Renewal Project Proposal for Change

February 2, 2016

This document has three attachments:

1. Academic Restructure
2. Methodology for Evaluating Academic Roles
3. Professional Services Delivery
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1. OVERVIEW

The University has identified the need for change across the whole University. The University’s leaders are committed to engaging and consulting with staff and are following the processes detailed in the relevant Enterprise Bargaining Agreements (EBA).

This document is the first step towards transforming the University’s academic and professional staff structures. It outlines the initial proposal and consultation opportunities for staff to provide input and feedback to the University leadership team.

The University is committed to conducting an equality impact assessment following full implementation of the change. Additionally, a post implementation review of the new structure will take place at 12, 18 and 24 months after implementation.

The relevant Unions have been formally notified that a change process will be commencing and invited to attend the meeting where this document will be distributed to all staff.

At any time through this change process, staff can ask questions, express concerns or provide feedback on the changes to the Renewal Project Team:

Renewal-feedback@uwa.edu.au

Staff members with personal concerns can also make contact with staff in Human Resources. All enquires to HR are confidential. Additionally, at any time during the process of change, staff may seek guidance from HR regarding the implications of redundancy. The University will adhere to the redundancy provisions in the relevant Staff Agreement.

Renewal-HR@uwa.edu.au

For staff feeling worried or stressed about the changes and in need of someone to talk to, the University provides free, confidential and professional assistance to employees through the Employee Assistance Program (EAP).

The service providers who currently offer the program on behalf of the University are (please contact them directly):

- OPTUM
  Level 16, 251 Adelaide Terrace
  Perth WA 6000
  Phone (24 hours) 1300 361 008

- UWA Counselling and Psychological Services
  1st Floor, South Wing
  Social Sciences Building
  Phone (office hours) (+61 8) 6488 2423
2. BACKGROUND

In October 2015 the Vice Chancellor released the paper *Securing Success*, which reviewed the University of Western Australia's past performance and current financial situation, referring to the key objectives identified in UWA’s Strategic Plan 2020. The paper identified areas in which the University needed to improve in order to secure long-term success.

The *Securing Success* paper was a continuation of a two-year campus-wide conversation regarding the future of the University and the changes needed in order to achieve the University’s goal of becoming one of the world’s top 50 universities by 2050. That conversation had previously included the functional review of administrative processes, which identified a number of administrative processes and end-to-end services requiring significant improvement.

UWA, like many universities, has a budget challenge. As highlighted during the recent fee deregulation debate, there remains a long standing under-funding of Australian universities amid a climate of greater competition at home and abroad. UWA cannot rely on outside forces to secure our future. We need to confront these financial challenges head on, which means changing how the University operates and its business model.

In October 2015 the Senate Strategic Resources Committee requested that the University Executive develop a proposal outlining a permanent reduction in the University’s cost base to ensure sufficient funds were available for investment in strategic initiatives and to secure a more sustainable cost base for the future.

The proposals developed included changing both the academic structure of the University and the professional service delivery model. As UWA, like other universities, spends most of its revenue on staff salaries, the proposals also included a plan to reduce salary costs to deliver a permanent reduction in the University’s cost base. Based on financial modelling it was anticipated that there would need to be a reduction of approximately 300 positions to deliver a sustainable cost base for the future.

After careful consideration, the Senate of the University of Western Australia at its December 2015 meeting endorsed these proposals which will better prepare the University for the future by enhancing our teaching and research capability, reducing costs and delivering greater efficiency.

3. DRIVERS FOR CHANGE

There has been extensive consultation with stakeholders across the University about the future needs of the University.

The following drivers for change have been identified:

**Need for resources to invest in building on our existing teaching and research performance, and to deliver a strategy for the University that encompasses innovation and impact.**

The University generates core revenue from two activities – teaching and research – with teaching being the principal source of revenue. Additional revenue comes from the sale of services (student residences, catering), investments, gifts and donations.
All universities, including UWA, spend most of their revenue on staff salaries. At UWA we spend more than $2 million every working day on salaries, and a further $1 million a day on the other costs of running the university (buildings, utilities, supplies).

Achieving the right balance of income and expenditure across these different areas of activity is essential for the long-term sustainability and success of the University. Unlike a commercial business, we do not aim to generate a profit that can be distributed to the owners (shareholders), but we do aim to create a surplus which we can reinvest in the University. These surpluses allow us to initiate new research programs, introduce innovative approaches to teaching, upgrade or replace our buildings, and provide more scholarships. In short, they are our ‘future fund’, without which we will slide backwards in our performance, standing and status as a global university.

Information on UWA’s research and teaching revenue and expenditure was explained in the Secure Success paper. In summary:

- The University needs to find approximately $100 million annually from non-research sources to sustain the current level of support for research;
- Increased pressure on internal cross-subsidisation has reduced the proportion of each dollar of teaching revenue available to support teaching and learning activities;
- UWA has the lowest average revenue per FTE student in the Group of Eight (Go8) due to the differing profile of the student body at UWA, which has a very high ratio of high cost to low cost students;
- UWA commits a much higher proportion of total expenditure to salaries than is the norm across the Go8. This is a consequence of three separate factors: higher than average academic salaries, a higher proportion of professional staff to academic staff, and a lower share of non-salary expenditure; and
- The lower level of non-salary expenditure means that UWA has not kept up with investment in areas such as buildings maintenance and IT infrastructure, thereby further reducing the attractiveness and functionality of our teaching and research facilities.

