Enterprise25

Building a program-focused university

Transforming our Academic Enterprise
Discussion Paper – June 2019

University of South Australia

AUSTRALIA'S
UNIVERSITY
OF ENTERPRISE

Foreword from the Vice Chancellor

The higher education sector locally and globally is facing significant change and challenges. Nationally, there is ongoing uncertainty in relation to a range of higher education funding measures, both in teaching and research, negatively impacting on stability and sustainability. We also operate in an ever-evolving economic and social environment and we need to ensure our students are equipped to meet the future needs of industry and society. Since its inception, UniSA has demonstrated a commitment to change and innovation.

In August 2018 the University launched its strategic plan – *Enterprise25*. Central to *Enterprise25* is a commitment to orienting ourselves around our academic programs and ensuring our resources are focused on the quality of our teaching, research and the student experience. As part of our commitment, we undertook to redefine program oversight, management structures and capabilities - bolstering academic leadership and professional management to reflect and reinforce our program focus. To deliver on this objective It is proposed that we will transition from our current two-layer leadership and administrative structure of Divisions, Schools and UniSA College, to a single-layer structure comprising seven Academic Units reporting directly to the Provost & Chief Academic Officer.

Since sharing this proposal with the University community, I have hosted a series of workshops to seek input from our staff and students on the future directions for our academic organisational structure. In addition, we initiated a series of focused projects, facilitated by members of our senior staff cohort, to explore critical enabling issues related to this significant proposed transition for the University. The Provost & Chief Academic Officer has also met with staff across all Divisions and Schools, as well as the UniSA Student Association (USASA), to present our rationale for change and key elements of our proposed new structure.

Feedback from the University community has been very supportive of improving the effectiveness of our academic activities, eliminating duplication in our management and administrative processes, and investing in senior program leadership and more academics in the classroom. Above all, I have been encouraged by the willingness of staff to define and embrace this change and to commit to creating a culture that ensures more of our resources can be directed to our core responsibilities of ensuring students have the best possible experience when they decide to study with us at UniSA.

This Discussion Paper, endorsed by Senior Management Group, outlines the targeted outcomes of the change, and proposed composition and structures of the Academic Units. This is a major undertaking for our University, and one which will underpin our future competitiveness and standing. We genuinely look forward to receiving your feedback and continuing our conversations about how we can best design our academic organisational structure to achieve our *Enterprise25* strategic ambitions.

Professor David Lloyd
Vice Chancellor & President

Background

The University's current academic organisational structure comprises four Divisions, 14 Schools and UniSA College (refer to **Appendix A**). This model was introduced in 1998, at which time there were 23 Schools (within four Divisions) across five metropolitan campuses and one regional campus. Over time, changes in the composition of our Schools has led to significant variations between them in terms of their staff and student numbers, scope of research activity, and management of facilities and industry partnerships. During that same period the focus and function of our Divisions have also continually evolved and changed.

Whilst this structure served UniSA well over the ensuing 20 years, and, in comparison with other universities, our overall operations are considered to be relatively efficient, there are a number of issues associated with the current model:

- Academic activity (teaching and research) is distanced from senior strategy setting, making the University less agile in responding to market trends, industry needs and opportunities for program innovation
- Approvals for program and course development and improvement are unnecessarily cumbersome, and often require duplication of effort, and input from multiple governance groups
- Academic and administrative activities are spread and sometimes replicated across multiple structural layers and areas, which can hamper efforts to facilitate inter-disciplinary collaboration or improve efficiencies of practice
- Variability of operations has given rise to inconsistent administrative processes and procedures between areas, which can be time-consuming, resource intensive and burdensome for staff
- Central administrative units engage with two tiers of academic administration, across nineteen different interfaces, often requiring different servicing arrangements across the Divisions, Schools and campuses
- With recent and planned changes to our metropolitan campus footprint, the original allocation of campus management responsibilities to specific Divisions has become less relevant and will further diminish over the coming years.

For these reasons our current academic organisational structure is in need of refresh, so as to position it as fit-for-purpose for a contemporary, innovative university.

