

Part 1: Background

Background

This proposal outlines the changes required within the College of Arts and Social Sciences (herein referred to as CASS or the College) to support and respond to the ANU Recovery Plan for The Australian National University (ANU).

The College is one of the largest Colleges at ANU and ANU humanities and social sciences are consistently ranked No. 1 in Australia and in the top 20 in the world on the QS Index of universities.

The College is structured into two main research schools – Research School of Social Sciences and Research School of Humanities and the Arts - to enhance the multidisciplinary and interdisciplinary nature of our research and provides a research-intensive teaching environment that challenges and inspires our students.

In order to put the University on a sustainable financial footing from 2021, the ANU Council approved the development of the ANU Recovery Plan, designed to address the University strategic and financial challenges. The Recovery Plan outlines how ANU will meet its current and future financial obligations and achieve our strategic objectives as outlined in the *Australian National University 2017-2021 Strategic Plan*, with sustainable, stable and secure financial foundations. The ANU Recovery Plan outlines how we will continue this trajectory and reduce our size with a smaller student cohort; and in parallel, a smaller staffing profile.

The challenge for 2021 and beyond is to ensure the ongoing ability for the ANU to operate within our highly constrained projected revenue. It is not good enough just to survive the pandemic; we must thrive and help provide the building blocks for the national recovery.

The core outcome of the ANU Recovery Plan is that the ANU has to close a remaining financial gap of \$103 million per annum from 2021. This requires savings in both non-salary and salary expenditure and will require a reduction of positions across the University.

This proposal outlines the challenges we face and how we must adapt to our new circumstances. It sets out specific details and information on the proposed changes within CASS and seeks consultation and feedback on the proposed changes as well as providing the guiding principles, which will support any confirmed changes that may need to be implemented.

This managing change document (herein referred to as the Change Proposal) outlines the rationale for the proposed organisational change and nature of the changes proposed within CASS.

The Change Proposal specifically relates to proposed changes in the structure of the College Education Portfolio, the administrative support structure within the Research School of Social Science (RSSS), the academic staffing profile in the Arabic Program within the Centre for Arab and Islamic Studies (CAIS) and the academic staffing profile within the Centre for Classical Studies (Classics). The Change Proposal includes an indicative timetable for consultation, feedback and implementation.

The objective of the Change Proposal is to outline and consult on the proposed changes in CASS to enable to respond to the ANU Recovery Plan and to enable the College to emerge strongly from the current global pandemic. The proposed changes are business driven changes and are designed to support ongoing sustainability of our education and pedagogy and ensure that the College is meeting the future needs of our students, as well as placing the University strongly in the global market.

Part 2: Rationale

The College needs to position itself to emerge strongly after the current global pandemic. The College has been undertaking planning to reorientate the education portfolio to align with broader College curricula re-design, review all programs and courses run by the College to ensure they are both strategic and sustainable. In tandem, the College has been considering administrative and support structures to support the education and research activity within the College. This includes how to adjust administrative structures to respond to and reflect the operational changes as a result of the majority of schools and centres in the Research School of Social Sciences now being housed in a single combined location.

The Arab Program within the Centre for Arab and Islamic Studies (CAIS):

The Centre for Arab and Islamic Studies (Middle East & Central Asia) (CAIS) forms part of the Research School of Social Sciences. CAIS is Australia's premier location for studies in this field, with a high international standing and links with its major counterparts in the Arab and Muslim world, as well as in North America and Europe.

CAIS integrates the study of Middle Eastern and Central Asian contemporary politics, history, culture, political economy, economics, and the role of Islam within the broader framework of the changing global order. The Centre fosters the study of the region's most relevant languages of Arabic, Persian and Turkish. It also focuses on issues pertinent to Australia's interests in, and the development of its commercial, scientific and industrial ties with, its areas of coverage.

CAIS is a multi-disciplinary teaching and research Centre, with cognate links with the ANU College of Asia & the Pacific, as well as professional association with other Colleges. Its activities are guided by a twenty-one member Advisory Board and a group of international advisers, made up of prominent scholars in Arab, Islam, Middle Eastern and Central Asian studies.

The College is reviewing the delivery of its programs and courses, to ensure that they are strategically aligned with the ANU Strategic Plan in promoting research and teaching excellence. There is a vital need for ongoing sustainability and to rejuvenate our education and pedagogy to ensure that the College is meeting the future needs of our students, as well as placing the University strongly in the global market.

The mission of CAIS is to train students in area studies related to the regions of the Middle East and Central Asia with a focus on:

- 1) disciplinary paths which include political science, sociology, history and cultural studies; and
- 2) training in the target languages of these regions which include Arabic, Persian and Turkish.

The Arabic program was re-located to CAIS in 2005 and managed by one full-time academic member of staff. The program relied on fixed term contracts and sessional teaching to support the program until 2010, when an additional full-time, academic position was created to teach the program, due to increased student numbers. In 2011, it became part of the CAIS Bachelor in Middle East and Central Asia Studies program (BMECA) allowing BMECA students to take a major or a minor in Arabic language, and further increasing student numbers.

The number of student enrolments grew from ~180 in 2011 to a peak of ~365 in 2017, with a third full-time, academic position created in 2017 to support the student load. However, in the last two years there has been a steady decline in student numbers, down to ~250 students in 2020, and forecasting predicts further student decline each year until 2023. This ongoing reduction in student numbers is due to multiple factors including, but not limited to, the current global pandemic, the ANU strategy to cap student numbers, and fierce competition with other universities both in Australia and globally.

Due to the projected ongoing decrease in student numbers, it has become financially unsustainable for CAIS to continue to run the Arabic program with three full-time, academic members of staff. On review of the financial position of the program, it is proposed that the program be run by one full-time academic member of staff, supported by sessional teaching as required during peak periods. This change will make substantial financial savings to CAIS that will allow it to continue to be viable and maintain the Arabic program, without accumulating financial loss.

The proposed change will also support the redesign and delivery of the Arabic program. By investing in an early career researcher now, CAIS will build a strong base to secure the future of the program. The redesign will enable the program to be based on research-led teaching, thereby ensuring excellence in our educational standards.

The Centre for Classical Studies (Classics)

The Centre for Classical Studies (Classics) forms part of the Research School of Humanities and the Arts (RSHA). Classical Studies have been taught at ANU for over 50 years and are an essential element in the humanities offerings provided by the University. In 2015 a formal Centre for Classical Studies was established in the School of Literature, Languages and Linguistics (the School) to reflect this importance.

During 2018 the School as a whole was reviewed in line with ANU [policy and procedure](#). The School Review identified significant issues relating to the Classics program and, as a result, the Head of the School commissioned an external independent review of Classics.

The external independent review (Review) of Classics was undertaken by a distinguished panel in June 2019, and a report with a series of recommendations was presented to the College and University in July 2019. The Review report outlined a range of recommendations to address the issues relating to staff culture, leadership, and the mission of Classics. In particular, the Review recommended a change in the academic staffing profile of Classics as a precondition for a comprehensive review of the curriculum. An edited copy of the Review Report is included as Appendix 1.

The staffing profile of the Classics at the time of the Review comprised two (2) continuing Level C academics, one (1) continuing Level B appointment and two (2) fixed term Level B academic appointments.

The Panel recommended that the staffing profile should be changed to include a senior academic position Level D/ E1 (continuing) to provide appropriate leadership for Classics, three continuing Level B academic appointments and a part time (0.5 FTE) coordinator/curator for the Classics Museum, to move away from this being done on voluntary or honorary basis.

The staff within Classics were provided a copy of the Review Report and their feedback was invited to inform the consideration of the report by the College and prior to a management response being considered and finalised.

In November 2019, the recommendations of the Review were accepted by the Dean and Executive of the College and a copy of the Management Response (Appendix 2) provided to staff within Classics. Discussions with staff impacted by the recommendations within the Report commenced in December 2019 and continued into early 2020. The change management process was then halted in March 2020 due to the impact of COVID-19.

The 2019 independent external Review anticipated that the recommendations would be implemented by the end of 2020 and the College remains fully committed to implementing the recommendations of the Review, noting that the timeline to achieve these recommendations has been adjusted.

To lay the groundwork for the implementation of the recommendations during 2021-2022 it is important to for the College to move ahead with consultation on the proposed changes to Classics to enable the implementation of recommendations of the Review over the next 12 months.

College Education Portfolio:

The College Administration provides services to the College, Research Schools, and the broader ANU. These services are provided across multiple functional areas including human resources, finance, building operations, research management, student education and marketing and communications. The College Administration is managed by the College General Manager (GM).

In addition to these functional area teams, the GM is also responsible for the professional staff who manage the Office of the Dean. The Office of the Dean is responsible for supporting the College Dean in the strategic planning and management of all research and education activities within the College. Staff within the Office of the Dean provide administrative services to the College Executive, including the Dean, GM and the Associate Deans, as well as executive support to College committees and events.

It is proposed to adjust professional staff positions within the distinct functional areas of College Administration, namely the Student Education Office (SEO) and staff within the Office of Dean that fall under the College Education portfolio.

Student Education Office (SEO)

The CASS SEO serves the scholarly community of the College by facilitating the development and delivery of College curricula. The SEO supports the evolution of teaching practice through the provision of high quality services and professional development for academic staff. The overarching goal of these services is to provide more effective learning environments and better outcomes for students, and to ensure that all graduates have achieved the learning outcomes for their programs. The SEO provides students and alumni with services and advice in all aspects of the student life cycle including admissions, enrolment, exchange opportunities, and one-to-one advice on managing current degrees and future study plans.

Within the SEO, there are currently three operational units: the Student Office, the Educational Development Studio, and the Education Governance Team. In the current organisation structure the SEO is managed by a single professional staff member reporting to the College GM, with deputy managers having oversight of each operational unit. The Student Office is also split into two distinct sections, managing undergraduate and postgraduate students separately. Each operational area deputy manager also provides advice and has a

secondary reporting line to the Associate Deans of the College, including the Associate Dean Education, Associate Dean Student Experience and the Associate Dean Higher Degree Research.

