



(Conference agenda)
For reference only

Conference Day 2 - Friday 11 May 2018

Time	Session	Venue/Room	Speaker
9:00am - 9:10am	Welcome	Ballroom	Stuart Andrews Executive Director, AHEIA
9:10am - 9:55am	Plenary Session 6 Keynote address	Ballroom	Professor Aidan Byrne Provost & Senior Deputy Vice-President University of Queensland
9:55am - 10:40am	Plenary Session 7 University-wide transformation at Flinders – Achieving 'The 2025 Agenda' In this session, Steve will: <ul style="list-style-type: none"> • Share with you an overview of workforce challenges facing Flinders University in 2016; • Outline of workforce transformation strategy, goals and process to successfully deliver project; • Highlight challenges along the way and strategies to overcome; and • Discuss outcomes and successes. 	Ballroom	Steve Barrett Director, People and Culture Flinders University

The 2025 Agenda: Achieving our vision



Steve Barrett, Director, People & Culture
Christie O'Brien, Project Lead

Where we were - Flinders in 2016

- 4 Faculties, 14 Schools, (+ disciplines)
- 6 Portfolios, 22 Central divisions
- Decentralised service delivery for majority of business functions
- Services delivered by professional staff across 4 layers of structure (Discipline, School, Faculty, 'Central')
- Relatively high professional support cost, and junior workforce when compared with sector benchmarks

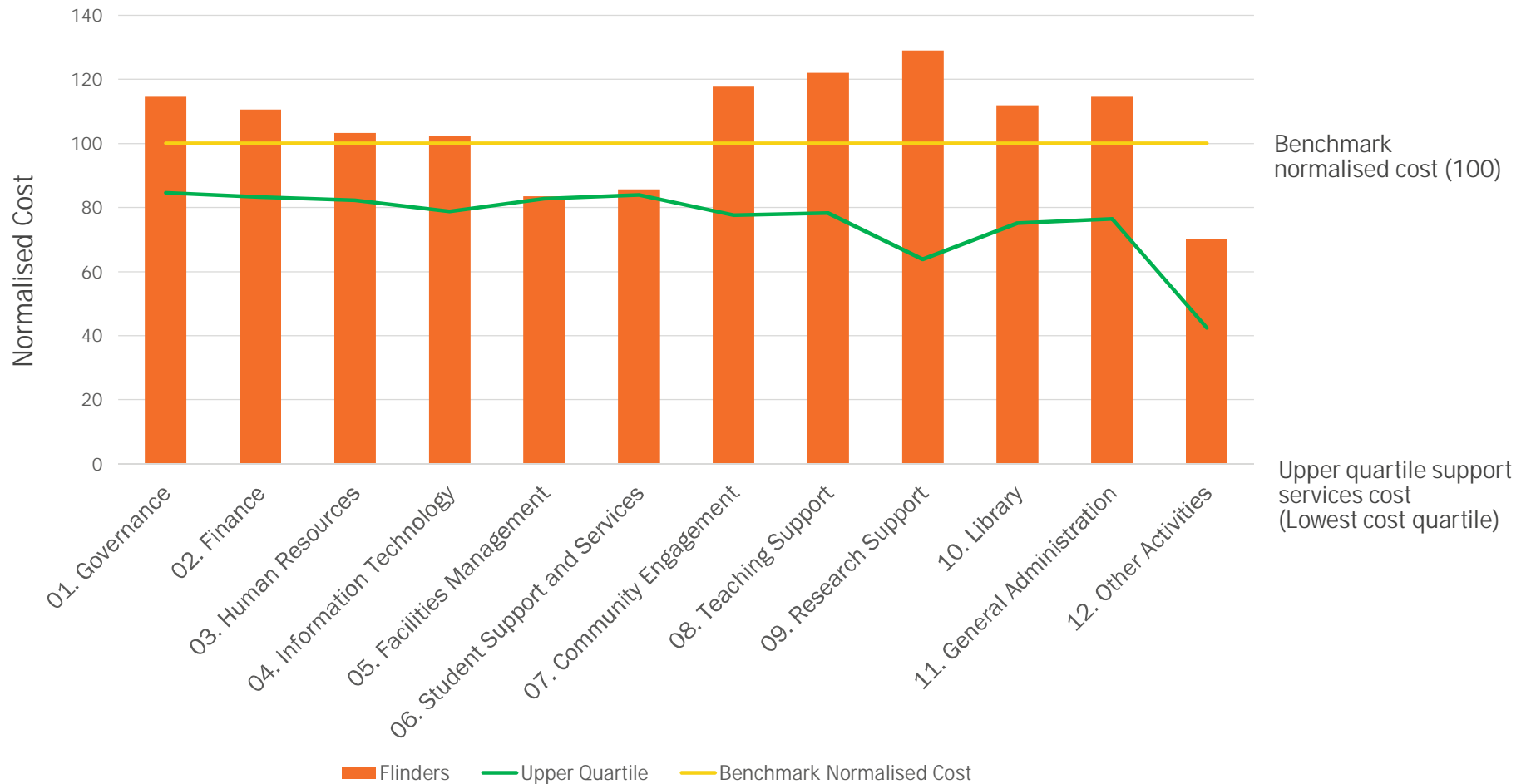
*Professional FTE (Untied)
(As at Feb 2016)*



Flinders staff cost as a % of revenue, the highest amongst 22 Universities surveyed







Flinders is currently higher in cost than the benchmark for professional support services across 9 of 12 key business functions