Fundamentally, any organisation that consistently spends more than it earns and under-invests in core infrastructure will not be viable in the long term.

At UWA we need to be able to bring investment in IT and infrastructure up to at least the average of the Go8 if we are to create the educational and research environment expected by students and staff. This will require additional annual expenditure of around 3%, or $25 million. In addition, we need to be able to generate an underlying operating surplus of around 4% ($35 million) in order to create an annual ‘future fund’ to support innovation in education, research and engagement.

The UWA results in a number of national surveys of student experience and satisfaction have been disappointing for several years. Our own internal student surveys indicate that student satisfaction has been improving over the last two years, but significant investment in teaching and teaching facilities is required to improve overall student experience and satisfaction.

It is imperative that the University changes its business model and addresses the high cost base in order to deliver the underlying operating surplus it requires to invest in building teaching and research excellence.
Need for an Academic Structure that will deliver on the strategic goals of the University

The current faculty structure no longer serves the University well. The number of faculties, their disparate sizes, combined with devolved processes, and the changing needs of our course structure inhibits the University from focusing strategically and delivering on its goals. With nine faculties, the University has one of the largest academic organisational structures in the Go8, particularly when the University of Sydney, which is around twice the size of UWA, reduces its number of faculties to six in 2017.

There are numerous efficiencies that will be gained by developing a more streamlined academic structure with the removal of a significant amount of administrative duplication at both the faculty and school level. A smaller number of faculties would provide critical mass to drive efficiencies and economies of scale.

UWA’s largest faculty has over 500 academic staff while the smallest faculty has 25 academic staff. This along with multiple schools, centres and institutes, makes our structure inconsistent, difficult to explain and inefficient. The current academic structure does little to facilitate the collaboration necessary if the University is to engage with multi-disciplinary longer-term large-scale research problems and address the world’s grand challenges, such as climate change and food security, which top global universities will be focusing on in coming years.

The current structure also limits the level of interaction amongst higher degree by research students, reducing the opportunities for the development of cross-disciplinary approaches to their work, and not instilling in their training the concept of multi-disciplinary approaches to research.

Need to deliver a fit for purpose range of professional services

The University needs an internal administration and service delivery model that is sustainable, flexible and responsive. Increased revenue and lower costs are prerequisites for success, but they do not guarantee it. An essential area for improvement is service.

The functional reviews identified a number of areas for significant improvement across a range of services within UWA. This was echoed in the feedback received during and after the November 2015 open forum on Service Culture Strategy. In addition, the report from the independent review of New Courses in 2015 recommended that the University review the service delivery model and develop ways for providing ‘consistent, effective and timely course advice’ for the benefit of the students.

In summary, there is currently a lack of clarity and accountability in the structure of service delivery, as well as evidence of a failure to design and implement ‘end-to-end’ processes, with duplication of effort across the organisation and significant cost inefficiencies. Additionally, there is a sense of frustration at services that are not responsive to, nor indeed providing, proactive direction with regards to the changing needs of the business units and other key stakeholders. The emphasis on quality of service delivery and focus on client satisfaction, whilst gaining some momentum in the University, is also an area for improvement.

In particular, in the functional reviews it was recognised that administrative processes at UWA require improvement and simplification, with clear accountabilities and explicit service standards. It was recommended that the service delivery model be reconfigured, and that new structures and management processes be put in place to secure greater efficiency, flexibility, and agility,
commensurate with benchmarked peers.

Process inertia, duplication of effort and unnecessary complexity across the professional functions continues to present UWA with a challenge to achieving the ambition of operational excellence required to serve the core vision and mission of the University. Additionally, as identified in the 2015 *Securing Success* paper, UWA’s high ratio of professional to academic staff, which is a reflection of the institution’s organisational structure and history, needs to be brought to the Go8 average by 2020.

A number of proposals for organisational change and renewal have been considered across the individual service functions. However, it is clear that attempting change in individual functions will not achieve the desired transformational effect required to provide significant improvement in service delivery for the University. All functions and changes to improve service require integration and strategic direction in their implementation to ensure that we provide consistent and effective services and develop a culture that values high quality service delivery and stimulates a ‘One University’ ethos.

3. BENEFITS OF THE PROPOSED CHANGE

**Significant financial savings for investment into core business and required infrastructure**

The proposed changes will deliver a recurring cost saving to the University to allow for strategic investment in teaching and research.

With the introduction of the demand driven system, for the first time UWA is now operating in a competitive domestic student market. The government no longer sets quotas for undergraduate student numbers, so what used to be a predictable and secure revenue stream is now fully contestable. Further, the internationalisation of the student market has led to an increase in choices, not only for potential international students enrolling at UWA, but for our own top flight domestic students, seeking to study interstate or internationally. As such, the need to ensure that UWA is a highly desirable place to study, not just in terms of the quality of education received, but in regards to facilities and the student experience, is paramount. The University will be able to invest strategically in improvements to facilities and the student experience if the proposed changes are introduced.

The best intentions will not be enough for UWA to become a top 50 university or indeed remain within the ARWU top 100. If UWA is to be considered a world class university in the future, it needs to provide world class infrastructure. For staff, this means provision of modern and flexible research facilities that can be developed as research expands into new territories and requires new specialised equipment. By freeing up income, the University will be able to develop state of the art, fit for purpose, research facilities.

