

# **PROPOSAL FOR WORKPLACE CHANGE ROADMAP TO SUSTAINABILITY**

2 November 2020

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# From the Vice Chancellor

## 2020—The Context

We commenced 2020 ready to begin implementing our new Strategic Plan 2020-2025—*Creating a future for all*. In late January 2020, however, we were faced with early signals of a potential impact on our international students; this quickly grew and developed into the most significant economic and educational challenge our University, and the sector, has faced. Consequently, our priorities over 2020 had to switch from Strategic Plan implementation to addressing the pressing challenges posed by COVID-19. COVID-19 has created significant disruption and financial hardship, which is likely to last for years, and it exacerbated existing strains that had been caused by the smaller 2020 Year 12 cohort in Queensland and several years of frozen government funding for domestic students. Recent changes under the Job Ready Graduates legislation have created additional uncertainty around student demand and decreased the overall funding per domestic student. The combined result of these factors has resulted in the need for the University to make some very hard decisions to reduce our costs, including staff expenditure.

At Griffith, we have been proactively managing a coordinated response to COVID-19 across all areas of the University, including learning and teaching, research, operations, and engagement activities. Throughout this period, the University's priorities remained:

- ensuring the health and wellbeing of our students, staff and community
- ensuring financial sustainability through implementing expenditure response measures
- exercising financial restraint to protect our core business and enable recovery
- ongoing engagement and student recruitment.

We face a substantial challenge in achieving the University's mission given the constraints of significantly reduced income streams. The estimated impact of COVID-19 on our revenue over the next five years is a shortfall of \$700m relative to our Strategic Plan 2020-2025 projections. To ensure the sustainability of our University, we need to reduce our expenditure over several years.

The proposals set out in this document are not ones that we have taken lightly. In these difficult times, I have been immensely proud and humbled by the extraordinary efforts of staff to keep the vital work of this University going. I acknowledge that rising to meet these new challenges has required a lot of work from staff across the University. I have been conscious of these efforts during the Roadmap to Sustainability (R2S) process. As you will see from this proposal, we have worked hard to try to reduce the impact on staff through Voluntary Early Retirements, holding positions vacant when staff left, and redeploying staff wherever possible. This will not change the concern that we will all share for staff who may be retrenched but we have done our best to limit those numbers to the extent that we can.

I am mindful that since we established the R2S program in July of this year, many staff have been feeling anxious and uncertain. I also recognise that Griffith has not been required to undertake a transformation program of this size and scale before. It has been my intention to develop a set of comprehensive response measures to address the financial impact and return the University to a financially sustainable position. I have also been determined to provide certainty to staff as soon as practicable and committed to providing staff with a decision in December. I thank those whose input has made this proposal as robust as possible at this stage, and I look forward to further consultation during the formal feedback period.

COVID-19 has renewed our determination to ensure that the University is future-focused and able to meet the needs and challenges of the post COVID-19 environment, so that we can continue to deliver meaningful impact for our students, staff, partners and the broader community.

A handwritten signature in black ink that reads "Carolyn Evans". The signature is written in a cursive, flowing style.

**Professor Carolyn Evans**  
Vice Chancellor and President

# 1 Introduction

## 1.1 Proposal for change

In July 2020, the University established the Roadmap to Sustainability (R2S) program in recognition of the longer-term financial impact and challenges faced by Griffith and the broader higher education sector. The R2S program is intended to reshape the University for future success and sustainability.

To ensure that Griffith can return to a financially sustainable position and advance the objectives outlined in the University Strategy 2020–2025, the University's operations have been reviewed to reimagine the way that we conduct our business across all areas of teaching, research, and engagement.

The University has been communicating with staff for many months about COVID-19's impact on revenue, the steps taken to manage the financial impact, and the significant and substantial change for our staff. The R2S program proposes material changes to the scale, scope and organisation of academic activity across Griffith; significant changes to academic and student support models, particularly within the area of learning and teaching; and changes to the enabling and professional service models. This Change Proposal outlines:

### **Proposed changes across the portfolio of academic activity, including:**

- exiting and rescaling disciplines, sub-disciplines, programs and courses
- rebalancing academic work profiles
- streamlining pedagogical endeavours through improving efficiency of teaching and assessment, including through using technology
- consolidating the school structure in the Health Group, reducing from eight to five Schools
- restructuring research activity within the Arts, Education and Law (AEL) Group into a joint Research Centre focused on the Creative and Performing Arts and restructuring Research Centres and Institutes (RCIs) in the Sciences Group.

### **Proposed changes to academic and student support models, including:**

- restructuring the Group Learning and Teaching support and streamlining of front-line support provided by Student Life through the transition to a central point of enquiry
- reforming and resizing the central Learning Futures team including Griffith Online to provide the strategic direction of Learning and Teaching, with execution largely remaining within Groups
- streamlining Griffith International, Griffith English Language Institute (GELI) and the Library service
- streamlining Group Technical, Clinical and Placements services through a variety of means including transition to a hub model, consolidating and sharing resources and standardising clinic operating hours.

### **Proposed changes to enabling and professional services, including:**

- restructuring and streamlining corporate services through aligning structures and services with University needs, improving consistency and effectiveness of front-line services, introducing third-party partners expert in the provision of select services, and leveraging a successful business partnering model across the University
- streamlining Marketing and Engagement services through the establishment of a new unified Marketing and Communications organisation
- restructuring and streamlining the allocation of Executive Support and Administrative Support.

## 1.2 Purpose and rationale

The impact of COVID-19 upon the university sector is unprecedented and unparalleled. The challenges and uncertainty have caused major disruptions in 2020 and the volatility in the sector is set to continue with the introduction of the Job Ready Graduates package, which reduces government funding (Commonwealth contribution) and seeks a higher proportion of private funding (student fee contribution), thereby introducing further funding changes and complexities. The most significant risk to revenue forecasts remains the uncertainty regarding international student projections over the period of the Strategy. Underlying student demand, the COVID-19 trajectory, continuing border restrictions and geopolitical factors are all at heightened risk levels.

