, and 79 came from external stakeholders.



All feedback was carefully considered by the Dean and the College Executive Committee. Part 3 of this document, the CHM Change Management Implementation Plan (*herein referred to as the Implementation Plan*) reiterates what was proposed, outlines the feedback received, and provides the College Executive's response to the feedback, including amendments to the proposed changes that have resulted from the consultation process. Part 4 describes the planned changes to the College and the implementation schedule.

The Dean and the members of the College Executive Committee are very grateful for the feedback and suggestions received from academic and professional staff, students, and other stakeholders internal and external to the University. It reflects enormous thoughtfulness, expertise, generosity and commitment to the University and its mission.

Part 3: Feedback and response to proposed changes

The responses, suggestions and ideas received during the consultation period included queries which required clarification, and suggestions and alternatives regarding the proposed changes.

In response to this feedback and in consideration of the overarching strategic priorities of the proposed plan, the following clarifications, adjustments and amendments are provided in relation to the CHM Change Proposal, organised in the following themes:

1. Consolidation of entities and support structures to promote disciplinary and interdisciplinary capabilities, improve efficiency and enhance quality;
2. Creating a future-facing education powerhouse able to expand into new distinctive offerings;
3. Enhancing our capabilities to deliver on our national and local responsibilities; and
4. Focus on areas of research strength with competitive advantage and ensuring pipelines supporting discovery and translation.

3.1: Consolidation of entities and support structures to promote disciplinary and interdisciplinary capabilities, improve efficiency and enhance quality

Rationale: The College's professional services are fragmented into small groups across the schools, each of which has its own education, research and administrative support infrastructure. There are many challenges with this arrangement: unreliable access to breadth and depth of expertise, lack of surge capacity, unnecessary duplication and redundancy of functions, lack of shared services, and inequity across schools with disproportionate administrative burden being borne by many academics, especially in RSP and RSPH. Furthermore, ANU is alone among all Group of Eight universities in having a separate medical school (ANUMS) and school of medical research (JCSMR), each with its own research and teaching programs and structures. In the face of large budget reduction, a better and more efficient structure is needed. Even in a contracted budgetary environment, support for academics, students and the university's mission can be improved through consolidated, more interconnected, collaborative, responsive, agile, and continuously improving professional services.

The College Strategic Plan has highlighted the importance of data-informed strategy and business development to the future academic and financial success of ANU, which lags far behind other universities in such capabilities. There is urgent need to put systems in place to plan how the academic mission can be best supported in the future.

The College Strategic Plan and the experience of the global pandemic have emphasised the inseparable nature and interdependence of physical health, mental health, public health, and human behaviour, and opportunities to bring them together in new and innovative ways. As the world readjusts from the impact of the pandemic, many Universities are considering ways to strengthen interdisciplinary engagement along these lines. ANU is well positioned to take a significant leadership role in this regard given the professional standing in medicine, psychology and public health, its strengths in policy and social sciences across the university, its connections with Government, and yet its relatively small size and capacity to innovate. An unprecedented opportunity exists to advance interdisciplinary engagement, explore shared learning experiences, and support collaborative problem solving of some of the nation's big challenges.



Summary of proposed changes: It was proposed that:

- the number of Schools be reduced from four research and teaching schools to two research-only schools, with education supported at the College level (see also Part 3.2).
- all academics would have an academic home in one of the two research schools: JCSMR for biomedical and translational research and a combined RSPH and RSP for population health, psychology and social-science research, called the National Centre for Epidemiology, Psychology and Population Health, NCEPPH) (see also Part 3.3).
- an Integrated Professional Services Hub, overseen by the General Manager, would be created and consist of two distinct but interconnected groups of service functions:
 - Business Services Hub, comprising Finance, People and Culture (currently Human Resources), and Strategic Communications, reporting directly to the College General Manager.
 - Development Services Hub, comprising Research Support (currently Research Management), Advancement, and a new Business Development function, that will bring together existing engagement and partnership expertise, and reporting directly to the Head of Health and Medical Research Strategy.

There were no proposed changes to the professional and education services being delivered by and shared with the ANU College of Science, which includes the Science Teaching and Learning Centre (STLC), Student Administration, Marketing and Digital, and International Relations and Partnerships.

Feedback received:

There was broad support for the intention to consolidate and strengthen support structures, and to enhance interdisciplinary and interprofessional collaboration, both in education and research.

There was, however, widespread concern about a loss of identity with the joining of the ANU Medical School and Research School of Psychology into a combined Research School with population health and epidemiology. Issues raised included regard for the internal school community and the sense of belonging for staff, students and other stakeholders, recognition of the significance of each discipline and its unique attributes, issues about accreditation and relationships with health and other services, the history of each school, and their importance in the local, professional and academic communities.

Feedback also identified some impacts that required further consideration. It was felt that clinicians were not able to see themselves in either of the proposed two research Schools, potentially affecting their commitment to teaching and loss of research support, which might, in turn, affect delivery of education services, the student experience and our ability to recruit and retain clinical academics. The importance of a close linkage of clinical research with medical education was emphasised in maintaining and advancing quality of health care provision.

A formally-recognised 'home' for the ANU Medical School was viewed as an important mechanism for impact, reputation, and to demonstrate our role in the region (ACT and surrounds), and to support collaborative efforts and continued engagement of external stakeholders. The dual responsibilities, often framed as a tension, between being the national university and training the local workforce, was highlighted. Clarification was sought around the governance and engagement with external stakeholders under the proposed new Research School model, and enthusiasm was expressed for a continued voice for student representatives.

Feedback on ANU Psychology emphasized the need for discipline-specific leadership as an accreditation requirement, the need to continue the close working relationship of educational supports and academics, as well as the need for a suitable home for researchers. Concern was expressed that any loss of identity for psychology would impact ANU's reputation in this area and subsequently risk losing academic staff, especially those whose work is predominantly non-clinical in nature. Clarification was also sought around changes to teaching expectations, and about the location and reporting lines for the Psychology Clinic.

There was considerable feedback about the separation of education and research, and many respondents expressed the view that there was value in keeping education and research together in each discipline, rather than separating the activities and their relevant support structures. There was also concern about the complexity of the supervision and reporting lines for academics, especially



involving a Research School Director, and an Education Supervisor at College level. There were questions about whether the 'academic home' of education-oriented academic staff, including education-based research, was in a research school or otherwise.

The proposal for an Integrated Professional Services Hub was broadly supported and an integrated, holistic, user-centric model was welcomed. It was acknowledged that service delivery, turnaround and communication need to be well managed for a centralised professional services model to succeed. The value of having service functions close to or alongside academics and students was emphasised. Suggestions were made to consolidate support for Facilities and Operations (F&O) and Work Health and Safety (WHS) across the College. Other feedback was predominantly seeking clarification on some positions and reporting lines within the proposed structure.

Response:

The College Executive acknowledges the importance of identity and belonging in academic life. It also understands the desire for clarity and simplicity around governance and supervision. The College Executive wishes to emphasise its full commitment to ensuring outstanding education and research in medicine and psychology (and public health), recognising, too, that each discipline has a long history of professional distinction and distinctiveness that brings many great qualities to advancing scientific understanding and the training of outstanding doctors and psychologists. At the same time, the College Executive is committed to using the moment created by the global pandemic to provide national leadership by increasing collaboration and bringing together biological, psychological, sociological and environmental expertise and perspectives to improve our nation's health and wellbeing. From a financial perspective, it is simply not viable to achieve the necessary budget savings while maintaining separate schools each with their own education and research support functions. Furthermore the University must fulfill its leadership role as the national university at the same time as training health professionals for the ACT and Southern NSW – not one without the other – and do so in a way that delivers value and an excellent experience for our students and all significant local, national and international stakeholders.

In light of the feedback and these considerations, it has been confirmed a School of Medicine, Psychology and Health Leadership (SMPHL) will be created. It will be the home for sciences of the human body and mind, including clinical, psychological and health social sciences. It will also have a focus on the science and preparation of professional leaders, a stated pillar of the College Strategic Plan. The SMPHL will be created by bringing together, over the coming months, the ANU Medical School and the Research School of Psychology. The SMPHL will oversee new Clinical Schools in an arrangement that is very familiar in medical education, and which facilitates engagement between the University and health service partners, and provides the home and support for their clinical staff involved in education and research activities. These clinical schools may be relevant to medicine, psychology or both disciplines, and they will also serve as vehicles for interprofessional education with nursing and allied health students from other universities. Clinical Schools to be developed include the Canberra Clinical School, the Rural Clinical School (already designated), and the Sydney Adventist Hospital Clinical School, with capacity for others if required.

The Integrated Professional Services Hub will be established as proposed and will be part of the new College organisational arrangements. The College Executive wish to emphasise that any centralised approach to services is designed to ensure better services with overall strategic alignment, priority setting, optimisation of resources and coordination. The value of proximity of staff is understood and academics and students, as the clients, will remain front and centre to the design and delivery of optimal service provision. It is also understood that there is much to be gained by all through more collaborative communities of practice among professional staff. As such, JCSMR will continue to have dedicated F&O and WHS resources, and a new College F&O Team will provide support to the rest of the College. The JCSMR and College F&O teams will collaborate to provide comprehensive support across the College, providing surge capacity, management of leave coverage, and streamlined processes that address current single point of failure risks.

The current shared professional services with the ANU College of Science (Marketing and Digital, and International Relations and Partnerships) will remain unchanged.



3.2: Creating a future-facing education powerhouse able to expand into new distinctive offerings

Rationale: Student experience and the reputation of the University is significantly impacted by the quality of education and, in turn, by the support provided for the education initiatives. At present there is considerable variability across the College in terms of education support. Furthermore, through the development of the College Strategic Plan it has been recognised that there are potentially significant market opportunities for the national university in terms of new course offerings, including executive education and continuing professional development, as well as more tailored traditional courses and microcredentials. The College has great opportunities but little experience in these new markets. The ability of the College to explore these opportunities, to innovate and show leadership, and to continue to attract excellent students, depends critically on building the necessary capabilities and leadership, and expanding and leveraging relevant, already established activities, such as the Technology Enhanced Learning Team.

Summary of proposed changes: It was proposed that:

- a Centre for Health Education and Leadership (CHEL) would be established to consolidate all postgraduate education functions and activities at the College-level;
- CHEL would have three discipline streams referred to as 'ANU Medicine', 'ANU Psychology,' and 'ANU Population Health,' which contained the relevant vocational programs;
- each discipline stream would be led by a new Deputy Dean of the College (Deputy Dean, Medicine; Deputy Dean, Psychology; and Deputy Dean, Population Health), who would be the most senior person in each discipline and responsible for education leadership and strategy in the field, for postgraduate student training in the field, the relevant programs and accreditation requirements, and engagement with professional bodies;
- there would be no changes to the current arrangements for the shared Science, Teaching and Learning Centre (STLC) and Student Administration functions shared with the College of Science that provide education governance, support and student services for undergraduate education;
- There was no proposed reduction to current professional staff positions that provide education support services across the College.

Feedback: A focus on education support was welcomed in the feedback, as was the prioritisation of excellence in teaching and the intention to enhance sharing between and learning from the different educational pedagogies. Many respondents perceived value in consolidating and sharing education support. Concerns that were raised included: possible reduced service levels in a more 'centralised' model due to increased service requirements and an unfamiliarity with other CHM courses and programs; a perception that academics in the CHEL could become disconnected from research and the degree to which interdisciplinarity could be truly fostered; complexity of reporting lines; inequitable support across disciplines; and conflicting pedagogies. Clarification was sought on roles and reporting lines in the proposed structure, in particular how the leadership roles would interface and how split supervision would work in practice. There was strong support for education support to be co-located with academic staff delivering courses.

Feedback was also received on the proposed structure for 'ANU Medicine' specifically. There was support that a more future-focused program would be attractive to future students, and that an overall strategic review of education offerings would help give direction. There was recognition that collaboration with different disciplines would diversify education, encourage interdisciplinary teamwork, and allow for more research opportunities. Knowledge sharing between professional staff and enhanced education support was also valued in the proposal.

Response: Rather than have a new College-level 'stand-alone' CHEL, a consolidated education support service group for under-, post-graduate and professional education would be established and based in the new SMPHL, designated as a new College Education Support Unit (ESU). The new ESU will provide education support to SMPHL, in which it is based, and to JCSMR and NCEPH programs through a negotiated service agreement. It is anticipated that consolidating these College education support capabilities into a single unit will deliver better support for education programs and academics, thereby reducing their teaching administrative workloads, and also achieving efficiencies of scale, pedagogical innovation, and interprofessional learning opportunities. It should serve all Schools within



the College optimally and this will be monitored accordingly. The establishment of the new ESU addresses the concerns raised and removes complexity associated with separating education and research functions in the previously proposed structure.

At present there are no additional resources available to take on the responsibilities and support provided by the Science Teaching and Learning Centre (STLC) and Student Administration currently shared with the ANU College of Science. The Education Support Unit within the SMPHL will continue to work in partnership with STLC and the CHM/CoS Student Administration team to ensure that service delivery and cost efficiencies are retained while also ensuring the needs and goals of CHM can be met now and into the near future. This partnership model will continue to be reviewed with a view for CHM to have an Education Support Unit that resources and manages all components of education governance, design, delivery and support within a single team, when appropriate to do so.

3.3: Enhancing our capabilities to deliver on our national and local responsibilities

Rationale: Facilitated by an MoU signed in 2019, and through the course of the 2020 Australian bushfires and global pandemic, ANU has taken significant steps forward in its systematic engagement with Federal, State and Territory Governments and the broader national community, and in the ways it can fulfil its national responsibilities. To do so consistently will require improved systems and dedicated mechanisms for engaging with government and other external stakeholders, identifying and seeking out new research and education opportunities, coordinating and delivering quality product on time, and leveraging these relationships to grow income, capacity, academic productivity, and societal impact. Depth, breadth, and scale are important – at present all our Schools have several departments that are very small compared to those of our competitors. A substantial and cohesive entity that champions excellence in engagement with government and society as a primary focus would provide considerable strategic advantage. Because cross-fertilisation of disciplines is often needed for specific projects or tasks, there is also a need to foster expertise in disciplinary and interdisciplinary methods, as well as leading and promoting research impact and engagement and supporting platforms for health data sciences, health policy, public awareness and health communication, and implementation science.

Summary of proposed change: It was proposed that:

- The research activities and positions in RSPH, RSP and the non-biomedical research in ANUMS be brought together into a new school called the National Centres for Epidemiology, Psychology and Population Health (NCEPPH). The plural 'Centres' was to give space for there to be one or more Centres, planned and designated through a process to be determined.
- NCEPPH would provide an academic home for population health, psychology and health social sciences research, and develop specialised capabilities in interdisciplinary methods, communication and engagement, working with government and national agencies, and implementation science.

Feedback received: The response was positive about increasing the scale and gravitas of national engagement, leadership, population health and psychology research capabilities. Feedback was also generally supportive and positive about building greater interdisciplinary collaboration and exploring new groupings, and enhancing the effectiveness of working with external parties and government. The feedback also supported a desire to preserve and build on what is working well in RSP, ANUMS and RSPH, including NCEPH and to leverage this more broadly.

Many commented that the National Centre for Epidemiology and Population Health (NCEPH) has a valuable and globally-recognised brand and is highly regarded for particular types of expertise and activities. Both internal and external stakeholders expressed a view that, in the wake of the global pandemic, NCEPH should have greater prominence as an asset of the ANU and of the nation.

Several respondents expressed concern that a change to the NCEPH name, with an additional 'P' and a merger with psychology and medicine might adversely affect the identity and reputation of NCEPH. There were many views expressed about possible internal structural alignments in the School, and concerns about whether each discipline would be adequately represented in governance and decision-making.



There was support for continued excellence in mental health research and an opportunity to build closer collaborations between population mental health research and clinical research, but concerns were expressed about the compatibility of the different pedagogies if the Research School of Psychology and the Research School of Population Health were brought together.

Feedback also included concerns about preservation of support for the Masters of Applied Epidemiology (MAE) program, and whether proposed staffing profile changes would affect research management and statistics and analytical support.

Response:

The intent to have a School with sufficient expertise, scale and impact in working with government and communities in Australia and internationally is retained. The need to move away from small departments and groups, to a more flexible and cohesive matrix working structure is recognised, as is the need to significantly increase business development capabilities in order to harness the many opportunities for the national university. It is therefore an ideal time to be bringing to the fore the National Centre for Epidemiology and Population Health as a main vehicle for the University to achieve its national aspirations. The College Executive sees real opportunity on the national and international stages through such a development, recognising too that the College community prefers to retain as much of the original identity of NCEPH as possible.

The third School for the College will be known as the National Centre for Epidemiology and Population Health (NCEPH) and will incorporate the current NCEPH and RSPH, bringing into it the breadth of research from RSPH. The merging of RSPH with RSP and ANUMS, as originally proposed will not proceed (with RSP and ANUMS coming together in the new SMPHL instead). NCEPH will still be, as intended, a key engine for partnerships with governments and health services in evidence-based policy and practice, and the main driver of the University's role in advancing population health. NCEPH will foster expertise and excellence at impact and engagement as well as research and teaching. It will retain much of what has made it preeminent as a Centre, and on which it will need to build and adapt to ensure future national prominence and impact.

Existing departments and academic staff of RSPH will be transferred to NCEPH, and a process undertaken in coming months to determine the school governance and organising structure. It is intended that the structure will create the optimal environment for interdisciplinary collaborations and give greater emphasis to emerging strengths.

3.4 Focus on areas of research strength with competitive advantage and ensuring pipelines supporting discovery and translation

Rationale: To continue to be excellent and be competitive with larger universities, the University must use its limited core funds to sustain and grow areas that either have national significance, or could achieve in the short term, sufficient scale, distinctiveness and excellence to be among the best in Australia and attract sufficient research income to be sustainable. This means that even some high-performing areas, if they are not of sufficient scale or have sufficient grant-earning potential, might have their core funding discontinued. We will continue to champion excellent fundamental scientific research, and prioritise its linkage to translation opportunities to maximise impact, recruitment and revenue.

Summary of proposed changes:

In biological and clinical medicine it was proposed to focus the research areas that depended on core funding to the following areas, which would form Divisions in the John Curtin School of Medical Research (JCSMR):

- i) Immunity, Inflammation and Infection, and
- ii) Genome Sciences and Cancer.

A new Division of Advanced Biomedical Technologies in JCSMR was proposed to bring together, focus and strengthen existing research platform capabilities, to better support research, drive innovation, foster strategic collaborations, and enhance potential for revenue generation.



A new Division of Clinical Sciences was proposed within the JCSMR, including academics from both ANUMS and the current JCSMR, to enhance translational research capabilities in areas of discovery science strength, and provide a home for clinician scientists.

The proposed narrowing of areas of research focus within JCSMR would result in discontinuing use of core recurrent funds (R funds) for continuing academic positions in neuroscience, developmental genetics and hepatology. This was on the basis that, while valued and of high quality, these areas were disadvantaged relative to others in scale or connection to translational research opportunities, and therefore were also disadvantaged in competition with much larger centres in Australia and in their prospects for sustainably attracting research income. It was recognised that withdrawing funding of continuing academic positions in the Eccles Institute of Neuroscience would necessitate discontinuation and teach-out of undergraduate and postgraduate courses, including the Masters in Neuroscience program.

In Population Health where reduction in academic staff had been achieved through voluntary separations, natural attrition and non-renewal of some fixed-term appointments, there are relatively few core recurrently-funded continuing positions, and all positions remaining were deemed essential.

In Psychology where all sub-disciplines are needed for accreditation of education programs there were no proposed reduction of positions beyond the voluntary separations already confirmed.

Feedback received: A significant amount of feedback was received, both internally and externally on the proposal to cease pursuing neuroscience as an area of research focus. While feedback supported an intent for JCSMR to look forward and to specialise in areas of strength, most of the feedback raised questions and expressed concerns about this not including the area of neuroscience.

Themes from the feedback included:

- the importance of brain sciences for health and social impact now and in to the future;
- the global recognition of ANU contributions to neuroscience over decades;
- the existence of small independent high-quality groups have historically been common in the field;
- the risk of reputational damage to ANU if it were perceived to be withdrawing from neurosciences entirely;
- lost research capabilities that would not easily be rebuilt if circumstances change in the future;
- the value of the UG, masters and PhD programs in attracting high-quality students to the University;
- the cost and feasibility of teaching-out programs, and the impact on student wellbeing;
- the impact on any project interdependencies that exist, including with other Colleges; and
- repeated suggestions to reinvigorate neurosciences at ANU by increased engagement with cognitive neurosciences, neuro-degenerative diseases, computational neuroscience and brain-machine interface technologies.

Feedback in relation to the discontinued academic positions in developmental genetics and hepatology queried the measures used to determine areas of competitive strength at ANU, and the mapping of individual capabilities to those research areas

Feedback in relation to the proposed JCSMR Division of Advanced Biomedical Technologies was mostly supportive, but requests were made to clarify the staffing profile and the positions expected to be allocated within this Division.

Feedback in relation to the proposed JCSMR Division of Clinical Sciences was supportive of the vision of enabling translational research, but it showed a desire for clinical scientists in that School to work seamlessly with designated JCSMR research strengths to help translate and or commercialise, rather than as a separate Division. Questions were raised about how positions would be funded and administered in such a Division. For clinician researchers without clear alignment with the JCSMR research strengths, a home for them within this proposed Division was considered inappropriate by some respondents.

Response:

The College Executive has deliberated over the feedback and consulted further on proposal and options for neuroscience research and the associated programs and activities. It has also reconsidered the



options of disestablishment, maintaining the status quo, or pursuing a renewed effort to form a cross-University integrated multi-disciplinary Eccles Institute.

After consideration of all aspects, and with the endorsement of the Vice-Chancellor and the University Senior Management Group, the College Executive recommends retaining capabilities in core areas, namely cellular and circuit neuroscience, and coupling this with the development of a University-wide strategic plan to transform the Eccles Institute of Neuroscience into an inter-disciplinary Eccles Institute of Neuroscience and Brain Sciences.

This aligns with the original vision of the Institute and the broader interests of Eccles himself and, if successful, could provide enhanced research and education offerings across many parts of ANU. The alternatives were judged to be inferior options: disestablishment would have significant complexity and disadvantage for students and potential reputational risk for the University, while maintaining the status quo would not address the need to increase the size of the faculty of the Eccles Institute and extend current research interests towards interdisciplinary and translational areas, both of which were seen in the most recent school review as 'imperatives for the Eccles Institute to become a leading institution in neuroscience in the coming decades'.