If we are to realise our strategic ambitions, and respond to changes in our sector, we need to transition to a structure that will enable a greater focus on our core activity - delivering our academic programs and conducting end-user informed research of relevance - and provide greater flexibility and foster innovation to better meet the needs of our students.

Proposal

Approach

It is proposed that the University introduce a new academic organisational structure, by replacing the existing two-layer structure of Divisions and Schools (and UniSA College) with a single-layer structure comprising a smaller number of larger entities built around cognate clustering of programs.

Over the past four months the University community has been engaged in a collaborative exercise, involving more than 700 staff and students, to explore and assemble clusters of our programs across seven to nine Academic Units. Overall, the outputs from these groups, across multiple iterations and drawn from all levels of our organisation, show remarkable convergence, with the majority of groups determining that an optimal structure would comprise seven Academic Units.

Senior Management Group distilled the feedback received, and then applied the following principles to guide the design of the Academic Units:

- Alignment to graduate career destinations and industry sectors
- Support of cognate and complementary activities
- Facilitation of inter and cross-Academic Unit multi-disciplinary activity
- Alignment to research themes and priority industry sectors
- Support of research quality, scale and focus
- Alignment with future campus plans.

Consideration has also been given to organising the Academic Units in such a way that there is a reasonably even distribution of staff and students, and that each Academic Unit has a number of large and distinctive undergraduate and postgraduate programs. This will enable an effective and consistent new leadership and administration structure to be applied across each of the Academic Units.

As signalled over several months, the nomenclature applied to the creation of the Academic Units is that each will be called **UniSA:X**, where X clearly conveys the activity and focus of the Academic Unit and with a clear connection to our staff working *for* the University of South Australia.

Composition

The proposed composition of the seven Academic Units is outlined below.

1. UniSA: Clinical & Medical Sciences

UniSA: Clinical & Medical Sciences will bring together the programs from the School of Pharmacy & Medical Science and School of Nursing & Midwifery. This will include programs spanning Nursing, Midwifery, Pharmacy, Pharmaceutical Science, Medical Sciences, Laboratory Medicine, and Nutrition and Food Science. UniSA: Clinical & Medical Sciences will offer excellent research quality and impact in areas such as Quality Use of Medicines, Cancer, Safety and Quality in Health Care, Mental Health and Maternal and Child Health and is well positioned to develop academic programs and research to meet emerging critical health needs, both nationally and globally.

2. UniSA: Allied Health & Health Sciences

UniSA: Allied Health & Health Sciences will comprise programs currently offered through the School of Health Sciences and will additionally incorporate the activities of the University Department of Rural Health and the UniSA health clinics. Programs will be offered in the areas of Physiotherapy, Occupational Therapy, Podiatry, Medical Radiation Sciences, Sonography, Clinical Exercise Physiology, Exercise and Sport Science and Human Movement. Graduates will provide an important future health workforce in rehabilitation, disability, health promotion, chronic disease management, pain, wellbeing, and high-performance sport. Research strengths of UniSA: Allied Health & Health Sciences will include Pain Sciences, Evidence Translation, Rehabilitation and High Performance in Sport.

3. UniSA: Creative & Design

UniSA: Creative & Design will be constructed around programs from the School of Art, Architecture & Design and the School of Creative Industries. UniSA: Creative & Design will offer the program areas of Design, Architecture, Contemporary Art, Communication, Journalism, Media Arts and Creative Industries, and the creative and cultural studies areas across the Arts. The creative industries agenda is expanding internationally and domestically and with this powerful combination of programs and the associated research excellence of our staff in this domain, UniSA will meet local and global workforce demand for this rapidly developing and diverse sector.

4. UniSA: Education & Science

UniSA: Education & Science will offer programs currently based in the School of Education including Teaching and Languages, as well as incorporating programs in Science and Environmental Science (currently based in the School of Natural & Built Environments) and Mathematics (currently based in the School of Information Technology & Mathematical Sciences). The Foundation Studies and Diploma programs from UniSA College will also transition to UniSA: Education & Science with appropriate retention of the UniSA College 'identity' for pathway provision as a distinct offering. The Unit will lead research activities in Education, Mathematics, Natural Sciences, Numeracy and Literacy. The distinctive combination of cognate and complementary programs spanning all facets of Education will provide pathways to careers that address key workforce and skill shortages in national priority areas.

