

The University of Western Australia



**HUMAN RESOURCES
Annual Report 2004**

February 2005

THE HUMAN RESOURCES DIVISION – AN OVERVIEW

On staffing matters the University of Western Australia remains committed to 'the recruitment, development and retention of the highest quality staff' to achieve its mission. This is supported by an employment philosophy of providing job security through ongoing employment where possible, encouraging flexible work practices that accommodate a range of needs in a diverse workforce. This has meant a low level of casual employment relative to the rest of the University sector and has ensured high quality fields for most employment vacancies. Within the higher education sector UWA is a well-regarded employer as is documented through a range of survey data and awards over recent years.

The Human Resources Division supports the University mission through a set of key strategies which:

- ❑ provide support to the strategic leadership of the University,
- ❑ deliver organisational development and other support services to staff, and
- ❑ ensure quality assurance.

The Division is organised into five functional units each of which reports to the Director through to the Executive Director, Finance and Resources. On Human Resource policy there is also a reporting line through to the Pro Vice Chancellor (Academic).

A brief listing of the responsibilities of each unit is listed below.

Employee Relations and Management Services

Industrial Relations, Enterprise Bargaining, Classifications, Organisational Change, Consultancy/Advocacy/Advice on HR Issues

Equity and Diversity Office

Equity and Equal Opportunity, Diversity, Affirmative Action, Harassment, Discrimination, Flexible Work Practices and Life Balance, Campus Culture

Human Resource Services

Recruitment, Appointments, Leave, Salary Related Payments, Resignations, Terminations, HR Information Systems, Employee Self Service, System Reports, Superannuation & Salary Packaging, Eligible Termination Payments and Statements

Organisational and Staff Development Services

Workshops and programmes to support personal, professional and leadership development. Support for and implementation of organisational change and development.

Safety and Health Office

Occupational Health and Safety, Hazard Management, Risk Management, Injury Prevention, Employee Assistance Programme, Insurance, Emergency Management, Injury Management, Workers' Compensation and Safety Auditing,

Human Resources engaged in a comprehensive strategic planning process in the latter half of 2004 in which it identified the following priority directions over the medium term. The Human Resources Strategic Plan now mirrors the University and Finance & Resources Strategic Plans. The reporting format for 2004 has been altered to reflect these changes.

- ❑ ***Recruit, develop and retain high quality staff.*** Recruitment, development and retention of high quality staff in a competitive labour market is of vital importance to the University. As demographic change increases turnover competition for the best will accelerate. Progressive human resource management requires effective recruitment and retention strategies, flexible remuneration packages and an attractive career structure within a healthy, safe, challenging and satisfying work environment. Strategies to maintain organisational knowledge in a time of change are essential.
- ❑ ***Flexible Employment.*** Rapidly changing demands on universities require flexible work arrangements while, at the same time, protecting the interests of staff. Enterprise bargaining is a

tool to help develop this flexibility. The extent to which employees access flexible employment options will, in some measure, depend on the understanding and support they receive from local management and co-workers.

- ❑ **Accounting for performance.** Achieving world best standards requires that all staff perform at a high level. Performance and risk management frameworks that link individual and institutional performance objectives are important elements in the University's accountability framework. Effective performance management will incorporate benchmarking of expectations and encourage performance-based rewards. Risk management will incorporate business continuity and succession planning.
- ❑ **Continual Learning.** A rapidly changing knowledge base in the work of universities, rapidly developing information technologies, the competitive environment, and a greater level of liaison with the community requires a commitment to lifelong learning by each member of staff as well as access to a comprehensive range of staff development opportunities. The need to develop 21st century leadership capacity offers a particular challenge.
- ❑ **Equity and Diversity.** Diversity amongst staff and students which reflects the broader Australian community has the benefit of building a broad base of community support as well as meeting important social, moral and human rights, and commitments to equity and diversity. A diverse staff will improve the quality of decision-making in the University and should be a formal objective in strategic planning, incorporated into the accountability framework.
- ❑ **Supportive Culture.** To maintain UWA as an employer of choice requires a positive, inclusive and high performance culture marked by cooperation and respect and where the work environment promotes work/life balance for staff.

SUMMARY OF HIGHLIGHTS

Human Resources at the University of Western Australia continued to demonstrate high quality practice during 2004. Key achievements included:

- ❑ Negotiation and sign off on Enterprise Agreements for Academic and General staff
- ❑ Development of risk treatment plans by business units across the University
- ❑ Introduction of an internal safety audit and inspection process
- ❑ Named as an Employer of Choice for Women for third year in a row
- ❑ Implementation of a pilot scheme for performance management and introduction of the academic portfolio for academic promotion and tenure
- ❑ Publication of the three yearly Working Life Survey to assess the University's organisational climate
- ❑ Full implementation of unit evaluation across the University.
- ❑ Extension of leadership programmes including *HeadsUp*, a 2-day Leadership Development residential programme, and celebration of the 10th Anniversary for Leadership Development for Women
- ❑ Extension of online support for staff including Employee Support Service (ESS) and induction

Life was busy throughout all the functional areas of Human Resources during 2004 and HR staff continued their active contribution to a variety of committees, reviews and other initiatives. A number of staff published papers and/or made conference presentations. These are documented in Attachment 1.

The summary below documents the range of activities undertaken by HR staff.

Organisational and Staff Development Services

Most UWA staff development services are facilitated through Organisational and Staff Development Services (OSDS) comprised of the Centre for Staff Development (CSD), the Evaluation of Teaching Unit (ETU) and the Centre for Advancement of Teaching and Learning (CATL). In 2004 CSD workshops, programmes and related activities catered to over 3200 users. Additionally, 1000 people attended safety training courses conducted by the Safety and Health Office and a further 1000 participated in courses

offered by the Equity and Diversity Office. Staff of the Equity and Diversity Office also delivered lectures on diversity issues to approximately 2000 students.

Successful OSDS programs included *Leadership Development for Women*, celebrating its tenth anniversary, *A Fresh Look at Client Service*, *Project Management*, and the *Ally Project*. A review of CSD programs in 2003 had provided a more strategic direction, particularly in relation to support for Orientation and Induction and Leadership Development. A new Leadership Programme for Heads of School (*HeadsUp*) introduced in late 2004 received positive support from participants. A successful two-day Leadership Development Residential Programme held in February, and the new publication, *Leadership Matters*, were initiatives. Major improvements to induction and orientation, including a comprehensive website, were introduced in 2004. Researcher and technical staff forums offering networking and examining development issues commenced in 2004. Requests for on-site consultancy support have continued to increase in number and complexity.

Organisational and Staff Development Services focused on consolidation in 2004. CATL was restructured early in 2004 to integrate all teaching and learning related services. It successfully launched SURF, the new unit evaluation process, jointly supported by CATL and the Institutional Research Unit, and introduced lunchtime topical teaching forums, titled TATL: *Talking about Teaching and Learning*. Increasing demand for the Postgraduate Internship Scheme will also result in a new programme titled *Introduction to University Teaching in 2005*. OSDS also supported the Australian University Teaching Awards. Six nominations went forward and one institutional and one individual were short listed.

Organisational and Staff Development Services hosted a number of national and international visitors and events throughout the course of the year, including the ASCILITE national conference in December. Staff also presented at a number of national conferences over the year, as reflected in Attachment 1.

OSDS continued to focus on facilities and accommodation, with the relocation of the e-learning staff to the Motorola building, the development of a new tearoom facility and the commencement of a main reception area upgrade.

At the end of 2004 a review was undertaken to determine the best organisational location for CATL activities within the University.

Employee Relations and Management Services

Throughout 2004 enterprise bargaining negotiations were a significant area of activity. Negotiations were carried out for Academic, General, English as a Second Language (ESL) and Child Care staff. Replacement Academic and General Staff Agreements were finalised at the end of 2004 and lodged with the Australian Industrial Relations Commission on 22nd December. Key outcomes for the University included more rigorous performance management provisions, greater flexibility in superannuation and expanded parental leave arrangements. The negotiations of ESL and Child Care Agreements are yet to be finalised. The industrial implications of the legislation introduced following The Nelson Report, as part of the Government's reform agenda, had not yet been clarified at the end of 2004.

