

***Enterprise25* Discussion Paper - Feedback Summary**

The *Enterprise25* Discussion Paper explores a proposed academic organisational transformation to create a program-focused University. The transition to our new academic structure aims to deliver on our ambition to orient ourselves around our academic programs and ensure our resources are focused on the quality of our teaching, research, and the student experience.

The Discussion Paper was released to the University community on Thursday 20 June 2019 and feedback was sought on the proposed new academic structure and transition approach through a series of discussion questions. The feedback period was open until Friday 19 July 2019.

Over 150 submissions were received from our staff, students, and alumni, as well as external advisory boards, industry bodies and government representatives. Overall, the feedback signals that the University community is supportive of transitioning to a consistent, single-layer leadership structure, organised around our academic programs, that will foster interdisciplinary collaboration and provide opportunities to streamline our approaches.

As well as providing extremely useful feedback, respondents raised some important questions; the responses to which will be shared as part of the Frequently Asked Questions (FAQs) section on the *Enterprise25* website.

The key themes of the feedback we received in response to the discussion questions are summarised in this document.

Over the coming weeks the *Enterprise25* Organisational Transformation Sponsoring Group and Senior Management Group will be carefully considering the feedback received as we refine the plans for the new Academic Units.

1. The new academic organisational structure positions UniSA to deliver on its strategic ambitions outlined in Enterprise25. What do you perceive to be the greatest opportunities and challenges associated with the proposed change? Are the targeted outcomes appropriate and achievable?

The feedback demonstrates there is consistent support for working towards the four targeted outcomes, which are:

1. Strengthened interdisciplinary collaboration and collegiality
2. Improved efficiency of our administration
3. Enhanced teaching quality and the student experience
4. Improved research capability and rankings.

Each of the outcomes are considered appropriate and achievable. The proposed single-layer academic structure was welcomed to help achieve these outcomes.

Respondents expressed enthusiasm for a number of the opportunities associated with the proposed change, including:

- Enhancing our focus on programs
- Increasing collaboration within and across areas
- Streamlining processes and practices
- Building interdisciplinary connections in teaching and research
- Strengthening industry partnerships
- Creating new career opportunities and pathways for staff.

Key challenges perceived to be associated with the proposed change include:

- Managing communications to all stakeholder groups
- Maintaining staff morale to ensure 'business as usual' activities and services continue to be delivered
- Embedding interdisciplinary collaboration and breaking down silos
- Maintaining and building culture, as staff may lose a sense of connection with their current Schools and Divisions and need to build affinity with the new Academic Units.

Senior Management Group is aware of these considerations and appreciate that people across the University community need to be engaged in the transition, to understand what it means for them, and supported as we progress towards the new structure.

2. The Academic Units have been designed through consultation across the University community. There was widespread support for creating seven Academic Units oriented around our programs, with a clear majority mapping to the structures presented in this paper. What are your views on the proposed composition and titles of the Academic Units?

The majority of feedback signals support for the proposed composition of program areas within each of the Academic Units. Some suggestions have been made for specific program re-alignments and the merits of these suggestions will be considered on a case-by-case basis through discussion between the Provost & Chief Academic Officer and Divisional Pro Vice Chancellors. Each of the new Academic Units will also be constructed to foster interdisciplinary collaboration in teaching across program areas.

Feedback on the proposed names of the Academic Units featured in a number of the submissions. In the main, staff appreciate the need to use more general terms for the titles of the Academic Units, to ensure they represent the broad range of program areas within each Academic Unit, are enduring, and allow for future program innovation. Some staff, however, feel that large program areas should be included in the titles of the Academic Units from a marketing and communications perspective. The University currently promotes program areas (rather than our School and Division structure) to prospective students, and as we progress to a new program-focused structure for our academic enterprise this will continue to be the focus of our communications and marketing.

A summary of the comments received on the proposed titles for the Academic Units, and suggested alternate titles, is presented below. The feedback will be considered by Senior Management Group in finalising the proposed titles and composition of the new Academic Units.

UniSA: Clinical & Medical Sciences

Overall, the feedback indicated that the current proposed names of the two Health-focused Academic Units make it difficult to determine which programs would be considered to be 'Health Sciences', 'Medical Sciences' or 'Clinical Sciences'.

Alternative titles suggested for this Academic Unit include: UniSA: Health; UniSA: Community Health; UniSA: Primary Health and Wellbeing; ClinMed; UniSA: Nursing & Biomedical Sciences; UniSA: Clinical & Biomedical Sciences; UniSA: Clinical & Health Sciences; and UniSA: Clinical-Medical.