College Associate Dean Education Portfolio

In November 2019 the CASS Associate Dean Education (ADE) and Associate Dean Student Experience (ADSE) responsibilities were amalgamated into one portfolio, headed by the ADE. The ADE is now responsible for education and innovation leadership, education planning, governance, quality assurance, and education excellence across the College. The position chairs the CASS Education Committee, and represents the College at the ANU Academic Quality Assurance Committee and Learning, Teaching and Development committees. The ADE is also the College liaison for other colleges and relevant university divisions, to develop, implement, promote and review strategies designed to enhance educational excellence.

The ADE is supported by two professional staff; the Executive Officer (Education) position was established in 2019 and reports directly to the ADE with a dotted reporting line to the College GM. The position is responsible for providing high level executive and project support for the strategic and operational activities of the ADE portfolio. This position has a particular focus on the upcoming Bachelor of Arts review, and the associated changes within College programs and courses. The role also supervises the other professional staff position; the Executive Support Officer (Student Experience) in providing general administrative support across the portfolio.

ADE and SEO - Reason for Change

The College needs to position itself to emerge strongly after the current global pandemic. There is a vital need for ongoing sustainability and to rejuvenate the education and pedagogy to ensure that we are meeting the future needs of our students, as well as placing ourselves strongly in the global market. The College is currently undertaking planning to reorientate the education portfolio to align with broader College curricula redesign and the budget constraints imposed on the University as a direct result of reduced student numbers.

The ADE is currently reviewing all programs and courses run by the College and this work is being done in parallel with the review of the Bachelor of Arts. The College education and governance services need to have improved functionality, strategy and sustainability to support academic pedagogy, and maintain a standard of excellence in the College provision of education.

The three operational units of the SEO and the ADE portfolio team are currently all focused on different functions and activities to support education excellence across the College. However, the units function independently and there is limited opportunity for staff to work across the distinct teams, collaborate on projects and benefit from skill and knowledge sharing. The Student Office is mainly student facing and is quite large and self-sufficient, but faces an existing problem of having two distinct streams for undergraduate and postgraduate facing roles.

The Educational Design Studio, the Governance Team and the ADE Portfolio are mainly academic facing and have minimal staff in each unit, and therefore less agility to provide support for leave and absences or allow for succession planning and career advancement for professional staff. The current structure also does not provide the ADE with direct management of the Governance Team, despite education governance falling under the ADE remit within the College. This is especially important as the Education Governance Team are essential in the ongoing governance and management of all of the program and courses of the College.

It is apparent that there are opportunities to redesign and improve the existing staffing structure to provide improved service delivery, knowledge sharing and skills development. There are a number of middle management roles in the current structure, but the vast majority of lower level roles sit under the two deputy manager roles in the student office. Additionally, the Manager of the SEO has recently taken up a continuing position outside of the College and the role is currently vacant. This has prompted a review of the management structure of these teams and it has been determined that the position will not be replaced in its current form and a dedicated Student Office Manager role is proposed.

Research School of Social Science (RSSS) – Administration team

The pillars of academic activity of research, education and service are the core business of the Research School of Social Sciences. Administrative service that is efficient, cost-effective and meets the demand of the School across these three pillars is essential to the success of the School and the College. The proposed change to the RSSS administration structure is a business driven decision to improve support for research, education and service activities within the School.

The proposed changes to the administrative structure within RSSS will impact professional staff members in administration stream positions within RSSS Directorate including the Centre for European Studies (CES) and Australian National Centre for Latin American Studies (ANCLAS), and five (5) Schools including School of Demography, School of History, School of Philosophy, School of Politics and International Relations (SPIR), School of Sociology.

The proposed changes will not impact the professional staff positions within the Centre for Arab and Islamic Studies, Centre for Aboriginal Economic Policy Research and the Centre for Social Research Methods. However, it is acknowledged and anticipated there will likely be some implications and benefits to broader administration operations of the above Centres, as a result of the proposed changes.

RSSS – a primary single location for the School

The new RSSS building was completed in September 2020 and the Schools and Centres within RSSS, with the exception of the Centre for Arabic and Islamic Studies and the Centre for Aboriginal Economic Policy Research, have moved into one location for the first time since 1964.

Within the new RSSS building academic and professional staff members share facilities and common spaces with colleagues from multiple disciplinary groups. This was a conscious part of the design of the building and the integration of staff. The new building provides a dynamic environment and the open-plan, administration offices are integrated amongst academic offices to maximize face-to-face consultations and efficient and effective administration service delivery.

The Research School is committed to building its administrative capacity, to improve support for research, education and service activities. In anticipation of relocation to the new RSSS building, careful consideration and planning has been undertaken in relation to the RSSS administrative professional workforce. The School has a number of appointments, both continuing and fixed term for specific research and technical support, and these positions had been recruited to meet the demand of research projects.

Demand for different scope of professional support services

Since the 2013 review of administration in RSSS, the School of Philosophy and School of History, and the School of Sociology and School of Politics and International Relations have been jointly operating centralised administration offices from the Coombs Building and Haydon-Allen Building respectively.

Since that time, the University has also been introducing centralised, functional and operational administration. The establishment of Finance Shared Services Team, the development and continuous improvement of the Enterprise Systems, and other online platforms, allows each end-user to be part of transactional processes. These operational evolutions have reduced a large volume of paper-based transactions for the majority of University's general administration processes. The College and Schools continue to look for opportunities for improvement of services that add value and enable further efficiencies to be implemented.

This process of continuous improvement has enabled RSSS to identify gaps in current work activities and provide opportunities to reshape the administrative workforce to these activities.

A number of positions are subject focused and require expertise that is not readily available in the current structure or staff. One of the commitments that evolved from this thought process was for the School to build its administrative capability to improve the School's research, education and service activities.

Current workforce of RSSS Administration

As outlined in the current organisational chart (Appendix 4), the current administration structure within RSSS has multiple positions that deliver the same or similar services within separate different Schools.

There currently are two (2) Executive Officer positions, three (3) Senior School Administrator positions, four (4) Executive Assistant positions, and six (6) School Administrator/Administrator positions. Despite the similarities in the roles and responsibilities, the current RSSS administrative structure:

- does not allow positions to work within or as a team, nor provide a mechanism for staff to effectively support and assist each other;
- provides limited opportunities for knowledge sharing, although the multiple positions have similar operational issues to resolve;
- has an identified need for streamlined professional development and clear opportunities for career progression.

Staff feedback over the years from both Senior Executive and administration staff members identified the need for a structured management style that also provides more streamlined professional development to the staff members.

While the service delivery has been meeting the School's operational requirements, the current structure is lacking a senior leader who could make decisions about the planning and operations of the overall School administration and to support delivery of services within the School the highest standard and to exceed expectations

Proposed RSSS Administrative Team

The new proposed structure will address the challenges that have been identified and harness the opportunity to create an administrative structure that aligns to the School and College strategic priorities, provides exceptional service to the School, and increases opportunities for staff to work in a team environment with clear opportunities for collaboration, professional development, and career progression.

The proposed new structure aims to mirror the role and responsibility of Research School administration to that of the CASS functional administration teams. This allows the RSSS administrative staff to work closely and collaboratively with the College functional teams and build an in-house functionally aligned team.

The proposed structure of the RSSS administration means that the team could provide coverage and staff members could be seconded into College administration teams and/or Service Divisions as opportunity arises for their career development.

The proposed RSSS administration model will create a centralised, joint administration group that will be separated into two distinct functions.

The *Administration Team* will be the single point of contact for broad school-based administration activities including secretariat support, teaching support, finance and HR administration as well as all business operation support (facilities and space management, procurement etc.).

The *Operations Team*, will lead the Schools' events & marketing activities, provide administrative support for visiting appointments, events coordination, social media and website management as well as research and research impact support.

This administration and service model provides a one-stop-shop for the academic clients for all operational matters and a single point of contact for College administrative functional teams for more efficient service turn-around. This model will provide the ability for agile resource allocation to manage high demand periods in Schools and also enable continuous and seamless support to be provided across Schools during periods of planned and unplanned staff absences.

As well as proposing a new administration model and team structure, the roles and responsibilities of all current administrative positions will be reviewed, revised and refreshed. It is anticipated there will need to be changes to form a functional team and some new positions established to provide specific service for the identified need for marketing and events coordination and research and research impact measures.

Part 3: Nature of the Change

Summary of Proposed changes

It is foreseeable that the impact of this change proposal will involve:

1. Introduction of a new academic profile and structure in the Arabic Program within CAIS including;
 - Establishment of one (1) Level B academic position;
 - Disestablishment of one (1) Level C academic position;
 - Disestablishment of two (2) Level B academic positions;
 - Change in work practices within the Arabic Program.
2. Introduction of a new academic profile and structure in Classics including:
 - Establishment of one (1) Senior Academic leadership position (Level D or Level E);
 - Establishment of two (2) continuing Level B academic positions;
 - Establishment of one (1) part time coordinator/convenor position for the Classics Museum;
 - Direct transfer of one (1) continuing Level B academic position (VACANT);
 - Direct transfer of three (3) fixed term Level B academic positions;
 - Disestablishment of two (2) Level C academic positions;
 - Change in work practices within Classics.
3. Introduction of a new team structure for the College Education Portfolio;
 - Establishment of two (2) new professional staff positions in the College education portfolio;
 - Direct transfer of seventeen (17) professional staff positions in the College education portfolio;
 - Disestablishment of two (2) positions in the College education portfolio.
4. Introduction of new team structure in RSSS administration including:
 - Establishment of three (3) continuing professional staff positions;
 - Direct transfer of nine (9) continuing professional staff positions;
 - Direct transfer of seven (7) fixed term professional staff;
 - Disestablishment of three (3) (VACANT) positions in RSSS administration team.

These changes may also include a change in reporting or supervisory lines for some staff and positions; a change in work practices for some staff; and/or a change in conditions, including change that would be likely to lead to changed responsibility levels.