The introduction of 50 new academic positions in 2017 will allow the University to build up scale in research priority areas and have a positive impact on the student experience. It will allow growth and investment in areas of anticipated strategic importance in relation to both research and student demand. It is anticipated that the recruitment of the new staff will occur after the finalisation of the academic structure, and that many of the new appointees will help foster a new level of cross-disciplinary collaboration within the new structure and become research and education leaders.
Any top rated organisation, let alone a university, should be enhanced rather than encumbered by its IT infrastructure and general building infrastructure. As pointed out in Securing Success, UWA has been under-investing in both IT and general building infrastructure for a number of years. Investment in both forms of infrastructure is vital for providing an effective research environment, allowing the delivery of higher quality yet lower cost professional services, and providing a desirable environment to attract local and international students as well as international academic staff.

**An academic organisational structure that maximises the potential for academic coherence and aligns with the University's drive for efficient and effective services**

The changes proposed in this document will be based on a number of organisational design principles and will deliver:

- Faculties of sufficient size and critical mass to drive economies of scale
- Greater clarification of responsibilities and accountabilities
- Alignment of structure to strategy
- A stronger sense of identity for students
- Increased collaboration across teaching disciplines to reduce duplication
- Increased opportunities for research collaboration
- A clear and accountable University leadership structure

**Integrated, end-to-end professional services delivered across the whole University**

The changes proposed in this document will deliver a new service delivery model that is efficient and cost effective with clear lines of accountability and delegation. The new model will require fewer staff due to a simplified and standardised structure, standardisation of processes across all functions, and minimisation of duplication.

The new model will simplify the current structures where our internal processes are spread across multiple faculties and central divisions. It will provide clarity on who is accountable for functions and processes and who is responsible for review and continuous improvement.

Services delivered under the new model will be able to be benchmarked nationally and internationally.

The model will require a greater number of specialist staff to deliver services providing enhanced career path opportunities and a greater emphasis on employment security for professional staff. The model will allow our professional services to support UWA's strategic goals and the ability to determine performance and service standards across the University.

Increased productivity and efficiency is a key element of operational excellence and allows the University to maximise the use of resources and create a sustainable and viable future.
4. PROPOSED CHANGES

To address the drivers for change and achieve the desired outcomes the University is proposing the following changes:

1. A new academic structure – refer to Attachment 1.

2. A methodology for evaluating academic roles – refer to Attachment 2

3. A new service delivery model – refer to Attachment 3.

5. POTENTIAL IMPACTS

This proposal represents a transformation of academic and professional activities and service delivery across the University. As such there are significant potential impacts on staff.

If the proposal is implemented, over the next year the following potential impacts may apply:

- Disestablishment of an anticipated 300 positions;
- The need for retraining or transfer of employees to other work or locations
- New reporting lines;
- Creation of new roles and position descriptions; and
- Significant review and standardisation of existing position descriptions for professional staff

6. STAFF TRANSITION PRINCIPLES

Once positions have been identified as redundant, the following principles would be followed for the staff transition to positions in the new structure, should these proposals go ahead. The University will adhere to the redundancy provisions within the enterprise agreements.

**Academic staff**

- Some tenured or tenurable staff identified for redundancy based on the applied methodology may be offered, and with their agreement, be transitioned to teaching intensive or professional staff appointments; and
- Fixed term staff will continue on their current appointment until the end date of their contract.

**Professional staff**

- Where a position of the same level with comparable duties and responsibilities in the new structure matches the qualification, experience and competence of the staff member, existing incumbents may be directly transferred at level into these positions;
• Where there is more than one staff member who could be transferred to a single position of the same level with the same or similar duties as their current position, those staff members will be able to apply for the new position through an internal merit based competitive process;
• Staff who do not apply for a comparable position may be placed in another vacant position of the same level with comparable duties and responsibilities which match the qualifications, experience and competence of the staff member;
• Staff who are not able to be transferred to a comparable position of the same level will be able to apply for new or significantly changed positions through a competitive process; and
• Staff in current fixed term positions will transition to the new structure until the end of their contract period.

This organisational change aspires to provide all transitioning staff with clear accountabilities and direction as well as additional avenues for defined career pathways and increased opportunities to gain further skills, training and experience.

7. EXPRESSIONS OF INTEREST FOR REDUNDANCY

The severance provisions outlined in Schedule E of the Academic and Professional & General Staff Agreements only apply to ongoing staff.

Individual staff may express interest in redundancy at any time:
• For academic staff any expressions of interest will initially be considered at the local level and if supported by the Dean, will be forwarded to the central oversight panel for consideration.

• For professional staff expressions of interest may be submitted to renewal-HR@uwa.edu.au. These expressions of interest will be considered by the SDVC in consultation with the Dean or Divisional Director, when the structure for service delivery is finalised and the staffing requirements fully understood.

8. CONSULTATION

Extensive consultations with staff about the future direction and options for the University have taken place over the past 2 years, through the functional reviews in 2014, in response to Securing Success, in faculty and divisional meetings and informal consultations with staff directly in a variety of forums.

This paper represents the commencement of a formal consultation period with staff. The intent of the consultation process is to provide staff and their representatives with a genuine opportunity to influence the decision makers and meetings will be arranged to discuss and examine the change proposal, alternatives, and staff issues or concerns about their role or personal circumstances. All issues raised by staff will be given serious consideration.

Consultation does not remove the University’s prerogative to manage, but allows for a better informed decision making process.
Students are recognised as making a valuable contribution to the discussions around academic structures and will be encouraged to be involved in the process.

