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7.1 Staff at UOW

The UOW Vision is realised through our people: their resourcefulness and their capacity to engage with and manage a changing environment. UOW is committed to fostering a staff community that works collaboratively and with clear purpose to achieve 'excellence, leadership and innovation' (UOW Vision 2005–07) in accord with the principles of equal opportunity and social justice.

The UOW values of creativity, mutual respect, collegiality and tolerance guide the development, execution and review of staff strategy, policy and processes.

7.2 Planning for Quality

7.2.1 Strategic Directions

UOW's previous strategic plan (2002–2005) recognised the need to invest in the development of staff. The 2005–2007 Strategic Plan has further strengthened this commitment through a specific goal to develop 'skilled and informed staff who can respond creatively to challenges and opportunities' (Goal 5).

The Plan identifies the following objectives under this goal, which focus on the development and support of staff members:

1. Strengthen recruitment and development strategies to ensure staff have the skills and attributes to help achieve the University's goals
2. Provide a supportive, equitable and inclusive staff work environment
3. Support continuous professional and skills development for University staff
4. Review and improve communication within the University
5. Pursue an equity agenda with responsibility for outcomes at devolved levels

A priority strategy for achieving these objectives is the development of work/life initiatives to improve the availability of opportunities and support for all staff, particularly women (see 7.3.2). The under-representation of academic and senior women has been targeted as an issue for particular attention.

UOW's staff objectives are articulated in annual Personnel Services Business Plans. They are supplemented by faculty and unit human resource plans to provide a compendium of strategies that facilitate UOW's HR operations and review activities. The strategies are implemented through a comprehensive suite of policies and procedures (located centrally on the UOW Policy Directory).¹ Staff management is also informed and directed by detailed conditions of employment for academic and general staff contained in the

PLAN

¹ www.uow.edu.au/about/policy/staff.html

*UOW (Academic Staff) Enterprise Agreement, 2000–2003 and the UOW (General Staff) Enterprise Agreement, 2000–2003 respectively.*²

As an outcome of the 2003–2004 planning review (see The Institution, 2.2.3), UOW staff planning is being incorporated into one, overarching Human Resource Management Plan. Expected to be submitted for final approval in the first half of 2005, the draft HR Plan integrates the objectives, strategies and priorities for achieving UOW's human resource objectives and maintaining equality of opportunity.

7.2.2 Managing the Plan

The Vice-Principal (Administration)—supported by the Director of Personnel and Financial Services—is responsible for leadership in the development and delivery of human resource services and strategies. For academic staff, specific responsibility for leadership and oversight of HR management and industrial relations rests with the Pro Vice-Chancellor (Operations).

The Executive is supported by a number of professional central units, including:

- Personnel Services, which provides central direction and resources for key HR areas including personnel policy development and administration, recruitment, career development, employee relations and occupational health and safety; and
- the Equal Employment Opportunity (EEO) Unit, which develops programs to promote and monitor equal employment and administers policies that aim to eliminate barriers (e.g., policies on anti-discrimination and harassment prevention).

Deans and Heads of academic and professional units have devolved responsibility³ for aspects of budgetary management, recruitment, career development and management of workload agreements. ITS, the University Library and CEDIR also play important roles in staff development.

As part of their annual planning and review process, faculties⁴ and professional units⁵ develop and report against their specific staffing objectives under UOW's strategic objectives, and identify areas for improvement. The Strategic Planning Unit's analysis of the review reports and central staff-related data informs the development of improvement strategies and future plans.

A report on performance against the Strategic Planning Goal 5 and associated objectives is scheduled to be presented to the Strategic Planning Working Party in July/August 2005 and thence to the Academic Senate and Council.

2 New EBAs for both academic and general staff are currently being negotiated and are expected to take effect in 2005.

3 UOW Delegation Document, roles of Deans and Heads www.uow.edu.au/admin/personnel/policy/delegations01.html; UOW (Academic Staff) Enterprise Agreement, Sch 4.3, 4.4

4 Business Plan template, SM6

5 Faculty Report template, SM6

7.3 Ensuring Quality

7.3.1 Workforce Planning and Recruitment

7.3.1.1 Workforce Planning

Faculties and units, with support from Personnel Services, assess their staffing profiles, on an ongoing basis, to ensure that they are adequate to achieve strategic goals. Planning and decision-making is assisted through access to COGNOS data cubes (see below and The Institution, 2.4), which provide detailed staff and student data, including trends over time.