The University of Western Australia continued to make a significant contribution on the national stage particularly through its involvement in industrial matters with the Go8 universities. The Go8 led the negotiations for a conciliated agreement on settlement of the Casuals case, components of which have been localised and implemented through the enterprise bargaining process. Negotiations have commenced at the national level with respect to the Redundancy Test Case and the Go8 will again play a lead role in shaping these negotiations and outcomes.

A more general highlight is the HR Briefings which have continued to be well received and conducted in collaboration with other sections of Human Resources, particularly Equity and Diversity and HR Services.

Safety and Health Office

Following the introduction in 2003 of a University-wide Risk Management policy and program, major risks to the University have been assessed and risk treatment plans prepared. An internal review in late 2003 was conducted to examine the impact of the Gene Technology Act and Regulations on UWA and

formulate recommendations for improvement. It was decided to relocate the Biological Safety Officer and gene technology compliance responsibilities into Research Services. A major activity on 2004 involved the implementation of a testing and tagging of portable electrical equipment regime throughout the University. A safety induction video for contractors was prepared and launched. Significant safety incidents during 2004 included a hydrogen gas laboratory explosion and two incidents of electrical shock. There were 297 incidents and injuries reported with 91 accepted workers' compensation claims and a total of 345 lost work days. While the number of incidents was slightly higher than in 2003 lost time was much lower. A safety management audit and inspection program was developed and trialled in three Schools during 2004. In September 2004 the Safety and Health Office relocated off campus from the Central Administration to the Motorola building, Fairway.

Equity and Diversity Office

After a comprehensive evaluation, the University's Workforce Diversity Strategy, a proactive recruitment campaign to reach out and attract a more diverse range of employees, was further consolidated with the University's appointment of an Indigenous Employment Coordinator and implementation of a diversity project in the Law School. The Equity and Diversity Office presented the findings of an analysis of gender equity data to senior management across the University and anticipate this information will lead to local level strategies.

University wide collaborative projects during 2004 have included further development of an anti-bullying strategy and participation in the Physical Access and Way Finding project to support the needs of staff, students and visitors on campus. The access and wayfinding needs of people with a disability are a particular focus of this project.

Human Resources Services

The internal restructuring commenced in 2003 was finalised in 2004 and staffing stabilised. The change process was supported by the development of an HR Team Manual and regular use of HR Services Operators Instructions for Alesco. A training programme designed around the DiSC personality profiling tool was used to assist HR staff to develop skills for building and maintaining effective relationships with clients and stakeholders.

During 2004, the HR Services was responsible for the advertisement of 353 job vacancies through the print media and online. There were 957 staff commencements (361 academic, 11 at executive level and 587 general) and a total of 615 staff left their positions. Some 86 applications for academic promotion were received, compared to 74 in the previous year; of these 64 were successful. A further 20 decisions were outstanding at the end of the year. Amongst the general staff there were 95 applications (60% from women) for promotion by reclassification, an increase of approximately 14% on the previous year. About two-thirds were based on standard job descriptions, introduced in 2003 to simplify job classification. A mobility officer was appointed to expand career opportunities for general staff.

The Systems area of HR Services has continued to expand the functionality of Employee Self Service (ESS), providing additional employee related information (eg bank, deduction information), as well as beginning the roll out of leave application and approval on-line. The Systems area will continue to expand the delivery of services to both employee and managers through ESS. Complimenting ESS, the Systems area continues to develop their on-line casual timesheet processing and salary sign-off web reports". The future sees ongoing development of these applications and opportunities to improve reporting of HR information.

A MANAGEMENT AND ORGANISATION

GOAL 1.0: To contribute to the achievement of the UWA mission through the identification of appropriate HR strategies, trends and opportunities.

Objective 1.1: To establish a comprehensive policy review and development process to ensure responsiveness to emerging trends and issues

- ❑ The findings of the Working Life Survey 2003 were released and reviewed confirming areas for further research and for integration in HR Planning activities.
- ❑ A report summarising the responses of staff exiting the University in 2003 was prepared and distributed to management staff. Information from the surveys is used in the review and development of human resource policy
- ❑ During 2004 the Equity and Diversity Office
 - ❑ Developed a data base recording issues of bullying including intervention strategies adopted.
 - ❑ Undertook analysis of the equity and diversity implications of the Working Life Survey 2003
 - ❑ Undertook a gender equity data analysis project, the findings of which have been presented to Executive and senior managers
- ❑ A paper reviewing UWA's conformity with the likely Learning and Teaching Policy Fund requirements was developed for the Teaching and Learning Committee. The paper particularly highlighted issues relating to supporting full-time and casual teaching staff in their skill development.

Objective 1.2: To ensure that HR policies and procedures are current

The Human Resources Division engages in regular policy development and review to ensure both compliance with changing legislation and to conform to best practice.

- ❑ In 2004 the Equity and Diversity Office engaged in:
 - ❑ Evaluation of the Workforce Diversity Strategy
 - ❑ Refinement of the draft inaugural UWA Disability Services and Access Plan to meet both state and commonwealth recommendations for best practice in the provision of access and services to people with disabilities
 - ❑ Incorporation of sexual orientation and gender identity considerations aligned with the amendments to the WA Equal Opportunity Act
- ❑ During 2004 the University Safety Committee produced or revised ten policies, procedures or guidelines consisting of: Contractor Safety Handbook for Contractors, Consultants Sub-Contractors and their Employees; Electrical Equipment Testing and Tagging Policy; Electrical Equipment Tagging and Testing Compliance Guidelines; Field Work Procedures for Safety in Country and Remote Areas (draft); Immunisation Policy; Management of Student Placement Guidelines; Personal Safety and Health Whilst Working Overseas (draft); Safety in Research Risk Assessment (draft); Safety Management System Audit and Inspection question sets and Work Environment, Plant and Equipment – Inspection, Testing and Monitoring Guidelines.
- ❑ During 2004 major legislative changes included the Occupational Safety and Health Legislation Amendment and Repeal Bill 2004 and Workers' Compensation Reform Bill 2004. Information on these changes was provided to relevant University personnel. Impacts from the changes will need to be incorporated into relevant University processes during 2005.
- ❑ A review of the UWA Occupational Safety and Health Policy commenced.
- ❑ Updating of policies and procedures to reflect impending changes in the General Staff Agreement and Academic Staff Agreement commenced.

- ❑ The classification process was streamlined to delegate the authority to approve successful application to specified officers with Human Resources. The Classification Review Committee's role has been amended to deal with appeals and classification policy and procedure matters. It is envisaged that these changes represent a significant cost saving in terms of time and resources involved under previous processes.
- ❑ A draft mobility policy was developed and further consultation on it will occur in 2005.
- ❑ A Working Party was established to review policy in relation to staff, student and public complaints/grievances. It will report in 2005.
- ❑ A review of the classifications of School Managers and a review of the Head of School role, together with remuneration strategies, commenced. A report will be tabled for consideration in the first half of 2005.
- ❑ Review of the University's approach to staff use of mobile phones and funding of hospitality activities commenced.
- ❑ Review and amendment of the University's policy on academic consultative work commenced.

GOAL 2.0: To provide a high quality consultancy service to the UWA community to support effective management systems, organisational structures and practices

Objective 2.1: To provide a high quality consultancy service that addresses human resource management issues

A key function for Human Resources staff from all functional areas is to provide a consulting service that supports managers in their human resource management role.

- ❑ In 2004 HR Services commenced the provision of internal consulting to faculties, schools, centres and business units to support recruitment. The HR Services team (HRS) tendered successfully, against external commercial entities, to provide a recruitment service to the Office of Facilities Management (OFM). Throughout the contract HRS assisted OFM in the recruitment, selection and appointment of operational staff. HR Services also provided facilitation of some larger school Strategic Planning processes as well as assisted with small team restructuring.
- ❑ OSDS provided in-house support to schools, research centres and administrative units on strategic planning, time management, team building, meeting management, planning and communication, induction processes and supporting first year students. It also successfully tendered for staff and organisational development contracts external to the University (see E 1.1)
- ❑ The Equity and Diversity Office continued to offer customised consultancy services in organisational units, the Colleges and the Guild where equity, diversity and inter-cultural considerations arose. It also assisted in the implementation of a diversity audit of the UWA Law School and continued to provide cross-cultural consultancy support to the Medicine and Dentistry Interview Committee on both the framing and content of the interview process for Medical School applicants.
- ❑ Employee Relations and Management Services continued to provide a range of consultancy services across broad range of human resource and management issues. These included organisational change processes, management of individual performance and/or conflict management situations, investigation of misconduct cases and continuation of HR Briefing Sessions.
- ❑ The University provides an Employee Assistance Programme (EAP). During 2004 this service was used by a total of 215 new clients (138 by the external provider Davidson Trahaire Corpsych and

77 by the internal provider Student Services) and 11 ongoing clients from 2003. This compares with 210 new clients in 2003 and 11 ongoing clients from 2002.

