

OFFICE OF THE CHANCELLOR

Dr Martin Parkinson AC PSM
Chancellor



12 September 2025

Committee Secretary
Senate Education and Employment Legislation Committee
PO Box 6100
Parliament House
Canberra ACT 2600

By email: eec.sen@aph.gov.au

**Macquarie University Questions on Notice
Inquiry into the quality of governance at Australian higher education providers**

Dear Committee Secretary

Thank you for the opportunity to respond to questions on notice from my appearance by phone at the hearing in Sydney on 8 September 2025. Please find Macquarie University's responses below.

1. Duplication

The committee requested an example of duplication between Commonwealth and state and territory regulation.

Macquarie operates within a complex legal and regulatory environment spanning both state and federal jurisdictions. The University is a statutory body corporate established by the Macquarie University Act 1989 (NSW). Our compliance footprint is substantial. The University actively complies with no fewer than 330 laws and regulations, 120 of which impose specific compliance obligations allocated to Executive Group owners.

All Australian Universities are constituted under state legislation but are funded and regulated in large measure by the Commonwealth and its agencies. This dual accountability creates significant duplication, complexity and ambiguity. We must meet NSW State governance requirements that underpin our legal standing, and, in parallel, comply with Commonwealth and associated agency quality assurance and funding requirements that determine our licence to operate.

At the Commonwealth level, our core regulators and oversight bodies include the Tertiary Education Quality and Standards Agency (TEQSA), the Department of Education (DoE), Australian Qualifications Framework (AQF), the newly established Australian Tertiary Education Commission (ATEC) and the National Student Ombudsman (NSO). The legislation for ATEC needs to be carefully considered to ensure clear role definition between ATEC and

TEQSA to avoid overlap and unnecessary reporting burden.

Alongside these bodies, we engage with agencies such as the Department of Home Affairs (DHA), the Department of Foreign Affairs and Trade (DFAT), and the Australian Security Intelligence Organisation (ASIO). Financial, corporate and workplace regulation involves the Australian Taxation Office (ATO), the Australian Securities and Investments Commission (ASIC), and the Fair Work Commission (FWC). Research integrity and funding oversight is exercised by the Australian Research Council (ARC) and the National Health and Medical Research Council (NHMRC). Independent scrutiny is provided by the Commonwealth Ombudsman, including the National Student Ombudsman (NSO) and Overseas Students Ombudsman (OSO) functions.

In New South Wales, key oversight bodies include the NSW Education Standards Authority (NESA), NSW Treasury, the Audit Office of New South Wales (NSW Audit Office), SafeWork NSW and the NSW Environment Protection Authority (NSW EPA). Integrity and complaints oversight is led by the Independent Commission Against Corruption (ICAC) and the NSW Ombudsman.

This complexity is manifest in overlapping state and federal requirements. This is evident, for example, across sexual safety and gender-based violence frameworks, anti-discrimination laws, workplace relations and work health and safety, research integrity and financial reporting standards. Each of these requirements require different processes, portals, and timelines for substantially similar information.

The burden on universities has recently been compounded by contemporaneous federal and state inquiries into University Governance that cover similar ground but require separate responses and hearings. In parallel, Senate Budget Estimates processes at both the Commonwealth and NSW State levels require the University to provide duplicate information to two committees. Requests are lengthy, often overlapping, and relate to information that is frequently already in the public domain, necessitating duplicate briefing packs, submissions and appearances. By way of example, the questions on notice from the most recent NSW Budget Estimate ran to 25 pages, many of which repeated matters already raised by the Federal Committee. This imposes a significant cost on universities.

Adding to this complexity, we continue to face accelerating regulatory change requiring us increasingly to divert resources away from our core mission of research and education toward compliance. In 2024 and 2025 the University has responded to new legislation, including but not limited to, the Support for Students Policy, new student led organisation requirements and changes to the Student Services and Amenities Fee (SSAF), the introduction and administration of Practicum Payments, the introduction of the Fee-Free Uni Ready program, Ministerial Direction 107 and Ministerial Direction 111, the establishment of the National Student Ombudsman, TEQSA Statements of Regulatory Expectations relating to workplace obligations and student grievances and complaints, and the National Code to Prevent and Respond to Gender-based Violence. Much more change is on the horizon including new funding models, changes in Mission-Based Compacts and potential additional compliance

requirements following TEQSA legislative review. As the regulatory landscape evolves in greater complexity, commonwealth and state boundaries will likely become increasingly blurred risking further overlap and regulatory confusion.

2. Change proposals

The Committee asked for copies of the change proposals in relation to the Faculty of Arts and the Faculty of Science and Engineering released on 3 June 2025. These are attached.

3. TEQSA

Senator Sharma asked “Do you think TEQSA needs stronger enforcement powers, beyond what it currently has, to do its job? Are they adequate, from your point of view?”

In the absence of the Vice-Chancellor, the University took this operational question on notice.

Macquarie University is currently considering its response to the consultation paper on modernising and strengthening TEQSA’s powers and will share this with the Department of Education in due course.

In summary, our view is that TEQSA’s regulatory powers are sufficient as they are currently constituted. This is particularly the case as the agency is part of a broader system with other oversight mechanisms established by the Commonwealth and state and territory governments.

TEQSA is endowed by the Tertiary Education Quality and Standards Agency Act 2011, and the Higher Education Standards Framework (Threshold Standards) 2021. Tools available to TEQSA under the TEQSA, ESOS, and Regulatory Powers Acts already include the power to grant, renew, impose conditions on, suspend, or cancel higher education provider registration; authority to accredit courses of study and impose conditions or withdraw accreditation; powers to require information, conduct site visits, and investigate compliance with the Higher Education Standards Framework; and the ability to deploy graduated sanctions ranging from informal guidance through to formal enforcement action.

Should enforcement powers be expanded, it is essential that any further requirements imposed on universities are balanced to ensure that they do not divert further resources from core missions of education and research. Excessive compliance risks entrenching a culture of proceduralism rather than strengthening genuine accountability.

4. Consultants

Senator Faruqi asked Macquarie University to provide the Committee with an itemised account year on year of how much the University has spent on consultants in the last four years.

This table is attached.

5. Sponsored pass to Parliament House

Senator Pocock asked if anyone within Macquarie University currently holds a sponsored pass to Parliament House and, if so, which Member of Parliament sponsors that pass?

Macquarie University does not hold a sponsored pass to Parliament House.

Thank you for the opportunity to appear before the *Inquiry into the quality of governance at Australian higher education providers*.

Yours sincerely

Dr Martin Parkinson AC PSM FASSA FIPPA
Chancellor

Workplace Change Proposal
Faculty of Science and Engineering
3 June 2025

*This Workplace Change Proposal has been prepared in accordance with Clause 47 of the Macquarie University Academic Staff Agreement 2023 (**Enterprise Agreement**). The proposal is being issued to all directly impacted staff and their unions.*

Staff are encouraged to provide feedback on the proposal including, but not limited to, any alternative proposals.

All responses will be considered prior to the University deciding whether to proceed with the proposed changes (or a modified version). Where a decision is made to proceed with the change (or a modified version), the University will proceed with preparing an Implementation Plan, consistent with Clause 47 of the Enterprise Agreement.

While it is recognised that staff should be able to discuss the proposal with their Unions, advisors and colleagues, this proposal does contain confidential information about the University and its workforce. Accordingly, the proposal should not be disclosed or distributed to parties outside of the University without prior written approval from the relevant Executive Group Member.

Key Dates

Release of change proposal: Tuesday, 3 June 2025
 Feedback on change proposal closes: Tuesday 24 June 2025
 Decision regarding change proposal communicated: Week commencing 7 July 2025

	Date	Signature
Approved by: Professor Samuel Muller <i>Executive Dean</i> <i>Faculty of Science and Engineering</i> David Ward <i>Chief People Officer</i> <i>Human Resources</i>	2 June 2025 2 June 2025	
Approved for release by: Professor Eric Knight <i>Deputy Vice-Chancellor</i> <i>(People and Operations)</i>	2 June 2025	

Pursuant to clause 4.39 of the Macquarie University Delegations of Authority Register (Version 2.28 – 28 November 2024), the authority to approve a change proposal sits with the Deputy Vice-Chancellor (People and Operations), after consultation with the Executive Group.

EXECUTIVE SUMMARY

Macquarie University prides itself on being a distinctive and innovative institution that delivers world-class and impactful education, research and healthcare. Our purpose is to serve, engage and empower our people, nurturing a culture of innovation and excellence as a thriving academic community that transforms and improves lives.

Like all Australian universities, Macquarie is operating in a financially constrained and uncertain policy environment. Funding – both domestically and internationally and including for research – is less guaranteed and increasingly limited. Policy decisions and policy uncertainty have had a material impact on the way universities can conduct their core business of education and research.

We are also mindful of the continuing turbulence that is expected to impact the higher education sector in the coming years.

In response to these challenges, we are now taking the time to determine how we can best invest in and support our dynamic and exceptional academic work and focus, so it continues to deliver profound benefit to students, employers, society, industry, and the economy for the long term.

With this in mind, Macquarie University has been continuing to undertake work first commenced during COVID to carefully review both our work and our academic workforce so that our education and research continue to drive our distinctive mission, deliver benefits for today's world, and meet the needs of the future. Some of this careful planning and thoughtful work is already well advanced in other parts of the University – the Macquarie Business School and the Faculty of Medicine, Health and Human Sciences. However, some further alignment of education and research work and the academic workforce with the University's broader mission is required in the Faculty of Arts and the Faculty of Science and Engineering.

The proposed realignment in the Faculty of Arts and the Faculty of Science and Engineering has three primary drivers:

1. To ensure education and research in the Faculty of Arts and the Faculty of Science and Engineering are optimised and continue to be relevant, world-leading, and best meet the needs and demands of students and employers.
2. To ensure that the quality of education and research in the Faculty of Arts and the Faculty of Science and Engineering remains at the highest standards of excellence, and is focused in a way that best supports the University's mission to deliver benefit, service and engagement.
3. To ensure that the University maintains financial resilience in a context of increasing funding and policy uncertainty, and that Macquarie can keep meeting the future needs of its students and staff.

As always, the wellbeing and safety of our community is our highest priority. The University is committed to supporting all staff in this consultation period and if change is implemented, including wellbeing and care services. We encourage anyone who needs help to access our services.

We thank all members of our university community for their dedication, understanding, and continued commitment during this important transition, and as we look to build on our proud legacy and for a sustainable and dynamic future.

1. INTRODUCTION AND BACKGROUND

1.1 Sector and University Background and Pre-Consultation

There has been significant engagement with the University community about the systemic challenges the higher education sector and Macquarie University (**University**) continue to face. These challenges include:

- Plans indicated by both sides of the Federal government to cap the entry of international students into Australia, and flat or declining domestic student demand, fundamentally challenging an operating model which historically relied upon growth to ensure financial sustainability
- Evolving student needs, with a growth in part-time study and need for greater flexibility in their ability to move between courses (course transfer) and institutions (with recognition of prior learning)
- A funding landscape for research in Australia which has been eroded over time and continues to be highly constrained, requiring all Australian universities to make strategic decisions about where to invest research effort and resources to maximise impact
- Significant shifts in the regulatory context in which the academic workforce is constituted, which require universities to plan and utilise their permanent staff workforces intentionally and efficiently

Engagement with the University community about these challenges has been ongoing and include:

- All staff Town Halls led by the Vice-Chancellor on 22 October 2024 and 28 February 2025
- A Draft Academic Blueprint Paper shared with the University community in March 2025 and a revised Academic Blueprint Paper (**Academic Blueprint Paper**), which incorporates feedback from consultation undertaken on the Draft Academic Blueprint paper.

The Academic Blueprint Paper sets out a vision for our academic workforce as one that is responsive, productive and aligned with the University's purpose, vision and values, and core education and research strategies. This Workplace Change Proposal has been developed consistent with the Academic Blueprint Paper and is informed by the areas of investment and focus set out in the Education (MQ Advantage) strategy and the Research Strategy 2035.

This Workplace Change Proposal is separate and distinct from the Academic Blueprint Paper, which is intended to be an iterative framework focused on building and embedding workforce planning into our systems and processes in the long term.

1.2 Faculty of Science and Engineering Background and Context

History and Context

The Faculty of Science and Engineering (the **Faculty** or **FSE**) was formed in 2009 through a University-wide change process which brought nine (9) Divisions together into four (4) Faculties. The Faculty of Science (later renamed Faculty of Science and Engineering) brought together the Divisions of Environmental and Life Sciences (comprising Biological Sciences, Chemistry & Biomolecular Sciences, Earth & Planetary Sciences, Health & Chiropractic, Human Geography, Physical Geography, and the Graduate School of the Environment), and Information and Communication Sciences (Computing, Electronics, Mathematics, and Physics).

In the years since, it has evolved through amalgamation to nine (9) different academic areas: six (6) Departments (Biological Sciences, Computing, Earth and Environmental Sciences, Mathematics and Statistics, Molecular Sciences and Physics and Astronomy), one (1) School (Engineering) and two (2) research intensive (non-teaching) areas (Applied Biosciences and Australian Astronomical Optics). In 2021, the Faculty Academic Workplace Change moved the Faculty to four (4) Schools and two (2) research intensive (non-teaching) Departments (Applied BioSciences and Australian Astronomical Optics) as set out below.

Structure and Number of Departments

The Faculty comprises four (4) Schools and two (2) research Departments:

1. School of Computing (formerly a Department)
2. School of Engineering
3. School of Natural Sciences (amalgamated the former Departments of Biological Sciences, Earth & Environmental Sciences and Molecular Sciences)
4. School of Mathematical and Physical Sciences (amalgamated the former Departments of Mathematics & Statistics and Physics & Astronomy)
5. Applied BioSciences (Department)
6. Australian Astronomical Optics–Macquarie (Department)

Workforce Profile

The Faculty employs a total of 667 staff (609.0 FTE) in continuing and fixed-term positions across the four Schools and two research Departments, including academic and professional positions. Academic casual staff employed in the Faculty to support teaching endeavours total approximately 70 FTE during session. [Data source: MQ HR reporting (IT), 1 May 2025]

Academic staff are largely employed in the Schools and research Departments, with a small number employed in the Faculty Office portfolio in executive and leadership positions. The Faculty employs 397 staff (365.5 FTE) in academic positions including those employed in *graduate teaching associate, research-focused, teaching and leadership, teaching and research or technical, industry and commercial* roles. Of the 365.5 FTE employed in academic roles in Faculty, 58% (212.6 FTE) are employed on operating funds; the balance (152.9 FTE) are employed on external project funds. [Data source: MQ HR reporting (IT), 1 May 2025]

The charts below present the distribution of academic level, gender profile and age brackets of



academics employed on **operating** funds in the Faculty. [Data source: MQ HR reporting (IT), 1 May 2025]

Chart 2: Gender profile of academic staff on operating funds in Faculty of Science and Engineering

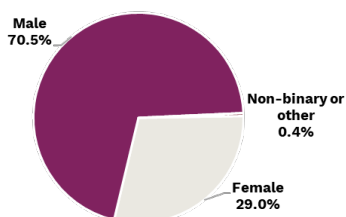
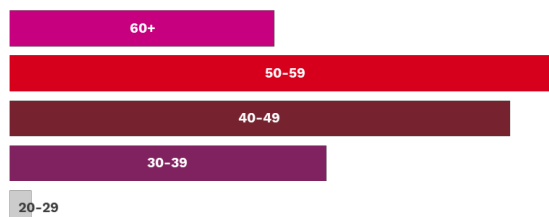


Chart 3: Age profile of academic staff (operating-funded) in Faculty of Science and Engineering



Current and Future Proposed Courses

The Faculty of Science and Engineering currently offers nine (9) undergraduate degrees (including one through Open Universities Australia) and eighteen (18) postgraduate courses.

In response to evolving market demands and the need to enhance the clarity and visibility of our offerings, several adjustments to these courses are proposed for the 2026-2027 academic year. Courses with declining student enrolments will be rested, while others will be streamlined into a smaller number of well-defined degrees. These changes are expected to optimise workloads and are outlined below.

It is recognised that any courses being rested must continue to be delivered until all enrolled students have either completed them or undertaken an equivalent unit. This transitional period is referred to as a course 'teach out'.

School of Natural Sciences

The Bachelor of Biodiversity and Conservation will be merged with the Bachelor of Environment, with the new degree (Bachelor of Environment and Conservation) to have two majors: Environment (a combination of two previous majors in the Bachelor of Environment) and Conservation Biology.

Three Masters degrees (Environment, Conservation Biology, and Sustainable Development) are proposed to be consolidated into a single degree with three specialisations.

The above changes, in addition to curriculum changes within other course components, are likely to reduce teaching workload by approximately 2,500 hours, once the course has been taught out (i.e. completed by existing students).

School of Computing

Within the Bachelor of Information Technology (BIT), the Networking major will be rested. A new major based on the Bachelor of Game Design and Development (BGDD) will be introduced into the BIT. The BGDD may be rested for 2027, depending upon enrolments in 2026.

Both the Master of Information Technology in Networking and Master of Information Technology in Internet of Things will be rested from 2026, due to declining enrolments. Within Computing, curriculum changes are likely to reduce teaching workloads by approximately 3,500 hours.

School of Mathematical and Physical Sciences

The resting of the Master of Applied Statistics, along with reductions in Option Sets within remaining courses, should reduce teaching workloads by approximately 3,500 hours.

School of Engineering

Due to declining commencements, the Master of Engineering in Electronics Engineering will be rested from 2026, reducing teaching workload by approximately 1,200 hours. In its place, we propose expanding the Master of Engineering (Professional) to include a specialisation in micro-electronics.

Research revenue and performance

The Faculty of Science and Engineering has consistently demonstrated strong research performance, evidenced by various metrics and indicators. These include research income, research fellowships, higher degree research student commencements and completions, high quality and impactful publications and policy advice, industry partnerships, media and community engagement, and membership of learned societies.

Strategies to diversify research funding sources and increase overall research funding continue to be successful, with HERDC Categories 1-3 trending up in the long-term (2019-2024). In 2023, Faculty researchers secured a record \$50M grant income, including \$27.7M in Categories 2-4. Research income in 2024 is estimated to reach similar levels when financial details are finalised in 2025. HERDC Category 4 funding has remained steady over the same period 2019-2024.

Industry engagement remains strong, evidenced by growth in Category 2-4 funding since 2021. Moreover, the Faculty has seen continued growth in defence funding and has secured major ongoing Australian defence contracts. Capabilities and opportunities in this space will grow with continued support for MAD LAB and the establishment of the SiP Lab and Atto Devices, while the NSW government-funded Semiconductor Sector Service Bureau (S3B), in which Macquarie is a lead partner, will be an important conduit of opportunities for growth in this area.

