

## Witness Statement of Ken McAlpine

1. My name is Kenneth McAlpine and I am employed as a Union Education Officer at the National Office of the National Tertiary Education Industry Union (“NTEU”). My work address is 120 Clarendon Street South Melbourne. I make this Statement further to the Statement I made in respect of these proceedings and lodged with the Fair Work Commission on 11 March 2016. My circumstances as set out in that earlier Statement have not changed.
2. Attached to this Statement are a number of Attachments, and I have continued the alphabetical labelling of these so that they continue on from my previous Statement.
3. **Attachment L** is a document *University of Queensland Annual Staff Profile Report 2015*, downloaded from the University of Queensland website, and produced by the Human Resources Division of that University, which shows a range of important staff data in respect of 2015, and in some cases other years, at the University and across most of the higher education sector.
4. **Attachment M** is a statistical report *HR Performance Indicators for Edith Cowan University Compared with Australian Universities For the period 2008 – 2012* downloaded from the University’s website, which shows a range of important staff data in respect of those years at the University and across most of the higher education sector.
5. Both of these Attachments, as they claim, are prepared using rigorously determined statistical procedures, as part of a joint data-comparison exercise across the sector, which I understand is now in its thirteenth year. Considerable resources are devoted to ensuring the integrity of the data and its analysis.
6. Medical Research establishments advertise most or all of their vacant jobs on the internet, in order to attract a wide field of applicants. During the period from late April and early May 2016, I caused to be performed an internet search of job advertisements for positions at medical research institutes (not including those positions which are with universities) **Attachment N** is a collation of those documents collected, being advertisements and some related position descriptions for the 25 jobs found which were advertised during this period. The documents include some positions within medical research institutes which do not involve medical research but are for general, technical, administrative or managerial staff. The positions shown in the Attachment are all those found. Unfortunately, some of the documents were marked in pen in collection, but those obvious markings are not part of my evidence.
7. Many universities conduct major organisational change processes frequently, and less often on a whole-of-institution basis. These reviews, to the best of my knowledge based on my experience can take from around one month (usually in a smaller area) to several months, and a review taking over one year from announcement to implementation is not uncommon. Attached are:

- **Attachment O:** A document prepared in March 2013 at James Cook University (“JCU”) in March 2013 which was called Crystallising Our Purpose, which commences a review process in relation to all or nearly all of the work areas in the University;
- **Attachment P:** A document prepared within JCU showing the Executive Structure of JCU in February 2013;
- **Attachment Q:** An undated document prepared during the review process referred to above, showing a Draft proposed University headline Structure; and
- **Attachment R:** A document dated October 2014 at JCU titled *Proposed Recommendation to Vice Chancellor Phase B of Change Process for the Division of Tropical Environments and Societies and Division of Tropical Health and Medicine.*

8. These documents support the proposition that I am advised is the case, that in one form or another, most of JCU was under formal review for most of 2013 and 2014.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

13. **Attachment S** was received by the Union only in recent weeks and is, therefore, included as an attachment to this Statement. It is a set of spreadsheets comes from the Transparent Costing (TC) Survey collected by a predecessor of the Department of Education and Training (DET) between May and Jul 2011 for the Staff Hours Survey.

14. The survey was undertaken for the purpose of quantifying the indirect costs of *Australian Competitive Grants (ACG)* research in order to get a clearer picture of the potential shortfall in the full cost of research funding provided by the Australian Government.

15. The survey was required to be completed by all academics employed by the University with a Teaching and Research or Research Only classification or a professional staff member undertaking research as part of your contract irrespective of whether they did or did not do

research and irrespective of whether they were employed on a fractional basis. Over a two week period, academics and researchers were asked to record all hours that they actually worked, including on the weekends.

16. Since 2011, the data has been used as a moderator between institutions in the allocation of the Sustainable Research Excellence (SRE) funds, a funding pool created to ensure higher education providers are being better supported in relation to the indirect cost of research. For instance, the 2011 Staff Hours Survey data and the 2012 indirect costs data was used for calculating SRE Threshold 2 Transparent Costing (TC) grant amounts in 2016.
17. The background information to the spreadsheets states that the data has been 'cleaned' to exclude individuals who worked for no hours over that period or individuals who worked more than 168 hours in either week.
18. The data in each of spreadsheets depicts full time equivalence (FTE) broken down on the basis of (1) an aggregate total, (2) Higher education provider (HEP) (3) Field of Research (FoR) code.
19. Each spreadsheet depicts the total and average hours per FTE over a two week period and a breakdown of the total hours worked according to a range of activity 'categories'. The kinds of work activities included in each category are depicted in the table below.
20. Higher education provider (HEP) refers to the 41 higher education institutions including the public universities. "Field of Research" means the comprehensive breadth of academic disciplines defined by the Australian Bureau of Statistics (ABS).



Create change

# ANNUAL WORKFORCE PROFILE REPORT 2015



Human Resources Division  
November 2015



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## 1 EXECUTIVE SUMMARY

The University of Queensland's Annual Workforce Profile Report 2015 provides an overview of the demographics and features of the University's workforce to assist with University-wide strategic planning. The report uses point-in-time data from the University's official staff data snapshot as at 31 March 2015, full year data (2014 calendar year) and trends which allow the University to measure the effectiveness of particular workforce strategies over time and compare the status of the University's workforce with peer and industry benchmarks.

The data has been sourced from existing UQ databases and benchmarked against Go8 Universities and Australian Universities, using data gathered from the *Universities HR Benchmarking Program 2015*, produced by the Australian Higher Education Industrial Association (AHEIA). Note that the *Universities' HR Benchmarking Program 2015* represents data from the 2014 calendar year or 31 March 2014 snapshot.

Key findings (point-in-time data as at 31 March 2015):

- UQ's workforce FTE decreased in 2015 for the second consecutive year.
- From 31 March 2014 to 31 March 2015, the University's continuing and fixed-term workforce FTE decreased by 0.37 % to 6,791.0 (from 6,816.0 in 2014) following a 1.1% decrease in the previous year. There was a slight increase in headcount to 7,385 in 2015 (from 7,371 in 2014).
- The percentage of UQ staff on Fixed-term appointments decreased from 50.1% of the non-Casual workforce in 2014 to 48.1% in 2015, UQ's lowest rate in five years. The latest Australian Universities benchmarking figures (based on 2014 data) show that UQ continues to have one of the highest rates in the sector (Table 3, p12).
- Professional staff FTE increased by 23.8 (0.6%) from 3,932.8 in 2014 to 3,956.6 in 2015.
- Academic staff FTE decreased by 48.8 in 2015 with decreases across all roles except Clinical Academics. Teaching and Research (T&R) staff FTE decreased by 10.4, Research Focused (RF) by 25.9 and Teaching Focused by 29.9. Clinical Academic (CA) staff FTE increased by 23.8. RF Academic staff comprise 54.1% of the total Academic workforce (excluding Casuals) while T&R plus Clinical Academics (CA) comprise 39.9%. TF Academics account for 5.3% (Table 7, page 16).
- The median age of UQ's non-casual workforce remained constant at 42. The median age of Academic staff is 42 and the median age of Professional staff is 41.
- The median age of RF Academic staff (37) is significantly lower than that of T&R Academics (50) and TF Academics (51) (Table 15, p21).
- The large majority of RF Academic staff (74.3%) are employed at levels A and B while only 28.4% of T&R Academics are employed at those levels (Table 8, p17).
- Females comprise 52.7% of UQ's total non-casual workforce in 2015. They account for 62.0% of the Professional workforce and 39.6% of the Academic workforce (excluding casuals). 53.9% of the casual Academic workforce and 61.9% of the casual Professional workforce is female.
- The proportion of women employed at Academic Level D increased to 32.3% in 2015 from 30.8% in 2014 (Table 21, p6). In 2015 39.0% of level C, 32.3% of level D and 20.0% of level E Academics at UQ are female but the University remains below Go8 and Australian Universities benchmarks for senior levels.

Key findings (full year data, most recent year 2014):

- The University's overall termination rate of 19.6% (including cessation of Fixed-term contracts, voluntary and involuntary separations) in 2014 is higher than both the Go8 (15.4%) and Australian Universities (15.2%) benchmarks (Table 35, p34), as would be expected with UQ's higher proportion of staff on Fixed-term contracts. Further analysis of the data indicates that the University is losing level B and C Academics at significantly higher rates than the Go8 and Australian benchmarks.
- The promotion rate for Academics (at all levels) at UQ has been consistently lower than the Australian Universities benchmarks, but UQ has improved to close the gap and in 2014 the gap was the smallest for the last five years at 0.5%. In 2014, 4.7% of UQ Academics were successfully promoted compared to the Australian Universities average of 5.2% (Table 45, p41).
- The promotion success rate for female Academics at UQ increased to 83.6% in 2014. 9.5% points higher than the Australian benchmark of 74.1%. The female success rate of 83.6% is significantly higher than the success rate for male Academics at UQ of 71.7%.

## 2 WORKFORCE OVERVIEW

### Total Staff FTE

- The estimated<sup>1</sup> total number of full time equivalent (FTE) staff for 2015 is 7,816.1, a 0.32% decrease on the 2014 figure of 7,841.1.

### Staff FTE (Excluding Casuals)

- Total staff FTE (excluding Casuals) decreased by 25.0 (0.37%) from 6,816.0 in 2014 to 6,791.0 in 2015.

### Staff FTE by Employment Type (Excluding Casuals)<sup>2</sup>

- The proportion of non-casual staff who are Fixed-term decreased from 50.1% in 2014 to 48.1% in 2015.
- 64.1% of Academic staff and 36.7% of Professional staff are Fixed-term.
- The latest Australian Universities benchmarking figures (based on 2014 data) show that UQ continues to have a higher proportion of Fixed-term staff than the Go8 and Australian Universities, but 48.1% for 2015 is UQ's lowest rate in 5 years (Table 3, p12).

### Unpaid Appointments

- The number of staff on unpaid appointments (headcount) increased by 501 (10.14%) in 2015.

### Staff FTE by Function (Excluding Casuals)<sup>3</sup>

- Professional staff FTE increased by 23.8 (0.6%) to 3,956.6 in 2015 (3,932.8 in 2014).
- Academic staff FTE decreased by 48.8 (1.7%) to 2,834.4 (2,883.0 in 2014).
- The proportion of Academic staff employed as T&R, remained fairly stable at 37.7% (Table 7, p16).
- RF staff account for 54.1% of the Academic Workforce while T&R plus<sup>4</sup> CA staff account for 39.9%.

### Age Profile - Median Age (Excluding Casuals)

- The median age of staff at the University remained stable at 42.
- The median age of RF Academic staff (37) is significantly lower than that of T&R Academics (50) and TF Academics (51).

### Female Participation (Excluding Casuals)

- Women comprise 52.7% of all full-time equivalent (FTE) staff at UQ (excluding Casuals) in 2015.
- The Professional workforce is 62.0% Female compared to 39.6% of the Academic workforce.
- 65.8% of all female Academics at UQ are employed at the lower Academic levels (A and B) while 49.4% of all male Academics are employed at these levels.
- At senior levels, women represent 32.3% of staff at Academic Level D, 20% at Academic Level E and 47.3% of Professional staff at HEW 10.

### Aboriginal and/or Torres Strait Islander Employment (Excluding Casuals)

- The percentage of Continuing and Fixed-term staff at UQ that identified at 31 March 2015 as being of Aboriginal and/or Torres Strait Islander background remains low (50 staff – 10 Academic and 40 Professional).

### Staff Terminations (Excluding Casuals)<sup>5</sup>

- The University's total termination rate for 2014 (percentage of Continuing and Fixed-term staff that ceased working for the University during the year) was 19.6%.
- UQ's termination rate is significantly higher than the Australian Universities benchmarks of 15.4% for the Go8 and 15.2% for Australian Universities.
- Cessation of Fixed-term contracts is higher at UQ (8.6%) than the Go8 (7.2%) and Australian Universities (6.3%) averages.
- The Voluntary Employee Initiated (VEI) terminations rate is also higher at UQ (9.9%) than the Go8 (8.2%) and Australian Universities (7.7%).
- The VEI terminations rate is higher for Professional staff (10.7%) than for Academic staff (9.0%).

<sup>1</sup> This estimate is based on 31 March Fixed and Continuing staff, and estimated 2015 Casual staff FTE. The casual estimate is based on the actual casual figures for 2014 (i.e. estimate no change).

<sup>2</sup> Contributing to the decrease for 2015 is the exclusion of Executive Deans from the Fixed-term reporting category.

<sup>3</sup> Based on "Workforce Function" which is used within UQ to categorise Academic and Professional staff by functional roles based on their appointment.

<sup>4</sup> Staff appointed to Clinical Academic roles are considered to be Teaching & Research (Australian Government Department Education function).

<sup>5</sup> Due to the nature of the data, it has been captured and reported based on a full calendar year (1 January to 31 December).

### Leave (Excluding Casuals)<sup>6</sup>

- The incidence of all planned paid leave (includes Recreation, Long Service, other e.g. Jury, excludes Parental) decreased slightly from 21.8 days in 2013 to 21.5 days in 2014.
- Average number of days of Recreation Leave did not follow the upward trend of the previous five years, showing a decrease to 18.5 days in 2014 from 19.1 days in 2013.
- Total occurrences of Parental Leave (both paid and unpaid) increased from 503 in 2013 to 562 in 2014, continuing the steady year by year increase resulting in 48.7% increase since 2010.

### Academic Promotions (Excluding Casuals)<sup>6</sup>

- In a trend that has been consistent since 2008, a higher number of males than females apply for promotion each year resulting in a higher number of males being promoted. In 2014, 113 (67.3%) of the 168 applicants that applied for promotion were male and 55 (32.7%) were female.
- 127 of the 168 Academic staff that applied for promotion in 2014 were promoted with an overall success rate of 75.6%.
- The success rate for female applicants increased to 83.6% (46 of 55 applicants) from 79.3% in the previous year, while the corresponding rate for males was 71.7% (81 of 113 applicants).
- The success rate for all staff applying for Level E was much higher (75.0%) than the Go8 rate (57.9%).
- The success rate for female staff applying for Level E was 87.5% compared to 70.8% for males.
- The success rate for all applicants at UQ in 2014 (75.6%) was higher than the Go8 (73.6%) and the Australian Universities (71.0%).

### Market Loading (Excluding Casuals)

- As at 31 March 2015, 8.9% of all non-casual staff at UQ were receiving a market loading. 14.3% of all Academic staff (excluding Casuals) had a market loading compared to 5.0% of Professional staff. 72.6% of all Academic staff receiving a market loading were male (321 of 442) and 27.4% (121 of 442) were female.

### Highest Academic Qualifications (Excluding Casuals)

- 82.4% of all Academic staff at UQ hold a doctoral qualification in 2015.
- 85.4% of male Academics and 77.9% of female Academics at UQ have doctoral qualifications in 2015.
- Benchmarking data for 2014 show that a significantly higher percentage of UQ Academics (83.1%) held a doctoral qualification than the Go8 average of 76.8% and Australian Universities average of 71.9%.
- Of particular note, in 2014, 85.1% of all Level B Academics at UQ held a doctoral qualification. This is significantly higher than the Go8 average of 73.0% and the Australian average of 62.6%.

### Occupational Health & Safety<sup>7</sup>

- The incidence rate remained at 0.2 per 100 employees in 2014.
- The number of Workers Compensation claims decreased to 111 in 2014 from 113 in 2013.
- The average time lost (days/injuries) was 12 days in 2014, well below the Go8 rate of 17 days.
- Workers' compensation costs (as a percentage of total salary costs) remained at 0.25%.

### Casual FTE

- UQ's Casual workforce increased by 45.8 FTE in 2014.
- Casual<sup>8</sup> staff comprised 13.1% of the University's workforce in 2014.
- Casual staff made up 14.6% of the University's total Academic FTE, and 11.9% of the Professional FTE.
- Females comprised 53.9% of the Casual Academic workforce and 61.9% of the casual Professional workforce in 2014.
- More than half (51.9%) of the Casual workforce is Professional.
- 77.4% of Casual staff (793.7 of the total 1025.1 FTE) are employed in Faculties.

<sup>6</sup> Due to the nature of the data, the information detailed has been captured and reported based on a full calendar year (1 January to 31 December).

<sup>7</sup> Occupation Health and Safety data is reported based on the financial year (1 July to 30 June) and recorded against the later year (e.g. 2013-14 is included in the later year – 2014).

<sup>8</sup> 2014 Casual data. 2015 data will be available in June 2016.

## 3 SUMMARY WORKFORCE PROFILE

The information in the following section is based on snapshot data taken on 31 March in each year.

Total Staff FTE (including Casuals)		2013			2014			2015		
		FTE			FTE			FTE		
Academic		3,356.4			3,376.2			3,327.3		
Professional		4,514.5			4,438.7			4,488.8		
<b>Total FTE (note 2014 estimated Casuals)</b>		<b>7,870.9</b>			<b>7,795.3</b>			<b>7,816.1</b>		
Total Payment Summaries Produced		17,410			17,581			18,146		
Staff headcount (excluding Casuals)		2013			2014			2015		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
Academic		1,260	1,867	3,127	1,287	1,832	3,119	1,265	1,833	3,098
Professional		2,749	1,600	4,349	2,703	1,554	4,257	2,743	1,547	4,290
<b>Total Headcount (unduplicated)</b>		<b>4,007</b>	<b>3,466</b>	<b>7,473</b>	<b>3,985</b>	<b>3,386</b>	<b>7,371</b>	<b>4,005</b>	<b>3,380</b>	<b>7,385</b>
Staff FTE by Function (excluding Casuals)		2013		2014		2015				
		FTE	% of Total FTE	FTE	% of Total FTE	FTE	% of Total FTE			
Academic	Teaching & Research	1,116.1	16.2%	1,080.2	15.8%	1,069.8	15.8%			
	Research Focused	1,553.9	22.5%	1,558.1	22.9%	1,532.2	22.6%			
	Teaching Focused	155.9	2.3%	178.8	2.6%	148.9	2.2%			
	Clinical Academic	33.2	0.5%	38.7	0.6%	62.5	0.9%			
	Senior Executive	24.0	0.3%	27.5	0.4%	21.0	0.3%			
<b>Total Academic</b>		<b>2,883.0</b>	<b>41.8%</b>	<b>2,883.2</b>	<b>42.3%</b>	<b>2,834.4</b>	<b>41.7%</b>			
Professional	Administration	2,932.1	42.5%	2,903.8	42.6%	2,979.0	43.9%			
	Prof Research/Technical	1,026.9	14.9%	982.7	14.4%	932.3	13.7%			
	Professional Other	46.6	0.7%	44.2	0.6%	43.3	0.6%			
	Senior Executive	3.0	0.0%	2.0	0.0%	2.0	0.0%			
<b>Total Professional</b>		<b>4,008.6</b>	<b>58.2%</b>	<b>3,932.8</b>	<b>57.7%</b>	<b>3,956.6</b>	<b>58.3%</b>			
<b>Total FTE</b>		<b>6,891.6</b>		<b>6,816.0</b>		<b>6,791.0</b>				
Staff FTE by Employment Type (excluding Casuals)		2013		2014		2015				
		FTE	% of Total FTE	FTE	% of Total FTE	FTE	% of Total FTE			
Continuing Staff		3,331.0	48.3%	3,401.0	49.9%	3,521.3	51.9%			
Fixed-term Staff		3,560.6	51.7%	3,415.0	50.1%	3,269.7	48.1%			
<b>Total FTE</b>		<b>6,891.6</b>		<b>6816.0</b>		<b>6,791.0</b>				
Casual FTE (Per Year)		2013		2014		2015*				
		FTE	% of Total FTE	FTE	% of Total FTE	FTE	% of Total FTE			
Academic		473.4	14.1%	492.9	14.6%	492.9	14.8%			
Professional		506.0	11.2%	532.2	11.9%	532.2	11.9%			
<b>Total FTE (*note 2014 estimated Casuals)</b>		<b>979.3</b>	<b>12.4%</b>	<b>1,025.1</b>	<b>13.1%</b>	<b>1,025.1</b>	<b>13.1%</b>			
Unpaid Appointments		2013			2014			2015		
		Headcount			Headcount			Headcount		
Honorary/Adjunct Appointments		1,747			1,850			2,061		
Academic titles		2,492			2,985			3,269		
Conjoint Appointments		178			134			136		
<b>Total Unpaid Appointments</b>		<b>4,417</b>			<b>4,969</b>			<b>5,466</b>		
<b>Total Unpaid Headcount (unduplicated)</b>		<b>4,393</b>			<b>4,942</b>			<b>5,443</b>		
Age Profile (excluding Casuals)		2013			2014			2015		
		Median Age			Median Age			Median Age		
Academic		42			43			42		
Professional		40			41			41		
<b>All Staff</b>		<b>41</b>			<b>42</b>			<b>42</b>		
Gender - Female Proportion (excluding Casuals)		2013		2014		2015				
		FTE	% of Total FTE	FTE	% of Total FTE	FTE	% of Total FTE			
Academic		1,138.8	39.5%	1,164.2	40.4%	1,123.5	39.6%			
Professional		2,465.1	61.5%	2,427.7	61.7%	2,454.9	62.0%			
<b>Total Female FTE</b>		<b>3,603.9</b>	<b>52.3%</b>	<b>3,592.0</b>	<b>52.7%</b>	<b>3,578.4</b>	<b>52.7%</b>			

Aboriginal and/or Torres Strait Islander Employment (excluding Casuals)		2013		2014		2015	
		Head-count	% of Total Headcount	Head-count	% of Total Headcount	Head-count	% of Total Headcount
Academic Staff		10	0.3%	11	0.4%	10	0.3%
Professional Staff		34	0.8%	40	0.9%	40	0.9%
<b>Total Staff (unduplicated)</b>		<b>44</b>	<b>0.6%</b>	<b>51</b>	<b>0.8%</b>	<b>50</b>	<b>0.7%</b>
Employees Receiving Market Loadings (excluding Casuals)		2013		2014		2015	
		Head-count	% of Total Headcount	Head-count	% of Total Headcount	Head-count	% of Total Headcount
Academic	Male	357	19.1%	334	18.2%	321	17.5%
	Female	119	9.4%	125	9.7%	121	9.6%
<b>Total Academic</b>		<b>467</b>	<b>15.2%</b>	<b>459</b>	<b>14.7%</b>	<b>442</b>	<b>14.3%</b>
Professional	Male	108	6.8%	106	6.8%	97	6.3%
	Female	102	3.7%	99	3.7%	119	4.3%
<b>Total Professional</b>		<b>210</b>	<b>4.8%</b>	<b>205</b>	<b>4.8%</b>	<b>216</b>	<b>5.0%</b>
<b>Total Staff (unduplicated)</b>		<b>686</b>	<b>9.2%</b>	<b>664</b>	<b>9.0%</b>	<b>658</b>	<b>8.9%</b>
Highest Academic Qualifications (excluding Casuals)		2013		2014		2015	
		% of Academic Headcount		% of Academic Headcount		% of Academic Headcount	
Doctoral Qualification		83.5%		83.3%		82.4%	
Masters Qualification		6.3%		6.0%		6.1%	
Other		10.2%		10.7%		11.6%	

The information in the following section is based on data for the full calendar years (1 January to 31 December) and using the snapshot headcount taken on 31 March in each year.

Staff Terminations		2012		2013		2014	
		Head-count	% of Total Headcount	Head-count	% of Total Headcount	Head-count	% of Total Headcount
Voluntary Employee Initiated		748	10.2%	779	10.4%	738	10.0%
Cessation of Fixed-term Contract		643	8.8%	633	8.5%	636	8.6%
Involuntary University Initiated		20	0.3%	41	0.5%	73	1.0%
Voluntary University Initiated		12	0.2%	2	0.0%	1	0.0%
<b>Total Staff (unduplicated)</b>		<b>1,421</b>	<b>19.5%</b>	<b>1,452</b>	<b>19.4%</b>	<b>1,444</b>	<b>19.6%</b>
Leave (average days per FTE)		2012		2013		2014	
		Days p.a.		Days p.a.		Days p.a.	
Planned Leave		20.0		21.8		21.5	
Unplanned Leave		5.7		5.8		6.0	
<b>Total Leave</b>		<b>25.7</b>		<b>27.6</b>		<b>27.5</b>	
Parental Leave (occurrences per year)		2012		2013		2014	
		266		284		305	
Unpaid Parental Leave		79		85		110	
2 <sup>nd</sup> Year Parental Leave (Unpaid)		24		41		37	
Short Term Partner Leave (up to 10 days)		99		93		110	
Academic Promotions - Levels B to E (excluding Unpaid Appointments)		2012		2013		2014	
		Head-count	% of Headcount	Head-count	% of Headcount	Head-count	% of Headcount
Applications Received	Male	66	4.5%	86	4.6%	113	6.2%
	Female	48	4.2%	58	4.6%	55	4.3%
	<b>Total Applications</b>	<b>114</b>	<b>4.4%</b>	<b>144</b>	<b>4.6%</b>	<b>168</b>	<b>5.4%</b>
Successful Applications	Male	44	3.0%	61	3.3%	81	4.4%
	Female	36	3.1%	46	3.7%	46	3.6%
	<b>Total Successful</b>	<b>80</b>	<b>3.1%</b>	<b>107</b>	<b>3.4%</b>	<b>127</b>	<b>4.1%</b>
Occupational Health & Safety		2012		2013 <sup>9</sup>		2014	
Incidence Rate (per 100 employees) <sup>10</sup>		0.4		0.2		0.2	
Frequency Rate (per million hrs worked)		2.2		0.9		1.2	
Average Time Lost (days/injury)		16		16		12	
Premium (percentage of payroll costs)		0.25%		0.25%		0.25%	

<sup>9</sup> From 2013, all data is indicative of claims accepted (as opposed to claims lodged) and excludes journey claims.

<sup>10</sup> Incidence rate is based on calculation: (Number of lost time occurrences/University Headcount) x100. Casuals are excluded from headcount.



## 4 STAFF DISTRIBUTION

The University's staff, for the purpose of the profile, have been divided into three main areas; Central Services, Faculties and Institutes. More than half of all UQ staff (3,971.4 of 6,791 or 58.5%) are employed in the Faculties. Data included in the tables and figures below is for all Continuing and Fixed-term staff employed as at 31 March as reported to the Department of Education. Casual and Unpaid staff are excluded.

**TABLE 1: DISTRIBUTION OF STAFF BY GENDER, HEADCOUNT AND FTE BY AREA (2015)<sup>11</sup>**

Area	Central Services, Faculties and Institutes	Female		Male		Total		% FTE Female	% FTE Male
		Headcount	FTE	Headcount	FTE	Headcount	FTE		
Central Services	Office of COO	365	339.2	551	544.4	916	883.7	38.4%	61.6%
	Office of DVC (Academic)	369	333.2	126	116.2	495	449.4	74.1%	25.9%
	Office of DVC (International)	131	119.5	44	43.3	175	162.8	73.4%	26.6%
	Office of DVC (Research)	149	135.9	99	93.9	248	229.8	59.1%	40.9%
	Office of Provost	35	32.1	37	36.0	72	68.1	47.1%	52.9%
	Office of Vice-Chancellor	42	38.6	18	16.6	60	55.2	69.9%	30.1%
	Independent Operations	14	11.0	4	4.0	18	15.0	73.3%	26.7%
	<b>All Central Services</b>	<b>1,105</b>	<b>1,009.5</b>	<b>879</b>	<b>854.4</b>	<b>1,984</b>	<b>1,863.9</b>	<b>54.2%</b>	<b>45.8%</b>
Faculties	Business, Economics Law	245	229.6	212	206.7	457	436.2	52.6%	47.4%
	Eng, Arch and Info Tech	178	159.7	438	415.2	616	574.9	27.8%	72.2%
	Health Behavioural Science	497	416.1	185	162.3	682	578.4	71.9%	28.1%
	Humanities Social Science	292	268.2	191	180.7	483	448.8	59.7%	40.3%
	Medicine Biomedical Science	676	565.1	349	294.8	1,025	859.9	65.7%	34.3%
	Science	546	502.3	594	570.8	1,140	1,073.2	46.8%	53.2%
	<b>All Faculties</b>	<b>2,429</b>	<b>2,140.9</b>	<b>1,965</b>	<b>1,830.5</b>	<b>4,394</b>	<b>3,971.4</b>	<b>53.9%</b>	<b>46.1%</b>
Institutes	Aust Inst Bioeng Nanotech	92	81.4	92	88.5	184	169.9	47.9%	52.1%
	Global Change Institute	17	13.4	19	17.6	36	31.0	43.2%	56.8%
	Inst Molecular Bioscience	136	127.3	170	164.0	306	291.3	43.7%	56.3%
	Qld All Agr Food Innov	48	43.1	69	66.4	117	109.4	39.4%	60.6%
	Qld Brain Institute	98	88.4	118	111.5	216	200.0	44.2%	55.8%
	Sustainable Minerals Institute	88	74.4	89	79.7	177	154.1	48.3%	51.7%
	<b>All Institutes</b>	<b>479</b>	<b>428.0</b>	<b>556</b>	<b>527.7</b>	<b>1,035</b>	<b>955.7</b>	<b>44.8%</b>	<b>55.2%</b>
<b>All University (headcount unduplicated)</b>	<b>4,005</b>	<b>3,578.4</b>	<b>3,380</b>	<b>3,212.6</b>	<b>7,385</b>	<b>6,791</b>	<b>52.7%</b>	<b>47.3%</b>	

<sup>11</sup> Headcount totals are unduplicated. This means that each person who belongs to multiple categories is counted once per category (e.g. BEL, Science) but once only in the totals. Totals may therefore not reflect the sum of the data in the body of the table.



## 5 STAFF SIZE BY EMPLOYMENT TYPE

**Key points for 2015:**

- Fixed-term contracts decreased by 2% to 48.1% of all non-casual staff at UQ
- 64.1% of Academic staff and 36.7% of Professional staff are Fixed-term
- The large majority (95.1%) of Academic Research Focused (RF) staff are Fixed-term
- The proportion of Fixed-term staff continued to decline in 2015 (48.1% compared to 50.1% in 2014 and 51.7% in 2013)
- UQ continues to have a higher proportion of Fixed-term staff than the Go8 and Australian Universities

The University's total workforce (excluding Casuals) as at 31 March 2015 was 6,791 FTE with 48.1% of all staff employed on Fixed-term appointments. The percentage of Fixed-term appointments decreased by 2% points from 50.1% in 2014. UQ peaked at 52.2% in 2012 but has since shown a steady decline to 48.1% in 2015 (Table 2, page 10).

The analysis for workforce profile includes a breakdown based on the staff member's substantive appointment (as opposed to their actual appointment). This means that staff on Fixed-term secondments are counted as Continuing if they have a substantive Continuing appointment. Casual and Unpaid staff are not included.

64% of the University's Academic staff population are on Fixed-term appointments. This is the lowest level in 5 years, but is still high and is influenced by the very high percentage of RF Academics (95.1%) on Fixed-term appointments. Only 19.4% of T&R Academics are on Fixed-term appointments, a significant decrease on the 2011 figure of 25.7%. The large proportion of RF Academics ensures the overall percentage remains high.

The percentage of Professional staff on Fixed-term appointments has also decreased by 1.7% in 2015 (down to 36.7% in 2015 from 38.4% in 2014 and 40.6% in 2013). It should be noted that the very high percentage of Fixed-term staff in the Professional Research/Technical (R/T) stream (70.7%) compared to the Administration (Admin) stream (26.4%) drives up the overall percentage for Professional staff. All Senior Executive staff are on Fixed-term appointments, reflecting the University's practice of appointing all new Senior Executives on Fixed-term contracts.

**FIGURE 1: PERCENTAGE OF FIXED-TERM APPOINTMENTS BY CATEGORY (2011 - 2015)**

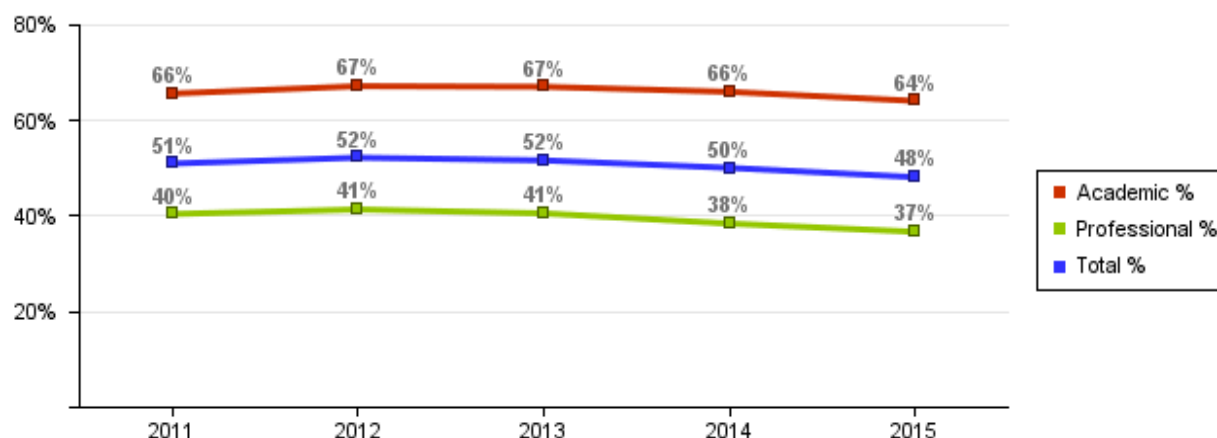
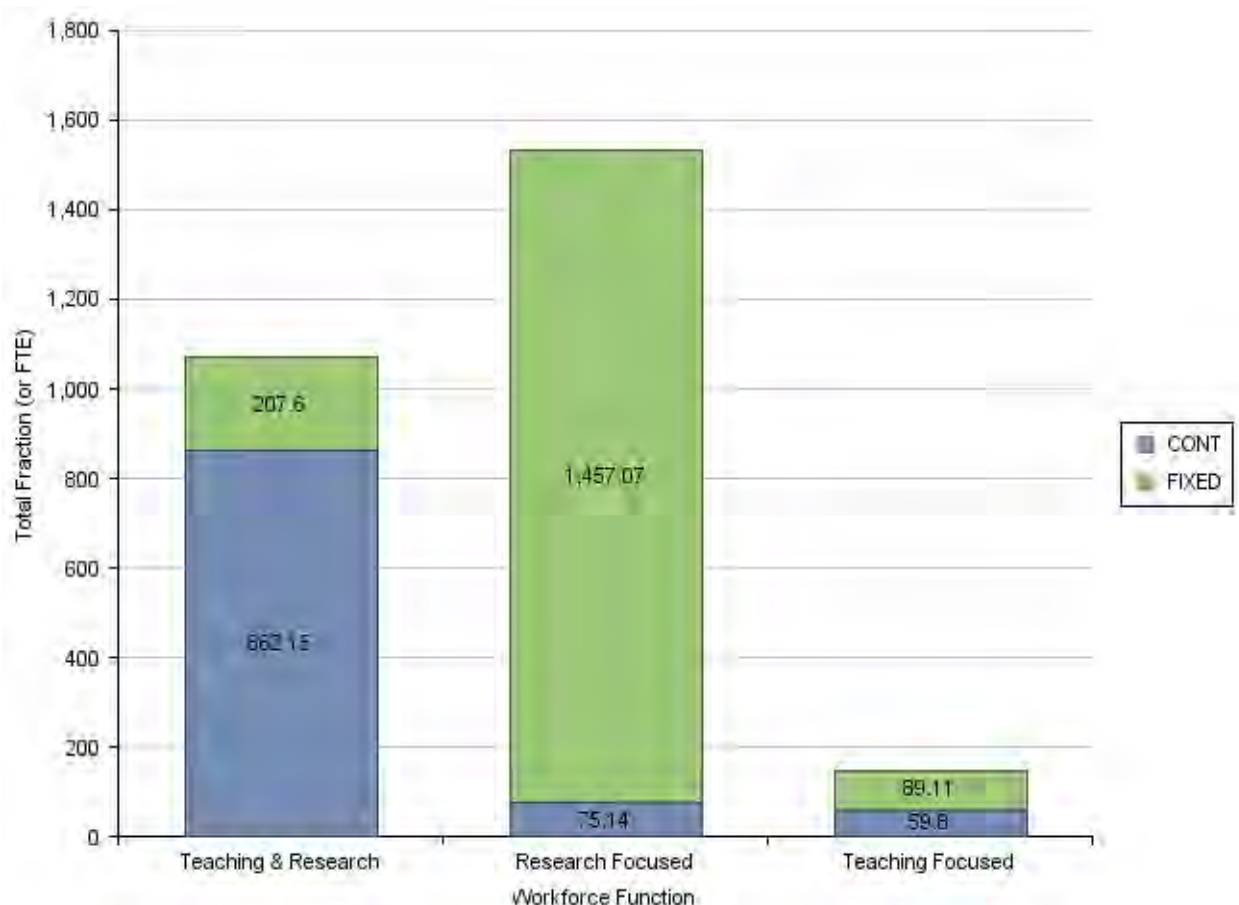


TABLE 2: FIXED-TERM APPOINTMENTS BY FUNCTION (2011 - 2015)<sup>12</sup>

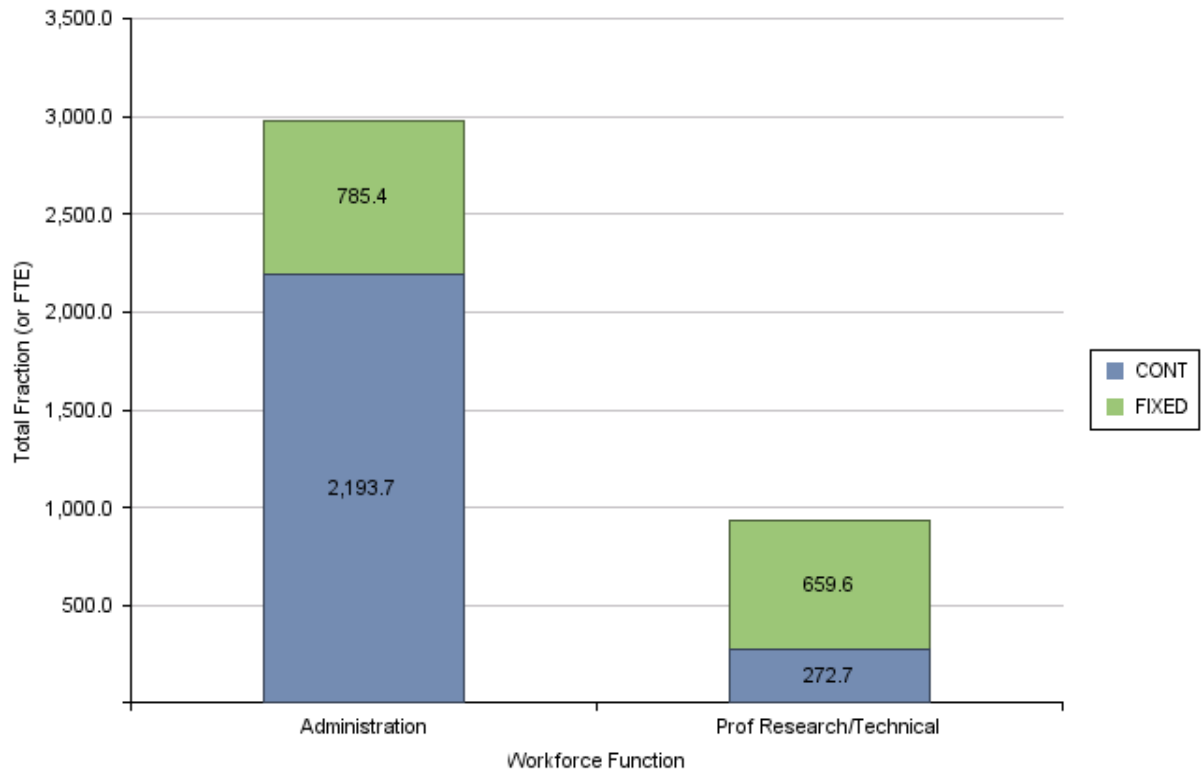
Academic	2011		2012		2013		2014		2015	
	FTE Fixed	% FTE Fixed	FTE Fixed	% FTE Fixed	FTE Fixed	% FTE Fixed	FTE Fixed	% FTE Fixed	FTE Fixed	% FTE Fixed
Teaching & Research	292.1	25.7%	287.5	25.6%	271.0	24.3%	235.1	21.8%	207.6	19.4%
Research Focused	1,380.2	96.9%	1,449.4	97.0%	1,506.7	97.0%	1,498.4	96.2%	1,457.1	95.1%
Teaching Focused	108.3	69.1%	125.9	73.8%	108.7	69.7%	117.9	65.9%	89.1	59.8%
Clinical Academic	-	-	22.7	91.9%	27.2	81.9%	28.2	72.9%	43.0	68.8%
Senior Executive	21.0	80.8%	21.0	91.3%	21.0	87.5%	24.5	89.1%	21.0	100.0%
<b>All Academic</b>	<b>1,801.6</b>	<b>65.7%</b>	<b>1,906.5</b>	<b>67.2%</b>	<b>1,934.6</b>	<b>67.1%</b>	<b>1,904.0</b>	<b>66.0%</b>	<b>1,817.8</b>	<b>64.1%</b>
Professional	FTE Fixed	% FTE Fixed	FTE Fixed	% FTE Fixed	FTE Fixed	% FTE Fixed	FTE Fixed	% FTE Fixed	FTE Fixed	% FTE Fixed
Administration	720.1	26.6%	801.9	28.5%	827.6	28.2%	760.8	26.2%	785.4	26.4%
Prof Research/Tech	812.1	77.7%	811.2	77.4%	793.5	77.3%	743.2	75.6%	659.6	70.7%
Professional Other	4.0	7.4%	4.0	7.4%	2.0	4.3%	5.0	11.3%	5.0	11.5%
Senior Executive	2.0	100.0%	3.0	100.0%	3.0	100.0%	2.0	100.0%	2.0	100.0%
<b>All Professional</b>	<b>1,538.2</b>	<b>40.4%</b>	<b>1,620.1</b>	<b>41.4%</b>	<b>1,626.0</b>	<b>40.6%</b>	<b>1,511.0</b>	<b>38.4%</b>	<b>1,451.9</b>	<b>36.7%</b>
<b>All University</b>	<b>3,339.8</b>	<b>51.0%</b>	<b>3,526.5</b>	<b>52.2%</b>	<b>3,560.6</b>	<b>51.7%</b>	<b>3,415.0</b>	<b>50.1%</b>	<b>3,269.7</b>	<b>48.1%</b>

FIGURE 2: EMPLOYMENT TYPE - ACADEMIC STAFF FTE BY FUNCTION (2015)<sup>13</sup>

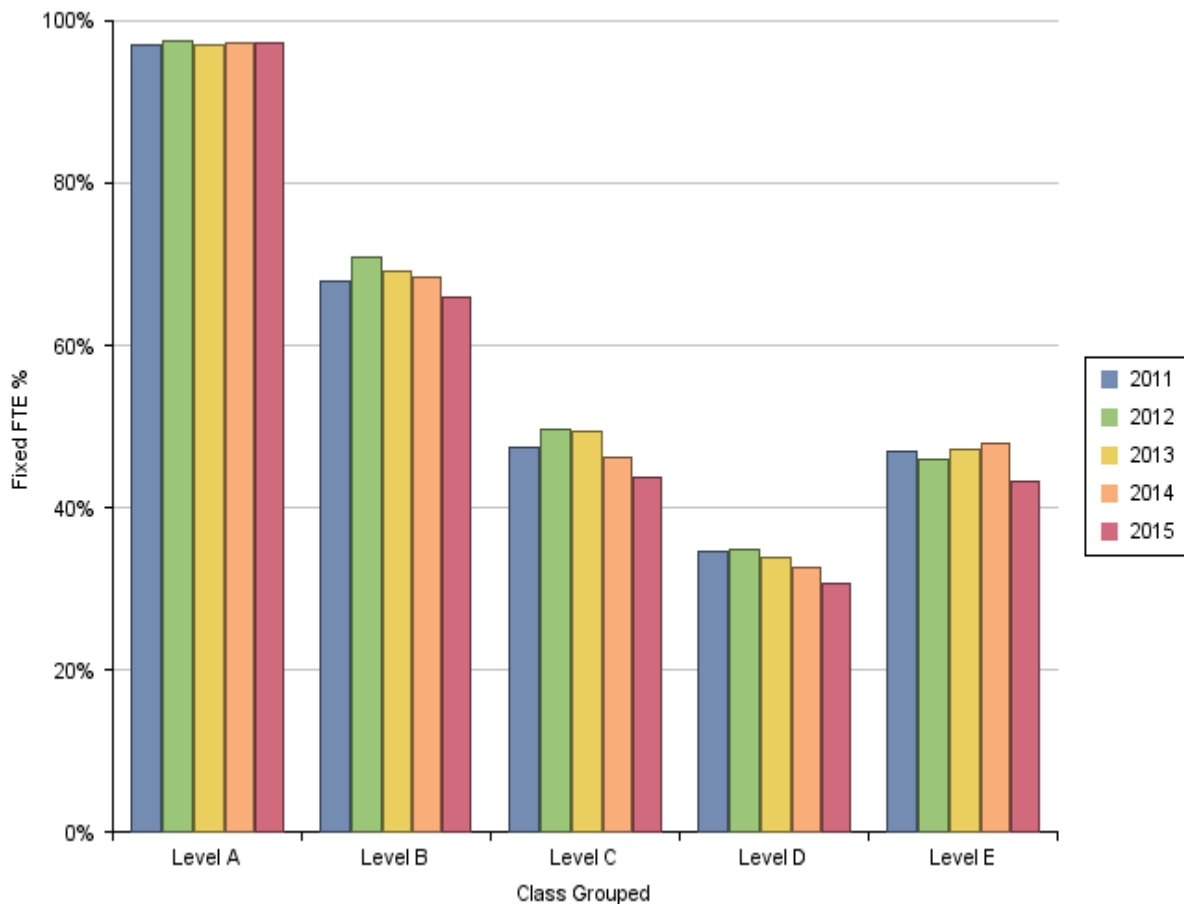
<sup>12</sup> Based on "Workforce Function" which is used within UQ to categorise Academic and Professional staff by functional roles based on their appointment.

<sup>13</sup> Excludes Clinical Academic (Fixed 43.0) and Senior Executive (Fixed 21.0). Based on "Workforce Function" which is used within UQ to categorise Academic and Professional staff by functional roles based on their appointment.

**FIGURE 3: EMPLOYMENT TYPE - PROFESSIONAL STAFF FTE BY FUNCTION (2015)<sup>14</sup>**

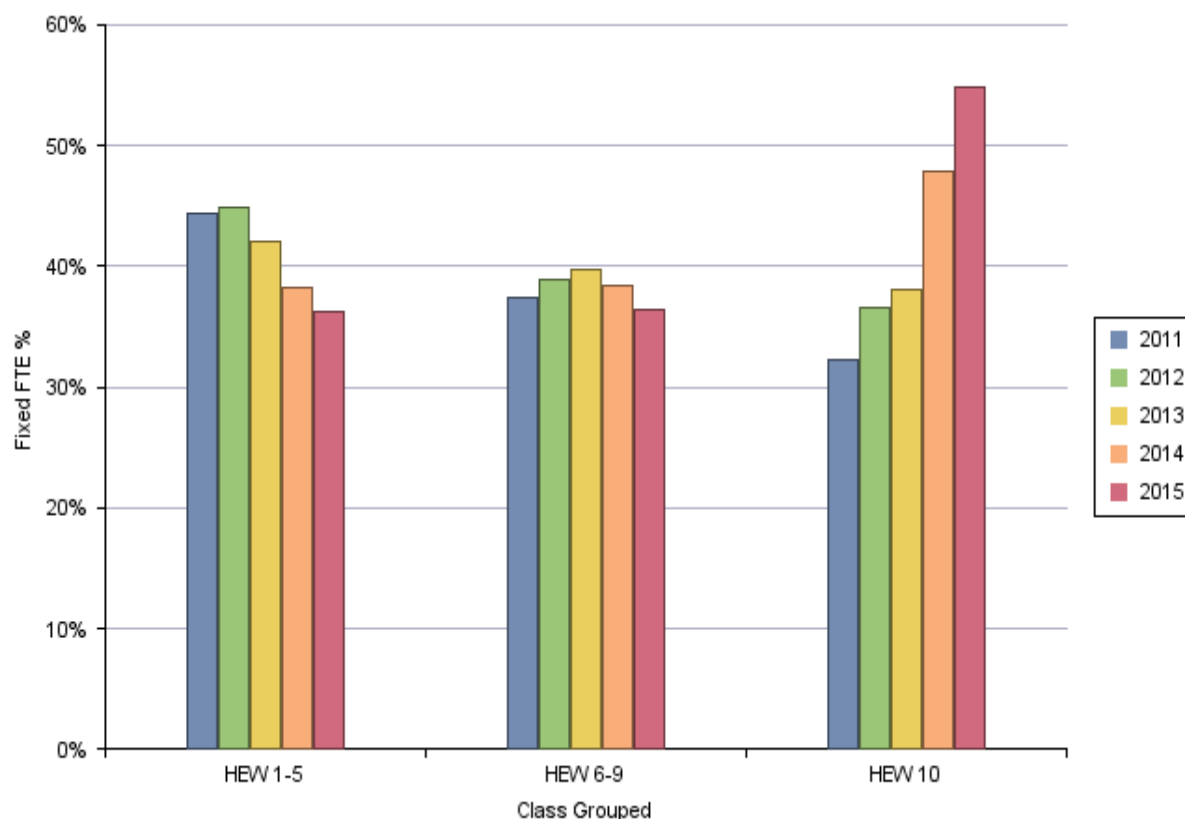


**FIGURE 4: PERCENTAGE OF ACADEMIC APPOINTMENTS THAT ARE FIXED-TERM BY LEVEL (2011 – 2015)<sup>15</sup>**



<sup>14</sup> Excludes Senior Executive (Fixed 2.0) and Professional Other (Fixed 5.0). Based on "Workforce Function" which is used within UQ to categorise Academic and Professional staff by functional roles based on their appointment.

<sup>15</sup> Academic Senior Executive staff are classified as Level E, and Professional Senior Executive staff are classified as HEW 10. Based on FTE.

**FIGURE 5: PERCENTAGE OF PROFESSIONAL APPOINTMENTS THAT ARE FIXED-TERM BY LEVEL (2011 - 2015)<sup>15</sup>**

### Benchmarking

**TABLE 3: BENCHMARKING - PERCENTAGE APPOINTMENTS THAT ARE FIXED-TERM (2010 - 2014)<sup>16</sup>**

Year	UQ	Go8	Aus
2010	49.8%	43.4%	35.8%
2011	51.0%	44.2%	36.4%
2012	52.2%	44.2%	35.8%
2013	51.7%	44.0%	35.6%
2014	48.8% <sup>16</sup>	43.0%	34.6%

Despite the proportion of Fixed-term staff at UQ declining in 2014, benchmarking figures show that the University continues to have a higher proportion of Fixed-term appointments than the Go8 and Australian Universities averages, but this is primarily due to Research Focused Fixed-term appointments.

<sup>16</sup> Discrepancy between the Staff Official 2014 UQ data and the UQ data reported for HR Benchmarking will be due to rounding.

**TABLE 4: EMPLOYMENT TYPE BY AREA AND LEVEL (2015)<sup>17</sup>**

Area	Employment Type	Academic						Professional					Area Total
		Level A	Level B	Level C	Level D	Level E	Total	HEW 1-5	HEW 6-9	HEW 10	TESOL	Total	
Central Services	Continuing	-	7.7%	25.0%	-	10.6%	8.5%	77.6%	82.5%	55.4%	100.0%	79.4%	77.2%
	Fixed-term	100.0%	92.3%	75.0%	100.0%	89.4%	91.5%	22.4%	17.5%	44.6%	-	20.6%	22.8%
	<b>Total FTE</b>	<b>13.4</b>	<b>13.0</b>	<b>8.0</b>	<b>5.5</b>	<b>18.8</b>	<b>58.7</b>	<b>767.9</b>	<b>927.0</b>	<b>84.3</b>	<b>26.0</b>	<b>1,805.2</b>	<b>1,863.9</b>
Faculties	Continuing	4.1%	41.3%	65.1%	78.4%	67.0%	44.8%	60.9%	55.3%	28.1%	-	57.5%	50.3%
	Fixed-term	95.9%	58.7%	34.9%	21.6%	33.0%	55.2%	39.1%	44.7%	71.9%	-	42.5%	49.7%
	<b>Total FTE</b>	<b>589.9</b>	<b>588.6</b>	<b>422.7</b>	<b>291.4</b>	<b>343.6</b>	<b>2,236.2</b>	<b>833.8</b>	<b>869.5</b>	<b>32.0</b>	<b>-</b>	<b>1,735.2</b>	<b>3,971.4</b>
Institutes	Continuing	-	-	1.6%	2.9%	13.5%	1.9%	11.2%	21.6%	22.1%	-	17.7%	8.8%
	Fixed-term	100.0%	100.0%	98.4%	97.1%	86.5%	98.1%	88.8%	78.4%	77.9%	-	82.3%	91.2%
	<b>Total FTE</b>	<b>265.5</b>	<b>114.0</b>	<b>63.4</b>	<b>34.8</b>	<b>61.7</b>	<b>539.4</b>	<b>155.7</b>	<b>247.0</b>	<b>13.6</b>	<b>-</b>	<b>416.2</b>	<b>955.7</b>
<b>All University</b>	Continuing	2.8%	34.1%	56.3%	69.2%	56.7%	35.9%	63.8%	63.6%	45.2%	100.0%	63.3%	51.9%
	Fixed-term	97.2%	65.9%	43.7%	30.8%	43.3%	64.1%	36.2%	36.4%	54.8%	-	36.7%	48.1%
	<b>Total FTE</b>	<b>868.9</b>	<b>715.6</b>	<b>494.1</b>	<b>331.7</b>	<b>424.1</b>	<b>2,834.4</b>	<b>1,757.3</b>	<b>2,043.4</b>	<b>129.9</b>	<b>26.0</b>	<b>3,956.6</b>	<b>6,791.0</b>

The Institutes have the highest proportion of appointments that are Fixed-term (91.2%) with 100% of Academic staff employed at Levels A and B, and 98.4% of Level C Academics on Fixed-term appointments (Table 5, p14).

Faculties (which represent 58.5% of total University FTE) have 49.7% of their staff employed on Fixed-term contracts, with the highest percentages being in Academic Level A (95.9%) and Professional HEW 10 (71.9%) (Table 6, p15).

Within Central Services the majority of staff are funded from the operating budget rather than external funding. This allows a larger contingent of staff to be employed on Continuing appointments (77.2%), with a lower percentage of staff employed on Fixed-term contracts (21.8%).

Areas of the University with a high percentage of Fixed-term appointments include the Institutes and School or Faculty-based Centres, where funding is mainly based on grants or Fixed-term funding. A further breakdown of these results by Faculty and Institute is on the following pages.

<sup>17</sup> Percentages refer to the proportion of staff employed on the Employment Types within each Area (based on FTE).

TABLE 5: EMPLOYMENT TYPE - INSTITUTES BY LEVEL (2015)<sup>18</sup>

Institute	Employment Type	Academic						Professional				Institute Total
		Level A	Level B	Level C	Level D	Level E	Total	HEW 1-5	HEW 6-9	HEW 10	Total	
Australian Institute for Bioengineering and Nanotechnology	Continuing	-	-	-	-	-	-	23.7%	32.8%	-	28.6%	13.3%
	Fixed-term	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	76.3%	67.2%	100.0%	71.4%	86.7%
	<b>Total FTE</b>	<b>51.1</b>	<b>22.6</b>	<b>5.8</b>	<b>3.0</b>	<b>8.4</b>	<b>90.9</b>	<b>33.0</b>	<b>45.1</b>	<b>0.9</b>	<b>79.0</b>	<b>169.87</b>
Global Change Institute	Continuing	-	-	-	100.0%	-	7.1%	-	-	-	-	3.2%
	Fixed-term	100.0%	100.0%	100.0%	-	100.0%	92.9%	100.0%	100.0%	100.0%	100.0%	96.8%
	<b>Total FTE</b>	<b>9.5</b>	<b>2.0</b>	<b>0.6</b>	<b>1.0</b>	<b>1.0</b>	<b>14.1</b>	<b>3.2</b>	<b>13.5</b>	<b>0.2</b>	<b>16.9</b>	<b>30.97</b>
Institute for Molecular Bioscience	Continuing	-	-	7.6%	-	-	0.6%	22.3%	37.6%	33.3%	32.9%	15.0%
	Fixed-term	100.0%	100.0%	92.4%	100.0%	100.0%	99.4%	77.7%	62.4%	66.7%	67.1%	85.0%
	<b>Total FTE</b>	<b>95.3</b>	<b>31.0</b>	<b>13.2</b>	<b>4.2</b>	<b>18.2</b>	<b>161.9</b>	<b>38.5</b>	<b>87.9</b>	<b>3.0</b>	<b>129.4</b>	<b>291.34</b>
Qld Alliance for Agriculture and Food Innovation	Continuing	-	-	-	-	30.8%	2.6%	-	6.5%	-	3.2%	2.7%
	Fixed-term	100.0%	100.0%	100.0%	100.0%	69.2%	97.4%	100.0%	93.5%	100.0%	96.8%	97.3%
	<b>Total FTE</b>	<b>25.6</b>	<b>11.4</b>	<b>22.8</b>	<b>11.5</b>	<b>6.5</b>	<b>77.8</b>	<b>15.3</b>	<b>15.4</b>	<b>1.0</b>	<b>31.7</b>	<b>109.43</b>
Qld Brain Institute	Continuing	-	-	-	-	27.5%	3.0%	2.5%	6.6%	52.6%	6.7%	4.7%
	Fixed-term	100.0%	100.0%	100.0%	100.0%	72.5%	97.0%	97.5%	93.4%	47.4%	93.3%	95.3%
	<b>Total FTE</b>	<b>63.2</b>	<b>27.2</b>	<b>2.0</b>	<b>5.5</b>	<b>12.1</b>	<b>110.0</b>	<b>40.3</b>	<b>45.8</b>	<b>3.8</b>	<b>89.9</b>	<b>199.96</b>
Sustainable Minerals Institute	Continuing	-	-	-	-	19.4%	3.5%	-	4.1%	-	2.3%	3.0%
	Fixed-term	100.0%	100.0%	100.0%	100.0%	80.6%	96.5%	100.0%	95.9%	100.0%	97.7%	97.0%
	<b>Total FTE</b>	<b>20.9</b>	<b>19.8</b>	<b>19.0</b>	<b>9.6</b>	<b>15.5</b>	<b>84.8</b>	<b>25.4</b>	<b>39.3</b>	<b>4.7</b>	<b>69.3</b>	<b>154.09</b>
<b>All Institutes</b>	<i>Continuing</i>	-	-	1.6%	2.9%	13.5%	1.9%	11.2%	21.6%	22.1%	17.7%	8.8%
	<i>Fixed-term</i>	100.0%	100.0%	98.4%	97.1%	86.5%	98.1%	88.8%	78.4%	77.9%	82.3%	91.2%
	<b>Total FTE</b>	<b>265.5</b>	<b>114.0</b>	<b>63.4</b>	<b>34.8</b>	<b>61.7</b>	<b>539.4</b>	<b>155.7</b>	<b>247.0</b>	<b>13.6</b>	<b>416.2</b>	<b>955.66</b>

<sup>18</sup> Percentages refer to the proportion of staff employed on the Employment Types within each Institute and Classification Level (based on FTE).

TABLE 6: EMPLOYMENT TYPE - FACULTIES BY LEVEL (2015)<sup>19</sup>

Faculty	Employment Type	Academic						Professional				Faculty Total
		Level A	Level B	Level C	Level D	Level E	Total	HEW 1-5	HEW 6-9	HEW 10	Total	
Business, Economics & Law	Continuing	12.1%	67.7%	89.8%	93.9%	79.2%	72.3%	79.9%	73.6%	-	74.8%	73.2%
	Fixed-term	87.9%	32.3%	10.2%	6.1%	20.8%	27.7%	20.1%	26.4%	100.0%	25.2%	26.8%
	<b>Total FTE</b>	<b>33.0</b>	<b>80.5</b>	<b>55.9</b>	<b>46.7</b>	<b>51.8</b>	<b>267.8</b>	<b>77.9</b>	<b>86.5</b>	<b>4.0</b>	<b>168.4</b>	<b>436.21</b>
Eng, Arch and Info Tech	Continuing	2.7%	38.8%	64.0%	80.5%	82.2%	42.8%	56.1%	59.4%	75.0%	58.3%	49.1%
	Fixed-term	97.3%	61.2%	36.0%	19.5%	17.8%	57.2%	43.9%	40.6%	25.0%	41.7%	50.9%
	<b>Total FTE</b>	<b>110.2</b>	<b>89.1</b>	<b>42.2</b>	<b>34.3</b>	<b>65.5</b>	<b>341.2</b>	<b>96.1</b>	<b>133.6</b>	<b>4.0</b>	<b>233.7</b>	<b>574.92</b>
Health Behavioural Science	Continuing	9.5%	42.6%	74.7%	78.6%	63.0%	48.9%	76.6%	52.4%	25.0%	63.8%	56.1%
	Fixed-term	90.5%	57.4%	25.3%	21.4%	37.0%	51.1%	23.4%	47.6%	75.0%	36.2%	43.9%
	<b>Total FTE</b>	<b>69.7</b>	<b>86.9</b>	<b>58.1</b>	<b>40.2</b>	<b>41.6</b>	<b>296.4</b>	<b>137.6</b>	<b>140.5</b>	<b>4.0</b>	<b>282.0</b>	<b>578.41</b>
Humanities Social Science	Continuing	10.9%	63.3%	87.1%	99.1%	71.5%	68.6%	78.1%	66.1%	25.0%	70.5%	69.2%
	Fixed-term	89.1%	36.7%	12.9%	0.9%	28.5%	31.4%	21.9%	33.9%	75.0%	29.5%	30.8%
	<b>Total FTE</b>	<b>41.4</b>	<b>100.3</b>	<b>81.1</b>	<b>43.4</b>	<b>38.8</b>	<b>305.0</b>	<b>66.5</b>	<b>73.4</b>	<b>4.0</b>	<b>143.9</b>	<b>448.84</b>
Medicine Biomedical Science	Continuing	0.8%	18.1%	31.6%	37.7%	32.5%	19.7%	40.0%	33.4%	11.1%	36.0%	28.7%
	Fixed-term	99.2%	81.9%	68.4%	62.3%	67.5%	80.3%	60.0%	66.6%	88.9%	64.0%	71.3%
	<b>Total FTE</b>	<b>118.0</b>	<b>93.9</b>	<b>81.6</b>	<b>39.3</b>	<b>55.9</b>	<b>388.7</b>	<b>221.2</b>	<b>241.0</b>	<b>9.0</b>	<b>471.2</b>	<b>859.87</b>
Science	Continuing	2.3%	26.5%	56.2%	77.4%	70.1%	36.2%	62.2%	69.4%	42.9%	65.1%	48.0%
	Fixed-term	97.7%	73.5%	43.8%	22.6%	29.9%	63.8%	37.8%	30.6%	57.1%	34.9%	52.0%
	<b>Total FTE</b>	<b>217.8</b>	<b>138.0</b>	<b>103.9</b>	<b>87.5</b>	<b>90.1</b>	<b>637.2</b>	<b>234.5</b>	<b>194.5</b>	<b>7.0</b>	<b>436.0</b>	<b>1,073.15</b>
<b>All Faculties</b>	<i>Continuing</i>	4.1%	41.3%	65.1%	78.4%	67.0%	44.8%	60.9%	55.3%	28.1%	57.5%	50.3%
	<i>Fixed-term</i>	95.9%	58.7%	34.9%	21.6%	33.0%	55.2%	39.1%	44.7%	71.9%	42.5%	49.7%
	<b>Total FTE</b>	<b>589.9</b>	<b>588.6</b>	<b>422.7</b>	<b>291.4</b>	<b>343.6</b>	<b>2,236.2</b>	<b>833.8</b>	<b>869.5</b>	<b>32.0</b>	<b>1,735.2</b>	<b>3,971.4</b>

<sup>19</sup> Percentages refer to the proportion of staff of each Employment Type within each Faculty and Classification Level (based on FTE).



## 6 WORKFORCE FUNCTION

**Key points for 2015:**

- Academic staff FTE had a 1.7% decrease between 2014 (2,883.2) and 2015 (2,834.4)
- 54.1% of Academic staff are employed as RF and only 37.7% are employed as T&R
- The proportion of Academic staff employed as T&R had a small increase in 2015, from 37.5% to 37.7%, after it had decreased over the preceding 5 years
- There were small increases in the percentage of Academic staff employed as T&R, RF and CA in 2015
- Professional staff FTE increased by 23.8 in 2015
- 75.3% of Professional staff are employed in the Administration stream

Workforce Function is used within UQ to categorise Academic and Professional staff by functional roles based on their appointment. The workforce function reflects the actual role filled on 31 March.

Academic staff can be appointed to the following functional roles: Teaching and Research (T&R), Research Focused (RF), Teaching Focused (TF), Clinical Academic (CA) and Senior Executive.

Professional staff are broken down into functional roles based on the Job Family of their appointment. Professional staff functional groups are: Administration, Research/Technical, Professional Other and Senior Executive (see page 49 for detailed definitions).

Data included in the tables and figures below is for all Continuing and Fixed-term staff employed as at 31 March as reported to the Department of Education. Casual and Unpaid staff are excluded.

No AHEIA HR benchmarking data exists for Workforce Function.

**TABLE 7: WORKFORCE FUNCTION - FTE AND PERCENTAGE (2011 – 2015)**

Function	2011		2012		2013		2014		2015	
	FTE	% Acad FTE	FTE	% Acad FTE	FTE	% Acad FTE	FTE	% Acad FTE	FTE	% Acad FTE
Teaching & Research	1,135.8	41.4%	1,123.6	39.6%	1,116.1	38.7%	1,080.2	37.5%	1,069.8	37.7%
Research Focused	1,424.6	51.9%	1,493.7	52.7%	1,553.9	53.9%	1,558.1	54.0%	1,532.2	54.1%
Teaching Focused	156.9	5.7%	170.7	6.0%	155.9	5.4%	178.8	6.2%	148.9	5.3%
Clinical Academic	-	-	24.7	0.9%	33.2	1.2%	38.7	1.3%	62.5	2.2%
Senior Executive	26.0	0.9%	23.0	0.8%	24.0	0.8%	27.5	1.0%	21.0	0.7%
<b>Total Academic</b>	<b>2,743.2</b>		<b>2,835.7</b>		<b>2,883.0</b>		<b>2,883.2</b>		<b>2,834.4</b>	
Professional	FTE	% Prof FTE	FTE	% Prof FTE	FTE	% Prof FTE	FTE	% Prof FTE	FTE	% Prof FTE
Administration	2,703.8	71.1%	2,809.3	71.8%	2,932.1	73.1%	2,903.8	73.8%	2,979.0	75.3%
Prof Research/Technical	1,044.8	27.5%	1,048.7	26.8%	1,026.9	25.6%	982.7	25.0%	932.3	23.6%
Professional Other	54.4	1.4%	54.2	1.4%	46.6	1.2%	44.2	1.1%	43.3	1.1%
Senior Executive	2.0	0.1%	3.0	0.1%	3.0	0.1%	2.0	0.1%	2.0	0.1%
<b>Total Professional</b>	<b>3,804.9</b>		<b>3,915.1</b>		<b>4,008.6</b>		<b>3,932.8</b>		<b>3,956.6</b>	
<b>Total University</b>	<b>6,548.2</b>		<b>6,750.8</b>		<b>6,891.6</b>		<b>6,816.0</b>		<b>6,791.0</b>	

Academic staff FTE decreased by 48.8 (1.7%) to 2,834.4 in 2015 from 2,883.2 in 2014 with decreases across all roles except Clinical Academics. Teaching and Research (T&R) staff FTE decreased by 10.4, Research Focused (RF) by 25.9 and Teaching Focused (TF) by 29.9. Clinical Academic staff FTE increased by 23.8.

The proportion of Academic staff employed as T&R (37.7%) and RF (54.1%) in 2015 showed little change from 2014 following a downward trend in the proportion of T&R staff and an upward trend in the proportion of RF staff over the preceding 4 years.

The relative proportion of staff that are employed as T&R and RF has changed over the five year period (2011 – 2015). T&R Academics accounted for 41.4% of the Academic workforce in 2011, by 2015 they comprised only 37.7% (or 39.9% when Clinical Academics are included). While the Research Institutes at UQ have by far the greatest proportion of Academic staff that are RF, it is interesting to note that 63.4% of all RF staff at UQ are based in the Faculties. (Table 10, p17).

Professional staff FTE increased by 23.8 FTE from 3,932.8 in 2014 to 3,956.6 in 2015, however the Professional Research/Technical staff FTE decreased by 50.4 while FTE for staff in the Administration function increased by 75.2. Administrative staff now comprise 75.3% of all Professional staff.

**TABLE 8: ACADEMIC LEVEL - FTE AND PERCENTAGE BY WORKFORCE FUNCTION (2015)**

Function	Level A		Level B		Level C		Level D		Level E		Total Academics	
	FTE	% FTE	FTE	% FTE	FTE	% FTE	FTE	% FTE	FTE	% FTE	FTE	% FTE
Teaching & Research	45.4	4.2%	259.2	24.2%	267.2	25.0%	216.8	20.3%	281.2	26.3%	1,069.8	37.7%
Research Focused	767.7	50.1%	372.1	24.3%	181.5	11.8%	91.7	6.0%	119.3	7.8%	1,532.2	54.1%
Teaching Focused	34.4	23.1%	70.3	47.2%	26.7	18.0%	15.5	10.4%	2.0	1.3%	148.9	5.3%
Clinical Academic	21.4	34.3%	14.0	22.4%	18.7	29.9%	7.7	12.3%	0.7	1.1%	62.5	2.2%
Senior Executive	-	-	-	-	-	-	-	-	21.0	100.0%	21.0	0.7%
<b>All Academic</b>	<b>868.9</b>	<b>30.7%</b>	<b>715.6</b>	<b>25.2%</b>	<b>494.1</b>	<b>17.4%</b>	<b>331.7</b>	<b>11.7%</b>	<b>424.1</b>	<b>15.0%</b>	<b>2,834.4</b>	<b>100.0%</b>

The distribution of staff by classification level varies significantly between the Academic functions. 74.4% of all RF Academic staff are employed at the junior levels (A and B) while only 28.4% of T&R Academic staff are employed at the same levels. A correspondingly small proportion of RF Academic staff are employed at senior levels with the difference being most noticeable at Levels D and E. Only 6.0% of RF Academic staff are employed at Level D compared to 20.3% of T&R Academics. These figures may signal a challenge to the University in terms of promotion and retention of Academic staff on RF appointments.

**TABLE 9: PROFESSIONAL LEVEL - FTE AND PERCENTAGE BY WORKFORCE FUNCTION (2015)**

Function	HEW 1-5		HEW 6-9		HEW 10		TESOL		Total Professionals	
	FTE	% FTE	FTE	% FTE	FTE	% FTE	FTE	% FTE	FTE	% FTE
Administration	1,290.0	43.3%	1,561.2	52.4%	127.9	4.3%	-	-	2,979.0	75.3%
Professional Research/Tech	454.1	48.7%	478.2	51.3%	-	-	-	-	932.3	23.6%
Professional Other	13.3	30.7%	4.0	9.2%	-	-	26.0	60.0%	43.3	1.1%
Senior Executive	-	-	-	-	2.0	100.0%	-	-	2.0	0.1%
<b>All Professional</b>	<b>1,757.3</b>	<b>44.4%</b>	<b>2,043.4</b>	<b>51.6%</b>	<b>129.9</b>	<b>3.3%</b>	<b>26.0</b>	<b>0.7%</b>	<b>3,956.6</b>	<b>100.0%</b>

**TABLE 10: WORKFORCE FUNCTION - FTE AND PERCENTAGE BY AREA (2015)**

Area		Academic						Professional					Area Total
		Teach & Res	Research	Teaching	Clinical	Senior	Total	Admin	Prof	Prof Other	Senior	Total	
Central Services	FTE	9.1	36.6	2.0	-	11.0	58.7	1,662.8	97.0	43.3	2.0	1,805.2	1,863.9
	%	<b>0.9%</b>	<b>2.4%</b>	<b>1.3%</b>	-	<b>52.4%</b>	<b>2.1%</b>	<b>55.8%</b>	<b>10.4%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>45.6%</b>	<b>1,863.9</b>
Faculties	FTE	1,049.2	971.9	146.7	62.5	6.0	2,236.2	1,121.4	613.9	-	-	1,735.2	3,971.4
	%	<b>98.1%</b>	<b>63.4%</b>	<b>98.5%</b>	<b>100.0%</b>	<b>28.6%</b>	<b>78.9%</b>	<b>37.6%</b>	<b>65.8%</b>	-	-	<b>43.9%</b>	<b>3,971.4</b>
Institutes	FTE	11.5	523.7	0.2	-	4.0	539.4	194.9	221.4	-	-	416.2	955.7
	%	<b>1.1%</b>	<b>34.2%</b>	<b>0.1%</b>	-	<b>19.0%</b>	<b>19.0%</b>	<b>6.5%</b>	<b>23.7%</b>	-	-	<b>10.5%</b>	<b>955.7</b>
<b>All University</b>	FTE	<b>1,069.8</b>	<b>1,532.2</b>	<b>148.9</b>	<b>62.5</b>	<b>21.0</b>	<b>2,834.3</b>	<b>2,979.0</b>	<b>932.3</b>	<b>43.3</b>	<b>2.0</b>	<b>3,956.6</b>	<b>6,791.0</b>
	%	<b>37.7%</b>	<b>54.1%</b>	<b>5.3%</b>	<b>2.2%</b>	<b>0.7%</b>	<b>100.0%</b>	<b>75.3%</b>	<b>23.6%</b>	<b>1.1%</b>	<b>0.1%</b>	<b>100.0%</b>	<b>100.0%</b>

## 7 AGE PROFILE

**Key points for 2015:**

- The median age of staff at the University stayed steady at 42 in 2015
- There is a significant difference in the median age of T&R Academics (50) compared to RF Academics (37)
- 50.3% of T&R Academics are aged 50 or older but only 17.9% of RF Academics are aged 50 or older
- The median age of staff in Institutes is 38 compared to 42 in Faculties and 43 in Central Services

The ageing of the Academic workforce is an issue for Australian Universities. The latest benchmark figures for Australian Universities show that 39.5% of the Academic workforce nationally is aged 50 or older. UQ differs from the Australian benchmark with 29.6% of its Academic workforce in this bracket (Table 17, p23). However, when UQ's age data is broken down by Workforce Function (Table 15, p19) significant differences emerge. Half of the University's T&R Academics are aged 50 or older while only 17.9% of RF staff are in this age bracket.

Similarly, within the Professional workforce the Research/Technical stream is a much younger population than the Administration stream. 32.1% of Professional Administration staff are aged 50 or older compared to 22.6% of Professional Research/Technical staff.

The distribution of staff within classification levels broadly correlates with age (Table 12, page 19).

In both Academic and Professional categories, the highest numbers of staff are recorded in the 30 – 34 year old age bracket.

Data included in the tables and figures below is for all Continuing and Fixed-term staff employed as at 31 March as reported to the Department of Education. Casual and Unpaid staff are excluded.

**TABLE 11: HEADCOUNT BY AGE GROUP (2013-2015)<sup>20</sup>**

Category	Year	<25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	>=65	Total
Academic	2013	11	223	570	520	393	455	380	272	215	88	<b>3,127</b>
	%	0.4%	7.1%	18.2%	16.6%	12.6%	14.6%	12.2%	8.7%	6.9%	2.8%	<b>100%</b>
	2014	8	201	560	535	384	423	395	284	210	119	<b>3,119</b>
	%	0.3%	6.4%	18.0%	17.2%	12.3%	13.6%	12.7%	9.1%	6.7%	3.8%	<b>100%</b>
	2015	9	178	600	538	368	389	386	300	196	134	<b>3,098</b>
	%	0.3%	5.7%	19.4%	17.4%	11.9%	12.6%	12.5%	9.7%	6.3%	4.3%	<b>100%</b>
Professional	2013	228	593	680	573	560	480	483	384	274	94	<b>4,349</b>
	%	5.2%	13.6%	15.6%	13.2%	12.9%	11.0%	11.1%	8.8%	6.3%	2.2%	<b>100%</b>
	2014	171	532	695	586	541	505	474	393	273	87	<b>4,257</b>
	%	4.0%	12.5%	16.3%	13.8%	12.7%	11.9%	11.1%	9.2%	6.4%	2.0%	<b>100%</b>
	2015	160	497	700	600	575	482	474	422	277	103	<b>4,290</b>
	%	3.7%	11.6%	16.3%	14.0%	13.4%	11.2%	11.0%	9.8%	6.5%	2.4%	<b>100%</b>
All Staff	2013	239	816	1250	1093	953	934	862	656	488	182	<b>7,473</b>
	%	3.2%	10.9%	16.7%	14.6%	12.8%	12.5%	11.5%	8.8%	6.5%	2.4%	<b>100%</b>
	2014	179	733	1254	1120	925	927	868	677	482	206	<b>7,371</b>
	%	2.4%	9.9%	17.0%	15.2%	12.5%	12.6%	11.8%	9.2%	6.5%	2.8%	<b>100%</b>
	2015	169	675	1299	1137	942	871	860	722	473	237	<b>7,385</b>
	%	2.3%	9.1%	17.6%	15.4%	12.8%	11.8%	11.6%	9.8%	6.4%	3.2%	<b>100%</b>

<sup>20</sup> Headcount figures used will not match benchmarking figures (Table 17), which is based on FTE.

TABLE 12: HEADCOUNT BY LEVEL AND AGE GROUP (2015)<sup>21</sup>

Category	Level	<25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	>=65	Total
Academic	Level A	9	155	387	204	66	52	37	13	13	6	942
	%	1.0%	16.5%	41.1%	21.7%	7.0%	5.5%	3.9%	1.4%	1.4%	0.6%	100.0%
	Level B	-	23	189	193	121	100	73	41	21	13	774
	%	-	3.0%	24.4%	24.9%	15.6%	12.9%	9.4%	5.3%	2.7%	1.7%	100.0%
	Level C	-	-	21	106	102	101	91	71	43	22	557
	%	-	-	3.8%	19.0%	18.3%	18.1%	16.3%	12.7%	7.7%	3.9%	100.0%
	Level D	-	-	2	30	60	72	78	61	40	29	372
	%	-	-	0.5%	8.1%	16.1%	19.4%	21.0%	16.4%	10.8%	7.8%	100.0%
	Level E	-	-	1	6	19	65	107	114	79	65	456
	%	-	-	0.2%	1.3%	4.2%	14.3%	23.5%	25.0%	17.3%	14.3%	100.0%
	<b>All Acad.</b>	<b>9</b>	<b>178</b>	<b>600</b>	<b>538</b>	<b>368</b>	<b>389</b>	<b>386</b>	<b>300</b>	<b>196</b>	<b>134</b>	<b>3,098</b>
	%	<b>0.3%</b>	<b>5.7%</b>	<b>19.4%</b>	<b>17.4%</b>	<b>11.9%</b>	<b>12.6%</b>	<b>12.5%</b>	<b>9.7%</b>	<b>6.3%</b>	<b>4.3%</b>	<b>100.0%</b>
Professional	HEW 1-5	141	317	303	212	203	160	186	193	147	65	1,927
	%	7.3%	16.5%	15.7%	11.0%	10.5%	8.3%	9.7%	10.0%	7.6%	3.4%	100.0%
	HEW 6-9	19	182	392	367	347	295	255	201	112	32	2,202
	%	0.9%	8.3%	17.8%	16.7%	15.8%	13.4%	11.6%	9.1%	5.1%	1.5%	100.0%
	HEW 10	-	-	4	16	19	22	27	25	16	5	134
	%	-	-	3.0%	11.9%	14.2%	16.4%	20.1%	18.7%	11.9%	3.7%	100.0%
	TESOL	-	-	1	5	6	6	6	3	2	1	30
	%	-	-	3.3%	16.7%	20.0%	20.0%	20.0%	10.0%	6.7%	3.3%	100.0%
	<b>All Prof.</b>	<b>160</b>	<b>497</b>	<b>700</b>	<b>600</b>	<b>575</b>	<b>482</b>	<b>474</b>	<b>422</b>	<b>277</b>	<b>103</b>	<b>4,290</b>
	%	<b>3.7%</b>	<b>11.6%</b>	<b>16.3%</b>	<b>14.0%</b>	<b>13.4%</b>	<b>11.2%</b>	<b>11.0%</b>	<b>9.8%</b>	<b>6.5%</b>	<b>2.4%</b>	<b>100.0%</b>
<b>All University (unduplicated)</b>		<b>169</b>	<b>675</b>	<b>1,299</b>	<b>1,137</b>	<b>942</b>	<b>871</b>	<b>860</b>	<b>722</b>	<b>473</b>	<b>237</b>	<b>7,385</b>
	%	<b>2.3%</b>	<b>9.1%</b>	<b>17.6%</b>	<b>15.4%</b>	<b>12.8%</b>	<b>11.8%</b>	<b>11.6%</b>	<b>9.8%</b>	<b>6.4%</b>	<b>3.2%</b>	<b>100.0%</b>

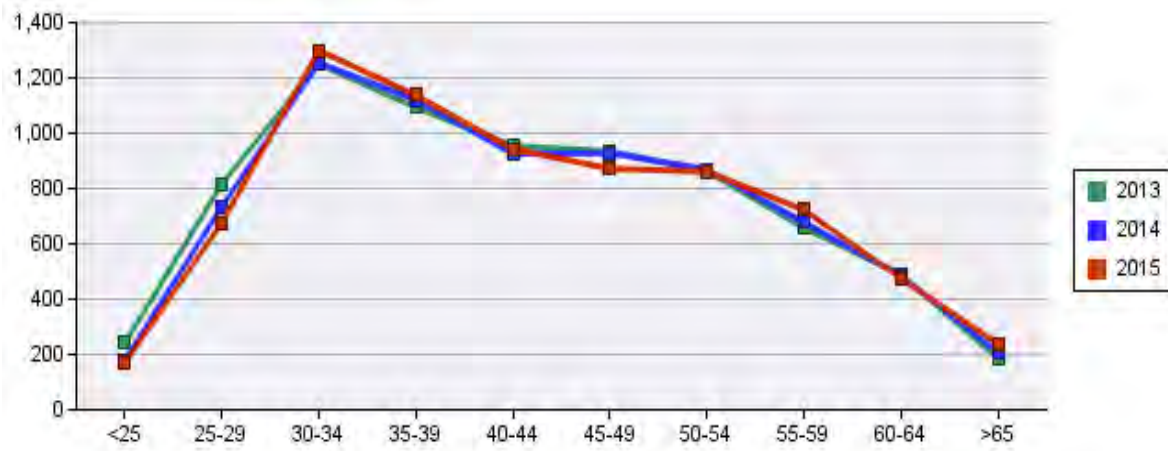
TABLE 13: HEADCOUNT BY WORKFORCE FUNCTION AND AGE GROUP (2015)<sup>22</sup>

Category	Function	<25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	>=65	Total
Academic	Teach & Res	-	26	88	126	146	178	190	183	120	78	1,135
	%	-	2.3%	7.8%	11.1%	12.9%	15.7%	16.7%	16.1%	10.6%	6.9%	100.0%
	Res Focused	5	138	482	378	189	175	144	71	53	29	1,664
	%	0.3%	8.3%	29.0%	22.7%	11.4%	10.5%	8.7%	4.3%	3.2%	1.7%	100.0%
	Teach Focused	-	7	16	22	20	26	39	35	20	20	205
	%	-	3.4%	7.8%	10.7%	9.8%	12.7%	19.0%	17.1%	9.8%	9.8%	100.0%
	Clinical Acad	4	8	15	14	15	11	10	4	4	4	89
	%	4.5%	9.0%	16.9%	15.7%	16.9%	12.4%	11.2%	4.5%	4.5%	4.5%	100.0%
	Senior Exec	-	-	-	-	-	3	5	9	-	4	21
	%	-	-	-	-	-	14.3%	23.8%	42.9%	-	19.0%	100.0%
	<b>All Acad.</b>	<b>9</b>	<b>178</b>	<b>600</b>	<b>538</b>	<b>368</b>	<b>389</b>	<b>386</b>	<b>300</b>	<b>196</b>	<b>134</b>	<b>3,098</b>
	%	<b>0.3%</b>	<b>5.7%</b>	<b>19.4%</b>	<b>17.4%</b>	<b>11.9%</b>	<b>12.6%</b>	<b>12.5%</b>	<b>9.7%</b>	<b>6.3%</b>	<b>4.3%</b>	<b>100.0%</b>
Professional	Admin	89	306	495	463	446	375	376	342	228	79	3,199
	%	2.8%	9.6%	15.5%	14.5%	13.9%	11.7%	11.8%	10.7%	7.1%	2.5%	100.0%
	Prof Res/Tech	70	187	201	129	122	99	91	76	46	23	1,044
	%	6.7%	17.9%	19.3%	12.4%	11.7%	9.5%	8.7%	7.3%	4.4%	2.2%	100.0%
	Prof Other	1	5	5	9	7	8	7	3	2	1	48
	%	2.1%	10.4%	10.4%	18.8%	14.6%	16.7%	14.6%	6.3%	4.2%	2.1%	100.0%
	Senior Exec	-	-	-	-	-	-	-	1	1	-	<2
	%	-	-	-	-	-	-	-	50.0%	50.0%	-	100.0%
	<b>All Prof.</b>	<b>160</b>	<b>497</b>	<b>700</b>	<b>600</b>	<b>575</b>	<b>482</b>	<b>474</b>	<b>422</b>	<b>277</b>	<b>103</b>	<b>4,290</b>
	%	<b>3.7%</b>	<b>11.6%</b>	<b>16.3%</b>	<b>14.0%</b>	<b>13.4%</b>	<b>11.2%</b>	<b>11.0%</b>	<b>9.8%</b>	<b>6.5%</b>	<b>2.4%</b>	<b>100.0%</b>
<b>All University (unduplicated)</b>		<b>169</b>	<b>675</b>	<b>1,299</b>	<b>1,137</b>	<b>942</b>	<b>871</b>	<b>860</b>	<b>722</b>	<b>473</b>	<b>237</b>	<b>7,385</b>
	%	<b>2.3%</b>	<b>9.1%</b>	<b>17.6%</b>	<b>15.4%</b>	<b>12.8%</b>	<b>11.8%</b>	<b>11.6%</b>	<b>9.8%</b>	<b>6.4%</b>	<b>3.2%</b>	<b>100.0%</b>

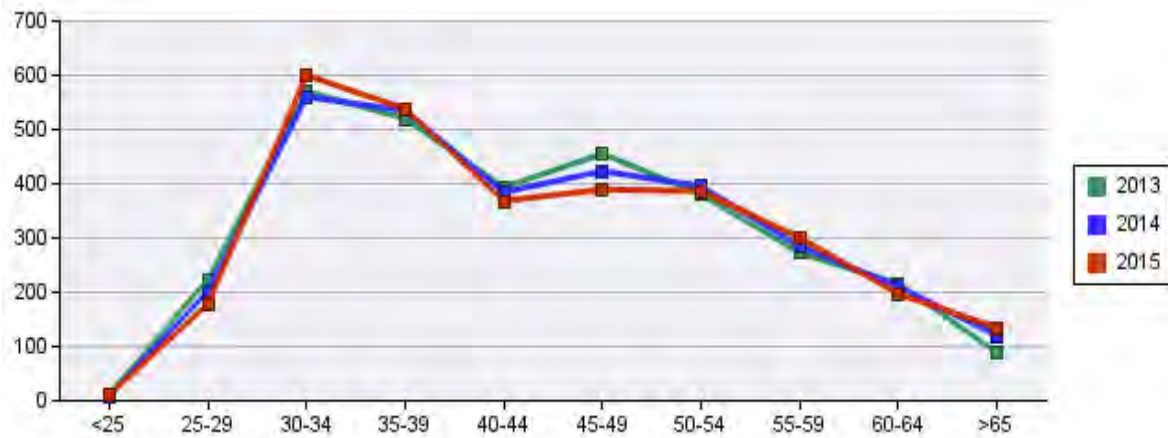
<sup>21</sup> Headcount totals are unduplicated. This means that each person who belongs to multiple categories is counted once per category (e.g. BEL, Science) but once only in the totals. Totals may therefore not reflect the sum of the data in the body of the table.

<sup>22</sup> Based on "Workforce Function" which is used within UQ to categorise Academic and Professional staff by functional roles based on their appointment. Headcount totals are unduplicated. This means that each person who belongs to multiple categories is counted once per category (e.g. BEL, Science) but once only in the totals. Totals may therefore not reflect the sum of the data in the body of the table.

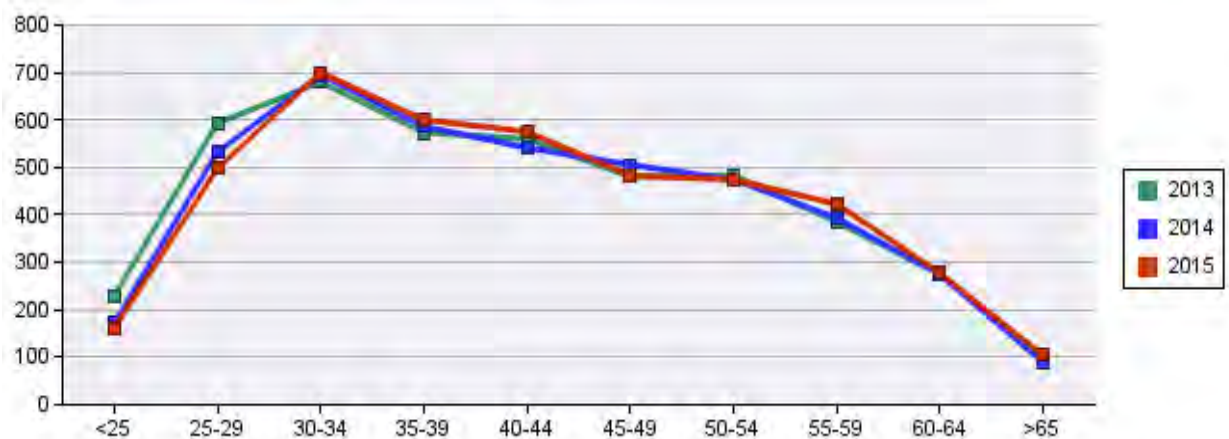
**FIGURE 6: HEADCOUNT BY AGE GROUP - ALL UQ (2013 - 2015)**



**FIGURE 7: HEADCOUNT BY AGE GROUP - ACADEMIC STAFF (2013 - 2015)**



**FIGURE 8: HEADCOUNT BY AGE GROUP - PROFESSIONAL STAFF (2013 - 2015)**



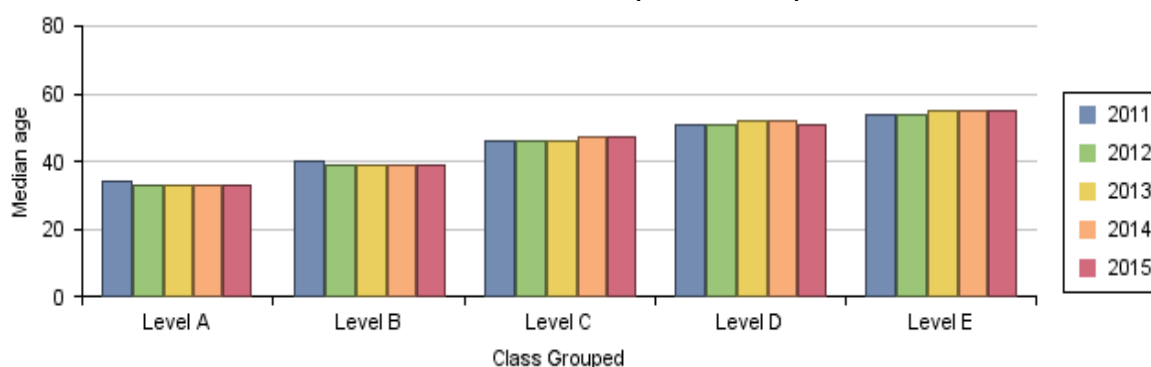
## University Median Age

The median age of Continuing and Fixed-term staff increased to 42 in 2014 and has remained stable in 2015, having been 41 for the 4 years prior. In 2015 the median age is 42 for Academic staff and 41 for Professional staff. RF Academics are a younger population with a median age of 37, compared to T&R staff with a median age of 50 (Table 15).

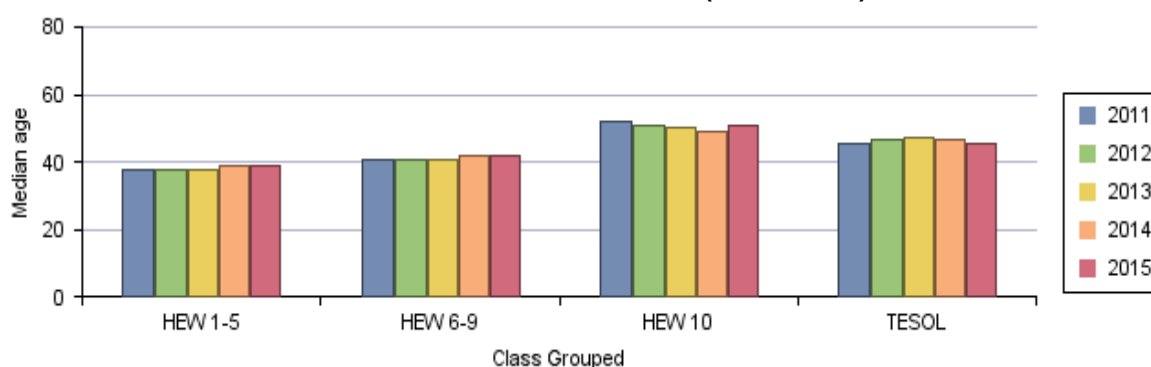
**TABLE 14: MEDIAN AGE - ALL STAFF BY LEVEL (2011 - 2015)<sup>23</sup>**

Year	Academic					Professional				UQ
	Level A	Level B	Level C	Level D	Level E	HEW 1-5	HEW 6-9	HEW 10	TESOL	
2011	34	40	46	51	54	38	41	52	45.5	<b>41</b>
2012	33	39	46	51	54	38	41	51	46.5	<b>41</b>
2013	33	39	46	52	55	38	41	50	47	<b>41</b>
2014	33	39	47	52	55	39	42	49	46.5	<b>42</b>
2015	33	39	47	51	55	39	42	51	45.5	<b>42</b>

**FIGURE 9: MEDIAN AGE - ACADEMIC STAFF BY LEVEL (2011 – 2015)<sup>23</sup>**



**FIGURE 10: MEDIAN AGE - PROFESSIONAL STAFF BY LEVEL (2011 - 2015)<sup>23</sup>**



**TABLE 15: MEDIAN AGE BY WORKFORCE FUNCTION (2011 - 2015)<sup>24</sup>**

Category	Function	2011	2012	2013	2014	2015
Academic	Teaching & Research	48	48.5	49	49	50
	Research Focused	38	37	37	37	37
	Teaching Focused	48	47	47	49	51
	Clinical Academic	-	34.5	38.5	40	41
	Senior Executive	55	54	55	55	56
	<b>All Academic</b>		<b>43</b>	<b>43</b>	<b>42</b>	<b>43</b>
Professional	Administration	42	42	42	42	42
	Prof Res /Technical	35	35	36	36	37
	Professional Other	40	40	43	43	42
	Senior Executive	49	60	61	59	60
	<b>All Professional</b>		<b>40</b>	<b>40</b>	<b>40</b>	<b>41</b>
<b>All University</b>		<b>42</b>	<b>41</b>	<b>41</b>	<b>42</b>	<b>42</b>

<sup>23</sup> Academic Senior Executive staff are classified as Level E, and Professional Senior Executive staff are classified as HEW 10.

<sup>24</sup> Data not included where there are 2 or less staff meeting criteria (N/A). Based on "Workforce Function" which is used within UQ to categorise Academic and Professional staff by functional roles based on their appointment.

TABLE 16: MEDIAN AGE BY AREA AND LEVEL (2015)<sup>25</sup>

Area	Central Services, Faculties and Institutes	Academic					Professional			Total
		Level A	Level B	Level C	Level D	Level E	HEW 1-5	HEW 6-9	HEW 10	
Central Services	Office of COO	-	-	-	-	-	45	41	50	43
	Office of DVC (Academic)	36	N/A	48	N/A	56	44	43	56.5	44
	Office of DVC (International)	-	-	-	-	N/A	36	39.5	51	39
	Office of DVC (Research)	33	44	41	43	54	35.5	42	50.5	41
	Office of Provost	-	-	-	-	N/A	50	46	58	50.5
	Office of Vice-Chancellor	-	-	-	-	57	37	43.5	50	44.5
	Independent Operations	-	-	-	-	-	33	39	N/A	39
	<b>All Central Services</b>	<b>34</b>	<b>43</b>	<b>44.5</b>	<b>43.5</b>	<b>55</b>	<b>43</b>	<b>42</b>	<b>51.5</b>	<b>43</b>
Faculties	Business, Economics Law	38	39	47	51	55	38.5	40	45.5	45
	Eng, Arch and Info Tech	32	36	44	50	54.5	36	43	50.5	39
	Health Behavioural Science	34	36	48	53	55	35	42	47.5	43
	Humanities Social Science	37	42	49	54	58	38	41	41.5	46
	Medicine Biomedical Science	34	41	45	52	58	36	41	50	42
	Science	33	39	46	50	54.5	39	44	52	41
	<b>All Faculties</b>	<b>33</b>	<b>39</b>	<b>47</b>	<b>51</b>	<b>56</b>	<b>37</b>	<b>42</b>	<b>48.5</b>	<b>42</b>
Institutes	Aust Inst Bioeng Nanotech	32	37	37	44	49.5	31	38	N/A	35
	Global Change Institute	34.5	N/A	N/A	N/A	N/A	45	39	N/A	39
	Inst Molecular Bioscience	34	40	37	49	55	33	40	60	37
	Qld All Agr Food Innov	35	43.5	51	57.5	59	34	44	N/A	45
	Qld Brain Institute	32	38	42	44.5	52	35	39.5	42.5	36
	Sustainable Minerals Institute	36	38	48	56	54	32	42	55.5	42
	<b>All Institutes</b>	<b>33</b>	<b>38</b>	<b>46</b>	<b>53</b>	<b>53</b>	<b>33</b>	<b>40</b>	<b>51</b>	<b>38</b>

Of the Faculties, Business, Economics and Law and Humanities and Social Science have the highest median age at 45 and 46 respectively, while the Faculty of Engineering, Architecture and Information Technology has the lowest median age at 39. The Faculties with the highest median age are those with the highest proportion of T&R staff and lowest proportion of RF staff. The Institutes have a much younger population generally, with an overall median age of 38.

<sup>25</sup> Data not included where there are 2 or less staff meeting criteria (N/A). Academic Senior Executive staff are classified as Level E, and Professional Senior Executive staff are classified as HEW 10. TESOL staff have been excluded in this table.



## Benchmarking

- UQ has a higher proportion of Academics under the age of 35, and a lower proportion of Academics over the age of 50 than both the Go8 and Australian Universities benchmarks.
- The median age of UQ's Academic staff when broken down by Level is roughly equivalent to the Go8. It is likely that UQ's high proportion of Academic staff employed at Levels A and B (particularly within the RF function) accounts for its overall median age being lower.

**TABLE 17: BENCHMARKING - AGE GROUP PROFILE (FTE) BY ACADEMIC LEVEL (2014)<sup>26</sup>**

Age	Academic Level A		Academic Level B		Academic Level C		Academic Level D		Academic Level E		All Academics		
	UQ	Aus	UQ	Aus	UQ	Aus	UQ	Aus	UQ	Aus	UQ	Go8	Aus
<25	0.6%	0.7%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
25-29	18.6%	17.9%	4.1%	3.7%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	6.8%	5.5%	4.3%
30-34	38.8%	33.8%	23.8%	19.3%	4.3%	4.6%	0.3%	0.8%	0.0%	0.2%	19.3%	16.4%	13.4%
35-39	20.7%	18.9%	25.9%	20.7%	19.4%	15.2%	6.0%	6.8%	1.5%	1.6%	18.0%	17.2%	14.9%
40-44	7.6%	9.9%	16.3%	16.1%	17.7%	18.5%	16.9%	14.8%	6.3%	6.6%	12.7%	14.4%	14.3%
45-49	5.8%	7.1%	12.8%	12.6%	21.9%	16.9%	16.3%	19.1%	18.0%	13.9%	13.3%	12.9%	13.7%
50-54	4.3%	5.1%	8.4%	11.7%	15.4%	17.5%	23.2%	21.3%	23.6%	21.0%	11.9%	12.5%	14.4%
55-59	1.7%	4.1%	5.2%	9.3%	9.8%	14.4%	19.6%	19.2%	20.2%	24.0%	8.4%	10.5%	12.7%
60-64	1.2%	1.9%	2.4%	4.5%	9.1%	8.8%	12.9%	12.3%	16.6%	19.8%	6.2%	6.6%	8.0%
65+	0.6%	0.8%	1.1%	2.2%	2.4%	4.0%	4.8%	5.9%	13.8%	14.3%	3.1%	3.9%	4.4%

**TABLE 18: BENCHMARKING – MEDIAN AGE (2014)<sup>26</sup>**

Category	Level	UQ	Go8	Aus
Academic	Level A	33	33	36
	Level B	39	39	42
	Level C	47	47	48.8
	Level D	52	51	51.4
	Level E	55	56	56.8
	<b>All Academic</b>		<b>42</b>	<b>43.4</b>
Professional	HEW 1-5	39	38.7	42
	HEW 6-10	42	42	43.0
	<b>All Professional</b>	<b>41</b>	<b>41</b>	<b>42.6</b>
Senior Management	<b>All Senior Mgmt</b>	<b>53</b>	<b>53</b>	<b>53</b>
<b>All Staff Categories</b>		<b>42</b>	<b>42</b>	<b>45</b>

<sup>26</sup> Benchmarking data is based on the official staff data snapshot of 31 March each year. The benchmark data separates the "Senior Management" group from the "Academic" and "Professional" groups e.g. Executives, Heads of Schools. The Workforce Profile analysis does not separate this group therefore "Academic" and "Professional" include these staff. Minor discrepancies may result.

## 8 GENDER PROFILE

**Key points for 2015:**

- Women comprise 52.7% of all Continuing and Fixed-term staff at UQ
- 62.0% of Professional staff and 39.9% of Academic staff are female in 2015 (compared to 61.7% and 40.4% respectively in 2014)
- 65.8% of all female Academics at UQ are employed at junior levels (A and B)
- The proportion of women in senior Academic levels (D and E) continues to improve
- 32.3% of level D Academics are female (an increase from 30.8% in 2014)
- 20.0% of Level E Academics are female (a slight decrease from 20.3% in 2014)

Women comprise 52.7% of all Continuing and Fixed-term staff at UQ in 2015 with the proportion remaining quite stable over the last five years. There are significant differences in the female participation rate for Professional staff (62.0 %) and Academic staff (39.6%) (Table 21, p26).

Within the Academic workforce, women are under-represented at senior levels. Less than one in three (32.3%) Level D Academics are female and one in five (20.0%) Level E Academics are female (Table 21, page 26).

The proportion of female Academic staff at the University is lower than both the Go8 and the Australian Universities' HR benchmarks (Table 25, p29)<sup>27</sup> across all levels with the lowest rate occurring for Level E Academics (19.7% in 2014, compared to 21.9% for the Go8 and 24.9% for Australian Universities). Continuing a 5-year trend, the proportion of female Academic staff at level D increased to 32.3% in 2015, up from 30.8% in 2014 and 25.8% in 2011. The University introduced an annual Career Progression for Women Program in 2010, particularly focused on supporting women at Academic Level C. Data relating to promotions, available in Chapter 13, (Table 44, p40) shows that the number of women applying for promotions at Level C improved in 2014. This coupled with the high success rate of 83.6% for female Academics applying for promotion in 2014, may have contributed to the noted increase in the proportion of female Academic staff at level D.

Data included in the tables and figures below are for all Continuing and Fixed-term staff employed as at 31 March as reported to the Department of Education. Casual and Unpaid staff are excluded.

**TABLE 19: FEMALE FTE BY AREA (2011 - 2015)**

Area	Female FTE	2011	2012	2013	2014	2015
Central Services	Female FTE	927.0	923.6	954.4	982.0	1,009.5
	Total FTE	1,691.0	1,706.3	1,792.4	1,810.7	1,863.9
	<b>% FTE Female</b>	<b>54.8%</b>	<b>54.1%</b>	<b>53.2%</b>	<b>54.2%</b>	<b>54.2%</b>
Faculties	Female FTE	2,124.2	2,175.5	2,165.7	2,137.1	2,140.9
	Total FTE	3,956.2	4,026.0	4,051.3	3,981.7	3,971.4
	<b>% FTE Female</b>	<b>53.7%</b>	<b>54.0%</b>	<b>53.5%</b>	<b>53.7%</b>	<b>53.9%</b>
Institutes	Female FTE	398.3	459.1	483.8	472.9	428.0
	Total FTE	900.9	1,018.5	1,047.8	1,023.6	955.7
	<b>% FTE Female</b>	<b>44.2%</b>	<b>45.1%</b>	<b>46.2%</b>	<b>46.2%</b>	<b>44.8%</b>
<b>All University</b>	Female FTE	3,449.5	3,558.2	3,603.9	3,592.0	3,578.4
	Total FTE	6,548.2	6,750.8	6,891.6	6,816.0	6,791.0
	<b>% FTE Female</b>	<b>52.7%</b>	<b>52.7%</b>	<b>52.3%</b>	<b>52.7%</b>	<b>52.7%</b>

<sup>27</sup> Benchmarking data is based on the official staff data snapshot of 31 March each year. The benchmark data separates the "Senior Management" group from the "Academic" and "Professional" groups e.g. Executives, Heads of Schools. The Workforce Profile analysis does not separate this group, therefore "Academic" and "Professional" include these staff. Minor discrepancies may result.

FIGURE 11: PROPORTION OF STAFF FTE THAT ARE FEMALE BY AREA (2011 - 2015)

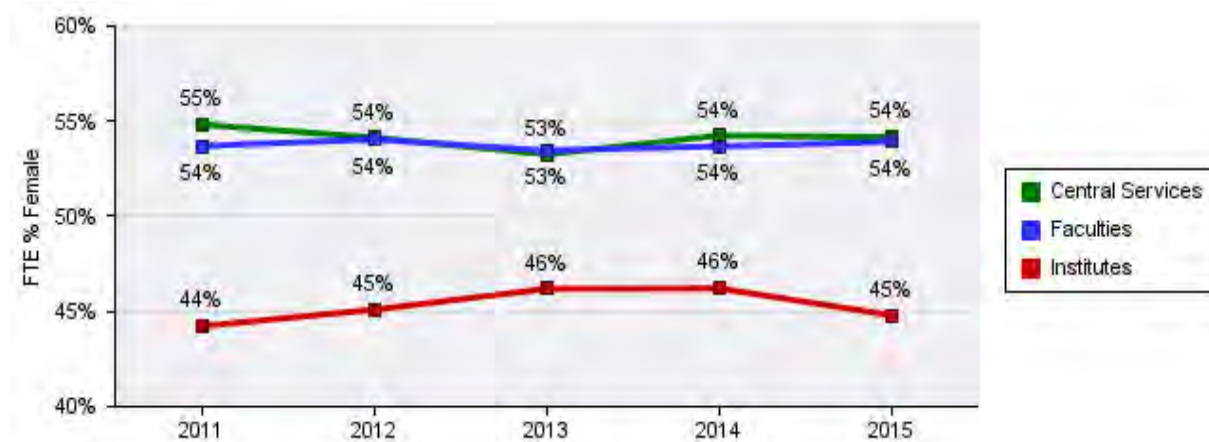
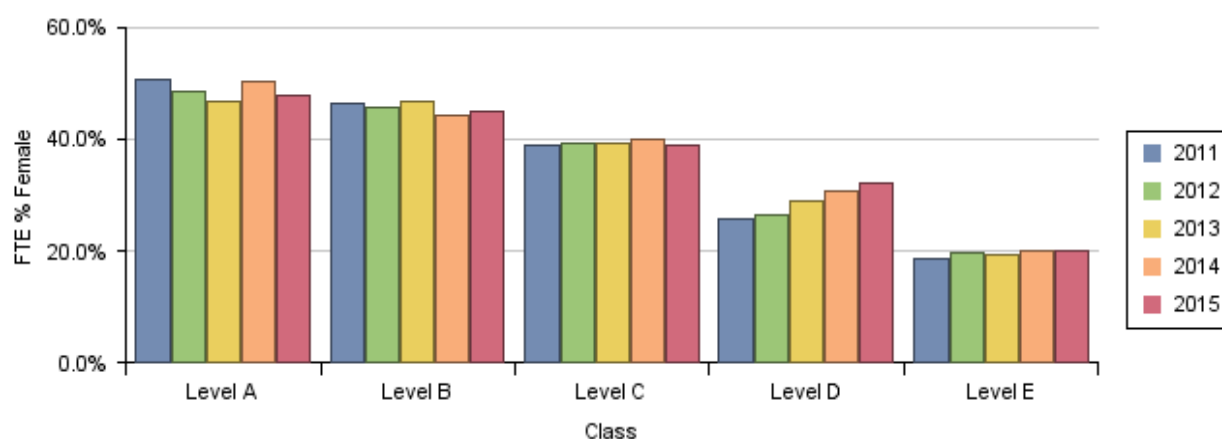
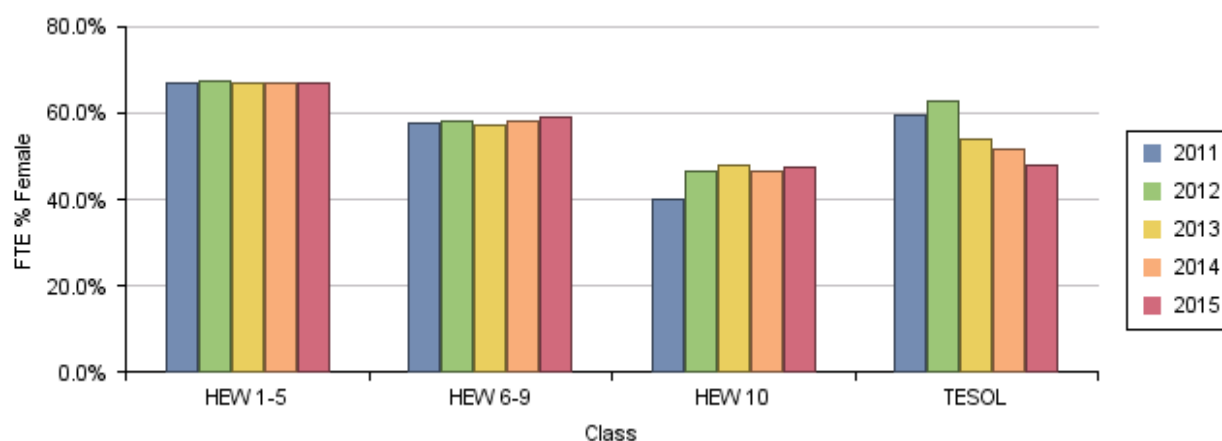


TABLE 20: FEMALE FTE BY CATEGORY AND AREA (2011 - 2015)

Category	Area	Female FTE	2011	2012	2013	2014	2015
Academic	Central Services	Female FTE	29.4	19.6	18.9	18.7	15.0
		Total FTE	67.2	62.5	61.7	65.3	58.7
		% FTE Female	43.7%	31.4%	30.6%	28.6%	25.6%
	Faculties	Female FTE	900.4	907.4	919.6	939.8	917.4
		Total FTE	2,191.1	2,219.3	2,250.2	2,263.0	2,236.2
		% FTE Female	41.1%	40.9%	40.9%	41.5%	41.0%
	Institutes	Female FTE	163.9	192.8	200.3	205.7	191.0
		Total FTE	484.9	553.9	571.1	554.9	539.4
		% FTE Female	33.8%	34.8%	35.1%	37.1%	35.4%
	University	Female FTE	1,093.62	1,119.79	1,138.75	1,164.24	1,123.48
		Total FTE	2,743.2	2,835.7	2,883.0	2,883.2	2,834.4
		% FTE Female	39.9%	39.5%	39.5%	40.4%	39.6%
Professional	Central Services	Female FTE	897.7	904.0	935.5	963.3	994.4
		Total FTE	1,623.9	1,643.8	1,730.7	1,745.4	1,805.2
		% FTE Female	55.3%	55.0%	54.1%	55.2%	55.1%
	Faculties	Female FTE	1,223.8	1,268.1	1,246.2	1,197.3	1,223.5
		Total FTE	1,765.1	1,806.7	1,801.1	1,718.7	1,735.2
		% FTE Female	69.3%	70.2%	69.2%	69.7%	70.5%
	Institutes	Female FTE	234.3	266.3	283.5	267.1	236.9
		Total FTE	416.0	464.6	476.7	468.7	416.2
		% FTE Female	56.3%	57.3%	59.5%	57.0%	56.9%
	University	Female FTE	2,355.86	2,438.41	2,465.14	2,427.74	2,454.87
		Total FTE	3,804.9	3,915.1	4,008.6	3,932.8	3,956.6
		% FTE Female	61.9%	62.3%	61.5%	61.7%	62.0%
All University	Female FTE	3,449.5	3,558.2	3,603.9	3,592.0	3,578.4	
	Total FTE	6,548.2	6,750.8	6,891.6	6,816.0	6,791.0	
	% FTE Female	52.7%	52.7%	52.3%	52.7%	52.7%	

**TABLE 21: PERCENTAGE OF STAFF FTE THAT ARE FEMALE BY LEVEL (2011- 2015)**

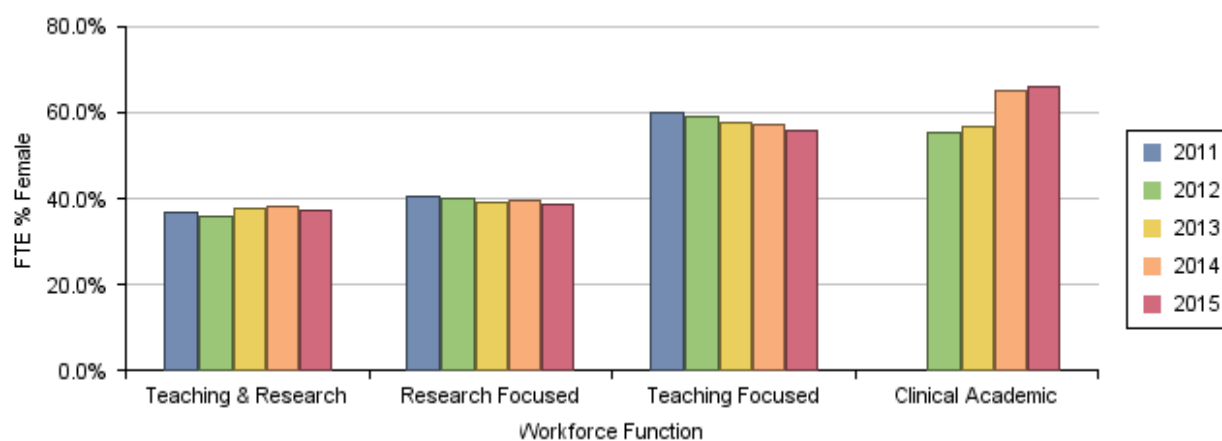
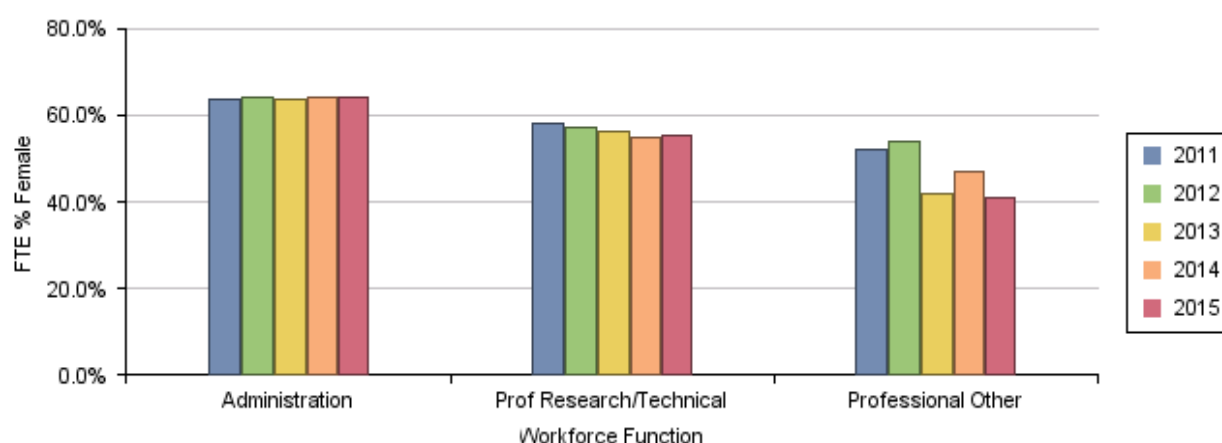
Category	Level	2011	2012	2013	2014	2015
Academic	Level A	50.8%	48.5%	46.9%	50.4%	48.0%
	Level B	46.4%	45.9%	46.7%	44.5%	45.0%
	Level C	39.1%	39.4%	39.5%	40.2%	39.0%
	Level D	25.8%	26.5%	28.9%	30.8%	32.3%
	Level E	18.7%	19.9%	19.4%	20.3%	20.0%
	<b>All Academic</b>	<b>39.9%</b>	<b>39.5%</b>	<b>39.5%</b>	<b>40.4%</b>	<b>39.6%</b>
Professional	HEW 1-5	67.2%	67.3%	67.0%	66.8%	66.9%
	HEW 6-9	57.9%	58.3%	57.2%	58.3%	59.0%
	HEW 10	39.9%	46.8%	48.2%	46.6%	47.3%
	TESOL	59.8%	62.8%	53.9%	51.8%	48.1%
	<b>All Professional</b>	<b>61.9%</b>	<b>62.3%</b>	<b>61.5%</b>	<b>61.7%</b>	<b>62.0%</b>
<b>All University</b>	<b>52.7%</b>	<b>52.7%</b>	<b>52.3%</b>	<b>52.7%</b>	<b>52.7%</b>	

**FIGURE 12: PERCENTAGE OF ACADEMIC STAFF FTE THAT ARE FEMALE BY LEVEL (2011 – 2015)<sup>28</sup>****FIGURE 13: PERCENTAGE OF PROFESSIONAL STAFF FTE THAT ARE FEMALE BY LEVEL (2011 - 2015)<sup>28</sup>**

<sup>28</sup> Academic Senior Executive staff are classified as Level E, and Professional Senior Executive staff are classified as HEW 10.