Normalised cost by UniForum function against benchmark universities

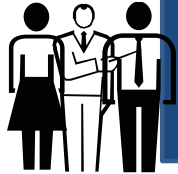


Source: UniForum Professional Staff Survey 2014

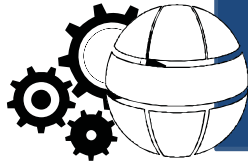
Drivers and opportunities for change

	Government Policy & Market Competition	<ul style="list-style-type: none">• Ongoing potential for deregulation (“flagship” programmes) and changes to Government/student contribution mix• Research funding focussed on collaboration and innovation• Continuing global competition to attract and retain students and staff
	10yr Strategic Plan	<ul style="list-style-type: none">• Focus on four pillars of People & Culture, Research, Education, and Engagement & Impact• 2025 agenda to be internationally recognised as a world leader in research, an innovator at the forefront of contemporary education and the source of Australia's most enterprising graduates
	University Values	<ul style="list-style-type: none">• Student and staff feedback that University is bureaucratic and hierarchical• Empower and trust our staff, be agile, embrace change & seize new opportunities, put students and their success at the centre of the Flinders experience
	New Student Hub and student service delivery model	<ul style="list-style-type: none">• Significant investment to redevelop the heart of Bedford Park campus• Flinders Connect opened a new front door to student services by bringing together a number of student services and creating a central point of contact to improve the student experience
	Support Services Benchmarking & Sector Trends	<ul style="list-style-type: none">• Flinders’ model is high cost compared to AUS/NZ benchmark cohort and relatively junior, devolved and non-specialised staff profile• Many Australian universities are reforming their support services
	Required Budget Savings	<ul style="list-style-type: none">• Significant financial challenges in 2016 & 2017 Budget• Interim recruitment freeze and vacancy management program introduced• Voluntary Early Retirement Schemes for academic and professional staff established

How did we respond?



1. Immediate workforce adjustment



2. Operating model analysis and re-design



3. University structure redesign & implementation



4. Professional workforce redesign & implementation

1. Immediate workforce adjustment

1. Recruitment Freeze and Vacancy Management
 - Commenced in late 2015 (still ongoing whilst new structures settle)
2. Voluntary Early Retirement Scheme (VERS)
 - Academic & Professional Staff
 - Via an ATO Class Ruling
3. Voluntary Retirement Scheme (VRS)
 - Academic Staff Only
 - Applied a suite of criteria that included research performance metrics

These measures delivered the required budgetary savings. No disputation resulted from Programs initiated.

2. Operating model analysis and redesign

To sustain these workforce adjustments and continue to deliver efficient and effective support services to our staff and students, we needed to review our entire support model with the objective to:

- Understand the support required by our staff, students and stakeholders
- Understand challenges with our current model
- Work collaboratively with the Flinders community to co-design a high quality, agile and sustainable support services model that will support the achievement of our strategic objectives

To inject global insights and industry better practise Flinders partnered with professional consulting firm EY where we:

- Established a joint Flinders-EY project team, a joint Project Steering Committee with representatives from the Senior Executive Team, Executive Deans/Deans and EY
- Developed an extensive consultative, evidence based approach

An evidence based approach was taken to design the new service model

Over 200 hours of workshops and engagement with 600+ Flinders students and staff facilitated a co-design approach

Student engagement

Student online survey
2 student forums (online and face-to-face)
Student workshop
PSP website and email feedback

Project governance and Executive consultation

Weekly Project Status meeting
Fortnightly Steering Committee
Fortnightly Senior Executive agenda item