UOW's focus on accelerating its research capacity has influenced recruitment, retention and, in some instances, departure strategies. Staffing profiles are adjusted through these initiatives to support strategic directions in both research and teaching. Voluntary early retirement programs for academic and general staff in the Faculties of Engineering (2003) and Commerce (2004) provide examples of this process.

7.3.1.2 Attracting and Recruiting Quality Staff

UOW has implemented pro-active strategies to recruit high calibre staff. For example, advertisements increasingly target selected audiences and media (e.g., leading science journals for science staff) and, where appropriate, professional external recruitment and search services are engaged. In 2004, a new recruitment system was introduced to enhance flexibility in data collection and reporting.

Since 1995, candidate data have been collected and analysed on an ongoing basis to monitor the effectiveness of recruitment mechanisms. A COGNOS data cube on recruitment, developed in 2003, is currently being rebuilt with the introduction of the new system. It allows for enhanced analysis and reporting on source of candidates, number of recruitment activities, approval times, selection, costs/resources and the applicant quality.

In 2003, a major internal review of recruitment and selection processes resulted in a restructured recruitment unit and the appointment of specialist staff. The unit's subsequent initiatives include:

- development of an internal Step-by-Step Guide to Recruitment at UOW to support units with recruitment processes;
- development of a new recruitment website which draws on best practice (see below);
- enhancement of selection processes and tools in line with best practice to ensure quality decisions (e.g., the introduction of cognitive ability, aptitude and personality testing; and compulsory verbal reference checks for all appointments); and

- delivery of revised training programs on selection techniques, which are compulsory for members of selection panels.

A risk assessment of the UOW recruitment function was conducted by Deloitte in 2004⁶ to review the strategic approach and test the effectiveness of the initiatives being implemented. The Deloitte's report endorsed the strategic initiatives and identified further improvements which are being addressed in the current planning cycle (e.g., more stringent hiring procedures for direct appointments and more stringent policy on using selection tools and tests to supplement interviews).

Case Study

Recruitment Website

In July 2004 UOW launched an in-house online system which provides information about UOW, job applications and the Wollongong region.

The website⁷ focuses on attracting suitable candidates to apply for positions at UOW and provides special information for overseas applicants, including links to other relevant sites. The application/selection process is outlined and guidance is provided on writing applications and attending interviews. Since July 2004, 78% of applications have been received online.

7.3.1.3 EEO Strategies for Recruitment

EEO strategies are integrated into recruitment processes to ensure open access and merit-based decisions. Selection panels must comprise independent members, from diverse backgrounds, who have received training on their obligations under anti-discrimination legislation.

The EEO Unit, in collaboration with Deans and the Recruitment Unit, assists with discipline-specific searches for qualified female applicants for all senior positions. This may involve the use of professional and other women's networks, conference attendee lists, the AVCC database of senior women and specific briefs for search agencies.

The EEO Unit has developed a number of innovative Indigenous employment programs, in partnership with government and community partners, as part of the Aboriginal Employment Strategy.⁸ They include: the WOW Aboriginal Women Work Experience program;⁹ the Generating Advantage Through Employment (GATE) traineeship program;¹⁰ and a national pilot Aboriginal Cadetship program, based on a part-time work and part-time study model.¹¹ WOW and GATE programs achieved eight employment outcomes and six higher education enrolments, representing a positive outcome for 70% of participants. The three cadets recruited in 2003 have completed the second year of their cadetship.

6 UOW Recruitment Review, Deloitte Touche Tohmatsu, September 2004
 7 <http://employment.uow.edu.au/>
 8 <http://staff.uow.edu.au/eo/aboriginalemplomentstrat.html>
 9 <http://media.uow.edu.au/news/2004/0817a/index.html>
 10 <http://staff.uow.edu.au/eo/gate.html>
 11 <http://staff.uow.edu.au/eo/aboriginalcadetship.html>

7.3.2 Retaining Quality Staff

7.3.2.1 Strategic Retention Planning

A wide range of strategies are deployed to support the aim of retaining and developing staff and to maximise UOW's investment in human capital (see below). The provision of a comprehensive suite of professional development opportunities (see 7.3.3) and a supportive, family-friendly work environment (see 7.3.4) are integral to UOW's approach.