The Arabic Program in the Centre for Arabic and Islamic Studies

Summary of Staff Position Changes

Currently, the Arabic program is taught by three full-time, academic members of staff, one at level C and two at level B. The proposed change in the structure of the Arabic program involves the disestablishment of these three academic positions and the establishment of a new level B academic position which will have a revised scope of responsibility and experience to support the proposed changes to the Arabic program.

This change will impact the workforce in the following areas:

1. Disestablishment of one (1) Level C and two (2) Level B ;
2. Establishment of (1) Level B position with focus on research-led teaching and education program convening and ability to develop and provide online content for the Arabic program;

The Centre for Classical Studies

Summary of Staff Position Change Currently the Centre for Classical Studies has five (5) academic members of staff – two (2) continuing Level C, one (1) continuing Level B (VACANT) and three (3) Level B fixed term academic positions of these positions, one (1) Level C is temporarily vacant while a team member is undertaking a DECRA. The fixed term positions have been appointed to the Centre while the 2019 Review was being undertaken and to support the Centre during the period the team member is working on a DECRA.

The proposed change in the structure of the Centre reflects and implements the Review recommendations. It will change the staffing profile of the Centre and involves the disestablishment of two Level C academic positions, the establishment of a new Senior Academic position (level D or Level E), two additional continuing Level B positions and a part time coordinator/convenor for the Classics Museum. It will include a revised scope

of responsibility and experience to support the proposed changes to the Centre and its programs for the Level B roles within the Centre.

The impact of the proposed change will be:

1. Disestablishment of two (2) Level C positions;
2. Establish one (1) Senior Academic (Level D or E) position
3. Establish two (2) continuing Level B positions
4. Establish (1) part time continuing coordinator/curator for the Classics Museum
5. Direct transfer of one (1) continuing Level B position (VACANT)
6. Direct transfer and extension of three (3) fixed term Level B appointments to enable support and delivery of Centre programs while implementation and recruitment for the new roles is undertaken
7. Revise and refresh the Level B position scope and responsibilities to ensure experience in research-led teaching and education program design and delivery, ability to develop and provide online content for the Classics program and research interests in classical studies and a publication record in relevant areas

College Education Portfolio

Summary of Staff Position Changes –

New Positions within the proposed structure

It is proposed the following positions will be created within the new structure. All proposed new positions are recommended to ensure that suitably qualified and experienced staff have the skills, qualifications and attributes to improve subject matter expertise to optimise the delivery of and outcome of administration support for the College and the University.

Student Officer Manager, Senior Manager 1 (Administration) – 1 position

This proposed new position is recommended to be classified at Senior Manager 1 (Administration). This role will lead the Student Office team and oversee the activities and service delivery that supports the education outcomes of the College. The key accountability is to high-quality, strategic and operational advice and support on all student related matters, building professional relationships with internal and external stakeholders and promoting excellence in student service delivery. The role holds a responsibility as a member of the College Senior Administrative Network, and is expected to contribute significantly to develop and drive the implementation of College and University level initiatives.

Project Support Officer, Education, ANU Officer Grade 5 (Administrator) – 1 position

This proposed new position role is recommended to be classified at ANU Officer Level 5 (Administration). The role undertakes a broad range of day-to-day administrative tasks to support College education and education governance related projects. The Administrator is expected to provide support to the Associate Dean Education portfolio, and work in partnership with the College functional groups and the University's Service Divisions.

Directly transferred positions within the proposed structure:

It is proposed the following positions will be directly transferred into the new structure. All of the positions proposed 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 proposed changes. This will enable the positions to be updated and aligned with the requirements of the proposed new structure and ensure the positions are focused on the required capacity to deliver on the administration requirements of the College.

Table 1: Directly transferred positions within the proposed structure

Current Position Title	Proposed Position Title	Number of positions
Deputy Manager Undergraduate/ Graduate Support	Deputy Manager, Student Office	2
Undergraduate Student Advisor	Student Advisor	3
HDR Coordinator	HDR Coordinator	2
Graduate Student Advisor	Student Advisor	2
Student Administrator	Student Administrator	1
Deputy Manager, Educational Technology	Deputy Manager, Educational Technology	1
Educational Technologist	Educational Technologist	3
Education Project Officer	Project Officer, Education	1
Executive Officer, Education	Executive Officer, Education	1
Executive Support Officer, Student Experience	Project Officer, Education	1
TOTAL		17

Disestablished positions within the proposed structure

It is proposed the following positions will be disestablished as they are no longer required or their duties have been or will be ceased or distributed elsewhere within the proposed new structure.

Student and Education Office Manager, Senior Manager 2 (Administration) – 1 position (VACANT)

It is proposed that this role will be disestablished. The proposed new structure splits the Student Office from the Educational Development Studio and the Education Governance Team. It is proposed the Student Office will be managed by a new SM1 managerial position and the Educational teams moved into the ADE portfolio and managed by an existing ANU08 position. The work associated to this position will be distributed to these positions in accordance with the University's classification standard and as part of the implementation of the proposed changes to the Student Education Office.

Senior Education Governance Officer, ANU Officer Level 08 (Administration)

It is proposed that this role will be disestablished. The proposed new structure moves the Education Governance Team into the ADE portfolio under the management of the existing ANU08 Executive Officer, Education. The work associated to this position and any remaining responsibilities will be distributed to existing positions within the ADE Portfolio team as part of the implementation of the proposed changes to the Student Education Office.

The current and proposed structures for College Education Office team are included in Appendix 3

Summary of Staff Position Changes – RSSS Administration

New Positions within the proposed structure

The following positions are proposed to be created within the new structure. All new positions are recommended to ensure that suitably qualified and experienced staff have the skills qualifications and attribute to improve subject matter expertise to optimize the delivery of and outcome of administration support for the Research School, College and the University.

New positions:

Operation Administration Manager, ANU Officer Grade 8 (Administration)

This proposed new position is proposed to be classified at ANU Officer 8 (Administration). The role is responsible for the management of the day to day operation of RSSS including the supervision, mentoring and career development of a team of which coordinates the School's events, media, research outreach and impact & engagement activities. The Operations Manager will work closely with the RSSS School Manager and contribute to the development of AOU level strategy, budgeting, reporting and manage overall administration service to supports the research and education activities of the School.

Events and Media Coordinator, ANU Officer Grade 6/7 (Administration)

This proposed new position is recommended to be classified at ANU Officer Level 6/7. The role provides high level, comprehensive support in a diverse range of marketing, outreach and communications activities for the RSSS, working in conjunction with the Central Divisions and College Marketing and Communications team. The key output of this position is in planning, coordination and execution of AOU and College level marketing and communications projects as well as the implementation of various University-wide initiatives.

Administration Assistant, ANU Officer Grade 4 (Administration)

This proposed new position is recommended to be classified at ANU Officer Level 4. The role assists in the undertaking a broad range of day-to-day administrative tasks to support academic staff members, students and visitors. The Administrator Assistant is expected to work in a team and work in partnership with the College functional groups and the Service Divisions.

Directly transferred positions within the proposed structure:

It is proposed the following positions will be directly transferred into the new structure. All of the positions proposed 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 administration requirements of the Research School and the College.

All fixed term roles will transfer directly to the proposed new structure for the current term of their appointment.

Executive Officer, Senior Manager 1 (Administration) to School Manager, Senior Manager 1 (Administration)

This is a proposed refreshed and retitled position and will continue to be classified as a Senior Manager 1. This role will lead the RSSS administration teams and will continue to be responsible for overseeing the activities and service delivery that supports the research and education outcomes of the Academic Organisational Unit (AOU) and the College. The role will continue to be accountable to provide a broad and strategic guidance in development and implementation of the operational plan that covers overall administration of the School. The role will continue to hold responsibility as a member of the College Senior Administrative Network, and is expected to contribute significantly to develop and drive the implementation of College- and University- level initiatives. The position will be otherwise unchanged.

School Manager, ANU Officer Level 8 (Administration) to Academic Administration Manager, ANU Officer Level 8 (Administration)

This a proposed refreshed and retitled position and will continue to be classified as an ANU Officer Level 8. The role will be responsible for the management of the day to day operation of RSSS including the provision of leadership, mentoring and career development of a team that coordinates overall School administration activities.. The Academic Administration Manager will work closely with the RSSS School Manager and contribute to the development of AOU level strategy, reporting and overall management of administration service that supports the research and education activities of the School. The position will be otherwise unchanged.

Executive Assistant ANU Officer Level 5 to School Administrator, ANU Officer Grade 5 (Administration)

This a proposed refreshed and retitled position and will continue to be classified as an ANU Officer Level 5. The role undertakes a broad range of day-to-day administrative tasks to support academic staff members, students and visitors. The Administrator is expected to work in a team and work in partnership with the College functional groups and the University's Service Divisions. The position will be otherwise unchanged.

Events Administrator ANU Officer Level 5 to School Administrator, ANU Officer Grade 5 (Administration)

This a proposed refreshed and retitled position and will continue to be classified as an ANU Officer Level 5. The role undertakes a broad range of day-to-day administrative tasks to support academic staff members, students and visitors. The Administrator is expected to work in a team and work in partnership with the College functional groups and the University's Service Divisions. The position will be otherwise unchanged.

Table 2: Directly transferred positions within the proposed structure

Current Position Title	Proposed Position Title	Number of position
Executive Officer Senior Manager 1	School Manager Senior Manager 1	1
School Manager	Academic Administration Manager, ANU Officer Level 8	1
Project Officer (fixed term) ANU Officer Level 6/7	Project Officer (fixed term) ANU Officer Level 6/7	1
Senior School Administrator ANU Officer Level 6/7	Senior School Administrator ANU Officer Level 6/7	1
Executive Assistant ANU Officer Level 5	Executive Assistant ANU Officer Level 5	1
School Administrator ANU Officer Level 5	School Administrator ANU Officer Level 5	3
Executive Assistant (fixed term, 0.5 FTE) ANU Officer Level 5	School Administrator (fixed term) ANU Officer Level 5	2
School Administrator (fixed term, 0.6FTE) ANU Officer Level 5	School Administrator (fixed term, 0.6 FTE) ANU Officer Level 5	2
Events Media Officer ANU Officer Level 5	Events and Media Officer ANU Officer Level 5	1
Events Administrator (fixed term) ANU Officer Level 5	School Administrator (fixed term) ANU Officer Level 5	1
Web Support Officer (fixed term) ANU Officer Level 5	Events and Media Officer (fixed term) ANU Officer Level 5	1
Assistant School Administrator ANU Officer Level 4	Assistant School Administrator ANU Officer Level 4	1
TOTAL		16

Disestablished positions within the proposed structure

The following positions will be disestablished as they are no longer required or their duties have been or will be ceased or distributed elsewhere within the proposed structure.