**TABLE 22: PERCENTAGE OF STAFF FTE THAT ARE FEMALE BY WORKFORCE FUNCTION<sup>29</sup> (2011 - 2015)**

Category	Function	2011	2012	2013	2014	2015
Academic	Teaching & Research	36.8%	36.0%	37.6%	38.3%	37.3%
	Research Focused	40.6%	40.0%	39.1%	39.6%	38.8%
	Teaching Focused	59.9%	58.9%	57.5%	57.3%	56.0%
	Clinical Academic	-	55.5%	56.9%	65.4%	66.2%
	Senior Executive	15.4%	17.4%	12.5%	18.2%	23.8%
	<b>All Academic</b>	<b>39.9%</b>	<b>39.5%</b>	<b>39.5%</b>	<b>40.4%</b>	<b>39.6%</b>
Professional	Administration	63.6%	64.4%	63.6%	64.2%	64.4%
	Prof Res/Tech	58.3%	57.0%	56.2%	55.0%	55.5%
	Professional Other	52.2%	53.8%	42.1%	46.9%	41.1%
	Senior Executive	-	66.7%	66.7%	50.0%	50.0%
	<b>All Professional</b>	<b>61.9%</b>	<b>62.3%</b>	<b>61.5%</b>	<b>61.7%</b>	<b>62.0%</b>
<b>All University</b>	<b>52.7%</b>	<b>52.7%</b>	<b>52.3%</b>	<b>52.7%</b>	<b>52.7%</b>	

**FIGURE 14: PERCENTAGE OF ACADEMIC STAFF FTE THAT ARE FEMALE BY WORKFORCE FUNCTION (2011 - 2015)<sup>30</sup>****FIGURE 15: PERCENTAGE OF PROFESSIONAL STAFF FTE THAT ARE FEMALE BY WORKFORCE FUNCTION (2011- 2015)<sup>30</sup>**

<sup>29</sup> Based on "Workforce Function" which is used within UQ to categorise Academic and Professional staff by functional roles based on their appointment.

<sup>30</sup> Senior Executive figures are not included due to the small number of FTE. Based on "Workforce Function" which is used within UQ to categorise Academic and Professional staff by functional roles based on their appointment.

**TABLE 23: PERCENTAGE OF ACADEMIC STAFF FTE BY GENDER AND LEVEL COMPARED TO TOTAL (ALL UQ - 2015)**

Gender	Academic Level	FTE	% of Total Female	Gender	Academic Level	FTE	% of Total Male
Female	Level A	416.9	37.1%	Male	Level A	452.1	26.4%
	Level B	322.3	28.7%		Level B	393.3	23.0%
	Level C	192.5	17.1%		Level C	301.6	17.6%
	Level D	107.1	9.5%		Level D	224.6	13.1%
	Level E	84.8	7.5%		Level E	339.4	19.8%
	<b>Total</b>	<b>1,123.5</b>	<b>100.0%</b>		<b>Total</b>	<b>1,710.9</b>	<b>100.0%</b>

Within the Academic workforce, women are over-represented at lower levels and under-represented at senior levels. Approximately two-thirds of all female Academics at UQ (65.8%) are employed at levels A and B while only about half of all male Academics (49.4%) are employed at these levels (Table 23).

**TABLE 24: FTE BY GENDER AND AREA (2015)**

Area	Central Services, Faculties and Institutes	Female FTE	Male FTE	Total FTE	% FTE Female
Central Services	Office of COO	339.2	544.4	883.7	38.4%
	Office of DVC (Academic)	333.2	116.2	449.4	74.1%
	Office of DVC (Intntl)	119.5	43.3	162.8	73.4%
	Office of DVC (Research)	135.9	93.9	229.8	59.1%
	Office of Provost	32.1	36.0	68.1	47.1%
	Office of Vice-Chancellor	38.6	16.6	55.2	69.9%
	Independent Operations	11.0	4.0	15.0	73.3%
	<b>All Central Services</b>	<b>1,009.5</b>	<b>854.4</b>	<b>1,863.9</b>	<b>54.2%</b>
Faculties	Business, Economics Law	229.6	206.7	436.2	52.6%
	Eng, Arch and Info Tech	159.7	415.2	574.9	27.8%
	Health Behavioural Science	416.1	162.3	578.4	71.9%
	Humanities Social Science	268.2	180.7	448.8	59.7%
	Medicine Biomedical Science	565.1	294.8	859.9	65.7%
	Science	502.3	570.8	1,073.2	46.8%
	<b>All Faculties</b>	<b>2,140.9</b>	<b>1,830.5</b>	<b>3,971.4</b>	<b>53.9%</b>
Institutes	Aust Inst Bioeng Nanotech	81.4	88.5	169.9	47.9%
	Global Change Institute	13.4	17.6	31.0	43.2%
	Inst Molecular Bioscience	127.3	164.0	291.3	43.7%
	Qld All Agr Food Innov	43.1	66.4	109.4	39.4%
	Qld Brain Institute	88.4	111.5	200.0	44.2%
	Sustainable Minerals Institute	74.4	79.7	154.1	48.3%
	<b>All Institutes</b>	<b>428.0</b>	<b>527.7</b>	<b>955.7</b>	<b>44.8%</b>
<b>All University</b>	<b>3,578.4</b>	<b>3,212.6</b>	<b>6,791.0</b>	<b>52.7%</b>	

Within Central Services, 54.2% of Continuing and Fixed-term staff are female. The majority of the Central Services areas have a higher proportion of female to male staff than the University average with the notable exception being the Office of Chief Operating Officer (COO) where only 38.4% of staff are women.

Although the proportion of female staff FTE is 53.9% for Faculties, there are some distinct variances across the Faculties. Health and Behavioural Sciences, Humanities and Social Sciences and Medicine and Biomedical Sciences all have a high proportion of female staff (greater than 60% of total FTE) while at the other extreme the Faculties that encompass subject areas that have traditionally been male dominated have much lower female participation rates. The Faculty of Engineering, Architecture and Information Technology has the lowest proportion of women at only 27.8%.

The overall female participation rate for the Institutes is lower than for Faculties and Central Areas.

## Benchmarking

**TABLE 25: BENCHMARKING – PERCENTAGE OF STAFF FTE WHO ARE FEMALE BY LEVEL (2014)**<sup>31</sup>

Category	Level	UQ	Go8	Aus
Academic	Level A	50.4%	47.5%	50.2%
	Level B	44.5%	48.0%	52.0%
	Level C	40.1%	42.1%	43.8%
	Level D	30.7%	32.7%	36.6%
	Level E	19.7%	21.9%	24.9%
	<b>All Academic</b>		<b>41.0%</b>	<b>40.9%</b>
Professional	HEW 1-5	66.8%	69.5%	72.5%
	HEW 6-10	58.1%	59.6%	60.2%
	<b>All Professional</b>	<b>62.1%</b>	<b>63.2%</b>	<b>65.0%</b>
Senior Management	<b>All Senior Mgmt</b>	<b>30.8%</b>	<b>32.9%</b>	<b>36.8%</b>
<b>All Staff Categories</b>		<b>52.7%</b>	<b>53.1%</b>	<b>55.7%</b>

Although the proportion of female staff at the University has increased over the last five years, UQ still rates below both the Go8 and Australian Universities across all levels. For 2014, the University's overall proportion of female staff (52.7%) is sitting below the Go8 and Australian Universities averages (53.1% and 55.7% respectively).

The 2014 benchmarking figures for Academic staff show the University is below the Go8 average for all Academic classification levels except Level A. The University is sitting 2.0% below the Go8 average and 5.9% below the Australian average for Academic Level D while for Academic Level E the University is 2.2% below the Go8 average and 5.2% below the Australian average.

<sup>31</sup> Benchmarking data is based on the official staff data snapshot of 31 March each year. The benchmark data separates the "Senior Management" group from the "Academic" and "Professional" groups e.g. Executives, Heads of Schools. The Workforce Profile analysis does not separate this group, therefore "Academic" and "Professional" include these staff. Minor discrepancies may result.



## 9 ABORIGINAL AND/OR TORRES STRAIT ISLANDER EMPLOYMENT

**Key points for 2015:**

- 0.32% of the Academic workforce and 0.93% of the Professional staff workforce identifies as Aboriginal and/or Torres Strait Islander
- There has been a small decrease in the number of Aboriginal and/or Torres Strait Islander staff (0.7% in 2015 compared to 0.8% in 2014)

The University's Strategic Plan 2014 – 2017 (Equity and Diversity) outlines our aspirations to improve the recruitment, retention and career progression of Aboriginal and/or Torres Strait Islander staff. Our Enterprise Agreement commits the University to increasing the employment of Indigenous Australians to 1.4% of FTE by 31 March 2017 within a longer term aspirational target of 2.8%. A concerted effort across UQ is required to demonstrate progress against these targets. A revised Indigenous Employment Strategy 2016 – 2017 incorporates strategies and actions to support progress toward these targets.

The proportion of Continuing and Fixed-term staff who identify as Aboriginal and/or Torres Strait Islander is 0.7% in 2015, down from 0.8% in 2014.

Data included in the tables below includes Continuing and Fixed-term staff employed as at 31 March as reported to the Department of Education. Casual and Unpaid staff are excluded.

**TABLE 26: PROPORTION OF STAFF THAT IDENTIFY AS AN ABORIGINAL AND/OR TORRES STRAIT ISLANDER BACKGROUND (2011 - 2015)**

Category	2011		2012		2013		2014		2015	
	Head-count	%	Head-count	%	Head-count	%	Head-count	%	Head-count	%
Academic	11	0.4%	7	0.2%	10	0.3%	11	0.4%	10	0.32%
Professional	38	0.9%	31	0.7%	34	0.8%	40	0.9%	40	0.93%
<b>All University</b>	<b>49</b>	<b>0.7%</b>	<b>38</b>	<b>0.5%</b>	<b>44</b>	<b>0.6%</b>	<b>51</b>	<b>0.8%</b>	<b>50</b>	<b>0.7%</b>

**TABLE 27: PROPORTION OF STAFF BY ABORIGINAL AND/OR TORRES STRAIT ISLANDER STATUS (2011 - 2015)<sup>32</sup>**

Status	2011		2012		2013		2014		2015	
	Head-count	%	Head-count	%	Head-count	%	Head-count	%	Head-count	%
A&TSI	49	0.7%	38	0.5%	44	0.6%	51	0.7%	50	0.7%
Non-A&TSI	5,146	72.8%	5,501	75.4%	5,766	77.2%	5,786	78.5%	5,917	80.1%
No info	1,878	26.6%	1,761	24.1%	1,663	22.3%	1,534	20.8%	1,418	19.2%
<b>All University</b>	<b>7,073</b>	<b>100.0%</b>	<b>7,300</b>	<b>100.0%</b>	<b>7,473</b>	<b>100.0%</b>	<b>7,371</b>	<b>100.0%</b>	<b>7,385</b>	<b>100.0%</b>

**TABLE 28: PROPORTION OF STAFF THAT IDENTIFY AS AN ABORIGINAL AND/OR TORRES STRAIT ISLANDER BACKGROUND BY AREA (2011- 2015)<sup>33</sup>**

Category	2011		2012		2013		2014		2015	
	Head-count	%	Head-count	%	Head-count	%	Head-count	%	Head-count	%
Central Services	26	1.5%	15	0.8%	21	1.1%	23	1.2%	23	1.2%
Faculties	21	0.5%	21	0.5%	21	0.5%	26	0.6%	24	0.5%
Institutes	2	0.2%	2	0.2%	2	0.2%	2	0.2%	3	0.3%
<b>All University</b>	<b>49</b>	<b>0.7%</b>	<b>38</b>	<b>0.5%</b>	<b>44</b>	<b>0.6%</b>	<b>51</b>	<b>0.8%</b>	<b>50</b>	<b>0.7%</b>

<sup>32</sup> The University currently retains staff records within the HR Information System, including whether staff have identified as Aboriginal and/or Torres Strait Islander. For 2015, 19.2% of staff have not provided advice in relation to their Indigenous or non-Indigenous status.

<sup>33</sup> Headcount totals are unduplicated. This means that each person who belongs to multiple categories is counted once per category (e.g. BEL, Science) but once only in the totals. Totals may therefore not reflect the sum of the data in the body of the table.

## Benchmarking

**TABLE 29: BENCHMARKING - PROPORTION OF STAFF THAT IDENTIFY AS AN ABORIGINAL AND/OR TORRES STRAIT ISLANDER BACKGROUND (2014)**<sup>34</sup>

Category	Gender	UQ	Go8	Aus
Academic	Male	0.2%	0.3%	0.5%
	Female	0.6%	0.7%	1.2%
	<b>All Academic</b>	<b>0.3%</b>	<b>0.5%</b>	<b>0.9%</b>
Professional	Male	0.4%	0.8%	1.2%
	Female	1.3%	0.9%	1.4%
	<b>All Professional</b>	<b>1.0%</b>	<b>0.9%</b>	<b>1.3%</b>
<b>All Staff Categories</b>	Male	0.3%	0.5%	0.8%
	Female	1.0%	0.9%	1.3%
	<b>All Staff Categories</b>	<b>0.7%</b>	<b>0.7%</b>	<b>1.1%</b>

The proportion of Staff who identify as Aboriginal and/or Torres Strait Islander at UQ in 2014 (0.7%) was equal to the Go8 average (0.7%) but below the Australian Universities (1.1%) average.

Notably, documented in the *Universities' HR Benchmarking Program Report*, the highest proportion of Indigenous employment within an individual Australian University is 4.7% comprised of 5.5% female and 3.6% male and within a Go8 University is 1.0% (1.1% female and 0.9% male).

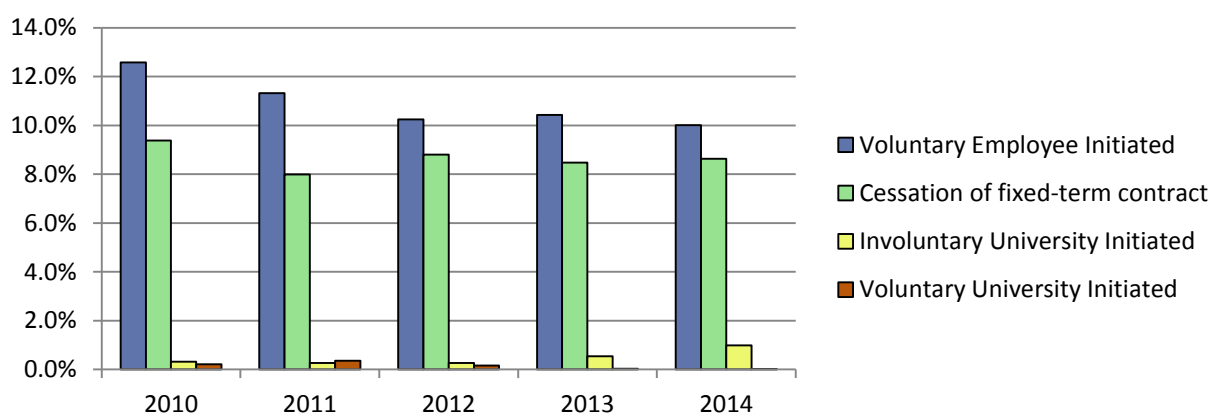
<sup>34</sup> Benchmarking data is based on the official staff data snapshot of 31 March each year. The benchmark data for the "Academic" and "Professional" groups do not include staff classified as "senior" by AHEIA e.g. Executives, Heads of Schools. This may lead to minor discrepancies with Workforce Profile data, which includes figures for senior staff in these categories.

## 10 STAFF TERMINATIONS

**Key points for 2014 (whole year data):**

- The terminations rate has been relatively stable for last three years (19.6% in 2014 compared to 19.4% in 2013 and 19.5% in 2012)

The terminations percentage rate (as used by the Universities HR Benchmarking Program) is calculated by dividing the headcount of all Continuing and Fixed-term staff that ceased working for the University between 1 January and 31 December of a given year by the headcount of Continuing and Fixed-term staff as at 31 March of that year.

**FIGURE 16: TERMINATIONS RATE TREND BY TERMINATION REASON (2010 – 2014)**<sup>35</sup>

The total terminations rate for 2014 was 19.6%, slightly up from the 2013 rate of 19.4%. The University is still well above the national benchmarks. (Table 35, p34).

**TABLE 30: TERMINATIONS RATE BY AREA AND REASON (2010 - 2014)**<sup>35</sup>

Area	Termination Reason	2010	2011	2012	2013	2014
Central Services	Voluntary Employee Initiated	13.2%	12.3%	9.5%	9.4%	9.6%
	Cessation of fixed-term contract	4.4%	3.6%	4.6%	3.7%	2.9%
	Involuntary University Initiated	0.2%	0.4%	0.4%	0.4%	2.2%
	Voluntary University Initiated	0.2%	0.9%	0.3%	0.1%	0.1%
	<b>Total Central Services</b>	<b>18.0%</b>	<b>17.2%</b>	<b>14.9%</b>	<b>13.5%</b>	<b>14.7%</b>
Faculties	Voluntary Employee Initiated	12.7%	11.2%	10.5%	10.3%	10.0%
	Cessation of fixed-term contract	10.9%	9.5%	10.5%	10.2%	10.6%
	Involuntary University Initiated	0.4%	0.3%	0.2%	0.7%	0.6%
	Voluntary University Initiated	0.3%	0.2%	0.1%	0.0%	-
	<b>Total Faculties</b>	<b>24.2%</b>	<b>21.1%</b>	<b>21.3%</b>	<b>21.3%</b>	<b>21.2%</b>
Institutes	Voluntary Employee Initiated	10.5%	9.8%	10.5%	12.3%	10.7%
	Cessation of fixed-term contract	11.6%	9.6%	9.0%	9.5%	10.4%
	Involuntary University Initiated	0.3%	0.1%	0.1%	0.1%	0.4%
	Voluntary University Initiated	-	-	0.1%	-	-
	<b>Total Institutes</b>	<b>22.2%</b>	<b>19.5%</b>	<b>19.7%</b>	<b>21.9%</b>	<b>21.5%</b>
University	<i>Voluntary Employee Initiated</i>	12.6%	11.3%	10.2%	10.4%	10.0%
	<i>Cessation of fixed-term contract</i>	9.4%	8.0%	8.8%	8.5%	8.6%
	<i>Involuntary University Initiated</i>	0.3%	0.3%	0.3%	0.5%	1.0%
	<i>Voluntary University Initiated</i>	0.2%	0.4%	0.2%	0.0%	0.0%
	<b>Total University</b>	<b>22.4%</b>	<b>19.9%</b>	<b>19.5%</b>	<b>19.4%</b>	<b>19.6%</b>

<sup>35</sup> Data submitted for the AHEIA benchmarking program for 2008-2011 was based on any/all terminations (excluding casuals). For 2012 this changed - only staff terminating from ALL positions (apart from casual) were included – i.e. left UQ entirely. Since terminations data is based on headcount, a staff member cannot be recorded as terminating more than once per year.

**TABLE 31: TERMINATIONS BY CATEGORY AND REASON (2010– 2014)**

Category	Termination Reason	2010	2011	2012	2013	2014
Academic	Voluntary Employee Initiated	3.9%	3.7%	3.5%	3.4%	3.8%
	Cessation of fixed-term contract	4.0%	3.7%	4.2%	3.9%	4.3%
	Involuntary University Initiated	0.1%	0.1%	0.0%	0.1%	0.2%
	Voluntary University Initiated	0.1%	-	-	-	-
	<b>Total Academic</b>	<b>8.0%</b>	<b>7.4%</b>	<b>7.7%</b>	<b>7.5%</b>	<b>8.4%</b>
Professional	Voluntary Employee Initiated	8.7%	7.6%	6.8%	7.0%	6.2%
	Cessation of fixed-term contract	5.4%	4.3%	4.7%	4.6%	4.3%
	Involuntary University Initiated	0.3%	0.2%	0.2%	0.4%	0.8%
	Voluntary University Initiated	0.1%	0.4%	0.2%	0.0%	0.0%
	<b>Total Professional</b>	<b>14.4%</b>	<b>12.5%</b>	<b>11.8%</b>	<b>12.0%</b>	<b>11.3%</b>
University	<i>Voluntary Employee Initiated</i>	12.6%	11.3%	10.2%	10.4%	10.0%
	<i>Cessation of fixed-term contract</i>	9.4%	8.0%	8.8%	8.5%	8.6%
	<i>Involuntary University Initiated</i>	0.3%	0.3%	0.3%	0.5%	1.0%
	<i>Voluntary University Initiated</i>	0.2%	0.4%	0.2%	0.0%	0.0%
	<b>Total University</b>	<b>22.4%</b>	<b>19.9%</b>	<b>19.5%</b>	<b>19.4%</b>	<b>19.6%</b>

**TABLE 32: CESSATION OF FIXED-TERM CONTRACTS & VEI TERMINATIONS BY AREA (2014)<sup>36</sup>**

Area	Central Services, Faculties and Institutes	2014 Cessation of fixed-term contract		2014 Voluntary Employee Initiated	
		Headcount	%	Headcount	%
Central Services	Office of COO	11	1.3%	67	7.7%
	Office of DVC (Academic)	16	3.2%	47	9.5%
	Office of DVC (Intntl)	10	6.0%	14	8.4%
	Office of DVC (Research)	18	7.1%	36	14.2%
	Office of Provost	-	-	13	16.5%
	Office of Vice-Chancellor	2	3.8%	6	11.5%
	Independent Operations	1	6.7%	2	13.3%
	<b>All Central Services</b>	<b>57</b>	<b>2.9%</b>	<b>185</b>	<b>9.6%</b>
Faculties	Business, Economics Law	18	4.0%	32	7.1%
	Eng, Arch and Info Tech	57	9.7%	66	11.2%
	Health Behavioural Science	68	10.1%	71	10.5%
	Humanities Social Science	58	11.7%	39	7.9%
	Medicine Biomedical Science	123	11.8%	122	11.7%
	Science	141	12.4%	106	9.3%
	<b>All Faculties</b>	<b>465</b>	<b>10.6%</b>	<b>436</b>	<b>10.0%</b>
Institutes	Aust Inst Bioeng Nanotech	26	14.0%	25	13.4%
	Global Change Institute	8	23.5%	6	17.6%
	Inst Molecular Bioscience	35	9.7%	44	12.2%
	Q d All Agr Food Innov	11	10.2%	3	2.8%
	Q d Brain Institute	11	5.7%	16	8.3%
	Sustainable Minerals Institute	23	10.7%	23	10.7%
	<b>All Institutes</b>	<b>114</b>	<b>10.4%</b>	<b>117</b>	<b>10.7%</b>
<b>All University</b>	<b>636</b>	<b>8.6%</b>	<b>738</b>	<b>10.0%</b>	

The Voluntary Employee Initiated (VEI) terminations rate for Professional staff remains higher than that of Academic staff, but the gap has reduced to 1.7% in 2014 from a 4% gap in 2013 (Table 33, p34).

<sup>36</sup> Data submitted for the AHEIA benchmarking program for 2008-2011 was based on any/all terminations (excluding casuals). For 2012 this changed - only staff terminating from ALL positions (apart from casual) were included - i.e. left UQ entirely. Headcount totals are unduplicated. This means that each person who belongs to multiple categories is counted once per category (e.g. BEL, Science) but once only in the totals. Totals may therefore not reflect the sum of the data in the body of the table.

**TABLE 33: CESSATION OF FIXED-TERM CONTRACTS & VEI TERMINATIONS BY CATEGORY (2014)**<sup>36</sup>

Category	Cessation of fixed-term contract		Voluntary Employee Initiated	
	Headcount	%	Headcount	%
Academic	317	10.2%	282	9.0%
Professional	320	7.5%	456	10.7%
<b>All University (unduplicated)</b>	<b>636</b>	<b>8.6%</b>	<b>738</b>	<b>10.0%</b>

### Benchmarking

**TABLE 34: BENCHMARKING – TERMINATION RATE OF CONTINUING AND FIXED-TERM STAFF (2014)**<sup>37</sup>

Category	Level	UQ	Go8	Aus
Academic	Level A	30.0%	27.8%	28.1%
	Level B	23.7%	16.1%	15.0%
	Level C	12.4%	8.4%	8.9%
	Level D	7.9%	6.7%	7.4%
	Level E	11.0%	8.1%	10.0%
	<b>All Academic</b>		<b>20.0%</b>	<b>14.7%</b>
Professional	HEW 1-5	23.8%	19.3%	19.1%
	HEW 6-10	16.5%	14.5%	14.3%
	<b>All Professional</b>	<b>19.9%</b>	<b>16.3%</b>	<b>16.2%</b>
Senior Management	<b>All Senior Mgmt</b>	<b>2.8%</b>	<b>6.1%</b>	<b>10.4%</b>
<b>All Staff Categories</b>		<b>19.5%</b>	<b>15.4%</b>	<b>15.2%</b>

**TABLE 35: BENCHMARKING - TERMINATION TYPES (CONTINUING AND FIXED-TERM STAFF) (2014)**<sup>37</sup>

	UQ	Go8	Aus
Voluntary Employee Initiated	9.9%	8.2%	7.7%
Cessation of fixed-term contract	8.6%	7.2%	6.3%
Involuntary University Initiated	1.0%	0.5%	0.7%
Voluntary University Initiated	0.0%	0.7%	1.1%
<b>All Termination Types</b>	<b>19.5%</b>	<b>15.4%</b>	<b>15.2%</b>

The University has higher rates of terminations than the Go8 and Australian Universities:

- The overall terminations rate is 4.1% points higher at UQ (19.5%) than the Go8 average (15.4%) and 4.3% points higher than the Australian Universities average (15.2%).
- Cessation of Fixed-term contracts is higher at UQ than the Go8 and Australian Universities averages as would be expected with UQ's much higher percentage of Fixed-term appointments.
- The VEI terminations rate is also higher at UQ (9.9%) than Go8 (8.2%) and Australian Universities (7.7%).
- The University is losing staff at all Academic and Professional Levels (except Senior Management) at a higher rate than the Go8 and Australian Universities benchmarks.
- The terminations rate for Academics at level A is very high throughout the sector, UQ (30.0%), Go8 (27.8%) and Australian Universities (28.1%) benchmarks.
- UQ has a lower terminations rate for Senior Management than both the Go8 and Australian Universities benchmark averages.

<sup>37</sup> Data submitted for the AHEIA benchmarking program for 2008-2011 was based on any/all terminations (excluding casuals). For 2012 this changed - only staff terminating from ALL positions (apart from casual) were included – i.e. left UQ entirely.

## 11 RECRUITMENT

**Key points for 2014 (whole year data):**

- A total of 1,163 jobs were processed in the UQ jobs system
- A total of 42,065 applications were submitted for the 1,163 jobs
- The average number of applications per job was 36

In March 2011, the University implemented the UQ Jobs electronic recruitment system. Previously, recruitment at UQ was paper-based and complete corporate data was not contained in any system.

Data below is for the period 1 January to 31 December 2014. Data includes Continuing and Fixed-term positions that were advertised via UQ Jobs, however excludes jobs where all applications were incomplete or ineligible, or where no applications were received. Secondments or Fixed-term positions of 12 months or less are usually not processed via UQ Jobs. Some Senior Executive positions may also be managed outside of UQ Jobs, so data may not be included. A small number of Casual positions are included in the data.

Note that an individual may apply for several positions. For this reason, two measures have been included

- Number of Applicants (distinct number of people applying)
- Number of Applications (count of applications)

1,163 jobs were processed via UQ jobs in 2014, an increase of 40 from the 2013 figure of 1,123.

A total of 42,065 applications were submitted for the 1,163 jobs with the average number of applications per job increasing from 33 in 2013 to 36 in 2014.

**TABLE 36: NUMBER OF JOBS, APPLICANTS AND APPLICATIONS BY AREA (2014)**

Area	Central Services, Faculties, Institutes	No. Advertised Jobs	% Advertised Jobs (Area)	No. Applicants	No. Applications	Av. Applications /job
Central Services	Office of COO	139	41.5%	4,104	4,606	33
	Office of DVC (Academic)	82	24.5%	2,844	3,336	41
	Office of DVC (Intntl)	33	9.9%	1,219	1,373	42
	Office of DVC (Research)	44	13.1%	1,500	1,757	40
	Office of Provost	13	3.9%	259	317	24
	Office of Vice-Chancellor	18	5.4%	373	392	22
	Independent Operations	6	1.8%	109	119	20
	<b>All Central Services</b>	<b>335</b>	<b>28.8%</b>	<b>9,300</b>	<b>11,900</b>	<b>36</b>
Faculties	Business, Economics Law	63	9.7%	2,248	2,432	39
	Eng, Arch and Info Tech	84	12.9%	2,895	3,167	38
	Health Behavioural Science	91	14.0%	2,945	3,388	37
	Humanities Social Science	80	12.3%	2,353	2,540	32
	Medicine Biomedical Science	153	23.5%	4,442	5,543	36
	Science	181	27.8%	5,703	6,791	38
		<b>All Faculties</b>	<b>652</b>	<b>56.1%</b>	<b>17,370</b>	<b>23,861</b>
Institutes	Aust Inst Bioeng Nanotech	37	21.0%	1,437	1,639	44
	Global Change Institute	13	7.4%	291	296	23
	Inst Molecular Bioscience	28	15.9%	998	1,121	40
	Qld All Agr Food Innov	28	15.9%	796	870	31
	Qld Brain Institute	40	22.7%	1,572	1,604	40
	Sustainable Minerals Institute	30	17.0%	711	774	26
		<b>All Institutes</b>	<b>176</b>	<b>15.1%</b>	<b>5,212</b>	<b>6,304</b>
<b>All University</b>		<b>1,163</b>	<b>100.0%</b>	<b>27,679</b>	<b>42,065</b>	<b>36</b>

## 12 LEAVE

**Key points for 2014 (whole year data):**

- The total days of Planned Leave taken decreased slightly to 21.5 in 2014 (from 21.8 in 2013)
- The average number of days of Recreation Leave taken decreased in 2014 (18.5 compared to 19.1 in 2013)
- The average days of LSL taken increased to 2.7 days in 2014 from 2.2 days in 2013
- The occurrences of Parental Leave (both Paid and Unpaid) increased by 48.7% over the last 5 years (562 occurrences of Parental Leave in 2014 compared to 378 in 2010)

Leave is divided into the categories *Parental*, *Planned Paid* and *Unplanned Paid*:

*Parental Leave*: Absences associated with the birth or adoption of a child, broken down into the following leave types:

- Paid Parental Leave – used by the primary caregiver these leave occurrences combine paid (26 weeks) and unpaid leave for a period of up to 12 months.
- Unpaid Parental Leave – used by eligible staff where no paid leave is available (e.g. under 12 months service) for a period of up to 12 months.
- Additional Parental Leave (Unpaid) – a further 12 months of unpaid leave may be available after the initial period of parental leave has been taken.
- Short Term Partner Leave up to 10 days – used by the non-primary caregiver, this leave type must be used within six weeks of the child's birth or adoption.

*Planned Paid Leave*: Planned absences (other than Parental Leave) - Recreation, Long Service and other absences not designated within unplanned leave (such as leave to attend exams, jury/court, and other special leave).

*Unplanned Paid Leave*: Unplanned absences taken as Personal Leave including Sick, Carer's Pre-natal, Compassionate and Bereavement.

Absences due to Workers' Compensation, Special Studies Program (SSP), Flexi-time, Time off in Lieu (TOIL), Leave Without Pay, Conference Leave, Emergency/Flood leave and Strike action are excluded.

**TABLE 37: PARENTAL LEAVE – OCCURRENCES PER YEAR BY CATEGORY (2010 – 2014)**

Category	Parental Leave Type	2010	2011	2012	2013	2014
Academic	Paid Parental Leave	78	69	86	83	90
	Short Term Partner Leave up to 10 days	38	34	53	50	55
	<i>Total Paid Parental Leave</i>	<i>116</i>	<i>103</i>	<i>139</i>	<i>133</i>	<i>145</i>
	Additional Parental Leave (Unpaid)	1	5	2	2	3
	Unpaid Parental Leave	10	19	18	28	30
	<i>Total Unpaid Parental Leave</i>	<i>11</i>	<i>24</i>	<i>20</i>	<i>30</i>	<i>33</i>
	<b>Total Academic</b>	<b>127</b>	<b>127</b>	<b>159</b>	<b>163</b>	<b>178</b>
Professional	Paid Parental Leave	165	181	180	201	216
	Short Term Partner Leave up to 10 days	48	39	46	43	55
	<i>Total Paid Parental Leave</i>	<i>213</i>	<i>220</i>	<i>226</i>	<i>244</i>	<i>271</i>
	Additional Parental Leave (Unpaid)	12	25	22	39	34
	Unpaid Parental Leave	26	48	61	57	80
	<i>Total Unpaid Parental Leave</i>	<i>38</i>	<i>73</i>	<i>83</i>	<i>96</i>	<i>114</i>
<b>Total Professional</b>	<b>251</b>	<b>293</b>	<b>309</b>	<b>340</b>	<b>385</b>	
University	Paid Parental Leave	243	250	266	284	305
	Short Term Partner Leave up to 10 days	86	73	99	93	110
	<i>Total Paid Parental Leave</i>	<i>329</i>	<i>323</i>	<i>365</i>	<i>377</i>	<i>415</i>
	Additional Parental Leave (Unpaid)	13	30	24	41	37
	Unpaid Parental Leave	36	67	79	85	110
	<i>Total Unpaid Parental Leave</i>	<i>49</i>	<i>97</i>	<i>103</i>	<i>126</i>	<i>147</i>
	<b>Total University</b>	<b>378</b>	<b>420</b>	<b>468</b>	<b>503</b>	<b>562</b>

The total number of occurrences of Parental Leave has increased by 48.7% over the last five years (2010 – 2014). Parental Leave occurrences increased in 2014 to 562 (up from 503 in 2013).

**TABLE 38: PARENTAL LEAVE - OCCURRENCES PER YEAR BY AREA (2010 – 2014)<sup>38</sup>**

Area	Parental Leave Type	2010	2011	2012	2013	2014
Central Services	Paid Parental Leave	75	80	76	80	91
	Short Term Partner Leave up to 10 days	24	19	18	20	26
	<i>Total Paid Parental Leave</i>	<i>99</i>	<i>99</i>	<i>94</i>	<i>100</i>	<i>117</i>
	Additional Parental Leave (Unpaid)	7	13	9	17	15
	Unpaid Parental Leave	9	19	19	29	33
	<i>Total Unpaid Parental Leave</i>	<i>16</i>	<i>32</i>	<i>28</i>	<i>46</i>	<i>48</i>
	<b>Total Central Services</b>	<b>115</b>	<b>131</b>	<b>122</b>	<b>146</b>	<b>165</b>
Faculties	Paid Parental Leave	140	133	145	162	167
	Short Term Partner Leave up to 10 days	47	38	59	47	57
	<i>Total Paid Parental Leave</i>	<i>187</i>	<i>171</i>	<i>204</i>	<i>209</i>	<i>224</i>
	Additional Parental Leave (Unpaid)	6	14	14	22	19
	Unpaid Parental Leave	22	38	43	41	66
	<i>Total Unpaid Parental Leave</i>	<i>28</i>	<i>52</i>	<i>57</i>	<i>63</i>	<i>85</i>
	<b>Total Faculties</b>	<b>215</b>	<b>223</b>	<b>261</b>	<b>272</b>	<b>309</b>
Institutes	Paid Parental Leave	28	38	46	42	49
	Short Term Partner Leave up to 10 days	15	17	22	27	27
	<i>Total Paid Parental Leave</i>	<i>43</i>	<i>55</i>	<i>68</i>	<i>69</i>	<i>76</i>
	Additional Parental Leave (Unpaid)		3	1	2	3
	Unpaid Parental Leave	5	10	17	15	12
	<i>Total Unpaid Parental Leave</i>	<i>5</i>	<i>13</i>	<i>18</i>	<i>17</i>	<i>15</i>
	<b>Total Institutes</b>	<b>48</b>	<b>68</b>	<b>86</b>	<b>86</b>	<b>91</b>
University	Paid Parental Leave	243	250	266	284	305
	Short Term Partner Leave up to 10 days	86	73	99	93	110
	<i>Total Paid Parental Leave</i>	<i>329</i>	<i>323</i>	<i>365</i>	<i>377</i>	<i>415</i>
	Additional Parental Leave (Unpaid)	13	30	24	41	37
	Unpaid Parental Leave	36	67	79	85	110
	<i>Total Unpaid Parental Leave</i>	<i>49</i>	<i>97</i>	<i>103</i>	<i>126</i>	<i>147</i>
	<b>Total University</b>	<b>378</b>	<b>420</b>	<b>468</b>	<b>503</b>	<b>562</b>

<sup>38</sup> Staff with leave spanning years (e.g. November 2012 to March 2013) are counted once for each year (e.g. 2012 and 2013). It is also possible for individuals to take more than one type of leave in a given year – for this report, each occurrence is counted.



**TABLE 39: PLANNED PAID LEAVE – AVERAGE DAYS TAKEN PER FTE PER ANNUM (2010 – 2014)**

Area	Central Services, Faculties and Institutes	2010				2011				2012				2013				2014			
		Rec Leave	Long Service	Other	Total Leave	Rec Leave	Long Service	Other	Total Leave	Rec Leave	Long Service	Other	Total Leave	Rec Leave	Long Service	Other	Total Leave	Rec Leave	Long Service	Other	Total Leave
Central Services	Office of COO	17.1	3.3	0.2	<b>20.5</b>	17.5	3.1	0.3	<b>20.8</b>	17.6	2.3	0.3	<b>20.2</b>	18.5	4.1	0.3	<b>22.9</b>	18.5	4.1	0.2	<b>22.8</b>
	Office of DVC (Academic)	18.5	3.4	0.1	<b>22.0</b>	17.3	3.4	0.3	<b>21.1</b>	18.9	3.7	0.2	<b>22.8</b>	20.3	4.3	0.6	<b>25.2</b>	19.2	4.9	0.4	<b>24.5</b>
	Office of DVC (Intntl)	17.9	1.2	0.2	<b>19.3</b>	18.2	1.8	0.3	<b>20.2</b>	18.4	4.2	0.2	<b>22.8</b>	19.9	2.5	0.2	<b>22.7</b>	19.5	2.5	0.1	<b>22.1</b>
	Office of DVC (Research)	18.6	1.9	0.3	<b>20.8</b>	17.8	2.4	0.2	<b>20.3</b>	18.4	2.3	0.4	<b>21.1</b>	20.1	2.0	0.3	<b>22.3</b>	19.9	3.1	0.1	<b>23.1</b>
	Office of Provost	18.8	4.3	-	<b>23.1</b>	18.1	2.6	0.4	<b>21.1</b>	16.9	2.7	0.1	<b>19.8</b>	19.0	2.4	0.8	<b>22.1</b>	17.7	4.2	1.1	<b>22.9</b>
	Office of Vice-Chancellor	13.9	2.1	0.3	<b>16.3</b>	17.5	2.2	0.3	<b>20.0</b>	19.3	0.9	0.1	<b>20.3</b>	19.6	2.3	0.2	<b>22.2</b>	19.1	1.7	0.2	<b>21.1</b>
	Independent Operations	20.5	0.6	0.2	<b>21.3</b>	18.6	-	0.7	<b>19.3</b>	16.3	-	0.6	<b>16.9</b>	16.6	1.1	0.5	<b>18.2</b>	20.3	4.1	0.4	<b>24.8</b>
	<b>Total Central Services</b>	<b>17.7</b>	<b>2.9</b>	<b>0.2</b>	<b>20.8</b>	<b>17.6</b>	<b>2.9</b>	<b>0.3</b>	<b>20.8</b>	<b>18.1</b>	<b>2.8</b>	<b>0.3</b>	<b>21.1</b>	<b>19.3</b>	<b>3.6</b>	<b>0.4</b>	<b>23.3</b>	<b>18.9</b>	<b>4.0</b>	<b>0.3</b>	<b>23.2</b>
Faculties	Business, Economics Law	16.5	2.0	0.1	<b>18.6</b>	17.8	2.1	0.3	<b>20.2</b>	16.8	1.6	0.2	<b>18.5</b>	17.7	1.5	0.3	<b>19.6</b>	17.0	2.6	0.1	<b>19.7</b>
	Eng, Arch and Info Tech	16.8	1.4	0.6	<b>18.8</b>	17.7	1.5	0.2	<b>19.4</b>	17.6	1.6	0.2	<b>19.4</b>	19.5	1.7	0.4	<b>21.5</b>	19.4	2.8	0.3	<b>22.5</b>
	Health Behavioural Sci	16.9	1.6	0.6	<b>19.1</b>	17.5	2.0	0.3	<b>19.8</b>	18.2	2.0	0.6	<b>20.9</b>	19.3	1.9	0.8	<b>22.0</b>	17.8	2.4	0.7	<b>20.8</b>
	Humanities Social Science	17.8	3.3	0.1	<b>21.2</b>	17.9	3.3	0.4	<b>21.6</b>	17.2	3.1	0.1	<b>20.4</b>	18.6	3.1	0.6	<b>22.3</b>	18.5	3.1	0.5	<b>22.1</b>
	Medicine Biomedical Sci	17.7	1.1	0.1	<b>18.9</b>	18.1	1.1	0.5	<b>19.6</b>	18.5	1.3	0.3	<b>20.1</b>	19.3	1.5	0.6	<b>21.4</b>	18.8	1.6	0.3	<b>20.7</b>
	Science	17.5	1.7	0.2	<b>19.3</b>	17.3	1.4	0.2	<b>19.0</b>	17.7	2.0	0.1	<b>19.7</b>	19.0	2.2	0.3	<b>21.4</b>	18.4	2.6	0.2	<b>21.3</b>
		<b>Total Faculties</b>	<b>17.3</b>	<b>1.7</b>	<b>0.3</b>	<b>19.3</b>	<b>17.7</b>	<b>1.7</b>	<b>0.3</b>	<b>19.7</b>	<b>17.8</b>	<b>1.9</b>	<b>0.2</b>	<b>19.9</b>	<b>19.0</b>	<b>2.0</b>	<b>0.5</b>	<b>21.4</b>	<b>18.4</b>	<b>2.4</b>	<b>0.3</b>
Institutes	Aust Inst Bioeng Nanotech	17.7	0.4	0.6	<b>18.7</b>	16.6	0.1	0.3	<b>17.0</b>	18.0	0.7	0.2	<b>18.9</b>	18.7	0.6	0.3	<b>19.5</b>	19.9	1.5	0.0	<b>21.4</b>
	Global Change Institute	27.2	-	-	<b>27.2</b>	14.3	2.9	1.1	<b>18.3</b>	15.2	-	-	<b>15.2</b>	21.0	-	0.0	<b>21.1</b>	19.4	1.7	-	<b>21.1</b>
	Inst Molecular Bioscience	17.3	0.8	0.2	<b>18.3</b>	17.2	0.5	0.1	<b>17.9</b>	18.0	0.9	0.1	<b>19.1</b>	19.6	1.0	0.6	<b>21.2</b>	18.6	0.9	0.4	<b>19.9</b>
	Qld All Agr Food Innov	21.2	-	-	<b>21.2</b>	14.5	-	-	<b>14.5</b>	16.5	0.5	0.1	<b>17.1</b>	17.9	0.4	0.1	<b>18.5</b>	16.3	0.8	0.1	<b>17.2</b>
	Qld Brain Institute	16.4	0.3	0.1	<b>16.8</b>	17.9	0.4	0.3	<b>18.7</b>	17.9	0.2	0.6	<b>18.6</b>	20.1	0.7	0.3	<b>21.2</b>	17.3	0.6	0.4	<b>18.3</b>
	Sustainable Minerals Inst	17.7	2.9	0.4	<b>21.0</b>	18.7	1.4	0.0	<b>20.2</b>	18.2	1.1	0.4	<b>19.7</b>	18.8	2.3	0.2	<b>21.3</b>	18.4	2.6	0.4	<b>21.5</b>
		<b>Total Institutes</b>	<b>17.5</b>	<b>0.9</b>	<b>0.3</b>	<b>18.7</b>	<b>17.3</b>	<b>0.6</b>	<b>0.2</b>	<b>18.0</b>	<b>17.8</b>	<b>0.7</b>	<b>0.3</b>	<b>18.9</b>	<b>19.2</b>	<b>1.1</b>	<b>0.4</b>	<b>20.7</b>	<b>18.3</b>	<b>1.3</b>	<b>0.3</b>
	<b>Total University</b>	<b>17.4</b>	<b>1.9</b>	<b>0.2</b>	<b>19.6</b>	<b>17.6</b>	<b>1.9</b>	<b>0.3</b>	<b>19.8</b>	<b>17.9</b>	<b>1.9</b>	<b>0.2</b>	<b>20.0</b>	<b>19.1</b>	<b>2.2</b>	<b>0.4</b>	<b>21.8</b>	<b>18.5</b>	<b>2.7</b>	<b>0.3</b>	<b>21.5</b>

There was a slight decrease in the average days of Planned Leave taken in 2014 (down to 21.5 from 21.8 in 2013). Increase was evident in LSL, possibly due to the University's increased focus on managing leave. The data shows that Professional staff take more Planned Leave on average than Academic staff.

**TABLE 40: PLANNED PAID LEAVE - AVERAGE DAYS TAKEN PER FTE PER ANNUM BY CATEGORY (2010 – 2014)**

Category	2010				2011				2012				2013				2014			
	Rec Leave	Long Service	Other Leave	Total Leave	Rec Leave	Long Service	Other Leave	Total Leave	Rec Leave	Long Service	Other Leave	Total Leave	Rec Leave	Long Service	Other Leave	Total Leave	Rec Leave	Long Service	Other Leave	Total Leave
Academic	17.3	1.6	0.3	19.3	17.6	1.5	0.2	19.3	17.5	1.6	0.2	19.3	18.6	1.7	0.6	20.9	18.4	2.2	0.4	21.0
Professional	17.5	2.1	0.2	19.8	17.6	2.1	0.3	20.1	18.2	2.1	0.3	20.6	19.5	2.6	0.3	22.4	18.7	3.0	0.2	21.9
<b>Total:</b>	<b>17.4</b>	<b>1.9</b>	<b>0.2</b>	<b>19.6</b>	<b>17.6</b>	<b>1.9</b>	<b>0.3</b>	<b>19.8</b>	<b>17.9</b>	<b>1.9</b>	<b>0.2</b>	<b>20.0</b>	<b>19.1</b>	<b>2.2</b>	<b>0.4</b>	<b>21.8</b>	<b>18.5</b>	<b>2.7</b>	<b>0.3</b>	<b>21.5</b>

**TABLE 41: UNPLANNED PAID LEAVE - AVERAGE DAYS TAKEN PER FTE PER ANNUM (2010 – 2014)<sup>39</sup>**

Area	Central Services, Faculties and Institutes	2010	2011	2012	2013	2014
Central Services	Office of COO	8.9	8.1	8.6	9.1	9.8
	Office of DVC (Academic)	9.2	8.4	9.5	8.8	9.3
	Office of DVC (Intntl)	7.7	7.6	8.0	7.8	8.7
	Office of DVC (Research)	7.5	6.8	7.3	7.3	7.8
	Office of Provost	4.4	6.7	5.6	6.1	7.1
	Office of Vice-Chancellor	5.2	5.4	9.3	9.0	7.5
	Independent Operations	6.7	5.7	10.1	9.1	6.9
	<b>Total Central Services</b>	<b>8.5</b>	<b>7.8</b>	<b>8.5</b>	<b>8.6</b>	<b>9.1</b>
Faculties	Business, Economics Law	3.1	3.1	3.9	4.0	3.4
	Eng, Arch and Info Tech	4.4	4.1	4.4	4.6	4.5
	Health Behavioural Science	4.8	4.9	5.7	5.7	5.2
	Humanities Social Science	4.3	4.4	4.2	3.8	4.8
	Medicine Biomedical Science	5.0	5.1	5.3	5.4	5.7
	Science	4.3	4.2	4.6	4.5	4.7
	<b>Total Faculties</b>	<b>4.5</b>	<b>4.4</b>	<b>4.8</b>	<b>4.7</b>	<b>4.8</b>
Institutes	Aust Inst Bioeng Nanotech	4.3	4.2	5.9	5.3	6.1
	Global Change Institute	3.9	3.5	1.3	2.7	2.4
	Inst Molecular Bioscience	4.8	4.7	4.8	5.0	5.1
	Qld All Agr Food Innov	5.5	3.5	4.8	5.3	3.3
	Qld Brain Institute	3.6	4.6	4.1	4.1	4.0
	Sustainable Minerals Institute	4.4	4.2	4.7	5.5	5.1
	<b>Total Institutes</b>	<b>4.4</b>	<b>4.4</b>	<b>4.8</b>	<b>5.0</b>	<b>4.8</b>
<b>Total University</b>	<b>5.5</b>	<b>5.3</b>	<b>5.7</b>	<b>5.8</b>	<b>6.0</b>	

The incidence of Unplanned Leave has increased in 2014 with University staff taking an average of 6.0 days Unplanned Leave per FTE in the period 1 January to 31 December 2014 compared to 5.8 days in 2013 and 5.7 days in 2012. Staff in the Central Services area took significantly more days of Unplanned Leave in 2014 (9.1 days per FTE) than staff employed in Faculties (4.8 days per FTE) and Institutes (4.8 days per FTE). There are far fewer instances of Unplanned Leave recorded in the HR System for Academic staff (average of 2.9 per person) than for Professional staff (average of 8.2 per person).

**TABLE 42: UNPLANNED LEAVE - AVERAGE DAYS TAKEN PER FTE PER ANNUM BY CATEGORY**

Category	2010	2011	2012	2013	2014
Academic	2.4	2.3	2.7	2.8	2.9
Professional	7.7	7.5	7.9	7.9	8.2
<b>Total University</b>	<b>5.5</b>	<b>5.3</b>	<b>5.7</b>	<b>5.8</b>	<b>6.0</b>

### Benchmarking<sup>39</sup>

**TABLE 43: BENCHMARKING - UNSCHEDULED ABSENCES TAKEN PER EMPLOYEE (2010- 2014)**

Year	UQ	Go8	Aus
2010	5.4	4.7	5.6
2011	5.2	4.8	5.5
2012	5.5	5.0	5.9
2013	5.5	5.1	5.8
2014	5.8	5.2	6.0

Based on the headcount benchmarking figures above, the University average of 5.8 days is higher than the Go8 benchmarking average (5.2) and less than the Australian Universities average of 6.0.

<sup>39</sup> The Workforce Profile analysis (Table 41) is based on FTE and therefore differs slightly from the benchmarking data which is based on headcount (Table 43).

## 13 ACADEMIC PROMOTIONS

**Key points for 2014 (whole year data):**

- Increase in number of staff applying for promotion (168 applications in 2014 compared to 144 in 2013)
- Increase in promotion success rate (75.6% in 2014 compared to 74.3% in 2013)
- Success rate for Level D - E Academics was 75.0% compared to the Go8 rate 57.9% and Australian Universities rate of 61.0%
- Application rate is 7.7% for male Academics and 4.6% for female Academics
- Success rate for females (83.6%) is higher than for males (71.7%)
- Success rate for all applicants at UQ in 2014 (75.6%) was higher than the Go8 (73.6%) and the Australian Universities (71.0%)
- Promotion Rate at UQ (4.7%) is lower than both the Go8 (5.5%) and Australian Universities (5.2%)

The data included in the tables below include Academic Continuing and Fixed-term staff who applied for promotion between 1 January to 31 December of a given year. Percentages are calculated by dividing total number of applicants by the headcount of all Academic Continuing and Fixed-term staff employed on 31 March of that year. Casual and Unpaid staff are excluded. Total Academic promotions for benchmarking is based on the headcount of Academic Levels A-D.

**TABLE 44: ACADEMIC APPLICATION AND PROMOTION RATES BY LEVEL (2010 - 2014)<sup>40</sup>**

Promotion Level	Gender	2010			2011			2012			2013			2014		
		Applied	Promoted	Success Rate	Applied	Promoted	Success Rate	Applied	Promoted	Success Rate	Applied	Promoted	Success Rate	Applied	Promoted	Success Rate
		No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%
Level A to B	Female	9	9	100.0%	11	10	90.9%	10	9	90.0%	14	13	92.9%	4	4	100.0%
	Male	17	12	70.6%	12	11	91.7%	5	4	80.0%	19	14	73.7%	19	18	94.7%
	All A to B	26	21	80.8%	23	21	91.3%	15	13	86.7%	33	27	81.8%	23	22	95.7%
Level B to C	Female	21	12	57.1%	17	13	76.5%	17	12	70.6%	21	15	71.4%	22	19	86.4%
	Male	22	18	81.8%	28	18	64.3%	21	19	90.5%	25	18	72.0%	24	20	83.3%
	All B to C	43	30	69.8%	45	31	68.9%	38	31	81.6%	46	33	71.7%	46	39	84.8%
Level C to D	Female	11	10	90.9%	17	12	70.6%	16	12	75.0%	19	15	78.9%	21	16	76.2%
	Male	28	24	85.7%	23	19	82.6%	22	13	59.1%	28	20	71.4%	46	26	56.5%
	All C to D	39	34	87.2%	40	31	77.5%	38	25	65.8%	47	35	74.5%	67	42	62.7%
Level D to E	Female	6	6	100.0%	6	5	83.3%	5	3	60.0%	4	3	75.0%	8	7	87.5%
	Male	10	6	60.0%	22	15	68.2%	18	8	44.4%	14	9	64.3%	24	17	70.8%
	All D to E	16	12	75.0%	28	20	71.4%	23	11	47.8%	18	12	66.7%	32	24	75.0%
<b>All Levels</b>	<i>Female</i>	47	37	78.7%	51	40	78.4%	48	36	75.0%	58	46	79.3%	55	46	83.6%
	<i>Male</i>	77	60	77.9%	85	63	74.1%	66	44	66.7%	86	61	70.9%	113	81	71.7%
	<b>All University</b>	124	97	78.2%	136	103	75.7%	114	80	70.2%	144	107	74.3%	168	127	75.6%

<sup>40</sup> Benchmarking data is based on headcount as at 31 March each year (promotions data includes all applications for promotion between 1 January and 31 December each year). The benchmark data separates the "Senior Management" group from the "Academic" and "Professional" groups e.g. Executives, Heads of Schools. The Workforce Profile analysis does not separate this group, therefore "Academic" and "Professional" include these staff. Minor discrepancies may result.

In 2014, 168 of 3,119 (5.4% which is a 0.8% point increase from 2013 as shown in the Summary Workforce Profile table) Continuing and Fixed-term Academic staff applied for promotion. Of these a total of 127 applicants were promoted with an overall success rate of 75.6% compared to 144 applications received from 3127 staff in 2013 with a success rate of 74.3%.

In a trend that has been consistent since 2010, a higher number of males than females apply for promotion each year, resulting in higher number of males being promoted. When the data is analysed further it is apparent that the success rate for female Academics is higher than that of their male counterparts. The success rate for females in 2014 was 83.6% (46 of 55 applicants) and the corresponding rate for males was 71.7% (81 of 113 applicants).

## Benchmarking

**TABLE 45: BENCHMARKING - ACADEMIC PROMOTION RATES BY LEVEL (2010- 2014)<sup>41</sup>**

Promotion Level	2010			2011			2012			2013			2014		
	UQ	Go8	Aus	UQ	Go8	Aus	UQ	Go8	Aus	UQ	Go8	Aus	UQ	Go8	Aus
Level A to B	2.6%	2.8%	3.0%	2.5%	3.0%	3.3%	1.5%	3.0%	3.3%	2.9%	3.0%	3.4%	2.4%	3.8%	3.7%
Level B to C	3.9%	5.5%	4.8%	3.9%	5.8%	5.0%	3.8%	5.2%	4.6%	4.0%	5.7%	5.4%	4.6%	6.1%	5.6%
Level C to D	6.3%	6.4%	5.6%	5.6%	5.8%	4.8%	4.5%	5.9%	5.0%	6.2%	6.3%	5.6%	7.3%	6.8%	5.5%
Level D to E	4.3%	6.3%	5.7%	5.9%	6.5%	5.7%	3.3%	5.6%	5.2%	3.7%	5.7%	4.9%	6.7%	5.2%	5.4%
<b>All Levels</b>	<b>4.0%</b>	<b>5.1%</b>	<b>4.7%</b>	<b>4.1%</b>	<b>5.2%</b>	<b>4.7%</b>	<b>3.1%</b>	<b>4.8%</b>	<b>4.5%</b>	<b>4.0%</b>	<b>5.1%</b>	<b>4.9%</b>	<b>4.7%</b>	<b>5.5%</b>	<b>5.2%</b>

Overall, UQ's Academic Promotion Success Rate (75.6%) for 2014 was higher than the Go8 (73.6%) and Australian Universities (71.0%) success rate (Table 47, p42). The University continues to have a lower application and promotion rate but higher success rate for junior Academics (levels A and B) than the Go8 and Australian Universities. This was particularly noticeable for Level A Academics applying for promotion to Level B in 2014. Only 2.5% of Level A Academics at UQ applied for promotion in 2014 with a success rate of 95.7%. In comparison 4.7% of Go8 and 4.4% of Australian Universities Level A Academics applied for promotion with success rates of 79.6% and 83.5% respectively.

At the other end of the scale, UQ's application, promotion and success rates improved markedly for Level D – E in 2014. The University's application rate for Level D – E Academics in 2014 was 9% compared to 8.9% for both the Go8 and Australian Universities with a significantly higher success rate of 75% compared to 57.9% for the Go8 and 61.0% for Australian Universities.

**TABLE 46: BENCHMARKING - ACADEMIC PROMOTION SUCCESS RATES (2010- 2014)**

Year	UQ	Go8	Aus
2010	77.8%	79.5%	72.5%
2011	75.7%	79.0%	71.6%
2012	70.2%	77.4%	71.1%
2013	74.3%	80.4%	74.3%
2014	75.6%	73.6%	71.0%

<sup>41</sup> Benchmarking data is based on headcount as at 31 March each year (promotions data includes all applications for promotion between 1 January and 31 December each year). The benchmark data separates the "Senior Management" group from the "Academic" and "Professional" groups e.g. Executives, Heads of Schools. The Workforce Profile analysis does not separate this group, therefore "Academic" and "Professional" include these staff. Minor discrepancies may result.

**TABLE 47: BENCHMARKING - ACADEMIC APPLICATION, PROMOTION AND SUCCESS RATES BY LEVEL (2014)<sup>42</sup>**

Promotion Level		UQ			Go8			Aus		
		Applied	Promoted	Success	Applied	Promoted	Success	Applied	Promoted	Success
Level A to B	Male	4.4%	4.1%	94.7%	5.1%	4.0%	77.9%	4.6%	3.9%	83.6%
	Female	0.8%	0.8%	100.0%	4.3%	3.5%	81.5%	4.2%	3.5%	83.4%
	All A to B	2.5%	2.4%	95.7%	4.7%	3.8%	79.6%	4.4%	3.7%	83.5%
Level B to C	Male	5.3%	4.4%	83.3%	8.5%	6.7%	79.1%	8.6%	6.3%	73.3%
	Female	5.7%	4.9%	86.4%	6.5%	5.5%	84.9%	6.4%	5.1%	79.2%
	All B to C	5.5%	4.6%	84.8%	7.5%	6.1%	81.6%	7.4%	5.6%	76.0%
Level C to D	Male	13.5%	7.6%	56.5%	9.9%	6.8%	68.2%	8.6%	5.4%	62.6%
	Female	9.0%	6.9%	76.2%	9.0%	6.8%	75.2%	8.3%	5.7%	68.9%
	All C to D	11.7%	7.3%	62.7%	9.5%	6.8%	71.0%	8.5%	5.5%	65.4%
Level D to E	Male	9.8%	7.0%	70.8%	8.8%	5.1%	57.1%	9.3%	5.7%	61.1%
	Female	7.1%	6.3%	87.5%	9.1%	5.4%	59.4%	8.3%	5.0%	60.8%
	All D to E	9.0%	6.7%	75.0%	8.9%	5.2%	57.9%	8.9%	5.4%	61.0%
<b>All Levels</b>	Male	7.7%	5.5%	71.7%	8.1%	5.8%	70.9%	8.0%	5.5%	68.6%
	Female	4.6%	3.8%	83.6%	6.8%	5.3%	77.4%	6.6%	4.9%	74.1%
	<b>All University</b>	6.3%	4.7%	75.6%	7.5%	5.5%	73.6%	7.3%	5.2%	71.0%

<sup>42</sup> Benchmarking data is based on headcount as at 31 March each year (promotions data includes all applications for promotion between 1 January and 31 December each year). The benchmark data separates the "Senior Management" group from the "Academic" and "Professional" groups e.g. Executives, Heads of Schools. The Workforce Profile analysis does not separate this group, therefore "Academic" and "Professional" include these staff. Minor discrepancies may result.

## 14 HIGHEST ACADEMIC QUALIFICATIONS

**Key points for 2015:**

- 82.4% of Academics at UQ have doctoral qualifications
- In 2014 HR Benchmarking statistics, UQ has a higher proportion of Academic staff with doctoral qualifications at 83.1% than the Go8 (76.8%) and Australian Universities (71.9%) average
- 85.4% of male Academics and 77.9% of female Academics at UQ have doctoral qualifications

Highest academic qualifications, and in particular doctoral qualifications, are used across the Higher Education sector as a means of comparing and rating Universities and other Higher Education providers. A concerted effort has been made at the University in the last few years to ensure that all qualifications data are accurately recorded in the HR Information System.

Data in the tables and figures below includes Continuing and Fixed-term staff employed as at 31 March as reported to the Department of Education. Casual and Unpaid staff are excluded.

The data shows that a higher percentage of male Academics (85.4%) than female Academics (77.9%) at UQ have doctoral qualifications. This may be explained by the much higher proportion of female Academics employed at junior levels, particularly Level A, where staff are less likely to have completed their PhD (Table 50).

**TABLE 48: ACADEMIC STAFF HEADCOUNT - HIGHEST ACADEMIC QUALIFICATIONS BY GENDER (2015)**

Qualification Type	Female		Male		Total	
	Headcount	%	Headcount	%	Headcount	%
Doctorate	986	77.9%	1,566	85.4%	2,552	82.4%
Masters	97	7.7%	91	5.0%	188	6.1%
Other Postgraduate	27	2.1%	8	0.4%	35	1.1%
Bachelor's	101	8.0%	81	4.4%	182	5.9%
Other	3	0.2%	1	0.1%	4	0.1%
No information	51	4.0%	86	4.7%	137	4.4%
<b>Total</b>	<b>1,265</b>	<b>100.0%</b>	<b>1,833</b>	<b>100.0%</b>	<b>3,098</b>	<b>100.0%</b>

**Benchmarking**

UQ's Level B and C Academics rate particularly well compared to the Go8 and Australian Universities. Of all Level B Academics at UQ, 85.1% hold a doctoral qualification compared to the Go8 average of 73.0% and the Australian Universities' average of 62.6%. Of all Level C Academics at UQ, 88.0% hold a doctoral qualification compared to the Go8 Universities average of 78.1% and the Australian Universities average of 79.6% (Table 51, p44).

**TABLE 49: BENCHMARKING - PERCENTAGE OF ACADEMICS WITH A DOCTORAL QUALIFICATION (2010 - 2014)**

Year	UQ	Go8	Aus
2010	77.9%	68.5%	63.3%
2011	82.0%	71.1%	66.4%
2012	82.4%	73.2%	68.9%
2013	83.1%	74.6%	70.4%
2014	83.1%	76.8%	71.9%

**TABLE 50: ACADEMIC STAFF – HEADCOUNT HIGHEST ACADEMIC QUALIFICATIONS BY LEVEL (2015)<sup>43</sup>**

Qualification Type	Level A		Level B		Level C		Level D		Level E	
	No.	%	No.	%	No.	%	No.	%	No.	%
Doctorate	639	67.8%	655	84.6%	481	86.4%	344	92.5%	436	95.6%
Masters	83	8.8%	54	7.0%	32	5.7%	10	2.7%	9	2.0%
Other Postgraduate	19	2.0%	5	0.6%	9	1.6%	2	0.5%	-	-
Bachelor's	96	10.2%	41	5.3%	25	4.5%	14	3.8%	6	1.3%
Other	4	0.4%	-	-	-	-	-	-	-	-
No information	101	10.7%	19	2.5%	10	1.8%	2	0.5%	5	1.1%
<b>Total</b>	<b>942</b>	<b>100.0%</b>	<b>774</b>	<b>100.0%</b>	<b>557</b>	<b>100.0%</b>	<b>372</b>	<b>100.0%</b>	<b>456</b>	<b>100.0%</b>

As expected, the percentage of academic staff with doctoral qualifications broadly correlates with classification level (Table 50, p44)

**TABLE 51: BENCHMARKING - PERCENTAGE OF ACADEMICS WITH A DOCTORAL QUALIFICATION BY LEVEL (2014)<sup>44</sup>**

Level	UQ	Go8	Aus
Level A	69.3%	65.2%	54.5%
Level B	85.1%	73.0%	62.6%
Level C	88.0%	78.1%	79.6%
Level D	91.9%	86.9%	87.6%
Level E	95.8%	91.8%	91.2%
<b>All Levels</b>	<b>83.1%</b>	<b>76.8%</b>	<b>71.9%</b>

<sup>43</sup> Academic Senior Executive staff are classified as Level E, and Professional Senior Executive staff are classified as HEW 10

<sup>44</sup> Benchmarking data is based on headcount as at 31 March each year (promotions data includes all applications for promotion between 1 January and 31 December each year). The benchmark data separates the "Senior Management" group from the "Academic" and "Professional" groups e.g. Executives, Heads of Schools. The Workforce Profile analysis does not separate this group, therefore "Academic" and "Professional" include these staff. Minor discrepancies may result.

## 15 OCCUPATIONAL HEALTH AND SAFETY

**Key points for 2014 (whole year data):**

- The incident rate remained at 0.2 per 100 employees in 2014
- The number of Workers Compensation claims decreased to 111 in 2014 from 113 in 2013
- The average time lost (days/injuries) decreased in 2014 to 12 days, well below the Go8 rate of 17 days
- Workers' Compensation costs (as a percentage of total salary costs) remained at 0.25%

The University has maintained workers' compensation claim costs within 0.25% of the salary and wages totals for at least the last 10 years. The Go8 average for 2014 is 0.6% of payroll. The incidence rate was maintained at 0.2 per 100 employees in 2014. This is half of the 2012 rate and significantly lower than the peak of 0.8 in 2010. The number of accepted workers compensation claims in 2014 was 111 (excludes journey claims).

The average time lost rate (days/injury) decreased from 16 days in 2013 to 12 days in 2014. UQ's average time lost rate of 12 days is significantly lower the Go8 Universities' average of 17.

In summary, 2014 maintained the trend of achieving the lowest number of accepted claims and the lowest claims rate over previous years (i.e. the last decade). The average claims cost of statutory claims and damages claims remain considerably lower than the Queensland State Scheme average. The average time to assess a claim was 4.4 days in 2014 (5.2 days in 2013), compared to the Scheme average of 7.4 days.

UQ continued to maintain a high level of customer service to its clients and injured workers with emphasis on early intervention, efficient claims and medical management and a productive rehabilitation program to return injured workers to full employment. In 2014, 100% of workers who made an accepted claim were successfully returned to work and the claim resolved. There were no Court appeals against any decision made by the Work Injury Management team in 2014.

**TABLE 52: SUMMARY OF OH&S INDICATORS (2011 - 2014)**<sup>45</sup>

	2011	2012	2013 <sup>46</sup>	2014
Incidents (Hazards) Reported	1,140	1,244	1,143	1,196
No of workers' compensation claims	199	222	113	111
No of lost time injuries	36	30	14	19
Incidence rate (per 100 employees) <sup>47</sup>	0.5	0.4	0.2	0.2
Frequency rate (per million hours worked)	2.5	2.2	0.9	1.2
Average cost per claim (\$)	3,190	1,916	6,301 <sup>48</sup>	3,904
Lost time days	542	485	230	238
Average time lost rate (days/injury)	15	16	16	12
Premium % of payroll	0.25%	0.25%	0.25%	0.25%

**Benchmarking****TABLE 53: BENCHMARKING - OH&S UQ AND Go8 AVERAGE RATES (2011 - 2014)**<sup>49</sup>

	2011		2012		2013		2014	
	UQ	Go8	UQ	Go8	UQ	Go8	UQ	Go8
Incidence rate (per 100 employees)	0.5	0.4	0.4	0.4	0.2	0.4	0.2	0.3
Average time lost rate (days/injury)	15	26	16	22	16	20	12	17
Premium % of payroll	0.25%	0.4%	0.25%	0.4%	0.25%	0.3%	0.25%	0.6%

<sup>45</sup> Data provided from OH&S systems.

<sup>46</sup> From 2013, all data is indicative of claims accepted (as opposed to claims lodged) and excludes journey claims.

<sup>47</sup> Incidence rate is based on calculation: (Number of lost time occurrences/University Headcount) x100. Casuals are excluded from headcount.

<sup>48</sup> High amount largely attributed to a single, extraordinary claim.

<sup>49</sup> Financial year data (e.g. 2006-07 is included in the later year – 2007). Average of rates only taken.



## 16 CASUAL FTE

**Key points for 2014 (whole year data):**

- Casual staff FTE increased by 45.8 (4.7%) in 2014
- Casual staff comprise 13.1% of the University's workforce
- Women comprise 53.9% of the Casual Academic workforce compared to 39.6% of Continuing/Fixed-term Academic workforce
- Casual staff make up 14.6% of the University's total Academic FTE and 11.9% of total Professional FTE
- More than half (51.9%) of the Casual workforce is Professional
- 77.4% of Casual staff (793.7 of a total 1025.1 FTE) are employed in Faculties

The data below is for all Casual staff for an entire year (1 January to 31 December) and is based on hours worked. The data in the following tables is the data that was reported to the Department of Education.

**TABLE 54: TOTAL FTE (CASUALS (2011 – 2014))**

Category	2011	2012	2013	2014
Academic	451.3	447.2	473.4	492.9
Professional	447.3	476.7	506.0	532.2
<b>Total</b>	<b>898.5</b>	<b>923.9</b>	<b>979.3</b>	<b>1,025.1</b>

Casual staff increased by 45.8 FTE in 2014, a 4.7% increase in the Casual workforce. The total Casual staff FTE of 1,025.1 represents 13.1% of the 2014 UQ's workforce.

**TABLE 55: CASUAL FTE (2011 – 2014)**

Year	Academic			Professional			Total		
	FTE	% Casual FTE	% total Acad FTE	FTE	% Casual FTE	% total Prof FTE	FTE	% Casual FTE	% total FTE
2011	451.3	50.2%	14.1%	447.3	49.8%	10.5%	<b>898.5</b>	<b>100.0%</b>	<b>12.1%</b>
2012	447.2	48.4%	13.6%	476.7	51.6%	10.9%	<b>923.9</b>	<b>100.0%</b>	<b>12.0%</b>
2013	473.4	48.3%	14.1%	506.0	51.7%	11.2%	<b>979.3</b>	<b>100.0%</b>	<b>12.4%</b>
2014	492.9	48.1%	14.6%	532.2	51.9%	11.9%	<b>1,025.1</b>	<b>100.0%</b>	<b>13.1%</b>

Female participation in the Casual Academic staff workforce at 53.9% is much higher than the level for Continuing and Fixed-term Academics (39.6%), while the Casual Professional staff participation (61.9%) is proportional to the Continuing and Fixed-term Professionals (62.0%).

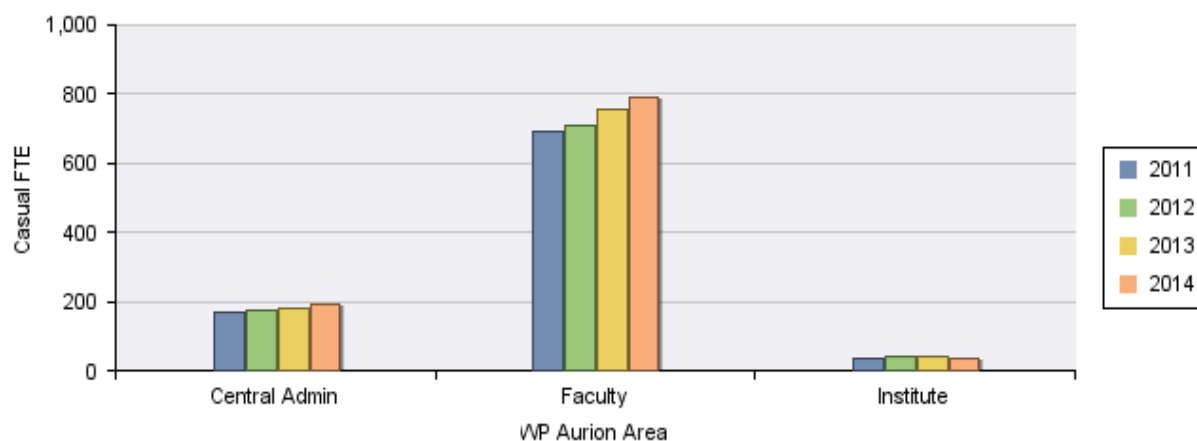
**TABLE 56: CASUAL FTE - FEMALE PROPORTION (2011 – 2014)**

Category	2011		2012		2013		2014	
	FTE Female	% Casual FTE	FTE Female	% Casual FTE	FTE Female	% Casual FTE	FTE Female	% Casual FTE
Academic	253.3	56.1%	247.8	55.4%	260.7	55.1%	265.9	53.9%
Professional	274.1	61.3%	290.3	60.9%	313.4	61.9%	329.4	61.9%
<b>All University</b>	<b>527.4</b>	<b>58.7%</b>	<b>538.1</b>	<b>58.2%</b>	<b>574.1</b>	<b>58.6%</b>	<b>595.3</b>	<b>58.1%</b>

TABLE 57: CASUAL STAFF FTE BY AREA (2011 – 2014)

Area	Central Services, Faculties and Institutes	2011	2012	2013	2014
Central Services	Office of COO	54.6	54.5	53.8	57.0
	Office of DVC (Academic)	52.0	52.5	56.1	57.6
	Office of DVC (International)	31.1	31.4	33.7	35.8
	Office of DVC (Research)	8.5	14.8	16.0	16.8
	Office of Provost	19.6	18.6	17.8	20.2
	Office of Vice-Chancellor	1.0	1.3	1.2	1.4
	Independent Operations	3.0	2.5	2.7	2.8
	<b>Total Central Services</b>	<b>169.9</b>	<b>175.6</b>	<b>181.4</b>	<b>191.6</b>
Faculties	Business, Economics Law	80.6	80.6	85.3	83.9
	Eng, Arch and Info Tech	51.2	61.7	73.0	78.2
	Health Behavioural Science	107.0	121.5	134.6	134.5
	Humanities Social Science	156.5	165.5	178.9	203.1
	Medicine Biomedical Science	158.5	135.8	131.7	128.0
	Science	138.9	142.6	153.9	166.0
		<b>Total Faculties</b>	<b>692.7</b>	<b>707.8</b>	<b>757.5</b>
Institutes	Aust Inst Bioeng Nanotech	7.9	6.1	6.4	4.0
	Global Change Institute	0.2	1.1	1.5	3.1
	Inst Molecular Bioscience	7.2	8.8	6.4	5.7
	Qld All Agr Food Innov	5.2	6.5	6.5	8.6
	Qld Brain Institute	6.8	5.3	3.7	6.9
	Sustainable Minerals Institute	8.7	12.7	15.9	11.5
		<b>Total Institutes</b>	<b>36.0</b>	<b>40.5</b>	<b>40.4</b>
<b>Total University</b>		<b>898.5</b>	<b>923.9</b>	<b>979.3</b>	<b>1,025.1</b>

FIGURE 17: CASUAL FTE BY AREA (2011 - 2014)



**TABLE 58: ACADEMIC CASUAL STAFF FTE BY AREA AND FUNCTION (2014)**

Area	Central Services, Faculties and Institutes	Other	Teaching Focused	Total
Central Services	Office of COO	-	-	-
	Office of DVC (Academic)	-	0.6	0.6
	Office of DVC (International)	-	-	-
	Office of DVC (Research)	-	0.1	0.1
	Office of Provost	-	1.1	1.1
	Office of Vice-Chancellor	-	-	-
	Independent Operations	-	-	-
	<b>Total Central Services</b>	<b>-</b>	<b>1.8</b>	<b>1.8</b>
Faculties	Business, Economics Law	-	63.5	63.5
	Eng, Arch and Info Tech	-	50.7	50.7
	Health Behavioural Science	6.3	75.1	81.4
	Humanities Social Science	50.5	101.1	151.6
	Medicine Biomedical Science	0.1	69.8	70.0
	Science	-	73.9	73.9
	<b>Total Faculties</b>	<b>56.9</b>	<b>434.2</b>	<b>491.1</b>
Institutes	Aust Inst Bioeng Nanotech	-	-	-
	Global Change Institute	-	-	-
	Inst Molecular Bioscience	-	-	-
	Qld All Agr Food Innov	-	-	-
	Qld Brain Institute	-	-	-
	Sustainable Minerals Institute	-	-	-
	<b>Total Institutes</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total University</b>		<b>56.9</b>	<b>436.1</b>	<b>492.9</b>

**TABLE 59: PROFESSIONAL CASUAL STAFF FTE BY AREA AND FUNCTION (2014)**

Area	Central Services, Faculties and Institutes	Other	Research Focused	Total
Central Services	Office of COO	57.0	-	57.0
	Office of DVC (Academic)	56.8	0.2	57.0
	Office of DVC (International)	35.8	-	35.8
	Office of DVC (Research)	15.6	1.1	16.7
	Office of Provost	18.5	0.7	19.1
	Office of Vice-Chancellor	1.4	-	1.4
	Independent Operations	2.8	-	2.8
	<b>Total Central Services</b>	<b>187.8</b>	<b>2.0</b>	<b>189.8</b>
Faculties	Business, Economics Law	6.4	14.0	20.4
	Eng, Arch and Info Tech	7.6	19.9	27.5
	Health Behavioural Science	13.6	39.5	53.1
	Humanities Social Science	16.6	34.9	51.4
	Medicine Biomedical Science	21.1	37.0	58.1
	Science	50.5	41.6	92.1
	<b>Total Faculties</b>	<b>115.7</b>	<b>186.9</b>	<b>302.6</b>
Institutes	Aust Inst Bioeng Nanotech	1.0	3.0	4.0
	Global Change Institute	2.0	1.1	3.1
	Inst Molecular Bioscience	0.8	4.9	5.7
	Qld All Agr Food Innov	1.1	7.5	8.6
	Qld Brain Institute	3.4	3.4	6.9
	Sustainable Minerals Institute	3.8	7.7	11.5
	<b>Total Institutes</b>	<b>12.1</b>	<b>27.7</b>	<b>39.8</b>
<b>Total University</b>		<b>315.6</b>	<b>216.6</b>	<b>532.2</b>

## 17 DEFINITIONS

### Measure of Staff

Two specific measures are used throughout the report relating to the number of staff:

**FTE (Full Time Equivalent):** Full-time means the standard duration of service required of a position (FTE 1.0). Part-time service or positions are expressed as a fraction of the equivalent full-time service i.e. FTE of 0.5 means half of the full-time equivalent.

**Headcount:** The actual number of staff employed by the University, irrespective of their service fraction.

### Employment Type

The University's paid staff can be separated into three distinct employment types:

**Continuing:** Employment other than Fixed-term or Casual employment on an ongoing basis.

**Fixed-term:** Employment for a specified term or ascertainable period for which there are agreed starting and finishing dates; or for a specific task or project.

**Casual:** Irregular and intermittent employment by the hour with no expectation of ongoing employment.

### Non-Casual Staff

Non-Casual staff includes all Continuing and Fixed-term staff and excludes Casual and Unpaid staff.

### Unpaid Staff

**Unpaid staff** includes those on unpaid appointments that meet the following criteria:

**Honorary/Adjunct:** Includes Honorary and Adjunct appointments plus Emeritus Professors

**Academic title holders:** The University recognises health professionals who are regular and significant contributors to the University's teaching, research and/or engagement programs by awarding an Academic title at a level consistent with that used for the University's Academic staff.

**Conjoint appointments:** Conjoint appointments occur where there is a joint arrangement between the University and an external employer for the employee to perform a particular role for the University for a fixed period of time. The appointment will involve reimbursement to the external employer for a portion of the employee's salary costs. This category was introduced in 2012.

This category does not include Unpaid staff who are volunteers, visiting Academics or affiliates.

### Staff Categories – Workforce Function

Staff have been categorised using a combination of the Department of Education's designation (for Academic staff) or the Department of Education's designation and Job Family (Professional staff). This allows a useful grouping of staff according to the function performed.

**Academic Staff:** Where relevant Academic staff will be broken down into their specific function:

**Teaching-and-Research (T&R):** The T&R Academic will contribute principally to teaching and research. A contribution to the scholarship of teaching is encouraged and contribution to service is expected.

**Research Focused (RF):** The RF Academic will focus effort on research, including supervision of RHD students consistent with the University's rules about supervision. Some participation in undergraduate and postgraduate teaching is encouraged and contribution to service is expected.

**Teaching Focused (TF):** The TF Academic will contribute principally to teaching and to the scholarship of teaching. Maintenance of currency within the discipline or professional practice and a contribution to service is expected.

**Clinical Academic (CA):** The Clinical Academic will contribute principally to clinical teaching in an undergraduate, postgraduate and/or professional teaching setting and to clinical research. Contributions to engagement with the relevant clinical profession are expected. Where engagement includes clinical innovation, evidence of dissemination and impact of the innovation is expected.

**Senior Executive:** This is the small group of the University Senior Management Group (USMG). These are primarily Academic position holders however there are a small number of Professional staff in this category.

**Professional Staff:** This group includes all staff whose functions are Administration, Research/Technical or Other and for the purpose of this report includes TESOL Language Instructors. In certain benchmarking Professional staff may be referred to as General staff.

**Administration (Admin):** Staff whose primary role is the management, administration or general maintenance of the University.

**Prof Research/Technical (Prof Res/Tech):** Staff whose primary role is the support of technical or research functions. It includes IT Professionals.

**Professional Other:** Staff whose role falls outside the Academic, Administration and Research/Technical functions including, Catering Staff and TESOL Language Teachers.

### Staff Terminations

**Total Terminations Rate:** Percentage of Continuing and Fixed-term staff that ceased working for the University, irrespective of reason, during the year. It is the sum of all terminations resulting from voluntary and involuntary separations, and includes expiry of Fixed-term contracts.

**Voluntary Employee Initiated Termination Rate:** Percentage of ongoing and Fixed-term staff who voluntarily initiated their separation from the University. This does not include redundancies (voluntary or involuntary).

**Voluntary University Initiated Termination Rate:** Percentage of Continuing and Fixed-term staff that ceased working for the University as a result of organisational change or early retirement during the year (includes voluntary redundancies).

**The Involuntary University Initiated Termination Rate:** Percentage of Continuing and Fixed-term staff whose employment terminated at the initiative of the employer including by dismissal and forced retrenchment.

**Cessation of Fixed-term Contract Rate:** Percentage of staff that have left the University owing to the expiration of a Fixed-term contract. This does not include staff on Fixed-term contracts that separate through other means (i.e. Voluntary Employee or University Initiated Terminations and Involuntary University Initiated Terminations).

### Leave

Leave is divided into the categories *Parental*, *Planned Paid* and *Unplanned Paid*:

**Parental Leave:** Absences associated with the birth or adoption of a child, broken down into the following leave types:

- Paid Parental Leave – used by the primary caregiver these leave occurrences combine paid (26 weeks) and unpaid leave for a period of up to 12 months.

- Unpaid Parental Leave – used by eligible staff where no paid leave is available (e.g. under 12 months service) for a period of up to 12 months.
- Additional Parental Leave (Unpaid) – a further 12 months of unpaid leave may be available after the initial period of Parental Leave has been taken.
- Short Term Partner Leave up to 10 days – used by the non-primary caregiver, this leave type must be used within six weeks of the child's birth or adoption.

**Planned Paid Leave:** Planned absences (other than Parental Leave) - Recreation, Long Service and other absences not designated within unplanned leave (such as leave to attend exams, jury/court, and other special leave).

**Unplanned Paid Leave:** Unplanned absences taken as Personal Leave including Sick, Carer's Prenatal, Compassionate and Bereavement.

NOTE that absences due to Workers' Compensation, Special Studies Program (SSP), Flexi-time, Time off in Lieu (TOIL), Leave Without Pay, Conference Leave, Emergency/Flood leave and Strike action are excluded.

### Market Loadings

A market loading is a market-based salary loading used to attract staff with appropriate expertise to fill positions in hard-to-fill areas or to retain staff in critical roles.

### Occupation Health & Safety

**No of Workers' Compensation claims:** The number of new Workers' Compensation claims accepted by the insurer in a given year, excluding claims associated with travel (unless noted otherwise).

**No of lost time injuries (LTI):** Accepted Workers' Compensation claims where the employee has been on Personal (Sick) Leave for a period of more than one working day.

**Total Employees:** The total number of employees employed by the University which is equal to the total number of group certificates issued for the financial year ending 30 June of that year.

**FTE Employees:** The Full Time Equivalent employees as published by the Department of Education (previously DEST) and including Casuals.

**Incidence Rate:** (per 100 employees) – LTI/headcount multiplied by 100.

**Frequency Rate:** (per million LTI)/(FTE employees x total annual hours in units of million hours), with 37.5 hours being the standard weekly rate.

**Lost time in days:** Total number of claimed working days lost through injury or disease.

**Average time lost rate:** (days/injury) – lost time days / LTI.

**Premium % of payroll:** Estimated Workers' Compensation insurance premiums per \$100 of total payroll or for self-insurance programs both (in separate rows) the actual claim costs (lost time, medical rehabilitation) and also total program costs (claim costs, Workers' Compensation self-insurer expenses and additional internal costs of managing the self-insurance program) per \$100 of total payroll.

### Data Snapshot

Unless indicated in the specific category, data contained in this report should be regarded as being representative of the following snapshot period:

- Continuing and Fixed-term employee data has been taken from the DEEWR snapshot dated 31 March of the year indicated. This includes Headcount, Full Time Equivalent and Median Age.
- Casual data is based on hours worked from 1 January to 31 December of the year indicated.

- The *Universities' HR Benchmarking Program 2015* represents data from the 2014 calendar year or 31 March 2014 snapshot.
- Terminations, Recruitment and Leave data are based on calendar years. As such, there are no figures shown for 2014.
- Academic promotion data is only available up until the end of 2014 as it is an annual process and has not been completed for 2015.
- Unless specifically indicated, tables and data demonstrating *Professional staff* within this report include results for TESOL Language Teachers staff.

This report is compiled from the University's primary data sources, being the Aurion HR Information System and the Management Information System UQ Data Warehouse. Comparative benchmarks are from contributions to the *Universities' HR Benchmarking Program 2015* which contains samples of between 30 and 36 Australian Universities; as well as results from the Department of Education annual staff submission. OH&S data is provided by the OH&S unit.

### Organisational Context

Definitions and descriptions of terms and organisational structure are included in the following section of this report.

Any detailed views of the University's organisational structure over time have been converted to represent the organisational structure in place as at 31 March 2015. This enables trend analysis to compare like with like.

The following major changes were made to the University's Organisational structure between 2008 and March 2015:

- The Faculty of Biological and Chemical Sciences and the Faculty of Engineering, Physical Sciences and Architecture were restructured to form the Faculty of Science and the Faculty of Engineering, Architecture and Information Technology, respectively
- The disestablishment of the University Bookshop
- The disestablishment of Printery
- The transmission of business involving JK Tech
- The restructuring of TEDI
- The restructuring of the School of Dentistry
- Relocation of Veterinary School staff to Gatton
- The Faculty of Natural Resources, Agriculture and Veterinary Sciences becoming part of the Faculty of Science
- Creation of the Global Change Institute (GCI)
- Creation of the Queensland Alliance for Agriculture and Food Innovation (QAAFI)
- Restructure of Student Affairs Division
- Disestablishment of the Office of DVC (External Relations)
- Some amendments were made to units reporting to Central Areas in 2013 (e.g. SDVC and DVC(Research) – see the list below for the Organisational structure current as at 31 March 2015)
- Faculty Restructure of Arts, Social Behavioural Sciences and Health Sciences to the new Faculties of Humanities and Social Sciences, Health and Behavioural Sciences and Medical and Biomedical Sciences.
- Creation of the Mater Research Institute
- Restructure of UQ Library
- Restructure of CEIT, CIPL, and TEDI to the Office of PVC (Teaching and Learning). Creation of associated Institute of Teaching and Learning Innovation

## 18 UNIVERSITY ORGANISATIONAL STRUCTURE

Throughout the report, three major organisational groupings (Areas) are used. These are Central Services, Faculties and Institutes. The list of organisational units included in each of the Areas is based on the Aurion HRIS organisational structure.

**CENTRAL SERVICES AREAS**

The following table provides further detail of organisational units included in **Central Services Areas**:

Central Service Area	Divisions
Office of DVC (Academic)	Academic Services Division
	Centre for Educational Innovation & Technology
	Centre for Innovation in Professional Learning
	Office of DVC (Academic)
	Office of Pro-Vice-Chancellor (Indigenous Edu)
	Office of Pro-Vice-Chancellor (Teaching and Learning)
	Prospective Students & Student Equity
	Research Information Service
	Student Affairs Division
	Teach and Learn Service
UQ Library	
Office of DVC (Intntl)	Institute of Continuing & TESOL Education
	Office of DVC (International)
	UQ International
Office of DVC (Research)	Centre for Advanced Imaging
	Office of DVC (Research)
	Office of PVC (Research International)
	Research Computing Centre
	Research Data Storage Infrastructure
	Research Management Office
	Research Partnerships Office
	University of Queensland Graduate School
UQ Biological Resources	
Office of Chief Operating Officer	Corporate Operations
	Finance & Business Services
	Human Resources Division
	Information Technology Services
	Legal Office
	Occupational Health and Safety
	Office of Marketing & Communications
	Office of COO
	Planning Office
	Property & Facilities Division
Independent Operations	Alumni Association Of Uni QLD Inc
	University of Queensland Bookshop
	University of Queensland Press
Office of Provost	Office of Provost
	Office of Pro-Vice-Chancellor
Office of Vice-Chancellor	Office of President, Academic Board
	Office of PVC (Advancement)
	Office of Vice-Chancellor



**FACULTIES**

The following table provides further detail of those areas defined as **Faculties** within the report:

<b>Faculty</b>	<b>School/Centres</b>
Business, Economics & Law	Office of the Faculty of Business, Economics & Law
	School of Economics
	T.C. Beirne School of Law
	UQ Business School
	Australian Institute for Business and Economics
Eng, Arch & Info Tech	Advanced Water Management Centre
	Office of the Faculty Of Engineering, Architecture & Info Tech
	School of Architecture
	School of Chemical Engineering
	School of Civil Engineering
	School of Information Technology and Electrical Engineering
	School of Mechanical and Mining Engineering
Health and Behavioural Sciences	Centre for Youth Substance Abuse
	Office of the Faculty of Health Behavioural Sciences
	National Res Centre For Environmental Toxicology
	School of Dentistry
	School of Health & Rehabilitation Science
	School of Human Movement Studies
	School of Nursing & Midwifery
	School of Pharmacy
School of Psychology	
Humanities and Social Sciences	Confucius Institute
	Centre for Critical and Cultural Studies
	Centre for History of European Discourses
	Centre for History of Emotions
	ARC Centre of Excellence for the History of Emotions
	Office of the Faculty Of Humanities and Social Sciences
	Institute of Modern Languages
	School of Communication & Arts
	School of Education
	School of History and Philosophical Inquiry
	School of Communication
	School of Languages and Cultures
	School of Music
	School of Political Science & International Studies
	School of Social Science
Institute for Social Science Research	

## FACULTIES CONTINUED

Faculty	Schools/Centres
Medicine Biomedical Sciences	Centre for Integrated Preclinical Drug Development
	Centre for Clinical Research
	Mater Research Institute
	Office of the Faculty of Medicine Biomedical Sciences
	Queensland Children's Medical Research Institute
	School of Biomedical Sciences
	School of Medicine
	School of Public Health
	UQ Diamantina Institute
Science	Biodiversity and Conservation Science Centre
	Central Glasshouse Services
	Centre Microscopy & Microanalysis
	Australian Equine Genetics Research Centre
	Heron Island Research Station
	Moreton Bay Research Station
	School of Agriculture & Food Science
	School of Biological Sciences
	School of Chemical & Molecular BioScience
	School of Earth Sciences
	School Geography, Planning & Environmental Management
	School of Maths & Physics
	School of Veterinary Science
	Office of the Faculty of Science
	Terrestrial Ecosystem Research Network

**INSTITUTES**

The following table provides further detail of those areas defined as *Institutes* within the report:

<b>Institute</b>	<b>Centres/Divisions</b>
Aust Inst Bioeng Nanotech	Australian Institute for Bioengineering & Nanotechnology
Global Change Institute	Global Change Institute
Inst Molecular Bioscience	Institute of Molecular Bioscience
Qld All Agr & Food Innov	Centre for Animal Science
	Centre for Nutrition and Food Sciences
	Centre for Plant Science
	Qld Alliance for Agriculture and Food Innovation
Qld Brain Institute	Centre for Ageing Dementia Research
	Queensland Brain Institute
Sustainable Minerals Institute	CRC for Optimising Resource Extraction
	Centre for Coal Seam Gas
	Centre for Mined Land Rehabilitation
	Centre for Social Responsibility in Mining
	Centre for Water in the Minerals Industry
	Julius Kruttschnitt Mineral Research Centre (JKMRC)
	Minerals Industry Safety and Health Centre
	Sustainable Minerals Institute
WH Bryan Mining and Geology Centre	

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# **Universities HR Benchmarking Program 2013**

**HR Performance Indicators for**

**Edith Cowan University**

**Compared with Australian  
Universities**

**For the period 2008 - 2012**



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# **Section 1 Introduction**

**Understanding the program and report presentation**

## Universities HR Benchmarking Program 2013

### Introduction

The Universities HR Benchmarking Program was established in 2004 as a result of collaboration between a number of Australian Universities who wanted to be able to compare and contrast human resource data with like institutions. The program has expanded substantially and in 2013 consists of 39 members from Australia and New Zealand. 38 members contributed data for this year's report.

Members collate and submit information about their university, which is analysed and reported across a number of measures, drawing comparisons to the university sector as a whole or a defined sub-group of universities.

This report contains results across 42 measures which fall into one of the following categories:

- Staff Profiles
- Academic Workforce Profile
- Turnover
- Absence
- Recruitment Efficiency and Effectiveness
- Age
- Length of Service
- Occupational Health and Safety
- Employment Costs

The ability to draw comparisons relevant to each member's university can offer great insight into individual and sector-wide practices. Importantly, this data can add significant value through informing human resources-related strategy and policy decisions.

### Comparisons

Each member will, as part of its membership, receive three reports as well as the Report Companion which provides useful information on the report process and how to read the reports. The first provides comparative results against the sector as a whole (ie all contributing members). The second provides comparative results against a specific sub-group of the sector (eg Go8, ATN and IRU). Members were asked to nominate the sub-group with which they wish to be compared when registering for the program. The third provides comprehensive data relating to age and length of service for employees.

Each of these reports is identified clearly on the title page of the report, as well as the header of each page of the report. The number of members contributing to the results for a particular measure (the sample size) is also shown within the relevant report.

Additional reports, comprising either a customised sub-group of universities or an existing formalised sector grouping, may be purchased. For further information, including costs, please contact Henry Wong, by phoning +61 3 9614 5550 or emailing <[hrbenchmarking@acheia.edu.au](mailto:hrbenchmarking@acheia.edu.au)>.

### Group Reports

As part of subscription, members are entitled to a sector/program report and one other group report. The available group reports are based on the formal and informal University groupings - Australian Technology Network (ATN), the Group of 8 (Go8), Innovative Research, New Generation, Regional Universities and New Zealand Universities.

Members may also request that additional groups be created that are a logical comparison to benchmark against. New groups are required to have at least 5 or more members.

### Report Time Frames

Data is collected for the previous 5 calendar years. Where cumulative data is required, the period used is 1 January to 31 December for each calendar year, with 31 March for that particular year being used for the snapshot data.

# **Section 2 Summary of Results**

**The summary table of the results**

## Summary of Results

Please refer to Section 3 - Program Results - for definitions of each measure.

### Workforce Profile

#### Workforce Profile: by Employment Kind (Excluding Casuals)

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
General Total	60.72 %	59.37 %	59.10 %	60.68 %	62.15 %	55.46 %	55.37 %	55.39 %	55.59 %	55.91 %
Academic Total	34.17 %	35.57 %	36.30 %	34.84 %	33.21 %	41.09 %	40.94 %	40.96 %	40.76 %	40.53 %
Senior Staff/Mgt	5.10 %	5.06 %	4.60 %	4.48 %	4.64 %	3.45 %	3.70 %	3.65 %	3.65 %	3.55 %

#### Workforce Profile: by Employment Kind (Including Casuals)

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
General Total	57.15 %	55.51 %	55.05 %	56.76 %	58.17 %	53.73 %	53.52 %	53.42 %	53.29 %	53.58 %
Academic Total	38.39 %	40.05 %	41.00 %	39.38 %	37.86 %	43.28 %	43.31 %	43.65 %	43.70 %	43.37 %
Senior Staff/Mgt	4.46 %	4.44 %	3.95 %	3.86 %	3.97 %	2.99 %	3.17 %	3.06 %	3.01 %	3.05 %

#### Workforce Profile: by Faculty and Division (Excluding Casuals)

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Division - Total	42.19 %	41.04 %	41.38 %	44.12 %	45.37 %	34.87 %	35.07 %	34.92 %	35.04 %	35.01 %
Faculty - Total	57.81 %	58.96 %	58.62 %	55.88 %	54.63 %	65.13 %	64.93 %	65.08 %	64.96 %	64.99 %

#### Workforce Profile: by Faculty and Division (Including Casuals)

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Division - Total	39.38 %	38.39 %	37.09 %	40.88 %	42.01 %	34.77 %	33.95 %	33.53 %	33.44 %	33.13 %
Faculty - Total	60.62 %	61.61 %	62.91 %	59.12 %	57.99 %	65.23 %	66.05 %	66.47 %	66.56 %	66.87 %

#### Workforce Profile of Faculty: by Employment Kind (Excluding Casual)

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - General	38.73 %	37.93 %	36.83 %	35.64 %	36.92 %	36.81 %	37.03 %	36.78 %	37.23 %	37.73 %
Faculty - Academic	61.27 %	62.07 %	63.17 %	64.36 %	63.08 %	63.19 %	62.97 %	63.22 %	62.77 %	62.27 %

#### Workforce Profile of Faculty: by Employment Kind (Including Casual)

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - General	35.39 %	34.12 %	32.38 %	32.39 %	33.09 %	35.86 %	35.57 %	35.31 %	35.16 %	35.85 %
Faculty - Academic	64.61 %	65.88 %	67.62 %	67.61 %	66.91 %	64.14 %	64.43 %	64.69 %	64.84 %	64.15 %

## Summary of Results

### Workforce Profile: by Contract Type

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Workforce Profile: Composition by Contract Type (Fixed Term)</i>	26.19 %	28.45 %	26.33 %	27.68 %	30.03 %	33.71 %	35.80 %	35.81 %	36.36 %	35.80 %
<i>Workforce Profile: Composition by Contract Type (Ongoing)</i>	73.81 %	71.55 %	73.67 %	72.33 %	69.91 %	66.00 %	64.20 %	64.17 %	63.61 %	64.19 %

### Workforce Profile: by Employment Status

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Workforce Profile: Composition by Employment Status (Full Time)</i>	84.73 %	83.90 %	83.87 %	83.53 %	82.69 %	86.44 %	86.66 %	86.44 %	86.18 %	86.19 %
<i>Workforce Profile: Composition by Employment Status (Part Time)</i>	15.27 %	16.10 %	16.13 %	16.47 %	17.31 %	13.25 %	13.32 %	13.53 %	13.80 %	13.80 %

### Other Workforce Profile Measures

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Female Participation</i>	57.68 %	58.06 %	59.70 %	59.98 %	60.78 %	53.77 %	54.25 %	54.72 %	55.00 %	55.24 %
<i>HR Function Staffing Ratio</i>	1.60 %	1.60 %	1.67 %	1.67 %	1.62 %	1.84 %	1.82 %	1.88 %	1.89 %	1.94 %
<i>Indigenous Staffing (Aust)</i>	1.21 %	1.06 %	1.16 %	1.42 %	1.34 %	1.20 %	0.97 %	1.00 %	1.03 %	1.05 %

### Turnover

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Fixed Term Contract Expiration</i>	9.89 %	8.17 %	8.26 %	7.49 %	3.11 %	6.25 %	6.62 %	6.44 %	6.29 %	6.41 %
<i>Involuntary University Initiated Turnover</i>	0.24 %	0.00 %	0.22 %	0.71 %	0.54 %	0.49 %	0.67 %	0.64 %	0.59 %	0.66 %
<i>Total Turnover</i>	24.67 %	17.07 %	20.84 %	21.32 %	13.03 %	17.98 %	16.68 %	17.52 %	16.29 %	15.89 %
<i>Voluntary Employee Initiated Turnover</i>	13.75 %	7.16 %	8.70 %	11.10 %	8.15 %	10.47 %	8.13 %	9.22 %	8.79 %	7.95 %
<i>Voluntary University Initiated Turnover</i>	0.78 %	1.73 %	3.60 %	2.02 %	1.23 %	0.93 %	1.50 %	1.31 %	0.72 %	0.96 %
<i>Voluntary Employee Initiated Turnover &lt; 12 months</i>			0.50 %	2.62 %	2.09 %	1.97 %	1.45 %	2.43 %	2.02 %	2.34 %

### Absence

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Unscheduled Absence Taken per Employee</i>	4.97	5.54	5.60	6.32	6.80	5.15	5.31	5.61	5.57	6.04

## Summary of Results

### Recruitment

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Applicant Interest</i>	8.76	16.34	21.38		23.96	12.00	17.59	17.44	18.22	22.40
<i>Recruitment Days to Offer</i>	46.02	51.41			32.22	63.84	51.67	48.33	49.38	40.22
<i>Recruitment Days to Start</i>	63.49	73.46			70.68	88.72	84.53	71.92	80.56	60.13
<i>Recruitment Rate</i>	14.41 %	8.56 %	14.75 %	4.92 %	11.21 %	16.40 %	11.85 %	13.22 %	13.60 %	13.73 %
<i>Recruitment Source</i>	59.83 %	58.82 %		41.11 %		40.70 %	41.47 %	43.75 %	42.02 %	43.41 %

### Academic

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Academic Promotion Rate</i>	7.06 %	5.87 %	3.16 %	3.66 %	3.32 %	4.89 %	4.24 %	4.52 %	4.49 %	4.41 %
<i>Academic Promotions Success Rate</i>	62.71 %	60.71 %	67.86 %	57.89 %	57.58 %	69.35 %	70.45 %	70.95 %	70.49 %	70.19 %
<i>Applications for Promotion Rate</i>	11.26 %	9.67 %	4.65 %	6.32 %	5.77 %	7.05 %	6.02 %	6.37 %	6.37 %	6.28 %
<i>Doctoral Qualifications</i>	46.44 %	46.82 %	45.50 %	53.19 %	57.48 %	62.11 %	62.70 %	63.31 %	66.60 %	69.09 %
<i>Honorary/Visiting Academics</i>	49.91 %	40.13 %	39.65 %	39.78 %	53.82 %	87.03 %	91.03 %	92.55 %	99.28 %	97.21 %

### Age Profile

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Age Profile &lt; 25 Years of Age</i>	4.51 %	4.29 %	3.75 %	4.36 %	3.49 %	3.21 %	3.23 %	2.84 %	2.58 %	2.37 %
<i>Age Profile 25 - 29 Years of Age</i>	7.75 %	8.10 %	8.24 %	9.19 %	8.80 %	8.69 %	9.26 %	9.13 %	9.05 %	8.95 %
<i>Age Profile 30 - 34 Years of Age</i>	9.90 %	10.62 %	11.72 %	11.25 %	11.27 %	12.14 %	12.57 %	12.89 %	13.25 %	13.84 %
<i>Age Profile 35 - 39 Years of Age</i>	12.14 %	11.44 %	11.53 %	13.01 %	12.12 %	13.04 %	13.07 %	13.10 %	13.23 %	13.33 %
<i>Age Profile 40 - 44 Years of Age</i>	12.91 %	14.56 %	12.42 %	11.91 %	12.71 %	13.20 %	12.88 %	12.89 %	13.08 %	13.33 %
<i>Age Profile 45 - 49 Years of Age</i>	15.95 %	13.79 %	14.26 %	14.44 %	14.85 %	15.01 %	14.51 %	14.15 %	13.93 %	13.68 %
<i>Age Profile 50 - 54 Years of Age</i>	16.70 %	16.41 %	15.52 %	14.47 %	15.30 %	14.94 %	14.45 %	14.25 %	14.03 %	13.90 %
<i>Age Profile 55 - 59 Years of Age</i>	12.65 %	12.79 %	12.35 %	12.79 %	12.50 %	12.14 %	11.81 %	11.74 %	11.82 %	11.77 %
<i>Age Profile 60 -64 Years of Age</i>	6.37 %	7.06 %	7.73 %	7.05 %	6.78 %	6.50 %	6.78 %	6.85 %	7.12 %	6.92 %
<i>Age Profile 65 + Years of Age</i>	1.13 %	0.94 %	1.58 %	1.52 %	2.18 %	1.60 %	1.77 %	2.02 %	2.28 %	2.55 %
<i>Median Age of New Recruits</i>	36.57	37.11	40.19	35.03	37.05	na	na	na	na	na
<i>Median Age of Separated Staff</i>	41.97	42.75	52.00	39.82	40.90	na	na	na	na	na
<i>Median Age of Current Staff</i>			45.93	39.40	42.26	na	na	na	na	na



## Summary of Results

### Length of Service Profile

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
LOS Profile <1	13.94 %	12.14 %	13.22 %	17.89 %	15.38 %	14.65 %	13.92 %	12.14 %	13.54 %	13.10 %
LOS Profile 1-3	13.59 %	17.67 %	26.81 %	22.87 %	21.27 %	19.65 %	20.99 %	22.92 %	20.45 %	20.09 %
LOS Profile 3-5	12.38 %	11.12 %	10.66 %	14.76 %	19.12 %	12.54 %	12.48 %	13.69 %	14.78 %	15.39 %
LOS Profile 5-10	21.47 %	22.03 %	22.07 %	18.28 %	17.72 %	21.93 %	21.27 %	20.96 %	20.64 %	20.79 %
LOS Profile 10-15	16.89 %	14.76 %	10.95 %	11.57 %	11.68 %	12.62 %	12.25 %	11.50 %	12.04 %	12.52 %
LOS Profile 15-20	11.51 %	11.88 %	12.52 %	6.77 %	6.37 %	9.72 %	9.17 %	8.48 %	8.00 %	7.60 %
LOS Profile 20-25	5.78 %	5.47 %	3.60 %	7.87 %	5.57 %	5.07 %	5.35 %	5.62 %	5.99 %	5.90 %
LOS Profile 25-30	2.47 %	2.84 %	0.10 %	0.06 %	1.75 %	2.17 %	2.20 %	2.12 %	2.26 %	2.47 %
LOS Profile 30+	1.97 %	2.09 %	0.06 %	0.00 %	1.14 %	2.43 %	2.29 %	2.08 %	2.04 %	1.99 %
Median LOS - Current Staff	8.83	8.36		4.37	4.18	na	na	na	na	na
Median LOS - Separating Staff	5.90	6.82		4.01	2.13	na	na	na	na	na

### Employment Cost

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Employment Costs as a % of Revenue	51.31 %	52.71 %	57.08 %	59.94 %	60.61 %	57.53 %	53.18 %	50.71 %	53.14 %	53.79 %

### WH&S

	Edith Cowan University					AUS Average				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Average Time Lost	3.29	3.00	9.40	25.00	4.80	20.15	21.67	23.29	25.13	27.14
WH&S Compensation Costs as a percentage of Employment Costs	0.19 %	0.19 %	0.10 %	0.11 %	0.11 %	0.33 %	0.37 %	0.32 %	0.29 %	0.29 %
WH&S Incident Rate	0.42 %	0.22 %	0.28 %	0.16 %	0.27 %	0.77 %	0.79 %	0.76 %	0.65 %	0.57 %

# **Section 3 Program Results**

**The results of your University compared with Australian Universities**

### Workforce Profile: Composition by Employment Kind (Excluding Casuals)

Total Academic/General/Senior Staff FTE

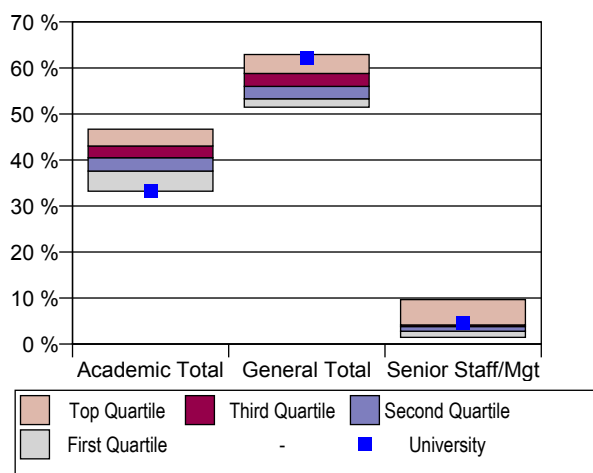
Total Staff FTE

#### DEFINITION

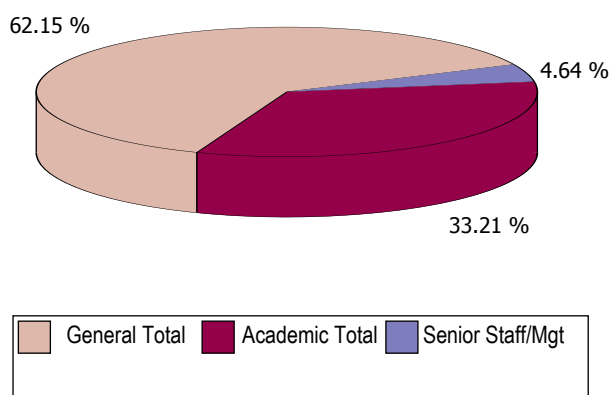
This measure compares the proportions of Academic and General staff (FTE) of the total staff FTE excluding casual staff. Results indicate the concentration of support and corporate staff compared to core-business staff (academics). This measure gives an indication of the level of support (corporate and other service delivery) provided to enable the academic work of the university.

Factors that may affect this measure include outsourcing of certain functions, service delivery differentiation and multi-campus operations.

ECU results versus Australian Universities 2012 Quartiles and Range

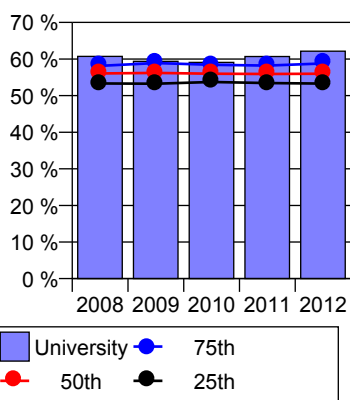


ECU results by Classification for 2012

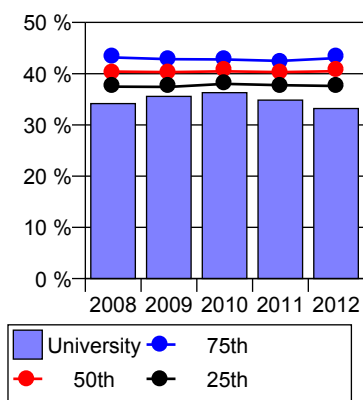


		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Academic Total</b>	<b>33.21 %</b>	33.21 %	34.86 %	37.59 %	40.48 %	43.03 %	44.50 %	46.69 %	40.53 %	36
Academic Total (M)	41.36 %	41.36 %	44.18 %	46.22 %	50.96 %	52.68 %	54.62 %	61.95 %	50.87 %	36
Academic Total (F)	27.95 %	24.31 %	27.95 %	28.60 %	31.35 %	35.31 %	36.69 %	40.24 %	32.16 %	36
<b>General Total</b>	<b>62.15 %</b>	51.47 %	52.03 %	53.31 %	55.98 %	58.80 %	61.04 %	62.93 %	55.91 %	36
General Total (M)	50.69 %	32.78 %	39.99 %	41.82 %	44.22 %	46.42 %	49.26 %	51.58 %	43.97 %	36
General Total (F)	69.54 %	56.89 %	60.87 %	62.67 %	65.79 %	68.64 %	69.99 %	74.13 %	65.59 %	36
<b>Senior Staff/Mgt</b>	<b>4.64 %</b>	1.47 %	2.09 %	2.79 %	3.81 %	4.17 %	4.83 %	9.66 %	3.55 %	36
Senior Staff/Mgt (M)	7.95 %	2.33 %	3.43 %	4.05 %	5.54 %	6.33 %	7.50 %	11.96 %	5.16 %	36
Senior Staff/Mgt (F)	2.51 %	0.69 %	0.87 %	1.73 %	2.46 %	2.88 %	3.38 %	7.49 %	2.25 %	36

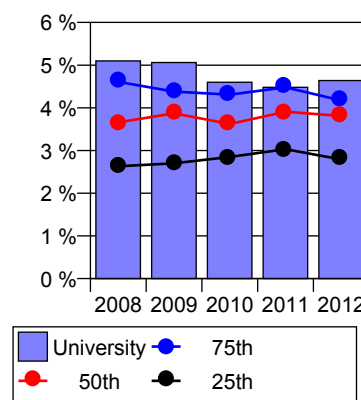
General Total (T)



Academic Total (T)



Senior Staff/Mgt (T)



## Workforce Profile: Composition by Employment Kind (Including Casuals)

Total Academic/General/Senior Staff FTE

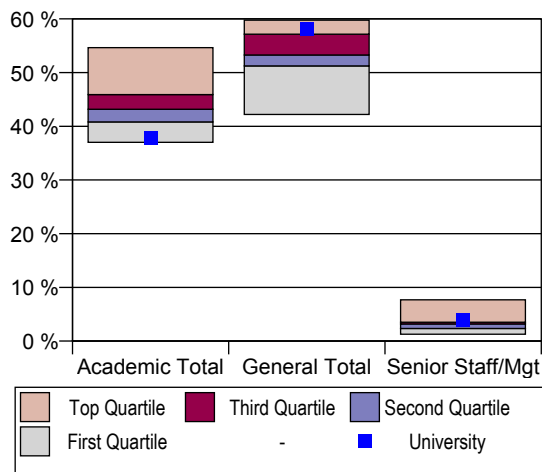
Total Staff FTE

### DEFINITION

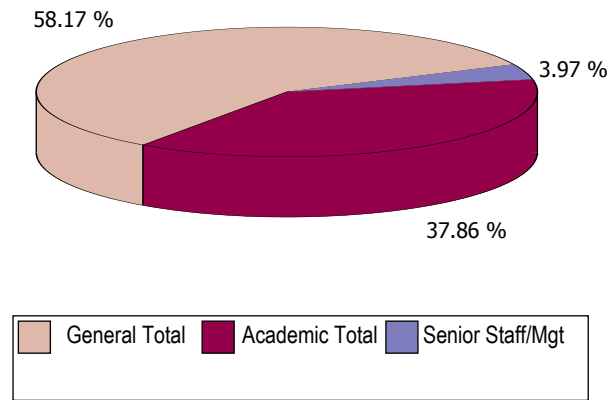
This measure compares the proportions of Academic and General staff (FTE) of the total staff FTE including casual staff. Results indicate the concentration of support and corporate staff compared to core-business staff (academics). This ratio gives an indication of the level of support (corporate and other service delivery) provided to enable the academic work of the university.

Factors that may affect this measure include outsourcing of certain functions, service delivery differentiation and multi-campus operations.