Griffith faces a challenge of achieving the University's mission and strategy when faced with a 10-20% reduction in revenue per year compared to pre-COVID plans. Given the constraints of significantly reduced income, Griffith seeks to focus on our core priorities and objectives:

1. **Strategy delivery:** Ensuring capacity to deliver on the key elements of the Strategic Plan 2020-2025—*Creating a future for all*.
2. **Financial sustainability:** A cost structure that reflects the revenue reality the University faces and allows it to be financially sustainable in the medium to long term.
3. **Student-centric programs:** A rationalised, contemporary and student-centred program and course portfolio that is in demand, increases our revenue and is future focused, uses digital capabilities and maximises graduate outcomes.
4. **Consolidated research:** A research portfolio that is strategically consolidated and focused on impact and outcomes with minimised administrative duplication and overheads.
5. **Enhanced engagement:** A focused, prioritised approach to engagement and partnerships that enhances the student experience, creates opportunities for new teaching and research relationships, and strengthens relationships with key communities.
6. **Improved service models:** Efficient and effective service delivery models to improve the student and staff experience.
7. **People development:** Enhanced people capability and development supported by leadership development, key talent attraction and retention strategies.

In July 2020, we predicted an overall loss of revenue of \$90m for the year. Through the outstanding efforts of staff, we have attracted more international and domestic students than expected and now predict a total loss of \$65m in revenue this year. Furthermore, through the hard work of staff, we have made significant savings in 2020 in salary, non-salary and strategic expenditure resulting in a revised savings prediction of \$56m relative to budget for 2020 (before any R2S separation costs). While we now anticipate that 2020 will have a smaller budget deficit than initially expected, 2021 and beyond will be challenging as the return of international students has been delayed. In addition, there has also been a significant reduction in students being able to undertake academic and language preparatory programs, which will further impact the pipeline of students commencing at Griffith. We estimate that over the period of the Strategy, Griffith will receive \$700m less in revenue compared to budget. The budget estimates have been prepared in recognition of a complex financial, policy and political context, and student load trends. Over the five years, the major driver for reduced income is international student fees. Consequently, Griffith will need to secure continued savings—both from salary and non-salary expenditure.

## 2 Roadmap to Sustainability program

### 2.1 Background and objectives

The R2S program is sponsored by the Vice Chancellor and comprises three streams of work: learning and teaching, research, and enabling and professional services. Each workstream was established and co-chaired by a senior representative from the central divisions and from the Academic Groups. The R2S program is overseen by the University's Executive Group and involves stakeholder [representatives](#) from across the University.

An external consultancy firm, Strategy&, was engaged to provide expertise in organisational change and design of this magnitude. Strategy& provided an objective lens to the R2S program, and expert insight, analysis and resourcing to each of the three workstreams.

To ensure that Griffith can return to a financially sustainable position, build upon our academic track record of success, and advance the objectives outlined in the University Strategy 2020–2025, R2S set out to review how the University conducts its business across:

#### **The Academic Portfolio, including consideration of:**

- the size and scope of Academic Groups, Schools and Central Portfolios
- the performance of programs and courses
- pedagogy and rationalising and simplifying assessment types/models
- current research structures (including Institutes and Centres and their relationship with Schools and Groups).

#### **Enabling and Professional Services, including consideration of:**

- the level and quality of end-to-end professional services for students that enable Learning and Teaching; services provided by the Library; and the reduced student demand impacting Griffith English Language Institute (GELI)
- the level and quality of professional services that enable research
- enabling and operational services to provide clarity of the service delivery model and resource allocation
- key areas where processes can be rationalised, automated or outsourced for greater efficiency
- engagement models, including alumni engagement, communication, marketing, recruitment, schools engagement, industry engagement and external engagement platforms
- non-salary expenditure to reduce expenditure, optimise value for money and to ensure appropriate procurement channels.

#### **People, capability and change, including consideration of:**

- an academic work profile review, including a comparison of learning, teaching and research performance
- academic and professional staff levels and ratios
- professional services relative to internal and external benchmarks and performance
- delegations and decision-making.

The R2S program also considered an extensive list of areas where it might be possible to make non-salary savings.

The PVC (Indigenous) was appointed in January 2020; this new portfolio was established to work alongside staff across the University to enable all aspects of Griffith's First Nations engagement as well as developing strategies to enhance participation, support and success of its First Nations communities. In acknowledgement of this newly established portfolio and that a review has recently been undertaken of the Indigenous Community Engagement, Policy and Partnerships (ICEPP),

the Aboriginal and Torres Strait Islander Advisory Committee (ATSIAC) and the Council of Elders, further changes are not recommended as part of the R2S program. The Review of ATSIAC, ICEPP, and the Griffith University Council of Elders supports Griffith's commitment to investing in First Peoples as set out in the Strategic Plan 2020–2025.

At the end of the R2S program, Griffith seeks to:

- excel in teaching across a wide range of disciplines but have a more focused portfolio of programs and courses, simplifying administration and easing student choice
- be in a strong position to lift research performance with a focus on ensuring strategic use of research support
- provide high-quality services to students and staff with less duplication and administration, and fewer manual processes
- ensure our non-salary spend is the best value for our money
- set the University up to be ready to thrive in the medium to long term.

## 2.2 Mitigating actions

Across all areas of business, the University has been proactively managing a coordinated response to mitigate the adverse impact of COVID-19 on our financial position. We have taken several measures to compensate for lost revenue, including:

- increasing the salary expenditure proportion of all operating expenditure (i.e. reducing our non-salary spend to protect staff positions)
- reducing annual financial targets to break-even to minimise the financial impact of COVID-19 while supporting sustainability (i.e. no requirement to generate a surplus)
- capital savings of \$300m including reducing the scale of the CBD campus (Griffith is seeking to leverage government co-contribution to support the capital plan)
- limiting staff recruitment activities with a Resource and Hiring Approval Group (RHAG) established to consider exceptions for essential recruitment
- directing the reduction of excess recreation and long service leave by 31 January 2021 in line with the University's Enterprise Agreements and encouraging reduction of leave balances for all staff
- reducing travel, hospitality and other non-salary expenditure
- freezing pay rises for all senior staff in 2020
- directing 20 percent of the salary of Executive Group members to student scholarships for six months
- **introducing a Voluntary Early Retirement (VER) Scheme as approved by the Australian Taxation Office (ATO)**
- examining budgeted vacant positions to determine the need for replacement before considering the impact on staff, including consideration of work allocations.

To reduce the possible adverse impact on staff, further measures were implemented:

- **Proposed Enterprise Agreement Variation:** The University proposed a variation to the Academic Staff Enterprise Agreement 2017–2021 and the Professional and Support Staff Enterprise Agreement 2017–2021 and outlined measures to support job security. Prior to opening the staff vote, the University informed staff that it would only proceed to seek approval from the Fair Work Commission should a majority vote from staff under both agreements be successful. Unfortunately, while more staff voted yes to the proposed variations overall, the University did not proceed as a majority was not secured in favour for both agreements.
- **Staff mobility:** Established Griffith Gigs in 2020 to provide an internal pool of professional staff to support areas of high work demand.
- **COVID-19 Staff Survey:** A pulse survey seeking staff perceptions, feedback and satisfaction with the University response to the environment commenced in May 2020, with additional surveys undertaken in July and September;



a further survey is planned for the end of November. These have helped the University identify interventions and initiatives to support staff through this difficult year, and include flexible working, enhancing communication and involvement and, most importantly, staff safety and wellbeing.