5. UniSA: Engineering & Technology

UniSA: Engineering & Technology is proposed to be established largely through the coalescence of programs offered across the School of Engineering, School of Natural & Built Environments, and School of Information Technology & Mathematical Sciences. This Academic Unit will offer programs across Engineering, Information Technology, Aviation, Construction and Project Management. UniSA: Engineering & Technology will capitalise on research and graduate employment opportunities in the technology industries of the future, including Defence and Aerospace, Advanced Manufacturing, Cyber Security and Data Science, Sustainable Infrastructure and provide graduates with the project management and systems engineering skills needed to support them.

6. UniSA: Social & Human Sciences

UniSA: Social & Human Sciences brings together the programs from the School of Law and the School of Psychology, Social Work & Social Policy, along with the Social Science and Aboriginal Studies program areas from the School of Creative Industries. The Australian Centre for Child Protection will also be based within the new Academic Unit. UniSA: Social & Human Sciences will strengthen synergies between Law, Psychology, Social Work, Human Services and Social Sciences. This will enable the development of existing and new specialised areas of critical social need including Human Rights and Social Justice, Child Protection and Youth Justice, Criminology and Criminal Justice, Domestic and Family Violence, Wellbeing, Ageing, Disability, and Diversity.

7. UniSA: Business & Entrepreneurship

UniSA: Business & Entrepreneurship will be created from the programs existing in the Schools of Marketing, Commerce and Management. UniSA: Business & Entrepreneurship will include the program areas of Marketing, Management, Accounting, Finance, Tourism, and Human Resource Management, with associated research centres and concentrations. The MBA and Executive Education will continue to strengthen engagement with the professions. This Academic Unit will have increased capacity to support graduate career development and extend program offerings in areas that support the state's aspirations for future industry development, including Innovation and Entrepreneurship, Business Analytics and Service Management.

Further detail on the indicative staff and student numbers for each of the Academic Units is provided in **Appendix B.** Compared with our current Schools, which vary up to seven-fold in terms of staff and student numbers, we anticipate that through the proposed aggregation of programs, the new Academic Units will comprise between 100 and 300 staff, and in each case will have sufficient scale and critical mass to bolster professional support to the academic enterprise.

Academic organisational structure

To facilitate the creation of the proposed Academic Units, the existing four Divisions and 14 Schools will be replaced as distinct structural entities. UniSA College will have a reporting line change to UniSA: Education & Science.

In accordance with an overarching principle of minimal impact on the maximum number of people, each Academic Unit will be formed according to the grouping of the programs for which they will be responsible, bringing the staff associated with those programs into these new structures. The academic and professional staff currently employed in the Schools and Divisions will transition to positions in the new Academic Units, or to central administrative units, or will have other arrangements determined in compliance with our legal obligations under our Enterprise Agreement.

We appreciate our staff will want to know what the proposed changes will mean for them personally and we will commit to regular communication and investing in how we support people through the transition.

While the vast majority of programs and the staff associated with their delivery will transition to a new Academic Unit on their creation, it is recognised that in a small number of instances a program/discipline and associated staff may span more than one Academic Unit. In these instances the precise allocation will be considered by Senior Management Group over coming months, in consultation with our staff in the Schools and Divisions.

As part of the academic organisational transformation process a series of new academic leadership positions will be introduced. Academic Units will be led by an Executive Dean who will report to the Provost & Chief Academic Officer. For each Academic Unit, the senior executive team (Academic Unit Executive), with overall responsibility for the leadership and performance of the Academic Unit, will comprise:

- Executive Dean
- Dean of Research
- Dean of Programs (multiple positions)
- General Manager.

The proposed core structure of an Academic Unit is detailed in **Appendix C** (noting that the number of Deans of Programs will vary between Academic Units).