The decision to continue to invest recurrent funds in core neurosciences therefore must identify a path to realise growth in scale, and connect excellent discovery science through interdisciplinary and translational interfaces to ensure neuroscience at ANU survives and thrives into the future. A strategic planning process will commence immediately and be completed by end-2021. It will be chaired by Professor Sir Edward Byrne AC, Distinguished Vice-Chancellor's Fellow, who is a neurologist and higher education leader with experience building successful multidisciplinary brain science entities in Melbourne and London.

The strategic planning process will involve:

- evaluation of current Eccles Institute functionality and viability to identify relevant lessons;
- a comprehensive audit of ANU neuroscience and brain science research strengths;
- assessment of inter-disciplinary trends within the university and appetite for internal leverage;
- mapping of funding opportunities, including key projects across governments, portfolios, industry and philanthropy;
- a gap analysis of capabilities essential for applied and translational neuroscience;
- sectoral landscape analysis to determine a partnering strategy to maximise capabilities for translational research collaborations;
- consultation with key internal and external stakeholder to inform option analysis;
- recommended options for the future organisational, governance and funding model for neuroscience and brain sciences at ANU; and
- a five-year stage-gated implementation plan with a critical continuance gate at Q3 2022 that acknowledges the impending funding shortfall.

The financial impact and funding required to enable the continuation of neuroscience as an area of research focus, will be covered in the short-term (until end 2022) through the cost reductions achieved from additional voluntary redundancies that have been secured during 2021, increased revenue from newly signed contracts, and some supplementation from 2021 College transition funding and the 2021 and 2022 Research Support Program allocation. By end 2022 it is anticipated that a strategic plan will be endorsed (inclusive of any additional investment requirements) and implementation well progressed to ensure ongoing sustainability.

Noting that this is a change from the original proposal, it is confirmed that all positions specific to expertise and delivery of cellular and circuit neuroscience will be directly transferred to the new organisational arrangements for the College and JCSMR. This will include the professional staff who support these areas of neuroscience expertise.



Continuing positions in the current Eccles Institute with areas of research focus outside of circuit and cellular neuroscience will be unable to be transferred to the new organisational arrangements for JCMSR and will be disestablished.

The proposed JCMSR Division of Advanced Biomedical Technologies is confirmed. However, more time is needed to determine the exact academic requirements and the governance and operational relationships of academics in this Division with the existing and future technology service platforms. Consultations are underway and further reviews are planned to map these issues and guide solutions.

There are no immediate staff transfers or establishment of new positions proposed for this Division, rather it will be a multidisciplinary structure that provides pathways for new accountabilities of existing academic staff in other areas of JCMSR, and potentially other Schools, through joint appointments. In the implementation phase a process will be determined for identifying fractions of existing staff positions to be transferred to the Division.

In light of feedback, the proposed Division of Clinical Science in JCMSR is not confirmed. The consolidation of ANUMS and RSP into a third school, the SMPHL, will provide a home for clinical researchers as articulated in Part 3.1.

Expertise in hepatology was notable in its attraction of research funding and highly cited works, and was valued, as was research in developmental genetics. However the scale and connectedness of these areas was less likely to be competitive with that in other research-intensive universities. As such, the continuing positions supporting research into liver research and developmental genetics, as well as in neuroscience other than cellular and circuit studies, are unable to be transferred to the new organisational arrangements for JCMSR and will be disestablished.

3.5 College name

Summary of proposed change: In the Proposal it was suggested the College be renamed the College of Health, Medicine and Psychological Science (CHMPS) to properly represent its discipline-based expertise.

Feedback and response: While there was support for the inclusion of Psychology into the College name, much of the feedback supported the retention of the current name, the College of Health and Medicine. Although intended to be a gradual implementation, the College has acknowledged the breadth of disciplines understood by 'health and medicine' and the additional administrative load that would be required for such a change, and the College will not be going ahead with a name change at this point in time.

3.6 Indigenous-led research, education and governance

Summary of proposed change: The College Executive has signaled its intention to advance Indigenous governance and leadership of First-Nations focused academic programs and activities. A recent call for expressions of interest was made for a fractional appointment of an Associate Dean (First Nations). It was anticipated that this would help guide decision-making.

Feedback and response: The importance of Indigenous leadership of teaching and research activities was supported in relation to the Indigenous Health and Wellbeing program in RSPH, the National Centre for Indigenous Genomics in JCMSR, and the Social Foundations of Medicine Indigenous Health Framework in the ANUMS. The College remains committed to further developing and expanding Aboriginal and Torres Strait Islander health research, and to enabling and supporting Indigenous-led governance, which will be further developed with our Indigenous colleagues and community as part of the implementation of the new organisational arrangements for the College.

Corrections in the Change Proposal

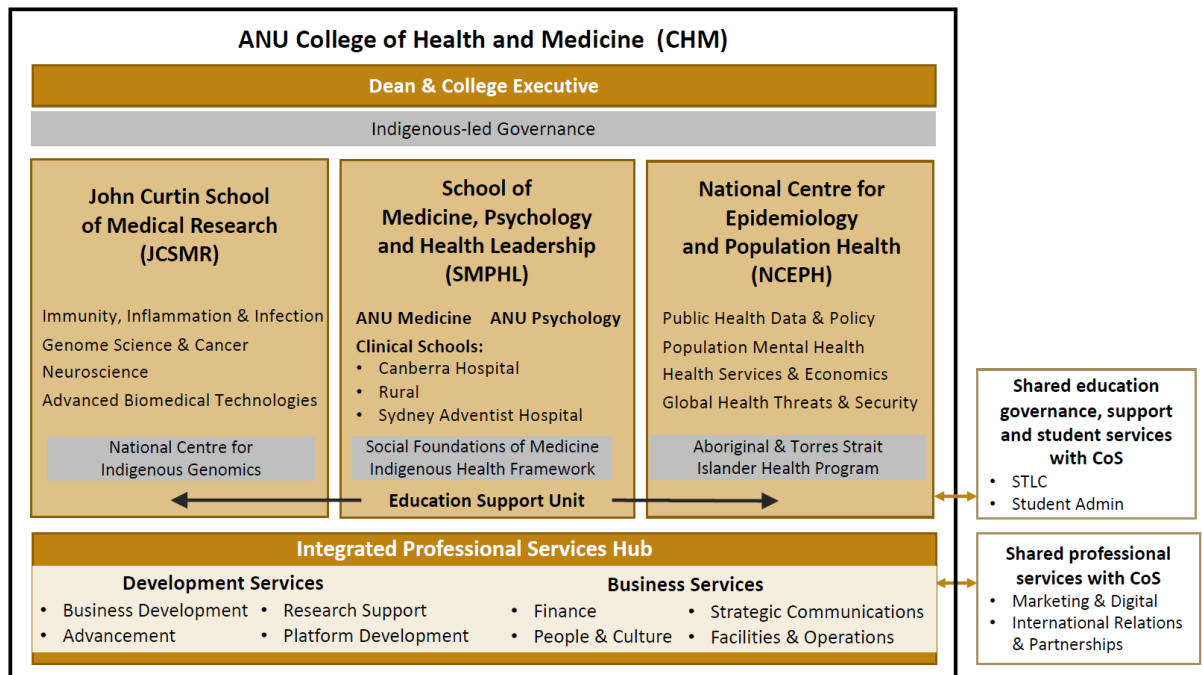
Feedback included observations about information within the Organisational Charts for the College and Schools and considered incorrect in the Change Proposal. This included corrections about reporting lines, classifications and position titles. Clarifications and corrections to details in the Change Proposal have been responded to and addressed during the consultation period and are reflected in the updated Organisational Charts included in the Implementation Plan appendices.

Part 4: The new College of Health and Medicine

The College Structure

With all feedback considered, and a clear goal for recovery and continued success as a top global university, the following structure is agreed by the College Executive and presented for implementation.

Figure 1: College of Health and Medicine organisational structure



This organisational structure takes significant and necessary steps for the College to meet its budget, and at the same time opens up potential for new resource streams. It lays the foundation for addressing some of the major challenges and inefficiencies, including duplication of services, high academic and professional staff workloads, and limited capacity for innovation and strategic growth in line with the College’s Strategic Plan.

John Curtin School of Medical Research

Since its foundation, the JCSMR has, and continues to be, a flagship of research excellence at the ANU. The new structure builds upon the intention for a focussing of research and research training and reflects the research areas with the greatest potential for future success.

The multi-disciplinary research areas to be recognised as Divisions are as follows:

- (i) Immunity, Inflammation and Infection
- (ii) Genome Science and Cancer,
- (iii) Neuroscience, and
- (iv) Advanced Biomedical Technologies

Bringing together Immunity, Inflammation and Infection recognises the natural synergies and the breadth of activity in these disciplines. Similarly, the combining of Genome Science and Cancer recognises the existing strength in collaboration and the synergy that exists between these research areas. As part of the confirmed new organisational arrangements, academic staff engaged in these disciplines will be directly transferred from each of the existing Department of Immunity and Infectious Disease, and from the Departments of Genome Sciences and the ACRF Department of Cancer Biology and Therapeutics.



The nomenclature and naming of these research areas as 'Divisions', rather than 'Departments' is subtle, but important, and affirms an intention to create opportunities for interdisciplinary collaboration.

As proposed, the Division of Advanced Biomedical Technologies will bring together, focus and strengthen existing research platform capabilities under cross-College academic leadership. In this way JCSMR will better support other research divisions, drive innovation in its platforms and foster strategic collaboration with other strengths of ANU, for example, the Research School of Physics and the National Computational Infrastructure. Additionally, the development of potential applications such as drug screening and drug discovery, and optimising operations of the technology platforms will have significant scientific and financial benefits for the College and ANU more broadly.

National Centre for Indigenous Genomics

The National Centre for Indigenous Genomics (NCIG) exercises responsibilities under a special statute of the *Australian National University Act (1991)*, and as such, its activities will continue to be directly accountable to the School through its own Centre. It will work collaboratively with the National Centre for Epidemiology and Population Health (NCEPH) and the School of Medicine, Psychology and Health Leadership (SMPHL) to exercise the College's leadership in Indigenous Health. How this will be done, and the broader indigenous governance framework will be considered in the Implementation Phase, co-designed with Indigenous colleagues.

The Eccles Institute of Neuroscience

The Eccles Institute of Neuroscience will be retained as an Academic Organisational Unit (AOU) in the new structure. Through the Change Proposal consultation process, possible solutions to increase scale and connectedness were identified and an appetite for undertaking a university-wide strategic plan for neuroscience and brain sciences was canvassed.

Under this structure, the College and University has agreed to support the development of a Strategic Plan for neuroscience, and the possible development from a department of the JCSMR, to a university-wide interdisciplinary Institute. This is in keeping with the original vision of the Eccles Institute when it was established. If the delivery of the strategic objectives are successful, this would enable and support a future state in which cellular, circuit and systems neuroscience might integrate strongly with molecular neurobiology, clinical brain sciences, human psychology, data and computational sciences, brain-machine interfaces, and relevant disciplines in the humanities and social sciences. In addition, it might enable the continued delivery, innovation and evolution of brain science-related undergraduate and postgraduate courses and programs.

As outlined in Part 3, the Strategic Planning process for Neuroscience at the ANU will commence as one of the first actions following the release of the Implementation Plan and will begin with a panel established to support the work which will be Chaired by Professor Sir Edward Byrne AC.

While the earlier proposed structure, established a Division of Clinical Sciences, the new structure now provides a future pathway to establish Clinical Schools under the new SMPHL. The desired development and prioritisation of translational research platforms will continue to be developed but will now be a joint responsibility of all Schools and of the College and a separate Division of Clinical Sciences in JCSMR will not be established.

The administration of JCSMR educational offerings (biomedical education and HDR training) will transition from the Biology Teaching and Learning Centre and JCSMR respectively to the ESU once the service level agreement is developed. The academic staff that support these offerings will remain in JCSMR and will continue to retain responsibility for course convening, delivery, and educational strategy, but now with access to a greater pool of expertise and professional supports than previously existed.

The success of biomedical research in the College depends on progressing translational outcomes at the same time as driving discovery science. JCSMR will continue to pursue national and international leadership and build research pipelines and ecosystems that sustain discovery science, clinical translation and commercialisation. Researchers will be supported across to maximise opportunities to



bolster sustainability through grant success and other forms of revenue generation, including commercial partnerships.

The new organisational arrangement for JCSMR confirms the changes for professional staff services within JCSMR which will support the delivery of a more flexible and responsive structure with a greater integration within and across School operations.

The College and School will continue to assess workload and administrative support needs as required, which may result in further changes to School administration following implementation of the new structure.

National Centre for Epidemiology and Population Health

The College vision is to leverage the renown of the National Centre for Epidemiology and Population Health, and use it to build an inclusive and even more interdisciplinary research strength.

With a refreshed and elevated NCEPH brand, the School will embrace and showcase the depth of research that has evolved, showcasing new research strengths that align with National and regional needs. NCEPH will become the overarching identity for the current Research School of Population Health (RSPH) entities and will support impact and engagement for the whole College. This will be delivered through building upon the applied and high impact capability developed in RSPH and improving the impact and engagement model so that all Schools in the College can benefit. This work will be developed as part of a co-design process in the Implementation Phase.

This structure further embraces the University's national role and builds on RSPH's strong, long-standing partnerships with policy and the Australian community, with research pillars that reflect emerging interdisciplinary strengths, respond to population health, policy and community needs, and reflects the College's distinctive research capabilities.

As a starting point for the new structure, there are four defined interconnected pillars of research strength that centre on:

- (i) population mental health,
- (ii) global health threats and security,
- (iii) health services and economics, and
- (iv) public health data and policy.

These 'pillars' reflect existing fields of research strengths in RSPH, across its previous five areas and are intentionally named to build interconnectivity across disciplines. The pillars bring together new groupings of academics and their teams from the existing Departments, Centres and Research themes at the School, details of which are captured in the organisational charts for NCEPH at Appendix 6. The focus and composition of these pillars, along with any adjustments to groupings, will be refined and considered with the newly named NCEPH community and stakeholders during the implementation phase.

In addition to the four pillars, the College is committed to strengthening Indigenous Health and Wellbeing, with plans to establish a College-wide entity that collaborates across Schools and the broader University. In a considered approach, and in the spirit of Indigenous-led governance, the form, structure (and potential naming) will be further developed with our Indigenous colleagues through a co-design process during the implementation phase. In the immediate term, existing staff working in or supporting Indigenous health and wellbeing from RSPH will continue to have a home in NCEPH.

The educational offerings of NCEPH (Master of Applied Epidemiology and Master of Public Health and other graduate and undergraduate units), as well as the short courses provided to stakeholders will now be supported through the new School of Medicine, Psychology and Health Leadership. The professional staff from within the current RSPH who support education will directly transfer to SMPHL. Academic



staff that lead and deliver these offerings will remain in the newly named NCEPH and will continue to retain responsibility for course convening, delivery, and educational strategy. Under this arrangement academic staff will have access to a greater pool of expertise and support than previously existed, with a service level agreement to be developed with the College and SMPHL that will enable support of NCEPH's education and training to be world class.

All Schools within the College will have a role in ensuring research and education quality, supported by a college-wide research and education strategy. In addition, NCEPH will continue to develop platforms and Centre-wide resources via the PHXchange and a methods, mapping and data visualisation hub. These capabilities will continue to support NCEPH leadership in health research impact, communication and engagement. Already collaborative and interdisciplinary, over time these platforms will be developed and enhanced to underpin cross College impact and engagement.

School of Medicine, Psychology and Health Leadership

This new structure will bring together the ANU Medical School and the Research School of Psychology, to create the School of Medicine, Psychology and Health Leadership (SMPHL). In addition to Medicine and Psychology, the School will bring together health organisations, health care providers, consumers and key ANU academic disciplines to demonstrate strong health leadership and co-creation of health innovation that can transform health care.

SMPHL will continue the College's commitment to high-quality research in medicine and psychology, in areas of existing strength in basic and translational research, and will commit to fostering emerging and new research synergies within and between medicine and psychology as well as with other parts of the College and the University.

Both the ANU Medical School and the Research School of Psychology have expertise and experience in running complex, accredited postgraduate professional programs. The new SMPHL builds upon this to create the foundations for an 'education powerhouse' that will offer a modern, technologically advanced, innovative, and well-supported platform for education offerings across the College. For clinical education, this will capitalise on the direct links between patients, clients, and consumers, on the one hand, and clinicians and clinical academics on the other, to support translation-oriented research.

There are three key areas which will come together to form SMPHL: ANU Medicine, ANU Psychology, and an Educational Support Unit. Each of ANU Medicine and ANU Psychology will be organised in such a way that fulfils separate professional needs and accreditation requirements. However the purpose is not for each to function entirely independent of the other, as interprofessional education, research and development opportunities are a significant reason for the integration, and will be a key strategic offering of ANU. But it is acknowledged that it will take time to determine what is shared and what is kept more discrete. ANU Medicine and ANU Psychology will each have its own academic disciplinary leadership, and each will continue to be represented on the College Executive. A governance structure for the new SMPHL, including development of the role and responsibility for a new SMPHL School Director and titles for academic discipline leaders will be developed in the Implementation Phase.

Clinical Schools will be established as part of SMPHL, and will be the focus of engagement with the relevant health service partner(s) in both education and clinical research activities. While ANU Medicine will have most to do with these Clinical Schools, they may also be relevant to ANU Psychology. The Rural Clinical School will be unchanged, and a Canberra Clinical School, and a Sydney Adventist Hospital Clinical School will be established during the Implementation Phase, with determination of appropriate governance, structure and function, including relations with the health service partners.

ANU Psychology will contain research capability in psychology, be responsible for psychology programs at all levels, and will continue to be the point of connection for government and others on everything relating to psychology. The Psychology Clinic will be retained with ongoing Clinical Psychology



oversight and leadership. During the Implementation period attention will be given to whether the Psychology Clinic would be better placed under the Clinical Schools model.

Both ANU Medicine and ANU Psychology will continue to have strong connections to educational and research activities in JCSMR, NCEPH and across in other areas of the University, and will look to strengthen connections across Schools, Colleges and the University.

'Health Leadership' embraces our national role and all that we have learnt through the Australian bushfires and the global pandemic. It is an important strategic goal of the College, and our commitment embodied in the aspirational name of the School.

This model will better enables the College to draw on the expertise from both medicine and psychology, and through a 'health leadership' focus, build on our education offerings to develop Executive Education programs and short-course opportunities, new postgraduate programs, and pedagogical expertise that prepares future health leaders and professionals. It will strengthen the University's connection with influential health leaders across the nation. Health leadership will be a key area within SMPHL and the College that will support current and future health leaders, as well as build reputation, generate revenue, and create influential alumni. This will develop in time, and support the College Strategic Plan.

Education supports for the College will be centralised in the Educational Support Unit within SMPHL and shared across the College. This will allow for the ongoing link between research and education as well as a consolidated effort and coordinated support for all teaching across the College. It will pave the way for an enhanced student experience, a better teaching experience, and education and pedagogical innovations. A review of and high-level strategic plan for all CHM courses and programs will be initiated during the Implementation period.

All current School based professional staff positions providing teaching support (administrative/professional) will form part of the Education Support Unit. Academic staff for the educational programs will remain in their respective Schools and continue to retain responsibility for course convenorship, delivery, and educational strategy, but with access to a greater pool of expertise and supports than previously existed. The governance, clear outcomes for educational review, and administration and function of the Educational Support Unit will be developed through a co-design process in the implementation phase.

The Educational Support Unit will support academics in all of the Schools in teaching and, over time, will be able to provide educational innovation and new educational technologies

Collectively, this structure enables the vision of the recently developed and ambitious three-pronged vision for future medical education: Medicine-in-the-world (a distinctive education core tapping into the national role of the University and the expertise it and its partners have in a broad range of subject areas); Medicine+ (the opportunity for students who have performed exceptionally in their undergraduate programs to pursue a concurrent optional and non-traditional subject stream); and Medicine-for-life (continuing professional development, executive education, and courses co-designed with employers, Government and Medical Colleges).

College Professional Services

A holistic reconfiguration of College professional and administrative structures and services will deliver improved professional services within a contracted budgetary environment and in line with the University Service Performance Framework. Another key driver is to ensure that professional services are aligned to ensure the right strategic foundations. Of particular importance is to enable operational excellence by maximising collaboration between business development and advancement, pursuing value-creating partnerships with external stakeholders and ANU alumni and fostering national presence and community engagement. Development activities need to be underpinned by quality business services that ensure funding, people, communications, marketing and facilities are all considered at early inception of any new opportunity.



Professional services will provide support across the College in a way that is interconnected, collaborative, responsive, agile, continuously improving, and delivers exceptional service and value for money. Professional services provided at the College level are not to be constrained by School boundaries and by their nature will elevate, enable and support the work of academics and collaboration opportunities.

The Integrated Professional Services Hub, with overall General Manager oversight, will comprise of two distinct but interconnected professional service hubs, as below:

- (i) Business Services Hub: Finance, People and Culture (currently Human Resources), and Strategic Communications and the new Facilities and Operations team, will report directly to the College General Manager.
- (ii) Development Services Hub: Research Support (currently Research Management), Advancement, and new Business Development and Platform Development functions, that will bring together existing engagement and partnership expertise, will report directly to the Head of Health and Medical Research Strategy.

The continued shared services of Marketing, Digital and International Relations and Partnerships, with the College of Science will remain and continues to provide cost efficiencies while also ensuring the needs and goal of CHM can be met now and into the future.

Timing for Implementation

Implementation of the new organisational arrangements and structure will occur in clearly defined phases over the coming 12-18 months. These phases and activities will be prioritised and undertaken to support the needs and requirements of each School and will recognise any interdependencies across Schools and the College. An Implementation Timeline is provided in Part 8 of this document.

Part 5: Nature of the change

The College will be reorganised into three Schools:

- (i) The John Curtin School of Medical Research (JCSMR);
- (ii) The National Centre for Epidemiology and Population Health (NCEPH); and
- (iii) The School of Medicine, Psychology and Health Leadership (SMPHL).

School-based education support will be consolidated into a single Education Support Unit (ESU) administered from within the SMPHL but working across and supporting education across all Schools. An Integrated Professional Services Hub for consolidating and delivering professional services across the College will also be established.