Despite the implementation of the range of mitigating actions to minimise adverse impacts on staff, the changes outlined in this proposal are required to enable a sustainable financial basis for Griffith in 2021 and beyond.

Managing work allocations in 2020 has been an ongoing consideration for the University. To provide some relief to work allocations, the University provided an ex gratia holiday in April 2020 in recognition of the extraordinary efforts of staff in responding to support the educational experience for students by rapidly moving to online teaching and support services in addition to ensuring that important research and operations continued. In response to staff concerns about work allocations and as a measure of appreciation for the continued exceptional efforts of all staff during 2020, the University has awarded ex gratia University holidays on 29, 30 and 31 December 2020 as well as 25 January 2021.

Going into 2021, consideration of work allocations would be factored into the implementation plans of any approved structure.

## 2.3 Current state analysis

The University undertook significant baselining, diagnostic and current state analysis across the academic portfolio and University operations. Performance was assessed using a range of measures overlaid with other dimensions such as teaching impact, research impact, social impact and financial performance.

- Over the past three years, costs have been rising—academic and non-academic salaries have grown 5.4% and 4.7% respectively, while revenue has grown by 2.8%.
- At a whole-of-institution level, Griffith has a higher ratio of professional to academic staff and appears over-resourced across professional service functions relative to comparable institutions across the sector.
- Griffith is relatively over-indexed on teaching design, development and delivery and teaching administrative functions relative to other universities.
- There is a long tail of program and course offerings requiring attention as determined by financial viability, student enrolment and student satisfaction ratings: about 77% of programs have below average EFTSL, with 27 programs having at least two or more instances of delivery; 67% of courses have an EFTSL load of less than 10; and 35% of course instances do not cover their total cost (Group and central costs).

Comparison of learning, teaching and research performance, academic and professional staffing levels and professional services to internal and external benchmarks (including UniForum) and performance measures was conducted from July to October. The analysis of University performance included (but was not limited to) strategic and operational plans, staff profiles, teaching allocation data, financial forecasts and actuals, supplier contracts, program and course costings, course assessment data, Student experience and Graduate Outcomes Surveys, Student experience of Course data, Starting@Griffith Surveys, the International Student Barometer, external reviews and internal reporting, student recruitment and demand data, student load and attrition, ERA results, service catalogues, work drivers and outsourcing arrangements.

The analysis highlighted areas for improvement across the University's services and offerings, systems and processes, and performance measurement. Across the diagnostic phase of work, a range of considerations emerged with respect to Griffith's current state operations:

## What we do

- Comprehensiveness is sustainable but that should not preclude the University from making portfolio choices where it is warranted.
- Complex program architecture impacts admissions and enrolment processes, which limits self-service and automation opportunities.
- Multiple teams are responsible for delivering overlapping services in siloed structures leading to potential duplication, inefficiencies and uncoordinated efforts between and within Central Portfolios, Groups and Schools.
- Duplicated effort and activity exist across campuses, even those within close geographical proximity.
- Strong correlations between notional and actual work profiles are not always present, especially within the 40/40/20 academic cohort.

## How we do it

- There is inconsistent adoption of systems and platforms across Griffith, leading to duplicated effort and suboptimal outcomes for students.
- Current combinations of dedicated and pooled support resources are sub-optimal, with lack of capacity driving inefficient response times and outcomes. Differences in academic area support functions make it challenging to provide a consistent model.
- A large volume of activity is still manual and would benefit from automation, where appropriate.
- Higher rates of in-house delivery when compared with similar universities.

## How *well* we do it

- Performance expectations are not always clear.
- The University is mired in bureaucracy that leads to inefficiency.
- Non-salary expenditure could be optimised.

In addition, input collected through staff engagement channels, including the *Have Your Say* staff survey, identified areas for improvement across the academic portfolio and professional support services that were considered as part of R2S program. Key issues raised included productivity challenges due to inefficient systems and processes and the need for more automation. Administrative complexity and excessive approval layers were seen to hamper core work resulting in duplicated effort and resources across central and academic portfolios, and underperformance of some programs and courses with duplicated instances across campuses and trimesters.

## 3 Impact of the changes proposed

### 3.1 Summary of impact to Griffith overall

Detailed consideration has been given to assess the nature of the change across people, technology, system and process dimensions. R2S will have both direct and indirect impacts for staff, students and broader external stakeholders, which will extend over multiple years. Should it be determined that change will proceed, an implementation plan will be developed to embed and sustain the proposed change. The plan will define work that needs to be done to implement the operating model changes with specific considerations to our people, processes and technology along with a supporting transformation agenda to embed and sustain the changes.

### 3.2 Overview of proposed Academic changes

The University's portfolio of academic activity was considered as part of the R2S program. Specifically, consideration was given to the depth and breadth of teaching and research undertaken within the Groups, Schools and RCIs. Paths of inquiry sought to consider the University's overall performance trajectory in context of the constrained funding environment and where changes would need to be made that would result in:

- a more focused and viable portfolio of programs and courses
- continued excellence in areas of research strength.

A set of principles guided the development of the proposed changes:

- **We will remain comprehensive:** We want to maintain breadth across STEM, HASS and Health disciplines; however, we will be biased towards strengths rather than coverage of all.
- **Some cross-subsidisation is necessary:** We will choose to invest more strategically in areas we want to grow and strengthen and focus cross subsidies on the areas of strategic need.
- **We will retain the teaching-research nexus:** We are willing to loosen the teaching and research nexus in some areas though, overall, research continues to inform teaching.

Three changes in the academic portfolio are proposed:

#### 1. Exiting and/or rescaling disciplines, sub-disciplines, programs and courses

Within all Academic Groups, changes are proposed to rationalise the program and course offering either through complete removal or changes to the delivery approach. These changes are informed by overall viability of the offer and consider both student demand and cost to deliver.

The proposed changes would result in a more streamlined set of options for students, improving teaching and assessment efficiency. It would release over 51,000 teaching hours through rationalising or remediating reviewed underperforming course instances. Of the 3,853 courses instances reviewed, 654 are proposed to be removed while 933 are proposed to be reduced and/or remediated.