There will be scope for Executive Deans to design sub-structure(s) that are tailored to their specific Academic Unit to best enable appropriate focus on Teaching and Learning, Online, International, or Clinical Education, for example.

Roles and responsibilities of executive positions

Executive Dean

As an inspirational and innovative leader, the Executive Dean will be responsible for the overall strategic direction, quality and performance of the Academic Unit. This includes leading the delivery of high-quality teaching and learning, ensuring an excellent student experience and graduate outcomes, and promoting and conducting outstanding research activity (including research training). A key responsibility will include raising the profile of UniSA, and the Academic Unit's academic programs and research activity through effective external engagement and outreach. The Executive Dean will be ultimately responsible for representing the Academic Unit locally, nationally and internationally, and for the resourcing, facilities and financial performance of the Academic Unit.

Dean of Research

Reporting to the Executive Dean, the Dean of Research will work in collaboration with the Deputy Vice Chancellor: Research & Enterprise to implement the University's research strategy across the Academic Unit. This includes developing research plans and reports and overseeing the activities of research centres and groups related to the Academic Unit. The Dean of Research will have responsibilities for research activities of academic staff, which may include research centres and groups, as assigned by the Executive Dean. The Dean of Research will work closely with the Dean of Graduate Studies to enhance the higher degree by research program for the Academic Unit. In collaboration with Research & Innovation Services and UniSA Ventures the Dean of Research will drive strategies to support research grant applications, industry and end-user research engagement and the commercialisation of research undertaken in the Academic Unit.

Dean of Programs

Each Academic Unit will have a number of Dean of Programs positions (determined by scale), each reporting to the Executive Dean. The Dean of Programs will provide focused senior leadership for a portfolio of academic programs. Each Dean of Programs will provide leadership within a broad program area for teaching (including undergraduate and postgraduate programs, in all delivery modes), research (in collaboration with the Dean of Research), and external engagement activities. A priority for each Dean of Programs will be to ensure UniSA's largest and most prominent programs are highly rated by students, industry and national/international rating agencies.

The Deans of Programs will be full spectrum academic roles, with sufficient opportunity to maintain active engagement with teaching and research. Along with the Executive Dean and Dean of Research, the Deans of Programs will be members of the University's Senior Staff cohort. The position title for each Dean of Programs will include clear identification of the span of the program areas (for example, Engineering, Allied Health or Education). This will ensure that staff, students and external partners can identify with the relevant individuals within UniSA who have responsibility for specific academic areas.

Every UniSA program will fall under the remit of a designated Dean of Programs, and it will be the responsibility of the Dean of Programs to ensure that we are developing and enhancing our programs such that they are nationally and internationally competitive and that they meet the needs of our current and future workforces. This will include responsibility for building the profile of the program area(s), curriculum development, teaching-research alignment, accreditation, external liaison and partnerships, and support and mentorship for academic staff teaching into the programs. Accordingly, the positions will require experienced academics with a significant background in teaching, research, curriculum oversight, supervision and external engagement.

General Manager

A General Manager, reporting to the Executive Dean, will support the Academic Unit executive team through developing strategic and annual business plans, facilitating the Academic Unit governance, and providing oversight of facilities, budgeting, and resource management within the Academic Unit. The General Manager will ensure that necessary administrative supports and services are effectively developed and deployed locally within the Academic Unit, and effectively and appropriately delivered to the Academic Unit through liaison with central administrative services, without duplication. The position will also have overall oversight of WH&S, compliance and risk management within the Academic Unit. This will be facilitated through the General Manager supervising the professional staff based in the Academic Unit, and through fostering close working relationships with Directors and other staff across the University's central administrative units.

Staff supervision

Academic staff

Each Executive Dean will supervise the Academic Unit executive team and some members of the Professoriate (levels D and E). Each Executive Dean will call upon a number of senior members of the academic staff cohort in the Academic Unit, including our level D and E academics, to take on formal supervisory duties. An Academic Leadership Program will be available to support the development of supervisory and mentorship skills.

