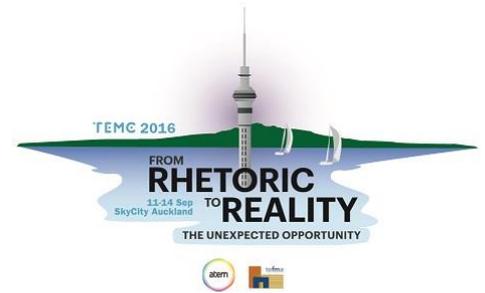


Concurrent Session B
Monday 12 September 2016
11:45am – 12:35pm



Session 5
Are We There Yet? Creating a Culture of Accountability in Academic Staff

Diana Chegwidden

Australian Catholic University

Diana Chegwidden is the Director of Human Resources at Australian Catholic University. Diana has been associated with ACU for over 25 years and has extensive experience as a practitioner and manager.

Since commencing at ACU, Diana has been involved in the start-up employment arrangements, the development of the industrial instruments for the University, establishing national systems and supporting processes for HR and Payroll, and been instrumental in developing reporting of HR data internally and externally.

Over the past five years, Diana has guided the University's people management strategies and processes through a period of rapid change.

ACU's investment in changing academic working arrangements and mindsets.

The Higher Education Workforce of the Future Report challenges us to question the traditional idea of an academic career, traditional business models and the 40/40/20 workload allocation model and thus a future reality. Australian Catholic University (ACU) set about to change academic working arrangements and mindsets from 2010 and commenced a long term change program around 'A Culture of Performance in Academic Staff'. The change program required vision and leadership, an enterprise bargaining strategy, success in changing underpinning industrial instruments and policies, flexibility to adapt to changing external policy affecting the sector, the need to continuously review, refine and improve components of the strategy, and, stamina for the long haul.

ACU introduced Academic Career Pathways (ACPs) into the ACU Staff Enterprise Agreement 2010-2013 that recognises that each academic staff member participates in the life of the University in unique ways and that a one size fits all model resulted in not all academic staff maintaining levels of workload and work quality. The ACPs were a mechanism to shift the conversation to performance, quality and standards, responsibility to enact individual change, and, self-selection.

The ACPs challenged the 40/40/20 workload allocation model, as it viewed workload along a continuum (Teaching-Focussed, Teaching and Research, Research-Focussed, Research Only, Leadership and Service) based on the unique contribution made and performance quality achieved by each staff member, and challenged staff to consider the most relevant ACP for the contribution being made and capacity and quality of outcomes.

From 2010, ACU has embedded the ACPs into two Enterprise Agreements, developed the supporting Academic Workload models and systems that allows the University to monitor and measure the actual activities/contributions that each academic staff member makes, defined performance standards for a broad range of academic activity by ACP by academic level, developed the supporting probation criteria and processes, promotions criteria and evidence, and performance

review and planning mechanism that support the staff member, the supervisor and the University to monitor and manage performance outcomes.

This presentation highlights the imperative for change, the strategy, its phases and what did success look like, the issues and challenges and how these were overcome, the learnings, and, ultimately where are we now. In addition to the components of the work that ACU has been undertaking, this presentation will provide attendees with an understanding of why cultural change need to be lead, and why cultural change takes time to get traction and is hard to embed, the need to holistically integrate the imperative for change to organisational strategy, the criticality of the narrative and communication, communication, communication.