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Centre for the Study of Higher Education

**Implementing integrated strategies for enhancing
staff motivation and satisfaction:
The University of Melbourne approach**

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The paper

- A snapshot of the University of Melbourne.
- HR in the Australian HE context.
- The University of Melbourne's approach to HR.
- Outline of key programs.
- Issues and challenges.



Three key themes ...

- Human Resource strategies integrated with the University's business and development plan.
- Staff rewards aligned with University goals and financial performance.
- Emphasis on leadership development programs for heads of departments and unit managers.



The University of Melbourne

Staff	6,500
Students	43,000
Postgraduate enrolments	14,000
International Student enrolments	10,000 (23%)
Research Higher Degree Enrolments	4,400 (10%)
Faculties	11
Administrative divisions	8



Some aspects of employment at the University of Melbourne that attract staff

- One of Australia's leading universities.
- An attractive inner-city campus precinct.
- High status university, excellent career opportunities.
- For academics, best research infrastructure in the Australian higher education sector and opportunities to join leading research centres.

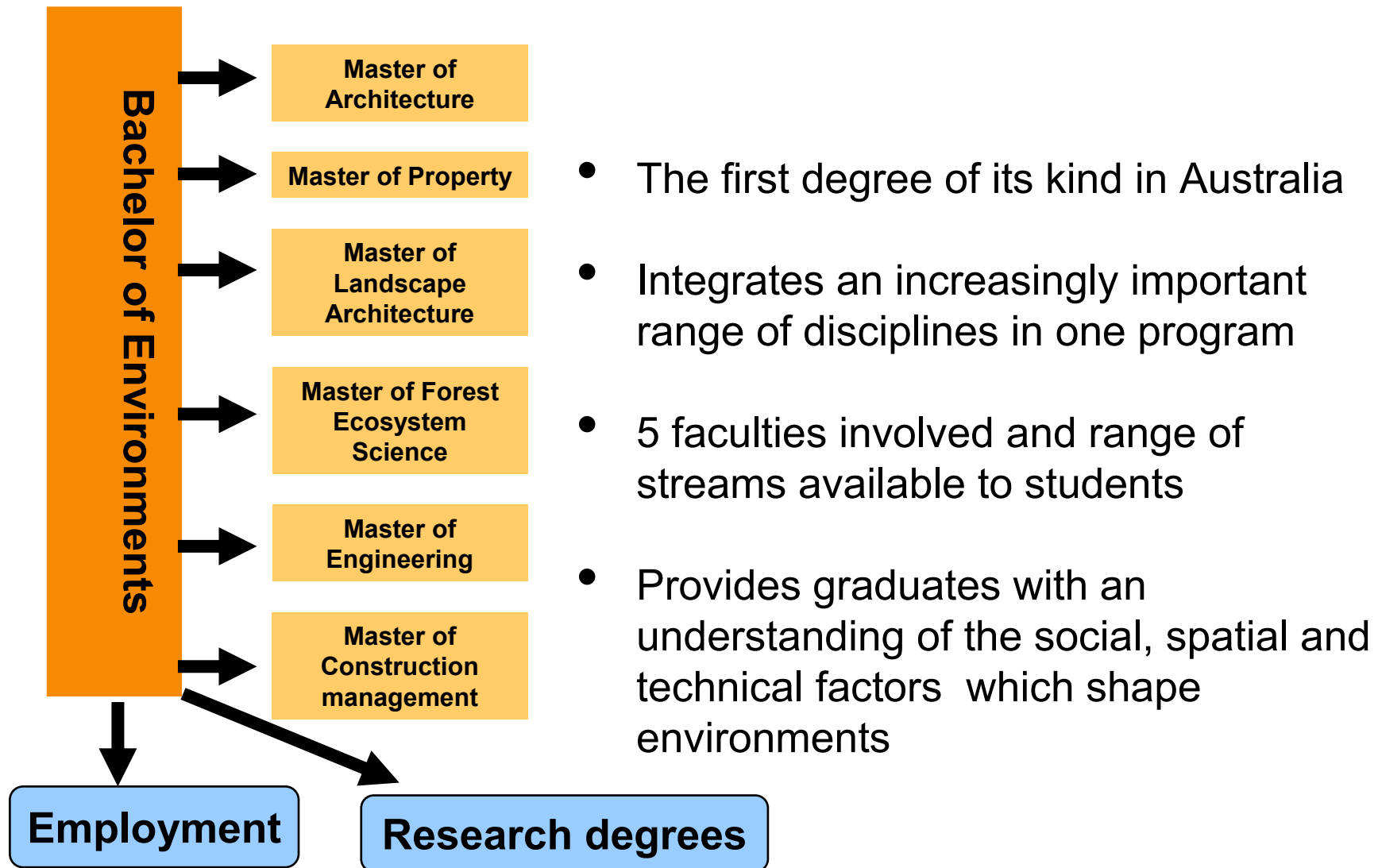


Major period of change

- New strategic plan, *Growing Esteem*, emphasising a triple helix of research, teaching and knowledge transfer.
- New curriculum structure, ‘the Melbourne Model’
 - three-year liberal undergraduate degrees
 - two-year professional graduate programs or research higher degrees.



Example: Bachelor of Environments



Challenges facing Australian universities

- Increases in student numbers.
- The ICT revolution.
- The forces of globalisation.
- The need for revenue generation and cost-cutting...



- The University of Melbourne has offset public funding shortfalls through
 - recruiting fee-paying international students; and
 - linking staff remuneration to University revenue generation.



Human Resources closely associated with Industrial Relations in Australian higher education

- Australian governments have tied funds to IR reform in order to drive HR reforms.
- This have been the driven the establishment of HR divisions at relatively senior level, for the complexity of the IR system require a sophisticated response.
- HR functions at both operational and strategic level.
- Much reform achieved through enterprise bargaining strategies ... but with consequences.