Deans of Research will provide supervision for University Research Centre Directors, and for other staff as determined by the Executive Dean. University Research Institute Directors will continue to have line reporting into the Deputy Vice Chancellor: Research & Enterprise, as per the University's Scale and Focus research strategy.

The Deans of Programs will supervise the Program Directors who are responsible for the programs within their broad program area(s) of responsibility, which is why these new roles are critical leadership positions in the proposed structure. The Deans of Programs will be expected to build collegial curriculum communities and provide strong mentorship to academics within these communities.

Professional staff

It is proposed that all professional staff within an Academic Unit (with the exception of those individuals from central units operating within the Academic Unit through an Enterprise Support Plan* arrangement) will report through to the General Manager. The General Manager will supervise some professional staff within the Academic Unit, and will call upon other senior professional staff to provide supervision and mentoring support to others. There may be a limited number of exceptions to this approach, however, such as for professional staff who are employed through external grant or contract funds, who would typically report to the research grant or contract holder as determined on a case-by-case basis.

*Enterprise Support Plans detail the integrated end-to-end service delivery arrangements between central administrative units and the Divisions and Schools (and in the future Academic Units). These plans are currently in place for Information Technology; Finance; Communications and Marketing; and People, Talent and Culture and will be evolved to incorporate the provision of service to the new Academic Units. It is envisaged that our organisational transformation will be underpinned through the delivery of new Enterprise Support Plans for student, academic and research services.

Outcomes

A new program-focused organisational structure will enable the University to deliver on its ambitions set out in *Enterprise25*, through ensuring less time, money and effort is spent on administration and more is focused on teaching, research and direct student supports. Through the proposed academic organisational transformation a series of outcomes, with underlying benefits, will be targeted.

Outcome 1: Strengthened inter-disciplinary collaboration and collegiality

By transitioning our academic programs and research activity from 19 separate structures (based in Divisions, the College and Schools) to seven Academic Units the University has a unique opportunity to break down traditional 'silos' and remove hierarchical layers. This will facilitate greater opportunity for inter-disciplinary collaboration in both teaching and research.

Program innovation will be enhanced through a model in which the Provost & Chief Academic Officer has direct leadership over the structural entities that are delivering the curriculum (rather than through an intermediary Divisional layer). New senior academic leadership positions (Deans of Programs) will have expertise in, and accountability and responsibility for, curriculum innovation.

The new, consistent leadership structure will also enable enhanced governance arrangements, involving all the Academic Units, to be put in place to foster an open and collaborative one-team culture.

Outcome 2: Improved efficiency of our administration

The academic organisational transformation will provide a valuable opportunity to review and streamline processes and operating models, and to cut red tape, with a view to reducing the administrative burden on academic staff.

As the Academic Units will operate under a single layer of leadership, the academic operation of the University will be placed closer to senior decision making. Further, we are committed to increasingly devolved decision making, fewer layers of approval, and reduced processing times.

Processes that have already been identified for improvement through realisation of the new structures include: program and course approvals and changes, academic integrity, student appeals and complaints, travel approvals, timetabling, academic promotion, management of advisory boards, alumni engagement, and coordination of adjunct staff. The administrative efficiencies gained over time will be reinvested in additional academic staff positions and student-facing professional support roles.

Outcome 3: Enhanced teaching quality and the student experience

By creating a program-focused academic organisational structure, with new program leadership positions, we will be able to enhance the quality of our curriculum design and delivery and expand our capacity to engage with industry to deliver degrees of the future. These strategies will build the reputation of our program offerings locally, and over time will work towards our key academic programs being ranked among the best in the world.

The Deans of Programs will have the necessary expertise in curriculum design and delivery to enhance the quality of our programs and ensure closer ties with the professions and industries that underpin our teaching and learning strategies. They will be expected to nurture and mentor our Program Directors and facilitate innovation in program design and delivery. This includes using the best of digital strategies, active learning, and authentic assessment, and facilitating cross-Academic Unit collaboration.