Following analysis, it is not proposed to exit a discipline. However, it is proposed that some disciplines such as Speech Pathology and Environmental Planning will be consolidated at the Gold Coast, and some may be consolidated and offered from one campus; some sub-disciplines within the Queensland College of Art should cease to be offered.

## **2. Rebalance of academic work profiles**

Within all Academic Groups, select areas (programs, disciplines or Schools) are proposed for academic work reprofiling, primarily focused on transitioning academic work profiles towards greater teaching intensity. These proposed changes have been informed by teaching strength and outcomes (e.g. high enrolment growth, high satisfaction) as well as analysis of research contributions and impact.

Through these proposed work profile changes, academic areas will be able to better focus on their strengths, and Schools will be able to optimise capacity across academics. These proposed changes will reduce the total number of academic positions in some areas to become more teaching and engagement intensive, allocating teaching activity to release some research and service capacity; it is anticipated that changes to the academic work profile reflect the multiplicity of career trajectories and will support the career aspirations of staff with excellence in teaching scholarship. Griffith notes that the academic promotion for teaching staff is an established process at the University which rewards staff members who have made an outstanding contribution in teaching.

The proposed work profile change also assists with maximising job security for staff through reducing the impact on continuing and fixed-term academic staff positions.

## **3. Restructure of Academic Groups, including RCIs**

As part of the R2S diagnostic and options development phase, initial consideration had been given to creating a single Creative Arts Academy within the AEL Group. On further reflection it was determined that the consolidation of AEL Schools into a single Creative Arts Academy needs further consideration in 2021 and will be treated as a separate change process. As an initial step, for 2020 it is proposed to establish a joint Research Centre within the AEL Group focused on the Creative and Performing Arts.

Across the Health Group, School restructures are proposed. These proposed changes aim to strengthen the existing teaching, research and engagement capabilities of the Schools by structurally aligning disciplines, simplifying existing leadership and governance structures, and building greater scale and consistency in the professional support models. Within Health, the proposal is to reduce from eight to five Schools, creating five Schools of more equal scale. If accepted, these changes would result in more streamlined School structures within the Health Group, consolidate leadership roles, and shift the reporting lines of academic and professional positions residing within the impacted Schools.

It is proposed to change the structure of RCIs in Sciences. The Australian Research Centre for Human Evolution (ARCHE) and the Centre for Clean Environment and Energy (CCEE) would become independent centres, with the remainder of the Environmental Futures Research Institute to be renamed and refocused as a Centre, to reflect its expertise in agricultural ecology and wildlife biology/ecology. The Centre for Clean Environment and Energy would be renamed the Centre for Clean Energy and Catalysis (CCEC) to better reflect its core activity. Additionally, the remit of the Gold Coast Centre for Coastal Management affiliated to Cities Research Institute (CRI) will be slightly broadened to incorporate Gold Coast-based marine research, becoming the Gold Coast Centre for Coastal and Marine Management.

Where relevant, consideration has been given as to how vacant budgeted positions and positions held by individuals electing for voluntary early retirement (VER) may align with the proposed future profile in each respective School/discipline so that the potential impact on staff can be minimised wherever possible. The funding source for staff has also been considered where relevant (e.g. grant-funded positions).

An overview of how these proposed changes may impact upon each Academic Group is provided in the table below:

Group	Type of Change	Summary of proposed changes	Impact on staff
Arts, Education and Law	Exiting and/or rescaling disciplines and courses	<ul style="list-style-type: none"> <li>Remove 217 course instances, reduce 13 course instances and remediate 246 course instances by end of CY2020.</li> <li>Additionally remove 91 course instances, and remediate 21 course instances beyond end of CY2021.</li> <li>Stop Jewellery and Small Objects, Print, Creative and Interactive Media, Creative Industries programs.</li> <li>Reconfigure Photography program and redesign Bachelor of Arts converting some majors into minors (e.g. Screen studies).</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in 17,146 teaching hours across AEL by end of CY2020</li> <li>Incremental reduction of 2,195 teaching hours across AEL beyond end of CY2021.</li> </ul>
	Rebalancing academic work profile	<ul style="list-style-type: none"> <li>Review work profiles in select areas to accommodate greater teaching and/or external engagement in some areas while maintaining research performance and trajectory and ensure appropriate distribution of teaching and research work profiles in others.</li> </ul>	
	Restructuring Groups and Schools (including RCIs)	<ul style="list-style-type: none"> <li>Create a new Research Centre focused on Creative and Performing Arts, embedding strengths from the Centre for Design and Innovation and Queensland Conservatorium Research Centre.</li> </ul>	<ul style="list-style-type: none"> <li>Consideration will be given over 2021 with respect to the consolidation of several AEL Schools into a single Creative Arts Academy.</li> </ul>
Griffith Business School	Exiting and/or rescaling disciplines and courses	<ul style="list-style-type: none"> <li>Adopt a teaching delivery model to free up 13,481 teaching hours of capacity by end of CY2020.</li> <li>Continue current major program change to Bachelor of Business.</li> <li>Significant changes to most master programs (e.g. Master of Financial Planning).</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in 13,481 teaching hours across Griffith Business School by end of CY2020.</li> </ul>
	Rebalancing academic work profile	<ul style="list-style-type: none"> <li>Review work profiles to accommodate greater teaching and/or external engagement in some areas (Accounting, Finance), while maintaining research performance and trajectory and ensure appropriate distribution of teaching and research work profiles in others.</li> </ul>	
	Restructuring Groups and	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>