Objective 2.2: To support the development of a risk management framework

- During 2004 UWA business units were required to document and submit risk treatment plans following from the introduction of the University's Risk Management Plan in 2003. Many units demonstrated a good understanding and application of risk management principles. There has been an increased awareness by staff of the importance of involvement of Legal Services and Insurance in contractual arrangements on behalf of the University. This has resulted in several contracts being successfully renegotiated to minimise the University's exposure, particularly with hold harmless and jurisdiction clauses.
- Other UWA risk management related activities during 2004 included:
 - Update of the list of Statutes and responsible staff
 - Greater insurance and legal vetting of University contracts
 - Introduction of a comprehensive safety audit and inspection program
 - Requirement for safety risk assessments as part of Research Acceptance of Offer
 - Identification of issues relating to practicum and fieldwork. These were raised with the PVC(A), Director, Legal Services and Manager, Safety and Health.
 - The Flinders University package relating to practicum and fieldwork was reviewed as to its suitability for purchase by this University. This package reflects six years of development by Flinders University.
 - Development of draft UWA Field Work Procedures for Safety in Country and Remote Areas and draft Working Overseas Safety and Health Guidelines
- Staff from the Equity and Diversity Office advised senior managers and the broader University community on both strategic and case-based issues that minimise exposure to risk in the area of equal opportunity.

Objective 2.3: To develop and deliver high quality and responsive IT/IS capabilities

- Staff in the System Management area of Human Resources have continued to upgrade their services. This has included:
 - Implementation of leave bookings through the ESS piloting process. It is currently being rolled out across Finance & Resources.
 - Establishment of standards and protocols for requests of HR information in order to streamline processes.
 - Purchase of an integrated organisational charting tool to enable quicker and more accurate reporting and access to information.
 - Consultation with HR application users to improve their understanding of HR applications and to provide additional user support and training.
 - Development of the Staff home page for the University,
 - Re-development and re-design of the job vacancies web pages.
 - Consultation with users on an improved HR home page
- Workshops relating to Microsoft Office and MySource were provided regularly throughout the year. A MySource user group was established and supported throughout 2004. Workshops on web-page design were provided.
- The Equity and Diversity Officer undertook liaison with relevant IT/IS specialists to explore avenues for improved data collection for planning purposes and to improve access for staff and students with disabilities
- Organisational and Staff Development Services evaluated their workshop registration processes and commenced discussions with HR Services to develop an automated recording system.
- Organisational and Staff Development Services participated in an IT Skills Working Party sponsored by the University Manager's Group. The project group developed a survey to explore

staff IT skills and training needs. This will be conducted by OSDS in 2005. The results of the survey will inform future IT Training.

GOAL 3.0: To enable cultural change and organisational well being through modelling and facilitating collaborative and consultative behaviours

Objective 3.1: To build effective professional relationships with stakeholders and clients that facilitate collaboration across the University

- Throughout 2004 there was increased collaboration both within Human Resources and throughout the broader University. Such collaboration occurred in a number of areas, both strategic and operational, including:

Senior Forums

Senior Management Group

Academic Board

Promotions and Tenure Committee

Senior Appointments Committees

University Extension Advisory Board

University Club Board

Senior Managers Forum

Nelson Reform Working Party

General Human Resources Issues

Classification Review Committee

Salary Progression Committee

Enterprise Bargaining Working Parties

Review of Complaints and Grievance
Procedures

Transnational Education Working Party

Recruitment & Selection Working Party

Performance Management
Implementation Reference Group

Staff Webpage Reference Group

Review of CATL

Learning Repository System Project

Financial Issues

Financial Management & Operations
Committee

Equity and Diversity Issues

Equity and Diversity Advisory Committee

Anti-Bullying Working Party

Medicine and Dentistry Working Party on
Student Selection

Equity and Diversity Advisors

Workforce Diversity Committee

Child Care Needs Working Party

Staff Development Issues

Advisory Group for General Staff
Development

Staff Development Reference Group

HeadsUp Steering Group

Leadership Development Reference
Group

Research Development Reference Group

Safety and Health Issues

University Safety Committee

Radiation Safety Committee

Carcinogenic and Mutagenic Substances
Committee

Emergency Planning Committee

Risk Management Advisory Committee

Physical Access and Way Finding
Working Party

Teaching and Learning Issues

Working Party on Academic Misconduct

CATLysts network

WebCT Management Group

Outcomes Based Education

Academic Misconduct

Postgraduate Teaching Interns

Excellence in Teaching Working Party

Teaching and Learning Committee

Projects

Law School Diversity Project

Mental Health

Staff Information Project

Staff Directory Project

Groups and Networks

University Managers Group

Status of Women Group

Senior Women's Network

Ally Network

Way Finding

Other Processes

Enterprise Bargaining

Recruitment and selection processes

Case management

Establishment of a Disability Appeals
Committee

Contribution to Higher Education Employment Equity Program (HEEP) submission
With Research Services to develop a more efficient process for Research Grant expenditure

With the Scholarships office to improve work processes.
Support the establishment and promotion of the UWA Research Staff Association

- ❑ 2004 saw the commencement of the 10th Anniversary of Leadership Development for Women at UWA. A number of events were conducted in 2004 with further events planned for 2005. In 2004, An Ivory Basement Staff Forum was hosted by OSDS, with over 60 guests enjoying the reflections of University staff about their working experience at UWA. Two Leadership Development for Women Reunion lunches were held, with over 100 attendees participating.
- ❑ The 2004 Leadership Development Residential Programme was conducted at the Mandurah Atrium Resort over two days with 91 attendees, including the Executive, Deans, Heads of School, School Managers and Central Managers. The programme enabled participants to strengthen their collaborative networks and to gain a greater appreciation of the strategic priorities of the University.

Objective 3.2: To disseminate good practice to the wider university community

Together and separately the functional units of the Human Resources Division engaged in a number of activities during 2004 to disseminate good practice to staff, particularly those in supervisory roles.

- ❑ Two HR Briefing sessions for Faculties and Schools were held in March and November jointly conducted by Employee Relations and Management Services and Equity and Diversity staff. These sessions covered a broad range of HR issues including updates on Enterprise Bargaining, use of Fixed Term Contracts, Workforce Diversity Strategy, Equity and Diversity Management Plan, Bullying, Flexible Work Practices, Employee Self Service, Professional Development Review and Academic Portfolios.
- ❑ Human Resources Services supported schools throughout the recruitment and selection process assisting with recruitment planning, targeted advertising, customised skills testing and templated documentation for ready use. They updated the Selection and Appointment Guide for Chairs of Selection Committees creating two separate documents reflecting the requirements for general and academic staff selection.
- ❑ An important and well received event was the HR Roadshow which informed key University staff about emerging HR changes. It featured presentations from across Human Resources. The achievements of Phase One of the Recruitment and Retention project were launched at the Roadshow, widening the awareness of newly introduced processes and highlighting recent HR System enhancements. The use of standard position descriptions was promoted via both the HR Briefings and HR Roadshow. Of the 95 applications received for reclassification during 2004, some 61 were based on the use of standard position descriptions.
- ❑ In addition to their contributions to Roadshow and HR Briefings various units of Human Resources disseminated good practice in a number of ways.

The Equity and Diversity Office:

- ❑ Organised series of seminars and workshops in relation to strategic HR issues such as Workplace Bullying and Mental Health Issues in the Workplace.
- ❑ Made equity and diversity presentations to various staff and student groups
- ❑ Continued to promote cutting edge sexual orientation and gender identity initiatives including the ALLY Project, flying the Rainbow Flag during PRIDE month, and producing a brochure on sexual diversity.