The table below outlines the timetable to meet and consult with staff members and their representatives.

<table>
<thead>
<tr>
<th>Date</th>
<th>Details of Consultation Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 2</td>
<td>Open Forum – all staff</td>
</tr>
<tr>
<td>Feb 10</td>
<td>Q and A for PVCs and Area Directors</td>
</tr>
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<td>Feb 11</td>
<td>Q and A for Heads of School</td>
</tr>
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<td></td>
<td>Q and A for all staff feedback</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Q and A for Faculty Managers</td>
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<td></td>
<td>Q and A for all staff feedback</td>
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<tr>
<td>Feb 15</td>
<td>Q and A for all staff feedback</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Q and A for all staff feedback</td>
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<tr>
<td></td>
<td>Q and A for UWA Student Guild feedback</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Q and A for all staff feedback</td>
</tr>
<tr>
<td></td>
<td>Meeting of the Academic Board</td>
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<tr>
<td>Feb 18</td>
<td>Q and A for all staff feedback</td>
</tr>
<tr>
<td></td>
<td>Meeting with NTEU and UWASSA</td>
</tr>
<tr>
<td>Feb 18</td>
<td>Deadline for feedback</td>
</tr>
<tr>
<td>Feb 22</td>
<td>Decision on proposals finalised, taking all feedback into consideration, and communicated to staff</td>
</tr>
<tr>
<td>Feb - Dec 2016</td>
<td>Implementation and next steps, including further organisational change processes, commence with ongoing consultation with staff.</td>
</tr>
</tbody>
</table>

Written feedback is also encouraged, please contact:

Renewal-feedback@uwa.edu.au

Deadline for feedback on this proposal is February 18.
# 9. WHO TO TALK TO

<table>
<thead>
<tr>
<th>IF</th>
<th>WHO YOU SHOULD TALK TO</th>
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</thead>
</table>
| You are feeling worried or stressed about the changes and need someone to talk to | The University provides free, confidential and professional assistance to employees through the Employee Assistance Program (EAP). The service providers who currently offer the program on behalf of the University are (please contact them directly):  
  - **OPTUM**  
    Level 16, 251 Adelaide Terrace  
    Perth WA 6000  
    Phone (24 hours) 1300 361 008  
  - **UWA Counselling and Psychological Services**  
    1st Floor, South Wing  
    Social Sciences Building  
    Phone (office hours) (+61 8) 6488 2423 |
| You have questions about the organisational change process and the related HR policies and EBA clauses | Please contact:  
  **Ms Louise Churchill**  
  Human Resources Business Partner  
  6488 3518/ 0415 372 981  
  louise.churchill@uwa.edu.au  
  or  
  renewal-HR@uwa.edu.au |
| You have questions about the new organisational structure and roles or the timing of the process | Please contact  
  **Renewal-feedback@uwa.edu.au**  
  Or visit the website:  
| You have a complaint about your treatment                         | Formal complaints are to be made to the Senior Deputy Vice Chancellor, the HR Business Partner (listed above) or **Gina Barron** Manager, Complaints Resolution (x 8547 and Email gina.barron@uwa.edu.au) |
10. CONTRIBUTORS

A number of people from across the University have contributed to the development of these proposals:

Renewal Project Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Dawn Freshwater</td>
<td>Senior Deputy Vice Chancellor</td>
</tr>
<tr>
<td>Tony O’Donnell</td>
<td>Dean of Science</td>
</tr>
<tr>
<td>Graham Brown</td>
<td>Head of School, Social Sciences</td>
</tr>
<tr>
<td>Scott Logan</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Paula Langley</td>
<td>Associate Director, Strategy and Planning</td>
</tr>
<tr>
<td>Natalie Mast</td>
<td>Associate Director, Performance Analytics</td>
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<tr>
<td>Louise Churchill</td>
<td>Renewal Human Resources Business Partner</td>
</tr>
</tbody>
</table>

Extended Executive

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Paul Johnson</td>
<td>Vice Chancellor</td>
</tr>
<tr>
<td>Dawn Freshwater</td>
<td>Senior Deputy Vice Chancellor</td>
</tr>
<tr>
<td>Kent Anderson</td>
<td>Deputy Vice Chancellor (Community and Engagement)</td>
</tr>
<tr>
<td>Simon Anderson</td>
<td>Dean, ALVA</td>
</tr>
<tr>
<td>Alec Cameron</td>
<td>Deputy Vice Chancellor (Education)</td>
</tr>
<tr>
<td>John Dell</td>
<td>Dean of ECM</td>
</tr>
<tr>
<td>Phil Dolan</td>
<td>Dean of Business</td>
</tr>
<tr>
<td>Robyn Owens</td>
<td>Deputy Vice Chancellor (Research)</td>
</tr>
<tr>
<td>Tony O’Donnell</td>
<td>Dean of Science</td>
</tr>
<tr>
<td>Wendy Erber</td>
<td>Dean of MDHS</td>
</tr>
<tr>
<td>Jill Milroy</td>
<td>Dean, SIS</td>
</tr>
<tr>
<td>Krishna Sen</td>
<td>Dean of Arts</td>
</tr>
<tr>
<td>Erika Techera</td>
<td>Dean of Law</td>
</tr>
<tr>
<td>Helen Wildy</td>
<td>Dean of Education</td>
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</tbody>
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Working Groups