ECU results versus Australian Universities 2012 Quartiles and Range

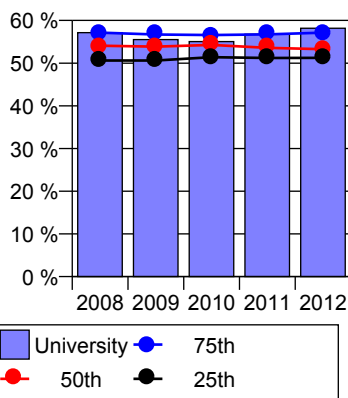


ECU results by Classification for 2012

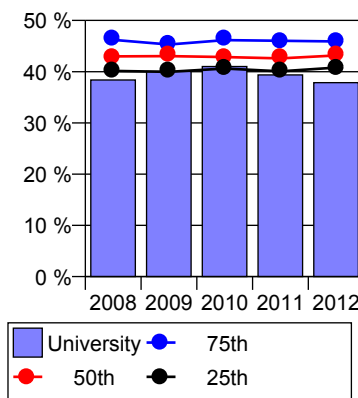


		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Academic Total</b>	<b>37.86 %</b>	<b>37.02 %</b>	<b>38.33 %</b>	<b>40.81 %</b>	<b>43.17 %</b>	<b>45.90 %</b>	<b>47.83 %</b>	<b>54.66 %</b>	<b>43.37 %</b>	<b>33</b>
Academic Total (M)	45.75 %	45.07 %	47.05 %	48.19 %	51.90 %	53.77 %	58.86 %	70.46 %	52.65 %	33
Academic Total (F)	32.93 %	28.49 %	31.38 %	32.93 %	35.86 %	38.72 %	41.73 %	48.42 %	36.00 %	33
<b>General Total</b>	<b>58.17 %</b>	<b>42.20 %</b>	<b>49.16 %</b>	<b>51.25 %</b>	<b>53.28 %</b>	<b>57.15 %</b>	<b>57.97 %</b>	<b>59.77 %</b>	<b>53.58 %</b>	<b>33</b>
General Total (M)	47.31 %	25.45 %	38.91 %	41.09 %	43.32 %	45.58 %	47.27 %	50.33 %	42.89 %	33
General Total (F)	64.94 %	49.26 %	57.37 %	59.15 %	62.08 %	64.94 %	66.54 %	70.82 %	62.07 %	33
<b>Senior Staff/Mgt</b>	<b>3.97 %</b>	<b>1.27 %</b>	<b>1.72 %</b>	<b>2.34 %</b>	<b>3.18 %</b>	<b>3.52 %</b>	<b>4.42 %</b>	<b>7.69 %</b>	<b>3.05 %</b>	<b>33</b>
Senior Staff/Mgt (M)	6.94 %	1.99 %	3.06 %	3.55 %	4.60 %	5.82 %	6.36 %	9.39 %	4.46 %	33
Senior Staff/Mgt (F)	2.12 %	0.56 %	0.70 %	1.45 %	2.16 %	2.36 %	3.21 %	6.05 %	1.93 %	33

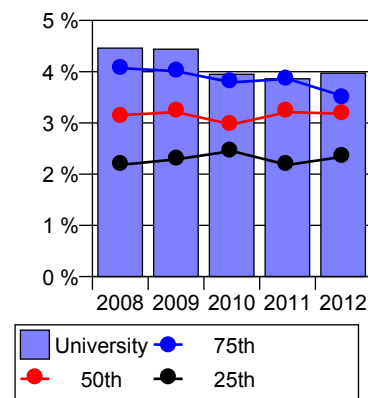
General Total (T)



Academic Total (T)



Senior Staff/Mgt (T)



## Workforce Profile: Composition by Faculty and Division (Excluding Casuals)

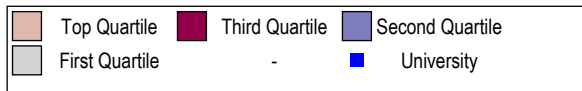
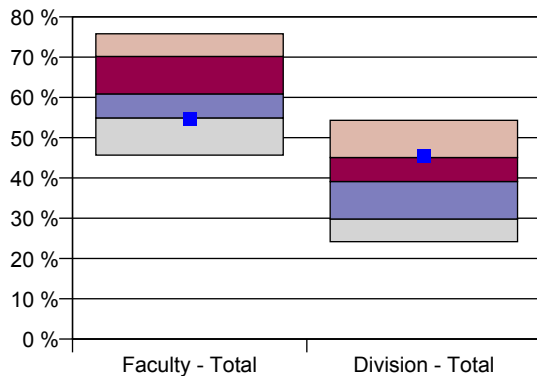
$$\frac{\text{Total Faculty/Division Staff FTE}}{\text{Total Staff FTE}}$$

### DEFINITION

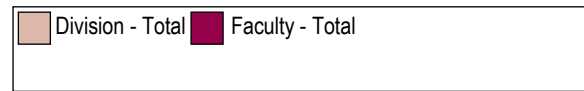
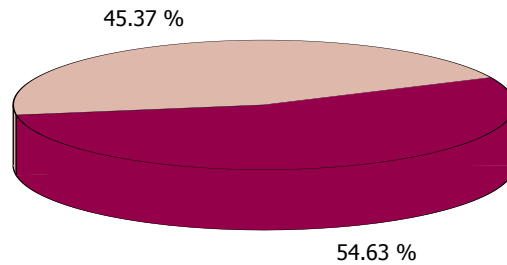
This measure compares the proportions of Faculty and Division staff (FTE) of the total staff FTE excluding casual staff. This result indicates the proportion of centralised divisional support staff compared to staff appointed to deliver core business and decentralised support services within faculties.

Factors that may impact on the result include centralisation of corporate support, outsourcing and service delivery differentiation.

ECU results versus Australian Universities 2012 Quartiles and Range

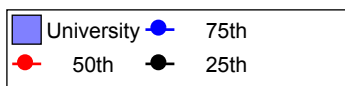
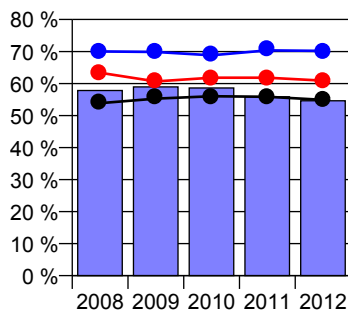


ECU results by Classification for 2012

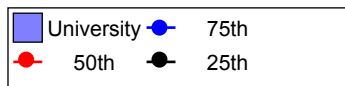
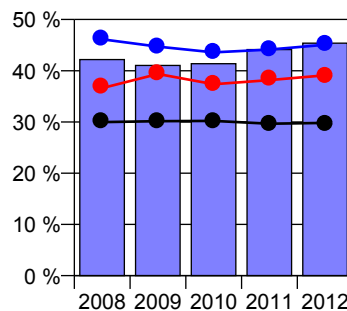


		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Faculty - Total</b>	<b>54.63 %</b>	<b>45.68 %</b>	<b>53.46 %</b>	<b>54.92 %</b>	<b>60.89 %</b>	<b>70.18 %</b>	<b>74.68 %</b>	<b>75.80 %</b>	<b>64.99 %</b>	<b>33</b>
Faculty - Total (M)	55.90 %	50.42 %	55.94 %	59.43 %	63.98 %	74.98 %	76.55 %	79.51 %	68.35 %	33
Faculty - Total (F)	53.81 %	41.30 %	49.88 %	52.61 %	59.51 %	65.32 %	72.01 %	75.29 %	62.28 %	33
<b>Division - Total</b>	<b>45.37 %</b>	<b>24.20 %</b>	<b>25.32 %</b>	<b>29.82 %</b>	<b>39.11 %</b>	<b>45.08 %</b>	<b>46.54 %</b>	<b>54.32 %</b>	<b>35.01 %</b>	<b>33</b>
Division - Total (M)	44.10 %	20.49 %	23.45 %	25.02 %	36.02 %	40.57 %	44.06 %	49.58 %	31.65 %	33
Division - Total (F)	46.19 %	24.71 %	27.99 %	34.68 %	40.49 %	47.39 %	50.12 %	58.70 %	37.72 %	33

Faculty - Total (T)



Division - Total (T)



## Workforce Profile: Composition by Faculty and Division (Including Casuals)

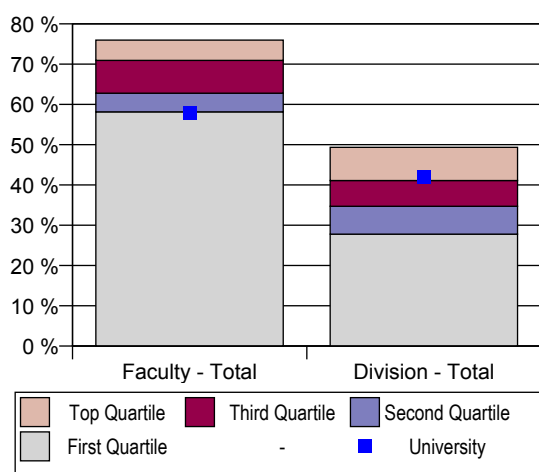
$$\frac{\text{Total Faculty/Division Staff FTE}}{\text{Total Staff FTE}}$$

### DEFINITION

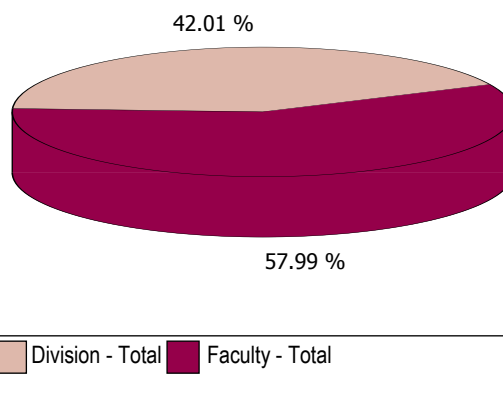
This measure compares the proportions of Faculty and Division staff (FTE) of the total staff FTE including casual staff. This result indicates the proportion of centralised divisional support staff compared to staff appointed to deliver core business and decentralised support services within faculties.

Factors that may impact on the result include centralisation of corporate support, outsourcing and service delivery differentiation.

ECU results versus Australian Universities 2012 Quartiles and Range

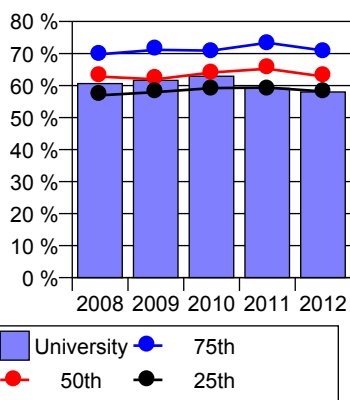


ECU results by Classification for 2012

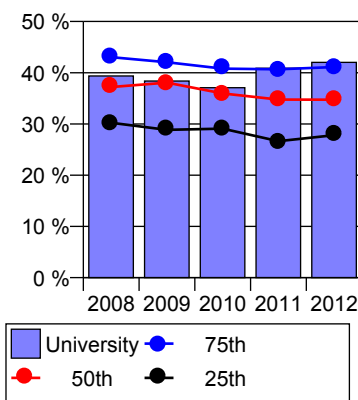


		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Faculty - Total</b>	<b>57.99 %</b>	<b>0.00 %</b>	<b>54.46 %</b>	<b>58.16 %</b>	<b>62.81 %</b>	<b>70.93 %</b>	<b>74.81 %</b>	<b>75.98 %</b>	<b>66.87 %</b>	<b>31</b>
<i>Faculty - Total (M)</i>	<i>59.50 %</i>	<i>0.00 %</i>	<i>57.91 %</i>	<i>60.21 %</i>	<i>66.16 %</i>	<i>74.51 %</i>	<i>77.37 %</i>	<i>81.75 %</i>	<i>69.69 %</i>	<i>31</i>
<i>Faculty - Total (F)</i>	<i>57.06 %</i>	<i>0.00 %</i>	<i>52.01 %</i>	<i>55.65 %</i>	<i>61.95 %</i>	<i>67.81 %</i>	<i>71.98 %</i>	<i>75.79 %</i>	<i>64.66 %</i>	<i>31</i>
<b>Division - Total</b>	<b>42.01 %</b>	<b>0.00 %</b>	<b>24.35 %</b>	<b>27.80 %</b>	<b>34.73 %</b>	<b>41.11 %</b>	<b>43.87 %</b>	<b>49.36 %</b>	<b>33.13 %</b>	<b>31</b>
<i>Division - Total (M)</i>	<i>40.50 %</i>	<i>0.00 %</i>	<i>22.50 %</i>	<i>24.66 %</i>	<i>31.57 %</i>	<i>38.38 %</i>	<i>41.74 %</i>	<i>46.23 %</i>	<i>30.31 %</i>	<i>31</i>
<i>Division - Total (F)</i>	<i>42.94 %</i>	<i>0.00 %</i>	<i>24.93 %</i>	<i>31.35 %</i>	<i>36.63 %</i>	<i>43.94 %</i>	<i>47.51 %</i>	<i>53.97 %</i>	<i>35.34 %</i>	<i>31</i>

Faculty - Total (T)



Division - Total (T)



## Workforce Profile of Faculty: Composition by Employment Kind (Excluding Casuals)

Faculty General/Academic Staff FTE

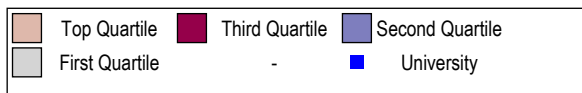
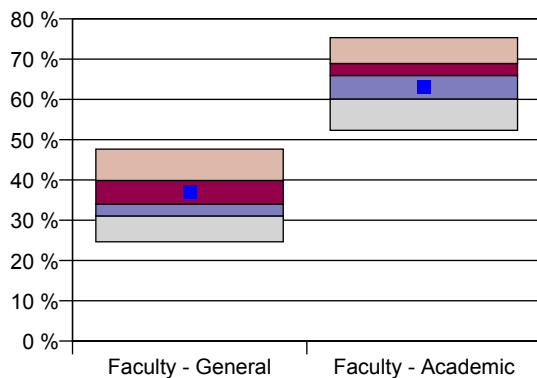
Total Faculty Staff FTE

### DEFINITION

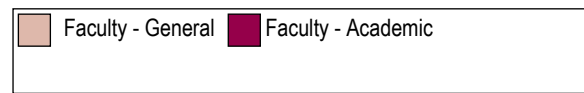
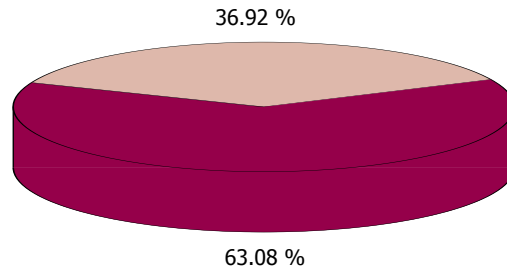
This measure compares the proportions of Academic and General staff (FTE) of the total Faculty staff FTE excluding casual staff. Results indicate the proportion of support/general staff appointed within the Faculties to provide support services to Academic staff. This support service is defined as decentralised service support as opposed to support services delivered by Divisional staff which is defined a centralised services.

The result may be impacted by factors such as an increased need for service support as a result of the increase in research activities within faculties, realignment of staffing structures and specific university targets, centralisation of corporate and support functions, outsourcing of certain functions and service delivery differentiation.

ECU results versus Australian Universities 2012 Quartiles and Range

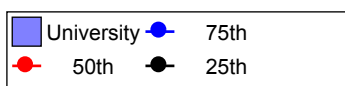
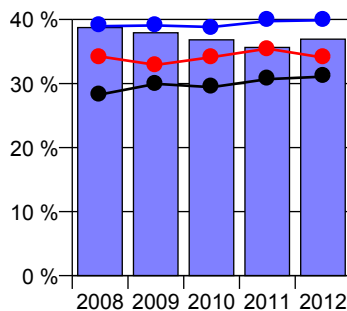


ECU results by Classification for 2012

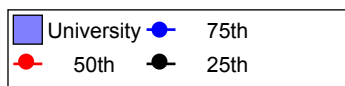
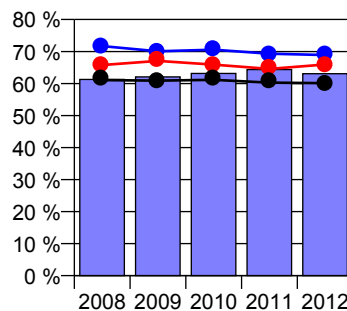


		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Faculty - Academic</b>	<b>63.08 %</b>	<b>52.35 %</b>	<b>56.11 %</b>	<b>60.12 %</b>	<b>65.95 %</b>	<b>68.92 %</b>	<b>71.44 %</b>	<b>75.36 %</b>	<b>62.27 %</b>	<b>33</b>
<i>Faculty - Academic (M)</i>	77.76 %	62.92 %	68.75 %	73.17 %	79.37 %	81.62 %	83.73 %	88.41 %	75.41 %	33
<i>Faculty - Academic (F)</i>	53.24 %	40.88 %	43.24 %	48.32 %	53.53 %	57.71 %	62.00 %	71.20 %	50.66 %	33
<b>Faculty - General</b>	<b>36.92 %</b>	<b>24.64 %</b>	<b>28.56 %</b>	<b>31.08 %</b>	<b>34.05 %</b>	<b>39.88 %</b>	<b>43.89 %</b>	<b>47.65 %</b>	<b>37.73 %</b>	<b>33</b>
<i>Faculty - General (M)</i>	22.24 %	11.59 %	16.27 %	18.38 %	20.63 %	26.83 %	31.25 %	37.08 %	24.59 %	33
<i>Faculty - General (F)</i>	46.76 %	28.80 %	38.00 %	42.29 %	46.47 %	51.68 %	56.76 %	59.12 %	49.34 %	33

Faculty - General (T)



Faculty - Academic (T)



## Workforce Profile of Faculty: Composition by Employment Kind (Including Casuals)

Faculty General/Academic Staff FTE

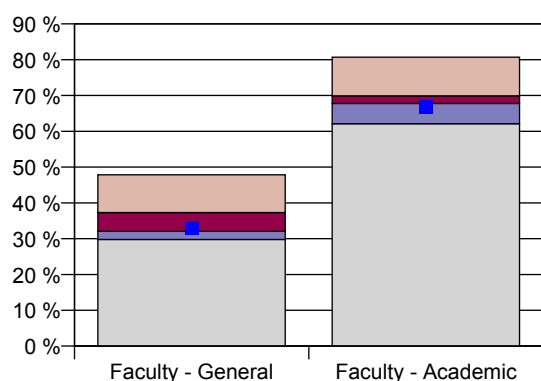
Total Faculty Staff FTE

### DEFINITION

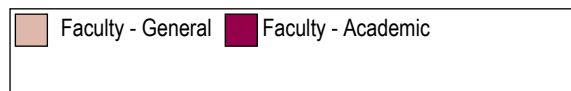
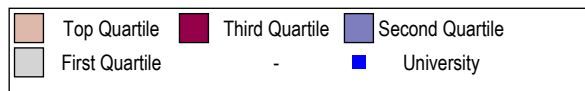
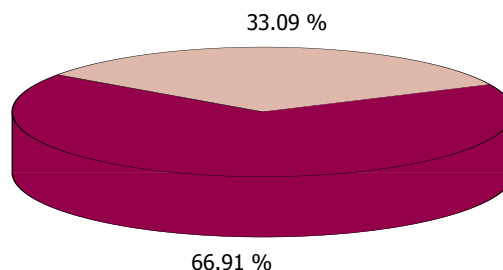
This measure compares the proportions of Academic and General staff (FTE) of the total Faculty staff FTE including casual staff. Results indicate the proportion of support/general staff appointed within the Faculties to provide support services to Academic staff. This support service is defined as decentralised service support as opposed to support services delivered by Divisional staff which is defined a centralised services.

The result may be impacted by factors such as an increased need for service support as a result of the increase in research activities within faculties, realignment of staffing structures and specific university targets, centralisation of corporate and support functions, outsourcing of certain functions and service delivery differentiation.

ECU results versus Australian Universities 2012 Quartiles and Range

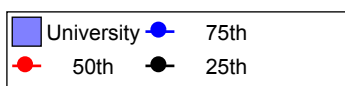
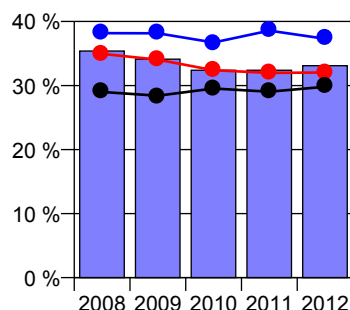


ECU results by Classification for 2012

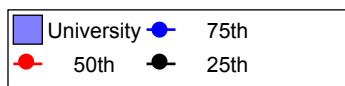
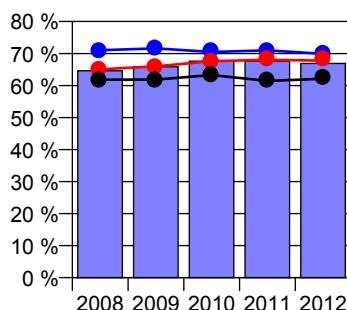


		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Faculty - Academic</b>	<b>66.91 %</b>	0.00 %	54.21 %	62.12 %	67.78 %	69.89 %	73.74 %	80.71 %	64.15 %	30
Faculty - Academic (M)	79.74 %	0.00 %	67.05 %	74.43 %	79.04 %	81.85 %	83.83 %	90.97 %	75.78 %	30
Faculty - Academic (F)	58.57 %	0.00 %	43.14 %	52.66 %	57.77 %	60.86 %	64.73 %	76.21 %	54.33 %	30
<b>Faculty - General</b>	<b>33.09 %</b>	0.00 %	25.44 %	29.80 %	32.04 %	37.30 %	45.36 %	47.86 %	35.85 %	30
Faculty - General (M)	20.26 %	0.00 %	14.94 %	17.96 %	20.81 %	24.79 %	30.81 %	37.79 %	24.22 %	30
Faculty - General (F)	41.43 %	0.00 %	34.56 %	38.88 %	41.79 %	46.56 %	54.49 %	60.75 %	45.67 %	30

Faculty - General (T)



Faculty - Academic (T)





### Workforce Profile: Composition by Contract Type (Fixed Term)

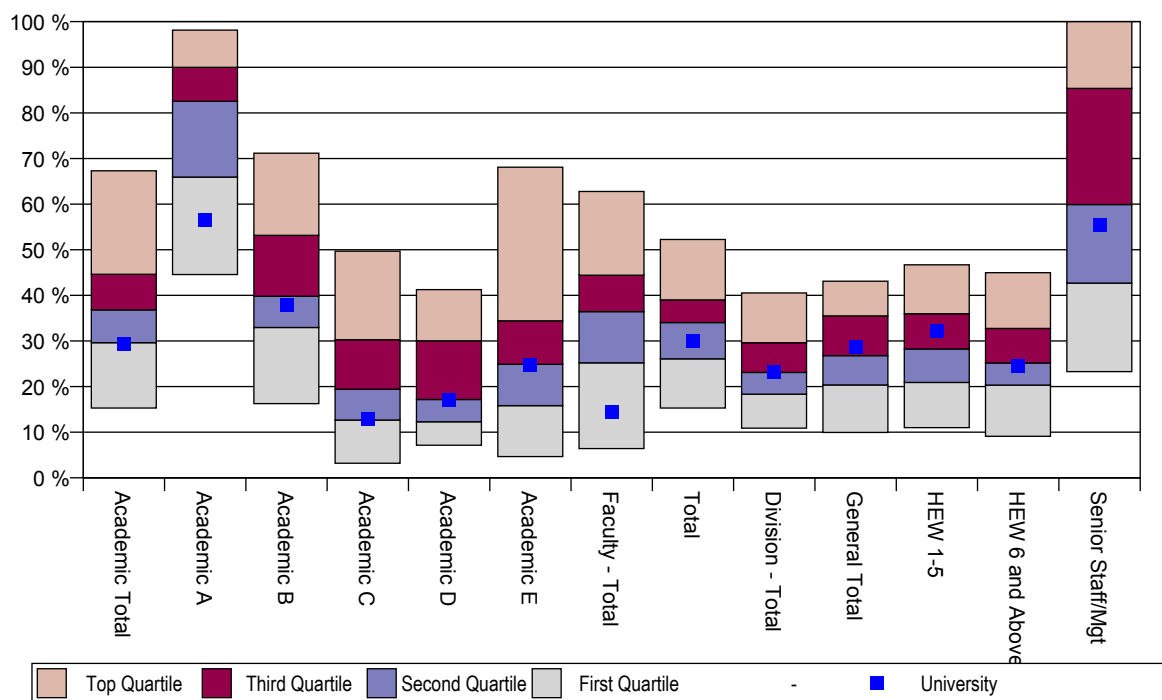
Number of Fixed Term Staff (FTE)  
Total Staff Count

**DEFINITION**

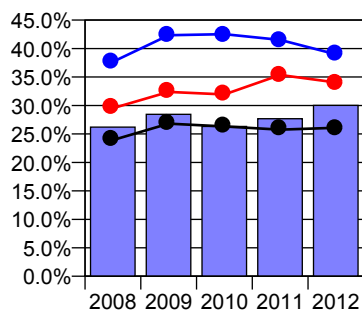
This measure describes the proportion of total staff (FTE) who are employed on a fixed term basis. The circumstances for engaging employees on a fixed term may include specific budget allocation for a particular project, additional assistance required to meet peak workloads, or replacing permanent employees who are absent from their substantive position.

The rate of fixed term appointments can reflect the need for a flexible work environment allowing the University to meet certain business requirements. A high percentage of fixed term appointments may be reflective of a flexible workforce or an increase in project work or a need for specific expertise for a defined period. A high result should be considered within the context of the universities business objectives and longer term workforce strategies.

**ECU results versus Australian Universities 2012 Quartiles and Range**

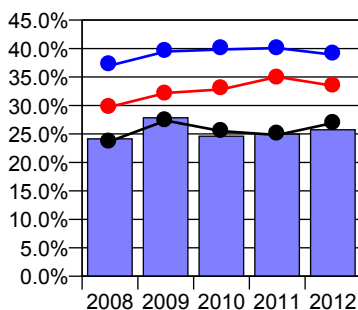


**Total (T)**



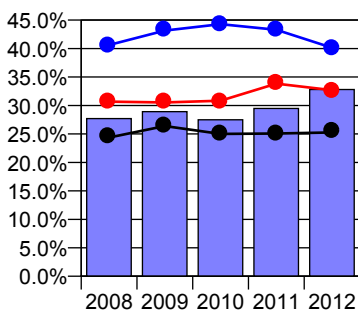
University 75th  
50th 25th

**Total (M)**



University 75th  
50th 25th

**Total (F)**



University 75th  
50th 25th

### Workforce Profile: Composition by Contract Type (Fixed Term)

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>30.0 %</b>	<b>15.3 %</b>	<b>19.1 %</b>	<b>26.1 %</b>	<b>34.1 %</b>	<b>39.0 %</b>	<b>45.3 %</b>	<b>52.2 %</b>	<b>35.8 %</b>	<b>36</b>
<i>Total (M)</i>	25.7 %	16.7 %	20.2 %	26.9 %	33.5 %	38.9 %	44.7 %	51.9 %	35.8 %	36
<i>Total (F)</i>	32.8 %	14.3 %	18.2 %	25.3 %	32.7 %	40.1 %	46.4 %	52.6 %	35.8 %	36

<b>Faculty - Total</b>	<b>14.4 %</b>	<b>6.4 %</b>	<b>18.1 %</b>	<b>25.2 %</b>	<b>36.4 %</b>	<b>44.4 %</b>	<b>52.8 %</b>	<b>62.8 %</b>	<b>41.0 %</b>	<b>33</b>
<i>Faculty - Total (M)</i>	8.1 %	5.0 %	17.7 %	24.5 %	37.0 %	42.5 %	51.1 %	62.2 %	39.7 %	33
<i>Faculty - Total (F)</i>	18.6 %	7.5 %	19.0 %	25.3 %	37.7 %	47.8 %	55.0 %	63.3 %	42.2 %	33
<b>Division - Total</b>	<b>23.1 %</b>	<b>10.9 %</b>	<b>13.9 %</b>	<b>18.4 %</b>	<b>23.1 %</b>	<b>29.6 %</b>	<b>31.4 %</b>	<b>40.5 %</b>	<b>23.6 %</b>	<b>33</b>
<i>Division - Total (M)</i>	25.8 %	10.0 %	15.1 %	17.7 %	25.8 %	32.7 %	36.2 %	45.9 %	24.9 %	33
<i>Division - Total (F)</i>	21.5 %	11.3 %	13.1 %	19.1 %	22.0 %	26.8 %	32.7 %	39.5 %	22.8 %	33

<b>Academic Total</b>	<b>29.3 %</b>	<b>15.3 %</b>	<b>22.5 %</b>	<b>29.6 %</b>	<b>36.8 %</b>	<b>44.6 %</b>	<b>53.9 %</b>	<b>67.3 %</b>	<b>43.1 %</b>	<b>36</b>
<i>Academic Total (M)</i>	25.0 %	14.1 %	21.1 %	26.1 %	36.0 %	41.8 %	51.8 %	65.0 %	41.2 %	36
<i>Academic Total (F)</i>	33.4 %	17.0 %	23.1 %	32.3 %	38.0 %	47.0 %	58.2 %	70.7 %	45.4 %	36
<b>Academic A</b>	<b>56.6 %</b>	<b>44.6 %</b>	<b>56.2 %</b>	<b>65.9 %</b>	<b>82.5 %</b>	<b>90.0 %</b>	<b>95.4 %</b>	<b>98.2 %</b>	<b>86.7 %</b>	<b>36</b>
<i>Academic A (M)</i>	59.2 %	45.3 %	57.5 %	68.3 %	85.9 %	94.7 %	97.9 %	100.0 %	88.6 %	36
<i>Academic A (F)</i>	54.4 %	43.7 %	51.5 %	65.4 %	81.0 %	88.5 %	95.5 %	98.3 %	84.9 %	36
<b>Academic B</b>	<b>37.8 %</b>	<b>16.3 %</b>	<b>24.1 %</b>	<b>33.0 %</b>	<b>39.8 %</b>	<b>53.2 %</b>	<b>64.7 %</b>	<b>71.2 %</b>	<b>45.9 %</b>	<b>36</b>
<i>Academic B (M)</i>	33.3 %	16.1 %	23.3 %	30.5 %	42.4 %	52.8 %	64.0 %	71.4 %	46.5 %	36
<i>Academic B (F)</i>	41.0 %	14.4 %	21.4 %	32.0 %	40.4 %	51.5 %	65.4 %	74.9 %	45.4 %	36
<b>Academic C</b>	<b>12.9 %</b>	<b>3.2 %</b>	<b>10.8 %</b>	<b>12.7 %</b>	<b>19.4 %</b>	<b>30.3 %</b>	<b>38.2 %</b>	<b>49.7 %</b>	<b>25.6 %</b>	<b>36</b>
<i>Academic C (M)</i>	11.8 %	3.2 %	9.8 %	12.5 %	19.9 %	27.2 %	37.9 %	51.6 %	25.8 %	36
<i>Academic C (F)</i>	14.3 %	3.2 %	9.8 %	11.9 %	19.0 %	32.3 %	39.9 %	49.7 %	25.3 %	36
<b>Academic D</b>	<b>17.1 %</b>	<b>7.2 %</b>	<b>10.5 %</b>	<b>12.3 %</b>	<b>17.2 %</b>	<b>30.0 %</b>	<b>32.9 %</b>	<b>41.3 %</b>	<b>22.2 %</b>	<b>36</b>
<i>Academic D (M)</i>	17.1 %	6.3 %	10.4 %	12.3 %	20.5 %	29.0 %	35.3 %	40.1 %	22.7 %	36
<i>Academic D (F)</i>	17.0 %	0.0 %	8.3 %	10.7 %	18.3 %	27.5 %	31.5 %	43.2 %	21.4 %	36
<b>Academic E</b>	<b>24.7 %</b>	<b>4.7 %</b>	<b>11.3 %</b>	<b>15.8 %</b>	<b>24.9 %</b>	<b>34.4 %</b>	<b>41.9 %</b>	<b>68.1 %</b>	<b>26.9 %</b>	<b>36</b>
<i>Academic E (M)</i>	14.1 %	5.6 %	10.4 %	14.2 %	24.1 %	35.8 %	42.8 %	54.0 %	27.1 %	36
<i>Academic E (F)</i>	45.0 %	0.0 %	5.6 %	14.9 %	21.8 %	35.2 %	45.6 %	90.7 %	26.3 %	36

<b>General Total</b>	<b>28.6 %</b>	<b>9.9 %</b>	<b>12.1 %</b>	<b>20.4 %</b>	<b>26.8 %</b>	<b>35.5 %</b>	<b>38.9 %</b>	<b>43.1 %</b>	<b>29.4 %</b>	<b>36</b>
<i>General Total (M)</i>	22.1 %	9.1 %	11.4 %	19.0 %	26.7 %	31.5 %	36.5 %	43.0 %	27.3 %	36
<i>General Total (F)</i>	31.6 %	10.4 %	12.3 %	18.7 %	27.0 %	36.4 %	41.0 %	47.1 %	30.5 %	36
<b>HEW 1-5</b>	<b>32.3 %</b>	<b>11.0 %</b>	<b>13.2 %</b>	<b>20.9 %</b>	<b>28.2 %</b>	<b>36.0 %</b>	<b>42.5 %</b>	<b>46.7 %</b>	<b>31.1 %</b>	<b>36</b>
<i>HEW 1-5 (M)</i>	27.3 %	10.6 %	13.6 %	18.3 %	27.7 %	34.6 %	38.3 %	47.3 %	28.9 %	36
<i>HEW 1-5 (F)</i>	33.9 %	11.0 %	13.3 %	18.0 %	28.1 %	37.7 %	45.1 %	48.6 %	31.9 %	36
<b>HEW 6 and Above</b>	<b>24.6 %</b>	<b>9.1 %</b>	<b>10.6 %</b>	<b>20.3 %</b>	<b>25.2 %</b>	<b>32.7 %</b>	<b>38.0 %</b>	<b>45.0 %</b>	<b>28.2 %</b>	<b>36</b>
<i>EW 6 and Above (M)</i>	18.8 %	7.8 %	9.8 %	19.0 %	25.3 %	33.0 %	36.6 %	44.6 %	26.5 %	36
<i>HEW 6 and Above (F)</i>	28.5 %	8.9 %	10.9 %	19.2 %	25.7 %	34.6 %	39.7 %	48.2 %	29.4 %	36

<b>Senior Staff/Mgt</b>	<b>55.4 %</b>	<b>23.3 %</b>	<b>29.7 %</b>	<b>42.7 %</b>	<b>59.9 %</b>	<b>85.4 %</b>	<b>94.8 %</b>	<b>100.0 %</b>	<b>54.1 %</b>	<b>36</b>
<i>Senior Staff/Mgt (M)</i>	52.8 %	21.9 %	33.5 %	49.4 %	63.8 %	87.5 %	93.7 %	100.0 %	55.5 %	36
<i>Senior Staff/Mgt (F)</i>	60.6 %	17.9 %	26.4 %	33.4 %	56.4 %	85.8 %	99.5 %	100.0 %	51.4 %	36

### Workforce Profile: Composition by Contract Type (Ongoing)

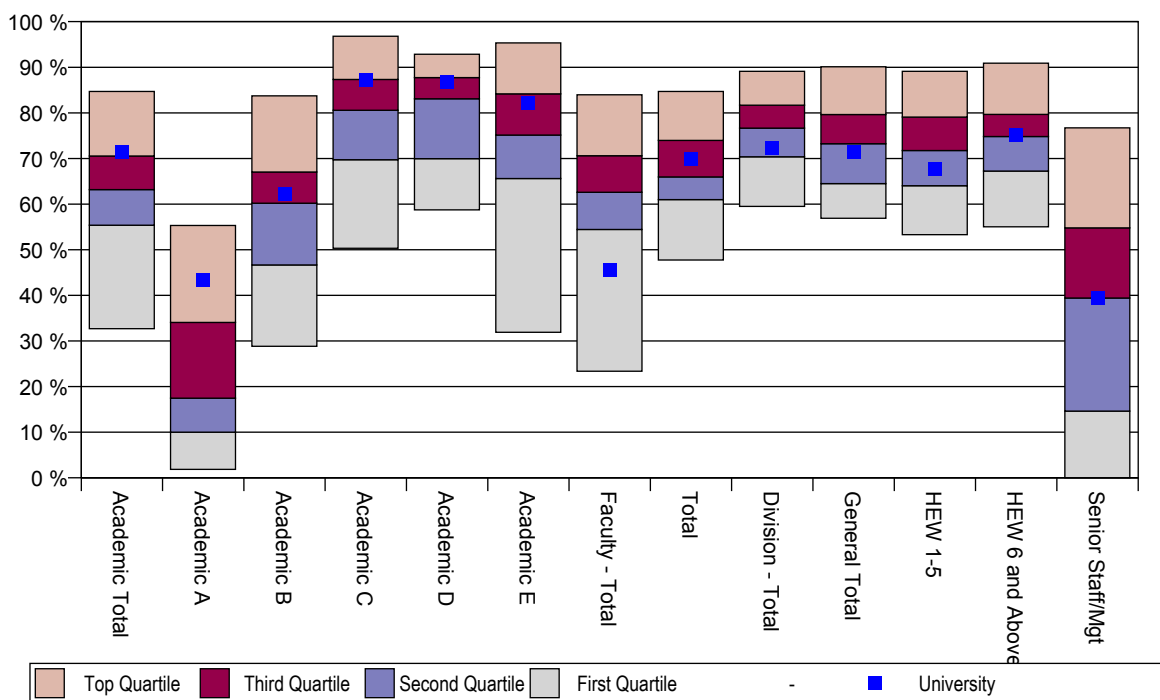
Number of Ongoing Staff (FTE)  
Total Number of Staff (FTE)

#### DEFINITION

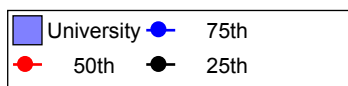
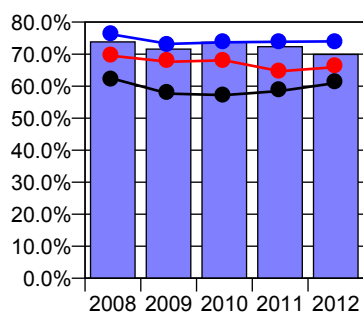
This measure describes the proportion of total staff (FTE) who are employed on an ongoing basis. Ongoing appointments ensure a consistency of staff that provides stability for both the employee and the organisation.

A high result is generally considered in a positive light and shows a more stable workforce. Any result should be considered against the university's current and future workforce strategies including recruitment and retention strategies.

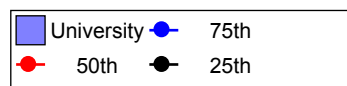
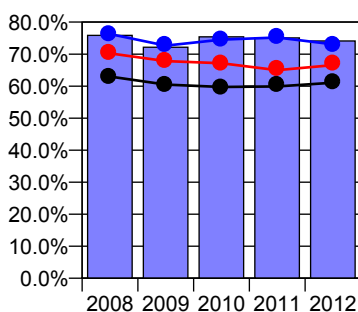
ECU results versus Australian Universities  
2012 Quartiles and Range



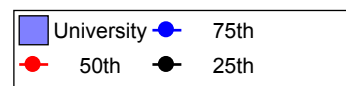
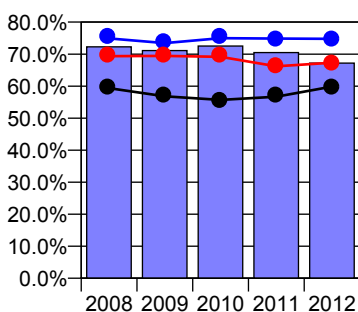
Total (T)



Total (M)



Total (F)



**Workforce Profile: Composition by Contract Type (Ongoing)**

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>69.9 %</b>	<b>47.8 %</b>	<b>54.8 %</b>	<b>61.0 %</b>	<b>66.0 %</b>	<b>74.0 %</b>	<b>80.9 %</b>	<b>84.7 %</b>	<b>64.2 %</b>	<b>36</b>
<i>Total (M)</i>	74.1 %	48.1 %	55.3 %	61.1 %	66.6 %	73.1 %	79.9 %	83.3 %	64.1 %	36
<i>Total (F)</i>	67.2 %	47.5 %	53.6 %	59.9 %	67.3 %	74.8 %	81.8 %	85.7 %	64.2 %	36

<b>Faculty - Total</b>	<b>45.6 %</b>	<b>23.4 %</b>	<b>45.2 %</b>	<b>54.4 %</b>	<b>62.6 %</b>	<b>70.6 %</b>	<b>78.7 %</b>	<b>84.0 %</b>	<b>56.4 %</b>	<b>33</b>
<i>Faculty - Total (M)</i>	71.6 %	13.3 %	47.8 %	55.3 %	63.0 %	71.6 %	80.2 %	83.4 %	58.0 %	33
<i>Faculty - Total (F)</i>	28.2 %	28.2 %	42.0 %	48.6 %	61.7 %	71.5 %	78.7 %	84.9 %	55.1 %	33
<b>Division - Total</b>	<b>72.4 %</b>	<b>59.5 %</b>	<b>68.6 %</b>	<b>70.4 %</b>	<b>76.7 %</b>	<b>81.7 %</b>	<b>86.1 %</b>	<b>89.1 %</b>	<b>76.5 %</b>	<b>33</b>
<i>Division - Total (M)</i>	72.8 %	54.2 %	63.8 %	67.3 %	74.3 %	83.1 %	86.1 %	108.4 %	76.3 %	33
<i>Division - Total (F)</i>	72.1 %	60.5 %	67.3 %	72.1 %	76.8 %	80.9 %	86.9 %	88.7 %	76.7 %	33

<b>Academic Total</b>	<b>71.5 %</b>	<b>32.7 %</b>	<b>46.1 %</b>	<b>55.4 %</b>	<b>63.2 %</b>	<b>70.5 %</b>	<b>77.5 %</b>	<b>84.7 %</b>	<b>57.0 %</b>	<b>36</b>
<i>Academic Total (M)</i>	75.8 %	35.0 %	48.2 %	58.2 %	64.0 %	73.9 %	78.9 %	85.9 %	58.8 %	36
<i>Academic Total (F)</i>	67.4 %	29.3 %	41.8 %	53.1 %	62.0 %	67.7 %	76.9 %	83.0 %	54.6 %	36
<b>Academic A</b>	<b>43.4 %</b>	<b>1.9 %</b>	<b>4.6 %</b>	<b>10.0 %</b>	<b>17.5 %</b>	<b>34.1 %</b>	<b>43.8 %</b>	<b>55.3 %</b>	<b>13.3 %</b>	<b>36</b>
<i>Academic A (M)</i>	40.8 %	0.0 %	2.1 %	6.1 %	14.2 %	31.7 %	42.5 %	54.8 %	11.4 %	36
<i>Academic A (F)</i>	45.6 %	1.7 %	4.5 %	11.5 %	19.0 %	34.6 %	48.5 %	56.1 %	15.1 %	36
<b>Academic B</b>	<b>62.2 %</b>	<b>28.8 %</b>	<b>35.3 %</b>	<b>46.7 %</b>	<b>60.2 %</b>	<b>67.1 %</b>	<b>75.9 %</b>	<b>83.7 %</b>	<b>54.1 %</b>	<b>36</b>
<i>Academic B (M)</i>	66.7 %	28.6 %	36.0 %	47.1 %	57.6 %	69.5 %	76.8 %	83.9 %	53.5 %	36
<i>Academic B (F)</i>	59.0 %	25.1 %	34.6 %	48.5 %	59.6 %	68.0 %	78.6 %	85.6 %	54.6 %	36
<b>Academic C</b>	<b>87.1 %</b>	<b>50.3 %</b>	<b>61.8 %</b>	<b>69.7 %</b>	<b>80.6 %</b>	<b>87.3 %</b>	<b>89.3 %</b>	<b>96.8 %</b>	<b>74.4 %</b>	<b>36</b>
<i>Academic C (M)</i>	88.3 %	48.4 %	62.1 %	72.8 %	80.1 %	87.6 %	90.2 %	96.8 %	74.2 %	36
<i>Academic C (F)</i>	85.7 %	50.3 %	60.1 %	67.7 %	81.1 %	88.1 %	90.2 %	96.8 %	74.7 %	36
<b>Academic D</b>	<b>86.8 %</b>	<b>58.8 %</b>	<b>67.1 %</b>	<b>70.0 %</b>	<b>83.1 %</b>	<b>87.7 %</b>	<b>89.5 %</b>	<b>92.9 %</b>	<b>77.8 %</b>	<b>36</b>
<i>Academic D (M)</i>	86.4 %	59.9 %	64.8 %	71.0 %	79.6 %	87.7 %	89.6 %	93.7 %	77.4 %	36
<i>Academic D (F)</i>	87.3 %	56.8 %	68.5 %	72.5 %	81.7 %	89.3 %	91.8 %	100.0 %	78.7 %	36
<b>Academic E</b>	<b>82.2 %</b>	<b>31.9 %</b>	<b>58.1 %</b>	<b>65.6 %</b>	<b>75.1 %</b>	<b>84.2 %</b>	<b>88.7 %</b>	<b>95.4 %</b>	<b>73.1 %</b>	<b>36</b>
<i>Academic E (M)</i>	91.2 %	46.0 %	57.2 %	64.2 %	75.9 %	86.2 %	90.5 %	94.4 %	73.0 %	36
<i>Academic E (F)</i>	65.0 %	9.3 %	55.0 %	65.3 %	78.2 %	85.1 %	94.5 %	100.0 %	73.8 %	36

<b>General Total</b>	<b>71.4 %</b>	<b>56.9 %</b>	<b>61.1 %</b>	<b>64.5 %</b>	<b>73.2 %</b>	<b>79.6 %</b>	<b>87.9 %</b>	<b>90.1 %</b>	<b>70.6 %</b>	<b>36</b>
<i>General Total (M)</i>	77.6 %	57.0 %	63.5 %	68.5 %	73.4 %	81.1 %	88.6 %	91.0 %	72.7 %	36
<i>General Total (F)</i>	68.4 %	52.9 %	59.0 %	63.7 %	73.0 %	81.2 %	87.8 %	89.6 %	69.5 %	36
<b>HEW 1-5</b>	<b>67.7 %</b>	<b>53.3 %</b>	<b>57.5 %</b>	<b>64.0 %</b>	<b>71.8 %</b>	<b>79.1 %</b>	<b>86.8 %</b>	<b>89.1 %</b>	<b>68.9 %</b>	<b>36</b>
<i>HEW 1-5 (M)</i>	72.7 %	52.7 %	61.7 %	65.4 %	72.4 %	81.7 %	86.4 %	89.7 %	71.1 %	36
<i>HEW 1-5 (F)</i>	66.1 %	51.4 %	54.9 %	62.3 %	71.9 %	82.0 %	86.7 %	89.0 %	68.1 %	36
<b>HEW 6 and Above</b>	<b>75.2 %</b>	<b>55.0 %</b>	<b>62.1 %</b>	<b>67.3 %</b>	<b>74.8 %</b>	<b>79.7 %</b>	<b>89.4 %</b>	<b>90.9 %</b>	<b>71.8 %</b>	<b>36</b>
<i>EW 6 and Above (M)</i>	80.7 %	55.4 %	63.4 %	67.1 %	74.7 %	80.8 %	90.2 %	92.3 %	73.5 %	36
<i>HEW 6 and Above (F)</i>	71.5 %	51.8 %	60.3 %	65.4 %	74.3 %	80.8 %	89.2 %	91.1 %	70.6 %	36

<b>Senior Staff/Mgt</b>	<b>39.5 %</b>	<b>0.0 %</b>	<b>5.2 %</b>	<b>14.6 %</b>	<b>39.4 %</b>	<b>54.8 %</b>	<b>70.3 %</b>	<b>76.7 %</b>	<b>45.5 %</b>	<b>36</b>
<i>Senior Staff/Mgt (M)</i>	43.4 %	0.0 %	6.3 %	12.5 %	36.2 %	50.2 %	66.5 %	78.1 %	44.0 %	36
<i>Senior Staff/Mgt (F)</i>	31.5 %	0.0 %	1.8 %	14.2 %	43.6 %	66.6 %	73.6 %	82.1 %	48.3 %	36

## Workforce Profile: Composition by Employment Status (Full Time)

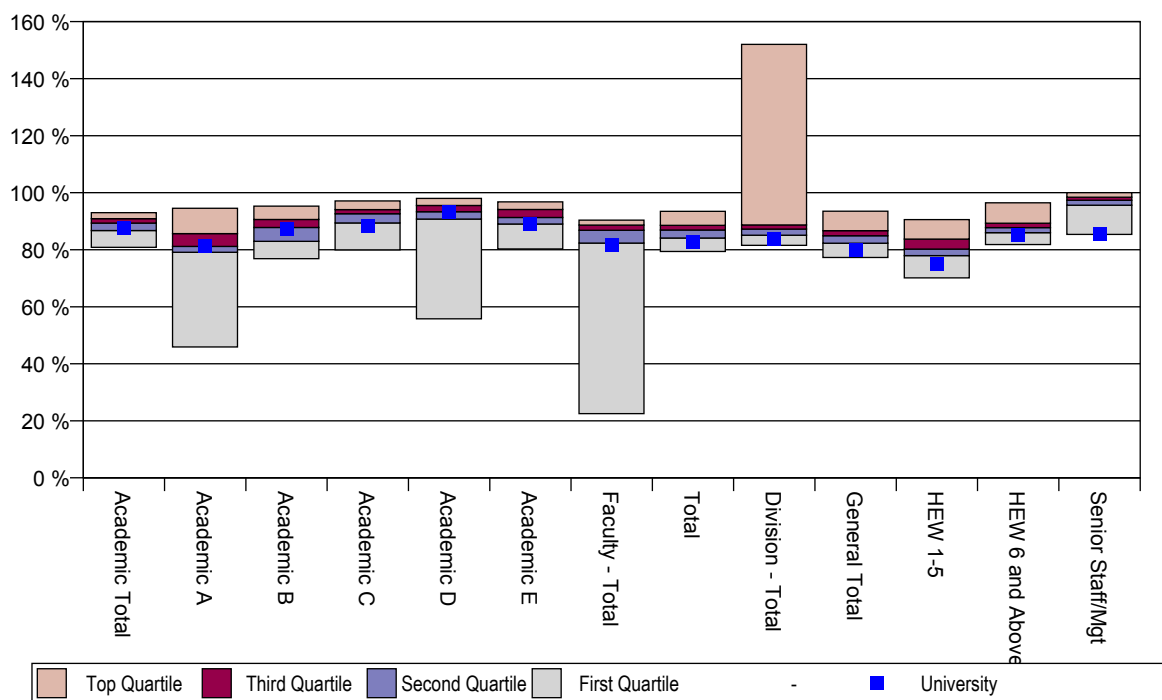
$$\frac{\text{Number of Full Time Staff (FTE)}}{\text{Total Staff (FTE)}}$$

### DEFINITION

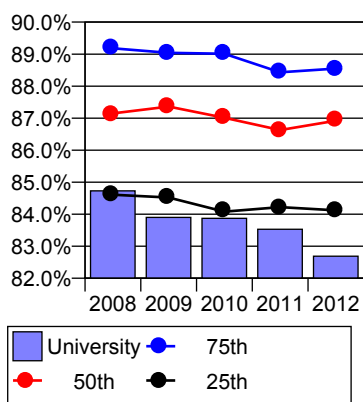
Percentage of staff appointed to work the maximum hours per week as determined in the University Workplace Agreement.

The levels of full time and part time employment reflect a number of issues including family friendly work environment and flexible work practices beneficial to both the employer and the employee. High levels of part time employees however may lead to issues such as concerns around job security and retention.

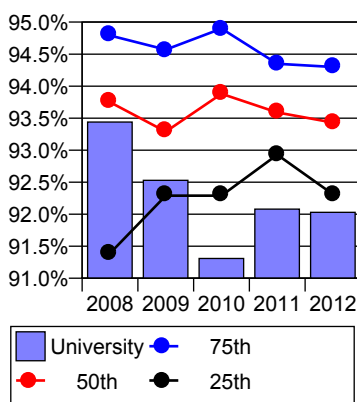
**ECU results versus Australian Universities  
2012 Quartiles and Range**



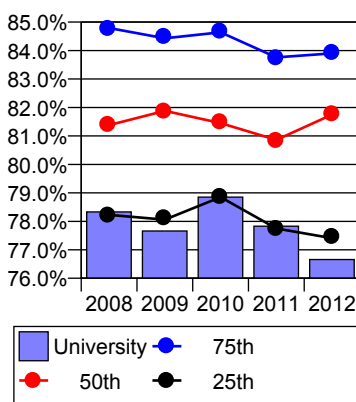
**Total (T)**



**Total (M)**



**Total (F)**



**Workforce Profile: Composition by Employment Status (Full Time)**

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>82.7 %</b>	<b>79.4 %</b>	<b>82.5 %</b>	<b>84.1 %</b>	<b>86.9 %</b>	<b>88.6 %</b>	<b>89.3 %</b>	<b>93.5 %</b>	<b>86.2 %</b>	<b>36</b>
<i>Total (M)</i>	92.0 %	90.5 %	91.3 %	92.3 %	93.4 %	94.3 %	94.8 %	95.9 %	93.3 %	36
<i>Total (F)</i>	76.7 %	71.5 %	75.7 %	77.4 %	81.8 %	83.9 %	85.3 %	92.4 %	80.5 %	36

<b>Faculty - Total</b>	<b>81.6 %</b>	<b>22.5 %</b>	<b>80.0 %</b>	<b>82.3 %</b>	<b>86.9 %</b>	<b>88.6 %</b>	<b>89.4 %</b>	<b>90.4 %</b>	<b>82.0 %</b>	<b>33</b>
<i>Faculty - Total (M)</i>	91.2 %	16.7 %	89.6 %	90.9 %	92.5 %	93.9 %	94.4 %	95.8 %	87.5 %	33
<i>Faculty - Total (F)</i>	75.1 %	26.8 %	70.4 %	75.9 %	82.8 %	84.5 %	85.3 %	88.1 %	77.0 %	33
<b>Division - Total</b>	<b>83.6 %</b>	<b>81.6 %</b>	<b>84.3 %</b>	<b>85.1 %</b>	<b>87.3 %</b>	<b>88.7 %</b>	<b>90.0 %</b>	<b>152.0 %</b>	<b>88.7 %</b>	<b>33</b>
<i>Division - Total (M)</i>	91.7 %	91.7 %	92.9 %	94.3 %	95.0 %	96.2 %	97.9 %	261.5 %	100.2 %	33
<i>Division - Total (F)</i>	78.6 %	68.6 %	77.6 %	78.9 %	81.2 %	83.0 %	85.0 %	88.7 %	80.9 %	33

<b>Academic Total</b>	<b>87.7 %</b>	<b>80.8 %</b>	<b>83.4 %</b>	<b>86.8 %</b>	<b>89.4 %</b>	<b>90.9 %</b>	<b>91.5 %</b>	<b>93.0 %</b>	<b>87.9 %</b>	<b>36</b>
<i>Academic Total (M)</i>	94.0 %	88.7 %	89.8 %	91.2 %	92.7 %	94.2 %	95.0 %	96.2 %	92.4 %	36
<i>Academic Total (F)</i>	81.7 %	73.2 %	74.4 %	81.0 %	84.8 %	87.5 %	88.4 %	91.0 %	82.1 %	36
<b>Academic A</b>	<b>81.2 %</b>	<b>45.9 %</b>	<b>71.2 %</b>	<b>79.1 %</b>	<b>81.2 %</b>	<b>85.7 %</b>	<b>88.7 %</b>	<b>94.5 %</b>	<b>82.9 %</b>	<b>36</b>
<i>Academic A (M)</i>	94.4 %	40.0 %	84.7 %	86.7 %	89.0 %	92.6 %	95.0 %	95.6 %	90.7 %	36
<i>Academic A (F)</i>	69.9 %	47.7 %	62.5 %	68.8 %	72.9 %	81.6 %	87.0 %	94.0 %	75.6 %	36
<b>Academic B</b>	<b>87.3 %</b>	<b>76.9 %</b>	<b>81.5 %</b>	<b>83.0 %</b>	<b>87.8 %</b>	<b>90.6 %</b>	<b>91.5 %</b>	<b>95.3 %</b>	<b>86.1 %</b>	<b>36</b>
<i>Academic B (M)</i>	95.2 %	85.9 %	88.8 %	91.3 %	93.4 %	94.6 %	95.9 %	96.9 %	92.6 %	36
<i>Academic B (F)</i>	81.6 %	65.6 %	72.9 %	76.7 %	83.0 %	86.5 %	88.9 %	94.2 %	80.1 %	36
<b>Academic C</b>	<b>88.4 %</b>	<b>79.9 %</b>	<b>86.4 %</b>	<b>89.4 %</b>	<b>92.6 %</b>	<b>94.1 %</b>	<b>94.3 %</b>	<b>97.1 %</b>	<b>90.5 %</b>	<b>36</b>
<i>Academic C (M)</i>	92.5 %	86.4 %	91.7 %	92.4 %	94.7 %	95.9 %	97.4 %	100.0 %	93.7 %	36
<i>Academic C (F)</i>	83.2 %	69.5 %	80.2 %	85.4 %	89.7 %	91.5 %	92.5 %	93.2 %	86.2 %	36
<b>Academic D</b>	<b>93.2 %</b>	<b>55.8 %</b>	<b>87.2 %</b>	<b>90.7 %</b>	<b>93.3 %</b>	<b>95.5 %</b>	<b>97.2 %</b>	<b>98.0 %</b>	<b>91.4 %</b>	<b>36</b>
<i>Academic D (M)</i>	97.9 %	57.4 %	89.1 %	92.7 %	94.5 %	96.3 %	97.6 %	98.5 %	93.0 %	36
<i>Academic D (F)</i>	87.3 %	54.0 %	82.8 %	87.2 %	90.5 %	95.9 %	97.6 %	100.0 %	88.3 %	36
<b>Academic E</b>	<b>89.0 %</b>	<b>80.3 %</b>	<b>86.7 %</b>	<b>89.0 %</b>	<b>91.3 %</b>	<b>94.1 %</b>	<b>95.6 %</b>	<b>96.8 %</b>	<b>91.6 %</b>	<b>36</b>
<i>Academic E (M)</i>	88.5 %	69.0 %	86.4 %	88.3 %	91.7 %	94.6 %	96.5 %	97.9 %	91.5 %	36
<i>Academic E (F)</i>	90.0 %	82.5 %	84.8 %	89.4 %	92.6 %	94.6 %	97.8 %	100.0 %	91.9 %	36

<b>General Total</b>	<b>79.8 %</b>	<b>77.3 %</b>	<b>79.8 %</b>	<b>82.3 %</b>	<b>84.9 %</b>	<b>86.7 %</b>	<b>87.5 %</b>	<b>93.5 %</b>	<b>84.3 %</b>	<b>36</b>
<i>General Total (M)</i>	90.9 %	90.2 %	91.0 %	92.9 %	93.7 %	95.1 %	95.5 %	98.5 %	93.9 %	36
<i>General Total (F)</i>	74.6 %	70.0 %	73.8 %	77.4 %	79.6 %	82.3 %	83.9 %	93.0 %	79.1 %	36
<b>HEW 1-5</b>	<b>74.8 %</b>	<b>70.1 %</b>	<b>74.0 %</b>	<b>77.9 %</b>	<b>80.3 %</b>	<b>83.7 %</b>	<b>85.4 %</b>	<b>90.6 %</b>	<b>80.0 %</b>	<b>36</b>
<i>HEW 1-5 (M)</i>	86.5 %	85.2 %	86.8 %	88.8 %	90.9 %	91.9 %	94.0 %	96.3 %	90.7 %	36
<i>HEW 1-5 (F)</i>	71.1 %	64.1 %	69.1 %	73.9 %	76.4 %	80.7 %	82.3 %	89.9 %	75.9 %	36
<b>HEW 6 and Above</b>	<b>85.1 %</b>	<b>81.8 %</b>	<b>83.6 %</b>	<b>86.0 %</b>	<b>87.8 %</b>	<b>89.3 %</b>	<b>90.7 %</b>	<b>96.5 %</b>	<b>87.3 %</b>	<b>36</b>
<i>EW 6 and Above (M)</i>	93.8 %	91.9 %	93.2 %	94.1 %	95.5 %	96.5 %	97.6 %	101.2 %	95.4 %	36
<i>HEW 6 and Above (F)</i>	79.3 %	74.7 %	77.0 %	80.1 %	82.6 %	84.6 %	86.7 %	95.4 %	81.8 %	36

<b>Senior Staff/Mgt</b>	<b>85.4 %</b>	<b>85.4 %</b>	<b>92.5 %</b>	<b>95.6 %</b>	<b>97.4 %</b>	<b>98.4 %</b>	<b>99.2 %</b>	<b>100.0 %</b>	<b>96.0 %</b>	<b>36</b>
<i>Senior Staff/Mgt (M)</i>	88.6 %	87.0 %	91.3 %	95.6 %	97.8 %	98.9 %	100.0 %	100.0 %	96.3 %	36
<i>Senior Staff/Mgt (F)</i>	78.7 %	78.7 %	91.4 %	94.7 %	97.9 %	100.0 %	100.0 %	100.0 %	95.4 %	36

## Workforce Profile: Composition by Employment Status (Part Time)

Number of Part Time Staff (FTE)

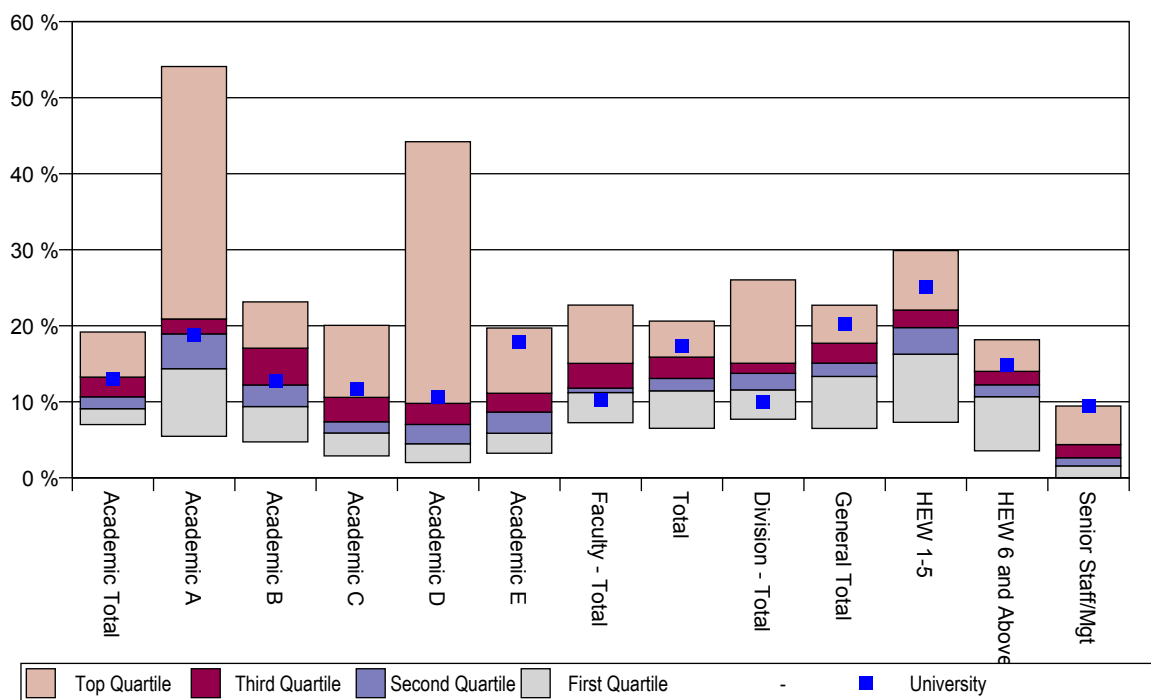
Total Staff (FTE)

### DEFINITION

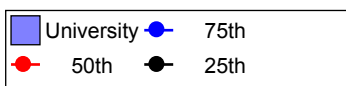
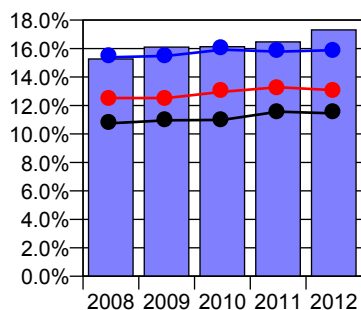
Percentage of staff appointed to work less than the maximum hours per week as determined in the University Workplace Agreement.

The levels of full time and part time employment reflect a number of issues including family friendly work environment and flexible work practices beneficial to both the employer and the employee. High levels of part time employees however may lead to issues such as concerns around job security and retention.

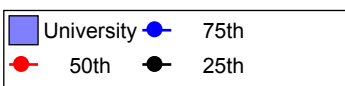
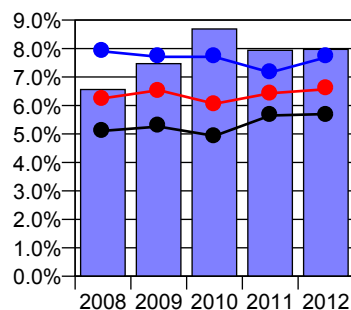
ECU results versus Australian Universities  
2012 Quartiles and Range



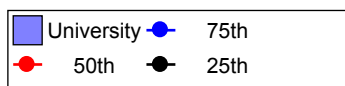
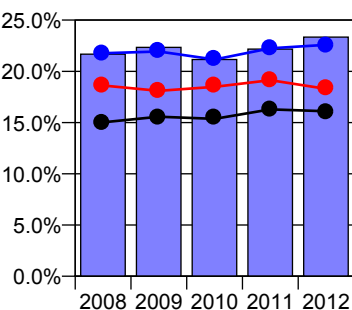
Total (T)



Total (M)



Total (F)



### Workforce Profile: Composition by Employment Status (Part Time)

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>17.3 %</b>	<b>6.5 %</b>	<b>10.7 %</b>	<b>11.5 %</b>	<b>13.1 %</b>	<b>15.9 %</b>	<b>17.5 %</b>	<b>20.6 %</b>	<b>13.8 %</b>	<b>36</b>
<i>Total (M)</i>	8.0 %	4.1 %	5.2 %	5.7 %	6.6 %	7.7 %	8.7 %	9.5 %	6.7 %	36
<i>Total (F)</i>	23.3 %	7.6 %	14.7 %	16.1 %	18.3 %	22.6 %	24.3 %	28.5 %	19.6 %	36

<b>Faculty - Total</b>	<b>10.2 %</b>	<b>7.3 %</b>	<b>10.2 %</b>	<b>11.2 %</b>	<b>11.8 %</b>	<b>15.1 %</b>	<b>17.9 %</b>	<b>22.7 %</b>	<b>13.5 %</b>	<b>33</b>
<i>Faculty - Total (M)</i>	3.3 %	1.6 %	5.0 %	5.9 %	7.0 %	8.6 %	9.9 %	11.3 %	7.1 %	33
<i>Faculty - Total (F)</i>	14.8 %	11.5 %	14.1 %	15.2 %	16.6 %	21.1 %	25.5 %	30.3 %	19.2 %	33
<b>Division - Total</b>	<b>9.9 %</b>	<b>7.7 %</b>	<b>10.3 %</b>	<b>11.6 %</b>	<b>13.7 %</b>	<b>15.1 %</b>	<b>18.1 %</b>	<b>26.0 %</b>	<b>13.9 %</b>	<b>33</b>
<i>Division - Total (M)</i>	6.9 %	1.6 %	3.5 %	4.1 %	5.0 %	6.9 %	8.2 %	22.4 %	6.0 %	33
<i>Division - Total (F)</i>	11.8 %	11.3 %	14.3 %	17.0 %	19.3 %	21.3 %	23.3 %	32.8 %	19.3 %	33

<b>Academic Total</b>	<b>13.0 %</b>	<b>7.0 %</b>	<b>8.5 %</b>	<b>9.1 %</b>	<b>10.7 %</b>	<b>13.3 %</b>	<b>16.6 %</b>	<b>19.2 %</b>	<b>12.1 %</b>	<b>36</b>
<i>Academic Total (M)</i>	6.7 %	3.9 %	5.0 %	5.9 %	7.3 %	8.8 %	10.2 %	11.3 %	7.6 %	36
<i>Academic Total (F)</i>	19.1 %	9.0 %	11.6 %	12.5 %	15.3 %	19.2 %	25.6 %	26.8 %	17.9 %	36
<b>Academic A</b>	<b>18.8 %</b>	<b>5.5 %</b>	<b>11.3 %</b>	<b>14.4 %</b>	<b>18.9 %</b>	<b>20.9 %</b>	<b>28.8 %</b>	<b>54.1 %</b>	<b>17.1 %</b>	<b>36</b>
<i>Academic A (M)</i>	5.6 %	4.4 %	5.0 %	7.4 %	11.0 %	13.3 %	15.3 %	60.0 %	9.4 %	36
<i>Academic A (F)</i>	30.1 %	6.0 %	13.0 %	18.5 %	27.1 %	31.2 %	37.5 %	52.3 %	24.4 %	36
<b>Academic B</b>	<b>12.7 %</b>	<b>4.7 %</b>	<b>8.5 %</b>	<b>9.4 %</b>	<b>12.2 %</b>	<b>17.1 %</b>	<b>18.4 %</b>	<b>23.2 %</b>	<b>13.9 %</b>	<b>36</b>
<i>Academic B (M)</i>	4.8 %	3.1 %	4.2 %	5.5 %	6.6 %	8.6 %	11.2 %	14.1 %	7.4 %	36
<i>Academic B (F)</i>	18.4 %	5.8 %	11.1 %	13.5 %	17.0 %	23.3 %	27.2 %	34.4 %	19.9 %	36
<b>Academic C</b>	<b>11.6 %</b>	<b>2.9 %</b>	<b>5.7 %</b>	<b>5.9 %</b>	<b>7.4 %</b>	<b>10.6 %</b>	<b>13.6 %</b>	<b>20.1 %</b>	<b>9.5 %</b>	<b>36</b>
<i>Academic C (M)</i>	7.5 %	0.0 %	2.6 %	4.1 %	5.3 %	7.6 %	8.3 %	13.7 %	6.3 %	36
<i>Academic C (F)</i>	16.8 %	6.8 %	7.5 %	8.6 %	10.3 %	14.6 %	19.9 %	30.6 %	13.8 %	36
<b>Academic D</b>	<b>10.7 %</b>	<b>2.0 %</b>	<b>2.8 %</b>	<b>4.5 %</b>	<b>7.0 %</b>	<b>9.8 %</b>	<b>12.9 %</b>	<b>44.2 %</b>	<b>8.7 %</b>	<b>36</b>
<i>Academic D (M)</i>	5.6 %	1.5 %	2.7 %	4.1 %	5.6 %	7.3 %	10.9 %	42.6 %	7.1 %	36
<i>Academic D (F)</i>	17.0 %	0.0 %	2.4 %	4.2 %	9.5 %	13.4 %	17.3 %	46.0 %	11.8 %	36
<b>Academic E</b>	<b>17.8 %</b>	<b>3.2 %</b>	<b>4.4 %</b>	<b>5.9 %</b>	<b>8.7 %</b>	<b>11.1 %</b>	<b>15.0 %</b>	<b>19.7 %</b>	<b>8.5 %</b>	<b>36</b>
<i>Academic E (M)</i>	16.7 %	2.1 %	3.5 %	5.4 %	8.4 %	12.0 %	14.7 %	31.0 %	8.6 %	36
<i>Academic E (F)</i>	20.0 %	0.0 %	2.2 %	5.4 %	7.4 %	11.3 %	16.7 %	20.0 %	8.2 %	36

<b>General Total</b>	<b>20.2 %</b>	<b>6.5 %</b>	<b>12.5 %</b>	<b>13.3 %</b>	<b>15.1 %</b>	<b>17.7 %</b>	<b>20.2 %</b>	<b>22.7 %</b>	<b>15.7 %</b>	<b>36</b>
<i>General Total (M)</i>	9.1 %	1.9 %	4.5 %	4.9 %	6.3 %	7.1 %	9.0 %	9.8 %	6.1 %	36
<i>General Total (F)</i>	25.4 %	7.0 %	16.2 %	17.7 %	20.4 %	22.7 %	26.2 %	30.0 %	20.9 %	36
<b>HEW 1-5</b>	<b>25.2 %</b>	<b>7.3 %</b>	<b>14.6 %</b>	<b>16.3 %</b>	<b>19.8 %</b>	<b>22.1 %</b>	<b>26.0 %</b>	<b>29.9 %</b>	<b>20.0 %</b>	<b>36</b>
<i>HEW 1-5 (M)</i>	13.5 %	2.1 %	5.5 %	8.1 %	9.1 %	11.2 %	13.2 %	14.8 %	9.2 %	36
<i>HEW 1-5 (F)</i>	28.9 %	8.5 %	17.8 %	19.4 %	23.7 %	26.1 %	30.9 %	35.9 %	24.1 %	36
<b>HEW 6 and Above</b>	<b>14.9 %</b>	<b>3.6 %</b>	<b>9.3 %</b>	<b>10.7 %</b>	<b>12.2 %</b>	<b>14.0 %</b>	<b>16.4 %</b>	<b>18.2 %</b>	<b>12.7 %</b>	<b>36</b>
<i>EW 6 and Above (M)</i>	6.2 %	0.8 %	2.4 %	3.5 %	4.5 %	5.9 %	6.8 %	8.2 %	4.7 %	36
<i>HEW 6 and Above (F)</i>	20.7 %	4.6 %	13.3 %	15.5 %	17.4 %	19.9 %	23.0 %	25.4 %	18.2 %	36

<b>Senior Staff/Mgt</b>	<b>9.4 %</b>	<b>0.0 %</b>	<b>0.8 %</b>	<b>1.6 %</b>	<b>2.6 %</b>	<b>4.4 %</b>	<b>7.0 %</b>	<b>9.4 %</b>	<b>3.6 %</b>	<b>36</b>
<i>Senior Staff/Mgt (M)</i>	7.5 %	0.0 %	0.0 %	1.1 %	2.2 %	4.3 %	7.9 %	13.0 %	3.1 %	36
<i>Senior Staff/Mgt (F)</i>	13.4 %	0.0 %	0.0 %	0.0 %	2.3 %	5.3 %	8.2 %	14.6 %	4.4 %	36



### Indigenous Staffing (Aust)

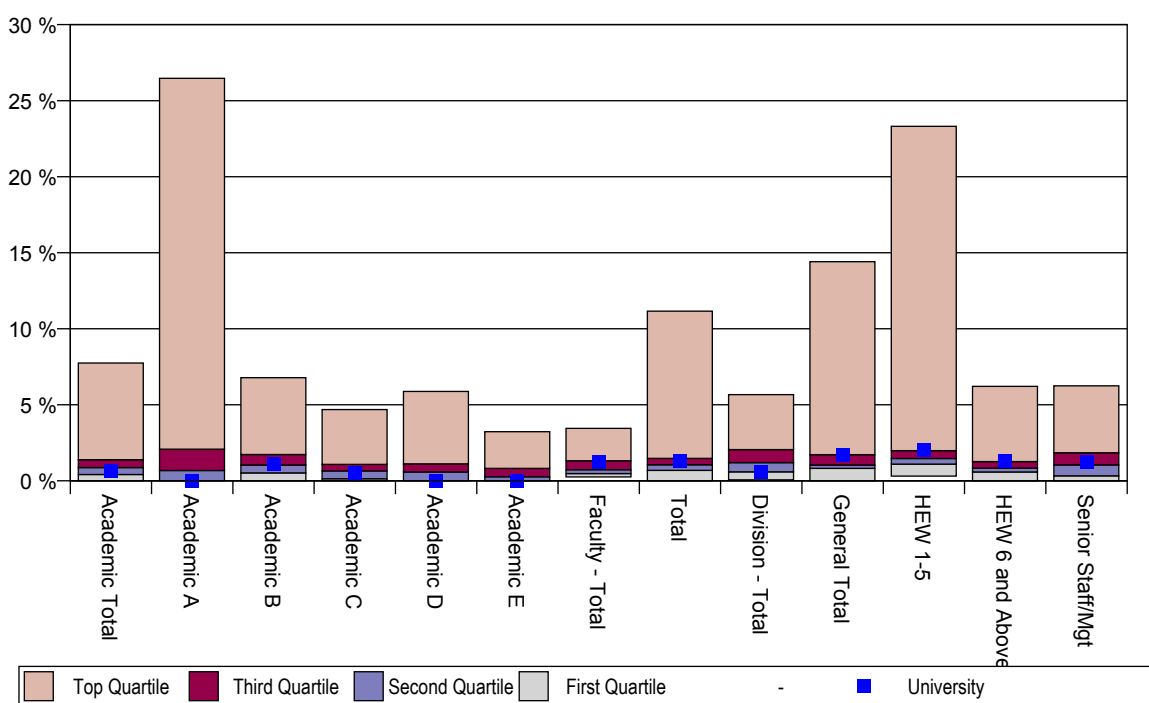
Indigenous Staffing (Aust)  
Total Staff (Headcount)

**DEFINITION**

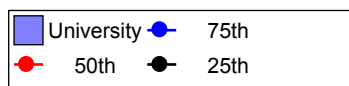
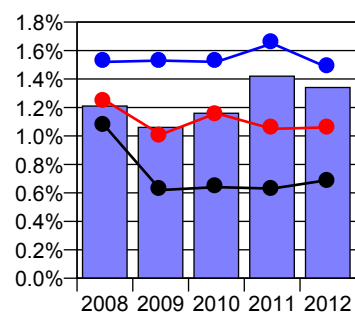
This measures the proportion of the University staff who identify as an Aboriginal and/or Torres Strait Islander person.

This result will be dependant on the success of initiatives such as a university Indigenous employment strategy and they will be reliant on response rates of staff identification. This measure may be used to compare the representation of Indigenous people in the university workforce with the percentage representation of the Indigenous people in the community and to assist the university in determining the need for strategies to improve its representation through attraction and retention strategies.

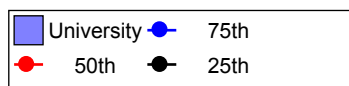
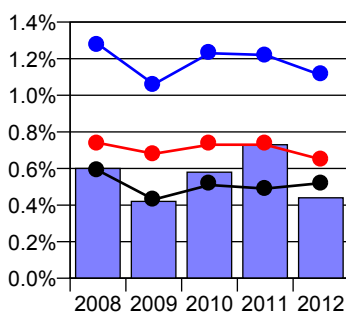
**ECU results versus Australian Universities 2012 Quartiles and Range**



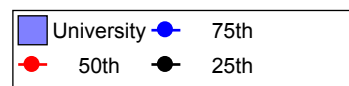
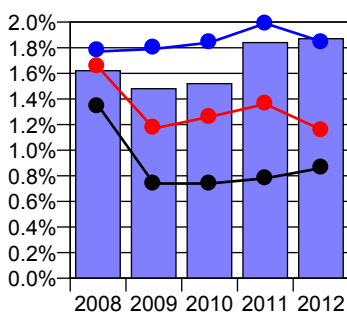
**Total (T)**



**Total (M)**



**Total (F)**



### Indigenous Staffing (Aust)

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>1.3 %</b>	<b>0.0 %</b>	<b>0.5 %</b>	<b>0.7 %</b>	<b>1.1 %</b>	<b>1.5 %</b>	<b>2.7 %</b>	<b>11.2 %</b>	<b>1.1 %</b>	<b>35</b>
<i>Total (M)</i>	0.4 %	0.0 %	0.3 %	0.5 %	0.7 %	1.1 %	1.8 %	8.4 %	0.8 %	35
<i>Total (F)</i>	1.9 %	0.0 %	0.6 %	0.9 %	1.2 %	1.9 %	3.1 %	12.9 %	1.3 %	35

<b>Faculty - Total</b>	<b>1.3 %</b>	<b>0.3 %</b>	<b>0.4 %</b>	<b>0.5 %</b>	<b>0.7 %</b>	<b>1.3 %</b>	<b>2.1 %</b>	<b>3.5 %</b>	<b>0.8 %</b>	<b>32</b>
<i>Faculty - Total (M)</i>	0.5 %	0.0 %	0.1 %	0.3 %	0.5 %	0.9 %	1.2 %	2.2 %	0.5 %	32
<i>Faculty - Total (F)</i>	1.7 %	0.2 %	0.4 %	0.6 %	1.0 %	1.7 %	2.9 %	5.5 %	1.1 %	32
<b>Division - Total</b>	<b>0.6 %</b>	<b>0.1 %</b>	<b>0.4 %</b>	<b>0.6 %</b>	<b>1.2 %</b>	<b>2.1 %</b>	<b>2.7 %</b>	<b>5.7 %</b>	<b>1.3 %</b>	<b>32</b>
<i>Division - Total (M)</i>	0.3 %	0.0 %	0.3 %	0.5 %	1.2 %	1.9 %	2.6 %	5.9 %	1.2 %	32
<i>Division - Total (F)</i>	0.8 %	0.0 %	0.2 %	0.8 %	1.3 %	2.2 %	2.8 %	5.5 %	1.4 %	32

<b>Academic Total</b>	<b>0.7 %</b>	<b>0.0 %</b>	<b>0.2 %</b>	<b>0.4 %</b>	<b>0.9 %</b>	<b>1.4 %</b>	<b>2.0 %</b>	<b>7.8 %</b>	<b>0.8 %</b>	<b>35</b>
<i>Academic Total (M)</i>	0.4 %	0.0 %	0.1 %	0.2 %	0.5 %	0.8 %	1.5 %	3.9 %	0.5 %	35
<i>Academic Total (F)</i>	1.0 %	0.0 %	0.3 %	0.7 %	1.1 %	2.0 %	2.7 %	11.2 %	1.2 %	35
<b>Academic A</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.7 %</b>	<b>2.1 %</b>	<b>5.6 %</b>	<b>26.5 %</b>	<b>1.0 %</b>	<b>34</b>
<i>Academic A (M)</i>	0.0 %	0.0 %	0.0 %	0.0 %	0.1 %	1.7 %	6.0 %	13.3 %	0.7 %	34
<i>Academic A (F)</i>	0.0 %	0.0 %	0.0 %	0.0 %	0.6 %	2.5 %	6.4 %	36.8 %	1.3 %	34
<b>Academic B</b>	<b>1.1 %</b>	<b>0.0 %</b>	<b>0.1 %</b>	<b>0.5 %</b>	<b>1.0 %</b>	<b>1.7 %</b>	<b>2.3 %</b>	<b>6.8 %</b>	<b>1.1 %</b>	<b>34</b>
<i>Academic B (M)</i>	0.0 %	0.0 %	0.0 %	0.2 %	0.9 %	1.6 %	2.3 %	6.4 %	0.9 %	34
<i>Academic B (F)</i>	1.8 %	0.0 %	0.0 %	0.4 %	1.2 %	1.8 %	3.0 %	7.0 %	1.3 %	34
<b>Academic C</b>	<b>0.5 %</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.1 %</b>	<b>0.7 %</b>	<b>1.1 %</b>	<b>1.6 %</b>	<b>4.7 %</b>	<b>0.6 %</b>	<b>34</b>
<i>Academic C (M)</i>	1.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.6 %	1.0 %	1.9 %	0.3 %	34
<i>Academic C (F)</i>	0.0 %	0.0 %	0.0 %	0.0 %	0.9 %	2.0 %	3.0 %	9.4 %	1.0 %	34
<b>Academic D</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.6 %</b>	<b>1.1 %</b>	<b>2.2 %</b>	<b>5.9 %</b>	<b>0.7 %</b>	<b>34</b>
<i>Academic D (M)</i>	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	1.2 %	4.8 %	0.4 %	34
<i>Academic D (F)</i>	0.0 %	0.0 %	0.0 %	0.0 %	0.9 %	2.7 %	5.0 %	8.1 %	1.3 %	34
<b>Academic E</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.3 %</b>	<b>0.8 %</b>	<b>2.1 %</b>	<b>3.2 %</b>	<b>0.5 %</b>	<b>34</b>
<i>Academic E (M)</i>	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.7 %	4.1 %	0.2 %	34
<i>Academic E (F)</i>	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	2.4 %	5.9 %	11.1 %	1.3 %	34

<b>General Total</b>	<b>1.7 %</b>	<b>0.0 %</b>	<b>0.7 %</b>	<b>0.8 %</b>	<b>1.0 %</b>	<b>1.7 %</b>	<b>3.1 %</b>	<b>14.4 %</b>	<b>1.2 %</b>	<b>35</b>
<i>General Total (M)</i>	0.6 %	0.0 %	0.3 %	0.6 %	0.9 %	1.4 %	2.6 %	14.6 %	1.1 %	35
<i>General Total (F)</i>	2.2 %	0.0 %	0.6 %	0.9 %	1.2 %	1.9 %	3.3 %	14.4 %	1.3 %	35
<b>HEW 1-5</b>	<b>2.0 %</b>	<b>0.3 %</b>	<b>0.6 %</b>	<b>1.1 %</b>	<b>1.5 %</b>	<b>2.0 %</b>	<b>3.5 %</b>	<b>23.3 %</b>	<b>1.6 %</b>	<b>34</b>
<i>HEW 1-5 (M)</i>	0.7 %	0.0 %	0.1 %	0.7 %	1.3 %	2.3 %	4.0 %	23.6 %	1.5 %	34
<i>HEW 1-5 (F)</i>	2.4 %	0.2 %	0.7 %	0.9 %	1.5 %	2.3 %	3.6 %	23.2 %	1.7 %	34
<b>HEW 6 and Above</b>	<b>1.3 %</b>	<b>0.0 %</b>	<b>0.4 %</b>	<b>0.6 %</b>	<b>0.8 %</b>	<b>1.3 %</b>	<b>2.3 %</b>	<b>6.2 %</b>	<b>0.9 %</b>	<b>34</b>
<i>EW 6 and Above (M)</i>	0.5 %	0.0 %	0.0 %	0.3 %	0.7 %	1.1 %	2.5 %	4.2 %	0.9 %	34
<i>HEW 6 and Above (F)</i>	1.8 %	0.0 %	0.4 %	0.6 %	0.9 %	1.5 %	2.3 %	7.0 %	1.0 %	34

<b>Senior Staff/Mgt</b>	<b>1.3 %</b>	<b>0.0 %</b>	<b>0.0 %</b>	<b>0.3 %</b>	<b>1.1 %</b>	<b>1.9 %</b>	<b>2.5 %</b>	<b>6.3 %</b>	<b>0.8 %</b>	<b>33</b>
<i>Senior Staff/Mgt (M)</i>	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	1.6 %	2.8 %	8.7 %	0.8 %	33
<i>Senior Staff/Mgt (F)</i>	3.9 %	0.0 %	0.0 %	0.0 %	0.0 %	2.6 %	4.0 %	12.5 %	1.0 %	33

## Distribution of Classifications (FTE)

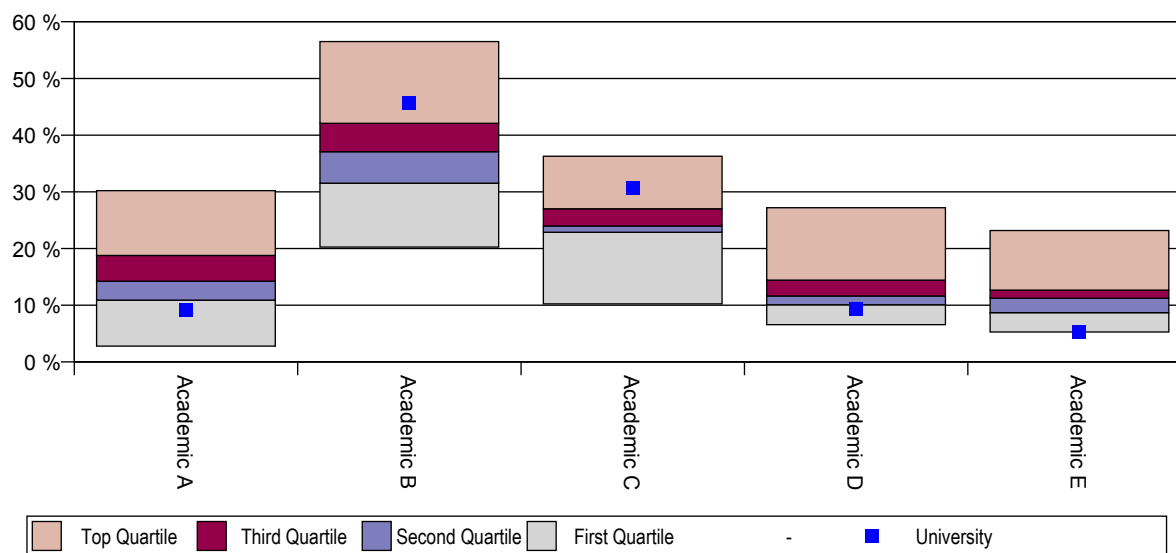
Total Staff FTE of Classification  
Total Staff FTE of Classification Group

### DEFINITION

This measure provides the distribution of classifications as a proportion of the classification group in terms of FTE excluding casuals.

The proportions indicate the relative number of staff at a particular classification point.

### ECU results versus Australian Universities 2012 Quartiles and Range



		Min	10th	25th	50th	75th	90th	Max	Avg	Sample
Academic A	9.13 %	2.78 %	7.85 %	10.89 %	14.23 %	18.77 %	20.51 %	30.22 %	17.62 %	36
Academic B	45.59 %	20.26 %	27.71 %	31.54 %	37.07 %	42.09 %	44.96 %	56.50 %	34.21 %	36
Academic C	30.69 %	10.25 %	20.82 %	22.88 %	23.99 %	27.02 %	30.02 %	36.29 %	24.02 %	36
Academic D	9.31 %	6.58 %	9.02 %	10.07 %	11.64 %	14.42 %	15.14 %	27.19 %	12.13 %	36
Academic E	5.28 %	5.28 %	7.51 %	8.69 %	11.24 %	12.66 %	14.29 %	23.18 %	12.02 %	36

### Distribution of Classifications (FTE)

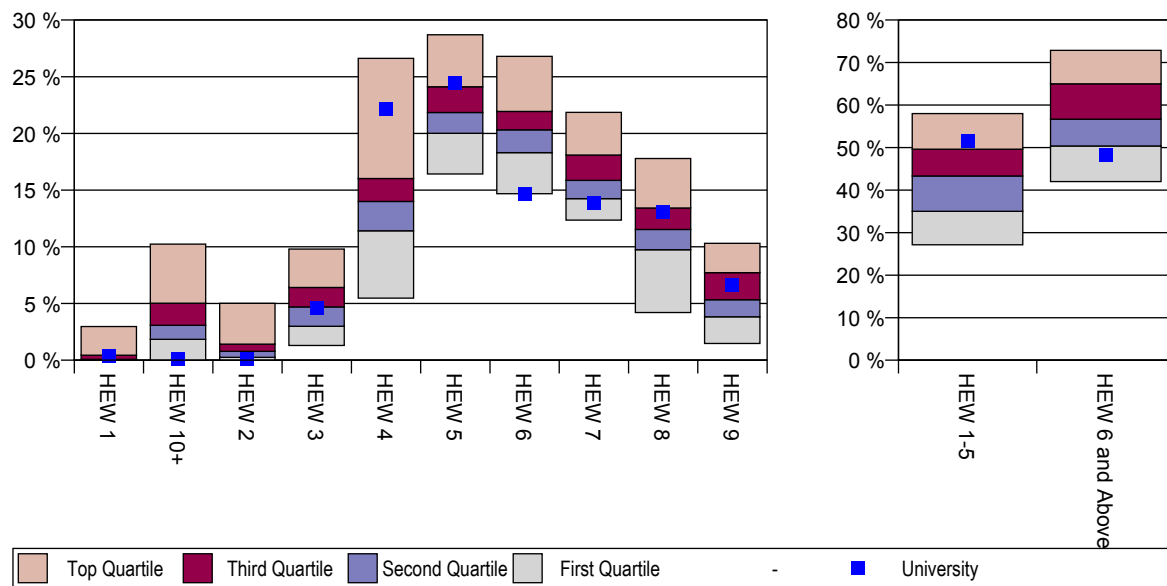
Total Staff FTE of Classification  
 Total Staff FTE of Classification Group

#### DEFINITION

This measure provides the distribution of classifications as a proportion of the classification group in terms of FTE excluding casuals.

The proportions indicate the relative number of staff at a particular classification point.

ECU results versus Australian Universities  
 2012 Quartiles and Range



	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
HEW 1	0.35 %	0.00 %	0.00 %	0.00 %	0.08 %	0.44 %	1.08 %	2.97 %	0.39 %	36
HEW 2	0.10 %	0.00 %	0.10 %	0.25 %	0.78 %	1.42 %	2.55 %	5.02 %	1.03 %	36
HEW 3	4.57 %	1.30 %	2.12 %	2.99 %	4.70 %	6.41 %	7.76 %	9.80 %	4.74 %	36
HEW 4	22.17 %	5.48 %	7.66 %	11.41 %	14.00 %	16.02 %	22.31 %	26.62 %	13.12 %	36
HEW 5	24.46 %	16.42 %	17.83 %	20.01 %	21.85 %	24.11 %	26.29 %	28.70 %	21.92 %	36
HEW 6	14.68 %	14.68 %	15.83 %	18.30 %	20.32 %	21.94 %	23.95 %	26.80 %	20.19 %	36
HEW 7	13.88 %	12.35 %	13.60 %	14.25 %	15.86 %	18.09 %	20.06 %	21.86 %	16.60 %	36
HEW 8	13.06 %	4.21 %	8.15 %	9.74 %	11.53 %	13.42 %	15.87 %	17.79 %	12.16 %	36
HEW 9	6.64 %	1.48 %	3.10 %	3.83 %	5.33 %	7.72 %	8.91 %	10.31 %	6.22 %	36
HEW 10+	0.10 %	0.00 %	0.81 %	1.84 %	3.07 %	5.03 %	6.36 %	10.24 %	3.63 %	36

HEW 1-5	51.64 %	27.13 %	32.13 %	35.01 %	43.31 %	49.63 %	51.98 %	57.99 %	41.20 %	36
HEW 6 and Above	48.36 %	42.01 %	48.02 %	50.37 %	56.69 %	65.00 %	67.88 %	72.87 %	58.80 %	36

## Female Participation

Total Female FTE

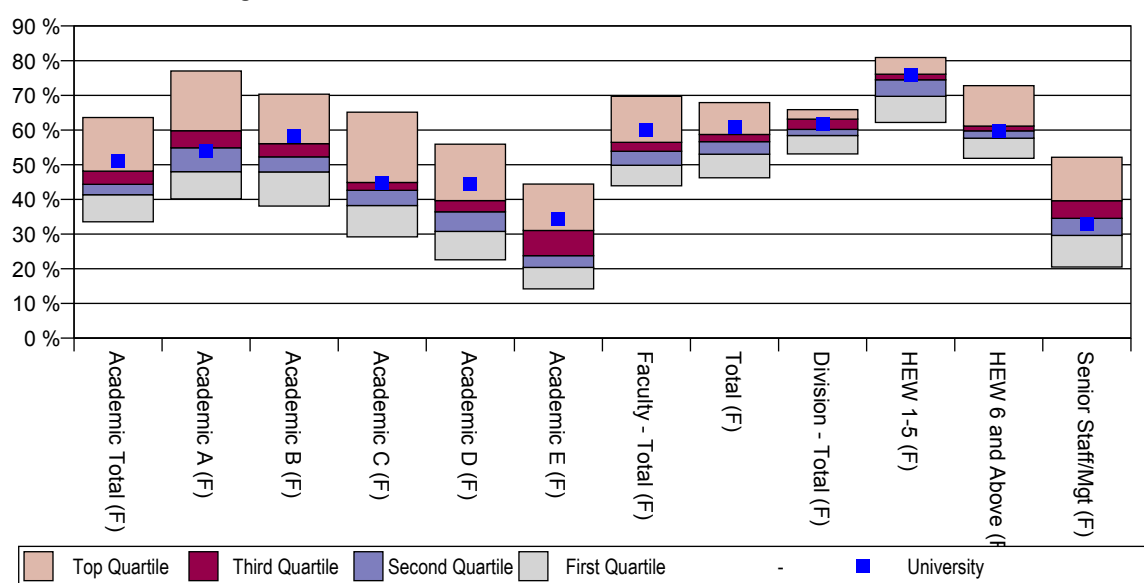
Total Staff FTE

### DEFINITION

Percentage of female staff relative to the overall university population. The Female Participation Rate demonstrates the gender balance within the workforce, which can be used to measure the effectiveness of equity activities within the organisation.

While this is useful across the organisation as a whole, it is more pertinent when the focus is on smaller workforce groups, such as faculties or senior staff, where there may be a specific focus on equal opportunity for women in the workplace. Though not collected within the program, there is also benefit in analysing this measure within different work units, such as specific faculties and divisions.

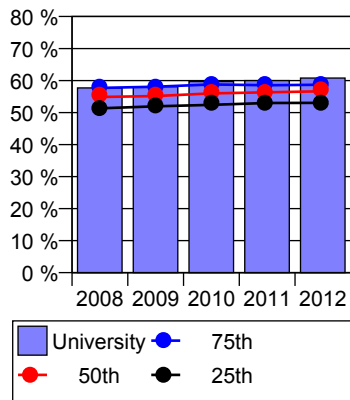
ECU results versus Australian Universities  
2012 Quartiles and Range



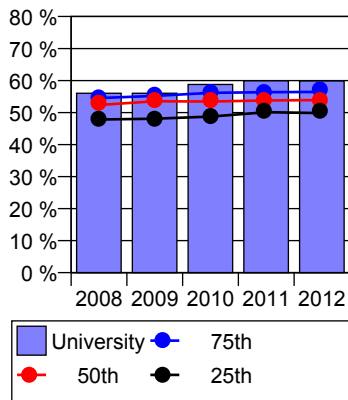
	Min	10th	25th	50th	75th	90th	Max	Avg	Sample	
<b>Total</b>	60.78 %	46.24 %	52.48 %	53.05 %	56.64 %	58.71 %	60.58 %	67.92 %	55.24 %	36
<b>Faculty - Total</b>	59.87 %	43.93 %	48.49 %	49.84 %	53.89 %	56.45 %	59.37 %	69.71 %	53.06 %	33
<b>Division - Total</b>	61.88 %	53.12 %	56.08 %	58.42 %	60.20 %	63.14 %	65.42 %	65.87 %	59.66 %	33
<b>Academic Total</b>	51.15 %	33.56 %	38.64 %	41.36 %	44.35 %	48.17 %	52.81 %	63.61 %	43.83 %	36
Academic A	53.84 %	40.17 %	43.78 %	48.00 %	54.89 %	59.79 %	64.08 %	77.04 %	51.59 %	36
Academic B	58.35 %	38.09 %	46.24 %	47.93 %	52.26 %	56.09 %	59.62 %	70.32 %	51.37 %	36
Academic C	44.60 %	29.20 %	34.63 %	38.24 %	42.62 %	44.88 %	48.89 %	65.15 %	42.04 %	36
Academic D	44.47 %	22.60 %	26.71 %	30.79 %	36.41 %	39.65 %	43.81 %	55.93 %	34.34 %	36
Academic E	34.25 %	14.22 %	18.36 %	20.39 %	23.79 %	31.03 %	34.20 %	44.44 %	24.15 %	36
<b>General Total</b>	68.01 %	55.88 %	61.80 %	63.93 %	66.08 %	67.68 %	69.79 %	72.02 %	64.80 %	36
HEW 1-5	75.78 %	62.19 %	66.47 %	69.71 %	74.50 %	76.12 %	78.30 %	80.90 %	72.40 %	36
HEW 6 and Above	59.72 %	51.85 %	54.23 %	57.64 %	59.78 %	61.16 %	64.07 %	72.79 %	59.48 %	36
<b>Senior Staff/Mgt</b>	32.86 %	20.51 %	25.58 %	29.64 %	34.55 %	39.60 %	42.46 %	52.16 %	34.96 %	36

### Female Participation

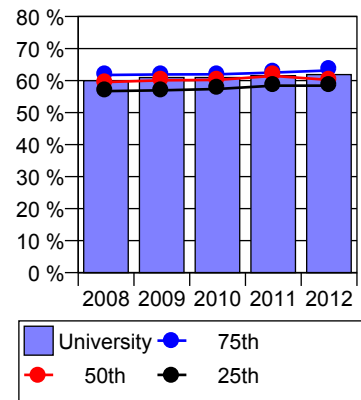
Graph: Total (F)



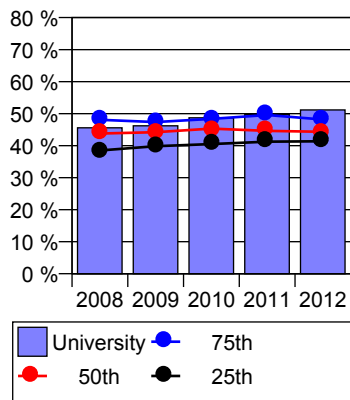
Graph: Faculty - Total (F)



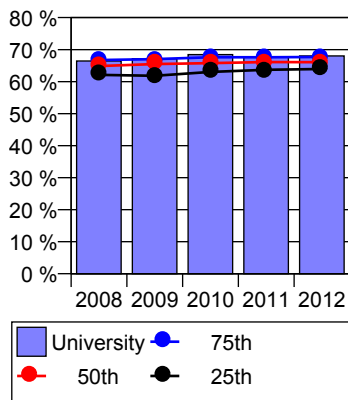
Graph: Division - Total (F)



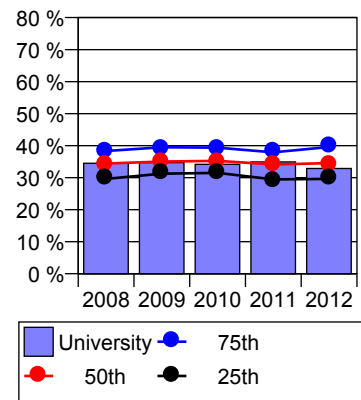
Academic Total (F)



General Total (F)



Senior Staff/Mgt (F)



### HR Function Staffing Ratio

Human Resources Function (FTE)

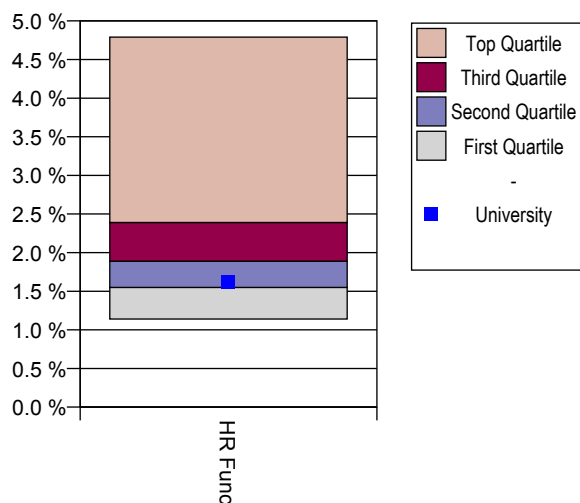
University Employees (Headcount)

#### DEFINITION

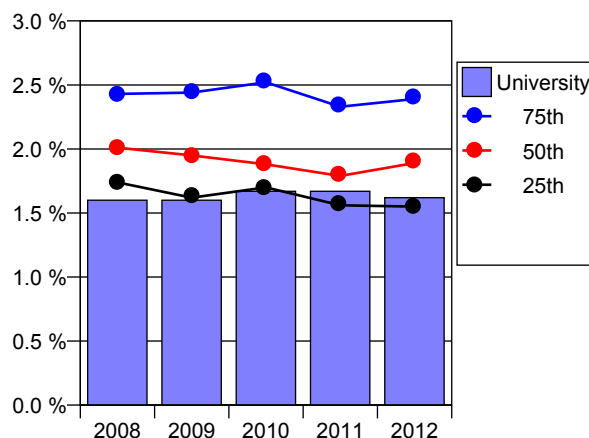
The Human Resources (HR) Functional FTE is the FTE number of staff delivering HR services or functions as a percentage of total headcount. HR staff includes positions within a centralised work area and positions which may be decentralised but fall under the direct or indirect control of the centralised department through direction or policy and procedure. Total headcount is used as it is recognised that whether a staff member is employed part-time or full-time, it is likely that he/she would still require the same level of HR services.

This result can vary depending on factors such as: the level and complexity of HR services delivered, any outsourcing or automation of HR services and geographic spread of employees across campuses.

ECU results versus Australian Universities  
2012 Quartiles and Range



Total (T)



	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
HR Func	1.62 %	1.14 %	1.31 %	1.55 %	1.89 %	2.39 %	2.83 %	4.79 %	1.94 %	35

### Total Turnover

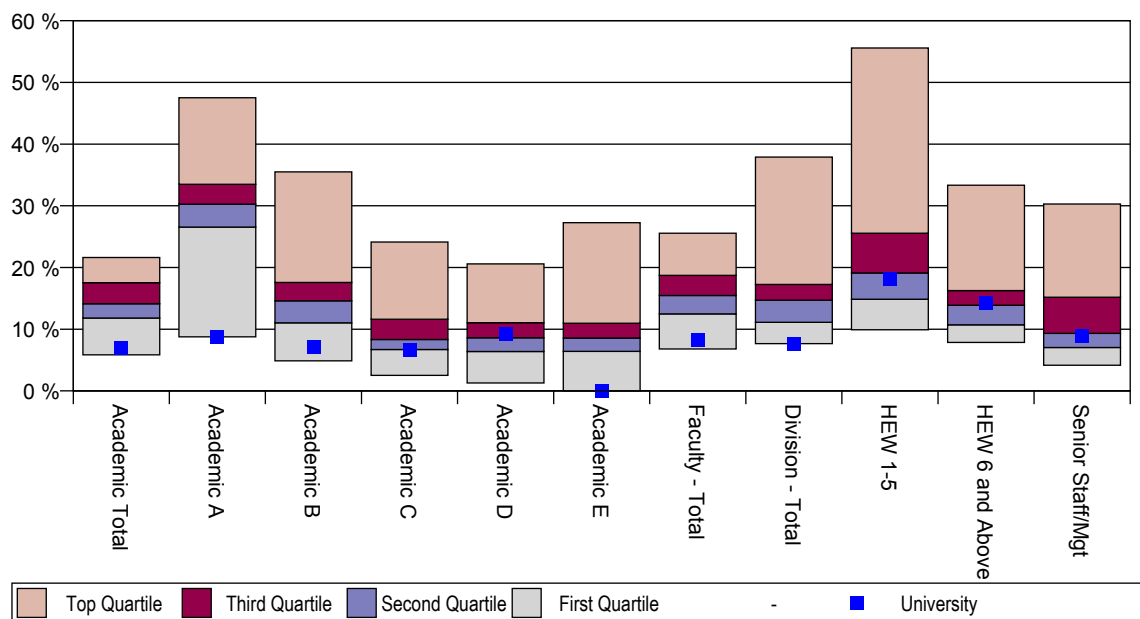
Total Separations (Headcount)  
University Employees (Headcount)

#### DEFINITION

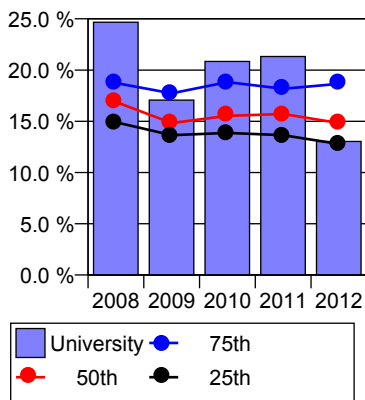
The Total Turnover Rate is the percentage of ongoing and fixed-term staff who ceased working for the University, regardless of the reason, during the year. It is the sum of all turnover resulting from voluntary and involuntary separations, and fixed term contract expiration.

This is an important index to monitor as it demonstrates the total loss of skills from the university due to turnover. High turnover represents a loss of skills and a significant cost to the university. However, if turnover is continually and significantly low, the university should consider the impact this has on innovation, regeneration and succession management in the workforce.

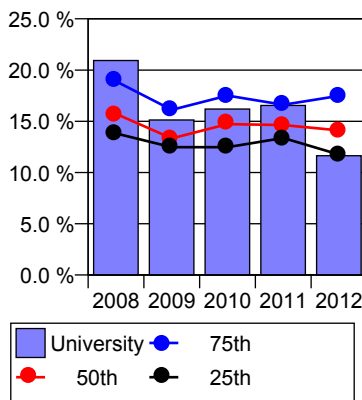
ECU results versus Australian Universities  
2012 Quartiles and Range



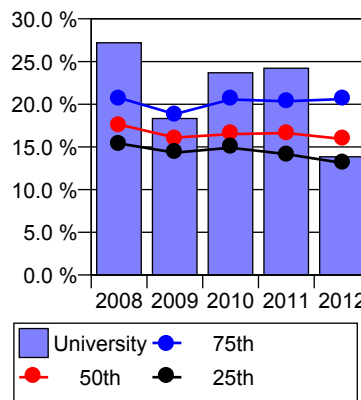
Total (T)



Total (M)



Total (F)





## Total Turnover

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>13.03 %</b>	<b>8.24 %</b>	<b>10.74 %</b>	<b>12.78 %</b>	<b>14.83 %</b>	<b>18.66 %</b>	<b>24.74 %</b>	<b>31.96 %</b>	<b>15.89 %</b>	<b>35</b>
Total (M)	11.64 %	7.97 %	9.45 %	11.76 %	14.12 %	17.49 %	23.79 %	28.11 %	14.66 %	35
Total (F)	13.84 %	8.46 %	11.09 %	13.12 %	15.94 %	20.60 %	25.46 %	35.62 %	16.81 %	35

<b>Faculty - Total</b>	<b>8.20 %</b>	<b>6.80 %</b>	<b>8.37 %</b>	<b>12.48 %</b>	<b>15.47 %</b>	<b>18.73 %</b>	<b>20.94 %</b>	<b>25.56 %</b>	<b>15.69 %</b>	<b>33</b>
Faculty - Total (M)	6.46 %	5.07 %	7.11 %	10.67 %	13.33 %	16.84 %	18.06 %	24.37 %	14.15 %	33
Faculty - Total (F)	9.25 %	7.24 %	9.43 %	12.96 %	16.14 %	19.21 %	23.52 %	29.02 %	16.97 %	33
<b>Division - Total</b>	<b>7.66 %</b>	<b>7.66 %</b>	<b>9.83 %</b>	<b>11.12 %</b>	<b>14.71 %</b>	<b>17.26 %</b>	<b>23.05 %</b>	<b>37.91 %</b>	<b>15.44 %</b>	<b>33</b>
Division - Total (M)	6.38 %	6.38 %	9.44 %	12.05 %	13.77 %	17.60 %	22.25 %	38.67 %	14.95 %	33
Division - Total (F)	8.40 %	7.78 %	9.16 %	10.93 %	15.40 %	17.93 %	23.02 %	40.28 %	15.74 %	33

<b>Academic Total</b>	<b>6.98 %</b>	<b>5.85 %</b>	<b>8.95 %</b>	<b>11.82 %</b>	<b>14.12 %</b>	<b>17.55 %</b>	<b>19.32 %</b>	<b>21.62 %</b>	<b>14.47 %</b>	<b>35</b>
Academic Total (M)	7.72 %	5.51 %	8.12 %	10.65 %	13.74 %	15.98 %	17.45 %	21.09 %	13.52 %	35
Academic Total (F)	6.31 %	5.26 %	9.27 %	12.79 %	14.87 %	18.80 %	21.76 %	25.78 %	15.62 %	35
<b>Academic A</b>	<b>8.77 %</b>	<b>8.77 %</b>	<b>17.91 %</b>	<b>26.55 %</b>	<b>30.28 %</b>	<b>33.50 %</b>	<b>46.24 %</b>	<b>47.51 %</b>	<b>29.93 %</b>	<b>35</b>
Academic A (M)	4.17 %	0.00 %	10.21 %	19.75 %	32.14 %	35.90 %	45.99 %	51.06 %	31.08 %	35
Academic A (F)	12.12 %	9.38 %	17.19 %	22.94 %	27.12 %	36.18 %	45.09 %	61.54 %	28.97 %	35
<b>Academic B</b>	<b>7.17 %</b>	<b>4.88 %</b>	<b>8.59 %</b>	<b>11.04 %</b>	<b>14.59 %</b>	<b>17.58 %</b>	<b>20.49 %</b>	<b>35.51 %</b>	<b>14.47 %</b>	<b>35</b>
Academic B (M)	9.09 %	3.88 %	7.65 %	10.32 %	13.30 %	16.81 %	19.99 %	39.02 %	14.03 %	35
Academic B (F)	5.92 %	4.03 %	8.15 %	11.52 %	14.81 %	17.75 %	21.65 %	34.02 %	14.87 %	35
<b>Academic C</b>	<b>6.59 %</b>	<b>2.51 %</b>	<b>5.29 %</b>	<b>6.72 %</b>	<b>8.33 %</b>	<b>11.62 %</b>	<b>13.34 %</b>	<b>24.14 %</b>	<b>8.84 %</b>	<b>35</b>
Academic C (M)	7.00 %	3.06 %	4.75 %	5.93 %	9.04 %	10.72 %	12.87 %	21.88 %	8.63 %	35
Academic C (F)	6.10 %	0.00 %	2.60 %	6.20 %	8.27 %	12.35 %	16.60 %	50.00 %	9.13 %	35
<b>Academic D</b>	<b>9.26 %</b>	<b>1.28 %</b>	<b>4.10 %</b>	<b>6.38 %</b>	<b>8.62 %</b>	<b>11.06 %</b>	<b>14.21 %</b>	<b>20.59 %</b>	<b>8.11 %</b>	<b>35</b>
Academic D (M)	12.90 %	0.00 %	4.18 %	5.34 %	7.87 %	10.45 %	14.11 %	20.00 %	7.88 %	35
Academic D (F)	4.35 %	0.00 %	2.83 %	5.66 %	9.38 %	11.83 %	17.60 %	30.77 %	8.56 %	35
<b>Academic E</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>4.21 %</b>	<b>6.41 %</b>	<b>8.57 %</b>	<b>10.97 %</b>	<b>14.09 %</b>	<b>27.27 %</b>	<b>8.34 %</b>	<b>35</b>
Academic E (M)	0.00 %	0.00 %	4.64 %	6.16 %	9.09 %	10.99 %	18.45 %	25.00 %	8.80 %	35
Academic E (F)	0.00 %	0.00 %	0.00 %	2.41 %	6.25 %	8.86 %	16.59 %	35.71 %	6.86 %	35

<b>General Total</b>	<b>16.39 %</b>	<b>10.03 %</b>	<b>10.20 %</b>	<b>13.12 %</b>	<b>16.34 %</b>	<b>20.67 %</b>	<b>28.63 %</b>	<b>41.00 %</b>	<b>17.22 %</b>	<b>35</b>
General Total (M)	15.76 %	8.01 %	9.76 %	12.52 %	15.76 %	19.70 %	31.06 %	38.30 %	16.51 %	35
General Total (F)	16.65 %	9.27 %	10.91 %	13.03 %	16.65 %	21.59 %	27.04 %	42.32 %	17.58 %	35
<b>HEW 1-5</b>	<b>18.18 %</b>	<b>9.90 %</b>	<b>11.85 %</b>	<b>14.85 %</b>	<b>19.12 %</b>	<b>25.56 %</b>	<b>34.85 %</b>	<b>55.58 %</b>	<b>21.14 %</b>	<b>35</b>
HEW 1-5 (M)	15.49 %	4.88 %	10.16 %	13.85 %	19.60 %	28.75 %	44.27 %	63.24 %	22.15 %	35
HEW 1-5 (F)	18.95 %	8.77 %	11.26 %	15.81 %	18.89 %	25.52 %	31.04 %	59.26 %	20.78 %	35
<b>HEW 6 and Above</b>	<b>14.29 %</b>	<b>7.86 %</b>	<b>9.66 %</b>	<b>10.71 %</b>	<b>13.88 %</b>	<b>16.26 %</b>	<b>23.77 %</b>	<b>33.33 %</b>	<b>14.25 %</b>	<b>35</b>
HEW 6 and Above (M)	15.94 %	6.87 %	9.36 %	11.45 %	13.11 %	15.72 %	22.71 %	31.53 %	13.66 %	35
HEW 6 and Above (F)	13.27 %	8.20 %	8.61 %	10.28 %	14.11 %	18.27 %	23.96 %	34.51 %	14.63 %	35

<b>Senior Staff/Mgt</b>	<b>8.86 %</b>	<b>4.17 %</b>	<b>5.43 %</b>	<b>7.04 %</b>	<b>9.32 %</b>	<b>15.18 %</b>	<b>19.16 %</b>	<b>30.30 %</b>	<b>10.50 %</b>	<b>35</b>
Senior Staff/Mgt (M)	5.66 %	1.69 %	3.50 %	6.98 %	10.71 %	15.98 %	20.54 %	38.89 %	10.38 %	35
Senior Staff/Mgt (F)	15.38 %	0.00 %	0.00 %	4.79 %	10.00 %	15.59 %	19.50 %	33.33 %	10.73 %	35

## Voluntary Employee Initiated Turnover

Voluntary Employee-Initiated Separations (Headcount)

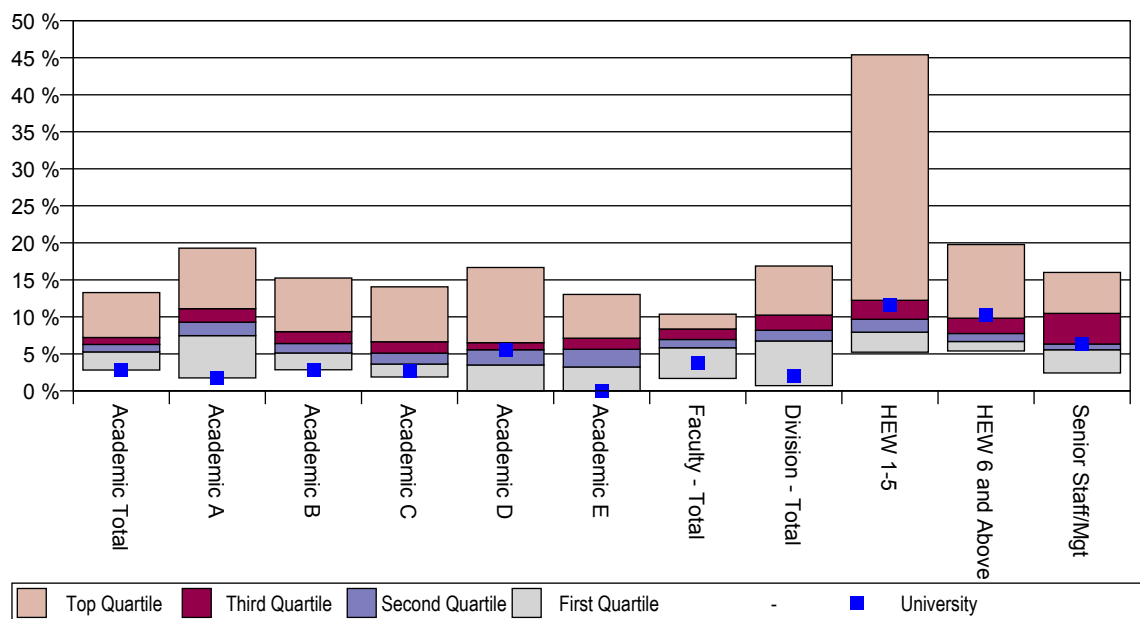
University Employees (Headcount)

### DEFINITION

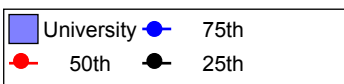
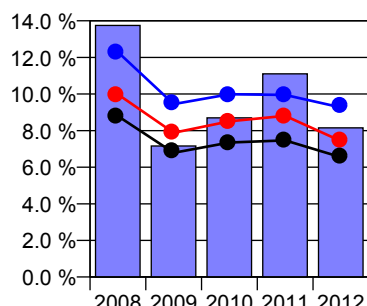
Voluntary Employee-Initiated Turnover Rate is the percentage of ongoing and fixed-term staff who voluntarily initiated their separation from the University. This does not include redundancies (voluntary or involuntary). This is an important index to monitor as it reflects workforce stability and the unplanned loss of skills. This unplanned loss can result in significant costs such as reduced productivity and the costs of rehiring and training.