Since 2002, a more systematic and strategic approach to staff retention has been implemented through the Strategic Retention Planning process.¹² Under this process senior staff from Personnel Services meet with Deans and Directors twice yearly to identify staff that fall into one or more of three retention categories—'outstanding performance', 'corporate knowledge' or 'strategic importance'. Strategies for retaining identified staff can include financial and/or other incentives (e.g., promotion or reclassification, accelerated progression, payment of an attraction and retention allowance),¹³ professional development and the opportunity to act in another role or undertake a secondment. Existing attraction and retention payments are reviewed as part of this process to ensure they are relevant to identified staff. Since the approach was adopted, the number of strategically linked allowances has increased by 22% and non-strategic allowances have been rationalised. Allowances have been allocated across a broader group of employees and faculties, with a reduction in their average value. In 2004, 16% of staff were identified as retention targets and nearly half of these were females.

7.3.2.2 Recognition and Reward

UOW has instituted a number of specific schemes to recognise and reward staff who have worked, with dedication and noteworthy success, to achieve the University's Vision. Awards include: the Vice Chancellor's Award for Outstanding Service for General Staff; the Vice Chancellor's Award for Outstanding Contribution to Teaching and Learning (see 3.3.2.4); Faculty Awards for Outstanding Contribution to Teaching and Learning; the Marie Lewis Award, for a member of the general staff completing an undergraduate degree; and Research Supervisor of the Year Award (see 4.3.4.2).

7.3.2.3 Performance Management and Career Development

UOW's Career Development Policy¹⁴ and associated processes¹⁵ respond to each staff member's need for a fulfilling career.

Performance management is integral to the alignment of individual goals with team, unit and university objectives. Systematic procedures and practices for the management and evaluation of staff performance have been in place for general staff since 1991. Following a review in 1997, the development review was renamed the 'Performance Planner' and redesigned to link to probation, promotion and reclassification, incremental progression, and development leave and to integrate career planning more systematically.

12 Strategic Retention Planning Project Findings, August 2004

13 Attraction and Retention Allowance Policy, <http://staff.uow.edu.au/personnel/policy/attractionandretentionallowances.html>

14 <http://staff.uow.edu.au/cdu/policyprocedure/CDPpolicy.html>

15 UOW (General Staff) Enterprise Agreement, cl. 19; UOW (Academic Staff) Enterprise Agreement, cl. 24

The 'Career Development Process' for academic staff is linked to a range of processes including, for example, induction, probation, incremental progression, study leave, and promotion. The results of an annual interview (or negotiated biennial interview for long-standing staff) with their supervisor are documented in a 'Career Development Record' which reviews achievements, sets goals and identifies development needs. Staff are encouraged to identify pathways for developing their teaching, research and professional activity within the framework of UOW's wider planning goals.

Unsatisfactory performance (for academic staff) is managed through the academic performance management processes in the academic enterprise agreement. Senior Personnel staff meet with Deans, annually and as required, to assist them to identify and manage performance issues.

7.3.2.4 Managing Workload

The UOW (Academic Staff) Enterprise Bargaining Agreement 2000–2003 provides for an annual, written workload agreement to be negotiated between academic staff members and their supervisors (cl 32A).¹⁶ UOW chose not to adopt a common, university-wide framework for workload allocations; rather each faculty has developed its own model setting out the appropriate mix of areas of academic work.

A review of Workload Agreements and Career Development Records, conducted by Deloitte in 2004, found that workload models are in place in eight of the faculties, with a high level of compliance. The ninth faculty is trialling its model in 2005.¹⁷ In response to this review, improved integration of workload allocations, career development and performance appraisals are under way.