Executive Officer, School of Politics International Relations (SPIR) & School of Sociology, Senior Manager 1 (Administration) (VACANT)

It is proposed that this role will be disestablished. The proposed structure has three new managerial positions, at SM1 and ANUO8 classifications, which are responsible for strategic leadership and management of overall, streamlined administrative operations. The work associated to this position will be permanently reduced and any remaining responsibilities distributed to existing positions within the RSSS Administration team as part of the implementation of the proposed changes.

Senior School Administrator, School of History and School of Philosophy, ANU Officer Level 6/7 (Administration) (VACANT)

It is proposed that this role will be disestablished. This role provides high level administration support to the academic cohort within the School of History and the School of Philosophy. The work associated to this position will be permanently reduced and any remaining responsibilities distributed to existing positions within the RSSS Administration team as part of the implementation of the proposed changes.

Administrator, School of Demography, ANU Officer Grade 5 (Administration)

It is proposed that this role will be disestablished. This role provides administration support to the academic cohort of within the School of Demography. The work associated to this position will be permanently reduced and any remaining responsibilities distributed to existing positions within the RSSS Administration team as part of the implementation of the proposed changes.

The current and proposed structures for RSSS Administration team are included in Appendix 4

Part 4: Staffing Principles

The transition to the proposed new College structure would be via the following steps and staffing principles.

The objective of this 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

Direct Transfers

There are no direct transfers of continuing academic positions identified as part of the proposed changes within CAIS and Classics. The current fixed term Level B appointments within Classics will be directly transferred to the proposed new structure to enable support and delivery of Centre programs while implementation and recruitment for new roles is undertaken.

New Positions within the Arabic Program and Classics

To support the proposed new academic profiles within the Arabic Program and Classics, the College and the University will be seeking to appoint:

- One (1) full time academic to the Arabic program within CAIS with [research-led teaching and education program convening experience and demonstrated ability to develop and provide online content for the Arabic program (Level B)]
- One (1) full-time Senior Academic to Classics with School or Centre leadership experience and teaching experience and research interests in classical studies, a publication record in relevant areas and an interest in and experience of education design and management in particular (Level D or E).
- Two (2) full time academic positions with teaching experience and research interests in classical studies and a publication record in relevant areas (Level B).

It is expected these positions will be created and available for application during Q4 2020 and it is proposed that there would be an Expression of Interest (EOI) process conducted for the positions with affected Arabic Program and Classics staff provided the opportunity to lodge applications through an EOI process for (at level) positions.

A selection process will be undertaken based on the standard recruitment process of assessing applicants against the selection criteria for the roles. This selection process will include a formal selection panel and interviews may be held for short-listed candidates.

If EOI processes do not result in appointments, vacant positions will be subject to internal (ANU wide) and external recruitment and formal selection processes.

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, 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 his or her position is to be declared redundant and 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:

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.

An Expression of Interest (EOI) process will then be conducted for newly established and vacant positions with affected staff provided the opportunity to lodge applications through an EOI process for (at level) identified positions 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.

If EOI processes do not result in an appointment, vacant positions will be subject to internal (ANU wide) and external recruitment and formal selection processes.

All other proposed new or vacant positions, not subject to an EOI process for affected staff, will be subject to external recruitment processes.

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 & 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 5: The University's Commitment

Status:

This formal change management document is the first version of the formal proposal for workplace change within the College of Arts and Social Sciences required as part of and in response to the ANU Recovery Plan 2020 and to support business driven change. It is foreseeable that the impact of this proposal will involve:

5. Introduction of a new academic profile and structure in the Arabic Program Student within CAIS including;
 - Establishment of one (1) Level B academic positions;
 - Disestablishment of one (1) Level C academic position;
 - Disestablishment of two (2) Level B academic positions;
 - Change in work practices within CAIS.
6. Introduction of a new academic profile and structure in Classics including:
 - Establishment of one (1) Senior Academic leadership position (Level D or Level E);
 - Establishment of two (2) continuing Level B academic positions;
 - Establishment of one (1) part time coordinator/convenor position for the Classics Museum;
 - Direct transfer of one (1) continuing Level B academic position (VACANT);
 - Direct transfer of three (3) fixed term Level B academic positions;
 - Disestablishment of two (2) Level C academic positions;
 - Change in work practices within Classics.
7. Introduction of a new team structure both within the College Education Portfolio;
 - Establishment of two (2) new professional staff positions in the College education portfolio;
 - Direct transfer of seventeen(17) professional staff positions in the College education portfolio;
 - Disestablishment of two (2) positions in the College education portfolio.
8. Introduction of new team structure in RSSS administration including:
 - Establishment of three (3) continuing professional staff positions;
 - Direct transfer of nine (9) continuing professional staff positions;
 - Direct transfer of seven (7) fixed term professional staff ;
 - Disestablishment of three (3) (VACANT) positions in RSSS administration team.

Staff redundancies, if unavoidable, will be subject to the University's redundancy provisions.

Notification:

The University is drafting this document to set out its specific proposal for your information and it is being circulated to:

- Centre for Arabic and Islamic Studies;
- Centre for Classical Studies;
- College of Arts and Social Science Student and Education Office;
- Research School of Social Sciences;
- College of Arts and Social Science staff;
- ANU Executive;
- College Deans, Research School Directors, Service Division Directors, General Managers and School Managers;
- Available on the ANU Recovery website [here](#)
- Nominated staff representatives including the NTEU;
- 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/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 6 Consultation

ANU is committed to consultation with staff and students and we will continue to provide a range of options and opportunities for the community to be involved, ask questions and provide feedback and ideas.

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.

Feedback may be submitted at org.change@anu.edu.au

Alternatively please contact one of the nominated members of staff identified in the contacts table below.

Date	Details of Consultation Process
Thursday 15 October 2020	Meetings with affected staff within College Education Office RSSS, CAIS and Classics Release of the proposal to staff within College Education Office team, RSSS, CAIS and Classics Release the Proposal to the College and University Community Consultation Period Commences
w/c 19 October 2020	Portfolio/Team staff forum Small Group forums
Thursday 29 October 2020	Close of Consultation period
Thursday 15 October – Friday 6 November 2020	Collation of feedback from Consultation and preparation of Implementation Plan
Week Commencing 9 November 2020	Publication of Implementation Plan
Week commencing 9 November 2020	Feedback on Implementation Plan
Week commencing 16 November 2020	Proposed commencement of Implementation

Contacts:

This change management process will be led by Professor Rae Frances, Dean, ANU College of Arts and Social Sciences and Matt Talbot, General Manager, College of Arts and Social Sciences in consultation with the Human Resources Division.

Name	Position	Contact details
Professor Rae Frances	Dean ANU College of Arts and Social Sciences	Dean.cass@anu.edu.au ph:(02) 6125 3050
Matt Talbot	General Manager ANU College of Arts and Social Sciences	Gm.cass@anu.edu.au ph:(02) 6125 5984
Professor Paul Pickering	Director, Research School of Arts and the Humanities	director.rsha@anu.edu.au ph:(02) 6125 3451
Professor Catherine Waldby	Director, Research School of Social Sciences	director.rsss@anu.edu.au ph:(02) 6125 2449
Belinda Farrelly	Associate Director, Organisational Change	org.change@anu.edu.au belinda.farrelly@anu.edu.au (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	(02) 6125 3616 (02) 6125 8283 staff.adviser@anu.edu.au
Employee Assistance Providers	Assure Relationships Australia	1800 808 374 (02) 6122 7100

Appendices

Appendices:

Appendix 1 – Centre for Classical Studies Independent Review Report, July 2019, edited October 2020 for inclusion in current document

Appendix 2- Management Response to Centre for Classical Studies Independent Review, November 2019, edited October 2020 for inclusion in current document

Appendix 3- Current and Proposed Organisational Structure- College Education Portfolio

Appendix 4- Current and Proposed Organisational Structure- RSSS Administration

ANU Centre for Classical Studies Review, 19-21 June 2019

Terms of Reference

To review and advise on the Centre's strengths, opportunities, challenges and future directions for excellence, impact and sustainability, with particular consideration of:

- 1) The workplace culture of the Centre, with a view to improving collegiality and to ensuring a positive work environment.
- 2) The structure of the Centre, including (i) the number of staff and distribution across academic levels, and (ii) the skills of staff in relation to current and future directions of the Centre.
- 3) The structure of the Centre's curricula, with a view to ensuring sustainability in relation to teaching at undergraduate, honours and graduate levels.

Preface

The School of Literature, Languages and Linguistics was formally reviewed in June 2018. Overall that review was very positive; it was seen that this relatively new School was functioning very well under very good leadership and within existing ANU structures. However, it became very clear to the panel that problems in the Classic program were impeding the success of the School. To quote the final review report:

tensions between individual faculty members [in the Classics program] have been affecting the smooth running of undergraduate, Honours and HDR programs. While one cannot reasonably expect all members of a community to share the same views, disagreements that affect the operations of the School and that risk compromising students' experience of their studies in their chosen programs need to be addressed and contained by all involved. (p.17)

Consequently, at the request of the current Head of School, this review was set up, under the chair of one of the members of the 2018 review, in order to seek to make some recommendations in an attempt to resolve these problems.