The Melbourne approach: The integration of HR strategies within the business plan of the University

The Human Resources Division focuses on strategic benefits, such as:

- modifying recruitment strategies
- change related activities, such as
 - leadership programs
 - staff development programs
 - Performance Development Framework (PDF)



Alignment of reward systems with University goals and financial performance

- Staff receive a salary bonus of 1% in 2007 and 2008 if the University gains:
 - a top ten in the Commonwealth Learning and Teaching Performance Fund in 2007 and 2008;
 - top rank status in National Research Competitiveness in 2006 and 2007; and
 - fee revenue growth of at least \$21M a year in 2007 and 2008.



The alignment of reward systems with University goals and financial performance

- Academic staff can receive bonuses for retention, merit or additional work.
- Professional staff can have their work reclassified and their salary increased.
- Promotion requires minimum of 'good' in the Performance Development Framework.
- Deans can receive a bonus for completion of PDFs in their faculties.



Leadership development programs for heads of departments and unit managers

- The HRD facilitates a large number of development initiatives to enhance their management and leadership skills.



Leadership development programs for heads of academic departments

- *Head Start* for heads of Departments.
- *Headway* for new Heads in the first year of their appointment.
- *Head Spaces* for communication on contemporary issues.
- *Headwork* assists leaders to achieve outcomes for individual development or department-wide projects.



Leadership development programs for professional staff

- *Leadership Challenge Program* for senior professional staff.
- *Leadership Inside Out and Growing Leaders Programs.*
- *Middle Management: Putting IT All Together and Learning About Managing Programs.*
- *New Supervisor Program* for new supervisors.



Networked support for academic and professional staff leaders

Three networks support staff diversity in leadership and ongoing staff development:

- *Academic Women in Leadership*
- *Learning about Managing Network*
- *Growing Leaders Network*



Example of network support program: the Academic Women in Leadership program

- Group Project and presentation to the Vice Chancellor.
- Observation of key University committees.
- Leadership development seminar.
- Shadowing of senior University staff.
- Individual career counseling.