The confirmed changes will involve:

- Joining of two Research Schools into a single School-level structure to establish the School of Medicine Psychology and Health Leadership (SMPHL);
- Reconfiguration of RSPH into the reinvigorated NCEPH;
- Consolidation of School-based education support services in to a single College Education Support Unit to be housed in SMPHL;
- Reorganisation of the College professional support services;
- Direct transfer of two (2) Research School Director positions;
- Direct transfer of two (2) Research School Director positions (Interim);
- Direct transfer of 65 continuing academic positions;
- Direct transfer of 57 continuing (contingent funded) (CCF) academic positions;
- Direct transfer of 143 fixed term academic positions;
- Direct transfer of 130 continuing professional staff positions;
- Direct transfer of 60 continuing (contingent funded) professional staff positions;
- Direct transfer of 97 fixed term professional staff positions;
- Direct transfer of 2 continuing academic positions to Research School of Biology



- Disestablishment of up to 5 continuing academic staff positions (one of which is VACANT);
- Disestablishment of up to 9 continuing professional staff positions (5 of which are VACANT);
- Disestablishment of up to 1 fixed term professional staff position (VACANT); and
- Transition arrangements for affected staff including permanent transfer, redeployment, transition to a fixed term or fixed term pre-retirement agreement and voluntary separation.

Changes may also include: a change in reporting or supervisory lines for some staff and positions; a change in work practices for some staff; reorganisation of teams, and/or a change in conditions, or change that would likely lead to changed responsibility levels.

The current staffing profile across the College and Schools has been confirmed as **at 30 April 2021**. It has been updated to reflect feedback received during the consultation period.

Summary of School changes

Underpinning the redesign and reorganisation of the College is the intent to build coherent clusters of excellence in research, education and engagement and establish critical mass and continuity sufficient to compete in those activities on the world stage. The reconfigured Schools and reorganised Professional Services encapsulate activities that already have some activity at that level in the College, but which need further strengthening to achieve impact.

Summary of staff position changes

The John Curtin School of Medical Research (JCSMR)

In the new structure for the College, JCSMR will narrow investment of core recurrent funding in continuing academic positions into defined priority areas of Immunity, Inflammation and Infection, Genomics and Cancer, and (subject to further review) Advanced Biomedical Technologies. The National Centre for Indigenous Genomics will be transferred with no staffing changes, and a narrowed focus of neuroscience research in cellular and circuit neuroscience will be retained.

Summary of academic staff changes

The following positions will be directly transferred into the new JCSMR structure and the continuing academic staff profile will be as outlined in the Table 2 below:

Table 2: Continuing academic positions to be directly transferred to the new JCSMR structure

Current Work Area	Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
JCSMR	Fellow	Fellow	C	1
JCSMR	Senior Fellow	Senior Fellow	D	3
JCSMR	Senior Lecturer/Fellow	Senior Lecturer/Fellow	D	1
JCSMR	Professor	Professor	E	10
TOTAL				15

All JCSMR academic staff on Fixed Term (FT) or Continuing Contingent Funded (CCF) will be directly transferred to the new JCSMR structure as shown at Appendix 1. All of the positions being directly transferred are being transferred at level.

Disestablished positions within the new structure

The following continuing positions will be disestablished as they are no longer required, their duties have been or will be ceased, and there will be no available at level positions within the new academic profile for JCSMR.

Level D (Neuroscience) – one (1) position: it is confirmed that this role will be disestablished as the narrowing of research discipline areas means that the expertise associated with the position and the duties of the position will cease within the School. Teaching and service work associated with the position will be distributed elsewhere within the School.

Level E1 (Developmental Genetics) – one (1) position: it is confirmed that this role will be disestablished as the narrowing of research discipline areas means that the expertise associated with the position and the duties of the position will cease within the School. Teaching and service work associated with the position will be distributed elsewhere within the School.

The current academic structure for JCSMR is included in Appendix 2. The new academic structure for JCSMR is included in Appendix 1.

Summary of professional staff changes

The JCSMR professional staffing will be reconfigured to provide optimal support across the School.

New positions within the new structure

The following positions will be created within the new structure. All new positions will ensure suitably qualified and experienced staff have the skills, and qualifications to support the School's new structure.

Senior School Administrator ANU Officer 6/7 – two (2) positions: these new positions are recommended to be classified at ANU 6/7. The School Administrator roles will provide high level support to the School Manager and be responsible for coordination and delivery of the day-to-day administration activities for the Schools. The Senior School Administrator will work closely with the School Manager and the School administration team and contribute to the reporting and delivery of administration services that support the research activities of the School.

Directly transferred positions within the new structure

The following continuing positions will be directly transferred to the new School structure. All of the positions confirmed to be directly transferred are being transferred at level. Some roles will require a role title change (these are detailed below) and all positions will have a position description review and refresh. This will enable the positions to be aligned with the requirements of the new structure and ensure the positions are focused on the required capacity to deliver on the professional services requirements for the School and the College.

Table 3: Continuing professional positions to be directly transferred to the new JCSMR structure

Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
Autoclave & Wash-up Operator	Autoclave & Wash-up Operator	2/3	2
Purchasing Officer	Purchasing Officer	4	1
Purchasing Officer	Purchasing Officer	5	1
School Administrator	School Administrator	5	1
Marketing & Comms Coordinator	Communications & Engagement Coordinator (VACANT)	6/7	1
Executive Officer to Director JCSMR	Executive Officer to Director	8	1
Administration Manager	Administration Manager	8	1
Lab Manager	Lab Manager	8	2
WHS Manager	WHS Manager	8	1



Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
School Facilities Manager	School Facilities Manager	SM1	1
Research Development Manager	Research Development Manager	SM1	1
School Manager	School Manager	SM2	1
TOTAL			14

All continuing professional staff positions that are supporting research will be directly transferred to the new JCSMR structure and will be transferred at level as follows:

Table 4 : Continuing research support positions to be directly transferred to the new JCSMR structure

Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
Technical Officer	Technical Officer	4/5	1
Senior Technical Officer	Senior Technical Officer	6	1
Senior Technical Officer	Senior Technical Officer	7	1
Senior Laboratory Technical	Senior Laboratory Technical	7	1
TOTAL			4

Scientific Platforms: all JCSMR professional staff who are Continuing, Fixed Term (FT) or Continuing Contingent Funded (CCF) and currently supporting the seven (7) Scientific Platforms - including the Australian Phenomics Facility; ANU Bioinformatics Consultancy; Biomolecular Resource Facility; Cancer Biology & Therapeutics; Genome Sciences; Imaging & Cytometry Facility; and, Immunology & Infectious Diseases - will be directly transferred from the current JCSMR into the new JCSMR structure as shown at Appendix 1. All of the positions are being transferred at level.

Supporting Research: all JCSMR professional staff currently supporting research who are Fixed Term (FT) or Continuing Contingent Funded (CCF) will be directly transferred from the current JCSMR into the new JCSMR structure as shown at Appendix 1. All of the positions are being transferred at level.

Supporting Education: all JCSMR professional staff currently providing education support who are Continuing, Fixed Term (FT) or Continuing Contingent Funded (CCF) will be directly transferred to the Education Support Unit in the School of Medicine, Psychology and Health Leadership (SMPHL) as shown at Appendix 3.

All other JCSMR professional staff on Fixed Term (FT) or Continuing Contingent Funded (CCF) will be directly transferred to the new JCSMR structure as shown at Appendix 1. All of the positions to be directly transferred are being transferred at level.

Disestablished positions within the proposed structure

The following positions will be disestablished as they are no longer required, and the duties associated with the position will be ceased or distributed elsewhere within the new structure.

Departmental Administrator ANU05 – one (1) position: it is confirmed that this role will be disestablished as the work associated with this position is no longer required or the duties have been or will be ceased or distributed elsewhere within the new structure.

Departmental Administrator ANU05 – two (2) positions (VACANT): it is confirmed that these roles will be disestablished as the work associated with this position is no longer required or the duties have been or will be ceased or distributed elsewhere within the new structure.

Electronics Officer ANU4/5 – one (1) position: it is confirmed that this role will be disestablished as the work associated with this position is no longer required or the duties have been or will be ceased or distributed elsewhere within the new structure.



Stores Officer ANU04 – one (1) position: it is confirmed that this role will be disestablished as the work associated with this position is no longer required or the duties have been or will be ceased or distributed elsewhere within the new structure.

The current professional structure for JCSMR is included in Appendix 2. The new professional structure for JCSMR is included in Appendix 1.

Summary of staff position changes

School of Medicine, Psychology and Health Leadership (SMPHL) -

In the new structure for the College, the School of Medicine, Psychology and Health Leadership (SMPHL) will be formed by bringing together research and teaching capabilities and expertise from the Research School of Psychology (RSP) and the ANU Medical School (ANUMS).

Summary of academic position changes

The following positions will be directly transferred into the new SMPHL structure and the continuing academic staff profile will be as outlined in the Table 5 below.

All academic staff within RSP, and ANUMS on Fixed Term (FT) or Continuing Contingent Funded (CCF) will be directly transferred, at level, into the new SMPHL structure.

Table 5: Continuing academic positions to be directly transferred to the new SMPHL structure

Current Work Area	Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
ANUMS	Associate Lecturer	Associate Lecturer	A	2
ANUMS	Associate Lecturer, Indigenous Health	Associate Lecturer, Indigenous Health	A	1
ANUMS	Lecturer of General Practice	Lecturer of General Practice	B	1
ANUMS	Lecturer in Medical Education	Lecturer in Medical Education	B	2
ANUMS	Lecturer	Lecturer	B	2
ANUMS	Senior Lecturer	Senior Lecturer	C	2
ANUMS	Senior Clinical Skills Tutor	Senior Clinical Skills Lecturer	C	3
ANUMS	Associate Professor/Population Health	Associate Professor	D	1
ANUMS	Head, Medical Education Unit	Associate Professor	D	1
ANUMS	Senior Fellow	Senior Fellow	D	2
ANUMS	Associate Professor	Associate Professor	D	2
ANUMS	Professor	Professor	E	4
RSP	Senior Lecturer	Senior Lecturer	C	3
RSP	Fellow	Senior Lecturer	C	1
RSP	Senior Fellow	Associate Professor	D	2
RSP	Associate Professor	Associate Professor	D	2
RSP	Associate Professor / Senior Fellow Clinical Psychology	Associate Professor	D	1
RSP	Senior Fellow in Psychology	Associate Professor	D	1
RSP	ARC Fellow	ARC Future Fellow	D	1
RSP	NHMRC Emerging Leadership Fellow	NHMRC Emerging Leadership Fellow	D	1
RSP	Professor	Professor	E	3
TOTAL				38

All ANUMS and RSP Casual Sessional, Fixed Term (FT) or Continuing Contingent Funded (CCF) academic staff currently providing teaching support will be directly transferred to the SMPHL as shown at Appendix 3. All of the positions to be directly transferred are being transferred at level.



Direct transfer to Research School of Biology

The following positions, which currently have shared research and teaching responsibilities between the ANUMS and the Research School of Biology, will be directly and permanently transferred to the Research School of Biology:

Table 6: Academic positions to be directly transferred to the Research School of Biology

Current Position Title	Proposed Position Title	Proposed Number of Positions
ARC Future Fellow, Level C	ARC Future Fellow, Level C	1
Professor, Level E	Professor Level E	1
TOTAL		2

Disestablished positions within the new structure

The following positions will be disestablished as they are no longer required and their duties have been or will be ceased and there will be no available at level positions within the new academic profile for SMPHL.

Level E1 (HepatologyHepatology) – one (1) position: it is confirmed that this continuing role be disestablished as the narrowing of research discipline areas means that the specialist academic expertise associated with this position is not aligned with future priorities, and the duties of the position will cease. Teaching and service work associated with the position will be distributed elsewhere within the College.

Level D (Biochemistry) – one (1) position: it is confirmed that this continuing role will be disestablished as the narrowing of research discipline areas means that the expertise associated with the position and the duties of the position will cease within the School. Teaching and service work associated with the positions will be distributed elsewhere within the School.

Level C (VACANT) – one (1) position: it is confirmed that this role be disestablished as the narrowing of research discipline areas means that there is no identified research activity associated with this position that can be aligned with the future priorities and the duties of the position will cease. Teaching and service work associated with the position will be distributed elsewhere within the College.

The current academic structure for ANUMS and RSP are included in Appendix 4 & 5. The new academic structure for SMPHL is included in Appendix 3.

Summary of professional staff changes

In bringing together research and teaching expertise from RSP, and ANUMS as well as creating a consolidated Education Support Unit that will provide education support across the College, professional staffing will be reconfigured to provide optimal support across the School and College as a whole.

Directly transferred positions within the new structure

The following positions be directly transferred to the new SMPHL structure.

All of the positions confirmed to be directly transferred are being transferred at level. Some roles will require a role title change (these are detailed below) and all positions will have a position description review and refresh. This will enable the positions to be aligned with the requirements of the new structure and ensure the positions are focused on the required capacity to deliver on the professional services requirements for the School and the College.



Table 7: Continuing professional positions to be directly transferred to the new SMPHL Administration structure

Current Work Area	Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
RSP	Assistant Administrator Trainee	Assistant Administrator Trainee	TRN	1
RSP	Administration Officer	Administration Officer	5	1
ANUMS	Administration Support Officer	Administration Officer	5	2
ANUMS	Marketing & Communications Coordinator	Communication & Engagement Coordinator	6/7	1
ANUMS	Executive Assistant to the Dean	Executive Assistant	6/7	1
RSP	Building Operations & Project Officer	Senior School Administrator	6/7	1
RSP	Specialist Research Officer	Specialist Research Officer	7	1
ANUMS	School Manager	School Manager	SM2	1
TOTAL				9

Table 8: Continuing and fixed term professional positions to be directly transferred to the new SMPHL Education Support Unit structure

Current Work Area	Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
ANUMS	Administrative Officer	Administrative Officer	4	1
RSP	Student Administration Officer	Student Administration Officer	5	2
RSPH	Student Administration Officer (MAE)	Student Administration Officer (MAE)	5	1
RSPH	Student Administration Officer	Student Administration Officer	5	1
ANUMS	Student Research Administrator	Student Research Administrator	5	1
ANUMS	Admissions Officer	Admissions Officer	5	2
ANUMS	Clinical Education Officer	Clinical Education Officer	5	3
ANUMS	Clinical Skills Officer	Clinical Skills Officer	5	1
ANUMS	Education Officer	Education Officer	5	2
ANUMS	Education Support Officer	Education Officer	5	1
ANUMS	Learning Technologist	Learning Technologist	5	1
ANUMS	Medical Sciences Technical Co-ordinator	Medical Sciences Technical Co-ordinator	6	1
RSPH	Senior School Administrator	Senior Student Admin Officer	6/7	1
RSPH	Senior Officer, HDR Student Admin	Senior Student Admin Officer (VACANT)	6/7	1
JCSMR	Senior Student Admin Officer	Senior Student Admin Officer	6/7	1
ANUMS	Admissions Coordinator	Admissions Coordinator	6/7	1
ANUMS	Anatomical Services Specialist	Anatomical Services Specialist	6/7	1
ANUMS	Assessment & Education Coordinator	Assessment & Education Coordinator	6/7	1
ANUMS	Assessmt & Evaluation Coordinator	Assessmt & Evaluation Coordinator	6/7	1
ANUMS	Clinical Education Coordinator	Clinical Education Coordinator	6/7	1
ANUMS	Learning Designer	Learning Designer	6/7	2
ANUMS	Project Officer	Project Officer	6/7	1
ANUMS	Senior Clinical Skills Officer	Senior Clinical Skills Officer	6/7	1
ANUMS	TELT Manager	TELT Manager	8	1
ANUMS	Education Delivery Manager	Education Delivery Manager	8	1



Current Work Area	Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
ANUMS	Clinical Skills Coordinator	Clinical Skills Coordinator	8	1
ANUMS	IT Manager	IT Manager	8	1
ANUMS	Education Manager	Education Manager	SM1	1
TOTAL				34

Rural Clinical School: All academic and professional Continuing, Fixed Term and Continuing Contingent Funding (CCF) positions currently supporting the Rural Clinical School will be directly transferred to the SMPHL structure. All of the positions proposed to be directly transferred are being transferred at level.

Psychology Clinic: All professional Continuing, Fixed Term and Continuing Contingent Funding (CCF) positions currently supporting the Psychology Clinic will be directly transferred to the SMPHL structure. All of the positions proposed to be directly transferred are being transferred at level.

Social Cohesion Grand Challenge: Professional positions within the Social Cohesion Grand Challenge will be directly transferred to the SMPHL as shown at Appendix 3. All of the positions to be directly transferred are being transferred at level.

Research Support: All ANUMS and RSP Continuing, Fixed Term (FT) or Continuing Contingent Funded (CCF) professional positions currently providing research support will be directly transferred to the SMPHL as shown at Appendix 3. All of the positions to be directly transferred are being transferred at level.

Disestablished positions within the new structure

The following positions be disestablished as they are no longer required and the duties associated with the positions will be ceased or distributed elsewhere within the proposed new structure.

RSP School Manager SM1 – one (1) position: it is confirmed that this role be disestablished as the work associated with this position is no longer required and the duties will be ceased or distributed elsewhere within the proposed new structure.

Summary of staff position changes

National Centre for Epidemiology and Population Health (NCEPH)

In the new structure for the College, RSPH will be reconfigured into the new NCEPH.

Summary of academic position changes

The following positions will be directly transferred into the new NCEPH structure and the continuing academic staff profile will be as outlined in the Table 9 below.

All academic staff within RSPH on Fixed Term (FT) or Continuing Contingent Funded (CCF) will be directly transferred to the new NCEPH structure.

Table 9: Continuing academic positions to be directly transferred to the new NCEPH structure

Current Work Area	Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
RSPH	Fellow - MAE	Fellow - MAE	C	1
RSPH	Associate Professor	Associate Professor	D	1
RSPH	Senior Fellow	Senior Fellow	D	1
RSPH	NHMRC Fellow	NHMRC Fellow	D	1
RSPH	Deputy Director & Professor	Deputy Director & Professor	E	1
RSPH	Professor	Professor	E	4



Current Work Area	Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
RSPH	Director, RSPH	Director, NCEPH	E	1
TOTAL				10

Summary of professional staff changes

In the new NCEPH structure professional staff support will be reorganised to optimise support while meeting budget constraints.

Directly transferred positions within the proposed structure

The following continuing positions will be directly transferred to the new School structure. All of the positions to be directly transferred are being transferred at level. Some roles will require a role title change (these are detailed below) and all positions will have a position description review and refresh. This will enable the positions to be aligned with the requirements of the new structure and ensure the positions are focused on the required capacity to deliver on the professional services requirements for the School and the College.

Table 10: Continuing professional positions to be directly transferred to the new NCEPH structure

Current Work Area	Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
RSP	Executive Support Officer	Executive Support Officer	5	1
RSPH	Executive Assistant	Executive Assistant	5	1
RSPH	Science Communications Coordinator PHXchange	Science Communications Coordinator PHXchange	6/7	1
RSPH	Senior School Administrator	Senior School Administrator (VACANT)	6/7	1
RSPH	Science Communications Manager PHXchange	Science Communications Manager PHXchange	8	1
RSPH	School Manager	School Manager	SM2	1
TOTAL				6

PHXchange: Professional staff within the PHXchange on Fixed Term (one position) will be directly transferred to the NCEPH as shown at Appendix 6. This position is to be directly transferred at level.

Indigenous Health and Wellbeing Grand Challenge: Professional staff within the Indigenous Health and Wellbeing Grand Challenge will be directly transferred to the NCEPH as shown at Appendix 6. This position is to be directly transferred at level.

Research Support: All RSPH Continuing, Fixed Term (FT) or Continuing Contingent Funded (CCF) professional staff currently providing research support will be directly transferred to the NCEPH as shown at Appendix 6. All of the positions to be directly transferred are being transferred at level.

Education Support: All RSPH professional staff currently providing education support who are Continuing, Fixed Term (FT) or Continuing Contingent Funded (CCF) will be directly transferred to the Education Support Unit in the School of Medicine, Psychology and Health Leadership (SMPHL) as shown at Appendix 3.

Disestablished positions within the new structure

The following positions will be disestablished as they are no longer required and the duties associated with the positions will be ceased or distributed elsewhere within the new structure.



Administrative Support Officer ANU04 – one (1) position: This role will be disestablished as the work associated with this position is no longer required or the duties have been or will be ceased or distributed elsewhere within the new structure.

Administrative Support Officer ANU04 – two (2) positions (VACANT): These roles will be disestablished as the work associated with these positions are no longer required or the duties have been or will be ceased or distributed elsewhere within the proposed new structure.

The current professional structure for RSPH is included in Appendix 7. The new professional structure for NCEPH is included in Appendix 6.

College Dean's Office

Summary of academic and professional staff changes

Directly transferred positions within the new structure

The following continuing positions will be directly transferred to the new College structure.

All of the positions confirmed to be directly transferred are being transferred at level. Some roles will require a role title change (these are detailed below) and all positions will have a position description review and refresh. This will enable the positions to be aligned with the requirements of the new structure and ensure the positions are focused on the required capacity to deliver on the professional services requirements for the School and the College.

The following positions will be directly transferred into the College's new structure.

Table 11: Positions to be directly transferred to the new College Dean's office structure

Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
Dean, College of Health and Medicine	Dean, College of Health and Medicine	Dean	1
Deputy Dean Education (CHM/CoS)	Deputy Dean Education (CHM/CoS)	Deputy Dean	1
General Manager, College of Health and Medicine	General Manager, College of Health and Medicine	GM	1
Head, Health and Medical Research Strategy	Head, Health and Medical Research Strategy	SM3	1
Executive Officer	Executive Officer	SM1	1
Executive Assistant	Executive Assistant	6/7	1
Senior Administrative Assistant	Executive Support Officer	6/7	1
TOTAL			7

The existing fractional Associate Dean positions will directly transfer to the Dean's office and reviewed at the end of the current term.

College Professional Service Hubs

To better deliver effective and efficient professional support across the College, existing College professional service functions will be reconfigured and reorganised into an Integrated Services Hub, under the responsibility and oversight of the College General Manager. It will comprise two distinct but interconnected professional service hubs as below:

- **Business Services Hub**: Finance, People and Culture (currently Human Resources), and Strategic Communications and a new Facilities and Operations team and will report directly to the College General Manager.
- **Development Services Hub**: Research Support (currently Research Management), Advancement, and a new Business Development function that will bring together existing



engagement and partnership expertise, will report directly to the Head of Health and Medical Research Strategy.