7.3.2.5 Promotion

UOW's promotion procedures for academic staff and promotion and reclassification procedures for general staff aim to provide fair and equitable systems for recognising and rewarding merit. Broadbanding of general staff classifications in 2000 provided the opportunity for competency-based progression.¹⁸ Detailed procedures governing promotion/reclassification processes are set out in the relevant enterprise agreements and are available on the staff website.¹⁹

Applications for academic promotion are considered by the Academic Promotions Committee (a committee of Council). The Committee considers performance under four areas (teaching, research/scholarly achievement, academic governance, and community outreach/professional activity) and takes into account each applicant's ranking of their achievements.

UOW has adopted a strategic approach to identifying and assisting top academic performers in preparing and applying for promotion. Supervisors counsel staff through the career development process. Personnel Services provides regular and timely workshops on the promotion process and a range of support materials (including a process map). A program to assist academic women in particular is outlined in the case study below.

16 Improvements to the workloads clause are currently being negotiated as part of the review of the UOW (Academic Staff) Enterprise Agreement.

17 Internal Audit: Workload Agreements & Career Development Records, October 2004

18 <http://staff.uow.edu.au/personnel/competencies/cbppolicy.html>

19 UOW (General Staff) Enterprise Agreement, 2000–2003, cl. 8; UOW (Academic Staff) Enterprise Agreement, 2000–2003, cl. 29

Preparing for Promotion Program for Academic Women

Case Study

Statistics reflect low levels of representation of female academic staff at senior levels. In 1997, the success rate for academic women applying for promotions to Lecturer (level B) through to Associate Professor (level D) was 29%.

Since 1998, the EEO Unit has offered a specific program 'Preparing for Promotion for Academic Women'. Tracking of participants indicates an increase in applications by women (applications lodged by 90% of workshop participants) and an improved success rate in promotion to levels B-D (38% in 2004).

The Program was expanded in 2003 to become an integrated development program for academic women—the Switched On program²⁰—which includes three annual workshops, a series of presentations and forums through the Linking Women network and a targeted mentoring program for level D female staff interested in applying for promotion to Professor.

7.3.3 Building Staff Capabilities

7.3.3.1 Induction

All new staff (including casual academic staff) are introduced to UOW through a formal induction program which orientates them to the University and its expectations. Ongoing feedback on the program has resulted in significant improvements, such as the participation of key administrative personnel in an informal interactive session. A comprehensive multi-media module—*Getting Started @UOW*—was launched in 2004 to provide new staff with immediate online access to critical information about working life at UOW. The program was the winner of the Health and Education category in the 2004 Computerworld Excellence Awards for an innovative new web-based orientation module.

7.3.3.2 Professional Development

The Career Development Unit (CDU) coordinates a suite of staff development programs which are described online via the Staff Development Calendar.²¹ The annual Staff Training and Development Report²² provides an outline of achievements, including initiatives such as the mentoring program, management cadetships, the postgraduate sponsorship program and career snapshots.

Additional training programs and resources are provided by CEDIR, the University Library, ITS and the OH&S Unit. Staff can register for programs online via the Staff Web Kiosk. Introduced progressively from mid 2000, Web Kiosk delivers a range of self-service HR functions and is an efficiency tool for managers.

While training is still primarily delivered face-to-face, online programs are increasingly being developed to improve access and flexibility. Three tailored online training modules

²⁰ <http://staff.uow.edu.au/eoo/switchedon.html>

²¹ <http://staff.uow.edu.au/cdu/calendar/index.html>

²² Staff Training and Development Report 2004, SM52

are now in use: *EO Online* (see Case Study at 7.3.4.2), *Getting Started@UOW* (see above) and *Records Management@UOW*. CDU is currently investigating further online training options, for example, a package to support the performance planning process.

7.3.3.3 Leadership Development and Management Training

Many UOW staff development programs and workshops aim to foster critical leadership skills amongst current and prospective managers. Recent initiatives include delivery of Supervisor Induction Programs and Manager Update Sessions. CDU also coordinates a Heads and Associate Deans Leadership Development Program (see below). A similar program for general staff leadership (Leadership Development Program or LDP) was developed in 1999. To date over 60 staff have completed the Frontline Management Program (Certificate IV in Business)²³ which is offered in conjunction with Wollongong University College (a registered training provider).