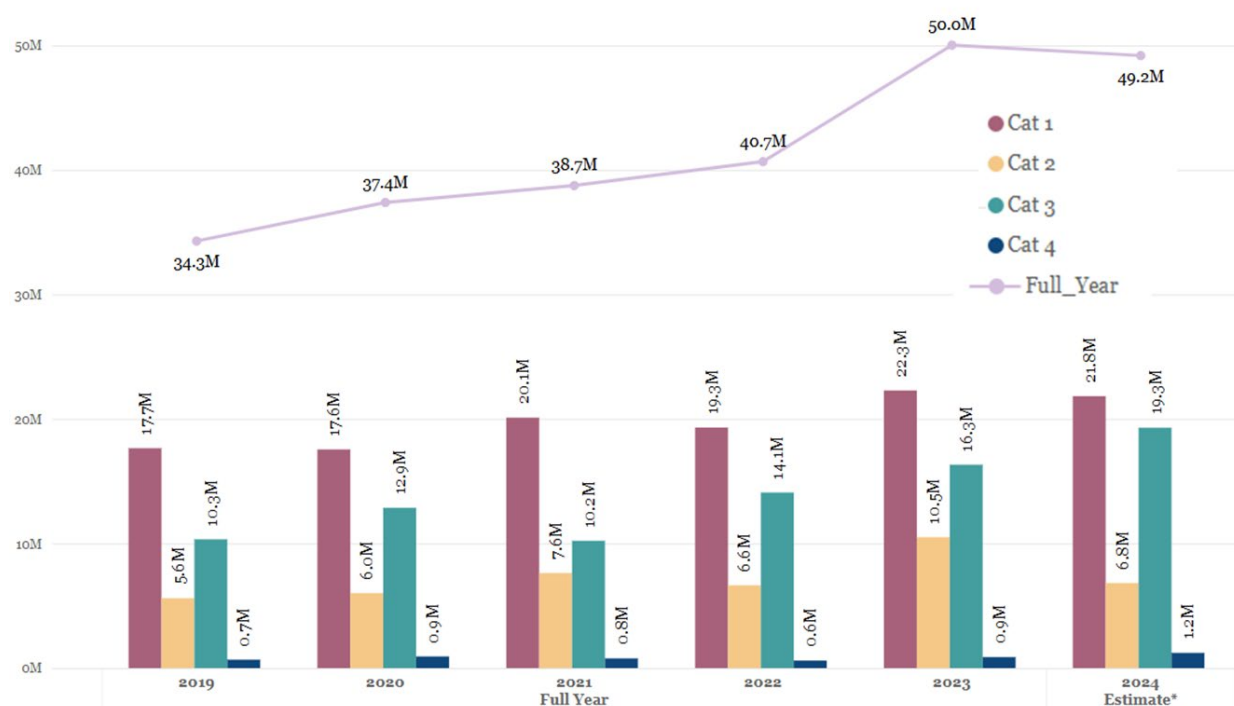


Chart 4: FSE HERDC Broad Category Income (\$) 2019-2024. [Data source: MQ BIR 17 Apr 2025]

While Faculty research productivity continues to make a very strong contribution to the University’s research achievements and reputation, data shows variable research performance across different academic units and research disciplines. In making this assessment, a range of quantitative and qualitative performance indicators have been considered in relation to FTE deployment or other forms of investment as well as discipline context. This performance differential, as well as alignment to the Research Strategy 2035, and FSE and MQ research centres and initiatives, has been considered in the context of each School when formulating a strategic approach to workforce planning, as described in the appendices below.

Faculty engagement and consultation to date

The Executive Dean, Faculty of Science and Engineering (**Executive Dean**) has undertaken a range of information sharing and discussions over March to May 2025, including:

- An all-staff Faculty Town Hall held on 19 March 2025 that included the Vice-Chancellor, Deputy Vice-Chancellor (People and Operations) and Deputy Vice-Chancellor (Academic). The Town Hall provided a mechanism for staff to share additional questions or feedback following the Vice-Chancellor's Town Hall. During the faculty Town Hall, the Vice Chancellor, the Executive Dean and the Deputy Vice-Chancellor (People and Operations) outlined the significant ongoing financial challenges and the need to reduce the size and cost of our workforce.
- The Executive Dean formed a faculty advisory group who meet regularly to discuss the impact of the University's financial outlook on the future size and shape of the academic workforce.
- Regular engagement with Heads of School/Department through monthly meetings.
- Meetings with individual Heads of School/Department to discuss potential changes and strategic opportunities.
- School visits to hold one-on-one conversations with staff, with at least one School visit per week.
- Faculty Executive Leadership have attended School meetings (so far in April and May) to answer any questions on the curriculum changes, and the Vice-Chancellor and Faculty Town Halls.
- Education meetings by the Deputy Dean Education and Employability (DDEE) with Directors of Education and Faculty Education Committee members.

2. RATIONALE FOR CHANGE AND PROPOSED CHANGES

The proposed changes and rationale section sets out the details of the recommended changes and the rationale for the change, including objectives and aims of the change, as per clause 47.8(a) of the Enterprise Agreement.

2.1 Rationale for Change

University and Faculty Strategy

The overarching objective of this Workplace Change Proposal is to ensure that the University is both financially resilient and equipped to fulfil its longer-term mission and strategy. The following objectives have guided and informed this Workplace Change Proposal:

- Strategically aligning the academic workforce with the education and research work of the University and Faculty into the future.
- Ensuring that we optimise the resources available to us, including ensuring we have a sustainable structure and that our people have the best possible skills, capabilities, expertise and culture to fulfil the mission and objectives of the University and Faculty; and
- Addressing the financial imperatives of the University and Faculty by reducing the cost and size of our academic workforce profile.

Our core mission is to be a distinctive and innovative institution that delivers on world-class and impactful education, research and healthcare. As outlined in Section 1 above, the higher education landscape continues to shift and has a material impact on the way in which universities can conduct their core business.

Consistent with our core mission and to address these shifts, the University has been thoughtful in considering how it delivers education and research. Curriculum review and refinement is an important aspect of how the University approaches the delivery of education to ensure that our course and unit offerings are cohesive, sustainable and meet the needs of students, employers and the wider community. Within the Faculty, the curriculum is regularly reviewed, and changes are made in response to trends in market demand. This may result in courses with very small and declining commencements being discontinued, with the course then being taught out for its continuing students (representing <2% of continuing students), while emerging educational opportunities may lead to the development of new courses.

Other considerations for the Faculty include:

- Providing quality education delivered by passionate educators that are well supported and trained. This includes increasing the number of positions in the Teaching and Leadership academic job family closer to 25% of our total academic cohort and supporting the capabilities of all our educators.
- Aligning our research activities with the Research Strategy 2035 and FSE research focus areas. This includes protecting areas or recalibrating where we have strengths, such as Pure Mathematics, AI, Cyber Security, Environment and Conservation, Synthetic Biology, Games Development and Astronomy, while building areas such as Bioengineering, Semiconductors, Bioinnovation and Quantum-Photonics. There will be areas where we divest or reduce focus, including but not limited to, Geoscience, Electronics and Applied Mathematics, because they are not current areas of strength and it is not viable for the University to invest in and support all areas of research.
- Building deeper cross-disciplinary collaborations with joint appointments across the Faculty (for example a Quantum Photonics appointment across the Schools of Mathematical and Physical Sciences and Engineering).
- Re-balancing the workforce to support areas with high staff to student ratios.

Financial Imperative

Addressing the need to adjust staffing levels in certain areas is an integral part of the rationale for this Workplace Change Proposal.

The prospect of international student caps and flat or declining domestic student demand means that Australian universities, including ours, can no longer rely upon continued growth as a strategy to ensure financial sustainability.

The University has run at a deficit for five (5) of the last six (6) years, and the 2025 budget (as well as the forecast for 2026 – 2029) indicates low or no prospect for growth. In 2024 the University recorded a deficit of -\$9 million. Whilst this was a substantial improvement on the Covid-impacted results of prior years, it is still short of where the University needs to be. To be financially sustainable in the long term, the University needs to return to consistent surplus, targeting a net result of at least 5% (or ~\$50 million) each year. This will provide the University with flexibility to invest in areas of strategic importance, provide a buffer against unforeseen financial shocks and allow the University to manage its debt levels.

Addressing a recurring financial deficit by growing revenue is always the preferred route but is challenging in an environment where Government-imposed caps are operating to restrain teaching revenues, for both domestic and international students. This reinforces the need for us to focus on managing our costs. Initiatives to reduce our non-people costs are ongoing, but the need to reduce the size and cost of our staffing is inevitable in a context where staffing costs make up two thirds of our cost base and increase by ~ \$20 million each year, even if there is no growth in the size of the workforce.

Over the past few years, work has been underway across the University to better align our curriculum and our workforce to the evolving needs of our students and their future employers and to the research priorities of the University. This work has progressed at differing speeds across the University. Some areas have already seen significant curriculum remediation and have been through workplace change to reduce academic staff and professional staff costs; other areas still have work to do.

In the context of the University and Faculty strategy and financial imperatives outlined above, the University Executive Group have agreed that the Faculty of Science and Engineering will reduce and realign its academic workforce and deliver savings of between \$5.5 -7.0 million.

2.2 Summary of Proposed Changes

To meet the financial imperatives and achieve the Faculty strategy outlined above, the Faculty of Science and Engineering is proposing the following changes:

- Aligning the workforce profile to support the Faculty strategy – including changes to the composition across academic levels and job family; and
- Reduction in the number of academic positions.

Given the scope of the proposed changes, and for ease of reference, a detailed summary of proposed changes and the rationale for such changes are set out for each affected School within the Faculty of Science and Engineering as follows:

- [Appendix A](#) – School of Mathematical and Physical Sciences
- [Appendix B](#) – School of Computing
- [Appendix C](#) – School of Engineering
- [Appendix D](#) – School of Natural Sciences

For clarity, the following areas within the Faculty of Science and Engineering are out of scope for the purpose of this Workplace Change Proposal:

1. Areas with significant external funding aligned with the Faculty's research priorities

The following Departments hold significant external funding with a significant majority of positions funded from external sources:

- a. Australian Astronomical Optics-Macquarie
- b. Applied BioSciences

2. All continuing academic staff appointed in the Teaching and Leadership job family

This is consistent with the Faculty workforce strategy to increase the proportion of Teaching and Leadership positions, which are critical to maintaining excellence in education and optimising teaching capacity.

3. Positions funded by external grant/project funds

All positions funded at greater than 80% from external grant/project funds are proposed to be excluded. This includes positions where there is an associated continuing position on operating funds, provided the external funding is secured beyond 31 December 2025.

4. Research Primary Chief Investigators

Staff with continuing academic positions who, as primary CI, hold active external research project/s with combined HERDC reportable research income to Macquarie University of at least \$300,000 over the grant/s term, in addition to a minimum combined income of

\$100,000 per annum to Macquarie University for a minimum period of two years from 1 January 2025 onwards.

NOTE: A Primary CI is defined as the Lead CI on MQ led projects, or the Lead MQ CI on non-MQ led projects.

5. Staff who hold University central academic leadership positions

Staff with continuing positions funded by Faculty operating funds who currently occupy academic leadership positions outside the Faculty are proposed to be excluded, provided the appointment to the leadership position extends beyond 31 December 2025.

6. Staff who hold senior Faculty leadership positions

The Executive Dean, Deputy Deans and Heads of School are out of scope.

7. Casual academic staff

The Academic Blueprint Paper outlined a proposed approach to the use of casual academic staff consistent with recent legislative change. This approach envisages that casual academic work will be used primarily as a supplement to unit convening and teaching work led by continuing and fixed-term academic staff and will be focused on practicals, small group teaching activities (particularly those with a repeat component), demonstrations and marking. Casual academic staff are not explicitly contemplated in this workplace change proposal and FSE will continue to engage casual academic staff consistent with operational requirements and the approach articulated in the Academic Blueprint Paper.

8. Staff members with an agreed pre-retirement contract

Staff members who have an agreed pre-retirement contract with the University, are already committed to concluding employment on a specified date and do not represent an ongoing operational cost.

Of the 397 staff (365.5 FTE) employed in continuing or fixed-term academic roles in the Faculty, approximately 259 staff (232.9 FTE) belong in the above categories, and it is not proposed that they will be further considered in this workplace change proposal. Although staff who fall into the above categories are out of scope, we nonetheless welcome their involvement in the consultation and feedback process. [Data source: MQ HR reporting (IT), 1 May 2025]

3. ASSESSMENT OF LIKELY IMPACT OF THE CHANGE ON STAFF

This section sets out the proposed changes and likely impact on staff including changes to roles, structures, proposed redundancies and/or redeployments and/or closure of a University work unit or part of a University work unit, as per clause 47.8(b) of the Enterprise Agreement.

The potential impact of the proposed changes on staff will vary. The proposed changes will have a significant impact on individual staff who are engaged within Schools where a reduction in the number of academic positions is proposed.

The proposed changes will also have an impact on fixed-term staff members whose contracts are not renewed. All fixed-term contracts will be reviewed prior to the end of their term in line with the requirements set out in the Enterprise Agreement. It is proposed that three contracts which are due to conclude in 2026 will not be renewed.

There will be a less significant impact on staff in Schools and Departments which are out of scope of this Workplace Change Proposal, or where the changes proposed are through attrition.

For a more detailed analysis on the anticipated impact on staff, refer to the relevant Appendices for each School or Department as set out below:

- [Appendix A](#) – School of Mathematical and Physical Sciences
- [Appendix B](#) – School of Computing
- [Appendix C](#) – School of Engineering
- [Appendix D](#) – School of Natural Sciences

3.1 Potential diversity and inclusion impacts

It is important that the University maintains a balanced workforce profile, including through any workplace change process. We are also conscious of equity and diversity considerations, including our commitments under the Diversity, Inclusion and Belonging Framework.

It is acknowledged that current University data is the most complete for gender and age diversity, while data sets on other equity and diversity factors are less complete – although it has improved as a result of the *Count Me In* campaign. The University will therefore focus primarily on analysing potential gender and age diversity impacts.

The Faculty will undertake an analysis of diversity and inclusion impacts following any reduction in workforce and integrate a plan to mitigate and manage any disproportionate impacts identified into its broader workforce strategy and planning. Notably, the School of Engineering and the School of Computing have historically lower female representation, and any workforce changes must consider this imbalance, ensuring proactive steps to support gender diversity within these disciplines. A breakdown of the workforce profile, including age and gender data, is outlined in Section 1 – Introduction and Background.

3.2 Potential workplace health and safety impacts

The following table considers common work health and safety hazards that may arise throughout change and sets out relevant control measures that are either in place or proposed to be implemented.

Potential risk area	Activities to mitigate and manage
Consultation	<ul style="list-style-type: none"> • The Faculty will undertake a structured consultation process on the proposed changes, as set out in this Workplace Change Proposal, and staff are encouraged to engage with the consultation and change management processes. • Where a decision is made to proceed with proposed changes, the Faculty will seek feedback on the implementation of the changes.
Workload management	<ul style="list-style-type: none"> • The work undertaken to review and rationalise the curriculum suite will enable the Faculty to more effectively utilise its teaching workforce. This has been factored into the proposed allocation of savings across the Faculty to ensure that Schools have sufficient staff to teach the remaining courses. • The Faculty will adopt a consistent approach (August and September of each year) to the allocation of teaching workloads (consistent with the process set out in the Enterprise Agreement) and service leadership roles to continuing staff for the following year. • The Faculty will actively engage with staff about strategies to effectively manage workload as part of the implementation process.

	<ul style="list-style-type: none"> The Faculty will, as required and appropriate, review the Faculty Workload Model to facilitate more effective workload management and in accordance with the Enterprise Agreement.
Resourcing	<ul style="list-style-type: none"> The work undertaken to review and rationalise the curriculum suite will enable the Faculty to effectively utilise its teaching workforce. This has been factored into the proposed allocation of savings targets across the Faculty to ensure that Schools have sufficient staff to teach the remaining courses. The Faculty will adopt a consistent approach (in November – January of each year) to identifying teaching shortfalls and making offers of fixed-term and/or casual employment to address these.
Communication	<ul style="list-style-type: none"> The Faculty will provide timely and clear information about the proposed changes. Staff will be given an opportunity to engage with the change in various forums and formats, including by way of written feedback, School meetings and Faculty town halls.
Support and training	<ul style="list-style-type: none"> UniSuper offer a range of free and confidential health support services to members including in relation to mental health. Further information is available here: https://www.unisuper.com.au/insurance/360health The Employee Assistance Program (EAP) is a confidential counselling, coaching and wellbeing which is available for staff affected by this change. The Macquarie University EAP service is provided by Telus Health and is available 24/7 on 1300 360 364 or log in for online support. Other support and training considerations are outlined in Section 3.4 below.

3.3 Proposed redundancies, redeployment and retrenchments

Decisions about the workforce must be carefully considered and intentionally informed by our future needs across education and research. The University therefore does not intend to invite applications for Voluntary Redundancy (VR) from staff broadly. Opportunities for VR may be considered in discrete circumstances in areas where a reduction in staff is proposed, and subject to criteria which support the University to retain the right mix of skills and capabilities to fulfil strategic and operational needs.

The provisions in the Enterprise Agreement regarding redundancy, redeployment and retrenchment will apply to any University staff members who are selected for retrenchment.

3.4 Redeployment opportunities, career transition support, and cross-disciplinary training

Transition to Teaching and Leadership Positions

There are several disciplines in which additional Teaching and Leadership positions are proposed. Staff in these disciplines will have the opportunity to express interest in these new positions and will be appointed subject to a selection process. The details of the selection process will be set out in the Proposed Implementation Plan.

Proposed Reinvestment and Redeployment

It is noted that a small proportion of savings from the proposed reductions in staffing are intended to be reinvested in areas aligned with strategic research priorities in the future. The timeframes for any such reinvestment are yet to be determined. The University is nonetheless committed to taking all reasonable steps to minimise involuntary redundancy. In this context, the Proposed

Implementation Plan will set out any potential new positions proposed in areas of reinvestment and a proposed process for staff in areas where workforce reductions are proposed to express interest in these positions in the first instance.

Redeployment and Career Transition Support for Impacted Staff

The University acknowledges that academic staff have unique needs when it comes to redeployment and career transition and is committed to working closely with all affected staff to explore any available opportunities.

Academic staff members selected for redundancy, and interested in redeployment, will have dedicated redeployment support from Human Resources. Human Resources will actively engage with staff to understand their skills and experience, identifying potential redeployment opportunities across the University Group. Additionally, the Recruitment Exceptions Board (REB) process prioritises roles that offer opportunities for staff seeking redeployment.

The University will explore career transition support options with providers experienced in academic career pathways and seek to take a flexible and holistic approach to supporting any academic staff members selected for redundancy.

UniSuper will also be engaged at the appropriate time to facilitate a number of dedicated information sessions for staff so that they are well informed about possible impacts to their superannuation throughout this process.

We welcome feedback on how we can best support academic staff during this transition.

4. IDENTIFICATION AND REDISTRIBUTION OF WORK FROM REDUNDANT POSITIONS

This section outlines the proposal for the identification and redistribution of any work that will remain from positions proposed to be made redundant, within the workloads of remaining staff as per clause 47.8(c) of the Enterprise Agreement.

The following activities have and will be undertaken to mitigate and manage these risks:

- The curriculum change work has and will continue to reduce workload requirements in education. This has been factored into the proposed allocation of savings targets across the Faculty to ensure that Schools have sufficient staff to teach the remaining courses.
- The Faculty will actively engage with staff about strategies to effectively manage workload as part of the implementation process.
- We will remain open to reviewing and adjusting the Faculty Workload Model to facilitate more effective workload management as required and in accordance with the Enterprise Agreement.

5. FINANCIAL IMPLICATIONS

This section outlines the financial implications of the proposed change as per clause 47.8(e) of the Enterprise Agreement.

Full details for each School are in the appendices below.

Fixed-term contracts will be reviewed prior the end of their current term, in line the requirements set out in the Enterprise Agreement. Fixed-term contracts will usually conclude at the end of their current term, except in circumstances where additional funding is secured, or they are extended to cover a continuing staff member on a secondment.