- ❑ Used a range of strategies (Faculty/School presentations, Equity & Diversity Adviser training, UWA News articles) to promote positive and appropriate workplace behaviours in the context of the UWA Anti-Bullying Action Plan.
- ❑ Contributed to the organisation of two major conferences/for a progressing equity and diversity issues:
 - 2004 and 2005 Vice-Chancellor's Oration
 - 2004/5 UWA Diversity Dialogues
- ❑ Conducted a range of equity and diversity awareness raising activities within various undergraduate courses (e.g. Professional Computing, Introduction to Professional Engineering, Rural & Remote Oral Health, Managing Diversity) and UWA Staff (Faculty of Natural and Agricultural Sciences, Psychology, ALLY Training, Foundations of Teaching and Learning, UWA residential colleges).
- ❑ Undertook a range of awareness raising activities for staff around issues of EO compliance, diversity and appropriate workplace behaviour.

The Safety and Health Office

- ❑ Continued its visits to Deans, Senior Management Group and Heads of Organisational Units.
- ❑ Conducted the UWA Safety Seminar (attendance 76 persons)
- ❑ Conducted the UWA Safety Awards which recognises and shares best practice in safety and health
- ❑ Supported the training of the Senior Occupational Therapist to become a Mental Health First Aid Trainer. Staff throughout the University will be able to attend training with the aim of increasing awareness and how to effectively deal with mental health issues
- ❑ Undertook a series of seminars/workshops to develop expertise in supporting staff presenting with mental health conditions.

Organisational and Staff Development Services

- ❑ Promoted the Academic Conduct policy to the University community through faculty sessions.
- ❑ Organised a Researcher Forum attended by over eighty staff. The Forum explored the challenges relating to research policy. Professor Doug McEachern, the PVC (Research and Innovation) was the guest speaker. The session also hosted the launch of the UWA Research Staff Association.
- ❑ Provided workshops on postgraduate supervision each semester. These included discussion of supervisor's human resource and ethical obligations.
- ❑ Conducted a workshop for faculty managers and staff at the request of the Graduate Research Office. The workshop was directed at ensuring consistent research management practice and compliance with Federal Government regulations.

Objective 3.3: To develop communication practices that build awareness of HR policies and services and support change management

- ❑ The HR Division has made use of established networks and forums such as the UMG to inform and consult with relevant stakeholders regarding topical HR Issues. Presentations have been made to UMG on a number of matters including:
 - ❑ Enterprise Bargaining Updates
 - ❑ Use of Fixed Term Contracts
 - ❑ Consultation on Organisational Change
 - ❑ The Review of Heads of School/School Managers; and
 - ❑ Changes to HR ProcessesOther forums used for the discussion of HR issues have included the Senior Managers Group.
- ❑ As noted under Objective 3.2 HR briefings with staff from across the Division were conducted to raise awareness on a number of issues.
- ❑ A number of newsletters are produced across the Division:
 - ❑ Safety and Health Newsletter. (Issued monthly) <http://www.safety.uwa.edu.au/newsletter>

- ❑ *Issues in Human Resource Management*. (occasional publication; 4 during 2004) <http://www.hr.uwa.edu.au/publications/newsletters>
- ❑ *Leadership Matters*. The first issue published and distributed to all staff within the University. http://www.csd.osds.uwa.edu.au/about/publications/leadership_matters
- ❑ *Issues of Teaching and Learning*. <http://www.catl.osds.uwa.edu.au/publications/ITL>

- ❑ The Division also utilised more general University publications such as *Campus News*. Articles on LDW, Researcher development, the Working Life Survey and bullying featured during 2004. OSDS commenced publicising its activities on the University Events Calendar.

- ❑ As a whole the HR Division has one of the largest websites in the University and there is an ongoing need for maintenance and revision.
 - ❑ Equity and Diversity web site has been reviewed and updated with expanded links in order to enhance scope, relevance and currency of information
 - ❑ The OSDS website was reviewed to identified inconsistencies and design issues. It will be revamped following the restructure to be undertaken in 2005.
 - ❑ The SHO website has a great deal of useful safety, health and insurance related information. There are around 450 web pages and 12,000 site visits each month (or 400 per work day).
 - ❑ There has been consultative and collaborative communication with key university users on the development of a new Human Resources homepage website.
 - ❑ Web publishing protocols and guidelines are being continuously developed to improve readability and design.
 - ❑ A template for the Policy and Procedures to provide consistency of language and structure for users was discussed and will be implemented progressively.

- ❑ During 2004 ERMS completing revised record keeping practices and established protocols for both electronic and hard copy records. The database recording individual case management was completely redesigned to allow for more efficient record of data. In support of the portfolio approach central files by Faculty grouping were established for misconduct, unsatisfactory performance and grievances.

- ❑ Over 180 UWA staff attended the Senior Executive Welcome and 10th Anniversary Launch - held 29 April.

B. FINANCE AND RESOURCES

GOAL 1.0: To align resource allocation with F & R and University strategic and operational priorities

Objective 1.1: To appropriately reward University staff.

- ❑ The Equity and Diversity Office analysed the gender equity impact of the University's flexible remuneration strategy and communicated findings to senior managers.

- ❑ OSDS assisted with the planning of the Inaugural Apprenticeship Graduation Ceremony conducted by the Office of Facilities Management.

- ❑ The Student Guild negotiated a handover of the Excellence in Teaching Award ceremony to OSDS. The first hosted event was successfully held in December, with around 100 attendees. The ceremony recognised the Postgraduate Teaching Interns, the nominees for the Australian Awards for University Teaching and the University's Excellence in Teaching Awards nominees and winners.

- ❑ The policy on remuneration was varied to increase flexibility in

Objective 1.2: To provide flexible employment options

- ❑ Through the enterprise bargaining process a number of initiatives have been identified to promote flexible work practices. These include:
 - ❑ Expansion of employee funded extra leave options for general staff;
 - ❑ Expansion of the deferred salary scheme for academic and general staff.
 - ❑ Greater flexibility in the application of sick leave.
 - ❑ Improved parental leave conditions and options
- ❑ Equity and Diversity and Safety and Health have jointly commenced surveying staff regarding access and uptake of flexible working practices.
- ❑ Human Resources has continued to promote the University's work/life initiatives including highlighting them in an issue of *Issues in Human Resource Management*.
- ❑ The recently negotiated EBAs have offered expanded flexible working arrangement options such as increased maternity leave provisions, including a bonus, and purchased leave provisions.

Objective 1.3: To identify and respond to resource issues that impact on University employees

- ❑ The Equity and Diversity Office undertook an equity analysis and communicated the findings to senior management in relation to
 - ❑ How HR issues such as maternity leave, employment status, work/life balance affected women research staff on fixed-term contracts; and
 - ❑ the data on incidence and length of parental leave taken and related resource implications

GOAL 2.0: To ensure HR resources are used effectively

Objective 2.1: To introduce project management disciplines where appropriate

- ❑ During 2004 HR commenced implementation of project management methodology to ensure consistency of process, common language and reporting, and measurable outcomes. This formal approach to project management links the project goals to stakeholder needs and the University's strategic goals; enables better management of scope and potential risks; and proactively resolves issues. By early 2005 all HR staff with management responsibilities will have accessed the training. Key HR projects will, where appropriate, be managed in accordance with the framework.
- ❑ OSDS hosted (and initially facilitated) the workshops for project management throughout 2004, and offered associated workshops relating to contract management and project team building.

Objective 2.2: To ensure that HR staff are appropriately skilled

- ❑ HR staff participated in a range of training programmes to build skills and knowledge. With the establishment of the new HR Services Team, core competencies were identified and individual training plans developed to address areas of need, so that staff can work effectively.
- ❑ Awareness raising/information sessions were conducted with HR staff around key equity and diversity issues such as Indigenous cadships, managing staff with mental health issues, and promoting wider recruitment and advertisement channels
- ❑ Staff participated in team building and strategic planning days within their functional units and across the Division.
- ❑ HR staff attended a range of training programmes, seminars and workshops including the following: Red Hat, Client Service, Introduction to Management, Team Building, Ally Training and Facilitation Strategies.