Group	Type of Change	Summary of proposed changes	Impact on staff
	Schools (including RCIs)		
Griffith Health	Exiting and/or rescaling disciplines and courses	<ul style="list-style-type: none"> <li>Remove 26 course instances, reduce 35 course instances and remediate 167 course instances by end of CY2020.</li> <li>Additionally remove 2 course instances, reduce 1 course instance and remediate 5 course instances beyond end of CY2021.</li> <li>Significantly reduce simulation spend.</li> <li>Reduced number and length of small medicine group sessions (e.g. PBL, comms skills, procedural skills).</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in 8,241 teaching hours across Griffith Health by end of CY2020</li> <li>Incremental reduction of 577 teaching hours across Griffith Health beyond end of CY2021.</li> </ul>
	Rebalancing academic work profile	<ul style="list-style-type: none"> <li>Review work profiles in select areas to accommodate greater teaching and/or external engagement in some areas while maintaining research performance and trajectory and ensure appropriate distribution of teaching and research work profiles in others.</li> <li>Reprofile select programs towards greater teaching intensity, reflecting teaching strength of disciplines (Nutrition, Occupational Therapy, Speech Pathology, Dentistry and Oral Health, Human Services and Social Work, Medical Lab Science, Health Services Management, Paramedicine, Midwifery, Physiotherapy)</li> <li>Consider program changes to Medical and Biomedical Sciences during 2021.</li> </ul>	
	Restructuring Groups and Schools (including RCIs)	<ul style="list-style-type: none"> <li>Streamline School structures, reducing from 8 to 5 Schools.</li> </ul>	<ul style="list-style-type: none"> <li>New School leadership and governance structures, reducing to 5 Heads of School and 5 School Managers.</li> </ul>
Griffith Sciences	Exiting and/or rescaling disciplines and courses	<ul style="list-style-type: none"> <li>Remove 32 course instances, reduce 10 course instances and remediate 310 courses instances by end of CY2020.</li> <li>Stop the Bachelor of Applied IT (Logan), Bachelor of Engineering Technology and Built Environment changes (including the consolidation and integration of the Planning, Architecture and Construction management programs within a new single built environment discipline in the School of</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in 6,832 teaching hours in Griffith Sciences by end of CY2020.</li> </ul>

Group	Type of Change	Summary of proposed changes	Impact on staff
		<p>Engineering and Build Environment with a common first year for and considerable course sharing across years two and three).</p> <ul style="list-style-type: none"> <li>Consider program changes to Medical and Biomedical Sciences during 2021.</li> </ul>	
	Rebalancing academic work profile	<ul style="list-style-type: none"> <li>Review work profiles in select areas to accommodate greater teaching or greater research and/or external engagement across ICT, ESC, EBE while maintaining research performance and trajectory and ensure appropriate distribution of teaching and research work profiles in others.</li> </ul>	
	Restructuring Groups and Schools (including RCIs)	<ul style="list-style-type: none"> <li>RCIs: ARCHE and CCEE to become independent centres with the remainder of EFRI to be renamed and refocused</li> </ul>	<ul style="list-style-type: none"> <li>Changes in reporting lines—no impact on staff numbers.</li> </ul>

Further detail on the proposed changes to each Academic Group can be found in the relevant [Appendix](#).

### 3.3 Overview of proposed changes to academic and student support models

Across Learning and Teaching academic and student support models, Griffith reviewed:

- **Student Life**
- **Learning Futures and Griffith Online**
- **Griffith International and Griffith English Language Institute (GELI)**
- **Library Services**
- **Griffith Sports College**
- **Academic Group-based Technical, Clinical and Placements services**

The R2S program considered maintaining and enhancing the delivery of positive student experience and support across the University, increasing the number of services available through self-service, and retaining the delivery of high-value, personalised interactions at the Group level. Opportunities to drive clarity between the Centre and Groups were explored across admissions, enrolment, orientation and mentoring, and course and program advice.

The R2S program considered consolidating curriculum development resources and functions across the Centre and in Groups, as well as aligning student support activities to improve service consistency, reduce service and role duplication, and facilitate knowledge sharing and capability building.

COVID-19 has presented a unique challenge for Student Life with a shift in how Student Life interacts with students and staff. It is proposed to transition to a shared service model between Library Services and Student Life with Tier 1 face-to-face services located in each Library, with students directed to Tier 2/3 services facilitated by Student Connect or the Library as required. Course Advisor is planned for launch in early 2021 to assist in delivering personalised, consistent course advice for undergraduate students.

The role of Learning Futures and Griffith Online is to provide strategic guidance for learning and teaching at Griffith, including online, with local ownership and adaptation nuanced to disciplinary and professional requirements within Academic Groups where required. It manages Service Learning, provides extensive professional development in learning and teaching, and coordinates teaching fellowship and awards programs. It is proposed to combine Learning Futures, Griffith Online, the Professional Learning Hub, and Service Learning into a single team under the Pro Vice Chancellor (Learning and Teaching) to enable the delivery of efficient, aligned and agile services supporting technology, curriculum, pedagogy and assessment.

The proposed new structure for Griffith International would consolidate teams, with several functional areas and tasks reallocated: International Admissions and Compliance are proposed to merge into one integrated team, while International Relations and Griffith Global Mobility would merge into one International Partnerships team responsible for the management of all international institutional partnerships, including student mobility. Several partnership and student support activities currently undertaken by the International Scholarships and Financial Aid team are proposed to be reallocated to the International Partnerships and Student Experience teams, and a new International Finance team established to undertake financial management of scholarships and overseas financial aid as well as Overseas Student Health Cover (OSHC), OS-Help and agent commission payments.

The proposed future organisation structure for GELI reflects the shift in the international student cohort at Griffith away from large numbers of undergraduate students requiring English language, as well as a growing global trend for students to undertake English language study in their home or third country before travelling to Australia for their degree studies. These trends were evident pre-COVID 19 and language student numbers in Australia have been decimated by the closing of international borders. The move to online delivery of all GELI programs has provided the opportunity to test demand for in-market delivery and this has been identified as an area for new market development. Given the significantly reduced



numbers, it is proposed to consolidate GELI on the Gold Coast campus, with some delivery of language classes at Nathan. To further reduce costs, it is proposed that GELI is further integrated with the rest of Griffith International, with student support and engagement services being delivered by the International Student Experience team and admissions undertaken by the International Admissions team. It is also proposed that the IELTS test centre at Mt Gravatt is closed, given the shift in demand for computer-based testing, which is not offered by GELI's centre.

It is proposed that positions within the current Griffith Sports College be reported to the Vice President (Industry and External Engagement) or Student Life. Further detail on the proposed changes can be found in Appendix 8.7.

In the Health Group, a review is currently underway to examine the management of placements across the Group. Consideration has also been given to the impact of moving to greater self-service within the Simulated Learning Environment. In addition, it is anticipated that efficiencies can be realised from standardising clinic operating hours, with the potential of transitioning to a blended workforce of staff to match patient demand to operating hours. This will be accompanied by the introduction of an online appointment booking system to reduce manual work.

Further detail on the proposed changes to each Academic Group and Central Portfolio can be found in the relevant Appendix.