School	Continuing Staff Headcount (FTE)	Academic levels where reduction is proposed *	Staff in scope in academic levels where reduction is proposed – Headcount (FTE)	Proposed reduction (FTE)*	Proposed new teaching and leadership positions (FTE - levels C/D)	Approx proposed savings
Mathematical and Physical Sciences	58 (55.2)	C / D / E	38 (35.6)	-10.0	1.0	~ -\$2.6M
Natural Sciences	65 (62.1)	C / D / E	32 (30.0)	-7.0	2.0	~ -\$1.5M
Computing[^]	56 (56.0)	C / D / E	25 (25.0)	-7.0	2.0	~ -\$1.7M
Engineering[^]	40 (39.4)	C / D / E	22 (21.4)	-9.0	2.0	~ -\$2.0M
Total	219 (212.7)		117 (112.0)	-33.0	7.0	~ -\$7.8M
Future reinvestment in areas aligned with strategic priorities (approx. 10 roles) ^						~ +\$2.3M
NET SAVINGS						~ -\$5.5M

[Data source for table: Workday 17 April 2025]

*Includes one Level B academic in a research area from which Faculty proposes to divest. The impacted individual has been informed prior to the release of this Workplace Change Proposal.

^ The timing of any future re-investment and details of any new positions are yet to be determined although it is anticipated that any new positions will be across all job families: Teaching & Research, Teaching & Leadership and Technical/Industry/Commercial. It is also expected that at least 6 of these roles will be invested in Computing and Engineering aligned to the research strategy outlined in this paper.

Recalibration in Faculty priority research areas and alignment with the Research Strategy 2035 will require the recruitment of approximately 10 positions over time, equating to ~\$2.3M. This will result in an overall net savings of \$5.5M. The timeframes for any such reinvestment are yet to be determined.

There will therefore be a net reduction of ~ 16.0 FTE plus 3 fixed-term roles that will end in 2026.

6. FEEDBACK PROCESS

The formal consultation period and indicative timeframes are as follows:

- **Release of change proposal:** Tuesday 3 June 2025
- **Feedback on change proposal:** Tuesday 24 June 2025
- **Decision made and communicated:** Week of 7 July 2025

These timeframes are subject to consultation and feedback and may be adjusted. Any written feedback on the change proposal should be emailed to fse.execdean@mq.edu.au by close of business on Tuesday 24 June 2025.

7. PROPOSED IMPLEMENTATION TIMELINES

This section outlines the proposed timelines for implementation as per clause 47.8(d) of the Enterprise Agreement.

It is anticipated that an Implementation Plan Proposal will be released no earlier than the week commencing 7 July 2025. This may change depending on the nature and scope of the feedback received on this change proposal. Staff will be updated on proposed implementation timeframes in due course.

8. INFORMATION AND SUPPORT FOR AFFECTED STAFF

Staff may seek information and support on the proposed change and/or on issues arising from the proposal from a number of sources:

<p>Key contacts <i>For feedback on the proposed changes and/or further information about the rationale for change or proposed structure.</i></p>	<p>Professor Samuel Muller Executive Dean, Faculty of Science and Engineering fse.execdean@mq.edu.au</p> <p>Staff may also seek clarity on any aspect of this Workplace Change Proposal from their Head of School.</p>
<p>Human Resources <i>For general HR information, clarification around the change proposal, further information about position descriptions or new positions, recruitment processes, etc.</i></p>	<p>Ms. Roberta Palfreeman Lead HR Business Partner roberta.palfreeman@mq.edu.au</p>
<p>Employee Relations <i>For information about the change process in the Enterprise Agreement.</i></p>	<p>Ms. Melissa Mesiti Senior Employee Relations Consultant melissa.mesiti@mq.edu.au</p>
<p>Superannuation <i>For information about superannuation and financial advice</i></p>	<p>For UniSuper members, www.unisuper.com.au or, phone 1800 331 685</p> <p>For SSS members, www.statesuper.nsw.gov.au or, phone 1300 130 096</p> <p>For SASS members, www.statesuper.nsw.gov.au or, phone 1300 130 095</p> <p>For other funds, please contact your fund’s advice line or customer service centre</p>
<p>Employee Assistance Program <i>For free counselling or support about any work or personal matter</i></p>	<p>The Employee Assistance Program (EAP) is a confidential counselling, coaching and wellbeing which is available for staff affected by this change. The Macquarie University EAP service is provided by Telus Health and is available 24/7 on 1300 360 364 or log in for online support.</p>
<p>Employee Representative <i>For personal advice about your rights and entitlements</i></p>	<p>Staff are entitled to be represented by the Union or other Representative at any stage of discussion of the workplace change.</p> <p>Although this change proposal is confidential to Macquarie University staff,</p>

	an affected staff member can provide a copy of this change proposal to their employee representative for the purposes of advice on the basis that its contents remain confidential.
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APPENDIX A

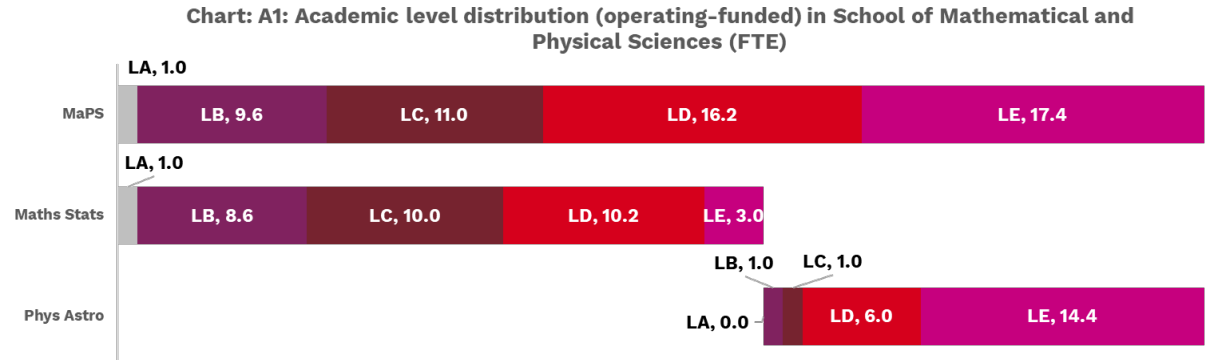
School of Mathematical and Physical Sciences

In 2021, the Faculty Academic Workplace Change moved the Faculty of Science and Engineering to four (4) Schools and two (2) research intensive (non-teaching) Departments. As a result, the Department of Mathematics and Statistics and the Department of Physics and Astronomy were amalgamated into the School of Mathematical and Physical Sciences.

The School comprises of the following disciplines:

- Astronomy
- Mathematics (Applied)
- Mathematics (Pure)
- Physics
- Statistics

The School currently employs 58 continuing and fixed-term academic staff (55.2 FTE) on operating funds, and a further 21 continuing and fixed-term academic staff (21.0 FTE) on project funding. The workforce profile associated with the **55.2 FTE operating-funded staff** in the School is set out by academic level below.



[Data source: Workday 17 April 2025]

The School of Mathematical and Physical Sciences has a strong education focus in Astronomy, Data Science, and Mathematics, and provides University-wide service teaching in Statistics, Mathematics, and Physics.

Researchers in the School develop theoretical and practical tools for solving problems in diverse fields of application. Current research strengths include Pure and Applied Mathematics (category theory, analysis, waves, dynamics and modelling); Statistical Modelling for Complex Data, Astronomy and Astrophysics; Photonics; and Quantum Information Science.

Further details regarding the education and research strategy, as well as the specific areas of future focus are outlined below.

1. PROPOSED CHANGES AND RATIONALE

The proposed changes and rationale section sets out the details of the recommended changes and the rationale for the change, including objectives and aims of the change, as per clause 47.8(a) of the Enterprise Agreement.

School of Mathematical and Physical Sciences Curriculum Proposition

Beyond service teaching (defined as units for which the largest cohort comes from a course or course component outside of the School that teaches the unit), the School of Mathematical and Physical Sciences contributes primarily to the Astronomy and Astrophysics, Mathematics, Statistical Data Science, and Physics majors within the Bachelor of Science, and, at a postgraduate level, the Master of Applied Statistics and Master of Data Science (co-taught with the School of Computing).

Over the past few years, the School has experienced a decline in commencements across its majors, in line with sector trends, and has a large number of units at 2000- and 3000-level with small enrolments. This is largely due to the highly specialised nature of some disciplines, which attract fewer students. While the Faculty remains strongly committed to teaching core STEM disciplines such as Mathematics, Statistics, and Physics, as well as areas of strategic importance such as Astronomy and Astrophysics, some disciplines in Mathematical and Physical Sciences carry substantially higher teaching costs, per student, than others.

School of Mathematical and Physical Sciences Research Proposition

The School has mixed research performance with some high performing disciplines that have a strong international reputation for excellence, and others that have underperformed or may be declining. This assessment is made taking into consideration available Research FTE and disciplinary differences in relation to grant applications and awards (number and income), research outputs and impact, and HDR student supervision. While no single metric is definitive, an aggregate picture indicates that the School is not achieving its potential in some areas. The research strategy considers these factors, and internal and external priorities including in critical technologies such as advanced information and communication technology and quantum.

Future research priorities include:

- Attaining national leadership in Astronomy
- Maintaining internationally recognised strength in Pure Mathematics
- Protecting and rebuilding Quantum with a view to re-focusing on Quantum-Photonics
- Demonstrating leadership in research translation and entrepreneurship

Mathematical and Physical Sciences Proposed Changes and Workforce Strategy

At an undergraduate level, efficiencies are being made through the reduction in Option Sets within the core zones of courses, thereby simplifying degree pathways for students, and through changes to service teaching. To help create a more consistent and equitable learning experience for all students, some units with high face-to-face teaching demands will shift to more flexible, active learning approaches.

The Astronomy and Astrophysics major has a small number of commencing students relative to staffing numbers, and there are fewer specialist units within this discipline compared to other disciplines. As such, there is an unbalanced workforce that will be considered along with the curriculum and research strategy.

In terms of postgraduate offerings, the Master of Applied Statistics was rested in 2024, due to declining enrolments, and is currently undergoing teach-out, whereby units will be rested once completed by most of the remaining students. This will ultimately result in approximately eight units being rested.

These curriculum changes will enable the Faculty to better align staffing levels with current student demand. It is estimated that the changes will reduce teaching workload in the School by approximately 3,500 hours per annum, which equates to ~5.5 FTE, based on the notional full-time annual workload of 1,575 hours and a 40% teaching allocation.

Future research priorities for the School will encompass Astronomy, Pure Mathematics, and Quantum-Photonics. Astronomy has been a significant area of research strength for the School and, together with Australian Astronomical Optics, has the potential to provide sector-leading astronomical research (current MQ Research Centre; potential ARC Centre of Excellence bid lead) and related applied technologies (including space technologies). The focus on quantum recognises existing research strengths in addition to large and growing opportunities (e.g. Sydney Quantum Academy, Quantum Australia, ARC ITTC) and the link with photonics reflects opportunities in the semiconductor space.

The School will also provide fundamental and specialist expertise and leadership to a range of University and Faculty Research Centres, including Data Horizons and Future Communications, and contribute to the BioInnovation initiative and other areas of competitive advantage. The workforce strategy reflects these priorities and reinforces the need to find synergies with the School of Engineering and the School of Computing.

To ensure that the School of Mathematical and Physical Sciences can continue to meet its teaching needs while also enabling investment in the areas of research focus outlined above, it is proposed that there will be a total reduction of 10.0 FTE from the School across the following five (5) disciplines:

- Astronomy
- Applied Mathematics
- Pure Mathematics
- Physics
- Statistics

Due to the high volume of service teaching in Statistics and Mathematics that the School supports, an additional Teaching and Leadership position at Level C/D is proposed.

2. IMPACT ON STAFF

The impact on staff section sets out the proposed changes and likely impact on staff including changes to roles, structures, proposed redundancies and/or redeployments and/or closure of a University work unit or part of a University work unit, as per clause 47.8(b) of the Enterprise Agreement.

2.1 Proposed redundancies, redeployments and retrenchments

The potential impact of the proposed changes on staff will vary. The proposed changes will have a significant impact on staff members whose positions are proposed to be made redundant following a selection process to reduce the number of staff and on fixed-term staff members whose contracts are not renewed.

There are anticipated to be redundancies in areas where there is a proposed reduction in the number of positions. There is also a proposed new Teaching and Leadership position in Statistics and Mathematics. Proposed staffing reductions and new positions are set out in **Table A1: Proposed Reductions in Staff**.

Table A1: Proposed Reductions in Staff and New Positions

Disciplines	Continuing Staff (FTE)	Academic levels where reduction is proposed	Staff in scope Headcount (FTE) in academic levels where reduction is proposed	Proposed reduction (FTE)	Proposed new teaching and leadership positions
Mathematics & Statistics	32.8	C / D / E	20 (19.2)	-4.0	1 (Level C / D)
Physical Sciences & Astronomy	22.4	C / D / E	18 (16.4)	-6.0	n/a

[Data source: Workday 17 April 2025]

Taking into account the proposed new Teaching and Leadership position in Mathematics & Statistics, the proposed net reduction is ~ 9.0 FTE. Given that the vast majority of staff within the School are at levels C, D and E, it is proposed that reductions be limited to these levels in order to ensure an appropriate balance of staff across different levels within the School.

Pre-retirement Contracts

In the first instance and in order to reduce the need for involuntary redundancies, the University is open to negotiating pre-retirement contracts in areas where a reduction in staffing is proposed. It is proposed that any pre-retirement contracts would attract a salary loading and be agreed on the basis of employment concluding on or before the end of 2026.

Voluntary Redundancies

If the required reductions are not achieved through pre-retirement contracts, it is proposed that the University would invite applications for voluntary redundancy in these disciplines in an effort to reduce the number of staff without the need for involuntary redundancies. Any applications for voluntary redundancy would be subject to clear criteria and the University would reserve the right to decline applications in order to ensure the organisation retains the right mix of skills and capabilities.

Selection Process

If a reduction in staff is still required following any pre-retirement contracts and voluntary redundancies, there would be a selection process in order to achieve any required reduction and select staff members for redundancy. As part of this process, staff in Statistics and Mathematics would also be asked to express interest in the proposed new Teaching and Leadership position. Further detail on any such process would be set out in the Proposed Implementation Plan.

The provisions in the Enterprise Agreement regarding redundancy, redeployment and retrenchment (set out at Clause 48) will apply to any University staff members who are selected for retrenchment following the relevant process set out above.

2.2 Changes to reporting lines and other staff impacts in the Numeracy Centre

It is proposed that the position of Numeracy Centre Director transition to a service role aligned with Faculty norms. The appointment of a Director will take place every three years. Effective January 1, 2026, the current Director will shift back to a standard Teaching and Leadership workload, and a new Director will be appointed through an Expression of Interest process. The revised role will allocate 0.5 FTE to service and teaching within the Numeracy Centre, with the remaining 0.5 FTE dedicated to traditional teaching in the Faculty. These adjustments reflect decreased student utilisation of the Numeracy Centre and a growing need for teaching.

2.3 Impact on fixed-term staff

It is proposed that all staff in the School on fixed-term contracts will be reviewed prior to the end of their current term, in line with the requirements set out in the Enterprise Agreement. The default is that all fixed-term positions will conclude at the end of their current term.

2.4 Potential diversity and inclusion impacts

The University considers that any clearly identifiable and disproportionate potential impacts on diversity and inclusion are otherwise addressed at the Faculty-level impact assessment above at section 3.1.

2.5 Potential workplace health and safety impacts

The University considers that potential effects on work health and safety are otherwise addressed at the Faculty-level assessment above at section 3.2.

2.6 Identification and redistribution of work

The University considers that the steps proposed at the Faculty-level assessment (at section 4) appropriately addresses the identification and redistribution of work.

3. FINANCIAL IMPLICATIONS

This section outlines the financial implications of the proposed change as per clause 47.8(e) of the Enterprise Agreement.

Table A2: Financial Implications of the Proposed Change

	CURRENT FTE	PROPOSED FTE			SAVING	
	Current - total	Divest or Re-align	Re-invest	FTE change	Future	Salary + on-cost savings
School of Mathematical and Physical Sciences	55.2	-10.0	1.0 T&L	-9.0	46.2	~\$2.6M

APPENDIX B

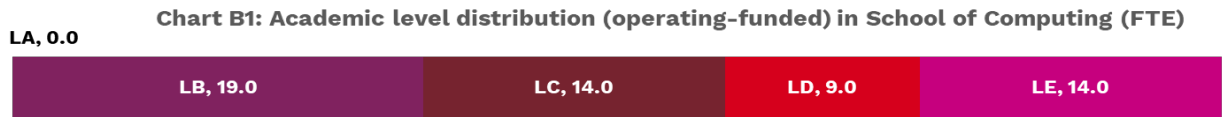
School of Computing

In 2021, the Faculty Academic Workplace Change moved the Faculty to four (4) Schools and two (2) research intensive (non-teaching) Departments. The Department of Computing was renamed to the School of Computing during this change.

The School of Computing comprises of the following disciplines:

- Artificial Intelligence (AI)
- Cybersecurity
- Data Science
- Games Development
- Information Systems
- Internet of Things
- Software

The School currently employs 56 continuing or fixed-term academic staff (56.0 FTE) on operating funds and a further 17 continuing or fixed-term academic staff (15.4 FTE) on project funding. The workforce profile associated with the 56.0 FTE operating-funded academic staff in Computing is set out by academic level below.



[Data source: Workday 17 April 2025]

The School of Computing has a strong education focus on Artificial Intelligence (AI), Cybersecurity and Data Science.

Researchers in the School operate at the forefront of the revolution in digital technologies and solve real world problems in partnership with industry and government. Current research in the School is focused on the three broad themes of Intelligent and Data Intensive Computing (including Artificial Intelligence and Data Science); Secure and Reliable Systems (including privacy and computer security); and Human-Computer Interaction (including game design and virtual reality).

Further details on the education and research strategy and areas of focus for the School of Computing are set out below.

1. PROPOSED CHANGES AND RATIONALE

The proposed changes and rationale section sets out the details of the recommended changes and the rationale for the change, including objectives and aims of the change, as per clause 47.8(a) of the Enterprise Agreement.

School of Computing Curriculum Proposition

The School currently has three undergraduate degrees: the Bachelor of Information Technology (comprising seven majors), the Bachelor of Cyber Security, and the Bachelor of Game Design and

Development. The School also contributes significantly to the Software Engineering specialisation within the Bachelor of Engineering.

At a postgraduate level, the number of courses has increased substantially over the last three years, as new markets have emerged. Currently, there are six (6) masters degrees, one of which has three (3) specialisations. The School also teaches a large component of the Master of Data Science, shared with the School of Mathematical and Physical Sciences.

School of Computing Research Proposition

The School has steadily improved its research performance over time and contributes substantially to Faculty research productivity, especially in areas of HDR training, publication outputs, and increasingly in research grant applications and awards. Reputational value has also increased, exemplified by high subject-based rankings for Data Science, Artificial Intelligence and Cybersecurity. Nevertheless, some areas are underperforming relative to the number of staff and may need recalibration.

Acknowledging the currently high staff-to-student teaching ratio and increasing workload demands due to higher enrolments, there is an opportunity for the School to create further capacity for focused investment in research by increasing the proportion of Teaching and Leadership positions to more effectively manage teaching demand. The proposed overall reduction in staffing will enable future investment in line with the Faculty and University Research priorities.