Directly transferred positions within the new structure

To better support School and College operations facilities and work, health safety (WHS) requirements, the College will establish a Facilities and Operations (F&O) team that will provide on the ground support to SMPHL, NCEPH and the Dean's Office and College Professional Services. The College F&O team will work collaboratively with the JCSMR Facilities and WHS team and this model will be reviewed over time to ensure effective and efficient support to teaching and research is maintained.

Table 12: Continuing professional positions to be directly transferred to the new College Facilities and Operations team structure

Current Work Area	Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
RSPH	WHS Officer	WHS Officer (VACANT)	6/7	1
ANUMS	WHS & Facilities Officer	WHS & Facilities Officer	6/7	1
ANUMS	Operations Manager	Facilities & Operations Manager	8	1
			TOTAL	3

The College will establish the Integrated Services Hub (under the General Manager portfolio) and all professional staff currently supporting College professional services will be directly transferred to this unit.

All of the positions to be directly transferred are being transferred at level and will have a position description review and refresh as part of the implementation of the confirmed organisational arrangements and changes. This will enable the positions to be updated and aligned with the requirements of the new College structure and ensure the positions are focused on the required capacity to deliver on the professional service requirements of the College.

Table 13: Continuing and Fixed Term positions to be directly transferred to the new College Professional Service Hub structure

Current Position Title	Proposed Position Title	Current Level	Proposed Number of Positions
Human Resources Assistant	Human Resources Assistant (VACANT)	4	2
Human Resources Officer	Human Resources Officer	5	2
Human Resources Consultant	Human Resources Consultant	6/7	1
Deputy Human Resources Manager	Deputy Manager People & Culture (VACANT)	8	1
Manager, Human Resources	Manager People & Culture (VACANT)	SM1	1
Strategic Advisor People & Culture (Fixed Term)	Strategic Advisor People & Culture (Fixed Term)	SM2	1
Finance Officer	Finance Officer	5	2
Senior Finance Officer	Senior Finance Officer (VACANT x 1)	6/7	4
Deputy, Finance Manager	Deputy, Finance Manager	8	1
Finance Manager	Finance Manager (VACANT)	SM1	1
Research Services Officer	Research Services Officer	5	2
Senior Research Management Officer	Senior Research Management Officer	6/7	2



	(VACANT x 1)		
Deputy Manager, Research Management	Deputy Manager, Research Support (VACANT)	8	1
Deputy Manager, Research Management	Research Development Manager (VACANT)	8	1
Grants Specialist	Research Development Manager (VACANT)	SM1	1
Manager, Research Management	Manager, Research Support (VACANT)	SM1	1
Knowledge Services/Partnership	International Engagement Manager	SM1	1
Stakeholder Engagement Manager	Stakeholder Engagement Manager	SM1	1
Strategic Communications Manager	Strategic Communications Manager	SM1	1
Development Manager (Advancement)	Development Manager (Advancement)	8	2
Head of Advancement	Head of Advancement	SM2	1
		TOTAL	30

Disestablished positions within the new structure

The following position will be disestablished

Head, Strategic Engagement & Partnerships SM3 (VACANT) – one (1) position: This role will be disestablished as the work associated with this position is no longer required and the duties will be ceased or distributed elsewhere within the new structure.

The current structure for CHM Professional Services is included in Appendix 8. The new structure for the CHM Professional Services is included in Appendix 9.

Impact on and management of research grants

Research grants held and being delivered by any staff member who does not transition to the proposed new College structure will be managed on a case-by-case basis. This will be in consultation with the staff member and the granting body and in the same manner and with the same principles that apply to the handling of research grants when a staff member leaves the ANU for any circumstance, including employment at another organisation



Part 6: Staffing principles

The transition to the new organisational structures within the College will be via the following steps and staffing principles.

Any reductions in staffing are managed in accordance with the job security provisions outlined in clause 67 of the ANU Enterprise Agreement 2017-2021 (ANU Enterprise Agreement). The objective of this Implementation Plan is to enable the University to work with individual staff members within the College, and their representatives, to ensure timely and effective consultation. Any reductions in staffing are managed in accordance with the job security provisions outlined in clause 67 of the ANU Enterprise Agreement 2017-2021 (ANU Enterprise Agreement).

In accordance with Clause 67 of the ANU Enterprise Agreement, any staff reductions within the College will be managed and achieved through the following principles:

- natural attrition;
- permanent transfer;
- redeployment;
- voluntary conversion to part-time work;
- fixed term pre-retirement agreements; or
- Voluntary separation

Academic Staff: Staffing Principles

The following principles will apply to any changes for continuing academic staff positions where a direct transfer to the new structure cannot be confirmed.

Phase 1 – Management of Staff Requests

Consult with all affected staff for all possible options, in accordance with clauses 67 and 68 of the ANU Enterprise Agreement.

Phase 2 – Notification of Disestablishment of Positions & Redeployment

Affected staff will be advised in accordance with subclauses 56.5 and 68.19-68.20 of the ANU Enterprise Agreement that their substantive position is surplus to requirements. The formal redeployment processes under clauses 56.7 to 56.13 of the ANU Enterprise Agreement will apply.

Staff whose positions have been identified as surplus will be formally advised in writing. Action will be taken to identify suitable alternate positions for such staff - or the staff member may seek approval for an early separation. In such a case, they will be paid the balance of the 12 week redeployment period.

In accordance with clause 56.8 of the ANU Enterprise Agreement, a suitable alternative position means a position which has substantially the same duties, classification level and career standing as the redundant position and for which the staff member currently possesses the skills and experience (or could reasonably be expected to develop the required skills within a limited period) to satisfactorily perform the duties of the position.

If the process of identifying suitable positions results in more than one staff member being interested in the position then a selection process will be undertaken for the role based on a standard appointment process. The assessment will be against the selection criteria for the role. The selection process will be that applicable to a standard appointment process with a formal selection panel formed and assessments made against the position selection criteria.

In accordance with the ANU Enterprise Agreement the staff member that best meets the selection criteria for the position, or could be expected to meet the selection criteria with appropriate training within a reasonable timeframe, will be appointed to the position.



Phase 3 – Notice of termination due to Redundancy

Following the 12 week redeployment period, in those cases in which the staff member cannot be redeployed, in accordance with clause 56.14 of the ANU Enterprise Agreement, the University will notify the affected staff member(s) in writing: that his or her position is to be declared redundant and that his or her employment may be terminated; the reason for the redundancy; and the timeline for this action.

This notification advice will also provide the staff member with at least 6 weeks formal notice in accordance with clause 56.15 of the ANU Enterprise Agreement that their employment is to be terminated due to redundancy from a specified date. At the discretion of the University payment in lieu of notice may be provided.

The following termination payments will apply to staff made redundant:

- For Academic staff a redundancy payment of 3 weeks' salary for each year of service with a minimum payment of 5 weeks' pay and maximum of 68 weeks' pay;
- Academic Employment Transition Payment of up to 16 weeks salary for academic staff, provided the total redundancy payment for academic staff does not exceed 78 weeks (excluding accrued annual and long service leave); and
- Payment of accrued annual leave and, if eligible, long service leave.

Professional Staff: Staffing Principles

The following principles will apply in determining professional staff position changes where a direct transfer to the new structure cannot be confirmed.:

Phase 1 – Management of Staff Requests

Consult with all affected staff for all possible options, in accordance with clauses 67 and 68 of the ANU Enterprise Agreement.

Phase 2 – Recruitment and Appointment Process

Finalise position descriptions for positions. Recruitment for vacant and proposed new positions will commence once position descriptions have been reviewed and approved by the University Staffing Committee.

Once position descriptions are finalised, direct transfers will be confirmed where possible and staff identified to have a change in position title, description or supervisor will be provided with revised position descriptions and written notification of any supervision changes.

The direct transfer of a position, and the incumbent staff member, will occur where the position is the same classification level, has similar career standing, and the duties are essentially the same or substantially the same within the new structure.

Where a position is not able to be directly transferred and there are more at level staff in a substantially similar roles than there are positions, then an Expression of Interest (EOI) will be run for those affected staff to fill the available positions.

If an EOI process is required, affected staff will be provided the opportunity to lodge applications for the specific positions which have substantially the same duties, classification level and career standing within the new structure. A selection process will be undertaken based on the standard recruitment process of assessing applicants against the selection criteria for the role. This selection process will include a formal selection panel and interviews may be held for short listed candidates.

Recruitment for all other positions will be via internal recruitment and formal selection processes. Should those roles not be filled through the internal process, external recruitment process will then be undertaken as required,

It is expected that the recruitment processes may take up to three months to finalise. Temporary appointments may be made to these positions during this period to ensure continuity of service delivery.



Phase 3 – Notification of Disestablishment of Positions and Redeployment

Affected staff will be advised in accordance with subclauses 56.5 and 68.19-68.20 of the ANU Enterprise Agreement that their substantive position is surplus to requirements. The formal redeployment processes under clauses 56.7 to 56.13 of the ANU Enterprise Agreement will apply.

Staff whose positions have been identified as surplus will be formally advised in writing. Action will be taken to identify suitable alternate positions for such staff - or the staff member may seek approval for an early separation. In such a case, they will be paid the balance of the 12 week redeployment period. In accordance with clause 56.8 of the ANU Enterprise Agreement, a suitable alternative position means a position which has substantially the same duties, classification level and career standing as the redundant position and for which the staff member currently possesses the skills and experience (or could reasonably be expected to develop the required skills within a limited period) to satisfactorily perform the duties of the position.

If the process of identifying suitable positions results in more than one staff member being interested in the position then a selection process will be undertaken for the role based on a standard appointment process. The assessment will be against the selection criteria for the role. The selection process will be that applicable to a standard appointment process with a formal selection panel formed and assessments made against the position selection criteria.

In accordance with the ANU Enterprise Agreement the staff member that best meets the selection criteria for the position, or could be expected to meet the selection criteria with appropriate training within a reasonable timeframe, will be appointed to the position.

Phase 4 – Notice of termination due to Redundancy

Following the 12 week redeployment period, where the staff member cannot be redeployed, in accordance with clause 56.14 of the ANU Enterprise Agreement the University will notify the affected staff member(s) in writing that their position is to be declared redundant and his or her employment may be terminated; the reason for the redundancy; and the time line for this action.

This notification advice will also provide the staff member with at least six weeks' formal notice in accordance with clause 56.15 of the ANU Enterprise Agreement that their employment is to be terminated due to redundancy from a specified date. At the discretion of the University, payment in lieu of notice may be provided. The following termination payments will apply to professional staff whose positions are made redundant:

- A redundancy payment of three weeks' salary for each year of service with a minimum payment of five weeks' pay and maximum of 64 weeks' pay; and
- Payment of accrued annual leave and long service leave.



Part 7: The University's commitment

Status:

Following the release of the formal Change Management Proposal on 17 March 2021, and the conclusion of the formal consultation period on 9 April 2021, this Change Implementation Plan has been prepared to confirm the process for progressing workplace change in relation to the ANU College of Health and Medicine.

It is foreseeable that the impact of this Implementation Plan will include:

- Joining of two Research Schools into a single School-level structure to establish the School of Medicine Psychology and Health Leadership (SMPHL);
- Reconfiguration of RSPH into the reinvigorated NCEPH;
- Consolidation of School-based education support services into a single College Education Support Unit to be housed in SMPHL;
- Reorganisation of the College professional support services;
- Direct transfer of two (2) Research School Director positions;
- Direct transfer of two (2) Research School Director positions (Interim);
- Direct transfer of 65 continuing academic positions;
- Direct transfer of 57 continuing (contingent funded) (CCF) academic positions;
- Direct transfer of 143 fixed term academic positions;
- Direct transfer of 130 continuing professional staff positions;
- Direct transfer of 60 continuing (contingent funded) professional staff positions;
- Direct transfer of 97 fixed term professional staff positions;
- Direct transfer of 2 continuing academic positions to Research School of Biology
- Disestablishment of up to 5 continuing academic staff positions (one of which is VACANT);
- Disestablishment of up to 9 continuing professional staff positions (5 of which are VACANT);
- Disestablishment of up to 1 fixed term professional staff position (VACANT); and
- Transition arrangements for affected staff including permanent transfer, redeployment, transition to a fixed term or fixed term pre-retirement agreement and voluntary separation.

Notification:

The University has prepared this document to set out its specific confirmed changes and Implementation Plan for your information and it is being circulated to:

- ANU College of Health & Medicine Staff;
- ANU College of Health & Medicine Students;
- ANU College of Health & Medicine honorary appointees;
- ANU Senior Management Group;
- Research School Directors, Service Division Directors, General Managers and School Managers;
- Available on the ANU Recovery Plan website;
- ANUSA and PARSA;
- Nominated staff representatives including the NTEU;
- Minister of Health, ACT;
- Chief Health Officer, ACT;
- CEO, Canberra Health Services;
- Director General, ACT Health Directorate;
- Chief Medical Officer, Australian Government;
- Secretary, Department of Health, Australian Government;
- CEO, Calvary Healthcare;
- CEO, Calvary Public Hospital Bruce;
- CEO, Sydney Adventist Hospital;
- CEO, Southern Local Health District, NSW Health;



- Chair, Australian Medical Council Accreditation Committee
- Chair, Australian Psychology Accreditation Council
- Chair, John James Foundation
- CEO, Aspen Medical
- CEO, Snow Medical Foundation
- Chair, Lowitja Institute
- Director, Australian Institute of Health and Welfare
- Other relevant stakeholders as required.

Representation:

Throughout this process staff members may be represented, and seek advice or assistance at any time from a person of their choice as outlined in the ANU Staff Representation Procedure which may be accessed via this link http://policies.anu.edu.au/procedures/staff_representation_procedure/. Staff may not request representation by a legal practitioner unless they are directly involved in a formal disciplinary or termination of employment processes.



Part 8: Implementation timetable

The ANU has set out the below timetable to meet and confer with the staff members concerned (and their chosen representatives). The ANU endeavours to reach agreement about the implementation of change and to work consultatively with people affected by change.

A Working Group Sub-Committee of CHM Executive Committee will be established and Chaired by the College General Manager to monitor, evaluate and report on progress of the Implementation Plan. The College community will be encouraged and invited to engage in co-design and development of aspects outlined in the Implementation Plan. Formal and informal updates will be provided through various channels including email updates from the General Manager, quarterly College forums and messages from the Dean and College Executive.

Timeframe	Details of Implementation
17 March 2021	Release of Change Management Proposal to the College and University Community Consultation Period Commences
9 April 2021	Close of Consultation Period
12 April – 7 May 2021	Consideration of feedback and preparation of Implementation Plan
12 May 2021	Publication of Implementation Plan
From 13 May 2021	Management of affected staff requests
13-18 May w/c 12 April 2021	Period for seeking clarification on Implementation Plan
19 May 2021	Implementation commences
Phase 1 Q2-Q3 2021	<u>Strategy and Management</u> <ul style="list-style-type: none"> • Management of affected staff requests • Commence recruitment for confirmed new and/or vacant positions • Confirm any change in reporting or supervisory lines for staff and positions and to implement reorganisation of teams • Establish Working Group Sub-Committee of CHM Executive Committee to monitor, evaluate and report on progress of the Implementation Plan • Launch strategic planning process for Eccles Institute of Neuroscience • Launch Performance Development Framework for CHM • Submit formal request(s) to change Academic Organisation Unit names where relevant at College, School, Centre and Department level • Progress implementation of College Strategic Plan (known as TRANSFORM) foundations and prepare the business case for ANU Council consideration • Monitor workloads and resourcing as early implementation commences
	<u>Governance and Leadership</u> <ul style="list-style-type: none"> • Commence development of the SMPHL (ANU Medicine and ANU Psychology) governance and leadership model • Commence refinement of the JCSMR governance and leadership model • Commence refinement of the NCEPH governance and leadership model • Commence development of the Education Support Unit (ESU) governance, leadership and operating model • Commence consultation to develop the vision, scope and governance for College-wide Indigenous Health
	<u>Strategic Reviews</u> <ul style="list-style-type: none"> • Commence the Education Strategic Review to determine the optimal distribution of CHM's education focus across undergraduate, post-graduate, research training and executive education. • Consider the recommendations and findings from the College Research Infrastructure Platforms Review



Timeframe	Details of Implementation
Phase 2 Q3-Q4 2021	<u>Strategy and Management</u> <ul style="list-style-type: none"> Submit the College Strategic Plan (TRANSFORM) Business Case to ANU Council and sub-committees. Implement approved AOU name changes in relevant ANU systems Commence process for the appointment of the SMPHL School Director
	<u>Governance and Leadership</u> <ul style="list-style-type: none"> Implementation new governance organisational structures in SMPHL, NCEPH and JCSMR Prepare for the launch of ESU Finalise Eccles Institute of Neuroscience Strategic Plan for University endorsement Develop Service Agreements between NCEPH, JCSMR and SMPHL for support from the ESU
	<u>Strategic Reviews</u> <ul style="list-style-type: none"> Consider the recommendations and findings from the Education Strategic Review Prepare to implement the TRANSFORM Business Case pending outcome from ANU Council. Possible commencement of College curriculum review
Phase 3 Q1-Q2 2022	<u>Strategy and Management</u> Progress TRANSFORM enablers and deliverables
	<u>Governance and Leadership</u> <ul style="list-style-type: none"> Implement and formally launch NCEPH; SMPHL; ESU; Commence collaborative co-design of <i>Health Leadership</i> delivery model Commence and formally launch University-wide strategy for Neuroscience and Brain Sciences

Contacts

This implementation of the changes for the College will be led by Professor Russell Gruen, Dean, ANU College of Health & Medicine, and Donelle Claudianos, General Manager, College of Health & Medicine, in consultation with the Human Resources Division.

Name	Position	Contact details
Professor Russell Gruen	Dean ANU College of Health & Medicine	dean.chm@anu.edu.au T:(02) 6125 3887
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Professor Iain Walker	Director, Research School of Psychology	director.rsp@anu.edu.au T:(02) 6125 2975
Belinda Farrelly	Associate Director, Organisational Change	org.change@anu.edu.au belinda.farrelly@anu.edu.au T:(02) 6125 3012



Support for staff

Staff seeking additional support or advice should contact:

Name	Position	Contact details
Gail Frank Dr Maaria Haque	Adviser to Staff Adviser to Staff	T:(02) 6125 3616 T:(02) 6125 8283 staff.adviser@anu.edu.au
Employee Assistance Providers	Assure Relationships Australia	T:1800 808 374 T:(02) 6122 7100

