Staff Development at UQ

The University of Queensland is committed to providing all staff with opportunities to grow and develop both personally and professionally, as stated in the University of Queensland Strategic Plan 2014–2017. This commitment is realised through the University Staff Development Program, which provides access to development for staff at all levels, in all employment streams, and at all career stages. Courses support the development of not only technical and systems skills, but also the personal capabilities necessary for a successful career.

The program is built primarily on an internal delivery model, utilising the expertise of employees across the University to provide an extensive and tailored development suite. This effort is expansive, incorporating 67 coordinators and 126 presenters to bring about 3410 hours of delivery time alone for the 2016 program. Countless hours more are spent behind the scenes by both presenters and coordinators developing programs and resources and liaising with participants. These contributions are invaluable in ensuring a targeted, relevant and quality program of development offerings. The University is extremely grateful to these staff members for their commitment to the program.

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.

Organisational Development Unit

The Organisational Development Unit manages the Staff Development Program and related functions on behalf of the USDC. The Staff Development Team (comprised of Sharon Ezzy, Diane Jones and Jackson Vickers) provides an exemplary service through their management and administration of the processes and systems that enable the program’s success.

2016 in Review

Over 920 course instances were delivered as part of the 2016 Staff Development Program, with a total of 9312 attendances by staff and total expenditure of $498,834. Evaluation data across all course categories continues to be strongly positive, reflecting the quality of the offerings provided. Figure 1 shows overall course and participant numbers. Figures 2a and 2b indicate the numbers of staff attending courses by staff group and by course category. Figure 3 summarises the satisfaction ratings from course evaluations.

Both individual course offerings and the program as a whole are continually reviewed to ensure ongoing relevance and quality. This ensures a steady stream of changes, updates and new offerings over time. In 2016 this included a strong focus on teaching and learning methodologies.

Academic Orientation

The Academic Orientation program was revamped in 2016 by representatives from the Institute for Teaching and Learning Innovation, the Office of the Pro Vice-Chancellor (Research and International) and the Organisational Development Team. The resulting Launchpad program has been very well received, with substantially increased enrolments in the first two iterations (approximately 3 to 4 times as many attendees as the previous courses attracted). The program has a strong focus on assisting new UQ academics to feel welcome and valued, with a clearer understanding of their roles and responsibilities and the support services available. A range of resources were developed for participants to access before, during and after an initial face-to-face session, including videos from senior staff and students, an interactive handbook, a padlet and other online resources and links, available through Learn.UQ (BlackBoard). The program will be further supplemented in 2017 through the development of a series of professional learning opportunities focussed on teaching and learning.
Teaching & Learning

In 2016 a significant review of the Teaching & Learning Series took place, resulting in a range of new workshops and activities designed to support the development of curriculum leadership as well as provide participants with tools and techniques to enhance teaching practices. These workshops introduce new teaching staff to effective, innovative, and scholarly approaches to teaching and learning practice relevant to a range of disciplines and settings. A sample of these new programs includes:

- **Curriculum Design for Courses and Programs** – This workshop is designed for curriculum leaders and course and program coordinators. It focuses on the fundamentals of course design, from developing learning outcomes to understanding the concepts and principles of good curriculum design.

- **Setting Up For a Successful Semester** – This workshop is aimed at those new to teaching at UQ and covers tips and tricks for how to best use your Electronic Course Profile (ECP) and Learn.UQ site to minimise hassle as well as examples of implementing a communication strategy and managing student expectations.

- **Small Group Teaching** – Small group teaching spans from small group activities within a lecture, practical or tutorial to a course designed for group work and group assessment. This workshop discusses examples of activities that can be used to increase activity and student interaction as well as implementing formative and summative group assessment.

- **Effective Lecturing** – The lecture remains widely used in university contexts; however, an effective lecture is much more than just a didactic information session. An imaginative and integrative lecture with clear learning goals enables student learning. This course offers practical guidelines for effective lecturing, including ways to evaluate the lecture and student learning.

- **Enhancing Teaching with Educational Technologies** – This introductory course will demonstrate how educational technologies can be used to help with teaching and support students with their learning.

- **Writing and Presenting Educational Video** – Writing for video is very different from traditional academic writing. This workshop covers how to put together a script ready to present to video, as well as a studio-based, practical session which will introduce proven techniques to ensure that presentation to camera is professional and engaging for students. Participants will record a video and have the opportunity to review and identify improvements.

- **Designing Assessment** – The course explores fundamental concepts influencing assessment practice including purposes of assessment, the ideas of constructive alignment (of learning outcomes, learning opportunities and assessment) and possible roles for students in assessment.

- **Teaching & Learning Communities** – The communities within this program were designed to provide opportunities for university teachers to share their work and learn from the approaches of others.

- **Supporting Students with a Disability** – This session provided both professional and academic staff an overview of UQ’s responsibility toward students with a disability, the role of Student Services and how they can assist you, and strategies on how to approach students who present with a disability.

- **Career Advancement for Senior Academic Women** – Designed for academic women at Level D who are actively pursuing career development within UQ, this program supports women who aspire to promotion to professorial level. The program commenced in 2015, with participants aiming for promotion within two years. Of the 16 initial program participants in 2015, eight applied for promotion to Professor in 2016 and seven were successful.

- **Procurement** – a range of new courses were introduced to support best practice in procurement. These courses were designed to ensure that the University gets value for money across its procurement activities.

Outlook for 2017

In 2017, 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:

- **Finance** – In 2017 a new approach to finance training will be introduced to adapt to changes in the UQ finance environment and to focus on enhancing financial understanding in addition to systems training. The Finance at UQ course will provide an overview of the financial structure, function and systems at UQ. In response to user preferences, UniFi Systems training will be conducted solely online.

- **Staff Disability Inclusion Workshop** – In accordance with The University of Queensland Disability Action Plan 2016–2018, this workshop provides staff with an understanding of disability, best practice inclusive practices, accessibility considerations, UQ procedure for reasonable adjustment for staff and the management of temporary disabilities.

- **Managing Unconscious Bias** – This workshop explores the unconscious biases which are inherent to all people, and develops skills and techniques for managing unconscious bias in the workplace. The workshop will provide participants with skill development in inclusive management to develop and maintain a diverse and inclusive culture at UQ. This program is particularly recommended to all staff who are involved in recruitment and selection, performance management and promotion processes.

- **Graduate Teaching Assistants Program** – The Graduate Teaching Assistants program targets PhD students or recent postdocs who are currently tutoring at UQ, and is designed to foster the next generation of great teachers. The program will provide participants with the knowledge and skills to motivate and engage with students, embed active learning practices into their teaching, manage group dynamics, give and receive feedback, and design assessment and evaluation.
university staff development committee

Figure 1: Course and participation numbers for the University Staff Development Program in 2016

![Graph showing the number of courses and participants by year from 2005 to 2016.]

Figure 2a & 2b: Attendances for the University Staff Development Program in 2016

![Pie chart showing the number of attendances in 2016 by course category and staff group.]

Figure 3: Evaluation of courses by participants in 2016

![Bar chart showing evaluation data for 2016.]