Future research priorities include:

- Maintaining strength and investing in Artificial Intelligence
- Maintaining strength and investing in Cyber Security
- Supporting Internet of Things
- Applying Data Science and Artificial Intelligence to Bioinnovation/Bioengineering

School of Computing Proposed Changes and Workforce Strategy

As a result of market changes, two (2) of the Master courses (Masters of Information Technology in Networking and Master of IT in Internet of Things) will be rested. With a high level of reliance on international student numbers, neither course is sustainable at present. The Networking major within the Bachelor of Information Technology will also be rested.

Other curriculum changes, such as consolidating the remaining cognate Master courses into a single course with three (3) specialisations (Information Systems Management, Cyber Security and Artificial Intelligence) are being undertaken to simplify offerings at Postgraduate level into those that require a cognate background versus those that do not. These changes will have little impact on workload.

Although the above curriculum changes may reduce teaching in Computing by approximately 3,500 hours, enrolments are increasing, and the School undertakes a large amount of service teaching. As such, it is proposed that the number of Teaching and Leadership staff increase to service this need.

To ensure the School is positioned to meet research priorities and curriculum needs, a strategic realignment of academic roles is proposed. This includes a reduction of seven (7) Teaching and Research FTE across the areas of AI, Information Systems, Internet of Things, and Software Programming, and the targeted investment in two (2) Teaching and Leadership positions in AI, Information Systems, and Software to support innovation in teaching and curriculum delivery. It is also intended that the Faculty will reinvest a proportion of savings from the proposed reductions to

fund new positions in strategic research areas in the future. The additional roles will contribute to teaching, ensuring that the Faculty can continue to meet educational demands.

The School will continue to provide fundamental and specialist expertise and leadership to a range of University and Faculty Research Centres, including the Data Horizons, Applied AI and Frontier AI Research Centres, and contribute to the BioInnovation initiative and other areas of competitive advantage. The workforce strategy reflects these priorities and reinforces the need to find synergies with other Schools and Departments to leverage opportunities.

2. IMPACT ON STAFF

The impact on staff section sets out the proposed changes and likely impact on staff including changes to roles, structures, proposed redundancies and/or redeployments and/or closure of a University work unit or part of a University work unit, as per clause 47.8(b) of the Enterprise Agreement.

2.1 Proposed redundancies, redeployments and retrenchments

The potential impact of the proposed changes on staff will vary. The proposed changes will have a significant impact on staff members whose positions are proposed to be made redundant following a selection process to reduce the number of staff and on fixed-term staff members whose contracts are not proposed to be renewed.

There are anticipated to be redundancies in areas where there is a proposed reduction in the number of positions as set out in **Table B1: Proposed Reductions in Staff and New Positions**.

Table B1: Proposed Reductions in Staff and New Positions

School	Continuing Staff (FTE)	Academic Levels where reduction is proposed	Staff in scope Headcount (FTE) in academic levels where reduction is proposed	Proposed reduction (FTE)	Proposed new teaching and leadership positions
Computing	56.0	C / D / E	25 (25.0)	-7.0	2

[Data source: Workday 17 April 2025]

Taking into account the proposed new Teaching and Leadership positions, there is a proposed net reduction of 5.0 FTE in the School.

Faculty held roles in the future may be invested into the School aligning with the education and research strategies of the University and Faculty.

Pre-retirement Contracts

In the first instance and in order to reduce the need for involuntary redundancies, the University is open to negotiating pre-retirement contracts in areas where a reduction in staffing is proposed. It is proposed that any pre-retirement contracts would attract a salary loading and be agreed on the basis of employment concluding on or before the end of 2026.

Job Family Changes

In circumstances where new Teaching and Leadership positions are proposed in Information Systems and Software commensurate to the proposed reduction, the Faculty invites staff in these areas to express interest in transitioning to this job family. It is acknowledged that any job family changes are voluntary and must be mutually agreed.

Voluntary Redundancies

If the required reductions are not achieved through pre-retirement contracts and job family changes, it is proposed that the University would invite applications for voluntary redundancy in these disciplines in an effort to reduce the number of staff without the need for involuntary redundancies. Any applications for voluntary redundancy would be subject to clear criteria and the University would reserve the right to decline applications in order to ensure the organisation retains the right mix of skills and capabilities.

Selection Process

If a reduction in staff is still required following any pre-retirement contracts, job family changes and voluntary redundancies, there would be a selection process in order to achieve any required reduction and select staff members for redundancy. As part of this process, staff would also be asked to express interest in any proposed new Teaching and Leadership positions. Further detail on any such process would be set out in the Proposed Implementation Plan.

The provisions in the Enterprise Agreement regarding redundancy, redeployment and retrenchment (set out at Clause 48) will apply to any University staff members who are selected for retrenchment following the relevant process set out above.

2.2 Impact on fixed-term staff

It is proposed that all staff in the School on fixed-term contracts will be reviewed prior to the end of their current term, in line with the requirements set out in the Enterprise Agreement. The default is that all fixed-term positions will conclude at the end of their current term.

2.3 Potential diversity and inclusion impacts

The University considers that any clearly identifiable and disproportionate potential impacts on diversity and inclusion are otherwise addressed at the Faculty-level impact assessment above at section 3.1. The Faculty will undertake an analysis of diversity and inclusion impacts following any reduction in workforce and integrate a plan to mitigate and manage any disproportionate impacts identified into its broader workforce strategy and planning.

2.4 Potential workplace health and safety impacts

The University considers that potential effects on work health and safety are otherwise addressed at the Faculty-level assessment above at section 3.2.

2.5 Identification and redistribution of work

As outlined above, the current proposed curriculum changes will reduce the teaching in the School of Computing by ~3,500 hours. It is also anticipated that the proposed increase in the proportion of Teaching and Leadership positions in the School will further support staff to effectively manage teaching workload.

Casual workforce

As courses move to a teach-out phase, it is envisaged that additional casual academics may be engaged on a temporary basis and consistent with legislation to help staff the associated units, particularly with assisting with running Small Group Teaching Activities and undertaking marking.

3. FINANCIAL IMPLICATIONS

This section outlines the financial implications of the proposed change as per clause 47.8(e) of the Enterprise Agreement.

Table B2: Financial Implications of the Proposed Change

	CURRENT FTE	PROPOSED FTE			SAVING	
	Current - total	Divest or Re-align	Re-invest	FTE change	Future	Salary + on-cost savings
School of Computing	56.0	7.0	2.0	-5.0	51.0	~\$1.7M

APPENDIX C

School of Engineering

The School of Engineering is the smallest and newest School within the Faculty and operates within a highly competitive educational market. The School is small, relative to other Engineering Schools in the Sydney Basin and New South Wales, but this provides an opportunity to be agile and create a distinctive research profile while delivering a sector-leading teaching program.

The School encompasses the core engineering disciplines of:

- Civil
- Mechanical (and Mechatronics)
- Electrical and Electronics

The School of Engineering employs 40 continuing or fixed-term academic staff (39.4 FTE) on operating funds and a further 25 continuing or fixed-term academic staff (23.5 FTE) on project funding. The workforce profile associated with the 39.4 FTE operating-funded staff in Engineering is set out below by academic level.

Chart C1: Academic level distribution (operating-funded) in School of Engineering (FTE)



[Data source: Workday 17 April 2025]

The School of Engineering has a strong educational focus on Civil, Construction and Environmental Engineering; Electrical and Electronic Engineering; Mechanical Engineering; Mechatronics and Automation; Software Engineering; and Engineering Management.

Current research activity in the School is focused around six (6) Core Themes: Energy and Decarbonisation, Advanced Materials and Manufacturing, Future Communications and Internet of Things, Microelectronics and Optics, Health Technologies, and Buildings and Infrastructure.

In an operating environment where growth is constrained and competition for students is intense, the future success of the School will require strong academic-industry partnerships and a focus on building quality in areas of distinction.

Further detail on the workforce strategy for the School and proposed changes are outlined below.

1. PROPOSED CHANGES AND RATIONALE

The proposed changes and rationale section sets out the details of the recommended changes and the rationale for the change, including objectives and aims of the change, as per clause 47.8(a) of the Enterprise Agreement.

School of Engineering Curriculum Proposition

The School of Engineering oversees one undergraduate course, the Bachelor of Engineering (Hons), which has five (5) specialisations, one of which (Software Engineering) is primarily taught by the School of Computing.

In S2, 2024, five new Master of Engineering (Professional) courses were implemented, building upon the existing Master of Engineering Management and Master of Engineering in Electronics Engineering. At the postgraduate level, courses are heavily reliant on international students, with both the Master of Engineering Management and Master of Engineering in Electronics Engineering experiencing substantial declines in commencements over the last two years.

Overall, the School has a misalignment between staff expertise and teaching requirements. For example, of the five (5) specialisations taught at undergraduate level, Electronics has the fewest commencements, and declining commencements in the Master of Engineering in Electronics Engineering has resulted in this course being rested from 2026. In alignment with investment semiconductor research, we propose incorporating a specialisation in micro-electronics in the Master of Engineering (Professional).

School of Engineering Research Proposition

Research productivity in the School demonstrates a growth trajectory. Performance metrics such as research grant applications, publications, and HDR completions are strong and reflect areas of strength, although research income is low relative to investment and performance is variable in some areas. Engineering staff provide leadership and make important contributions to many University and Faculty-wide Research Centres and Initiatives, including the Future Communications and Smart Green Cities Research Centres. The proposed overall reduction in staffing will enable support and future investment in these and other priority areas.

Future research priorities include:

- Supporting energy and decarbonisation research to enhance the University's position as a leader in sustainability
- Investing in bioengineering to align with the Bioinnovation initiative
- Investing in analog and digital semiconductors to build on past successful investment, including MAD LAB and SiP Lab

School of Engineering Proposed Changes and Workforce Strategy

In response to declining demand, predominantly due to fewer international student enrolments, the Master of Engineering in Electronics Engineering will be rested from 2026. This will reduce teaching load by approximately 1,200 hours, with a number of units being rested.

It is proposed that the School workforce is realigned to more effectively address teaching demands and issues raised through student surveys on quality of teaching, employability, and student satisfaction. To support this transformation, an increase in Teaching and Leadership roles is sought.

Reshaping the workforce will involve a reduction in the number of staff across the disciplines. The School will also divest from geoscience-related activity within Engineering as it does not align with focus areas of teaching or research for the Faculty or University. These changes will enable future investment in areas of strategic research focus and competitive advantage, such as semiconductors and bioengineering.

Consistent with this workforce strategy, the following changes are proposed:

- A reduction of ~9.0 FTE Teaching and Research positions
- An investment of 2 Teaching and Leadership positions.

Exploring opportunities for joint appointments to support collaboration across Schools is another aspect of the School's workforce strategy along with role/s designed for building strong industry-school engagement to support student employability outcomes.

2. IMPACT ON STAFF

The impact on staff section sets out the proposed changes and likely impact on staff including changes to roles, structures, proposed redundancies and/or redeployments and/or closure of a University work unit or part of a University work unit, as per clause 47.8(b) of the Enterprise Agreement.

2.1 Proposed redundancies, redeployments and retrenchments

The potential impact of the proposed changes on staff will vary. The proposed changes will have a significant impact on staff members whose positions are proposed to be made redundant following a selection process to reduce the number of staff and on fixed-term staff members whose contracts are not proposed to be renewed.

There are anticipated to be redundancies in areas where there is a proposed reduction in the number of positions as set out in **Table C1: Proposed Reductions in Staff and New Positions**.

Table C1: Proposed Reductions in Staff and New Positions

School	Continuing Staff (FTE)	Academic Levels where reduction is proposed	Staff in scope Headcount (FTE) in academic levels where reduction is proposed	Proposed reduction (FTE)	Proposed new teaching and leadership positions
Engineering	39.4	C / D / E	22 (21.4)	-8.0	2

[Data source: Workday 17 April 2025]

In some cases, the specificity of the proposed reductions mean that potentially impacted positions and individuals are readily identifiable. These are set out below in **Table C2: Proposed Redundant Position in Divested Specialist Areas**.

Table C2: Proposed Redundant Position in Divested Specialist Area

Area	Continuing Staff (FTE)	Academic Level	Proposed Reduction in FTE
Geosciences	1.0	Level B*	-1.0

*The impacted individual has been informed prior to the release of this Workplace Change Proposal.

Pre-retirement Contracts

In the first instance and in order to reduce the need for involuntary redundancies, the University is open to negotiating pre-retirement contracts in areas where a reduction in staffing is proposed. It is proposed that any pre-retirement contracts would attract a salary loading and be agreed on the basis of employment concluding on or before the end of 2026.

Job Family Changes

In circumstances where an increase in the proportion of positions in the Teaching and Leadership job family is proposed, the Faculty invites staff in the School who are interested in transitioning to this job family. It is acknowledged that any job family changes are voluntary and must be mutually agreed.

Voluntary Redundancies

If the required reductions are not achieved through pre-retirement contracts and job family changes, it is proposed that the University would invite applications for voluntary redundancy in an effort to reduce the number of staff without the need for involuntary redundancies. Any applications for voluntary redundancy would be subject to clear criteria and the University would reserve the

right to decline applications in order to ensure the organisation retains the right mix of skills and capabilities.

Selection Process

If a reduction in staff is still required following any pre-retirement contracts, job family changes and voluntary redundancies, there would be a selection process in order to achieve any required reduction and select staff members for redundancy. Further detail on any such process would be set out in the Proposed Implementation Plan.

The provisions in the Enterprise Agreement regarding redundancy, redeployment and retrenchment (set out at Clause 48) will apply to any University staff members who are selected for retrenchment following the relevant process set out above.

2.2 Impact on Fixed-Term Staff

It is proposed that all staff in the School on fixed-term contracts will be reviewed prior to the end of their current term, in line with the requirements set out in the Enterprise Agreement. The default is that all fixed-term positions will conclude at the end of their current term.

2.3 Potential diversity and inclusion impacts

The University considers that any clearly identifiable and disproportionate potential impacts on diversity and inclusion are otherwise addressed at the Faculty-level impact assessment above at section 3.1. The Faculty will undertake an analysis of diversity and inclusion impacts following any reduction in workforce and integrate a plan to mitigate and manage any disproportionate impacts identified into its broader workforce strategy and planning.

2.4 Potential workplace health and safety impacts

The University considers that potential effects on work health and safety are otherwise addressed at the Faculty-level assessment above at section 3.2.

2.5 Identification and redistribution of work

As outlined above, the proposed curriculum changes will reduce teaching load by ~1200 hours with seven units being rested. The proposed increase in the proportion of positions in the Teaching and Leadership job family will also increase teaching capacity and therefore support the Faculty to more effectively manage teaching workload.

Casual workforce

As courses move to a teach-out phase, it is envisaged that the utilisation of casual academics consistent with legislation may be engaged on a temporary basis to help staff the associated units, particularly with assisting with running Small Group Teaching Activities and undertaking marking.

3. FINANCIAL IMPLICATIONS

This section outlines the financial implications of the proposed change as per clause 47.8(e) of the Enterprise Agreement.

Table C3: Financial Implications of the Proposed Change

	CURRENT FTE	PROPOSED FTE			SAVING	
	Current - total	Divest or Re-align	Re-invest	FTE change	Future	Salary + on-cost savings
School of Engineering	39.4	-9.0	2.0	-7.0	32.4	~\$2M

APPENDIX D

School of Natural Sciences

In 2021, the Faculty was reorganised into four (4) Schools and two (2) research intensive (non-teaching) Departments. As part of this reorganisation, the Departments of Biological Sciences, Earth & Environmental Sciences and Molecular Sciences were amalgamated into the School of Natural Sciences.

The School of Natural Sciences comprises of the following disciplines:

- Biological Sciences
- Earth and Environmental Sciences
- Molecular Sciences

The School of Natural Sciences employs 65 continuing or fixed-term academic staff (62.1 FTE) on operating funds and a further 61 continuing or fixed-term academic staff (57.6 FTE) on project funding. The workforce profile for operating-funded staff in Natural Sciences is set out below by academic level.



[Data source: Workday 17 April 2025]

The School of Natural Sciences has a strong education focus on the science of life and all living things, aiming to deliver sustainable, practical solutions to complex issues affecting real-world problems in our environment, human health and disease.

The School of Natural Science aims to deliver excellence in research that is innovative and impactful, grows our knowledge of the world and delivers positive change for our partners and communities. Current research in the School is focused on six key themes: Animal Behaviour and Neurobiology; Environment and Conservation; Evolution and Ecology; Innovative Chemical Systems; Molecular ‘omics and Synthetic Biology and Earth Systems Science.

Further detail on the education and research strategy and areas of focus for the School of Natural Sciences is set out below.

1. PROPOSED CHANGES AND RATIONALE

The proposed changes and rationale section sets out the details of the recommended changes and the rationale for the change, including objectives and aims of the change, as per clause 47.8(a) of the Enterprise Agreement.

School of Natural Sciences Curriculum Proposition

There are currently four (4) Bachelor degrees taught within the School: Bachelor of Biodiversity and Conservation, Bachelor of Environment (with two (2) majors), Bachelor of Medical Sciences (with five (5) majors), and Bachelor of Science (with eleven (11) majors). The Bachelor of Medical Sciences is co-taught with the Faculty of Medicine and Human Health Sciences (FMHHS), who oversee two (2) of the five (5) majors. Of the eleven (11) majors within the Bachelor of Science, four

(4) are taught by the School of Mathematical and Physical Sciences, one (1) by the Department of Psychology (FMHHS), with the remainder overseen by the School of Natural Sciences.

At a postgraduate level, the School oversees four (4) Master courses: Biotechnology, Conservation Biology, Environment, and Sustainable Development.

Skilled educational leadership plays a vital role in advancing the Faculty's goals around student success, experience, and retention. At present, the School of Natural Sciences has the lowest proportion of staff in the Teaching and Leadership job family across the Faculty.

School of Natural Sciences Research Proposition

Relative to its FTE deployment, Natural Sciences has a very strong research performance, including research income, publication outputs, and HDR completions. The School supports some of the highest performing research collectives in the University. Nevertheless, there are opportunities to uplift research performance across the School's research disciplines and leverage synergies with other Schools and Departments.

Future research priorities include:

- Supporting Animal Behaviour and Neurobiology
- Protecting and investing in Environment and Conservation
- Maintaining strength in Evolution and Ecology
- Supporting Innovative Chemical Systems
- Protecting and investing in Molecular 'Omics and Synthetic Biology

School of Natural Sciences Proposed Changes and Workforce Strategy

To streamline the curriculum, improve marketing opportunities, and provide a clear pathway from undergraduate to postgraduate courses, several curriculum changes will take place in 2026-2027.

The Bachelor of Environment and Bachelor of Biodiversity and Conservation will be consolidated into a single degree (Bachelor of Environment and Conservation) with two (2) majors: one (1) in Environment (merging the two current majors in this discipline) and one (1) in Conservation Biology.

Similarly, the Masters of Environment, Conservation Biology, and Sustainable Development will be merged into a single degree (Master of Environment and Conservation), with three specialisations, one in each of the discipline areas.

These changes, combined with reductions in option sets elsewhere, are likely to reduce teaching workload by approximately 2,500 hours.

To better support the Faculty's educational priorities and ensure alignment with proposed curriculum changes and future research needs, it is proposed that the School's workforce be strategically realigned. This will enable the School to build critical mass in educational leadership, while also facilitating targeted investment in areas of future research focus, in an operating environment where growth is constrained.

The School will continue to provide fundamental and specialist expertise and leadership to a range of University and Faculty Research Centres, including the Smart Green Cities, Multi-omics, and Applied AI Research Centres, the pan-university Bioinnovation and Macquarie Minds and Intelligences initiatives, and the Harmony Centre for Ecosystem Futures. FTE deployment in Earth Systems Science will be refocussed, with relevant teaching activity captured in the consolidated Bachelor of Environment and Conservation and Master of Environment.