### 3.4 Overview of proposed changes to enabling and professional services

All areas of professional support in Central Portfolios as well as in Groups, Schools and RCLs were reviewed as part of the R2S program, specifically:

- **Corporate Services** (including Finance, Digital Solutions, People and Wellbeing, Campus Life, Governance, Experience and other areas of the COO portfolio)
- **Marketing and Engagement** (including OMC and other marketing and communications support across the University from Academic Groups and Central Portfolios)
- **General Administration** (including all executive support, administrative support and general management)

The program considered a range of inputs to identify opportunities to restructure or rationalise services and service delivery that could provide savings through addressing pain points, reducing work allocations and/or creating greater scale in capacity and expertise. There was also consideration given to opportunities for selective reinvestment that would allow Griffith to build capabilities that are contemporary and provide a foundation for future growth. Where relevant, the proposed support models consider reducing and/or simplifying workload that would result from the academic portfolio changes described in section 3.2.

After defining the long list of improvement opportunities within each functional area, consideration was given to the timeframe in which these opportunities could be reasonably implemented. As such, the Change Proposal outlines details for those changes (and resulting staff impacts) that can be actioned in the immediate term. A working group has been established to review and simplify delegations and policies that will further underpin our ability to streamline and simplify through empowering staff and removing unnecessary bureaucracy. It is expected that the work of the delegations and policy working group will continue for the next 12–18 months.

The proposed professional services support model has two broad features:

### **1. Enhanced role of University Chancellery and Central Portfolios in setting University-wide service strategy and policy that guides operations**

It is proposed that the University Chancellery and the relevant Central Portfolios would define the University-wide service strategy, budget and policy to deliver on key objectives. In selected service areas, services would be consolidated by bringing together 'like' roles and capabilities throughout the University to enhance service performance through end-to-end service delivery (e.g. Marketing and Communications).

Under the proposed end-to-end service delivery model for Marketing and Communications, the Chief Marketing Officer would have responsibility for the delivery of high-quality, professional, consistent and responsive services; the unified Marketing and Communications team would operate as an integrated function with accountability for all marketing, communications, student recruitment and events to enable a 'whole of University' approach, with some specialist capability being retained in Griffith International to ensure an integrated approach to international student recruitment.

### **2. Tiered University services and new Business Partner teams**

Tiered University services will be established in services where appropriate to provide cost-efficient and customer-focused solutions and services. Tier 0 will comprise self-service through online and digital resources; Tier 1 will comprise assisted self-service, advice on routine queries and referral of more complex enquiries; Tier 2-3 will comprise personalised advisory services and resolution of more complex enquiries. Advisory activities and support services will be strengthened and enabled through a focus on capability development and greater sharing of best practice.

Through the consolidation of common activity into unified teams, it is proposed that duplication can be reduced and common work practices established, enabling a focus on value-add services. In some instances, there is an opportunity to leverage existing investment in greater use of automation and digital service models, particularly for common service enquiries.

Dedicated Business Partner teams will provide strategic advice and professional support to Academic Groups and Central Portfolios; Business Partners will work closely with their clients in Academic Groups and Central Portfolios to ensure fit-for-purpose options are enacted to achieve the required outcomes. New Business Partner teams will work across the University within their function to better manage demand levels against priorities and provide enhanced career pathways for staff.

The following were considered to achieve savings in line with the proposed service delivery model:

- **Building contemporary capabilities:** Establishing positions/or teams that reflect best practice functional design and capabilities that are required to be future fit.
- **Consolidating 'like' functional activity:** Creating scale in service delivery that allows greater utilisation of resources, removes duplication and enables building of functional expertise.
- **Rationalising services and/or service levels:** Ceasing services and/or reducing service levels that are deemed unnecessary or unaffordable.
- **Simplification and/or automation:** Reducing workload driven by streamlining processes, reducing manual effort and/or introducing system support that is 'fit for purpose'.
- **Considering outsourcing of services or functions:** Reducing risk and/or improving service quality while providing a cost benefit.
- Flattening management spans and layers to streamline services.

It is recognised that the overall impact of these changes will require staff to adapt to new service levels and ways of accessing services which may require a period of adjustment. For example:

- increased use of self-service and accessing services online and by phone
- reduced operating hours for some services
- less personalised service in favour of team-based support.

While this may cause some disruption in the short term, there is an expectation that the user experience will improve over the medium term as service capability develops in parallel with a reduction in unnecessary signoffs, and a move to greater automation.

It is proposed that changes to general administration will enable a greater sharing of resources within Academic Groups and Central Portfolios. Changes to the allocation of Executive Support (e.g. Executive Assistant, Executive Officer, Executive Support Officer) and Administrative Support (e.g. Academic Services Officer, Administration Officer, Administration Assistant) in Groups, Schools and Central Portfolios are based on size and scale, with greater sharing of resources across academics and academic units. As administrative processes in corporate areas are simplified and automated, the volume of required general administrative activity is expected to decline.

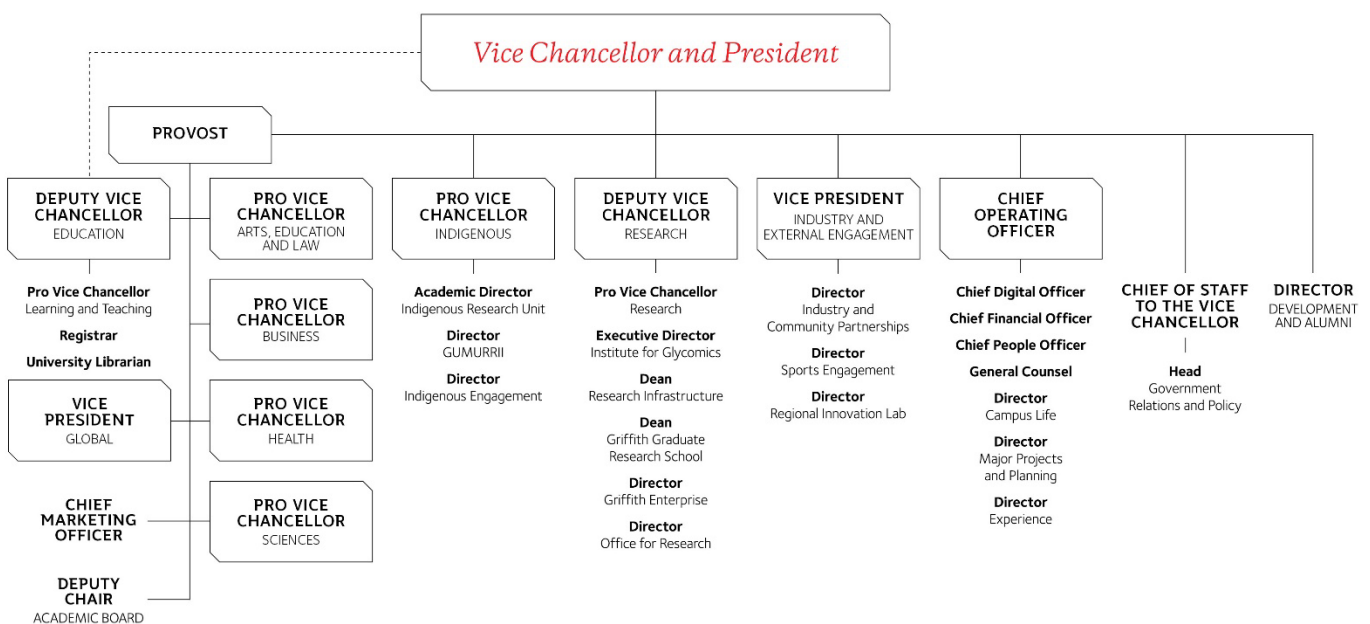
Further detail on the proposed changes to each Academic Group and Central Portfolio can be found in the relevant Appendix.

