University Staff Development Committee Members

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name (as at Dec 2017)</th>
<th>Position (if different from Committee Role)</th>
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<tbody>
<tr>
<td>Chair</td>
<td>Professor Tim Dunne</td>
<td>Pro-Vice-Chancellor</td>
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<tr>
<td>President, Academic Board</td>
<td>Professor Fred D'Agostino</td>
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<tr>
<td>Pro-Vice-Chancellor (Research Training)</td>
<td>Professor Alastair McEwan</td>
<td>Dean, UQ Graduate School</td>
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<tr>
<td>A Head of School</td>
<td>Professor Louise Hickson</td>
<td>Head of School, Health and Rehabilitation Sciences</td>
</tr>
<tr>
<td>Pro-Vice-Chancellor (Teaching and Learning)</td>
<td>Professor Doune Macdonald</td>
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<tr>
<td>Chief Financial Officer</td>
<td>Ms Karen Wheeler</td>
<td>Associate Director, Finance and Business Services Operations</td>
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<tr>
<td>Director, Occupational Health &amp; Safety</td>
<td>Mr Jim Carmichael</td>
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<tr>
<td>Associate Director HR (Workplace Diversity and Inclusion)</td>
<td>Dr Dee Gibbon</td>
<td></td>
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<tr>
<td>A Faculty Executive Manager or Deputy Director of an Institute</td>
<td>Mr Patrick Testa</td>
<td>Faculty Executive Manager, Faculty of Science</td>
</tr>
<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>VACANT</td>
<td></td>
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<tr>
<td>Associate Director HR (Organisational and Leadership Development)</td>
<td>Ms Anna Eves</td>
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<tr>
<td>Chief Information Officer</td>
<td>Mr Robert Moffatt</td>
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<tr>
<td>Secretary</td>
<td>Ms Tamma Sorbello</td>
<td>Organisational Development Consultant</td>
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University Staff Development Program

At the heart of The University of Queensland's success is its talented, committed and capable workforce. With recognition of this, the University is committed to supporting the ongoing development and growth of all staff. The University Staff Development Program is a core driver of this agenda, facilitating access to a wide range of 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 draws heavily on both professional and academic staff to deliver this extensive offering, providing staff with the opportunity to benefit from the same expertise that our students appreciate. This is a significant undertaking, including more than 50 coordinators and over 130 presenters to bring about more than 2600 hours of delivery time in 2017. This figure belies the additional time and effort spent behind the scenes by all staff involved to design and develop programs and supporting resources, and liaise with participants.

These contributions are essential in enabling the delivery of such an extensive, high quality and targeted development program, and the University gratefully acknowledges the staff members that make it possible.

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. The University appreciates the contribution that individual committee members make to support this ongoing agenda.

Of note is the retirement of Professor Alan Rix in June 2017. In his capacity as Pro-Vice-Chancellor, Professor Rix had served as Chair of the USDC since 2005, overseeing the expansion of the program’s breadth, development of the UQ Leadership development suite, and other significant change. Both the University and the Committee are grateful and wish to recognise Professor Rix’s commitment and leadership through this period.

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, Barbara Synak and Jackson Vickers) provides an exemplary service through their management and administration of the processes and systems that enable the program’s success.

2017 in Review

A total of 759 course instances were delivered as part of the 2017 Staff Development Program, with a total of 8598 attendances by staff and total expenditure of $532,138. 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 for 2017 and historically back to 2005. Figure 2 shows course numbers by course category. Figures 3a and 3b indicate the numbers of staff attending courses by staff group and by course category. Figure 4 summarises the satisfaction ratings for key questions from course evaluations.

Throughout 2017, significant organisational changes (including restructuring) took place across UQ. In support of these changes, a large amount of targeted development took place alongside the formal Staff Development Program. These courses focused on supporting individuals to
develop personal resilience, managers to lead their teams through change, and impacted staff to develop career skills. Within this context, attendance at staff development programs was slightly lower than in recent years. The program was also impacted by turnover of some staff involved in running courses, as well as an overall reduction in staff numbers.