Consistent with this workforce strategy, the following changes are proposed:

- A reduction of ~ 7.0 FTE Teaching and Research positions; and

- An investment of 2 Teaching and Leadership positions.

This results in a proposed overall net reduction of five (5) Teaching and Research positions.

2. IMPACT ON STAFF

The impact on staff section sets out the proposed changes and likely impact on staff including changes to roles, structures, proposed redundancies and/or redeployments and/or closure of a University work unit or part of a University work unit, as per clause 47.8(b) of the Enterprise Agreement.

2.1 Proposed redundancies, redeployment and retrenchments

The potential impact of the proposed changes on staff will vary. The proposed changes will have a significant impact on staff members whose positions are proposed to be made redundant following a selection process to reduce the number of staff and on fixed-term staff members whose contracts are not proposed to be renewed.

There are anticipated to be redundancies in areas where there is a proposed reduction in the number of positions as set out in **Table D1: Proposed Reductions in Staff and New Positions**.

Table D1: Proposed Reductions in Staff and New Positions

School	Continuing Staff (FTE)	Academic Levels where reduction is proposed	Staff in scope Headcount (FTE) in academic levels where reduction is proposed	Proposed reduction (FTE)	Proposed new teaching and leadership positions
Natural Sciences	62.1	C / D / E	32 (30.0)	-7.0	2

[Data source: Workday 17 April 2025]

Pre-retirement Contracts

In the first instance and in order to reduce the need for involuntary redundancies, the University is open to negotiating pre-retirement contracts in areas where a reduction in staffing is proposed. It is proposed that any pre-retirement contracts would attract a salary loading and be agreed on the basis of employment concluding on or before the end of 2026.

Job Family Changes

In circumstances where an increase in the proportion of positions in the Teaching and Leadership job family is proposed, the Faculty invites staff in the School who are interested in transitioning to this job family. It is acknowledged that any job family changes are voluntary and must be mutually agreed.

Voluntary Redundancies

If the required reductions are not achieved through pre-retirement contracts and job family changes, it is proposed that the University would invite applications for voluntary redundancy in an effort to reduce the number of staff without the need for involuntary redundancies. Any applications for voluntary redundancy would be subject to clear criteria and the University would reserve the right to decline applications in order to ensure the organisation retains the right mix of skills and capabilities.

Selection Process

If a reduction in staff is still required following any pre-retirement contracts, job family changes and voluntary redundancies, there would be a selection process in order to achieve any required reduction and select staff members for redundancy. Further detail on any such process would be set out in the Proposed Implementation Plan.

The provisions in the Enterprise Agreement regarding redundancy, redeployment and retrenchment (set out at Clause 48) will apply to any University staff members who are selected for retrenchment following the relevant process set out above.

2.2 Impact on Fixed-Term Staff

It is proposed that all staff in the School on fixed-term contracts will be reviewed prior to the end of their current term, in line with the requirements set out in the Enterprise Agreement. The default is that all fixed-term positions will conclude at the end of their current term.

2.3 Potential diversity and inclusion impacts

The University considers that any clearly identifiable and disproportionate potential impacts on diversity and inclusion are otherwise addressed at the Faculty-level impact assessment above at section 3.1. The Faculty will undertake an analysis of diversity and inclusion impacts following any reduction in workforce and integrate a plan to mitigate and manage any disproportionate impacts identified into its broader workforce strategy and planning.

2.4 Potential workplace health and safety impacts

The University considers that potential effects on work health and safety are otherwise addressed at the Faculty-level assessment above at section 3.2.

2.5 Identification and redistribution of work

As outlined above, the proposed curriculum changes will reduce teaching load by ~2,500 hours. The proposed increase in the proportion of positions in the Teaching and Leadership job family will also increase teaching capacity and therefore support the Faculty to more effectively manage teaching workload.

Casual workforce

As courses move to a teach-out phase, it is envisaged that the utilisation of casual academics consistent with legislation may be engaged on a temporary basis to help staff the associated units, particularly with assisting in running Small Group Teaching Activities and undertaking marking.

3. FINANCIAL IMPLICATIONS

This section outlines the financial implications of the proposed change as per clause 47.8(e) of the Enterprise Agreement.

Table D2: Financial Implications of the Proposed Change

	CURRENT FTE	PROPOSED FTE			SAVING	
	Current - total	Divest or Re-align	Re-invest	FTE change	Future	Salary + on-cost savings
School of Natural Sciences	62.1	-7.0	2.0	-5.0	57.1	~\$1.5M

Workplace Change Proposal

Faculty of Arts

3 June 2025

*This Workplace Change Proposal has been prepared in accordance with Clause 47 of the Macquarie University Academic Staff Agreement 2023 (**Enterprise Agreement**). The proposal is being issued to all affected staff and their unions.*

Staff are encouraged to provide feedback on the proposal including, but not limited to, any alternative proposals.

All responses will be considered prior to the University deciding whether to proceed with the proposed changes (or a modified version). Where a decision is made to proceed with the change (or a modified version), the University will proceed with preparing an Implementation Plan, consistent with Clause 47 of the Enterprise Agreement.

While it is recognised that staff should be able to discuss the proposal with their Unions, advisors and colleagues, this proposal does contain confidential information about the University and its workforce. Accordingly, the proposal should not be disclosed or distributed to parties outside of the University without prior written approval from the relevant Executive Group Member.

Key Dates

Release of change proposal: Tuesday, 3 June 2025

Feedback on change proposal closes: Tuesday 24 June 2025

Decision regarding change proposal communicated: Week commencing 7 July 2025

	Date	Signature
Approved by: Professor Chris Dixon <i>Executive Dean</i> <i>Faculty of Arts</i>	2 June 2025	
David Ward <i>Chief People Officer</i> <i>Human Resources</i>	2 June 2025	
Approved for release by: Professor Eric Knight <i>Deputy Vice-Chancellor</i> <i>(People and Operations)</i>	2 June 2025	

Pursuant to clause 4.39 of the Macquarie University Delegations of Authority Register (Version 2.28 – 28 November 2024), the authority to approve a change proposal sits with the Deputy Vice-Chancellor (People and Operations), after consultation with the Executive Group.

EXECUTIVE SUMMARY

Macquarie University prides itself on being a distinctive and innovative institution that delivers world-class and impactful education, research and healthcare. Our purpose is to serve, engage and empower our people, nurturing a culture of innovation and excellence as a thriving academic community that transforms and improves lives.

Like all Australian universities, Macquarie is operating in a financially constrained and uncertain policy environment. Funding – both domestically and internationally, and including for research – is less guaranteed and increasingly limited. Policy decisions and policy uncertainty have had a material impact on the way universities can conduct their core business of education and research. We are also mindful of the continuing turbulence that is expected to impact the higher education sector in the coming years.

In response to these challenges, we are now taking the time to determine how we can best invest in and support our dynamic and exceptional academic work and focus, so it continues to deliver profound benefit to students, employers, society, industry, and the economy for the long term.

With this in mind, Macquarie University has been continuing to undertake work first commenced during COVID to carefully review both our work and our academic workforce so that our education and research continue to drive our distinctive mission, deliver benefits for today's world, and meet the needs of the future.

Some of this careful planning and thoughtful work is already well advanced in other parts of the University – the Macquarie Business School and the Faculty of Medicine, Health and Human Sciences. However, some further alignment of education and research work and the academic workforce with the University's broader mission is required in the Faculty of Arts and the Faculty of Science and Engineering.

The proposed realignment in the Faculty of Arts and the Faculty of Science and Engineering has three primary drivers:

1. To ensure education and research in the Faculty of Arts and the Faculty of Science and Engineering are optimised and continue to be relevant, world-leading, and meet the needs and demands of students and employers.
2. To ensure that the quality of education and research in the Faculty of Arts and the Faculty of Science and Engineering remains at the highest standards of excellence, and is focused in a way to best support the University's mission to deliver benefit, service and engagement.
3. To ensure that the University maintains financial resilience in a context of increasing funding and policy uncertainty, and that Macquarie can keep meeting the future needs of its students and staff.

As always, the wellbeing and safety of our community is our highest priority. The University is committed to supporting all staff in this consultation period and if change is implemented, including wellbeing and care services. We encourage anyone who needs help to access our services.

We thank all members of our university community for their dedication, understanding, and continued commitment during this important transition, and as we look to build on our proud legacy and for a sustainable and dynamic future.

1. INTRODUCTION AND BACKGROUND

1.1 Sector and University Background and Context

There has been significant engagement with the University community about the systemic challenges the higher education sector and Macquarie University (**University**) continue to face. These challenges include:

- Plans indicated by both sides of the Federal government to cap the entry of international students into Australia and flat or declining domestic student demand fundamentally challenging an operating model which historically relied upon growth to ensure financial sustainability
- Evolving student needs, with a growth in part-time study and need for greater flexibility in their ability to move between courses (course transfer) and institutions (with recognition of prior learning)
- A funding landscape for research in Australia which has been eroded over time and continues to be highly constrained, requiring all Australian universities to make strategic decisions about where to invest research effort and resources to maximise impact.
- Significant shifts in the regulatory context in which the academic workforce is constituted which require universities to plan and utilise their permanent staff workforces intentionally and efficiently

Engagement with the University community about these challenges has been ongoing and includes:

- All staff Town Halls led by the Vice-Chancellor on 22 October 2024 and 28 February 2025.
- A Draft Academic Blueprint Paper shared with the University community in March 2025 and a revised Academic Blueprint Paper (**Academic Blueprint Paper**), which incorporates feedback from consultation undertaken on the Draft Academic Blueprint paper.

The Academic Blueprint Paper sets out a vision for our academic workforce as one that is responsive, productive and aligned with the University's purpose, vision and values, and core Education and Research strategies. This Workplace Change Proposal has been developed consistent with the Academic Blueprint Paper and is informed by the areas of investment and focus set out in the Research Strategy 2035 and the Education (MQ Advantage) Strategy.

This Workplace Change Proposal is separate and distinct from the Academic Blueprint Paper, which is intended to be an iterative framework focused on building and embedding workforce planning into our systems and processes in the long-term.

1.2 Faculty of Arts Background and Context

History and Context

The Faculty of Arts was established in 2009 through a University-wide change process which brought nine (9) Divisions together into four (4) Faculties.

The Faculty of Arts (**Faculty**) has evolved considerably since this time with the reorganisation from 13 to 8 academic units in 2019 which established the School of Social Sciences, the Department of Media, Communications, Creative Arts, Language, and Literature (MCCALL) and the Department of

History and Archaeology. In 2020, the School of Education was incorporated into the Faculty of Arts and in 2024 the School of International Studies was created.

In January 2025, following consultation, the Faculty was reorganised into the five Schools outlined below.

Structure and Number of Schools

The Faculty now comprises five Schools:

1. Macquarie Law School
2. Macquarie School of Education
3. School of Communication, Society and Culture
4. School of Humanities
5. School of International Studies

The School of Communication, Society and Culture includes the Centre for Critical Indigenous Studies.

The Faculty is host or co-host to a range of national, University, and Faculty research centres, including:

- ARC Centre for the Elimination of Violence Against Women
- Macquarie University Ethics and Agency Research Centre
- Macquarie University Data Horizons Research Centre
- Macquarie University Global Indigenous Futures Research Centre
- Macquarie University Early Childhood Education Research Centre
- Macquarie University Environmental Law Research Centre
- Macquarie University Housing and Urban Planning Research Centre.

Workforce Profile

The Faculty of Arts employs a total of ~ 429 academic and professional staff (~392.3 FTE)¹ in continuing and fixed-term positions. In 2024, to address the imbalance between teaching demand and supply and to comply with legislative changes the Faculty of Arts took steps to reduce its reliance on casual academic staff. The Faculty continues to engage casual academic staff consistent with the nature of casual engagement, legislative requirements and to meet operational requirements.

The Faculty employs 324 staff (~301.1 FTE)² in academic job family positions including those employed in *graduate teaching, research-focused, teaching and leadership, teaching and research and technical, industry and commercial* roles. Of the 324 staff employed in academic job family positions in Faculty, 83% (268 headcount, ~256.5 FTE) are employed on operating funds with the remainder (56 headcount, ~44.7 FTE) employed on project funds.

¹ Headcount and FTE data current as at 30 April 2025

² Data current as at 30 April 2025

The charts below present the distribution of academic level, gender profile and age brackets of academics employed on operating funds in the Faculty of Arts.

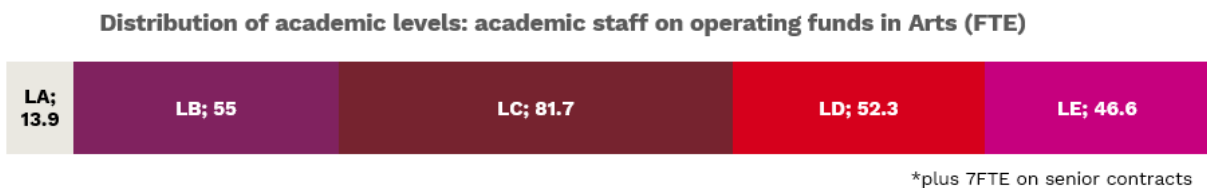


Figure 1 Academic Levels

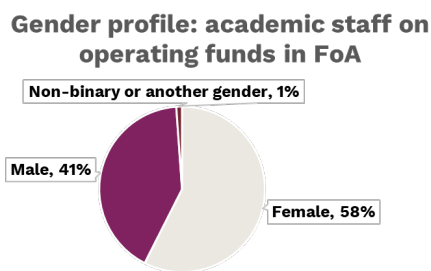


Figure 2 Gender Profile

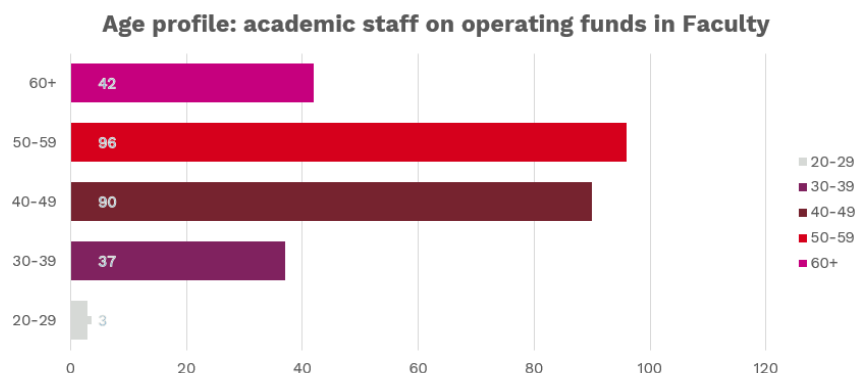


Figure 3 Age Profile

The workforce profile across each of the Schools varies and has evolved over time. The current academic level distribution and a detailed summary of the workforce profile for Schools in scope is set out in the appropriate Appendix.

Courses and Student Profile

The Faculty of Arts currently offers sixteen (16) undergraduate degrees as well as two (2) degrees through Open Universities Australia (OUA), as well as thirty-six (36) postgraduate courses and ten (10) through OUA.

Significant changes to both the undergraduate and postgraduate curriculum have been proposed in response to evolving market demands and to ensure the ongoing relevance and impact of future educational programs in the Humanities and Social Sciences (HASS) disciplines. The Faculty has engaged comprehensively with staff on these changes, including through the Faculty’s recent Curriculum Discussion Paper. Feedback on the Curriculum Discussion Paper has informed the proposals on curriculum outlined in this Workplace Change Proposal. The Faculty considered

feedback on the Curriculum Discussion Paper, which has informed the proposals on curriculum set out in this Workplace Change Proposal.

Research Revenue and Performance

Faculty research continues to make a strong contribution to the University's research performance across many indicators (publications, grant income, graduate research supervision, completions, and rankings). Relative to FTE, research performance across and within individual academic units is uneven.

Through the Research Centres, the Faculty is supporting areas of strategic significance and potential growth opportunities. It will continue to support high quality research to enable the Faculty to meet the research objectives as outlined in the Research Strategy 2035.

Faculty engagement and consultation to date

There has been extensive engagement and consultation with the Faculty regarding the issues and drivers which have resulted in this Workplace Change Proposal. This includes:

- An all-staff Faculty Town Hall on 20 March 2025 that included the Vice-Chancellor and DVC People and Operations. During the Town Hall, the Vice Chancellor, the Executive Dean and the DVC (People and Operations) outlined the significant ongoing financial challenges and the need to reduce the size and cost of our workforce.
- Regular meetings with Heads of School to discuss the possible changes and likely impacts.
- Meetings with all Schools in April 2025 to discuss possible curriculum changes.
- A Discussion Paper released on 23 April 2025 which set out proposals and options in relation to the future Faculty of Arts curriculum for consultation and feedback.
- Consultation with Faculty staff on proposed changes, through curriculum development workshops led by the Deputy Dean Education and Employability and including Directors of Education.

2. RATIONALE FOR CHANGE AND PROPOSED CHANGES

The proposed changes and rationale section sets out the details of the recommended changes and the rationale for the change, including objectives and aims of the change, as per clause 47.8(a) of the Enterprise Agreement.

2.1 Rationale for Change

University and Faculty Strategy

The overarching objective of this Workplace Change is to ensure that the University is both financially resilient and equipped to fulfil its longer-term mission and strategy. The following objectives have guided and informed this Workplace Change Proposal:

- Strategically aligning the academic workforce with the education and research work of the University and Faculty into the future.

- Ensuring that we have a sustainable structure, and that our people have the necessary skills, capabilities, expertise and culture to fulfil the mission and objectives of the University and Faculty; and
- Addressing the financial imperatives of the University and Faculty by reducing the cost and size of our academic workforce profile.

Our core mission is to be a distinctive and innovative institution that delivers on world-class and impactful education, research and healthcare. As outlined in Section 1 above, the higher education landscape continues to shift and has a material impact on the way in which universities can conduct their core business.

Consistent with our core mission and to address these shifts, the University has been thoughtful in considering how it delivers education and research. Curriculum review and refinement is an important aspect of how the University approaches the delivery of its education work to ensure that our course and unit offerings are cohesive and meet the needs of students, employers and the wider community. The scale of curriculum revision required in order to meet these evolving needs varies across the University.

As outlined in the Curriculum Discussion Paper, the external drivers and pressures facing our sector are acutely felt in the arts, humanities and social sciences, with policy and regulatory interventions likely to increase amidst ongoing political debates regarding the value of the humanities and social sciences. Contemporary policy settings and modern demands mean we must look to maintain our excellence and distinction with a view to long-term sustainability and relevance.

It is a strategic priority to align teaching effort with the strategic educational mission of the University and the MQ Advantage Strategy, which aims to bring HASS education directly into the challenge of solving global and local problems. There is therefore a strong imperative for the Faculty of Arts to develop a future-focussed and resilient curriculum that enables us, and our students, to rise to the demands we will face over the next decade. The proposed revision of our undergraduate and postgraduate curriculum suite is therefore a significant driver of this Workplace Change Proposal, as we seek to reshape a workforce which is no longer aligned to our future education work. We also must align our research effort and resources with the University's Research Strategy 2035 and areas of focus for the Faculty including protecting current areas of strength.

Financial Imperative

The need to reduce our staffing in certain areas is an invariable aspect of the rationale for this Workplace Change Proposal.

The prospect of international student caps and uncertainty in domestic student demand means that Australian universities, including ours, can no longer rely upon continued student enrolment growth as a strategy to ensure financial sustainability. In our most recent intake, Semester 1 2025, the University exceeded its student commencement forecast, including in the Faculty of Arts, in Law, Education and Criminology. However, the increase does not off-set ongoing costs and threats to demand sufficiently to address a structural shortfall in our budget.