A paper-based leadership survey introduced in 1998 is being replaced by a more comprehensive online leadership survey developed in 2004. A pilot program was deployed in the Library and Personnel & Financial Services in December with rollout to the rest of UOW planned from February 2005.²⁴

Case Study

Heads and Associate Deans Leadership Development Program²⁵

In 2003, a review of the roles and remuneration of Heads recognised the critical role of senior academic staff in achieving UOW goals and recommended a tailored leadership development program. As a result, a compulsory new program—based upon a set of key leadership competencies—was conducted for 28 Heads of School and Associate Deans in 2004. The program included facilitated group sessions, one-on-one development support and peer networking opportunities. High attendance and positive feedback by participants attest to the success of the program. The program will be conducted again in 2005 for recent appointments and other potential leaders, with around 40 participants anticipated.²⁶

An innovative mentoring program for all 28 of the Heads and Associate Deans, using professional external coaches, was also introduced in 2004 to complement the Leadership Development Program. This initiative was also well-received and valued by the participants.

23 <http://staff.uow.edu.au/cdu/ldp/frontlinemgmt.html>

24 http://staff.uow.edu.au/cdu/leadership_survey.html

25 <http://staff.uow.edu.au/cdu/ldp/>

26 From 2005 the program will be titled 'Leadership Program-Heads and Potential Leaders', SM53

7.3.3.4 Academic Skills Development

Programs specifically aimed at developing the teaching skills of academic staff, including the Introduction to Tertiary Teaching course, are discussed in section 3.3.2.1 of the Learning and Teaching chapter. Programs aimed at developing the skills of staff in writing and managing research grants and HDR supervision are discussed at 4.3.1.2 and 4.3.4.2 respectively in the Research chapter.

7.3.3.5 Other Professional Development Support

Study leave and study time are major elements of professional development for staff. Academic staff accrue study leave eligibility at the rate of one year for every five. In 2004, 109 (15.9%) academic staff undertook study leave (see Appendix J, Table 3). Study leave is a privilege and is granted on the basis of documented goals and objectives and reports on previous study leave.

Other policies and programs include:²⁷

- the postgraduate sponsorship program, offered to both academic and general staff for work-related postgraduate study;
- the Partial Funding policy and Development Leave and Education Assistance Schemes, providing support for a range of professional development initiatives including support for external training and conference attendance and financial assistance for formal study;
- the career mobility program, allowing for job rotation/secondment across all UOW general staff areas; and
- the Study Time policy, providing leave for general staff to undertake study which enhances performance and career prospects.

A summary of benefits provided under these policies is provided in Appendix J, Table 2.

7.3.4 Work Environment

7.3.4.1 Work/life Balance

UOW seeks to be distinguished as an employer by its initiatives to assist staff to achieve work-life balance. Flexible and family-friendly work arrangements are encouraged²⁸ and a range of excellent facilities are available to all staff, including child-care and recreational facilities on campus.

27 <http://staff.uow.edu.au/cdu/policyprocedure/index.html>

28 For example, through workshops and information kits (e.g., see <http://staff.uow.edu.au/eeo/findingthebalance.html>)

Work/life Initiatives

Research conducted in 2003 on the recruitment and retention of academic women identified the pressure felt by women in balancing work and family responsibilities. In June 2004, the EEO Unit surveyed all staff on work/life balance issues.

After analysis,²⁹ UOW adopted a more flexible approach to parental leave benefits. Enhanced entitlements, including improved maternity, adoption, foster and partner leave took effect from 1 December 2004. The provision of a grant equivalent to 12 weeks salary for women on their return from maternity leave was a national first. The grant may be used for one or more of the following purposes:

- to supplement salary on return to part-time work;

Case Study

29 Advancing Work/Life Balance at UOW: EEO Discussion Paper, June 2004

- as a research re-establishment grant;
- to fund approved career development activities, including career mentoring;
- to meet the full cost of off-campus child care or to subsidise on-campus child care costs.

7.3.4.2 Equal Opportunity

UOW works, within the Outcomes Framework from the NSW Office of Employment Equity and Diversity and anti-discrimination legislation, to ensure that it is free of discrimination and harassment and has in place fair workplace rules, policies and practices. Many of the latter are initiated by the EEO Unit and implemented through the Equal Employment Opportunity/ Affirmative Action Committee. They include the Aboriginal Employment Strategy, Respect for Cultural Diversity Policy, Equal Employment Opportunity and Affirmative Action Policy, Disabilities Policy and Prevention of Sexual Harassment Policy.