However, it can also represent an opportunity to introduce new skills and facilitate change in the workplace. Due to the costs resulting from voluntary turnover, and the limits it places on universities in meeting their strategic objectives, a lower result is desirable. High turnover should prompt further analysis. Alternatively, if Voluntary Employee-Initiated Turnover is continually and significantly low, the university should consider the impact this has on innovation, regeneration and succession management within the workforce.

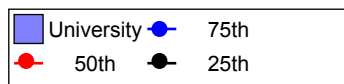
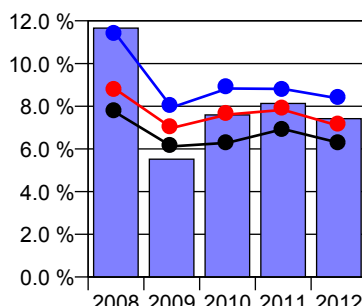
**ECU results versus Australian Universities  
2012 Quartiles and Range**



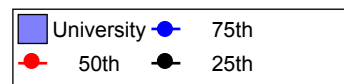
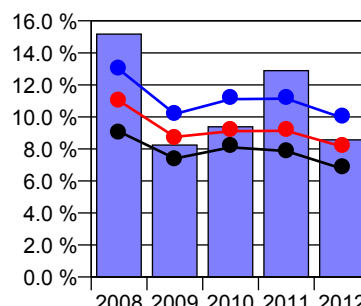
**Total (T)**



**Total (M)**



**Total (F)**



### Voluntary Employee Initiated Turnover

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>8.15 %</b>	<b>5.16 %</b>	<b>5.94 %</b>	<b>6.55 %</b>	<b>7.43 %</b>	<b>9.27 %</b>	<b>10.48 %</b>	<b>23.43 %</b>	<b>7.95 %</b>	<b>35</b>
<i>Total (M)</i>	7.42 %	4.08 %	5.56 %	6.29 %	7.08 %	8.36 %	9.88 %	20.08 %	7.16 %	35
<i>Total (F)</i>	8.57 %	5.80 %	6.12 %	6.77 %	8.15 %	9.95 %	11.22 %	25.58 %	8.55 %	35

<b>Faculty - Total</b>	<b>3.80 %</b>	<b>1.69 %</b>	<b>4.44 %</b>	<b>5.82 %</b>	<b>6.94 %</b>	<b>8.37 %</b>	<b>9.56 %</b>	<b>10.36 %</b>	<b>7.29 %</b>	<b>33</b>
<i>Faculty - Total (M)</i>	1.81 %	1.81 %	2.81 %	4.86 %	6.49 %	7.27 %	8.80 %	10.33 %	6.43 %	33
<i>Faculty - Total (F)</i>	5.02 %	1.01 %	5.06 %	6.10 %	7.33 %	9.21 %	10.71 %	11.50 %	8.02 %	33
<b>Division - Total</b>	<b>2.07 %</b>	<b>0.71 %</b>	<b>6.39 %</b>	<b>6.75 %</b>	<b>8.19 %</b>	<b>10.24 %</b>	<b>11.61 %</b>	<b>16.86 %</b>	<b>8.23 %</b>	<b>33</b>
<i>Division - Total (M)</i>	2.68 %	1.42 %	5.66 %	7.12 %	7.95 %	9.12 %	11.97 %	20.00 %	7.88 %	33
<i>Division - Total (F)</i>	1.72 %	0.28 %	5.84 %	7.21 %	8.09 %	10.22 %	12.65 %	15.13 %	8.45 %	33

<b>Academic Total</b>	<b>2.82 %</b>	<b>2.82 %</b>	<b>4.43 %</b>	<b>5.27 %</b>	<b>6.28 %</b>	<b>7.21 %</b>	<b>8.65 %</b>	<b>13.28 %</b>	<b>6.41 %</b>	<b>35</b>
<i>Academic Total (M)</i>	3.16 %	2.57 %	3.79 %	4.88 %	6.18 %	7.28 %	8.17 %	12.50 %	6.26 %	35
<i>Academic Total (F)</i>	2.52 %	2.52 %	3.86 %	5.02 %	6.46 %	7.77 %	9.35 %	13.99 %	6.59 %	35
<b>Academic A</b>	<b>1.75 %</b>	<b>1.75 %</b>	<b>5.88 %</b>	<b>7.47 %</b>	<b>9.29 %</b>	<b>11.11 %</b>	<b>13.56 %</b>	<b>19.29 %</b>	<b>9.80 %</b>	<b>35</b>
<i>Academic A (M)</i>	0.00 %	0.00 %	4.96 %	6.87 %	10.17 %	12.87 %	17.26 %	27.27 %	10.80 %	35
<i>Academic A (F)</i>	3.03 %	2.55 %	4.78 %	6.22 %	8.18 %	11.31 %	12.50 %	15.38 %	8.97 %	35
<b>Academic B</b>	<b>2.87 %</b>	<b>2.86 %</b>	<b>3.28 %</b>	<b>5.12 %</b>	<b>6.41 %</b>	<b>8.01 %</b>	<b>9.13 %</b>	<b>15.25 %</b>	<b>6.25 %</b>	<b>35</b>
<i>Academic B (M)</i>	2.73 %	2.73 %	3.86 %	4.58 %	5.52 %	8.29 %	9.80 %	14.63 %	6.30 %	35
<i>Academic B (F)</i>	2.96 %	1.77 %	2.94 %	4.58 %	6.28 %	7.84 %	10.68 %	18.31 %	6.20 %	35
<b>Academic C</b>	<b>2.75 %</b>	<b>1.88 %</b>	<b>2.89 %</b>	<b>3.63 %</b>	<b>5.11 %</b>	<b>6.64 %</b>	<b>7.88 %</b>	<b>14.06 %</b>	<b>5.24 %</b>	<b>35</b>
<i>Academic C (M)</i>	3.00 %	0.00 %	1.68 %	3.05 %	4.20 %	6.73 %	8.25 %	15.63 %	4.75 %	35
<i>Academic C (F)</i>	2.44 %	0.00 %	2.29 %	3.20 %	5.22 %	8.33 %	12.06 %	12.50 %	5.90 %	35
<b>Academic D</b>	<b>5.56 %</b>	<b>0.00 %</b>	<b>1.69 %</b>	<b>3.51 %</b>	<b>5.56 %</b>	<b>6.52 %</b>	<b>9.00 %</b>	<b>16.67 %</b>	<b>5.16 %</b>	<b>35</b>
<i>Academic D (M)</i>	9.68 %	0.00 %	1.35 %	3.49 %	4.55 %	6.82 %	9.40 %	20.00 %	4.93 %	35
<i>Academic D (F)</i>	0.00 %	0.00 %	0.00 %	1.63 %	6.25 %	9.86 %	12.12 %	23.08 %	5.61 %	35
<b>Academic E</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>1.76 %</b>	<b>3.24 %</b>	<b>5.63 %</b>	<b>7.13 %</b>	<b>8.20 %</b>	<b>13.04 %</b>	<b>5.24 %</b>	<b>35</b>
<i>Academic E (M)</i>	0.00 %	0.00 %	0.83 %	3.38 %	4.80 %	7.72 %	9.95 %	16.22 %	5.45 %	35
<i>Academic E (F)</i>	0.00 %	0.00 %	0.00 %	0.00 %	3.45 %	6.18 %	11.86 %	20.59 %	4.57 %	35

<b>General Total</b>	<b>10.98 %</b>	<b>5.34 %</b>	<b>6.48 %</b>	<b>7.17 %</b>	<b>8.47 %</b>	<b>11.04 %</b>	<b>12.13 %</b>	<b>32.06 %</b>	<b>9.15 %</b>	<b>35</b>
<i>General Total (M)</i>	11.17 %	4.39 %	5.88 %	6.76 %	8.04 %	9.72 %	12.92 %	29.13 %	8.35 %	35
<i>General Total (F)</i>	10.90 %	5.00 %	6.49 %	7.42 %	8.63 %	10.69 %	12.74 %	33.33 %	9.55 %	35
<b>HEW 1-5</b>	<b>11.60 %</b>	<b>5.24 %</b>	<b>6.53 %</b>	<b>7.94 %</b>	<b>9.68 %</b>	<b>12.23 %</b>	<b>15.17 %</b>	<b>45.40 %</b>	<b>10.61 %</b>	<b>35</b>
<i>HEW 1-5 (M)</i>	9.15 %	2.44 %	4.94 %	6.88 %	8.64 %	11.96 %	18.21 %	34.55 %	10.03 %	35
<i>HEW 1-5 (F)</i>	12.30 %	5.26 %	6.77 %	7.86 %	9.70 %	12.24 %	15.37 %	50.93 %	10.82 %	35
<b>HEW 6 and Above</b>	<b>10.26 %</b>	<b>5.39 %</b>	<b>6.08 %</b>	<b>6.68 %</b>	<b>7.76 %</b>	<b>9.83 %</b>	<b>11.09 %</b>	<b>19.77 %</b>	<b>8.04 %</b>	<b>35</b>
<i>EW 6 and Above (M)</i>	12.56 %	4.20 %	5.17 %	6.27 %	7.57 %	9.61 %	10.98 %	22.92 %	7.50 %	35
<i>HEW 6 and Above (F)</i>	8.85 %	4.85 %	6.09 %	6.86 %	8.12 %	10.26 %	11.45 %	18.60 %	8.39 %	35

<b>Senior Staff/Mgt</b>	<b>6.33 %</b>	<b>2.42 %</b>	<b>3.70 %</b>	<b>5.56 %</b>	<b>6.33 %</b>	<b>10.48 %</b>	<b>10.99 %</b>	<b>16.00 %</b>	<b>6.56 %</b>	<b>35</b>
<i>Senior Staff/Mgt (M)</i>	5.66 %	1.35 %	2.10 %	3.93 %	7.04 %	9.45 %	15.72 %	22.22 %	6.18 %	35
<i>Senior Staff/Mgt (F)</i>	7.69 %	0.00 %	0.00 %	2.73 %	7.69 %	9.84 %	13.33 %	15.79 %	7.28 %	35

## Voluntary University Initiated Turnover

Voluntary University Initiated Separations (Headcount)

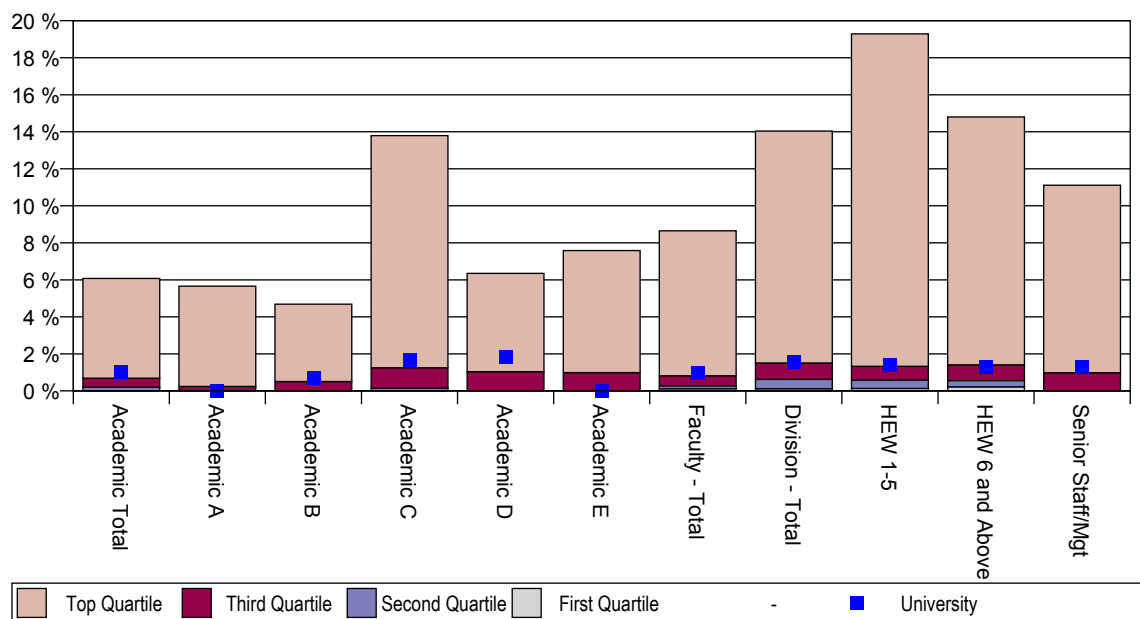
University Employees (Headcount)

### DEFINITION

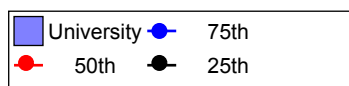
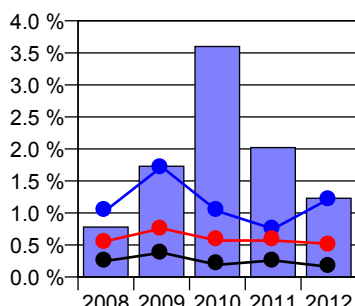
The Voluntary University-Initiated Turnover Rate is the percentage of ongoing and fixed-term staff who ceased working for the University by taking a voluntary redundancy or an early retirement package during the year. The purpose of this index is to measure the extent of university initiatives to reduce the size of the workforce, through voluntary options. This is an important index to monitor as it demonstrates the effect of University efforts to re-size the workforce.

As this measure is dependent on University strategy, there is no 'desired' level. However, continually and significantly high results can indicate ineffective workforce planning. A high level of Voluntary University Initiated Turnover can influence outcomes for other turnover categories, especially Voluntary Employee Initiated Turnover. This is because a proportion of those people separating may have left the organisation regardless of any university initiative.

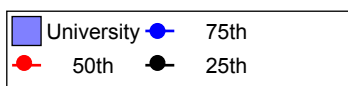
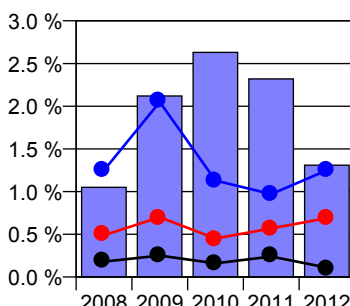
**ECU results versus Australian Universities  
2012 Quartiles and Range**



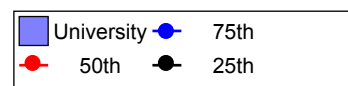
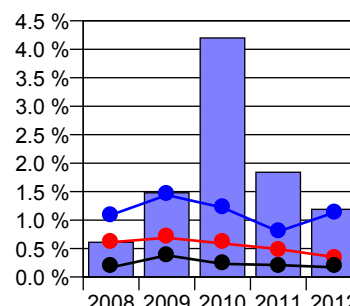
**Total (T)**



**Total (M)**



**Total (F)**



### Voluntary University Initiated Turnover

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>1.23 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.16 %</b>	<b>0.52 %</b>	<b>1.22 %</b>	<b>3.36 %</b>	<b>11.57 %</b>	<b>0.96 %</b>	<b>34</b>
<i>Total (M)</i>	1.31 %	0.00 %	0.00 %	0.11 %	0.69 %	1.25 %	2.68 %	8.62 %	0.96 %	34
<i>Total (F)</i>	1.19 %	0.00 %	0.00 %	0.17 %	0.35 %	1.13 %	3.20 %	13.78 %	0.96 %	34

<b>Faculty - Total</b>	<b>0.98 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.12 %</b>	<b>0.28 %</b>	<b>0.82 %</b>	<b>1.69 %</b>	<b>8.65 %</b>	<b>0.60 %</b>	<b>32</b>
<i>Faculty - Total (M)</i>	1.55 %	0.00 %	0.00 %	0.06 %	0.39 %	0.90 %	1.75 %	6.92 %	0.63 %	32
<i>Faculty - Total (F)</i>	0.63 %	0.00 %	0.00 %	0.11 %	0.22 %	0.57 %	1.46 %	10.27 %	0.58 %	32
<b>Division - Total</b>	<b>1.58 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.12 %</b>	<b>0.62 %</b>	<b>1.51 %</b>	<b>3.92 %</b>	<b>14.04 %</b>	<b>1.52 %</b>	<b>32</b>
<i>Division - Total (M)</i>	1.01 %	0.00 %	0.00 %	0.00 %	0.66 %	2.11 %	4.36 %	10.43 %	1.53 %	32
<i>Division - Total (F)</i>	1.91 %	0.00 %	0.00 %	0.00 %	0.51 %	1.74 %	3.63 %	16.27 %	1.52 %	32

<b>Academic Total</b>	<b>1.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.20 %</b>	<b>0.69 %</b>	<b>1.85 %</b>	<b>6.08 %</b>	<b>0.51 %</b>	<b>34</b>
<i>Academic Total (M)</i>	1.75 %	0.00 %	0.00 %	0.00 %	0.19 %	0.96 %	1.94 %	7.14 %	0.65 %	34
<i>Academic Total (F)</i>	0.32 %	0.00 %	0.00 %	0.00 %	0.17 %	0.32 %	1.24 %	4.69 %	0.34 %	34
<b>Academic A</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.24 %</b>	<b>1.31 %</b>	<b>5.66 %</b>	<b>0.25 %</b>	<b>34</b>
<i>Academic A (M)</i>	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.24 %	4.76 %	0.23 %	34
<i>Academic A (F)</i>	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.54 %	6.25 %	0.26 %	34
<b>Academic B</b>	<b>0.72 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.51 %</b>	<b>1.52 %</b>	<b>4.69 %</b>	<b>0.40 %</b>	<b>34</b>
<i>Academic B (M)</i>	0.91 %	0.00 %	0.00 %	0.00 %	0.00 %	0.54 %	2.29 %	7.69 %	0.57 %	34
<i>Academic B (F)</i>	0.59 %	0.00 %	0.00 %	0.00 %	0.00 %	0.51 %	0.99 %	2.63 %	0.25 %	34
<b>Academic C</b>	<b>1.65 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.15 %</b>	<b>1.25 %</b>	<b>1.84 %</b>	<b>13.79 %</b>	<b>0.69 %</b>	<b>34</b>
<i>Academic C (M)</i>	3.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.25 %	2.85 %	10.53 %	0.87 %	34
<i>Academic C (F)</i>	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.74 %	1.51 %	25.00 %	0.44 %	34
<b>Academic D</b>	<b>1.85 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>1.04 %</b>	<b>1.81 %</b>	<b>6.35 %</b>	<b>0.63 %</b>	<b>34</b>
<i>Academic D (M)</i>	3.23 %	0.00 %	0.00 %	0.00 %	0.00 %	0.98 %	2.17 %	5.77 %	0.58 %	34
<i>Academic D (F)</i>	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.80 %	8.82 %	0.72 %	34
<b>Academic E</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.99 %</b>	<b>2.26 %</b>	<b>7.58 %</b>	<b>0.75 %</b>	<b>34</b>
<i>Academic E (M)</i>	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.17 %	2.26 %	9.62 %	0.90 %	34
<i>Academic E (F)</i>	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	2.70 %	0.28 %	34

<b>General Total</b>	<b>1.35 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.19 %</b>	<b>0.60 %</b>	<b>1.34 %</b>	<b>4.99 %</b>	<b>16.35 %</b>	<b>1.28 %</b>	<b>34</b>
<i>General Total (M)</i>	1.15 %	0.00 %	0.00 %	0.16 %	0.88 %	1.67 %	5.19 %	11.97 %	1.34 %	34
<i>General Total (F)</i>	1.44 %	0.00 %	0.00 %	0.18 %	0.38 %	1.41 %	4.39 %	18.49 %	1.25 %	34
<b>HEW 1-5</b>	<b>1.41 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.13 %</b>	<b>0.59 %</b>	<b>1.33 %</b>	<b>5.01 %</b>	<b>19.29 %</b>	<b>1.28 %</b>	<b>34</b>
<i>HEW 1-5 (M)</i>	1.41 %	0.00 %	0.00 %	0.00 %	0.57 %	1.25 %	6.90 %	15.38 %	1.27 %	34
<i>HEW 1-5 (F)</i>	1.41 %	0.00 %	0.00 %	0.00 %	0.30 %	1.37 %	4.66 %	20.77 %	1.28 %	34
<b>HEW 6 and Above</b>	<b>1.28 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.22 %</b>	<b>0.56 %</b>	<b>1.41 %</b>	<b>4.32 %</b>	<b>14.80 %</b>	<b>1.29 %</b>	<b>34</b>
<i>EW 6 and Above (M)</i>	0.97 %	0.00 %	0.00 %	0.22 %	0.69 %	2.03 %	4.38 %	11.53 %	1.38 %	34
<i>HEW 6 and Above (F)</i>	1.47 %	0.00 %	0.00 %	0.00 %	0.44 %	1.23 %	4.04 %	16.92 %	1.22 %	34

<b>Senior Staff/Mgt</b>	<b>1.27 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.98 %</b>	<b>2.95 %</b>	<b>11.11 %</b>	<b>1.00 %</b>	<b>34</b>
<i>Senior Staff/Mgt (M)</i>	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	2.60 %	9.09 %	0.87 %	34
<i>Senior Staff/Mgt (F)</i>	3.85 %	0.00 %	0.00 %	0.00 %	0.00 %	1.53 %	4.49 %	14.29 %	1.25 %	34

## Involuntary University Initiated Turnover

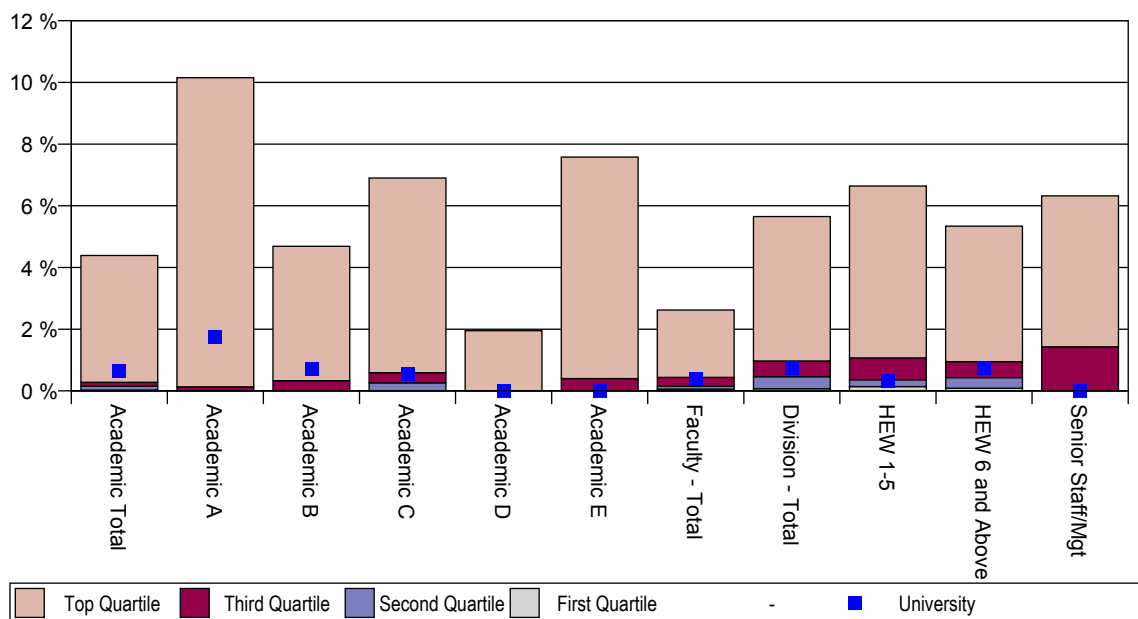
Involuntary University Initiated Separations (Headcount)  
University Employees (Headcount)

### DEFINITION

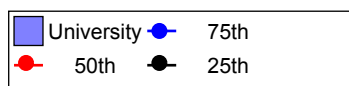
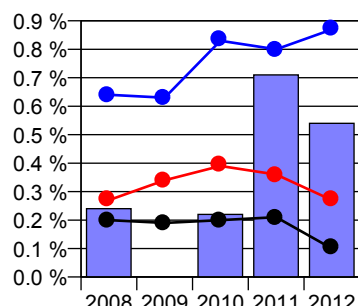
The Involuntary University-Initiated Turnover Rate is the percentage of ongoing and fixed-term staff who were either dismissed or made redundant by the University during the year.

This measure can provide an indication of the effectiveness of selection, training, performance management and workforce planning. This measure is dependent on the University's situation and objectives. However, continual and high amounts of involuntary turnover can reflect poor recruitment and selection and/or training of employees and poor workforce planning. Alternatively, continually and significantly low involuntary turnover can indicate ineffective performance management systems.

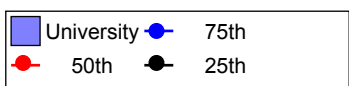
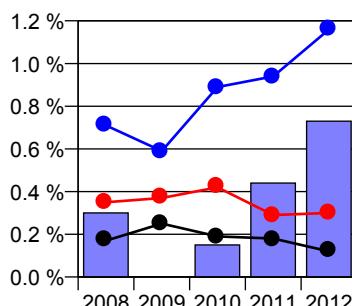
**ECU results versus Australian Universities**  
**2012 Quartiles and Range**



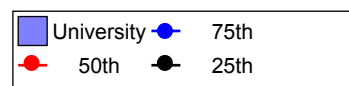
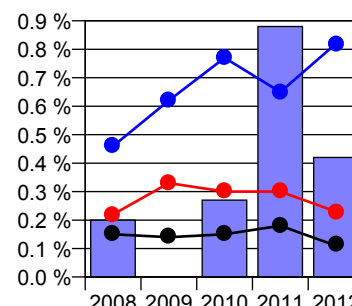
**Total (T)**



**Total (M)**



**Total (F)**



### Involuntary University Initiated Turnover

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>0.54 %</b>	<b>0.00 %</b>	<b>0.06 %</b>	<b>0.10 %</b>	<b>0.27 %</b>	<b>0.87 %</b>	<b>1.59 %</b>	<b>5.26 %</b>	<b>0.66 %</b>	<b>35</b>
<i>Total (M)</i>	<i>0.73 %</i>	<i>0.00 %</i>	<i>0.02 %</i>	<i>0.12 %</i>	<i>0.30 %</i>	<i>1.16 %</i>	<i>1.72 %</i>	<i>4.33 %</i>	<i>0.72 %</i>	<i>35</i>
<i>Total (F)</i>	<i>0.42 %</i>	<i>0.00 %</i>	<i>0.02 %</i>	<i>0.11 %</i>	<i>0.23 %</i>	<i>0.82 %</i>	<i>1.64 %</i>	<i>5.90 %</i>	<i>0.61 %</i>	<i>35</i>

<b>Faculty - Total</b>	<b>0.39 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.06 %</b>	<b>0.15 %</b>	<b>0.44 %</b>	<b>0.79 %</b>	<b>2.62 %</b>	<b>0.41 %</b>	<b>33</b>
<i>Faculty - Total (M)</i>	<i>0.52 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.19 %</i>	<i>0.52 %</i>	<i>0.86 %</i>	<i>2.35 %</i>	<i>0.46 %</i>	<i>33</i>
<i>Faculty - Total (F)</i>	<i>0.31 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.17 %</i>	<i>0.31 %</i>	<i>0.89 %</i>	<i>2.89 %</i>	<i>0.37 %</i>	<i>33</i>
<b>Division - Total</b>	<b>0.73 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.07 %</b>	<b>0.46 %</b>	<b>0.97 %</b>	<b>2.68 %</b>	<b>5.65 %</b>	<b>1.04 %</b>	<b>33</b>
<i>Division - Total (M)</i>	<i>1.01 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.46 %</i>	<i>1.20 %</i>	<i>3.25 %</i>	<i>6.74 %</i>	<i>1.22 %</i>	<i>33</i>
<i>Division - Total (F)</i>	<i>0.57 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.37 %</i>	<i>0.85 %</i>	<i>2.76 %</i>	<i>4.91 %</i>	<i>0.92 %</i>	<i>33</i>

<b>Academic Total</b>	<b>0.66 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.03 %</b>	<b>0.15 %</b>	<b>0.28 %</b>	<b>0.94 %</b>	<b>4.39 %</b>	<b>0.35 %</b>	<b>35</b>
<i>Academic Total (M)</i>	<i>0.70 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.17 %</i>	<i>0.41 %</i>	<i>1.17 %</i>	<i>3.57 %</i>	<i>0.38 %</i>	<i>35</i>
<i>Academic Total (F)</i>	<i>0.63 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.33 %</i>	<i>0.95 %</i>	<i>5.47 %</i>	<i>0.32 %</i>	<i>35</i>
<b>Academic A</b>	<b>1.75 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.13 %</b>	<b>1.45 %</b>	<b>10.15 %</b>	<b>0.52 %</b>	<b>35</b>
<i>Academic A (M)</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>1.40 %</i>	<i>9.09 %</i>	<i>0.57 %</i>	<i>35</i>
<i>Academic A (F)</i>	<i>3.03 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>2.13 %</i>	<i>11.22 %</i>	<i>0.47 %</i>	<i>35</i>
<b>Academic B</b>	<b>0.72 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.33 %</b>	<b>0.88 %</b>	<b>4.69 %</b>	<b>0.27 %</b>	<b>35</b>
<i>Academic B (M)</i>	<i>0.91 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.11 %</i>	<i>1.18 %</i>	<i>7.69 %</i>	<i>0.27 %</i>	<i>35</i>
<i>Academic B (F)</i>	<i>0.59 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.52 %</i>	<i>0.77 %</i>	<i>3.09 %</i>	<i>0.28 %</i>	<i>35</i>
<b>Academic C</b>	<b>0.55 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.26 %</b>	<b>0.59 %</b>	<b>0.83 %</b>	<b>6.90 %</b>	<b>0.36 %</b>	<b>35</b>
<i>Academic C (M)</i>	<i>1.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.81 %</i>	<i>1.08 %</i>	<i>2.00 %</i>	<i>0.43 %</i>	<i>35</i>
<i>Academic C (F)</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.79 %</i>	<i>16.67 %</i>	<i>0.27 %</i>	<i>35</i>
<b>Academic D</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>1.29 %</b>	<b>1.95 %</b>	<b>0.31 %</b>	<b>35</b>
<i>Academic D (M)</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.83 %</i>	<i>2.75 %</i>	<i>0.38 %</i>	<i>35</i>
<i>Academic D (F)</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>3.13 %</i>	<i>0.18 %</i>	<i>35</i>
<b>Academic E</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.40 %</b>	<b>1.49 %</b>	<b>7.58 %</b>	<b>0.34 %</b>	<b>35</b>
<i>Academic E (M)</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>1.95 %</i>	<i>5.77 %</i>	<i>0.30 %</i>	<i>35</i>
<i>Academic E (F)</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.65 %</i>	<i>14.29 %</i>	<i>0.44 %</i>	<i>35</i>

<b>General Total</b>	<b>0.51 %</b>	<b>0.00 %</b>	<b>0.07 %</b>	<b>0.12 %</b>	<b>0.42 %</b>	<b>1.06 %</b>	<b>2.49 %</b>	<b>6.00 %</b>	<b>0.88 %</b>	<b>34</b>
<i>General Total (M)</i>	<i>0.86 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.03 %</i>	<i>0.54 %</i>	<i>1.72 %</i>	<i>2.95 %</i>	<i>6.14 %</i>	<i>1.12 %</i>	<i>34</i>
<i>General Total (F)</i>	<i>0.36 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.12 %</i>	<i>0.34 %</i>	<i>0.96 %</i>	<i>2.34 %</i>	<i>5.94 %</i>	<i>0.76 %</i>	<i>34</i>
<b>HEW 1-5</b>	<b>0.31 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.14 %</b>	<b>0.36 %</b>	<b>1.07 %</b>	<b>2.60 %</b>	<b>6.64 %</b>	<b>0.84 %</b>	<b>34</b>
<i>HEW 1-5 (M)</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.48 %</i>	<i>2.14 %</i>	<i>2.95 %</i>	<i>6.67 %</i>	<i>1.11 %</i>	<i>34</i>
<i>HEW 1-5 (F)</i>	<i>0.40 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.14 %</i>	<i>0.36 %</i>	<i>0.84 %</i>	<i>2.46 %</i>	<i>7.56 %</i>	<i>0.75 %</i>	<i>34</i>
<b>HEW 6 and Above</b>	<b>0.73 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.09 %</b>	<b>0.43 %</b>	<b>0.95 %</b>	<b>2.31 %</b>	<b>5.34 %</b>	<b>0.90 %</b>	<b>34</b>
<i>EW 6 and Above (M)</i>	<i>1.45 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.46 %</i>	<i>1.07 %</i>	<i>2.70 %</i>	<i>8.00 %</i>	<i>1.12 %</i>	<i>34</i>
<i>HEW 6 and Above (F)</i>	<i>0.29 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.33 %</i>	<i>0.95 %</i>	<i>1.97 %</i>	<i>3.82 %</i>	<i>0.77 %</i>	<i>34</i>

<b>Senior Staff/Mgt</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>1.43 %</b>	<b>3.51 %</b>	<b>6.32 %</b>	<b>1.06 %</b>	<b>35</b>
<i>Senior Staff/Mgt (M)</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.35 %</i>	<i>3.32 %</i>	<i>6.43 %</i>	<i>1.05 %</i>	<i>35</i>
<i>Senior Staff/Mgt (F)</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>0.00 %</i>	<i>3.60 %</i>	<i>10.00 %</i>	<i>1.09 %</i>	<i>35</i>

### Fixed Term Contract Expiration

Separations by Contract Expiry (Headcount)

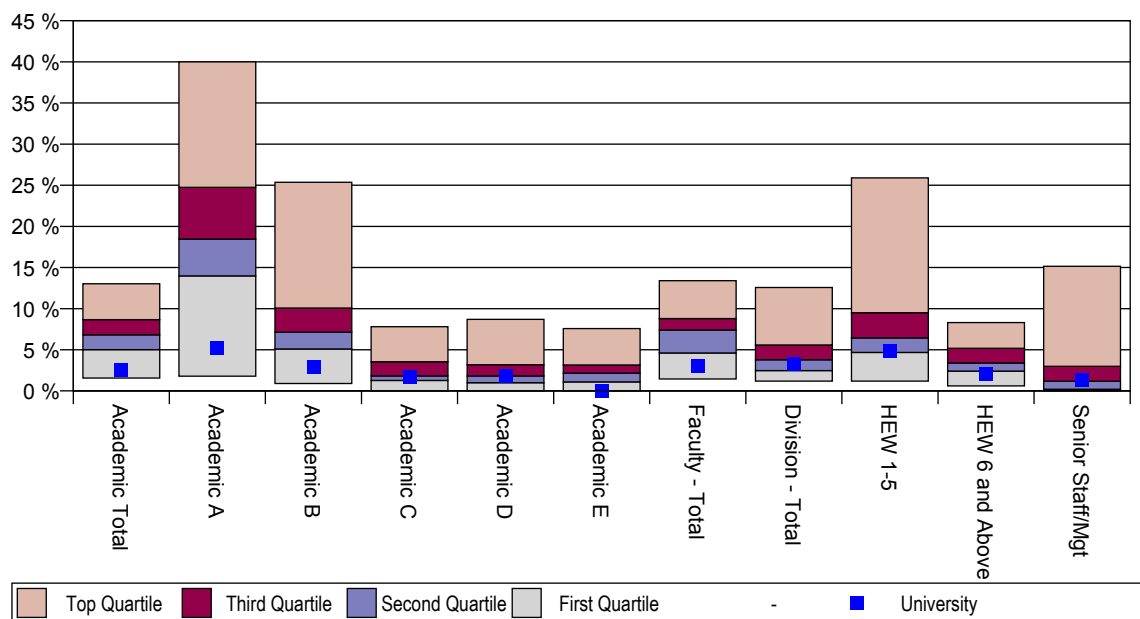
University Employees (Headcount)

#### DEFINITION

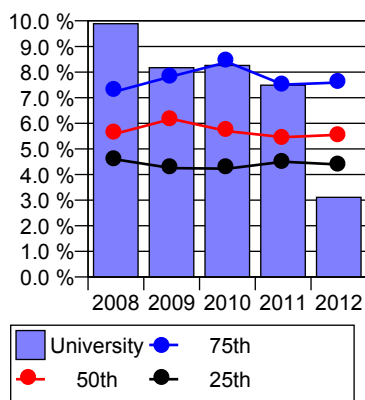
The Fixed Term Contract Expiration Rate is the percentage of staff who have left the University due to the expiration of a fixed-term contract. This does not include staff on fixed term contracts who separate through other means (ie Voluntary Employee- or University-Initiated Turnover and Involuntary University-Initiated Turnover).

A high result for this measure can reflect a large number of short-term projects, therefore requiring skills for a fixed amount of time. In this instance a high result would not be of concern. However, a high result in this measure may also indicate a loss of skills that possibly could have been otherwise utilised within the university. A low result can indicate a minimal use of fixed term staff. Alternatively, this may indicate a higher frequency of renewal of contracts. Factors to consider when analysing this index include the actual nature of work performed and the impact of fixed term contracts on staff retention and performance.

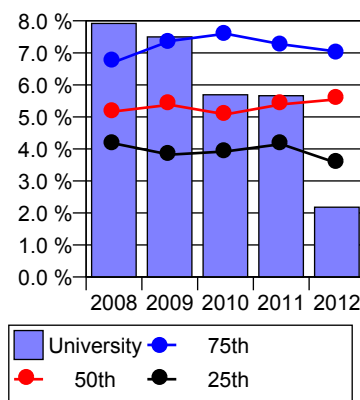
ECU results versus Australian Universities  
2012 Quartiles and Range



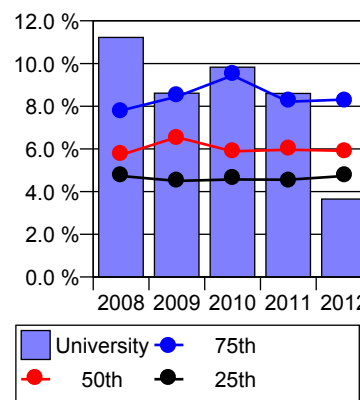
Total (T)



Total (M)



Total (F)





## Fixed Term Contract Expiration

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>3.11 %</b>	<b>1.39 %</b>	<b>3.37 %</b>	<b>4.39 %</b>	<b>5.55 %</b>	<b>7.59 %</b>	<b>10.74 %</b>	<b>12.83 %</b>	<b>6.41 %</b>	<b>35</b>
Total (M)	2.18 %	1.08 %	2.64 %	3.56 %	5.55 %	7.04 %	9.88 %	12.26 %	5.96 %	35
Total (F)	3.65 %	1.63 %	3.61 %	4.73 %	5.91 %	8.31 %	11.19 %	13.20 %	6.76 %	35

<b>Faculty - Total</b>	<b>3.02 %</b>	<b>1.45 %</b>	<b>3.07 %</b>	<b>4.61 %</b>	<b>7.40 %</b>	<b>8.79 %</b>	<b>11.52 %</b>	<b>13.39 %</b>	<b>7.37 %</b>	<b>33</b>
Faculty - Total (M)	2.58 %	0.90 %	2.18 %	3.66 %	6.42 %	7.96 %	9.73 %	13.15 %	6.63 %	33
Faculty - Total (F)	3.29 %	1.87 %	3.43 %	5.52 %	7.42 %	10.37 %	12.35 %	14.33 %	7.98 %	33
<b>Division - Total</b>	<b>3.28 %</b>	<b>1.19 %</b>	<b>2.18 %</b>	<b>2.47 %</b>	<b>3.79 %</b>	<b>5.58 %</b>	<b>10.31 %</b>	<b>12.57 %</b>	<b>4.57 %</b>	<b>33</b>
Division - Total (M)	1.68 %	1.11 %	1.71 %	2.73 %	3.58 %	5.61 %	10.25 %	13.64 %	4.42 %	33
Division - Total (F)	4.20 %	0.48 %	1.85 %	2.28 %	3.23 %	6.56 %	9.17 %	12.77 %	4.66 %	33

<b>Academic Total</b>	<b>2.49 %</b>	<b>1.57 %</b>	<b>4.03 %</b>	<b>5.02 %</b>	<b>6.81 %</b>	<b>8.66 %</b>	<b>9.50 %</b>	<b>13.02 %</b>	<b>7.32 %</b>	<b>35</b>
Academic Total (M)	2.11 %	0.74 %	2.63 %	3.93 %	6.41 %	7.60 %	8.36 %	10.10 %	6.37 %	35
Academic Total (F)	2.84 %	1.75 %	4.19 %	6.03 %	7.46 %	10.12 %	12.25 %	15.52 %	8.48 %	35
<b>Academic A</b>	<b>5.26 %</b>	<b>1.79 %</b>	<b>9.71 %</b>	<b>13.98 %</b>	<b>18.46 %</b>	<b>24.75 %</b>	<b>32.50 %</b>	<b>40.00 %</b>	<b>19.75 %</b>	<b>35</b>
Academic A (M)	4.17 %	0.00 %	4.41 %	9.55 %	20.00 %	23.87 %	29.95 %	42.55 %	20.04 %	35
Academic A (F)	6.06 %	3.13 %	8.12 %	12.50 %	17.73 %	25.38 %	36.57 %	46.15 %	19.51 %	35
<b>Academic B</b>	<b>2.87 %</b>	<b>0.90 %</b>	<b>3.39 %</b>	<b>5.10 %</b>	<b>7.14 %</b>	<b>10.07 %</b>	<b>10.81 %</b>	<b>25.36 %</b>	<b>7.63 %</b>	<b>35</b>
Academic B (M)	4.55 %	0.00 %	2.81 %	4.66 %	7.05 %	8.14 %	10.51 %	21.95 %	6.96 %	35
Academic B (F)	1.78 %	1.44 %	2.40 %	5.36 %	7.14 %	10.88 %	12.99 %	26.80 %	8.21 %	35
<b>Academic C</b>	<b>1.65 %</b>	<b>0.00 %</b>	<b>0.38 %</b>	<b>1.28 %</b>	<b>1.82 %</b>	<b>3.54 %</b>	<b>4.70 %</b>	<b>7.81 %</b>	<b>2.60 %</b>	<b>35</b>
Academic C (M)	0.00 %	0.00 %	0.00 %	1.13 %	2.38 %	3.39 %	4.92 %	6.56 %	2.63 %	35
Academic C (F)	3.66 %	0.00 %	0.00 %	0.38 %	1.80 %	3.72 %	5.89 %	9.38 %	2.57 %	35
<b>Academic D</b>	<b>1.85 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>1.00 %</b>	<b>1.82 %</b>	<b>3.19 %</b>	<b>5.27 %</b>	<b>8.70 %</b>	<b>2.08 %</b>	<b>35</b>
Academic D (M)	0.00 %	0.00 %	0.00 %	0.00 %	1.98 %	2.94 %	4.16 %	10.34 %	2.03 %	35
Academic D (F)	4.35 %	0.00 %	0.00 %	0.00 %	2.38 %	3.61 %	7.94 %	12.50 %	2.16 %	35
<b>Academic E</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.28 %</b>	<b>1.09 %</b>	<b>2.17 %</b>	<b>3.16 %</b>	<b>6.21 %</b>	<b>7.58 %</b>	<b>2.06 %</b>	<b>35</b>
Academic E (M)	0.00 %	0.00 %	0.00 %	1.20 %	2.53 %	3.45 %	6.87 %	10.53 %	2.21 %	35
Academic E (F)	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	2.92 %	5.95 %	14.29 %	1.58 %	35

<b>General Total</b>	<b>3.55 %</b>	<b>0.90 %</b>	<b>2.94 %</b>	<b>3.51 %</b>	<b>4.81 %</b>	<b>7.12 %</b>	<b>11.03 %</b>	<b>16.44 %</b>	<b>6.01 %</b>	<b>35</b>
General Total (M)	2.58 %	0.40 %	2.51 %	2.99 %	4.21 %	6.37 %	12.32 %	20.18 %	5.87 %	35
General Total (F)	3.95 %	1.20 %	2.79 %	3.67 %	4.74 %	7.65 %	10.48 %	14.82 %	6.07 %	35
<b>HEW 1-5</b>	<b>4.86 %</b>	<b>1.19 %</b>	<b>3.93 %</b>	<b>4.67 %</b>	<b>6.44 %</b>	<b>9.50 %</b>	<b>14.98 %</b>	<b>25.89 %</b>	<b>8.52 %</b>	<b>35</b>
HEW 1-5 (M)	4.93 %	0.00 %	2.52 %	4.38 %	7.08 %	10.85 %	19.26 %	43.38 %	9.97 %	35
HEW 1-5 (F)	4.84 %	1.69 %	3.66 %	4.53 %	6.69 %	9.03 %	14.09 %	22.68 %	8.02 %	35
<b>HEW 6 and Above</b>	<b>2.01 %</b>	<b>0.61 %</b>	<b>1.83 %</b>	<b>2.40 %</b>	<b>3.39 %</b>	<b>5.18 %</b>	<b>7.13 %</b>	<b>8.31 %</b>	<b>4.10 %</b>	<b>35</b>
EW 6 and Above (M)	0.97 %	0.68 %	1.62 %	2.13 %	3.14 %	4.43 %	7.20 %	9.15 %	3.81 %	35
HEW 6 and Above (F)	2.65 %	0.56 %	1.58 %	2.62 %	3.62 %	5.44 %	7.09 %	9.01 %	4.28 %	35

<b>Senior Staff/Mgt</b>	<b>1.27 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.21 %</b>	<b>1.18 %</b>	<b>2.99 %</b>	<b>5.50 %</b>	<b>15.15 %</b>	<b>1.97 %</b>	<b>35</b>
Senior Staff/Mgt (M)	0.00 %	0.00 %	0.00 %	0.00 %	1.43 %	3.90 %	6.38 %	22.22 %	2.34 %	35
Senior Staff/Mgt (F)	3.85 %	0.00 %	0.00 %	0.00 %	0.00 %	0.84 %	3.64 %	20.00 %	1.27 %	35

## Voluntary Employee Initiated Turnover < 12 months

Voluntary Employee Initiated Separations < 12 Months (Headcount)

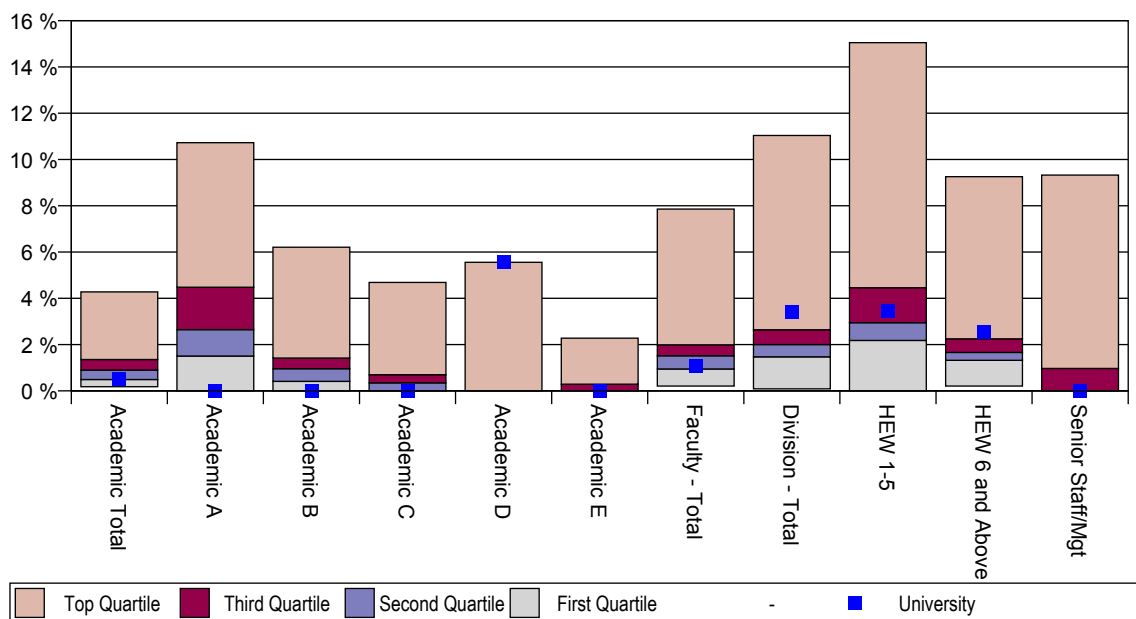
University Employees (Headcount)

### DEFINITION

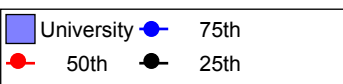
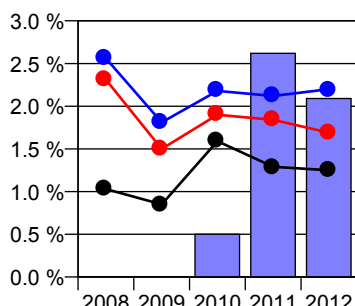
Measuring the voluntary turnover of staff with less than 12 months service indicates whether recruitment and onboarding processes have been successful.

This measure is a subset of VEI turnover and should also be considered alongside overall VEI turnover and recruitment activity.

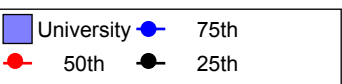
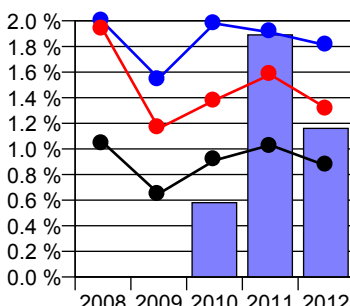
**ECU results versus Australian Universities  
2012 Quartiles and Range**



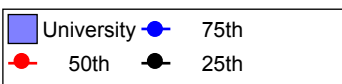
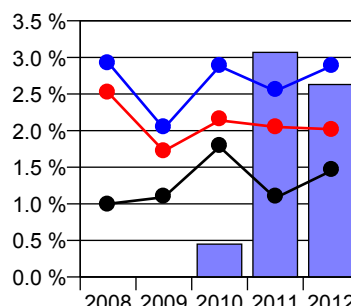
**Total (T)**



**Total (M)**



**Total (F)**



### Voluntary Employee Initiated Turnover < 12 months

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>2.09 %</b>	<b>0.16 %</b>	<b>0.82 %</b>	<b>1.25 %</b>	<b>1.69 %</b>	<b>2.20 %</b>	<b>3.69 %</b>	<b>8.74 %</b>	<b>2.34 %</b>	<b>34</b>
Total (M)	1.16 %	0.10 %	0.57 %	0.87 %	1.32 %	1.81 %	2.98 %	8.32 %	1.90 %	34
Total (F)	2.63 %	0.20 %	0.85 %	1.45 %	2.02 %	2.88 %	3.60 %	10.23 %	2.66 %	34

<b>Faculty - Total</b>	<b>1.07 %</b>	<b>0.21 %</b>	<b>0.57 %</b>	<b>0.95 %</b>	<b>1.52 %</b>	<b>1.99 %</b>	<b>3.04 %</b>	<b>7.86 %</b>	<b>2.25 %</b>	<b>32</b>
Faculty - Total (M)	0.78 %	0.00 %	0.22 %	0.54 %	1.10 %	1.41 %	2.39 %	5.62 %	1.68 %	32
Faculty - Total (F)	1.25 %	0.28 %	0.66 %	1.15 %	1.81 %	2.54 %	3.72 %	9.69 %	2.72 %	32
<b>Division - Total</b>	<b>3.41 %</b>	<b>0.09 %</b>	<b>0.98 %</b>	<b>1.47 %</b>	<b>2.00 %</b>	<b>2.64 %</b>	<b>3.57 %</b>	<b>11.04 %</b>	<b>2.46 %</b>	<b>32</b>
Division - Total (M)	1.68 %	0.24 %	0.83 %	1.26 %	1.63 %	2.32 %	3.61 %	10.30 %	2.17 %	32
Division - Total (F)	4.39 %	0.00 %	0.95 %	1.42 %	2.17 %	2.84 %	4.38 %	11.45 %	2.63 %	32

<b>Academic Total</b>	<b>0.50 %</b>	<b>0.18 %</b>	<b>0.40 %</b>	<b>0.49 %</b>	<b>0.90 %</b>	<b>1.36 %</b>	<b>2.84 %</b>	<b>4.28 %</b>	<b>1.46 %</b>	<b>34</b>
Academic Total (M)	1.05 %	0.00 %	0.00 %	0.53 %	0.79 %	1.20 %	2.50 %	4.61 %	1.36 %	34
Academic Total (F)	0.00 %	0.00 %	0.07 %	0.58 %	1.04 %	1.63 %	3.14 %	3.83 %	1.58 %	34
<b>Academic A</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>1.51 %</b>	<b>2.65 %</b>	<b>4.48 %</b>	<b>7.03 %</b>	<b>10.73 %</b>	<b>3.93 %</b>	<b>34</b>
Academic A (M)	0.00 %	0.00 %	0.00 %	0.00 %	3.20 %	5.31 %	7.33 %	15.79 %	4.53 %	34
Academic A (F)	0.00 %	0.00 %	0.00 %	0.79 %	2.41 %	4.07 %	6.65 %	11.54 %	3.42 %	34
<b>Academic B</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.41 %</b>	<b>0.96 %</b>	<b>1.42 %</b>	<b>3.00 %</b>	<b>6.21 %</b>	<b>1.46 %</b>	<b>34</b>
Academic B (M)	0.00 %	0.00 %	0.00 %	0.00 %	0.82 %	1.59 %	3.09 %	10.09 %	1.46 %	34
Academic B (F)	0.00 %	0.00 %	0.00 %	0.11 %	0.92 %	1.42 %	3.33 %	5.57 %	1.46 %	34
<b>Academic C</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.35 %</b>	<b>0.70 %</b>	<b>1.68 %</b>	<b>4.69 %</b>	<b>0.63 %</b>	<b>34</b>
Academic C (M)	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.93 %	1.89 %	3.37 %	0.57 %	34
Academic C (F)	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.91 %	1.41 %	6.25 %	0.70 %	34
<b>Academic D</b>	<b>5.56 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>1.30 %</b>	<b>5.56 %</b>	<b>0.41 %</b>	<b>34</b>
Academic D (M)	9.68 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.25 %	9.68 %	0.36 %	34
Academic D (F)	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.02 %	4.55 %	0.52 %	34
<b>Academic E</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.29 %</b>	<b>1.13 %</b>	<b>2.28 %</b>	<b>0.35 %</b>	<b>34</b>
Academic E (M)	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.84 %	2.29 %	0.32 %	34
Academic E (F)	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	2.02 %	10.00 %	0.45 %	34

<b>General Total</b>	<b>3.04 %</b>	<b>0.14 %</b>	<b>0.94 %</b>	<b>1.71 %</b>	<b>2.22 %</b>	<b>3.02 %</b>	<b>5.05 %</b>	<b>11.98 %</b>	<b>3.05 %</b>	<b>34</b>
General Total (M)	1.43 %	0.22 %	0.79 %	1.08 %	1.90 %	2.63 %	5.09 %	15.18 %	2.68 %	34
General Total (F)	3.71 %	0.11 %	1.05 %	1.93 %	2.35 %	3.62 %	4.26 %	12.99 %	3.23 %	34
<b>HEW 1-5</b>	<b>3.45 %</b>	<b>0.00 %</b>	<b>0.97 %</b>	<b>2.18 %</b>	<b>2.95 %</b>	<b>4.46 %</b>	<b>6.62 %</b>	<b>15.05 %</b>	<b>4.18 %</b>	<b>34</b>
HEW 1-5 (M)	2.11 %	0.00 %	0.67 %	1.24 %	2.23 %	4.48 %	10.75 %	24.32 %	4.11 %	34
HEW 1-5 (F)	3.83 %	0.00 %	1.21 %	2.12 %	3.11 %	4.23 %	5.97 %	16.07 %	4.21 %	34
<b>HEW 6 and Above</b>	<b>2.56 %</b>	<b>0.21 %</b>	<b>0.73 %</b>	<b>1.32 %</b>	<b>1.66 %</b>	<b>2.25 %</b>	<b>3.60 %</b>	<b>9.26 %</b>	<b>2.18 %</b>	<b>34</b>
EW 6 and Above (M)	0.97 %	0.00 %	0.34 %	0.94 %	1.34 %	2.08 %	3.87 %	11.48 %	1.96 %	34
HEW 6 and Above (F)	3.54 %	0.00 %	0.68 %	1.39 %	1.85 %	2.35 %	3.55 %	9.62 %	2.33 %	34

<b>Senior Staff/Mgt</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.97 %</b>	<b>1.86 %</b>	<b>9.33 %</b>	<b>0.83 %</b>	<b>34</b>
Senior Staff/Mgt (M)	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.63 %	8.89 %	0.60 %	34
Senior Staff/Mgt (F)	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	4.21 %	10.00 %	1.27 %	34

### Recruitment Rate

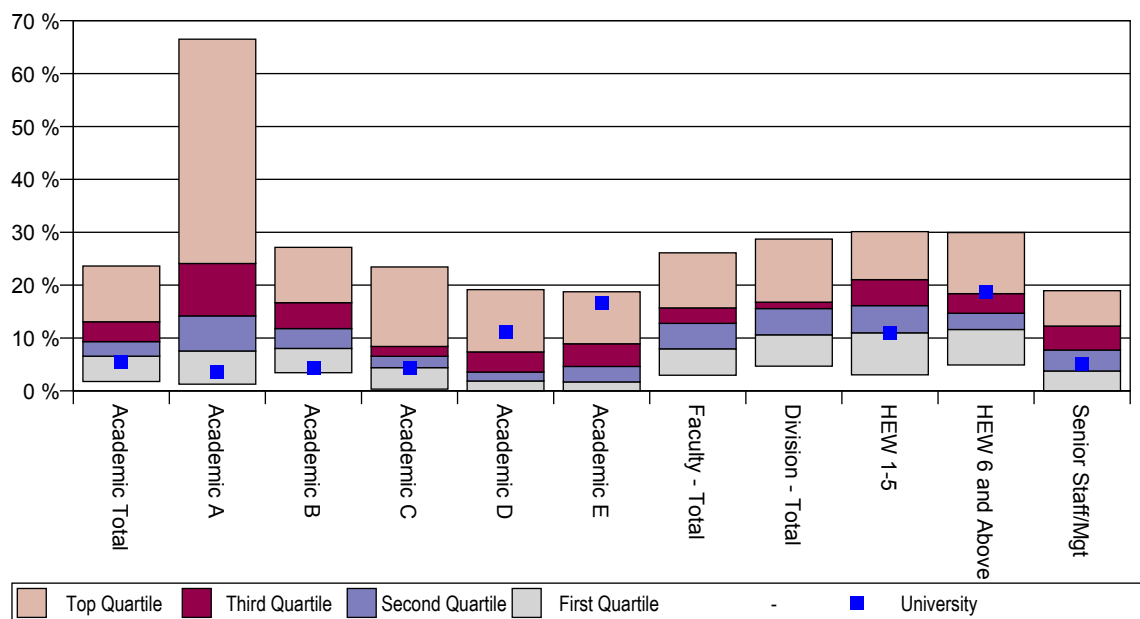
Total Number of Recruits (Headcount)  
 University Employees (Headcount)

#### DEFINITION

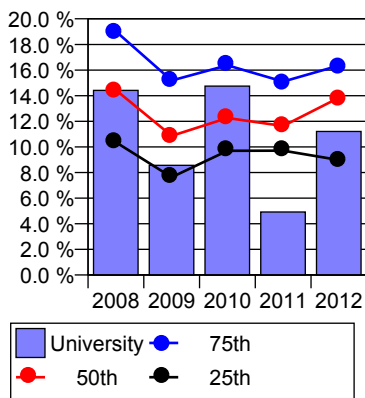
The Recruitment Rate shows the proportion of the workforce that was recruited (internally and externally) into their current position during the reporting year. It measures the level of recruitment activity at the university.

A high result indicates a large amount of recruitment activity at the university. In this instance Recruitment Rate should be viewed in conjunction with Turnover Rate to determine whether the cause is high turnover. If turnover is low, this suggests that the university is experiencing a period of growth.

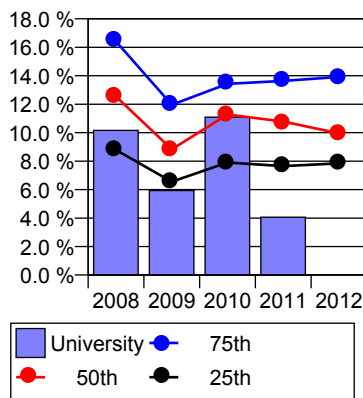
ECU results versus Australian Universities  
 2012 Quartiles and Range



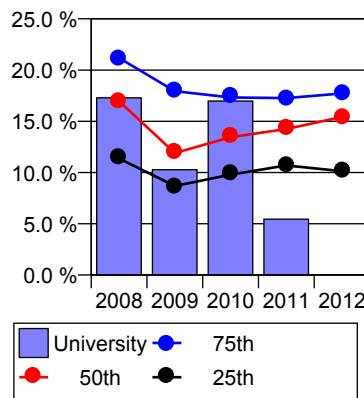
Total (T)



Total (M)



Total (F)



## Recruitment Rate

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>11.21 %</b>	<b>3.72 %</b>	<b>7.79 %</b>	<b>8.98 %</b>	<b>13.84 %</b>	<b>16.35 %</b>	<b>18.05 %</b>	<b>26.72 %</b>	<b>13.73 %</b>	<b>29</b>
Total (M)		3.06 %	6.00 %	7.85 %	9.96 %	13.92 %	15.71 %	23.57 %	11.70 %	27
Total (F)		4.31 %	7.71 %	10.13 %	15.43 %	17.72 %	19.25 %	29.18 %	14.76 %	27

<b>Faculty - Total</b>		<b>2.96 %</b>	<b>6.04 %</b>	<b>7.96 %</b>	<b>12.76 %</b>	<b>15.69 %</b>	<b>19.82 %</b>	<b>26.10 %</b>	<b>13.33 %</b>	<b>25</b>
Faculty - Total (M)		2.60 %	4.94 %	6.49 %	9.10 %	12.45 %	15.75 %	21.98 %	10.88 %	24
Faculty - Total (F)		3.35 %	6.28 %	9.26 %	14.43 %	18.00 %	21.27 %	29.44 %	14.69 %	24
<b>Division - Total</b>		<b>4.67 %</b>	<b>8.79 %</b>	<b>10.61 %</b>	<b>15.56 %</b>	<b>16.79 %</b>	<b>21.39 %</b>	<b>28.72 %</b>	<b>14.89 %</b>	<b>25</b>
Division - Total (M)		3.79 %	7.44 %	9.08 %	13.64 %	17.27 %	20.92 %	26.89 %	14.17 %	24
Division - Total (F)		5.29 %	7.62 %	9.78 %	15.45 %	18.01 %	20.93 %	30.05 %	14.78 %	24

<b>Academic Total</b>	<b>5.48 %</b>	<b>1.77 %</b>	<b>4.63 %</b>	<b>6.58 %</b>	<b>9.32 %</b>	<b>13.07 %</b>	<b>17.04 %</b>	<b>23.62 %</b>	<b>11.05 %</b>	<b>29</b>
Academic Total (M)		1.19 %	3.81 %	5.77 %	7.30 %	12.03 %	14.24 %	21.60 %	9.72 %	27
Academic Total (F)		1.47 %	5.17 %	7.91 %	10.38 %	14.15 %	17.18 %	29.51 %	12.00 %	27
<b>Academic A</b>	<b>3.51 %</b>	<b>1.27 %</b>	<b>3.48 %</b>	<b>7.55 %</b>	<b>14.18 %</b>	<b>24.10 %</b>	<b>38.48 %</b>	<b>66.51 %</b>	<b>21.48 %</b>	<b>29</b>
Academic A (M)		0.00 %	2.21 %	5.31 %	11.76 %	23.81 %	37.25 %	66.67 %	21.94 %	27
Academic A (F)		1.60 %	3.02 %	7.10 %	12.50 %	26.90 %	40.60 %	77.68 %	20.33 %	27
<b>Academic B</b>	<b>4.30 %</b>	<b>3.43 %</b>	<b>5.56 %</b>	<b>8.04 %</b>	<b>11.78 %</b>	<b>16.67 %</b>	<b>21.27 %</b>	<b>27.15 %</b>	<b>12.87 %</b>	<b>29</b>
Academic B (M)		3.31 %	4.33 %	6.95 %	11.20 %	15.46 %	25.54 %	31.71 %	12.46 %	27
Academic B (F)		2.98 %	6.31 %	8.72 %	12.17 %	16.46 %	20.71 %	28.72 %	12.83 %	27
<b>Academic C</b>	<b>4.40 %</b>	<b>0.33 %</b>	<b>2.45 %</b>	<b>4.40 %</b>	<b>6.55 %</b>	<b>8.42 %</b>	<b>10.83 %</b>	<b>23.44 %</b>	<b>6.55 %</b>	<b>29</b>
Academic C (M)		0.00 %	0.59 %	3.19 %	6.00 %	7.16 %	10.53 %	21.88 %	5.83 %	27
Academic C (F)		0.00 %	2.81 %	4.06 %	7.02 %	10.22 %	15.32 %	25.00 %	7.48 %	27
<b>Academic D</b>	<b>11.11 %</b>	<b>0.00 %</b>	<b>0.99 %</b>	<b>1.89 %</b>	<b>3.57 %</b>	<b>7.37 %</b>	<b>9.77 %</b>	<b>19.15 %</b>	<b>4.93 %</b>	<b>29</b>
Academic D (M)		0.00 %	0.00 %	1.67 %	2.44 %	6.31 %	8.33 %	14.29 %	4.05 %	27
Academic D (F)		0.00 %	0.00 %	0.00 %	4.05 %	7.48 %	9.98 %	22.22 %	4.63 %	27
<b>Academic E</b>	<b>16.67 %</b>	<b>0.00 %</b>	<b>0.86 %</b>	<b>1.69 %</b>	<b>4.62 %</b>	<b>8.92 %</b>	<b>11.47 %</b>	<b>18.75 %</b>	<b>5.21 %</b>	<b>29</b>
Academic E (M)		0.00 %	0.00 %	1.20 %	3.45 %	7.08 %	9.00 %	13.19 %	4.98 %	27
Academic E (F)		0.00 %	0.00 %	0.00 %	3.57 %	7.07 %	15.09 %	60.00 %	4.94 %	27

<b>General Total</b>	<b>14.53 %</b>	<b>4.98 %</b>	<b>9.22 %</b>	<b>11.42 %</b>	<b>16.62 %</b>	<b>18.53 %</b>	<b>21.80 %</b>	<b>30.02 %</b>	<b>16.01 %</b>	<b>29</b>
General Total (M)		4.36 %	7.58 %	10.90 %	12.89 %	16.95 %	20.49 %	26.79 %	14.57 %	27
General Total (F)		4.43 %	8.75 %	11.08 %	17.42 %	19.05 %	22.31 %	31.69 %	16.32 %	27
<b>HEW 1-5</b>	<b>10.97 %</b>	<b>3.05 %</b>	<b>8.28 %</b>	<b>10.97 %</b>	<b>16.13 %</b>	<b>21.05 %</b>	<b>24.65 %</b>	<b>30.12 %</b>	<b>17.40 %</b>	<b>29</b>
HEW 1-5 (M)		3.49 %	6.93 %	9.59 %	13.40 %	18.53 %	25.33 %	30.00 %	16.34 %	27
HEW 1-5 (F)		2.88 %	7.59 %	10.47 %	17.46 %	22.77 %	25.82 %	31.25 %	17.70 %	27
<b>HEW 6 and Above</b>	<b>18.68 %</b>	<b>4.90 %</b>	<b>9.46 %</b>	<b>11.61 %</b>	<b>14.69 %</b>	<b>18.39 %</b>	<b>21.21 %</b>	<b>29.95 %</b>	<b>14.95 %</b>	<b>29</b>
EW 6 and Above (M)		2.67 %	7.56 %	10.41 %	13.14 %	15.77 %	19.39 %	26.89 %	13.69 %	27
HEW 6 and Above (F)		4.99 %	7.44 %	11.66 %	14.89 %	19.74 %	23.53 %	32.06 %	15.05 %	27

<b>Senior Staff/Mgt</b>	<b>5.06 %</b>	<b>0.00 %</b>	<b>0.86 %</b>	<b>3.78 %</b>	<b>7.72 %</b>	<b>12.28 %</b>	<b>16.06 %</b>	<b>18.95 %</b>	<b>7.49 %</b>	<b>29</b>
Senior Staff/Mgt (M)		0.00 %	0.00 %	2.34 %	7.14 %	12.70 %	16.12 %	22.22 %	6.89 %	27
Senior Staff/Mgt (F)		0.00 %	0.00 %	3.01 %	8.06 %	12.92 %	16.31 %	22.22 %	7.58 %	27

### Recruitment Source

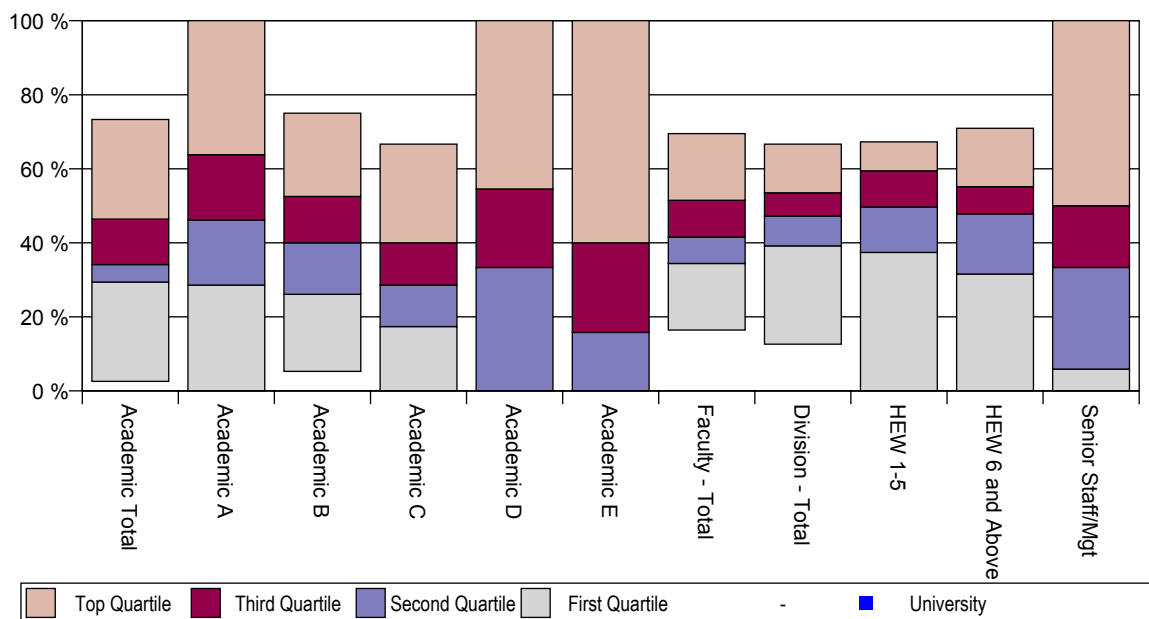
Number of Internal Recruits (Headcount)  
Total Recruits (Headcount)

#### DEFINITION

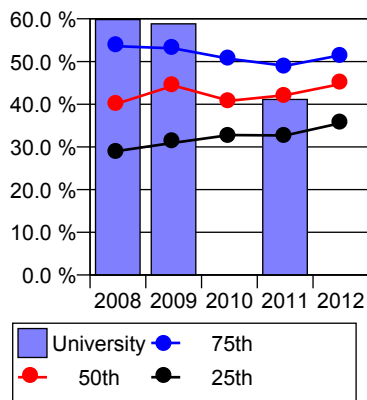
The Recruitment Source Index is the percentage of vacancies filled from the internal workforce. It is an indicator of how the university fills vacancies ('buy versus build'); the skills possessed by the current workforce and the prospective career paths for the current workforce. A high result indicates that the university sources a significant portion of its recruits internally. This can indicate the presence of well-utilised career planning processes and an awareness of the benefits of recruiting internally. However, the benefits of recruiting from within need to be balanced with the need for 'new blood', which may facilitate greater innovation and change.

A low result indicates a high level of external recruitment at the university. This could be the result of high turnover. The university should consider its approach to career planning. Are staff members receiving adequate development opportunities to allow movement into other positions? Are managers supportive of internal recruitment processes, and therefore encouraging their own staff to take new positions and recognising the potential of internal applicants?

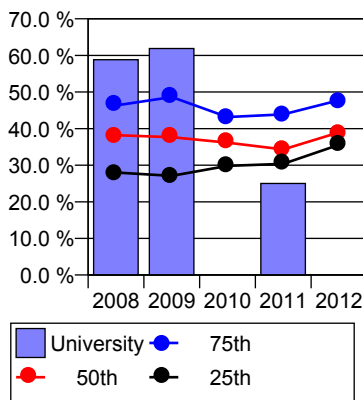
ECU results versus Australian Universities  
2012 Quartiles and Range



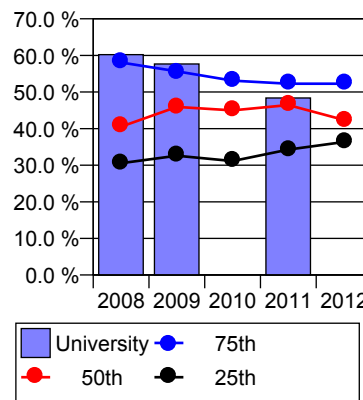
Total (T)



Total (M)



Total (F)



### Recruitment Source

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>		<b>0.96 %</b>	<b>30.95 %</b>	<b>35.58 %</b>	<b>44.74 %</b>	<b>51.49 %</b>	<b>60.65 %</b>	<b>65.26 %</b>	<b>43.41 %</b>	<b>25</b>
<i>Total (M)</i>		0.00 %	25.98 %	35.60 %	38.97 %	47.75 %	52.50 %	61.73 %	38.94 %	24
<i>Total (F)</i>		1.49 %	29.62 %	36.35 %	42.35 %	52.26 %	63.43 %	67.49 %	44.05 %	24

<b>Faculty - Total</b>		<b>16.46 %</b>	<b>28.38 %</b>	<b>34.41 %</b>	<b>41.54 %</b>	<b>51.50 %</b>	<b>62.86 %</b>	<b>69.52 %</b>	<b>42.13 %</b>	<b>23</b>
<i>Faculty - Total (M)</i>		17.87 %	23.74 %	31.83 %	37.27 %	47.79 %	58.04 %	62.88 %	36.12 %	22
<i>Faculty - Total (F)</i>		15.11 %	29.08 %	35.55 %	39.04 %	54.76 %	65.57 %	73.54 %	43.21 %	22
<b>Division - Total</b>		<b>12.64 %</b>	<b>25.71 %</b>	<b>39.17 %</b>	<b>47.24 %</b>	<b>53.51 %</b>	<b>64.13 %</b>	<b>66.67 %</b>	<b>46.24 %</b>	<b>23</b>
<i>Division - Total (M)</i>		0.00 %	18.94 %	26.82 %	42.11 %	57.47 %	63.51 %	88.64 %	44.14 %	22
<i>Division - Total (F)</i>		13.76 %	25.02 %	39.35 %	48.79 %	56.05 %	65.91 %	70.27 %	46.31 %	22

<b>Academic Total</b>		<b>2.56 %</b>	<b>24.69 %</b>	<b>29.41 %</b>	<b>34.13 %</b>	<b>46.43 %</b>	<b>60.83 %</b>	<b>73.33 %</b>	<b>40.42 %</b>	<b>25</b>
<i>Academic Total (M)</i>		0.00 %	18.73 %	21.43 %	36.36 %	50.00 %	58.16 %	70.00 %	35.91 %	24
<i>Academic Total (F)</i>		4.35 %	20.22 %	33.09 %	36.38 %	48.16 %	61.21 %	76.92 %	41.36 %	24
<b>Academic A</b>		<b>0.00 %</b>	<b>17.39 %</b>	<b>28.57 %</b>	<b>46.15 %</b>	<b>63.83 %</b>	<b>90.86 %</b>	<b>100.00 %</b>	<b>41.43 %</b>	<b>25</b>
<i>Academic A (M)</i>		0.00 %	0.00 %	10.23 %	33.33 %	64.40 %	91.43 %	150.00 %	36.20 %	24
<i>Academic A (F)</i>		0.00 %	0.00 %	18.92 %	50.00 %	73.57 %	85.00 %	100.00 %	43.68 %	24
<b>Academic B</b>		<b>5.26 %</b>	<b>21.82 %</b>	<b>26.09 %</b>	<b>40.00 %</b>	<b>52.54 %</b>	<b>60.63 %</b>	<b>75.00 %</b>	<b>43.10 %</b>	<b>25</b>
<i>Academic B (M)</i>		0.00 %	14.62 %	26.80 %	37.09 %	53.68 %	63.73 %	100.00 %	39.62 %	24
<i>Academic B (F)</i>		7.69 %	18.27 %	26.01 %	35.37 %	51.95 %	62.21 %	71.43 %	43.03 %	24
<b>Academic C</b>		<b>0.00 %</b>	<b>0.00 %</b>	<b>17.39 %</b>	<b>28.57 %</b>	<b>40.00 %</b>	<b>49.26 %</b>	<b>66.67 %</b>	<b>32.34 %</b>	<b>25</b>
<i>Academic C (M)</i>		0.00 %	0.00 %	0.00 %	18.70 %	35.00 %	52.33 %	75.00 %	27.23 %	24
<i>Academic C (F)</i>		0.00 %	0.00 %	0.00 %	33.33 %	41.75 %	50.00 %	61.11 %	33.67 %	24
<b>Academic D</b>		<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>33.33 %</b>	<b>54.55 %</b>	<b>74.30 %</b>	<b>100.00 %</b>	<b>41.46 %</b>	<b>25</b>
<i>Academic D (M)</i>		0.00 %	0.00 %	0.00 %	14.17 %	51.39 %	92.50 %	100.00 %	35.29 %	24
<i>Academic D (F)</i>		0.00 %	0.00 %	0.00 %	0.00 %	50.00 %	60.00 %	100.00 %	36.54 %	24
<b>Academic E</b>		<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>15.79 %</b>	<b>40.00 %</b>	<b>66.67 %</b>	<b>100.00 %</b>	<b>32.12 %</b>	<b>25</b>
<i>Academic E (M)</i>		0.00 %	0.00 %	0.00 %	0.00 %	25.42 %	60.88 %	80.00 %	32.77 %	24
<i>Academic E (F)</i>		0.00 %	0.00 %	0.00 %	0.00 %	20.84 %	61.67 %	100.00 %	25.71 %	24

<b>General Total</b>		<b>0.00 %</b>	<b>28.69 %</b>	<b>37.98 %</b>	<b>44.49 %</b>	<b>58.67 %</b>	<b>63.06 %</b>	<b>64.46 %</b>	<b>45.06 %</b>	<b>25</b>
<i>General Total (M)</i>		0.00 %	15.52 %	36.46 %	45.47 %	50.00 %	58.63 %	69.70 %	41.27 %	24
<i>General Total (F)</i>		0.00 %	28.16 %	35.80 %	44.34 %	54.95 %	65.79 %	67.69 %	45.12 %	24
<b>HEW 1-5</b>		<b>0.00 %</b>	<b>30.94 %</b>	<b>37.41 %</b>	<b>49.71 %</b>	<b>59.44 %</b>	<b>64.19 %</b>	<b>67.27 %</b>	<b>45.82 %</b>	<b>25</b>
<i>HEW 1-5 (M)</i>		0.00 %	25.00 %	30.73 %	48.15 %	56.75 %	62.39 %	83.33 %	40.68 %	24
<i>HEW 1-5 (F)</i>		0.00 %	31.39 %	37.28 %	46.83 %	56.03 %	63.27 %	68.63 %	45.87 %	24
<b>HEW 6 and Above</b>		<b>0.00 %</b>	<b>24.38 %</b>	<b>31.58 %</b>	<b>47.83 %</b>	<b>55.17 %</b>	<b>62.49 %</b>	<b>70.93 %</b>	<b>44.36 %</b>	<b>25</b>
<i>EW 6 and Above (M)</i>		0.00 %	16.23 %	31.33 %	42.22 %	50.87 %	60.83 %	67.77 %	41.64 %	24
<i>HEW 6 and Above (F)</i>		0.00 %	22.39 %	29.79 %	43.17 %	55.22 %	68.34 %	78.26 %	44.30 %	24

<b>Senior Staff/Mgt</b>		<b>0.00 %</b>	<b>0.00 %</b>	<b>5.88 %</b>	<b>33.33 %</b>	<b>50.00 %</b>	<b>68.41 %</b>	<b>100.00 %</b>	<b>37.78 %</b>	<b>25</b>
<i>Senior Staff/Mgt (M)</i>		0.00 %	0.00 %	0.00 %	35.90 %	50.00 %	64.67 %	100.00 %	39.05 %	24
<i>Senior Staff/Mgt (F)</i>		0.00 %	0.00 %	0.00 %	0.00 %	68.75 %	100.00 %	100.00 %	35.09 %	24

## Applicant Interest

Number of Applicants (Count)

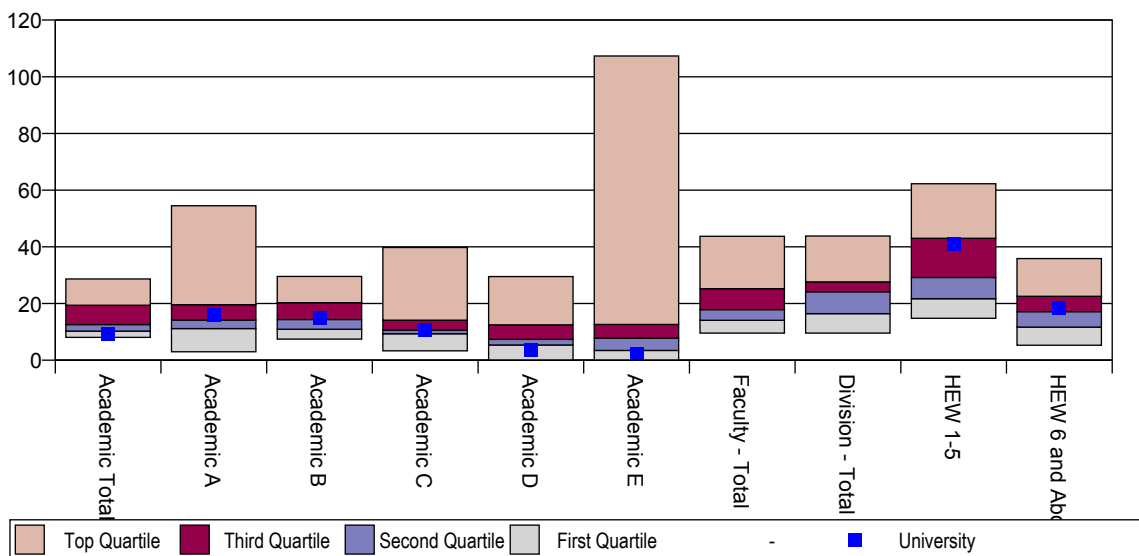
Number of Vacancies Advertised (Count)

### DEFINITION

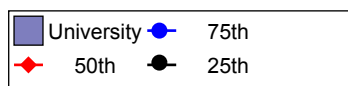
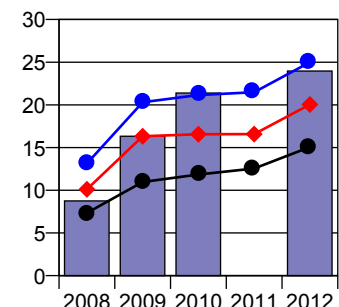
The Applicant Interest index calculates the average number of people who applied for each advertised position during the year. The number of applicants per vacancy can reflect the level of interest in the positions and/or the university, the state of the labour market, and also labour market penetration through chosen recruitment and remuneration strategies. This measure can help to formulate human resource strategies for positions identified as critical or hard to fill.

A high result may indicate that the university is either an employer of choice and/or utilises effective recruitment strategies. It can also be a reflection of a competitive labour market. A low result should prompt investigation into recruitment strategy choices and the university's attractiveness to potential employees. This could be an indicator of many difficult to fill positions within the recruitment pool, or perhaps a focus on the use of targeted recruitment strategies. This can be used in conjunction with other measures such as Recruitment Days to Start and Recruitment Days to Offer to help give meaning.

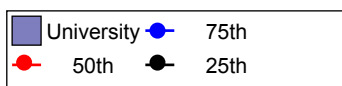
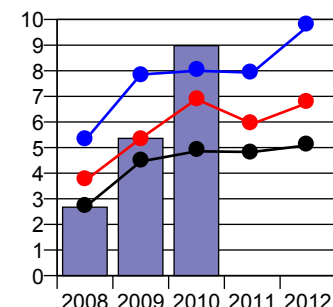
ECU results versus Australian Universities  
2012 Quartiles and Range



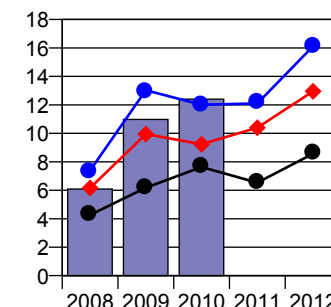
Graph: Total (T)



Graph: Total (M)



Graph: Total (F)





### Applicant Interest

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>23.96</b>	<b>9.58</b>	<b>11.80</b>	<b>15.06</b>	<b>20.04</b>	<b>25.00</b>	<b>30.93</b>	<b>40.45</b>	<b>22.40</b>	<b>26</b>
<i>Total (M)</i>		4.04	4.78	5.09	6.75	9.74	11.07	16.75	8.24	18
<i>Total (F)</i>		5.03	6.18	8.57	12.95	16.12	19.88	22.32	13.42	18

<b>Faculty - Total</b>		<b>9.60</b>	<b>11.77</b>	<b>14.11</b>	<b>17.83</b>	<b>25.24</b>	<b>33.44</b>	<b>43.75</b>	<b>21.43</b>	<b>23</b>
<i>Faculty - Total (M)</i>		3.42	4.87	5.39	6.64	9.77	11.76	20.47	8.30	17
<i>Faculty - Total (F)</i>		4.43	5.48	8.29	11.14	17.44	21.30	23.27	13.34	17
<b>Division - Total</b>		<b>9.57</b>	<b>13.21</b>	<b>16.43</b>	<b>24.16</b>	<b>27.65</b>	<b>35.30</b>	<b>43.82</b>	<b>24.01</b>	<b>23</b>
<i>Division - Total (M)</i>		3.97	4.63	5.84	7.84	10.17	11.78	15.06	8.18	17
<i>Division - Total (F)</i>		5.60	7.59	10.88	14.73	16.97	19.54	21.89	13.74	17

<b>Academic Total</b>	<b>9.27</b>	<b>8.08</b>	<b>9.90</b>	<b>10.26</b>	<b>12.60</b>	<b>19.42</b>	<b>21.64</b>	<b>28.66</b>	<b>15.06</b>	<b>26</b>
<i>Academic Total (M)</i>		4.45	5.21	5.98	7.32	11.47	14.97	17.66	8.71	19
<i>Academic Total (F)</i>		3.63	4.00	4.54	5.15	6.89	7.68	9.87	6.02	19
<b>Academic A</b>	<b>16.00</b>	<b>3.00</b>	<b>9.17</b>	<b>11.17</b>	<b>14.18</b>	<b>19.60</b>	<b>23.47</b>	<b>54.50</b>	<b>18.00</b>	<b>26</b>
<i>Academic A (M)</i>		0.00	4.53	6.38	7.93	10.66	16.11	31.00	10.38	19
<i>Academic A (F)</i>		3.00	3.90	4.31	5.22	9.32	13.63	23.50	8.89	19
<b>Academic B</b>	<b>14.78</b>	<b>7.47</b>	<b>9.89</b>	<b>10.93</b>	<b>14.36</b>	<b>20.29</b>	<b>25.12</b>	<b>29.58</b>	<b>15.51</b>	<b>26</b>
<i>Academic B (M)</i>		4.30	5.44	5.86	8.09	12.62	16.49	21.55	9.55	19
<i>Academic B (F)</i>		3.67	4.58	5.17	5.96	6.76	8.18	9.87	5.99	19
<b>Academic C</b>	<b>10.67</b>	<b>3.29</b>	<b>8.01</b>	<b>9.36</b>	<b>10.60</b>	<b>14.16</b>	<b>25.19</b>	<b>39.78</b>	<b>12.65</b>	<b>26</b>
<i>Academic C (M)</i>		1.59	3.58	5.18	6.78	8.17	12.60	26.33	7.17	19
<i>Academic C (F)</i>		1.71	2.26	2.64	4.00	4.92	10.53	13.44	4.35	19
<b>Academic D</b>	<b>3.56</b>	<b>0.00</b>	<b>2.71</b>	<b>5.39</b>	<b>7.35</b>	<b>12.51</b>	<b>17.14</b>	<b>29.50</b>	<b>8.95</b>	<b>26</b>
<i>Academic D (M)</i>		0.00	1.27	2.74	4.67	5.74	9.16	21.00	4.56	19
<i>Academic D (F)</i>		0.50	1.24	1.87	2.25	3.09	3.72	8.50	2.55	19
<b>Academic E</b>	<b>2.18</b>	<b>0.00</b>	<b>1.50</b>	<b>3.48</b>	<b>7.77</b>	<b>12.63</b>	<b>18.40</b>	<b>107.33</b>	<b>13.20</b>	<b>26</b>
<i>Academic E (M)</i>		0.00	0.23	1.87	3.33	8.10	11.04	11.40	4.48	19
<i>Academic E (F)</i>		0.00	0.27	0.83	2.73	5.18	9.80	26.00	2.47	19

<b>General Total</b>	<b>27.80</b>	<b>10.32</b>	<b>12.62</b>	<b>17.18</b>	<b>23.34</b>	<b>30.39</b>	<b>35.97</b>	<b>45.59</b>	<b>25.69</b>	<b>26</b>
<i>General Total (M)</i>		3.84	4.34	4.87	6.89	9.62	10.65	16.50	7.88	19
<i>General Total (F)</i>		6.08	6.85	11.78	15.05	19.65	24.93	29.09	16.66	19
<b>HEW 1-5</b>	<b>41.07</b>	<b>14.80</b>	<b>19.87</b>	<b>21.73</b>	<b>29.19</b>	<b>43.04</b>	<b>48.84</b>	<b>62.24</b>	<b>34.40</b>	<b>26</b>
<i>HEW 1-5 (M)</i>		3.47	5.31	5.72	7.16	11.17	12.08	20.33	8.89	19
<i>HEW 1-5 (F)</i>		9.15	12.69	15.67	22.14	29.07	35.01	41.92	24.17	19
<b>HEW 6 and Above</b>	<b>18.50</b>	<b>5.30</b>	<b>7.98</b>	<b>11.67</b>	<b>17.17</b>	<b>22.53</b>	<b>29.86</b>	<b>35.86</b>	<b>18.79</b>	<b>26</b>
<i>EW 6 and Above (M)</i>		2.63	3.71	4.14	6.10	9.18	9.75	14.09	7.04	19
<i>HEW 6 and Above (F)</i>		2.67	3.47	6.95	9.86	12.47	15.66	21.16	10.41	19

<b>Senior Staff/Mgt</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.50</b>	<b>5.00</b>	<b>10.50</b>	<b>19.52</b>	<b>24.62</b>	<b>10.70</b>	<b>25</b>
<i>Senior Staff/Mgt (M)</i>		0.00	0.00	0.69	2.70	9.22	15.60	16.52	8.09	18
<i>Senior Staff/Mgt (F)</i>		0.00	0.00	0.13	1.14	4.14	5.38	8.10	3.38	18

### Recruitment Days to Offer

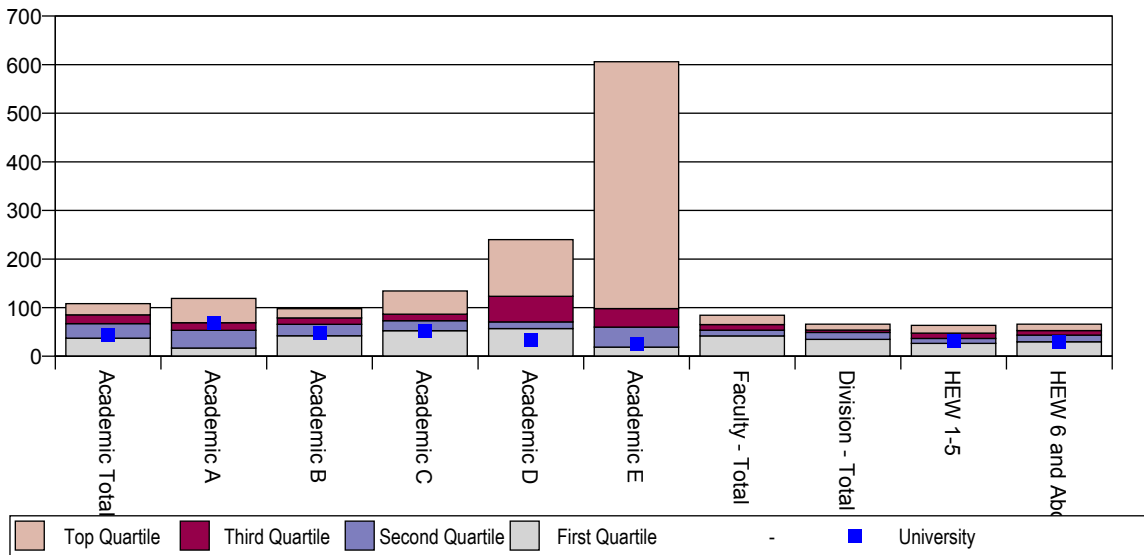
Total Number of Days from Advertisement Date to Offer Date  
 Total Recruits (Headcount)

**DEFINITION**

The Recruitment Days to Offer index is the average number of days taken to make a formal offer for a vacant position from the time HR received notice to recruit to the day that a formal offer of employment is made. This is a measure of the efficiency of the recruitment process.

A high result may suggest issues around efficiency and effectiveness of recruitment processes or difficulties in attracting appropriate applicants. Lengthy recruitment times may result in the loss of high quality applicants, as they may accept an opportunity with another employer before the job is offered. A very low result should also prompt further investigation, to determine whether sufficient time is being spent to ensure that the best applicant is placed.

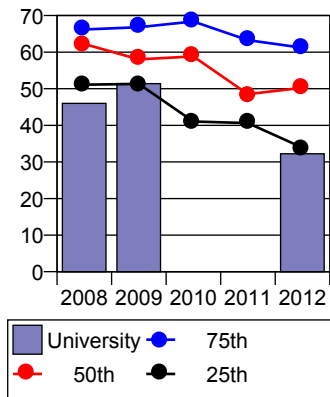
**ECU results versus Australian Universities  
 2012 Quartiles and Range**



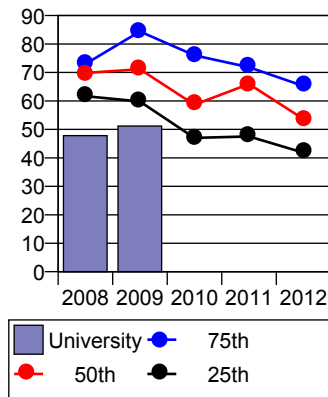
### Recruitment Days to Offer

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>32.22</b>	<b>0.00</b>	<b>24.36</b>	<b>33.92</b>	<b>50.25</b>	<b>61.22</b>	<b>66.34</b>	<b>72.39</b>	<b>40.22</b>	<b>20</b>
<b>Faculty - Total</b>		<b>0.00</b>	<b>25.54</b>	<b>41.81</b>	<b>53.62</b>	<b>65.26</b>	<b>76.94</b>	<b>84.34</b>	<b>40.75</b>	<b>18</b>
<b>Division - Total</b>		<b>0.00</b>	<b>27.54</b>	<b>34.73</b>	<b>49.03</b>	<b>54.04</b>	<b>57.45</b>	<b>65.99</b>	<b>40.36</b>	<b>18</b>
<b>Academic Total</b>	<b>44.55</b>	<b>0.00</b>	<b>14.36</b>	<b>37.26</b>	<b>67.00</b>	<b>85.29</b>	<b>91.71</b>	<b>108.33</b>	<b>47.19</b>	<b>21</b>
<b>Academic A</b>	<b>69.00</b>	<b>0.00</b>	<b>1.66</b>	<b>16.82</b>	<b>53.43</b>	<b>69.00</b>	<b>83.84</b>	<b>118.85</b>	<b>30.92</b>	<b>21</b>
<b>Academic B</b>	<b>48.25</b>	<b>0.00</b>	<b>7.00</b>	<b>42.13</b>	<b>65.76</b>	<b>79.00</b>	<b>89.91</b>	<b>97.70</b>	<b>50.96</b>	<b>21</b>
<b>Academic C</b>	<b>52.50</b>	<b>0.00</b>	<b>6.73</b>	<b>52.50</b>	<b>73.00</b>	<b>86.44</b>	<b>96.40</b>	<b>134.38</b>	<b>57.70</b>	<b>21</b>
<b>Academic D</b>	<b>34.50</b>	<b>0.00</b>	<b>0.00</b>	<b>57.00</b>	<b>70.67</b>	<b>123.43</b>	<b>136.60</b>	<b>240.00</b>	<b>74.56</b>	<b>21</b>
<b>Academic E</b>	<b>25.20</b>	<b>0.00</b>	<b>4.00</b>	<b>18.90</b>	<b>60.00</b>	<b>98.00</b>	<b>122.00</b>	<b>606.00</b>	<b>57.69</b>	<b>21</b>
<b>General Total</b>	<b>30.60</b>	<b>0.00</b>	<b>12.65</b>	<b>30.60</b>	<b>38.41</b>	<b>51.58</b>	<b>55.14</b>	<b>59.40</b>	<b>34.58</b>	<b>21</b>
<b>HEW 1-5</b>	<b>31.53</b>	<b>0.00</b>	<b>7.51</b>	<b>26.62</b>	<b>36.74</b>	<b>47.68</b>	<b>54.26</b>	<b>63.44</b>	<b>31.90</b>	<b>21</b>
<b>HEW 6 and Above</b>	<b>29.97</b>	<b>0.00</b>	<b>20.35</b>	<b>29.87</b>	<b>43.54</b>	<b>52.87</b>	<b>55.79</b>	<b>66.02</b>	<b>37.01</b>	<b>21</b>
<b>Senior Staff/Mgt</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>61.46</b>	<b>66.66</b>	<b>98.71</b>	<b>114.67</b>	<b>56.08</b>	<b>20</b>

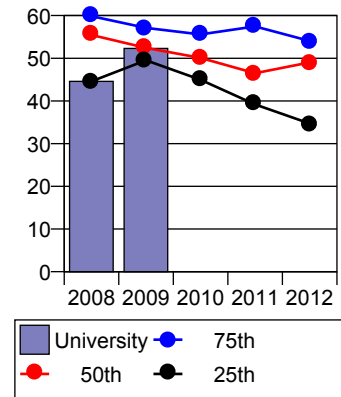
Graph: Total



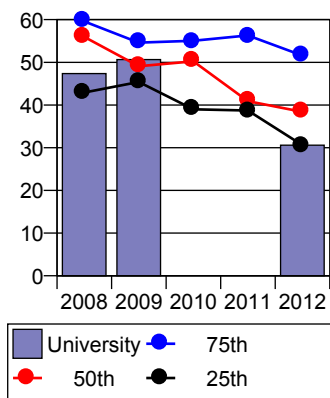
Graph: Faculty - Total



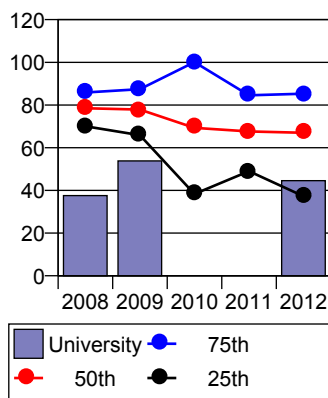
Graph: Division - Total



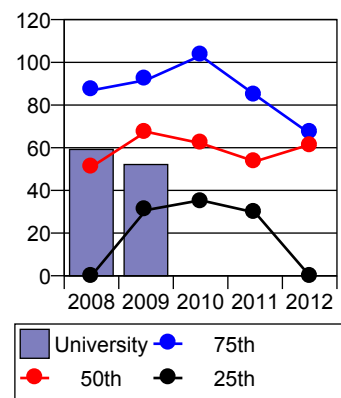
Graph: General Total



Graph: Academic Total



Graph: Senior Staff/Mgt



## Recruitment Days to Start

Total Number of Days from Notice to Recruit to Commencement of Work

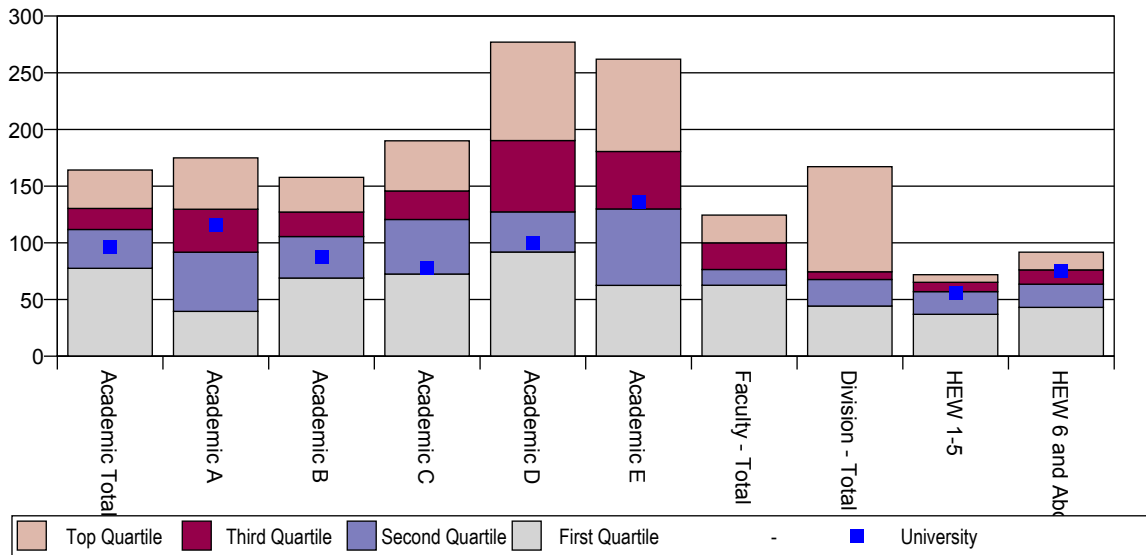
Total Recruits (Headcount)

### DEFINITION

The Recruitment Days to Start Index is the average number of days taken to fill a vacant position from the time HR received notice to recruit to the day the successful applicant starts work. This is a measure of the efficiency of the recruitment process, and gives an indication of the impact notice periods have in relation to the length of time a position will remain vacant during the recruitment process.

Whereas Recruitment Days to Offer factors in the internal recruitment processes, attractiveness to applicants and the potential to recruit for certain positions, Recruitment Days to Start also takes into account external events and processes once an offer has been made and accepted. This might include the successful applicant needing to give notice to their current employer, immigration processes and relocation timeframes.

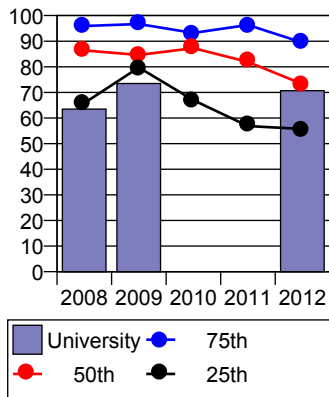
**ECU results versus Australian Universities  
2012 Quartiles and Range**



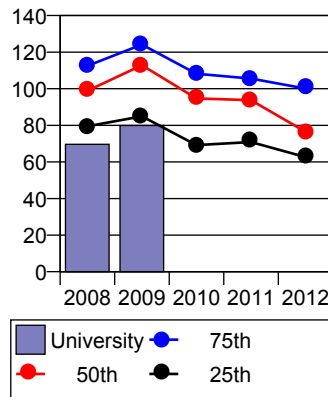
### Recruitment Days to Start

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>70.68</b>	<b>0.00</b>	<b>31.98</b>	<b>55.71</b>	<b>73.27</b>	<b>89.45</b>	<b>96.19</b>	<b>99.03</b>	<b>60.13</b>	<b>19</b>
<b>Faculty - Total</b>		<b>0.00</b>	<b>43.16</b>	<b>62.63</b>	<b>76.46</b>	<b>100.07</b>	<b>110.58</b>	<b>124.53</b>	<b>65.15</b>	<b>17</b>
<b>Division - Total</b>		<b>0.00</b>	<b>37.94</b>	<b>44.25</b>	<b>67.73</b>	<b>74.55</b>	<b>88.06</b>	<b>167.16</b>	<b>53.98</b>	<b>17</b>
<b>Academic Total</b>	<b>96.36</b>	<b>0.00</b>	<b>2.00</b>	<b>77.56</b>	<b>111.79</b>	<b>130.32</b>	<b>140.87</b>	<b>164.25</b>	<b>79.84</b>	<b>20</b>
<b>Academic A</b>	<b>115.50</b>	<b>0.00</b>	<b>2.28</b>	<b>39.62</b>	<b>91.76</b>	<b>129.65</b>	<b>157.16</b>	<b>174.90</b>	<b>59.78</b>	<b>20</b>
<b>Academic B</b>	<b>87.33</b>	<b>0.00</b>	<b>2.43</b>	<b>68.96</b>	<b>105.55</b>	<b>127.16</b>	<b>143.28</b>	<b>157.82</b>	<b>81.07</b>	<b>20</b>
<b>Academic C</b>	<b>77.63</b>	<b>0.00</b>	<b>0.00</b>	<b>72.54</b>	<b>120.57</b>	<b>145.76</b>	<b>161.44</b>	<b>190.00</b>	<b>97.56</b>	<b>20</b>
<b>Academic D</b>	<b>100.17</b>	<b>0.00</b>	<b>0.00</b>	<b>91.85</b>	<b>127.33</b>	<b>190.18</b>	<b>227.02</b>	<b>277.00</b>	<b>107.29</b>	<b>20</b>
<b>Academic E</b>	<b>135.80</b>	<b>0.00</b>	<b>0.00</b>	<b>62.47</b>	<b>129.85</b>	<b>180.63</b>	<b>210.20</b>	<b>262.00</b>	<b>95.02</b>	<b>20</b>
<b>General Total</b>	<b>67.40</b>	<b>0.00</b>	<b>1.78</b>	<b>41.00</b>	<b>62.24</b>	<b>71.07</b>	<b>72.70</b>	<b>77.17</b>	<b>47.30</b>	<b>20</b>
<b>HEW 1-5</b>	<b>55.93</b>	<b>0.00</b>	<b>2.43</b>	<b>36.94</b>	<b>57.01</b>	<b>65.22</b>	<b>68.22</b>	<b>71.86</b>	<b>43.78</b>	<b>20</b>
<b>HEW 6 and Above</b>	<b>75.27</b>	<b>0.00</b>	<b>1.49</b>	<b>43.15</b>	<b>63.62</b>	<b>76.13</b>	<b>80.33</b>	<b>91.84</b>	<b>50.47</b>	<b>20</b>
<b>Senior Staff/Mgt</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>36.83</b>	<b>99.00</b>	<b>110.25</b>	<b>152.50</b>	<b>160.62</b>	<b>98.55</b>	<b>19</b>

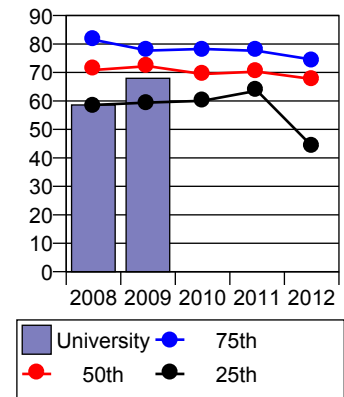
Graph: Total



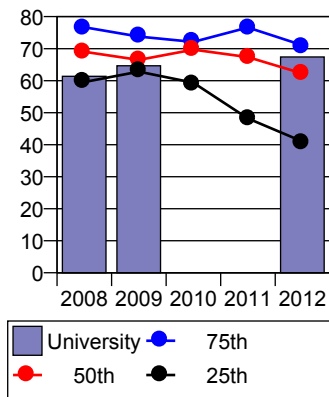
Graph: Faculty - Total



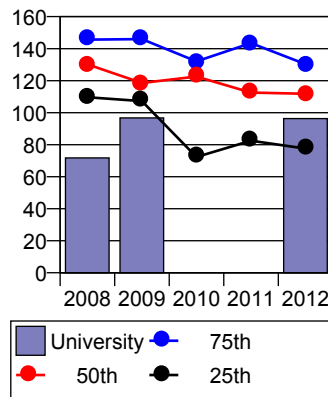
Graph: Division - Total



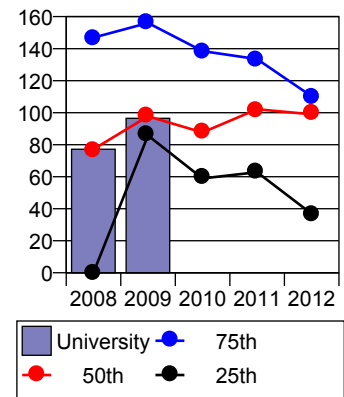
Graph: General Total



Graph: Academic Total



Graph: Senior Staff/Mgt



## Unscheduled Absence Taken per Employee

Total Number of Unscheduled Absence (Days)

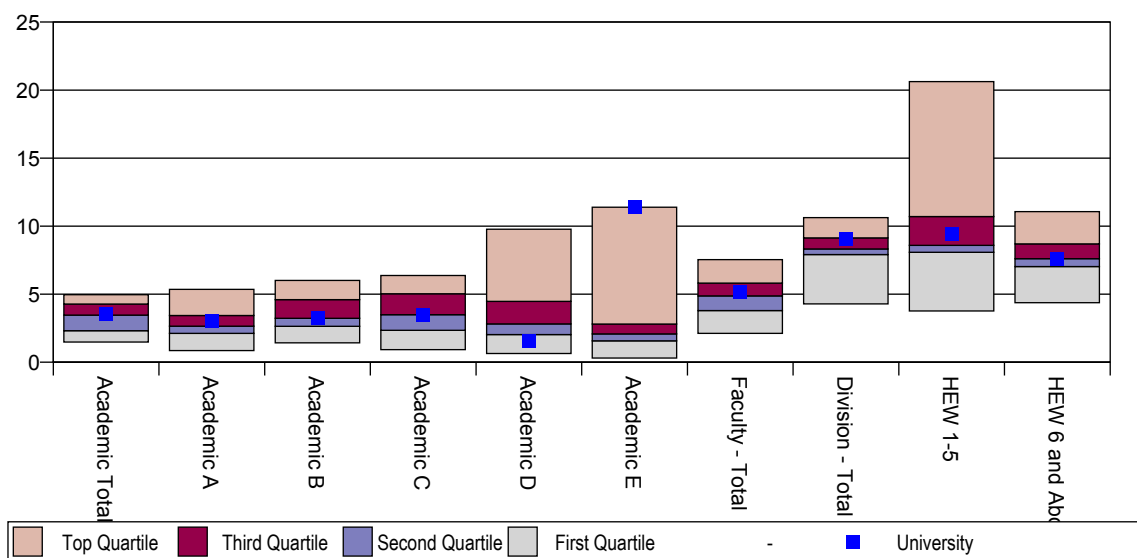
University Employees (Headcount)

### DEFINITION

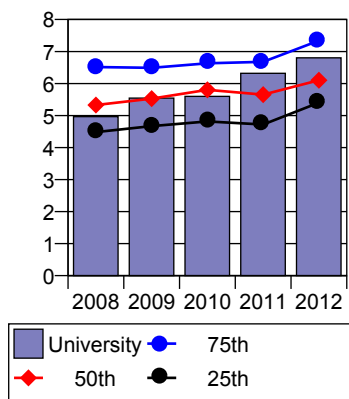
The Unscheduled Absence index is the average number of days per calendar year for each staff member that have been lost due to unscheduled leave including sick or personal leave. This includes paid and unpaid absence.

The Unscheduled Absence index can signal areas of low productivity, morale issues and areas of increased stress or risk of injury. A high number of unscheduled absences should prompt further analysis to determine causal factors, flag areas within the University that take excessive sick or personal leave and identify any leave patterns and trends.

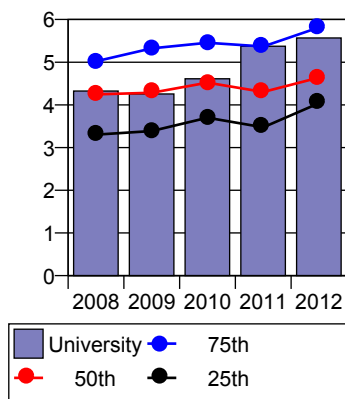
ECU results versus Australian Universities  
2012 Quartiles and Range



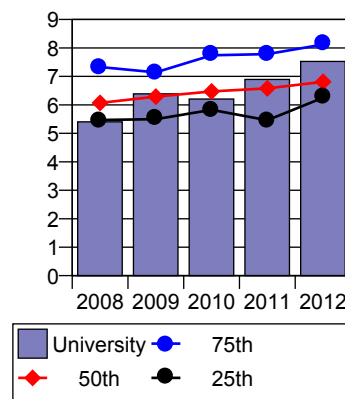
Graph: Total (T)



Graph: Total (M)



Graph: Total (F)



### Unscheduled Absence Taken per Employee

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>6.80</b>	<b>3.16</b>	<b>4.77</b>	<b>5.40</b>	<b>6.10</b>	<b>7.34</b>	<b>8.00</b>	<b>10.47</b>	<b>6.04</b>	<b>35</b>
<i>Total (M)</i>	5.57	2.11	3.33	4.04	4.64	5.81	6.36	9.68	4.87	35
<i>Total (F)</i>	7.53	3.76	5.71	6.25	6.81	8.12	9.07	11.78	6.91	35

<b>Faculty - Total</b>	<b>5.14</b>	<b>2.12</b>	<b>3.43</b>	<b>3.80</b>	<b>4.88</b>	<b>5.81</b>	<b>6.66</b>	<b>7.54</b>	<b>4.72</b>	<b>33</b>
<i>Faculty - Total (M)</i>	3.63	1.51	2.24	2.48	3.25	4.07	4.90	5.42	3.25	33
<i>Faculty - Total (F)</i>	6.06	2.50	4.50	4.96	5.73	7.00	8.65	10.74	5.96	33
<b>Division - Total</b>	<b>9.03</b>	<b>4.29</b>	<b>6.46</b>	<b>7.91</b>	<b>8.33</b>	<b>9.14</b>	<b>9.93</b>	<b>10.63</b>	<b>8.47</b>	<b>33</b>
<i>Division - Total (M)</i>	8.12	2.91	5.99	6.75	8.12	8.69	9.47	10.30	7.89	33
<i>Division - Total (F)</i>	9.55	4.51	7.01	8.00	8.71	9.90	10.67	11.08	8.83	33

<b>Academic Total</b>	<b>3.55</b>	<b>1.48</b>	<b>1.87</b>	<b>2.32</b>	<b>3.47</b>	<b>4.28</b>	<b>4.58</b>	<b>4.96</b>	<b>3.08</b>	<b>35</b>
<i>Academic Total (M)</i>	2.76	1.02	1.30	1.81	2.52	3.11	3.99	5.31	2.36	35
<i>Academic Total (F)</i>	4.26	1.61	2.56	3.06	4.26	5.13	5.74	6.90	3.97	35
<b>Academic A</b>	<b>3.06</b>	<b>0.86</b>	<b>1.60</b>	<b>2.13</b>	<b>2.65</b>	<b>3.43</b>	<b>4.69</b>	<b>5.36</b>	<b>2.74</b>	<b>35</b>
<i>Academic A (M)</i>	3.75	0.73	1.06	1.37	2.04	2.76	3.75	4.73	2.00	35
<i>Academic A (F)</i>	2.56	0.79	1.98	2.35	3.06	4.15	5.90	8.24	3.35	35
<b>Academic B</b>	<b>3.23</b>	<b>1.42</b>	<b>1.83</b>	<b>2.64</b>	<b>3.23</b>	<b>4.60</b>	<b>4.86</b>	<b>6.01</b>	<b>3.31</b>	<b>35</b>
<i>Academic B (M)</i>	2.70	0.85	1.15	1.71	2.48	3.50	4.57	6.85	2.51	35
<i>Academic B (F)</i>	3.58	1.69	2.38	3.10	3.58	5.09	6.29	7.59	4.01	35
<b>Academic C</b>	<b>3.50</b>	<b>0.93</b>	<b>1.83</b>	<b>2.35</b>	<b>3.50</b>	<b>5.03</b>	<b>5.57</b>	<b>6.37</b>	<b>3.42</b>	<b>35</b>
<i>Academic C (M)</i>	3.16	0.96	1.39	1.87	2.70	3.52	4.33	5.22	2.66	35
<i>Academic C (F)</i>	3.91	0.33	2.13	2.68	3.86	6.35	8.41	10.43	4.46	35
<b>Academic D</b>	<b>1.57</b>	<b>0.64</b>	<b>1.39</b>	<b>2.03</b>	<b>2.82</b>	<b>4.48</b>	<b>5.07</b>	<b>9.78</b>	<b>3.12</b>	<b>35</b>
<i>Academic D (M)</i>	1.52	0.55	0.82	1.16	2.10	3.17	4.62	10.23	2.54	35
<i>Academic D (F)</i>	1.62	0.70	1.60	2.75	4.17	6.61	8.42	8.79	4.25	35
<b>Academic E</b>	<b>11.39</b>	<b>0.31</b>	<b>1.06</b>	<b>1.57</b>	<b>2.09</b>	<b>2.80</b>	<b>3.84</b>	<b>11.39</b>	<b>2.22</b>	<b>35</b>
<i>Academic E (M)</i>	1.85	0.14	0.67	1.29	1.72	2.38	2.81	6.03	1.77	35
<i>Academic E (F)</i>	30.47	0.67	1.26	2.23	3.04	4.30	6.61	30.47	3.64	35

<b>General Total</b>	<b>8.60</b>	<b>4.10</b>	<b>6.69</b>	<b>7.47</b>	<b>8.18</b>	<b>9.58</b>	<b>10.55</b>	<b>15.65</b>	<b>8.27</b>	<b>35</b>
<i>General Total (M)</i>	7.95	2.76	5.97	6.54	7.82	8.41	9.67	16.78	8.01	35
<i>General Total (F)</i>	8.87	4.65	6.68	7.59	8.30	9.89	10.96	16.03	8.40	35
<b>HEW 1-5</b>	<b>9.44</b>	<b>3.77</b>	<b>6.66</b>	<b>8.08</b>	<b>8.59</b>	<b>10.71</b>	<b>11.57</b>	<b>20.63</b>	<b>8.90</b>	<b>35</b>
<i>HEW 1-5 (M)</i>	9.31	3.31	6.44	7.10	8.48	9.20	12.01	21.83	9.00	35
<i>HEW 1-5 (F)</i>	9.48	3.89	6.17	7.88	8.72	10.38	12.31	23.15	8.87	35
<b>HEW 6 and Above</b>	<b>7.61</b>	<b>4.38</b>	<b>6.21</b>	<b>7.03</b>	<b>7.61</b>	<b>8.70</b>	<b>9.87</b>	<b>11.07</b>	<b>7.78</b>	<b>35</b>
<i>EW 6 and Above (M)</i>	7.02	2.47	5.68	6.05	7.32	8.10	9.17	14.00	7.51	35
<i>HEW 6 and Above (F)</i>	7.98	5.01	6.14	7.39	7.91	9.00	10.15	11.11	7.96	35

<b>Senior Staff/Mgt</b>	<b>4.70</b>	<b>1.02</b>	<b>2.00</b>	<b>2.92</b>	<b>4.08</b>	<b>5.10</b>	<b>6.26</b>	<b>9.60</b>	<b>4.26</b>	<b>35</b>
<i>Senior Staff/Mgt (M)</i>	4.92	0.51	1.47	2.21	3.11	4.31	6.42	9.45	3.60	35
<i>Senior Staff/Mgt (F)</i>	4.24	0.31	2.41	3.48	4.40	6.85	8.26	10.95	5.52	35

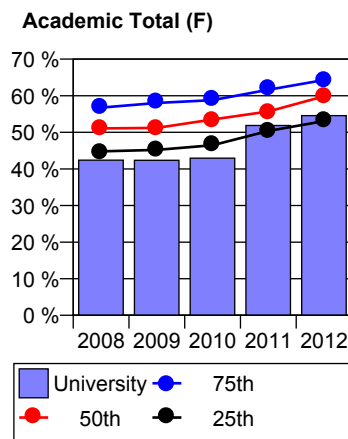
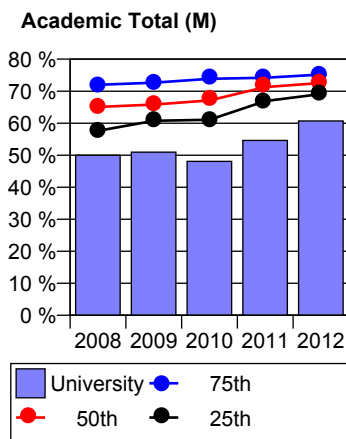
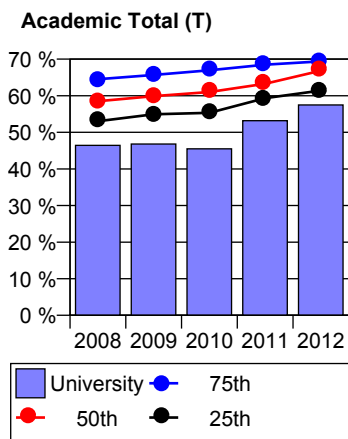
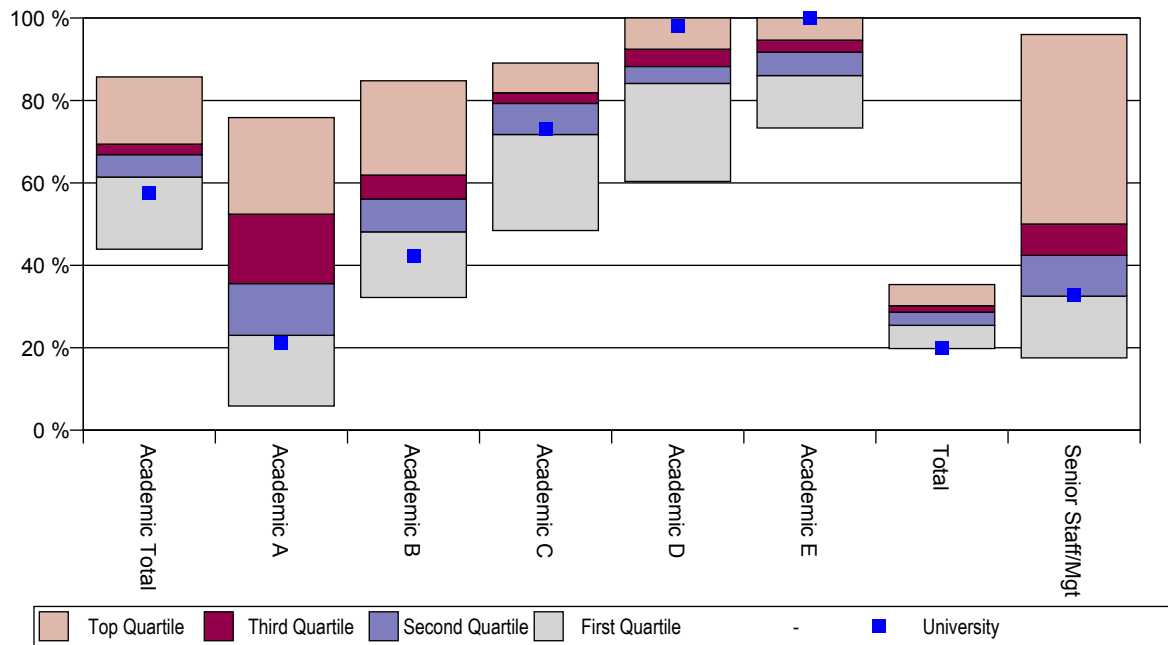
## Doctoral Qualifications

Number of Academic Doctoral Qualifications (Headcount)  
 Number of Academic Staff (Headcount)

### DEFINITION

The Doctoral Qualifications measure is the percentage of all senior and academic staff (ongoing and fixed-term) who have been awarded with a doctoral qualification. This gives an indication of the level of qualifications of the university's academic and senior staff. Academic qualifications generally increase as the classification level increases.