The University has run at a deficit for five (5) of the last six (6) years, and the 2025 budget (as well as the forecast for 2026 – 2029) indicates low or no prospect for growth. In 2024 the University recorded a deficit of -\$9 million. Whilst this was a substantial improvement on the Covid-impacted results of prior years, it is still short of where the University needs to be. To be financially sustainable

in the long term, the University needs to return to consistent surplus, targeting a net result of at least 5% (or ~\$50 million) each year. This will provide the University with flexibility to invest in areas of strategic importance, provide a buffer against unforeseen financial shocks and allow the University to manage its debt levels.

Addressing a recurring financial deficit by growing revenue is always the preferred route but is challenging in an environment where Government-imposed caps are operating to restrain teaching revenues, for both domestic and international students. This reinforces the need for us to focus on managing our costs. Initiatives to reduce our non-people costs are ongoing, but the need to reduce the size and cost of our staffing is inevitable in a context where staffing costs make up two thirds of our cost base and increase by ~ \$20 million each year, even if there is no growth in the size of the workforce.

Over the past few years, work has been underway across the University to better align our curriculum and our workforce to the evolving needs of our students and their future employers and to the research priorities of the University. This work has progressed at differing speeds across the University. Some areas have already seen significant curriculum remediation and have been through workplace change to reduce academic staff and professional staff costs; other areas still have work to do.

The Faculty of Arts did deliver its required immediate cost savings in 2020 and 2021 through reduced casual expenditure and voluntary redundancies. However, these savings were not structurally sustained or embedded.

In the context of the University and Faculty strategy and financial imperatives outlined above, the University Executive Group have agreed that the Faculty of Arts will reduce and realign its academic workforce and deliver annual net savings of approximately \$10 million.

2.2 Summary of Proposed Changes

To meet the financial imperatives and achieve the Faculty strategy outlined above, the Faculty of Arts is proposing the following changes:

- Aligning the workforce profile to support the Faculty strategy – including changes to the composition across academic levels and job families; and
- Reduction in the number of academic positions.

Given the scope of the proposed changes, and for ease of reference, a detailed summary of proposed changes and the rationale for such changes are set out for each affected School within the Faculty of Arts as follows:

- [**Appendix A – Macquarie School of Education**](#)
- [**Appendix B – School of Communication, Society and Culture**](#)
 - Discipline of Sociology
 - Discipline of Media and Communications
- [**Appendix C – School of Humanities**](#)
 - Sub-discipline of Ancient History and Archaeology
 - Discipline of Creative Arts
- [**Appendix D – School of International Studies**](#)

- Discipline of Politics and International Relations

For clarity, the following Schools, Centres and/or Disciplines and Sub-Disciplines within the Faculty of Arts are out of scope for the purpose of this Workplace Change Proposal:

- **Macquarie Law School**
- **Centre for Critical Indigenous Studies (CIS)**
- *Disciplines and Sub-disciplines*
 - **Anthropology**
 - **Geography and Planning**
 - **Philosophy**
 - **Literature and Creative Writing**
 - **Modern History**
 - **Security Studies**
 - **Criminology**
 - **Global Cultures and Languages**

A number of considerations were taken into account in determining that these Schools, Centres and/or Disciplines and Sub-disciplines are out of scope, including, student demand, areas of strategic investment and growth, aggregate research performance relative to FTE, and the scale, quality and trajectory of research into the future. Further detail on out-of-scope disciplines and the rationale is in the relevant appendices.

In addition to the areas set out above, the following positions are also out of scope for the purpose of this Workplace Change Proposal:

1. Positions funded by external grant/project funds

All positions funded at greater than 80% from external grant/project funds are proposed to be excluded. This includes positions where there is an associated continuing position on operating funds, provided the external funding is secured beyond 31 December 2025.

2. All continuing academic staff appointed in the Teaching and Leadership job family

These positions are critical to meeting the Faculty's objective of excellence in education and managing teaching capacity.

3. Research primary Chief Investigators

Staff with continuing academic positions who, as primary CI, hold active external research project/s with combined HERDC reportable research income to Macquarie University of at least \$100,000 over the grant/s term for a minimum period of two years from 1 January 2025 onwards.

A Primary CI is defined as the Lead CI on MQ led projects, or the Lead MQ CI on non-MQ led projects.

4. Staff who hold substantial University central academic leadership positions

Staff with continuing positions funded by Faculty operating funds who currently occupy academic leadership positions outside the Faculty (such as in portfolios of DVC Academic or DVC Research) are proposed to be excluded provided the appointment to the leadership position extends beyond 31 December 2025.

5. Staff who hold senior Faculty leadership positions

Deputy Deans, Associate Deans, and Heads/Deans of School are also proposed to be out of scope. As Executive Deans occupy academic leadership positions which form part of the University Executive Group, it is also proposed these positions are out of scope.

6. Fixed-term staff members

Fixed-term contracts will be reviewed prior to the end of their current term, in line with the requirements set out in the Enterprise Agreement. Fixed-term contracts will usually conclude at the end of their current term, except in circumstances where additional funding is secured, or they are extended to cover a continuing staff member on a secondment or period of extended leave.

7. Casual academic staff

The Academic Blueprint Paper outlined a proposed approach to the use of casual academic staff consistent with recent legislative change and the nature of casual employment. This approach envisages that casual academic work will be used primarily as a supplement to unit convening and teaching work led by continuing and fixed-term academic staff and will be focused on tutorials (particularly those with a repeat component), demonstrations and marking. Casual academic staff are not explicitly contemplated in this workplace change proposal and the Faculty of Arts will continue to engage casual academic staff consistent with operational and industrial requirements.

8. Staff members with an agreed Pre-retirement contract

Staff members who have an agreed pre-retirement contract with the University are already committed to concluding employment on a specified date and are not an ongoing operational cost.

Of the 324 staff (301.1 FTE) employed in continuing or fixed-term academic roles in the Faculty, approximately 216 staff (197.81 FTE) belong in the above “out of scope” categories, Schools, disciplines and sub-disciplines and it is proposed they will not be further considered in this workplace change proposal. Although staff who fall into the above categories are out of scope, we nonetheless welcome their involvement in the consultation and feedback process. [Data source: MQ HR reporting (IT), 30 April 2025]

3. ASSESSMENT OF LIKELY IMPACT OF THE CHANGE ON STAFF

The impact on staff section sets out the proposed changes and likely impact on staff including changes to roles, structures, proposed redundancies and/or redeployments and/or closure of a

University work unit or part of a University work unit, as per clause 47.8(b) of the Enterprise Agreement.

The potential impact of the proposed changes on staff will vary.

The proposed changes will have a significant impact on individual staff who are engaged within Schools where a reduction in the number of academic positions is proposed.

Changes proposed will also have an impact on fixed-term staff members whose contracts are not proposed to be renewed.

There will be a less significant impact on staff in Schools which are out of scope of this Workplace Change Proposal.

For a more detailed analysis on the anticipated impact on staff, refer to the relevant Appendices for each School as set out below:

- [Appendix A](#) – Macquarie School of Education
- [Appendix B](#) – School of Communication, Society and Culture
- [Appendix C](#) - School of Humanities
- [Appendix D](#) – School of International Studies

3.1 Potential diversity and inclusion impacts

It is important that the University maintains a balanced workforce profile, including through any workplace change process. We are also conscious of equity and diversity considerations, including our commitments under the Diversity, Inclusion and Belonging Framework.

It is acknowledged that current University data is the most complete for gender and age diversity while data sets on other equity and diversity factors are less complete – although it has improved as a result of the *Count Me In* campaign. The University will therefore focus primarily on analysing potential gender and age diversity impacts. A breakdown of the workforce including by Age Profile and Gender Profile is outlined above in the Workforce Profile. Any possible disproportionate gender and age diversity impacts which are readily identifiable at this early stage are outlined in the relevant appendices.

The Faculty will undertake an analysis of diversity and inclusion impacts following any reduction in workforce and integrate a plan to mitigate and manage any disproportionate impacts identified into its broader workforce strategy and planning.

3.2 Potential workplace health and safety impacts

The following table considers common work health and safety hazards that may arise throughout change and sets out relevant control measures that are either in place or proposed to be implemented.

Potential risk area	Activities to mitigate and manage
Consultation	<ul style="list-style-type: none"> • The Faculty will undertake a structured consultation process on the proposed changes, as set out in this Workplace Change Proposal, and staff are encouraged to engage with the consultation and change management processes; • Where a decision is made to proceed with proposed changes, the Faculty will seek feedback on the implementation of the changes.
Workload management	<ul style="list-style-type: none"> • The work undertaken to review and rationalise the curriculum suite is anticipated to reduce workload requirements in teaching over time. It is anticipated that this work will see a reduction in teaching hours by ~ 61, 000 hours from 2026 and beyond across the Faculty. This reduction has been factored into the proposed allocation of savings across the Faculty to ensure that Schools have sufficient staff to teach the remaining courses; • The Faculty will adopt a consistent approach (August & September of each year) to the allocation of teaching workloads (consistent with the process set out in the Enterprise Agreement) and service leadership roles to continuing staff for the following year; • The Faculty will actively engage with staff about strategies to effectively manage workload as part of the implementation process; • The Faculty will, as required and appropriate, review the Faculty Workload Model to facilitate more effective workload management as required and in accordance with the Enterprise Agreement.
Resourcing	<ul style="list-style-type: none"> • The work undertaken to review and rationalise the curriculum suite has and will continue to reduce workload requirements in teaching. This has been factored into the proposed allocation of savings targets across the Faculty to ensure that Schools have sufficient staff to teach the remaining courses; • The Faculty will adopt a consistent approach (in November – January of each year) to identify teaching shortfalls and making offers of fixed-term and/or casual employment to address these.
Communication	<ul style="list-style-type: none"> • The Faculty will provide timely and clear information about the proposed changes; • Staff will be given an opportunity to engage with the change in various forums and formats, including by way of written feedback and Faculty town halls, meeting with the Executive Dean, relevant Deans, Head of School and HR.
Support and Training	<ul style="list-style-type: none"> • UniSuper offer a range of free and confidential health support services to members including in relation to mental health. Further information is available here: https://www.unisuper.com.au/insurance/360health • The Employee Assistance Program (EAP) is a confidential counselling, coaching and wellbeing which is available for staff

	<p>affected by this change. The Macquarie University EAP service is provided by Telus Health and is available 24/7 on 1300 360 364 or log in for online support.</p> <ul style="list-style-type: none"> • Other support and training considerations are outlined in Section 3.4 below.
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3.3 Proposed redundancies, redeployments and retrenchments

Decisions about the workforce must be carefully considered and intentionally informed by future needs across education and research. The University therefore does not intend to invite applications for voluntary redundancy (**VR**) from staff broadly. Opportunities for VR may be considered in discrete circumstances in areas where a reduction in staff is proposed and subject to criteria which support the University to retain the right mix of skills and capabilities to fulfil strategic and operational needs.

The provisions in the Enterprise Agreement regarding redundancy, redeployment and retrenchment will apply to any University staff members who are selected for retrenchment.

3.4 Redeployment Opportunities, Career Transition Support, and Cross-Disciplinary Training

Transition to Teaching and Leadership Positions

There are a number of disciplines in which additional Teaching and Leadership positions are proposed. Staff in these disciplines will have the opportunity to express interest in these positions and will be appointed subject to a selection process. Details of the selection process will be set out in the Proposed Implementation Plan.

Redeployment and Career Transition Support for Impacted Staff

The University acknowledges that academic staff have unique needs when it comes to redeployment and career transition and is committed to working closely with all affected staff to explore any available opportunities.

Academic staff members selected for redundancy and interested in redeployment have dedicated redeployment support from Human Resources. Human Resources will actively engage with staff to understand their skills and experience, identifying potential redeployment opportunities across the University Group. Additionally, the Recruitment Exceptions Board (REB) process prioritises roles that offer opportunities for staff seeking redeployment.

The University will explore career transition support options with providers experienced in academic career pathways and seek to take a flexible and holistic approach to supporting any academic staff members selected for redundancy.

UniSuper will also be engaged at the appropriate time to facilitate a number of dedicated information sessions for staff so that they are well informed about possible impacts to their superannuation throughout this process.

We welcome feedback on how we can best support academic staff during this transition.

4. IDENTIFICATION AND REDISTRIBUTION OF WORK FROM REDUNDANT POSITIONS

This section outlines the proposal for the identification and redistribution of any work that will remain from positions proposed to be made redundant, within the workloads of remaining staff as per clause 47.8(c) of the Enterprise Agreement.

The following activities have and will be undertaken to mitigate and manage possible workload risks:

- The curriculum change work has and will continue to significantly reduce workload requirements in education. This has been factored into the proposed allocation of savings targets across the Faculty to ensure that Schools have sufficient staff to teach the remaining courses. The curriculum review and redesign work will lead to a reduction in the number of units and, consequently, fewer teaching hours across the Faculty. It is anticipated that by 2026, the reduction in units will result in a commensurate reduction in teaching hours of approximately 61,000 hours.
- There are a number of areas where an increase in the proportion of positions in the Teaching and Leadership job family is proposed which will increase teaching capacity;
- The Faculty will actively engage with staff about strategies to effectively manage workload as part of the implementation process;
- We will remain open to reviewing and adjusting the Faculty Workload Model to facilitate more effective workload management as required and in accordance with the Enterprise Agreement.

5. FINANCIAL IMPLICATIONS

This section outlines the financial implications of the proposed change as per clause 47.8(e) of the Enterprise Agreement.

School	Total Number of Staff (FTE)	Proposed net reduction in FTE	Proposed reduction (\$m)
Macquarie School of Education	39 (37.11)	~ 10	~ \$2M - 2.3M
Humanities	62 (60)	~ 13	~ \$3 – 3.2M
International Studies	41 (40.3)	~ 4	~ \$1M
Communication, Society and Culture (inc Centre for CIS*)	73 (68.6)	~ 15	~3.5 – 3.8M
SUB-TOTAL		~ 42 FTE	~ \$9.5 – 10.3M
School of Education – Reinvestment		+2FTE	~ 0.3M
NET SAVINGS		40 FTE	~ \$9.2 – 10M

* Centre for Critical Indigenous Studies is out of scope but is included for transparency of total staff numbers within the School of Communication, Society and Culture

There will be reinvestment required in the School of Education in the areas of Primary Maths and Science of ~ 2 FTE or ~ \$300K. This will mean the overall net reduction will be ~ 40 FTE equating to net savings of ~ \$9.2 – \$10M.

6. FEEDBACK PROCESS

The formal consultation period and indicative timeframes are as follows:

- **Release of change proposal:** Tuesday 3 June 2025
- **Feedback on change proposal:** Tuesday 24 June 2025
- **Decision made and communicated:** Week of 7 July 2025

These timeframes are subject to consultation and feedback and may be adjusted. Any written feedback on the change proposal should be emailed to FoAExecutiveDean@mq.edu.au by close of business on Tuesday 24 June 2025.

7. PROPOSED IMPLEMENTATION TIMELINES

This section outlines the proposed timelines for implementation as per clause 47.8(d) of the Enterprise Agreement.

It is anticipated that an Implementation Plan Proposal will be released no earlier than the week commencing 7 July 2025. This may change depending on the nature and scope of the feedback received on this change proposal. Staff will be updated on proposed implementation timeframes in due course.

8. INFORMATION AND SUPPORT FOR AFFECTED STAFF

Staff may seek information and support on the proposed change and/or on issues arising from the proposal from a number of sources:

<p>Key contacts <i>For feedback on the proposed changes and/or further information about the rationale for change or proposed structure.</i></p>	<p>Professor Chris Dixon Executive Dean, Faculty of Arts FoAExecutiveDean@mq.edu.au</p> <p>Staff may also seek clarity on any aspect of this Workplace Change Proposal from their Head of School.</p>
<p>Human Resources <i>For general HR information, clarification around the change proposal, further information about position descriptions or new positions, recruitment processes, etc.</i></p>	<p>Louise Rassack Lead HR Business Partner louise.rassack@mq.edu.au</p>
<p>Employee Relations <i>For information about the change process in the Enterprise Agreement.</i></p>	<p>Rachel McPherson Senior Employee Relations Consultant rachel.mcperson@mq.edu.au</p>
<p>Superannuation <i>For information about superannuation and financial advice</i></p>	<p>For UniSuper members, www.unisuper.com.au or, phone 1800 331 685</p> <p>For SSS members, www.statesuper.nsw.gov.au or, phone 1300 130 096</p> <p>For SASS members, www.statesuper.nsw.gov.au or, phone 1300 130 095</p> <p>For other funds, please contact your fund’s advice line or customer service centre</p>
<p>Employee Assistance Program <i>For free counselling or support about any work or personal matter</i></p>	<p>The Employee Assistance Program (EAP) is a confidential counselling, coaching and wellbeing which is available for staff affected by this change. The Macquarie University EAP service is provided by TELUS Health and is available 24/7 on 1300 360 364 or log in for online support.</p>
<p>Employee Representative <i>For personal advice about your rights and entitlements</i></p>	<p>Staff are entitled to be represented by the Union or other Representative at any stage of discussion of the workplace change.</p> <p>Although this change proposal is confidential to Macquarie University staff, an affected staff member can provide a copy of this change proposal to their employee representative for the purposes of advice on the basis that its contents remain confidential.</p>

School of Education

Macquarie School of Education (**School of Education or MSE**) is committed to leading-edge education and research that supports excellent and engaging teaching and learning for early childhood, primary and secondary teachers. MSE priorities include:

- delivering state-of-the-art initial teacher education and teacher professional learning
- driving innovative uses of technology in education
- developing and applying learning science and biosocial education
- supporting both inclusion and special education for learners facing challenges or living with disabilities
- pioneering world-leading approaches in early childhood education.

The School of Education has undergone significant curriculum refresh and refinement, consistent with New South Wales Education Standards Authority (**NESA**) accreditation requirements for teachers in NSW schools. New course offerings for Education students were launched in 2025, and a large proportion of units and courses will be rested by the end of 2026. The delivery of high quality, innovative Initial Teacher Education (**ITE**) is at the heart of MSE which is committed to providing courses primarily led by academic staff who are experienced School and Early Childhood Teachers, supported and enriched by industry experts who are practicing teachers in MSE Hub Schools and broader partner schools and early education settings.

Excluding the Dean of School, MSE currently has a total headcount of 43 academic staff (35 continuing and 8 fixed-term positions) equating to 40.4 FTE overall. The 35 continuing positions (which equate to 34.1 FTE) are all in the Teaching and Research job family other than one DECRA Fellow position which is a secondment from a substantive continuing position. The 8 fixed term positions (equating to 6.3 FTE overall) include one part time Graduate Teaching Associate position and 3 Teaching and Leadership positions.

1. PROPOSED CHANGES AND RATIONALE

The proposed changes and rationale section sets out the details of the recommended changes and the rationale for the change, including objectives and aims of the change, as per clause 47.8(a) of the Enterprise Agreement.

MSE Research Proposition

MSE's core teaching activity is enriched and informed by world-leading, high impact research in early childhood education; AI and digital studies; learning; mentoring and leadership; equity; and multilingualism. These are enabled by the School of Education's research priorities and strengths in the FoA Centre for Research in Early Childhood Education (CRECE) and the newly formed Research on Artificial Intelligence in School Education (RAISE) Network and Learning and Equity Incubator.