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Peter Davies</td>
<td>PVC Research</td>
</tr>
<tr>
<td>Christina Dyt</td>
<td>Faculty Manager, Education</td>
</tr>
<tr>
<td>Assine George</td>
<td>Chief Information Officer</td>
</tr>
<tr>
<td>Cara MacNish</td>
<td>Chair of Academic Board</td>
</tr>
<tr>
<td>Alison Preston</td>
<td>Deputy Dean, Business</td>
</tr>
<tr>
<td>Keith Rappa</td>
<td>General Manager, Business</td>
</tr>
<tr>
<td>Kelly Smith</td>
<td>Manager, Finance and Staff Resources, ECM</td>
</tr>
<tr>
<td>Tim Stewart</td>
<td>Faculty Manager, Arts</td>
</tr>
<tr>
<td>Grady Venville</td>
<td>Dean of Coursework Studies</td>
</tr>
</tbody>
</table>
Academic Restructure

Attachment 1

February 2, 2016

This attachment is to be read in conjunction with the Renewal Project Proposal for Change document
BACKGROUND

In December 2015 Senate endorsed the resolution made by SRC (Nov 2015) relating to the development, through consultation, of a review and restructure of the academic units of the University. Related to this was the implementation of a new service delivery model across all functions.

It was agreed that successful delivery and implementation of a strategic academic structure, together with a performance driven professional staff structure delivering outstanding services supporting the core academic business of the University, was to be completed by the end of 2016.

Referring to each of the current structures of the Group of Eight (Go8) universities, it is clear that, given the relative size of the academic staff, proportionally UWA has a larger number of faculties than the rest of the Go8 (particularly when Sydney, which is twice the size, restructures to six faculties in 2017).

Table 1: Go8 Academic Structure and Size Indicators (2014 data)

<table>
<thead>
<tr>
<th>University</th>
<th>Current Structure</th>
<th>TOTAL Load</th>
<th>HDR Load</th>
<th>General Staff FTE</th>
<th>Academic Staff FTE</th>
<th>Total Revenue</th>
<th>Total Research Income</th>
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<tbody>
<tr>
<td>Adelaide</td>
<td>5</td>
<td>21,560</td>
<td>1,712</td>
<td>1,876</td>
<td>1,986</td>
<td>888,443,000</td>
<td>183,231,604</td>
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<td>ANU</td>
<td>7 (colleges)</td>
<td>15,470</td>
<td>2,120</td>
<td>2,378</td>
<td>1,840</td>
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<td>Melbourne</td>
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<td>42,841</td>
<td>3,600</td>
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<td>3,765</td>
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<td>373,909,955</td>
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<td>Monash</td>
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<td>52,836</td>
<td>3,224</td>
<td>3,559</td>
<td>3,757</td>
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<td>UNSW</td>
<td>8 plus ADFA</td>
<td>39,599</td>
<td>3,299</td>
<td>3,213</td>
<td>3,776</td>
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<td>3,711</td>
<td>4,084</td>
<td>1,671,571,000</td>
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<td>Sydney</td>
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<td>3,849</td>
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<td>1,883,187,000</td>
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<td>UWA</td>
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<td>21,237</td>
<td>1,583</td>
<td>2,260</td>
<td>1,831</td>
<td>937,831,000</td>
<td>215,199,015</td>
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</tbody>
</table>

Note: All data, excluding structure details, was drawn from the Go8 dashboard and is 2014 data.

PROPOSAL FOR CONSIDERATION

To address the drivers for change and achieve the desired outcomes outlined in the proposal for change document, the University leadership team has developed an option, outlined below, for a future academic structure.

In creating this proposal, the following design principles have been taken into account:

- size and economies of scale
- management and allocation of resources
- alignment of structure to University strategy
- best practice organisational design principles
- identity and student attachment
- collaboration in research, teaching and innovation
- academic coherence
- history and legacy of UWA, disciplinary identity and nomenclature

When considering the design of the new structure a number of other factors were considered:
the specialised and unique role of the School of Indigenous Studies (SIS);

recommendations following on from the functional review regarding the most efficient and effective service delivery model;

the future academic structure, taking into account the recommendations of the recent review of courses;

the future leadership structure for each of the strategic level units and the substructures within;

future research priorities and strengths;

accreditation for specific professional degrees and sub-units, which require the continuation of some school structures (e.g. Business School);

nomenclature, branding and external interface locally, nationally and internationally;

the impact of the new academic structure on the executive leadership structure of the University; and

subsequent implications for governance and decision-making.

Proposed Academic Structure

1. Create four strategic level academic units to be called colleges

It is proposed to create four colleges that would encompass all current schools, research centres and institutes. The colleges would replace the current faculty structure at UWA and it is proposed that they would be named:

- College of Natural and Physical Science
- College of Engineering and Technical Science
- College of Health and Medical Science
- College of Social Science

The substructure of each college would be comprised of schools and research institutes (as applicable). The design of the substructure will take into account:

- the requirement for scale in order for sub units to be viable in terms of income;
- research productivity;
- groupings that foster a sense of disciplinary collegiality;
- academic cohesion; and
- scale of research priorities.

The substructure of each college will be determined, in consultation with staff, after the strategic level academic structure is decided.

The academic leader of each new college would sit on the University Executive.

2. The School of Indigenous Studies (SIS) will sit organisationally outside of the new college structure and remain at a strategic level

Currently, the School of Indigenous Studies provides a strategic, cross-disciplinary focus on indigenous education and research. Positioning SIS outside of the new College structure aligns
more closely with the UWA’s strategy, values and commitment to indigenous education and engagement. It also reflects the recommendations of a recent Ministerial report, submitted by the Advisory Council on Indigenous Higher Education.