UniSA: Allied Health & Health Sciences

The feedback includes concern with the term 'Health' appearing twice in the title of this Academic Unit. The inclusion of 'Human Performance' in the title has been suggested, as an alternative, to accurately reflect the exercise component of many of the programs within this proposed Academic Unit.

UniSA: Allied Health & Human Performance was the most common alternative title put forward. Other suggested titles include: UniSA: Health Sciences & Wellbeing; UniSA: Allied Health; UniSA: Allied Health and Exercise Science; UniSA: Health; and UniSA: Allied Health.

UniSA: Creative & Design

The inclusion of the word 'Design' in the title of this Academic Unit was questioned and some expressed concern that the word 'Creative' does not work well on its own and 'Creative Industries' would be a preferable substitution.

Alternative titles suggested for this Academic Unit include: UniSA: Creative & Culture; UniSA: Design and Creative Industries; UniSA: Creative Industries; UniSA: Creative; UniSA: Creative Practices and Design; UniSA: Creativity and Design and UniSA: Creativity, Arts and Architecture.

UniSA: Education & Science

There is overall support for including UniSA College in this Academic Unit. Maintaining the mission of UniSA College is considered important, to continue to provide a dedicated enabling pipeline for undergraduate students across the University, and to retain the College's brand and identity.

There is a need to clarify the type of 'Science' to be included within UniSA: Education & Science, given that areas of Science will be taught in programs across other Academic Units. This will be a topic of further consideration by the Provost & Chief Academic Officer and Divisional Pro Vice Chancellors.

Alternative title suggestions for this Academic Unit include: UniSA: Education, Mathematics & Sciences; UniSA: Education Futures; EduScience; UniSA: Education; UniSA: Education & Sciences; UniSA: Education, Equity & Futures; UniSA: Education & Natural Sciences; and UniSA: Sciences & Education.

UniSA: Engineering & Technology

The response to the creation of this Academic Unit was positive, due to the natural disciplinary synergies. Some respondents are seeking greater detail on the proposed shift of Mathematics and Sciences to UniSA: Education & Science and others felt that the term 'Information Technology' should appear in the title.

Alternative titles suggested for this Academic Unit include: UniSA: IT & Engineering, or UniSA: Technology.

UniSA: Social & Human Sciences

A great deal of feedback was received on the suggested title of this Academic Unit. It was proposed by some respondents that 'Social Sciences' captures this Academic Unit sufficiently, while others recommended the inclusion of 'Law' in the title. Generally, the feedback signalled that the term 'Human' could be removed from the proposed Academic Unit's name.

Other titles suggested for this Academic Unit include: UniSA: Social Sciences; UniSA: Human Sciences; UniSA: Law, Society and Culture; UniSA: Society & Justice; UniSA: Arts & Social Sciences; UniSA: Justice & Social Sciences; UniSA: Law and Social Sciences; and UniSA: Society.

UniSA: Business & Entrepreneurship

Some feedback recommended removing 'Entrepreneurship' from the proposed title and for this Academic Unit to be named UniSA: Business. This has been suggested as more effective to support international marketing activities, and the Business School's accreditation.

Alternative titles suggested for this Academic Unit include: UniSA: Business; UniSA: Business School or UniSA: Business & Enterprise.

3. The executive structure for the Academic Units has been constructed to provide focused leadership for our programs, to provide career aspirations for Program Directors, and to facilitate opportunities for Level D and E staff to make a sustained commitment and contribution to academic leadership. What additional responsibilities should be considered for inclusion in the executive positions to best support the University's strategic ambitions?

Proposed academic structure

There was consistent feedback that the Discussion Paper provided greater detail on the proposed academic staff structures than on the professional staff structures within the Academic Units. The intent is to transition to the proposed new Academic Unit structure with minimal impact on our staff and students. To achieve this, as far as possible, professional staff supporting academic activities in our Schools will transition to the Academic Units with minimal change to their existing team structures and alignments. The professional staff roles based in our Divisional offices and Divisionally based functions (for example our placement units, clinics, academic services teams etc), will transition into a new Academic Unit, one of the central administrative units, or alternative arrangements may be appropriate. Further detailed analysis is needed to determine the optimal alignment of roles, in terms of whether the activity is needed 'at elbow' within the Academic Unit or can be delivered more effectively through alignment within a central support unit.

The feedback highlighted that staff would appreciate more information about any changes proposed to our research structures, including the proposed alignment of research centres to the new Academic Units and any implications for the management of higher degree by research students. *Inspired Partnered Excellence*, our research strategy, outlines the University's research priorities and initiatives, and there are no plans to modify the existing research structures as part of the academic organisational transformation. Our two University Research Institutes (FII and CRI) will continue to report directly to the Deputy Vice Chancellor: Research and Innovation. As part of the new structure, research centres will be transitioned to the most appropriate Academic Unit (in line with the academic program areas) and we envisage that the directors of these centres would report to the Executive Dean or Dean of Research. Arrangements for higher degree by research students to transition to the Academic Units will be coordinated in collaboration with the Dean of Graduate Studies and the Divisions.