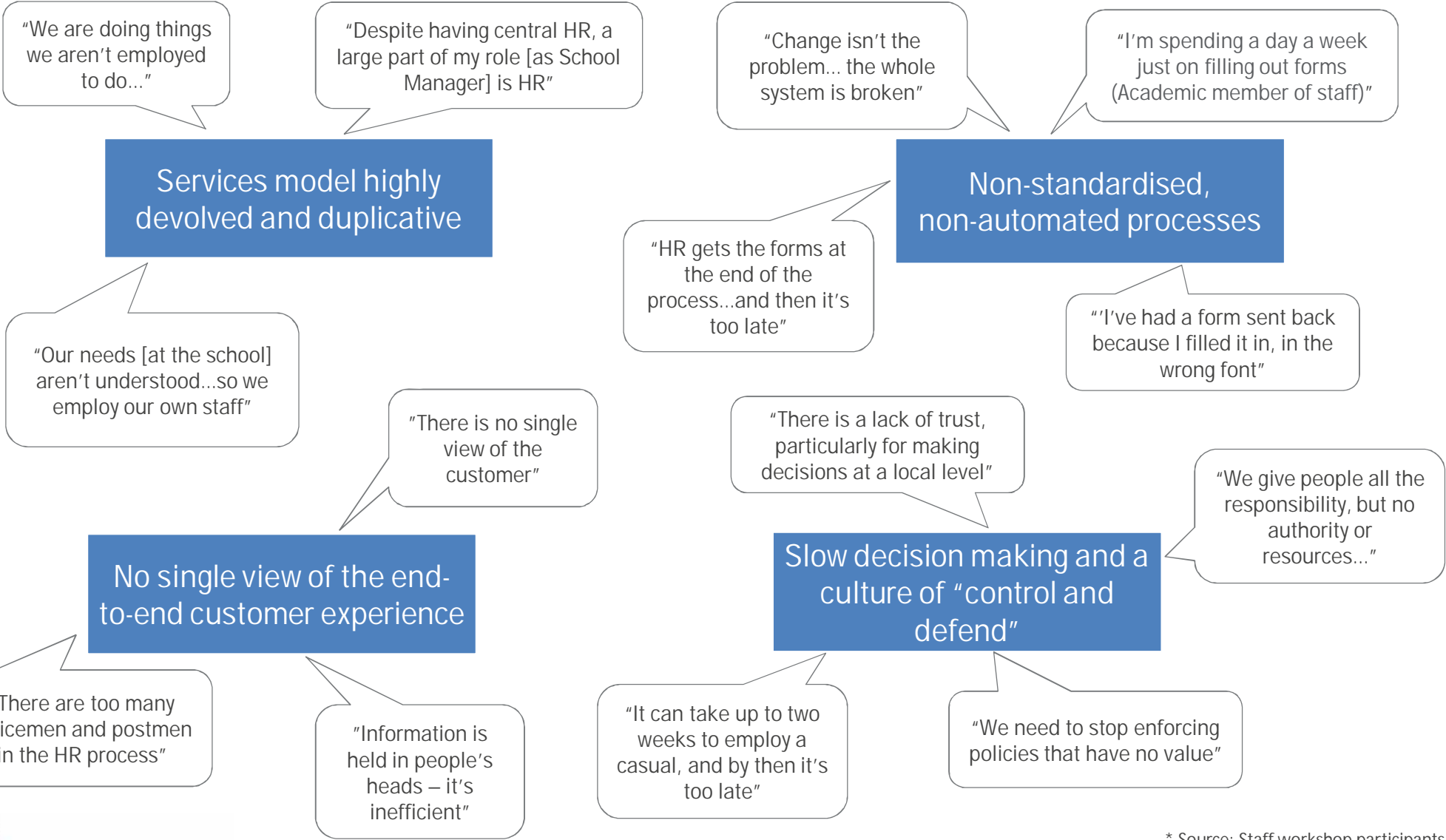
Staff consultation

Workshop consultation & co-design with 128 faculty & school staff including 12 Deans and 4 Faculty GMs
Workshops & co-design with 71 professional staff including 19 Divisional Directors
2 faculty co-design workshops
4 focus faculty co-design workshops

5 All Staff forums and all staff survey
6 staff forums and workshops in the Riverland and Northern Territory
Co-design working sessions with Deans, Executive Deans, Faculty GMs
15 Divisional Director co-design working sessions
Dean co-design working sessions
Senior staff forums and staff design challenges
PSP website and email feedback

Industry trends & market insights

“Despite the high ratio of professional staff, the current service model is weighed down by bureaucracy, inefficiency and a culture of mistrust”



* Source: Staff workshop participants

“

We need to fundamentally transform the way we think about and deliver our services. This begins by putting students and staff at the centre.

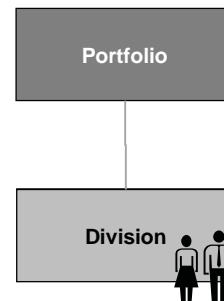
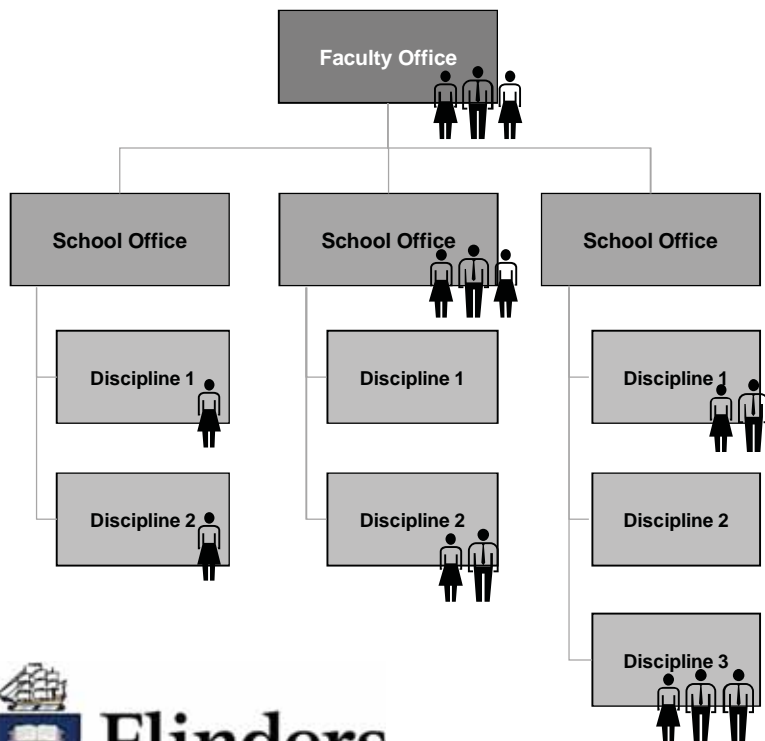
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Vice Chancellor Professor Colin Stirling