- A number of staff also attended professional conferences and meetings to maintain their professional skills. Many presented or published refereed papers relating to their work roles (Attachment 1). Conferences included:

HERDSA	Universities Personnel Association
WebCT	Go8 Human Resources Management
ASCILITE	Senior Women Executives and the
Evaluation and Assessment	Cultures of Management
Academic Integrity	Human Rights Diplomacy program for
eLearning Roundtable Forum	Indigenous Advocates
Diversity Dialogues	Diversity in Organisations, Communities
Women and Leadership and Knowledge	and Nations
Culture and Change	
International Congress for Educational	
Development	

- Individual Human Resources staff maintained membership in a range of professional organisations including the following:
 - Australian Human Resources Institute
 - Institute of Public Administration Australia
 - Association for Tertiary Education Management
 - Safety Institute of Australia
 - Australian Psychological Society
 - Australian Library and Information Association
 - Society for Industrial and Organizational Psychologists
 - Higher Education Research and Development Society of Australasia (HERDSA)
 - Australian Institute of Management
 - Academy of Human Resource Development
 - International Association of Applied Psychology

GOAL 3.0: To provide timely and accurate human resource information for decision making

Objective 3.1: To provide accurate and reliable HR data through regular management reporting to facilitate decision making

- Reporting request coversheets have been developed to improve efficiencies in reported information.
- Development and dissemination of the UWA Equal Opportunity for Women in the Workplace Compliance Report

C. STAFFING AND INDUSTRIAL MATTERS

GOAL 1.0: To support the development of UWA as a learning organisation responsive to individual and organisational needs

Objective 1.1: To provide appropriate development programmes in leadership

- The inaugural *HeadsUp* leadership programme was introduced with nineteen heads of school attending. The programme targets new and continuing heads of school and operates over eight months. The programme includes a two-day residential period, a 360 degree feedback component, access to a mentor or coach, collegial learning groups, optional shadowing of University leaders, and a range of follow-up workshops.

- ❑ Two *Leadership Development for Women* programmes were completed in 2004. In total, forty-six women participated and presented their peer-learning project outcomes to colleagues, mentors, and members of the Executive.
- ❑ Shorter programmes were provided to support new managers and supervisors, including *Introduction to Management* and *Managing People, Money and Time*.
- ❑ Two programmes to support team leadership development were offered: *Effective Team Development* and *Building Effective Research Teams*.
- ❑ Equity and diversity considerations were built into the raft of all UWA leadership programs to develop improved management accountability in this area

Objective 1.2: To develop and maintain orientation and induction procedures

- ❑ The *Staff Orientations* continued to draw strong support, with 60 - 80 attendees. These events included a tour of the University, displays from staff support agencies (including HR), and a session targeted at new women staff. The sponsorship of the Vice Chancellor and Deputy Vice Chancellor, and the Student Guild are important features of the presentations.
- ❑ Additional orientation sessions on *Teaching and Learning* and *Research* were introduced and strongly supported with about 30 people in attendance for each. The sessions offered a comprehensive overview of the relevant policies, support agencies, emerging issues and points of contact. They also encourage close sponsorship of new staff by faculty and school representatives. This was particularly successful for the Teaching and Learning Orientation.
- ❑ The Staff Induction website was developed and launched for use by all new staff. Associated websites for teaching and learning and school managers were developed. Consultancy support on designing local induction processes was provided to a number of local units. Letters of Offer to new staff were amended to include a reference to the Induction website.
- ❑ The Equity and Diversity Officer conducted specific site-visits and provided specialised orientation under the auspices of the Workforce Diversity Strategy.

Objective 1.3: To expand access to career opportunities for staff

- ❑ A Mobility Officer commenced in August 2004 with an initial focus managing the cases of individuals requiring alternative placement in the University. A mobility policy to promote development opportunities for general staff was drafted. An article was published in *UWA News* explaining the role of the Mobility Officer and publicising this new initiative. Mobility opportunities are being advertised for expressions of interest on the HR vacancies website page.
- ❑ OSDS offered workshops and individual assistance to staff seeking career support including:
 - ❑ Development of teaching and learning portfolios
 - ❑ Development of reclassification submissions
 - ❑ Workshops on the preparation of an Academic Portfolio
 - ❑ Workshops relating to career progression, selection and recruitment and preparing promotion applications
 - ❑ Workshops on applying for promotion
- ❑ Human Resources streamlined the process to support Indigenous cadetships and traineeships for staff with disabilities under the auspices of the Workforce Diversity Strategy.
- ❑ The General Staff Development Grant Scheme was continued, with increasing requests for support in both numbers and costs. 71 applications were received, with a total of \$41 342 requested. In total, \$27,843 was distributed, with OSDS supplementing the scheme by \$8000 to meet the growing demand. The AVCC staff development programmes were also promoted and administered on behalf of the University.

Objective 1.4: To encourage and enable the ongoing professional development of staff to enhance their skills and knowledge

- ❑ Support for Heads of School was extended during 2004 to encourage exploration of issues specific to this group. A discussion forum titled *Talking Heads* contributed to the sharing of good practice. While some topics were specific to Heads of School, such as “What is the role of Head of School – and what should it be?”, other topics were also relevant to School Managers. In recognition of the need to build strong partnerships, many Talking Heads sessions were held jointly with the School Managers’ forum.
- ❑ *Food for Thought* fora successfully continued over 2004 on a monthly basis, with approximately 10 – 15 in attendance. School Managers, Faculty Managers and, occasionally, Heads of School participated. Topics included:
 - ❑ “What is a leader and manager? What do I do in my job?” Guest speaker: Ricky Burgess, Chief Executive Officer WA Local Government Association.
 - ❑ ‘Income generation: Some schools have some traditional methods of generating income and some innovations have been tried. What do different schools do? What can we learn from each other?’ 3 UWA presenters and one presenter from Murdoch University.
 - ❑ “Minor miracles: How to engineer a cultural and financial turn-around in an organisation”. Guest speaker: Kevin Cass-Ryall, Executive Director, Hollywood Private Hospital
 - ❑ ‘How can general and technical staff be empowered in a predominantly academic environment?’ Group discussion.
 - ❑ ‘Developing the role of School Manager as a focal point of contact for collaboration of the school with different parts of the University and external agencies.’ A group discussion with invited guests.
- ❑ A website reporting the discussion from the fora and inviting further discussion was established (see: <http://www.osds.uwa.edu.au/fora/leadership>)
- ❑ Workshops to develop skills and knowledge were held in a range of areas including the following:
 - ❑ Intellectual Property
 - ❑ Contract Management
 - ❑ Information Technology
 - ❑ Learning and Teaching
 - ❑ Leadership and Team Development
 - ❑ Research Practice
 - ❑ Staff Selection
 - ❑ Feedback Provision
 - ❑ Managing staff with mental health conditions
 - ❑ Identifying Teaching and Learning Strategies for Students with a Vision Impairment
 - ❑ Project Management

GOAL 2.0: To provide high quality human resource services to the University community.

Objective 2.1: To review and renew industrial agreements as required

- ❑ The Academic and General Staff Enterprise Bargaining Agreements were lodged in the Commission on 23 December 2004 and a process for policy amendment and implementation is planned for 2005.
- ❑ During the enterprise bargaining process a number of strategies were used to facilitate staff input to the process. These included: Use of All Staff Emails, presentations to key groups and conducting all staff ballot on issues related to superannuation. The Equity and Diversity Office contributed particularly in relation to flexible working arrangements and workforce diversity.