Executive positions

Much of the feedback placed specific importance on particular roles and responsibilities for the new executive positions in the Academic Units.

For the Executive Deans, the feedback signals that it will be important for the leaders of the Academic Units to build a positive staff culture, contribute to the University's strategic planning, engage with key external stakeholders, have delegated approval for program/course changes, drive work integrated learning initiatives, and have budget oversight.

Respondents would like to ensure the Deans of Research continue to have oversight of research training, remain connected to the research centres and institutes, and work collaboratively with staff to support research grant applications.

The feedback indicates that the Deans of Programs will need to have clear supervisory responsibilities for academic level D and E staff, as well as casual staff, to connect teaching and research activity across the cluster of programs that they are leading.

There were queries raised about whether the General Manager would be classified as part of the University's senior staff. A need to have the necessary skills to strategically support the financial management of the Academic Unit was emphasised by some respondents.

This feedback will help to shape the position descriptions that will be developed for the new Academic Unit executive roles.

General feedback

There is a desire by some staff to see more detail on the proposed sub-structures that will sit underneath the executive positions, including the reporting lines between academic and professional staff positions in each Academic Unit. This will be addressed as we progress our planning.

It was suggested that when filling the newly created positions in the Academic Units, the University should consider internal candidates first before recruiting externally. Our approach to transitioning to the new structure will be progressed in line with the commitments enshrined in our enterprise agreements and the intent to minimise the impact on the maximum number of people; both staff and students.

In support of staff with supervisory responsibilities, feedback suggested leadership development and mentoring is provided, particularly for staff appointed to the new executive team roles.

4. The creation of the Academic Units is intended to strengthen interdisciplinary collaboration, remove hierarchical layers, and build collegiality. How do you see the proposed academic organisational transformation enhancing connections between staff across teaching and research within the University?

Engagement and collaboration feature within the University's new *Enterprise25* statement of strategic intent. The feedback indicates that there is general support for a focus on strengthening interdisciplinary collaboration, as one of the most significant potential gains from the organisational transformation, however, this is also viewed as one of the biggest challenges to implement.

A commonly expressed view is that introducing a new structure alone is not guaranteed to build collegiality and dismantle silos. To strengthen interdisciplinary collaboration, the feedback suggests that the University would need to ensure that:

- Staff have a shared understanding of collaboration and openness and these traits are embedded within the University's culture
- Collaboration for teaching activities is fostered both within and across Academic Units and involves as much as possible those academic staff based within University Research Institutes
- Working on cross-disciplinary research projects with industry partners is encouraged, with input from staff from across various Academic Units
- Formal governance structures include staff from across Academic Units (for example to support academic promotion, program/course approvals, academic probation)
- Budgets and resource allocation supports rather than hinders interdisciplinary collaboration
- Performance management values and rewards collaboration.

If the University is successful in strengthening interdisciplinary collaboration, some of the benefits suggested include: the facilitation of cross-disciplinary research, enhancing teaching quality and the student experience, and accelerating program innovation.

5. As we transition to the new structure there will be opportunities to reduce the administrative burden on our staff and improve and streamline our processes. Which processes, and practices do you think should be prioritised for refinement?

Staff are very supportive of opportunities to cut red tape and reduce the administrative burden on people. Opportunities for streamlining and/or enhancement covered:

- Embedding a consistent approach to student representation and feedback
- Approvals for new or modified courses and programs
- Academic staff workload allocations
- Program quality assurance
- Work integrated learning and student placement coordination
- Student complaints and appeals processes
- Timetable coordination
- Academic integrity activities
- Postgraduate research administration
- Staff recruitment and performance management processes
- Administration and reporting of grades
- Production of course outlines/materials
- Purchasing and procurement processes
- Sharing of teaching spaces, infrastructure and equipment between areas.

Staff in particular mention the need for continuous improvements of our IT systems to ensure they are streamlined and easy to use for staff (for example finance and purchasing systems, Medici, and learnonline). Additional systems, such as an industry engagement CRM tool and an automated study plan system, were suggested.

Many of these process and system enhancements are already being considered for implementation during the 'Consolidation' phase of the program (activity that will occur post-transition to the new structure). A baseline for this activity will be set as part of our program plan, and a series of benefits will be targeted as part of the Benefits Framework, to ensure we deliver a series of streamlined, consistent improvements for our staff and students across the University.

Overwhelmingly, the feedback showed support for the planned three-stage approach to implement this change program, as outlined in the Discussion Paper.