It needs to be emphasised from the outset that it is clear to us that these problems have not only been impeding the performance of the program (to the extent that students themselves were aware of, and making complaints about, the program) but have also been having a negative impact on the performance of the School as a whole. In line with discussion with both the Head of School and the Director of the Research School, it was agreed that this review panel would make recommendations to the Head of School not only to enhance the performance of the program but also to secure its sustainability in both the short and the long term. To put it bluntly, having discussed the current state of affairs with stakeholders, including current students, the current panel is very clear that the deteriorating situation within the program, and the hostile and indeed toxic environment (terms that we frequently heard during the review, and in submissions to the review by current stakeholders) are not sustainable; if significant measures are not taken immediately, there is every likelihood that Classics at ANU will not survive as an independent program.

The aim of the panel, in the three days it spent at ANU, was to discuss with current permanent staff in the program, along with a selection of students, both undergraduate and postgraduate and the Emerita Professor, Elizabeth Minchin, how the current problems might be resolved. (As the students themselves pointed out to us, however, given the timing of the review very few students were available.) Everyone the panel talked with was assured of the confidentiality of our discussions and of the need not simply to tinker with current arrangements but, where required, to make recommendations for significant change in order to ensure the longer-term sustainability of the program.

It needs to be said that ANU Classics was seen to be, in the later 20th century, a real leader not only of Classics in the southern hemisphere but worldwide, not least through Professor Beryl Rawson's leadership in Roman family studies. That high profile of research excellence was continued by Professor Elizabeth Minchin in relation to her innovative work on Homeric studies and ancient orality. However, the strength of ANU Classics in terms of staffing and its profile within Australasia has declined in the past decade. Our aim is not to return ANU Classics to any perceived former pinnacle but to ensure its ongoing sustainability. ANU Classics has a unique position because of the University's explicit desire to maintain its strengths in ancient and modern languages. It also has a wonderful collection of antiquities. Therefore it should be performing better than it is and we are confident that if it reforms along the lines we suggest, it will regain its strong position. We are very strongly of the view that an enhanced collegial environment will be beneficial to all staff and students; by the end of 2020 we would expect that a more permanent staffing situation and a clearer and more equitable curriculum structure will lead to better morale and more confidence in the future for academic staff as well for research students and undergraduates across the board.

Our recommendations, as outlined below, are as far-reaching as we think can be achieved without more significant staffing changes. Our aim is for the program to gain new permanent staff as soon as is practical for the benefit of the program as well as for those new staff. It is very clear to the panel that to bring in new staff now (mid-2019) would not be advisable given an environment which is hostile but, in the medium to long term, it is imperative that appointments be made through appropriate selection processes so that the program has a relatively full and high quality range of staffing.

Recommendations

1. Staffing

- That the two contract positions (currently held by Dr Chris Bishop and Dr Sonia Pertisinidis) and the retiring Greek historian position (held by Dr Peter Londey until July 2019) be advertised as continuing.
- Particular expertise be sought in Latin literature, Greek literature and Greek history.
- Candidates for these positions should be expected to teach into ancient Greek and Latin language courses at every level. They should be required to hold a PhD in Classics or in a related area.

- New staff should start in the beginning or middle of 2020. The Greek history position and the Latin literature position should be advertised as soon as practicable. The third position in Greek literature should be advertised early in 2020 so that the new staff member can begin when the contract currently held by Dr Pertisinidis ends.
- The appointment committees for all three positions should be made up at School level and should not contain members of the current Classics program, except for the Interim Convenor seconded from elsewhere (see below); current Classics staff members should be involved in the discussion of the position statement but not in the appointment process itself.

2. Leadership

- We recommend that henceforth, for a set period, the convenor position not be held by anyone in the current Classics program, but that a senior person (level D or E) be seconded immediately for a period of at least one semester (but ideally until a longer term leadership position within the discipline is appointed – see below) to take leadership within the program and, under the direction of the Head of School, to implement the recommendations she adopts and develops from this report.
- That person will be full-time within the program and will reside in a professorial office currently located in the A. D. Hope Building. It is to be recognised that this is a significant leadership role within the School; the individual will not teach in the program but will be required to direct it on a day-to-day basis, to convene meetings, to be on-site to ensure that professional and collegial practices are followed, to conduct staff PDRs, and to lead by example. The School and the University need to recognise the significance of this role and to support and reward the incumbent.
- That person's role will also be to mentor all Classics staff with official responsibility for their performance management. S/he will also organise, in consultation with the Head of School, official mentoring roles for each member of staff both new and continuing.
- The Interim Convenor should make a recommendation at the end of six months regarding the performance of all staff in the program. Part of the performance review will be to ensure that all academic staff are being given every possible opportunity to perform all their duties in terms of research, teaching, and service/outreach as per the institution's performance expectations.
- The existing School role description for a program convenor should be made available to the Interim Convenor and additional duties pertinent to this extraordinary role should be decided by the Head of School.
- With respect to future leadership, we recommend that the Level E position in Classics recommended by the 2018 Review of the School be filled by the beginning of 2021. This individual will be expected to follow on from the Interim Convenor to provide leadership and cohesion within the program, to promote collegiality, to guide the future strategy of the discipline, and to represent ANU Classics locally, nationally and internationally in the longer term.

3. Expectations of academic staff within the program

- In order to foster collegiality and more open and professional levels of communication, it is vital that the University's Code of Conduct be adhered to. Particular requirements we further recommend are:
 - that program academic staff be required to be present and available in the University at least three working days a week during teaching semesters and examination periods;
 - that emails between colleagues regarding departmental business be restricted to working hours;
 - that staff attend departmental meetings as required by the Convenor; such meetings will be where decisions about departmental business are made and should be held at least three times a semester;
 - that teaching staff have advertised at least two consultation hours each week where they are available to students.

4. Overall staffing profile of the Center, including the Classics Museum

- All decisions about the shape and future of the program will henceforth be made under the leadership of the Interim Convenor and within the context of the School as a whole by all currently employed program academic staff.
- All responsibilities directly relating to the Center which are currently held by unpaid emeriti should be reassigned to paid employees of the University (see below re museum curator).
- As currently required by ANU, all PhD supervisory panels must be chaired by a permanently employed academic staff member.
- The position of museum curator/coordinator is to become a role paid for by the University. This needs to happen as soon as possible in order to ensure that the move from the A. D. Hope Building to the museum's new home happens as smoothly as possible. This position will be part-time and funded in the main by the University, but the possibility of financial support from philanthropy needs to be actively explored. It seems to the panel that it would make sense for this philanthropy to spring from the excellent work being done by the Friends of the Classics Museum rather than to use the funds available from the Classics endowment (see further below).
- The curator's role should also encompass the day-to-day running of the museum as well as budgetary aspects and questions of forward planning for the museum.
- A School committee made up of the curator and the Interim Convenor of Classics as well as other members nominated by the Head of School will be responsible for the running and quality assurance and strategic direction and professional relocation of the museum. The museum board should meet several times a year and as required.

5. The Classics Endowment

- It is clear that ANU Classics is in an enviable position in that it has this endowment, which could be used more than it currently is. We are not going to recommend how the endowment is spent, but we do recommend that the board in charge of the running of

the endowment be more formally established (including having a chair, who in the short term should be either the Head of School or the Interim Convenor of the program), that it meet on a regular basis rather than deciding issues by email, and that it consider the best way to use the full funds available via interest for the benefit of the program in the short and long term. The board should include Elizabeth Minchin and Graeme Clarke and an external to the University, as is currently the case, and also a member of the Alumni and Philanthropy wing of the ANU. All academic staff of the program should also be members of this board; it is essential in our view that the program as a whole be involved in discussions about the use of, and development of, this significant fund. It is also our view that this fund be used for the benefit of the teaching and research activities of all members of the program, both staff and students. It clearly has been very beneficial in the past in this regard and we encourage this for the future. One possibility is that it be used for the provision of further advanced language teaching when needed, but this is something to be decided by the full board.

6. Space

- All permanent paid academic teaching staff member need to have their own offices near one another and near the Classics museum. A shared room space should be made available for both emeriti and temporary teaching staff in the A. D. Hope building and in the new building.
- There should be a communal space for all staff and students in the School in order to foster collegiality among all staff and students. The signage needs to be changed in the current communal space in the A. D. Hope Building to indicate the communal nature of the room, and a message needs to be sent out to all students in the School to indicate that there is a communal area for them to use but that it only operates 9am-5pm on working days for OH&S and security reasons.
- The reading groups should be encouraged but they should not occupy the communal School space. They can avail themselves of the room bookings system in consultation with the professional staff.

7. Curriculum redesign

- It is our recommendation that, in order to foster collegiality and the sustainability of the teaching program, three majors be retained: ancient Greek, Latin, and what is currently called Ancient History. It is clear to us that the current language provision is adequate; it should not be reduced but the need to increase it is not urgent. The most urgent need for the program is that the current Ancient History major be reconfigured (and renamed accordingly – perhaps Ancient Worlds or Ancient Cultures or Classical Studies & Ancient History) to ensure that all academic teaching staff be given ample opportunity to contribute to the full teaching program. This means that all teaching academic staff will be expected to contribute to all levels of language teaching on a regular, revolving basis. In other words, all staff contribute equally to language teaching at all levels.
- We regard it as important that a greater level of forward planning and certainty be introduced in terms of future teaching curriculum. Decisions about the curriculum in terms of what is offered in a given year should be made in departmental meetings involving all academic teaching staff. The curriculum needs to be brought up to date to

better reflect issues of diversity that are influencing the discipline. Staff should explore the possibilities for co-teaching and flexible modes of delivery once the new permanent members of staff have arrived.