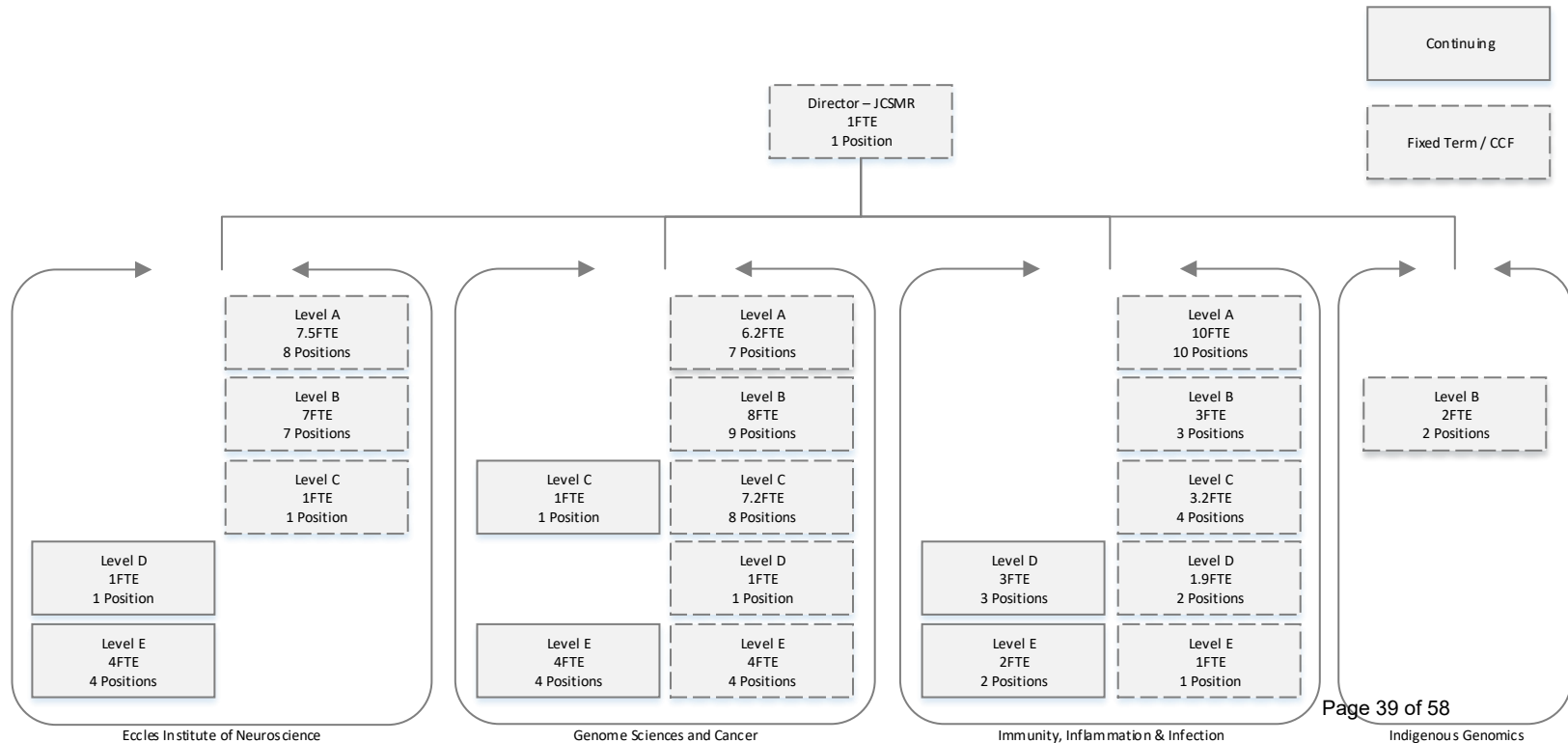


Part 9: Appendices

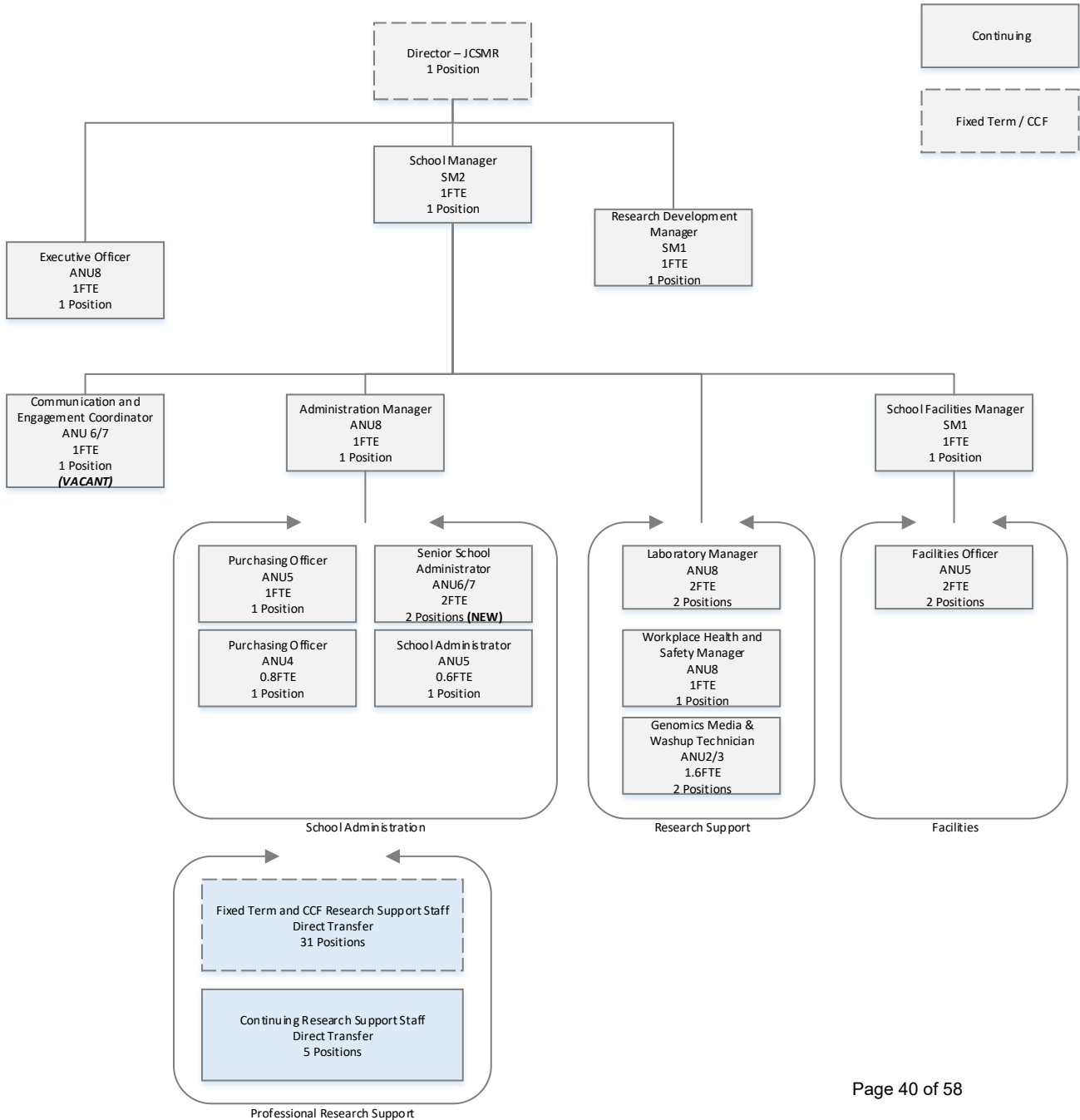
List of Appendices

- Appendix 1 New John Curtin School of Medical Research (JCSMR)
- Appendix 2 Current structure for JCSMR
- Appendix 3 New School of Medicine, Psychology and Health Leadership (SMPHL)
- Appendix 4 Current structure for ANU Medical School (ANUMS)
- Appendix 5 Current structure for Research School of Psychology (RSP)
- Appendix 6 New National Centre for Epidemiology and Population Health (NCEPH)
- Appendix 7 Current structure for Research School of Population Health (RSPH)
- Appendix 8 Current ANU College of Health and Medicine (CHM) Professional Services
- Appendix 9 New CHM Professional Services

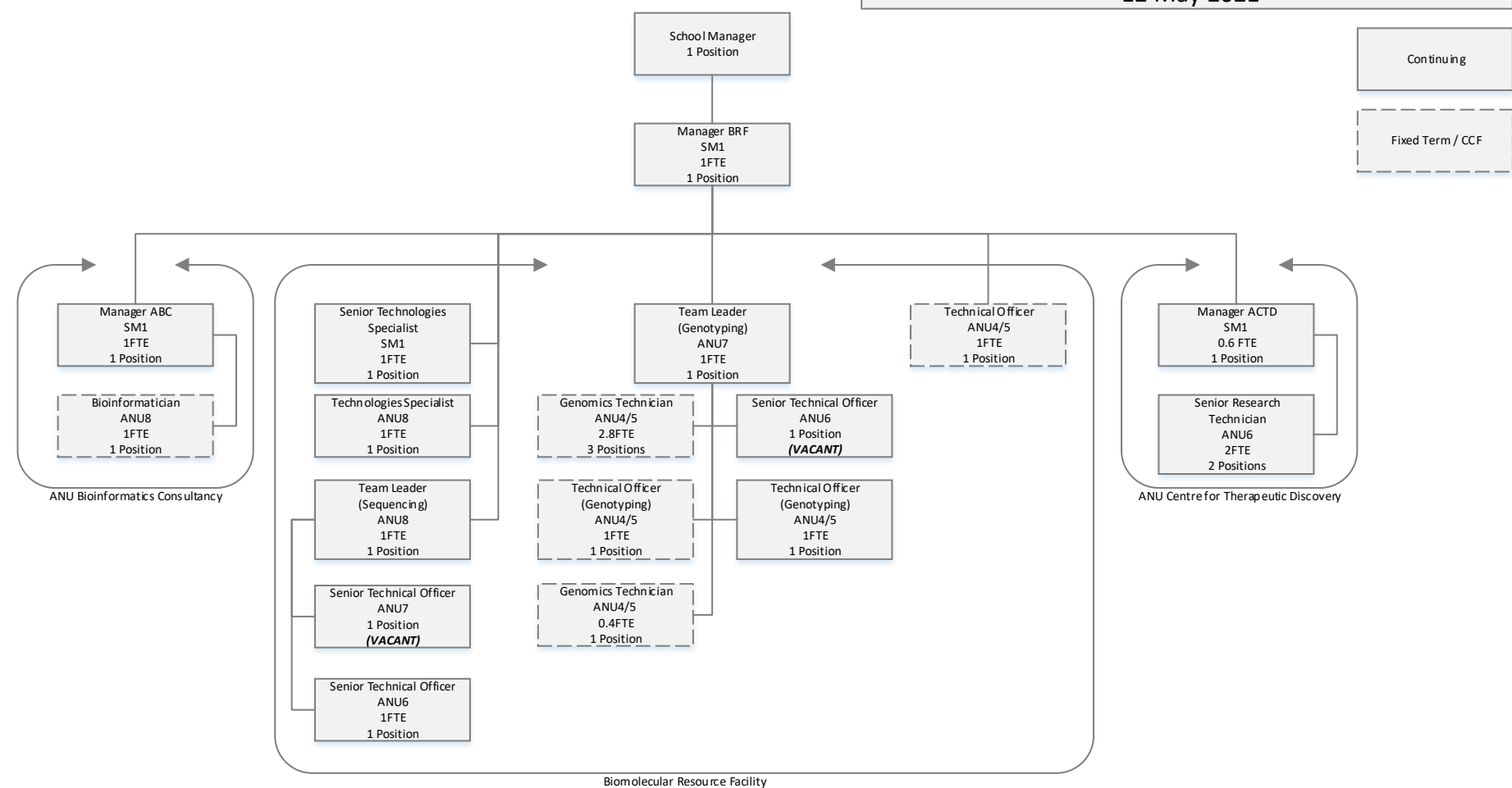
JCSMR Academic Staff - Implementation
12 May 2021



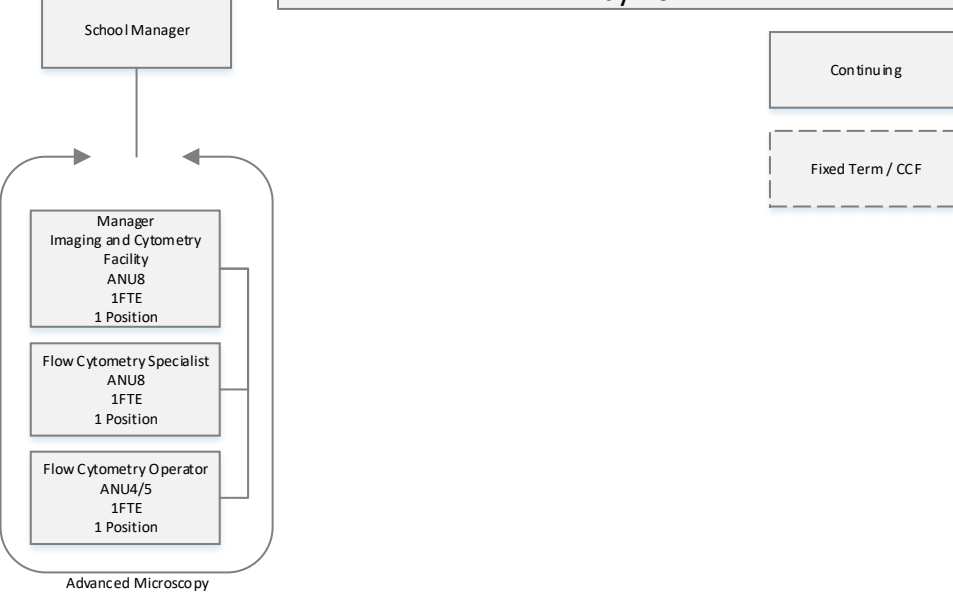
JCSMR Professional Staff - Implementation
12 May 2021



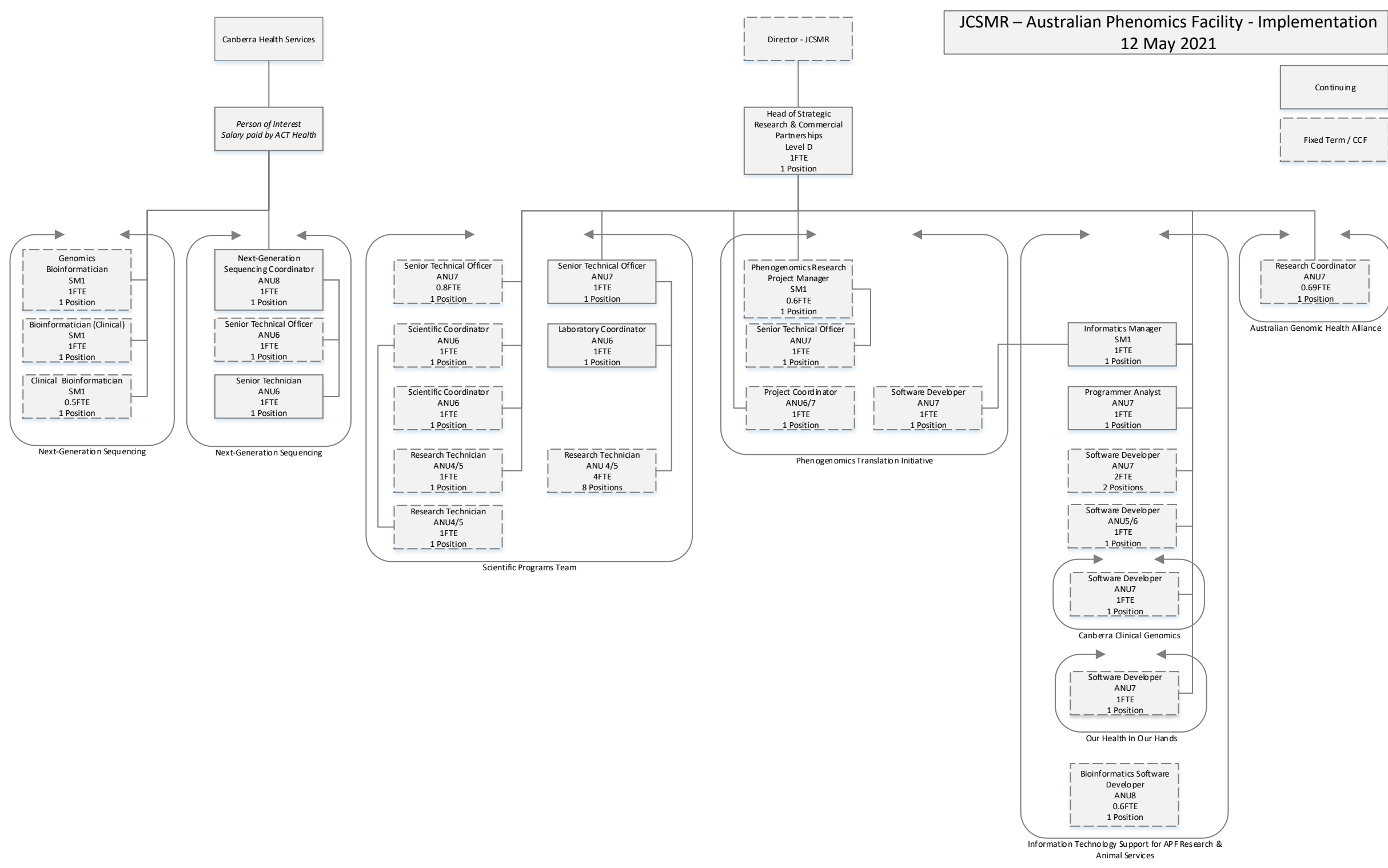
JCSMR – Biomolecular Resource Facility - Implementation
12 May 2021



JCSMR – Advanced Microscopy – Implementation
12 May 2021



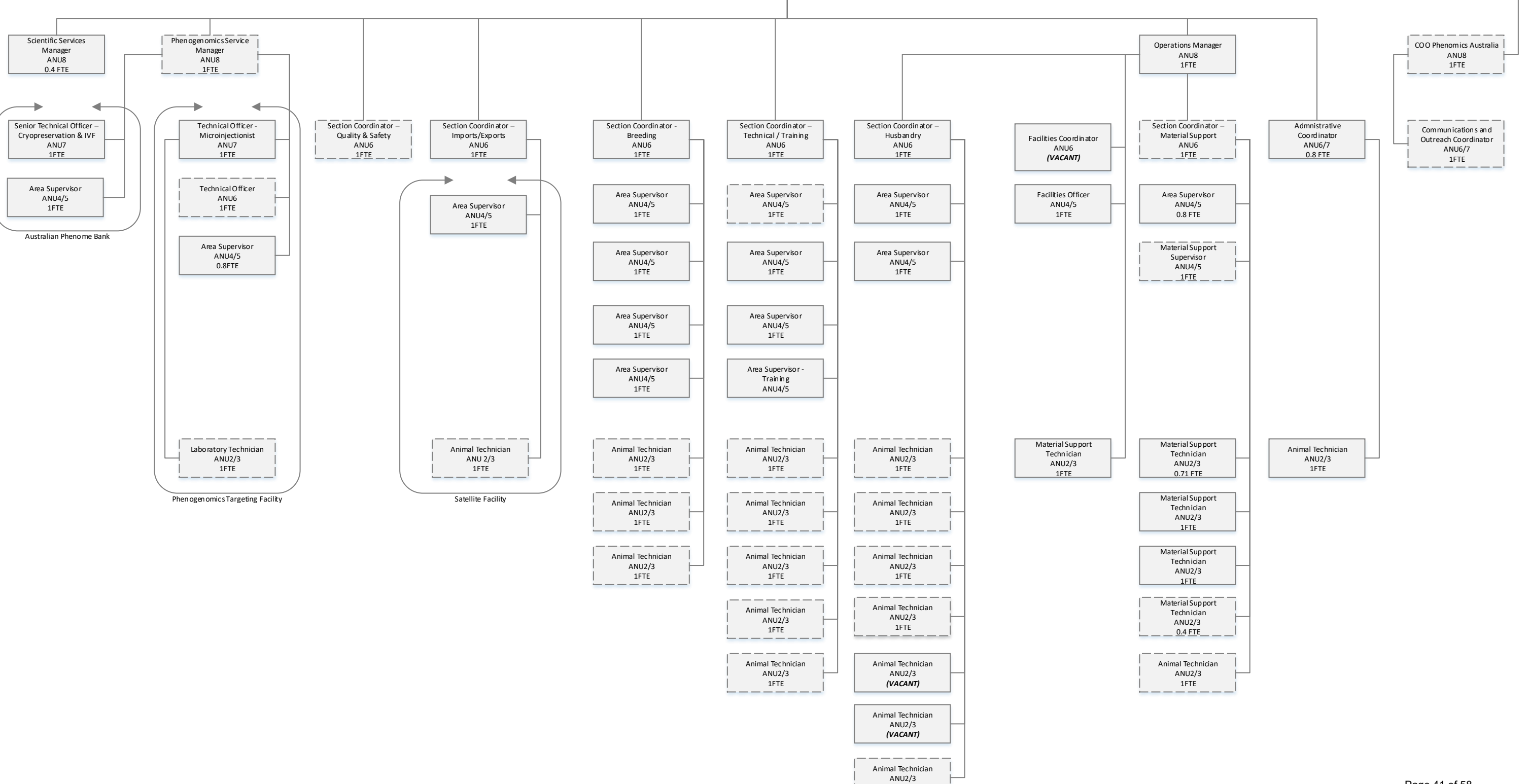
JCSMR – Australian Phenomics Facility - Implementation
12 May 2021



Director - JCSMR

Head of Animal Services SM2 1FTE

CEO Phenomics Australia SM2 1FTE

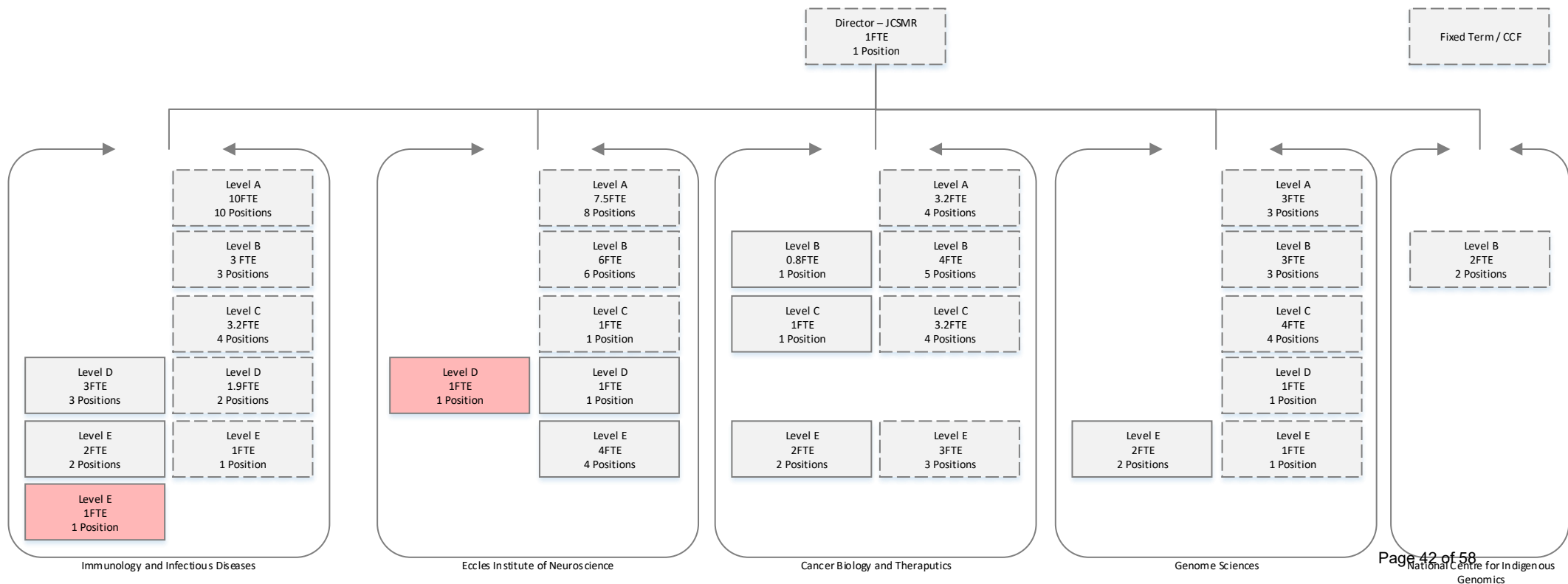


JCSMR Academic Staff - Current
30 April 2021

Proposed for Disestablishment

Continuing

Fixed Term / CCF

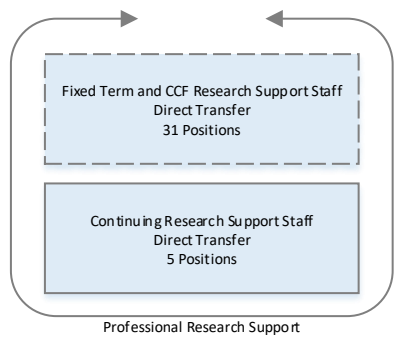
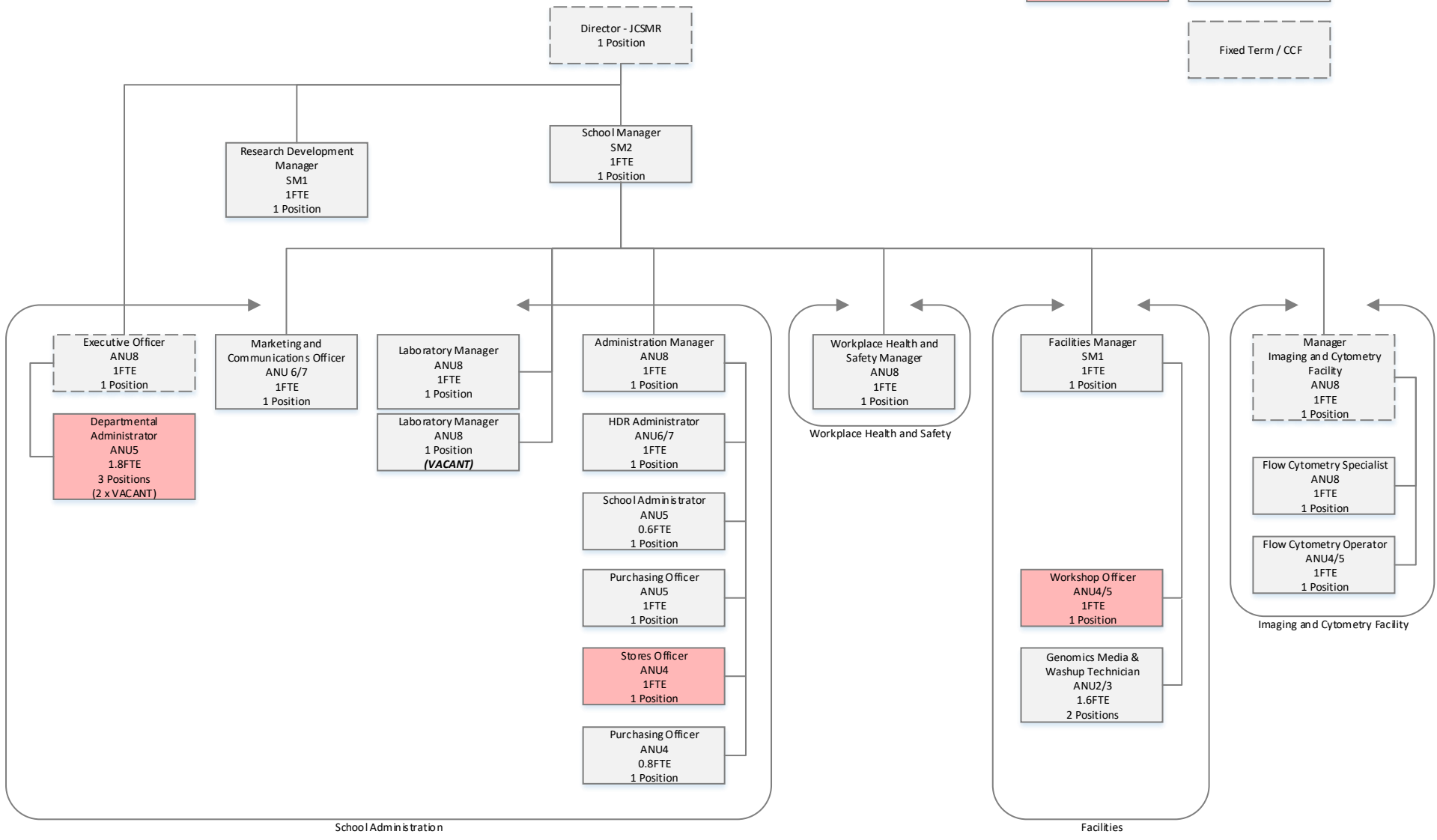