Outcome 4: Improved research capability and rankings

The University's Excellence in Research for Australia (ERA) and other rankings highlight the quality of our research activity across the institution. In order to further improve our position, we need to grow our research income, citations and academic reputation. Only through such measures can we more assuredly position more of our academic programs in international top 100 rankings.

By reducing administrative red tape, and providing improved professional staff support to academic staff and students, we will enable academic staff to prioritise academic activities over administrative activities. These ambitions will be enhanced further through the appointment of an additional 100 academics (over and above our current academic staff numbers) at levels C (Senior Lecturer) and D (Associate Professor), across the life of *Enterprise25*, to build our pipeline for our future professoriate. These new academics will be recruited into our new structure to focus on the delivery of our *Enterprise25* ambitions.

Transition approach

Organisational transformation is potentially very disruptive in a large and stable organisation such as UniSA. It is for this reason that we do not contemplate a change of this scale lightly, and is why undertaking it in partnership with the University community is critical.

UniSA has a proud history of embracing and advancing meaningful change while maintaining a robust culture based on transparency, shared understanding, partnership and open communication. These values will be upheld as we move through this period of University wide change.

A dedicated Sponsoring Group (which will be chaired by the Provost & Chief Academic Officer) and Program Management Office, with additional Workforce Transition and Enabling Projects steering groups, will be established to manage the transition.

The proposed academic organisational transition approach encompasses three key phases commencing in late July 2019, with the new academic organisational structure coming into effect on (or prior to) 1 July 2020, as summarised in **Figure 1**.

Figure 1. Proposed academic organisational transition approach

Preparation phase	Transition phase	Consolidation phase
Late July 2019 - 31 May 2020	1 June 2020 - 1 July 2020	1 July 2020 - 31 December 2021

Preparation phase (late July 2019 – 31 May 2020)

This phase will ensure that the appropriate preparatory work can be undertaken on our support services, systems, processes and policies to facilitate a smooth transition to the new structure and to ensure we have the right services in place to give staff and students the clarity and support they need to minimise the impact of the transformation.

Ongoing informal and formal consultation with staff, students and key stakeholders during this phase will define the optimal academic structure for the University. We will undertake detailed activity mapping within our Divisional and School management structures through this period to make sure we understand the nature and the value of the work delivered at these levels. Some thought has already been given to the workforce transitions that we think will be required during this phase to progress the transformation as effectively as possible, which is detailed below.

We envisage the appointment of the Executive Dean (elect) positions early in the Preparation Phase as they will be instrumental in establishing the leadership and structures of the future Academic Units (including appointing the leadership teams that will comprise the executive of the new Academic Units). It is anticipated that the majority of the executive team roles will be filled prior to the transition phase. This will give us clarity of leadership and mean that those people responsible for the future success of our new Academic Units and programs will be directly influencing the structures put in place to support them.

In the majority of cases the new Academic Units will bring together programs and related discipline activities from existing School structures. Many of the existing program alignments and support teams will transition together, largely as they are now, to enable a smooth transition. It will of course mean a change in reporting line, and for some programs a new alignment with cognate programs that haven't been aligned to previously, but we anticipate minimal change to the staff cohort and groupings within existing Schools as they move together to the new Unit. We appreciate our people will need certainty as soon as possible as we prepare for the transition and we will identify what this means for individual staff as early as we can in advance of the transition.

As part of the transformation, to achieve the best possible alignment for our services, some positions currently based in our Divisional teams are likely to transition to one of our central support service units. We anticipate some student facing services, academic and research services will move to central units and this will mean a new organisational alignment and line management for people in those positions. We need to understand how these services work now and ensure a new alignment delivers more value. It may make sense to transition some positions during the Preparation Phase in readiness for the transition and we expect this would be progressed largely in line with how we implemented the Enterprise Support Plans in 2015. We acknowledge this is a change for staff who have been invested in their Divisional teams and we will work closely with them to ensure they understand the change and the decisions behind it.

Other Division-based positions and functions will transition into one of the new Academic Units based on the optimal synergy of the programs and services in the new Academic Units. Where these functions sit in the new structure will depend on the maximum alignment with the program groups and the best operating model for streamlined services. This will be worked through during this Preparation Phase. It's possible we will have a function based in one of the new Academic Units but providing services to more than one Unit.