In 2017, offerings new to the program included:

- **Finance at UQ** – This course provides new staff with an overview of the financial structure, function and systems at UQ, as well as equipping them to understand the additional finance training available to them.
- **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.
- **Alternative metrics** – This course supports staff to understand and utilise tools which can track the online impact and conversation generated by their research. As the dissemination of research utilises more non-traditional methods, this continues to gain importance.

Following on from 2016’s review of the Teaching and Learning series, further enhancements were also made to development supporting teaching, including the introduction of a range of new courses focusing on specific skills including assessment and active teaching, and two substantial programs:

- **Teaching @ UQ** – This extensive blended program incorporates online elements with specialised workshops and peer observation and feedback to prepare staff new to UQ for teaching and learning. The program is designed and run by a team of academics working across faculties and the Institute for Teaching and Learning Innovation. Following the success of the initial rollout in 2017 the program will be further expanded in 2018.
- **Graduate Teaching Associates program** – This program supports experienced tutors to build specialist skills which will support a future teaching career in Higher Education. Through a combination of online modules, face-to-face workshops, observation, reflection, and mentoring, the program fosters the next generation of great teachers.

**Outlook for 2018**

In 2018, the Committee and Program will undergo a governance review, aimed at updating the current arrangements to reflect the changing UQ landscape. Since the inception of the program and establishment of the Committee, there has been significant growth and change in the program offerings, as well as an increase in other committees, working parties and organisational units with an interest in development. While these groups generally have a more focused remit, for example focusing on teaching excellence, researcher development, or specific functional needs, an overarching approach to coordination is important. Focusing on building continuity and alignment between these stakeholders will have benefits for:

- **Scope** – Ensuring that staff are easily able to understand the range of development available across the University and identify appropriate options for their particular needs,
- **Access** – Enabling staff to easily access the full range of support available to them in a cohesive manner, and
- **Synergies** – Ensuring that the University gets the best value from its investments in development by enabling better utilisation, consolidating similar activities and reducing duplication of effort.

A number of new offerings will also be added to the program, including:

- **Teaching and Learning Masterclass** – This session will be a avenue for inspirational and successful teachers to share effective approaches and best practices for teaching, and for attendees to learn tangible, practical skills to excel in teaching for 21st-century students.
- **Cyber security awareness** – This online module will provide a foundation for staff to protect themselves and the University from cyber attacks given increasing risks from professional hackers.
- **Responding to disclosures of sexual misconduct** – This training supports staff to understand a trauma-informed approach should they be approached with a disclosure of sexual misconduct or sexual assault. Successful completion of the course may result in participants being invited to join the First Responders Network, though this is not guaranteed and acceptance is not required.

The new approach to **finance development** will continue to be expanded, with online development for both credit card holders and financial delegates to better understand their obligations and accountabilities.

New courses will also provide staff with additional skills for **creating inclusive workplaces and classrooms**:

- **Managing a diverse team** – This course will provide managers, supervisors and HR staff with knowledge and practical skills on managing a diverse workplace and building an inclusive work environment. The course explores a best practice approach to supporting those staff who may have differing workplace needs, including: Aboriginal and Torres Strait Islander peoples; staff with disability or additional abilities; staff requiring flexible working arrangements; staff with caring responsibilities; staff who identify as LGBTIAQ+; staff from culturally or linguistically diverse backgrounds; staff with special religious considerations; and people working in non-traditional occupations.

- **Supporting staff returning from parental leave** – This course will provide supervisors with information to assist them to support their staff returning to work from a period of parental leave and adoption leave. Research shows that a person’s experience returning to work following a period of parental and adoption leave is crucial to their ongoing career development.

- **Supporting students with mental health conditions** – This workshop will help staff to improve their awareness and skills to identify and support students with early signs of mental illness.
Figure 1: Course and participation numbers for the University Staff Development Program over time

Figure 2: Course numbers for the University Staff Development Program in 2017 by course category

Figure 3a and 3b: Attendances for the University Staff Development Program in 2017

Figure 4: Evaluation of courses by participants in 2017

Note: The total number of attendances was 8598. External includes non-UQ staff, such as UQ Sport. ‘Other’ includes adjunct staff and volunteers.