ECU results versus Australian Universities  
 2012 Quartiles and Range





### Doctoral Qualifications

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Academic Total</b>	<b>57.48 %</b>	<b>43.91 %</b>	<b>57.13 %</b>	<b>61.41 %</b>	<b>66.84 %</b>	<b>69.41 %</b>	<b>76.55 %</b>	<b>85.71 %</b>	<b>69.09 %</b>	<b>35</b>
<i>Academic Total (M)</i>	60.70 %	51.56 %	61.26 %	69.12 %	72.57 %	75.21 %	79.26 %	88.11 %	74.37 %	35
<i>Academic Total (F)</i>	54.57 %	37.06 %	51.16 %	53.07 %	59.86 %	64.30 %	72.83 %	81.10 %	62.70 %	35
<b>Academic A</b>	<b>21.05 %</b>	<b>5.88 %</b>	<b>15.37 %</b>	<b>23.03 %</b>	<b>35.56 %</b>	<b>52.43 %</b>	<b>65.32 %</b>	<b>75.86 %</b>	<b>49.10 %</b>	<b>35</b>
<i>Academic A (M)</i>	29.17 %	0.00 %	19.29 %	29.59 %	42.19 %	60.48 %	69.30 %	79.19 %	56.35 %	35
<i>Academic A (F)</i>	15.15 %	5.26 %	12.50 %	19.80 %	32.14 %	45.85 %	63.13 %	71.43 %	43.08 %	35
<b>Academic B</b>	<b>42.29 %</b>	<b>32.20 %</b>	<b>42.87 %</b>	<b>48.12 %</b>	<b>56.12 %</b>	<b>61.89 %</b>	<b>74.03 %</b>	<b>84.77 %</b>	<b>60.45 %</b>	<b>35</b>
<i>Academic B (M)</i>	40.00 %	31.91 %	44.38 %	53.56 %	63.41 %	68.14 %	78.14 %	86.82 %	65.70 %	35
<i>Academic B (F)</i>	43.79 %	31.82 %	40.32 %	44.88 %	51.08 %	55.89 %	70.49 %	82.05 %	55.84 %	35
<b>Academic C</b>	<b>73.08 %</b>	<b>48.44 %</b>	<b>69.37 %</b>	<b>71.74 %</b>	<b>79.27 %</b>	<b>81.88 %</b>	<b>83.85 %</b>	<b>89.09 %</b>	<b>77.45 %</b>	<b>35</b>
<i>Academic C (M)</i>	72.00 %	62.50 %	69.27 %	73.61 %	78.21 %	82.42 %	86.29 %	87.61 %	78.11 %	35
<i>Academic C (F)</i>	74.39 %	34.38 %	66.44 %	70.23 %	77.32 %	81.59 %	90.24 %	91.67 %	76.55 %	35
<b>Academic D</b>	<b>98.15 %</b>	<b>60.34 %</b>	<b>78.10 %</b>	<b>84.13 %</b>	<b>88.24 %</b>	<b>92.45 %</b>	<b>96.15 %</b>	<b>100.00 %</b>	<b>87.36 %</b>	<b>35</b>
<i>Academic D (M)</i>	96.77 %	53.49 %	75.32 %	81.57 %	86.86 %	92.22 %	95.72 %	100.00 %	86.59 %	35
<i>Academic D (F)</i>	100.00 %	64.86 %	78.88 %	86.48 %	91.30 %	94.28 %	100.00 %	100.00 %	88.85 %	35
<b>Academic E</b>	<b>100.00 %</b>	<b>73.33 %</b>	<b>82.54 %</b>	<b>86.05 %</b>	<b>91.75 %</b>	<b>94.64 %</b>	<b>96.45 %</b>	<b>100.00 %</b>	<b>90.59 %</b>	<b>35</b>
<i>Academic E (M)</i>	100.00 %	70.69 %	82.85 %	86.62 %	91.21 %	94.52 %	97.44 %	100.00 %	90.61 %	35
<i>Academic E (F)</i>	100.00 %	60.00 %	77.71 %	85.25 %	92.31 %	98.65 %	100.00 %	100.00 %	90.50 %	35
<b>Senior Staff/Mgt</b>	<b>32.91 %</b>	<b>17.54 %</b>	<b>25.73 %</b>	<b>32.53 %</b>	<b>42.42 %</b>	<b>50.02 %</b>	<b>59.73 %</b>	<b>96.00 %</b>	<b>43.85 %</b>	<b>35</b>
<i>Senior Staff/Mgt (M)</i>	32.08 %	15.63 %	26.99 %	34.24 %	43.18 %	54.93 %	62.07 %	97.33 %	46.43 %	35
<i>Senior Staff/Mgt (F)</i>	34.62 %	10.00 %	17.06 %	28.64 %	35.00 %	51.61 %	59.77 %	92.00 %	38.93 %	35

### Academic Promotion Rate

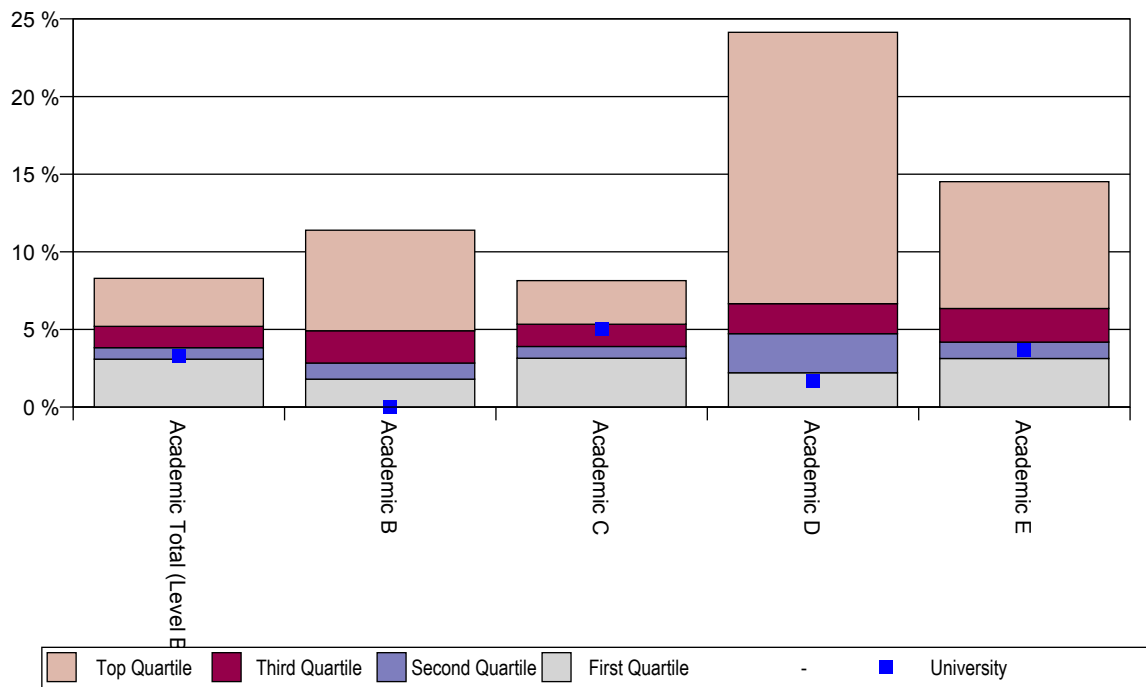
Number of Successful Applications for Academic Promotion (Headcount)  
Number of Academic Staff (Levels A-D) (Headcount)

**DEFINITION**

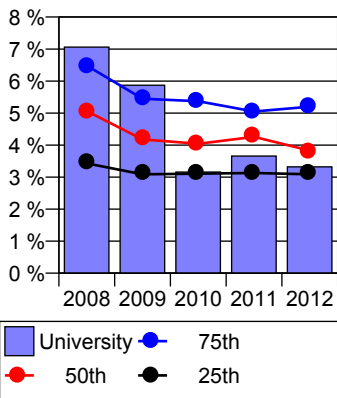
The Academic Promotions index is the percentage of all ongoing and fixed-term academic staff who have been promoted in the period. This index shows the rate of career progression for academic staff. A high result may reflect effective employee development strategies or conversely indicate that further review is necessary to ensure conditions for promotion are adequately met.

A low result may highlight employee development issues and have implications for employee job satisfaction. Also, further investigation may be necessary to ensure that worthy candidates are not overlooked for promotion.

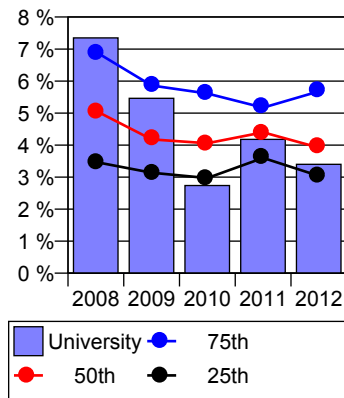
**ECU results versus Australian Universities  
 2012 Quartiles and Range**



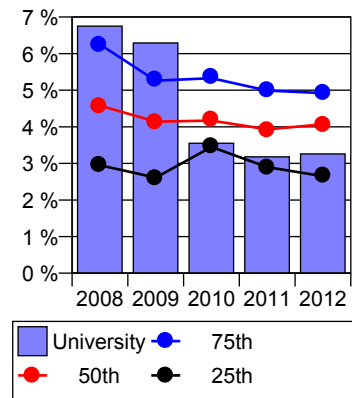
**Academic Total (Level B-E) (T)**



**Academic Total (Level B-E) (M)**



**Academic Total (Level B-E) (F)**



**Academic Promotion Rate**

	<b>ECU</b>	<b>Min</b>	<b>10th</b>	<b>25th</b>	<b>50th</b>	<b>75th</b>	<b>90th</b>	<b>Max</b>	<b>Avg</b>	<b>Sample</b>
<b>Academic Total (Lev</b>	<b>3.32 %</b>	<b>0.00 %</b>	<b>2.33 %</b>	<b>3.09 %</b>	<b>3.83 %</b>	<b>5.20 %</b>	<b>6.52 %</b>	<b>8.29 %</b>	<b>4.41 %</b>	<b>34</b>
<i>c Total (Level B-E) (M</i>	3.40 %	0.00 %	2.86 %	3.04 %	3.92 %	5.68 %	7.16 %	8.62 %	4.65 %	34
<i>c Total (Level B-E) (F,</i>	3.26 %	0.00 %	1.72 %	2.65 %	4.07 %	4.92 %	5.76 %	8.59 %	4.14 %	34
<b>Academic B</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>1.80 %</b>	<b>2.84 %</b>	<b>4.92 %</b>	<b>6.53 %</b>	<b>11.39 %</b>	<b>3.38 %</b>	<b>34</b>
<i>Academic B (M)</i>	0.00 %	0.00 %	0.00 %	0.95 %	2.47 %	4.37 %	5.63 %	8.33 %	2.91 %	34
<i>Academic B (F)</i>	0.00 %	0.00 %	0.00 %	1.24 %	3.33 %	6.05 %	8.50 %	17.14 %	3.76 %	34
<b>Academic C</b>	<b>5.02 %</b>	<b>0.00 %</b>	<b>1.89 %</b>	<b>3.15 %</b>	<b>3.90 %</b>	<b>5.34 %</b>	<b>7.10 %</b>	<b>8.15 %</b>	<b>4.41 %</b>	<b>34</b>
<i>Academic C (M)</i>	6.36 %	0.00 %	2.36 %	2.81 %	4.48 %	6.15 %	7.75 %	8.62 %	4.84 %	34
<i>Academic C (F)</i>	4.14 %	0.00 %	1.40 %	2.81 %	3.70 %	4.84 %	6.77 %	7.89 %	4.03 %	34
<b>Academic D</b>	<b>1.65 %</b>	<b>0.00 %</b>	<b>0.96 %</b>	<b>2.21 %</b>	<b>4.73 %</b>	<b>6.66 %</b>	<b>8.03 %</b>	<b>24.14 %</b>	<b>4.84 %</b>	<b>34</b>
<i>Academic D (M)</i>	1.00 %	0.00 %	1.35 %	2.21 %	4.39 %	7.11 %	9.11 %	29.41 %	4.97 %	34
<i>Academic D (F)</i>	2.44 %	0.00 %	0.00 %	1.81 %	4.58 %	6.57 %	7.80 %	16.67 %	4.66 %	34
<b>Academic E</b>	<b>3.70 %</b>	<b>0.00 %</b>	<b>0.65 %</b>	<b>3.13 %</b>	<b>4.19 %</b>	<b>6.35 %</b>	<b>7.97 %</b>	<b>14.52 %</b>	<b>5.15 %</b>	<b>34</b>
<i>Academic E (M)</i>	3.23 %	0.00 %	0.35 %	3.35 %	4.71 %	6.82 %	8.70 %	17.33 %	5.58 %	34
<i>Academic E (F)</i>	4.35 %	0.00 %	0.00 %	0.27 %	3.65 %	5.64 %	8.14 %	12.50 %	4.32 %	34

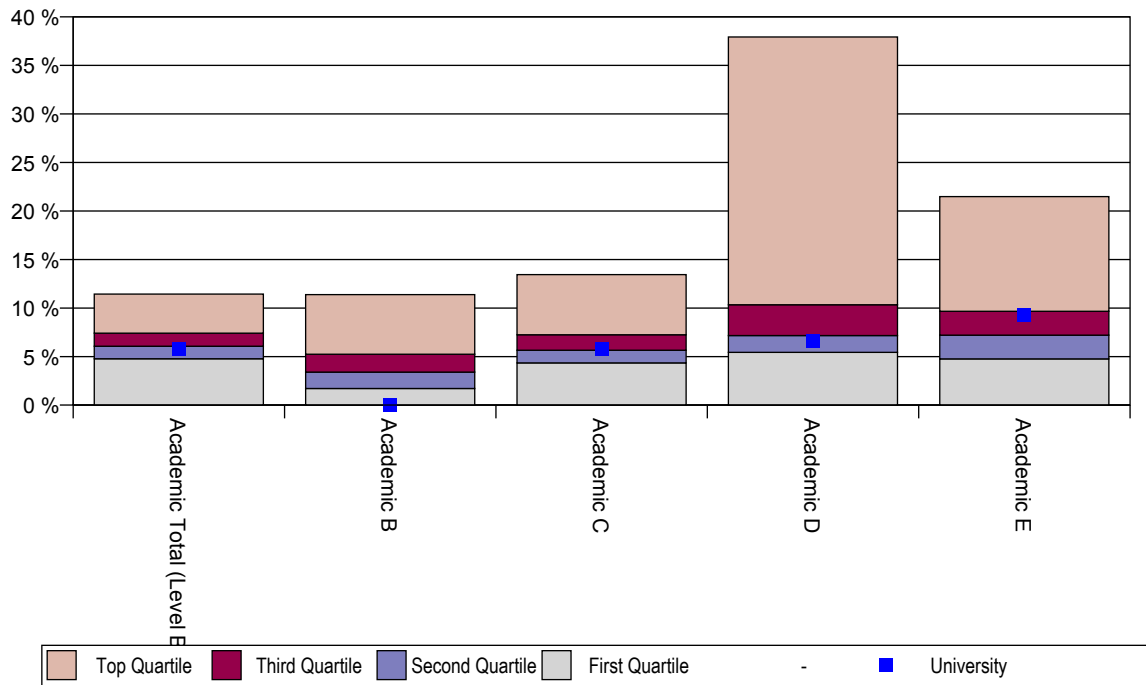
### Applications for Promotion Rate

Number of Applications for Academic Promotion (Headcount)  
 Number of Academic Staff (Levels A-D) (Headcount)

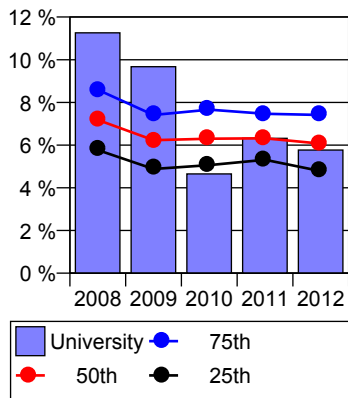
**DEFINITION**

The Applications for Promotion Rate shows the level of interest from academic staff in seeking a promotion. On the assumption that promotion is based on merit, this may also give a general indication of the health of academic career progression in the university.

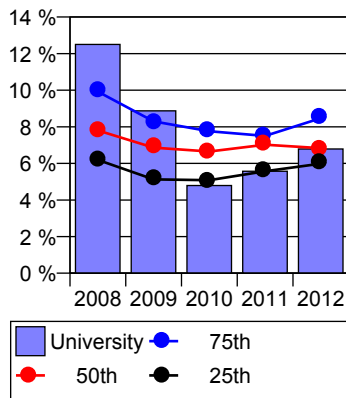
**ECU results versus Australian Universities  
 2012 Quartiles and Range**



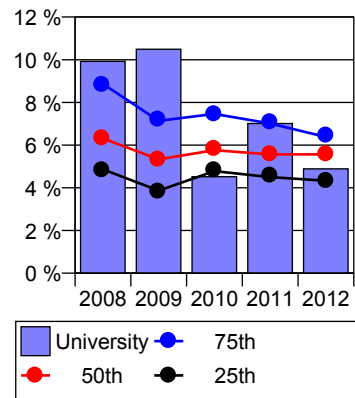
**Academic Total (Level B-E) (T)**



**Academic Total (Level B-E) (M)**



**Academic Total (Level B-E) (F)**



### Applications for Promotion Rate

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Academic Total (Lev</b>	<b>5.77 %</b>	<b>0.00 %</b>	<b>4.15 %</b>	<b>4.78 %</b>	<b>6.07 %</b>	<b>7.41 %</b>	<b>9.13 %</b>	<b>11.44 %</b>	<b>6.28 %</b>	<b>34</b>
<i>c Total (Level B-E) (M</i>	6.79 %	0.00 %	4.42 %	5.99 %	6.83 %	8.47 %	10.37 %	11.21 %	6.88 %	34
<i>c Total (Level B-E) (F,</i>	4.89 %	0.00 %	2.61 %	4.33 %	5.57 %	6.38 %	7.87 %	12.50 %	5.63 %	34
<b>Academic B</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>1.71 %</b>	<b>3.40 %</b>	<b>5.24 %</b>	<b>8.27 %</b>	<b>11.39 %</b>	<b>3.68 %</b>	<b>34</b>
<i>Academic B (M)</i>	0.00 %	0.00 %	0.00 %	0.28 %	3.24 %	4.86 %	6.31 %	13.64 %	3.28 %	34
<i>Academic B (F)</i>	0.00 %	0.00 %	0.00 %	1.31 %	3.71 %	6.96 %	8.54 %	11.61 %	4.01 %	34
<b>Academic C</b>	<b>5.73 %</b>	<b>0.00 %</b>	<b>3.92 %</b>	<b>4.35 %</b>	<b>5.65 %</b>	<b>7.25 %</b>	<b>7.97 %</b>	<b>13.45 %</b>	<b>6.09 %</b>	<b>34</b>
<i>Academic C (M)</i>	7.27 %	0.00 %	3.78 %	4.82 %	6.36 %	8.51 %	10.56 %	12.82 %	6.78 %	34
<i>Academic C (F)</i>	4.73 %	0.00 %	2.80 %	3.81 %	4.82 %	6.39 %	8.20 %	14.15 %	5.48 %	34
<b>Academic D</b>	<b>6.59 %</b>	<b>0.00 %</b>	<b>3.12 %</b>	<b>5.44 %</b>	<b>7.16 %</b>	<b>10.34 %</b>	<b>11.89 %</b>	<b>37.93 %</b>	<b>7.44 %</b>	<b>34</b>
<i>Academic D (M)</i>	7.00 %	0.00 %	3.00 %	6.10 %	8.45 %	9.66 %	13.40 %	41.18 %	7.68 %	34
<i>Academic D (F)</i>	6.10 %	0.00 %	1.67 %	4.48 %	6.59 %	10.28 %	12.88 %	33.33 %	7.12 %	34
<b>Academic E</b>	<b>9.26 %</b>	<b>0.00 %</b>	<b>3.15 %</b>	<b>4.76 %</b>	<b>7.21 %</b>	<b>9.67 %</b>	<b>13.17 %</b>	<b>21.48 %</b>	<b>8.59 %</b>	<b>34</b>
<i>Academic E (M)</i>	9.68 %	0.00 %	2.44 %	5.91 %	8.21 %	10.20 %	14.18 %	23.36 %	9.58 %	34
<i>Academic E (F)</i>	8.70 %	0.00 %	0.00 %	2.74 %	5.66 %	9.17 %	13.80 %	18.75 %	6.67 %	34

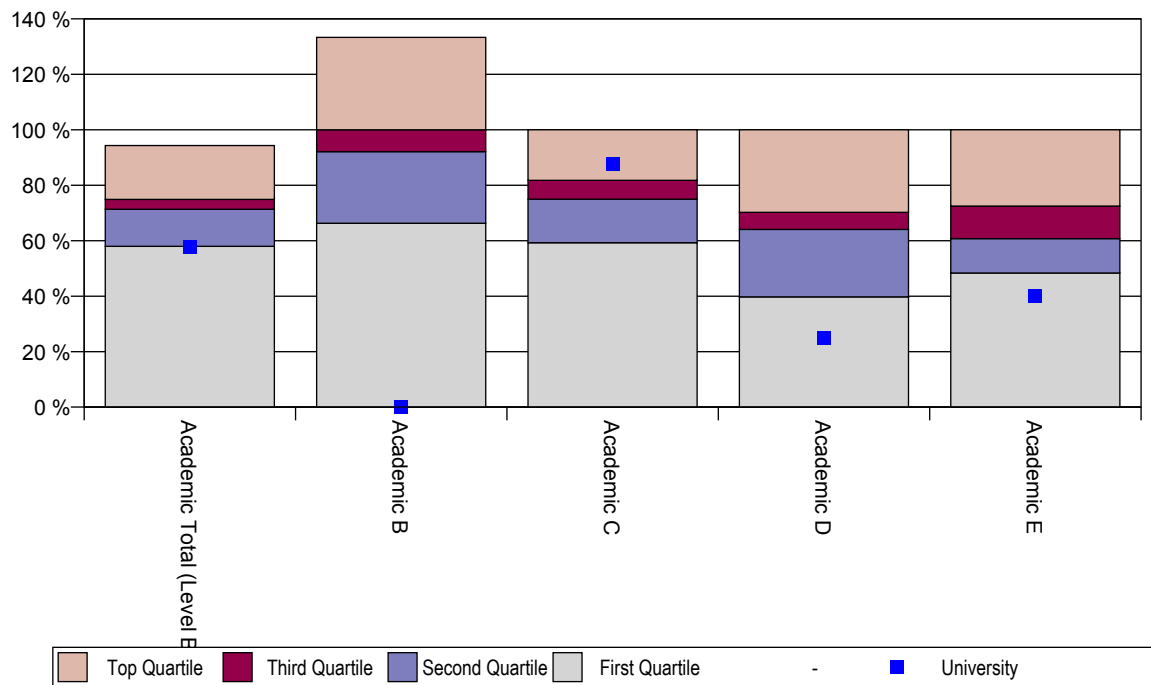
### Academic Promotions Success Rate

Number of Successful Applications for Academic Promotion (Headcount)  
 Number of Applications

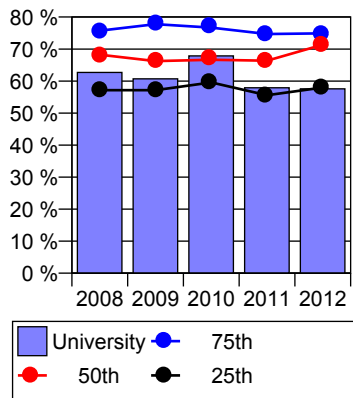
**DEFINITION**

The Promotions Success Rate is the percentage of all applications for academic promotion who were successfully promoted in the period. A high result may reflect effective employee development strategies or conversely indicate that further review is necessary to ensure conditions for promotion are adequately met. A low result may highlight employee development issues and have implications for employee job satisfaction. Also, further investigation may be necessary to ensure that worthy candidates are not overlooked for promotion.

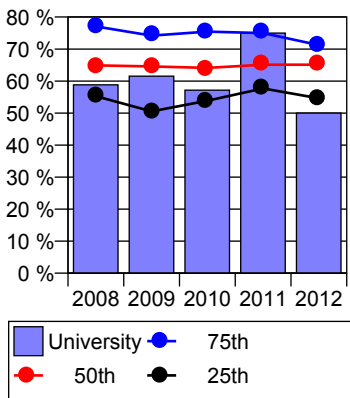
**ECU results versus Australian Universities  
 2012 Quartiles and Range**



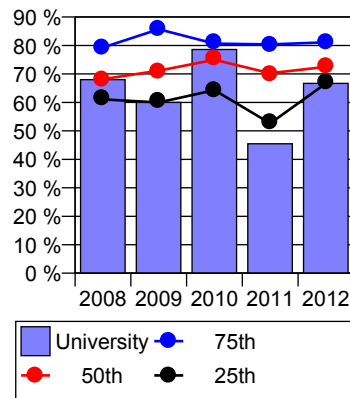
**Academic Total (Level B-E) (T)**



**Academic Total (Level B-E) (M)**



**Academic Total (Level B-E) (F)**



**Academic Promotions Success Rate**

	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Academic Total (Lev</b>	<b>57.58 %</b>	<b>0.00 %</b>	<b>42.66 %</b>	<b>58.00 %</b>	<b>71.37 %</b>	<b>74.89 %</b>	<b>78.41 %</b>	<b>94.34 %</b>	<b>70.19 %</b>	<b>34</b>
<i>c Total (Level B-E) (M</i>	50.00 %	0.00 %	43.80 %	54.60 %	65.13 %	71.25 %	77.27 %	88.89 %	67.66 %	34
<i>c Total (Level B-E) (F,</i>	66.67 %	0.00 %	35.83 %	66.67 %	72.48 %	81.11 %	87.77 %	105.88 %	73.50 %	34
<b>Academic B</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>0.00 %</b>	<b>66.32 %</b>	<b>92.12 %</b>	<b>100.00 %</b>	<b>100.00 %</b>	<b>133.33 %</b>	<b>91.76 %</b>	<b>34</b>
<i>Academic B (M)</i>	0.00 %	0.00 %	0.00 %	8.33 %	80.00 %	100.00 %	100.00 %	160.00 %	88.89 %	34
<i>Academic B (F)</i>	0.00 %	0.00 %	0.00 %	50.00 %	95.00 %	100.00 %	100.00 %	200.00 %	93.71 %	34
<b>Academic C</b>	<b>87.50 %</b>	<b>0.00 %</b>	<b>38.92 %</b>	<b>59.27 %</b>	<b>75.00 %</b>	<b>81.76 %</b>	<b>87.50 %</b>	<b>100.00 %</b>	<b>72.43 %</b>	<b>34</b>
<i>Academic C (M)</i>	87.50 %	0.00 %	40.86 %	52.21 %	69.72 %	79.00 %	97.14 %	100.00 %	71.49 %	34
<i>Academic C (F)</i>	87.50 %	0.00 %	36.19 %	64.89 %	75.00 %	85.44 %	100.00 %	114.29 %	73.45 %	34
<b>Academic D</b>	<b>25.00 %</b>	<b>0.00 %</b>	<b>19.17 %</b>	<b>39.77 %</b>	<b>64.09 %</b>	<b>70.25 %</b>	<b>83.33 %</b>	<b>100.00 %</b>	<b>65.04 %</b>	<b>34</b>
<i>Academic D (M)</i>	14.29 %	0.00 %	19.17 %	50.00 %	61.25 %	70.76 %	87.94 %	100.00 %	64.72 %	34
<i>Academic D (F)</i>	40.00 %	0.00 %	0.00 %	28.13 %	54.20 %	74.31 %	100.00 %	112.50 %	65.49 %	34
<b>Academic E</b>	<b>40.00 %</b>	<b>0.00 %</b>	<b>10.31 %</b>	<b>48.37 %</b>	<b>60.77 %</b>	<b>72.52 %</b>	<b>80.22 %</b>	<b>100.00 %</b>	<b>59.95 %</b>	<b>34</b>
<i>Academic E (M)</i>	33.33 %	0.00 %	10.00 %	43.92 %	56.35 %	73.56 %	84.37 %	100.00 %	58.22 %	34
<i>Academic E (F)</i>	50.00 %	0.00 %	0.00 %	3.57 %	63.34 %	100.00 %	100.00 %	100.00 %	64.76 %	34

### Honorary/Visiting Academics

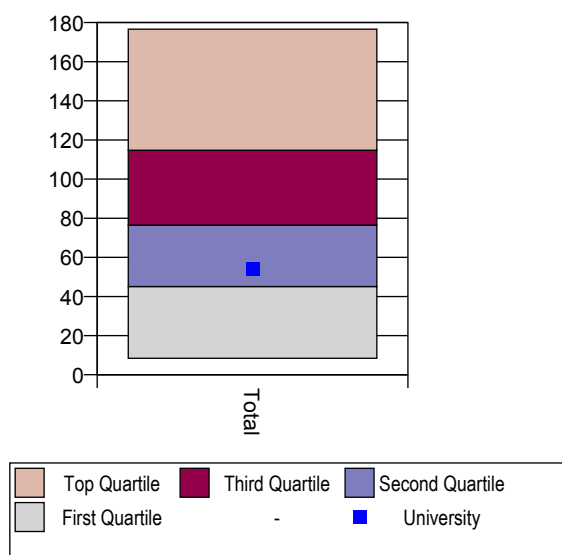
Number of Honorary Academics Employed during the Reporting Period (Headcount)  
 Number of Academic Staff (Headcount)

**DEFINITION**

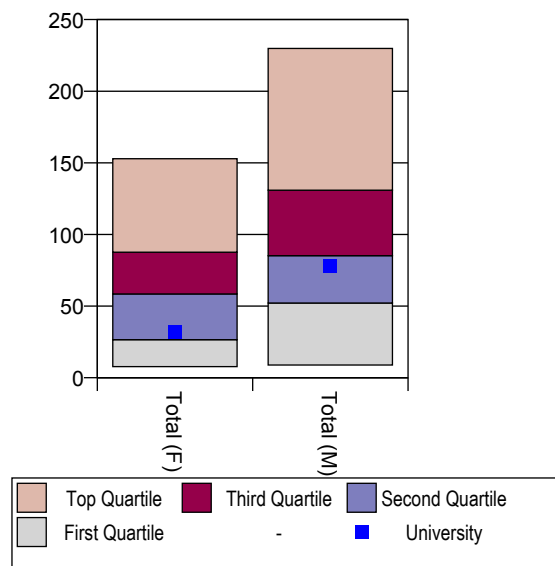
This measure is the number of honorary/visiting academics employed expressed as a rate per 100 academics. This includes academics who are visiting, seconded or on exchange from another institution to engage in scholarly activity. Examples include Adjunct Professor, Associate, Visiting Professor, Visiting Fellow, Visiting Scholar, Honorary and Conjoint Staff Member.

Visiting/honorary academics may contribute to good research relationships between domestic and overseas universities, help attract quality overseas academics and contribute to overall perceived quality of Australian (and New Zealand) universities.

**ECU results versus Australian Universities 2012 Quartiles and Range**

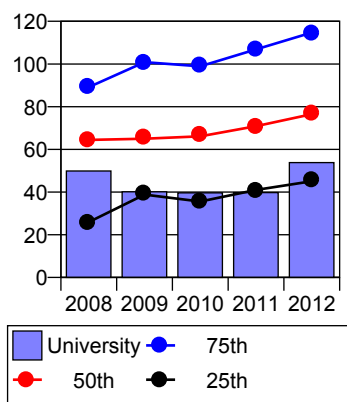


**ECU results versus Australian Universities 2012 Quartiles and Range**

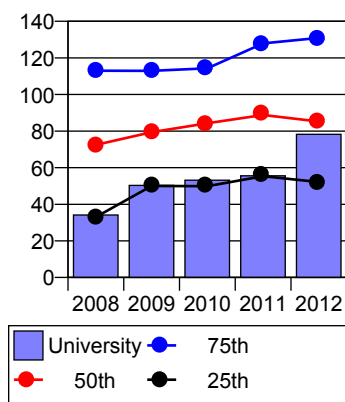


	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
<b>Total</b>	<b>53.82</b>	<b>8.39</b>	<b>23.16</b>	<b>45.06</b>	<b>76.51</b>	<b>114.74</b>	<b>134.03</b>	<b>176.66</b>	<b>97.21</b>	<b>32</b>
<i>Total (M)</i>	<i>78.25</i>	<i>8.92</i>	<i>28.59</i>	<i>52.16</i>	<i>85.20</i>	<i>130.91</i>	<i>177.36</i>	<i>229.88</i>	<i>116.13</i>	<i>32</i>
<i>Total (F)</i>	<i>31.86</i>	<i>7.80</i>	<i>13.31</i>	<i>26.54</i>	<i>58.50</i>	<i>87.62</i>	<i>118.48</i>	<i>152.91</i>	<i>74.50</i>	<i>32</i>

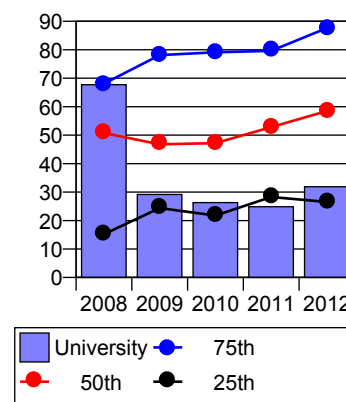
**Total (T)**



**Total (M)**



**Total (F)**





### Age Profile

Total Staff FTE of Age Group

Total Staff FTE

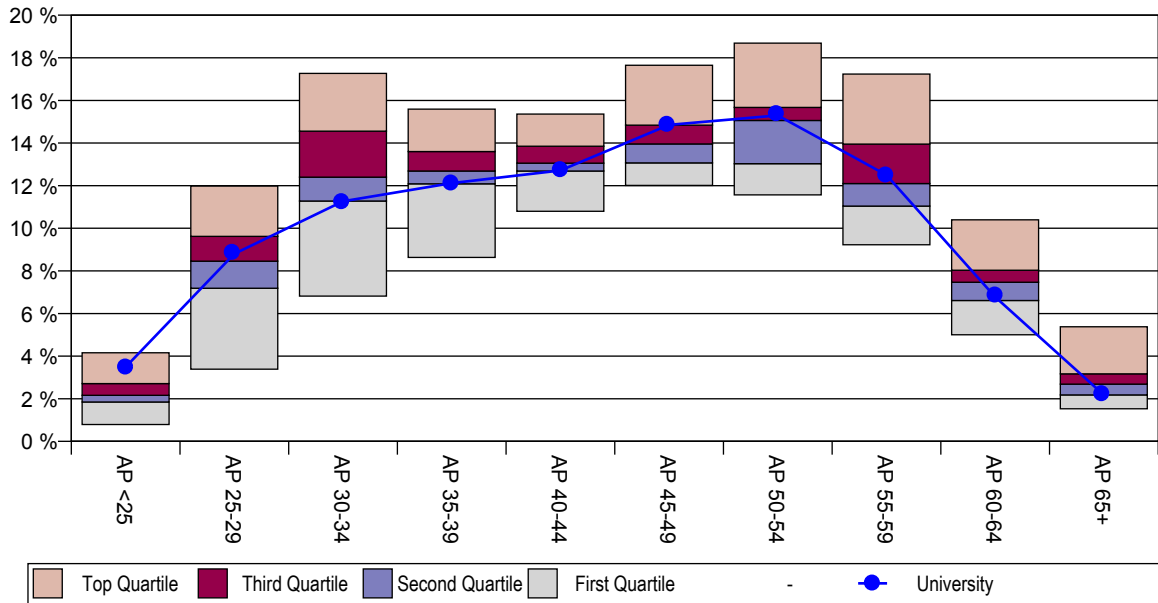
#### DEFINITION

This measure gives a picture of the demographics of the university by showing the spread of ages. The Age Profile, together with age medians (below), provides useful information in considering issues around workforce ageing, regeneration and retention.

The median age of recruits and separated employees provides information about the age profile of new and exiting employees respectively. Median Age is the middle value of all ages for current or separating staff. It is calculated by arranging the values in ascending order and then selecting the one in the middle. The median is a useful number in cases where the distribution has very large extreme values which would otherwise skew the data. If for example, the median age for separating employees is 39.5 years, half of the employees in the sample are older than this and half are younger. This information is best utilised when analysing like workforce groups, for example, academic staff.

#### Total

ECU results versus Australian Universities  
2012 Quartiles and Range



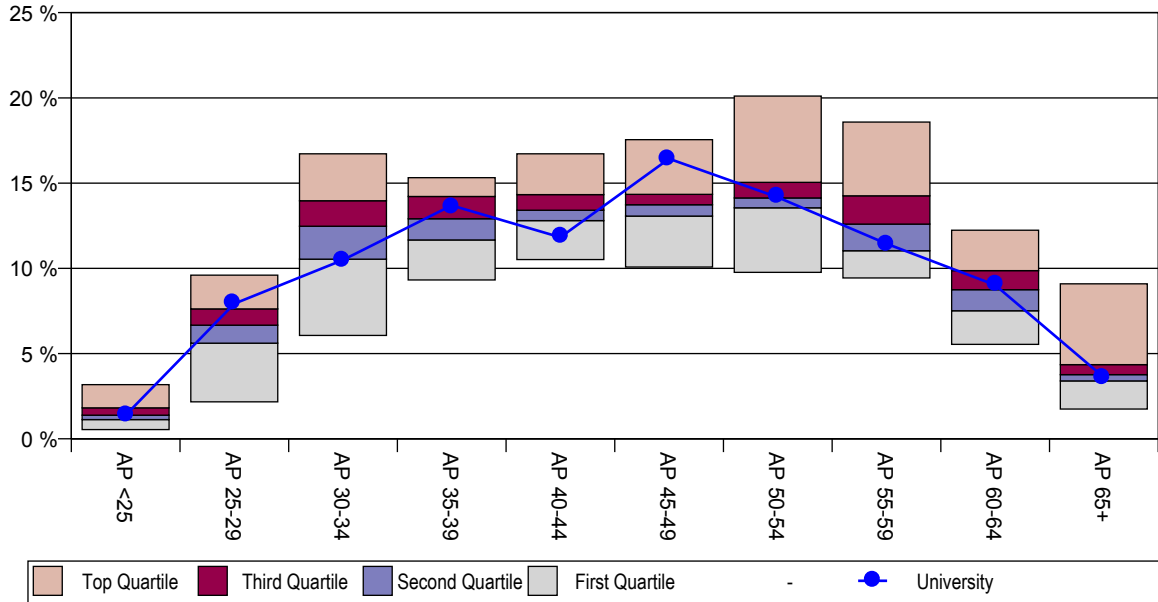
	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
AP <25	3.49 %	0.79 %	1.32 %	1.85 %	2.16 %	2.71 %	3.36 %	4.16 %	2.37 %	35
AP 25-29	8.80 %	3.39 %	6.05 %	7.19 %	8.46 %	9.62 %	10.29 %	11.98 %	8.95 %	35
AP 30-34	11.27 %	6.82 %	9.68 %	11.28 %	12.40 %	14.56 %	16.01 %	17.27 %	13.84 %	35
AP 35-39	12.12 %	8.63 %	10.36 %	12.09 %	12.69 %	13.60 %	14.55 %	15.59 %	13.33 %	35
AP 40-44	12.71 %	10.80 %	12.01 %	12.69 %	13.06 %	13.85 %	14.83 %	15.36 %	13.33 %	35
AP 45-49	14.85 %	12.01 %	12.60 %	13.07 %	13.96 %	14.84 %	16.31 %	17.65 %	13.68 %	35
AP 50-54	15.30 %	11.57 %	12.42 %	13.03 %	15.06 %	15.67 %	16.98 %	18.69 %	13.90 %	35
AP 55-59	12.50 %	9.23 %	9.95 %	11.04 %	12.10 %	13.95 %	14.94 %	17.24 %	11.77 %	35
AP 60-64	6.78 %	5.00 %	5.91 %	6.61 %	7.47 %	8.03 %	8.50 %	10.40 %	6.92 %	35
AP 65+	2.18 %	1.53 %	1.72 %	2.18 %	2.69 %	3.17 %	3.66 %	5.38 %	2.55 %	35

Med Rec	37.05	33.00	34.00	35.98	37.03	40.68	42.20	46.00	na	26
Med Sep	40.90	36.00	38.00	38.15	40.95	44.01	45.95	51.00	na	32
Med Cur	42.26	41.00	42.03	43.84	44.96	46.00	47.68	49.00	na	32

### Age Profile

**Male**

ECU results versus Australian Universities  
2012 Quartiles and Range



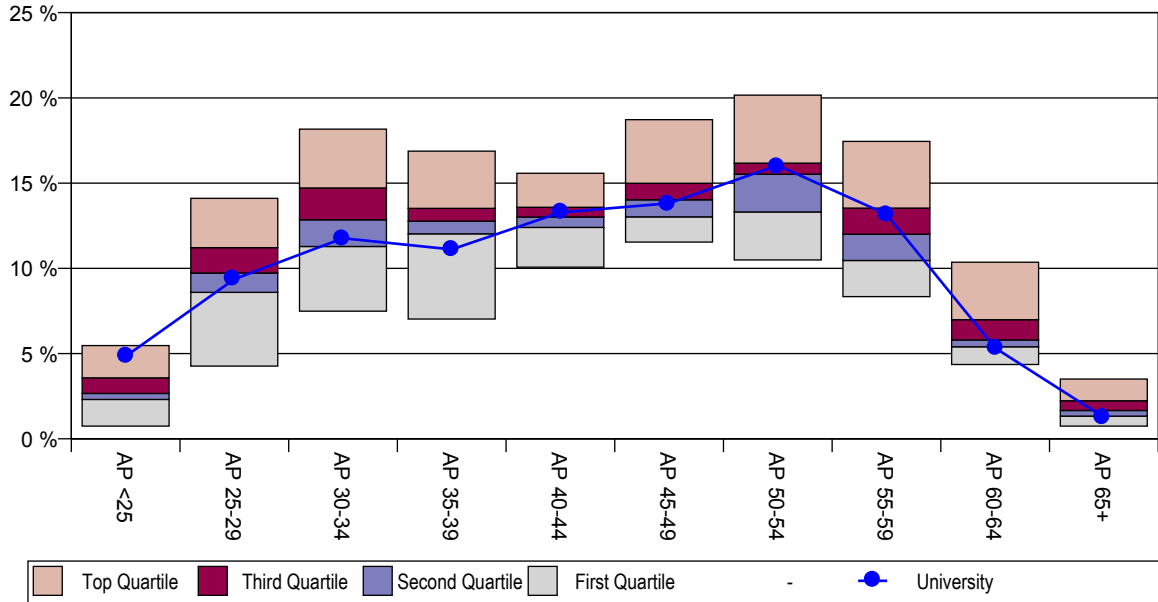
	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
AP <25	1.39 %	0.54 %	0.85 %	1.13 %	1.39 %	1.82 %	2.40 %	3.18 %	1.61 %	35
AP 25-29	7.93 %	2.17 %	3.92 %	5.61 %	6.67 %	7.62 %	8.59 %	9.60 %	7.07 %	35
AP 30-34	10.49 %	6.07 %	9.00 %	10.54 %	12.47 %	13.97 %	15.38 %	16.72 %	13.41 %	35
AP 35-39	13.69 %	9.32 %	10.65 %	11.67 %	12.91 %	14.22 %	14.70 %	15.32 %	13.47 %	35
AP 40-44	11.82 %	10.52 %	11.93 %	12.80 %	13.41 %	14.33 %	14.96 %	16.72 %	13.63 %	35
AP 45-49	16.43 %	10.08 %	12.53 %	13.07 %	13.73 %	14.34 %	15.68 %	17.55 %	13.61 %	35
AP 50-54	14.17 %	9.77 %	12.22 %	13.55 %	14.13 %	15.05 %	17.03 %	20.11 %	13.80 %	35
AP 55-59	11.45 %	9.44 %	10.38 %	11.03 %	12.60 %	14.26 %	15.50 %	18.58 %	12.19 %	35
AP 60-64	9.02 %	5.54 %	7.00 %	7.51 %	8.75 %	9.87 %	10.55 %	12.24 %	8.00 %	35
AP 65+	3.61 %	1.75 %	2.45 %	3.40 %	3.77 %	4.35 %	4.96 %	9.09 %	3.54 %	35

Med Rec	34.99	32.50	33.89	35.99	36.91	40.75	42.50	51.00	na	26
Med Sep	43.08	36.60	37.95	38.94	43.04	46.20	48.84	53.50	na	32
Med Cur	42.26	42.26	43.00	44.45	46.11	47.37	48.82	51.60	na	32

### Age Profile

**Female**

ECU results versus Australian Universities  
2012 Quartiles and Range



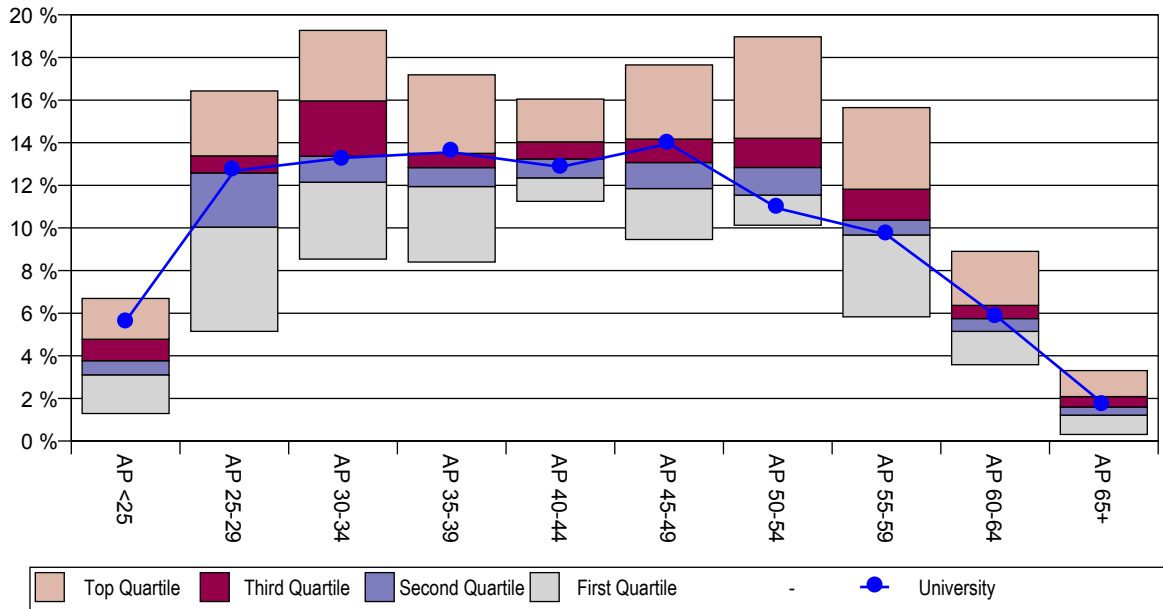
	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
AP <25	4.84 %	0.75 %	1.37 %	2.31 %	2.66 %	3.58 %	4.50 %	5.47 %	2.99 %	35
AP 25-29	9.37 %	4.27 %	7.07 %	8.59 %	9.73 %	11.21 %	12.42 %	14.11 %	10.47 %	35
AP 30-34	11.77 %	7.49 %	9.39 %	11.28 %	12.85 %	14.72 %	17.27 %	18.17 %	14.19 %	35
AP 35-39	11.11 %	7.03 %	10.79 %	12.03 %	12.77 %	13.52 %	14.45 %	16.88 %	13.22 %	35
AP 40-44	13.28 %	10.07 %	11.61 %	12.40 %	13.01 %	13.58 %	14.82 %	15.58 %	13.09 %	35
AP 45-49	13.82 %	11.54 %	12.40 %	13.02 %	14.02 %	14.99 %	16.51 %	18.72 %	13.75 %	35
AP 50-54	16.04 %	10.49 %	12.15 %	13.31 %	15.52 %	16.17 %	17.48 %	20.16 %	13.97 %	35
AP 55-59	13.18 %	8.34 %	9.22 %	10.46 %	12.00 %	13.54 %	14.93 %	17.45 %	11.44 %	35
AP 60-64	5.33 %	4.36 %	5.10 %	5.40 %	5.80 %	6.99 %	7.91 %	10.36 %	6.05 %	35
AP 65+	1.26 %	0.75 %	1.19 %	1.33 %	1.66 %	2.23 %	2.93 %	3.51 %	1.75 %	35

Med Rec	38.12	33.00	33.99	34.93	36.80	40.47	41.00	46.00	na	26
Med Sep	40.23	35.60	37.00	38.00	41.00	43.00	45.81	51.00	na	32
Med Cur	42.24	40.00	41.49	43.00	43.78	45.12	46.36	49.00	na	32

### Age Profile

#### General Total

ECU results versus Australian Universities  
2012 Quartiles and Range



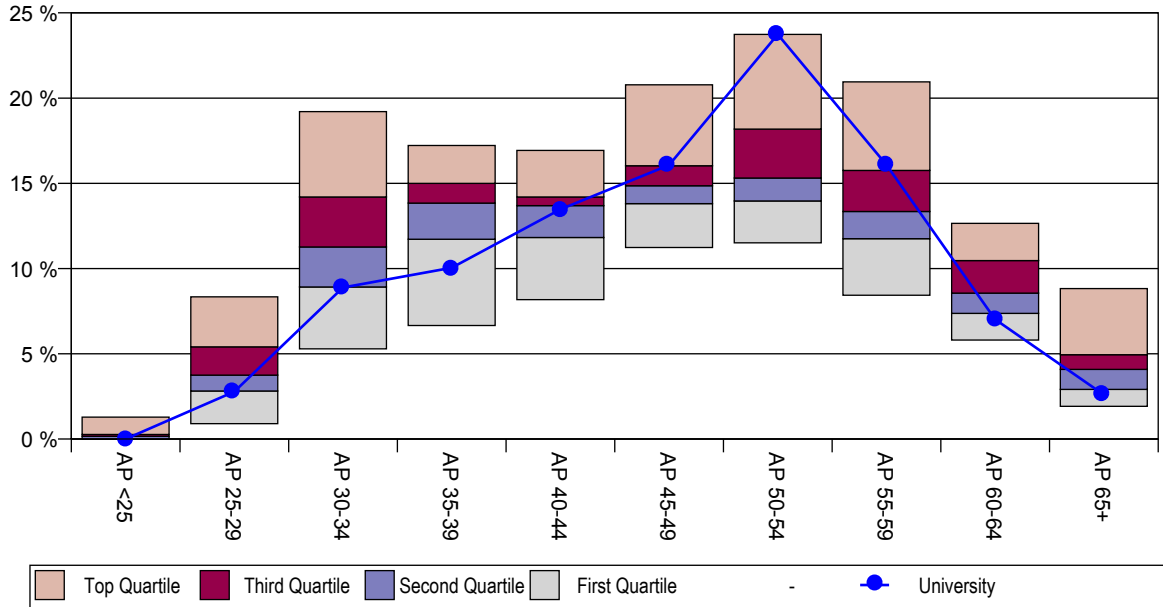
	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
AP <25	5.62 %	1.29 %	2.08 %	3.11 %	3.77 %	4.78 %	5.57 %	6.69 %	4.02 %	35
AP 25-29	12.68 %	5.15 %	8.97 %	10.04 %	12.58 %	13.38 %	14.57 %	16.43 %	12.38 %	35
AP 30-34	13.29 %	8.54 %	11.32 %	12.15 %	13.37 %	15.96 %	17.48 %	19.27 %	14.57 %	35
AP 35-39	13.55 %	8.40 %	11.16 %	11.94 %	12.83 %	13.50 %	14.99 %	17.19 %	13.24 %	35
AP 40-44	12.86 %	11.25 %	12.00 %	12.35 %	13.24 %	14.04 %	14.90 %	16.05 %	13.20 %	35
AP 45-49	13.95 %	9.46 %	11.29 %	11.85 %	13.07 %	14.17 %	15.00 %	17.65 %	12.87 %	35
AP 50-54	10.92 %	10.13 %	11.19 %	11.54 %	12.84 %	14.21 %	16.11 %	18.97 %	12.68 %	35
AP 55-59	9.69 %	5.83 %	8.75 %	9.67 %	10.37 %	11.82 %	13.09 %	15.65 %	10.52 %	35
AP 60-64	5.91 %	3.58 %	4.78 %	5.15 %	5.75 %	6.37 %	7.22 %	8.90 %	5.70 %	35
AP 65+	1.73 %	0.31 %	0.83 %	1.22 %	1.60 %	2.09 %	2.68 %	3.31 %	1.64 %	35

Med Rec	35.31	30.00	33.00	33.95	35.33	37.38	40.40	53.00	na	27
Med Sep	38.95	32.50	35.36	36.78	38.60	42.00	45.00	49.45	na	31
Med Cur	41.67	40.00	40.94	41.00	42.24	44.00	45.00	47.00	na	32

### Age Profile

#### Academic Total

ECU results versus Australian Universities  
2012 Quartiles and Range



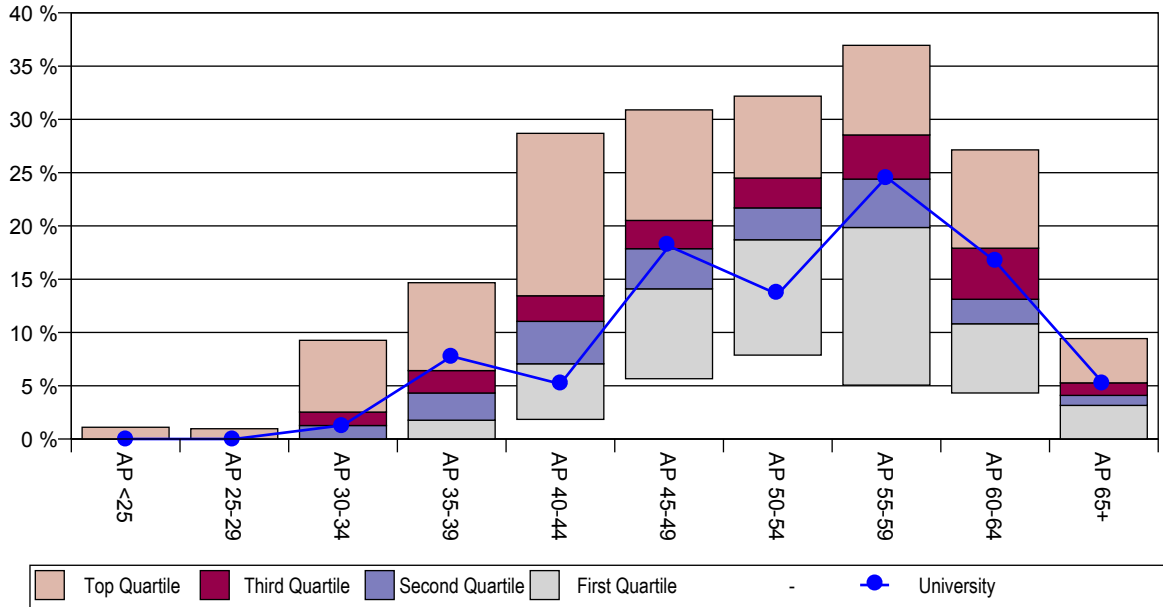
	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
AP <25	0.00 %	0.00 %	0.00 %	0.01 %	0.16 %	0.27 %	0.40 %	1.29 %	0.29 %	35
AP 25-29	2.78 %	0.90 %	2.15 %	2.82 %	3.75 %	5.41 %	6.08 %	8.34 %	4.94 %	35
AP 30-34	8.89 %	5.29 %	7.09 %	8.92 %	11.27 %	14.20 %	16.96 %	19.21 %	13.87 %	35
AP 35-39	10.05 %	6.66 %	9.86 %	11.72 %	13.84 %	15.00 %	15.28 %	17.22 %	14.20 %	35
AP 40-44	13.47 %	8.18 %	11.16 %	11.82 %	13.69 %	14.20 %	15.38 %	16.93 %	13.75 %	35
AP 45-49	16.07 %	11.24 %	13.29 %	13.81 %	14.86 %	16.03 %	17.52 %	20.78 %	14.59 %	35
AP 50-54	23.74 %	11.51 %	12.66 %	13.97 %	15.31 %	18.18 %	20.32 %	23.74 %	14.91 %	35
AP 55-59	16.09 %	8.44 %	10.32 %	11.75 %	13.35 %	15.76 %	18.16 %	20.95 %	12.55 %	35
AP 60-64	7.02 %	5.81 %	6.24 %	7.37 %	8.56 %	10.47 %	11.59 %	12.65 %	7.98 %	35
AP 65+	2.60 %	1.92 %	2.65 %	2.91 %	4.09 %	4.95 %	5.63 %	8.83 %	3.68 %	35

Med Rec	40.63	33.00	35.07	36.00	39.00	41.60	45.78	48.00	na	27
Med Sep	47.19	36.63	39.06	40.40	44.73	49.03	50.51	53.15	na	32
Med Cur	49.73	42.00	44.00	45.88	47.00	49.03	50.86	53.30	na	32

### Age Profile

#### Senior Staff/Mgt

ECU results versus Australian Universities  
2012 Quartiles and Range



	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
AP <25	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	1.11 %	0.03 %	33
AP 25-29	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.97 %	0.09 %	33
AP 30-34	1.29 %	0.00 %	0.00 %	0.00 %	1.27 %	2.53 %	3.69 %	9.27 %	1.82 %	34
AP 35-39	7.76 %	0.00 %	0.34 %	1.77 %	4.33 %	6.43 %	7.75 %	14.68 %	4.94 %	34
AP 40-44	5.17 %	1.85 %	5.25 %	7.06 %	11.04 %	13.45 %	15.42 %	28.69 %	10.74 %	35
AP 45-49	18.11 %	5.66 %	10.36 %	14.10 %	17.86 %	20.52 %	22.24 %	30.89 %	16.44 %	35
AP 50-54	13.58 %	7.88 %	16.60 %	18.70 %	21.69 %	24.50 %	29.92 %	32.19 %	21.69 %	35
AP 55-59	24.58 %	5.06 %	16.39 %	19.85 %	24.40 %	28.54 %	30.16 %	36.95 %	22.98 %	35
AP 60-64	16.69 %	4.32 %	8.01 %	10.82 %	13.12 %	17.91 %	22.27 %	27.14 %	14.35 %	35
AP 65+	5.17 %	0.00 %	2.32 %	3.16 %	4.10 %	5.27 %	7.37 %	9.43 %	4.02 %	35

Med Rec	50.06	43.00	45.52	46.93	50.00	53.00	54.50	58.00	na	25
Med Sep	55.72	50.00	52.00	52.88	56.88	60.00	61.50	64.00	na	32
Med Cur	55.21	47.20	51.57	52.00	53.02	55.00	55.99	57.50	na	32

### Length of Service Profile

Total Staff FTE of Length of Service Group

Total Staff FTE

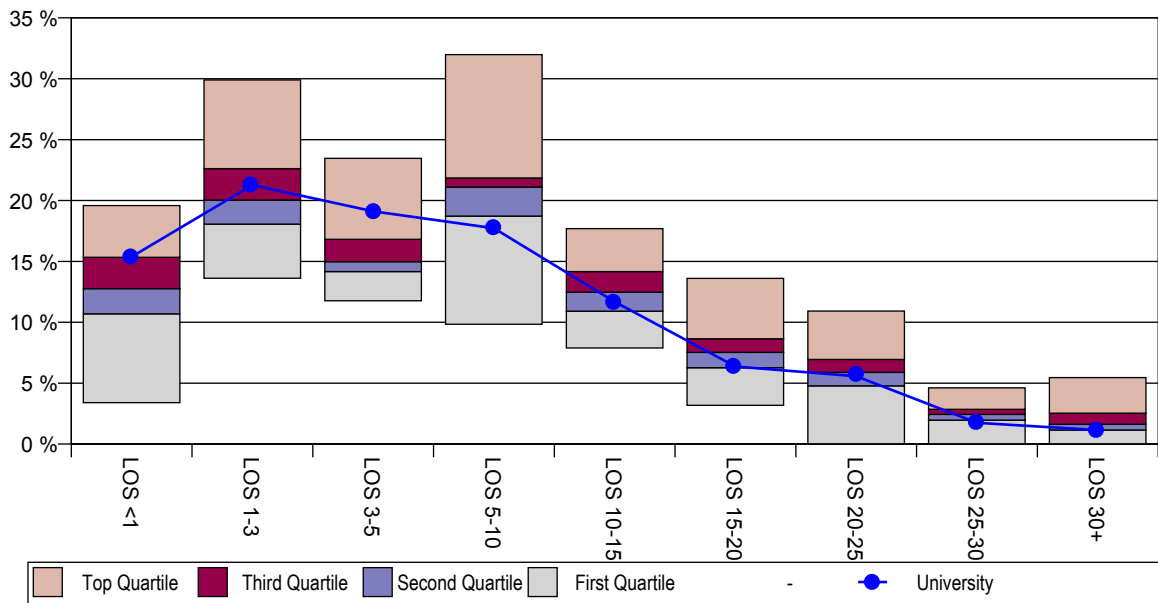
#### DEFINITION

The length of service (LOS) profile shows the balance of organisational experience and fresh talent. A higher proportion of staff with shorter LOS may suggest turnover/retention issues, but may also reflect strategies to rejuvenate or expand the workforce. A higher proportion of longer term employees may prompt consideration of issues including workforce regeneration, alignment of capabilities, staff development and succession management. Alternatively a higher proportion of longer term employees may reflect the high levels of job satisfaction, job security and successful use of retention strategies.

Median LOS is the middle value of all LOS for current or separating staff. It is calculated by arranging the values in ascending order and then selecting the one in the middle. The median is a useful number in cases where the distribution has very large extreme values which would otherwise skew the data. If for example, the median LOS for current employees is 3.5 years, half of the employees in the sample exceed this length of service and half do not. This information is best utilised when analysing like workforce groups, for example, academic staff.

#### Total

ECU results versus Australian Universities  
2012 Quartiles and Range



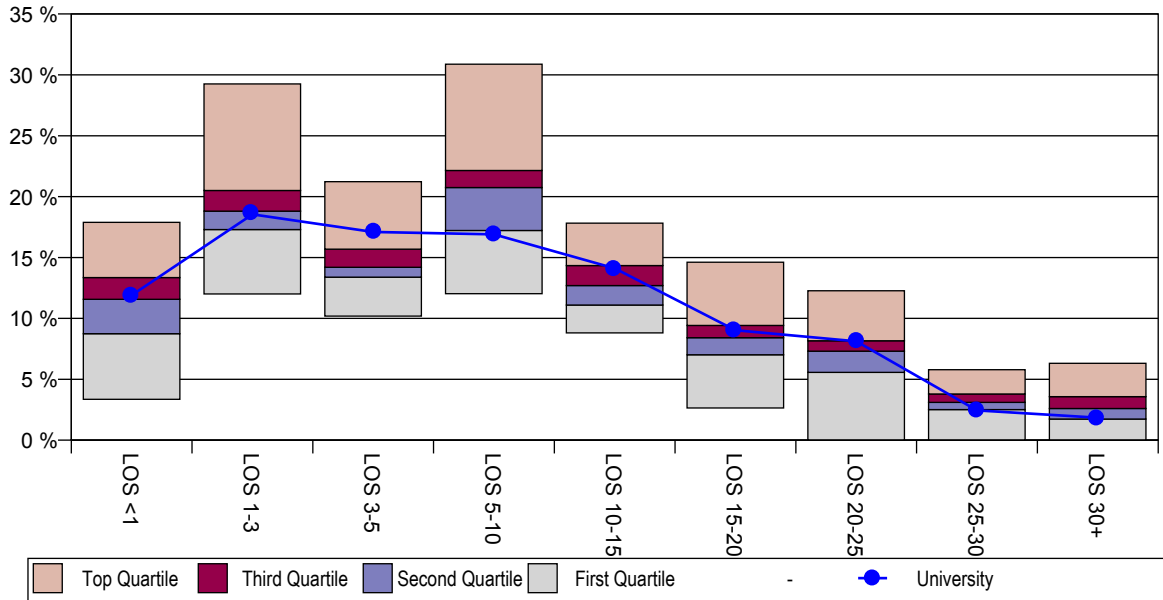
	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
LOS <1	15.38 %	3.40 %	7.66 %	10.69 %	12.76 %	15.34 %	16.78 %	19.59 %	13.10 %	34
LOS 1-3	21.27 %	13.62 %	16.89 %	18.06 %	20.04 %	22.62 %	25.22 %	29.90 %	20.09 %	34
LOS 3-5	19.12 %	11.77 %	13.17 %	14.17 %	14.98 %	16.82 %	18.85 %	23.46 %	15.39 %	34
LOS 5-10	17.72 %	9.84 %	17.02 %	18.72 %	21.11 %	21.85 %	23.12 %	31.98 %	20.79 %	34
LOS 10-15	11.68 %	7.89 %	9.59 %	10.91 %	12.47 %	14.16 %	15.78 %	17.69 %	12.52 %	34
LOS 15-20	6.37 %	3.18 %	5.43 %	6.27 %	7.53 %	8.65 %	11.28 %	13.61 %	7.60 %	34
LOS 20-25	5.57 %	0.00 %	4.48 %	4.78 %	5.89 %	6.95 %	8.19 %	10.92 %	5.90 %	34
LOS 25-30	1.75 %	0.00 %	1.49 %	1.97 %	2.44 %	2.85 %	3.75 %	4.62 %	2.47 %	34
LOS 30+	1.14 %	0.00 %	0.77 %	1.15 %	1.63 %	2.54 %	3.13 %	5.46 %	1.99 %	34

LOS Cur	4.18	3.02	4.00	4.35	5.00	6.00	6.90	8.97	na	31
LOS Sep	2.13	1.00	1.45	2.00	2.92	3.97	5.54	16.00	na	31

### Length of Service Profile

#### Male

ECU results versus Australian Universities  
2012 Quartiles and Range



	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
LOS <1	11.90 %	3.36 %	6.75 %	8.74 %	11.57 %	13.36 %	15.53 %	17.89 %	11.97 %	34
LOS 1-3	18.55 %	12.01 %	15.06 %	17.30 %	18.81 %	20.51 %	26.05 %	29.26 %	18.83 %	34
LOS 3-5	17.10 %	10.19 %	11.65 %	13.39 %	14.20 %	15.69 %	16.99 %	21.23 %	14.30 %	34
LOS 5-10	16.90 %	12.03 %	15.74 %	17.22 %	20.75 %	22.15 %	23.60 %	30.88 %	20.55 %	34
LOS 10-15	14.11 %	8.81 %	9.88 %	11.10 %	12.70 %	14.34 %	16.04 %	17.82 %	12.94 %	34
LOS 15-20	9.03 %	2.64 %	5.66 %	7.01 %	8.42 %	9.42 %	10.71 %	14.61 %	8.41 %	34
LOS 20-25	8.12 %	0.00 %	5.13 %	5.57 %	7.31 %	8.16 %	10.23 %	12.27 %	6.88 %	34
LOS 25-30	2.45 %	0.00 %	2.07 %	2.51 %	3.10 %	3.80 %	4.38 %	5.79 %	3.15 %	34
LOS 30+	1.84 %	0.00 %	1.06 %	1.74 %	2.60 %	3.58 %	4.04 %	6.31 %	2.84 %	34

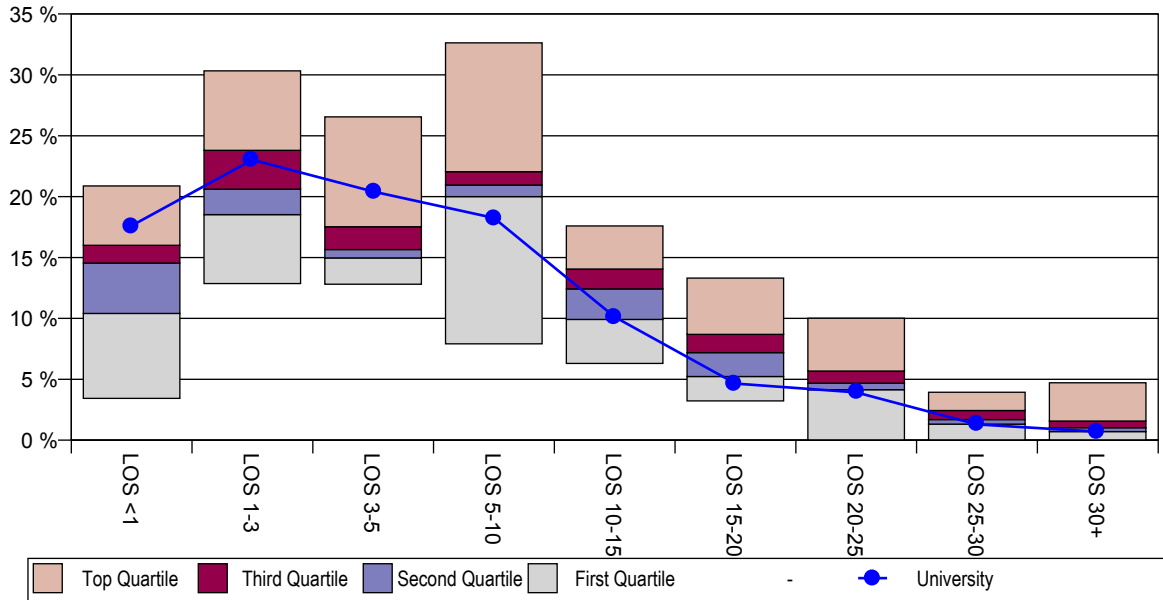
LOS Cur	5.40	3.70	4.60	5.00	6.00	6.81	8.00	9.30	na	31
LOS Sep	2.81	1.00	1.90	2.57	3.35	4.89	6.83	15.00	na	31



### Length of Service Profile

#### Female

ECU results versus Australian Universities  
2012 Quartiles and Range



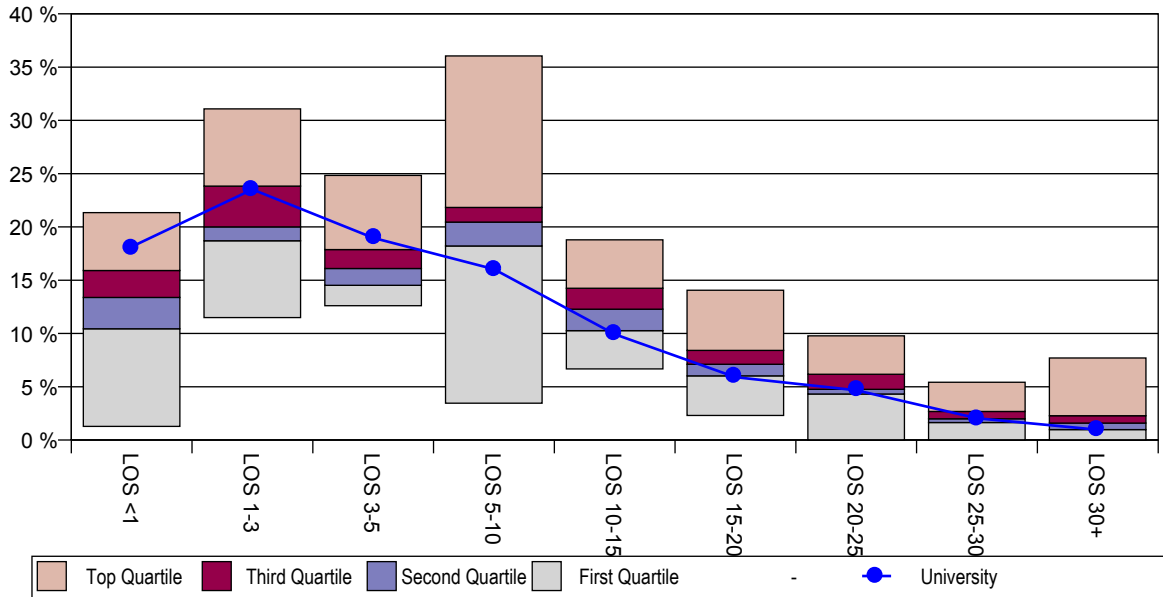
	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
LOS <1	17.62 %	3.43 %	8.20 %	10.41 %	14.55 %	16.00 %	18.01 %	20.88 %	14.00 %	34
LOS 1-3	23.02 %	12.86 %	17.28 %	18.52 %	20.62 %	23.80 %	27.78 %	30.33 %	21.10 %	34
LOS 3-5	20.42 %	12.81 %	13.67 %	14.97 %	15.65 %	17.53 %	19.97 %	26.55 %	16.25 %	34
LOS 5-10	18.25 %	7.91 %	17.38 %	20.00 %	20.95 %	22.05 %	23.34 %	32.63 %	20.99 %	34
LOS 10-15	10.11 %	6.30 %	9.23 %	9.92 %	12.42 %	14.06 %	15.51 %	17.59 %	12.19 %	34
LOS 15-20	4.65 %	3.22 %	4.55 %	5.23 %	7.19 %	8.69 %	10.54 %	13.31 %	6.95 %	34
LOS 20-25	3.93 %	0.00 %	3.85 %	4.15 %	4.68 %	5.68 %	7.27 %	10.01 %	5.11 %	34
LOS 25-30	1.30 %	0.00 %	0.69 %	1.32 %	1.69 %	2.44 %	3.18 %	3.94 %	1.93 %	34
LOS 30+	0.69 %	0.00 %	0.31 %	0.71 %	1.02 %	1.57 %	2.34 %	4.71 %	1.32 %	34

LOS Cur	3.75	2.70	3.97	4.11	4.64	5.64	6.73	7.83	na	31
LOS Sep	1.81	1.00	1.58	1.96	2.82	3.88	5.27	15.00	na	30

### Length of Service Profile

#### General Total

ECU results versus Australian Universities  
2012 Quartiles and Range



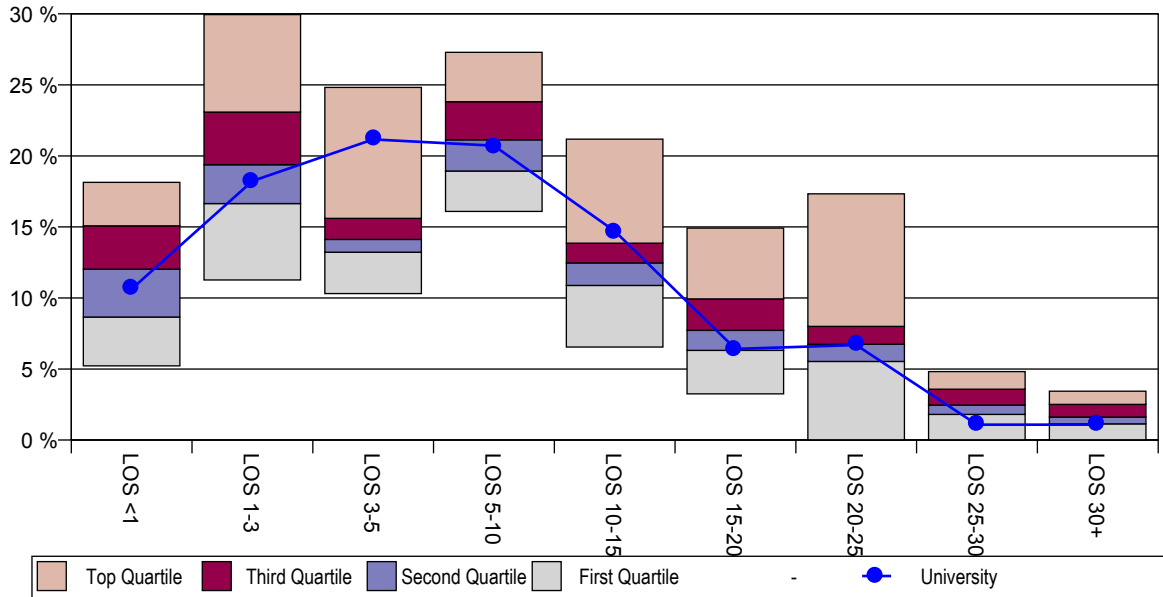
	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
LOS <1	18.14 %	1.28 %	6.66 %	10.45 %	13.38 %	15.91 %	17.95 %	21.34 %	13.83 %	34
LOS 1-3	23.52 %	11.50 %	16.34 %	18.71 %	20.01 %	23.84 %	27.36 %	31.08 %	20.29 %	34
LOS 3-5	18.98 %	12.61 %	13.85 %	14.53 %	16.10 %	17.88 %	19.38 %	24.84 %	16.33 %	34
LOS 5-10	16.04 %	3.46 %	15.76 %	18.22 %	20.46 %	21.83 %	22.77 %	36.05 %	20.33 %	34
LOS 10-15	9.93 %	6.68 %	8.86 %	10.27 %	12.28 %	14.25 %	15.16 %	18.79 %	12.27 %	34
LOS 15-20	5.90 %	2.31 %	4.48 %	6.03 %	7.12 %	8.42 %	10.46 %	14.06 %	7.23 %	34
LOS 20-25	4.67 %	0.00 %	3.58 %	4.33 %	4.76 %	6.18 %	7.48 %	9.78 %	5.25 %	34
LOS 25-30	2.05 %	0.00 %	0.64 %	1.64 %	1.99 %	2.68 %	3.47 %	5.42 %	2.20 %	34
LOS 30+	0.97 %	0.00 %	0.50 %	0.98 %	1.60 %	2.28 %	3.40 %	7.70 %	1.96 %	34

LOS Cur	3.77	2.68	3.77	4.52	5.00	5.58	6.71	9.48	na	31
LOS Sep	1.84	1.00	1.48	2.02	2.44	3.32	4.46	9.29	na	30

### Length of Service Profile

#### Academic Total

ECU results versus Australian Universities  
2012 Quartiles and Range



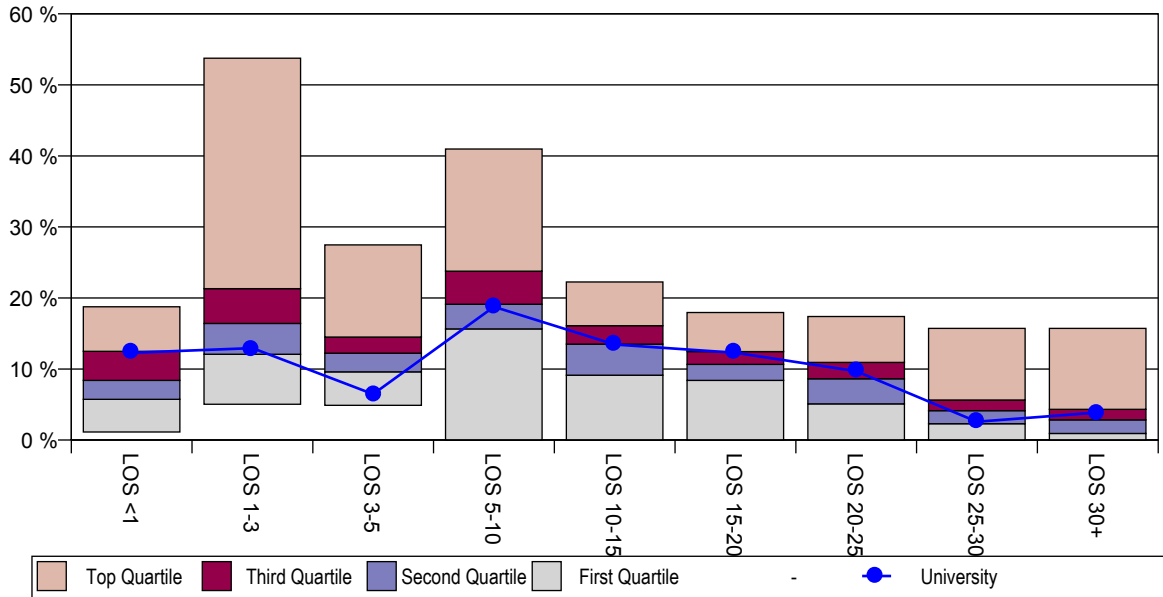
	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
LOS <1	10.63 %	5.22 %	6.68 %	8.66 %	12.03 %	15.08 %	16.58 %	18.14 %	12.48 %	34
LOS 1-3	18.23 %	11.27 %	15.20 %	16.65 %	19.38 %	23.09 %	26.00 %	29.95 %	20.15 %	34
LOS 3-5	21.16 %	10.31 %	11.87 %	13.22 %	14.12 %	15.61 %	19.39 %	24.82 %	14.33 %	34
LOS 5-10	20.72 %	16.09 %	17.00 %	18.94 %	21.13 %	23.82 %	25.52 %	27.29 %	21.56 %	34
LOS 10-15	14.70 %	6.55 %	9.85 %	10.88 %	12.47 %	13.86 %	15.74 %	21.18 %	12.76 %	34
LOS 15-20	6.42 %	3.25 %	4.96 %	6.31 %	7.72 %	9.94 %	11.46 %	14.92 %	7.85 %	34
LOS 20-25	6.69 %	0.00 %	4.37 %	5.53 %	6.74 %	8.00 %	9.36 %	17.33 %	6.48 %	34
LOS 25-30	1.08 %	0.00 %	1.41 %	1.81 %	2.46 %	3.58 %	4.07 %	4.82 %	2.65 %	34
LOS 30+	1.08 %	0.00 %	0.69 %	1.14 %	1.62 %	2.51 %	2.89 %	3.44 %	1.91 %	34

LOS Cur	4.80	3.00	3.70	4.35	5.50	6.74	7.80	9.12	na	31
LOS Sep	3.78	1.00	1.95	2.22	3.50	5.09	6.70	12.00	na	31

### Length of Service Profile

#### Senior Staff/Mgt

ECU results versus Australian Universities  
2012 Quartiles and Range



	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
LOS <1	12.29 %	1.13 %	3.14 %	5.73 %	8.41 %	12.49 %	15.56 %	18.76 %	8.43 %	34
LOS 1-3	12.94 %	5.05 %	9.00 %	12.09 %	16.41 %	21.32 %	26.28 %	53.75 %	16.15 %	34
LOS 3-5	6.47 %	4.89 %	7.70 %	9.60 %	12.24 %	14.51 %	19.65 %	27.48 %	12.17 %	34
LOS 5-10	18.76 %	0.00 %	12.98 %	15.65 %	19.13 %	23.78 %	28.96 %	40.98 %	19.48 %	34
LOS 10-15	13.45 %	0.00 %	4.38 %	9.14 %	13.51 %	16.10 %	18.33 %	22.26 %	13.85 %	34
LOS 15-20	12.29 %	0.00 %	4.60 %	8.41 %	10.66 %	12.45 %	16.19 %	17.95 %	10.71 %	34
LOS 20-25	9.70 %	0.00 %	3.10 %	5.10 %	8.63 %	10.93 %	16.16 %	17.40 %	9.78 %	34
LOS 25-30	2.59 %	0.00 %	0.23 %	2.30 %	4.14 %	5.64 %	8.15 %	15.72 %	4.66 %	33
LOS 30+	3.88 %	0.00 %	0.00 %	0.93 %	2.84 %	4.32 %	5.96 %	15.72 %	3.45 %	34

LOS Cur	9.46	3.50	4.15	5.61	7.30	9.86	12.20	15.04	na	31
LOS Sep	2.73	1.29	3.90	5.77	8.60	13.13	15.87	35.30	na	31

## Employment Costs as a % of Revenue

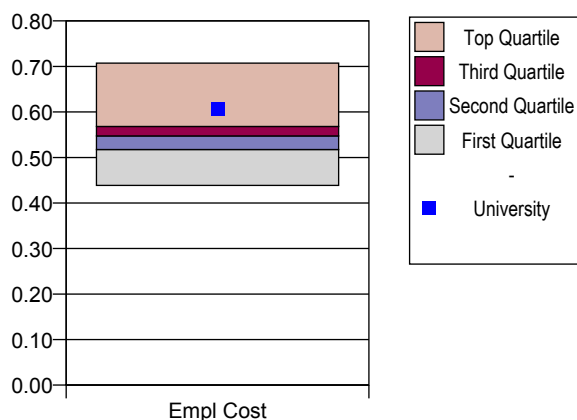
Total Employment Costs (inc on costs)

Total Income

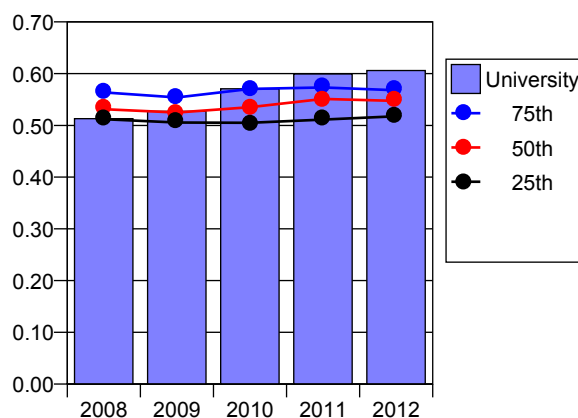
### DEFINITION

This is the total cost of ongoing employment which includes remuneration, superannuation, payroll tax, and other employee benefits and on-costs as a percentage of Total Revenue. If staff salaries require too high a percentage of expenditure from the budgets of academic organisational units, those units have less flexibility and less ability to meet other essential needs. Their capacity to reach their goals is severely constrained. Salaries expenditure as a percentage of income will generally be higher in faculties that do not require high expenditure on equipment and facilities.

**ECU results versus Australian Universities  
2012 Quartiles and Range**



**Total (T)**



	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
Empl Cost	60.61 %	43.87 %	47.93 %	51.76 %	54.73 %	56.80 %	60.59 %	70.74 %	53.79 %	33

## Average Time Lost

Days Lost to WHS Incidents

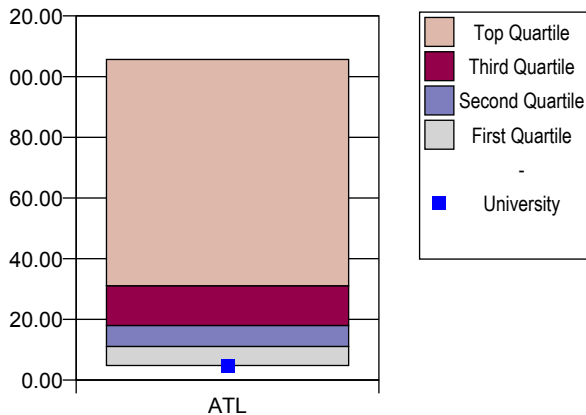
Number of Lost Time Occurrences

### DEFINITION

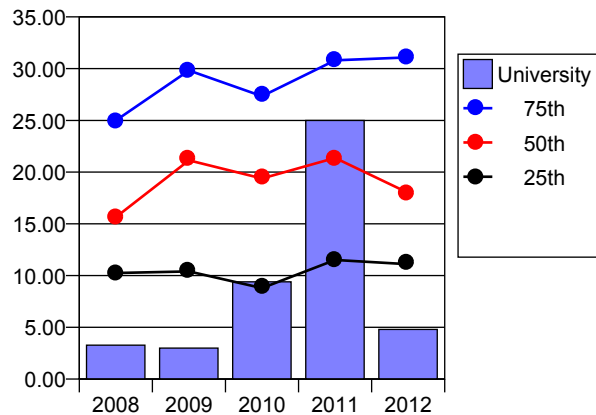
This index measures the average number of working days lost per lost time occurrence. It gives an indication of the severity of WH&S incidents which occur in the university.

A low result may indicate that WH&S incidents in the university are relatively minor. However the frequency of these occurrences should also be taken into consideration to gauge the overall health of the workplace. A high result may indicate the university has experienced some major workplace incidents causing injury/disease/fatality. This may highlight the need to instigate more effective preventative and rehabilitative measures or revise current WH&S practices.

**ECU results versus Australian Universities  
2012 Quartiles and Range**



**Total (T)**



	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
ATL	4.80	4.80	6.13	11.10	18.00	31.09	52.92	105.65	27.14	33

## WH&S Compensation Costs as a percentage of Employment Costs

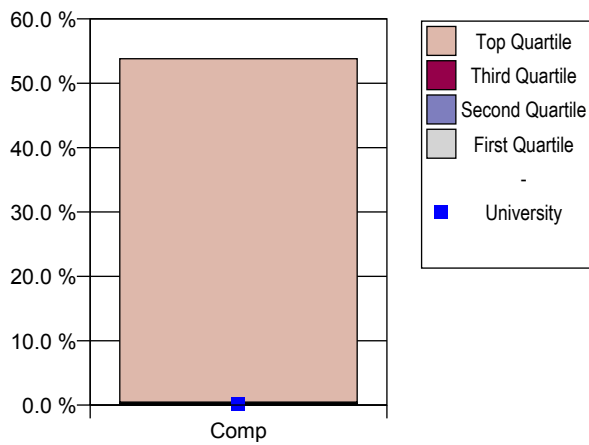
$\frac{\text{WH\&S Compensation Costs}}{\text{Employment Costs}}$

### DEFINITION

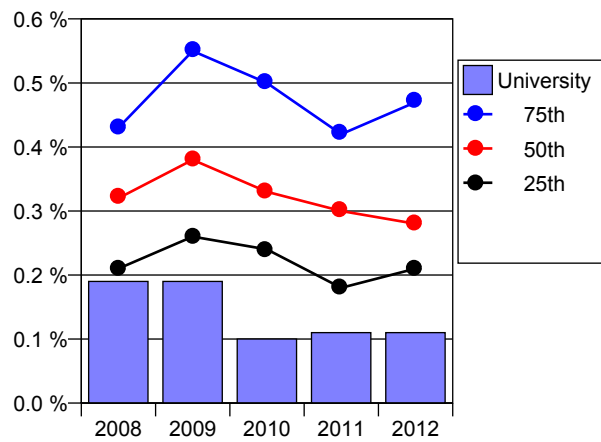
This measure shows the WH&S compensation cost as a proportion of total employment costs.

The results can be affected by factors such as state authority calculations, self insurance, level of wages as well as prior history of claims.

**ECU results versus Australian Universities  
2012 Quartiles and Range**



**Total (T)**



	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
Comp	0.11 %	0.02 %	0.09 %	0.21 %	0.28 %	0.47 %	0.60 %	53.82 %	0.29 %	27

### WH&S Incident Rate

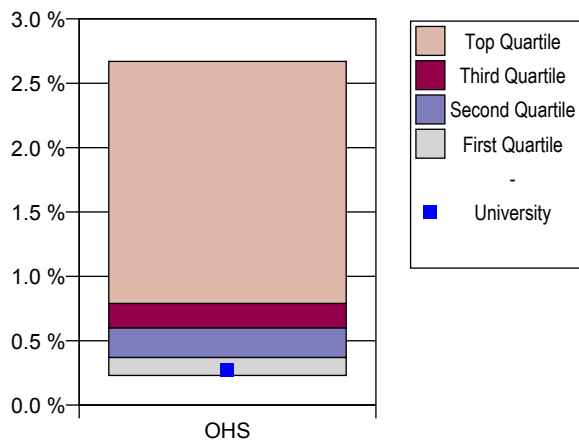
Number of Lost Time Occurrences (Count)  
University Employees (Headcount)

**DEFINITION**

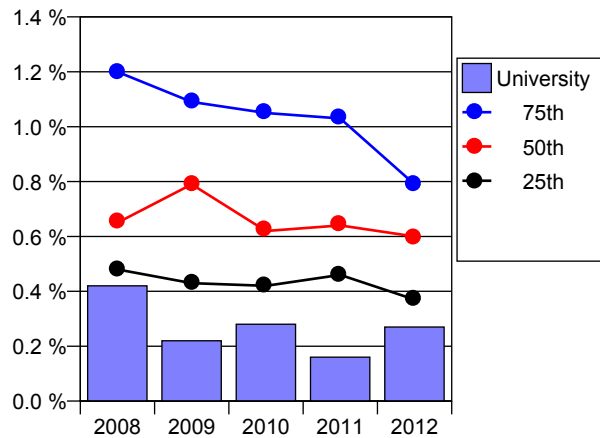
The WH&S Incidence Rate measures the number of workplace health and safety related occurrences per 100 employees. This measure should be viewed in conjunction with the Average Time Lost Rate to get a better picture of the overall safety of the university.

A low rate may indicate that the university has effective workplace health and safety practices in place. A high rate may indicate issues with the university's WH&S approaches and function. This may also put upward pressure on worker's compensation premiums.

**ECU results versus Australian Universities  
2012 Quartiles and Range**



**Total (T)**



	ECU	Min	10th	25th	50th	75th	90th	Max	Avg	Sample
OHS	0.27 %	0.23 %	0.30 %	0.37 %	0.60 %	0.79 %	1.05 %	2.67 %	0.57 %	34



# **Section 4 Detailed Data Tables**

**The results of your University compared with all Australian Universities  
Includes year-on-year data and sample size**

## Detailed Data Tables

**Workforce Profile: Composition by Employment Kind (Excluding Casuals)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
General Total	60.72%	59.37%	59.10%	60.68%	62.15%	55.46%	55.37%	55.39%	55.59%	55.91%	36	37	37	36	36
Academic Total	34.17%	35.57%	36.30%	34.84%	33.21%	41.09%	40.94%	40.96%	40.76%	40.53%	36	37	37	36	36
Senior Staff/Mgt	5.10%	5.06%	4.60%	4.48%	4.64%	3.45%	3.70%	3.65%	3.65%	3.55%	36	37	37	36	36

**Workforce Profile: Composition by Employment Kind (Including Casuals)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
General Total	57.15%	55.51%	55.05%	56.76%	58.17%	53.73%	53.52%	53.42%	53.29%	53.58%	32	33	33	33	33
Academic Total	38.39%	40.05%	41.00%	39.38%	37.86%	43.28%	43.31%	43.65%	43.70%	43.37%	32	33	32	33	33
Senior Staff/Mgt	4.46%	4.44%	3.95%	3.86%	3.97%	2.99%	3.17%	3.06%	3.01%	3.05%	32	33	32	33	33

**Workforce Profile: Composition by Faculty and Division (Excluding Casuals)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	57.81%	58.96%	58.62%	55.88%	54.63%	65.13%	64.93%	65.08%	64.96%	64.99%	34	34	35	33	33
Division - Total	42.19%	41.04%	41.38%	44.12%	45.37%	34.87%	35.07%	34.92%	35.04%	35.01%	34	34	35	33	33

**Workforce Profile: Composition by Faculty and Division (Including Casuals)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	60.62%	61.61%	62.91%	59.12%	57.99%	65.23%	66.05%	66.47%	66.56%	66.87%	31	32	33	32	31
Division - Total	39.38%	38.39%	37.09%	40.88%	42.01%	34.77%	33.95%	33.53%	33.44%	33.13%	31	32	33	32	31

**Workforce Profile of Faculty: Composition by Employment Kind (Excluding Casuals)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - General	38.73%	37.93%	36.83%	35.64%	36.92%	36.81%	37.03%	36.78%	37.23%	37.73%	34	34	34	33	33
Faculty - Academic	61.27%	62.07%	63.17%	64.36%	63.08%	63.19%	62.97%	63.22%	62.77%	62.27%	34	34	34	33	33

**Workforce Profile of Faculty: Composition by Employment Kind (Including Casuals)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - General	35.39%	34.12%	32.38%	32.39%	33.09%	35.86%	35.57%	35.31%	35.16%	35.85%	30	31	31	31	30
Faculty - Academic	64.61%	65.88%	67.62%	67.61%	66.91%	64.14%	64.43%	64.69%	64.84%	64.15%	30	31	31	31	30

## Detailed Data Tables

**Workforce Profile: Composition by Contract Type (Fixed Term)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	29.82%	34.80%	29.19%	13.42%	14.37%	39.64%	42.46%	38.38%	39.97%	41.04%	34	33	34	33	33
<i>Division - Total</i>	21.22%	19.33%	19.55%	25.26%	23.11%	21.79%	24.62%	23.68%	23.98%	23.64%	34	33	34	33	33
<i>HEW 1</i>	15.74%	0.00%	5.25%	0.00%	0.00%	45.36%	39.33%	37.53%	43.66%	41.59%	35	36	36	35	36
<i>HEW 2</i>	41.16%	83.33%	0.00%	37.50%	100%	27.89%	27.71%	30.49%	27.58%	26%	35	36	36	35	36
<i>HEW 3</i>	41.40%	32.76%	25.92%	35.88%	26.25%	26.22%	27.72%	27.51%	30.13%	27.33%	35	36	36	35	36
<i>HEW 4</i>	29.90%	31.78%	28.71%	31.01%	33.05%	29.26%	31.88%	31.51%	32.19%	30.01%	35	36	36	35	36
<i>HEW 5</i>	27.59%	33.88%	23.89%	23.02%	32.91%	30.32%	32.58%	32.55%	33.44%	32.55%	35	36	36	35	36
<i>HEW 6</i>	26.75%	23.05%	16.24%	25.80%	24.57%	26.11%	28.32%	28.88%	30.02%	29.59%	35	36	36	35	36
<i>HEW 7</i>	13.81%	8.62%	13.73%	17.18%	26.82%	23.68%	26.70%	27.37%	28.36%	28.69%	35	36	36	35	36
<i>HEW 8</i>	11.84%	14.85%	16.01%	14.86%	23.55%	21.41%	24.42%	25.67%	26.18%	25.11%	35	36	36	35	36
<i>HEW 9</i>	15.86%	14.49%	19.07%	18.82%	22.27%	18.37%	21.63%	22.39%	24.16%	23.04%	35	36	36	35	36
<i>HEW 1-5</i>	30.90%	32.77%	26.07%	27.90%	32.29%	29.46%	31.57%	31.54%	32.57%	31.06%	35	36	36	35	36
<i>General Total</i>	25.15%	25.05%	21.80%	24.16%	28.56%	26.77%	28.96%	29.31%	30.15%	29.38%	36	37	37	36	36
<i>Academic A</i>	61.38%	71.09%	70.78%	67.27%	56.62%	84.81%	86.74%	85.81%	86.15%	86.68%	35	36	36	35	36
<i>Academic B</i>	31.06%	39.34%	41.59%	38.99%	37.82%	43.01%	46.21%	46.25%	46.71%	45.90%	35	36	36	35	36
<i>Academic C</i>	9.75%	12.94%	11.49%	11.60%	12.87%	21.70%	23.81%	24.97%	25.93%	25.59%	35	36	36	35	36
<i>Academic D</i>	7.80%	4.00%	6.32%	10.50%	17.09%	19.06%	21.14%	21.19%	22.00%	22.22%	35	36	36	35	36
<i>Academic E</i>	16.59%	22.64%	22.54%	12.39%	24.66%	25.04%	26.21%	26.72%	27.26%	26.89%	35	36	36	35	36
<i>Academic Total</i>	26.11%	31.72%	31.53%	30.55%	29.25%	41.38%	43.55%	43.26%	43.35%	43.05%	36	37	37	36	36
<i>Senior Staff/Mgt</i>	39.15%	45.37%	43.53%	52.88%	55.37%	54.08%	52.43%	50.86%	52.82%	54.07%	36	37	37	36	36
<i>Total</i>	26.19%	28.45%	26.33%	27.68%	30.03%	33.71%	35.80%	35.81%	36.36%	35.80%	36	37	37	36	36
<i>HEW 10+</i>	0.00%	0.00%	0.00%	0.00%	0.00%	37.72%	37.12%	38.48%	35.67%	37.61%	35	36	36	35	36
<i>HEW 6 and Above</i>	18.02%	15.79%	15.69%	19.45%	24.58%	24.26%	26.82%	27.62%	28.48%	28.21%	35	36	36	35	36

**Workforce Profile: Composition by Contract Type (Ongoing)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	70.18%	65.20%	64.16%	45.98%	45.60%	59.62%	58.20%	56.59%	55.17%	56.44%	34	33	34	33	33
<i>Division - Total</i>	78.78%	80.67%	83.84%	79.04%	72.35%	77.87%	80.42%	76.87%	76.13%	76.53%	34	33	34	33	33
<i>HEW 1</i>	84.26%	100%	94.75%	100%	100%	53.51%	61%	62.47%	57%	58%	35	36	36	35	36
<i>HEW 2</i>	58.84%	16.67%	100%	62.50%	0.00%	71.70%	72.21%	70%	72.43%	74.23%	35	36	36	35	36
<i>HEW 3</i>	58.62%	67.22%	74.09%	64.12%	73.77%	73.65%	72.26%	72.49%	69.88%	72.66%	35	36	36	35	36
<i>HEW 4</i>	70.10%	68.22%	71.29%	68.99%	66.95%	70.66%	68.12%	68.48%	67.79%	69.99%	35	36	36	35	36
<i>HEW 5</i>	72.40%	66.12%	76.11%	76.98%	67.09%	69.42%	67.50%	67.44%	66.62%	67.46%	35	36	36	35	36
<i>HEW 6</i>	73.25%	76.95%	83.75%	74.19%	75.43%	73.62%	71.67%	71.11%	69.92%	70.41%	35	36	36	35	36
<i>HEW 7</i>	86.19%	91.39%	86.27%	82.81%	73.18%	76.12%	73.29%	72.61%	71.61%	71.31%	35	36	36	35	36
<i>HEW 8</i>	88.16%	85.15%	83.99%	85.14%	76.45%	78.36%	75.58%	74.30%	73.83%	74.89%	35	36	36	35	36
<i>HEW 9</i>	84.14%	85.51%	80.93%	81.18%	77.73%	81.13%	78.39%	77.61%	75.80%	76.96%	35	36	36	35	36
<i>HEW 1-5</i>	69.10%	67.23%	73.94%	72.10%	67.71%	70.34%	68.46%	68.45%	67.46%	68.94%	35	36	36	35	36
<i>General Total</i>	74.85%	74.95%	78.20%	75.72%	71.35%	73.00%	71.05%	70.68%	69.84%	70.62%	36	37	37	36	36
<i>Academic A</i>	38.62%	28.91%	29.22%	32.73%	43.38%	15.21%	13.27%	14.17%	13.90%	13.34%	35	36	36	35	36
<i>Academic B</i>	68.94%	60.66%	58.40%	61.01%	62.18%	56.83%	53.79%	53.90%	53.25%	54.09%	35	36	36	35	36
<i>Academic C</i>	90.25%	87.06%	88.51%	88.40%	87.13%	78.08%	76.20%	74.81%	74.09%	74.41%	35	36	36	35	36
<i>Academic D</i>	92.20%	96.00%	93.68%	89.70%	86.80%	79.88%	78.88%	78.81%	78.06%	77.82%	35	36	36	35	36
<i>Academic E</i>	83.41%	77.36%	77.46%	87.61%	82.19%	74.65%	73.85%	73.68%	72.66%	73.14%	35	36	36	35	36
<i>Academic Total</i>	73.89%	68.28%	68.47%	69.47%	71.47%	58.36%	56.46%	56.78%	56.65%	56.96%	36	37	37	36	36
<i>Senior Staff/Mgt</i>	60.85%	54.63%	56.47%	48.63%	39.46%	44.43%	47.21%	48.43%	46.53%	45.49%	36	37	37	36	36
<i>Total</i>	73.81%	71.55%	73.67%	72.33%	69.91%	66.00%	64.20%	64.17%	63.61%	64.19%	36	37	37	36	36
<i>HEW 10+</i>	0.00%	0.00%	0.00%	0.00%	0.00%	61.80%	62.93%	61.52%	64.22%	62.34%	35	36	36	35	36
<i>HEW 6 and Above</i>	81.98%	84.21%	84.31%	80.29%	75.22%	75.46%	73.18%	72.37%	71.48%	71.79%	35	36	36	35	36

## Detailed Data Tables

**Workforce Profile: Composition by Employment Status (Full Time)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	84.12%	82.35%	82.49%	81.55%	81.56%	86.57%	86.75%	86.00%	85.73%	81.96%	34	33	34	33	33
Division - Total	85.56%	86.13%	85.63%	86.02%	83.58%	87.15%	87.29%	87.36%	86.77%	88.67%	34	33	34	33	33
HEW 1	0.00%	0.00%	0.00%	0.00%	0.00%	62.20%	54.20%	56.36%	60.72%	62.02%	35	36	36	35	36
HEW 2	32.15%	0.00%	100%	62.50%	0.00%	68.22%	67.02%	64%	62.57%	64.63%	35	36	36	35	36
HEW 3	65.65%	59.30%	63.14%	61.75%	57.11%	77.24%	77.61%	76.67%	75.09%	75.98%	35	36	36	35	36
HEW 4	74.54%	80.18%	74.97%	73.43%	71.48%	80.09%	79.39%	79.11%	79.02%	78.66%	35	36	36	35	36
HEW 5	83.98%	76.14%	81.98%	84.18%	82.56%	83.44%	83.69%	83.10%	82.59%	82.76%	35	36	36	35	36
HEW 6	83.56%	83.47%	84.15%	85.49%	84.91%	86.20%	86.45%	86.04%	85.13%	85.36%	35	36	36	35	36
HEW 7	86.48%	88.67%	88.29%	87.68%	80.04%	88.15%	88.02%	87.76%	87.14%	86.12%	35	36	36	35	36
HEW 8	89.08%	90.57%	90.44%	88.22%	88.76%	89.90%	89.71%	89.25%	88.52%	88.07%	35	36	36	35	36
HEW 9	87.82%	89.37%	87.19%	91.40%	88.80%	92.16%	93.17%	92.46%	91.96%	91.90%	35	36	36	35	36
HEW 1-5	76.14%	74.51%	75.57%	76.27%	74.84%	80.50%	80.53%	80.07%	79.68%	80.02%	35	36	36	35	36
General Total	80.64%	80.38%	80.49%	81.19%	79.81%	84.63%	84.92%	84.66%	84.28%	84.31%	36	37	37	36	36
Academic A	80.81%	80.97%	73.86%	77.93%	81.22%	81.59%	81.64%	81.83%	82.12%	82.90%	35	36	36	35	36
Academic B	89.91%	88.24%	86.97%	84.29%	87.27%	87.01%	86.90%	86.67%	86.16%	86.14%	35	36	36	35	36
Academic C	94.93%	91.76%	93.92%	92.20%	88.37%	91.54%	91.02%	90.14%	90.34%	90.54%	35	36	36	35	36
Academic D	91.31%	89.41%	92.63%	91.09%	93.20%	92.28%	92.65%	92.86%	92.70%	91.35%	35	36	36	35	36
Academic E	92.68%	87.90%	91.55%	85.47%	89.04%	91.92%	92.51%	92.40%	91.86%	91.57%	35	36	36	35	36
Academic Total	90.41%	88.47%	88.40%	86.56%	87.70%	88.12%	88.13%	87.98%	87.91%	87.91%	36	37	37	36	36
Senior Staff/Mgt	95.24%	93.16%	91.60%	91.78%	85.38%	95.56%	96.34%	96.26%	95.78%	96.00%	36	37	37	36	36
Total	84.73%	83.90%	83.87%	83.53%	82.69%	86.44%	86.66%	86.44%	86.18%	86.19%	36	37	37	36	36
HEW 10+	0.00%	0.00%	0.00%	0.00%	100%	94.39%	93.74%	94.59%	93.76%	93%	35	36	36	35	36
HEW 6 and Above	86.21%	87.42%	87.51%	87.39%	85.12%	88.51%	88.62%	88.30%	87.62%	87.32%	35	36	36	35	36

**Workforce Profile: Composition by Employment Status (Part Time)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	15.88%	17.65%	17.51%	18.44%	10.21%	13.58%	13.91%	13.05%	14.34%	13.52%	34	33	34	33	33
Division - Total	14.44%	13.87%	14.21%	13.98%	9.91%	13.00%	13.46%	12.73%	13.13%	13.93%	34	33	34	33	33
HEW 1	100%	100%	100%	100%	100%	37%	46%	43%	40%	38%	35	36	36	35	36
HEW 2	67.85%	100%	0.00%	37.50%	100%	31.47%	33%	36.20%	37.45%	35%	35	36	36	35	36
HEW 3	34.35%	40.70%	36.87%	38.25%	42.89%	22.63%	22.35%	23.35%	24.91%	24.02%	35	36	36	35	36
HEW 4	25.46%	19.82%	25.03%	26.57%	28.52%	19.82%	20.61%	20.87%	20.94%	21.33%	35	36	36	35	36
HEW 5	16.02%	23.86%	18.02%	15.82%	17.44%	16.31%	16.38%	16.90%	17.47%	17.20%	35	36	36	35	36
HEW 6	16.44%	16.53%	15.85%	14.50%	15.09%	13.52%	13.51%	13.94%	14.83%	14.68%	35	36	36	35	36
HEW 7	13.52%	11.33%	11.71%	12.31%	19.96%	11.70%	11.97%	12.22%	12.83%	13.90%	35	36	36	35	36
HEW 8	10.92%	9.43%	9.56%	11.78%	11.24%	9.80%	10.27%	10.73%	11.49%	11.93%	35	36	36	35	36
HEW 9	12.18%	10.63%	12.81%	8.60%	11.20%	7.40%	6.84%	7.54%	8.02%	8.13%	35	36	36	35	36
HEW 1-5	23.86%	25.49%	24.43%	23.73%	25.16%	19.31%	19.49%	19.92%	20.35%	19.96%	35	36	36	35	36
General Total	19.36%	19.62%	19.52%	18.81%	20.19%	15.14%	15.08%	15.33%	15.72%	15.69%	36	37	37	36	36
Academic A	19.19%	19.03%	26.14%	22.07%	18.78%	18.40%	18.35%	18.17%	17.93%	17.11%	35	36	36	35	36
Academic B	10.09%	11.76%	13.03%	15.71%	12.73%	12.83%	13.09%	13.47%	13.80%	13.85%	35	36	36	35	36
Academic C	5.07%	8.24%	6.08%	7.80%	11.63%	8.24%	8.99%	9.64%	9.68%	9.46%	35	36	36	35	36
Academic D	8.69%	10.59%	7.37%	9.11%	10.68%	6.52%	7.12%	7.12%	7.37%	8.69%	35	36	36	35	36
Academic E	7.32%	12.10%	8.45%	14.53%	17.81%	7.32%	7.55%	7.66%	7.98%	8.47%	35	36	36	35	36
Academic Total	9.59%	11.53%	11.60%	13.46%	13.02%	11.55%	11.85%	12.02%	12.08%	12.10%	36	37	37	36	36
Senior Staff/Mgt	4.76%	6.84%	8.40%	8.22%	9.44%	3.15%	3.30%	3.32%	3.77%	3.57%	36	37	37	36	36
Total	15.27%	16.10%	16.13%	16.47%	17.31%	13.25%	13.32%	13.53%	13.80%	13.80%	36	37	37	36	36
HEW 10+	0.00%	0.00%	0.00%	100%	0.00%	5.07%	6.32%	5.41%	6%	6.62%	35	36	36	35	36
HEW 6 and Above	13.79%	12.58%	12.49%	12.61%	14.88%	11.22%	11.37%	11.68%	12.36%	12.70%	35	36	36	35	36

## Detailed Data Tables

**Distribution of Classifications (FTE)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
HEW 1	0.36%	0.41%	0.41%	0.36%	0.35%	0.73%	0.50%	0.49%	0.49%	0.39%	35	36	36	35	36
HEW 2	0.35%	0.21%	0.11%	0.16%	0.10%	1.69%	1.53%	1.35%	1.19%	1.03%	35	36	36	35	36
HEW 3	9.48%	8.01%	9.08%	6.39%	4.57%	7.53%	6.48%	5.81%	5.43%	4.74%	35	36	36	35	36
HEW 4	22.44%	22.89%	24.88%	24.54%	22.17%	16.72%	15.38%	14.78%	13.80%	13.12%	35	36	36	35	36
HEW 5	22.70%	23.04%	24.39%	24.29%	24.46%	22.18%	22.23%	22.27%	21.83%	21.92%	35	36	36	35	36
HEW 6	15.59%	15.78%	12.87%	14.09%	14.68%	18.89%	19.77%	19.89%	19.90%	20.19%	35	36	36	35	36
HEW 7	14.27%	13.64%	12.36%	12.24%	13.88%	14.16%	14.74%	15.31%	16.19%	16.60%	35	36	36	35	36
HEW 8	10.89%	11.56%	11.97%	12.16%	13.06%	10.22%	11.06%	11.29%	11.88%	12.16%	35	36	36	35	36
HEW 9	3.92%	4.47%	3.93%	5.65%	6.64%	5.37%	5.63%	5.90%	5.92%	6.22%	35	36	36	35	36
HEW 1-5	55.33%	54.55%	58.87%	55.75%	51.64%	48.85%	46.11%	44.71%	42.74%	41.20%	35	36	36	35	36
Academic A	14.08%	12.68%	10.87%	12.44%	9.13%	19.62%	19.31%	18.44%	17.59%	17.62%	35	36	36	35	36
Academic B	42.20%	43.90%	44.75%	44.13%	45.59%	34.24%	34.46%	34.74%	34.70%	34.21%	35	36	36	35	36
Academic C	30.80%	30.63%	31.13%	30.40%	30.69%	24.07%	24.08%	24.01%	24.14%	24.02%	35	36	36	35	36
Academic D	8.87%	7.66%	8.29%	8.90%	9.31%	11.85%	11.60%	11.79%	11.97%	12.13%	35	36	36	35	36
Academic E	4.05%	5.12%	4.96%	4.13%	5.28%	10.22%	10.54%	11.02%	11.60%	12.02%	35	36	36	35	36
HEW 10+	0.00%	0.00%	0.00%	0.11%	0.10%	2.52%	2.69%	2.90%	3.38%	3.63%	35	36	36	35	36
HEW 6 and Above	44.67%	45.45%	41.13%	44.25%	48.36%	51.15%	53.89%	55.29%	57.26%	58.80%	35	36	36	35	36