A new service model for Flinders

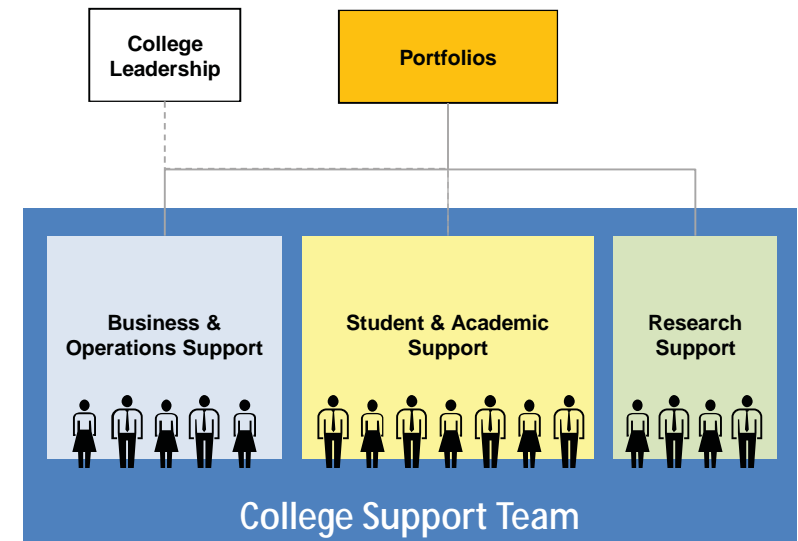
From

- Multiple layers of hierarchy, workflow and approval
- Significant distance between portfolio service providers and users
- Services provided by a mix of inconsistent specialist roles and general administrative personnel who report to a variety of different offices
- Service providers and users have no direct influence over service delivery or process creating inconsistency and inefficiency
- Duplication of service provision between the structure layers, and within current central division structure



To

- One stop shop for service delivery through local support teams
- Integrated structure compressing layers of hierarchy, allowing direct connection between service users and service providers
- All professional staff (excluding those on a tied research grant) report to a central portfolio
- A reorganised and consolidated service portfolio structure to provide clear service ownership and accountability
- Standard processes implemented across all support teams



3. University structure redesign

Prior to implementation of any new professional services structure, University determined a new Academic Organisation structure needed to be implemented.

Extensive consultation with University stakeholders commenced in September 2016 on a new structure that went from 4 Faculties and 14 Schools to 6 Colleges.

New leadership positions were developed for the Colleges to provide consistency as part of the change process.

New leadership structure for each College included:

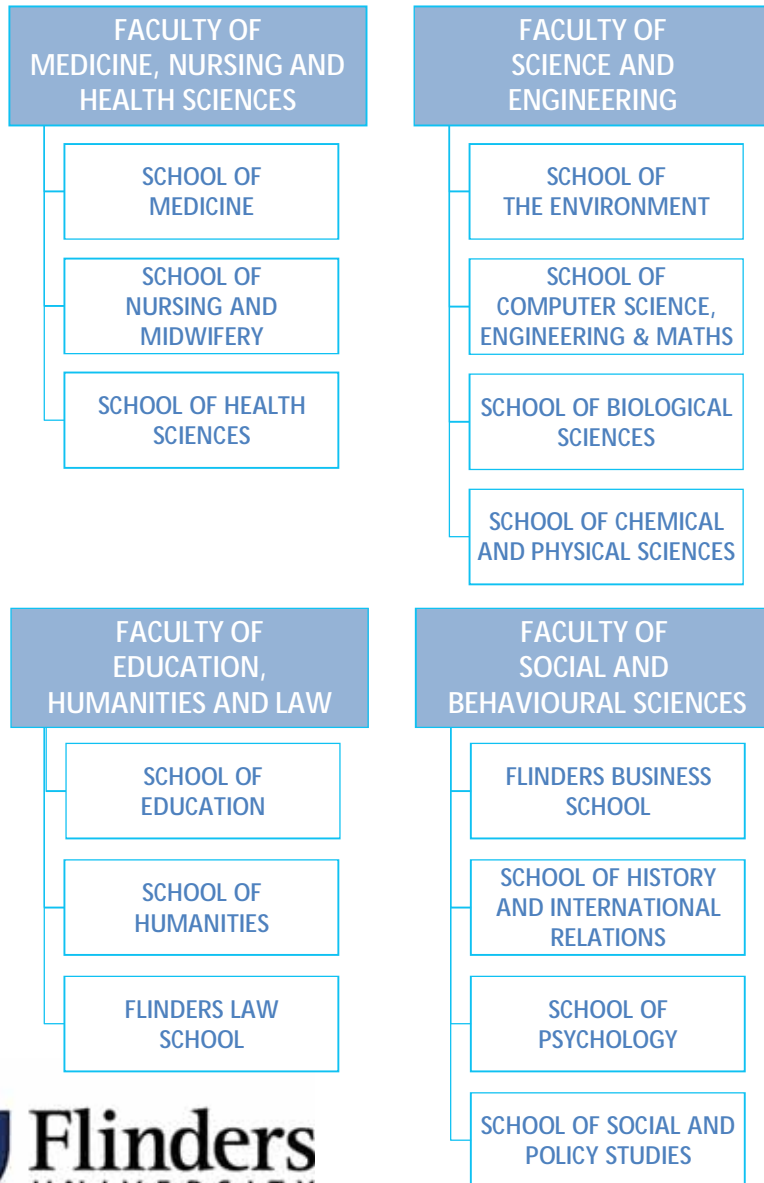
- Vice-President & Executive Dean
- Dean, People & Resources
- Dean, Education and Dean, Research
- Academics aligned to Teaching Programs or Research Sections within Colleges
- New Director, College Services

3. University structure redesign

- Consultation on new structure commenced in September 2016, with a major change decision delivered in January 2017.
- Appointment processes for all new positions and transition of all academics occurred during January – June 2017.
- New University structure went live on 1 July 2017.

3. University structure redesign

FROM: 4 Faculties & 14 Schools



TO: 6 Colleges

OUR SIX COLLEGE STRUCTURE IS DESIGNED TO SUPPORT EDUCATION AND RESEARCH EXCELLENCE, AND STUDENT SUCCESS.