The University will work with the School to ensure that the proposed structure provides SIS with a continuing and appropriate platform to support the indigenous education strategy throughout the University, support the development of indigenous research and teaching, whilst acting in an advisory capacity across the institution as a whole.

It is envisaged that SIS would report directly to the Executive.

3. Existing structures such as research institutes and centres will be reviewed as part of the organisational change and positioned in the context of the new academic structure

Centres
The term “Centre” is used in different ways at UWA and it is opportune to clearly distinguish the use of the term. Currently it is used as a label for areas that are:

- research centres
- research infrastructure services (such as the Pawsey Centre and CMCA); and
- administrative organisational units

Currently research centres sit at a school, faculty or university level. It is proposed that all current research centres, as defined by the UWA policy on research centres and institutes will reside as a unit within a school and, with the exception of SIS, within a college.

As supported in the UWA policy, research centres will continue to be cross-disciplinary regardless of which school they sit in.

It is proposed that those centres and units offering research infrastructure services become part of the professional service delivery model at UWA and sit within the Deputy Vice Chancellor Research portfolio.

Institutes
UWA currently uses the term ‘Institute’ to describe and define a wide variety of organisational units, some of which are UWA research institutes. It is proposed to review the use of the title of ‘institute’, the operating model and function of all UWA institutes in light of the future resource allocation model and the proposed new service delivery model.

The Review of Centres and Institutes, which took place in 2011, recommended that research institutes should only continue to operate if they were self-sustaining in the medium to long term. Current UWA research institutes, the Institute of Agriculture and the Oceans Institute, are virtual institutes operating across the University. It is proposed to review the operating model for both institutes in light of the future resource allocation model and the proposal to deliver through a revised model.

It is proposed that these institutes and future UWA research institutes will sit within colleges in the new academic structure. Operation at this level would ensure an appropriate platform for institutes to facilitate cross-college collaborations while providing clear accountabilities and reporting structures for directors and leaders. Institute directors would report through to the college
executive and any allocated central funding support would be managed through the faculty management function.

There are a number of affiliated but independent research institutes that sit outside the current UWA structure, including those related to the Faculty of Medicine, Dentistry and Health Sciences. These will remain outside of the UWA structure, however the UWA staff within these institutes will reside in Schools. The relationship of these institutes to the College will be detailed and coordinated through the head of the college.

The UWA Energy and Minerals Institute (EMI) is an institute that is not substantively focused on research leadership and strategy but plays a significant role in business development activities at UWA. It is proposed that EMI and other business development functions and units will be reviewed under the proposed new service delivery model.

**IMPLEMENTATION AND INDICATIVE TIMELINE**

Following consultation and refinement of the proposal, an implementation plan will be needed to be developed. The key implementation steps will be:

<table>
<thead>
<tr>
<th>Date</th>
<th>Key Implementation Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2016</td>
<td>In consultation with staff, the determination of the substructure of each college</td>
</tr>
<tr>
<td>August 2016</td>
<td>Creation of documentation to reflect the governance arrangements of the new colleges</td>
</tr>
<tr>
<td>Sept 2016</td>
<td>Consideration and advice to Senate on the documentation and proposals by Academic Board</td>
</tr>
<tr>
<td>Oct 2016</td>
<td>Approval from Senate for the new academic structure, creation of colleges</td>
</tr>
<tr>
<td>Dec 2016</td>
<td>Administrative implementation of the new academic structure</td>
</tr>
</tbody>
</table>

**NEXT STEPS**


**WHO TO TALK TO**

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Renewal-feedback@uwa.edu.au

Staff members with personal concerns can also make contact with staff in Human Resources. At any time during the process of change, staff may seek guidance from HR regarding the implications of redundancy. The University will adhere to the redundancy provisions in the relevant Staff Agreement.

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  Social Sciences Building
  
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Methodology for Evaluating Academic Roles

Attachment 2

February 2, 2016

This attachment is to be read in conjunction with the Renewal Project Proposal for Change document
BACKGROUND

UWA’s 2020 vision articulates that world class staff are a key capability in ensuring the University achieves its 2014-2020 strategic objectives. Successful delivery of the University’s strategic plan over the next five years relies critically on the quality of its staff and their contribution to academic and operational excellence. Therefore the need for a high performance culture and service excellence continues to drive the change agenda within the organisation.

In a 2015 UWA analysis on research output productivity levels, 99 academic staff on tenured or tenurable appointments, as well as 53 academic staff on fixed term contracts, had produced less than five publications over the last six years. While individual academic performance needs to look at more than just one measure of productivity and must take into account achievement relative to opportunity, this analysis indicates we have challenges with meeting the level of academic excellence required to achieve the University's strategic objectives.

To deliver a permanent reduction in the University’s cost base as required by the UWA Senate it is anticipated that there will be academic staff reductions. A methodology to identify potential academic redundancies needs to be developed.

The methodology will be based on the fundamental principles of fairness, consistency, transparency and efficiency. To ensure fairness and consistency the methodology that is developed will be applied to all academic staff at UWA.

PROPOSAL FOR CONSIDERATION

To address the drivers for change and achieve the desired outcomes as outlined in the Proposal for Change document, the University has developed the following proposal for the development of the methodology.