- It is our recommendation that it be clear to all that courses are not owned by individuals but are contributions toward the program and school activities. However, the convenor of a course in any given year should be able to decide on the structure of the course, method of assessment, text/s used, etc., after consultation with colleagues in a full departmental meeting well in advance of the beginning of the teaching semester.
- We recommend that the program and the School look at the possibilities for developing a BA that reaches out to kindred areas and courses within ANU, such as Archaeology, Museum Studies, Sanskrit, Centre for Arabic and Islamic Studies, Asian languages, and Indigenous languages. Staff should explore possibilities for consulting with museum and curatorial studies to incorporate best practice and innovation in the classroom.
- We regard the overseas courses as a positive element within the curriculum but we recognise there are risks and challenges involved. It is our recommendation that there be one overseas course every two years and that all permanent academic teaching staff be expected to participate in this program on a regular basis as far as possible. Overseas courses should be reduced from 12 to 6 units.

8. Community outreach

- We regard community outreach as an essential part of what Classics at ANU is doing and this should be fostered and encouraged (as was strongly recommended in the School Review of 2018). It is very important that all members of academic staff participate actively in this to the best of their capabilities; this should be reflected in the performance development review of each staff member.

Concluding comments

The review panel recognises the historical strengths of Classics at ANU. Our primary aim has not been to report on good practice but to make recommendations on how the existing framework can be improved. We are firmly of the belief that things cannot continue as they are, and we were encouraged by the fact that everyone we spoke with, be they staff or students, were to varying degrees in agreement with this. As a panel we also feel strongly that things can improve and that by the end of 2020 the program will be in a much stronger shape in terms of staffing and morale, and will continue to improve in those regards. But this will not happen without strong leadership being brought in and without the ongoing goodwill of all involved. Our aim has not been to review the history of why things have got to where they are, nor to allocate praise or blame. Given existing structures and the parameters within which Australian universities operate, there is only so much that can and should be done. We firmly believe that new appointments need to be made as soon as the time is right.

If it were possible in an ideal world, ANU would start again with a clean slate and appoint five individuals to this program: one level E position in any area of Classics, one Greek historian, one Roman historian, one Greek literature expert, one Latin literature expert, all of whom

would contribute across the board to the teaching program in all aspects of the Classics, all of whom would teach ancient languages at every level in turn, all of whom would be active and productive researchers, all of whom would contribute to a developing outreach program, all of whom would represent the discipline and the University positively nationally and internationally, and all of whom would contribute collegially to the Classics and ANU community. It is to be hoped that current and new appointments will be able to aim for this ideal.

The panel would like to thank all those who met with us. We were heartened by the fact that, to varying degrees, people were accepting of the need for change, and in all cases wanted things to improve. We also found it valuable to talk with students in confidence; it was evident that they were very proud to be studying at ANU but also felt, again to varying degrees, that things could be better in terms of the experience of working within a Classics community. We also finally wish to thank the current Head of School and the School Administrator for their support.

Katherine Bode (ANU)
Marguerite Johnson (Newcastle)
Tim Parkin (Melbourne)
1 July 2019

ANU Centre for Classical Studies Review, 19-21 June 2019

Management Response

Executive summary

An independent panel undertook a Review of the Centre for Classical Studies (*CCS* or *the Centre*) from 19-21 June 2019 and provided a Review Panel Report (*the Report*) and series of recommendations for consideration by the University. The Report was provided to the staff working within the Centre and Emeriti associated with the Centre for their review and feedback.

The Report recommendations include the need for the Centre to review and adjust its curricula and the staffing profile, and address the workplace culture of the Centre. While feedback gathered from staff suggests there is no clear consensus about what actions should be taken to address and rectify the issues identified in relation to the Centre and its programs, there is consensus that there are significant issues that need to be addressed.

The Report recommendations include:

- immediate and long-term action to address the leadership needs of the program and the Centre;
- an expansion of the ongoing academic appointments within the Classics program from four to five, including the appointment of a senior academic to lead the Centre and a curator for the Classics museum;
- a revision of existing curricula; and
- a review of the use of the Classics Endowments.

These recommendations are, on the whole, accepted by the University.

The Centre will now enter an interim phase and the Head of School, in conjunction with the Interim Convenor, Research School Director and College Dean will review the staffing profile to enable the appointment of a senior academic (Level E or Level D) to lead the Centre and its programs, and a curator for the Classics Museum. Once the staffing profile is confirmed and the senior academic appointment in place, implementation of the recommendations relating to the review of curricula and the Endowments will be addressed.

To address the recommendation for immediate action on leadership of the Centre and to provide stability for the Centre, including the staff, the programs and continuing and new students, the College has put in place an interim Convenor (Level E) who will be responsible for supporting the staff and students within the Centre. The Convenor will also assist the Head, School of Literature Languages & Linguistics (*the School*) in undertaking the review of the staffing profile and implementing the recommendations from the Review.

The College has also extended the current fixed term appointments for Dr Chris Bishop and Dr Sonia Pertsinidis through to 31 January 2021 to support the teaching and research of the Centre through 2020 and to enable adequate time for any required recruitment activity to be undertaken and relevant appointments be put in place.

University Response to Recommendations

Recommendation 1: Staffing

- That the two fixed term contract positions (currently held by Dr Chris Bishop and Dr Sonia Pertisinidis) and the retiring Greek historian position (held by Dr Peter Londey until July 2019) be advertised as continuing.
- Particular expertise be sought in Latin literature, Greek literature and Greek history.
- Candidates for these positions should be expected to teach into ancient Greek and Latin language courses at every level. They should be required to hold a PhD in Classics or in a related area.
- New staff should start in the beginning or middle of 2020. The Greek history position and the Latin literature position should be advertised as soon as practicable. The third position in Greek literature should be advertised early in 2020 so that the new staff member can begin when the contract currently held by Dr Pertisinidis ends.
- The appointment committees for all three positions should be made up at School level and should not contain members of the current Classics program, except for the Interim Convenor seconded from elsewhere (see below); current Classics staff members should be involved in the discussion of the position statement but not in the appointment process itself.

Response: The University accepts the need for stability and certainty for the academic roles within the Centre and the need for particular areas of expertise and capability to be sought in any new academic appointments. The University will need to review the staffing structure within the Centre noting the recommendations regarding a senior leadership position (recommendation 2) and a curator (recommendation 4). Any changes to staffing will need to be made with consideration to budgetary implications (currently two Level C, two Level B positions). Recruitment processes for any positions, including selection panel composition, will be undertaken in accordance with the University appointment policies and procedures.

Recommendation 2: Leadership

- We recommend that henceforth, for a set period, the convenor position not be held by anyone in the current Classics program, but that a senior person (level D or E) be seconded immediately for a period of at least one semester (but ideally until a longer term leadership position within the discipline is appointed – see below) to take leadership within the program and, under the direction of the Head of School, to implement the recommendations she adopts and develops from this report.
- That person will be full-time within the program and will reside in a professorial office currently located in the A. D. Hope Building. It is to be recognised that this is a significant leadership role within the School; the individual will not teach in the

program but will be required to direct it on a day-to-day basis, to convene meetings, to be on-site to ensure that professional and collegial practices are followed, to conduct staff PDRs, and to lead by example. The School and the University need to recognise the significance of this role and to support and reward the incumbent.

- That person's role will also be to mentor all Classics staff with official responsibility for their performance management. S/he will also organise, in consultation with the Head of School, official mentoring roles for each member of staff both new and continuing.
- The Interim Convenor should make a recommendation at the end of six months regarding the performance of all staff in the program. Part of the performance review will be to ensure that all academic staff are being given every possible opportunity to perform all their duties in terms of research, teaching, and service/outreach as per the institution's performance expectations.
- The existing School role description for a program convenor should be made available to the Interim Convenor and additional duties pertinent to this extraordinary role should be decided by the Head of School.
- With respect to future leadership, we recommend that the Level E position in Classics recommended by the 2018 Review of the School be filled by the beginning of 2021. This individual will be expected to follow on from the Interim Convenor to provide leadership and cohesion within the program, to promote collegiality, to guide the future strategy of the discipline, and to represent ANU Classics locally, nationally and internationally in the longer term.

Response: The University accepts the need for a senior academic (Level D or Level E) to lead the Centre and that this position requires a demonstrated capacity to lead staff, guide strategy and program development and deliver and facilitate a collegial workplace. It also accepts the immediacy of this requirement. To address the immediacy issue, Professor Catherine Travis has been appointed by the College as interim Convenor and has taken over the coordination of the programs offered by the Centre and the supervision of the staff within the Centre including their mentoring and performance and development reviews. As noted above, the staffing profile of the Centre will be reviewed to enable the appointment of a Level D/E and a competitive recruitment process undertaken as soon as possible in order to fill this role.

Recommendation 3: Expectations of academic staff within the program

- In order to foster collegiality and more open and professional levels of communication, it is vital that the University's Code of Conduct be adhered to. Particular requirements we further recommend are:
 - that program academic staff be required to be present and available in the University at least three working days a week during teaching semesters and examination periods;

- that emails between colleagues regarding departmental business be restricted to working hours;
- that staff attend departmental meetings as required by the Convenor; such meetings will be where decisions about departmental business are made and should be held at least three times a semester;
- that teaching staff have advertised at least two consultation hours each week where they are available to students.

Response: The University accepts and agrees all staff within the Centre must work collegially, communicate professionally, be available to students and their colleagues and participate fully in matters regarding the Centre and the University and, at all times, comply with the University Code of Conduct (and all other University policies). The Interim Convenor, in collaboration with the Head of School, will work with Centre staff to agree on communication protocols and arrangements for availability to students and presence on-campus, particularly during teaching semesters and examination periods.

Recommendation 4. Overall staffing profile of the Centre, including the Classics Museum

- All decisions about the shape and future of the program will henceforth be made under the leadership of the Interim Convenor and within the context of the School as a whole by all currently employed program academic staff.
- All responsibilities directly relating to the Centre which are currently held by unpaid emeriti should be reassigned to paid employees of the University (see below re museum curator).
- As currently required by ANU, all PhD supervisory panels must be chaired by a permanently employed academic staff member.
- The position of museum curator/coordinator is to become a role paid for by the University. This needs to happen as soon as possible in order to ensure that the move from the A. D. Hope Building to the museum's new home happens as smoothly as possible. This position will be part-time and funded in the main by the University, but the possibility of financial support from philanthropy needs to be actively explored. It seems to the panel that it would make sense for this philanthropy to spring from the excellent work being done by the Friends of the Classics Museum rather than to use the funds available from the Classics endowment (see further below).
- The curator's role should also encompass the day-to-day running of the museum as well as budgetary aspects and questions of forward planning for the museum.
- A School committee made up of the curator and the Interim Convenor of Classics as well as other members nominated by the Head of School will be responsible for the running and quality assurance and strategic direction and professional relocation of the museum. The museum board should meet several times a year and as required.