JCSMR Professional Staff - Current 30 April 2021

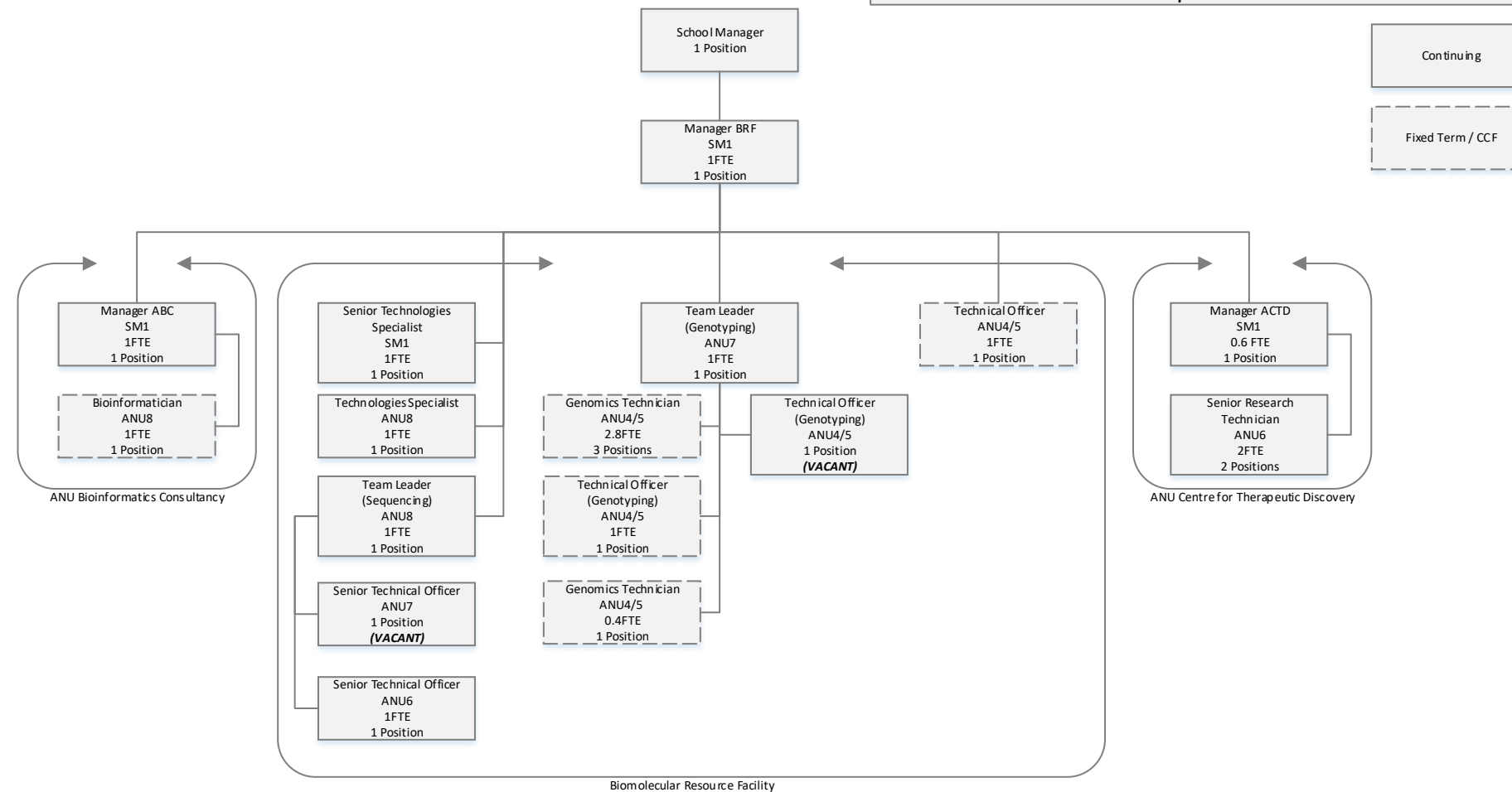
Proposed for
Disestablishment

Continuing

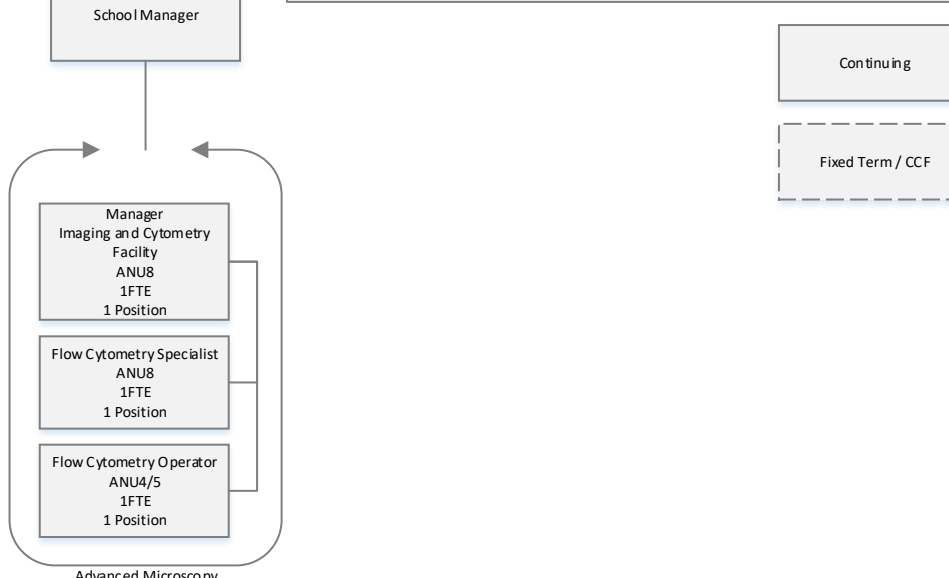
Fixed Term / CCF



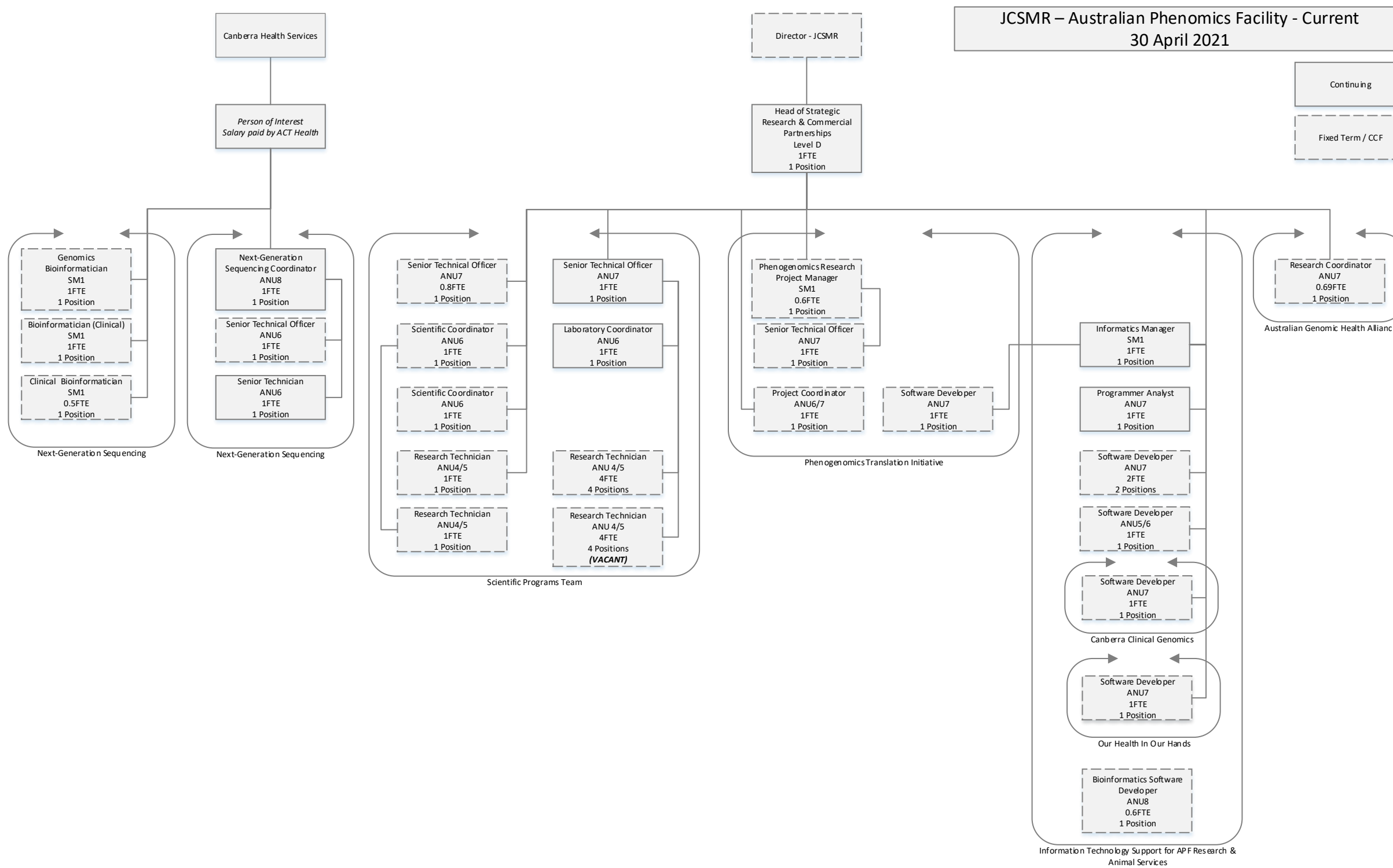
JCSMR – Biomolecular Resource Facility - Current
30 April 2021