- College of Business, Government and Law
- College of Education, Psychology and Social Work
- College of Humanities, Arts and Social Sciences
- College of Medicine and Public Health
- College of Nursing and Health Sciences
- College of Science and Engineering



4. Professional workforce redesign

Objectives

- Align professional support services to the new College structure
- Reduce bureaucracy, simplify our policies and reduce management layers
- Enable improved professional support services to academic staff and students
- Increase operational agility, delivering services that support and enable the delivery of high quality research and education services throughout the academic year
- Embed high-quality, streamlined support services that are easier to navigate, consistent and responsive
- Enable more timely decision-making at a local level
- Improved support, job descriptions, career options and development for professional staff

How did we go about it?

Review and co-design a new operating & service delivery model

2016

*200+ hours of workshops
600+ students and staff engaged
Analysing industry trends,
benchmarking and expert insights*



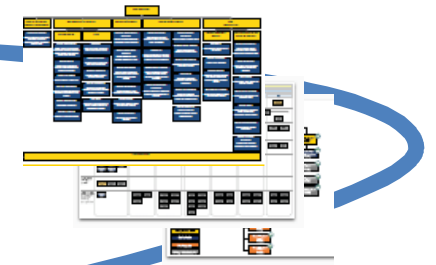
Co-design



*Understand services/activities,
and opportunities for
improvement*

2017

Design proposed roles / structure



Refine roles & structures



*Services/activities defined,
grouped into consistent
delivery roles and structures
developed*

- Co-design group
- College/Portfolio leadership
- Working Parties
- Senior Executive

Change Proposals



Consultation



*Review feedback
and amend
design*



Change Decisions

Recruit staff



*Recruit, induct and
train staff*

2018

Implement structures



*Transition to a new
way of working*

*Refine, improve
processes, systems and
service delivery*

2018+

The Consultation Process

Q1
2016

PROJECT
INITIATED

Q1
2017

NEW COLLEGES &
OPERATING
MODEL DECIDED

Q3
2017

COLLEGES
'GO LIVE'

2018

NEW PROFESSIONAL
SUPPORT MODEL LIVE

350+ hrs

SERVICE MODEL & STRUCTURE
CO-DESIGN WORKSHOPS,
CONSULTATION FORUMS

16

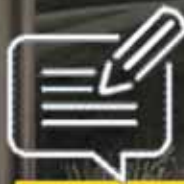
MAJOR
CHANGE
PROPOSALS

IN ACCORDANCE WITH
ENTERPRISE AGREEMENT



1,400+

INDIVIDUAL STAFF,
STUDENTS SUBMITTED
FEEDBACK



5,500+

PAGES OF FEEDBACK
SUBMITTED



600+

1-ON-1 MEETINGS
WITH STAFF

Professional workforce changes

In considering required changes to untied professional staff (continuing and fixed term), major change activities included:

- Benchmarking all positions & levels internally and to other universities
- Re-wrote all PDs for in-scope areas (many were outdated) – over 1000 positions were reviewed and position types were standardised to remove customised PD's
- Grouped like functions into single university teams (i.e. everyone doing Finance in Finance, but specific teams allocated to service a College or Portfolio)
- Set the initial number of FTE dedicated to each college and to university wide activities
- Altered reporting lines for majority of untied professional staff to align to functional university team

PSP also rewrote and simplified University policy & financial delegations to allow us to have simpler day-to-day processes (ongoing effort).

How we set up industrially to go through change

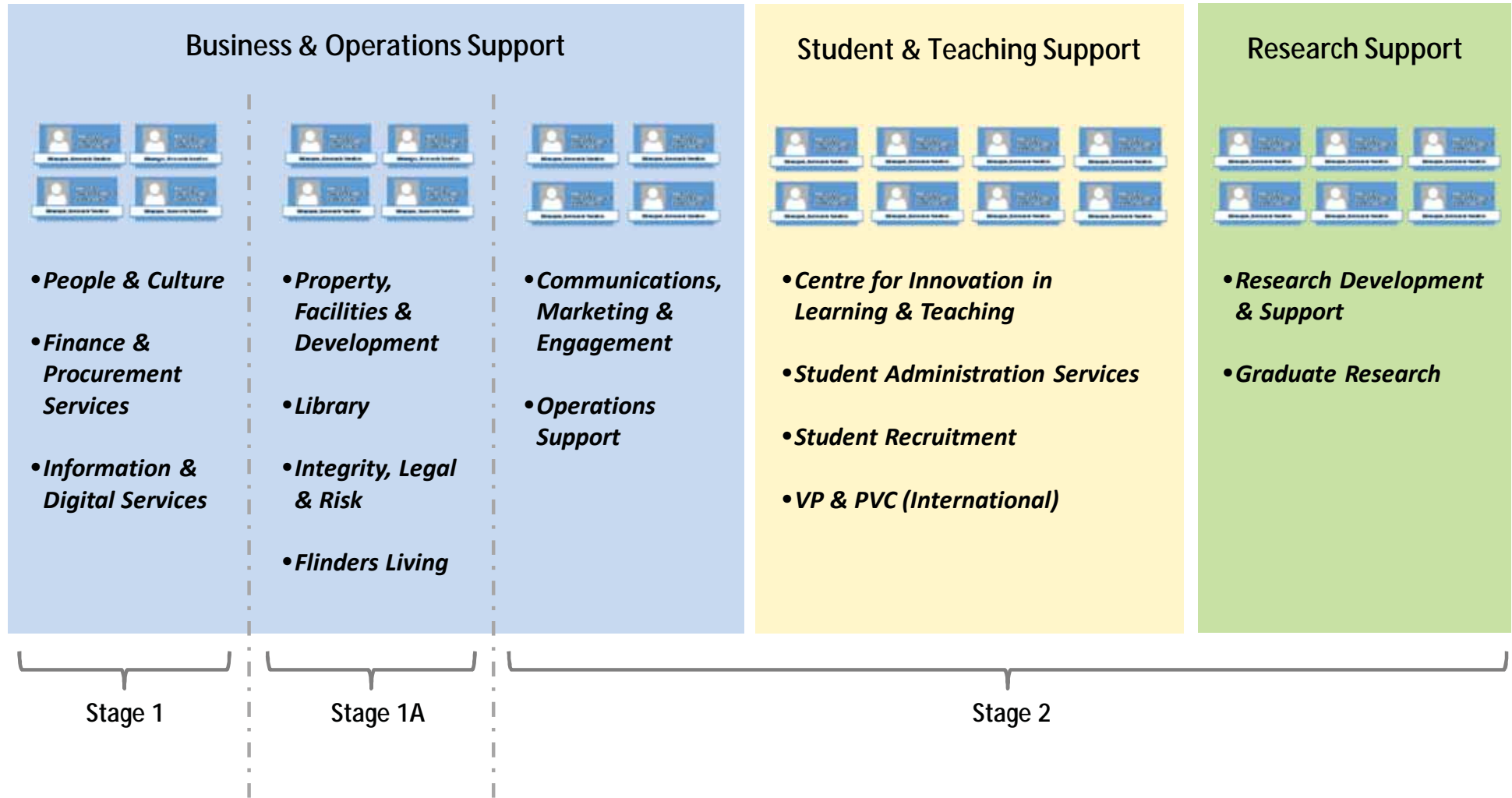
- Flinders had not previously gone through major change on this scale previously so no prior infrastructure in place at commencement of project.
- A new approach had to be developed and scoped so that all major change activities would be consistently delivered, and minimise risk of disputation.
- New platform for change determined and partnership built with NTEU on how the University would proceed. Agreed to regular meetings to ensure good communication on issues as they emerged.
- In total, 16 change proposals and decision documents were delivered between September 2016 and November 2017.
- Built an internal change management team (no consultants) that led to consistent delivery of processes.
- Single change management leader from early 2016 from commencement of attrition programs through to implementation activities.
- A single dispute was the only adverse industrial outcome (related to redeployees who had not found positions) – resolved successfully in 3 days.

