Staff Development at UQ

The University’s commitment to organisational learning and development is built on the recognition that our people underpin all that we do across learning, discovery and engagement.

The University’s staff development program supports the development of each individual, ultimately enhancing the University’s performance and status as a quality employer, and allows us to build the skilled and motivated workforce we need to achieve our strategic goals. The staff development program is continuously reviewed and improved to ensure that it meets current and future needs of our people and the organisation as a whole.

The program is primarily built on the principle of in-house delivery, utilising the extensive expertise available across the University to develop our own people. In 2013 this included some 55 coordinators and over 100 presenters, amounting to over 2670 hours of time from presenters alone. The University highly values these staff members who voluntarily offer their commitment and expertise to the program. The program would be unable to continue without the dedication and valuable contributions of these staff members.

University Staff Development Committee

The University Staff Development Committee (USDC) continues to guide and oversee the University Staff Development Program on behalf of all staff, and includes representation from across the organisation. The Committee holds responsibility for both the program offerings and Staff Development policy decisions, and provides advice to the Vice-Chancellor on these matters. The University appreciates the contribution that individual committee members make to support this ongoing agenda.

University Staff Development Committee Members

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<tr>
<th>Committee Role</th>
<th>Name (as at Dec 2013)</th>
<th>Position (if different from Committee Role)</th>
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<tr>
<td>Chair</td>
<td>Professor Alan Rix</td>
<td>Pro-Vice-Chancellor</td>
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<td>President, Academic Board</td>
<td>Professor Kaye Basford</td>
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<tr>
<td>Pro-Vice-Chancellor (Research and International)</td>
<td>Professor Alan Lawson</td>
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<td>A Head of School</td>
<td>Professor Louise Hickson</td>
<td>Head of School, Health and Rehabilitation Sciences</td>
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<tr>
<td>Director, Teaching and Educational Development Institute</td>
<td>Professor Gordon Joughin</td>
<td>Dr Glyn Thomas attending as delegate</td>
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<tr>
<td>Chief Financial Officer/Director, Finance &amp; Business Services</td>
<td>Mr Andrew Betts</td>
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<tr>
<td>Director, Equity Office</td>
<td>Ms Marnie King</td>
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<tr>
<td>A Faculty Executive Officer or Deputy Director of an Institute</td>
<td>Ms Tricia Williams</td>
<td>Faculty Executive Officer, Faculty of Health and Behavioural Sciences</td>
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<tr>
<td>A professional staff member nominated by PSCC staff representatives</td>
<td>Mr Robin Jones</td>
<td>Maintenance Manager, St Lucia Campus</td>
</tr>
<tr>
<td>An academic staff member nominated by ASCC staff representatives</td>
<td>Associate Professor Peter McDermott</td>
<td>Associate Professor, TC Beirne School of Law</td>
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<tr>
<td>Associate Director, Organisational Development</td>
<td>Mr Stephen Hart</td>
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<td>Secretary</td>
<td>Ms Tamma Sorbelo</td>
<td>Organisational Development Consultant</td>
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Organisational Development Unit

The Organisational Development Unit manages the Staff Development Program and related functions on behalf of the USDC. In February 2013, the Associate Director of the Unit, Denise Carew, left the Organisational Development Unit and Stephen Hart joined the Unit in her place. Denise was instrumental in making significant improvements to the Staff Development Program and her positive contribution is acknowledged and appreciated.

2013 in Review

The 2013 Staff Development Program delivered 918 courses, with a total expenditure of $477,162. Figures 1 & 2 indicate the numbers of staff attending courses, by staff group, and by course category. Figure 3 summarises the satisfaction ratings from course evaluations.

UQ Leadership

In late 2012, as a part of (a) the UQ reform program, (b) the reassessment of the University’s mission and values, and (c) addressing the outcomes of the report on the UQ culture survey, the Vice-Chancellor requested that a working party be established to identify options for the development of senior staff leadership capability across the University. Under the auspices of the USDC, the Senior Staff Leadership Development Working Party was convened in October 2012 to define ‘leadership’ within the UQ context and to design a strategy to develop needed capability. In 2013 the working party developed the UQ Leadership Framework, which consists of seven key capabilities for leadership in the UQ context: Values People & Builds Culture; Thinks & Works Strategically; Achieves Results & Drives Accountability; Fosters Learning, Inquiry & Innovation; Communicates & Collaborates with Influence; Purposefully Leads Change; and Exemplifies Personal Credibility & Integrity. The UQ Leadership Framework will guide leadership development at UQ into the future.