Objective 2.2: To review current recruitment and retention policies and procedures and introduce improved practices

- ❑ The Manager, Equity and Diversity, chairs the Recruitment and Retention Working Party. On completion of Phase One of the Recruitment Project the following changes were implemented:
 - 1 Standard position descriptions
 - 2 Additional resettlement service for newly relocated appointees
 - 3 Improved information available on the website targeted at promoting UWA as an Employer of Choice and additional information about settling in Western Australia
- ❑ To assist in attracting a wider pool of applicants to UWA awareness raising/information sessions were conducted with HR staff around key equity and diversity issues e.g. Indigenous cadetships, managing staff with mental health issues, promoting wider recruitment and advertisement channels. In addition OSDS workshops to support selection and recruitment were continued.
- ❑ With the commencement of dual employment arrangements for clinical academics and in collaboration with the employing hospitals new protocols and processes were developed and implemented for clinical academic staff appointment and retention. These agreed operating procedures ensured a smooth, effective, coordinated recruitment and selection process and established transparent ongoing maintenance of employment arrangements and open communication between employing bodies

Objective 2.3: To promote a safe and healthy workplace

- ❑ During 2004 there were 297 incidents and injuries reported at the University with 91 accepted workers' compensation claims of which 35 people required time off work with a total of 345 work days lost (average time lost = 10 days). By comparison in 2003 there were 267 incidents reported with 79 accepted workers' compensation claims of which 28 people required time off work with a total of 469 work days lost (average time lost = 17 days).
- ❑ During this period 23 areas of the University developed manual handling risk management plans. There was a noted reduction in the number and severity of manual handling injuries.
- ❑ The Safety and Health Office conducted 326 individual ergonomic assessment and made recommendations for equipment provision
- ❑ Safety audit tools and processes were developed and trialled in 3 Schools in 2004.
- ❑ Safety network activities continued including:
 - ❑ Safety and Health Representatives and other safety personnel
 - ❑ Two-monthly safety personnel meetings and University Safety Committee meetings
 - ❑ Safety Seminar – attendance 76 persons
 - ❑ Safety Awards
 - ❑ Regular email communications (including University Safety Committee minutes and monthly newsletters); and
 - ❑ Safety related training (1000 persons trained in 2004)
- ❑ Activities jointly coordinated by the Equity and Diversity Office and the Safety and Health office built capacity among senior managers and UWA staff for the appropriate management of staff with mental health conditions
- ❑ They also actively participated in a Physical Access and Way Finding Committee that produced a Discussion Paper with recommendations that will be progressed in 2005
- ❑ A number of initiatives identified in the UWA Anti-Bullying Plan were implemented.

GOAL 3.0: To ensure that the University fulfils its statutory and audit requirements

Objective 3.1: To ensure compliance with State and Commonwealth legislation applicable to the management of the University's workforce

- ❑ The Equity and Diversity Office dealt with 70 cases of equity and diversity-related complaints or requests for assistance about workplace issues. Equity and Diversity Advisers dealt with 28 cases. Incidents were spread across the University and the two key issues presenting related to workplace bullying and the reported lack of access to flexible working arrangements
- ❑ The Safety and Health Office prepared Annual Reports on behalf of the University Safety Committee, Radiation Safety Committee and Insurance.
- ❑ The Equity and Diversity Office submitted an Equal Opportunity Yearly Report for the WA Office of EEO (WAOEEO) July 2004, and the annual Employer of Choice for Women submission to the Equal Opportunity for Women in the Workplace Agency (EOWA) July 2004.
- ❑ Although UWA was not required to submit an annual Equal Opportunity for Women in the Workplace Compliance Report (as it had received waived status based on strong performance), an internal gender equity report was prepared and circulated to senior managers.

GOAL 4.0: To monitor organisational and individual performance

Objective 4.1: To implement a performance management framework for University staff

- ❑ A performance management process, the Professional Development Review, was finalised and a pilot across two schools and one central unit commenced. The pilot programme included the development of training videos, workshop materials, an evaluative survey and the PDR strategy itself. Full implementation is expected by mid 2005.
- ❑ The Academic Portfolio was introduced in late 2004. It will be used initially for promotion and tenure purposes. By 2006 it will become a requirement for the performance management of academic staff.
- ❑ Various sessions relating to teaching portfolios were presented.

Objective 4.2: To expand benchmarking and auditing within Human Resources to support quality assurance

Benchmarking, auditing and evaluation activities were carried out across the different Human Resources functional units. UWA continued to participate in the QUT HR benchmarking survey and the Mercer Higher Education Salaries Survey. Additionally:

- ❑ The Equity and Diversity Office
 - ❑ Continued to actively participate in the international equity in higher education benchmarking exercise
 - ❑ Hosted the Director, Equity and Diversity, University of Queensland to undertake a comparative analysis of UWA policies and initiatives in the area of sexual orientation
 - ❑ Participated in the national Indigenous Employment Network meeting and show cased UWA's achievements
 - ❑ Compiled a comprehensive report of the projects funded under the Diversity Initiatives Fund (DIF) since the programme was introduced in 1995
- ❑ Organisational and Staff Development Services
 - ❑ Commenced benchmarking of staff development services with G08 Universities.
 - ❑ Commenced benchmarking of Teaching and Learning with the University of Adelaide.

- ❑ Undertook an evaluation of the *Raising Researcher* initiative. The results of the review have also been shared with other G08 universities.
- ❑ Participated in a benchmarking exercise concerning University teaching programmes with other Directors of Academic Development. This was further developed at an October Foundations Colloquium held in Adelaide.
- ❑ Worked with the Institutional Research Unit to prepare a survey of all previous LDW participants as part of an overall program evaluation.
- ❑ The Director of OSDS met with teaching and learning and staff development colleagues at Queen's University following the International Congress on Educational Development in Ottawa, Canada. Ideas have been integrated into 2005 planning.

- ❑ The Safety and Health Office continued its safety benchmarking activities in 2004 including:
 - ❑ Making Incident and Injury Statistics comparisons within Western Australia and the Go8
 - ❑ Assessing the Australian / New Zealand Positive Performance Indicators (PPI) Benchmarking Survey (conducted in collaboration with ECU)

- ❑ The Senior Consultant, HR Strategic Policy visited Queen's University to discuss the possibility of an HR benchmarking arrangement. This has been deferred while Queen's completes a review of its HR function.

D. EQUITY AND ACCESS

GOAL 1.0: To identify, promote and implement improved policies and practices that demonstrate social and economic responsibility

Objective 1.1: To encourage an inclusive campus culture

- ❑ The Equity and Diversity Office updated several of its existing publications ('*Sexual Harassment*', '*Racial Harassment*', '*Inclusive language*') and developed new ones ('*Sexual diversity at UWA*' and '*Disability awareness – what you need to know*') in order to align them with both changes in University policy and state/federal legislation.
- ❑ The Office convened an Anti-Bullying Working Party which met three times in 2004. Initiatives have included a public lecture by Mr Paul McCarthy, Griffith University, specific seminars at school level, and an integrated case management model across HR sections. Duty of Care Sexual Harassment and Bullying Prevention CDs for staff and managers have been located on the UWA intranet in the form of iLectures.
- ❑ Equity and Diversity Advisers continued to be resourced and supported through information sessions, workshops, newsletters, and quarterly meetings. Twenty-five new Advisers have been appointed for the 2005-2007 period with appropriate representation across the areas of gender, race & culture, sexuality and academic/general. The high level of interest in these positions suggests a growing appetite to contribute to equity objectives in the University.
- ❑ Five projects were funded in the 2004 Diversity Initiatives Fund (DIF) round. They targeted mental health issues, improved access for rural students and cultural diversity.
- ❑ The Equity and Diversity Office implemented the Law School Diversity Project. This involved assisting students to conduct a cultural diversity audit of the Law School and undertaking an attitudinal assessment among students within the School around issues of cultural diversity. The model will be expanded to other areas of the University community in 2005.
- ❑ The Ally program continues to grow. It has been recognised nationally for its innovativeness. Four training programs were conducted, including in-house programmes for the Student Guild and the Law School. Ally continues to be involved with the student body and several networking and educational events have been run for Allies during the year.

Objective 1.2: To recruit and develop a workforce that better reflects the diversity of the wider Australian community

- ❑ The Workforce Diversity Strategy evaluation was widely circulated through the University community for comment prior to endorsement by the Equity and Diversity Committee. Its findings will contribute to the shape of the next phase of the Strategy. Twenty-two staff were recruited during 2004 (including five traineeships for people with disabilities) taking the total figure of staff employed through the WDS to over 100. The Equity and Diversity Office participated in the recruitment of the Indigenous Employment Officer and will continue to support this agenda.
- ❑ Human Resources continues to sponsor an indigenous cadet who has rotated through the different sections of the Division. Different units of Human Resources continue to participate in the WDS, employing a total of three trainees.

Objective 1.3: To promote work-life balance for staff

- ❑ Human Resources continued to promote flexible work arrangements through a mixture of strategies including seminars, workshops, promotional stories, and senior manager briefings. An issue of *Issues in Human Resources Management* was devoted to this topic.
- ❑ A range of provisions in the Enterprise Bargaining Agreements have been designed to improve workplace flexibility for staff.