Key Challenges faced and how we overcame them

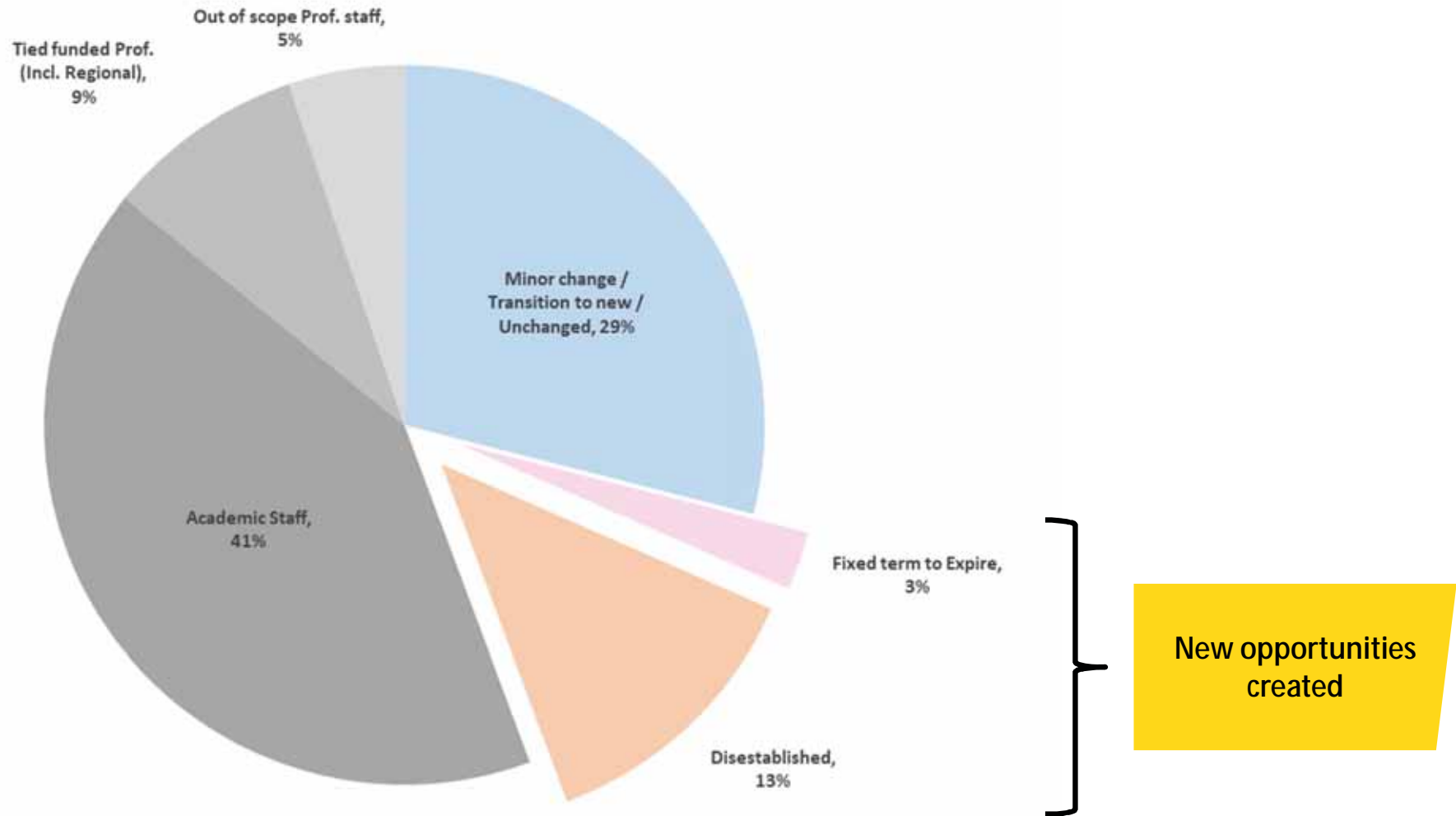
- Lack of change process infrastructure was a challenge. Had to build a consistent suite of instruments and processes for the delivery of the entire program.
- Poor employee data and dated PD's led to less than optimal outcomes in some cases.
- Concerns over how to successfully engage with staff to bring them along journey.
- Concern over sufficient support for staff going through change.