### 3.5 Impact on organisation leadership structure and positions

If approved, the changes proposed to academic and professional staff would result in a change to organisation structure, leadership positions and scope of roles.

Further detail on the proposed changes to each Academic Group and Central Portfolio can be found in the relevant Appendix.

#### Proposed future state organisation structure



## 3.6 Overview of proposed changes to delegations

In ensuring the proposed organisational structure and changes are sustainable, it is essential for staff with decision-making responsibilities to be empowered and accountable for their decisions. As such, it is proposed that the University's delegations framework is reviewed and amended to provide clarity in relation to the responsibilities and accountabilities of decision makers, aligned to the proposed University structure.

A working group has been established to review staffing delegations to ensure they fit the proposed organisational structure, thus empowering decision makers, reducing bureaucracy and expediting decision-making processes through clearer accountabilities and responsibilities.

It is anticipated the proposed staffing delegations will not substantively alter existing policies and procedures, rather, changes to staffing delegations will articulate and align decision-making responsibilities to the proposed organisational structure. If the staffing delegations result in a substantive impact on University policies, procedures or guidelines related to conditions and benefits affecting employment, further consultation will occur in accordance with the relevant enterprise agreement provisions.

## 4 Consultation and engagement process

The University has focused on engaging with staff to inform the Change Proposal and now invites staff to consider and provide feedback on the proposal for change outlined in Section 3 and the Appendices.

Consultation will be conducted in accordance the Griffith University Academic Staff Enterprise Agreement 2017-2021 and Griffith University Professional and Support Staff Enterprise Agreement 2017-2021.

A copy of this Proposal for Workplace Change has been supplied to the relevant unions.

This proposal is open for formal consultation with all staff. Formal consultation sessions will be conducted in work time and staff will be provided with adequate notice.

### 4.1 Consultation with staff representatives

The Academic Staff Consultative Committee and Professional and Support Staff Consultative Committee have been engaged throughout the R2S program. Briefings are conducted with each Committee prior to the release of the Proposal for Workplace Change. Staff representatives of the NTEU and Together Union have been provided with partial release from duties to consider the proposals and provide feedback and for the purpose of supporting members during this period.

### 4.2 Process for consultation and communication

Consultation will commence on Monday 2 November and will close at 4 pm on Friday 27 November.

The University encourages written feedback which can be submitted online via Griffith University formal consultation submissions or email via [R2S-consultation@griffith.edu.au](mailto:R2S-consultation@griffith.edu.au).

Feedback will be considered by the University prior to a final decision being made by Council. Feedback from staff may be shared to enable an appropriate management response.

### 4.3 Local discussions and briefings

To facilitate the consultation process, several forums will be held across the Academic Groups, Central Portfolios, functional areas and with Student Representatives to provide an opportunity for discussion and feedback.

### 4.4 Questions and feedback

For questions regarding individual circumstances, please contact People and Wellbeing at [peoplesupport@griffith.edu.au](mailto:peoplesupport@griffith.edu.au). Questions regarding the consultation process may be directed to [R2S-enquiries@griffith.edu.au](mailto:R2S-enquiries@griffith.edu.au).

## 5 Proposed implementation

Due to the scale of the R2S program, the timeline for implementation is anticipated to extend from December 2020 into 2021. Consideration has been given to implementation and to establishing effective governance processes to control the pace of change, and provide accountability, agility, timely decision making and empowerment to support effective implementation.

### 5.1 Approach

Considerable thought has been given to mitigating the impact to existing staff of the proposed changes. It is anticipated that the vast majority of current staff members will remain in their role.

If this proposal is approved, every effort will be made, where appropriate, to match staff to positions and provide redeployment opportunities before voluntary separation or retrenchments in the relevant area. The following principles are proposed to mitigate the impact on staff:

1. The University is committed to retaining the services of, and offering ongoing opportunities to existing staff, where possible.
2. Identified budgeted vacant positions and Voluntary Early Retirements may be used to reduce the impact on current staff, where possible.
3. The University will investigate positive measures to promote job security by facilitating a match between staff numbers, skills and capabilities and the emerging needs of Griffith.
4. Redeployment, redundancies and retrenchments would be undertaken in accordance with the relevant enterprise agreements.
5. Voluntary redundancy (VR) would be offered in targeted areas only; eligible continuing staff would be able to nominate for VR. In accordance with our enterprise agreements, fixed term and sessional/casual staff are not eligible for VR. Impacted fixed-term staff would be managed in accordance with the employment contract and the relevant enterprise agreement, common law contract or modern award.

The impact on existing positions is tabled in Staff Impacts by Area in [Section 8](#), which uses position numbers and titles so relevant staff can identify their roles. This includes continuing and fixed-term staff. Should it be determined that, following consultation of the proposed change, change is required, the guiding principles outlined above are proposed to meet our commitment to job security and to mitigate the impact of the Proposal on affected staff wherever possible.

For fixed-term staff, if the position is not in the Staff Impacts by Area tables in Section 8, the process of renewal or non-renewal of a fixed term contract will follow the terms in accordance with the relevant Enterprise Agreements, common law contract or Modern Award.

The proposed process for transitioning staff to the new structure would commence following notification of the Final Decision and would follow two stages.

#### Stage 1

1. Budgeted vacant positions will be removed where these are no longer required.
2. Staff who are directly matched to a position will transition to the new structure on 1 January 2021 with no substantive change to terms and conditions.

3. Staff who are not matched to a position will be informed in writing that their position is surplus to requirements, as soon as practicable following an approved decision.
4. Where there are more staff than positions available, staff may be invited to submit a formal nomination for a voluntary redundancy.