Objective 1.4: To provide appropriate facilities and services to create an accessible work and study environment

- ❑ The Physical Access and Way Finding Steering Committee produced a Discussion Paper and engaged consultants to develop a project plan for initiatives to be implemented in 2005 following consultation with the Facilities Development Steering Group. There was representation from Human Resources (Equity & Diversity and Safety & Health) on this Committee.
- ❑ The Equity and Diversity Office assisted in the implementation of the Disability Appeals Committee which will assist in determining appropriate accommodations in the teaching and learning environment to be provided to students with a disability.

E. EXTERNAL AND COMMUNITY RELATIONS

GOAL 1.0: To demonstrate excellence in human resource management that positions UWA as an employer of choice

Objective 1.1: To expand links with external organisations (both nationally and internationally) and community groups

- ❑ The Equity and Diversity Office actively participated in:
 - ❑ National Equal Opportunity and HR Practitioners networks in the Higher Education sector e.g. EOPHEA, GO 8 Human Resources and Industrial Relations Conference
 - ❑ International equity in higher education benchmarking project
 - ❑ WA, National and International equity and diversity networks/fora e.g. WA Equal Opportunity Forum, WA Universities' network, UWA Diversity Dialogues, Diversities in Organisations, Communities and Nations Conference (USA)
 - ❑ New and emerging ethnic community groups and their networks e.g. Metropolitan Migrant Resource Centre, Ethnic Communities' Council (WA)
 - ❑ Prepared UWA submission with respect to the WA Government's proposed Racial and Religious Vilification Legislative Amendments

- ❑ Employment placement industry in the culturally and linguistically diverse, indigenous and people with a disability sectors
- ❑ Capacity building at Scotch College around equity and diversity issues and organisational change
- ❑ Joint organisation of the 2004 Vice-Chancellors Oration in conjunction with the WA Premier's Office Premier and Office of Multicultural Interests
- ❑ Manager, Equity and Diversity chaired the WA division of the Equal Opportunity Practitioners in Higher Education Association

- ❑ HR staff attended DIMIA information sessions and have hosted meetings with DIMIA staff in order to keep abreast of changes in immigration law, policy, and practices and to foster appropriate working relationships with the Perth Business Office.

- ❑ SHO collaborative activities with external partners included
 - ❑ WA Universities Safety and Health Managers
 - ❑ Go8 Health and Safety Managers
 - ❑ WA Universities Risk Management Interest Group
 - ❑ Unimutual – Technical Committee
 - ❑ Edith Cowan University – Australian and New Zealand Positive Performance Benchmarking Survey 2004

- ❑ OSDS collaborative activities with external partners included:
 - ❑ Hosted a meeting of West Australian University Learning and Teaching representatives and DEST.
 - ❑ Presented a paper on *Teaching Leadership* to Murdoch University staff.
 - ❑ Contributed to a G08 staff development project relating to researcher development during 2004. UWA will report the results to the Directors of Human Resource meeting.
 - ❑ Won a research consultancy with Guildford Grammar to support a change management process to take place over a two year period.
 - ❑ Submitted a joint tender for the provision of leadership and management online training modules for the Main Roads Department.
 - ❑ Liaised closely with the University of Melbourne and Monash University when developing the *HeadsUp* programme.
 - ❑ Hosted the ASCILITE conference held at UWA in December 2004.
 - ❑ Hosted three HERDSA meetings and guest speakers
 - ❑ Contributed actively to:
 - Directors of Academic Development Units meetings
 - Australian Council for Online and Distance Education (ACODE)
 - The Western Australian Teaching and Learning Forum
 - Higher Education Research and Development Society of Australasia (HERDSA) Rekindled
 - The Carrick Institute for Learning and Teaching in Higher Education planning groups
 - HERDSA National and State Executive
 - HERDSA submissions regarding the Nelson Reforms
 - HERDSA News on higher education policy.

- ❑ Staff from Human Resources continued to participate in a range of activities beyond the University. The Director sits on the Board of UniMutual, UniSuper Consultative Committee and is a Director of the University Club. The Senior Consultant is on the WA Council of the Institute of Public Administration Australia and Executive Officer of the Learning Links arrangement with Shenton College. The Diversity Officer is a member of the Board of the Migrant Resource Centre. The Director, OSDS is an Executive member of HERDSA.

Objective 1.2: To maintain effective working relations with external partners

- ❑ The G08 Directors HR have continued to collaborate on strategic HR issues including matters related to the Nelson Reform Agenda. The G08 Industrial Relations practitioners have also

continued their strong collaboration on national industrial case matters. This group assumed the leading role for the negotiated settlement in relation to the Casuals Case.

- ❑ An HR network group across the West Australian Universities was set up to share experiences and collaborate on preferred supplier arrangements for the benefit of all. Topics of discussion included recent changes to immigration legislation and procedures, success of other advertising techniques and joint venture recruitment activities.
- ❑ Planning for the 2006 HERDSA National Conference to be hosted by OSDS commenced.
- ❑ The Equity and Diversity Office meets quarterly with their counterparts across the WA Higher Education sector

Objective 1.3: To increase the visibility and awareness of UWA HR achievements and expertise across the University and the wider community.

- ❑ Staff from the Equity and Diversity Office attended the National Indigenous Employment Network meeting where the Workforce Diversity Strategy was show cased.
- ❑ On behalf of the University Human Resources entered the AHRI Human Resources Awards and was shortlisted in two categories – for the LDW Programme and as Employer of Choice.
- ❑ The University of Queensland launched their Ally program, acknowledging UWA as a source of inspiration. Dr Allan Goody conducted the first Ally training for the University of Queensland and the Queensland University of Technology.
- ❑ The LDW programme was customised as the inaugural women’s program for the WA Police Service and queries about the programmes have come from the RAC, St John of God and the Department for Local Government. The LDW Coordinator has mentored the co-ordinator of the inaugural women’s program at the University of Tasmania, and been used as a sounding board regarding programs at the University of Southern Cross and the University of Sydney. The Coordinator was also a guest speaker at a breakfast function for the University of Sydney .
- ❑ The Equity and Diversity Office hosted the Director, Equity and Diversity, University of Queensland who was undertaking a comparative analysis of UWA policies and initiatives in the area of sexuality
- ❑ UWA equity and diversity initiatives have been replicated at other tertiary institutions at a national level e.g. Australian National University, University of Sydney
- ❑ OSDS hosted a visit by Dr Geoff Crisp from the University of Adelaide to discuss the UWA combined staff development strategy. Dr Crisp has modelled his merged Teaching and Learning and Staff Development unit on the UWA model.

F. TEACHING, LEARNING AND RESEARCH

GOAL 1.0: To provide services that contribute to ongoing improvement of University teaching, learning and research

Objective 1.1: To contribute to the effective management and promotion of teaching, learning and research

- ❑ OSDS again supported the Australian Awards for University Teaching submissions. Six submissions were lodged from the University of Western Australia, with two short-listed (Associate Professor Jane Long, an individual nominee, and the School of Anatomy and Human Biology, in an institutional category).
- ❑ The Evaluation of Teaching Unit (ETU) provided ongoing support for teaching evaluation of staff. In addition, SURF, the University Unit Evaluation strategy was successfully launched and applied to all units being taught in mainstream programmes. The SURF strategy is jointly supported by ETU and the Institutional Research Unit.
- ❑ The CATLyst scheme continued to gain strength in 2004. Many CATLysts continued through to 2004 and will continue into 2005. Regular meetings were scheduled, and some collaborative meetings were held with Associate Deans (Teaching and Learning). The CATLyst reporting processes were formalised, and the roles were reviewed. The scheme is now registered on the AUQA Best Practices database.
- ❑ The Ensuring Teaching Quality survey was again undertaken in 2004. Each school reported on its teaching and learning strategy, and the results were mounted on the CATL website. An evaluation of the strategy was undertaken on behalf of the Teaching and Learning Committee. Following consideration of the report, it was decided to review the strategy following the Teaching and Learning Performance Fund launch in 2005.
- ❑ Interviews of heads of school, deans, early career teachers, CATLysts and Associate Deans were conducted as part of the Review of Teaching Infrastructure Support for Teaching and Learning. This report will be considered by the Teaching and Learning Committee in 2005.
- ❑ OSDS contributed to the development of a proposal for a Teaching Fellowship scheme to be introduced in 2005.
- ❑ Staff prepared Interim and Final Reports on Student Evaluation of Teaching and Learning on behalf of the Pro Vice Chancellor Academic.
- ❑ Staff within OSDS and HR contributed to the review of CATL which was undertaken in December 2004.
- ❑ The Equity and Diversity Office delivered guest lectures across a number of disciplines and in the Teaching Interns and Foundations of Teaching and Learning courses: further embedding diversity issues and considerations within the curriculum to assist the University in its stated intention of producing 'graduates who are citizens of the globe'
- ❑ The WebCT central support unit was consolidated, and provided support to 150 active units and 150 units under development. 2004 service innovations included:
 - ❑ User ID registration process using Student PIN (not library barcodes);
 - ❑ online guides for using WebCT for staff and students;
 - ❑ the guide to enhance quality in an online unit
 - ❑ UWA graphics and faculty templates introduced;
 - ❑ online unit administration forms introduced;
 - ❑ support extending beyond early adopters to less active members;
 - ❑ user help-desk support mainly for staff;