JCSMR – Advanced Microscopy – Current
30 April 2021

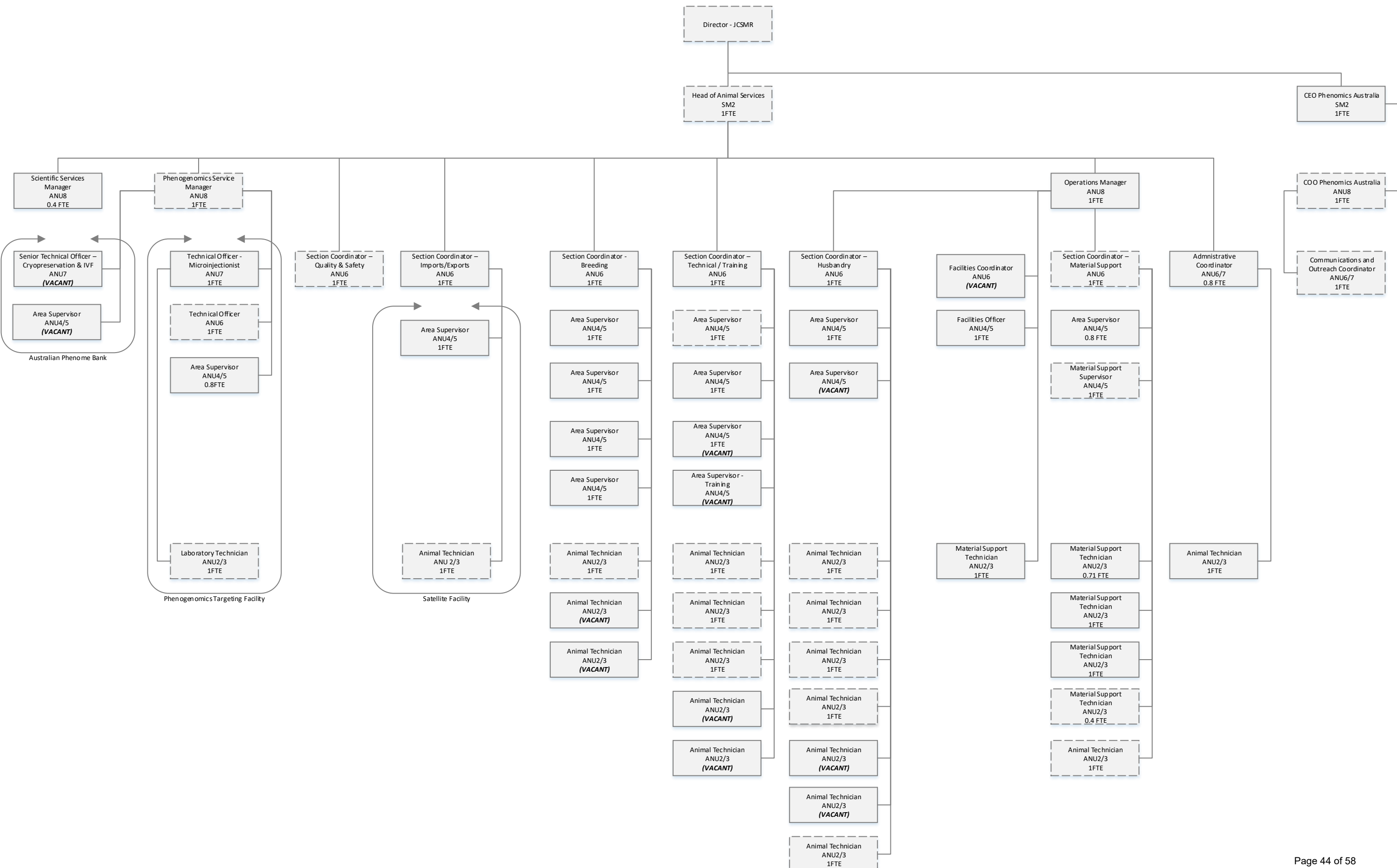


JCSMR – Australian Phenomics Facility - Current
30 April 2021



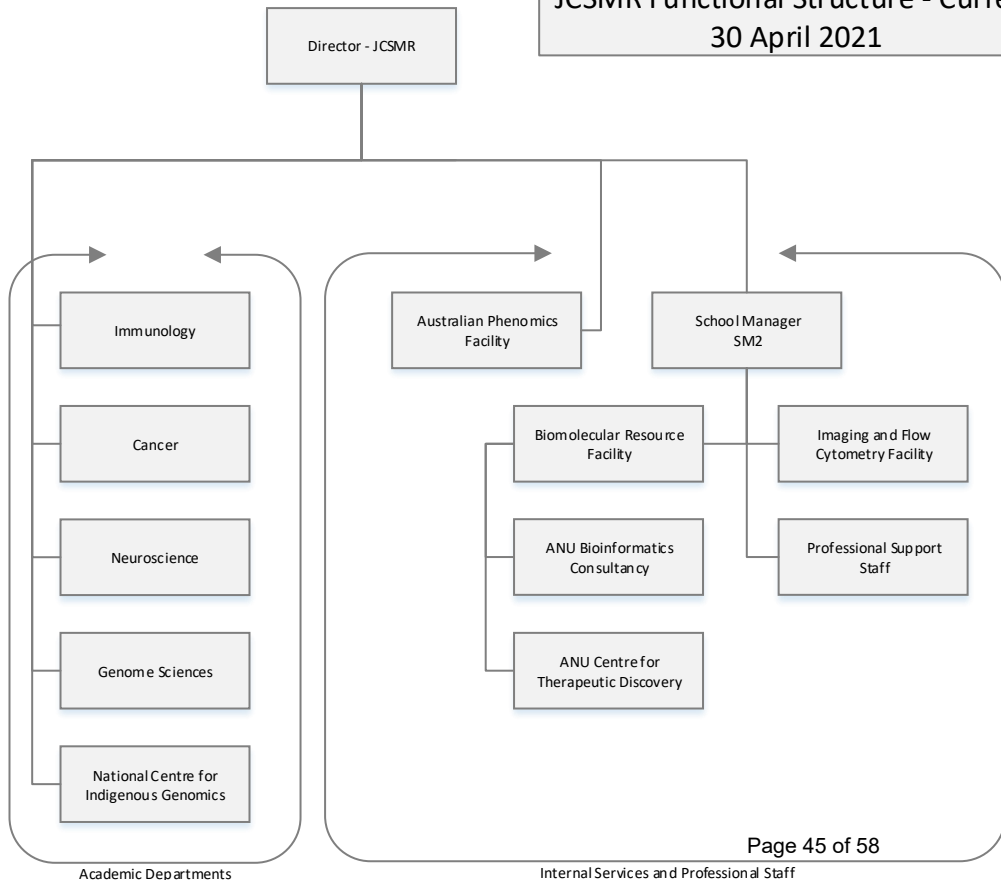
Director - JCSMR

Head of Animal Services SM2 1 FTE



JCSMR Functional Structure - Current

30 April 2021



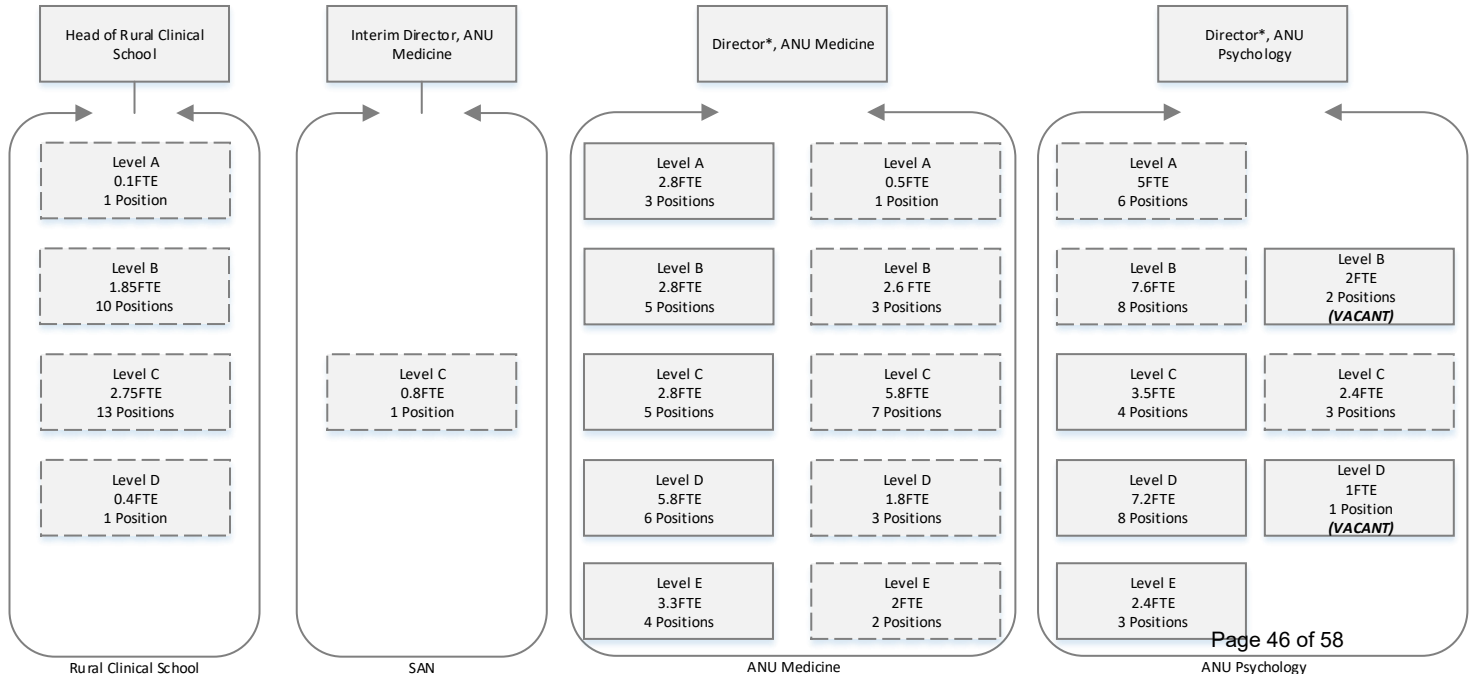
SMPHL Academic Staff - Implementation

12 May 2021

Continuing

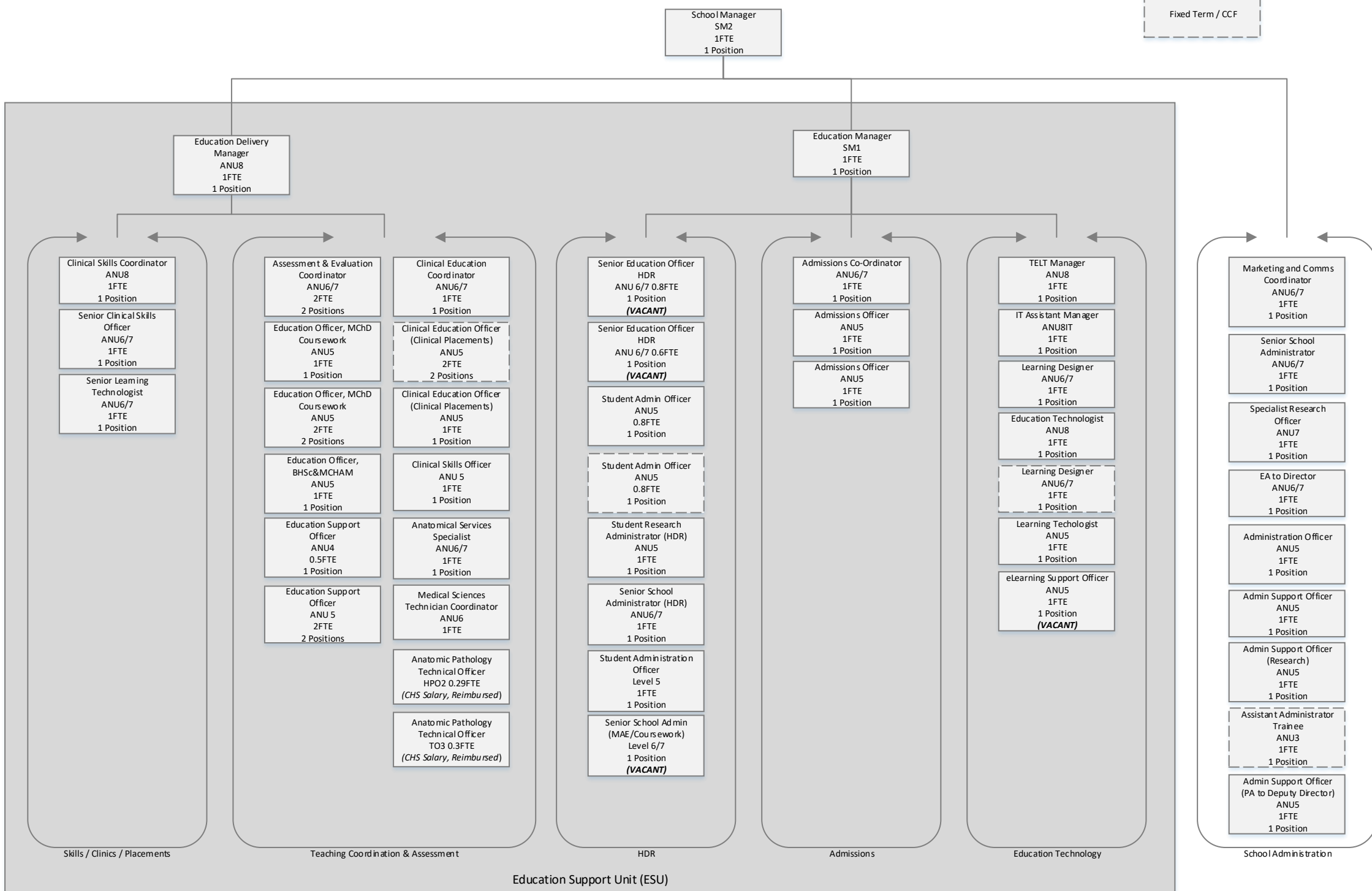
Fixed Term / CCF

*Governance and leadership to be determined through implementation.



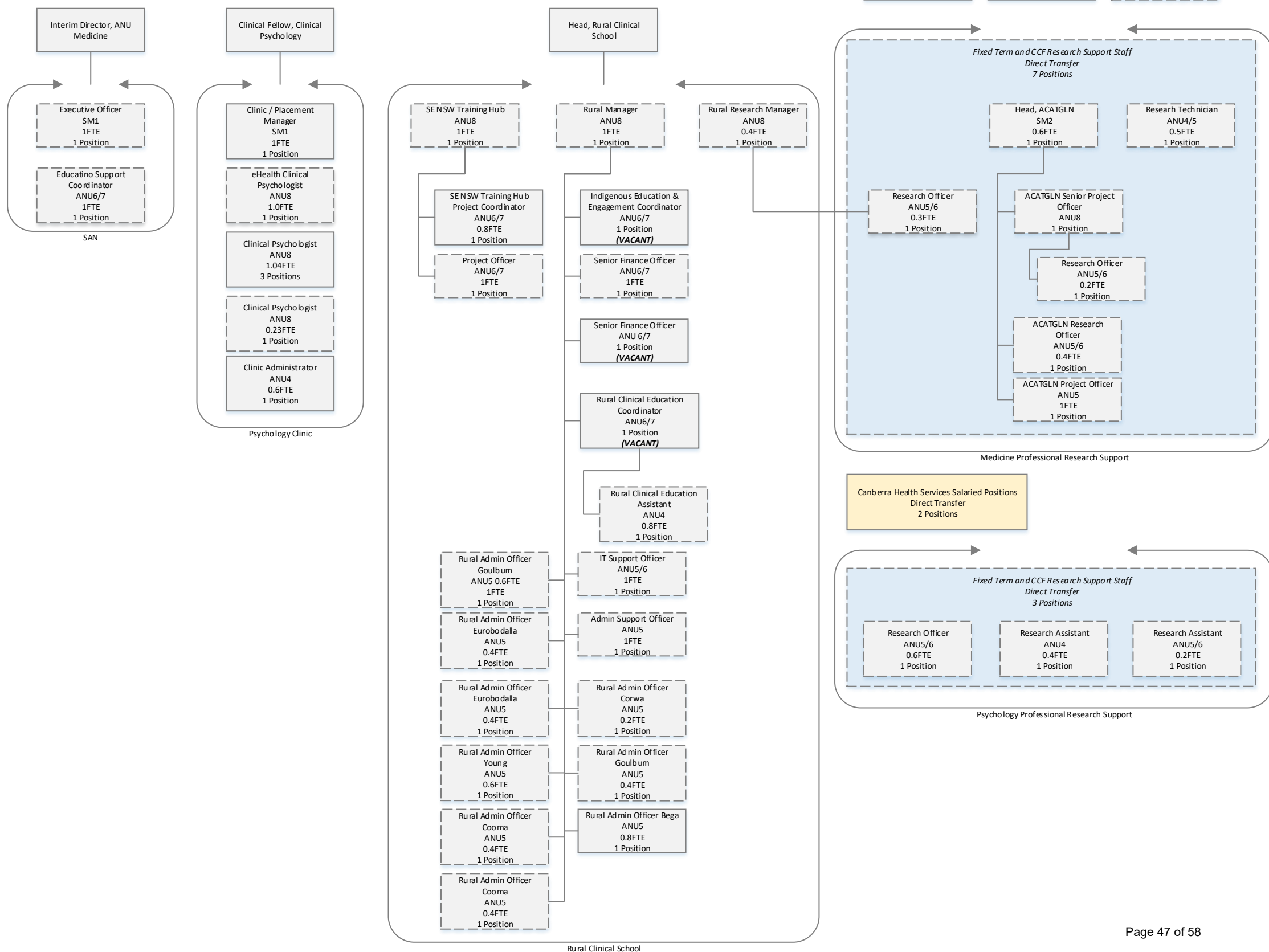
SMPHL Professional Staff - Implementation
12 May 2021

Continuing
Fixed Term / CCF



SMPHL Professional Staff – Implementation
Clinical Schools and Research Support
12 May 2021

CHS Funded Position / VaHA
Continuing
Fixed Term / CCF



ANUMS Academic Staff - Current 30 April 2021

Proposed for
Disestablishment

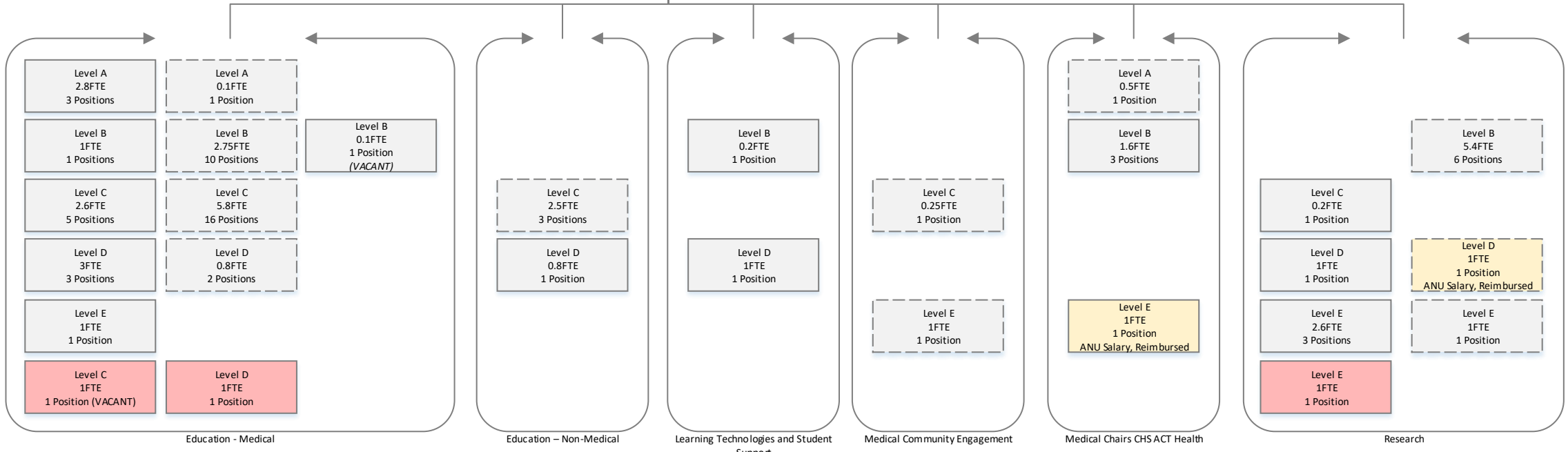
ANU Funded Position

Continuing

CHS Funded Position /
VaHA

Fixed Term / CCF

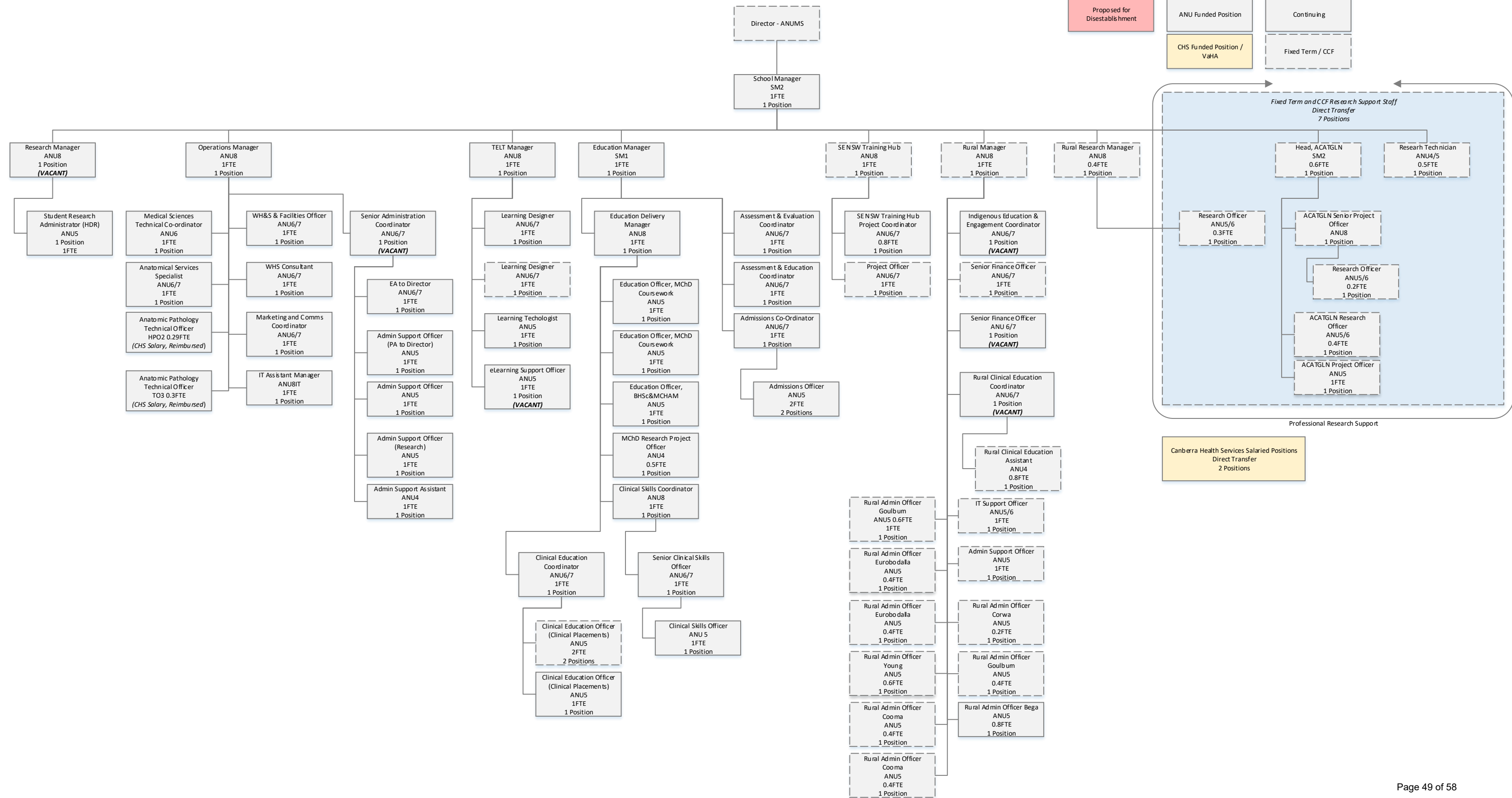
Director - ANUMS
1FTE
1 Position



Canberra Health Services Salaried / VaHA Positions
Direct Transfer
25 Positions

ANUMS Professional Staff - Current
30 April 2021

Proposed for Disestablishment	ANU Funded Position	Continuing
	CHS Funded Position / VaHA	Fixed Term / CCF