Response: The University accepts and agrees an overall review of the staffing structure of the Centre with the inclusion of a dedicated curator role is required and will be undertaken. A

priority for the Head of School, in collaboration with the Interim Convenor, the Research School Director and the College Dean, will be to review the staffing structure. This will be in order to determine the staffing profile of the Centre taking into consideration the need for a leadership (Level D or E) role and the inclusion of a role for a curator for the Classics Museum. It is noted the staffing for the Centre will need to be determined with consideration to budgetary implications and it is expected the staffing profile (currently two Level C, two Level B positions) will require some restructure. The University will manage any proposed changes to the staffing structure in accordance with *The Australian National University Enterprise Agreement 2017-2021*.

The University accepts and agrees the curator role and responsibilities need to transition from a role filled by an Emeriti to a role employed by the University. There was unanimous support in the feedback from staff regarding the need for a curator role but there was not agreement regarding the scope of the role and the background/expertise required. In the first instance, a curator, preferably with expertise in Classical Studies, will be appointed on a casual basis until the staffing profile for the Centre is confirmed and recruitment for a role with curatorial responsibilities can be undertaken.

The Interim Convenor will, as part of their review of the staffing profile, confirm all HDR supervision arrangements for Classics students and ensure they are in accordance with University policies.

Recommendation 5. The Classics Endowment

- It is clear that ANU Classics is in an enviable position in that it has this endowment, which could be used more than it currently is. We are not going to recommend how the endowment is spent, but we do recommend that the board in charge of the running of the endowment be more formally established (including having a chair, who in the short term should be either the Head of School or the Interim Convenor of the program), that it meet on a regular basis rather than deciding issues by email, and that it consider the best way to use the full funds available via interest for the benefit of the program in the short and long term. The board should include Elizabeth Minchin and Graeme Clarke and an external to the University, as is currently the case, and also a member of the Alumni and Philanthropy wing of the ANU. All academic staff of the program should also be members of this board; it is essential in our view that the program as a whole be involved in discussions about the use of, and development of, this significant fund. It is also our view that this fund be used for the benefit of the teaching and research activities of all members of the program, both staff and students. It clearly has been very beneficial in the past in this regard and we encourage this for the future. One possibility is that it be used for the provision of further advanced language teaching when needed, but this is something to be decided by the full board.

Response: The University agrees the use of the Classics Endowments (Classics; Friends; AAIA) and the associated Board structures require review. This will be undertaken in collaboration with the University Advancement Portfolio to determine the appropriate application of the Endowment to best support the activities of the Centre going forward.

Recommendation 6: Space

- All permanent paid academic teaching staff member need to have their own offices near one another and near the Classics museum. A shared room space should be made available for both emeriti and temporary teaching staff in the A. D. Hope building and in the new building.
- There should be a communal space for all staff and students in the School in order to foster collegiality among all staff and students. The signage needs to be changed in the current communal space in the A. D. Hope Building to indicate the communal nature of the room, and a message needs to be sent out to all students in the School to indicate that there is a communal area for them to use but that it only operates 9am-5pm on working days for OH&S and security reasons.
- The reading groups should be encouraged but they should not occupy the communal School space. They can avail themselves of the room bookings system in consultation with the professional staff.

Response: The University notes the recommendation regarding office space for Centre staff. It is confirmed the allocation of office spaces for Classics staff and shared spaces for staff and students within the new RSHA building is and will remain subject to the needs of the School, and to the College and University space allocation policies and guidelines.

The University agrees the active use of shared spaces for Classics staff and students is very important. The Centre will initiate communication with all Classics students to ensure they are aware the Classics Centre is available to all students using AD Hope and the signage changed to ensure this is clear. The Classics Centre room will remain available for booking by the Reading Groups and other groups within the School.

Recommendation 7: Curriculum redesign

- It is our recommendation that, in order to foster collegiality and the sustainability of the teaching program, three majors be retained: ancient Greek, Latin, and what is currently called Ancient History. It is clear to us that the current language provision is adequate; it should not be reduced but the need to increase it is not urgent. The most urgent need for the program is that the current Ancient History major be reconfigured (and renamed accordingly – perhaps Ancient Worlds or Ancient Cultures or Classical Studies & Ancient History) to ensure that all academic teaching staff be given ample opportunity to contribute to the full teaching program. This means that all teaching academic staff will be expected to contribute to all levels of language teaching on a regular, revolving basis. In other words, all staff contribute equally to language teaching at all levels.
- We regard it as important that a greater level of forward planning and certainty be introduced in terms of future teaching curriculum. Decisions about the curriculum in terms of what is offered in a given year should be made in departmental meetings involving all academic teaching staff. The curriculum needs to be brought up to date to better reflect issues of diversity that are influencing the discipline. Staff should explore the possibilities for co-teaching and flexible modes of delivery once the new permanent members of staff have arrived.

- It is our recommendation that it be clear to all that courses are not owned by individuals but are contributions toward the program and school activities. However, the convenor of a course in any given year should be able to decide on the structure of the course, method of assessment, text/s used, etc., after consultation with colleagues in a full departmental meeting well in advance of the beginning of the teaching semester.
- We recommend that the program and the School look at the possibilities for developing a BA that reaches out to kindred areas and courses within ANU, such as Archaeology, Museum Studies, Sanskrit, Centre for Arabic and Islamic Studies, Asian languages, and Indigenous languages. Staff should explore possibilities for consulting with museum and curatorial studies to incorporate best practice and innovation in the classroom.
- We regard the overseas courses as a positive element within the curriculum but we recognise there are risks and challenges involved. It is our recommendation that there be one overseas course every two years and that all permanent academic teaching staff be expected to participate in this program on a regular basis as far as possible. Overseas courses should be reduced from 12 to 6 units.

Response: The University accepts and agrees a review of the curricula for Classics is required and this will be undertaken following recruitment and appointment of the Convenor for the Classics Centre.

The University accepts and agrees that all staff in the Centre will be required to teach into at least two of the three majors across all levels. The application and implementation of this requirement will be considered as part of the review of the staffing profile and structure for the Centre (see recommendation 4).

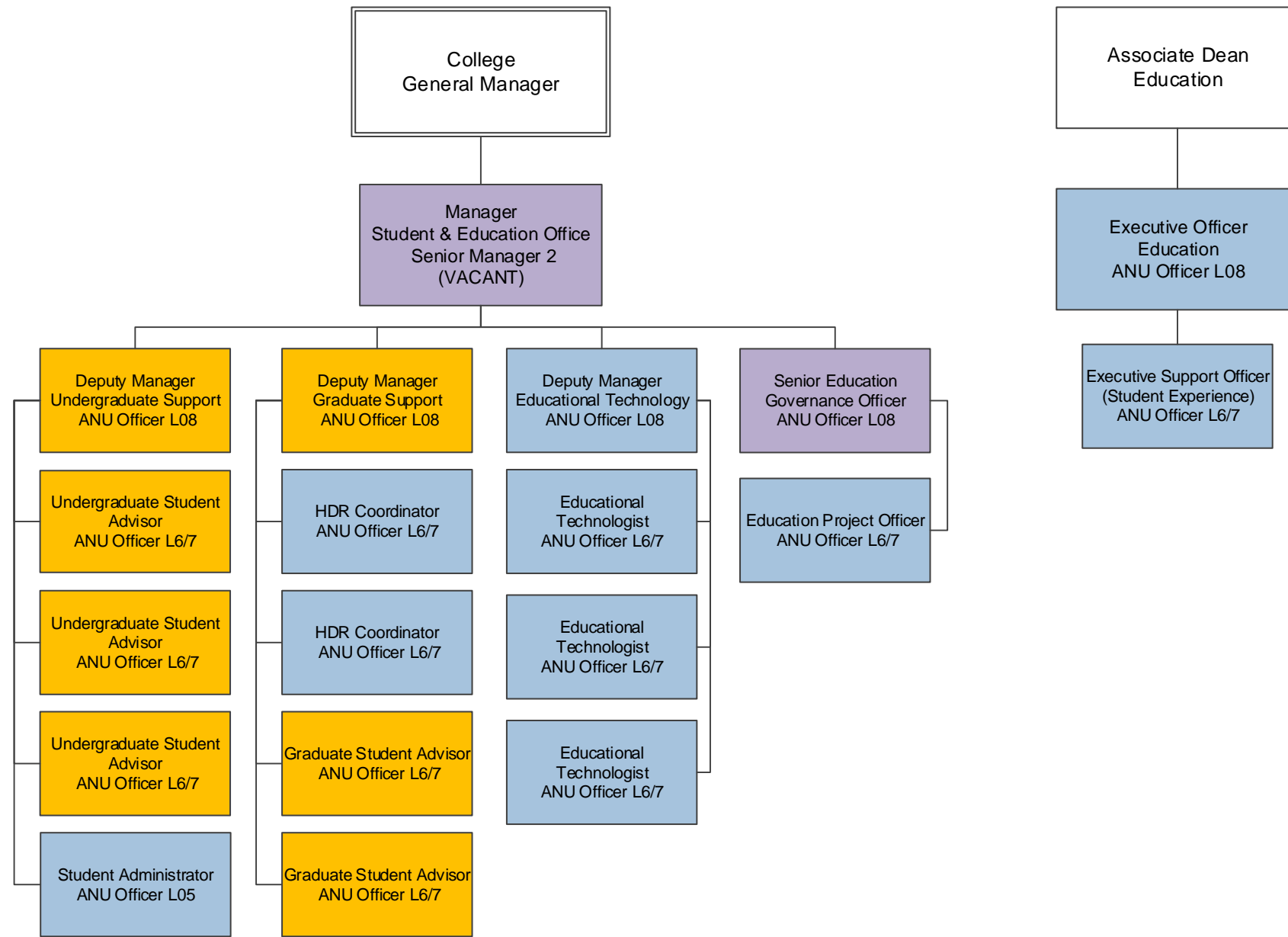
It is noted the current Ancient History major will be renamed and redeveloped, as part of the School's revision of all its curricula (recommendation of the 2018 School Review) and the 2020 review of the Bachelor of Arts, with the aim of ensuring excellence in education, best-practice teaching, and compelling, cutting-edge majors. The detail of these changes will be decided and confirmed when the staffing profile and structure is confirmed and staff in place.