**Female Participation**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	56.03%	56.04%	58.80%	59.91%	59.87%	51.19%	51.80%	52.46%	52.67%	53.06%	34	34	35	33	33
Division - Total	59.94%	60.96%	60.93%	61.55%	61.88%	58.60%	59.03%	59.13%	59.68%	59.66%	34	34	35	33	33
HEW 1	70.68%	67.82%	62.99%	66.67%	66.48%	67.80%	69.05%	73.66%	69.36%	65.83%	34	36	36	35	36
HEW 2	23.15%	10.94%	100%	100%	100%	56.20%	55.24%	58%	59%	62%	34	36	36	35	36
HEW 3	69.51%	69.33%	65.29%	58.04%	56.83%	62.76%	61.73%	61.92%	62.53%	62.77%	34	36	36	35	36
HEW 4	80.73%	84.01%	87.85%	85.05%	84.53%	75.59%	75.47%	75.46%	75.90%	75.66%	34	36	36	35	36
HEW 5	71.13%	70.68%	71.62%	72.32%	71.42%	71.31%	71.87%	72.59%	72.60%	73.16%	34	36	36	35	36
HEW 6	68.18%	66.91%	63.18%	61.74%	63.52%	62.41%	63.71%	64.87%	65.61%	65.99%	34	36	36	35	36
HEW 7	48.58%	52.34%	50.81%	58.74%	62.24%	55.91%	57.39%	57.67%	59.40%	59.98%	34	36	36	35	36
HEW 8	53.27%	50.79%	54.24%	51.48%	57.76%	51.18%	52.89%	53.40%	53.86%	54.50%	34	36	36	35	36
HEW 9	47.88%	49.76%	48.77%	51.97%	50.79%	49.54%	49.54%	49.32%	51.56%	51.74%	34	36	36	35	36
HEW 1-5	74.44%	75.83%	77.50%	76.33%	75.78%	70.90%	71.06%	71.71%	71.97%	72.40%	34	36	36	35	36
General Total	66.43%	67.16%	68.44%	67.73%	68.01%	63.52%	63.81%	64.21%	64.62%	64.80%	35	37	37	36	36
Academic A	51.88%	51.28%	50.87%	55.23%	53.84%	53.33%	53.51%	53.06%	52.76%	51.59%	34	36	36	35	36
Academic B	51.98%	53.05%	56.63%	56.74%	58.35%	49.54%	50.15%	50.98%	50.76%	51.37%	34	36	36	35	36
Academic C	40.59%	38.65%	43.01%	41.40%	44.60%	38.31%	39.75%	41.10%	41.98%	42.04%	34	36	36	35	36
Academic D	34.30%	39.53%	35.79%	42.57%	44.47%	28.29%	30.24%	31.94%	33.02%	34.34%	34	36	36	35	36
Academic E	20.00%	29.89%	29.93%	34.19%	34.25%	20.41%	21.44%	22.14%	23.42%	24.15%	34	36	36	35	36
Academic Total	45.59%	46.19%	48.71%	49.70%	51.15%	42.15%	42.97%	43.59%	43.71%	43.83%	35	37	37	36	36
Senior Staff/Mgt	34.52%	34.73%	34.16%	34.93%	32.86%	35.21%	35.94%	35.47%	34.48%	34.96%	35	37	37	36	36
Total	57.68%	58.06%	59.70%	59.98%	60.78%	53.77%	54.25%	54.72%	55.00%	55.24%	35	37	37	36	36
HEW 10+	0.00%	0.00%	0.00%	81.82%	0.00%	46.06%	47.36%	48.79%	49.71%	50.82%	34	36	36	35	36
HEW 6 and Above	56.50%	56.75%	55.48%	56.89%	59.72%	56.22%	57.46%	58.03%	59.03%	59.48%	34	36	36	35	36

**HR Function Staffing Ratio**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	1.60%	1.60%	1.67%	1.67%	1.62%	1.84%	1.82%	1.88%	1.89%	1.94%	35	36	36	35	35



## Detailed Data Tables

**Indigenous Staffing (Aust)**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	1.35%	1.41%	1.50%	1.73%	1.27%	0.88 %	0.79 %	0.76 %	0.77 %	0.83 %	13	30	31	30	32
<i>Division - Total</i>	1.00%	0.55%	0.68%	1.01%	0.61%	1.53 %	1.13 %	1.36 %	1.34 %	1.34 %	13	30	31	30	32
<i>HEW 1-5</i>	2.03%	1.92%	1.63%	2.15%	2.04%	1.88 %	1.47 %	1.52 %	1.71 %	1.64 %	14	33	32	32	34
<i>General Total</i>	1.55%	1.28%	1.46%	1.87%	1.69%	1.34 %	1.11 %	1.16 %	1.22 %	1.23 %	14	33	32	33	35
<i>Academic A</i>	1.20%	0.00%	0.00%	1.22%	0.00%	1.97 %	0.98 %	0.83 %	0.96 %	1.01 %	14	33	32	32	34
<i>Academic B</i>	0.86%	1.11%	1.05%	0.70%	1.08%	1.13 %	1.00 %	1.07 %	1.07 %	1.09 %	14	33	32	32	34
<i>Academic C</i>	0.62%	0.55%	0.53%	0.54%	0.55%	0.68 %	0.64 %	0.64 %	0.64 %	0.61 %	14	33	32	32	34
<i>Academic D</i>	0.00%	0.00%	0.00%	0.00%	0.00%	0.75 %	0.65 %	0.72 %	0.62 %	0.69 %	14	33	32	32	34
<i>Academic E</i>	0.00%	0.00%	0.00%	0.00%	0.00%	0.26 %	0.39 %	0.48 %	0.41 %	0.49 %	14	33	32	32	34
<i>Academic Total</i>	0.73%	0.65%	0.63%	0.64%	0.66%	1.05 %	0.81 %	0.82 %	0.80 %	0.84 %	14	33	32	33	35
<i>Senior Staff/Mgt</i>	0.00%	1.20%	1.30%	1.30%	1.27%	0.72 %	0.68 %	0.56 %	0.69 %	0.84 %	14	32	32	32	33
<i>Total</i>	1.21%	1.06%	1.16%	1.42%	1.34%	1.20 %	0.97 %	1.00 %	1.03 %	1.05 %	14	33	33	34	35
<i>HEW 6 and Above</i>	0.91%	0.43%	1.19%	1.47%	1.28%	0.78 %	0.77 %	0.85 %	0.88 %	0.93 %	14	33	32	32	34

**Total Turnover**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	21.67%	17.22%	21.05%	21.46%	8.20%	18.22%	17.51%	17.66%	16.72%	15.69%	32	33	33	33	33
<i>Division - Total</i>	28.80%	16.85%	20.54%	21.14%	7.66%	16.63%	15.13%	16.99%	15.35%	15.44%	32	33	33	33	33
<i>HEW 1</i>	0.00%	0.00%	14.29%	0.00%	0.00%	28.39%	31.46%	28.10%	23.70%	29.86%	34	35	35	33	35
<i>HEW 2</i>	57.14%	83.33%	100%	150%	50.00%	24.66%	26.36%	32%	24%	28.81%	34	35	35	33	35
<i>HEW 3</i>	44.14%	26.36%	30.83%	46.91%	30.30%	24.68%	23.18%	24.10%	24.72%	25.88%	34	35	35	33	35
<i>HEW 4</i>	27.20%	24.70%	32.62%	26.30%	21.30%	22.84%	20.08%	21.18%	21.21%	21.24%	34	35	35	33	35
<i>HEW 5</i>	28.38%	15.95%	26.97%	23.90%	12.54%	20.71%	19.01%	21.32%	19.30%	19.38%	34	35	35	33	35
<i>HEW 6</i>	27.39%	20.24%	18.05%	22.22%	14.29%	17.44%	15.72%	16.68%	15.52%	15.84%	34	35	35	33	35
<i>HEW 7</i>	26.06%	15.33%	20.00%	22.39%	15.53%	15.51%	13.74%	15.65%	14.03%	13.57%	34	35	35	33	35
<i>HEW 8</i>	26.67%	12.07%	15.25%	12.50%	16.67%	15.13%	13.20%	14.32%	13.73%	12.97%	34	35	35	33	35
<i>HEW 9</i>	24.32%	27.27%	10.26%	22.03%	6.94%	13.54%	13.53%	14.46%	14.18%	13.07%	34	35	35	33	35
<i>HEW 1-5</i>	30.91%	21.73%	29.97%	28.00%	18.18%	22.35%	20.40%	22.09%	20.94%	21.14%	34	35	35	34	35
<i>General Total</i>	29.04%	19.89%	25.05%	24.42%	16.39%	19.22%	17.32%	18.69%	17.46%	17.22%	35	36	36	35	35
<i>Academic A</i>	28.92%	25.61%	20.78%	32.93%	8.77%	33.47%	33.86%	34.77%	31.62%	29.93%	34	35	35	34	35
<i>Academic B</i>	20.17%	13.70%	16.38%	16.90%	7.17%	16.23%	15.29%	15.57%	15.01%	14.47%	34	35	35	34	35
<i>Academic C</i>	10.49%	8.29%	9.63%	9.78%	6.59%	9.98%	9.87%	10.38%	9.64%	8.84%	34	35	35	34	35
<i>Academic D</i>	21.74%	0.00%	13.73%	23.53%	9.26%	8.73%	8.94%	9.10%	8.53%	8.11%	34	35	35	34	35
<i>Academic E</i>	13.04%	5.88%	16.13%	12.00%	0.00%	8.73%	9.24%	9.23%	8.79%	8.34%	34	35	35	34	35
<i>Academic Total</i>	18.46%	12.23%	14.69%	17.25%	6.98%	16.89%	16.39%	16.55%	15.28%	14.47%	35	36	36	35	35
<i>Senior Staff/Mgt</i>	10.26%	15.66%	11.69%	9.09%	8.86%	10.29%	9.53%	9.89%	8.90%	10.50%	35	36	36	35	35
<i>Total</i>	24.67%	17.07%	20.84%	21.32%	13.03%	17.98%	16.68%	17.52%	16.29%	15.89%	35	36	36	35	35
<i>HEW 10+</i>	0.00%	0.00%	0.00%	0.00%	0.00%	15.40%	14.63%	16.21%	14.30%	14.68%	34	35	35	33	35
<i>HEW 6 and Above</i>	26.53%	17.42%	17.14%	19.54%	14.29%	15.95%	14.39%	15.66%	14.67%	14.25%	34	35	35	34	35

## Detailed Data Tables

**Voluntary Employee Initiated Turnover**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	11.15%	7.34%	7.95%	10.01%	3.80%	9.90%	7.89%	8.58%	8.29%	7.29%	32	33	34	33	33
Division - Total	17.34%	6.91%	9.80%	12.53%	2.07%	11.17%	8.48%	10.02%	9.45%	8.23%	32	33	34	33	33
HEW 1	0.00%	0.00%	0.00%	0.00%	0.00%	20.38%	17.65%	16.80%	13.97%	14.75%	34	35	35	33	35
HEW 2	42.86%	0.00%	0.00%	150%	50.00%	12.80%	10.43%	12.49%	11%	15.71%	34	35	35	33	35
HEW 3	14.41%	5.45%	9.17%	17.28%	15.15%	14.08%	10.73%	11.60%	11.68%	10.95%	34	35	35	33	35
HEW 4	16.32%	10.12%	15.41%	14.19%	14.44%	14.63%	10.57%	12.13%	12.13%	10.72%	34	35	35	33	35
HEW 5	10.92%	8.95%	10.86%	13.60%	8.01%	12.10%	8.98%	11.63%	11.00%	10.11%	34	35	35	33	35
HEW 6	13.38%	7.14%	6.77%	16.34%	10.12%	10.90%	8.23%	9.61%	9.33%	8.52%	34	35	35	33	35
HEW 7	18.31%	9.49%	6.15%	8.96%	10.56%	10.63%	8.05%	9.46%	8.72%	7.70%	34	35	35	33	35
HEW 8	16.19%	4.31%	11.02%	7.03%	12.50%	10.95%	7.11%	9.39%	8.79%	7.54%	34	35	35	33	35
HEW 9	18.92%	9.09%	5.13%	16.95%	5.56%	10.03%	8.25%	9.47%	9.95%	7.96%	34	35	35	33	35
HEW 1-5	14.02%	8.63%	12.31%	14.62%	11.60%	13.44%	9.93%	11.89%	11.54%	10.61%	34	35	35	34	35
General Total	14.91%	8.07%	10.51%	13.41%	10.98%	12.16%	8.97%	10.65%	10.24%	9.15%	35	36	36	35	35
Academic A	14.46%	4.88%	6.49%	13.41%	1.75%	13.61%	11.14%	11.80%	10.83%	9.80%	34	35	35	34	35
Academic B	11.59%	5.19%	6.62%	7.04%	2.87%	8.23%	6.76%	7.18%	6.63%	6.25%	34	35	35	34	35
Academic C	9.26%	5.52%	3.21%	4.35%	2.75%	6.38%	5.50%	5.90%	5.95%	5.24%	34	35	35	34	35
Academic D	21.74%	0.00%	9.80%	15.69%	5.56%	5.73%	5.55%	5.96%	5.35%	5.16%	34	35	35	34	35
Academic E	8.70%	0.00%	6.45%	8.00%	0.00%	6.29%	5.97%	6.16%	5.96%	5.24%	34	35	35	34	35
Academic Total	12.07%	4.57%	5.85%	7.83%	2.82%	8.40%	7.13%	7.49%	7.00%	6.41%	35	36	36	35	35
Senior Staff/Mgt	10.26%	14.46%	6.49%	3.90%	6.33%	7.67%	6.56%	6.48%	6.17%	6.56%	35	36	36	35	35
Total	13.75%	7.16%	8.70%	11.10%	8.15%	10.47%	8.13%	9.22%	8.79%	7.95%	35	36	36	35	35
HEW 10+	0.00%	0.00%	0.00%	0.00%	0.00%	10.88%	8.93%	9.59%	9.02%	8.70%	34	35	35	33	35
HEW 6 and Above	16.10%	7.31%	7.62%	11.76%	10.26%	10.74%	7.99%	9.51%	9.18%	8.04%	34	35	35	34	35

**Voluntary University Initiated Turnover**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	0.42%	1.13%	4.12%	2.50%	0.98%	0.81%	1.31%	1.08%	0.63%	0.60%	32	32	34	32	32
Division - Total	1.29%	2.62%	2.86%	1.39%	1.58%	1.21%	1.85%	1.44%	0.87%	1.52%	32	32	34	32	32
HEW 1	0.00%	0.00%	0.00%	0.00%	0.00%	1.28%	2.29%	1.63%	0.32%	1.88%	34	34	34	31	34
HEW 2	0.00%	0.00%	100%	0.00%	0.00%	1.26%	3.83%	2%	0.27%	1.09%	34	34	34	31	34
HEW 3	3.60%	0.00%	2.50%	0.00%	6.06%	2.07%	2.28%	1.79%	0.91%	1.86%	34	34	34	31	34
HEW 4	0.00%	1.21%	1.79%	0.69%	0.72%	1.21%	1.57%	0.97%	0.78%	1.43%	34	34	34	31	34
HEW 5	1.31%	0.39%	4.49%	1.47%	1.05%	0.94%	1.77%	1.32%	0.71%	1.04%	34	34	34	31	34
HEW 6	1.91%	4.17%	9.02%	2.61%	1.19%	1.12%	1.66%	1.61%	0.78%	1.18%	34	34	34	31	34
HEW 7	0.70%	2.92%	7.69%	3.73%	1.24%	0.90%	1.69%	1.53%	1.00%	1.03%	34	34	34	31	34
HEW 8	1.90%	4.31%	1.69%	2.34%	2.08%	1.12%	1.79%	1.38%	1.01%	1.29%	34	34	34	31	34
HEW 9	0.00%	9.09%	0.00%	1.69%	0.00%	1.32%	2.22%	1.54%	1.04%	1.69%	34	34	34	31	34
HEW 1-5	1.18%	0.64%	3.12%	0.92%	1.41%	1.23%	1.86%	1.29%	0.75%	1.28%	34	34	34	32	34
General Total	1.26%	2.20%	4.11%	1.69%	1.35%	1.15%	1.81%	1.44%	0.88%	1.28%	35	35	35	33	34
Academic A	0.00%	2.44%	0.00%	1.22%	0.00%	0.21%	0.25%	0.44%	0.16%	0.25%	34	34	33	32	34
Academic B	0.00%	0.74%	2.09%	2.11%	0.72%	0.73%	1.20%	0.84%	0.42%	0.40%	34	34	33	32	34
Academic C	0.00%	1.66%	3.74%	3.26%	1.65%	0.79%	1.41%	1.49%	0.68%	0.69%	34	34	33	32	34
Academic D	0.00%	0.00%	1.96%	5.88%	1.85%	0.83%	1.14%	0.98%	0.78%	0.63%	34	34	33	32	34
Academic E	0.00%	0.00%	9.68%	4.00%	0.00%	0.48%	1.02%	0.66%	0.69%	0.75%	34	34	33	32	34
Academic Total	0.00%	1.14%	2.69%	2.72%	1.00%	0.62%	1.03%	0.91%	0.51%	0.51%	35	35	34	33	34
Senior Staff/Mgt	0.00%	0.00%	3.90%	1.30%	1.27%	1.03%	0.98%	1.16%	0.88%	1.00%	34	34	34	33	34
Total	0.78%	1.73%	3.60%	2.02%	1.23%	0.93%	1.50%	1.31%	0.72%	0.96%	35	34	32	34	34
HEW 10+	0.00%	0.00%	0.00%	0.00%	0.00%	1.19%	2.34%	2.64%	1.79%	2.35%	34	34	34	31	34
HEW 6 and Above	1.36%	4.30%	5.71%	2.73%	1.28%	1.09%	1.79%	1.59%	0.98%	1.29%	34	34	34	32	34

## Detailed Data Tables

***Involuntary University Initiated Turnover***

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	0.31%	0.00%	0.28%	0.48%	0.39%	0.44%	0.63%	0.55%	0.52%	0.41%	32	32	33	32	33
<i>Division - Total</i>	0.14%	0.00%	0.14%	1.01%	0.73%	0.58%	0.71%	0.79%	0.72%	1.04%	32	32	33	32	33
<i>HEW 1</i>	0.00%	0.00%	0.00%	0.00%	0.00%	1.28%	2.81%	0.33%	1.57%	0.36%	34	35	33	32	34
<i>HEW 2</i>	0.00%	0.00%	0.00%	0.00%	0.00%	0.84%	2.61%	1.44%	1.19%	1.20%	34	35	33	32	34
<i>HEW 3</i>	0.00%	0.00%	0.83%	0.00%	0.00%	0.90%	1.50%	1.18%	0.96%	1.57%	34	35	33	32	34
<i>HEW 4</i>	0.00%	0.00%	0.72%	1.04%	0.72%	0.60%	0.55%	0.70%	0.55%	0.96%	34	35	33	32	34
<i>HEW 5</i>	0.87%	0.00%	0.37%	1.47%	0.00%	0.56%	0.84%	0.67%	0.55%	0.59%	34	35	33	32	34
<i>HEW 6</i>	1.27%	0.00%	0.00%	0.00%	0.60%	0.48%	0.59%	0.70%	0.47%	0.77%	34	35	33	32	34
<i>HEW 7</i>	0.00%	0.00%	0.00%	0.75%	0.62%	0.65%	0.60%	0.63%	0.66%	0.94%	34	35	33	32	34
<i>HEW 8</i>	0.00%	0.00%	0.00%	0.00%	0.69%	0.47%	0.83%	0.58%	0.77%	0.92%	34	35	33	32	34
<i>HEW 9</i>	0.00%	0.00%	0.00%	1.69%	1.39%	0.54%	0.73%	0.95%	0.84%	1.05%	34	35	33	32	34
<i>HEW 1-5</i>	0.34%	0.00%	0.59%	1.08%	0.31%	0.65%	0.93%	0.77%	0.63%	0.84%	34	35	33	33	34
<i>General Total</i>	0.39%	0.00%	0.37%	0.80%	0.51%	0.62%	0.81%	0.74%	0.67%	0.88%	35	36	34	34	34
<i>Academic A</i>	0.00%	0.00%	0.00%	0.00%	1.75%	0.29%	0.98%	1.25%	1.03%	0.52%	33	35	33	32	35
<i>Academic B</i>	0.00%	0.00%	0.00%	0.70%	0.72%	0.41%	0.48%	0.46%	0.51%	0.27%	33	35	33	32	35
<i>Academic C</i>	0.00%	0.00%	0.00%	0.54%	0.55%	0.30%	0.31%	0.28%	0.30%	0.36%	33	35	33	32	35
<i>Academic D</i>	0.00%	0.00%	0.00%	1.96%	0.00%	0.28%	0.26%	0.26%	0.31%	0.31%	33	35	33	32	35
<i>Academic E</i>	0.00%	0.00%	0.00%	0.00%	0.00%	0.17%	0.18%	0.18%	0.19%	0.34%	33	35	33	32	35
<i>Academic Total</i>	0.00%	0.00%	0.00%	0.64%	0.66%	0.32%	0.49%	0.52%	0.48%	0.35%	33	36	34	34	35
<i>Senior Staff/Mgt</i>	0.00%	0.00%	0.00%	0.00%	0.00%	0.32%	0.50%	0.49%	0.56%	1.06%	32	35	33	33	35
<i>Total</i>	0.24%	0.00%	0.22%	0.71%	0.54%	0.49%	0.67%	0.64%	0.59%	0.66%	34	36	34	34	35
<i>HEW 10+</i>	0.00%	0.00%	0.00%	0.00%	0.00%	1.23%	1.21%	1.01%	1.42%	1.18%	34	35	33	32	34
<i>HEW 6 and Above</i>	0.45%	0.00%	0.00%	0.42%	0.73%	0.57%	0.69%	0.70%	0.69%	0.90%	34	35	33	33	34

***Fixed Term Contract Expiration***

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	9.79%	8.75%	8.70%	8.47%	3.02%	7.55%	8.18%	7.61%	7.46%	7.37%	32	32	34	33	33
<i>Division - Total</i>	10.03%	7.32%	7.62%	6.20%	3.28%	3.80%	4.21%	4.17%	4.23%	4.57%	32	32	34	33	33
<i>HEW 1</i>	0.00%	0.00%	14.29%	0.00%	0.00%	6.47%	8.70%	8.72%	7.85%	12.59%	34	35	35	33	35
<i>HEW 2</i>	14.29%	83.33%	0.00%	0.00%	0.00%	9.76%	11.68%	15.82%	11.82%	11.02%	34	35	35	33	35
<i>HEW 3</i>	26.13%	20.91%	18.33%	29.63%	9.09%	7.70%	9.24%	9.09%	11.32%	11.70%	34	35	35	33	35
<i>HEW 4</i>	10.88%	13.36%	14.70%	10.38%	5.42%	6.58%	7.44%	7.21%	7.80%	8.15%	34	35	35	33	35
<i>HEW 5</i>	15.28%	6.61%	11.24%	7.35%	3.48%	7.15%	7.67%	7.63%	7.18%	7.80%	34	35	35	33	35
<i>HEW 6</i>	10.83%	8.93%	2.26%	3.27%	2.38%	4.93%	5.44%	4.78%	4.99%	5.37%	34	35	35	33	35
<i>HEW 7</i>	7.04%	2.92%	5.38%	8.96%	3.11%	3.40%	3.57%	3.97%	3.64%	3.99%	34	35	35	33	35
<i>HEW 8</i>	8.57%	3.45%	2.54%	3.13%	1.39%	2.61%	3.56%	2.95%	3.26%	3.29%	34	35	35	33	35
<i>HEW 9</i>	5.41%	9.09%	5.13%	1.69%	0.00%	1.69%	2.39%	2.75%	2.36%	2.60%	34	35	35	33	35
<i>HEW 1-5</i>	15.37%	12.46%	13.95%	11.38%	4.86%	7.13%	7.98%	7.98%	8.13%	8.52%	34	35	35	34	35
<i>General Total</i>	12.49%	9.62%	9.96%	8.53%	3.55%	5.37%	5.96%	5.78%	5.75%	6.01%	35	36	36	35	35
<i>Academic A</i>	14.46%	18.29%	14.29%	18.29%	5.26%	20.13%	22.04%	21.17%	20.08%	19.75%	34	35	35	34	35
<i>Academic B</i>	8.58%	7.78%	7.67%	7.04%	2.87%	7.08%	7.04%	7.26%	7.51%	7.63%	34	35	35	34	35
<i>Academic C</i>	1.23%	1.10%	2.67%	1.63%	1.65%	2.60%	2.69%	2.78%	2.81%	2.60%	34	35	35	34	35
<i>Academic D</i>	0.00%	0.00%	1.96%	0.00%	1.85%	1.94%	2.01%	2.08%	2.17%	2.08%	34	35	35	34	35
<i>Academic E</i>	4.35%	5.88%	0.00%	0.00%	0.00%	1.88%	2.12%	2.33%	1.98%	2.06%	34	35	35	34	35
<i>Academic Total</i>	6.40%	6.53%	6.16%	6.07%	2.49%	7.82%	7.95%	7.72%	7.42%	7.32%	35	36	36	35	35
<i>Senior Staff/Mgt</i>	0.00%	1.20%	1.30%	3.90%	1.27%	1.36%	1.38%	1.86%	1.38%	1.97%	34	36	35	35	35
<i>Total</i>	9.89%	8.17%	8.26%	7.49%	3.11%	6.25%	6.62%	6.44%	6.29%	6.41%	35	36	36	35	35
<i>HEW 10+</i>	0.00%	0.00%	0.00%	0.00%	0.00%	2.38%	2.37%	2.47%	2.12%	2.63%	34	35	35	33	35
<i>HEW 6 and Above</i>	8.62%	5.81%	3.57%	4.62%	2.01%	3.60%	4.08%	3.85%	3.86%	4.10%	34	35	35	34	35



## Detailed Data Tables

**Voluntary Employee Initiated Turnover < 12 months**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total			0.56%	2.02%	1.07%	1.95%	1.30%	2.29%	1.88%	2.25%	5	7	32	32	32
Division - Total			0.41%	3.42%	3.41%	1.99%	1.74%	2.41%	2.27%	2.46%	5	7	32	32	32
HEW 1			0.00%	0.00%	0.00%	3.23%	3.03%	6.54%	5.09%	8.06%	5	7	34	32	34
HEW 2			0.00%	100%	50.00%	4.80%	2.92%	5.71%	4%	6.35%	5	7	34	32	34
HEW 3			0.83%	3.70%	4.55%	2.95%	1.98%	4.58%	3.95%	4.97%	5	7	34	32	34
HEW 4			1.08%	5.54%	5.05%	3.68%	2.49%	4.43%	3.78%	4.17%	5	7	34	32	34
HEW 5			0.37%	3.31%	1.39%	3.74%	1.83%	3.68%	3.14%	3.81%	5	7	34	32	34
HEW 6			0.00%	5.88%	4.17%	1.60%	1.77%	2.68%	2.16%	2.66%	5	7	34	32	34
HEW 7			0.00%	1.49%	1.86%	0.99%	1.45%	2.40%	2.08%	2.08%	5	7	34	32	34
HEW 8			0.85%	0.78%	2.08%	1.67%	2.03%	2.39%	2.08%	1.85%	5	7	34	32	34
HEW 9			0.00%	1.69%	1.39%	0.90%	2.15%	1.97%	1.66%	1.85%	5	7	34	32	34
HEW 1-5			0.74%	4.62%	3.45%	3.61%	2.14%	4.16%	3.54%	4.18%	5	7	34	33	34
General Total			0.55%	3.82%	3.04%	2.57%	1.95%	3.23%	2.71%	3.05%	5	7	35	34	34
Academic A			0.00%	2.44%	0.00%	4.32%	2.59%	3.85%	3.31%	3.93%	5	7	34	33	34
Academic B			0.35%	0.70%	0.00%	1.06%	0.82%	1.34%	1.29%	1.46%	5	7	34	33	34
Academic C			0.53%	0.54%	0.00%	0.60%	0.37%	0.76%	0.44%	0.63%	5	7	34	33	34
Academic D			0.00%	0.00%	5.56%	0.22%	0.13%	0.41%	0.19%	0.41%	5	7	34	33	34
Academic E			0.00%	0.00%	0.00%	0.00%	0.32%	0.41%	0.21%	0.35%	5	7	34	33	34
Academic Total			0.32%	0.80%	0.50%	1.30%	0.85%	1.48%	1.20%	1.46%	5	7	35	34	34
Senior Staff/Mgt			1.30%	0.00%	0.00%	0.27%	0.88%	0.60%	0.41%	0.83%	5	7	34	32	34
Total			0.50%	2.62%	2.09%	1.97%	1.45%	2.43%	2.02%	2.34%	5	7	35	34	34
HEW 10+			0.00%	0.00%	0.00%	1.75%	2.17%	1.84%	1.56%	1.67%	5	7	34	32	34
HEW 6 and Above			0.24%	2.73%	2.56%	1.37%	1.77%	2.42%	2.05%	2.18%	5	7	34	33	34

**Recruitment Rate**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	11.04%	7.15%	12.07%	4.52%		15.00%	10.94%	12.80%	12.50%	13.33%	28	28	27	26	25
Division - Total	19.05%	10.50%	18.10%	5.44%		18.94%	12.12%	14.92%	16.45%	14.89%	28	28	27	26	25
HEW 1	16.67%	0.00%	0.00%	0.00%	0.00%	19.12%	5.20%	11.08%	13.79%	15.91%	28	29	29	28	29
HEW 2	0.00%	0.00%	0.00%	0.00%	0.00%	20.74%	12.44%	10.97%	12.62%	13.51%	28	29	29	28	29
HEW 3	9.01%	2.73%	16.67%	2.47%	3.03%	18.52%	11.61%	14.69%	15.03%	14.19%	28	29	29	28	29
HEW 4	16.74%	11.34%	33.69%	8.30%	15.88%	22.14%	16.37%	18.35%	18.82%	18.16%	28	29	29	28	29
HEW 5	17.90%	9.34%	16.10%	7.72%	8.36%	20.97%	14.18%	17.16%	18.97%	17.90%	28	29	29	28	29
HEW 6	23.57%	9.52%	15.04%	7.19%	16.67%	17.09%	11.89%	14.03%	15.23%	15.76%	28	29	29	28	29
HEW 7	26.06%	11.68%	13.85%	2.24%	22.36%	18.46%	13.08%	14.19%	15.43%	15.36%	28	29	29	28	29
HEW 8	14.29%	8.62%	10.17%	5.47%	19.44%	16.16%	10.86%	12.80%	14.33%	14.18%	28	29	29	28	29
HEW 9	32.43%	31.82%	23.08%	6.78%	13.89%	14.13%	13.56%	13.24%	14.12%	13.51%	28	29	29	28	29
HEW 1-5	15.54%	8.79%	23.29%	7.23%	10.97%	20.95%	14.39%	16.94%	18.15%	17.40%	28	29	29	28	29
General Total	18.68%	10.17%	19.74%	6.48%	14.53%	18.96%	13.16%	15.14%	16.30%	16.01%	28	30	29	29	29
Academic A	14.46%	2.44%	16.88%	3.66%	3.51%	28.64%	19.16%	19.88%	20.95%	21.48%	28	29	29	28	29
Academic B	8.15%	7.78%	9.06%	3.17%	4.30%	14.78%	11.63%	13.31%	11.98%	12.87%	28	29	29	28	29
Academic C	3.70%	2.21%	3.21%	1.63%	4.40%	7.09%	6.15%	6.16%	5.86%	6.55%	28	29	29	28	29
Academic D	4.35%	8.70%	1.96%	1.96%	11.11%	5.78%	3.99%	4.39%	4.68%	4.93%	28	29	29	28	29
Academic E	4.35%	2.94%	3.23%	4.00%	16.67%	6.48%	4.75%	5.61%	5.82%	5.21%	28	29	29	28	29
Academic Total	7.31%	5.22%	7.42%	2.72%	5.48%	13.63%	10.29%	11.02%	10.57%	11.05%	28	29	29	29	29
Senior Staff/Mgt	7.69%	12.05%	3.90%	0.00%	5.06%	7.12%	6.31%	5.37%	5.26%	7.49%	28	29	29	28	29
Total	14.41%	8.56%	14.75%	4.92%	11.21%	16.40%	11.85%	13.22%	13.60%	13.73%	28	30	30	29	29
HEW 10+	0.00%	0.00%	0.00%	50.00%	0.00%	16.32%	9.63%	11.26%	10.80%	13.35%	28	29	29	28	29
HEW 6 and Above	22.90%	12.04%	14.05%	5.46%	18.68%	16.94%	12.05%	13.59%	14.72%	14.95%	28	29	29	28	29

## Detailed Data Tables

**Recruitment Source**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	59.43%	63.16%		51.06%		39.40%	39.82%	42.46%	42.56%	42.13%	25	23	22	22	23
<i>Division - Total</i>	60.15%	55.26%		30.23%		41.32%	43.91%	45.68%	41.98%	46.24%	25	23	22	22	23
<i>HEW 1</i>	100%	0.00%		0.00%		27%	25.00%	26.32%	20.00%	34.48%	25	26	24	24	25
<i>HEW 2</i>	0.00%	0.00%		0.00%		33.44%	55.29%	41.38%	46.30%	34.92%	25	26	24	24	25
<i>HEW 3</i>	80.00%	66.67%		0.00%		38.95%	41.77%	34.81%	43.20%	40.99%	25	26	24	24	25
<i>HEW 4</i>	50.00%	46.43%		29.17%		42.32%	46.79%	47.78%	45.14%	44.51%	25	26	24	24	25
<i>HEW 5</i>	70.73%	58.33%		33.33%		45.92%	48.96%	48.75%	45.83%	48.13%	25	26	24	24	25
<i>HEW 6</i>	62.16%	56.25%		36.36%		45.21%	45.74%	51.48%	45.91%	47.08%	25	26	24	24	25
<i>HEW 7</i>	45.95%	56.25%		66.67%		44.46%	44.81%	47.71%	42.62%	46.12%	25	26	24	24	25
<i>HEW 8</i>	53.33%	80.00%		42.86%		39.62%	40.74%	43.04%	41.26%	41.19%	25	26	24	24	25
<i>HEW 9</i>	50.00%	57.14%		25.00%		39.43%	40.02%	37.53%	38.89%	38.51%	25	26	24	24	25
<i>HEW 1-5</i>	63.04%	52.73%		29.79%		42.93%	47.48%	46.56%	45.15%	45.82%	25	26	24	24	25
<i>General Total</i>	58.03%	56.76%		32.88%		42.99%	45.46%	46.52%	43.79%	45.06%	25	26	24	25	25
<i>Academic A</i>	41.67%	50.00%		100%		37.91%	34.97%	40.97%	40%	41.43%	25	26	24	24	25
<i>Academic B</i>	78.95%	52.38%		77.78%		37.12%	35.93%	36.89%	39.00%	43.10%	25	26	24	24	25
<i>Academic C</i>	83.33%	75.00%		100%		31.68%	31.67%	34.15%	39%	32.34%	25	26	24	24	25
<i>Academic D</i>	100%	100%		0.00%		39%	37%	43.61%	38.89%	41.46%	25	26	24	24	25
<i>Academic E</i>	0.00%	0.00%		0.00%		21.43%	36.36%	32.21%	29.76%	32.12%	25	26	24	24	25
<i>Academic Total</i>	67.50%	59.38%		76.47%		36.05%	35.04%	37.97%	38.49%	40.42%	25	26	24	25	25
<i>Senior Staff/Mgt</i>	66.67%	80.00%		0.00%		43.85%	32.05%	30.18%	31.85%	37.78%	24	26	23	24	25
<i>Total</i>	59.83%	58.82%		41.11%		40.70%	41.47%	43.75%	42.02%	43.41%	24	26	24	25	25
<i>HEW 10+</i>	0.00%	0.00%		0.00%		36.48%	31.72%	31.84%	36.12%	38.33%	25	26	24	24	25
<i>HEW 6 and Above</i>	53.47%	60.71%		38.46%		43.05%	43.30%	46.48%	42.91%	44.36%	25	26	24	24	25

**Applicant Interest**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	8.40	15.37				11.34	17.02	15.94	17.99	21.43	22	21	20	21	23
<i>Division - Total</i>	9.15	17.33				13.96	18.32	19.25	19.34	24.01	22	21	20	21	23
<i>HEW 1</i>	0.00	0.00	37.00		0.00	20.61	14.00	35.37	31.93	37.02	23	24	24	23	26
<i>HEW 2</i>	1.00	0.00	0.00		0.00	28.34	20.22	34.53	25.48	38.09	23	24	24	23	26
<i>HEW 3</i>	19.42	14.60	65.40		98.33	17.95	25.07	30.01	42.15	43.62	23	24	24	23	26
<i>HEW 4</i>	11.80	29.91	14.16		43.47	16.15	30.40	28.10	32.64	40.40	23	24	24	23	26
<i>HEW 5</i>	10.44	23.39	33.65		31.43	15.09	23.49	22.16	25.26	29.00	23	24	24	23	26
<i>HEW 6</i>	9.72	13.94	17.55		23.97	10.30	16.72	16.13	17.69	21.33	23	24	24	23	26
<i>HEW 7</i>	8.95	14.19	26.17		18.68	9.17	12.89	13.93	13.56	19.50	23	24	24	23	26
<i>HEW 8</i>	6.95	12.25	23.78		11.78	8.46	12.16	12.61	12.60	16.17	23	24	24	23	26
<i>HEW 9</i>	8.64	10.93	29.67		24.18	8.12	11.56	11.72	10.38	15.18	23	24	24	23	26
<i>HEW 1-5</i>	11.73	25.86	23.37		41.07	16.24	26.33	25.59	29.39	34.40	23	24	24	23	26
<i>General Total</i>	10.29	19.77	23.45		27.80	12.87	19.15	19.50	20.93	25.69	23	25	24	23	26
<i>Academic A</i>	5.92	5.50	0.80		16.00	10.39	15.36	14.00	16.43	18.00	23	24	24	23	26
<i>Academic B</i>	6.98	9.64	16.83		14.78	11.87	12.76	14.94	14.37	15.51	23	24	24	23	26
<i>Academic C</i>	3.36	11.94	7.33		10.67	8.18	9.81	12.50	10.25	12.65	23	24	24	23	26
<i>Academic D</i>	2.00	10.71	5.25		3.56	6.50	6.76	8.31	7.82	8.95	23	24	24	23	26
<i>Academic E</i>	2.00	0.33	6.00		2.18	4.60	5.87	5.98	5.44	13.20	23	24	24	23	26
<i>Academic Total</i>	5.18	9.88	9.52		9.27	9.91	12.94	13.10	13.09	15.06	23	25	24	23	26
<i>Senior Staff/Mgt</i>	4.42	7.53	40.50		0.00	5.92	9.35	9.55	8.95	10.70	23	24	24	23	25
<i>Total</i>	8.76	16.34	21.38		23.96	12.00	17.59	17.44	18.22	22.40	25	27	25	24	26
<i>HEW 10+</i>	0.00	0.00	0.00		10.00	7.53	12.01	10.85	12.66	13.86	23	24	24	23	26
<i>HEW 6 and Above</i>	8.89	12.92	23.55		18.50	9.29	13.92	14.12	14.43	18.79	23	24	24	23	26

## Detailed Data Tables

**Recruitment Days to Offer**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	47.79	51.19				69.86	55.79	51.57	51.56	40.75	17	18	16	16	18
<i>Division - Total</i>	44.60	52.31				54.38	49.37	39.72	50.41	40.36	17	18	16	16	18
<i>HEW 1</i>	64.00	0.00			0.00	46.20	0.00	11.14	18.64	34.65	17	19	18	18	21
<i>HEW 2</i>	0.00	0.00			0.00	59.26	42.43	41.98	43.48	34.58	17	19	18	18	21
<i>HEW 3</i>	41.90	34.33			18.00	47.94	39.81	36.98	49.71	33.56	17	19	18	18	21
<i>HEW 4</i>	39.05	46.00			25.25	51.19	43.26	36.91	36.73	31.26	17	19	18	18	21
<i>HEW 5</i>	41.73	52.46			44.17	50.19	46.08	37.93	40.20	31.87	17	19	18	18	21
<i>HEW 6</i>	45.32	48.56			25.50	56.18	48.86	38.07	46.08	32.90	17	19	18	18	21
<i>HEW 7</i>	53.00	47.69			28.53	54.30	52.07	44.84	49.87	36.39	17	19	18	18	21
<i>HEW 8</i>	61.53	51.20			31.89	65.09	58.87	52.30	58.77	38.06	17	19	18	18	21
<i>HEW 9</i>	68.67	65.79			38.00	57.35	63.60	50.24	64.70	44.91	17	19	18	18	21
<i>HEW 1-5</i>	40.83	48.18			31.53	50.56	44.06	37.25	39.86	31.90	17	19	18	18	21
<i>General Total</i>	47.36	50.66			30.60	54.04	46.82	41.24	45.25	34.58	17	20	18	19	21
<i>Academic A</i>	16.00	47.50			69.00	78.91	32.30	38.96	43.47	30.92	17	19	18	18	21
<i>Academic B</i>	44.63	57.53			48.25	83.20	66.57	62.08	61.72	50.96	17	19	18	18	21
<i>Academic C</i>	48.83	47.93			52.50	97.93	55.69	74.61	74.65	57.70	17	19	18	18	21
<i>Academic D</i>	52.00	56.75			34.50	114.86	100.90	114.25	76.02	74.56	17	19	18	18	21
<i>Academic E</i>	65.00	0.00			25.20	108.22	116.46	85.54	90.39	57.69	17	19	18	18	21
<i>Academic Total</i>	37.55	53.80			44.55	87.84	55.12	60.71	58.79	47.19	17	19	18	19	21
<i>Senior Staff/Mgt</i>	59.17	52.11			0.00	58.27	64.74	62.18	50.42	56.08	17	19	18	18	20
<i>Total</i>	46.02	51.41			32.22	63.84	51.67	48.33	49.38	40.22	17	19	18	19	20
<i>HEW 10+</i>	0.00	0.00			0.00	68.98	81.49	74.95	68.62	52.16	17	19	18	18	21
<i>HEW 6 and Above</i>	53.32	53.09			29.97	57.87	54.85	45.57	52.40	37.01	17	19	18	18	21

**Recruitment Days to Start**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	69.63	79.92				98.61	98.44	82.77	91.00	65.15	17	16	14	14	17
<i>Division - Total</i>	58.60	67.96				72.99	65.24	53.16	79.80	53.98	17	16	14	14	17
<i>HEW 1</i>	78.00	0.00			0.00	59.76	0.00	18.69	57.70	53.09	17	16	15	16	20
<i>HEW 2</i>	0.00	0.00			0.00	74.77	59.50	60.45	78.46	45.56	17	16	15	16	20
<i>HEW 3</i>	55.90	48.33			47.50	59.69	59.70	52.72	64.55	47.20	17	16	15	16	20
<i>HEW 4</i>	53.05	60.00			59.09	60.44	62.69	49.35	54.75	43.90	17	16	15	16	20
<i>HEW 5</i>	55.73	66.46			50.83	63.38	62.99	53.92	61.30	42.77	17	16	15	16	20
<i>HEW 6</i>	59.32	62.56			62.57	70.04	64.87	54.08	72.11	46.09	17	16	15	16	20
<i>HEW 7</i>	67.00	61.69			73.53	70.43	70.37	62.70	76.61	47.68	17	16	15	16	20
<i>HEW 8</i>	75.53	65.20			77.46	88.92	79.33	60.45	89.12	54.18	17	16	15	16	20
<i>HEW 9</i>	82.67	79.79			84.50	75.88	75.87	68.01	113.62	60.19	17	16	15	16	20
<i>HEW 1-5</i>	54.83	62.18			55.93	62.11	62.43	51.63	59.28	43.78	17	16	15	16	20
<i>General Total</i>	61.36	64.66			67.40	68.43	66.54	55.28	69.00	47.30	17	16	15	17	20
<i>Academic A</i>	63.08	87.50			115.50	119.11	89.50	82.90	93.11	59.78	17	16	15	16	20
<i>Academic B</i>	72.37	108.14			87.33	131.82	128.83	94.48	107.64	81.07	17	16	15	16	20
<i>Academic C</i>	72.17	47.75			77.63	150.88	124.20	143.86	136.74	97.56	17	16	15	16	20
<i>Academic D</i>	72.50	115.00			100.17	164.05	164.22	143.49	123.00	107.29	17	16	15	16	20
<i>Academic E</i>	159.00	0.00			135.80	187.14	172.84	148.80	153.00	95.02	17	16	15	16	20
<i>Academic Total</i>	71.73	96.78			96.36	136.74	121.41	105.56	108.61	79.84	17	16	15	17	20
<i>Senior Staff/Mgt</i>	77.17	96.50			0.00	107.02	121.23	110.21	101.12	98.55	17	16	15	16	19
<i>Total</i>	63.49	73.46			70.68	88.72	84.53	71.92	80.56	60.13	17	16	15	17	19
<i>HEW 10+</i>	0.00	0.00			0.00	101.16	85.43	64.66	96.18	65.88	17	16	15	16	20
<i>HEW 6 and Above</i>	67.32	67.09			75.27	75.40	71.02	59.28	81.73	50.47	17	16	15	16	20

## Detailed Data Tables

**Unscheduled Absence Taken per Employee**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Faculty - Total</i>	3.78	4.16	4.19	4.90	5.14	3.80	3.93	4.24	4.34	4.72	29	31	31	31	33
<i>Division - Total</i>	6.61	7.58	7.64	8.20	9.03	7.58	7.97	8.19	7.83	8.47	29	31	31	31	33
<i>HEW 1</i>	3.45	5.45	2.80	5.33	8.77	9.93	8.99	6.30	6.59	8.16	32	34	35	33	35
<i>HEW 2</i>	13.53	4.71	0.00	5.50	5.84	9.49	7.49	7.94	8.30	8.66	32	34	35	33	35
<i>HEW 3</i>	6.68	5.88	4.58	7.02	12.38	8.75	8.69	8.55	8.17	8.69	32	34	35	33	35
<i>HEW 4</i>	6.59	9.03	7.02	8.34	10.00	7.95	8.05	8.42	8.71	9.24	32	34	35	33	35
<i>HEW 5</i>	6.44	6.27	7.46	7.97	8.26	7.57	7.70	8.19	7.89	8.78	32	34	35	33	35
<i>HEW 6</i>	5.93	6.02	8.06	8.01	7.96	7.34	7.67	8.10	8.12	8.14	32	34	35	33	35
<i>HEW 7</i>	5.18	6.40	7.55	8.04	7.14	6.89	7.10	7.57	7.66	7.90	32	34	35	33	35
<i>HEW 8</i>	7.47	7.20	7.94	8.80	8.14	6.96	7.09	7.47	7.18	7.60	32	34	35	33	35
<i>HEW 9</i>	6.40	5.26	7.57	6.00	6.89	6.68	7.06	7.32	7.04	7.37	32	34	35	33	35
<i>HEW 1-5</i>	6.60	7.27	6.71	7.99	9.44	8.01	7.97	8.28	8.20	8.90	32	34	35	33	35
<i>General Total</i>	6.38	6.88	7.15	7.97	8.60	7.48	7.58	7.91	7.86	8.27	33	34	36	34	35
<i>Academic A</i>	2.21	1.69	2.17	3.11	3.06	2.25	2.31	2.42	2.36	2.74	27	30	34	32	35
<i>Academic B</i>	4.34	2.49	2.69	3.14	3.23	2.66	2.86	2.81	2.78	3.31	27	30	34	32	35
<i>Academic C</i>	1.09	5.81	3.51	4.20	3.50	2.57	2.93	2.86	2.66	3.42	27	30	34	32	35
<i>Academic D</i>	1.78	1.76	3.02	4.94	1.57	1.93	2.88	2.38	2.71	3.12	27	30	34	32	35
<i>Academic E</i>	0.87	1.03	7.43	8.24	11.39	1.51	2.30	2.20	2.14	2.22	27	30	34	32	35
<i>Academic Total</i>	2.69	3.23	3.13	3.80	3.55	2.35	2.63	2.63	2.59	3.08	28	31	35	33	35
<i>Senior Staff/Mgt</i>	2.20	5.14	3.93	2.68	4.70	3.25	3.57	3.70	3.81	4.26	32	33	35	33	35
<i>Total</i>	4.97	5.54	5.60	6.32	6.80	5.15	5.31	5.61	5.57	6.04	28	34	35	33	35
<i>HEW 10+</i>	0.00	0.00	0.00	0.00	2.00	5.60	5.42	5.75	6.62	6.58	32	34	35	33	35
<i>HEW 6 and Above</i>	6.09	6.35	7.85	7.95	7.61	7.00	7.22	7.62	7.60	7.78	32	34	35	33	35

**Doctoral Qualifications**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Academic A</i>	21.69%	24.39%	15.58%	23.17%	21.05%	40.49%	39.60%	40.29%	46.15%	49.10%	33	35	35	34	35
<i>Academic B</i>	29.18%	30.74%	30.66%	40.49%	42.29%	52.91%	54.12%	54.29%	57.60%	60.45%	33	35	35	34	35
<i>Academic C</i>	67.28%	64.64%	65.78%	70.65%	73.08%	72.20%	73.29%	73.47%	75.07%	77.45%	33	35	35	34	35
<i>Academic D</i>	84.78%	86.96%	86.27%	92.16%	98.15%	84.98%	85.35%	85.04%	86.73%	87.36%	33	35	35	34	35
<i>Academic E</i>	86.96%	79.41%	67.74%	88.00%	100%	88.27%	88.40%	88.80%	89.78%	91%	33	35	35	34	35
<i>Academic Total</i>	46.44%	46.82%	45.50%	53.19%	57.48%	62.11%	62.70%	63.31%	66.60%	69.09%	34	36	36	35	35
<i>Senior Staff/Mgt</i>	32.05%	33.73%	33.77%	42.86%	32.91%	43.67%	45.19%	43.90%	44.56%	43.85%	33	36	36	35	35

**Academic Promotion Rate**

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
<i>Academic B</i>	6.02%	4.88%	5.19%	4.88%	0.00%	2.71%	2.11%	3.07%	3.32%	3.38%	35	33	33	33	34
<i>Academic C</i>	7.73%	7.78%	2.44%	3.17%	5.02%	5.30%	4.71%	4.56%	4.71%	4.41%	35	33	33	33	34
<i>Academic D</i>	4.32%	4.42%	4.28%	3.80%	1.65%	5.52%	4.85%	5.27%	4.59%	4.84%	35	33	33	33	34
<i>Academic E</i>	15.22%	2.17%	0.00%	3.92%	3.70%	6.22%	5.47%	5.35%	5.49%	5.15%	35	33	33	33	34
<i>Academic Total (Level B)</i>	7.06%	5.87%	3.16%	3.66%	3.32%	4.89%	4.24%	4.52%	4.49%	4.41%	35	33	33	33	34

## Detailed Data Tables

### Applications for Promotion Rate

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Academic B	6.02%	4.88%	6.49%	7.32%	0.00%	3.31%	2.47%	3.59%	3.77%	3.68%	35	33	33	33	34
Academic C	11.16%	11.85%	4.18%	5.28%	5.73%	7.31%	6.44%	6.24%	6.36%	6.09%	35	33	33	33	34
Academic D	11.11%	9.94%	5.88%	8.15%	6.59%	8.59%	7.49%	7.86%	7.53%	7.44%	35	33	33	33	34
Academic E	21.74%	4.35%	0.00%	3.92%	9.26%	9.76%	8.17%	8.46%	8.19%	8.59%	35	33	33	33	34
Academic Total (Level B	11.26%	9.67%	4.65%	6.32%	5.77%	7.05%	6.02%	6.37%	6.37%	6.28%	35	33	33	33	34

### Academic Promotions Success Rate

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Academic B	100%	100%	80.00%	66.67%	0.00%	82%	85%	85.38%	87.92%	91.76%	35	33	33	33	34
Academic C	69.23%	65.63%	58.33%	60.00%	87.50%	72.53%	73.06%	73.00%	74.09%	72.43%	35	33	33	33	34
Academic D	38.89%	44.44%	72.73%	46.67%	25.00%	64.28%	64.72%	67.01%	61.00%	65.04%	35	33	33	33	34
Academic E	70.00%	50.00%	0.00%	100%	40.00%	63.77%	66.87%	63.25%	67%	59.95%	35	33	33	33	34
Academic Total (Level B	62.71%	60.71%	67.86%	57.89%	57.58%	69.35%	70.45%	70.95%	70.49%	70.19%	35	33	33	33	34

### Honorary/Visiting Academics

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	49.91	40.13	39.65	39.78	53.82	87.03	91.03	92.55	99.28	97.21	33	32	33	32	32

### Median Age of New Recruits

	ECU					AUS Median					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	38.18	38.60	36.41	30.70	38.47	38.09	37.96	36.41	37.45	37.78	24	28	27	28	27
Division - Total	35.27	36.08	33.35	39.27	34.43	36.63	36.02	35.68	37.00	37.00	24	28	27	28	27
HEW 1-5	34.89	33.58	31.41	30.92	32.66	32.40	31.12	30.71	31.00	32.00	26	29	28	28	27
General Total	35.91	35.25	37.06	32.18	35.31	35.50	35.00	34.07	35.12	35.33	25	29	27	28	27
Academic A	37.23	33.36	31.65		37.00	32.00	32.50	32.64	32.00	34.00	25	27	28	27	27
Academic B	36.61	43.13	39.75	49.21	40.98	38.15	38.33	37.10	38.00	37.72	26	29	28	28	27
Academic C	43.39	55.79	47.17		52.85	45.88	44.00	45.50	43.00	44.58	25	29	28	27	26
Academic D			49.60	58.18	46.99	51.50	50.78	50.50	49.00	47.57	24	27	25	26	24
Academic E	47.95		48.23	52.54	50.24	51.90	53.53	53.64	52.45	54.00	23	26	24	26	25
Academic Total	38.34	43.37	40.19	52.54	40.63	39.90	39.52	39.00	39.75	39.00	24	29	25	28	27
Senior Staff/Mgt	45.26	44.30	56.96		50.06	48.78	47.00	51.00	48.00	50.00	24	29	27	25	25
Total	36.57	37.11	40.19	35.03	37.05	37.84	36.98	37.55	38.00	37.03	26	30	28	28	26
HEW 6 and Above	36.93	37.22	39.04	41.41	38.05	38.47	38.00	37.00	38.08	38.82	26	29	28	28	27



## Detailed Data Tables

**Median Age of Separated Staff**

	ECU					AUS Median					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	40.62	44.42	44.39	40.91	40.73	40.34	41.00	41.18	40.00	41.42	29	31	32	31	32
Division - Total	43.27	40.20	40.54	37.23	40.90	39.77	40.20	39.00	39.05	41.00	29	31	32	31	32
HEW 1-5	37.74	37.91	36.68	33.40	37.17	34.09	34.99	32.43	34.00	33.45	30	32	32	31	32
General Total	39.89	42.75	39.97	36.98	38.95	38.00	39.00	37.54	37.15	38.60	29	31	32	28	31
Academic A	45.59	46.09	39.63	37.22	33.19	36.50	35.76	35.12	34.20	35.00	30	32	33	31	31
Academic B	44.79	46.95	46.42	45.56	42.62	44.00	44.40	42.51	43.00	43.81	30	32	33	31	32
Academic C	51.43	54.26	55.00	53.98	52.01	50.77	53.25	52.28	50.50	52.39	30	32	33	31	32
Academic D	56.97		58.26	60.41	52.78	56.97	57.57	57.00	57.50	57.80	29	31	33	31	31
Academic E	56.07	48.51	61.36	52.14		60.00	59.00	60.00	61.50	62.00	27	32	30	31	31
Academic Total	47.64	48.51	52.99	46.74	47.19	44.09	45.00	44.55	45.00	44.73	29	31	32	31	32
Senior Staff/Mgt	48.20	50.18	52.14	52.84	55.72	55.00	55.11	54.14	54.30	56.88	29	32	32	31	32
Total	41.97	42.75	52.00	39.82	40.90	41.01	40.40	40.00	39.72	40.95	30	33	33	31	32
HEW 6 and Above	43.25	44.25	42.52	40.80	40.91	40.82	42.00	42.00	40.86	42.74	30	32	33	31	32

**Median Age of Current Staff**

	ECU					AUS Median					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total			46.71	41.42	45.45	46.00	46.00	46.00	46.00	45.79	3	6	32	31	32
Division - Total			43.41	36.51	45.45	42.00	42.93	43.97	44.00	43.41	3	6	32	31	32
HEW 1-5			41.76	33.03	41.25	41.76	41.17	41.75	41.10	41.00	3	6	33	31	32
General Total			41.18	36.41	41.67	41.00	44.25	42.73	41.95	42.24	3	6	31	30	32
Academic A			39.17	36.91	42.05	38.00	36.52	36.99	36.01	36.18	3	6	33	31	32
Academic B			46.22	45.27	46.41	44.25	44.70	44.00	43.00	42.94	3	6	33	31	32
Academic C			51.69	54.15	52.28	49.42	50.06	49.00	49.80	49.00	3	6	33	31	32
Academic D			54.04	57.86	53.90	52.50	53.01	53.00	52.69	52.50	3	6	33	31	32
Academic E			56.16	52.14	55.02	55.55	56.00	56.00	56.21	56.00	3	6	33	31	32
Academic Total			51.69	46.87	49.73	48.00	47.50	46.97	47.00	47.00	3	6	32	31	32
Senior Staff/Mgt			54.59	54.97	55.21	53.00	53.44	53.00	53.27	53.02	3	6	33	31	32
Total			45.93	39.40	42.26	44.00	45.13	45.13	45.37	44.96	3	6	33	31	32
HEW 6 and Above			43.00	40.43	42.47	42.00	44.00	43.00	42.80	42.87	3	6	33	31	32

**Median LOS - Current Staff**

	ECU					AUS Median					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	8.94	8.58		4.15	4.23	5.49	5.85	5.13	5.33	5.16	27	29	29	30	31
Division - Total	8.68	8.12		4.14	4.08	5.60	5.50	5.47	5.19	5.08	27	29	29	30	31
HEW 1-5	7.67	7.07		3.57	3.16	3.92	3.98	3.95	3.93	4.00	28	30	30	30	31
General Total	7.92	7.43		3.85	3.77	5.00	5.00	4.93	4.94	5.00	26	29	29	30	31
Academic A	6.35	5.43		1.81	3.14	2.24	2.22	1.99	2.19	2.00	28	30	30	30	31
Academic B	8.97	8.42		3.50	3.54	5.00	4.46	3.80	4.23	3.85	28	30	30	30	31
Academic C	12.48	11.93		7.62	9.75	8.64	8.31	7.92	8.10	8.16	28	30	30	30	31
Academic D	12.33	12.43		9.30	9.58	12.27	12.15	10.99	11.03	10.86	28	30	30	30	31
Academic E	11.36	11.68		5.46	8.21	10.38	10.46	10.05	10.25	8.60	28	30	30	30	31
Academic Total	10.03	9.54		4.57	4.80	6.00	5.87	5.20	5.28	5.50	27	30	29	30	31
Senior Staff/Mgt	12.61	12.54		8.26	9.46	7.95	8.52	8.50	8.28	7.30	28	30	30	30	31
Total	8.83	8.36		4.37	4.18	5.28	5.11	5.14	5.08	5.00	28	30	30	30	31
HEW 6 and Above	8.27	7.92		4.09	4.23	6.02	6.00	5.86	5.79	5.62	28	30	30	30	30

## Detailed Data Tables

### Median LOS - Separating Staff

	ECU					AUS Median					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Faculty - Total	6.14	6.85		5.24	2.27	2.96	2.48	2.42	3.00	2.61	25	27	27	29	31
Division - Total	5.64	6.76		2.81	1.98	2.31	2.21	2.20	2.42	3.00	25	27	27	30	31
HEW 1-5	4.56	5.36		1.92	1.68	1.66	1.60	1.94	2.00	1.92	25	27	26	29	30
General Total	5.15	6.28		2.94	1.84	2.00	2.00	2.13	2.33	2.44	25	28	27	29	30
Academic A	5.96	4.50		4.76	2.01	2.00	1.51	1.80	2.13	2.01	25	27	27	30	30
Academic B	5.70	6.14		8.04	3.00	3.40	3.01	2.98	3.00	3.00	26	28	28	30	31
Academic C	9.44	15.03		8.85	7.51	6.95	6.05	6.88	5.73	6.26	26	28	28	30	31
Academic D	16.43			17.46	0.67	10.59	8.39	10.80	11.49	8.45	25	27	28	30	29
Academic E	23.67	27.66		13.51		9.28	9.35	9.20	8.00	8.66	24	28	26	30	30
Academic Total	7.99	9.04		8.10	3.78	3.10	2.77	2.67	3.42	3.50	25	28	27	30	31
Senior Staff/Mgt	7.59	9.04		13.16	2.73	6.10	6.49	4.90	6.88	8.60	25	28	27	30	31
Total	5.90	6.82		4.01	2.13	2.30	2.08	2.14	2.77	2.92	25	29	28	30	31
HEW 6 and Above	6.07	7.85		4.29	2.32	2.70	2.60	2.29	2.80	3.65	26	28	28	30	31

### Average Time Lost

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	3.29	3.00	9.40	25.00	4.80	20.15	21.67	23.29	25.13	27.14	29	30	31	30	33

### WH&S Compensation Costs as a percentage of Employment Costs

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	0.19%	0.19%	0.10%	0.11%	0.11%	0.33%	0.37%	0.32%	0.29%	0.29%	9	26	27	26	27

### Employment Costs as a % of Revenue

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	51.31%	52.71%	57.08%	59.94%	60.61%	57.53%	53.18%	50.71%	53.14%	53.79%	32	34	33	33	33

### WH&S Incident Rate

	ECU					AUS Average					Sample Size				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Total	0.42%	0.22%	0.28%	0.16%	0.27%	0.77%	0.79%	0.76%	0.65%	0.57%	29	30	31	31	34

# **Section 5 List of Measures**

**The list of measures and their codes.**



## List of Measures

WP EK Ex.....	Workforce Profile: Composition by Employment kind (Excluding Casuals)
WP EK In.....	Workforce Profile: Composition by Employment kind (Including Casuals)
WP FD Ex.....	Workforce Profile: Composition by Faculty and Division (Excluding Casuals)
WP FD In.....	Workforce Profile: Composition by Faculty and Division (Including Casuals)
WP FEK Ex.....	Workforce Profile of Faculty: Composition of Employment kind (Excluding Casuals)
WP FEK In.....	Workforce Profile of Faculty: Composition of Employment kind (Including Casuals)
WP CT.....	Workforce Profile: Composition by Contract Type (Fixed Term)
WP OG.....	Workforce Profile: Composition by Contract Type (Ongoing)
WP ES.....	Workforce Profile: Composition by Employment Status (Full Time)
WP PT.....	Workforce Profile: Composition by Employment Status (Part Time)
Ind Aus.....	Indigenous Staffing
SD HC.....	Staff Distributions - Headcount
Fem.....	Female Participation
HR Func.....	HR Function Staffing Ratio
WH&S.....	WH&S Incident Rate
Comp.....	WH&S Compensation Costs as a percentage of Employment Costs
ATL.....	Average Time lost
Empl Cost.....	Employment Costs as a % of Revenue
TT.....	Total Turnover
VEI.....	Voluntary Employee Initiated Turnover
VUI.....	Voluntary University Initiated Turnover
IUI.....	Involuntary University Initiated Turnover
FTC.....	Fixed Term Contract Expiration
VEI <12.....	Voluntary Employee Initiated Turnover less than 12 Months
RR.....	Recruitment Rate
RS.....	Recruitment Source
App Int.....	Applicant Interest
DTO.....	Recruitment Days to Offer
DTS.....	Recruitment Days to Start
Abs.....	Unscheduled Absence Taken per Employee
Doc Qual.....	Doctoral Qualifications
Ac Promo.....	Academic Promotion Rate
Appl Promo.....	Applications for Promotion Rate
Succ Promo.....	Academic Promotions Success Rate
Hon Ac.....	Honorary/Visiting Academics
AP <25.....	Age Profile < 25 Years of Age
AP 25-29.....	Age Profile 25 - 29 Years of Age
AP 30-34.....	Age Profile 30 - 34 Years of Age
AP 35-39.....	Age Profile 35 - 39 Years of Age
AP 40-44.....	Age Profile 40 - 44 Years of Age
AP 45-49.....	Age Profile 45 - 49 Years of Age
AP 50-54.....	Age Profile 50 - 54 Years of Age
AP 55-59.....	Age Profile 55 - 59 Years of Age
AP 60-64.....	Age Profile 60 -64 Years of Age
AP 65+.....	Age Profile 65 + Years of Age
Med Cur.....	Median Age of Current Staff
Med Rec.....	Median Age of New Recruits
Med Sep.....	Median Age of Separated Staff
LOS <1.....	Length of Service Profile - less than 1 year
LOS 1-3.....	Length of Service Profile – 1-3 years
LOS 3-5.....	Length of Service Profile – 3-5 years
LOS 5-10.....	Length of Service Profile – 5-10 years
LOS 10-15.....	Length of Service Profile – 10-15 years
LOS 15-20.....	Length of Service Profile – 15-20 years
LOS 20-25.....	Length of Service Profile – 20-25 years
LOS 25-30.....	Length of Service Profile – 25-30 years
LOS 30+.....	Length of Service Profile – 25 years or more
LOS Cur.....	Median Length of Service of Current Staff
LOS Sep.....	Median Length of Service of Separating Staff



Listed 20 Apr 2016

Advertiser: The Walter and Eliza Hall Institute



**Walter+Eliza Hall**  
Institute of Medical Research

## Division Coordinator

*The Walter and Eliza Hall Institute is Australia's oldest medical research institute, and celebrated its centenary in 2015.*

*For 100 years we have been making discoveries for humanity, improving the health of people in Australia and around the world.*

*The institute has more than 750 researchers and students who are working to understand, prevent and treat disease, with a focus on cancers, immune disorders and infectious diseases. Diseases we research include blood, breast, bowel, lung and ovarian cancers, diabetes, arthritis, coeliac disease, lupus and malaria. About 100 national and international clinical trials currently underway originate from research at the institute.*

The Division Coordinator will be situated within the scientific division of Inflammation and report directly to the Division Head. The division coordinator will ensure that the division runs efficiently by providing high-level administrative, regulatory and budgetary support. This position acts as a liaison between the division and the professional service areas of the institute and requires regular interaction with all institute departments and key external organisations. The successful appointee will be responsible for ensuring that the divisions members maximise their time and focus on research activities.

The appointee will possess:

- Strong computer literacy, and proficiency using a range of software packages including, but not limited to, Microsoft Office (Word, Excel, Powerpoint), Endnote, Adobe Suite (Acrobat and Illustrator). Competence in Macintosh environment is preferable.
- Demonstrated ability to understand and prepare scientific documentation.
- Experience in preparing and monitoring budgets.
- Strong administrative and/or business experience in a medical research or academic environment.
- Demonstrated ability to handle competing demands of a diverse team.
- **Laboratory experience and/or relevant qualifications such as a BSc (Hons) or PhD (preferred) in the Life Sciences is required.**

This position is available for a period of 6 months to cover maternity leave absence. Salary is dependent on qualifications and experience. Up to 17% superannuation and very attractive salary packaging options are available.

A position description is available on our website; [www.wehi.edu.au](http://www.wehi.edu.au).

Written applications including CV and the names of 3 professional referees should be emailed to [jobapplications@wehi.edu.au](mailto:jobapplications@wehi.edu.au), quoting reference **WEHI/MKDC** in the subject line.

**Application closing date: Friday 6 May 2016**

*At the Walter and Eliza Hall Institute, we strive to ensure our staff and students enjoy a great working environment. We value diversity and gender equity in our workforce and promote flexible working arrangements for staff to [balance working requirements and personal needs](#).*

Enquiries on the role can be directed to Dr Emma Stuart Prato –  
[stuart.e@wehi.edu.au](mailto:stuart.e@wehi.edu.au)




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## JOB SEARCH

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<b>Distance from location (kms)</b> <input type="button" value="Exact"/> <input type="button" value="5"/> <input type="button" value="10"/> <input checked="" type="button" value="25"/> <input type="button" value="50"/> <input type="button" value="100"/>	<b>Sort results by</b> <input checked="" type="button" value="Relevance"/> <input type="button" value="Date"/>
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18

APRIL

## Biostatistician

**MURDOCH CHILDRENS RESEARCH INSTITUTE - Melbourne, VIC**

Biotech, R&amp;D, Science

Source: uWorkin

**MURDOCH  
CHILDRENS  
RESEARCH  
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### JOB DESCRIPTION

#### Position Description

Title

Senior Biostatistician

Assessed Level

Level A Step - Level B Steps 6

Reports To

A/Prof Katherine Lee (with co-supervision by Prof Melissa Wake.)

Personnel Supervised

N/A

Theme

Data Science

Group

Clinical Epidemiology &amp; Biostatistics (CEBU)

Organisational Summary

The Murdoch Childrens Research Institute (MCRI), based at the Melbourne Children's, is the largest child health

research organisation in Australia. It includes Victorian Clinical Genetics Services (VCGS) which is a wholly owned subsidiary of the Institute. Our vision and mission are to be a major global

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contributor to the creation of knowledge  
and to obtain knowledge to improve the health of children.  
The Institute Organisational Structure comprises

#### Research Themes

, which are a collection of common Groups and

representing broad areas of research focus. Our Themes includes Cell Biology, Clinical Sciences, Genetics, Infection & Immunity and Population Health. Each Theme has a collection of research groups with common research endeavours. The Victorian Clinical Genetics

Services (VCGS) provides diagnostic and clinical genetics services, and

#### Core Groups

comprise Data Science

, Melbourne Childrens Trial Centre

and Research Support & Operations.

#### Theme Summaries

This position spans the MCRI's Data Science Core and the Population Health Theme.

#### Data Science Core

The Institute recognises the importance of statistics

and related data science disciplines to its research program

and has internationally regarded expert researchers in these areas. In particular, MCRI has long been recognised for

its strength in biostatistics, which has underpinned many research successes leading to substantial improvements in child health. Modern technology enables us to measure the natural world to finer and finer levels

whether thinking

of a whole child or at microscopic and molecular levels. In this context the Institutes high level

s of expertise in the

analysis and interpretation of data of all kinds help to keep it at the cutting-edge of science. Our Data Science

researchers are active at the forefront of methods development, attracting the next generation of data scientists as

PhD students and postdoctoral researchers. Our approach means that our collaborators in clinical trials, community-based epidemiology, population genetics and genomics are assured of top-quality engagement.

#### Population Health Theme

Population health is the study of the health of communities or populations, including the determinants, distribution

and management of health at the population level. Our Theme aims to improve understanding of the complex

interplay of social, environmental, and biological factors (including genetic and epigenetic factors - factors controlling gene activity) that influence child and adolescent health, and to translate this knowledge into effective prevention,

early intervention and treatment strategies appropriate to diverse populations, particularly those affected by social disparities. Major platforms for our research include large population-based cohort studies and health services intervention studies that span the continuum of the universal, primary and secondary care sectors. In many of our programs we are collaborating on an international scale and we partner with government and non-government agencies across health, welfare and education that are aimed at improving the lives of children and adolescents.

Research Groups

Within the Data Science Core, the

Clinical Epidemiology and Biostatistics Unit (CEBU)

specialises in biostatistics,

epidemiological methods and data management. The group is supported by the MCRI and the University of Melbourne Department of Paediatrics to provide expertise and support in these areas to all researchers on The Royal Children's Hospital campus. The group collaborates with a wide range of clinical and biomedical investigators and also conducts methodological research to develop and strengthen the biostatistical methods underpinning modern health research.

Within the Population Health Theme, the

Community Health Services Research Group

works towards the best

possible health outcomes for children via effective and sustainable interventions that can be systematically delivered in the universal, primary and secondary sectors. At the core of its program are population-based efficacy and translational trials, informed by its longitudinal studies. Focus areas include obesity, mental health, language and literacy, hearing impairment, sleep, and food allergy. Health services and health economics perspectives are integral to its work. The group creates platforms and capacity, including the Child Health CheckPoint (the Longitudinal Study of Australian Children's physical and biomarkers project), to which this position will initially devote 40% of its time.

2

Position Purpose

This is a new role designed for an early-career postdoctoral biostatistician who wishes to pursue methodological

research while also providing collaborative support to a major epidemiological research study. The position is partially supported by a National Health and Medical Research Council (NHMRC) grant that aims to pursue methodological research relating to problems in the analysis of incomplete data, and by a large ongoing cohort study of young children that is based at the MCRI. The appointee will not only work closely with researchers at the MCRI, but also with colleagues in the broader Victorian Centre for Biostatistics (VICBiostat), funded as an NHMRC Centre of Research Excellence, within which CEBU is the leading partner.

The  
MCRIs

Child Health CheckPoint is an internationally significant component of the Longitudinal Study of

Australian Children, a nationally representative longitudinal study managed by the Department of Social Services on behalf of the Australian Government. In planning since 2012, the CheckPoint data collection ended in March 2016 with data organisation, extraction, scoring and coding plus preliminary bioassays due to be complete by Dec 2016. From mid-2016, data will begin to be linked with the 6 waves of comprehensive data already collected since 2004 within the Longitudinal Study of Australian Children. Two senior CEBU staff members are CheckPoint investigators with CEBUs Director

heading its Data and Statistics Committee, which the biostatistician will also join. The appointee

will work closely with the large team of investigators, research assistants, postdoctoral staff and doctoral/other students in Checkpoint to develop analysis plans and to support and conduct analyses for numerous planned papers from this study. There will be scope for methodological work on problems relating to missing data and longitudinal analysis using Checkpoint data.

#### Responsibilities

The appointee will be expected to develop a program of research encompassing the extension, implementation and

evaluation of new methods for handling incomplete data in large epidemiological studies using multiple imputation.

This will include the design, implementation and analysis of simulation studies, as well as the analysis of applied case studies. It may also include the development of new software within statistical packages such as Stata and R. This work will be conducted in collaboration with A/Prof Lee and with other members of a local missing data research group consisting of a range of senior, postdoctoral and PhD level researchers.

The appointee will also be expected to develop, support and conduct appropriate analyses of data from the Child Health CheckPoint project. With 4 content-area investigators (CIs and AIs) involved in the project, numerous analyses and papers will need high-level statistical support throughout the period of this appointment. The biostatistician will take a proactive role in developing analysis plans including initial work on defining and refining the extensive cumulative exposure measures. The biostatistician will design, fit and interpret statistical models with the overall aim of understanding the causal pathways between environmental exposures, biological intermediaries and non-communicable disease phenotypes/risk.

#### Principal Outcomes

##### Research

Perform methodological studies, including the development or evaluation of statistical methods through an

appropriate combination of theoretical work, computer simulation studies and critically evaluated case studies

Modify and implement existing statistical methods for application to epidemiological data, including contributing

to collaborative applied research output

Read, interpret and synthesise recent biostatistical literature in specific areas



Lead (a small number) and contribute to (a much larger number of) scientific manuscripts based on the

methodological and substantive research work respectively

Contribute to writing and obtaining grant applications in both methodological and applied research

#### Engagement in CEBU Teaching & Consulting

The Postdoctoral Fellow will contribute to the broader activities of CEBU, where appropriate and as time permits (5-

0% of the role), by:

Preparing and delivering occasional lectures and tutorials and computer-based training

Providing advice in statistical methods to epidemiologists and other researchers within the MCRI

Providing supervision and assistance on research methods to undergraduate and postgraduate students

#### Support and knowledge transfer

Independently and with minimal supervision contribute to and advise researchers in best practice in data

management and statistical analysis

Leadership and Management

3

Demonstrate leadership capabilities in providing statistical support and developing and addressing

methodological research questions

Involved in professional development activities for themselves

Co-supervise, or where appropriate supervise, honours or postgraduate research projects and students in both

biostatistics and applied research

Contribution to Scientific Community and MCRI

Involved in the promotion of research links with outside bodies, such as VICBiostat

Contribute to the research culture of the research group and theme through attendance at meetings, and/or

membership of a limited number of committees relevant to the groups research outputs

Participates in regular Internal and external conference presentations for peer review

#### Innovation

Generates creative solutions to new and existing problems by demonstrating initiative relative to the position

#### Organisational Relationships and Key Challenges

Organisational Relationships

The position will report jointly to A/Prof Katherine Lee and Prof Melissa Wake

Key relationships will be with:



Biostatistical collaborators in the ViCBiostat Missing Data Research Group

Senior investigators of the Child Health CheckPoint project

The CheckPoint Data Team and broader team of investigators, students, postdocs and research staff

Other colleagues within CEBU and ViCBiostat

Selection Criteria (Education, Knowledge and Skills)

Essential

Working with Children Check & National Police Clearance (if appointed)

A PhD in biostatistics, statistics or closely related discipline

Strong understanding and technical knowledge of complex statistical models and methods for longitudinal data

analysis

Experience in performing complex data manipulation and analysis in a statistical package with a flexible

programming language such as Stata

Record of publication of peer-reviewed scientific articles

Excellent communication skills both written and verbal

Aptitude and enthusiasm for supervision of research students

Demonstrated ability to work independently and collaboratively to achieve project goals and meet agreed

deadlines

Desirable

Experience in collaborative research involving the application of statistical methods in health research,

preferably with experience in longitudinal studies, missing data methods or health technology evaluation

including randomised trials and meta-analysis

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Community

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[Sign in / Register](#)

Experience in the management of data collection and data analysis activities for research studies

<http://www.uworkin.com>

Commitment to Core Values of MCRI

Understands and complies with policies, procedures and the requirements of the Murdoch Childrens Code of

Conduct, Environment Health and Safety (EHS), Unacceptable Behaviour and Conduct, Risk Management and

Handling and Resolving Breaches of the NHMRC Code & Scientific Misconduct at the Royal Children's Hospital

Campus

Displays professionalism in the workplace and is a role model and contributes to the Institute

As the Murdoch Childrens Research Institute evolves to meet its changing strategic and operational needs and objectives, so will the roles required

of its staff members. As such, staff should be aware that this document is not intended to represent the position which the occupant will perform in perpetuity.

This position description is intended to provide an overall view of the incumbents role as at the date of this statement. In addition

to this document, the specifics of the incumbents role will be described in local area work and project plans,

and in performance plans developed

by the incumbent and relevant supervisor as part of MCRIs performance evaluation, development and progression process.



DISCOVERIES FOR HUMANITY

# Five Year Postdoctoral Research Fellowship in Rare Cancer Biology and Genomics

**Application closing date:** Sat, 07/05/2016 - 5:30pm

Applications are invited to apply for the Stafford Fox Centenary Fellowship in Rare Cancer Biology and Genomics. This postdoctoral position is funded for five years by a prestigious Centenary Fellowship as part of an exciting new Rare Cancers Program at the Walter and Eliza Hall Institute of Medical Research.

The Rare Cancers Program is jointly led by Associate Professor Clare Scott and Associate Professor Tony Papenfuss and will generate new genomics data from interesting cases of rare cancer, drawn from a number of national rare cancer studies/platforms led by Associate Professor Scott, and aims to improve outcomes for rare cancer patients. A rapid autopsy program for rare cancers is also being established, which will generate fascinating data and provide deep insights into the origins and progression of rare cancers.

The Stafford Fox Centenary Fellow in the Biology and Genomics of Rare Cancers will be based in the Scott Laboratory at the institute, which undertakes cancer research by generating novel pre-clinical models derived from highly relevant patient material. The lab develops such models with an emphasis on molecular characterisation, identification of susceptibilities relevant for therapeutic targeting and study of tumour evolution under therapeutic pressure. The role will use mouse models, in vitro culture including organoids, and undertake genomics and epigenetics analyses.

The successful candidate will work closely together with the Centenary Fellow in Bioinformatics and Computational Biology for Rare Cancers and there is ample scope in both positions to develop leadership and contribute to research direction within the program.

## **Experience, qualifications and skills**

Applicants should have a PhD in a biological field related to cancer research and at least three years post-doctoral experience in basic cancer research. A strong interest in biology and a passion for science is essential. Excellent molecular skills are strongly recommended. Applicants should have outstanding writing and oral presentation skills.

## **Salary and benefits**

Salary is dependent upon qualifications and experience. Up to 17% superannuation and attractive salary packaging options are available. Attachment N

At the Walter and Eliza Hall Institute, we strive to ensure our staff and students enjoy a great working environment. We value diversity and gender equity in our workforce and promote flexible working arrangements for staff to balance working requirements and personal needs.

## **Application**

A position description is available.

Enquiries should be directed to Associate Professor Clare Scott.

Applications including cover letter, CV and the names of three professional referees should be emailed in PDF format to [jobapplications@wehi.edu.au](mailto:jobapplications@wehi.edu.au) quoting **WEHI/CACS** in the subject line

**Application closing date: 7th May 2016**

Last modified: Thu, 07/04/2016 - 9:39am



### Research Officer in Proteomics

- **Make an important contribution to the health of children through medical research**
- **Work with one of Australia's most respected national and independent medical research institutes**
- **Gain valuable experience in the not-for-profit sector**

Children's Medical Research Institute (CMRI) was Australia's first dedicated paediatric research facility and is now one of the nation's most highly regarded independent medical research centres. Our research focuses on the areas of cancer, neuroscience, embryonic development and birth defects, and gene therapy and we have a strong international reputation based on our research outcomes. CMRI's research programs are supported by state of the art facilities and committed research and support staff. Our achievements are made possible by a loyal network of community supporters, highly engaged donors and the very successful Jeans for Genes® fundraising campaign.

The ACRF International Centre for the Proteome of Cancer (ProCan), located at Children's Medical Research Institute (CMRI), will use innovative technology to rapidly measure the precise levels of many thousands of proteins simultaneously in very small cancer samples. Led by CMRI's Professor Phil Robinson and Professor Roger Reddel, the Centre will analyse a total of about 70,000 cancers of all types over the next 5-7 years. Advanced computer analysis techniques will be used to compare the protein data with the information that is already available about the cancer, including pathology test results and response of the tumours to cancer treatments. This will ultimately result in the ability to make a precise diagnosis of the cancer type and its molecular subtype, and to provide each cancer patient's doctors with a list of the treatments to which the cancer is most likely to respond.

We are seeking a highly motivated Research Officer to join the ProCan team at CMRI. The ideal candidate will have expertise in developing qualitative/quantitative mass spectrometry assays, with a strong analytical background. Hands-on experience with proteomic sample preparation, mass spectrometry (MS) and liquid chromatography (LC) instrumentation is essential. This includes the design and execution of proteomics experiments including label/ label-free quantitative experiments. The appointee will also be required to troubleshoot MS, nano- and regular flow HPLC as well as perform basic instrument maintenance.

The successful candidate must hold the following:

- PhD in Biochemistry, Biotechnology or equivalent experience in a related field.
- Evidence of self-directed research experience. Experience in training scientists in the general field of protein chemistry.
- Minimum 5 years of hands-on LC-MS/MS experience, and strong troubleshooting abilities.
- Strong analytical background in qualitative and quantitative assay development and assay evaluation for proteomics applications.
- Experience in quantitative label-based and label-free MS techniques (e.g. iTRAQ, TMT, DIA/SWATH). Knowledge of targeted-proteomic approaches such as developing multiplexed-MRM assays.
- Strong knowledge of proteomic sample preparation and purification/enrichment techniques.
- Experience with standard database search engines and data analysis tools such as MaxQuant, MASCOT, SWATH, TPP, Proteome Discoverer, Skyline, Scaffold, and Protein Pilot.
- Experience in the management of commercially sensitive information.
- Proficiency in handling large-data-sets including basic bioinformatics and biostatistics skills.
- Strong technical expertise in laboratory skills such as western blotting, immunoassays, peptide and protein chromatography is highly desirable.
- Experience in a proteomics core facility or proteomics laboratory environment is desirable.

The funding is for 3 years initially and salary levels are dependent on the candidates' skills and experience. Additional benefits include the provision of a Public Benevolent Institution salary packaging scheme and participation in an employer-contributed superannuation fund.

Applications should include a cover letter (citing PV1602), curriculum vitae and contact details (phone/email) of three professional referees and be forwarded to [recruitment@cmri.org.au](mailto:recruitment@cmri.org.au)

Please direct enquiries regarding the position Val Valova, Manager, Biomedical Proteomics & ACRF - Centre for Kinomics, [vvalova@cmri.org.au](mailto:vvalova@cmri.org.au), 02 8865 2800.

Applicants will be assessed on receipt and there is no specific closing date.



## Careers

### Positions vacant:

#### Research Officer – Centre for Cancer Research

Hudson Institute of Medical Research is a not-for-profit, independent medical research institute located at Monash Medical Centre in Clayton, Victoria, Australia. The Institute employs almost 300 research staff, 30 administration/support staff and hosts more than 100 undergraduate and postgraduate students.

The Research Officer will initiate and conduct research in the areas of post transcriptional and epigenetic regulation in colon cancer and intestinal development. The position will use state-of-the-art technologies (genetically engineered murine models, CRISPR/RNAi, proteomic approaches) to identify and characterize novel oncogenes in colon cancer and dissect their therapeutic relevance.

The position will work with support, guidance and mentorship from senior research staff including Associate Professor Ron Firestein with an increasing degree of autonomy as the researcher gains greater skills and experience.

Demonstrated abilities:

- Proven to work independently and have publications in peer reviewed journals
- Experience in the fields of cancer biology, signalling, and transcriptional regulation
- Technical skills in molecular biology, murine genetics, tissue cell culture, and gene expression analysis

If you have a PhD or M.D/PhD training in cancer biology, molecular biology, genetics, biochemistry, or a related discipline with excellent communication skills are extremely organised with innovative problem solving skills then we welcome your application.

Please apply via: <https://form.jotform.co/60666965704870>

Position open until a suitable candidate is appointed.

#### Hudson Institute

A merger of the Monash Institute of Medical Research and Prince Henry's Institute of Medical Research

FOLLOW US:



#### Hudson Institute

Address: 27 - 31 Wright Street,  
Clayton VIC 3168

Phone: +61 3 8572 2700

Email: [info@hudson.org.au](mailto:info@hudson.org.au)

Hudson Institute of Medical Research is affiliated with Monash Health and Monash University and a partner of the Monash Health Translation Precinct.



### Research Officer

- **Make an important contribution to the health of children through medical research**
- **Work with one of Australia's most respected national and independent medical research institutes**
- **Gain valuable experience in the not-for-profit sector**

Children's Medical Research Institute (CMRI) was Australia's first dedicated paediatric research facility and is now one of the nation's most highly regarded independent medical research centres. Our research focuses on the areas of embryonic development and birth defects, cancer, neuroscience and gene therapy and we have a strong international reputation based on our research outcomes. CMRI's research programs are supported by state of the art facilities and committed research and support staff. Our achievements are made possible by a loyal network of community supporters, highly engaged donors and the very successful Jeans for Genes® fundraising campaign.

Applications are invited for an enthusiastic and motivated post-doctoral scientist in the Cell Cycle Unit. The post-doctoral position is available immediately. CMRI has a state-of-the-art mass spectrometry facility that has recently been expanded/upgraded that consists of two of Australia's largest Australian Cancer Research Foundation (ACRF) Proteomics Facilities. Further information is available at: <http://www.cmri.org.au/Research/Research-Facilities/ACRF-Centre-for-Kinomics> and <http://www.cmri.org.au/Research/Research-Facilities/ProCan>

The project focuses on unravelling the molecular mechanisms of action of endocytic proteins during mitosis such as clathrin. The successful candidate will carry out large-scale quantitative proteomics and phosphoproteomics of purified mitotic spindles following depletion or functional inhibition of endocytic proteins. The mitotic spindle is an essential cytoskeletal structure required for equal chromosome segregation during cell division. Errors in the structure and function of the mitotic spindle lead to aneuploidy and thus increase oncogenic potential. The position is for 1 year. Extension of the appointment will be dependent upon further external funding from competitive grants.

The successful candidate must hold the following:

- **PhD and must have experience in mass spectrometry and protein biochemistry.**
- Broad experience of quantitative proteomics such as SWATH and TNT labelling, phosphoproteomics, bioinformatics and/or physical chemistry and molecular biology, would be a distinct advantage



- Must be organized with data collection, meeting presentations and composing study reports
- Provide scientific and creative leadership, and demonstrate excellent communication and interpersonal skills
- Must indicate if they are Australian citizens, permanent residents or must provide evidence of work permits

The selected candidate will be working in a creative, fast-paced team environment which demands team-oriented execution of time-dependent experiments. You will be provided with a competitive remuneration package in accordance with qualifications and experience. Additional benefits include the provision of a Public Benevolent Institution salary packaging scheme and participation in an employer-contributed superannuation fund.

Applications should include a cover letter (citing PV1605), curriculum vitae and contact details (phone/email) of three professional referees and be forwarded to [recruitment@cmri.org.au](mailto:recruitment@cmri.org.au)

Closing date for applications is **22<sup>nd</sup> April 2016**.

Please direct enquiries regarding the position to A/Prof Megan Chircop on +612 8865 2992 or [mchircop@cmri.org.au](mailto:mchircop@cmri.org.au). Further information about the Cell Cycle Unit is available at <http://www.cmri.org.au/Research/Research-Units/Cell-Cycle>



[Home](#) > [About Us](#) > Job Vacancies and Careers

## About Us



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## Careers

Children's Medical Research Institute epitomises research excellence. We have world-leading scientists supported by state of the art facilities and dynamic, committed research staff.

From neuroscience and cancer biology to drug development, embryology and gene therapy; when joining the team at the Children's Medical Research Institute you will be surrounded by internationally recognised researchers who foster excellence in all of their staff.

Children's Medical Research Institute is part of the largest health and medical research precinct in Australia and also a member of the Westmead Research Hub. This membership allows our staff access to the vast array of technology, services, resources and expertise available nearby at The Children's Hospital at Westmead, Westmead Hospital and Westmead Millennium Institute.

Opportunities to join the team at CMRI are occasionally available in the areas of research, administration, fundraising, and laboratory support.

## Current Vacancies

[Telemarketing Agent \(Fundraising\)](#)

[Research Officer - Cell Cycle Unit](#)

[Research Assistant - Cell Cycle Unit](#)

[Research Assistant - Proteomics](#)

[Research Officer - Proteomics](#)

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## Researchers

CMRI always welcomes enquiries from qualified scientists interested in post-doctoral or sabbatical opportunities and high achieving students keen to extend their career opportunities. More information for students can be found [here](#).

Interested research candidates should supply a current curriculum vitae, details of experience, and the contact

details of three professional referees to:

Human Resources Manager  
Children's Medical Research Institute  
Locked Bag 23  
Wentworthville NSW 2145 Australia

Email: [recruitment@cmri.org.au](mailto:recruitment@cmri.org.au)

Phone: 1800 GENIES or 1800 436 437 (Toll free), 02 9687 2800

Fax: 02 9687 2120

Street Address: 214 Hawkesbury Road Westmead, NSW 2145

### Contact Us

Phone: [+61 2 8865 2800](tel:+61288652800) or 1800 436 437

Email: [info@cmri.org.au](mailto:info@cmri.org.au)

Fax: +61 2 8865 2801

Street Address

214 Hawkesbury Road

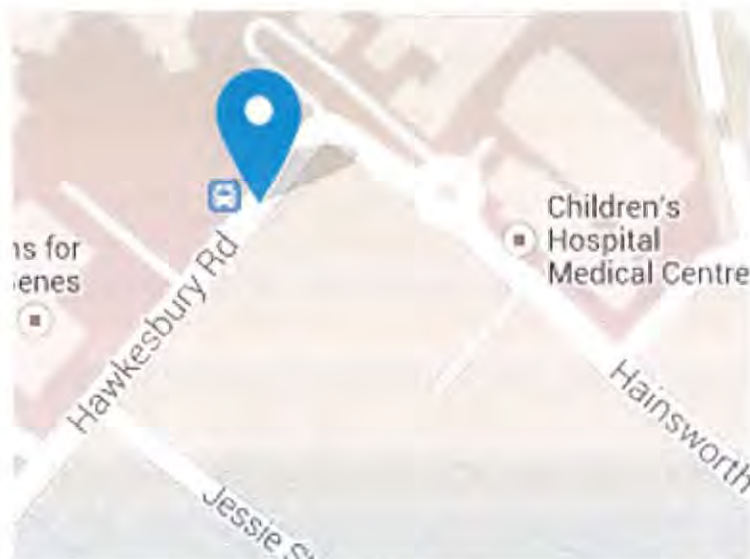
Westmead NSW 2145, Australia

### Find us

Street Address

214 Hawkesbury Road

Westmead NSW 2145, Australia



**Jeans for Genes®**, proudly supporting Children's Medical Research Institute





## POSITION DESCRIPTION

<b>Position Title</b>	Postdoctoral Researcher
<b>Classification</b>	RO1 – SRO1
<b>Team/Division</b>	Epilepsy Division
<b>Reports to</b>	A/Prof Chris Reid, Lab Head
<b>Area of Responsibilities</b>	Performing and analysing experiments
<b>Qualifications and Experience</b>	Post doctoral qualifications with experience in electrophysiology.

### **THE FLOREY INSTITUTE of NEUROSCIENCE AND MENTAL HEALTH:**

The Florey Institute of Neuroscience & Mental Health (The Florey) is the largest brain research centre in the southern hemisphere and one of the largest independent medical research institutes in Australia. Its scientific output, measured by citations and impact, places it amongst the top six neuroscience and mental health research institutes in the world.

The Florey's staff, scientists and students are located across four sites which include the two state of the art buildings in Parkville, at The University of Melbourne and Heidelberg, adjacent to Austin Health.

We are seeking cures and improved treatments for a range of devastating conditions affecting people with brain related disease or injury including addiction, Alzheimer's disease, cardiovascular disease, mental illness, epilepsy, Huntington's disease, motor neurone disease, multiple sclerosis, Parkinson's disease, stroke, traumatic brain and spinal cord injuries.

The Florey's standing as a global leader in neuroscience is continually enhanced as our understanding of the brain grows and our senior scientists publish their work. We continue to recruit researchers both locally and from around the world who are attracted to basic and translational research opportunities, access to research leaders as well as high level scientific support and facilities. These include advanced MRI, histology, bioresources and stem cell services.

The Florey looks forward to a strong and productive period of growth as leading contributors to new frontiers of knowledge and impact on the scientific world stage.

## THE POSITION

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### *Key responsibilities*

- Perform electrophysiological experiments
- Analyse resulting data
- Generate drafts of manuscripts
- Present data at lab meetings and appropriate conferences

## REPORTING & LIAISON

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- Reporting to A/Prof Chris Reid, Lab Head
- Liaising with Epilepsy and Ion Channel team at The Florey
- Liaising with external parties as required

## OCCUPATIONAL HEALTH & SAFETY

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We all have a role to play when it comes to health and safety in our workplace. The Occupational Health and Safety Act 2004 sets out responsibilities for employers as well as employees, and also provides a framework for dealing with health and safety issues. Employees are required to carry out their duties in a manner that does not adversely affect their own health and safety and that of others as well as co-operate with any measures introduced in the workplace to improve OH & S and report any incidents/injuries.

## CONTINUOUS QUALITY IMPROVEMENT

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Continuous Improvement is an important aspect of all our roles to ensure we assess, review and change our practices in an effort to improve our delivery of research or work processes. Each staff member needs to take an active role in promoting and generating improvement processes within their area and more generally across the organization.

## **EQUAL OPPORTUNITY EMPLOYMENT**

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Florey is an equal opportunity employer who encourages diversity in the workplace through flexible work practices and family friendly policies.

## **CONFIDENTIALITY AND INTELLECTUAL PROPERTY**

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An important aspect of your role is dealing with confidential information and aspects of intellectual property as such you will adhere to the Florey Standard Terms and Conditions on Confidentiality, Publications and Intellectual Property, as approved from time to time by the Head Business Development.

## **THE PERSON**

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### **Qualifications, Skills and Attributes**

#### ***Essential***

- PhD or MD
- Strong neuroscience background
- Electrophysiological experience
- Good track record
- Excellent communication skills

#### ***Desirable***

- Experience in epilepsy research
- Experience in animal surgery



**Appraisal**

An initial appraisal is conducted 4 months after appointment and on an annual basis thereafter.

**ACKNOWLEDGEMENT**

I have read, understood and accept the above position description.

**Employee Name**

A/Prof Chris Reid

**Supervisor Name****Employee Signature****Supervisor Signature****Date****Date**



## FLOREY NEUROSCIENCE INSTITUTES



### Position Description

<b>Position Title</b>	<b>Research Scientist (Structural Neuroimaging Analysis)</b>
<b>Classification</b>	Level depending upon qualifications and experience (Research Officer / Senior Research Officer / Research Fellow / Senior Research Fellow)
<b>Hours of Work</b>	38 hours per week
<b>Responsible to</b>	Professor Graeme Jackson (BRI)
<b>Reports Direct to</b>	Dr David Abbott (BRI)
<b>Area of Responsibilities</b>	Research project work at the direction of Professor Jackson.
<b>Qualifications and Experience</b>	A doctorate in physics or equivalent. Experience in quantitative MRI analysis would be an advantage.

#### FLOREY NEUROSCIENCE INSTITUTES

To help create one of the world's top 10 neuroscience institutes, the Brain Research Institute, the Howard Florey Institute and the National Stroke Research Institute have amalgamated to form the Florey Neuroscience Institutes. Two new purpose-built state-of-the-art research facilities have been constructed at a cost of over \$200 million. Neuroscientists from the Mental Health Research Institute and The University of Melbourne are co-located with the Florey Neuroscience Institutes in the new facilities at the University's Parkville campus and at the Austin Hospital in Heidelberg.

They will combine their world-class research skills to develop more effective treatments for the millions of Australians affected by brain disorders. Collectively the new facilities at Parkville and Heidelberg will accommodate around 700 staff and students.

The Victorian Government, Federal Government, The University of Melbourne, the Ian Potter Foundation and the Myer Family provided significant funding for this project.

**Our Mission:** *To Improve life through brain research*

**Our Vision:** *To be recognised as a leading international brain research facility*

**Our Values:** *Innovation and excellence, commitment and passion, integrity and rigour, collaboration and team work*

## FLOREY NEUROSCIENCE INSTITUTES



### The Position

#### Key Responsibilities

- To implement and further develop novel magnetic resonance imaging (MRI) analysis methodology that is most appropriate for the current research programmes at the institute. This initially includes image processing, modelling and display related to quantitative structural MRI including voxel based morphometry, cortical thickness analyses and T2-relaxometry.
- To apply cutting edge MRI analysis methods such as those developed above to clinical neuroscience research. Initially there is a requirement for application of advanced structural analysis methods to specific collections of MRI scans acquired in existing research projects.
- Provide an important significant contribution to the science of the group. This will be manifested by the appointee maintaining an active research profile, including presentation of results of research at national and international scientific meetings, preparation of manuscripts for publication, and development and writing of research grant proposals.
- Continue the development of the fMRI and functional connectivity components of the research team, including all aspects of supervision and training of staff and students of the Institute in the use of techniques implemented.
- The appointee will provide excellence in postgraduate research training including contributing to the supervision of PhD students, and participation in other teaching and training programs of the Institute.
- The appointee will be expected to engage in activities promoting his or her research, the Brain Research Institute, and the wider FNI through membership of professional societies, participating in activities and other interactions associated with knowledge transfer.
- To assist with aspects of MRI quality control, MRI acquisition, software development, post-processing and analysis of data for research projects at the Institute.

#### Reporting & Liaison

The position will report to directly to Dr Abbott and be responsible to Professor Jackson.

#### Occupational Health & Safety

We all have a role to play when it comes to health and safety in our workplace. The Occupational Health and Safety Act 2004 sets out responsibilities for employers as well as employees, and also provides a framework for dealing with health and safety issues. Employees are required to carry out their duties in a manner that does not adversely affect



## FLOREY NEUROSCIENCE INSTITUTES



their own health and safety and that of others as well as co-operate with any measures introduced in the workplace to improve OH&S and report any incidents/injuries.

### Continuous Quality Improvement

Continuous Improvement is an important aspect of all our roles to ensure we assess, review and change our practices in an effort to improve our delivery of research or work processes. Each staff member needs to take an active role in promoting and generating improvement processes within their area and more generally across the organization.

### Equal Employment Opportunity

FNI is an equal opportunity employer who encourages diversity in the workplace through flexible work practices and family friendly policies.

### Confidentiality and Intellectual Property

An important aspect of your role is dealing with confidential information and aspects of intellectual property. As such, you will adhere to the Florey Neuroscience Institutes Standard Terms and Conditions on Confidentiality and Intellectual Property, as approved from time to time by the Head, Business Development.

### Term of role

This role is full time for a period of 2 – 3 years by negotiation.

## The Person

### Skills and Attributes

#### Essential

- A doctorate in physics or equivalent.
- A strong track-record in research, commensurate with level of appointment, including publication in peer reviewed journals.
- Highly developed interpersonal skills and demonstrated ability to work co-operatively in a team environment, in particular encompassing a number of integrated research groups.
- Previous experience in contributing to a research program.
- Proficient communication skills, both written and oral.
- Demonstrated high level of computer skills.

#### Desirable

- Previous experience in functional MRI or medical image analysis.
- Demonstrated previous experience in neuroimaging analysis, using tools such as SPM, FSL, FreeSurfer or equivalent.
- Experience with programming in C++, Matlab and/or IDL.
- Experience with various operating systems, including GNU/Linux.

<b>FLOREY NEUROSCIENCE INSTITUTES</b>	
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<b>Key Performance Indicators</b>	
<ul style="list-style-type: none"> <li>• Successful development and implementation of techniques for characterising functional brain networks.</li> <li>• Publication of BRI-related original work in international peer-reviewed journals.</li> <li>• Active participation (oral presentation and/or poster presentation of BRI-related original work) at international conferences.</li> </ul>	
<b>Appraisal</b>	An initial appraisal is conducted 4 months after appointment and on an annual basis thereafter.

I have read, understood and accept the above position description.

.....  
Name

.....  
Name

.....  
Signed  
**Research Scientist**

.....  
Signed  
**Director - BRI**

.....  
Date

.....  
Date



## FLOREY NEUROSCIENCE INSTITUTES



### Position Description

<b>Position Title</b>	<b>Senior Research Officer Public Health</b> (17/10/2011 – 14/10/2012)
<b>Hours of work</b>	Monday to Friday as per employment agreement
<b>Classification</b>	RO3 to SRO2 (dependent on research track record)
<b>Responsible to</b>	A/Prof Dominique Cadilhac / Prof Geoffrey Donnan
<b>Area of Responsibilities</b>	Provide support to principal investigators, research officers and clinicians involved in the Victorian Stroke Telemedicine Project. Contribute to other Public Health and Epidemiological research.
<b>Qualifications and Experience</b>	Bachelor degree in science or health related field Post-graduate qualifications in public health/ epidemiology

### FLOREY NEUROSCIENCE INSTITUTES

To help create one of the world's top 10 neuroscience institutes, the Howard Florey Institute, the Brain Research Institute and the National Stroke Research Institute have amalgamated to form the Florey Neuroscience Institutes. A \$202 million project has been launched which includes the construction of two new purpose-built state-of-the-art research facilities. The Mental Health Research Institute and University of Melbourne neuroscientists will co-locate with the Florey Neuroscience Institutes in the new facilities at the University's Parkville campus and at the Austin Hospital in Heidelberg.

They will combine their world-class research skills to develop more effective treatments for the millions of Australians affected by brain disorders.

Collectively the new facilities at Parkville and Heidelberg will accommodate around 700 staff and students.

Providing significant funding for this project are the Victorian Government, Federal Government, University of Melbourne, the Ian Potter Foundation and the Myer Family.

**Our Mission:** *To Improve life through brain research*

**Our Vision:** *To be recognised as a leading international brain research facility*

**Our Values:** *Innovation and excellence, commitment and passion, integrity and rigour, collaboration and team work*

## FLOREY NEUROSCIENCE INSTITUTES



### The Position

#### Key Responsibilities

- Contribute to the preparation of protocols, project reports, policy and project specific documents, grants and ethics submissions, as required.
- Assist with the organisation and execution of project meetings including preparation of agendas, taking minutes, and liaison with collaborators, as required
- Maintain appropriate record keeping and filing according to project requirements
- Undertake or participate in project site visits or other relevant off-campus activities including the provision of training needed for projects, as required
- Undertake data collection, verification and management processes to ensure the integrity of data for analysis
- Undertake literature reviews
- Write grant applications to support the research activities of the Stroke Division
- Take responsibility for project budgets including ensuring budgets are adhered to with appropriate record keeping and documentation of outcomes, as required
- Performing statistical analyses using appropriate software
- Initiate or contributing to project reports, publications or presentations
- Understand and provide support for technical issues in relation to various database and communication systems used in the projects
- Be an essential member of a multidisciplinary research team and provide support for junior research and administrative staff
- Recruit and/or supervise staff working on various projects, as necessary or delegated by the Group/Division Head
- Ensure privacy and confidentiality requirements of the projects are achieved ensuring data preservation, backup and associated tasks are routinely completed and checked
- To ensure that research activities performed are conducted in accordance with project protocols, ethics approvals and Australian guidelines for good research
- To maintain a research output consistent with project timelines and the standing of FNI as an internationally recognised research centre
- As required, work on, or contribute to, a range of projects with appropriate research staff for the Stroke Division and/or with collaborating organisations/ individuals
- Attend and participate in applicable FNI and Stroke Division staff meetings and seminars where possible
- Be familiar with OHS regulations and other FNI policies that are applicable to all staff (such as HR policies and procedures, resource sharing, etc)
- Participate in objective setting, performance management, review of the position and the planning and implementation of personal and career development activities.
- Actively develop job-related skills, as appropriate to ensure the successful achievement of projects
- To be flexible in work routine

#### Reporting & Liaison

##### Internal: (Austin Site)

- Reports to Dominique Cadilhac, Head Division of Public Health, National Stroke Research Institute and Prof Geoffrey Donnan, Director FNI.



## FLOREY NEUROSCIENCE INSTITUTES



### External:

- As per contractual arrangements with the partners of the Victorian Stroke Telemedicine Project including Bendigo Health, the Loddon Mallee Health Alliance and Department of Health.
- As per contractual arrangements for other Public Health and Epidemiological research

### Occupational Health & Safety

We all have a role to play when it comes to health and safety in our workplace. The [Occupational Health and Safety Act 2004](#) sets out responsibilities for employers as well as employees, and also provides a framework for dealing with health and safety issues. Employees are required to carry out their duties in a manner that does not adversely affect their own health and safety and that of others as well as co-operate with any measures introduced in the workplace to improve OH&S and report any incidents/injuries.

### Continuous Quality Improvement

Continuous Improvement is an important aspect of all our roles to ensure we assess, review and change our practices in an effort to improve our delivery of research or work processes. Each staff member needs to take an active role in promoting and generating improvement processes within their area and more generally across the organization.

### Equal Employment Opportunity

FNI is an equal opportunity employer who encourages diversity in the workplace through flexible work practices and family friendly policies.

### Confidentiality and Intellectual Property

An important aspect of your role is dealing with confidential information and aspects of intellectual property. As such, you will adhere to the Florey Neuroscience Institutes Standard Terms and Conditions on Confidentiality and Intellectual Property, as approved from time to time by the Head, Business Development.

## The Person

### Skills and Attributes

#### Essential

- *Bachelor degree in sciences or health-related field*
- *Post-doctoral qualifications in a public health or related research field*
- *Solid understanding of research and related ethical principles in the conduct of research*
- *Previous experience in managing and supporting collaborative projects amongst a multidisciplinary team*
- *Excellent computing and analytical skills*
- *Excellent interpersonal skills including the ability to work individually and as part of a*

## FLOREY NEUROSCIENCE INSTITUTES



*team.*

- *High-level written and oral communication skills and good organizational skills.*
- *Demonstrated ability to collect and collate information accurately and reliably.*
- *Demonstrated skills in personal time management and organising projects involving people.*
- *Experience with ethics applications and grant writing*
- *Ability to learn new techniques and follow established protocols.*
- *To be an essential member of a multidisciplinary research team.*
- *To ensure that research activities performed are conducted in accordance with study protocols and Australian guidelines for good research.*
- *To maintain a research output consistent with project timelines and the standing of the FNI as an internationally recognised research centre.*
- *To be flexible in work routine.*
- *Attend and participate in Stroke Division/FNI staff meetings and seminars*
- *Experience in writing/developing grant applications*
- *Ability to identify and report problems in a timely manner*

### **Desirable:**

- Prior experience undertaking research in stroke or cardiovascular disease
- Epidemiology/biostatistics qualifications
- Clinical background in allied health, medicine or nursing
- Management of project budgets
- Peer-reviewed publications, relative to opportunity
- Experience with competitive grant attainment, relative to opportunity
- Experience with telemedicine technology or web-based technologies for data capture

### **Key Performance Indicators**

- Successful completion of project work within the required timeframes
- Successful management of project budgets and staff, as delegated
- Peer-reviewed publications, relative to opportunity
- Grant funding, relative to opportunity





<b>Appraisal</b>	An appraisal will be conducted at the end of the probation period and annually and/or at the end of the period of employment.
------------------	---

I have read, understood and accept the above position description.

.....  
Name

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Name

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Signed  
**Research Officer**

.....  
Signed  
**Director - FNI**

.....  
Date

.....  
Date

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# Postdoctoral Research Fellow - John Chalmers Clinical Research Fellowship

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## Postdoctoral Research Fellow - John Chalmers Clinical Research Fellowship

8 Apr 2016

Location: Sydney ▶ CBD, Inner West & Eastern Suburbs  
 Salary: 80K  
 Work type: Full Time  
 Classification: Healthcare & Medical ▶ Clinical/Medical Research

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### Supported by Servier

Sydney

At the George Institute our vision is to be the world's leading research centre dedicated to developing effective and affordable solutions for the healthcare challenges of the 21st century, especially in resource poor environments. We have over 450 staff across the globe with centres in Australia, China, India and United Kingdom. Our team of researchers are among the world's best with a genuine passion for improving the health of people around the world.

To celebrate and recognize one of our greats, Professor John Chalmers, we are offering The *John Chalmers Clinical Research Fellowship* with the support of Servier. The fellowship will be awarded to an outstanding post-doctoral clinical researcher to undertake supported research at the George Institute for Global Health in Australia. This is a full-time 2 year postdoctoral fellowship valued at \$80,000pa that will enable the Fellow to undertake research that encompasses Professor Chalmers' areas of interest, specifically, cardiovascular, hypertension, renal and diabetes. Extension beyond the term of the fellowship is dependent on further funding being secured.

The George Institute offers a flexible and inclusive work culture with excellent staff benefits including 17.5% leave loading, salary packaging arrangements and sound learning opportunities.

#### Eligibility Criteria:

- Applicants must hold a relevant postgraduate degree in related disciplines (including medicine, science or health)
- Experience in the development and coordination of health research projects and/or clinical trials
- Experience in writing research papers and grant applications
- Experience in data interpretation, analysis and/or statistical skills
- Excellent interpersonal skills and the ability to work well and flexibly ie autonomously, in small teams and with a wide range of varying stakeholders

#### Further Information:

Please find further information, position description and application form on our careers page via the link below. For additional information please contact Leanne Tea via email [jobs@georgeinstitute.org.au](mailto:jobs@georgeinstitute.org.au)

#### To apply:

All applications must be submitted via our careers webpage as a single PDF file and should include:

### Health courses

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- 1 page cover letter
- 2 page curriculum vitae
- 4 page statement addressing the statement of claim (attached)
- 2 page
- Full list of publications and presentations
- A copy of academic transcripts
- 2 Referee reports which should include (but is not limited to) the following:
  - The capacity in which the referee knows the Chalmers Fellowship applicant
  - Comment on the applicant's suitability for a clinical research fellowship
  - Comment on the applicant's potential for future leadership in their field of research.

*The George Institute is an equal employment opportunity employer committed to equity, diversity and social inclusion. Applications are encouraged from people with a disability; women; Aboriginal and Torres Strait Islanders; people who identify as GLBTI; and those from culturally and linguistically diverse backgrounds.*

**To apply for this job go to:**

**www.thegeorgeinstitute.recruitmenthub.com.au & enter ref code: 2739566.**

**Applications close 08 May 2016**



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## Research Officer - LB

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### Research Officer - LB

Children's Cancer Institute is wholly dedicated to putting an end to childhood cancer and is the only medical research institute in Australia solely dedicated to this cause. We don't just hope to do it – **we will do it**; and we're looking for the brightest brains to help us get the job done. Children's Cancer Institute provides the best possible environment for our staff to develop and thrive with state-of-the-art facilities at the Lowy Cancer Research Centre, UNSW Australia – one of the leading cancer research centres in the world.

We have an exciting opportunity for a **Research Officer** to join our Leukaemia Biology Program on a full-time, one year contract (extendable). The successful candidate will undertake highly translational research focused on the preclinical development of novel drugs for the treatment of high-risk and drug-resistant acute leukaemia in children as part of the National Cancer Institute (USA) funded Pediatric Preclinical Testing Consortium (PPTC).

#### Duties and responsibilities will include, but are not limited to:

- Undertake research as a team member and independently
- Make a significant contribution to the intellectual output of the Leukaemia Biology Program through experimental design, publications and presentations at national and international conferences
- Drafting new agent proposals for consideration by the PPTC Steering Committee
- Drafting manuscripts of research findings, and analyse and collate experimental results for transfer to the PPTC Coordinating Center on a regular basis
- Collating, organising and presenting experimental results
- Contribute to laboratory compliance and ordering
- Responsible for producing and contributing to high quality research and industry publications
- Contribute to research and commercial funding submissions

#### Minimum qualifications, experience and skills required:

- PhD or equivalent in relevant scientific or medical field and 1-5 years' postdoctoral experience.
- Experience in translational cancer biology
- Prior experience in animal models of cancer is essential
- Expertise in cell and molecular biology techniques, and cancer genomics or proteomics
- High level of motivation and research productivity
- Advanced technical skills
- Advanced analytical skills

22 Apr 2016

**Location:** Sydney ▶ CBD, Inner West & Eastern Suburbs  
**Work type:** Full Time  
**Classification:** Healthcare & Medical ▶ Clinical/Medical Research

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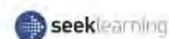
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We are strongly committed to the growth of our employees so all staff can fulfil their aspirations. You'll be rewarded with a friendly and professional work environment, comprehensive on-campus facilities, competitive salary, salary packaging options and regular social activities.

Discover what it's like to look forward to coming to work every day and making a real difference in our mission to save the lives of all children with cancer! It's not if. It's **when**.

A detailed job description and additional information on Children's cancer Institute can be found on our website at:  
[www.childrenscancerinstitute.org.au](http://www.childrenscancerinstitute.org.au)

To apply, please click the 'APPLY' link below and forward both your resume AND cover letter clearly addressing the qualifications, experience and skills required.

Please note: Due to the high volume of applicants, only shortlisted candidates will be contacted.



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## STAFFORD FOX CENTENARY FELLOWSHIPS IN RARE CANCER: BIOLOGY & GENOMICS, AND BIOINFORMATICS & COMPUTATIONAL BIOLOGY

Two postdoctoral positions funded for five years by prestigious Centenary Fellowships are currently available as part of an exciting new Rare Cancers Program at the Walter and Eliza Hall Institute of Medical Research.

The Rare Cancers Program is jointly led by Associate Professors Clare Scott and Associate Professor Tony Papenfuss and will generate new genomics data from interesting cases of rare cancer, drawn from a number of national rare cancer studies/platforms led by Associate Professor Scott, and aims to improve outcomes for rare cancer patients. A rapid autopsy program for rare cancers is also being established, which will generate fascinating data and provide deep insights into the origins and progression of rare cancers.

The two postdoctoral positions will work closely together and there is ample scope in both positions to develop leadership and contribute to research direction within the program.

The Stafford Fox Centenary Fellowship in the Biology and Genomics of Rare Cancers will be based in the Scott Laboratory at the institute, which undertakes cancer research by generating novel pre-clinical models derived from highly relevant patient material. The lab develops such models with an emphasis on molecular characterisation, identification of susceptibilities relevant for therapeutic targeting and study of tumour evolution under therapeutic pressure. The role will use mouse models, in vitro culture including organoids, and undertake genomics and epigenetics analyses.

### Experience, qualifications and skills

Applicants should have a PhD in a biological field related to cancer research and at least three years post-doctoral experience in basic cancer research. A strong interest in biology and a passion for science is essential. Excellent molecular skills are strongly recommended. Applicants should have outstanding writing and oral presentation skills.

Reference code: WEHI/CACS

The Stafford Fox Centenary Fellowship in Bioinformatics and Computational Biology for Rare Cancers will be based in the Papenfuss Laboratory at the institute, which undertakes bioinformatics and computational biology research with a strong focus on cancer and evolution. This role will involve bioinformatics methods development, applied bioinformatics analyses, and computational biology approaches to make sense of multi-omics data.



(<http://www.universitypositions.eu>)

computational biology, mathematics/statistics, computer science, or in bioinformatics or computational biology, and cancer genomics is

The position requires strong programming skills and expertise in python and R is highly desirable. Familiarity with unix and version control software is highly desirable. Applicants should have outstanding writing and presentation skills.

Reference code: WEHI/MKBCF

### Salary and benefits

Salary is dependent upon qualifications and experience. Up to 17% superannuation and attractive salary packaging options are available.

At the Walter and Eliza Hall Institute, we strive to ensure our staff and students enjoy a great working environment. We value diversity and gender equity in our workforce and promote flexible working arrangements for staff to balance working requirements and personal needs ([www.wehi.edu.au/about/institute-life/gender-equity](http://www.wehi.edu.au/about/institute-life/gender-equity)).

### Application

Position descriptions are available on our website (<http://www.wehi.edu.au/>) for both positions.