- ❑ WebCT Management Group which is a steering group;
- ❑ good links with ACS; good working relationship with the Faculty of Arts (Multimedia Centre) responsible for iLecture;
- ❑ currently working with Faculty of Arts (Multimedia Centre) on integrating iLecture and WebCT;
- ❑ increasing links to faculties and schools; and
- ❑ The group has also identified a commercial potential for a software programme which has been developed.

Objective 1.2: To support the career transition of postgraduate students

- ❑ The Postgraduate Teaching Internship Scheme accepted twelve students from a pool of more than thirty applicants. A number of the Interns presented at the 2004 Teaching and Learning Forum.
- ❑ Workshops relating to Seminars, Tutorials (and Laboratories) were conducted both centrally and within local groups over both semesters.
- ❑ Postgraduate students attended workshops provided by OSDS, including publication workshops and team building.

Objective 1.3: To support the development of early career academics (ECA)

- ❑ The Foundations of University Teaching programme was conducted twice in 2004. The timing of the programme was amended to enable better integration of the Teaching and Learning Orientation as a feeder into the programme.

Objective 1.4: To enable and disseminate the sharing of research, good practices and expertise relating to teaching, learning and research across the University community

- ❑ The Equity and Diversity Office commenced discussions with the Centre for the Advancement of Teaching and Learning (CATL) regarding the development of a greater awareness of the needs of students with disabilities in the teaching and learning environment.
- ❑ An AUTC Vision Disabilities project presentation was hosted by OSDS and EDO.
- ❑ Two e-learning events were undertaken on behalf of the Teaching and Learning Committee. At these events, a range of eLearning tools and technology platforms, including WebCT, were profiled. A working group consisting of CATL and i-lecture staff have commenced a collaborative project to further integrate University learning technologies and to promote their use to staff.
- ❑ An e-Learning Show Case was conducted in Semester 1 with 25 staff participating. Presentations were made by UWA staff who demonstrated features of their own online units.
- ❑ *Issues of Teaching and Learning* continued in 2004 with an ongoing focus on topical issues.
- ❑ OSDS supported the visit of Professor Peter Nieumann, the AIS Professor at Large, hosting a presentation to the UWA community. Other hosted events included: Professor Ian Cameron the 2003 Australian University Teacher (funded to work with the Engineering Faculty); Mr Brad Beecher and Ms Melissa Hurrell (WebCT presentation); Learning Edge (Content Management Systems) and Professor Martin Valke (eLearning).
- ❑ *Train the Teacher* workshops were conducted for faculty staff promoting Outcomes Based Education.
- ❑ OSDS coordinated the report collection and dissemination process for the Outcomes Based Education Grants.
- ❑ A WebCT user group was established to encourage collaboration and sharing of issues.

- *Talking about Teaching and Learning (TATL)* was introduced to the University teaching community, and stimulated substantial interest and engagement, with 20 -25 attendees at each of the three sessions.

Attachment 1

Publications and Presentations by Human Resources Staff 2004

Invited addresses:

Debowski, S (2004) The Developmental needs of career researchers: A G08 staff development project presented at the *Employers of choice in a global market*, 2004 GO8 Human Resources and Industrial Relations Conference, August 2004, Melbourne.

Edited Proceedings:

Atkinson, R., McBeath, C., **Jonas-Dwyer, D.**, & Phillips, R., (2004) *Proceedings of the 21st Annual Conference of the Australasian Society for Computers in Learning ASCILITE 2004 "Beyond the comfort zone"*.

Refereed Journal Articles:

Phillips, R. A., Cummings, R., Lowe, K., & **Jonas-Dwyer, D.** (2004). Rethinking Flexible Learning in a Distributed Learning Environment: A university-wide initiative. *Educational Media International*, 41(3), 195-205.

Santhanam, E. and Hicks, O. (2004). Student perceptions of inclusion in unit/course evaluations. *International Journal of Inclusive Education*, 8(1), 91-102.

Refereed Conference Papers:

Bunker, A. (2004) Being wise about teaching portfolios: exploring the barriers to their development and maintenance. *Transforming Knowledge into Wisdom: Holistic Approaches to Teaching and Learning, Proceedings of the 2004 Herdsa Conference Miri Sarawak, 4-7 July 2004*. Available at: <http://www.herdsa.org.au/conference2004/Contributions/RPapers/P047-jt.pdf>

Coleman, A. Loh, C.S., Cao, G. & Mallinckrodt, V. (2004). Electronic course content at The University of Western Australia. In R. Atkinson, C. McBeath, D. Jonas-Dwyer & R. Phillips (Eds), *Beyond the comfort zone: Proceedings of the 21st ASCILITE Conference* (pp. 212-221). Perth, 5-8 December. <http://www.ascilite.org.au/conferences/perth04/procs/coleman.html>

Debowski, S. & Blake, V. (2004). The developmental needs of higher education academic leaders in encouraging effective teaching and learning. *Seeking Educational Excellence: Teaching & Learning Forum 2004 Conference Proceedings* Available at <http://lsn.curtin.edu.au/tlf/tlf2004/debowski.html>

Blake, V., Martin, K. & Owen, R. (2004). Getting in, breaking in, settling in: seeking excellence in inducting new staff. *Seeking Educational Excellence: Teaching & Learning Forum 2004 Conference Proceedings*, Perth. Available at <http://lsn.curtin.edu.au/tlf/tlf2004/debowski.html>

Debowski, S. (2004) Cultivating hidden assets: the developmental needs of career researchers. *Transforming Knowledge into Wisdom: Holistic Approaches to Teaching and Learning, Proceedings of the 2004 Herdsa Conference Miri Sarawak, 4-7 July 2004*. Available at: <http://www.herdsa.org.au/conference2004/Contributions/RPapers/P061-jt.pdf>

Jonas-Dwyer, D., and Pospisil, R. (2004). The Millennial effect: Implications for academic development, *Transforming Knowledge into Wisdom: Holistic Approaches to Teaching and Learning, Proceedings of the 2004 Herdsa Conference Miri Sarawak, 4-7 July 2004*. Available at: <http://www.herdsa.org.au/conference2004/Contributions/RPapers/P050-jt.pdf>

Santhanam, E. and Crisp, G. (2004). Considerations in the planning of academic staff development activities: Client views in *Transforming Knowledge into Wisdom: Holistic Approaches to Teaching and Learning, Proceedings of the 2004 Herdsa Conference Miri Sarawak, 4-7 July 2004*. Available at: <http://www.herdsa.org.au/conference2004/Contributions/RPapers/P059-jt.pdf>

Conference Presentations:

Blake, V, (2004) The Impact of Action Learning on Building Reflective Practice in Low to Mid Level Workers , Presented to the '*Fourth International Conference on Knowledge Culture and Change in Organisations*' at University of Greenwich, London August 2004.

Other Publications:

Parry, S & **Debowski, S.** (2004) The Higher Education Policy Column: The evaluative state, *HERDSA News*, December, 6(3), 12 – 13.

Debowski, S. & Parry, S (2004) The Higher Education Policy Column: The Federal Agenda for Higher Education Teaching and Learning: The HERDSA Perspective, *HERDSA News*, April, 6(1), 7 - 8.

Debowski, S & Parry, S. (2004) The Higher Education Policy Column: The Learning and Teaching Performance Fund: A Compelling Force for Excellence?, *HERDSA News*, December, 6(2), 8 - 9.