Purposefully Leads Change

To assist our people to lead change more effectively a series of resources and development initiatives were introduced in 2013. A web-based Guide to Leading Organisational Change was developed based on the work of leading academic Emeritus Professor John Kotter from Harvard University. Development initiatives include an Organisational Change Community of Practice which meets regularly, and ‘Leading Change’ courses.

Evaluation Process

Over the last three years the number of courses delivered through the Staff Development program has increased by approximately 25% and it has been necessary to continually review our administrative processes. In 2013, with USDC approval, a new ‘sampling’ process for formal evaluation reporting was introduced. The new process ensures all courses are still evaluated and evaluation reports are generated however ‘high volume’ courses are sampled to minimise unnecessary duplication of reporting.

Early Career Academics Program

Early Career Academics (ECAs) are seen as a priority cohort for development and in 2013 the ECA Program was offered to all ECAs across the University. Previously the program had been offered only to targeted Faculties or Institutes. In 2013 the program was tailored within two streams: Teaching & Research/Teaching Focussed stream (including Clinical Academics); and a Research Focussed Stream.

New Offerings in 2013

The University Staff Development program continues to offer a broad and diverse range of development opportunities for our people across all our campuses. There were over 35 new course offerings in 2013 in topics as varied as Bullying & Discrimination Prevention & Resolution, The Flipped Classroom and Wikis.

The focus on supervisory and leadership development continued in 2013 and new courses included:

- Coaching Skills for Supervisors: designed for supervisors who want to support staff to perform and learn more effectively through coaching conversations.
- Skills for First-time Supervisors: a workshop designed to provide first-time supervisors with the knowledge, skills and tools to successfully adapt to their new roles.
- Leading Change: designed for staff who are responsible for leading change at any level across the University. The course uses an action learning approach to change drawing upon the UQ Guide to Leading Change as a resource.

Teaching offerings reflected the changing nature of the University teaching environment and included new courses such as:

- The Flipped Classroom: a course that explores an approach to teaching and learning where students gain first exposure to lecture material before they attend class, allowing lecture time to be freed up to explore key or complex content in greater depth through active learning with peers and guidance from teachers.
- Social Media for Teaching & Learning: a course that explores ways in which social media tools such as Facebook (and similar tools) and Twitter can be used to create learning communities to support a range of teaching and learning activities.

Outlook for 2014

In 2014, the University Staff Development Program will continue to deliver its wide-ranging and diverse course offerings. New approaches to developing our people will also be introduced and continued including:

- 360° Feedback Surveys: An element of the UQ Leadership initiative is the UQ Leadership Survey, a 360° feedback tool designed to give leaders insight into how their leadership behaviours are perceived by others.
- Executive Coaching: targeted professional executive coaching services to support our leaders and managers.
- Senior Manager Induction: An induction program specifically tailored to the needs of new senior managers including new Heads of Schools, Institute Directors and senior Professional staff members.
- Communities of Practice: The introduction of communities of practice to extend learning beyond formal courses and which utilise online community interaction through the use of technology such as ‘Yammer’.
Evaluation Data for 2013

Number of attendances in 2013 by staff group

- Academic Staff: 2698
- External Staff: 245
- Professional Staff: 6371
- Other: 374

NOTE: The total number of attendances was 9688. External staff are non-UQ staff such as UQ Sport. Other includes adjunct staff and volunteers.

Figure 2: Attendances for the University Staff Development Program in 2013

Number of attendances in 2013 by course category

- OHS & Sustainability: 3191
- Finance, IT & Administration: 869
- Teaching, Learning & Assessment: 791
- Research: 3462

Questions:
1. I am likely to apply this learning in my work
2. This workshop met the set objectives (as per website)
3. The learning materials assisted me in this workshop

NOTE: For Systems Training, OHS & Sustainability, People & Research level of agreement ranges from 1 (strongly disagree) to 5 (strongly agree).

Questions:
1. Overall, how would you rate this workshop?
2. I learned a lot in this workshop
3. The learning materials assisted me in this workshop

NOTE: For Teaching, Learning & Assessment level of agreement ranges from 1 (strongly disagree) to 5 (strongly agree), except for overall rating, which ranges from 1 (very poor) to 5 (outstanding).