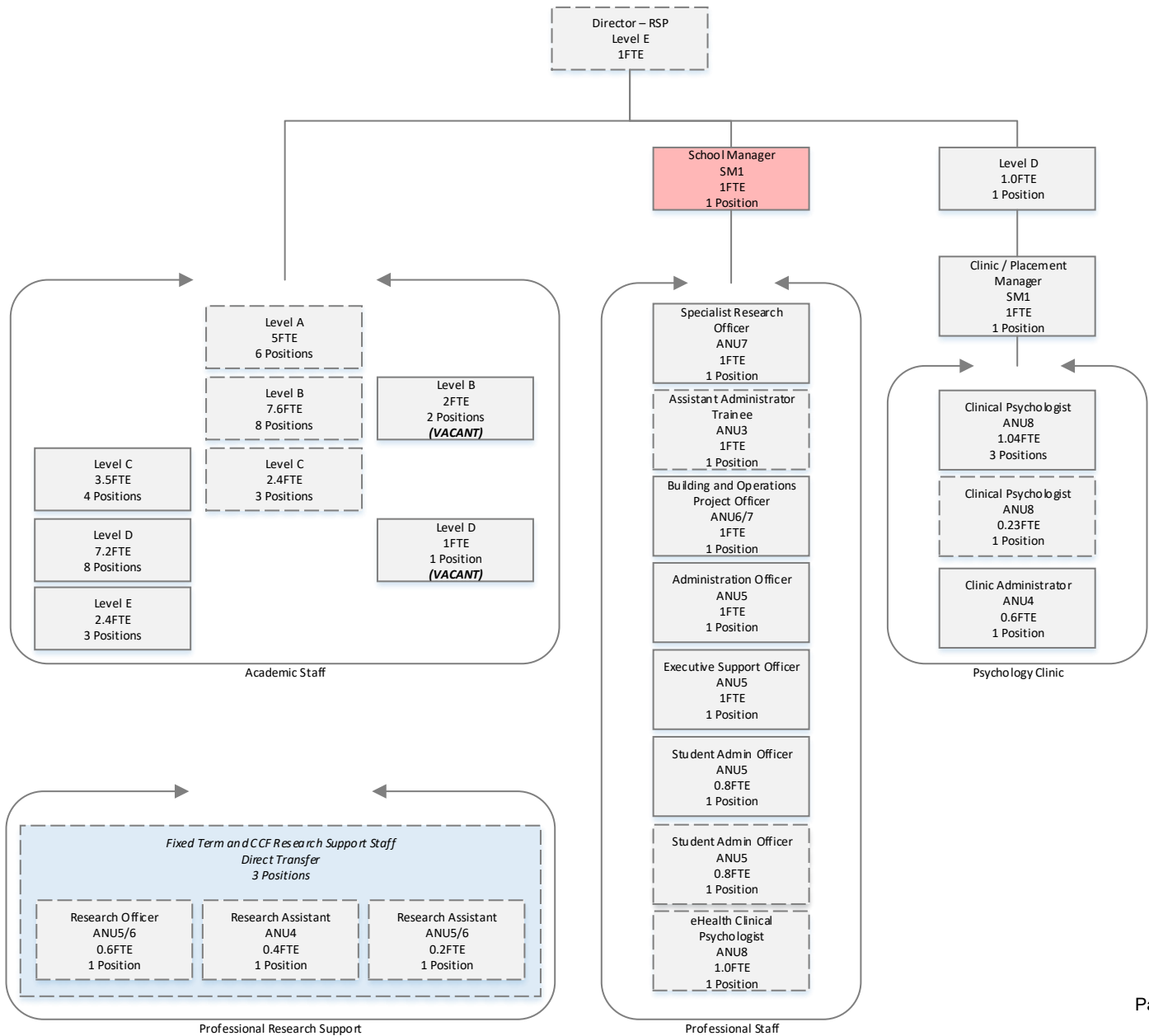


RSP Academic and Professional Staff - Current 30 April 2021

Proposed for
Disestablishment

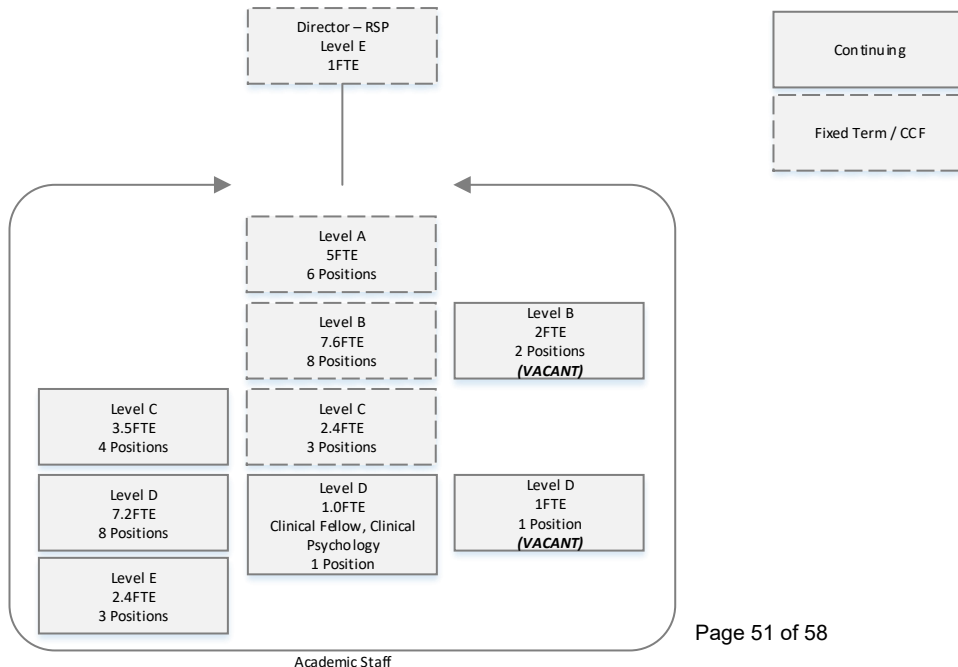
Continuing

Fixed Term / CCF



RSP Academic Staff - Current

30 April 2021



RSP Professional Staff - Current 30 April 2021

Proposed for
Disestablishment

Continuing

Fixed Term / CCF

Director – RSP

School Manager
SM1
1FTE
1 Position

Clinical Fellow, Clinical
Psychology

Clinic / Placement
Manager
SM1
1FTE
1 Position

Specialist Research
Officer
ANU7
1FTE
1 Position

Assistant Administrator
Trainee
ANU3
1FTE
1 Position

Building and Operations
Project Officer
ANU6/7
1FTE
1 Position

Administration Officer
ANU5
1FTE
1 Position

Executive Support Officer
ANU5
1FTE
1 Position

Student Admin Officer
ANU5
0.8FTE
1 Position

Student Admin Officer
ANU5
0.8FTE
1 Position

eHealth Clinical
Psychologist
ANU8
1.0FTE
1 Position

Clinical Psychologist
ANU8
1.04FTE
3 Positions

Clinical Psychologist
ANU8
0.23FTE
1 Position

Clinic Administrator
ANU4
0.6FTE
1 Position

Psychology Clinic

*Fixed Term and CCF Research Support Staff
Direct Transfer
3 Positions*

Research Officer
ANU5/6
0.6FTE
1 Position

Research Assistant
ANU4
0.4FTE
1 Position

Research Assistant
ANU5/6
0.2FTE
1 Position

Professional Staff

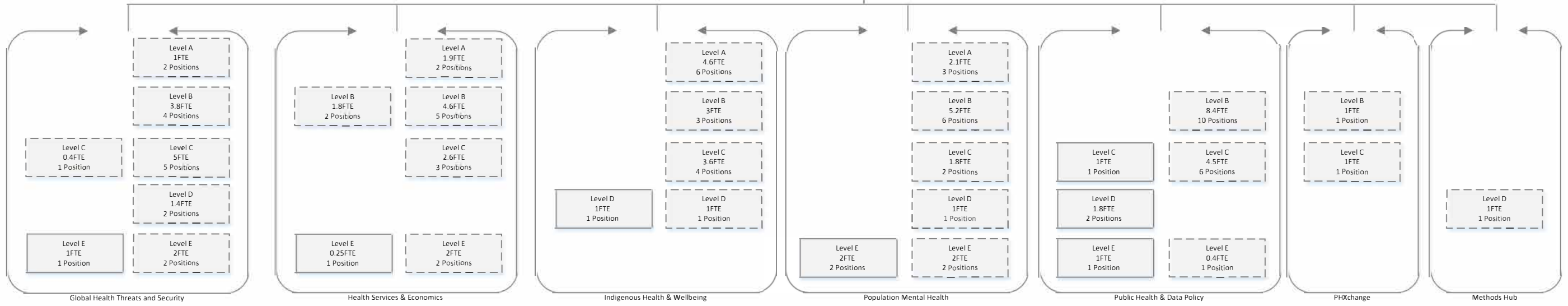
Professional Research Support

NCEPH Academic Staff - Implementation
12 May 2021

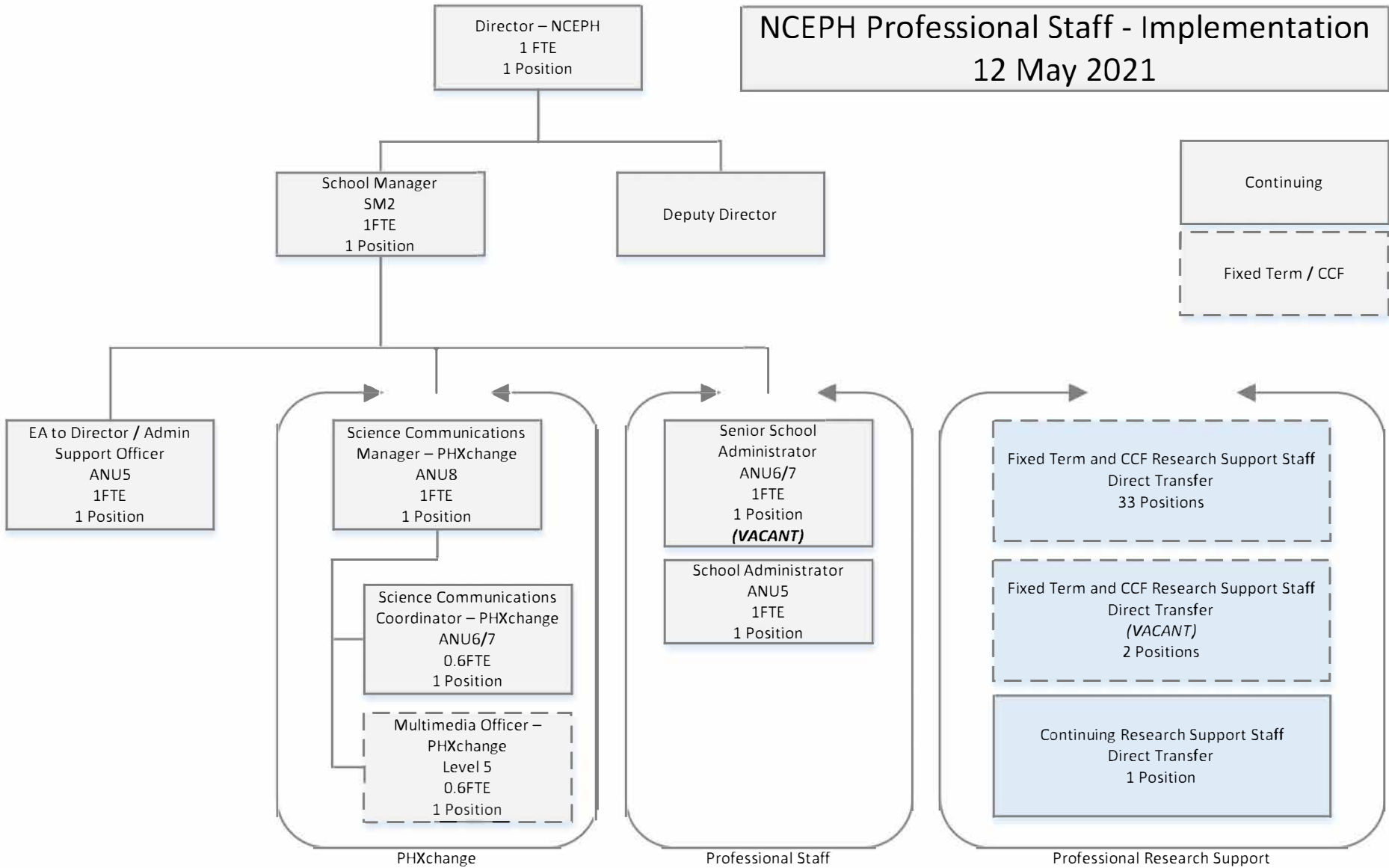
Continuing

Fixed Term / CCF

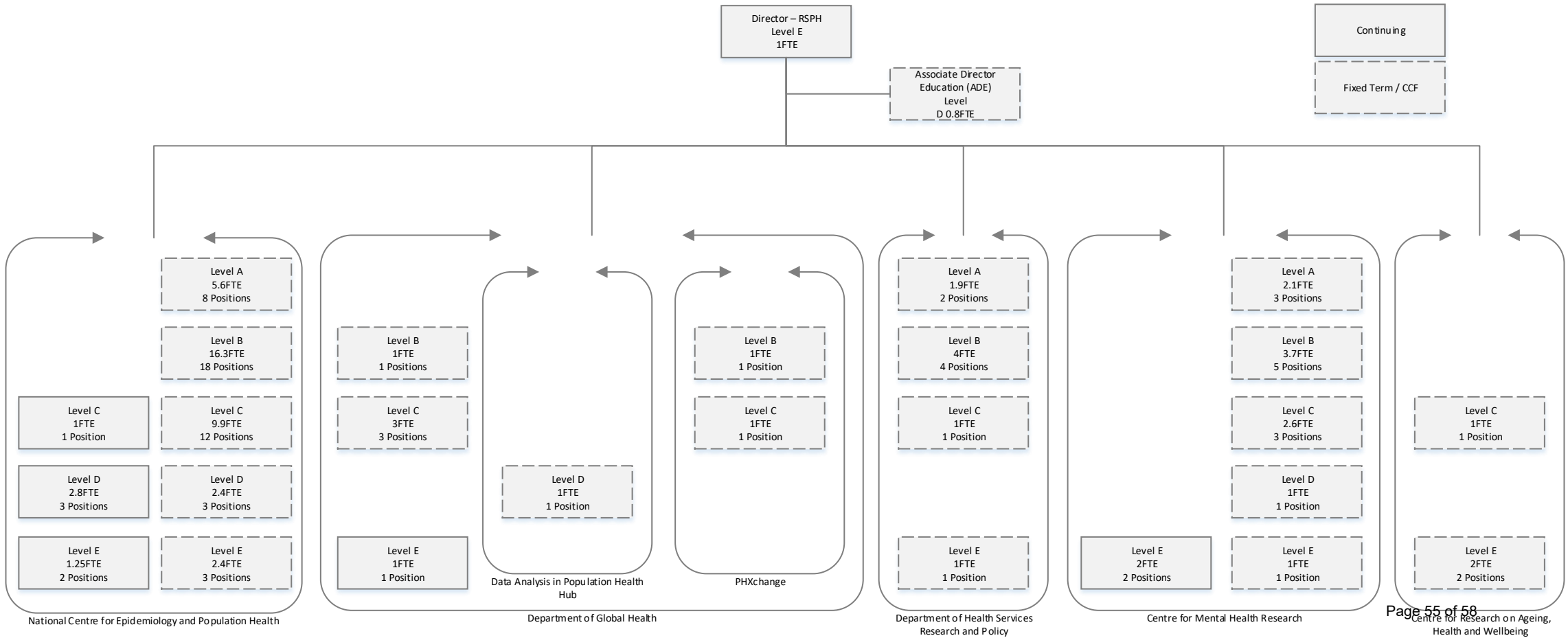
Director – NCEPH
1FTE
1 Position



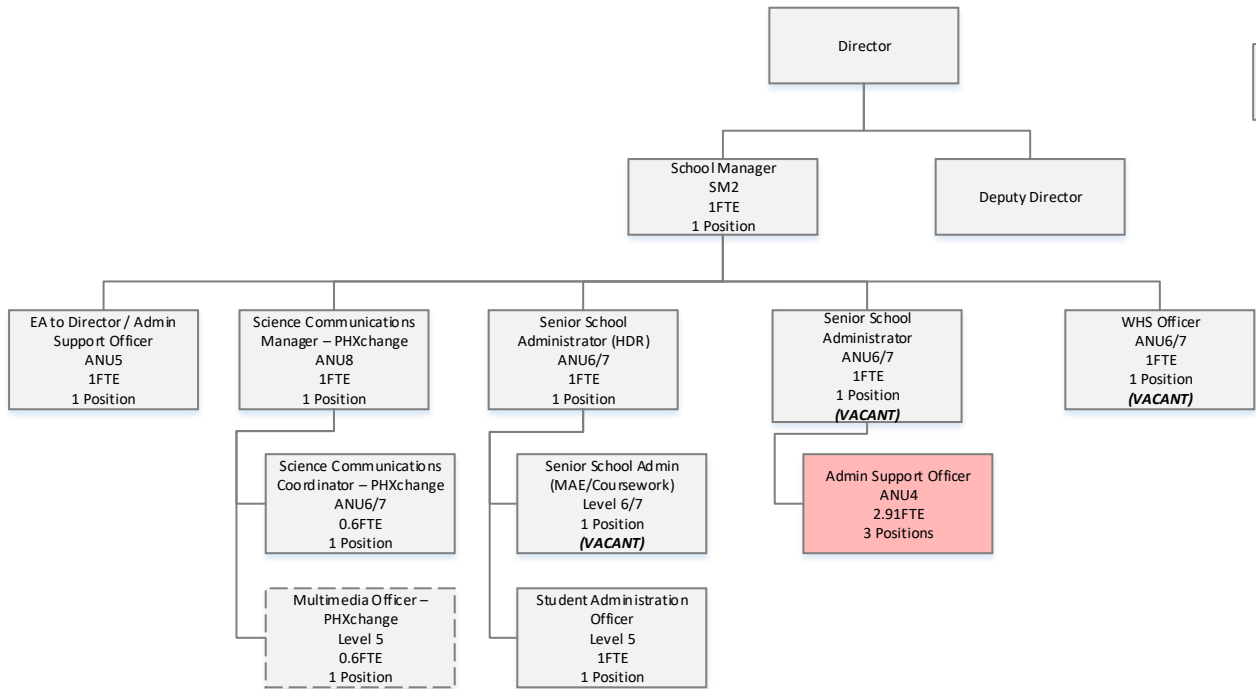
NCEPH Professional Staff - Implementation 12 May 2021



RSPH Academic Staff - Current
30 April 2021



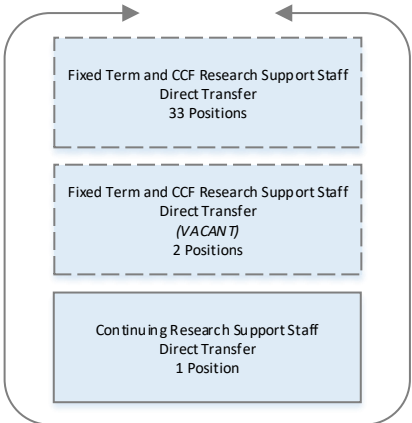
RSPH Professional Staff - Current
30 April 2021



Proposed for
Disestablishment

Continuing

Fixed Term / CCF



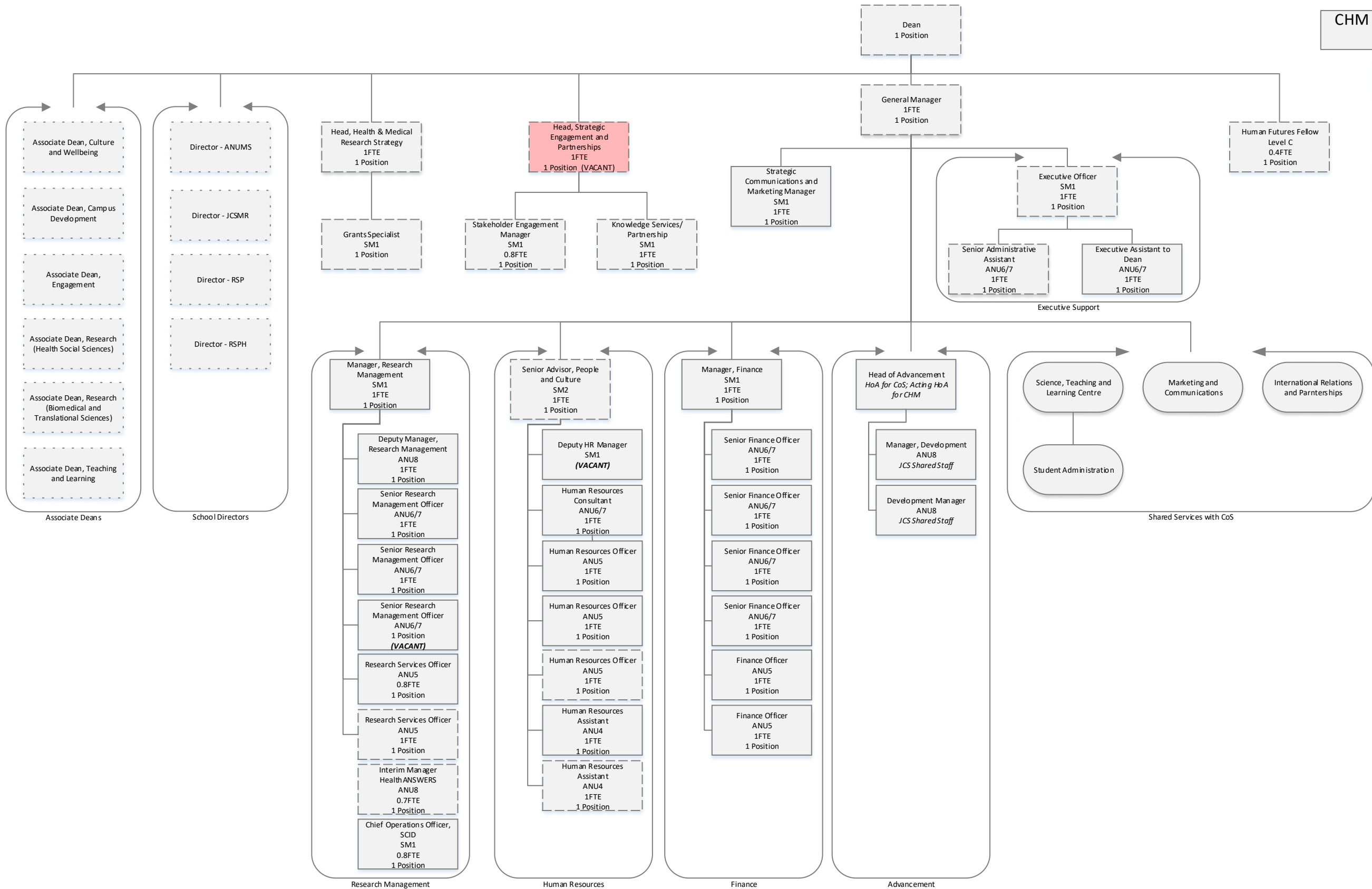
Professional Research Support

Continuing

Fixed Term / CCF

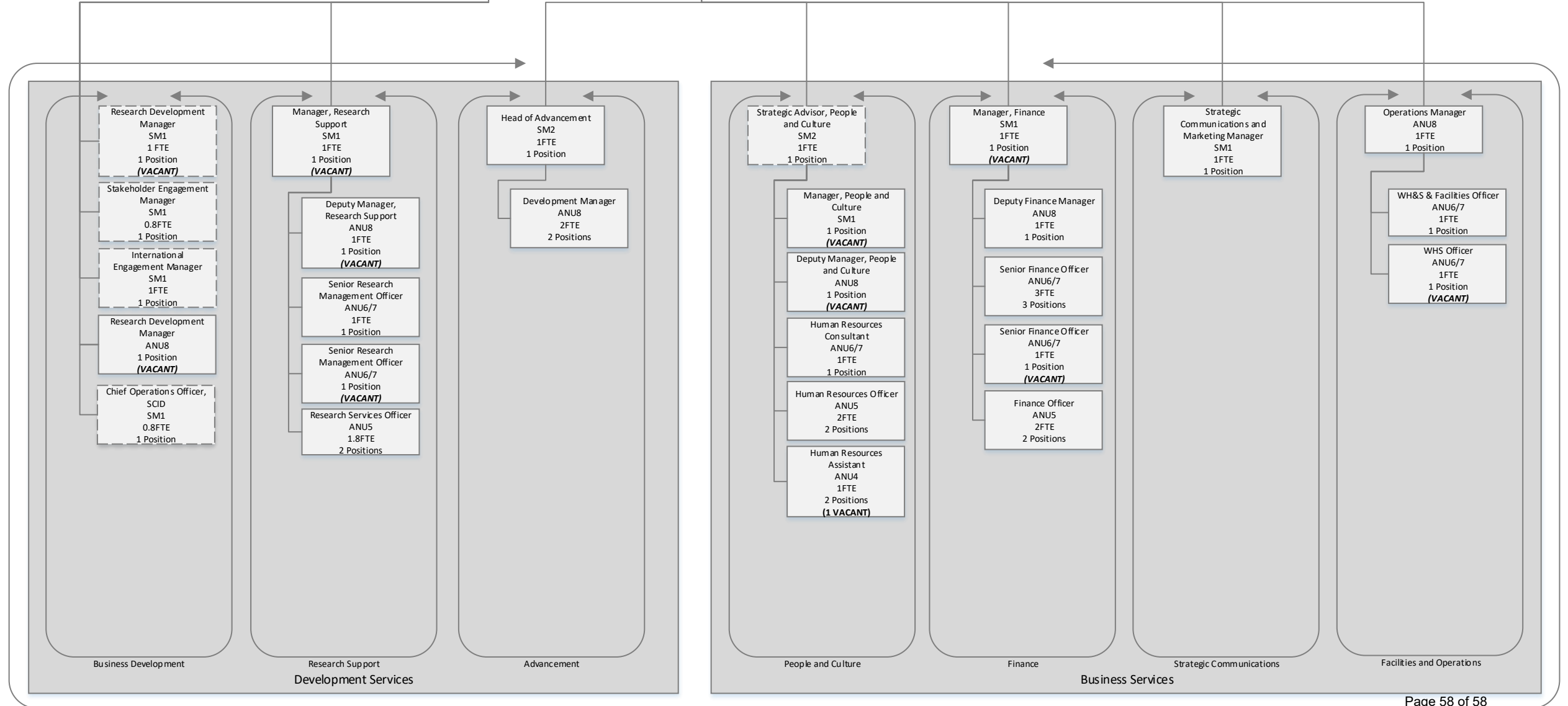
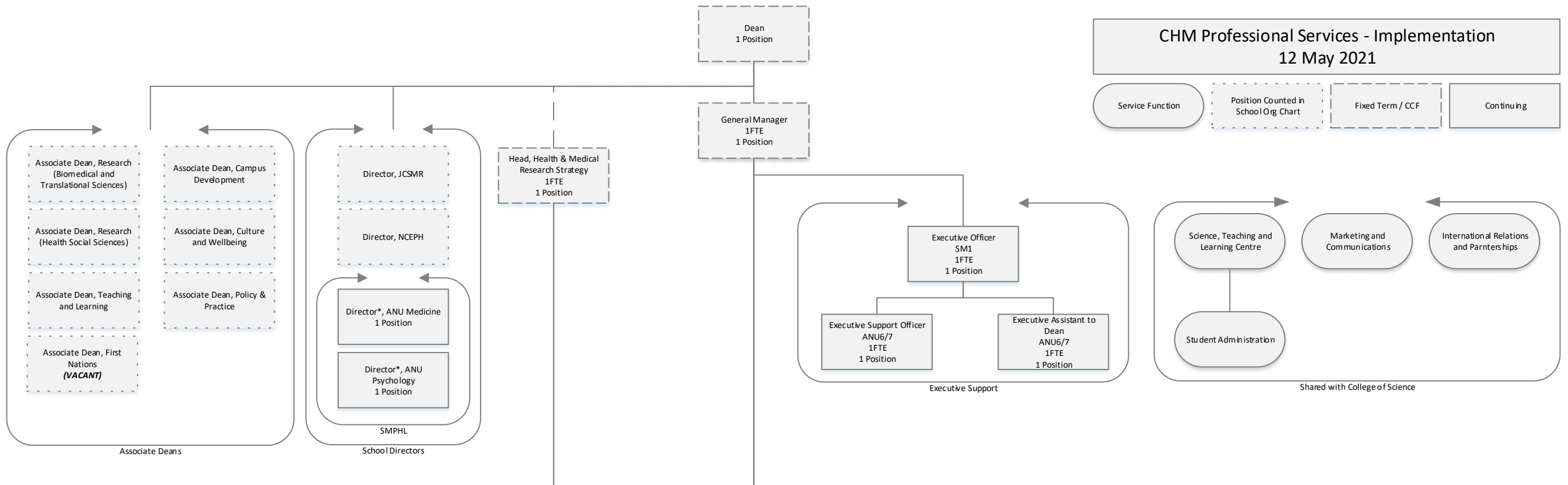
Position Counted in School Org Chart

Proposed for Disestablishment



CHM Professional Services - Implementation 12 May 2021

Service Function	Position Counted in School Org Chart	Fixed Term / CCF	Continuing
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*Governance and leadership to be determined through implementation.