Example of network support program: the Academic Women in Leadership program

- Between 1996 and 2003, the University of Melbourne had the greatest percentage increase in women in senior academic positions for all Group of Eight universities.
- Percentage of female senior academic staff in 2005, University of Melbourne compared with Group of Eight

	Melbourne %	GO8 average %
<i>Female Academic D</i>	27.47	22.66
<i>Female Academic E</i>	18.56	14.86



Female employment rates

- The proportion of female academic staff in academic positions doubled between 1986 and 2000.
- The proportion of women holding continuing appointments increased from 41% in 1974 to 79% in 2000.
- Women underrepresented at senior academic levels



Table 4: Percentage of female staff 2005, University of Melbourne compared with Group of Eight

	Melbourne %	Go8 mean %
Total staff	52.5	50.4
Academic total	42.1	38.6
<i>Academic A</i>	56.7	51.0
<i>Academic B</i>	49.1	47.0
<i>Academic C</i>	33.9	34.5
<i>Academic D</i>	27.5	22.7
<i>Academic E</i>	18.6	14.9
Professional Total	62.3	60.4
<i>HEW 1-5</i>	69.2	67.1
<i>HEW 6-10</i>	56.0	53.5
Senior Staff	24.0	30.1



Recruitment, orientation and induction programs for new appointees: indigenous staff

- The number of Indigenous Australians employed by the University has been between 20 and 30 in recent years.
- The University aims to:
 - increase the number of Indigenous staff by at least five a year; and
 - support the ongoing development of Indigenous staff.



Performance review and appraisal, reward strategies and support for professional development

- HRD set up the Performance Development Framework (PDF).
- Estimated 82% take-up rate amongst eligible staff.
- Some concern that the university had no effective and efficient means of managing low performance staff.



Performance review and appraisal, reward strategies and support for professional development

1. Agreement about performance outcomes between the supervisor and staff member.
2. Annual review and feedback discussion.
3. Supervisors provides written feedback and a rating on a 5 pt scale.
4. The rating and a summary are entered in the Themis data base.



The relationship between work and family at the University of Melbourne

The University promotes flexible work options for staff with family responsibilities through the following programs:

- Part-time employment
- Job Share
- 48/52 week year/ annualised salary
- Flexi-time
- Contract Employment
- Planned Career Breaks



The relationship between work and family: maternity leave

- The University encourages women to return to work after maternity leave.
- Between 2000 and 2003 the cost of maternity leave increased but the salary costs from resignations decreased.



Table 6: Total staff turnover 2003-2005 University of Melbourne compared with Group of Eight

	2003	2004	2005
University of Melbourne	10.2%	12.3%	16.9%
Group average	16.7%	16.9%	19.0%



Table 7: Unscheduled absences (%)

	Melbourne (%)	Go8 mean (%)
Total	2.4	4.4
Faculties - Total	1.6	3.1
Divisions - Total	5.3	7.8
Academic total	0.42	1.36
<i>Academic A</i>	0.25	1.48
<i>Academic B</i>	0.21	1.57
<i>Academic C</i>	0.44	1.29
<i>Academic D</i>	0.57	0.73
<i>Academic E</i>	1.25	1.29
Professional Total	4.32	7.25
<i>HEW 1-5</i>	4.63	8.07
<i>HEW 6-10</i>	4.02	6.34



Exit surveys

- 40% of professional staff said they had 0 – 11 hours of training during their employment with the university
- 71% of professional staff agreed that their volume of work was manageable
- 78% of academic staff agreed that their volume of work was manageable
- 47% of professional staff agreed that they were rewarded/recognised for their efforts/achievements
- 59% of academic staff agreed that they were rewarded/recognised for their efforts/achievements
- 55% of professional staff agreed that the University helped them to reach their career goals
- 54% of academic staff agreed they were given opportunities to develop their career.



Issues and challenges

- Lower levels of satisfaction among certain identifiable groups, for example, research assistants and casual staff.
- The low number of internal professional staff apply for middle to senior professional staff vacancies
- The higher turnover levels of new appointees within their first two to three years of employment.



Issues and challenges

- Challenging of broadening staff diversity, including, for example, the recruitment of Indigenous people and the promotion of women to senior positions.
- The complexities of operating a flexible reward strategy in a 'traditional' culture.





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