Staged approach for implementation

College Support Team



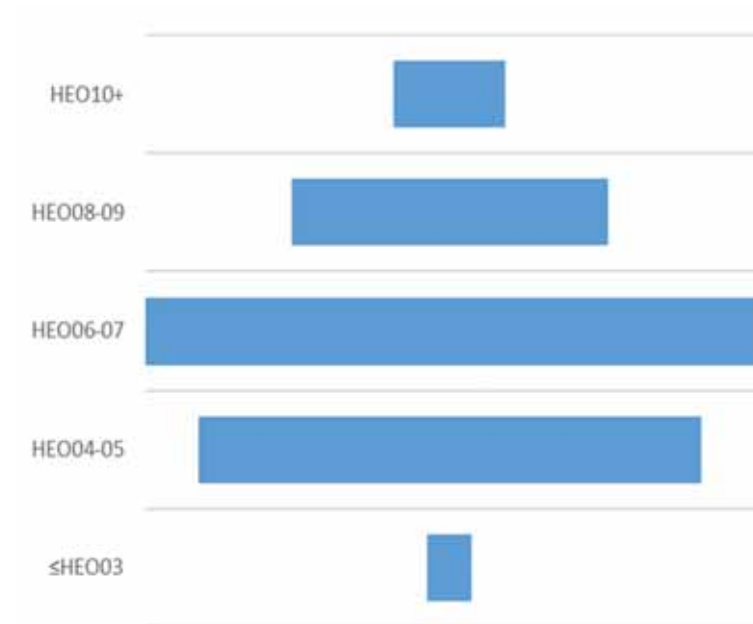
What were the overall staff affects from the PSP changes?



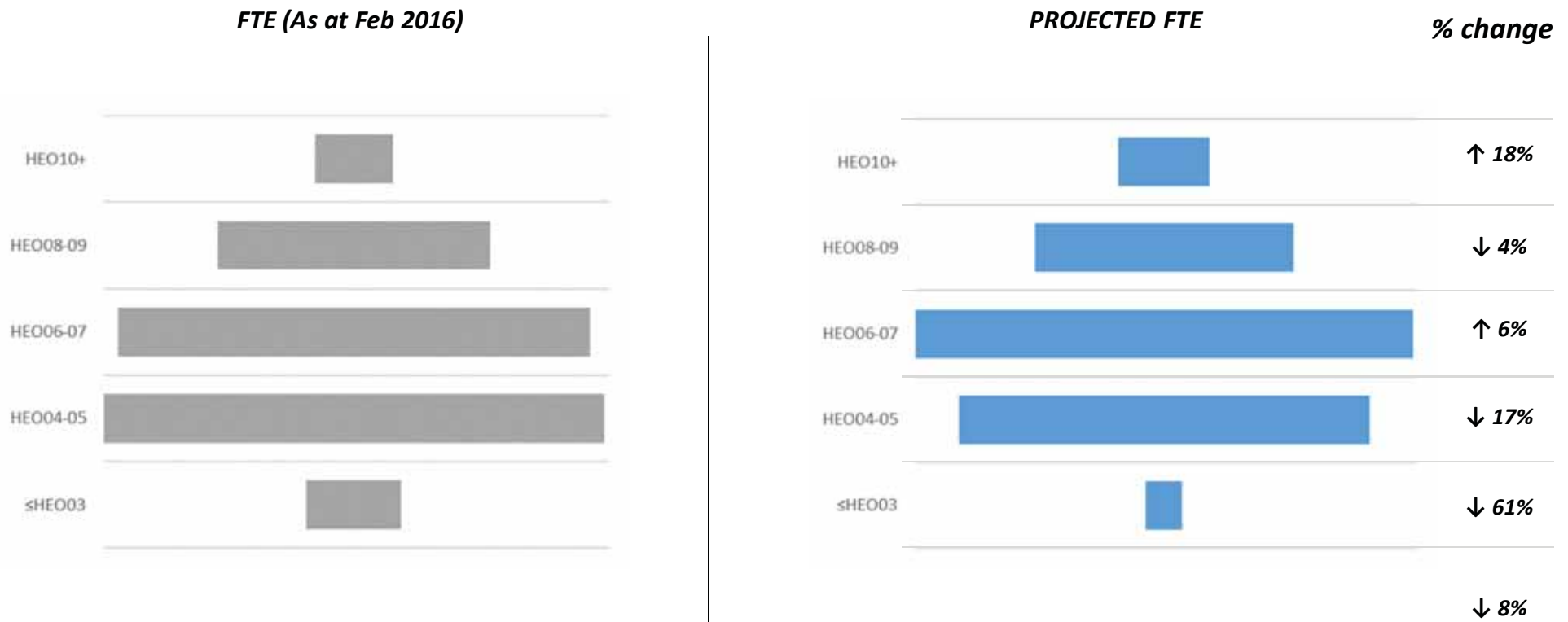
What do we look like now?