Applications including cover letter, CV and the names of three professional referees should be emailed in PDF format to [jobapplications@wehi.edu.au](mailto:jobapplications@wehi.edu.au) quoting the relevant reference code listed above.

Application closing date: 7th May 2016...



**Walter+Eliza Hall**  
Institute of Medical Research

DISCOVERIES FOR HUMANITY

[APPLY FOR THIS JOB... \(EMAILTO:JOBAPPLICATIONS@WEHI.EDU.AU\)](mailto:jobapplications@wehi.edu.au)

### Company

The Walter and Eliza Hall Institute of Medical Research (WEHI)

### Location

Australia

### Application date

2016-05-07

### Categories

Researcher

### Topics

Natural Sciences



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Medical Research Institute

Job title, keywords or company

where:

Westmead NSW

City, state/territory or postcode

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## Research Officer - Cell Cycle Unit

Children's Medical Research Institute - Westmead NSW

Research Officer

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- Make an important contribution to the health of children through

medical research

- Work with one of Australia's most respected national and independent

medical research institutes

- Gain valuable experience in the not-for-profit sector

Children's Medical Research Institute (CMRI) was Australia's first dedicated paediatric research facility and is now one of the nation's most highly regarded independent medical research centres. Our research focuses on the areas of embryonic development and birth defects, cancer, neuroscience and gene therapy and we have a strong international reputation based on our research outcomes. CMRI's research programs are supported by state of the art facilities and committed research and support staff. Our achievements are made possible by a loyal network of community supporters, highly engaged donors and the very successful Jeans for Genes® fundraising campaign.

Applications are invited for an enthusiastic and motivated post-doctoral scientist in the Cell Cycle Unit. The post-doctoral position is available immediately. CMRI has a state-of-the-art mass spectrometry facility that has recently been expanded/upgraded that consists of two of Australia's largest Australian Cancer Research Foundation (ACRF)

**Proteomics Facilities. Further information is available at:**  
<http://www.cmri.org.au/Research/Research-Facilities/ACRF-Centre-for-Kinomics> and  
<http://www.cmri.org.au/Research/Research-Facilities/ProCan>

The project focuses on unravelling the molecular mechanisms of action of endocytic proteins during mitosis such as clathrin. The successful candidate will carry out large-scale quantitative proteomics and phosphoproteomics of purified mitotic spindles following depletion or functional inhibition of endocytic proteins. The mitotic spindle is an essential cytoskeletal structure required for equal chromosome segregation during cell division. Errors in the structure and function of the mitotic spindle lead to aneuploidy and thus increase oncogenic potential. The position is for 1 year. Extension of the appointment will be dependent upon further external funding from competitive grants.

**The successful candidate must hold the following:**

- PhD and must have experience in mass spectrometry and protein biochemistry.
- Broad experience of quantitative proteomics such as SWATH and TNT labelling,

phosphoproteomics, bioinformatics and/or physical chemistry and



molecular

biology, would be a distinct advantage

- Must be organized with data collection, meeting presentations and composing

study reports

- Provide scientific and creative leadership, and demonstrate excellent

communication and interpersonal skills

- Must indicate if they are Australian citizens, permanent residents or must provide

evidence of work permits

The selected candidate will be working in a creative, fast-paced team environment which demands team-oriented execution of time-dependent experiments.

You will be provided with a competitive remuneration package in accordance with qualifications and experience. Additional benefits include the provision of a Public Benevolent Institution salary packaging scheme and participation in an employer-contributed superannuation fund.

Applications should include a cover letter (citing PV1605), curriculum vitae and contact details (phone/email) of three professional referees and be forwarded to [recruitment@cmri.org.au](mailto:recruitment@cmri.org.au)

Closing date for applications is 22nd April 2016.

Please direct enquiries regarding the position to A/Prof Megan Chircop on +612 8865 2992 or [mchircop@cmri.org.au](mailto:mchircop@cmri.org.au). Further information about the Cell Cycle Unit is available at <http://www.cmri.org.au/Research/Research-Units/Cell-Cycle>  
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Indeed will send your application to [recruitment@cmri.org.au](mailto:recruitment@cmri.org.au).

Please review all application instructions before applying to Children's Medical Research Institutue.

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## Post doctoral/Clinical Research Fellow in Neurodegenerative Diseases

Australian and New Zealand Association of Neurologists - Australia  
\$57,330 - \$97,205 a year

The Wesley Research Institute, Brisbane

Post-doctoral/Clinical Research Fellow in Neurodegenerative Diseases

**Salary:** UQ academic salary Level A or B \$57,330 to \$97,205 per annum (depending on qualifications and experience) plus superannuation and salary sacrificing benefits

**Appointment:** Full-time, fixed-term for up to 3 years

The Wesley Research Institute is a not-for-profit organisation that conducts research that focuses on improving patient care and quality of life. Our clinical and applied research aims to discover, test and refine new techniques for better diagnosis and treatment of illness and disease.

The primary function of this role is to lead a new research team in the study of neurodegenerative diseases (Huntington's Disease and Friedreich's Ataxia) in collaboration with the University of Queensland Centre for Clinical Research, Queensland Brain Institute and the Department of Neurology at the Royal Brisbane and Women's Hospital.

For the Clinical Research Fellow role you are required to hold a medical degree that is registrable with the Medical Board of Australia and have significant clinical and/or research experience in neurology.

For the Post-doctoral Research Fellow position it is essential that you hold an MD/ PhD in a neuroscience-related subject. An adjunct academic appointment will be sought from the University of Queensland for senior candidates.

**Further information:** <http://www.wesleyresearch.org.au/contact-wri/careers/>

To submit your cover letter and CV please contact the Wesley Research Institute at, ph +61 7 3721 1500 or email [careers@wesleyresearch.com.au](mailto:careers@wesleyresearch.com.au)

**Closing date:** 11 April 2014  
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Indeed will send your application to [careers@wesleyresearch.com.au](mailto:careers@wesleyresearch.com.au).

Please review all application instructions before applying to Australian and New Zealand Association of Neurologists.

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About this company

### Australian and New Zealand Association of Neurologists

The Australian and New Zealand Association of Neurologists (ANZAN) is a united, committed organisation and a strong public voice for...



# JOB DESCRIPTION TELETHON KIDS INSTITUTE



<b>Why is this Job Description being written?</b>		<input checked="" type="checkbox"/> New Position <input type="checkbox"/> Replacement Position <input type="checkbox"/> Position re-designed <input type="checkbox"/> Position not previously described		
<b>POSITION DETAILS:</b>	<b>Position Title:</b>	<b>EXPERIENCED RESEARCH ASSISTANT/ RESEARCH OFFICER</b>		
<b>RFA:</b>	Brain and Behaviour	<b>Research Group:</b>	Inflammation	
<b>Position reports to: (role)</b>	Head, Inflammation (Prof Prue Hart)			
<b>Location: include all possible locations</b>	100 Roberts Road Subiaco			
<b>POSITION PURPOSE:</b> In one or two sentences briefly summarise the overall purpose of this role, i.e. broadly, <b>what</b> this role does and <b>why</b>				
<p>This person will assist in the daily management and extensive laboratory analysis of samples from participants in a clinical trial. This person will assist in phenotypic and functional tests of cells isolated from blood. This person must have laboratory experience.</p>				
<b>KEY RESPONSIBILITY AREAS</b> <i>(Please list in order of importance)</i>				
<b>Key Position Accountabilities</b> What are the main areas for which the position is accountable	<b>% of Total Role</b>	<b>Inputs:</b> What are the key activities or tasks to be carried out?	<b>Outputs:</b> What are the expected end results?	<b>Measures:</b> How it is measured

ESSENTIAL SKILLS, KNOWLEDGE AND EXPERIENCE:			
<b>Qualifications:</b> what are the minimum educational, technical or professional qualifications required to competently perform role		<ul style="list-style-type: none"> <li>• PhD, or Bachelors degree with Honours in a health sciences discipline</li> </ul>	
<b>Skills, Knowledge &amp; Experience:</b>		<ul style="list-style-type: none"> <li>• Laboratory experience for taking and handling of blood, isolation of cells and serum, freezing of cells</li> <li>• Flow cytometry experience</li> <li>• Demonstrated ability to develop initiatives in a research environment</li> <li>• Demonstrated ability to set goals, develop priorities and meet deadlines</li> <li>• Superior organisational skills</li> <li>• Database management skills</li> <li>• Ability to work in a multi-disciplinary research team that spans several sites</li> <li>• Ability to liaise effectively with neurologists, participants and scientists</li> <li>• High level written and oral communication skills</li> <li>• Empathic nature for liaison with trial participants</li> <li>• Knowledge about the principles of Good Clinical Practice, human ethics, governance and research compliance in Australia</li> </ul>	
DESIRABLE SKILLS, KNOWLEDGE AND EXPERIENCE:			
<b>Qualifications:</b> what are the minimum educational, technical or professional qualifications required to competently perform role		<ul style="list-style-type: none"> <li>• Research higher degree or equivalent level of expertise gained from a combination of experience, training or professional accreditation in a health-related field</li> </ul>	
<b>Skills, Knowledge &amp; Experience:</b>		<ul style="list-style-type: none"> <li>• Experience in data analysis and report writing</li> <li>• Experience in preparing manuscripts for peer-review publication</li> <li>• Experience in public speaking and conference presentation</li> <li>• Experience in supervision of students</li> </ul>	
SCOPE:			
<b>Financial accountability:</b> Does this role have accountability for a budget? No			
<b>People responsibility:</b> Does this role have any direct reports or indirect reports (through direct reports)?			
No. of direct reports	0	No. of indirect reports	0

<p><b>Research</b></p>	<p>80%</p>	<ul style="list-style-type: none"> <li>• Assist in the day to day running of the PhoCIS trial</li> <li>• Participant liaison and recruitment for the first trial visit and multiple follow-up visits</li> <li>• Isolation of serum and cells for analysis and for subsequent storage of aliquots of cells in liquid nitrogen and -80 degrees</li> <li>• Testing of functional activities associated with development of multiple sclerosis</li> <li>• Phenotyping of cells isolated from the blood of trial participants</li> <li>• Examination of cell function by assessment of cell movement and metabolism</li> <li>• Collection and storage of questionnaire data</li> <li>• Collection and storage of data from UVB dosimeters</li> <li>• Collection and storage of skin characteristics and skin casts</li> <li>• Management of data bases of all details related to the participants</li> <li>• Procurement of all reagents necessary for conduct of the trial</li> </ul>	<ul style="list-style-type: none"> <li>• Timely recruitment and follow-up of trial participants</li> <li>• Analysis of blood cell phenotype and function</li> <li>• Timely reports to the trial chief investigators of the trial progress</li> <li>• Active participation in meetings of the Trial Chief Investigators</li> </ul>	<ul style="list-style-type: none"> <li>• Trial participants are happy to complete follow-up visits</li> <li>• Organised freezing and analysis of samples from trial participants</li> <li>• Organised phenotyping of cells and examination of their function</li> <li>• Organised management of trial information</li> <li>• Timely completion of administrative duties</li> </ul>
<p><b>Research Administration</b></p>	<p>20%</p>	<ul style="list-style-type: none"> <li>• Collection and management of high quality research data</li> <li>• Participation in continuous quality improvement and Good Clinical Practice compliance of research activities</li> </ul>	<ul style="list-style-type: none"> <li>• Protection of the health, dignity, integrity, right to self-determination, privacy and confidentiality of personal information of research participants</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Successful implementation of recording systems for all trial information</li> </ul>

**ORGANISATIONAL CHART:** (please complete using position titles or insert diagram below)

Next level of supervision

Principal Chief Investigator

Immediate level of supervision

Trial Co-ordinator/  
Research Fellow

Other roles reporting to immediate supervisor

		Senior Research Assistant/ Research Officer			
--	--	--	--	--	--

Direct reports (role x no.)

--	--	--	--	--	--

**ADDITIONAL INFORMATION:** is there any additional information that needs to be understood to explain this role?



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# Animal Technician - ABR Mossvale Facility

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## Animal Technician - ABR Mossvale Facility

The Garvan Institute of Medical Research is one of Australia's leading medical research institutes, with over 600 scientists, students and support staff. We pioneer study into the most widespread diseases affecting our community today, including cancer, neurodegenerative and mental diseases, disorders of the immune system, diabetes and obesity, osteoporosis and other skeletal disorders.

The Australian BioResources Facility owned and operated by the Garvan, breeds high quality laboratory mice for Garvan's medical research programs. This state of the art facility, based near Moss Vale, uses advanced technology to provide an optimal environment for the production of high quality animals for medical research.

We are currently seeking a full time Animal Technician to join our dedicated team of professionals. Principal responsibilities of this position involve breeding, maintenance and care of inbred and genetically modified mouse colonies, cage and room hygiene, record keeping and participation in facility cleaning in accordance with Garvan's Animal Ethics Monitoring Standards.

To secure this opportunity, the successful applicant will need to possess the following skills and attributes:

### Essential

- A firm commitment to animal welfare and care
- Strong customer focus and commitment to quality
- Good communication and interpersonal skills
- Ability to work well with colleagues
- Meticulous attention to detail
- Strong organisational skills
- High level of reliability
- Ability and motivation to develop new skills and learn new procedures

### Desirable

- Relevant tertiary qualifications
- Experience in the laboratory animal field

20 Apr 2016

Location	Tumut, Southern Highlands & Snowy
Salary	competitive + 10% super and salary packaging
Work type	Full Time
Classification	Healthcare & Medical ▶ Clinical/Medical Research

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- A basic knowledge of veterinary and medical terminology
- Basic manipulation skills (ie. Injection and blood collection)

The position is a 1 year fixed term position with a possibility of a renewal after 12 months. The successful applicant must be available to participate in weekend work and public holiday rosters.

**How to Apply**

Please prepare and submit your application at <http://www.garvan.org.au/careers> ensuring you attach the following:

- A Cover Letter addressing the Selection Criteria above
- Your Resume including 3 Referees

Closing date: 29 April 2016

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# FLOREY NEUROSCIENCE INSTITUTES



## Position Description

<b>Position Title</b>	Senior Technician
<b>Classification</b>	HEW 5-1
<b>Responsible to</b>	Mouse Facility Manager
<b>Area of Responsibilities</b>	Melbourne Brain Centre Breeding Facility
<b>Qualifications and Experience</b>	Completion of Animal Technician Degree

### FLOREY NEUROSCIENCE INSTITUTES

To help create one of the world's top 10 neuroscience institutes, the Howard Florey Institute, the Brain Research Institute and the National Stroke Research Institute have amalgamated to form the Florey Neuroscience Institutes (FNI). The FNI has a combined operating budget of \$30m pa and is engaged in a \$225 million project that includes the construction of two new purpose-built state-of-the-art research facilities; one in Parkville and the other in Heidelberg.

The Mental Health Research Institute and University of Melbourne will co-locate with the FNI in these new facilities. Collectively, they will combine their world-class research skills to aid in the diagnosis and development of more effective treatments for millions of Australians affected by brain disorders every year.

The new facilities at Parkville and Heidelberg will accommodate around 700 staff and students. Together with co-located occupants we will share scientific platforms and seek to improve efficiencies through shared management services.

The best neuroscientists from Australia and around the world will be attracted to these new facilities. Construction should be completed by the end of 2011.

The FNI's corporate statements of intent are:

**Our Mission:** *To Improve life through brain research*

**Our Vision:** *To be recognised as a leading international brain research facility*

**Our Values:** *Innovation and excellence, commitment and passion, integrity and rigour, collaboration and team work*

## FLOREY NEUROSCIENCE INSTITUTES



### The Position

This is a senior technical appointment expected to play a major role in all aspects of animal (mice) management. In particular the position involves the management of transgenic mice and direct involvement in delivering successful research outcomes, coordinating daily staff activity, monitoring and assisting staff progress, setting and following a budget and assisting in developing an animal monitoring program. The position will involve periods of work at Howard Florey Institute's off-site facilities and associated travel. As Animal Services operates 7 days a week, the incumbent is expected to contribute to work on weekends and public holidays and perform overtime as required. The successful applicant is expected to be reliable, flexible and have an understanding of the needs associated with animal care and display a solid work ethic.

### Key Responsibilities

- In the absence of the mouse facility manager, assist and co – ordinate breeding strategies with other senior technicians associated with Melbourne Brain Centre mouse breeding facility and Howard Florey Institute mouse facilities.
- First point of contact for matters related to mice production and husbandry within MBC mouse breeding facility.
- High expertise in transgenic mouse colonies.
- Ensure the highest standards of Animal welfare and regulatory compliance.
- Maintain accurate mouse records for colony management and familiarity with mouse tracking systems
- Train and supervise new and existing Animal Services staff.
- Exercise basic animal procedure techniques.

### Reporting & Liaison

The Position reports to The Mouse Facility Manager and Core Animal Services Manager  
Only broad direction is anticipated with the expectation of direct liaison with individual researchers as required to achieve desired outcomes.

### Occupational Health & Safety

We all have a role to play when it comes to health and safety in our workplace. The Occupational Health and Safety Act 2004 sets out responsibilities for employers as well as employees, and also provides a framework for dealing with health and safety issues. Employees are required to carry out their duties in a manner that does not adversely affect their own health and safety and that of others as well as co-operate with any measures introduced in the workplace to improve O.H & S and report any incidents/injuries.



**FLOREY NEUROSCIENCE INSTITUTES****Continuous Quality Improvement**

Continuous Improvement is an important aspect of all our roles to ensure we assess, review and change our practices in an effort to improve our delivery of research or work processes. Each staff member needs to take an active role in promoting and generating improvement processes within their area and more generally across the organization.

**Equal Employment Opportunity**

FNI is an equal opportunity employer who encourages diversity in the workplace through flexible work practices and family friendly policies.

**Confidentiality and Intellectual Property**

An important aspect of your role is dealing with confidential information and aspects of intellectual property as such you will adhere to the Florey Neuroscience Institutes Standard Terms and Conditions on Confidentiality and Intellectual Property, as approved from time to time by the Head Business Development.

**FLOREY NEUROSCIENCE INSTITUTES****The Person****Skills and Attributes****Essential**

- Excellent interpersonal skills with the ability to liaise with researchers and train staff and students
- Experience in a supervisory role.
- Experienced in transgenic and knock out mouse colonies
- Excellent time, data management and meeting preparation skills.
- A high level of animal husbandry skills.
- A current Victorian Drivers Licence.
- Reliable with a high standard of work ethic.
- Work within a team environment.
- Proficiency working within a SPF environment.

**Desirable**

- Demonstrated ability to work effectively with minimal direction,
- Knowledge of relevant animal welfare and regulatory compliance issues.
- Demonstrated ability to deliver precise animal production requirements from complex animal models over long time courses.
- Victorian Drivers licence.



**FLOREY NEUROSCIENCE INSTITUTES**



**Key Performance Indicators**

- Ensure a high standard of breeding transgenic mouse strains
- Ensure communication is maintained on a weekly basis with your group you manage colonies for.
- Attend weekly or fortnightly user group meetings.
- Accurate record keeping.
- Maintain a team work ethic within the mouse facilities
- Assist manager with the supervision of junior staff members as requested.
- Attend monthly mouse facility staff meetings
- Report to CAS manager and Mouse Facility manager in regards to animal tracking systems and documents.

**Appraisal**

An initial appraisal is conducted 4 months after appointment and on an annual basis thereafter.

I have read, understood and accept the above position description.

.....  
Name

.....  
Name

.....  
Signed  
**Employee**

.....  
Signed  
**Team Leader/Supervisor**

.....  
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Date

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# Senior Research Assistant/ Junior Research Officer

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## Senior Research Assistant/ Junior Research Officer

Children's Cancer Institute is wholly dedicated to putting an end to childhood cancer and is the only medical research institute in Australia solely dedicated to this cause. We don't just hope to do it – **we will do it**; and we're looking for the brightest brains to help us get the job done. Children's Cancer Institute provides the best possible environment for our staff to develop and thrive with state-of-the-art facilities at the Lowy Cancer Research Centre, UNSW Australia – one of the leading cancer research centres in the world.

We have an excellent opportunity for a dedicated Senior Research Assistant/Junior Research Officer to join our Molecular Carcinogenesis team on a full-time 12 month contract with potential to extend. The position will involve exploring mechanisms of tumourigenesis using transgenic mouse models of leukaemia and neuroblastoma. Moreover, the mechanistic insights from this work will be used to explore novel therapeutic targeting opportunities using in vitro and in vivo models of leukaemia/neuroblastoma.

### Responsibilities will include, but are not limited to:

- Conduct research as a member of a team and supervised by project Leader
- Achieve an outstanding level of competence in all aspects of experimental work
- Assist with planning and coordination of research efforts
- Produce, or contribute to high quality publications
- Present research data at conferences and seminars
- Trains, supervises and guides students on a day to day basis
- Get involved in professional activities
- Get involved in CCIA activities
- Comply with regulatory guidelines (including OGTR and ethics) and Institute policies

### Qualifications:

- **BSc or MSc/PhD in a relevant scientific medical field**

### Experience and requirements:

- 2-3 years' research experience
- Has experience in molecular and cellular biology
- Has experience working with animal models
- Demonstrated ability to design and conduct experiments independently as well as in a team environment

31 Mar 2016

**Location:** Sydney ▶ CBD, Inner West & Eastern Suburbs  
**Work type:** Full Time  
**Classification:** Healthcare & Medical ▶ Clinical/Medical Research

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- Advanced computer skills
- Demonstrated commitment to conducting experiments involving humans, animals & GMO's under strict ethical and regulatory guidelines
- Demonstrated commitment to OGTR and other regulatory requirements
- Exhibits a high degree of professionalism and respect for others
- An interest in developing techniques and using the latest technology in research projects

We are strongly committed to the growth of our employees so all staff can fulfil their aspirations. You'll be rewarded with a friendly and professional work environment, comprehensive on-campus facilities, competitive salary, salary packaging options and regular social activities.

Join a group of dedicated people in a performance-driven environment to achieve success and discover what it's like to look forward to coming to work every day and making a real difference in our mission to save the lives of all children with cancer! It's not if. It's **when**. A detailed job description and additional information on Children's cancer Institute can be found on our website at: [www.childrenscancerinstitute.org.au](http://www.childrenscancerinstitute.org.au)

To apply, please click the 'APPLY' link below and forward both your resume AND cover letter clearly addressing the qualifications, experience and skills required.

Please note: Due to the high volume of applicants, only shortlisted candidates will be contacted.



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## POSITION DESCRIPTION



<b>Position Title</b>	Research Assistant
<b>Classification</b>	RA 4-6
<b>Responsible to</b>	Dr Toby Merson
<b>Area of Responsibilities</b>	Experiments involving molecular biology, immunohistochemistry, cell culture and animals, data management, administrative reporting
<b>Qualifications and Experience</b>	Bachelor of Science degree with Honours (or equivalent) Evidence of formal scientific training and achievement Previous research assistant experience highly desirable

### FLOREY NEUROSCIENCE INSTITUTES

To help create one of the world's top 10 neuroscience institutes, the Howard Florey Institute, the Brain Research Institute and the National Stroke Research Institute have amalgamated to form the Florey Neuroscience Institutes (FNI). The \$225 million project includes the construction of two new purpose-built state-of-the-art research facilities. The Mental Health Research Institute and University of Melbourne neuroscientists will co-locate with the FNI in the new facilities at the University's Parkville campus and at the Austin Hospital in Heidelberg.

The FNI, Mental Health Research Institute and the University will combine their world-class research skills to develop more effective treatments for the millions of Australians affected by brain disorders every year.

The new facilities at Parkville and Heidelberg will accommodate around 700 staff and students.

The FNI will attract the best neuroscientists from Australia and around the world to its Melbourne facilities. Preparation of the building sites is well advanced with construction of both facilities to be completed by 2011.

Providing significant funding for this project are the Victorian Government, Federal Government, University of Melbourne, the Ian Potter Foundation and the Myer Family.

**Our Mission:** *To Improve life through brain research*

**Our Vision:** *To be recognised as a leading international brain research facility*

**Our Values:** *Innovation and excellence, commitment and passion, integrity and rigour, collaboration and team work*

## POSITION DESCRIPTION



### The Position

This position is for a highly motivated and exceptionally well organised individual with significant laboratory experience capable of undertaking independent investigation to a very high standard. The position will involve research directed tasks involving cell culture, immunohistochemistry, molecular biology, microscopy, image analysis and quantification, and animal research. Following training, the successful candidate will be expected to work with minimal direct supervision in a capacity that will involve interaction with various individuals within the division.

The incumbent will join a research team led by Dr Tobias Merson within the Multiple Sclerosis (MS) Division at FNI. The MS Division headed by Prof Trevor Kilpatrick comprises more than 20 researchers including scientists, students and research assistants. The Division is focused on developing strategies to limit the severity of demyelinating diseases of the central nervous system, of which MS is the most common cause. The Division has a strong history of publishing high impact papers and continues to maintain a high national and international profile in this field.

### Key Responsibilities

The incumbent will provide significant support to research by performing a range of research related tasks including:

- Conduct experiments including preparation, sampling, data collection and analysis and preparation of results and reports as requested by the supervisor;
- Assist in the preparation of documentation (e.g. for grant applications, research and conference papers) requiring the conducting of literature reviews and/or analysis of data;
- Provide administrative and financial management support for research projects and programs including the maintenance and use of electronic and paper based information systems, databases and records;
- Manage or provide significant assistance to the operations of the research laboratory including maintaining laboratory equipment and materials, the disposal of waste and the ordering of supplies;
- Keep abreast of developments, activities and protocols in area of expertise through liaison with staff and peers, reading relevant literature and attendance at relevant seminars
- Other duties as required within the scope of the classification of this position.

### Working hours

The appointment is for a full-time position. The nature of the research requires monitoring of tissue culture and animal experiments and this in turn will require flexible working hours. Depending upon the nature of the work being undertaken at any given time, the incumbent may be required to work evenings and weekends.



## POSITION DESCRIPTION



### Reporting & Liaison

The incumbent will join the Multiple Sclerosis (MS) Division at FNI to perform experiments as required by Dr Tobias Merson who will act as primary supervisor. The incumbent will be required to participate in weekly lab and division meetings.

### Occupational Health & Safety

We all have a role to play when it comes to health and safety in our workplace. The [Occupational Health and Safety Act 2004](#) sets out responsibilities for employers as well as employees, and also provides a framework for dealing with health and safety issues. Employees are required to carry out their duties in a manner that does not adversely affect their own health and safety and that of others as well as co-operate with any measures introduced in the workplace to improve O.H & S and report any incidents/injuries.

### Continuous Quality Improvement

Continuous Improvement is an important aspect of all our roles to ensure we assess, review and change our practices in an effort to improve our delivery of research or work processes. Each staff member needs to take an active role in promoting and generating improvement processes within their area and more generally across the organization.

### Equal Employment Opportunity

FNI is an equal opportunity employer who encourages diversity in the workplace through flexible work practices and family friendly policies.

### Confidentiality and Intellectual Property

An important aspect of your role is dealing with confidential information and aspects of intellectual property as such you will adhere to the Florey Neuroscience Institutes Standard Terms and Conditions on Confidentiality and Intellectual Property, as approved from time to time by the Head Business Development.



## POSITION DESCRIPTION



### The Person

#### Skills and Attributes


This position is for a highly motivated and well organised individual with significant laboratory experience enabling a capacity for independent investigation. The successful candidate will be expected to work under minimal supervision using experimental protocols established in the laboratory with the expectation of innovation of new techniques. A high level of skill is assumed, in combination with accuracy, attention to detail, reliability, motivation and the ability to prioritise tasks.

#### Essential

- Bachelor of Science degree with Honours (or equivalent) from a recognised university with subsequent relevant work experience OR an equivalent combination of experience and training;
- Evidence of formal scientific training and achievement including an ability to solve problems by using discretion, innovation and diagnostic skill within areas of responsibility
- An ability to work as part of a team with excellent written and verbal communication skills and a proven ability to follow instructions, keep detailed documentation of experiments and results, effectively analyse information and produce clear, succinct reports and documents with reliability, accuracy and attention to detail
- High level planning and organisational skills, with the ability to prioritise multiple tasks and set and meet deadlines
- Demonstrated well developed computer literacy and proficiency in the production of high level work using software such as Microsoft Office, with the capability and willingness to learn new packages as appropriate
- A demonstrated awareness of the principles of confidentiality, privacy and information handling

#### Desirable

- Experience in a variety of laboratory techniques, with an emphasis on cell culture, molecular biology and animal handling experience

<h2>POSITION DESCRIPTION</h2>	
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Key Performance Indicators	
<p>Clear evidence of an ability to:</p> <ul style="list-style-type: none"> <li>• Follow instructions and to keep detailed, accurate and up-to-date records of experimental procedures and results, including maintenance of laboratory inventory, animal database, ordering of laboratory stocks</li> <li>• Effectively troubleshoot and work with minimal supervision</li> <li>• Interact effectively with the primary supervisor to discuss research outcomes and directions and meet agreed timelines</li> <li>• Conduct research in a timely manner and to work reliability, accurately and with attention to detail</li> </ul>	
<b>Appraisal</b>	An initial appraisal is conducted 4 months after appointment and on an annual basis thereafter.

I have read, understood and accept the above position description.

.....  
Name

.....  
Name

.....  
Signed  
**Employee**

.....  
Signed  
**Team Leader/Supervisor**

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# Data and Administration Officer

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## Data and Administration Officer

One in five Australians is affected by a brain disorder each year. The Florey Institute of Neuroscience and Mental Health employs more than 400 people who are passionately committed to researching the way the brain works. We are internationally renowned for our discoveries and research on the central nervous system and associated brain disorders. Key areas of interest include addiction, Alzheimer's disease, cardiovascular disease, depression, epilepsy, Huntington's disease, motor neuron disease, multiple sclerosis, Parkinson's disease, schizophrenia, stroke and traumatic and spinal cord injury.

An excellent opportunity is available for a highly motivated individual to join an outstanding team of scientists and work within the Public Health Team. This full time role initially for a period of 12 months, will primarily be responsible for providing administration and data management support for the Australian Stroke Clinical Registry (AuSCR) including the Queensland Stroke Quality Improvement Project (Q-SQIP). The AuSCR is a national clinical quality registry in which a web tool is used to collect a minimum data set of acute care treatment plus health outcomes 3 months post-episode for all hospitalised patients who have had a stroke or transient ischaemic attack. The information collected in AuSCR is used to monitor the quality of acute stroke care and promote quality assurance in participating hospitals. From 2016, the AuSCR will transition to be operated on the AuSDaT and the Florey will become the data custodian for this tool.

The successful candidate will hold a relevant Bachelor degree in sciences or health related field and also experience with health information or data management, epidemiology, public health or related field. Attention to detail, excellent computing skills and well developed organisations skills are attributes we are looking for in order to fulfil this diverse role.

An indicative salary in the range of \$60,188 to \$65,149 commensurate with experience (plus 9.5% superannuation and generous salary packaging options). For more information or to obtain a position description please visit our website at [www.florey.edu.au/careers](http://www.florey.edu.au/careers)

Applications, including cover letter and curriculum vitae should be forwarded no later than **5pm, Wednesday, 27th April 2016**.

Human Resources Office  
 E: [employment@florey.edu.au](mailto:employment@florey.edu.au)  
 Ph: 9035-7127

13 Apr 2016

Location: Melbourne ▶ Northern Suburbs

Work type: Full Time

Classification: Healthcare & Medical ▶ Clinical/Medical Research

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# Research Technician, Structural Biology Division

**Application closing date:** Fri, 29/04/2016 - 6:00pm

An opportunity exists for a Research Technician to join the Structural Biology Division, Czabotar Laboratory.

This position will involve working in a laboratory utilising biochemistry and structural biology to investigate proteins involved in Programmed Cell Death. Key responsibilities include preparation of recombinant proteins, performance of biochemical and crystallisation experiments using established procedures, accurate recording of results and maintenance of laboratory resources and records.

The appointee will possess:

- BSc(Hons) or equivalent degree and significant laboratory experience
- Routine molecular biology and cloning techniques
- Protein expression and purification experience is highly desirable
- Experience in protein crystallization an advantage but not essential

In addition, the successful candidate will have excellent communication and organisational skills and the ability to work both independently and constructively within a team.

This position is available for 1 year in the first instance. Salary range is \$63,618 - \$73,074 (HEW 5). Up to 17% superannuation and very attractive salary packaging options are available.

General enquiries can be directed to Dr Peter Czabotar

A position description is available

Written applications including cover letter, CV and the names of 3 professional referees should be emailed in pdf format to [jobapplications@wehi.edu.au](mailto:jobapplications@wehi.edu.au).

Please quote reference **WEHI/YSPC** in the subject line when applying for this position.

*At the Walter and Eliza Hall Institute we strive to ensure our staff and students enjoy a great working environment. We value diversity and gender equity in our work force and promote flexible working arrangements for staff to balance working requirements and personal needs.*





**Walter+Eliza Hall**  
Institute of Medical Research

## Position description

# Research Technician

<b>Position title:</b> Research Technician	<b>Classification:</b> HEW 5
<b>Division/Department:</b> Structural Biology	<b>Work location:</b> Parkville
<b>Position reference:</b>	<b>Employment type:</b>
<b>Remuneration range:</b>	<b>Further information:</b>
<b>Position reports to:</b> Laboratory Head & Research Officer	<b>Closing date:</b>
<b>Positions reporting to this one:</b> none	

## Position overview

The Czabotar laboratory utilises biochemistry and structural biology to investigate proteins involved in Programmed Cell Death. The Research Technician will be responsible for performing experiments and procedures following established protocols and accurately recording results to contribute to research as directed by the Laboratory Head.

## Organisational environment

### The Walter and Eliza Hall Institute of Medical Research

The institute, established in 1915, currently houses 15 research divisions, containing around 85 laboratories and 800 staff, with an annual budget of approximately A\$100 million.

The institute's research focuses on cancer (breast, cancer, leukaemia, lymphoma, multiple myeloma, lung cancer, colon cancer, and ovarian cancer), infectious disease (malaria, tuberculosis, HIV, and hepatitis) and chronic inflammatory and immune diseases (coeliac disease, type 1 diabetes, rheumatoid arthritis and transplantation) and continues a strong tradition of collaboration and interdisciplinary programs. The institute has a strong national and international reputation for performing highly influential research and for translation that leads to long term improvements in disease, diagnosis and treatment.

The institute's main laboratories are located within the Parkville precinct, a vibrant hub for life science research, education and healthcare provision. In addition, the Walter and Eliza Hall Institute Biotechnology Centre is located 30 minutes from Parkville at La Trobe University's R&D Park in Bundoora. The Biotechnology Centre features facilities for high-throughput chemical screening, medicinal chemistry, antibody production and malaria containment. The centre also functions as an incubator for the institute's biotechnology companies.

## Position description – Research Technician

### **Organisational objectives**

#### **Discovery**

To make discoveries in medical biology that shape contemporary thinking and paradigms and enhance the understanding and treatment of disease.

#### **Translation**

To convert our discoveries into improvements in disease diagnosis, prevention and treatment.

#### **Education**

To develop and enrich the skills and experience of students and staff, allowing each person to realise their potential and contribute to a vibrant campus.

#### **Engagement**

To engage with the community and develop support for medical research generally and the institute's mission specifically.

#### **Sustainability**

To build an infrastructure, funding and research capacity that enables the institute to fulfil its mission in a sustainable manner.

### **Organisational values**

- Excellence in science, innovation, education and communication
- Creativity and inventiveness
- Diversity of thought
- Integrity
- Collaboration
- Mutual respect
- Honesty and transparency
- Ethical and social responsibility
- Equality of opportunity
- Continual improvement

### **Key responsibilities**

The Research Technician will contribute to any or all of the following areas according to skills and experience: protein expression and purification, cloning and construct design, protein crystallisation and some aspects of day-to-day lab organisation and management.



Position description – Research Technician

## Key selection criteria

### Personal qualities

- Ability to work independently and in cooperation with other team members
- Interest in learning new techniques and procedures

### Knowledge and skills

- BSc(Hons) or equivalent degree and laboratory experience
- Routine molecular biology and cloning techniques
- Protein expression and purification experience highly desirable
- Experience in crystallizing proteins an advantage but not essential

## Occupational Health and Safety

- Comply with institute Health and Safety Policies and Procedures.
- Take reasonable care of own safety and the safety of others around.
- Use Personal Protective Equipment (PPE) and safety devices appropriately.
- Report all hazards, incidents and injuries.
- Attend training programs as documented in individual training needs matrices.

## How and where to apply

Applicants are encouraged to submit a cover letter, current resume and three referees to [jobapplications@wehi.edu.au](mailto:jobapplications@wehi.edu.au) quoting the position number.

Please address each of the key selection criteria separately in a written document.

## Diversity

The Walter and Eliza Hall Institute is an Equal Opportunity Employer.

The institute encourages and welcomes interest from Aboriginal and Torres Strait Islanders for roles within the institute.

## Privacy notification

The collection and handling of declarations and personal information relevant to your employment will be consistent with the requirements of the *Privacy Act 1988*.



DISCOVERIES FOR HUMANITY

# Research Technician, Structural Biology Division

**Application closing date:** Fri, 29/04/2016 - 6:00pm

An opportunity exists for a Research Technician to join the Structural Biology Division, Czabotar Laboratory.

This position will involve working in a laboratory utilising biochemistry and structural biology to investigate proteins involved in Programmed Cell Death. Key responsibilities include preparation of recombinant proteins, performance of biochemical and crystallisation experiments using established procedures, accurate recording of results and maintenance of laboratory resources and records.

The appointee will possess:

- BSc(Hons) or equivalent degree and significant laboratory experience
- Routine molecular biology and cloning techniques
- Protein expression and purification experience is highly desirable
- Experience in protein crystallization an advantage but not essential

In addition, the successful candidate will have excellent communication and organisational skills and the ability to work both independently and constructively within a team.

This position is available for 1 year in the first instance. Salary range is \$63,618 - \$73,074 (HEW 5). Up to 17% superannuation and very attractive salary packaging options are available.

General enquiries can be directed to Dr Peter Czabotar

A position description is available

Written applications including cover letter, CV and the names of 3 professional referees should be emailed in pdf format to [jobapplications@wehi.edu.au](mailto:jobapplications@wehi.edu.au).

Please quote reference **WEHI/YSPC** in the subject line when applying for this position.

*At the Walter and Eliza Hall Institute we strive to ensure our staff and students enjoy a great working environment. We value diversity and gender equity in our work force and promote flexible working arrangements for staff to balance working requirements and personal needs.*



## POSITION DESCRIPTION



<b>Position Title</b>	Microscopy Facility Supervisor
<b>Classification</b>	Higher Education Worker (HEW- 7)
<b>Responsible to</b>	Manager, Neuroscience Research Services
<b>Area of Responsibilities</b>	<p>The Research Officer in Biomedical Imaging is required to interact with and provide advice to a wide range of biomedical researchers ranging from undergraduate students to senior scientists. This position was established to support brain research through provision of high level microscopy services.</p> <p>The person appointed to the position will be provided with a training program which will enable him or her to in turn train other users and provide operational assistance. The person will join a dynamic team working in Australia's premier brain research institute.</p>
<b>Qualifications and Experience</b>	Bachelor of Science (with Honours) or Masters Degree in physics, biophysics, neuroscience, histology or molecular biology or equivalent and at least 3 years' experience working in an imaging environment.

### FLOREY NEUROSCIENCE INSTITUTES

To help create one of the world's top 10 neuroscience institutes, the Howard Florey Institute, the Brain Research Institute and the National Stroke Research Institute have amalgamated to form Florey Neuroscience Institutes (FNI). The \$225 million project includes the construction of two new purpose-built state-of-the-art research facilities. The Mental Health Research Institute and University of Melbourne neuroscientists will co-locate with the FNI in the new facilities at the University's Parkville campus and at the Austin Hospital in Heidelberg.

The FNI, Mental Health Research Institute and the University will combine their world-class research skills to develop more effective treatments for the millions of Australians affected by brain disorders every year.

The new facilities at Parkville and Heidelberg will accommodate around 700 staff and students.

The FNI will attract the best neuroscientists from Australia and around the world to its Melbourne facilities. Preparation of the building sites has already commenced and it is hoped construction of the FNI facilities will be completed by 2011.

Providing significant funding for this project are the Victorian Government, Federal Government, University of Melbourne, the Ian Potter Foundation and the Myer Family.

## POSITION DESCRIPTION



**Our Mission:** *To Improve life through brain research*

**Our Vision:** *To be recognised as a leading international brain research facility*

**Our Values:** *Innovation and excellence, commitment and passion, integrity and rigour, collaboration and team work*

### NEURO RESEARCH SERVICES

Neuro Research Services (NRS) offers an animal phenotyping service for researchers in academia and industry who are working with genetically and pharmacologically altered rodent models.

Gene mutation technology is being used increasingly in medical research to help us understand the genetic basis for conditions such as epilepsy, drug addiction, schizophrenia and Parkinson's disease. Investigators use targeted gene mutation to help them assess hypotheses about the role of a gene. The role of the NRS is to evaluate the effect of that mutation on the new animal model created. The way in which the gene mutation is expressed, or its phenotype, can be assessed in a number of ways.

Phenotyping services at the NRS include morphological, histochemical, pharmacological, physiological and behavioural analyses of an animal. These analyses are also undertaken following drug treatment of an animal to identify which neurological functions are influenced by the compound. In addition, the NRS provides access to proven models of neurological disease.

The NRS, while based at the Florey, brings together Australia's pre-eminent experts in neuroscience research to offer a comprehensive service to the biomedical research community.

This fully integrated service is unique in Australia and in the Asian region.

Fees paid by users support the operating costs of the Facility.

## The Position

### Key Responsibilities

#### Microscopy

- To be proficient in the use of all microscopes in the Facility by actively participating in training opportunities provided by the suppliers of the equipment and through other courses.
- To be the point of contact for all users of the facility.
- To assist users in determining the appropriate type of microscopy for their experimental needs.
- To assist in the development of applications for the microscopes.
- To take a lead role in the future development of the facility.



## POSITION DESCRIPTION



### Facility management

- To maintain a facility that engenders high quality science and encourages scientist to use the facility to its maximum capacity.
- To maintain a safe, high quality working environment for all users by:
  - Ensuring all microscopes and associated computers and cameras are in good working order
  - Coordinating standard servicing and repairs
  - Maintaining supplies of consumables
  - Ensuring all equipment is set up and used in a manner complying to OH&S standards
- To manage the booking system for the microscopes.
- To liaise with the NRS Manager regarding bookings and billings.
- To establish policies and operating procedures for use of the facility.
- To maintain the Microscopy website.

### Training

- To establish and coordinate training for users, including one to one training and small group workshops.
- To supervise students and new users of the microscopes.
- To assist all users in trouble shooting.

### Other duties

- To contribute to the goals and objectives of the FNI in other ways including:
  - Provision of information as required for reporting, planning or grant-writing purposes.
  - Contribution to the research culture of the Institute through membership of relevant committees and contributions to research outputs.
  - Involvement in professional activities such as conferences and seminars in related areas of expertise

### Reporting & Liaison

This position will report directly to the Manager of the Neuroscience Research Services for administrative and consultative purposes and will also report directly to the Deputy Director (Research) of the Florey Neuroscience Institutes for scientific purposes. The incumbent will also liaise with FNI staff and students from other areas of the business as required and with other microscopists via established professional networks.

## POSITION DESCRIPTION



### **Occupational Health & Safety**

We all have a role to play when it comes to health and safety in our workplace. The [Occupational Health and Safety Act 2004](#) sets out responsibilities for employers as well as employees, and also provides a framework for dealing with health and safety issues. Employees are required to carry out their duties in a manner that does not adversely affect their own health and safety and that of others as well as co-operate with any measures introduced in the workplace to improve O.H & S and report any incidents/injuries.

### **Continuous Quality Improvement**

Continuous Improvement is an important aspect of all our roles to ensure we assess, review and change our practices in an effort to improve our delivery of research or work processes. Each staff member needs to take an active role in promoting and generating improvement processes within their area and more generally across the organization.

### **Equal Employment Opportunity**

FNI is an equal opportunity employer who encourages diversity in the workplace through flexible work practices and family friendly policies.

### **Confidentiality and Intellectual Property**

An important aspect of your role is dealing with confidential information and aspects of intellectual property as such you will adhere to the Florey Neuroscience Institutes Standard Terms and Conditions on Confidentiality and Intellectual Property, as approved from time to time by the Head Business Development.



**POSITION DESCRIPTION****The Person****Skills and Attributes****Essential**

- Bachelor of Science (with Honours) or Masters Degree in physics, biophysics, neuroscience, histology or molecular biology or equivalent
- At least 3 years' experience working in an imaging environment.
- Advanced analytical skills, preferably with a sound knowledge of biophysics and fluorescence microscopy;
- An understanding of image analysis, cell biology, software development and modelling is preferable;
- Experience in experimental design and analysis;
- Ability to work independently and as an effective team member;
- Strong verbal communication skills including an ability to convey complex information to students and new users.

**Desirable**

- Experience in confocal and multiphoton microscopy highly desirable;
- Previous experience maintaining an imaging facility and providing an outstanding service

<b>POSITION DESCRIPTION</b>	
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<b>Key Performance Indicators</b>	
<ul style="list-style-type: none"> <li>• Efficient management of NRS microscopy equipment to meet demands of the facility, monitor and respond to client needs</li> <li>• Evidence of fair and equitable access of resources to users</li> <li>• Efficient training of new users</li> <li>• Website updated regularly</li> <li>• Adherence to all relevant regulatory matters</li> <li>• Maintenance of and adherence to quality system in delivery of services</li> </ul>	
<b>Appraisal</b>	An initial appraisal is conducted 4 months after appointment and on an annual basis thereafter.

I have read, understood and accept the above position description.

.....  
Name

.....  
Name

.....  
Signed  
**Employee**

.....  
Signed  
**Team Leader/Supervisor**

.....  
Date

.....  
Date

## POSITION DESCRIPTION



<b>Position Title</b>	<b>I.T Project Officer</b>
<b>Classification</b>	Higher Education Worker, Level 7
<b>Responsible to</b>	I.T Manager
<b>The Position</b>	<p>The position assists with the completion of various IT projects intended to enable the ongoing administration and management of the Microsoft Windows, Macintosh OS X, and Unix/Linux systems within the Florey Neuroscience Institutes.</p> <p>The incumbent requires a detailed technical understanding of both Microsoft Windows and various Unix/Linux systems, and working knowledge of Macintosh OS X. This position also requires the incumbent to have knowledge and experience of general storage, networking, backup and virtualisation technologies. Excellent written communication skills are essential and knowledge of ITIL configuration management is preferred.</p>
<b>Qualifications and Experience</b>	A Degree in Computer Science or equivalent qualification with a minimum of 5 years experience.

### FLOREY NEUROSCIENCE INSTITUTES

To help create one of the world's top 10 neuroscience institutes, the Howard Florey Institute, the Brain Research Institute and the National Stroke Research Institute have amalgamated to form the Florey Neuroscience Institutes (FNI). The FNI has a combined operating budget of \$30m pa and is nearing completion of a \$225 million project that includes the construction of two new purpose-built state-of-the-art research facilities; one in Parkville and the other in Heidelberg.

The Mental Health Research Institute and University of Melbourne will co-locate with the FNI in these new facilities. Collectively, they will combine their world-class research skills to aid in the diagnosis and development of more effective treatments for millions of Australians affected by brain disorders every year.

The new facilities at Parkville and Heidelberg will accommodate around 700 staff and students. Together with co-located occupants we will share scientific platforms and seek to improve efficiencies through shared management services.

The best neuroscientists from Australia and around the world will be attracted to these new facilities.

The FNI's corporate statements of intent are:



## POSITION DESCRIPTION



**Our Mission:** *To Improve life through brain research*

**Our Vision:** *To be recognised as a leading international brain research facility*

**Our Values:** *Innovation and excellence, commitment and passion, integrity and rigour, collaboration and team work*

### The Position

#### Key Responsibilities

- Provide technical expertise to resolve project-based work assignments;
- Implement policies, procedures, and technologies to ensure system security through secure system access, monitoring, control, and routine security evaluations;
- Perform planning, implementation, and documentation tasks for various IT projects including:
  - Implementation of a configuration management database system;
  - Migration of email domains;
  - Content population of Intranet content management system; and
  - Implementation of resource booking system;
- Recommend and execute modifications to current support systems in order to improve efficiency, reliability, and performance;
- Audit and document existing IT equipment and systems;
- Ensure supported systems comply with policies, standards, licensing agreements, configuration guidelines, and best-practices for maintaining regulatory compliance;
- Ensure secure user access and role validation processes;
- Author, update and/or maintain team's operational manuals to reflect new environment and new support processes;
- Develop, document, and maintain system training materials and systems documentation for educating end users and new IT staff.
- Input into the development of technology standards;
- Provide technical expertise to resolve operational work assignments;
- Maintenance of the infrastructure in accordance with industry best practices and operational configuration documentation.
- Perform other duties, such as systems administration and end user support, as requested by the I.T Manager

## POSITION DESCRIPTION



### Reporting & Liaison

Due to the wide-spread nature of the IT projects, the position is required to engage and interface with all internal customers, which includes research scientists, students and staff. The incumbent is expected to deliver excellent customer service.

The incumbent will be working with the IT Team of the Florey Neuroscience Institutes, and reports to the IT Manager, who provides technical guidance and direction to ensure the expected quality of the services are maintained.

Work under broad supervision, and operate on a day to day basis with considerable independence.

### Occupational Health & Safety

We all have a role to play when it comes to health and safety in our workplace. The [Occupational Health and Safety Act 2004](#) sets out responsibilities for employers as well as employees, and also provides a framework for dealing with health and safety issues. Employees are required to carry out their duties in a manner that does not adversely affect their own health and safety and that of others as well as co-operate with any measures introduced in the workplace to improve O.H & S and report any incidents/injuries.

### Continuous Quality Improvement

Continuous Improvement is an important aspect of all our roles to ensure we assess, review and change our practices in an effort to improve our delivery of research or work processes. Each staff member needs to take an active role in promoting and generating improvement processes within their area and more generally across the organization.

### Equal Employment Opportunity

FNI is an equal opportunity employer who encourages diversity in the workplace through flexible work practices and family friendly policies.

### Confidentiality and Intellectual Property

An important aspect of your role is dealing with confidential information and aspects of intellectual property. As such, you will adhere to the Florey Neuroscience Institutes Standard Terms and Conditions on Confidentiality and Intellectual Property, as approved from time to time by the Head Business Development.



## POSITION DESCRIPTION



### The Person


#### Skills and Attributes

##### Essential

- Excellent technical knowledge of, and hands-on experience in, the development, administration and management of MS Windows, Macintosh OS X, and Unix/Linux technologies (specifically Red Hat Linux and its derivatives);
- Demonstrated ability to work collaboratively in a team delivering high quality services across a large and diverse organisation;
- Good understanding of release, change and configuration management processes to maintain standard operating environment standards;
- Demonstrated analytical and problem solving skills;
- Demonstrated ability to communicate well and prepare technical reports, as well as the ability to understand business impact and priorities in resolving technical issues and fulfilling requests;
- An appreciation of operating system security, and experience in securing systems;
- Demonstrated willingness and ability to keep up to date with IT developments in order to recommend improvements to work processes and practices;
- Tertiary qualification and relevant experience or an equivalent combination of relevant experience and/or education/training;
- Demonstrate ongoing self-development of professional expertise; and a capacity to develop innovative approaches to organisational, technical and service challenges;
- Demonstrate innovation and flexibility;
- Demonstrate ability to work and collaborate together to achieve common goals;
- Display open and honest communication;
- Show trust, respect and act with integrity.

##### Desirable

- A qualification in ITIL and/or previous experience using ITIL at a practical level, especially in regards to configuration management;
- MS Windows and Linux certifications advantageous;
- Knowledge of programming languages such as SQL, WMI scripting and Linux shell scripting.

<h2>POSITION DESCRIPTION</h2>	
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Key Performance Indicators
<ul style="list-style-type: none"> <li>• Plan, implement and document assigned IT projects.</li> <li>• Develop a sound understanding of the operational imperatives of the FNI as they relate to operational systems performance and deliver projects on time.</li> <li>• Prioritise, resolve and fulfil operational incidents and requests to ensure that all incidents and work requests are resolved in a timely manner;</li> <li>• Provide advice in the development and management of the supported systems within the Institute.</li> <li>• Ensure compliance to the relevant laws (particularly privacy regulations), institute regulations, policy and processes.</li> <li>• Recommend processes, procedures and protocols for the I.T Manager to consider in developing the I.T Framework at FNI.</li> </ul>

I have read, understood and accept the above position description.

.....  
Name

.....  
Name

.....  
Signed  
**I.T Project Officer**

.....  
Signed  
**I.T Manager**

.....  
Date

.....  
Date





## Position description

# Research Computing Scientist

**Position title:** Research Computing Scientist

**Classification:** HEW6 – HEW7

**Division/Department:** Centre for Computational Biology

**Work location:** Parkville

**Position reference:**

**Employment type:** Contract

**Remuneration range:**

**Further information:** Contact Tony Papenfuss

**Position reports to:** Associate Professor Tony Papenfuss

**Closing date:** 14th May, 2016

**Positions reporting to this one:** NA

## Position overview

The Walter and Eliza Hall Institute of Medical Research is Australia's oldest medical research institute and undertakes basic and translational research into cancer, immune disorders and infectious disease. The institute has a large number of bioinformatics and computational biology researchers spread across multiple divisions. Led by the Centre for Computational Biology, the institute is establishing a new Research Computing Initiative to expand its high performance computing capacity in order to deal with the rapid growth of omics (especially genomics) and imaging data. This will involve the development of both scientific and IT research computing teams, a major expansion of computer hardware, and cloud-based analysis approaches (including elastic computing).

This exciting role will involve contributing to the design and set up of research computing hardware, working closely with research laboratories and the institute's wonderful IT staff, developing new analysis pipelines and other software and porting existing ones, guiding researchers on access to external computing resources including VLSCI, NECTAR, and AWS, and contributing scientific computing across a variety of research projects. There is scope to develop leadership, and contribute to research and the direction within the initiative.

## Organisational environment

### The Walter and Eliza Hall Institute of Medical Research

The institute, established in 1915, currently houses 15 research divisions, containing around 85 laboratories and around 1,000 staff and students, with an annual budget of approximately \$100 million (AUD).

The institute's research focuses on cancer (breast, cancer, leukaemia, lymphoma, multiple myeloma, lung cancer, colon cancer, and ovarian cancer), infectious disease (malaria, tuberculosis, HIV, and hepatitis) and chronic inflammatory and immune diseases (coeliac disease, type 1 diabetes, rheumatoid arthritis and transplantation) and continues a strong tradition of collaboration and interdisciplinary programs. The institute has a strong national and international reputation for performing highly influential research and for translation that leads to long term

## Position description – Research Computing Scientist

improvements in disease, diagnosis and treatment.

The institute's main laboratories are located within the Parkville precinct, a vibrant hub for life science research, education and healthcare provision. In addition, the Walter and Eliza Hall Institute Biotechnology Centre is located 30 minutes from Parkville at La Trobe University's R&D Park in Bundoora. The Biotechnology Centre features facilities for high-throughput chemical screening, medicinal chemistry, antibody production and malaria containment. The centre also functions as an incubator for the institute's biotechnology companies.

## Organisational objectives

### Discovery and translation

To make discoveries that shape contemporary scientific thinking, increase understanding and improve prevention, diagnosis and treatment of cancer, immune disorders and infectious diseases.

### Education and training

To educate and train world class scientists and to attract, develop and retain the best and brightest workforce.

### Organisational culture

To provide a vibrant and inspiring organisational culture that encourages, promotes and rewards excellence, collaboration, innovation, creativity and respect.

### Engagement

To engage with our stakeholders to improve outcomes, building support and secure resources for medical research.

### Sustainability

To build infrastructure, professional services and funding that sustains our research and maximises the time our scientists can spend making discoveries.

## Organisational values

- Pursuit of excellence
- Integrity and mutual respect
- Collaboration and teamwork
- Creativity
- Contribution to society
- Accountability

## Position description – Research Computing Scientist

**Key responsibilities****Working closely with researchers and IT staff**

- Interact closely with research staff and IT staff to identify areas of need, develop software and tools, and contribute to the optimal operation of HPC resources
- Work with the Head of Computational Biology to determine priorities

**Development of analysis pipelines and software and porting of existing pipelines**

- Where necessary, develop new analysis pipelines approaches and tools to analyse and make sense of omics datasets
- Where necessary, develop parallel computing solutions to existing computational problems

**Documentation and presentation**

- Prepare documentation
- Present work to researchers and IT staff

**Skills development**

- Contribute to educating research staff on utilizing HPC resources
- Where necessary, advise and research data storage and retrieval solutions for large scale datasets

**Key selection criteria****Personal qualities**

- Strong communication skills
- Ability to work in a team, or in close partnership with biologists
- Excellent written and presentation skills
- A passion for science and an interest in biology is essential

**Knowledge and skills**

- Highly experienced in High Performance Computing
- A PhD in computer science, mathematics, bioinformatics, or other quantitative discipline is desirable
- Strong computing and programming skills are essential
- Expertise in python, R, java or other programming languages is essential
- Proficiency with the Linux/Unix Operating System is essential
- Expertise in embarrassingly parallel computing is desirable. Experience with other types of parallel computing would be attractive.
- Familiarity with version control software is highly desirable



Position description – Research Computing Scientist

## **Occupational Health and Safety**

- Comply with institute Health and Safety Policies and Procedures.
- Take reasonable care of own safety and the safety of others around.
- Use Personal Protective Equipment (PPE) and safety devices appropriately.
- Report all hazards, incidents and injuries.
- Attend training programs as documented in individual training needs matrices.

## **How and where to apply**

Applicants are encouraged to submit a cover letter, current resume and three referees to [jobapplications@wehi.edu.au](mailto:jobapplications@wehi.edu.au) quoting the position number.

Please address each of the key selection criteria separately in a written document.

## **Diversity**

The Walter and Eliza Hall Institute is an Equal Opportunity Employer.

The institute encourages and welcomes interest from Aboriginal and Torres Strait Islanders for roles within the institute.

## **Privacy notification**

The collection and handling of declarations and personal information relevant to your employment will be consistent with the requirements of the *Privacy Act 1988*.



DISCOVERIES FOR HUMANITY

# Research Computing Scientist

**Application closing date:** Sat, 14/05/2016 - 6:00pm

The Walter and Eliza Hall Institute of Medical Research is Australia's oldest medical research institutes and undertakes basic and translational research into cancer, immune disorders and infectious disease. The institute recognises the importance of bioinformatics and computational biology in medical research and has a large number of computational researchers spread across multiple divisions, including Bioinformatics, and Systems Biology and Personalised Medicine. Led by the Centre for Computational Biology, we have recently established a Research Computing Initiative to expand our high performance computing capacity in order to deal with the growing volume of "omics" (especially genomics) and imaging data. This involves the development of both scientific and IT research computing teams, a major expansion of High Performance Computing (HPC) hardware, and elastic and cloud computing.

As part of this initiative, applications are now invited for the position of Research Computing Scientist. This exciting role will involve:

- contributing to the design and set up of HPC hardware
- working closely with research laboratories and contributing to a variety of research projects
- developing new analysis pipelines and software, and porting existing code to the new HPC environment
- liaising with IT Research Computing services
- providing guidance to researchers on access to internal and external computing resources, including VLSCI, NECTAR, and AWS

The role will bring you into contact with some of Australia's leading biomedical researchers, bioinformatics researchers and computational biologists, and involve you in exciting biological discoveries. There is ample scope to develop leadership and contribute to direction within the Research Computing Initiative, and for computational research that aligns with the research directions of the institute.

## Experience, qualifications and skills

Applicants should be highly experienced in HPC and parallel computing. A passion for science and an interest in biology is essential. A PhD in a quantitative discipline such as computer science, mathematics or bioinformatics is desirable but not essential. Familiarity with unix is essential. The position requires strong programming skills. Expertise in python, R, java, or other programming languages is highly desirable. Expertise in parallel computing is highly desirable. Familiarity with version control software is desirable. The ability to work in a team is essential. Applicants should have excellent writing and presentation skills.

## Salary and benefits

Salary is dependent upon qualifications and experience. Up to 17% superannuation and attractive salary packaging options are available.

At the Walter and Eliza Hall Institute, we strive to ensure our staff and students enjoy a great working environment. We value diversity and gender equity in our workforce and promote flexible working arrangements for staff to balance working requirements and personal needs ([www.wehi.edu.au/about/institute-life/gender-equity](http://www.wehi.edu.au/about/institute-life/gender-equity)).

## Application

A position description is available

Attachment N

Enquiries should be directed to the Head of the Centre for Computational Biology, Associate Professor Tony Papenfuss - papenfuss@wehi.edu.au

Written applications including cover letter, CV and the names of three professional referees should be emailed in PDF format to jobapplications@wehi.edu.au quoting reference **WEHI/YSTP** in the subject line.

Last modified: Mon, 18/04/2016 - 2:49pm





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## Director, Policy and Operations



**Location :** Melbourne (Parkville)  
**Organisation :** Assoc. of Australian Medical Research Institutes  
**Work Type :** Full-time  
**Salary :** \$120,000 - \$140,000 per annum, plus salary packaging options  
**Application Closing Date :** 04-05-2016

### About the Role

#### Our Organisation

The Association of Australian Medical Research Institutes (AAMRI) is the national peak body for medical research institutes. We achieve positive policy outcomes for our member institutes and the medical research sector by undertaking advocacy activities, informing and influencing government policy, building networks, and representing member institutes in areas of shared concern.

#### The Position

The Director of Policy and Operations is responsible for overseeing all aspects of AAMRI's activities, including operations, government and stakeholder relations, advocacy and communications, member services, and policy advice. This dynamic role is perfect for a passionate, resourceful and outcome-focused person looking to apply their diverse skills to make a real contribution to a small but influential organisation.

The Director of Policy and Operations will:

- Implement AAMRI's strategic plan, and set organisational priorities and procedures
- Manage operations and finances
- Oversee the activities of a communications manager and administration officer
- Keep abreast of policy and legislative changes affecting medical research
- Prepare policy documents, briefing notes and submissions to government
- Organise and attend government meetings
- Liaise with and advise members and other stakeholders
- Undertake board secretariat and company secretary duties, including meeting company and charity law requirements.

This role reports to the AAMRI President and Board.

#### Skills, Experience and Attributes

The successful applicant will have:

- A tertiary qualification, and preferably a PhD and experience in the research sector
- Experience in government policy or government relations
- Exceptional organisational skills, including prioritising tasks and meeting deadlines
- Excellent written communication skills
- Strong analytical skills
- Demonstrated diplomacy and an ability to build enduring and strategically important relationships, including with politicians and community leaders
- An ability to learn on the fly, and work autonomously and with a high level of accountability.

This is a full-time position based in Parkville, Melbourne. A competitive remuneration package circa \$120,000-\$140,000 per annum, plus superannuation and generous salary packaging options will be negotiated with the successful applicant.

Please see the [Position Description for the full selection criteria](#).

**Closing date:** 4 May 2016

# JCU – The Future

*Crystallising our Purpose*



## JCU – The Future Taskforce

The appointed members are:

Professor Chris Cocklin (Chair) – Senior Deputy Vice Chancellor  
 Ms Tricia Brand – Executive Director, Finance & Resource Planning  
 Professor Sally Kift – Deputy Vice Chancellor (Academic)  
 Dr Stephen Weller – Deputy Vice Chancellor (University Services)  
 Ms Stephanie Hunter – Executive Officer, Office of the Vice Chancellor

The JCU – the Future Taskforce would like to acknowledge the contribution of the following people to the work of the Taskforce:

- Michelle Barker, Bradley Smith and Lisa Westcott who contributed to the background research and the writing of this report;
- Maree Conway who developed, presented and reported on the consultation around the Four Futures scenarios;
- Julia Nielsen who coordinated and developed the JCU – The Future website and the Word Cloud, both of which served important roles in the consultation with staff and students;
- Kaye Griffiths and Debbi Taylor for their work in desktop publishing and proof reading the report; and
- Staff and students who contributed to the project, through their comments and participation in workshops and discussions.

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### Modification History

Version no.	Date	Implementation date	Details
13-1	07/03/13		Paper for consideration presented to ..... on .....

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## Acronyms

ARC	Australian Research Council
DIISRTE	Department of Industry, Innovation, Science, Research & Tertiary Education
ERA	Excellence for Research in Australia
HDR	Higher Degree by Research students
HEPPP	Higher Education Participation & Partnership Program
MNU	Multinational University
MOOCS	Massive Open Online Courses
NGOs	Non-Government Organisations
NHMRC	National Health & Medical Research Council
NTEU	National Tertiary Education Union
RAM	Resource Allocation Model
TEQSA	Tertiary Education Quality Standards Agency

## Executive Summary

In June 2012 the Vice-Chancellor launched a project titled JCU – The Future, to give stronger expression and effect to the Statement of Strategic Intent, thereby establishing the foundations for James Cook University to become a *great* university, renowned for education and research relevant to the tropics. The project is led by a Taskforce.

*JCU - The Future* is a natural outgrowth of the strategic path on which we have embarked over the past five years and responds to the challenges we face as an institution operating in the current higher education environment. The mandate is to identify opportunities for innovation in learning and teaching, research, engagement, professional services and operations.

This report addresses the first phase of the project – *Crystallising our Purpose* – and is directed principally at the three elements of our core business as defined in the University Plan – Learning and Teaching, Research and Engagement.

In developing this report the Taskforce has considered internal and external contexts. From an internal perspective this report elaborates on, and aligns with, existing strategic documents and initiatives including the Statement of Strategic Intent, the University Plan, Curriculum Refresh Project, Tri City Harmonisation Project and the JCU Research Plan. The University's external context is defined as comprising two main domains - the tropics, including northern Queensland, and the higher education sector.

The Taskforce sought the views of the staff and students on what the future could and should hold through extensive consultation. There were three main elements to this: (1) a facility for comments and submissions via the web and email; (2) a 'Word Cloud' as a device to elicit descriptors of the future, and; (3) a scenario exercise through which we explored with staff what the future might hold and how we might prepare for it. Staff and students embraced the opportunity to be involved, making more than 900 individual contributions through these consultation mechanisms. In doing so, there was clear indication that staff care deeply about the future of the organisation and want it to succeed.

Building upon this input the Taskforce has identified key attributes and principles to underpin our learning and teaching, research and engagement. In combination these attributes and principles define a "James Cook University Model", which will be:

- Focused on the tropics
- Research rich
- Student focused
- Connected to community
- Internationally engaged
- Culturally informed

And underpinned by the following principles:

- We will fulfil the aims, ambitions and expectations expressed through the *James Cook University Act 1997*.
- The James Cook University Model will give effect to the Statement of Strategic Intent, including our values and beliefs.



- The three elements of our core business – learning and teaching, research and engagement – will be closely integrated.
- The special opportunities presented by our three tropical campus locations will project our University’s distinctiveness, individually and collectively.
- The University will be sustainable financially and in terms of its social and environmental performance.

In order to give expression to this model, the Taskforce has delivered a set of recommendations that extend across the three elements of our core business – learning and teaching, research and engagement. While individual recommendations often refer to one of the elements of core business, the intent is that collectively we achieve stronger integration across these elements.

The ambition is to uphold a university that is unique in the Australian higher education setting, in terms of its focus, the student experience, and its engagement. To this end, substantial changes in learning delivery, organisational culture and structure, and the way we work will be required.

## Recommendations

1. That a grand challenges framework should be developed as a means to elaborate on the four themes embedded in the University’s Strategic Intent.
2. That the further development of signature programs, responding to grand challenges facing the tropics, be considered.
3. That the Resource Allocation Model be reviewed in terms of its suitability to facilitate the development and delivery of interdisciplinary learning programs.
4. That subject and course offerings be assessed in regard to their alignment with the Strategic Intent, student demand, community interests, and link to quality research with a view that:
  - a) Courses and programs that are not adequately aligned will be disestablished;
  - b) The policy in respect of low enrolment subjects will be strengthened and enforced;
  - c) Areas where existing learning opportunities might be expanded will be considered; and
  - d) Course offerings in terms of their spread across campuses will be considered.
5. That a culture of research excellence be strengthened and given effect through the following strategies:
  - a) Invest in staff and infrastructure to support the research agenda for the long term;
  - b) Remove structural and financial barriers that hinder inter-disciplinary, multi-disciplinary or trans-disciplinary research;
  - c) Introduce more explicit and ambitious performance expectations in respect of research;
  - d) Assist staff in the ‘translation’ of their research, including the commercialisation of research outcomes;
  - e) Identify areas of existing or potential research strength and develop and recruit staff to further build capacity in these areas;
  - f) Discontinue investments in research areas which do not align with the Strategic Intent and where existing research is below world standard;
  - g) Adopt a default standard that staff appointed at Level B and above have completed their PhD at time of appointment; and
  - h) Revise workload models to encourage staff participation in research.
6. That additional resources be allocated to increase the amount of HDR stipend scholarships available to students who wish to pursue a PhD on a topic aligned to the Strategic Intent.

7. That our doctoral education program be redesigned to strengthen graduate skills sets, improve completion rates and times, and establish exit pathways for underachieving HDR candidates. Consideration should also be given to potential changes to entry pathways to a PhD.
8. That specific proposals be developed to strengthen research-informed learning and to increase the exposure of students to our active research.
9. That we strengthen our focus on students through the following initiatives:
  - a) review traditional course structures and sequencing of subjects;
  - b) assess the net benefits of moving to trimesters;
  - c) explore opportunities for more customisation of degree programs;
  - d) establish a standard definition of a major;
  - e) simplify course structures for all degree programs and joint degree programs;
  - f) consolidate preparatory programs and learning support available to students; and
  - g) develop programs to cater to high performing students, including specifically the establishment of an Honours College.
10. That we consider technology-based approaches to enhance course delivery, improve flexibility for students and assist academic staff with the delivery of course content.
11. That a University-wide strategy be developed to provide a coordinated approach to supporting Aboriginal and Torres Strait Islander students from recruitment and transition, through their course of study and on to graduation and alumni relations.
12. That there is an ongoing investment in the delivery of a high quality on-campus experience, that is flexible and technology enabled.
13. That a University-wide engagement strategy be developed to provide a framework for engagement across our core business
14. That work-integrated and practice-based learning opportunities for students be consolidated and extended.
15. That research which is impactful, relevant and translatable be fostered through engagement with industry, professions, community end-users and policy makers.
16. That an internationalisation strategy be developed that carefully integrates internationalisation across all aspects of our core business.
17. That a more deliberative approach to international engagement be adopted that acknowledges existing relationships and looks to establish 'deep partnerships' with a select number of institutions with shared interests in the tropics.
18. That exchange and mobility opportunities for staff and students between our Australian and Singapore campuses and other partner institutions be encouraged and supported.
19. That the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities be embedded.
20. That more programs to develop cultural competence be established and made accessible to staff and students.

# Crystallising our Purpose

## 1 Introduction

Over the past 5 years, we have invested strongly in affirming and refining our strategic direction. This setting of strategic direction has been anchored in the *James Cook University Act 1997*, which prescribes, *inter alia*, that we are ‘to encourage study and research generally and, in particular, in subjects of special importance to the people of the tropics’.

In 2008 we developed the Statement of Strategic Intent, in which we claimed as our purpose ‘Creating a brighter future for life in the tropics world-wide through graduates and discoveries that make a difference’. The Statement of Strategic Intent was refreshed in 2011 and endorsed by University Council in February 2012, with no departure from this stated purpose.

To help give effect to the Strategic Intent, over the past 5 years we have invested in robust and rigorous planning, exemplified by the University Plan. The Plan was comprehensively restructured in 2012, following our refresh of the Strategic Intent and the revised Plan provides the updated framework for short to medium term (1-3 years) planning for the University.

At the same time we have been strengthening our strategic foundations, the higher education sector has been exposed to intensifying pressures and new challenges. As the Commonwealth Government’s Base Funding Review<sup>1</sup> noted, there is a demonstrated need for additional funding, though the Government has recently (January 2013) decided not to act upon this need<sup>2</sup>. The Commonwealth Government is pushing hard for increased participation in higher education, with consequent pressures on infrastructure and resources. International competition for students has intensified, as has the competition for students domestically through the removal of enrolment caps. Technology is opening up new opportunities for learning, with much attention on the rapid development of massive open online courses (MOOCs). To remain vibrant and competitive we must respond to these very real challenges and developments. Having affirmed our strategic direction, we must ensure that the core business activities are closely aligned with this intent, and we must ensure that our services are fit-for-purpose, effective and efficient.

‘JCU –The Future’ is the natural outgrowth of the strategic path on which we have embarked over these past few years and a response to the challenges we face as an institution. The project will give stronger expression and effect to our Strategic Intent, with the aim of establishing this as a ‘great’ university, renowned for education and research relevant to the tropics. Leading off from the revised Statement of Strategic Intent and the new University Plan, the project is directed at identifying opportunities for innovation in learning and teaching, research, engagement, professional services and operations. Intellectual leadership, backed by efficient and effective services and operations, are essential elements in charting a sustainable future for the organisation. In concert with ongoing initiatives, the project gives added effect to ‘One University, Two Countries, Three Tropical Campuses’, one of the institutional priorities encoded in the University Plan. The project is aimed at shaping the architecture for the University in order to give greater strength to our distinctiveness, lay the foundations for greatness, and provide for an organisation that is resilient and sustainable.

<sup>1</sup> [http://www.innovation.gov.au/HigherEducation/Policy/BaseFundingReview/Documents/HigherEd\\_FundingReviewReport.pdf](http://www.innovation.gov.au/HigherEducation/Policy/BaseFundingReview/Documents/HigherEd_FundingReviewReport.pdf)

<sup>2</sup> [www.innovation.gov.au/HigherEducation/Policy/BaseFundingReview/Documents/Response-BaseFundingReviewRecommendations.pdf](http://www.innovation.gov.au/HigherEducation/Policy/BaseFundingReview/Documents/Response-BaseFundingReviewRecommendations.pdf)

The Terms of Reference for JCU – The Future are to:

1. Affirm James Cook University's fields of intellectual excellence, represented in the domains of learning and teaching, research and innovation, and engagement.
2. Develop a distinctive 'JCU model' for learning and teaching, building upon the outcomes and activities of the Curriculum Refresh project and giving account to both 'content' and 'delivery'.
3. Review and refresh the priorities and strategies in the JCU Research Plan as the basis for the further development and growth of JCU's research and innovation portfolio.
4. Strengthen the framework for engagement and partnerships, regionally, nationally, and internationally.
5. Seek efficiencies and productivity improvements in the *Enablers* – professional services, capabilities and operations.
6. Identify the opportunities for harmonisation of campuses, with a view to both the scholarly and service activities of the University.
7. On the basis of 1-6, deliver recommendations as to which activities within the University might be enhanced ('power up'), those that might be curtailed ('power down'), those that might be refashioned and new areas in which we might invest.

In concert with the notion that 'structure should follow strategy', JCU – The Future has three main phases:

1. **Crystallising our purpose.** The objective is to improve the preciseness with which we define our scholarly fields of endeavour. For example, the four strategic themes of the University Plan will be elaborated upon, delivering a sharper focus for our intellectual activities.
2. **Redesigning.** Working across four domains (Learning & Teaching, Research, Engagement, Services & Operations), the objective is to identify innovative approaches to ways of working. In Learning and Teaching, for example, the objective will be to define a distinctive 'JCU model' that is true to our Strategic Intent and the priorities expressed in the University Plan.
3. **Implementation.** The outcome will be an implementation plan, with a focus on integrating the redesign to maximise gains.

The present report addresses the first of these. It is directed principally at the three elements of our core business, as defined in the University Plan – Learning and Teaching, Research and Engagement. At the same time that the work underpinning this report commenced, Ernst & Young were engaged to assist the University in identifying efficiencies and productivity improvements in the professional services, capabilities and operations. This work, which is ongoing, will be reported on separately.

As indicated above, the Terms of Reference for JCU –The Future includes the aim to become a 'great' university, and so part of the first phase of the project is to consider what this might mean in practice. In the context of a university, greatness could be defined in many different ways. Students, for example, might well refer to the quality of learning, the wider university experience and to the career opportunities delivered through their university education. In the context of a regionally located institution such as ours, greatness might be defined by local community members to include aspects of engagement. Staff might refer to work satisfaction, career progression and work-family balance – i.e., as being a great organisation in which to work. National and international rankings of universities, such as the Academic Ranking of World Universities, are based wholly or largely on indicators of research performance.

This report provides an overview of our strategic planning framework, followed by a synopsis of some of the major external influences on the University, including those of significance to the tropics. The discussion then summarises consultation with staff in terms of the broad shaping of the University, leading in to an assessment of possible directions in terms of our core business - learning and teaching, research and engagement. The report also presents some observations in regard to the implications of change for work and organisational structures within the University.

## 2 Our Strategic Intent & the University Plan

While we examined and refreshed the Statement of Strategic Intent in 2011<sup>3</sup> our fundamental purpose remains unchanged – ‘Creating a brighter future for life in the tropics world-wide through graduates and discoveries that make a difference’. This purpose has its foundation in the Act that governs the University. In a world in which distinctiveness (‘niche’) can be a powerful competitive advantage, we are fortunate in our purpose being so uniquely defined, as this bestows authenticity.

The Statement of Strategic Intent sets the compass for this project in other important respects. It affirms the importance of our place – the tropics. The Statement also affirms that the University is committed to reconciliation and to sustainability, that the outlook is international, and that our work is underpinned by a set of values and beliefs. Importantly, the Statement of Strategic Intent also affirms that our learning and teaching and research are focused on four themes:

- *Tropical Ecosystems and Environment*
- *Industries and Economies in the Tropics*
- *Peoples and Societies in the Tropics*
- *Tropical Health, Medicine and Biosecurity*

The University Plan provides a framework in which we pursue the intent, values and beliefs expressed through the Statement of Strategic Intent. The Plan has three main elements:

- **Our Priorities** – five institution-level considerations that extend across and permeate all of our activities. These five considerations draw and elaborate upon important elements of the Strategic Intent.
- **Our Core Business** – the three activities that are the essence of what it is to be a university.
- **Enablers** – capabilities, resources, processes and services that exist to support the core business of the institution.

JCU – The Future has the remit to instantiate and elaborate upon the strategic direction embedded in both the Statement of Strategic Intent and the institutional priorities of the University Plan, to interrogate what this means for the core business, and to design the enablers in order that they are consistent with this purpose.

## 3 The World Around Us

Broadly, our external context is comprised of two main domains. The tropics – ‘our place’ – is one of those domains and to a significant extent our work is directed towards understanding the many and varied challenges of this broad region, and towards identifying opportunities and solutions in the context of these challenges. The second domain is the realm of higher education, which is in a constant state of flux nationally and internationally.

<sup>3</sup> <http://www-public.jcu.edu.au/about/strategic-intent/index.htm>



Our understanding and framing of the challenges and opportunities of the tropics in a very real sense define James Cook University. Essential to the task of ‘Crystallising Our Purpose’, therefore, is an appreciation of the challenges and the opportunities of the tropical world.

In relation to our tropical focus, a pertinent question was recently raised by a consultant assisting the University. Their question was whether the ‘tropics’ is viewed as a *focus* or a *filter*. The question lies at the heart of discussions within parts of the University about how alignment with the Strategic Intent and the four themes in the University Plan is achieved.

The evolving character of higher education has bearing on such things as where our students and staff come from, our pedagogy, our research, the resources we have to work with, the regulatory context in which we operate, and the nature of competition in our core business activities.

Turning first to the tropics, it is commonplace these days, particularly amongst universities, to frame the world in terms of ‘grand/global challenges’, defined by The Royal Society as “those which transcend national boundaries and pose significant threats to societies and ecosystems”<sup>4</sup>. The Royal Society identified these challenges as climate change, global health, food security, biodiversity, water security, population and energy security. In a speech in 2012 to the International Forum of the Academic Consortium for the 21st Century<sup>5</sup> the Federal Minister for Tertiary Education, Senator Chris Evans, referred to the global challenges of climate change, agricultural production, health issues and water issues.

Princeton University promotes their Grand Challenges initiative<sup>6</sup> ‘as a powerful new university-wide initiative’:

*Grand Challenges addresses these pressing problems [energy, development, health] by establishing a community of engaged faculty, researchers, and graduate and undergraduate students; stimulating interdisciplinary research; introducing new courses; and creating unique opportunities for students to work alongside elite faculty in the laboratory and in the field. The Program is developing a generation of leaders with a global perspective, practical problem-solving experience, and a commitment to improving outcomes in a resource-challenged global economy.*

A selection of framings of the grand/global challenges is presented in Table 1. The table groups these challenges under broad headings – resources, development, health, environmental change, people, governance, education, and information technology.

<sup>4</sup> The Royal Society, 2011, *Knowledge, Networks and Nations: Global Scientific Collaboration in the 21<sup>st</sup> Century*. The Royal Society, London. p 72.

<sup>5</sup> <http://minister.innovation.gov.au/chrisevans/Speeches/Pages/2012InternationalForum.aspx>

<sup>6</sup> <http://www.princeton.edu/grandchallenges/>

Table 1: Grand/global challenges

Institution	Grand/Global Challenges							
<b>Princeton</b>	Energy	Development	Health					
<b>UCL</b>		Sustainable Cities	Health		Human Wellbeing		Intercultural Interaction	
<b>Edinburgh</b>		Global Development	Global Health	Environment and Society				
<b>Essex</b>		New global socio-economic political order			Eco culture (resilient communities)	Transitions to peace and prosperity		Reinventing the internet
<b>Minnesota</b>	Energy and the Environment		Global Health	Food Security and Agricultural Production	Economics and Poverty	Global Governance	Education	
<b>Aarhus</b>	Energy	Green Growth – sustainable development Cities		Food Water Oceans	Disasters		Jobs	
<b>Southampton</b>	Food and Energy			Biodiversity and ecosystems Climate change	Population	Transnational governance and citizenship		Financial and Information networks
<b>Coventry</b>	Low carbon vehicles	Low impact buildings		Sustainable Agriculture and Food	Ageing community			Integrated Transport and Logistics Digital media
<b>Singularity University</b>	Energy Upcycle		Global health	Food for Cities Sustainable Water	Poverty	Global Security	Education	Space
<b>National Academy of Engineering</b>	Solar energy Energy from fusion Carbon sequestration Nitrogen cycle		Health informatics Better medicines Reverse-engineer the brain	Provide access to clean water Restore and improve urban infrastructure		Prevent nuclear terror	Advance personalised learning	Secure cyber-space Enhance virtual reality

Megatrends – described by Frost & Sullivan as “macroeconomic forces of development that will define our future world and its increasing pace of change”<sup>7</sup> – offer a somewhat different, though prospectively complementary representation of, the evolving global order. A recent example is the CSIRO’s foresighting project *Our Future World: Global megatrends that will change the way we live*.<sup>8</sup> Six megatrends are identified:

*More from less* – limited supplies of natural resources (minerals, energy, water, food), set against increasing populations and economic growth.

*Going, going,... gone?* The decline and possible extinction of habitats and species.

*The silk highway* – a shift in the world economy from west to east, with income growth in Asia and, to a lesser extent, South America and Africa, leading people out of poverty and into the middle income classes.

*Forever young* – representing the ageing population as an asset, but with the associated challenges of retirement incomes and healthcare.

*Virtually here* – a world of increased connectivity where individuals, communities, governments and businesses are immersed into the virtual world to a much greater extent than ever before.

*Great expectations* – the rising demand for experiences over products and the rising importance of social relationships.

Representations of the global/grand challenges or megatrends tend not to be geographically oriented and the Taskforce did not find any that are specifically about the tropics. However, both challenges and megatrends have particular expressions in the tropics, such as the increasing incidence of infectious diseases or loss of biodiversity through the clearing of tropical rainforests. It is not difficult, therefore, to map challenges or megatrends to the tropics.

For the purposes of JCU – The Future, the mapping of challenges to the four themes that underpin our learning and research programs is one input to ‘crystallising our purpose’. The reference in the Strategic Intent to a ‘brighter future’ affords a narrative which implicitly acknowledges that there are challenges, that in these challenges lie opportunities, and that James Cook University can be oriented towards solutions. We have a role to play in improving knowledge about the challenges, in fostering innovation as a means of providing solutions, and in fostering opportunities in support of a ‘brighter future for the tropics worldwide’.

Alongside these developments there are several established and emerging trends in the domain of higher education that will profoundly influence our future. *Blue Skies*, a project of The Pearson Think Tank<sup>9</sup>, “is a deliberate attempt to fundamentally broaden the conversation about higher education”. In the introduction to their 2012 volume of essays Louis Coiffait, Head of Research at Pearson Think Tank, opened his remarks with the question “Are universities currently experiencing an unprecedented volume, velocity and variety of change?” He closed his remarks by saying “I would argue that universities are facing a unique confluence of trends at the same time, creating an unprecedented ‘inflection point’.” The leading trends he identifies are funding, quality, fairness and technology.

<sup>7</sup> [www.frost.com](http://www.frost.com)

<sup>8</sup> <http://www.csiro.au/Portals/Partner/Futures/Our-Future-World-report.aspx>

<sup>9</sup> <http://pearsonblueskies.com/>

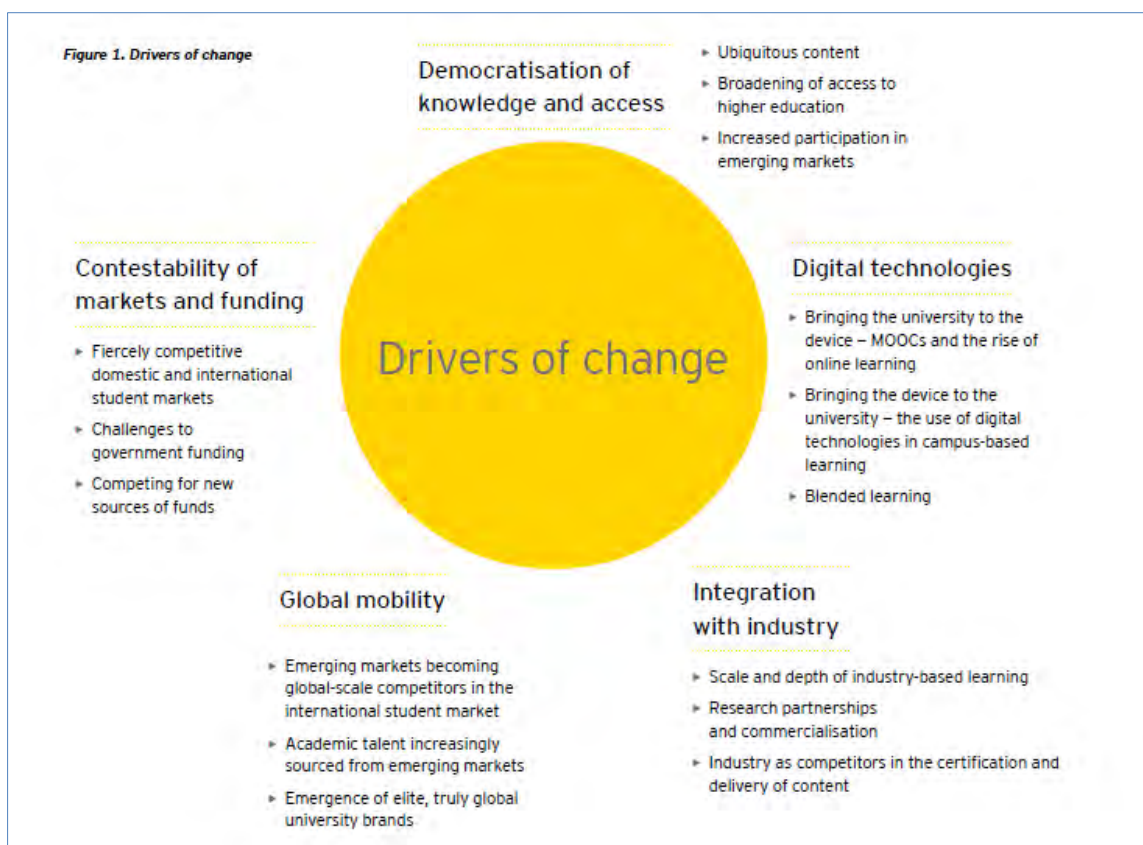
Closer to home, Professor Stephen Parker, Vice-Chancellor at the University of Canberra, commented in *Campus Review*<sup>10</sup> that:

*The future of higher education globally is bright, but the current conception of a university in countries like Australia is not sustainable in the long term, except perhaps for a small number of institutions.*

*The organisational forms, cultures and practices which developed over the centuries to provide university education for society's elite have been stretched and panel-beaten as far as they will go for an era of mass participation in higher education. The model is too expensive, capital-intensive and inflexible.*

On the theme of profound change in higher education, a report delivered by Ernst & Young in 2012 was provocatively titled 'University of the future: A thousand year old industry on the cusp of profound change'<sup>11</sup>. Figure 1 summarises what Ernst & Young identified as the main drivers of this profound change.

Synthesising these and other commentaries on change in higher education, the Taskforce distilled 6 main drivers of change – internationalisation, quality, pedagogy, participation, public versus private, competition. Each is a substantial topic in its own right and we seek only to outline the issues here.



Source: Ernst & Young, 2012.

<sup>10</sup> Parker, Stephen, 2012, Time to trade in a well-worn university model, *Campus Review*, Oct 2, p 13.

<sup>11</sup> Ernst & Young, 2012, *University of the future: A thousand year old industry on the cusp of profound change*.

**Internationalisation.** ‘International’ has been raised in many guises recently, with some of the current interest in Australia sparked by downturns in international student enrolments, occasioned by adverse publicity in regard to the safety of international students studying in Australia, changes to visa regulations, the appreciation of the Australian dollar, and the increasing competitiveness of other country destinations. In respect of the latter, a recent report in *The Australian* cites a 43 per cent increase in Chinese undergraduates going to the USA, along with predictions that in 2012 there will be a decline in the number of Chinese students studying in Australia and that for the first time in a decade the number of Chinese students studying in the US will be greater than in Australia<sup>12</sup>. Recent reports for the NSW Department of Trade and Investment<sup>13</sup> and for the British Council<sup>14</sup> are among several that forecast quite dramatic shifts in the pattern of international student participation. There have also been influential commentaries on the internationalisation of research, including the 2012 British Council report and another published by the Royal Society<sup>15</sup>, which provides incisive analysis of the reasons for, benefits of, and future directions for international research. Of great significance for us – and indeed universities everywhere – is the shifting balance of economic power towards Asia, along with strong commitments amongst several nations within Asia to significant investment in education generally and higher education specifically. One message that has recurred in much of the national commentary is that Australia has to move away from regarding international students as primarily a source of revenue, towards deeper, reciprocal and more meaningful engagement with international partners. How Australian universities can position themselves to participate in a much more competitive environment is an important strategic question. In addition to student recruitment, internationalisation of the curriculum is increasingly important, along with the matter of the quality of the international student experience.

**Quality.** The quality and standards agenda has emerged strongly and is particularly evident in Australia through initiatives such as the Excellence for Research in Australia (ERA) and in the closer regulation of higher education via the Tertiary Education Quality Standards Agency (TEQSA). More widely, the ranking of universities has emerged as an industry in itself. At the most general level, the assessment and regulation of quality is welcome, particularly with the increasing presence of private operators in higher education. As in so many things, though, the devil is indeed in the detail. There are questions, for example, about the methods employed to assess research quality and those employed to develop rankings. In respect of TEQSA, there has been concern to ensure that regulation is risk-based and proportionate and, more recently, questions have emerged as to whether the TEQSA framework will inappropriately constrain innovation in learning and teaching.

**Pedagogy.** Very much to the fore has been the convergence of open access education and the opportunities for this that are afforded by digital technologies. Unlike the predictions before the dotcom crash of a transformation to online learning, there is more substance to the current trends. This substance lies in the fact that well respected universities – Yale, Harvard, Melbourne and the ANU – have invested in the new online opportunities such as Coursera and edX. Of course, there is also enhanced functionality this time around, which makes for even more innovative delivery. In a very real sense, students can now learn anywhere, anytime, from many, many providers; and there are implications for universities as they seek to articulate and enact a distinctive ‘value-add’ in this new environment and identify the specific contribution they make to the student experience of learning. Alongside the technological innovations, questions have been raised about the structure of tertiary qualifications. For example, in the US concerns have been expressed about the cost of the traditional 4-year degree, amid suggestions that degrees should be shorter and more vocationally oriented. The

<sup>12</sup> The Australian, Higher Education Supplement, 3/10/12, p33.

<sup>13</sup> Gallagher, S and Garrett, G., 2012, From University Exports to the Multinational University: The Internationalisation of Higher Education in Australia and the United States. United States Study Centre.

<sup>14</sup> [http://ihe.britishcouncil.org/sites/default/files/going\\_global/session\\_attachments/GG2012%2012.1%20Janet%20Ilieva.pdf](http://ihe.britishcouncil.org/sites/default/files/going_global/session_attachments/GG2012%2012.1%20Janet%20Ilieva.pdf)

<sup>15</sup> The Royal Society, 2011, *Knowledge, Networks and Nations: Global Scientific Collaboration in the 21<sup>st</sup> Century*. The Royal Society, London.



linearity of our traditional degree models has also been questioned, along with suggestions that higher education should be much more flexible and, indeed, tailored to individual needs, especially those of non-traditional learners. A shift in educational focus to assuring and demonstrating student learning outcomes also suggests that quality in curriculum design and learning support for new and diverse cohorts should be a critical focus.

**Participation.** Within Australia especially, there are strong drivers to support the widening of participation in higher education. Participation amongst socio-economic groups that have been poorly represented in university education is very much to the fore. The Commonwealth Government has set its participation target as 20 per cent of students from a Low-SES background by 2020 and is supporting this aim through the Higher Education Participation and Partnership Program (HEPPP). This has several implications, not the least being the prospect of growth in student numbers and the attendant issues in terms of infrastructure and learning resources. It also raises questions about pathways into higher education. The development of dual sector institutions, merging university and TAFE operations, has been one response to the focus on pathways. There is a real opportunity here for higher education providers to be explicit about their value proposition of delivering the transformative effects of higher education more broadly.

**Public versus Private.** The debate about the balance of public versus private benefits that accrue from higher education is quite active again, not only in Australia. The debate goes immediately to how the costs of university education should be apportioned between government and individuals and the prospect of future reforms that would lead to deregulated fees in Australia. There are other interesting implications that might arise from increased private contributions. In particular, will this drive a more vocational emphasis amongst students, subtly but profoundly, reshaping the nature of what universities do?

**Competition.** In 2012 the Commonwealth Government removed the caps on undergraduate degree enrolments<sup>16</sup>, creating a partially deregulated market in student places – partially, because controls on fees have remained in place. We have some advantage in this partly deregulated market as there are not, at this time, serious competitors geographically located in our two main undergraduate markets – Cairns and Townsville. This is a very different circumstance to the capital cities, where several universities operate. That said, the removal of the caps has expanded the opportunities for northern Queensland students to travel to capital cities, including Brisbane. But competition is not restricted to the Australian undergraduate market. As indicated above, the international competition for students – both undergraduate and graduate – is intensifying strongly. Additionally, the increased access to online content presents another source of competition and one that is also increasing strongly. For any university, including our own, the question then looms as to what our value proposition is – why would a student choose our institution over others, either within Australia or the many around the world that have online options? At an even more fundamental level, we need to ask also – in the context of online and/or blended learning environments - what is the value-add for students who come on-campus for their learning?

The forces of change upon higher education have many and varied implications. They go directly to issues of business sustainability for example, as income is threatened by competition and as costs might escalate through necessary investments in new learning technologies. Also, the nature of work at universities will change. For example, a shift towards online delivery through MOOCs and earlier initiatives such as the Khan Academy<sup>17</sup> and an associated move towards more individualised learning opportunities could cast professional academics more in the role of mentors and tutors, or intelligent bundlers of resources. There is talk of ‘blended’ positions, where the distinctions between professional and academic staff become increasingly blurred. Staff mobility might increase, if the forecast growth in

<sup>16</sup> Diplomas and post-graduate coursework degree enrolments remain capped.

<sup>17</sup> The Khan Academy is a website that delivers a free online collection of learning resources through YouTube.

the ‘multinational university’ (MNU) is realised. More immediately, some universities have already acknowledged that the division of academic labour is differentiated through, for example, the designation of ‘teaching oriented’, ‘practice oriented’ and ‘research oriented’ classifications.

In the face of the quite profound changes that are upon higher education, institutions should plan carefully. Important questions include:

- What opportunities and threats lie in the various changes? How well prepared is the University to grasp these opportunities and minimise the threats? Is the University’s culture today an asset or a liability in the face of change?
- What assumptions about how the University operates today may not be valid in the context of anticipated change?
- Is the University insufficiently prepared for particular changes that the future might bring? What are the specific vulnerabilities?
- Are there things that could be done today to improve our resilience?
- What are the University’s current strengths and areas of distinctiveness that will enable it to be successful in the future?

These questions lie at the heart of the JCU – The Future project.

## 4 Shaping the University for the Future

Against the backdrop of the grand challenges and the changes affecting higher education, fundamental questions arise in respect of the future of the University. The Taskforce sought the views of the staff on what the future could and should hold, through extensive consultation. There were three main elements to this: (1) a facility for comments and submissions via the web and email; (2) a ‘Word Cloud’ as a device to elicit descriptors of the future, and; (3) a scenario exercise through which we explored with staff what the future might hold and how we might prepare for it.

The objectives of the Consultation and Communication Plan for the project were to:

- Clearly identify all project stakeholders and encourage their involvement in the project and future direction of the University;
- Provide balanced and objective information to the stakeholders to make them aware of the scale of the project and level of change that could be implemented;
- To obtain stakeholder feedback by providing scenarios as a starting point for stakeholders to raise ideas, issues and concerns;
- To work directly with stakeholders to ensure that ideas, issues and concerns are understood and considered; and
- To involve stakeholders in aspects of decisions including the development of alternatives and identification of potential “James Cook University models”.

The consultation process is already the most extensive to be conducted within the University within the last decade, or more. It has been embraced by staff, who have made more than 900 individual contributions either by attending a focus group, and/or contributing to the Word Cloud and/or providing a written submission. Staff from each of the three tropical campuses and from all but one organisational unit participated in the focus groups. Student consultation has included the opportunity to post comments on the website and to contribute to the Word Cloud. Updates on the project have been provided to the Student Association. Additionally, students were invited to participate in the focus group discussions about the scenarios, but the timing of these sessions clashed with exams and only

one student attended. There will be more opportunities for consultation with students as the project continues.

It is clear from the participation and level of engagement that staff care deeply about the future of the University and want it to succeed. The alignment of keywords gathered through an analysis of the Word Cloud, focus groups and submissions also indicate a strong congruence with attributes or areas of importance to staff and those articulated in the Strategic Intent and University Plan.

#### **4.1 Comments and Submissions**

A webpage provided the opportunity for staff and students to post views on the future of the University, and submissions were invited. Staff were also provided with the opportunity to meet with members of the Taskforce.

The web discussion board made it possible for people to post comments (anonymously, if they preferred) and this facility was open to anyone who wished to contribute (i.e., it was not necessary to have a James Cook University log in). Respondents could contribute in regard to discussion questions that were posted, the Four Future Scenarios or make comment about potential future directions.

As at 15 November 2012, 72 written submissions from 67 individuals had been received by the Taskforce. This included 14 comments by National Tertiary Education Union (NTEU) members forwarded to the Taskforce by the NTEU Industrial Officer and four submissions from students.

#### **4.2 The Word Cloud**

Through the JCU – The Future website staff and students were invited to submit up to 5 words that they would use to describe their preferred university of the future. The words were input to a ‘Word Cloud’, updated daily. The Word Cloud is a pictorial representation in which the size of individual words is a relative measure of the number of times they were submitted – large words are those submitted most frequently.

Over a period of approximately 2 months, 2019 entries consisting of 517 unique words were contributed by 409 participants. The final Word Cloud (as at the end of October) is presented in Figure 2. We sorted the words into three main groups – adjectives, words that referred to activities (e.g., research, teaching) and words that referred to particular disciplines or areas of knowledge. The distribution of words across these three categories is shown in Table 2.

For the Taskforce, the adjectives and focus words were of most interest. The 11 most cited adjectives and focus words are shown in Figures 3 and 4; *innovative/innovation* stood out strongly amongst the describing words (submitted 47 times), with *excellence*, *supporting* and *honesty* also featuring strongly. *Research* was the focus word most frequently submitted (114 times), followed by *learning and teaching* (87), *tropics* (67), *sustainability* (60), *staff* (54) and *environment* (47).

The Word Cloud exercise strongly affirms our positioning around the tropics and sustainability and speaks in favour of an institution that is innovative, dedicated to excellence and in which staff and students are supported, in a culture that respects honesty.



Figure 3: Adjectives submitted to the Word Cloud

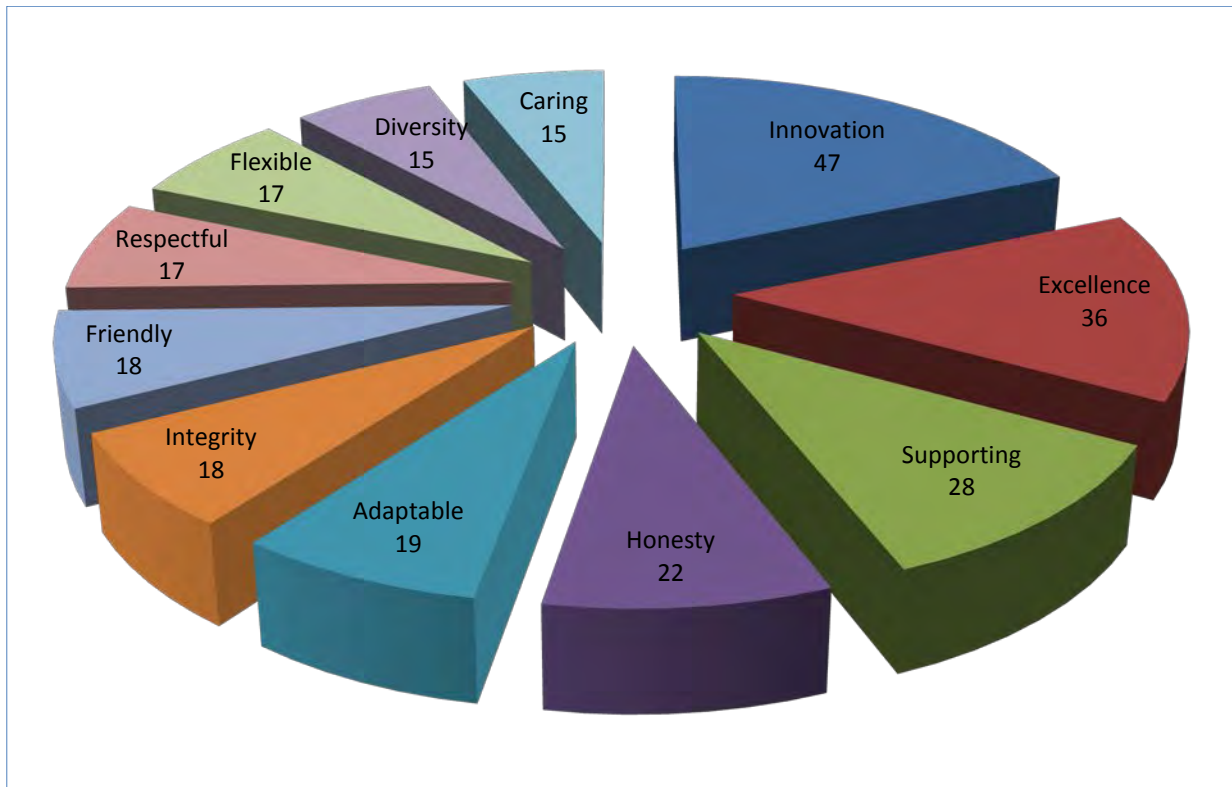
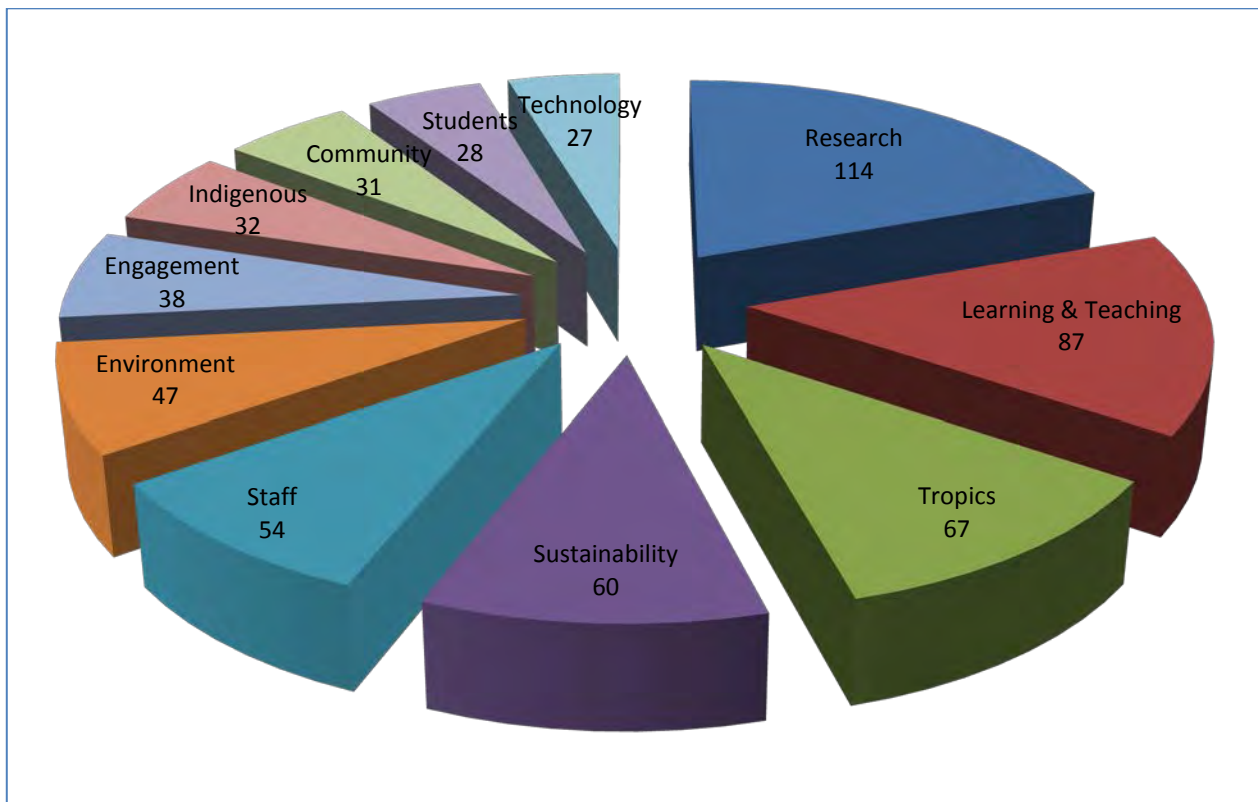


Figure 4: Focus words submitted to the Word Cloud





### 4.3 Four Futures – The Scenarios

A significant undertaking of the Taskforce in this first phase of the JCU – The Future initiative was an exploration of the future through scenarios. For this work, Maree Conway of the firm Thinking Futures was retained to assist with the preparation and presentation of scenarios to the University community. *Four Futures* – the scenarios project – has delivered two major reports, one describing the scenarios method and in which the scenarios are presented; and the second, providing a synthesis and analysis of the consultation with staff around the scenarios. These reports are available through the project web page – <http://www.jcu.edu.au/future>.

The scenarios were intended to engage staff in the wider discussion around changes needed to move the University into the future and to increase understanding of the depth of change required.

Scenarios are instruments for ordering people’s perceptions about alternative potential future environments – environments in which *today’s* decisions might have to play out. In practice, scenarios resemble a set of stories built around carefully constructed plots. Such stories can express multiple perspectives on complex events, with the scenarios themselves giving meaning to these events.

For the purposes of this project, the Global Business Network approach to scenario planning<sup>18</sup> was employed. This relies on a consideration of external drivers of change for the purpose of identifying two critical uncertainties to structure a scenario matrix. Internal issues, in our case elicited through interviews with staff, provide dimensions which are addressed in each scenario. The external drivers of change are also used to inform thinking around how each scenario world evolves, while the internal issues help to describe what the University might look like in each scenario world.

The two external drivers that were selected were:

#### **Societal Value of Higher Education**

Will higher education continue to be regarded as a private good, or will the public value of higher education reassert itself as a primary driver of policy and funding in a post Global Financial Crisis world?

#### **World Economy**

Will the West (Europe and the USA) retain the dominant position in the world economy or will the rise of Asia continue and the Asian Century become a reality?

The two critical uncertainties, when mapped on a 2x2 matrix, produce four spaces with four different potential futures. The scenarios were developed within each of these spaces, as shown in Figure 5. The headline features of these four scenarios are presented in Table 3.

<sup>18</sup> [http://gbn.com/about/scenario\\_planning.php](http://gbn.com/about/scenario_planning.php)

Figure 5: Scenario Worlds

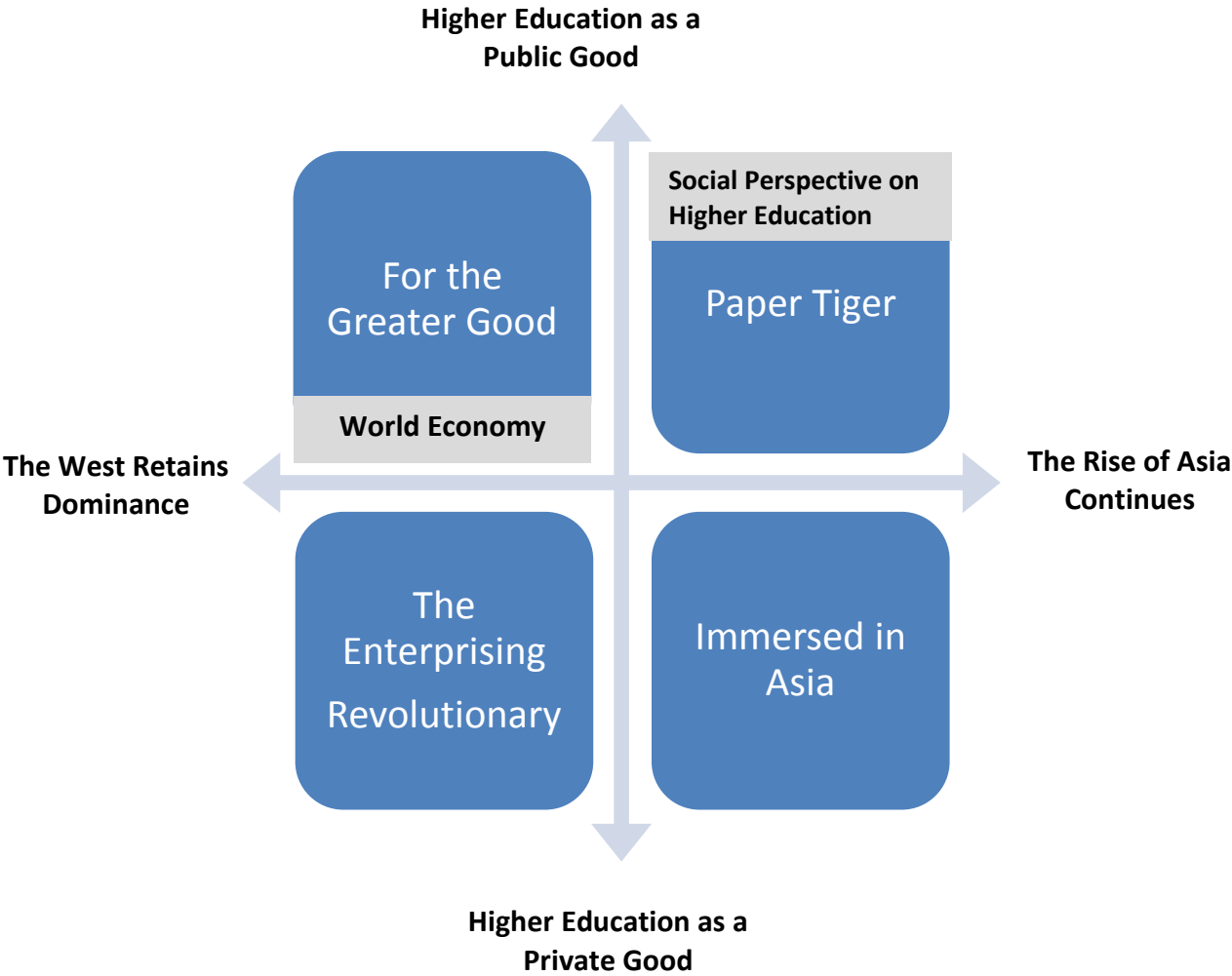


Table 3: Four futures

### **For the Greater Good (Public Good/West Dominant)**

A strong social focus underpins economic models in this environment, accompanied by a renewed focus on local communities and a commitment to making a difference at the local level. Higher education is highly valued as a public good, and universities are recognised as important organisations in helping people build capacity to solve local and regional problems. Open access is the norm, underpinned by technological systems enabling both delivery of learning and social connections. Globally, university reputation is about social contribution and is reported using metrics around social outcomes rather than primarily research outcomes.

### **Paper Tiger (Public Good/Rise of Asia)**

Always highly valued in Asia, higher education remains at the core of policy and funding decisions to build national innovation capacity. Asia has become the economic powerhouse of the world, Australia has developed close connections with the region and its education systems are focused on building the capacity of students to work in the Asia arena. Universities are a critical element of the Australian national Asia capacity building framework implemented following the Henry taskforce recommendations, and have focused their activities around Asia. The Australian government funds universities on their ability to achieve Asia focused outcomes for students, and research funding is focused around addressing Asian challenges.

### **The Enterprising Revolutionary (Private Good/West Dominant)**

The Western economy (US and Europe) has recovered sufficiently from the after effects of the Global Financial Crisis in the early 21<sup>st</sup> century, maintaining its dominant position in the world economy. Policy and funding decisions aim to keep the costs of education low and universities are viewed as corporate businesses. The vocational orientation of higher education is strong in this environment, where universities exist in a highly competitive environment. Rankings matter, and government funding is low. Higher education is viewed here as a private good, with the desired outcome of getting a job, and students are expected to fund the majority of their education. Because of the vocational emphasis, courses have moved away from traditional degree structures, are heavily underpinned by technology, and are offered on a continuous cycle to allow students to complete quickly.

### **Immersed in Asia (Private Good/Rise of Asia)**

The rise of Asia as the world economic powerhouse has increased the wealth of Asian countries and focused the attention of the rest of the world on the region. The ability of the region to develop technological solutions quickly has allowed it to become the centre of educational technology solutions. The private higher education sector – both physical institutions and online - has developed to the extent where it is now a major competitor for public universities, largely because of its low cost business models and its ability to harness technology to deliver learning in ways that suit the needs of individual students. Students are increasingly willing to pay for an education that is customised for them and their needs, and which allows them to engage with learning anywhere in the world. In Australia, universities have implemented the recommendations of the Henry taskforce report on Australia in the Asian Century and have refocused their activities and operations on Asia.

Twenty focus groups were held between 16 October and 5 November to discuss the Four Futures scenarios. This was made up of:

- 3 focus groups at the Singapore campus
- 10 focus groups at the Townsville and Cairns campuses, open for any staff member to register (two of these were video-conferenced from Townsville to Mt Isa and Cairns)
- 1 focus group at the Cairns campus specifically for students
- 2 focus groups for research leaders
- 4 faculty meetings used as focus groups by the respective faculties.

Four hundred and twenty people attended the focus groups comprising 419 staff and one student. As noted earlier, the scheduling of these discussion sessions during exams probably explains the limited student participation.

Staff from all organisational units (with the exception of the Advanced Analytical Centre) attended the focus groups. Three of the four faculties had dedicated faculty meetings to discuss the Four Futures scenarios. In addition, the scenarios were discussed at meetings of University governance committees, including University Council, Academic Board, Education Committee and Research Committee.

Focus groups were limited to 20 participants where possible to enable free flowing discussion and ensure all staff felt able to contribute. Staff did contribute to the discussions and it was evident that they appreciated the opportunity to be involved in the consultation process. The scenarios provided a useful mechanism to encourage staff to think about possible future directions and identify the areas they most valued in the University.

The themes emerging from the discussions about the scenarios have been clustered into four change domains. The four domains (Figure 6) are derived from the work of Ken Wilber and his four quadrant model, which is at the core of his integral theory.<sup>19</sup> The horizontal axis is set along the range of interior/exterior while the vertical axis is individual/collective. The Upper Left Quadrant – the interior/individual – relates to human values, perceptions and how meaning is constructed, while the Lower Left – the interior/collective cultural world – deals with what is happening in terms of culture, language and ‘the rules of the game’. The Upper Right – the exterior/individual - deals with how people behave in the external world, the visible manifestation of human capability, while the Lower Right – the exterior/collective – deals most with the measurable, empirical, knowable external world.