Some Academic Units will be created around programs currently based in Schools which are in different Divisions (e.g. UniSA: Social & Human Sciences will be constituted largely from programs from the School of Law and School of Psychology, Social Work and Social Policy, and UniSA: Education & Science will be constituted around programs currently in the School of Education, School of Natural & Built Environments and School of Information Technology & Mathematical Sciences). The creation of these new Academic Units will require the movement of line management for staff associated with the programs within them. It is envisaged that programs will continue to be offered from existing locations. However, as we progress our plans for campus consolidation over the next few years there will be some physical moves as those plans come to fruition.

Transition phase (no later than 1 June 2020 – 1 July 2020)

The Transition Phase represents the implementation of the main academic organisational structural change. During the month leading up to the final transition date (proposed to be no later than 1 July 2020) the Divisions and Schools will be replaced as distinct structural entities, UniSA College will have a change in reporting line, and new Academic Units will commence operations.

Consolidation phase (1 July 2020 – 31 December 2021)

During the Consolidation Phase each Executive Dean will be responsible for leading further transformation activities to refine any necessary sub-structures of their respective Academic Units and build our one-team culture. Through this phase each Academic Unit will focus on improving service delivery and enhancing the efficiency of their operations.

Enabling projects will also run during this phase, to modify our systems, introduce process improvements and administrative efficiencies, establish the business partnering and service delivery models between Academic Units and central units, and coordinate facility upgrades where necessary. We will introduce a new approach to supporting the student journey, innovative performance development and senior leadership frameworks, and re-cast our budget model to ensure adequate resources across all Academic Units.

Discussion questions

As we plan for this transition, we need to ensure that the motivations for change are clearly understood, that the process we will undertake is communicated to all stakeholders, and that we provide opportunities for discussion and feedback. Your views on any element of this proposal and particularly the following discussion questions are greatly valued.
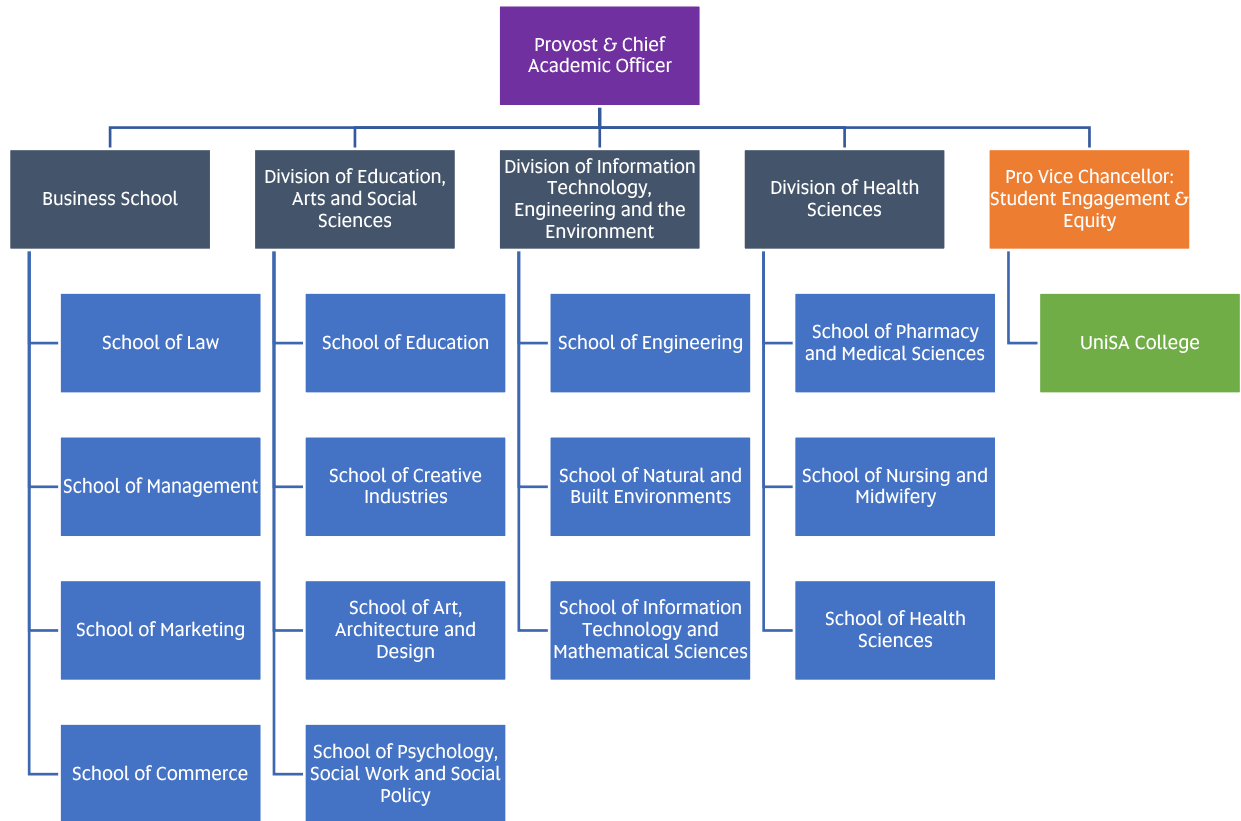
1. The new academic organisational structure positions UniSA to deliver on its strategic ambitions outlined in *Enterprise25*. What do you perceive to be the greatest opportunities and challenges associated with the proposed change? Are the targeted outcomes appropriate and achievable?