Programs are also provided to assist members of EEO groups to address past or present disadvantage and to take a pro-active approach to address potential disadvantage, for example, 'Switched On' workshops and Equity PhD fellowships targeted at academic women. EO Online (see below), workshops on Indigenous Cultural Appreciation and Intercultural Awareness and other initiatives are aimed at developing all staff members' understanding of equity issues

Case Study

EO Online: leading resource for higher education sector

*EO Online: fair play on campus*³⁰ was initiated and led by UOW and developed in collaboration with equity practitioners at three other universities—University of Technology Sydney, University of Newcastle and Charles Sturt University.

The program aims to provide comprehensive training on discrimination and harassment issues specific to the sector. It consists of two modules: one for completion by all permanent and fixed term staff and the second for managers and supervisors. An interesting and flexible delivery mode was adopted in an attempt to increase participation rates.

Within three months of the launch of the program at UOW in August 2002, the number of participants exceeded the number attending face-to-face sessions during the previous 12 months. The program was audited and upgraded in May 2004. In December 2004, 1193 modules had been completed (Module 1 = 877, Module 2 = 316). In 2005, a module for students will be developed and an evaluation of the staff modules conducted.

30 <http://staff.uow.edu.au/eoo/eonline/>

EO Online is a major equity resource in the higher education sector. It is currently used by 11 Australian universities. It was a finalist in the 2003 national EOWA Business Achievement awards for Innovative EEO Practice. It is showcased as an example of best practice by the NSW Office of Employment Equity and Diversity.

7.3.4.3 Staff Grievances

Staff grievance resolution procedures have been in place since 1995 and are currently under review.³¹ In 2003, the EEO Unit initiated a Risk Intervention Program to manage grievances through a deliberate strategy of early intervention. The Unit manages complaint patterns and develops action plans, in consultation with senior staff, to address issues. Formal complaints of discrimination and harassment have declined significantly (by 67%, from 21 to 7) since 2002.

7.3.4.4 Workplace Reform Program

UOW received a one-off \$M2.03 funding increase³² under the Higher Education Workplace Reform Program in 2000. An application for further funding under the second round of the program in 2002³³ was successful in the areas of:

- employment conditions tailored to needs at the local level;
- cost savings, revenue generation and productivity gains;
- effective performance management arrangements;
- freedom of association;
- payroll deduction of union fees;
- award simplification; and
- youth employment.

7.3.4.5 Occupational Health and Safety

As a self-insurer for Workers Compensation since 2000, UOW is required to demonstrate an ongoing commitment to providing a safe and healthy environment for all its staff, students and visitors. It achieves this through a system of annual internal audits and triennial external audits by WorkCover NSW to retain 'self insurer' status. In 2003, UOW successfully passed the WorkCover OH&S and Injury Management Audits.³⁴

While responsibility for occupational health and safety is shared by the entire campus community, specific responsibilities and accountabilities rest with individuals, units and committees.³⁵ The OH&S Unit assists all members of the UOW community to meet their OH&S obligations by developing and promoting awareness of policies and procedures.

31 <http://staff.uow.edu.au/eoo/grievance/resolution.html>

32 Higher Education Workplace Reform Program Application: First Round

33 Higher Education Workplace Reform Program Application: Second Round

34 WorkCover OH&S Audit Corrective Action Report 2003; Self Insurer Audit Report 2003

35 OH&S Responsibilities, Accountabilities and Authorities, <http://staff.uow.edu.au/ohs/commitment/responsibilities.html>

The OH&S Committee plays a key role in advising employees and management on best practice and providing a forum for discussion of issues. The committee is supported by 13 Workplace Advisory Committees (WACs).³⁶

Demonstration of UOW's commitment to continuous OH&S improvement is reflected in:

- review of OH&S consultation arrangements and adoption of a new model, compliant with the NSW OH&S Regulations, which was described as best practice by WorkCover;
- implementation of an incident management database;
- improved injury trend analysis through the development of an OH&S COGNOS cube;
- implementation of new procedures for reporting hazards, focused on risk management; and
- OH&S consultation training for all 13 WACs.