## Stage 2

New professional and academic positions have been created as part of the proposed new organisational structure. Some existing vacancies have also been retained. The following approach is proposed to fill these vacancies:

1. Where a new position is created, the University will consider the pool of existing staff requiring redeployment in the first instance, such as those whose substantive position is redundant or where their substantive position is in a role where there are more staff than positions available.
2. If a suitable applicant is not identified, the position may be advertised and filled in accordance with the University Recruitment Policy.

## 5.2 Proposed timing

Should the decision be made to proceed with the proposed changes, it is intended that the new organisational structure will commence from 1 January 2021 onwards.

It is acknowledged that there will be a transition period before full implementation of the new structure can occur.

## 5.3 Implementation considerations

### 5.3.5 Capability matching

If this proposal for change is approved, wherever possible the University will seek to match current staff to positions in the new organisational structure, based on skills and capabilities and the emerging needs of the University. The following guidelines have been developed to inform the capability matching process, and identify the potential impact of the proposed changes:

1. All continuing and fixed-term staff will be considered for capability matching. Where there are more staff than positions available, skills, capabilities and the emerging needs of the University will be assessed to determine suitability for the role.
2. Factors such as past performance not related to the current demonstrated capability matching process will not have a bearing on the outcome of the process.
3. Capability matching would, in most cases, be done for positions at the same substantive classification level. In some circumstances, a classification level of one level higher or lower would be proposed.
4. Capability matching would be performed by the Work area Head of Element with input from the current supervisor and moderated by a People and Wellbeing representative. In circumstances where it relates to a transfer across portfolios, the current Head of Element may be included in the capability matching process for the area in the proposed organisational structure (Head of School, Portfolio Director), and moderated by a People and Wellbeing representative. Input would be sought from current supervisors to perform the capability matching.

This process will apply where the Staff Impacts by Area tables in Section 8 identify the position impact as “Direct appointment to position” or “Reduction in numbers”.

Position descriptions for new positions and those with major changes are available at [griffith.edu.au/roadmap-sustainability](http://griffith.edu.au/roadmap-sustainability).

### **5.3.6 Redundancy**

Where implementation results in redundancy, redeployment or retrenchment, such processes will be managed in accordance with the Griffith University Academic Staff Enterprise Agreement 2017–2021 and the Griffith University Professional and Support Staff Enterprise Agreement 2017–2021.



## 6 Staff support and wellbeing

The University cares about our people, their health and wellbeing, and is committed to minimising impacts arising from the Proposal for Workplace Change wherever possible and supporting staff should the proposed new organisational structure be endorsed. A range of support services and opportunities for capability building would be provided to ongoing staff and to staff who may leave the University.

The HR Business Partners and the People Support Team have been available to support staff throughout the R2S program. For questions regarding individual circumstances, please contact People and Wellbeing on (07) 3735 4011 or email [peoplesupport@griffith.edu.au](mailto:peoplesupport@griffith.edu.au).

Further details regarding staff support services are available at [griffith.edu.au/roadmap-sustainability](http://griffith.edu.au/roadmap-sustainability).

### 6.1 Career transition services

The University would support staff to find new employment, should the Proposal for Workplace Change proceed, through an external partner offering outplacement services. Career transition services offer support and guidance when seeking new employment or transitioning into a new career, in areas such as CV development, career planning and interview skills. The outplacement provider will provide tailored assistance and coaching sessions for individual needs.

### 6.2 Professional development

In addition to the University's existing professional development opportunities for staff, an [Enhanced Study Assistance Program](#) will be available in Trimesters 1-3 2021 for ongoing staff and those leaving the University through Voluntary Early Retirement, or potentially voluntary redundancy or retrenchment should the proposed changes proceed.

### 6.3 Counselling and wellbeing services

The University understands that people respond to change in different ways. Confidential counselling and wellbeing services are available free of charge to all staff through an external provider, [Benestar](#). All information provided through this support avenue is confidential and will not be made available to the University.

### 6.4 Leader Transition Support

The University has partnered with Leading Stratagems, experts in leadership development, to provide leaders with coaching support throughout the R2S program. The Leading Change Together Program has been designed to support and strengthen leaders' capability in leading staff through change so that they can in turn support staff during the proposed change period.

## 7 Glossary of terms and acronyms

### Terms and definitions

Term	Definition
Academic work profile of 40:40:20	An academic staff work profile comprising a work allocation of 40% teaching, 40% research and 20% service.
Business Partner Model	Professional staff teams relating to a service function with Business Partners aligned to a client group (Academic Group or Central Portfolio). Business partners align their day to day work with outcomes of their client group.
Element	Organisational unit (e.g. Academic Group, School, Research Centre or Institute, Central Portfolio, Central Division)
Functional services	Like-services that are grouped together to consolidate similar skills, expertise and capability e.g. Finance, HR, IT.
Griffith Gigs	Griffith Gigs is a site for supervisors to upload work opportunities where staff can search these opportunities when they can help another team.
Tiered University Service Model	A service model incorporating:  Tier 0 self-service through online and digital resources  Tier 1 assisted self-service, advice on routine queries and referral of more complex enquiries  Tier 2-3 personalised advisory services and resolution of more complex enquiries
UniForum	UniForum is a multi-year program of information sharing, performance analysis and best practice sharing for universities with respect to administrative activities.

Acronym	Definition
AEL	Arts, Education and Law
ARCHE	Australian Research Centre for Human Evolution
ATAR	Australian Tertiary Admission Rank
ATO	Australian Tax Office
CBD	Central Business District of Brisbane

CCCE	Centre for Catalysis and Clean Energy
CCEE	Centre for Clean Environment and Energy
CCI	Cities Research Institute
COO	Chief Operating Officer
CRI	Cities Research Institute
CY2020	Calendar Year 2020
EBE	School of Engineering and Built Environment
EFRI	Environmental Futures Research Institute
EFTSL	Equivalent full-time student load
ERA	Excellence in Research for Australia
ESC	School of Environmental Sciences
FTE	Full Time Equivalent
GELI	Griffith English Language Institute
HASS	Humanities, Arts and Social Sciences
HEW	Higher Education Worker
ICT	School of Information and Communication Technology
IELTS	International English Language Testing System
NTEU	National Tertiary Education Union
OMC	Office of Marketing and Communication
PBL	Problem-based learning
PVC	Pro Vice Chancellor
R2S	Roadmap to Sustainability
RCIs	Research Centres and Institutes
STEM	Science, Technology, Engineering and Mathematics
VER	Voluntary Early Retirement
VR	Voluntary Redundancy
WIL	Work Integrated Learning