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?

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?

4. The creation of the Academic Units is intended to strengthen inter-disciplinary 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?

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?

You can have your say by providing feedback on this Discussion Paper by **Friday 19 July** by:
- Completing the online feedback form
- Submitting written comments to enterprise25@unisa.edu.au
- Participating in meetings or focus groups on campus.

A suite of Frequently Asked Questions is available now through the *Enterprise25* website, and these will continue to be updated as queries are received. We are anticipating that a variety of feedback will be submitted, covering various aspects of the proposed academic organisational transformation. While it will not be possible to respond to each individual item of feedback, we will collate a summary, and the key themes will be published on the *Enterprise25* website following the consultation period. We will be using this process to refine our new academic organisational structure and to inform our enabling project implementation workstreams.

APPENDIX A: Current UniSA academic organisational structure

Provost & Chief Academic Officer

- Business School
  - School of Law
  - School of Management
  - School of Marketing
  - School of Commerce
- Division of Education, Arts and Social Sciences
  - School of Education
  - School of Creative Industries
  - School of Art, Architecture and Design
  - School of Psychology, Social Work and Social Policy
- Division of Information Technology, Engineering and the Environment
  - School of Engineering
  - School of Natural and Built Environments
  - School of Information Technology and Mathematical Sciences
- Division of Health Sciences
  - School of Pharmacy and Medical Sciences
  - School of Nursing and Midwifery
  - School of Health Sciences
- Pro Vice Chancellor: Student Engagement & Equity
  - UniSA College

APPENDIX B: Indicative numbers of academic and professional staff (continuing and fixed-term contract) and student enrolments in the Academic Units

Academic Unit	Indicative staff (FTE)	Indicative students (EFTSL)
UniSA: Clinical & Medical Sciences	280	3,000
UniSA: Allied Health & Health Sciences	170	3,000
UniSA: Creative & Design	160	2,500
UniSA: Education & Science	150	3,500
UniSA: Engineering & Technology	280	3,000
UniSA: Social & Human Sciences	100	2,200
UniSA: Business & Entrepreneurship	250	4,500

Note: Data is approximate and modelled on 2018 UniSA staff and student data.

APPENDIX C: Proposed structure for each Academic Unit

Provost & Chief Academic Officer

Executive Dean

Dean of Programs 1 | Dean of Programs 2 | Dean of Programs 3 | Dean of Research | General Manager

Program Directors | Program Directors | Program Directors

Professional Staff

Academic Staff