7.3.5 Communication with Staff

A major objective under the Staff Goal in the University Strategic Plan is to: 'Review and improve communication within the University'.

Personnel Services plays a crucial role in disseminating specific information about staff conditions and development. Their communication processes have recently been reviewed and provide a case study of the initiatives already in operation.

While various communication processes are in place, an overall UOW Communication Strategy is being developed to guide the dissemination of plans, policies and processes. It will apply to all UOW's campuses and sites and to all faculties and units. While allowing for flexibility, it lists common elements for identification: area of responsibility, resources, schedule, statement of reasons, audience and needs; range of methods; measuring success, and review and improvement.

REVIEW

7.4 Review and Evaluation

UOW's staff planning, policies and practice are given prominence in the Strategic Plan as essential for UOW's development and Vision. They are currently distinguished by ongoing review, often by external professionals, and improvement.

7.4.1 Personnel Management

The performance of the Personnel Unit—which is responsible for payroll and benefit administration, HR information systems, and personnel policy implementation and

³⁶ <http://staff.uow.edu.au/ohs/consultation/wac/index.html>

application—is measured and reported in the Personnel and Financial Services monthly report.

In the payroll area, statistics are compiled on processing of increments and manual leave applications; overpayments; emergency payments; timesheets scanned; staff salary packaging; and travel absences and reimbursements. These statistics are used to evaluate quality control and to determine what economies might be achieved through automation/development of new technology (e.g., online processing of casual timesheets and travel absences).

Attraction and retention allowances are analysed by faculty/division, level, retention target classification and gender, and in the light of retention targets (rewards provided, turnover due to resignation), all staff turnover due to resignation, and number and value of allowances. In 2004, 1.6% of identified 'retention target' staff resigned, compared to 3.2% of all permanent and fixed staff. Monitoring of retention targets and career planning will continue in 2005 with the goal of further reducing these turnover rates.

A comprehensive Personnel Customer Satisfaction Survey³⁷ conducted in 2004 indicated a high level of satisfaction by staff working at UOW, with 75% of staff indicating that they liked working at UOW to a substantial degree. Staff responses to the question 'what would make you want to be working here 5 years from now?' were mainly along the lines of increased remuneration and greater advancement opportunities. The survey provided feedback on areas for improvement for the Personnel Operations team and has resulted in the development of a Customer Service Charter which is currently being implemented.

Future Challenges

Key challenges in the short to medium term are to:

- continue to implement online technology solutions through Web Kiosk to provide more streamlined administration processes and access to information for managers (UOW anticipates eliminating virtually all paper-based processes from the personnel administration area in the next 12 months);
- continue to enhance support for line managers in performance management processes;
- implement new Enterprise Agreements which will operate until 2008;
- achieve best practice in customer service to staff and line managers through implementation of a Customer Service Charter and other strategies;
- introduce a new time and attendance recording system for general staff.

7.4.2 Occupational Health and Safety

OH&S performance is measured on a regular basis, with monthly and annual reporting³⁸ to Council. Performance measures include industry standards such as Lost Time Injury Frequency Rate (LTIFR) and Average Time Lost Rates (ATLR), together with measures

³⁷ Personnel Customer Satisfaction Survey 2004
³⁸ OH&S 2004 Annual Summary for Council, SM54

tailored to the University environment, key projects and recent trends. They were used for the first time in 2004 to develop local area OH&S plans for each faculty and major division.

A review of industry standard key performance indicators found that LTIFR in 2003 was 9.22, compared with 14.83 for 2002 and an industry average of 6.5. The ATR in 2003 was 12.16, compared with 14.68 for 2002 and is half the industry average.

New OH&S procedures for reporting hazards with a focus on risk management were launched in 2003. Training courses to raise campus awareness have resulted in a 62% increase in the number of incidents reported (110 in 2002 to 179 in 2003).

Training figures for 2004 show that 1,009 people attended the 76 OH&S courses on offer, a 14% increase in the number of participants from 2003.