1. That each faculty develop a methodology for assessment of performance and output levels for academic staff in their area

The Dean will be responsible for the development of the methodology. The methodology will be based on the following four indicators and take into account the period 2009-2014:

1) Research publication outputs or creative equivalent, including appropriate quality measures
2) Teaching quality as determined by SURF scores and other indicators in use at the local level, including HDR completions
3) Service to the University (committee membership, senior administrative roles etc.)
4) Leadership and Development (mentorship of junior staff and postgraduate students; collaboration with colleagues in teaching and research, contribution to the development of teaching and research etc.)

Each faculty will develop the methodology ensuring that the following factors are taken into account:

- the differences in publication patterns and discernment of quality within different disciplines;
- the local understanding of measures of teaching quality; and
- service and contribution to leadership and development activities at school, faculty and University level.
The methodology will apply to all academic staff in the faculty, however it is anticipated that research output indicators will not be applied to staff in teaching only appointments.

2. That following consultation with academic staff and full consideration of staff feedback each faculty will finalise their methodology

Once a faculty has developed their proposed methodology based on the above indicators, all academic staff in that faculty will be consulted and have an opportunity to provide feedback for consideration.

The faculty methodology is subject to confirmation by the SDVC and the oversight panel, to ensure consistency, fairness and transparency.

3. That academic staff will be evaluated against the finalised methodology of their faculty

Each faculty will apply the criteria developed by the methodology to academic staff taking into account each staff member’s academic level and achievement relative to opportunity (where applicable) including, but not limited to, current and historical FTE and periods of extended leave.

Preliminary management recommendations regarding the staff who do not meet standards set by the developed methodology will be submitted to a central oversight panel chaired by the SDVC.

Management recommendations for tenured or tenurable staff may include a recommendation for:
- redundancy;
- an offer of a teaching only appointment (based on meeting the Faculty’s and University’s criteria for teaching quality, service and contributions to leadership and development); or
- an offer of a professional staff appointment.

Management recommendations for fixed term contract staff may include a recommendation for:
- non-renewal of a current fixed term contract, unless performance expectations are met;
- an offer of a teaching only contract (based on meeting the criteria for teaching quality, service and contributions to leadership and development);
- an offer of a professional staff appointment; or
- a combination of the above.

4. That a University Oversight Panel be established

An independent, central oversight panel will be convened. The role of the oversight panel will be to examine the recommendations made by the faculties. The oversight panel, chaired by the SDVC, will include members of the UWA academic promotions committee, along with a range of other contributors.

The role of the oversight panel will be to ensure:
- the faculty methodologies meet the fundamental principles of fairness, consistency, transparency and efficiency;
- the appropriate application of local expectations has been applied; and
- that faculty recommendations are relative to opportunity.
The oversight panel will also be responsible for considering, on the recommendation of the Dean of the relevant faculty, any expression of interest in redundancy made by individual academic staff members.

IMPLEMENTATION AND INDICATIVE TIMELINE

Following consultation and refinement of the proposal an implementation plan will need to be developed. The key implementation steps will be:

<table>
<thead>
<tr>
<th>Date</th>
<th>Key Implementation Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2016</td>
<td>Development of faculty based methodology for staff assessment</td>
</tr>
<tr>
<td>April 2016</td>
<td>Consultation with academic staff and opportunity for feedback to be considered</td>
</tr>
<tr>
<td>May 2016</td>
<td>Application of the finalised methodology to all academic staff</td>
</tr>
<tr>
<td>May 2016</td>
<td>Management recommendations from faculty to the central oversight panel</td>
</tr>
<tr>
<td>May 2016 onwards</td>
<td>Implementation of the approved management recommendation</td>
</tr>
</tbody>
</table>

NEXT STEPS


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BACKGROUND

Professional and other non-academic services supporting the academic missions of the University are currently delivered through a combination of central and devolved units. The University had already identified that it needed to deliver services in a more efficient and modern way to support the academic work of the University (see UWA Futures 2012).

To this end, the University commenced the process of reviewing its professional and general staff operations through the Functional Reviews in late 2013. These reviews looked at the functions and the way UWA was organised to deliver services with specific emphasis on: an improved student experience; a commitment to providing excellent service; releasing potential for renewal and financial sustainability.

This proposal for a new service delivery model will deliver an integrated approach to the planning, organisation and delivery of processes, functions and services across the University.

PROPOSAL FOR CONSIDERATION

To address the drivers for change and achieve the desired outcomes as outlined in Securing Success the University has developed a proposed service delivery model, building on existing organisational change processes and the implementation of the functional review recommendations to date. This model takes account of the range of initiatives outlined in the Securing Success paper, including:

- the request from Senate to bring the recurrent cost base of the University down permanently within a year;
- the proposals for a new academic structure;
- the possibility of a revised academic calendar; and
- the outcomes of the 2015/16 budget model and process review.

Principles

The service delivery model should:

- be organised and delivered in a way that maximises support of the academic mission of the University and the relevant client group;
- be strategically aligned to meet the University’s strategic goals and ambitions and meet the needs of the client;
- be benchmarked nationally and internationally;
- ensure standardisation of process and services across the University;
- allow for agility and responsiveness to changes in the environment;
- deliver efficiencies and minimise duplication;
- provide clear lines of accountability and management delegations;
- provide improved career pathways for professional staff; and
- ensure delivery of service from technical or functional specialists with expertise and knowledge of their client’s ‘business’.
Proposed Service Model

1. Create 5 Service Delivery Centres to mirror the new academic structure and support central administration

It is envisaged, subject to the final decision on a proposed academic structure, that there would be a Service Delivery Centre (SDC) created to support each college, with a further SDC created to support all of the administrative divisions, including SIS.