- 6 Colleges
- 5 Portfolios, 17 Central divisions
- Centralised service ownership delivered through local teams
- Services delivered by professional staff in single layer integrated structure
- Consistent role based academic and professional structures
- Reduced professional support cost, with increased specialisation, higher staff classification

Projected Professional FTE (Untied)

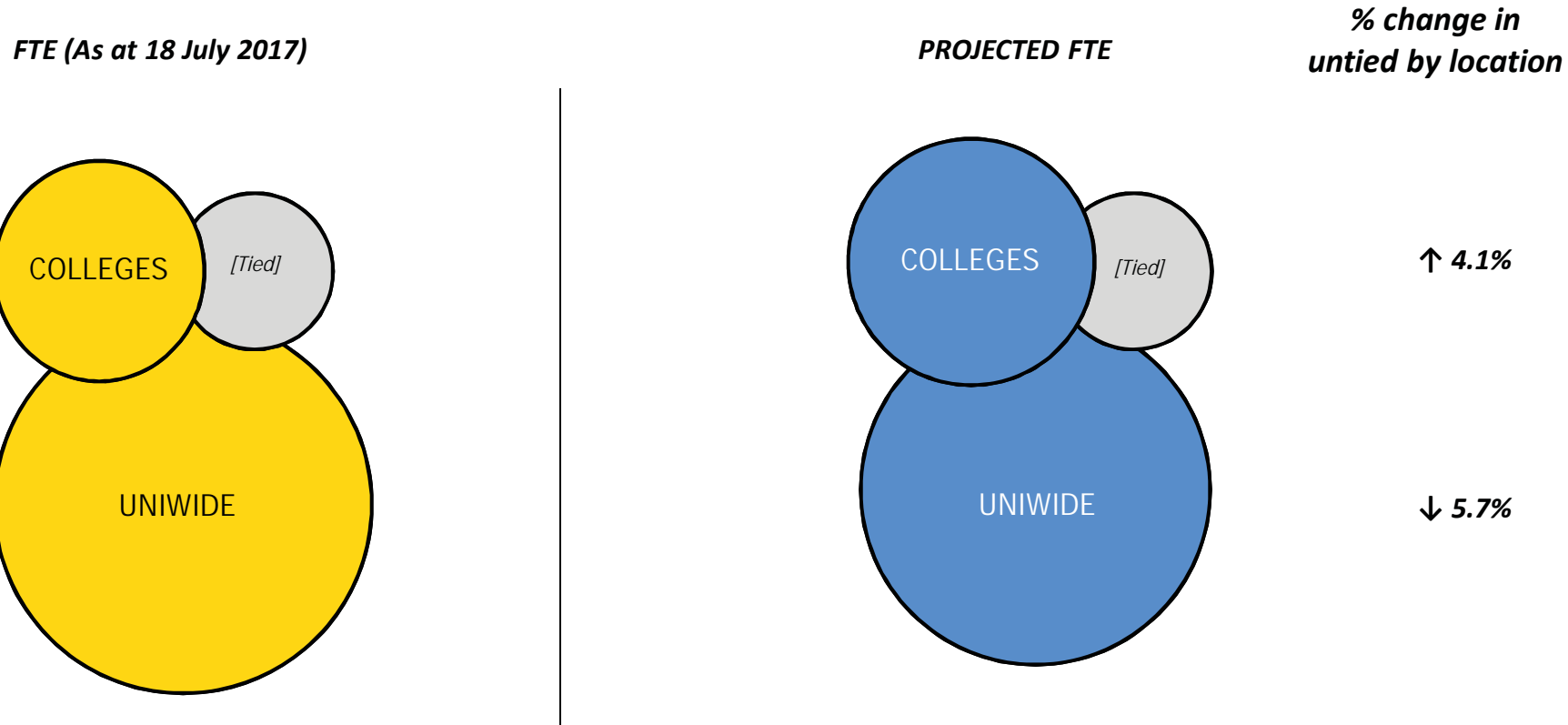


Change in Untied Professional Staff Profile: 2016-18



Our professional workforce profile has changed to a higher skilled, more specialised and sustainable workforce to better support our staff and students.

Change in Untied Professional Staff Location: 2017-18



Changes in our service delivery model have enabled more support locally in the colleges closer to our academic staff and students

How does this set us up for the future?

These workforce and operating model changes enable Flinders:

- To foster **interdisciplinary teaching** and increase **research collaboration** and outcomes through a simplified structure
- To improve strategic alignment of academic activities by putting **Academic leaders at the heart** of University decision-making
- **Reduced bureaucracy** and **simpler processes** and through a **flatter structure**
- Flexibility to adjust resourcing during peaks in the research and academic year with **consistent roles** and oversight
- To increase service offerings, **specialist capability** and decision making authority locally in the colleges
- Clear responsibility and **ownership** for improving services and processes
- Improved **staff development opportunities**, **internal career paths**, succession planning and **peer support**
- **Operational agility**, delivering improved services that support and enable the delivery of high quality research and education

Lessons learned

- Would not have included fixed staff in scope in future. Posed challenges with respect to redeployment
- A greater amount of time spent on ensuring up to date staff employment information was available would have led to better outcomes for some staff.
- Consultation took too long in some instances and led to change fatigue for some areas.
- Transition to a matrix reporting environment was more complex considering the scale of change conducted. More time could have been spent resolving issues with matrix environments before commencing implementation.

Questions?