Recommendation 8: Community outreach

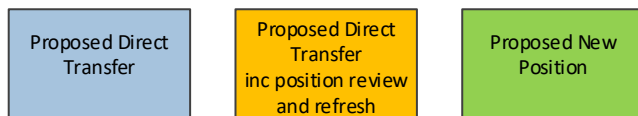
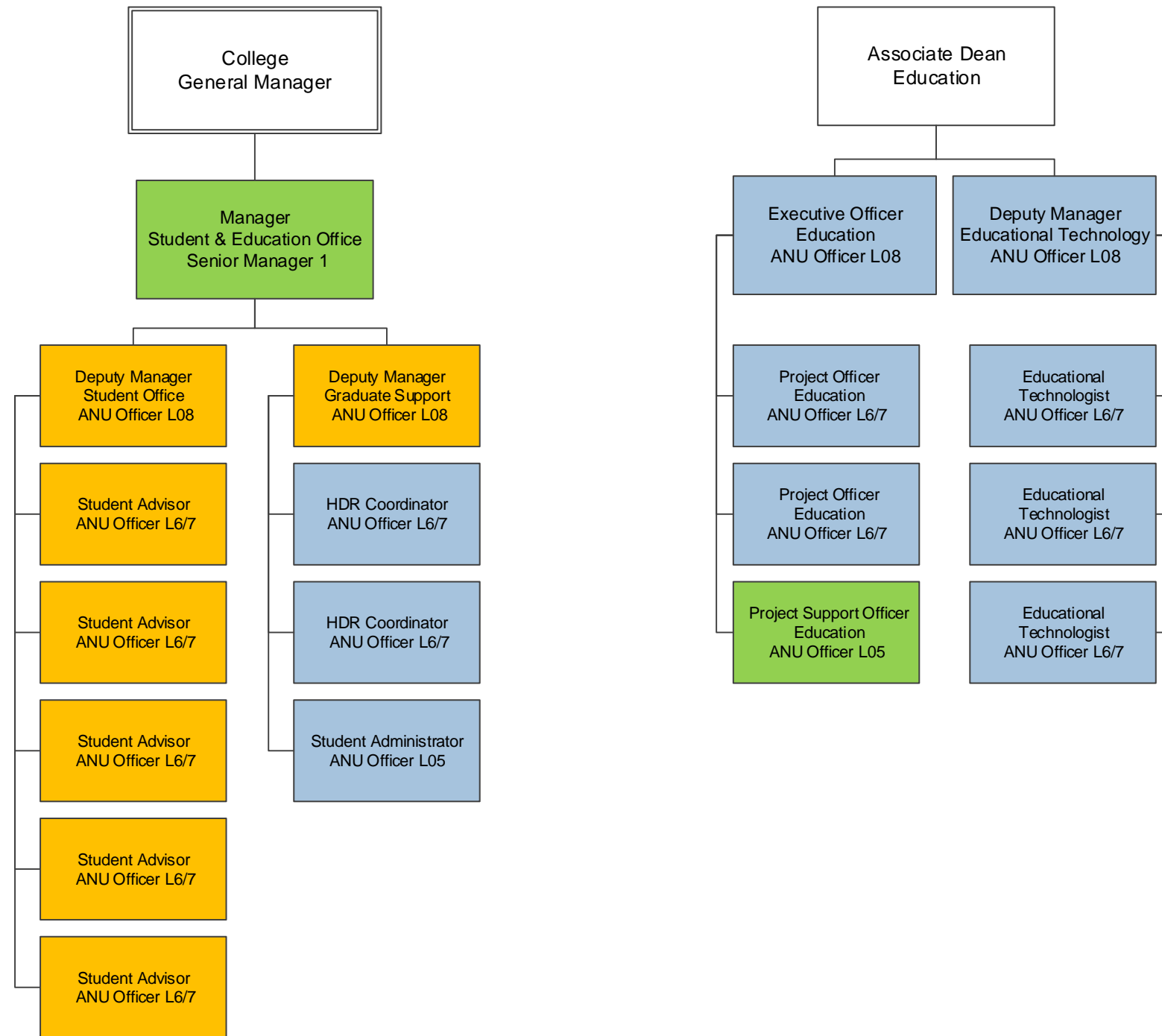
- We regard community outreach as an essential part of what Classics at ANU is doing and this should be fostered and encouraged (as was strongly recommended in the School Review of 2018). It is very important that all members of academic staff participate actively in this to the best of their capabilities; this should be reflected in the performance development review of each staff member.

Response: The University agrees that community outreach is an essential role for the Centre and should be fostered and encouraged among academic staff within the Centre. Service (including outreach) is an essential component of the work allocation for all academic appointments at the University. The Interim Convenor will work with the Centre staff to identify and develop outreach ideas and opportunities and specific details about community outreach requirements will be written into position descriptions for all positions within the Centre. This requirement will also be reflected in performance objectives and requirements (noted within formal Performance Development Review documentation) for all staff.

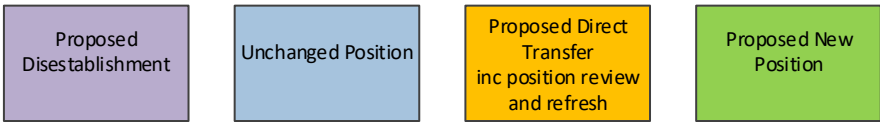
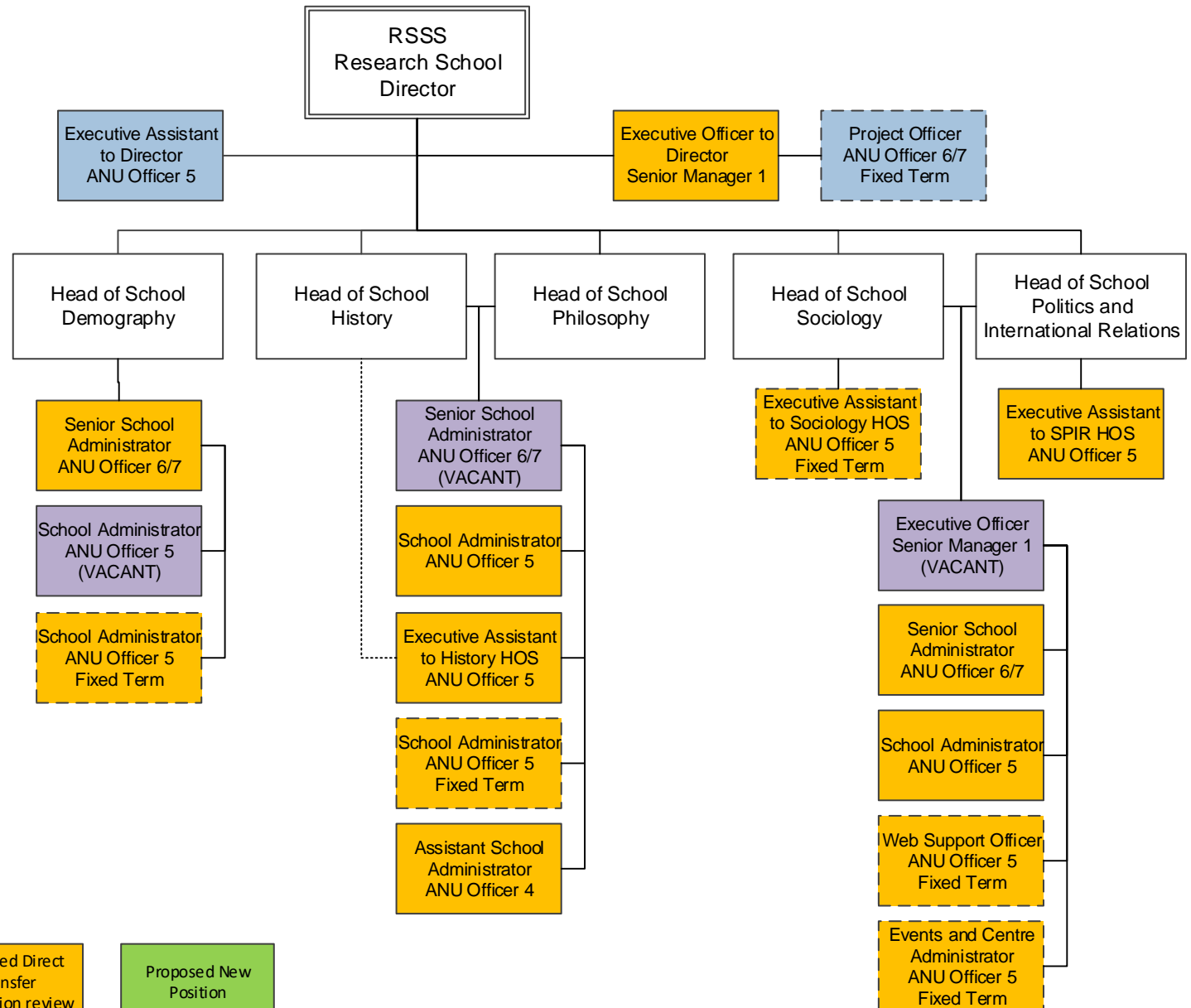
**COLLEGE OF ARTS AND SOCIAL SCIENCES
CURRENT STUDENT EDUCATION OFFICE
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October 2020**



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