Strategic Directions in Workforce Planning at Charles Darwin University

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Context

- CDU, WPP, Needs, Innovation
Charles Darwin University

- 21,000 students (7,000 HE / 14,000 VET)
- 1,368 FTE staff (376 HE / 256 VET / 736 Gen)
- Broad staff characteristics of a regional university
- 10 permanently staffed sites, 170 remote delivery locations. Higher Education administered through Darwin and Alice Springs.
- NT-focussed Mission, but leveraged nationally
Charles Darwin University

- Relatively high staff turnover rate in some areas (NT phenomenon), with relatively low application rate
- Many staff motivated by “wanting to do something important”
- High cost of delivery
- Focus on a few strong partnerships
- Highly centralised approach to administration
WPP Context

• Progress workplace reform that strengthens the capability to manage and implement workplace change
Some Needs

• An approach to workforce planning that exercises those opportunities and advantages that are available to CDU
• Improved recruitment
• Systems support
Institutional Innovation

• Employment conditions provide an opportunity for institution-level innovation in a dual-sector university

• Regional drivers for innovation
  – Scale
  – Accessibility and opportunity in education
  – Differences in cost base

• Pursuing national innovation
  – More IT than international students
What CDU Hoped To Achieve With WPP Support...

• A new approach to classifying (academic) staff the facilitated valuable workforce planning
  – With systems work to support this
• Improved staff recruitment framework
• A more efficient way to manage roles
A New Approach to Classifying Academic Staff

• What Do We Have to Work With?
  – Dual sector
  – Staff motivation
  – Varied career paths
Foundation

- Develop a single academic scale (HE + VET)
- Define workload and output expectations around three broad categories
  - Teaching focussed
  - Research Active
  - Research
## Single Academic Scale

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<td></td>
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<table>
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<tr>
<td>Lvl E</td>
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</table>
Workload and Output Expectations

- Balance of teaching \ research \ other
- Research active
- Teaching focussed
- Research
Why Move in This Direction?

- Improved career paths / more opportunity for staff
- More flexibility in developing workloads
- Improved blending of VET and HE

Overall, the approach provides CDU with flexibility in workforce planning. The University is looking for improved quality, productivity and ability to embrace opportunities associated with staff having expanded career path and other opportunities.
Some Broad Comments

• Implementing this level of change requires more work than was envisaged at the time of applying for the grant
  – Some preliminary systems work has been undertaken, but the framework must be agreed before it can be completed
• Need to have more consultation and union involvement to make fundamental change
• Expect to conclude Enterprise Bargaining shortly
Challenges

- Qualifications and credentials
- Expected level of autonomy
- Different mindsets
- Teaching focussed career paths
- Historical conditions
  - Super
  - Non-attendance time
  - Contracting
  - Timeframes for probation
  - Redundancy
Union Comment to Date

• Generally favourable, as it clearly improves career opportunities for members
• Academic position descriptors and University expectations of teaching and research are important facilitators of trust
• Will work with the University on matters such as a single teaching credential for VET and HE
Staff Comment to Date

- Positive for the most part
- Will need to back it up with details around professional development, promotion, etc.
Supporting Work

• Enterprise bargaining
• Explicit expectations of teaching and research
• Planning review
  – Simplified, with discussion of role
• Targeted professional development
Systems Work

- HRIS upgrade
  - Reconfiguration not yet taken place
- Ancillary system for supporting planning review and professional development
  - Linked to records management system
Improved Recruitment via CRM

• Vision, approach, systems
Vision for Improved Recruitment

• Be able to better manage:
  – Appointable applicants who were unsuccessful
  – Former staff
  – Other people who have expressed interest
CRM

• For cost effectiveness, a single CRM implementation was chosen for staff and student needs.
• RightNow was selected
• Currently going live with prospective students
• Will go live with prospective staff once new staff framework is in place.
Identity Management

- Needs, approach, systems
The Need for Identity Management

- Significant staff turnover
- Strong partnership activities, including jointly-badged degrees with other institutions
- Changing roles for staff

Could take up to three days to assign account usage and security / access privileges
Needs - Core Deliverables

• Streamline basic account management
  – Based upon role in the University
• Improving security and automating access controls
• And...
  – Federation
  – External stakeholder account management
  – Self-service workflow
Student Identity Management

- Student IdM becomes the definitive source for implementing policy
- Went live over 2009-2010 break
- Controls:
  - Email
  - Storage
  - Wireless
  - Library
  - Work station access
Staff Identity Management

- Started down the same path as Student IdM, but ran into market problems.
- Split the development to make the system less product dependent.
- Implementation will be Jan 2011.
- Student will be refitted afterwards.
Comments on Where We Are

• Changes to how academic staff are classified were more significant than originally anticipated
  – Needed an enterprise bargaining round to implement
• HR-related and other systems work is behind because of the need for this framework
  – Preliminary work completed
• However, all tasks will be completed by mid-2011.
Questions?