MSE proposes to focus research effort and resources in these highly productive priority areas, supporting the School of Education to secure and accelerate grant capture, high-impact publications and global reputation at the same time as providing a robust and up-to-date evidence base for teacher education.

MSE Curriculum Proposition

In 2024, the ITE UG and PG courses (excluding MTeach ECE) were revised and reaccredited. These now reflect the priorities of the Teacher Education Expert Panel (TEEP) and are highly streamlined and comprise only those programs required by NESAs. The MTeach ECE has been provisionally mapped to the new ITE courses:

- **MTeach ECE:** Revised to integrate with the new ITE suite.

The ITE redesign retained Secondary Languages: however, numbers remain unsustainably low (~40 enrolments across UG and PG).

The MEd, which has been in decline for a number of years and requires unsustainable teaching resources, is to be reviewed and streamlined to further maximise shared teaching. Potential shape of the future MEd is:

- **New MEd:** A single Master of Education with potential specialisations in the areas of Early Childhood Education, Educational Leadership, Indigenous Education, and Inclusive Education

Additionally, due to the nature of the updates in the ITE courses, and ongoing revisions to the majors in the Bachelor of Arts, it is proposed that the Educational Studies Major within the Bachelor of Arts be rested.

MSE Workforce Strategy

The concentration of teaching demand in ITE and regulator expectations of recency of school teaching experience means that the future workforce profile in MSE should be primarily comprised of Teaching and Leadership positions principally occupied by staff who are experienced School and Early Childhood Teachers. Teaching and Research positions must align with and advance the research priorities of MSE (as identified above) and be occupied by highly productive and independent researchers with national and/or international profile commensurate with their seniority and relative to opportunity.

Proposed Changes

In line with the MSE proposed future education and research priorities and needs and workforce strategy, it is proposed that the Faculty of Arts will:

- Discontinue Secondary Language Initial Teacher Education;
- Restrict PDHPE to the mandated minimum in the Primary ITE curriculum;
- Restrict Assessment teaching to the mandated minimum integrated into general ITE;
- Discontinue Research Methods teaching within MSE, drawing instead on existing units in the Faculty;
- Reduce current staffing to be in line with needs in the areas of Special Education, Child Development, and Education Psychology as set out in Section 2. Impact on Staff below.

Special Education and Child Development are areas where MSE has an over-capacity of staffing relative to the teaching demand with the rationalisation of the Master of Education and the suite of new ITE courses. Education Psychology is also currently over-resourced relative to teaching demand and increasingly requires an emphasis on Cognitive Science and Learning Science.

2. IMPACT ON STAFF

2.1 Proposed redundancies, redeployments and retrenchments

The potential impact of the proposed changes on staff will vary. The proposed changes will have a significant impact on individual staff members whose positions are proposed to be made redundant as a direct result of proposed curriculum changes and/or decisions to discontinue specific areas of teaching. They will also have a significant effect on staff members whose positions are proposed to be made redundant following a selection process to reduce the number of staff and on fixed-term staff members whose contracts are not proposed to be renewed.

In some cases, the specificity of the proposed reductions mean that potentially impacted positions and individuals are readily identifiable. All individuals in these positions have been informed prior to the release of this Workplace Change Proposal. For transparency, these are set out below in **Table A: Proposed Redundant Positions in Divested Specialist Areas**

Table A: Proposed Redundant Positions in Divested Specialist Areas

Areas	Position Title	Academic Level	Proposed Reduction in FTE
Secondary Languages	Senior Lecturer	Level C	1.0
PDHPE	Associate Professor	Level D	1.0
Assessment	Senior Lecturer in Educational Data, Measurement and Assessment	Level C	1.0
Quantitative Methods	Professor of Numeracy	Level E	1.0

PDHPE components are taught within MSE's primary education degrees. There are currently no plans to extend PDHPE into MSE secondary education programs. MSE therefore does not require a dedicated continuing position at this current level of seniority in PDHPE. As outlined above, MSE also proposes to discontinue Secondary Languages and Research Methods and restrict Assessment teaching to the mandated minimum and therefore does not require dedicated specialist positions in these areas.

There are also anticipated to be redundancies in areas where there is a proposed reduction in the number of positions as set out in **Table B: Proposed Reductions in Staff:**

Table B: Proposed Reductions in Staff

Specialisation	Total Number of Staff (Headcount and FTE) in Discipline	Academic Levels where reduction is proposed	Proposed Reduction in FTE
Special Education	3 headcount (3.0 FTE)	Levels B - D	2.0 FTE
Educational Psychology	3 headcount (3.0 FTE)	Levels C - D	1.0 FTE
Early Childhood Education	9 headcount (8.6 FTE)	Levels A - C	3.0 FTE

Voluntary Redundancies

To reduce the number of staff without the need for involuntary redundancies in Special Education, Educational Psychology and Early Childhood Education it is proposed that the Faculty would invite applications for voluntary redundancy from staff members in these areas in the first instance. To ensure the organisation retains the appropriate mix of skills, capabilities and experience, any applications for voluntary redundancy would be subject to clear criteria and the University would reserve the right to decline applications. Further details on the criteria for any voluntary redundancies would be set out in the Proposed Implementation Plan.

Early Childhood Education is recognised for its strong research profile. The MSE is home to the internationally renowned Centre for Research in Early Childhood Education and the Faculty has re-invested in the Centre for 2025-2028. While a reduction in staffing is necessary in this area due to a misalignment between current staffing levels relative to student demand, it is proposed that positions at Levels D and E be out of scope for any reduction (including any invitations for voluntary redundancy) in order to preserve the leadership in research necessary to drive and maintain identified research strengths and priorities. This includes the awarding of the newly funded 'Care Economy' Cooperative Research Centre, as senior researchers will play a pivotal role in leading this research agenda and are needed to maintain connections with external policy makers, regulators and industry partners.

Selection Process

If a reduction in staff is still required following any voluntary redundancies, there would be a selection process to achieve any required reduction and select staff members for redundancy. Further detail on any such process would be set out in the Proposed Implementation Plan.

Impact on Fixed-Term Staff

It is proposed that all staff in the School on fixed-term contracts will be reviewed prior to the expiry of their term. The default is that all fixed-term positions will conclude at the end of their current term.

2.2 Changes to roles

Although no new Teaching and Leadership positions are proposed in the School of Education as part of this Workplace Change Proposal, the possibility of transitioning to the Teaching and Leadership job family will be explored on an individual basis in some areas to focus research effort and resources where it is highly productive and aligned with priority areas. It is acknowledged that any changes to job family must be mutually agreed.

2.3 Potential diversity and inclusion impacts

The current demographic profile of academics in the Macquarie School of Education indicates a predominance of female staff (84%) with 75% over 45 years of age. The 4 identified individual proposed redundancies appear to impact as many males and females which might appear disproportionate to the gender profile of the School. Areas in which a reduction of staffing is proposed are predominantly female (consistent with the workforce profile of the School). The University otherwise considers that any clearly identifiable and disproportionate potential impacts on diversity and inclusion are otherwise addressed at the Faculty-level impact assessment above at section 3.1 The University will undertake an analysis of diversity and inclusion impacts following

any reduction in workforce and integrate a plan to mitigate and manage any disproportionate impacts identified into its broader workforce strategy and planning.

2.4 Potential workplace health and safety impacts

The University considers that potential effects on work health and safety are otherwise addressed at the Faculty-level assessment above at section 3.2.

2.5 Identification and redistribution of work

Redesign of the ITE suite of courses has reduced teaching demand across the School. As the teach out of the old MSE programs progresses, there will be a reduction in both the number of units taught and the volume teaching hours required from MSE staff. Specifically, in 2024 the MSE rested 64 units from its suite of ITE courses and will rest approximately 30 units in 2025/6, bringing the total projected number of units offered to 110.

Casual workforce

Our continuing academic staff should be primarily focused on curriculum design (in partnership with industry experts where appropriate), unit convening, delivering teaching for a substantial core of lectures and workshops; overseeing professional experience; supervising PG projects; and quality assurance in marking.

The use of industry experts engaged on a casual basis – wherever possible qualified teachers working currently in NSW schools – is central to the MSE ITE delivery strategy. The Commonwealth and State Regulators demand that ITE courses are staff with an appropriate level of teachers with current or recent school and ECE classroom experience and Accreditation depends on this. As such, the use of industry experts is a fundamental part of quality Initial Teacher Education.

In large, successful and growing programs such as the MSE ITE suite, this raises the challenge of securing, timetabling and managing many industry experts. This change seeks to move to a more systematic approach, partnering closely with systems and schools to ensure ongoing core commitments at institutional level, rather than reliance on individual expression of interest from teachers as has been the case in the past.

3. FINANCIAL IMPLICATIONS

This section outlines the financial implications of the proposed change as per clause 47.8(e) of the Enterprise Agreement.

There is a proposed reduction in staffing of approximately 10 FTE in MSE as outlined above.

However, the need to invest a further 2 FTE in Primary Maths and Science at Level A (Teaching and Leadership) positions would result in a total net reduction of ~ 8 FTE equating to between ~ \$2M to 2.3M in savings for the Faculty.

APPENDIX B

School of Communication, Society and Culture

The School of Communication, Society and Culture (**SCSC**) comprises 4 disciplines:

- Anthropology
- Geography and Planning
- Sociology
- Media and Communications

A breakdown of FTE and headcount by discipline is set out in **Table A: FTE and Headcount Breakdown** below. This breakdown includes the Centre for Critical Indigenous Studies (**CIS**) which has an organisational relationship to the School of CSC but is considered out of scope in this proposed change. Headcount and FTE figures include the Head of School and Head of the Centre of Critical Indigenous Studies for completeness, notwithstanding that the CIS is out of scope.

Table A: FTE and Headcount Breakdown SCSC and CIS (operational)

Discipline	Employment Type	FTE	Headcount
Anthropology	continuing	8	8
	fixed term	0	0
Geography and Planning	continuing	8.8	9
	fixed term	2.2	4
Sociology	continuing	13.6	14
	fixed term	0.8	1
Media and Communications	continuing	27.2	29
	fixed term	0	0
Centre for Critical Indigenous Studies	continuing	6	6
	fixed term	2	2

The objective of the changes for SCSC is to resize the workforce in areas where current staff profile and capacity is not aligned to student demand. As the above table demonstrates, the discipline of Sociology has a higher FTE relative to cognate disciplines of Anthropology and Geography.

The Media and Communications workforce is also over capacity for anticipated teaching requirements with proposed curriculum changes in the Bachelor of Media and Communications reducing the number of majors from 6 to 3 with a focus on practical and industry application to enhance graduate employability.

Positions that are currently fully externally funded (such as Future Fellows and DECRAAs) are out of scope.

1. PROPOSED CHANGES AND RATIONALE

The proposed changes and rationale section sets out the details of the recommended changes and the rationale for the change, including objectives and aims of the change, as per clause 47.8(a) of the Enterprise Agreement.

SCSC Curriculum Proposition

As set out in the Curriculum Discussion Paper, there are a number of changes to the curriculum contemplated which are relevant to staff in the SCSC. These are detailed below.

Bachelor of Social Sciences

Through extensive and collaborative curriculum revision in 2024, the Bachelor of Social Sciences has been reimagined as an exclusively interdisciplinary offering: work on optimising this degree is continuing, with a view to enhancing graduate employability outcomes.

Bachelor of Arts

The Bachelor of Arts is being redesigned, to align with the strategic principles articulated in the education strategy. Most relevant for staff in the SCSC:

- It is proposed that the current Sociology major in the Bachelor of Arts be replaced by a new major with an applied social analysis focus, articulating to the core of the Bachelor of Social Sciences
- It is proposed that the current Geography major and the Bachelor of Planning be replaced by a new “Urban and Environmental Planning” major in the Bachelor of Social Sciences
- It is proposed that the Performing Arts and Entertainment Industries major in the Bachelor of Arts is discontinued and this area of curriculum is reviewed as part of the redevelopment of the Bachelor of Media & Communications

Bachelor of Media and Communications

Consistent with the framing and principles outlined in the Curriculum Discussion Paper, it is intended that the number of majors in the Bachelor of Media and Communications will be reduced from 6 to 3: (Public Relations and Social Media, Screen Practice and Production, and Interactive Design).

Master of Public and Social Policy and Master of Planning:

These postgraduate programs have insufficient student demand and unsustainably low enrolments. Therefore, the Faculty proposes resting both programs.

SCSC Research Proposition

MQ has identifiable research strengths in Anthropology and Geography, evidenced by research outputs, grant income, future research trajectory, graduate research, and reputation, relative to FTE. In a constrained funding context, the University has identified these as priority areas for future investment. The research profile in Sociology is more variable, and as an aggregate, the discipline of Sociology does not perform as well as Anthropology and Geography relative to FTE. Sociology is also competing with most other universities, including some with major research centres.

SCSC Workforce Strategy

To address the aforementioned misalignment of the workforce in the social sciences, and noting the resting of the Master of Public and Social Policy, it is proposed that the Sociology workforce profile be reduced and realigned so that the job family mix includes Teaching and Leadership and Teaching and Research positions focussed on delivering teaching in a proposed new major with an applied social analysis focus and the core of the Bachelor of Social Sciences. It is proposed to reduce the workforce in Sociology to more closely align with Geography and Anthropology.

The reduction of majors in the Bachelor of Media and Communications will require a reduction and realignment of staffing in this area to align with student demand. It is proposed to align the workforce to the future teaching needs of the redeveloped majors, with a focus on development of practical industry training and in research, to continue to invest in documentary film making as an area of research strength and reputation.

Proposed Changes

In line with the SCSC education and research priorities and workforce strategy outlined above, it is proposed that the Faculty of Arts will:

- Revise the mix of majors in the Bachelor of Arts and Bachelor of Social Sciences consistent with intended curriculum changes outlined above
- Rationalise the number of majors in the Bachelor of Media and Communications from 6 to 3 as outlined above
- Reduce staffing and realign the job family mix in the disciplines of Sociology and Media and Communications in line with the proposed curriculum changes

It is estimated that teaching needs arising within SCSC from proposed changes across relevant curriculum will be reduced by ~ 15, 000 hours from 2026 and beyond. To meet required cost savings within the Faculty, and in recognition that Geography and Anthropology are both areas of relative research strength for the University (noting, too, the Faculty's future investment in the Housing and Urban Planning Research Centre) it is proposed that these areas are out of scope. The proposal to reduce staffing in Sociology to a smaller number than in Anthropology and Geography, and to make three out of six positions Teaching and Leadership roles intended to achieve a broadly similar overall resourcing allocation to teaching.

The alternative approach of having ~ 8 FTE Teaching and Research staff members in Sociology would need to be offset by a reduction of ~1 – 2 FTE in Anthropology and/or Geography. This alternative approach was considered but is not proposed because of the adverse impact it would have on the relative research strength in those two disciplines. The University nonetheless welcomes feedback on the proposal outlined, and any alternative proposals which would meet the required financial savings.

The proposed rationalisation of majors in the Bachelor of Media and Communications and associated removal of units is anticipated to reduce teaching demand, with the proposed reduction in staffing aligned to anticipated student demand.

2. IMPACT ON STAFF

The impact on staff section sets out the proposed changes and likely impact on staff including changes to roles, structures, proposed redundancies and/or redeployments and/or closure of a

University work unit or part of a University work unit, as per clause 47.8(b) of the Enterprise Agreement.

2.1 Proposed redundancies, redeployments and retrenchments

The potential impact of the proposed changes on staff will vary. The proposed changes will have a significant impact on staff members whose positions are proposed to be made redundant following a selection process to reduce the number of staff. Disciplines where there is a proposed reduction in the number of staff are set out in **Table B: Proposed Reductions in Staff**.

Table B: Proposed Reductions in Staff:

Discipline	Total Number of Staff (Headcount and FTE) in Discipline	Proposed Reduction in FTE	Academic Levels in which there is a proposed reduction	Proposed new Positions	Net Reduction
Sociology	14 (13.6 FTE)	~ 11 FTE	Academic Levels B – E	3 Teaching and Leadership positions	~ 8 FTE
Media and Communications	29 (27.2 FTE)	~ 7 FTE	Academic Levels B – E	N/A	~ 7 FTE

Pre-Retirement Contracts

In the first instance and in order to reduce the need for involuntary redundancies, the University is open to negotiating pre-retirement contracts in areas where a reduction in staffing is proposed. It is proposed that any pre-retirement contracts would attract a salary loading and be agreed on the basis of employment concluding on or before the end of 2026.

Job Family Changes

In circumstances where an increase in the proportion of positions in the Teaching and Leadership job family is proposed, the Faculty invites staff in Sociology who are interested in transitioning to this job family. It is acknowledged that any job family changes are voluntary and must be mutually agreed.

Voluntary Redundancies

If the required reductions are not achieved through pre-retirement contracts and job family changes, it is proposed that the Faculty would invite applications for voluntary redundancy from staff members in these disciplines in order to reduce the number of staff without the need for involuntary redundancies. To ensure the organisation retains the right mix of skills, capabilities and experience, and taking into account diversity considerations, any applications for voluntary redundancy would be subject to clear criteria and the University would reserve the right to decline applications. Further details on the criteria for any voluntary redundancy process would be set out in the Proposed Implementation Plan.

Selection Process

If a reduction in staff is still required following any voluntary redundancies, there would be a selection process in order to achieve any required reduction and select staff members for redundancy. Further detail on any such process would be set out in the Proposed Implementation Plan.

The provisions in the Enterprise Agreement regarding redundancy, redeployment and retrenchment (set out at Clause 48) will apply to any University staff members who are selected for retrenchment following the relevant process set out above.

Impact on Fixed-Term Staff

It is proposed that all staff in the School on fixed-term contracts will be reviewed prior to the expiry of their term. The default is that all fixed-term positions will conclude at the end of their current term.

2.2 Potential diversity and inclusion impacts

The University considers that any clearly identifiable and disproportionate potential impacts on diversity and inclusion are otherwise addressed at the Faculty-level impact assessment above at section 3.1. The University will undertake an analysis of diversity and inclusion impacts following any reduction in workforce and integrate a plan to mitigate and manage any disproportionate impacts identified into its broader workforce strategy and planning.

2.3 Potential workplace health and safety impacts

University considers that potential effects on work health and safety are otherwise addressed at the Faculty-level assessment above at section 3.2.

2.4 Identification and redistribution of work

As outlined above, the proposed curriculum changes are anticipated to result in a significant reduction in teaching demand. The proposed increase of Teaching and Leadership positions in Sociology will also create more capacity to manage teaching workload sustainably across the workforce. The University considers that the steps proposed at the Faculty-level assessment (at section 4) appropriately addresses the identification and redistribution of work.

3. FINANCIAL IMPLICATIONS

This section outlines the financial implications of the proposed change as per clause 47.8(e) of the Enterprise Agreement.

There is a proposed reduction in staffing of ~15 FTE in the SCSC as outlined above, equating to ~\$3.5 – \$3.8M in savings for the Faculty.

APPENDIX C

School of Humanities

The School of Humanities was established in January 2025. It comprises 4 disciplines:

- History and Archaeology
- Creative Arts
- Literature and Creative Writing
- Philosophy

A breakdown of FTE and headcount by discipline is set out in **Table A: FTE and Headcount Breakdown** below. The FTE and headcount figures exclude the Head of School.