The SDC will be the primary point of service for all individuals and groups within schools, research centres, research institutes and offices within the colleges or central administrative divisions. The SDC’s role is to deliver a broad range of functional specialist services in conjunction with in depth business knowledge and expertise to ensure the strategic and operational goals of the business area are achieved.

Each SDC will require a collaborative strategy and approach to integrate traditionally disparate business functions into new, dedicated units, which include people, processes and technologies. The SDC will be designed to promote integration of functions, efficiency, value generation, cost savings and improved service for their client group along with greater professional staff career progression, service delivery culture and a ‘One University’ ethos across the University.

2. Create a standardised management structure and position descriptions for service delivery centre staff

Subject to the specific needs of their client, each SDC will be created with the same management and staffing structure to ensure consistency of service delivery, standardisation of all processes, cross unit collaboration and staff mobility across the University.

Standardisation of position descriptions allows for clear, transparent and equitable salary classification of the same roles across different areas of the organisation.

Management and staff positions that are mirrored in each SDC will hold the same level of accountability and management delegation; will be responsible for a similar range of services; and will be in a position that is classified at the same salary level. Counterparts across the service centres will be responsible for driving standardisation of processes and continuous improvement.

Standardisation encourages staff to view themselves as part of a broader staff group across the different service delivery centres and central administrative offices and allows for greater flexibility in staff mobility across the University.

3. Integrate and standardise services and processes

Services and processes will be standardised and integrated both ‘end to end’ and across different functions.

Standardisation of process and management structures will significantly reduce duplication and the number of staff required to deliver key services and functions. Where possible, processes will be automated. If IT enablement is not yet available, processes will be re-engineered so that when IT solutions are available the process is streamlined and ready for automation.
The service culture enacted by the SDCs will be articulated and documented. Performance measures against the service culture will be created and measured to ensure the highest level of service and client satisfaction.

4. Create service catalogues and service level partnerships

Detailed service catalogues will document all services delivered from SDCs. Documentation will ensure clarity for how and where each function is delivered and who is accountable for what elements of that service. Each SDC will have one service level partnership (SLP) with its client group for delivery of all functions within that Centre.

This means that there will be one SLP agreement between a college and its SDC. The service delivery centre working with central administration divisions may have a SLP with each portfolio depending on the needs of the business.

5. Fundamentally redesign central functional units

All central units will be redesigned to focus on strategy, governance, corporate and government compliance, development of policy and IT architecture and governance. Some units that provide strategic services aimed at external stakeholders, such as business development services, may continue to offer those services from a central unit. All units will be reviewed to ensure there is minimal duplication and/or redesign of units offering similar services. Additionally, role titles and position descriptions will be reviewed for consistency across all units.

Some central units will also provide transactional services that are or can be completely automated or IT enabled so that service delivery is efficient and effectively delivered from a remote location (e.g. first tier IT desk top support).

All central units will be provided operational, administrative and transactional services from SDCs.

SDCs will be integrated and aligned strategically with central units to ensure services are seamless and deliver the correct level of service. SDC managers will have either ownership or significant influence over end-to-end processes for service delivery. SDC managers will play a significant role in ensuring that strategy developed in central units meets the needs of the client business areas.

Services that will be delivered from SDCs

Under this proposal, it is envisaged that the vast majority of operational and transactional services required by the University community will be delivered through the SDCs. These services may currently be delivered in a faculty, school or central administration unit. Decisions on exactly which services would be delivered from SDCs and which would be delivered from redesigned central units will be determined during the implementation phase. Significant process reengineering and standardisation as a part of the implementation will also be required.

Possible criteria for processes that will be delivered through SDCs are services that:

- are operational/transactional/administrative; or
- have the potential to standardise or some standardisation already exists; or
- require business knowledge/expertise rather than just functional service expertise; or
- involves high volume transactions.
Some functions and services will not be delivered through SDCs, include those that:

- are highly complex or high risk; or
- cannot be standardised at all; or
- are subject to a rapidly shifting environment or market situation outside the University; or
- require corporate control.

It is envisaged that services not delivered through SDCs might include functions such as brand management, legal services, government reporting, research ethics administration, tax and treasury management, management of endowment property and governance. A more comprehensive list will be determined fully during the implementation phase.

IMPLEMENTATION AND INDICATIVE TIMELINE

Following consultation and refinement of the proposal, a detailed implementation plan will need to be developed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Key Implementation Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2016</td>
<td>Commence business process reengineering and standardisation.</td>
</tr>
<tr>
<td></td>
<td>Determination of which services and processes to be delivered from which area of the model.</td>
</tr>
<tr>
<td>April – May 2016</td>
<td>Design the structure of SDCs and central units</td>
</tr>
<tr>
<td>May 2016</td>
<td>Creation of standard roles and position descriptions</td>
</tr>
<tr>
<td>May 2016</td>
<td>Final determination of how many staff are required in the new model</td>
</tr>
<tr>
<td>May – June 2016</td>
<td>Formal consultation with staff and opportunity for feedback to be considered</td>
</tr>
<tr>
<td>June - Dec 2016</td>
<td>Implementation of the new structure</td>
</tr>
</tbody>
</table>

It is envisaged that the new model would be fully implemented by January 1, 2017 in line with the new academic structure.

NEXT STEPS

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