Future Challenges

Key OH&S challenges in the short term are to:

- reduce LTIFR in accordance with industry standards;
- review and implement improvements in the information system used to manage workers compensation claims and hazards; and
- assess the current approach to workstation ergonomics and identify any strategies needed to manage this risk.

In the medium to longer term, the challenge is to ensure OH&S systems are embedded into local work systems.

7.4.3 Professional and Career Development

Professional development activities are closely monitored, through systematic evaluation of workshops and training modules and a comprehensive training needs analysis is conducted through interviews and focus groups. This feedback is considered in the planning processes to ascertain future training requirements and determine priorities.

A comprehensive review³⁹ of professional development policies was completed in 2004, including benchmarking against external educational, government and corporate organisations. Recommendations are being progressively implemented.

642 training courses were conducted in 2004, with a total of 5,807 staff attendances (academic and general) and 16,701 total participant hours. The attendance breakdown by training provider is shown in Appendix J, Table 1. Total attendances have increased, with some courses showing significant growth since 2003, such as EEO (67%), Library (42%) and CDU (31%).

³⁹ Review of Professional Development Policies 2004

Future Challenges

- To increase the flexibility of course delivery by offering stand alone online training and blended learning options.
- To cater for the increasingly specialised and diverse training needs of staff through our training needs analysis process and enhanced marketing of career development policies.

7.4.4 Equity

The EEO Unit reports annually⁴⁰ to the NSW Office of Employment Equity and Diversity and is able to measure success against its Reporting Outcomes Framework. Sector benchmarking is also provided by the NSW Office together with state-wide employment targets. Positive progress has been achieved for most equity groups. The target for the equity group whose first language is not English has been exceeded by 2%.⁴¹

All employers in Australia with more than 100 employees are required to report annually to the federal government Equal Opportunity in the Workplace for Women Agency. Best practice is recognised by national awards and through waiving of annual reporting requirements. UOW has achieved waiver status for the period 2001–2006 as well as finalist status for two Business Achievement awards since the inaugural awards in 2001.

Valuable staff feedback is obtained through focus groups, exit questionnaires, research interviews and staff surveys. For example, focus group feedback and results from Pregnancy and Work and Work/Life surveys have fed directly into the strategic planning for the EEO Unit. Faculty based 'Meet and Greet' focus groups have informed faculty EEO planning.

Major achievements include:

- work/life initiatives with particular benefits for women (new parental leave provisions, Equity PhD Fellowships);
- the successful 'Preparing for Promotion' program for academic women (in the 2004 professorial round, three women applied and were successful, representing 33% of successful applicants. In 2004, academic women represented 38% of all successful academic promotion applicants, exceeding their workforce representation of 34%);
- sector leadership in the development of EO Online;
- finalist for an EOWA Business Achievement Award in both 2001 (Leading Organisation for the Advancement of Women, greater than 500 employees) and 2003 (Outstanding EEO Practice for the Advancement of Women);
- Prime Minister's Employer of the Year Merit Award (in recognition of organisations who have made a strong commitment to employing people with disabilities).

40 EEO Annual Report, SM55
41 <http://staff.uow.edu.au/eo/equityprogress.html>

Future Challenges

Key EEO challenges include:

- the development and implementation of strategies to improve recruitment and retention of academic women and senior women generally;
- continued improvement of EEO accountability and ownership; and
- further development of the Indigenous Employment Strategy.

7.5 Priorities for Action**IMPROVE**

UOW aims to work towards its 2005–2007 strategic goal for staff by undertaking the following plan of action:

Current Priorities, 2005

- Finalise and implement the Human Resource Strategic Plan.
- Review and improve the leadership program for Heads and Associate Deans.
- Monitor and review selection procedures and policies for further enhancement.
- Implement Personnel's Customer Service Charter.
- Explore strategies to improve external recruitment outcomes for senior women.
- Activate a Steering Committee for the Indigenous Employment Strategy and explore external funding opportunities.
- Work with Deans to establish faculty EEO plans.
- Establish a Campus Equity Education Consultative Committee and working parties.

Longer Term Priorities, 2005–2007

- Review operation of Human Resource Strategic Plan.
- Improve EO Online completion rates.
- Review and upgrade EEO training programs at senior and middle management levels (including a risk management approach).