Table A: FTE and Headcount Breakdown (operational only)

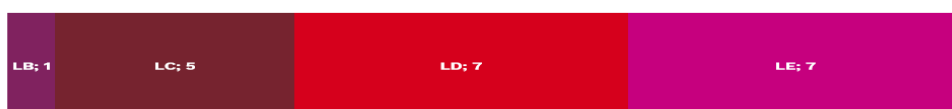
School of Humanities		FTE	Headcount
History and Archaeology	continuing	28.2	29
	fixed term	0.6	1
Creative Arts	continuing	7	7
	fixed term	0	0
Literature and Creative Writing	continuing	10	10
	fixed term	0	0
Philosophy	continuing	14.2	15
	fixed term	0	0
TOTAL		60	62

Within History and Archeology, the sub-discipline mix is as follows:

Sub-Discipline	Employment Type	FTE	Headcount
Ancient History and Archaeology	Continuing	20	20
	Fixed-term	0.6	1
Modern History	Continuing	8.2	9
	Fixed-term	0	0

Strategically, some curriculum redesign and refocus is required whilst also maintaining research strength. The workforce in the School of Humanities is over capacity in two areas relative to teaching demand: Ancient History and Archaeology, and Creative Arts. The workforce profile in Ancient History and Archaeology is also unbalanced with a high proportion of continuing staff (14 from a cohort of 20) at Levels D and E, as demonstrated in the bar chart below:

Distribution of academic levels: Ancient History and Archaeology (FTE)



Literature and Creative Writing, Modern History, and Philosophy are out of scope. Positions that are fully externally funded (such as Future Fellows and DECRAAs) will also be out of scope.

1. PROPOSED CHANGES AND RATIONALE

The proposed changes and rationale section sets out the details of the recommended changes and the rationale for the change, including objectives and aims of the change, as per clause 47.8(a) of the Enterprise Agreement.

School of Humanities Curriculum Proposition

The Faculty is resting the Bachelor of Music. The Bachelor of Music is one of the programs with the lowest student commencements in the Faculty. Commencing numbers in the current Music Studies Major are also low. The Music Studies Major will be revised, with a focus on providing skills required for Education students training to become Music teachers.

The Bachelor of Ancient History and Bachelor of Archaeology are also programs in the Faculty with unsustainably low commencing load. In addition, there is significant overlapping content between the Bachelor of Ancient History, the Bachelor of Archaeology, and the Major in Ancient History (up to 50% overlap in the two Bachelor courses). There is insufficient demand to justify stand-alone degrees, therefore, a new Bachelor of History including majors in Ancient History and Archaeology is proposed. The Faculty is proposing to rest the minors in Ancient Languages (Egyptian Coptic, Ancient Greek, Latin Language Studies, and Hieroglyphic Egyptian) where enrolments remain low. The Faculty is exploring alternative ways to deliver the language content required to support our research environment.

The proposed new Bachelor of History will include majors in Ancient History, Modern History, Archaeology, and Public History/Cultural Heritage.

The Bachelor of Arts is being reviewed and revised with the proposed discontinuation and/or redevelopment of the following Majors:

- Ancient History – redeveloped and moved into a major in the Bachelor of History
- Modern History – redeveloped and moved into a major in the Bachelor of History
- Chinese Studies – moved and redeveloped into a Major in Modern Languages in the Bachelor of International Studies
- Japanese - moved and redeveloped into a Major in Modern Languages in the Bachelor of International Studies
- German Studies - moved and redeveloped into a Major in Modern Languages in the Bachelor of International Studies
- Spanish & Latin American Studies - moved and redeveloped into a Major in Modern Languages in the Bachelor of International Studies
- French & Francophone Studies - moved and redeveloped into a Major in Modern Languages in the Bachelor of International Studies
- Creative Writing & English Literature – merged and redeveloped as a new major in the Bachelor of Arts
- Geography – moved and redeveloped as a Major in Urban and Environmental Planning in the Bachelor of Social Sciences
- Sociology – moved and redeveloped into a major in the Bachelor of Social Sciences
- International Relations – moved and redeveloped into a major in the Bachelor of International Studies
- Performing Arts and Entertainment Industries – this is being reviewed as part of the redevelopment of the Bachelor of Media & Communications

- Criminology – discontinued as a major (now a Bachelor of Criminology)
- Politics – discontinued
- Psychological Sciences – discontinued
- Gender Studies – discontinued

School of Humanities Research Proposition

While the discipline of History and Archaeology as a whole is a high performing research area, taking into account the concordance of research outputs, the quality of publications, external grant capture and future trajectory, research performance relative to FTE in the sub-discipline of Ancient History and Archaeology is uneven.

School of Humanities Workforce Strategy

The need to update the curriculum presents an opportunity to rebalance the staffing profile in Ancient History to better align with Modern History and to achieve a proportionate distribution across the academic levels.

The resting of the Bachelor of Ancient History and Bachelor of Archaeology (whilst retaining these areas as majors in the new Bachelor of History) as well as the resting of the Minors in Ancient Languages and the resting of the Master of Ancient History (and related Graduate Certificate), translates to a reduction of teaching hours by ~ 6,000 hours from 2026 and beyond.

Given the uneven research performance within the sub-discipline of Ancient History and Archaeology and noting the Faculty's financial and strategic imperatives, it is proposed to reduce the workforce in Ancient History and Archaeology to more closely align with Modern History. Accordingly, there will be a proposed reduction in staffing in Ancient History and Archaeology. Proposed staffing reductions in Ancient History and Archaeology will be limited to positions at Levels D and E to support a more balanced workforce profile; any future recruitment in future years (to replace attrition) in this area will strive to maintain this balance.

The Faculty proposes to divest of Creative Arts, except for a small number of Teaching and Leadership positions in Music. Although the Bachelor of Music is proposed to be rested, a music major in the Bachelor of Arts will require ~ 3.0 FTE teaching and leadership positions.

Proposed Changes

In line with the School of Humanities curriculum and research work and the workforce strategy outlined above, the Faculty of Arts intends to:

- Rest and subsequently discontinue the Bachelor of Music but retain Music Studies as a major within the Bachelor of Arts
- Rest and subsequently discontinue the Bachelor of Ancient History and Bachelor of Archaeology but retain these areas as majors in the new Bachelor of History
- Rest and subsequently discontinue the Master of Ancient History (and related Graduate Certificate)
- Rest and subsequently discontinue the Minors in Ancient Languages
- Reduce and realign the staffing profile within the disciplines of Creative Arts and Ancient History to align with proposed future curriculum and teaching needs

2. IMPACT ON STAFF

The impact on staff section sets out the proposed changes and likely impact on staff including changes to roles, structures, proposed redundancies and/or redeployments and/or closure of a University work unit or part of a University work unit, as per clause 47.8(b) of the Enterprise Agreement.

2.1 Proposed redundancies, redeployments and retrenchments

The potential impact of the proposed changes on staff will vary. The proposed changes will have a significant impact on staff members whose positions are proposed to be made redundant following a selection process to reduce the number of staff and on fixed-term staff members whose contracts are not proposed to be renewed.

There are anticipated to be redundancies in areas where there is a proposed reduction in the number of positions as set out in **Table B: Proposed Reductions in Staff:**

Table B: Proposed Reductions in Staff

Discipline or Sub-Discipline	Total Number of Staff in Discipline	Proposed Reduction in FTE	Academic Levels in which there is a proposed reduction	Proposed New Teaching and Leadership Positions	Net Reduction
Ancient History and Archaeology	21 (20 FTE)	~ 9.0 FTE	Levels D and E	N/A	~ 9.0 FTE
Creative Arts	7.0 (7.0 FTE)	~ 7.0 FTE	All levels	~ 3.0 FTE	~ 4.0 FTE

Pre-Retirement Contracts

In the first instance and to reduce the need for involuntary redundancies, the University is open to negotiating pre-retirement contracts in areas where a reduction in staffing is proposed. It is proposed that any pre-retirement contracts would attract a salary loading and be agreed on the basis of employment concluding on or before the end of 2026.

Job Family Changes

In circumstances where an increase in the proportion of positions in the Teaching and Leadership job family is proposed, the Faculty invites staff in the Creative Arts discipline who are interested in transitioning to this job family. It is acknowledged that any job family changes are voluntary and must be mutually agreed.

Voluntary Redundancies

If the required reductions are not achieved through pre-retirement contracts or job family changes, it is proposed that there would be invitations for voluntary redundancy in these specific areas in an effort to reduce the number of staff without the need for involuntary redundancies. Any applications for voluntary redundancy would be subject to clear criteria and the University would reserve the right to decline applications to ensure the organisation retains the appropriate mix of skills and capabilities.

Selection Process

If a reduction in staff is still required following any pre-retirement contracts, job family changes and voluntary redundancies, there would be a selection process to achieve any required reduction and select staff members for redundancy. Further detail on any such process would be set out in the Proposed Implementation Plan.

The provisions in the Enterprise Agreement regarding redundancy, redeployment and retrenchment (set out at Clause 48) will apply to any University staff members who are selected for retrenchment following the relevant process set out above.

Impact on Fixed-Term Staff

It is proposed that all staff in the School on fixed-term contracts will be reviewed prior to the expiry of their term. The default is that all fixed-term positions will conclude at the end of their current term.

2.2 Potential diversity and inclusion impacts

It is acknowledged the reduction of staff in Ancient History and Archaeology at Level D and E may disproportionately impact older staff noting that 36.4% (more than one-third) of staff at these levels are over 60. The University otherwise considers that any clearly identifiable and disproportionate potential impacts on diversity and inclusion are otherwise addressed at the Faculty-level impact assessment above at section 3.1. The University will undertake an analysis of diversity and inclusion impacts following any reduction in workforce and integrate a plan to mitigate and manage any disproportionate impacts identified into its broader workforce strategy and planning.

2.3 Potential workplace health and safety impacts

The University considers that potential effects on work health and safety are otherwise addressed at the Faculty-level assessment above at section 3.2.

2.4 Identification and redistribution of work

The University considers that the steps proposed at the Faculty-level assessment (at section 4) appropriately addresses the identification and redistribution of work.

It is also anticipated that the proposed increase in the proportion of Teaching and Leadership positions will increase teaching capacity.

3. FINANCIAL IMPLICATIONS

This section outlines the financial implications of the proposed change as per clause 47.8(e) of the Enterprise Agreement.

There is a proposed reduction in staffing of ~ 13 FTE in the School of Humanities as outlined above, equating to ~ \$3 – 3.2M in savings for the Faculty.

APPENDIX D

School of International Studies

The School of International Studies was established in January 2025. It comprises the former Department of Security Studies and Criminology, the Discipline of Politics and International Relations (previously situated in the former School of Social Sciences) and the Discipline of Global Cultures and Languages (previously located in the former Department of Media, Communications, Creative Arts, Languages and Literature). With a shared focus on transnational issues, the School of International Studies brings together previously devolved disciplines covering international culture, diplomacy, and strategy. A breakdown of FTE and headcount by discipline is set out in **Table A: FTE and Headcount Breakdown** below. The figures for Security Studies include the Head of School.

Table A: FTE and Headcount Breakdown

Discipline	Employment Type	FTE	Headcount	Total Headcount and FTE
Security Studies	continuing	13.8 FTE	14	15 (14.8 FTE)
	fixed term	1.0 FTE	1	
Criminology	continuing	3.0 FTE	3	3 (3.0 FTE)
	fixed term	0 FTE	0	
Global Cultures and Languages	continuing	11.0 FTE	11	14 (14 FTE)
	fixed term	3.0 FTE	3	
Politics and International Relations	continuing	8.5 FTE	9	9 (8.5 FTE)
	fixed term	0 FTE	0	
TOTAL		40.3 FTE	41	

Criminology is the smallest and newest discipline in the Faculty of Arts established in January 2025 following the reorganisation of Schools across the Faculty. The new standalone discipline of Criminology aligns with the new and growing Bachelor of Criminology. Criminology and Security Studies are areas of growth with high enrolment and are therefore out of scope for this Change Proposal.

The discipline of Global Cultures and Languages is also out of scope for this workplace change proposal having been subject to a change process in 2024 including the redundancy of 2 academic positions.

The Faculty proposes moving the International Relations Major (currently in the Bachelor of Arts) into the Bachelor of International Studies and resting the major in Politics. Consequently, there is an anticipated reduced teaching demand in Politics and International Relations. Enrolments in the Politics Major are significantly lower than those in the International Relations Major. The research focus and trajectory in Politics does not align with the interdisciplinary and industry-focussed nature of research conducted across the School of International Studies.

Distribution of academic levels: Politics and International Relations (FTE)



1. PROPOSED CHANGES AND RATIONALE

The proposed changes and rationale section sets out the details of the recommended changes and the rationale for the change, including objectives and aims of the change, as per clause 47.8(a) of the Enterprise Agreement.

School of International Studies Curriculum and Research Proposition

The Bachelor of International Studies has been under review since 2024 and has been developed with two new majors which have been informed by expertise within the School. It is proposed that the reshaped International Relations Major will sit more appropriately in the refreshed Bachelor of International Studies rather than in the Bachelor of Arts. It is intended that the current Politics major will be rested, due to low student demand.

School of International Studies Workforce Strategy and Proposed Changes

With the anticipated resting of the Politics major, teaching hours across the discipline of POIR are expected to be reduced by around 5000 hours from 2026 and beyond. With this anticipated reduction in teaching workload and refocus of research investment in the School, it is proposed that staffing in Politics and International Relations be reduced to align with education and research needs.

2. IMPACT ON STAFF

The impact on staff section sets out the proposed changes and likely impact on staff including changes to roles, structures, proposed redundancies and/or redeployments and/or closure of a University work unit or part of a University work unit, as per clause 47.8(b) of the Enterprise Agreement.

2.1 Proposed redundancies, redeployments and retrenchments

The potential impact of the proposed changes on staff will vary. The proposed changes will have a significant impact on staff members in the Politics and International Relations disciplines whose positions are proposed to be made redundant following a selection process to reduce the number of staff and on fixed-term staff members whose contracts are not renewed.

There are anticipated to be redundancies in Politics and International Relations where a proposed reduction in the number of staff is proposed as set out in **Table B: Proposed Reductions in Staff:**

Table B: Proposed Reductions in Staff

Discipline	Total Number of Staff (Headcount and FTE) in Discipline	Proposed Reduction in FTE	Academic Levels in which there is proposed to be a reduction
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Politics and International Relations	8.5 FTE (9 headcount)	4.0 FTE	Levels B, C and D
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All other disciplines in the School of International Studies are out of scope.

Pre-retirement Contracts

In the first instance and in order to reduce the need for involuntary redundancies, the University is open to negotiating pre-retirement contracts in areas where a reduction in staffing is proposed. It is proposed that any pre-retirement contracts would attract a salary loading and be agreed on the basis of employment concluding on or before the end of 2026.

Voluntary Redundancies

To reduce the number of staff without the need for involuntary redundancies, it is proposed that the Faculty would invite applications for voluntary redundancy from staff members in this specific discipline in the first instance. To ensure the organisation retains the appropriate mix of skills, capabilities and experience, any applications for voluntary redundancy would be subject to clear criteria and the University would reserve the right to decline applications. Further details on a voluntary redundancy process, including criteria and principles, would be set out in the Proposed Implementation Plan.

Selection Process

If a reduction in staff is still required following any voluntary redundancies, there would be a selection process to achieve any required reduction and select staff members for redundancy. Further detail on any such process would be set out in the Proposed Implementation Plan.

The provisions in the Enterprise Agreement regarding redundancy, redeployment and retrenchment (set out at Clause 48) will apply to any University staff members who are selected for retrenchment following the relevant processes set out above.

Impact on Fixed-Term Staff

It is proposed that all staff in the School on fixed-term contracts will be reviewed prior to the expiry of their term. The default position is that all fixed-term positions will conclude at the end of their current term.

2.2 Potential diversity and inclusion impacts

The University considers that any clearly identifiable and disproportionate potential impacts on diversity and inclusion are otherwise addressed at the Faculty-level impact assessment above at section 3.1. The University will actively take steps in the implementation of these proposed changes to analyse the impact of the changes on the gender balance in Politics and International Relations and the broader School. An analysis of diversity and inclusion impacts will be undertaken following any reduction in workforce and integrate a plan to mitigate and manage any disproportionate impacts identified into its broader workforce strategy and planning.

2.3 Potential workplace health and safety impacts

The University considers that potential effects on work health and safety are otherwise addressed at the Faculty-level assessment above at section 3.2.

2.4 Identification and redistribution of work

The resting of the Politics major and the Master of Public and Social Policy will reduce anticipated teaching demand across the School. The University considers that the steps proposed at the Faculty-level assessment (at section 4) otherwise appropriately addresses the identification and redistribution of work.

3. FINANCIAL IMPLICATIONS

This section outlines the financial implications of the proposed change as per clause 47.8(e) of the Enterprise Agreement.

There is a proposed reduction in staffing of ~4 FTE in the School of International Studies as outlined above, equating to ~ \$1M savings for the Faculty.

Senate Education and Employment Legislation Committee | 8 September 2025

Table 1: Breakdown of Spend by Supplier

To provide a document showing an itemised list year on year of how much Macquarie University has spent on consultants in the last four years.

Supplier	YTD Jun 2025	FY 2024	FY 2023	FY 2022	Project/Function
PRICEWATERHOUSECOOPERS	189,148	1,016,626	633,808	446,056	Wage assurance review
[PERSONAL INFORMATION REMOVED] & ASSOCIATES PTY LIMITED	112,000	163,500	231,900	191,100	Strategic consulting services to faculties
[PERSONAL INFORMATION REMOVED] PTY LTD	144,085	442,670	-	-	Student accommodation strategy
[PERSONAL INFORMATION REMOVED]	-	163,500	276,000	72,000	Strategic consulting services
GRANT SAMUEL CAPITAL ADVISORY PTY LIMITED	-	-	442,670	-	Sustainability Financing
PRICEWATERHOUSECOOPERS	-	45,593	43,531	214,338	Advisory re Campus Living Accommodation
MADDOCKS	-	157,269	37,782	-	Advisory on Mental Health Tool (externally funded)
AIRTEAM AUSTRALIA PTY	-	-	17,130	167,509	Advisory on Student Services
[PERSONAL INFORMATION REMOVED] & ASSOCIATES PTY LTD	-	-	63,600	79,500	Legal - IT
ASHURST	-	-	49,526	-	Tax advisory
BARTIER PERRY PTY LTD	6,500	9,473	16,909	88,787	Legal - HR
BIOINTELECT PTY LTD	-	118,346	-	-	Advisory re MPID
OPTUS	-	97,344	-	-	IT Network upgrade strategy
MINTER ELLISON	-	27,540	65,000	2,190	Legal - HR
[PERSONAL INFORMATION REMOVED]	84,000	-	-	-	Engineering
NEXIA AUSTRALIA ADVISORY PTY LTD	-	-	29,200	53,000	Accounting advisory
PARAXEL International Limited	-	75,103	-	-	Advisory on regulatory environment
CORRS CHAMBERS WESTGARTH	29,643	29,406	9,441	-	Legal - HR
DELOITTE TOUCHE TOHMATSU	-	50,512	-	36,750	Accounting advisory
CONCEPTSIX Pty Ltd	-	59,000	-	-	Advisory on strategy for student revenue
KING & WOOD MALLESONS	-	57,893	-	-	Tax advisory
HKM CONSULTING	-	-	-	55,000	Advisory rankings and research

Supplier	YTD Jun 2025	FY 2024	FY 2023	FY 2022	Project/Function
ERNST & YOUNG	-	-	-	42,000	Digital Transformation Benchmarking Study
URBIS PTY LTD	-	-	50,045	-	Student accommodation strategy
Various (LEGAL AND OTHER CONSULTANTS)	-	112,607	262,702	196,321	Various
Total	565,376	2,626,382	2,229,244	1,644,551	