For our purposes, the four domains are translated to:

Upper Left: Individuals

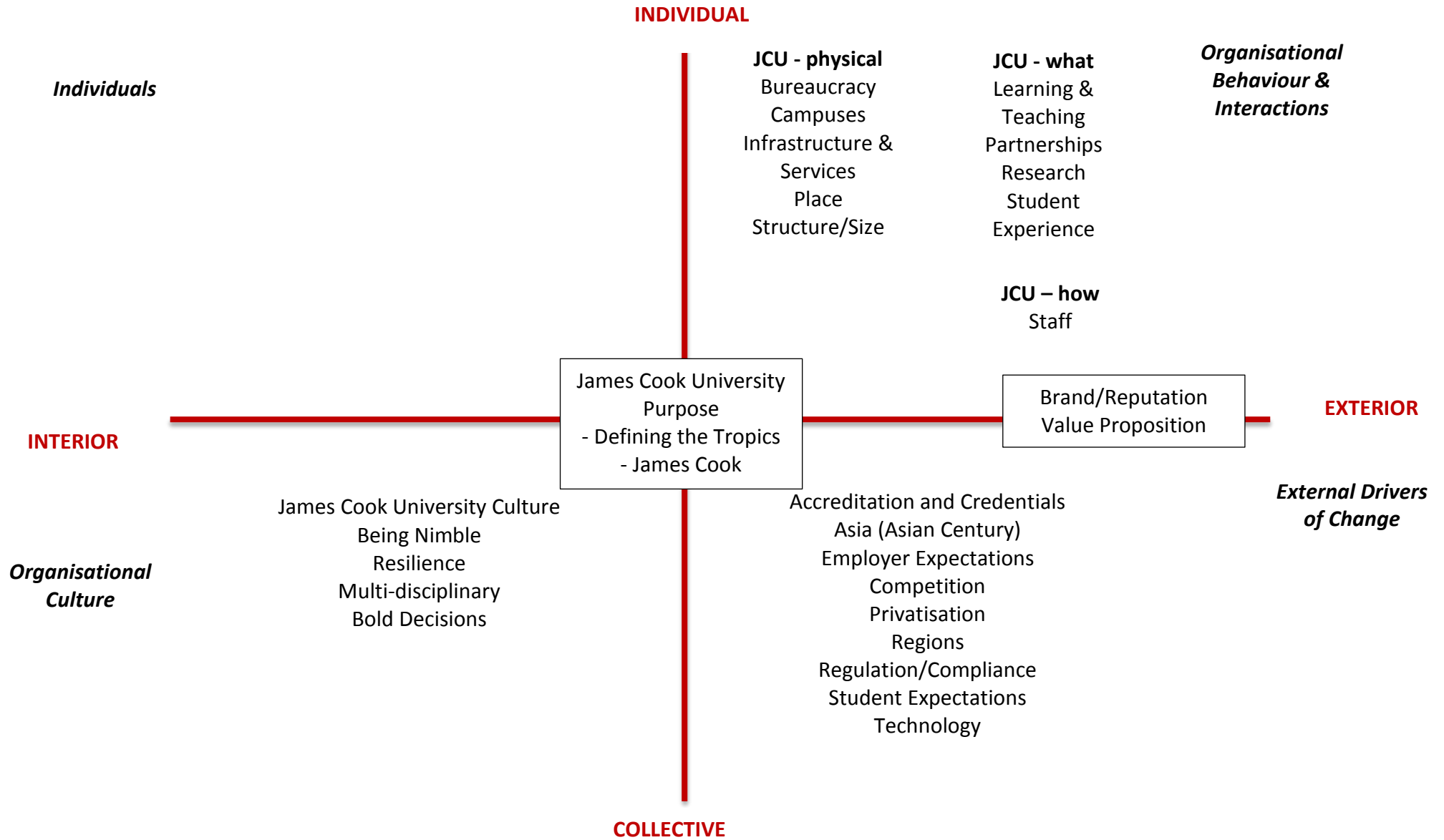
Lower Left: Organisational Culture

Upper Right: Organisational Behaviour and Interactions

Lower Right: External Drivers of Change

<sup>19</sup> Ken Wilber’s integral theory is infinitely more complex than the four quadrants. See Wilber, K, 2001, *A Theory of Everything*, Shambhala, Boston.

Figure 6: Change domains





### **Individuals**

This domain relates to how individuals experience change and their hopes and beliefs about the future of the University, so comments generally reflect an individual perspective. In this domain, because these factors are intangible, only staff can decide to share these views; they cannot be assumed.

Even though there was a specific question asked in the focus groups and meetings about how individuals responded to the scenarios, there was very little comment that fits distinctly into this domain. However, it was clear from the discussions at large that staff care deeply about the future of the University. At the same time, it was also clear that some of the assumptions that surfaced will need to be challenged or tested to ensure they are relevant into the future, since untested assumptions can trap thinking in the past. An example was the expressed assumption that ‘James Cook University is for Australians’, which may have been true when the University was established, but is less valid in an increasingly globalised world.

Staff recognise that change is needed, but several comments indicate that they believe this change will be ‘out there’ in the right hand quadrants, rather than requiring them to test deeply held assumptions about how they work, or to change the way they understand what a university is and how it operates.

At the same time, there were comments that:

- *‘the University is not prepared – and it will not be unless and until there is wider buy-in to the need for significant change – and the removal of those people who are totally unwilling or unable to adapt or who do not have the qualifications or skill sets needed for what will be a radically different environment’*,
- *‘the capacity to respond is critical – we need to respond in the best way we can according to our values’*, and;
- *‘we will need to be willing to be flexible – culture and behaviour need to change too – out of our comfort zones’*.

These latter comments suggest that there is an awareness of what is needed to achieve the level of change required in order for us to be sustainable in the future.

### **Organisational Behaviour and Interactions**

This domain is home to the majority of the themes raised in the course of the consultation. Here, the conversation referred to how people come together to design structures, systems and services, and to work together on a daily basis. The themes clustered in this domain are in three parts. The first deals with the University as an organisation (the physical, tangible) and the second refers to what we do (our activities). The third theme points to staff and how we do what we do.

There were many comments which related to ‘bureaucracy’, none of which were complimentary. It was clear that staff are frustrated with what is perceived to be a set of dysfunctional processes, structures or services that hinder rather than support staff in their jobs. There were also many comments about what the University does, with learning and teaching being the most frequently referred to.

This quadrant is the realm of behaviour in the organisational context, and this behaviour is influenced strongly by the left hand quadrants – the beliefs and values of individual staff. The cultural ‘rules of the game’ will shape interactions and decision making here. To change bureaucracy, for example, requires a change in both organisational culture and in demonstrating and rewarding preferred behaviours, such as collaboration and focus on outcomes and not on process.

The values and beliefs written into the Statement of Strategic Intent express attributes of organisational culture that we expect to underpin our actions and which define the ‘rules of the game’ internally.

Another set of principles for organisational behaviour, more tuned towards services and operations, was developed by staff at Victoria University:

- We are in this together
- The focus is on outcomes, rather than the process
- Collaborate always
- I take responsibility – to solve this problem now, and to find out how to solve it if I don’t know
- Complain if there is a problem with a service and work to get the problem resolved – no workarounds
- I will share my knowledge and experiences

These principles are very different to the silo driven interactions that characterise many universities today, and they are indicative of new behaviours that are required for the future.

### ***External Drivers of Change***

This domain represents the external environment in which the University operates and the drivers of change that impact upon us. These drivers are well understood within the University, and are part of the rationale for the work of the Taskforce.

The drivers, summarised earlier, relate directly to higher education; there are other drivers of change that are also influencing the University’s future – internally, such as pressures on financial sustainability, and externally, such as the new national emphasis on Asia. It was apparent that many staff appreciate the potential impact of these change drivers on the University.

### ***Organisational Culture***

The fourth domain is the space in which the unwritten rules of working within the University are established and maintained – this is the realm of ‘how we do things around here’. The themes clustered here are:

- Culture
- Being Nimble
- Resilience
- Multi-disciplinary
- Making Bold Decisions

There is a strong commitment to the communities we serve and to delivering outcomes for those communities which make a difference. As reported above, staff care deeply about the future of the University. There will need to be a preparedness to change how we work, though, and to help design new cultural ‘rules of the game’ through behaviour, if our culture is to be nimble and resilient.

The need to make bold decisions today to ensure a sustainable future is essential, but it will bring with it winners and losers - for individuals, disciplines and work areas. It is more than likely that this is known intuitively, but the idea that the University cannot be all things to all people is something that will need to be grasped emphatically.

### ***Spanning the Quadrants***

Two sets of comments span quadrants rather than fit neatly into one. Identifying our purpose has been placed in the centre of the matrix in Figure 6, as purpose is defined by connecting all four quadrants.

Similarly, Brand/Reputation/Positioning is about conveying how the University ‘fits’ into its external environment and informs day to day operations and so spans the upper right and lower right quadrant boundaries.

The conversations held in the context of the scenarios provided a rich resource from which the Taskforce has drawn in shaping recommendations for the future, both in terms of our ‘core business’ (i.e., learning, research, engagement) and the ‘enablers’. The insights and perspectives are integrated into the commentary and the propositions presented subsequently in this report, and will be carried forward into the further work of the Taskforce.

#### 4.4 Synthesis

Provided below (Table 4) is a keyword analysis of the three primary consultation mechanisms – Word Cloud, focus groups and written submissions. This provides a broad indication of key thematic areas that have emerged during the consultation to date. In the full report on consultation for this phase of the Taskforce’s work, the key themes are considered more fully.

Table 4: Synthesis of the consultation

Topic	Word Cloud	Focus Groups	Written submissions	Total
Research	114	18	18	150
Learning & Teaching	87	35	6	128
Tropics/Place	82	24	12	118
Staff	54	22	10	86
Community/Region/local	45	31	6	82
Engagement/Collaboration/Partnerships	52	13	17	82
Students	28	35	4	67
Sustainability	60		3	63
Environment	47		4	51
International	24	24	2	50
Innovation	47		2	49
Indigenous/Reconciliation	40		5	45
Technology	27	13	4	44
Excellence	36		4	40
Bureaucracy		21	13	34
Supporting	28			28
Equity	24			24
Facilities and infrastructure	6	8	8	22
Honesty	22			22

Table 5 indicates the strong alignment of keywords identified in the consultation process with the Strategic Intent and University Plan. The exception is the word “supporting” which emerged through the Word Cloud, making it difficult to establish whether it relates to student support and/or was intended to reflect a need for a more supportive staff environment. The only value listed in the

Strategic Intent and not appearing in the list below is “mutual respect”, but the word “respectful” was entered 17 times into the Word Cloud.

Table 5: Alignment of consultation keywords with the Strategic Intent and University Plan

<b>Keywords from consultation</b>	<b>James Cook University Planning Documents</b>
<b>Research</b>	Core Business – University Plan, Discovery – value in Strategic Intent
<b>Learning &amp; Teaching</b>	Core Business – University Plan
<b>Tropics/Place</b>	Core element of Strategic Intent, People and Place – University Plan
<b>Staff</b>	Enabler – University Plan
<b>Community/Region/local</b>	Connecting Globally, Locally – University Plan
<b>Students</b>	Students at heart of University – core element of Strategic Intent
<b>Sustainability</b>	Priority – University Plan, Value – Strategic Intent
<b>Environment</b>	Priority – University Plan
<b>International</b>	Connecting Globally, Locally, Priority– University Plan
<b>Innovation</b>	Value – Strategic Intent
<b>Indigenous/Reconciliation</b>	People and Place, Priority – University Plan, Reconciliation – core element of Strategic Intent
<b>Engagement/Collaboration/ Partnerships</b>	Core Business – University Plan
<b>Technology</b>	Enabler – University Plan
<b>Excellence</b>	Value – Strategic Intent
<b>Bureaucracy</b>	Organisational Effectiveness, Enabler– University Plan
<b>Supporting</b>	
<b>Equity</b>	Diversity – core element of Strategic Intent with Reconciliation
<b>Facilities and infrastructure</b>	Enabler - Physical and Virtual Infrastructure
<b>Honesty</b>	Authenticity and Integrity – value in Strategic Intent

## 5 Core Business

The University Plan defines our core business to include learning and teaching, research and engagement. The Taskforce was given the mandate to develop strategies to strengthen the distinctiveness of the University in order that it might thrive in the future.

The Taskforce has identified key attributes and principles to underpin the our learning and teaching, research and engagement. In combination these attributes and principles define a “James Cook University Model”, thereby responding to the Terms of Reference for the Project that refer specifically to the core business, viz:

- Develop a distinctive ‘JCU Model’ for learning and teaching, building upon the outcomes of Curriculum Refresh Project and giving account to both content and delivery (ToR 2)
- Review and refresh the priorities and strategies in the James Cook University Research Plan as the basis for the further development and growth of James Cook University’s research and innovation portfolio (ToR 3)
- Strengthen the framework for engagement and partnerships regionally, nationally and internationally (ToR 4)

The ambition is to demonstrate a University that is unique in the Australian higher education setting, in terms of its focus, the student experience, and its engagement. To this end, substantial changes in learning delivery, organisational culture and structure, and staff work practices will be required.

The proposed James Cook University Model will be:

- Focused on the tropics
- Research rich
- Student focused
- Connected to community
- Internationally engaged
- Culturally informed

And, the model will be underpinned by the following principles:

- We will fulfil the aims, ambitions and expectations expressed through the *James Cook University Act 1997*.
- The James Cook University Model will give effect to the Statement of Strategic Intent, including our values and beliefs.
- The three elements of our core business – learning and teaching, research and engagement – will be closely integrated.
- The special opportunities presented by our three tropical campus locations will project our University’s distinctiveness, individually and collectively.
- The University will be sustainable financially, and in terms of its social and environmental performance.

An overview of the attributes is provided below, including recommendations to support the implementation of the James Cook University Model.



## 5.1 Focused on the Tropics

### University Priorities – A University for the tropics worldwide; Development, More Sustainably

Staff indicated strong support for the focus on the tropics during the consultation process, emphasising the distinctiveness of the tropics agenda and potential opportunities presented by campus locations and research field stations. For example: “James Cook University has a unique place as a centre of education in northern Australia – its non-metropolitan location should be a benchmark for being different in its approach to education.”

Consistent with the Strategic Intent, specific and detailed work was undertaken through the Curriculum Refresh project to encourage stronger alignment with the four themes that underpin our learning and teaching and research. Over the life of that project, the level of engagement with the Strategic Intent and the four themes has been broad ranging, and often discipline specific. This was anticipated and foreshadowed as early as the original funding application for the Curriculum Refresh project, which noted that some disciplines readily align with the focus on the tropics while for others the task is more difficult. The extent of course and subject alignment with the tropics has varied from the embedding of examples and case studies to provide a tropics context at one end to the shaping of the entire curriculum around the tropics at the other. Accordingly it has become clear that there is a real need to provide academic staff with support and guidance in conceptualising the tropics from the perspective of their respective disciplines.

In terms of research, the strategic commitment to a tropical agenda has generally served us well over a long period of time by providing a distinctive institutional narrative. Accordingly, the four themes have, more recently, provided a useful basis on which to increasingly focus the research effort, though there has been an appetite for greater specificity within the four themes. This has been achieved to some extent through the establishment of research institutes and centres.

We have also demonstrated our leadership in tropics related issues through the hosting of Torrid Zone Symposiums in 2010 and 2011 and leadership of the State of the Tropics initiative. The State of the Tropics project seeks to change the way political leaders and policy makers view the world, to encourage a more lateral perception of the world and consider the tropics as a geopolitical region facing some of the most critical challenges of our time. The inaugural State of the Tropics Report, anticipated to be released mid-2013, will track progress in terms of a set of indicators to answer the question, ‘Is life in the tropics getting better?’ The intent is for the report to be released every five years, with interim reports and symposiums in the intervening years.

The adoption of the James Cook University Model will require more deliberate and explicit connections to issues and innovations relevant to the tropics through our course offerings, research and engagement. The Taskforce proposes the adoption of a ‘grand challenges’ narrative as an elaboration of the conceptual framework for our core business. In doing so, we will not lose sight of our role in providing the professional workforce for northern Australia and Singapore and will look again to ensure our curriculum, research and engagement align with the Strategic Intent, to deliver long-term financial sustainability for the institution.

### Recommendation 1

A grand challenges framework should be developed, as a means to elaborate on the four themes embedded in the University’s Strategic Intent.

Figure 7 is a representation of how this might be approached. In the left hand column are the four themes articulated in the Strategic Intent. Across the top row is a representation of the ‘grand challenges’. Four are identified:

**Ecological resilience** – mitigating and adapting to human induced change, conservation of the environment, biodiversity protection.

**Human wellbeing** – good health, social equity, economic opportunity.

**Resource security** – access to water and sanitation, sustainable energy resources, food security.

**Good governance** – political representation, freedom of speech, absence of corruption, effective governments, transparency of process.

In the matrix, fields of scholarship represented in green are those areas in which we are presently demonstrably strong and which should be maintained/grown. Represented in orange are areas that are consistent with the Strategic Intent and aligned to one or more of the four themes, but which require further development if they are to be recognised as genuine strengths. These are areas that should be developed. In blue are areas of inquiry not presently represented, but which we should consider developing.

Figure 7: Grand Challenges and the James Cook University Model

	Sustainable Futures for the Global Tropics			
	Ecological resilience	Human wellbeing	Resource security	Good governance
Ecosystems & Environment	Coral reefs Climate change Biodiversity	Environmental change and human health Natural disasters	Water resources	Environmental policy
Industries & Economies	Corporate sustainability	Urban design & architecture Economic development Tourism	Food security Energy Fisheries Aquaculture Econ geology	
People & Societies	Sustainability education	Indigenous futures Language & culture Anthropology Archaeology Psychology		Governance in the tropics Law & legal systems
Health, Medicine & Biosecurity		Public health Infectious diseases Genetics		

The implementation of a grand challenges framework will usefully complement the four tropical themes. The Taskforce suggests that the framework will:

- Be a catalyst for marshalling and synthesising resources and know-how across disciplines, schools, faculties and campuses;
- Encourage collaboration across disciplines;
- Provide a basis for developing strong, distinctive platforms to engage with stakeholders including policy makers, industry, non-Government organisations (NGOs) and communities;
- Provide a focus for impact and translational activities;
- Provide a framework to articulate thematic research programs with short, medium and long-term objectives and strategies for partnerships and collaborations internally and globally;
- Give shape and context to teaching and learning programs; and
- Provide distinctive narratives that will speak to and attract students and staff.

The development of courses that respond to the grand challenges could become flagship or signature programs for which James Cook University becomes renowned. The Knowledge Partnership set out a strategic and structured approach to the development of programs like this in their report for the Curriculum Refresh project and the Taskforce endorses this approach.

## Recommendation 2

That the further development of signature programs, responding to grand challenges facing the tropics, be considered.

There are also opportunities for the further development of specialist postgraduate coursework or short courses that address grand challenges facing the tropics. The unique locations of our campuses and field stations were identified through the consultation process as providing opportunities for master classes and other programs. The development of a small number of niche programs at postgraduate level was supported in market research conducted for the Curriculum Refresh Project.

In developing signature programs the following questions ought to be considered: What are the challenges and problems that need resolution? How can these challenges or problems be conceptualised using the Strategic Intent as the context? Are the challenges or problems disciplinary, multidisciplinary or interdisciplinary and can they form the foundation for a course of study? What course structure, campus, mode of delivery, learning and teaching approaches and partnerships are most appropriate for the development and implementation of the course concept?

Other considerations important to the development of signature programs are: course identity, stewardship and team construction, an appropriate Resource Allocation Model, and a narrative that addresses why the course is distinctive and what career or community outcomes might ensue.

The current Resource Allocation Model has been reported to be an impediment to the delivery of interdisciplinary offerings. Course ownership is vested in faculties and EFTSL funding is allocated to schools/disciplines responsible for delivery of subjects. This model does not properly recognise the fixed cost (sometimes significant) burden associated with the design and delivery of a new course. Accordingly, if this avenue for curriculum innovation is to be pursued, attention will need to be given to how costs and revenues are allocated, such that budgetary issues do not impose an unnecessary constraint.

### Recommendation 3

That the Resource Allocation Model be reviewed in terms of its suitability to facilitate the development and delivery of interdisciplinary learning programs.

The *James Cook University Act 1997* requires that the University “provides courses of study or instruction (at the levels of achievement the Council considers appropriate) to meet the needs of the community” and over the last four decades the University has strived to be comprehensive in the range and scope of courses delivered. This has been seen as an advantage and our marketing material promotes the hundreds of courses available. However, changes within the higher education sector and financial drivers will make it difficult to sustain this model into the future. Certainly, it would seem that there is still a ‘cottage industry’ approach evident in subject and course supply, which in many instances is not matched to student demand nor aligned with the Strategic Intent. Accordingly, there is a need to diligently evaluate cases for the continuance of subjects, courses, and programs across the entire University. While we are committed to providing a breadth of learning opportunities, it is quite simply not sustainable to deliver all that is on offer now, if for no other reason than an absence of sufficient demand.

It is acknowledged that we play a crucial role in preparing the professional workforce for northern Queensland and training graduates to work in rural and under-served communities. The adoption of a global challenges framework provides an opportunity to review discipline offerings, considering alignment to the tropical agenda, student demand, research capacity and future directions. There is also an opportunity to consider areas where existing capacity could be grown and new areas pursued.

By taking the decision to build capacity in some areas, there will be others where capacity will be reduced and which we will cease to support. The following questions are central to the discussion:

- What do we do now that is excellent and must be maintained/extended?
- What do we do now that is less strong, but which we are committed to developing?
- What new fields might we develop, which would be likely to work at the intersection of the four strategic themes or fall into the category of a grand challenge?
- What courses and subjects will we withdraw from?

The ensuing decisions in regard to curriculum offerings must have consideration also for campus offerings. The Taskforce considers there is advantage in further concentration of our learning and teaching programs at the three tropical campuses. For example, the Singapore campus could sensibly become the University’s base for the teaching of business. Townsville already has a reputation in marine science, while Cairns is strongly developing a complementary strength in terrestrial environmental sciences. The consequences of any strategic repositioning of this kind for services, infrastructure and staff will require thorough consideration. There is also the matter of whether we should expand our offerings elsewhere. For example, while some courses are well established in Mackay, particularly in health, the question is still open as to whether other courses of study should be offered there.

## Recommendation 4

That subject and course offerings be assessed in regard to their alignment with the Strategic Intent, student demand, community interests, and link to quality research with a view that:

- a) Courses and programs that are not adequately aligned will be disestablished;
- b) The policy in respect of low enrolment subjects will be strengthened and enforced;
- c) Areas where existing learning opportunities might be expanded will be considered; and
- d) Course offerings in terms of their spread across campuses will be considered.

From a research perspective the implementation of a grand challenges framework will be a catalyst for further marshalling resources across the University and it could potentially assist in the recruitment of staff and students. It will provide a basis for developing strong, distinctive platforms to engage with research users and provide a focus for impact and translational activities. It will also provide a framework to articulate thematic research programs with short, medium and long-term objectives and strategies for partnerships and collaborations internally and globally. The framework will guide the University in the further development of the portfolio of research centres and institutes.

Under the model we will develop long-term institutional-level partnerships with universities and organisations with similar interests and which complement the University's expertise and capacity in addressing the grand challenges. The grand challenges might also provide a focus for students and staff to engage in social innovation projects, fieldwork, volunteer opportunities and exchanges in tropical locations to observe issues first hand.

### 5.2 Research Rich

#### University Priorities - A University for the tropics worldwide; People and Place; Development, More Sustainably

Research excellence is a significant contributor to global university rankings, reputation, brand recognition and media profile. Over the next decade, it's anticipated that impact, engagement and translational activity will also be critical to institutional reputation, success and the capacity to attract research income and partners.

The commitment of staff to JCU remaining a research university was demonstrated through the consultation process, with 'research' being the word most frequently submitted to the Word Cloud, and in focus groups and written submissions.

Comments received through the consultation process pointed to the long-term investment required in research and the need to concentrate on areas of strength. The following comments are representative:

“Momentum in research is critically dependent on reputation which is built over substantial intervals of time – decades rather than years... research-conducive organisational structures and selective investment in research personnel and infrastructure will be required ... the bottom line is focused support across a limited range of research endeavours. “

“We must strive to foster and advance our disciplines of best performance as these are the platform on which the future will be built. “



The Four Futures scenarios all anticipated research moving increasingly to a multi-disciplinary approach. There was support for this from staff, with comments reflecting that many contemporary issues demand an interdisciplinary or multi-disciplinary approach.

Our research performance is mixed. There are areas of world-leading research, as recognised through the Excellence in Research for Australia (ERA) initiative and global research rankings, but the quality is unevenly distributed across faculties and fields of research. A significant number of academic staff are not research active. Furthermore, our research reputation is vulnerable as the exceptional work is built on the performance of quite a small cadre of researchers, some of whom are well advanced in their careers. A significant challenge for the University is the relatively small pool of staff who are presently competitive in prestigious research grant programs (especially the Australian Research Council (ARC) and National Health and Medical Research Council (NHMRC)) and whose work influences the performance indices used in global research rankings and ERA (e.g., papers in *Nature* and *Science* and citations in high impact journals).

Improving our research performance is a priority. It can be achieved through strategic recruitment, supporting our up and coming staff, adopting long-term horizons for the development of critical mass in areas of research strength and ensuring internal resource allocations support research priorities.

Through the James Cook University Model a research-rich environment will be fostered, with the focus on conducting research that is excellent, impactful and relevant to the communities we serve and the tropics more broadly. The adoption of a grand challenges framework will encourage more research across boundaries, while also raising awareness of students and the wider community of the importance of research in solving real-life problems. This approach will also facilitate closer linkages between research and teaching, to create a distinctive teaching-research nexus (see below), enhancing the student experience and potentially encouraging more students to pursue higher degrees.

To achieve this there must be a commitment to 'patient capital' - building and maintaining critical mass, capacity and performance in focus areas over long-term horizons. To focus and articulate the intersection of grand challenges and the tropical themes, we will not be starting from a blank piece of paper as there is a well-established bedrock of expertise, critical mass and excellence particularly, but not exclusively, in the Fields of Research rated 4 and 5 in ERA. We need to invest strategically in both staff and infrastructure and establish partnerships in these and other niche areas to develop a platform for the future. Partnerships, domestically and with overseas organisations, present a vital opportunity to increase our 'critical mass' in areas of strategic importance, and simultaneously lend support to our objective to increase engagement.

Real or perceived boundaries along faculty and school lines are evident in some areas and this reduces opportunities for research collaboration. A change in mindset and resource allocation strategy is required to encourage staff and HDR students to participate in research that cuts across schools and disciplinary boundaries without being financially disadvantaged. The elimination of these barriers will enable more collaboration, help to achieve critical mass, and create an effective strategy for mentoring.

Recruitment and retention of world class, competitive academic staff (including Heads of School and other line managers skilled in performance management of researchers) is the single most important factor in driving research performance. This demands a commitment to excellence in recruitment of new staff.

More weight must be given to how new academic recruits will supplement existing and emerging areas of strategically aligned research strength. This should entail a consideration of how potential opportunities to leverage existing institutional strengths and/or develop synergies with research

programs in centres and schools can be achieved through recruitment. Furthermore, there needs to be a more proactive approach to succession planning, particularly in our established and developing areas of strength.

### Recommendation 5

That a culture of research excellence be strengthened and given effect through the following strategies:

- a) Long-term investment in staff and infrastructure to support the research agenda;
- b) Remove structural and financial barriers that hinder inter-disciplinary, multi-disciplinary or trans-disciplinary research;
- c) Introduce more explicit and ambitious performance expectations in respect of research;
- d) Assist staff in the 'translation' of their research, including the commercialisation of research outcomes;
- e) Identify areas of existing or potential research strength and develop and recruit staff to further build capacity in these areas;
- f) Discontinue investments in research areas which do not align with the Strategic Intent and where existing research is below world standard;
- g) Adopt a default standard that staff appointed at Level B and above have completed their PhD at time of appointment; and
- h) Revise workload models to encourage staff participation in research.

Higher Degree Research Students are the engine of a research university and completions and load are significant performance indices in the research block grants. In addition, the alignment between research training and our areas of established research strength is seen as one index of research training quality.

Completions and load have been in decline for some time and on the present trajectory, we will not have the HDR profile of a research university without significant additional investment in HDR stipend scholarships. As a proportion of total load, HDR load is presently below the average for Australian universities and is projected, on a 'no change' basis, to decline.

In addition, our commencing and total loads of HDR students for 2012 were below target, yet well-qualified applicants were turned away because of a lack of stipend scholarships. Hence, an increase in the number of stipend scholarships would appear to be a relatively easy way to increase HDR load. One option is to implement a Tropical Scholarship initiative with a significant increase in James Cook University Postgraduate Research Scholarships, targeting students from tropical regions who wish to undertake research higher degrees in areas of established and emerging research strength. Such an initiative will complement the existing Graduate School Network in Tropical Research which involves students from eight Australian universities undertaking projects related to the tropics for their PhD.

Research training standards are currently being developed by the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) in response to the Research Workforce Strategy<sup>20</sup> and it is possible that ERA results could be factored into future funding formulas and the development of research training standards by TEQSA. Several universities have already taken steps to formalise critical aspects of research training as well as to guarantee quality research student supervision. We

need to ensure the quality of our PhDs. Coursework should be included in the doctorate, to provide generic skills training and discipline-specific training in research methods and/or subject content.

A revised James Cook University PhD could feature diverse pathways into doctoral study including credit for prior learning, a structured framework with clear progress milestones to assist timely completion and appropriate exit options for students not able to complete the program. Pathways into a PhD are also being discussed in the higher education sector with Macquarie University and the ANU developing alternative options to the traditional honours year. We need to consider these and other programs to ensure we remain nationally and internationally competitive in attracting HDR students.

### Recommendation 6

That additional resources be allocated to increase the amount of HDR stipend scholarships available to students who wish to pursue a PhD on a topic aligned to the Strategic Intent.

### Recommendation 7

That our doctoral education program be redesigned to strengthen graduate skill sets, improve completion rates and times, and establish exit pathways for underachieving HDR candidates. Consideration should also be given to potential changes to entry pathways to a PhD.

In common with other research-intensive universities, we maintain a commitment to the nexus between teaching and research. In disciplines that are research-rich, the potential for students to benefit from direct exposure to the development of knowledge at the leading edge is most obvious. While we know this intuitively, there is value to be gained in documenting best practice, as a means to substantiate claims in support of the nexus and as a basis for improving praxis more widely across the University. Case studies are one prospective means of achieving this.

At the same time, there is the potential to do more in terms of developing the teaching/research nexus. In a useful review of how learning and research can be linked, Jenkins and Healey refer to the following typology<sup>21</sup>:

- Learning about others' research
- Learning to do research – research methods
- Learning in research mode – inquiry-based
- Pedagogic research – enquiring and reflecting on learning

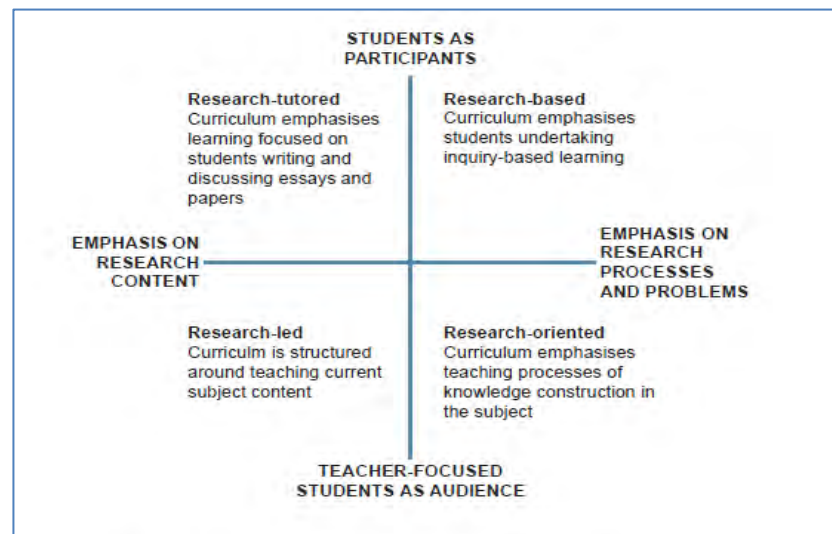
This typology was adopted and modified by Healey<sup>22</sup> to illustrate the possibilities - Figure 8. One axis of the figure represents a range from research context to research processes, while the other refers to student-focussed versus teacher-focussed approaches.

Jenkins and Healey (2005), drawing on this and other work on the research-teaching nexus, propose institutional strategies to strengthen the links (Table 6).

<sup>21</sup> Jenkins, A. and Healey, M, 2005, *Institutional Strategies to Link Teaching and Research*, The Higher Education Academy, York, UK.

<sup>22</sup> Healey, M, 2005, Linking research and teaching: disciplinary spaces. In R. Barnett (ed) *Reshaping the University: New Relationships Between Research, Scholarship and Teaching*. McGraw-Hill/OUP, Maidenhead, pp 30-42.

Figure 8: Curriculum design and the research-teaching nexus



Source: Healey, 2005.

Table 6: Institutional strategies to link teaching and research

<b>Developing institutional awareness and institutional mission</b>	
Strategy 1:	State that linking teaching and research is central to the institutional mission and formulate strategies and plans to support the nexus
Strategy 2:	Make it the mission and deliver it
Strategy 3:	Organise events, research studies and publications to raise institutional awareness
Strategy 4:	Develop institutional conceptions and strategies to effect teaching-research links
Strategy 5:	Explain and involve students and parents in your institutional conception of teaching-research relations
<b>Developing pedagogy and curricula to support the nexus</b>	
Strategy 6:	Develop and audit teaching policies and practices and implement strategies to strengthen the teaching-research nexus
Strategy 7:	Use strategic and operational planning and institutional audit to strengthen the nexus
Strategy 8:	Develop curriculum requirements
Strategy 9:	Review the timetable
Strategy 10:	Develop special programmes and structures
<b>Developing research policies and strategies to support the nexus</b>	
Strategy 11:	Develop and audit research policies and implement strategies to strengthen the teaching-research nexus
Strategy 12:	Ensure links between research centres and the curriculum and between student learning and staff scholarship
<b>Developing staff and university structures to support the nexus</b>	
Strategy 13:	Ensure the nexus is central to policies on inducting and developing new staff and to strategies to support the professional development of established staff
Strategy 14:	Ensure teaching-research links are central to policies on promotion and reward
Strategy 15:	Ensure effective synergies between units, committees and structures for teaching and research
Strategy 16:	Link with related university strategies
Strategy 17:	Participate in national programmes
Strategy 18:	Support implementation at department level

Source: Jenkins and Healey, 2005

In practical terms there are prospects for student participation through involvement in engagement activities with external stakeholders in research. In addition, students admitted to an Honours College (see below) might have direct access to active researchers, including participation in projects. There is the prospect too, of opening up additional opportunities for students to have access to research-focused operations, including major research programmes/groups and research facilities (e.g., the Advanced Analytical Centre, field centres). The completion of The Science Place will deliver a facility through which this sort of interaction is explicitly enabled.

Immersive master classes based in the locations surrounding our campuses in northern Queensland and Asia will add profile to our areas of research excellence. By further developing and marketing the special qualities of each of our three tropical campuses, including the distinctive research supported at each, there is the prospect of drawing a stronger connection between learning and research.

The Taskforce proposes also that renewed attention should be given to the development of common undergraduate subjects, particularly ‘capstone subjects’ in the senior years, as a means of communicating James Cook University’s distinctive focus on the tropics. The participation of research leaders in such subjects will also strengthen the teaching/research nexus.

### Recommendation 8

That specific proposals be developed to strengthen research-informed learning and to increase the exposure of students to our active research.

## 5.3 Student Focused

### University Priorities – Connecting, locally and globally; People and Place

A commitment to being student focused is featured in strategic documents and the marketing material of most universities. However due to our distinctiveness we have an opportunity to make the student experience and student focus a differentiating feature of JCU.

The University’s strategic documents articulate a commitment to students and the student experience through the following statements:

*Students are at the heart of our University and we inspire them to make a difference in their fields of endeavour and in their communities (Strategic Intent).*

*Our aim is to position James Cook University as...a university of choice for students, by building an environment which facilitates and rewards excellence, performance and productivity, values equity and diversity, and fosters community spirit and personal well-being...We support the total student experience by understanding that learning does not only take place in the classroom, and that students’ time at the University is about a broad range of experiences and engagement with the University community, that fosters student success. (People and Place priority, University Plan).*

Student issues were at the forefront during the consultation processes, with staff very aware of the importance of the student experience and the need to ensure that we are responsive to student needs. The recognition that students are not a homogenous group, with requirements and expectations that differ according to their individual circumstances (for example Aboriginal and Torres Strait Islander,



school leaver, mature-aged student, international) and mode of study (on campus or off campus, full or part time) was a consistent theme. The comments included:

*“We need to focus more on the student experience – need to be robust and nimble in responding to students.”*

*“...the nature of participation by students in Australia has changed – uni is no longer a student’s life, students now work PT and we have to balance this.”*

*“...the younger generation has different expectations in regard to technology and learning.”*

*“Future students will be highly discerning and highly mobile – will cherry pick institutions with specialisations that they want.”*

*“An inevitable trend is towards where, when and how students want their learning; we need to identify what is possible online and what is not – some activity will need a campus.”*

*“Students expect flexible/blended delivery. What will they expect in the future – the students in 2025 are 4 years old today.”*

Unfortunately, the timing of the consultation phase for this report of the Taskforce made it difficult to engage fulsomely with the student body. However, the proposed James Cook University Model will be useful basis for further and prospectively more effective consultation with students.

Students currently provide feedback on their university experience through the Student Feedback Survey, Course Experience Questionnaire and Student Barometer. In the main, feedback from students through these mechanisms is positive and comparable to results at other Australian universities. Recommendations were made by the Australian Universities Quality Audit in regard to retention and student experience, which are being considered by the University.

There is no doubt that predicted increases to the student financial contributions, combined with the demand driven model, has the potential to elevate student expectations regarding their university experience. It has to be expected that students will be more assertive in their requests for improved access, support and resources.

The Enterprising Revolutionary scenario described a future where the “worlds of work and learning have become more intertwined, for both students and universities”. This might entail offering shorter courses on a continuing basis, packaged to enable students to move into the workforce sooner than is presently possible.

The Immersed in Asia scenario suggested a future “where students can take a James Cook University course from anywhere, and can also attend the University in person to participate in the tropical learning circuit – immersive learning experiences on each campus designed to build capacity to work in an Asian world.” Are these circumstances possible? Certainly, there is an increasing focus on student mobility and our three campuses offer us an advantage. The new Bachelor of Business points the way in making stronger provision for student participation at both the Australian and Singapore campuses.

The James Cook University Model will deliver a student-focussed learning experience featuring: each campus having distinctive characteristics, which may influence student choice; a comparable student experience across the three tropical campuses in terms of quality; enhanced opportunity and support

for student mobility across the three tropical campuses; a more customised learning experience through which students who need assistance can access it and those who want to be challenged are provided with advanced study opportunities; programs that can be fast tracked or studied part time to accommodate personal circumstances; and in which content is accessible through a variety of mediums.

What becomes evident, even from a cursory view of changes in the sector, is that learning opportunities, course structures and course design must respond to the 'disruptive', technology-rich world that currently exists and that is changing at a rapid pace. There are opportunities here to personalise and contextualise student learning and to move learners from being consumers to creators of content.

It may not be financially viable to customise degree programs for each individual student but a submission to the Taskforce suggested a concept of mass customisation. Mass customisation in its most basic sense means that something is mass-produced to a certain point and then customised to meet individual needs at the end of the supply chain. In a university setting this could mean having a common first year or a basic core of subjects across broad areas of disciplinary focus and then allowing students to pick and choose how they wanted to specialise through more advanced subjects, work integrated learning opportunities and/or extra-curricular activities.

Despite the work undertaken through the Curriculum Refresh project, for the most part, course models and structures have remained predominantly traditional, with degree offerings that are 3-6 years in duration, with two semesters each year (and a trimester system operating in Singapore and Brisbane), with some subjects being offered more flexibly through, for example, limited or block mode. There is a general assumption, through these traditional models, that learning is linear and sequenced. Further consideration should be given to modular delivery of subjects or cognate groups of subjects to provide coherence and flexibility to students as they progress through their course.

Structural adjustments in terms of curriculum also need to be considered. For example, there is not yet any University-wide consensus on the number and level of subjects that constitute a major. A standard definition of a major is required to provide students with options to customise their programs and transfer between programs easily. A standard definition may also increase the appetite of students for joint degrees, which at the current time are under-subscribed at the University. More work is required to understand why joint degrees are not popular with anecdotal information suggesting that these programs lack cohort identification, with students feeling they don't belong in either degree program; difficulty with timetables; and dissatisfaction with a testamur listing a joint degree as opposed to separate testamurs for each degree.

In a similar vein, we need to consider the prospects for improving the harmonisation of teaching periods across campuses. In particular, the costs and benefits of moving to a trimester system across the three tropical campuses must be assessed as a matter of priority. Such a move will ensure greater opportunity for student mobility between Australia and Singapore.

Managing the balance between supporting students who need greater academic support and challenging more advanced students is an issue facing all faculties. There is undoubtedly a need to continue programs for students who are less well prepared for university study, for example, by providing appropriate learning pathways. However, there may be value in consolidating the preparatory programs available to students to build clear and seamless pathways into the University for those who don't meet standard entry requirements. The current discussions in regard to JCU Pathways and related issues need to address this.

The ways in which we cater to and provide for high performing students also warrants attention. Putting aside the high profile professional programs, there is little that is offered specifically for

students of superior academic ability; the Bachelor of Science (Advanced) and the Bachelor of Marine Science (Advanced) are two examples. There is a view that more should be done in this respect, including the suggestion that an 'Honours College' might be established.

### Recommendation 9

That we strengthen our focus on students through the following initiatives:

- a) review traditional course structures and sequencing of subjects;
- b) assess the net benefits of moving to trimesters;
- c) explore opportunities for more customisation of degree programs;
- d) establish a standard definition of a major;
- e) simplify course structures for all degree programs and joint degree programs;
- f) consolidate preparatory programs and learning support available to students; and
- g) develop programs to cater to high performing students, including specifically the establishment of an Honours College.

In terms of flexible delivery, there is an emphasis currently on external and block modes of delivery, using a range of online learning tools, podcasts and LearnJCU, and the offering of classes outside of traditional time periods.

The development of effective, flexible, online and blended learning models will be essential to the future success of any university, including ours. As always, responses will need to be focused on the strategic convergence of pedagogy with technology, while issues of technical infrastructure and staff and student capability all need to be anticipated and managed. Having said this, the prospects for enhanced student experience and learning outcomes utilising technology, are considerable and exciting, whether those learning activities use:

- mobile devices (such as smart phones and iPads) as powerful tools for learning and teaching inputs and outputs;
- ePortfolios for assessment and credentialing;
- MOOCs for brand extension and/or strategic incorporation in the institutional e-Learning strategy;
- the Cloud for feedback and sharing (for example, establishing a YouTube channel for classes);
- learning analytics for monitoring and pushing just-in-time learner support; and
- James Cook University's next generation learning spaces.

Consistent with the arguments made in relation to the enhancement of the focus on the tropics within the curriculum, it is suggested that the James Cook University Model will need to be sufficiently flexible and responsive to a variety of circumstances and that it be an approach that provides a complementary, 'best fit' for the course concept, rather than a 'one-size-fits-all' model.

### Recommendation 10

That we consider technology-based approaches to enhance course delivery, improve flexibility for students and assist academic staff with the delivery of course content.

It is also important to be purposeful about the student experience. Ensuring a sense of belonging and the development of a student life-course (focusing on transitions into, through and out of the University) that is responsive to 'our place' will be critical in the development of any structural model. We must continue to promote a university-wide, coordinated approach to systematically research and

monitor the first year student experience, and to coordinate and strengthen the range of first year activities currently available.

In late 2012 the Office of the Senior Deputy Vice Chancellor commenced an inventory of initiatives within the University that target Aboriginal and Torres Strait Islander students. The objectives are to obtain an institution-wide picture of the range and scope of activities, to identify funding sources being utilised presently and to develop an understanding of gaps and overlaps in the initiatives offered currently.

To date the project has identified that there are some outstanding initiatives in place that could be extended to other parts of the University. Staff have expressed a clear need for a more coordinated approach to maximise outcomes for Aboriginal and Torres Strait Islander students and to achieve value for money in program delivery. The recommendations of the *Behrendt Review into Higher Education Outcomes and Access for Aboriginal and Torres Strait Islanders* will also be considered within the development of a University strategy.

### Recommendation 11

That a University-wide strategy be developed to provide a coordinated approach to supporting Aboriginal and Torres Strait Islander students from recruitment and transition, through their course of study and on to graduation and alumni relations.

The Taskforce is of the view that face-to-face and on-campus delivery will remain an important aspect of the James Cook University Model, including the promotion of the place-based learning at our campuses and field locations. A high quality on-campus learning experience will be enhanced by improvements in the use of digital technology and we should continue to extend our geographic reach by increasing access to learning resources online. We must continue to invest in the development of services, facilities and IT connectivity that provide opportunities for social interaction on our three tropical campuses. Improvements to the built environment, amenities and services on campus are an integral element of this blended learning strategy. The allocation of 25 per cent of the Student Services and Amenities Fee will begin to allow for new investment in this area but the challenge is great and additional funds will be required, as will rationalisation of existing infrastructure, including better utilisation of facilities.

The Discovery Rise project expresses a vision for the transformation of the Townsville Campus in a way that is consistent with the commitment to a quality campus-based experience. Discovery Rise will create a blended community of interests encompassing practitioners, researchers, learners and commercial interests, energised by a neighbouring residential community. Importantly, Discovery Rise will create a point of difference in a globally competitive market for students, staff and capital. Responding to the fact that capital is increasingly scarce, the project will gain leverage from the University's land assets by enabling investment which adds to productive capacity and creating ongoing revenue streams, thereby decreasing our reliance on public funding.

### Recommendation 12

That there is an ongoing investment in the delivery of a high quality on-campus experience, that is flexible and technology enabled.

Drawing the various recommendations together, the Taskforce envisages a student-centred learning environment with the following features:

**Engaged** (looking inward and looking outward)

- Student-centred and mediated over the student life-course
- Responsive to our student demographics and supportive of students according to their varied needs and interests
- Embodying the teaching-research nexus
- Distinguished by the opportunities for WIL and other partnerships – ‘community-engaged scholarship’, delivering outstanding graduate outcomes.

**Flexible** (providing greater choice in terms of what, when, where and how learning takes place)

- Committed to innovative and flexible approaches
- Offering students guided choice (as appropriate, depending on context, cohort and other requirements) regarding a mixture of learning styles, timing, pace, place, content, assessment and collaboration
- Giving particular consideration to eLearning opportunities, block mode, and the institutional harmonisation of semesters.

**Enabled by technology** (careful harnessing and bundling of technological enablers)

- Personalised and contextualised learning
- A strategic convergence of pedagogy with technology
- Providing the necessary infrastructure and staff and student support for this engagement.
- Giving particular attention to integrating open access content and resources, mobile devices, ePortfolios, Cloud opportunities, learning analytics, and next generation learning spaces.

## 5.4 Connected to Community

### University Priorities – A University for the tropics worldwide; Connecting, locally and globally; People and Place

James Cook University was established more than forty years ago with a remit to serve north Queensland communities. At the time the focus was on delivering a professional workforce for the region and conducting research to the benefit of the region’s industries.

Throughout the University’s history there has been a sustained commitment to the north Queensland region. More recently our immediate communities of interest have expanded to include northern Australia more widely and Singapore. Mechanisms to connect with the community have also changed, with more involvement of local professionals and business people on course advisory boards, work-integrated learning programs and more attention to the establishment of alumni networks. The provision of clinical and other professional placements for students has also been an important aspect of connecting with the community.

Our community engagement has been recognised through commendations in the audit conducted by the Australian Universities Quality Agency in 2011 and last year through the award of the People’s Association and Community Spirit Awards to James Cook University Singapore.

The Taskforce consultation process identified that a connection to communities is strongly embraced by staff, many expressing a commitment to responding to the educational and research needs of northern Australia and with a particular emphasis on providing access to those living in rural and remote areas and Aboriginal and Torres Strait Islander people.



For many staff the level of local connectedness proposed in the Greater Good scenario was the preferred option for the future, even if there was an acceptance that this model may not be viable in the longer term.

Through the James Cook University Model, engagement will incorporate both community activities and initiatives that link our learning, teaching and research with community aspirations. We will continue to build on our reputation for being socially responsive and we will embrace and pay respect to the Indigenous peoples of Australia and the first peoples of the tropics more broadly.

Our community of interest will be defined as the tropics, with particular emphasis on northern Australia, Singapore and an 'arc of engagement' extending from Papua New Guinea and the island states of the Western Pacific to Malaysia, which will be the predominant focus of our international engagement over the medium term. The 'arc' will centre our activity at the intersection of the two great axes of global economic growth: the Asian axis and the Tropical axis. Australia is positioned to reap the opportunity of growth and demand across both axes and our University is uniquely well placed to be a part of this. The grand challenges framework will provide opportunities for staff and students to become involved in projects that provide tangible benefits to tropical communities.

Engagement in its broadest sense refers to the relationships that universities have with their stakeholders, including industry, government, community, professions, staff, students and alumni. However, contemporary usage of the term in the higher education sector has a more specific focus, referring to how universities interact with their stakeholder communities in the exchange of knowledge for mutual benefit.

The Strategic Intent clearly positions the University as being focused on particular geographic stakeholder communities. The University Plan further highlights the need for deliberative engagement with the identification of engagement as one of the three elements of our core business. However, there is a need to scaffold this strategic vision of an engaged university into an overarching strategy that acknowledges current engagement activities, builds on the fact that engagement takes place at all levels within the institution (individual through to the University in a corporate sense), and supports specific strategic initiatives, particularly at school, faculty and whole-of-institution levels.

The University's planning documents focus on certain stakeholders due, for example, to geographic location, educational strengths and community need. However, further definition is required, including some prioritisation of stakeholder groups, and this should be aligned with our teaching and research agendas. There are benefits for the University as a whole in answering such issues; attention to engagement can lead to stronger institutional intent, and, consequently, more specific and focused agendas for research and teaching<sup>23</sup> (Holland, 2005: 7).

There are excellent examples of engagement activities currently in place within individual faculties and schools as well as divisions and within local campus communities, although the effectiveness of these may be limited by the lack of University-wide coordination and perhaps an inability to leverage other opportunities. Through the development of a University-wide engagement strategy we will move toward a future described in the Enterprising Revolutionary scenario, wherein staff knowledge and know how is brought together to "enable collaboration and an outward facing stance to University activities."

<sup>23</sup> See Holland, B, 1997, Analysing institutional commitment to service: a model of key organizational factors, *Michigan Journal of Community Service Learning*, Fall, pp 30-41.

With the establishment of engagement as one of the three areas of core business there is a corresponding need to consider the governance arrangements that will foster and advocate the engagement strategy of the University.

### Recommendation 13

That a University-wide engagement strategy be developed to provide a framework for engagement across our core business.

As a precursor to this, we will need to affirm how engagement will be defined and recognised at JCU. There are tools that can assist with the institutionalisation of engagement in higher education institutions (including the Holland Matrix, Furco's tool, the Carnegie Classification and the North Central Association-Higher Learning Commission), upon which we might draw to assist in the development of the engagement strategy.

Through the Curriculum Refresh project significant work has been undertaken to develop curriculum that provides opportunities for work-integrated learning, service-learning, place-based learning and capstone experiences, prospectively to the benefit of local and international communities. The James Cook University Professional College facilitates and recognises student participation in co-curricular activities reflecting the objectives of three modules: leadership, community engagement and cultural competency. The College offers opportunities for students to develop professional and personal skills in co-curricular activities with a focus on life in the tropics – building on skills and supporting lifelong development. This work now needs to be consolidated and extended.

There are several models within Australia and overseas that are worthy of consideration. As well as enriching the learning experience for students, these models encourage the development of meaningful and purposeful partnerships with community, industry, employers and other partners. They will also allow us to emphasise partnerships and opportunities that are consistent with identified grand challenges.

Examples of such initiatives include:

- The Community University Partnership Program offered at Brighton University. This program seeks to *'to tackle disadvantage and promote sustainable development through partnership working. We share a strong belief in the potential for communities and universities to work together. Their combined resources have been seen to make a tangible difference to the effectiveness of the community sectors, the quality of university education and research and the lives of local people.'*<sup>24</sup> The strength in this model is that it allows for a seamless interface between community, industry, employers and all facets of University activity.
- The Campus Engage Project at the National University of Galway Ireland<sup>25</sup> has a distinctive focus on community and volunteering.
- The Green Steps Project at Monash University<sup>26</sup> combines work-integrated learning and sustainability.

The implementation of a program similar to those listed above is supported by market research conducted by the Knowledge Partnership for the Curriculum Refresh Project, which indicated that students and prospective students supported the integration of issues relevant to the tropics through

<sup>24</sup> <http://www.brighton.ac.uk/cupp/about-cupp.html>

<sup>25</sup> <http://www.nuigalway.ie/community-engagement/about-community/>

<sup>26</sup> <http://www.monash.edu.au/research/sustainability-institute/green-steps/>

fieldwork and practical applications. The potential to offer a joined-up program across our three tropical campuses should be investigated.

#### Recommendation 14

That work-integrated and practice-based learning opportunities for students be consolidated and extended.

The recognition by researchers that so many complex research problems are deeply embedded in socio-economic contexts, along with Government scepticism with adequacy of the return on investment and public concerns in regard to the integrity of science, is driving imperatives for researchers and research organisations to engage with the community (including general public, interest groups, governments, stakeholders and media) in more dynamic and open ways. Increased engagement with industry and end users will also improve opportunities for industry funded and collaborative research. We should also consider opportunities to develop closer partnerships between industry and university-based researchers, including the Industrial Transformation Research Program administered by the ARC<sup>27</sup>.

A move to iterative processes where end-users have a stronger role in framing research questions is increasingly accepted by researchers – particularly younger researchers – with a shift in view towards institutions as intrinsic to practice and not as an external constraint on practice. It is possible that a program could be developed whereby our stakeholders, including the local community, are invited to suggest possible research questions/projects so as to build both University engagement and demand-side capabilities. Plymouth University offers a program of this kind<sup>28</sup>.

#### Recommendation 15

That research which is impactful, relevant and translatable be fostered through engagement with industry, professions, community end-users and policy makers.

Engagement and translational activity is not a substitute for excellent, fit-for-purpose research, but an extension of it. Over the long term, translational work without an excellent base will lack credibility and influence.

We will need to ensure that:

- Research centres and other research groupings in areas of designated research strength and priority develop case studies with robust validating evidence that demonstrate impact;
- Greater emphasis is put on professional development activities that enable researchers and HDR students to acquire skills and confidence to understand and communicate effectively with media, policy makers, research users and communities; and
- Clear and strong recognition is given to impact and engagement in academic and cognate professional staff promotions.

<sup>27</sup> [http://www.arc.gov.au/hcgp/itrp/itrp\\_default.htm](http://www.arc.gov.au/hcgp/itrp/itrp_default.htm)

<sup>28</sup> <http://www1.plymouth.ac.uk/research/cra/Pages/default.aspx>

Support for these strategies through the development of appropriate infrastructure is important. Discovery Rise will better connect the University and business by creating a viable setting for investment and commerce and it will close the distance between researchers and business. Discovery Rise will foster innovation through the creation of interpretative and knowledge brokerage spaces such as incubators, supported by sites for social interaction such as cafes, restaurants and bars. The new Clinical Practice Building is an emerging example of what can be achieved.

## 5.5 *Internationally Engaged*

### University Priorities – A University for the tropics world-wide; One University, Two countries, Three tropical campuses

As a tri-city university with campuses across two countries, we have the opportunity to become a truly international university. This ambition is articulated in the University Plan which states that “Through our three tropical campuses – Cairns, Townsville and Singapore – James Cook University will become a tri-city university at which internationalisation is an integral dimension of our intent and our make-up.”

The Paper Tiger and Immersed in Asia scenarios describe possible paths for the University in the international space, with the former suggesting a concentration of activities on an arc extending from Papua New Guinea to Malaysia and the latter moving the University’s leadership to Singapore, defining ours as an “Asian University”.

During the consultation process staff expressed a view that linkages with overseas institutions were important, suggesting that Indonesia, Papua New Guinea, Asia, Africa and South America offered the most potential. It was also pointed out that a contingency plan for our engagement with Asia was required in the event that the Singapore campus does not achieve formal Singapore Government recognition as a branch campus.

Through the James Cook University Model internationalisation will be more strongly integrated across our learning and teaching, research and engagement activities. We will establish ‘deep partnerships’ with a small number of institutions with shared interests, predominantly in the region extending from Papua New Guinea and the western Pacific to Malaysia, providing opportunities for international collaboration across a breadth of University business. Staff and students will have the opportunity to move between campuses and our overseas partner institutions. We will maintain relationships with our students and graduates through international alumni networks.

At the present time internationalisation is not embedded well enough within our core business, with the main focus being on activities relating to student recruitment, exchange and support. There are extensive arrangements in place throughout the University at individual staff member level, both formal and informal, relating to research and/or the delivery of programs. However, as with community engagement, there is a need for an overarching strategy that pulls the threads together and provides strategic direction.

Internationalisation of the curriculum has been a longstanding agenda item for the higher education sector and for us. In response to the question: *How is the course curriculum internationalised? (Noting the special emphasis on James Cook University’s place as Australia’s national university for the tropics. Specifically how is internationalisation embedded in the curriculum and what opportunities are there for student mobility?)*, the 2012 Course Performance reporting demonstrates a variety of activities, including a tri-city emphasis in some programs, use of international content, case studies, and readings, promotion of courses to students from tropical locations, international subject offerings and the

offering of courses in overseas locations. There are examples of student mobility, including exchanges with the Norwegian School of Creative Arts, with Thailand and India.

The adoption of the grand challenges framework will provide additional opportunities for the curriculum to be internationalised and it is envisaged that the establishment of deep partnerships with international universities with shared interests will assist.

Research has always been intrinsically international, but internationalisation is changing in intensity and focus driven, in part, by:

- the recognition that nearly all of the major challenges confronting humanity are global – e.g., climate change, energy, food security, biosecurity, emerging diseases – and require global and local solutions;
- recognition of the benefits of internationalisation including collaboration, staff and student mobility, more efficient use of infrastructure and productivity dividends including citation rates;
- institutional reputation and status expressed through global rankings of universities which rely wholly or predominantly on research performance metrics; and
- an increasingly multipolar research landscape through the rise of China and India and to a lesser degree other non-OECD countries.

Our research is strongly internationalised, with 42 per cent of publications having at least one international co-author; the third highest rate of Australian Universities according to SCImago. This is best characterised as being primarily a researcher or research centre driven model of internationalisation.

Notwithstanding recent developments in relations between Papua New Guinea and the Cairns Institute, the major lacuna in our approach to internationalisation is development of significant institutional relations that integrate student exchanges, collaborative research programs and staff mobility. The recommendation to establish long-term partnerships with a small number of institutions seeks to address this issue in part.

### Recommendation 16

That an internationalisation strategy be developed that carefully integrates internationalisation across all aspects of our core business.

### Recommendation 17

That a more deliberative approach to international engagement be adopted that acknowledges existing relationships and looks to establish 'deep partnerships' with a select number of institutions with shared interests in the tropics.

A student mobility office was established in 2008 under the umbrella of James Cook International. The office reports that the number of students going overseas as part of their education is growing each year. In 2012, 70 students went on exchange, four on short-term programs and 266 on clinical placement or other field-based experience. Students from the Singapore campus also utilise the student mobility office with two students from that campus going on exchange to Sweden last year.



Achieving seamless opportunities for mobility between the Singapore and Australian campuses has proven challenging but work is currently underway to put the framework in place to make this easier. An information statement for staff on secondment opportunities at the Singapore campus was recently developed. The proposed adoption of a common trimester model across the three tropical campuses would also substantially increase the ease of mobility between Australia and Singapore.

More students will have the opportunity to study overseas as a result of the Asia Bound Scholarships and changes to student loan schemes announced by the Government in response to the Asian Century White Paper. The Singapore Campus and the establishment of relationships with partners in Asia should provide James Cook University with a competitive advantage in this market, but it is essential that we implement practices that make this a simple process for students who want to take up the opportunity.

### Recommendation 18

That exchange and mobility opportunities for staff and students between our Australian and Singapore campuses and other partner institutions be encouraged and supported.

## 5.6 Culturally Informed

### University Priorities – People and Place; Connecting, locally and globally

James Cook University has a strong tradition of support for, and understanding of, Aboriginal and Torres Strait Islander cultures. This will remain as an essential feature of our core business, but as a university with campuses in Australia and Asia and a focus on the tropics more broadly, we must ensure that staff and students have an understanding of cultural practices across a broader geographical area.

The Paper Tiger Scenario proposed that the Singapore Campus would be “James Cook University’s gateway to Asia and positioned the University well to graduate students who are not only ready to work in the Asian world but who also hold a deep understanding and valuing of Asian society and culture.”

The establishment of partnerships with other institutions in the Asia Pacific region will position James Cook University to respond to the *Australia in the Asian Century White Paper* which states – “As a nation we also need to broaden and deepen our understanding of Asian cultures and languages, to become more Asia literate. These capabilities are needed to build stronger connections and partnerships across the region.”

Our Statement of Strategic Intent and Reconciliation Statement make clear our commitment to Aboriginal and Torres Strait Islander people and the For the Greater Good scenario suggested a galvanising of the University’s commitment to achieving sustainable reconciliation. This resonated with staff during the consultation process and it is clear that this must be an essential feature of the James Cook University Model.

Through the James Cook University Model staff and students will have a knowledge and understanding of the importance of culture to Aboriginal and Torres Strait Islander people and those living in the tropics more broadly. Our presence in Asia through the Singapore campus and partnerships with Asian institutions will enhance insights into cultures in that region. Graduates will have the awareness and skills to communicate across cultures.

The National Best Practice Framework for Indigenous Cultural Competency was released in October 2011. This framework<sup>29</sup> was developed by Universities Australia in co-operation with the Indigenous Higher Education Advisory Council with funding support from the Department of Education, Employment and Workplace Relations. The Framework consists of five guiding principles:

- Indigenous people should be actively involved in university governance and management;
- All graduates of Australian universities will have the knowledge and skills necessary to interact in a culturally competent way with Indigenous communities;
- University research will be conducted in a culturally competent way in partnership with Indigenous participants;
- Indigenous staffing will be increased at all appointment levels and, for academic staff, across a wider variety of academic fields;
- Universities will operate in partnership with their Indigenous communities and will help disseminate culturally competent practices to the wider community.

An acquittal of our activities against this Framework in 2012 revealed that, while the awareness of this framework was not widespread, the University had a number of initiatives in place under each principle. However, there is a need to pull the threads together to achieve a coordinated approach.

### Recommendation 19

That the National Best Practice Framework for Indigenous Cultural Competency in Australian Universities be embedded.

An institution-wide Indigenous cultural competency strategy will address:

- the embedding of Indigenous perspectives and knowledge within the curriculum of courses;
- the development of a cultural competency framework and action plan including a curriculum node and support and training for staff and students in cultural competency;
- the further recruitment of Indigenous staff;
- pathways for Indigenous students;
- retention of Indigenous students;
- leadership of, and support frameworks for, Faculty/School based Indigenous Student Support Officers.

Charles Sturt University's Indigenous Education Strategy<sup>30</sup> offers one possible model for consideration.

The School of Indigenous Australian Studies offers Cultural Awareness programs for staff and students who want to learn more about Aboriginal and Torres Strait Islander culture. The Taskforce suggests this program should form part of the staff induction program.

The James Cook University Professional College currently offers a Cultural Competency module that focuses on "Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures." This is a 10-hour program with students provided with a number of options by which they can complete the module. This program could be enhanced and made available to a greater number of students.

<sup>29</sup> <http://www.universitiesaustralia.edu.au/lightbox/1312>

<sup>30</sup> [http://www.csu.edu.au/\\_\\_data/assets/pdf\\_file/0018/144414/csu-indigenous-education-strategy.pdf](http://www.csu.edu.au/__data/assets/pdf_file/0018/144414/csu-indigenous-education-strategy.pdf)

## Recommendation 20

That more programs to develop cultural competence be established and made accessible to staff and students.

## 6 The Nature of Work

Implicit in much of what is contemplated in this report are quite profound changes in the nature of work, which will extend throughout the organisation. The nature of some jobs will change, new positions are likely to be created and some existing ones will no longer be required. The expectations of staff are likely to be expressed more precisely and the ongoing shift towards a stronger performance culture will be reinforced.

Until such time as proposals for change are developed more fully, it is not possible to be precise about the scope and nature of changes in work. However, it is possible to anticipate aspects of what may come.

1. **Recruitment.** A recurrent theme throughout much of the consultation thus far is that we must invest greater effort in the recruitment of staff – academic and professional. The appointment of staff is our single greatest investment and the consequences of appointing staff who are not sufficiently adept can be long-lasting. The appointment of academic staff who are inadequately prepared and not qualified to undertake quality research is a specific example. There is a perception also that all too often staff are appointed to meet short term needs, with inadequate thought to longer-term strategy. We have discussed the need to adopt a Strategic Workforce Planning approach and this will be critical to secure the long-term workforce to support our future aspirations.
2. **Staff development.** Historically, universities have not been particularly good at scaling up the abilities of their staff through further training and development, and this is true in our case. Induction processes are currently only in place at a macro level without specific programs adequately tailored to roles and responsibilities. The establishment of the Learning and Teaching Academy and the Early Career Researcher programs are exemplars of the sorts of strategies that are required, and there is considerable opportunity for more to be done. Targeted induction strategies that recognise the diverse nature of roles, the differing nature of the campus communities, the experience of new appointees, and the expectations of professions need to be developed. As we move more decisively towards technology-assisted learning, there will be an associated need for staff training and development.
3. **Evolving positions.** It once made sense to demarcate between academic and professional roles within a university but this is much less so now. For example, there is widespread reference to ‘blended roles’ – staff who perform a range of duties that extend across the academic and the professional. In the health sciences, there is increasing reliance on professionals from outside the University, particularly clinicians, to contribute to learning and teaching, as an extension to the more traditional clinical roles within universities. The evolving nature of work and employment within the university – what Stephen Parker referred to as the emergence of ‘parademics’ – offers some fantastic opportunities, but it will also challenge the existing HR architecture in interesting ways.

4. **Workloads and the division of labour.** The assignment of workloads ('workload models'), especially in the academic domain, is a controversial activity within the University. There are concerns, for example, over the lack of consistency among workload models that operate across the faculties. In respect of the detail of the models, questions are raised about the treatment of specific types of work (for example, HDR supervision). Consideration also must be given to changing regulatory expectations. For example, there are indications that TEQSA may develop a view in respect of what is adequate in terms of provision for research within institutional workload models. Bound up with these various issues is the question as to whether a division of academic staff labour between teaching and research might be more formally instituted – including the designation of teaching-focused ('teaching scholars') and research-focused positions, which has become increasingly commonplace within Australian universities. The development of a common academic workload model for the University needs to be an immediate priority, supported with greater workload flexibility in the Enterprise Agreement.
5. **Flexible working arrangements.** It makes little sense to think of universities as '9 to 5' operations. Working hours well beyond those for which staff are nominally remunerated is commonplace. For many academic staff, the only time available for conducting research is outside 'normal' semester working hours – evenings and weekends, for example, or in the non-teaching periods of the year. As access to learning content improves through online delivery the demands of students for 24/7 support (professional and academic) are likely to amplify. At the same time, there is the prospect of an increase in block mode teaching, field-based teaching, and work experience outside the University. All of these will modify work, as patterns of demand for learning support shift.
6. **Performance expectations.** Within the University there has been an increasing focus on a culture of performance. Intensified investment in the performance management process, the introduction of performance indicators and performance-based employment agreements are indicative of this. At the same time, there has been an increased effort in providing information on outcomes, through which staff can better understand the results of their efforts. The relatively new Research Activity Model is one example. To better position for the future, we will inevitably need to further intensify the focus on performance measurement and management. Staff can reasonably expect that the expectations of them will be more precisely specified, that their performance in meeting these expectations is acquitted, and that performance is more closely managed through the performance management process.
7. **Career structures and progression.** In the academic domain, the existing career structure has several features that are of questionable merit. There are 5 levels (Lecturer A through Professor), though appointments at Lecturer A are far less common these days. At most levels, there are many steps (8 in Level A and 6 in each of Levels B & C), which suggests slow progression through the career levels. Promotion from one level to another is a significant undertaking, but once promotion has been achieved there are relatively blunt instruments to ensure there is ongoing performance that accords with career level. For example, once a member of staff is appointed to a Level E (Professorial) position, there is little to ensure ongoing performance at this level; and there are Professorial staff who have not achieved or maintained a standard of performance that would have them appointed at this level by today's standards. Some universities have sought to address these and other issues through revisions to career structures and progression. The University of Canberra is notable, having effectively reduced the number of levels in the academic career structure to 3 (Assistant Professor, Associate Professor, Professor – in accord with the North American model), and the number of steps in the Assistant Professor classification is only 7 (compared with the 20 at James Cook University, if Level A is included). Staff commencing at the university as Assistant Professors are appointed initially on a fixed term contract, which will be extended upon promotion to Associate Professor subject to satisfactory performance. There are

two mid-term performance reviews within the Assistant Professor scale, as well as annual performance reviews.

Moving into the next phase the Taskforce will consider further on these important dimensions of work, with a view to developing specific proposals for change.

## **7 Processes, Structure and Resource Considerations**

In the same way as there will be implications for work within the University, the program of change that will be initiated in the subsequent phases of JCU – The Future will inevitably have implications for processes, the policy environment, the organisation and deployment of professional services, the estate, internal organisational structures and resource allocation. As indicated earlier in this report, the review with which Ernst & Young is assisting us will specifically address service provision, leading to recommendations that will allow for enhancements in operations and improvements in the efficiency and effectiveness of services. It is also anticipated that a review of the University Resource Allocation Model will follow.

In the domains of core business, it is also inevitable that processes, policies and structures will change. For example, the adoption of a grand challenges framework will lead to the development of new academic programs and in some instances these might be established through new organisational units. At the same time, the review of existing programs could well lead to the disestablishment of existing entities. The pursuit of stronger collaboration within the University has been a priority for some years now. It could well be that the necessary step-change is best achieved through the amalgamation and reorganisation of schools and/or faculties.

The review of services and changes in the delivery of our core business are also likely to occasion some reorganisation of the divisions and the associated senior executive portfolios.

The internal policy environment needs significant attention also (in terms of clarity, coverage and consistency) and if for no other reason, the increased expectations that come with the advent of TEQSA, combined with the changes anticipated in this report, will occasion the need for a thorough overhaul. The necessary work on the policy environment is relatively urgent, in the context of the new (TEQSA) regulatory environment.

## **8 Summary**

The primary purpose of this report was to describe a framework – a model – that will define the key features of the way in which we deliver our core business in the future. The task was to ‘crystallise our purpose’: It was not a matter of defining new strategic direction and intent, but one of building upon the successful effort that has been invested over the past 5 years to clarify our intent and purpose.

The work has been informed by broad scans of trends and perspectives, including those that are affecting the higher education sector particularly. It is not an option to simply stand by as these quite profound changes wash over us. Our very sustainability is at stake. A failure to understand and adapt to the evolving context in which we operate will almost certainly relegate us to mediocrity, if not challenge our very survival.

The work of the Taskforce has benefitted greatly from the thoughtful contributions of staff and students through correspondence, comments posted to the web and their participation in meetings and focus groups. The consultation, though, has in some senses just begun. As the Taskforce moves



from the more general scoping that is presented in this report towards more specific plans and initiatives, the further involvement of staff, students and other stakeholders is essential.

Through this report the Taskforce proposes a 'James Cook University Model' – a set of attributes that, collectively, define the essential character of our core business. An overriding concern for the Taskforce in crafting this model has been to achieve a stronger integration of the elements of our core business. Accordingly, we sought to avoid the compartmentalisation of learning and teaching, research and engagement.

The James Cook University Model has 6 elements:

- Focused on the tropics
- Research rich
- Student focussed
- Connected to community
- Internationally engaged
- Culturally informed

In order to give expression to this model, the Taskforce has delivered a set of recommendations that extend across the three elements of our core business – learning and teaching, research, engagement. While individual recommendations often refer to one of the elements of core business, the intent is that collectively they achieve a stronger integration across the elements.

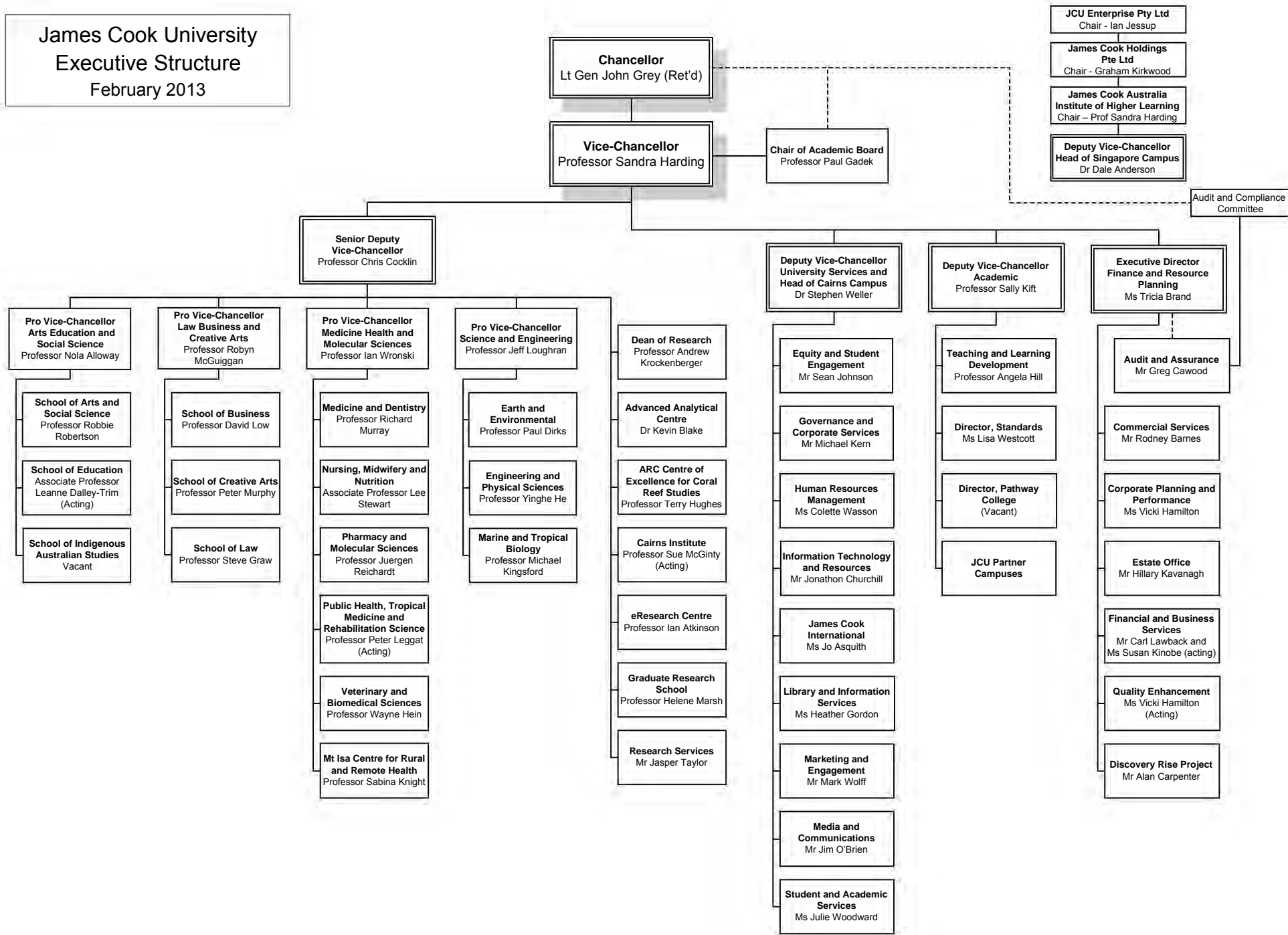
The pursuit of the agenda for change that is suggested here will have far reaching effects within the University. There will be explicit impacts on individuals and the nature of their work, there will be structural change within the organisation, and the ways in which we organise and deploy resources will change.

In the consultation that has informed the work of the Taskforce to this point many staff have expressed an understanding and acceptance of this need for change. As JCU – The Future progresses, there will be widespread calls for staff – and other stakeholders – to lend their support to what has to be done.

It is commonplace in the context of projects such as this to uncover many interesting proposals for innovation and investment, and that has certainly been the experience already with JCU – The Future. The rich portfolio of ideas suggests some exciting possibilities for us. At the same time, we must be mindful of the fact that the financial sustainability of the institution is one of the essential considerations. Accordingly, prospective innovation and investments must be considered in terms of their cost effectiveness and affordability – will they increase revenues and/or reduce costs; if not, what will we withdraw from in order to release the necessary funds to support them?

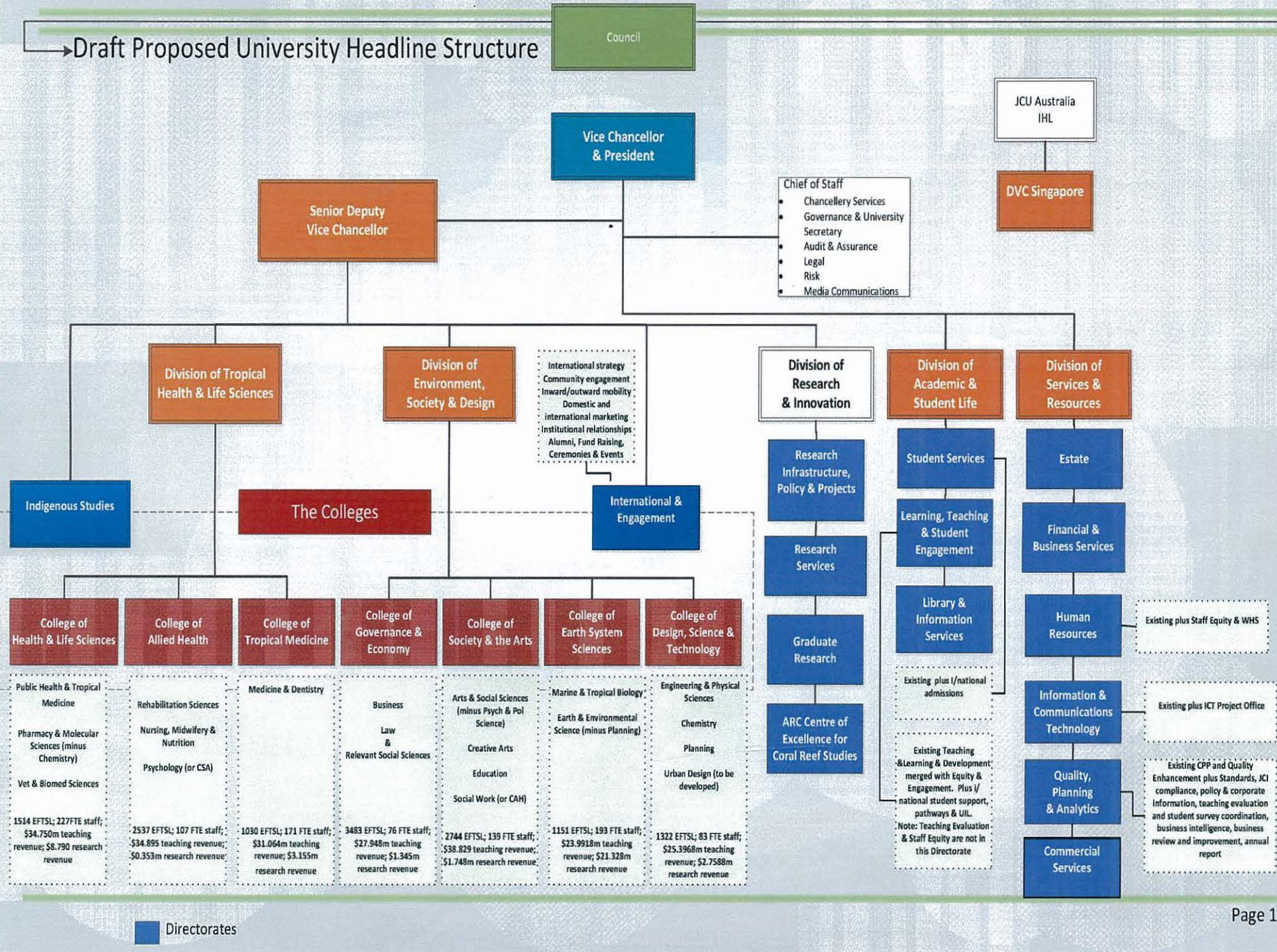
We have the potential to achieve 'greatness', defined not just in one dimension but indeed in many. There are exciting opportunities in all domains of our activity to do better. Of necessity, though, there will have to be changes in the way we do things and close vigilance in terms of the sustainability of our plans and actions.

**James Cook University  
Executive Structure  
February 2013**





Draft Proposed University Headline Structure



Directorates



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**Proposed Recommendation to Vice Chancellor  
Phase B of Change Process for the  
Division of Tropical Environments and Societies and  
Division of Tropical Health and Medicine**

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Prepared By: Professor Chris Cocklin

Date: 13 October 2014

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## 1 Purpose

This document presents the proposed recommendation (hereafter referred to as “the recommendation”) of the Steering Committee to the Vice-Chancellor in regard to Phase B of the Change Process for the Division of Tropical Environments and Societies and Division of Tropical Health and Medicine (also referred to as “the Academy”).

Phase B relates to professional and technical positions within the Academy which were not incorporated in the Change Plan – Phase A released on Friday 19 September.

This document includes:

- The structure proposed to be recommended to the Vice-Chancellor, including the number of Full Time Equivalent (FTE) positions, HEW levels and campus location
- Further information on the selection processes to be undertaken
- Principal accountabilities for the roles in the recommended structure
- An outline of opportunities for individual consultation.

## 2 Change Process

The Change Process for the Division of Tropical Environments and Societies and Division of Tropical Health and Medicine has been overseen by a Steering Committee comprising:

- Professor Chris Cocklin (Chair)
- Ms Tricia Brand
- Professor Ian Wronski
- Professor Jeff Loughran
- Ms Raelene Eves
- Ms Stephanie Hunter

The University commenced an informal change process on 15 July in regard to professional and technical positions and academic leadership positions within the Academy.

On 6 and 29 August 2014, change proposals were announced to staff currently employed within the Academy. The change proposal related to the introduction of a proposed functional model for professional and technical staff and academic leadership positions within the Academy. The proposed structure released to staff on 29 August is provided in Attachment A.

Following the release to staff in the Academy, the change proposals were provided to all University staff via the intranet and to the JCC.

On 19 September 2014, the Vice-Chancellor’s decision in regard to academic leadership and other management positions was announced firstly to staff in the Academy followed by members of the JCC and all University staff. The structure approved by the Vice-Chancellor is provided in Attachment B.

Staff were invited to participate in further consultation around the proposed structure for laboratory and technical staff, the proposed structure for the College of Medicine and Dentistry and the proposed implementation process.

The Steering Committee has considered all feedback received to date and developed a recommended structure and process for implementation to be considered by the Vice-Chancellor.

Staff have the opportunity to consider this recommendation, provide comment and participate in individual consultation for a further week of consultation.

### 3 Consultation Process

A report on consultation was provided in the Change Plan released on 19 September.

Staff have had the opportunity to provide feedback and input, as per clause 51 of the Enterprise Agreement (EA), over five distinct phases:

Phase	Duration	Dates	Purpose
1	2 weeks	15 – 28 July 2014	Informal consultation on functional model.
2	3 weeks	6 – 28 August 2014	Formal consultation on Change Proposal (Phase 1).
3	2 weeks	29 Aug – 12 Sep 2014	Formal consultation on Change Proposal (Phase 2).
4	2 weeks	19 Sep – 3 Oct 2014	Formal consultation on proposed teams for staff employed in laboratory and technical support roles and professional and technical teams in the College of Medicine and Dentistry. Consultation on proposed implementation plan.
5	1 week	13 – 20 October 2014	Formal consultation on recommended structure and implementation plan.
<b>TOTAL</b>	10 weeks		

Staff participated in the consultation process held from 19 September – 3 October as follows:

- 28 written submissions were received;
- 40 (approx.) staff participated in further meetings for professional and technical staff employed in laboratory and technical positions; and
- Further meetings with College Deans, School Managers and nominated senior staff in the Division of Tropical Societies and Environments and Division of Tropical Health and Medicine have occurred to discuss proposed structure, positions, number of positions, campus location and team composition.

### 4 Issues raised during consultation and response

Issues raised during the consultation process have been reported in previous change documents.

The following issues were raised through the consultation process held from 19 September to 3 October.

Issue	Response
<b>Proposed Implementation Plan</b>	
Exclusion of staff on fixed term contracts (with less than three years of service to JCU) discriminates against staff who have been appointed when recruitment restrictions have been in place.	Current staff who have been employed on a fixed term basis for at least 12 months or are employed on a fixed term contract of at least 12 months duration within the Academy will now be eligible to apply for positions. <i>Refer Attachment E for further details on staff eligibility.</i>
Exclusion of casual staff contravenes EA that says that casual staff can apply for internally advertised positions.	The selection and appointment process has been brought about due to the introduction of significant change (Clauses 51 and 52 Enterprise Agreement). Appointments made in stages 2-4 of the implementation process are through targeted selection and appointment processes rather than internal advertisement. The internal advertisement process in the Enterprise Agreement does not apply until stage 6 of the implementation process, refer Attachment E.
Insufficient information provided on who will make decision and how decisions will be made in relation to the matching of staff to positions	Further information on these processes have been included in the recommended implementation plan provided in Attachment E.
Concerns that position descriptions were not reliable to identify comparable positions because they were out of date, not reflective of current duties, in process of being re-evaluated.	Positions at HEW level 6 and above that are considered comparable are identified in Attachment E, Stage 2. These positions have been verified with current managers within Colleges and Divisions.  For positions at HEW levels 5 and below, positions considered comparable will be verified with current managers within Colleges and Divisions.
Wouldn't it be better to advertise and select into new positions and then match remaining staff with positions?	A position is considered new when it is not comparable to a position in the former structure. Positions can only be identified as being new after the process has been undertaken to identify comparable positions.
<b>Proposed Laboratory and Technical Services Teams</b>	
Why was the Manager, Lab and Tech advertised externally when the original intent was to advertise positions at level 10A and above?	The position was advertised externally as it is a specialist role and the University wished to generate a competitive applicant pool. Staff currently employed at HEWL 6 and above were invited to apply.
Composition of laboratory and technical teams – proposal to group together human and veterinary anatomy and pathology technicians; pharmacy technicians; design and manufacturing. Team leaders should be located near team members.	Where possible these comments have been accommodated and positions re-allocated to different teams. An additional team was created within the Division of Tropical Health and Medicine.

Issue	Response
Why are there different HEW levels for the Team Leader positions- (ranged HEWL 6 – 8)	Current naming conventions allow the use of the Team Leader title to span more than one HEWL. All positions will be evaluated against the classification domains within the Enterprise Agreement. All the areas found within the position description contribute to determining the HEWL, with managing staff being just one of these. Whilst it is expected that Team Leader position descriptions will be evaluated at a HEWL7 it is still dependent on the level of involvement in managing staff, the performance management process and other contributing domains as specified in the EA.
What will be the process for selecting the team leader for each of the laboratory and technical services teams?	The team leader positions will be filled through an Expression of Interest process and through normal recruitment processes where a vacancy exists after that process. <i>Refer Stage 4 of Implementation Plan presented in Attachment E.</i>
Will there be training for the Team Leader? Who does the work if 20% of position is allocated to managing team?	Training requirements of team leaders will be determined through individual PMP processes with the Manager, Laboratories and Technical Services (DTES) and Director, Divisional Operations (DTHM). The Team Leaders, in consultation with their line manager and the teams, will be responsible for managing workloads. It's anticipated that the adoption of a team approach will create synergies and reduce workload.
Will any of the proposed academy technical positions be charged with in house digital pedagogy content production?	It is recommended that two staff members currently employed in technical positions become part of a learning technologies team under the supervision of the Director, Learning, Teaching and Student Engagement. Staff in these roles would remain embedded in the Academic Division. <i>Refer Section 6 – Positions impacted by other change processes and shared services.</i>
<b>College of Medicine and Dentistry</b>	
It was suggested that the College of Medicine and Dentistry were excluded from the Divisional approach to the management of student placements and this is not correct.	The College will participate in the recommended approach to the management of student placement to be adopted by the Division.
If only pre-placement activities for student placements were occurring at divisional level, the numbers of staff in the Colleges needed to be amended to reflect this.	This has been factored into the structure being recommended to the Vice Chancellor.

Issues raised previously which are responded to in the recommended structure:

Issue	Response
Proposed structure of professional and technical positions in colleges restricts opportunities for career advancement i.e., most positions are HEWL6 and below.	The draft position description for the Team Leader, Academic Services position has been evaluated and is classified as a HEWL7. These positions will provide further career advancement for staff within Colleges.
Indicative staff numbers are too low for functions to be undertaken – specifically clinical placements and Work Integrated Learning	The number of positions allocated to managing the placement of students in clinical placements or work integrated learning settings has been increased.
Workplace Health and Safety Assistance is required within the Divisions to assist technical staff	It's recommended that a Workplace Health and Safety Adviser be employed in each academic division to provide advice, ensure consistent practice and develop standard operating procedures for the Division. The staff member will be supervised by the Associate Director, Workplace Health and Safety but be embedded in the Division. <i>Refer Section 6 – Positions impacted by other change processes and shared services.</i>
Clinical Placements should be undertaken in the colleges. Why is there a different arrangement proposed for one division and not the other?	Following extensive consultation with Divisional and College Management it has been determined that student placements will be managed differently in the two divisions. <ul style="list-style-type: none"> <li>▪ DTHM - Pre-placement administration (blue cards, immunisations, contracts) will be undertaken at the Divisional level. Staff that act as an interface between placement providers and students on a day-to-day basis will be located in the Colleges.</li> <li>▪ DTES – all student placement officers and staff involved in placement or Work Integrated Learning will be based at the College level.</li> </ul>
When will number of positions at Cairns be known? Will senior positions be located at Cairns campus?	Recommended campus location for positions is provided in the recommended structure provided in Attachment C. Senior and middle management positions are recommended to be located in Cairns where this is practical and meets the operational needs of the Division or College.
Will staff have to apply for their own job? How will this process occur?	It is recommended that eligible staff will have the option to transfer to a position if their current position is approximately 70 per cent equivalent in terms of functions and/or principal accountabilities to a position in the new structure and there is the same number of incumbents as available positions. If a staff member's current position does not meet the criteria above they will be required to



	participate in a selection process. This selection process will be targeted at eligible staff within the Academic Divisions.
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## 5 Changes made as a result of Consultation

The Vice-Chancellor provided in-principle approval of the proposed functional model for the Division of Tropical Health and Medicine and Division of Tropical Environments and Societies (Attachment B) on the basis that further consultation be conducted in relation to the proposed team structure for laboratory and technical staff and the proposed structure for the College of Medicine and Dentistry.

Further consultation has also occurred in relation to the number of Full Time Equivalent positions and HEW levels of positions identified in the structure.

As a result of this consultation the following changes have been made:

Proposed Structure	Recommended Structure
<b>Number of Positions</b>	
Structure as at 29 August 2014 Full Time Equivalent positions in DTES: 83 Full Time Equivalent positions in DTHM: 113	Structure as at 13 October 2014 Full Time Equivalent positions in DTES: 87 Full Time Equivalent positions in DTHM: 122
<b>Changed Positions</b>	
Industry and Student Placement Officer at Division Level (DTES)	Student Placement Advisor within the College of Business, Law and Governance
3 x Team Leader, Academic Services in DTES	4 x Team Leader, Academic Services in DTES. Academic Services Officer converted to Team Leader position within College of Science, Technology & Engineering
Student Placement Team in College of Arts, Society and Education – 2 FTE positions	2 x Academic Services Officers converted to named Student Placement positions. Student Placement Team now 4 FTE.
<b>Position Names</b>	
Submission and Policy Specialist (DTHM)	Submission and Policy Officer
Executive Support Officer (DTHM)	Project Officer
Team leader, Assessment and Curriculum	Team leader, Assessments and Examinations
Team leader, Academic Services	Manager, Academic Services
<b>HEW Level Changes</b>	
Team Leader, Academic Services – HEWL 6	Team Leader, Academic Services HEWL 7
Team Leader, Academic Services (College of Medicine and Dentistry) – HEWL 7	Manager, Academic Services HEWL 8
<b>Laboratory and Technical Teams</b>	
DTHM teams <ul style="list-style-type: none"> <li>• Vet Tech</li> <li>• Comparative Genomics</li> <li>• Anatomy</li> <li>• Med Tech</li> <li>• Lab Tech</li> </ul>	DTHM teams <ul style="list-style-type: none"> <li>• Vet Sciences</li> <li>• Comparative Genomics</li> <li>• Anatomy</li> <li>• Med Tech</li> <li>• Laboratory Sciences</li> <li>• Biomed</li> </ul>

## 6 Positions impacted by other change processes and shared services

As foreshadowed in the Change Proposal Phase 2 released on 29 August 2014, other change processes and initiatives are underway within the University that impact on staffing resources in the Academy. It is recommended that the following movement of positions and funding occur as part of this Change Process. Please note that these positions have not been factored into FTE calculations on proposed functional models issued previously and do not represent lost positions.

**Research Infrastructure.** It is recommended that funding for a position at HEWL9 level be transferred from the academic divisions to the Division of Research and Innovation to account for the transfer of management responsibilities for the infrastructure and staff employed in this area. It is anticipated that this position when established, will be advertised in accordance with normal recruitment, selection and appointment procedures.

**External Events, community engagement, marketing and business development.** As the Division of Global Strategy has taken on responsibility for community engagement it is recommended that the following positions and incumbents be transferred from the Division of Tropical Environments and Societies to the Division of Global Strategy and Engagement:

- Sustainability Project Officer - HEWL 7
- Administrative Officer (Special Projects) - HEWL 5

**Spendvision/Corporate Credit Card acquittal.** Support for staff and students to acquit travel expenses will be transferred to the academic divisions in order to be closer to staff requiring this service. It is recommended that the following arrangements be put in place:

- 2 x HEWL 4 Administrative Assistant positions be transferred from Financial and Business Services Directorate to the Division of Tropical Environments and Societies.
- 1.5 x HEWL 4 Administrative Assistant positions be transferred from the Financial and Business Services Directorate to the Division of Tropical Health and Medicine.

These positions will be filled as per stage 3 of the Implementation Plan (refer Attachment E).

**Workplace Health and Safety.** It is recommended that 2 FTE (Workplace Health and Safety Advisor positions (1 per Division) be created. This service would be offered through a shared services arrangement where the staff members would report to the Associate Director, Workplace Health and Safety, but would be embedded in each academic division. These positions when established will be advertised in accordance with normal recruitment and selection processes.

**Learning Technology Support** – It is recommended that a team of staff be allocated to assist with the development of digital and blended learning opportunities. This service would be delivered through a shared services arrangement with team members reporting to the Director, Learning, Teaching and Student Engagement but embedded within the academic divisions. It is recommended that the following positions and incumbents be transferred, under the terms and conditions of their current employment contract, to the Learning, Teaching and Student Engagement Directorate as follows:

Division of Tropical Environments and Societies

- Flexible Learning Technical Officer - HEWL 6
- Video and Audio Technical Support Officer - HEWL 5

#### Division of Tropical Health and Medicine

- Learning Resources Administrator - HEWL 8

As this will be a new service area within the Directorate it is possible that there will be future change processes that affect these positions as the team structure evolves.

## 7 Recommended Structure

The recommended structure for the Division of Tropical Environments and Societies and Tropical Health and Medicine is provided in Attachment C.

The Steering Committee recommends that the following positions, in addition to those approved by the Vice-Chancellor on 19 September, comprise the new structure for the two academic divisions.

#### Division of Tropical Environments and Societies

- Manager, Divisional Office – HEWL 8
- Research Development Officer – HEWL 8
- Curriculum Management Officer – HEWL 7
- Transnational Program Liaison Officer – HEWL 6
- Team Leader, Academic Services – HEWL 7
- RATEP Coordinator – HEWL 6
- Student Placements Advisor – HEWL 6
- Student Placements Officer – HEWL 5
- Academic Services Officer – HEWL 5
- Academic Services Assistant – HEWL 4
- Administrative Officer, Curriculum Management – HEWL 5
- Administrative Officer (Division and College Level) – HEWL 5
- Administrative Assistant (Division and College Level) – HEWL 4

#### Division of Tropical Health and Medicine

- Submissions and Policy Officer – HEWL 10A
- Manager, Divisional Office – HEWL 8
- Manager, Clinical Trials – HEWL 8
- Manager, Student Placements – HEWL 8
- Manager, Academic Services – HEWL 8
- Curriculum Management Officer – HEWL 7
- Team Leader, Cairns Divisional Office – HEWL 7
- Team Leader, Academic Services – HEWL 7
- Team Leader, Assessments and Examinations – HEWL 7
- Team Leader, Dentistry – HEWL 7
- Student Placements Specialist – HEWL 7
- Project Officer – HEWL 6
- Clinical Examinations Advisor – HEWL 6
- Partnerships and Project Officer – HEWL 6
- Supervisor, Academic Services – HEWL 6
- Student Placements Advisor – HEWL 6
- Student Placements Officer – HEWL 5
- Student Pre-Placements Assistant – HEWL 4
- Academic Services Advisor – HEWL 6

- Academic Services Officer – HEWL 5
- Academic Services Assistant – HEWL 4
- Administrative Officer, Selections – HEWL 5
- Administrative Officer (Divisional and College Level) – HEWL 5
- Administrative Assistant – HEWL 4

Campus locations and number of Full Time Equivalent (FTE) positions to be established are identified on the recommended structure provided in Attachment C. Principal accountabilities for each position are provided in Attachment D.

### ***Laboratory and Technical Staff***

It is recommended that the following Team Leader positions be established:

- Team Leader, Design and Manufacture
- Team Leader, Cairns Tech
- Team Leader, Lab Tech
- Team Leader, Med Tech
- Team Leader, Anatomy
- Team Leader, Laboratory Science
- Team Leader, Biomed
- Team Leader, Vet Sciences
- Team Leader, Comparative Genomics

The HEW level for the Team Leader positions will be evaluated before the commencement of the Expression of Interest process - refer Stage 4 of the Implementation Plan (Attachment E) for further details on the implementation process.

It is not possible at this stage to release updated position descriptions or make any recommendations in relation to naming conventions for laboratory and technical staff as part of this process. The Human Resources Directorate will work with staff in these roles over the coming months to develop up-to-date position descriptions and appropriate naming conventions.

It is recommended that laboratory and technical staff transfer to the new team structure at their current HEW level, position title and campus location. On approval of the structure by the Vice-Chancellor, staff will be advised of their new team and reporting lines.

### ***Positions impacted by other change processes and shared service arrangements***

The Steering Committee also recommends the transfer and establishment of positions as outlined above in Section 6.

## 8 Opportunities for Consultation

Staff can provide feedback through the following mechanisms:

- anonymous web form available at the dedicated website <http://www.public.jcu.edu.au/Future/academy/index.htm>
- Email to [futuretaskforce@jcu.edu.au](mailto:futuretaskforce@jcu.edu.au)

Submissions will be accepted up until 9.00 am on Monday, 20 October 2014.

Staff will have the opportunity to participate in individual consultation through the following mechanisms:

- Making contact with their College Dean or Deputy Vice Chancellor
- Contacting any of the following staff members:
  - Anthony Galliozzi, phone 4781 6207 or email [anthony.galliozzi@jcu.edu.au](mailto:anthony.galliozzi@jcu.edu.au)
  - Belinda Pope, phone 4781 4129 or email [belinda.pope@jcu.edu.au](mailto:belinda.pope@jcu.edu.au)
  - Stephanie Hunter, phone 4781 6615 or email [stephanie.hunter@jcu.edu.au](mailto:stephanie.hunter@jcu.edu.au)
  - Danella Lane, phone 4781 6527 or email [danella.lane@jcu.edu.au](mailto:danella.lane@jcu.edu.au)
- Participating in group discussion organized at a College or Divisional level.

## 9 Process and timeframe for implementation

The recommended implementation plan and dates for implementation are provided in Attachment E. **Indicative timeframes** are provided below:

### *Phase 2 - Filling of HEW Level 6 to 8 Positions (Excluding Laboratory and Technical Positions)*

Commence	Action	Complete
<b>10 October to 20 October</b>	Identify comparable and new positions	HEW Level 6 to 8 positions identified as comparable or considered new are identified on the recommended structure located at Attachment C.  If you believe that this assessment is incorrect please provide this feedback as part of the consultation process (refer Section 8 – Opportunities for Consultation).
<b>24 October</b>	Release of Change Plan – Phase B	Vice Chancellor's decision on comparable and new positions released.
<b>27 October</b>		Staff members to be appointed to a comparable position will be advised in writing.  Commence advertisement of new HEW level 6 to 8 positions.
<b>9 November</b>	Applications close	Closing date for applications for new HEW level 6 to 8 positions.
<b>10 November to 26 November</b>	Commence selection process	Shortlisting and Interviewing for new HEW level 6 to 8 positions.
<b>28 November</b>	Appointment	Applicants advised of outcome of selection process.



Commence	Action	Complete
<b>From 1 December</b>	Redundancy and redeployment	Eligible Staff currently employed at HEW level 6 and above who have not applied for, or are not appointed to, a position in the new structure at the conclusion of Stages 1 and 2 will be advised in writing that their position is no longer required and of their redundancy and redeployment options.

**Phase 3 - Filling of HEW level 4 and 5 Positions (Excluding Laboratory and Technical Positions)**

Commence	Action	Complete
<b>10 October to 31 October</b>	Identify comparable positions (match staff and positions)	An initial assessment of current positions against positions in the new structure will be conducted by Human Resources and verified with current line managers.
<b>31 October</b>		Eligible Staff (as defined in the Selection and Appointment Principles) currently employed at HEW level 3, 4 or 5 will be advised in writing of the outcome of the matching process and be given a further 5 days in which to raise any concerns regarding the assessment.  Staff members will either be:  a) appointed to a comparable position; or b) invited to participate in an Expression of Interest process.
<b>16 November</b>	Applications close	Closing date for Expression of Interest applications.
<b>17 November to 26 November</b>	Commence selection process	Assessment of applications and selection of candidates.
<b>28 November</b>	Appointment	Applicants advised of outcome of selection process.
<b>From 1 December</b>	Redundancy and redeployment	All Eligible Staff (as defined in the Selection and Appointment Principles) currently employed at HEW levels 3, 4 or 5 who have not expressed an interest, or are not appointed to, a position in the new structure at the conclusion of Stage 3 will be advised in writing that their position is no longer required and of their redundancy and redeployment options.

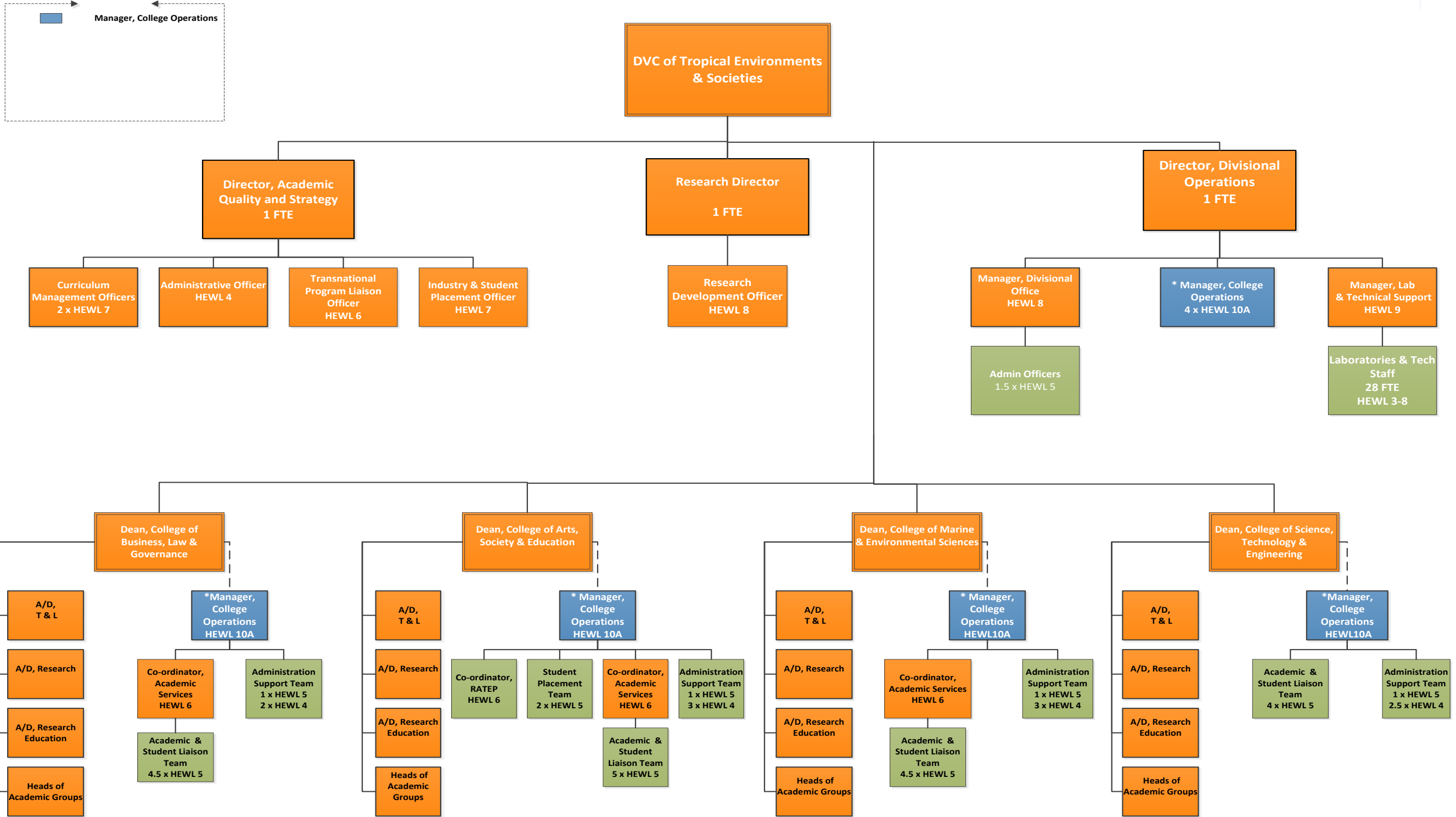
**Phase 4 - Filling of Laboratory and Technical Positions**

<b>Commence</b>	<b>Action</b>	<b>Complete</b>
<b>27 October</b>		Staff will be advised in writing of new team and reporting lines.  Commence Expression of Interest process for Team Leader positions.
<b>9 November</b>	Applications close	Closing date for applications for Team Leader positions.
<b>10 November to 26 November</b>	Commence selection process	Shortlisting and Interviewing for Team Leader positions.
<b>28 November</b>	Appointment	Applicants advised of outcome of selection process.

\*These dates are indicative only and may change as the implementation process progresses.

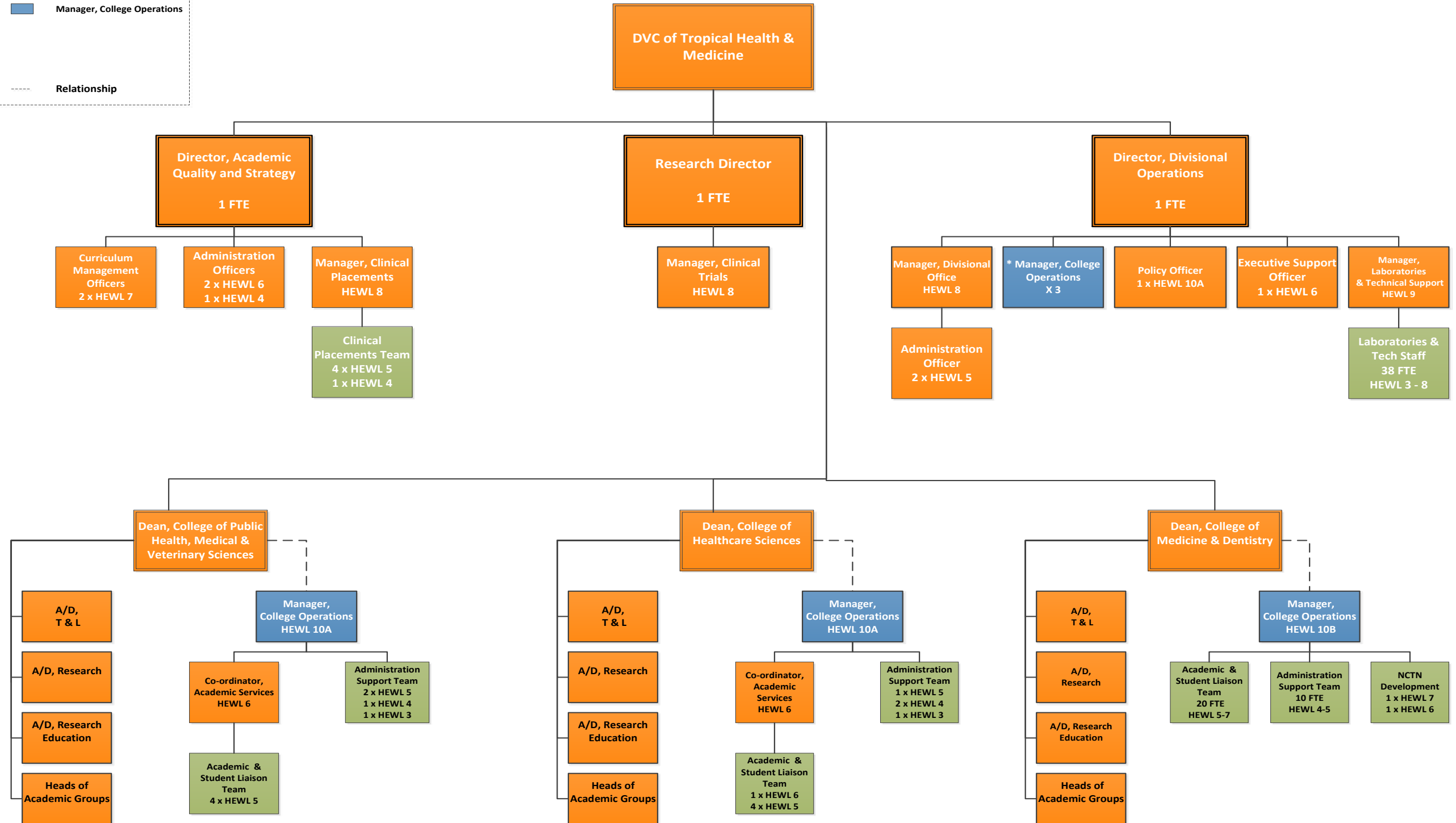
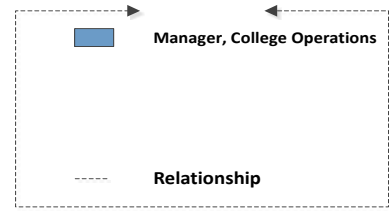
Attachment A - Structure released on 29 August

Proposed Functional Model – Tropical Environments & Societies 28 August 2014



Proposed Functional Model – Tropical Health & Medicine

28 August 2014



Attachment B - Change Plan – Phase A, Structure as at 19 September

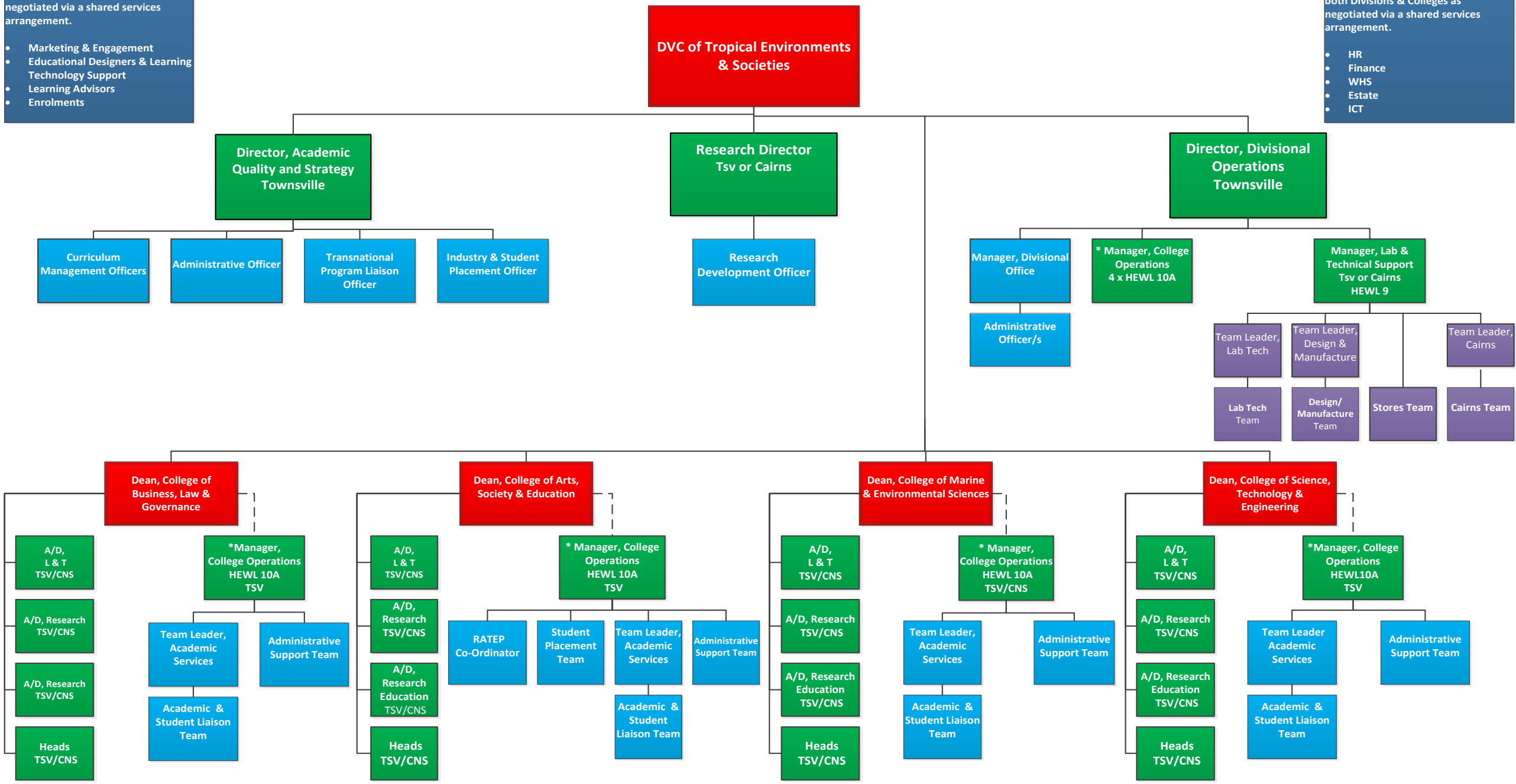
Functional model approved by Vice Chancellor – Tropical Environments & Societies 19 September 2014

These services will be provided to both Divisions & Colleges as negotiated via a shared services arrangement.

- Marketing & Engagement
- Educational Designers & Learning Technology Support
- Learning Advisors
- Enrolments

These services will be provided to both Divisions & Colleges as negotiated via a shared services arrangement.

- HR
- Finance
- WHS
- Estate
- ICT



\* These positions are embedded in Colleges



# Functional model approved by Vice Chancellor – Tropical Health & Medicine

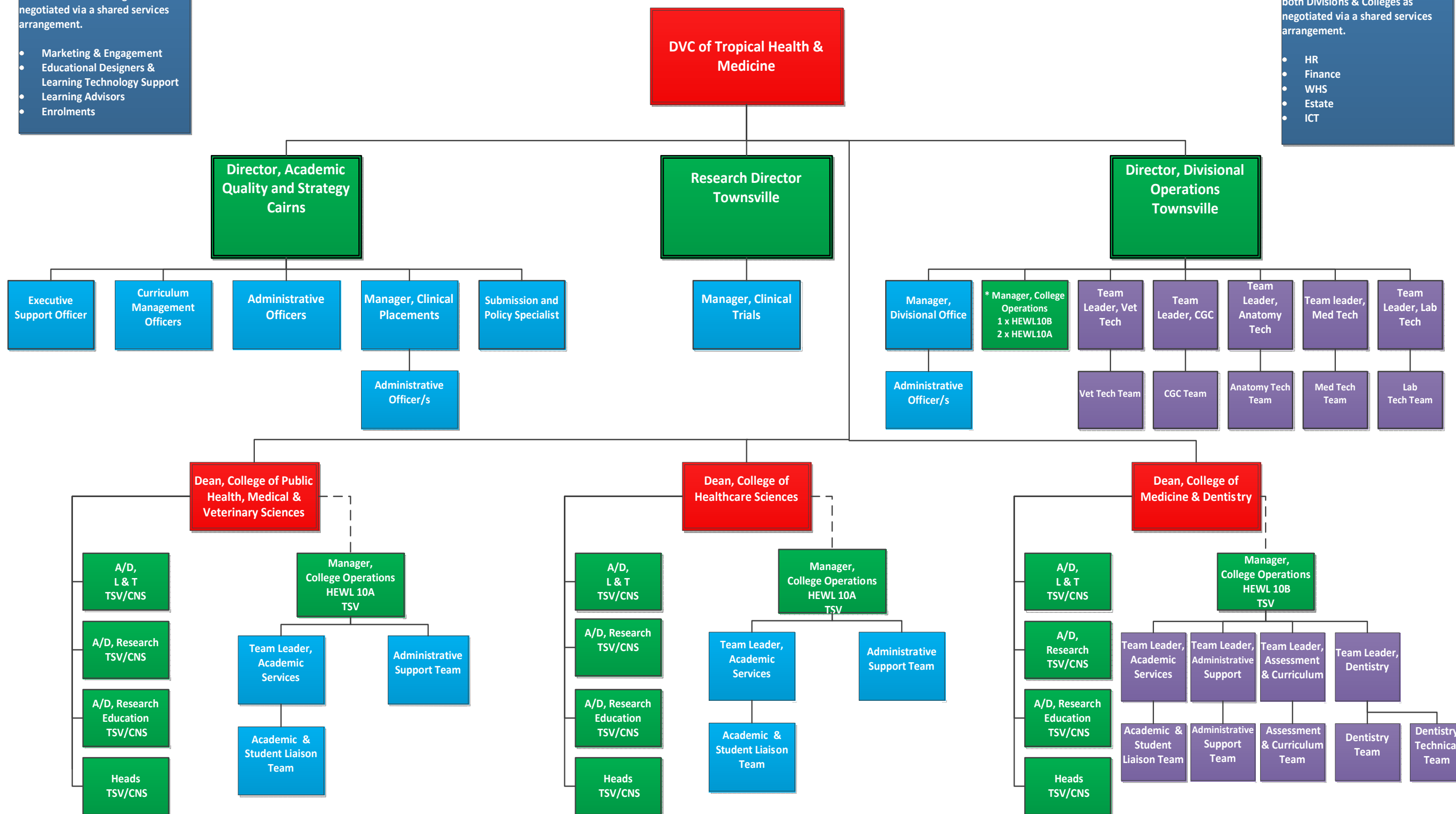
19 September 2014

These services will be provided to both Divisions & Colleges as negotiated via a shared services arrangement.

- Marketing & Engagement
- Educational Designers & Learning Technology Support
- Learning Advisors
- Enrolments

These services will be provided to both Divisions & Colleges as negotiated via a shared services arrangement.

- HR
- Finance
- WHS
- Estate
- ICT

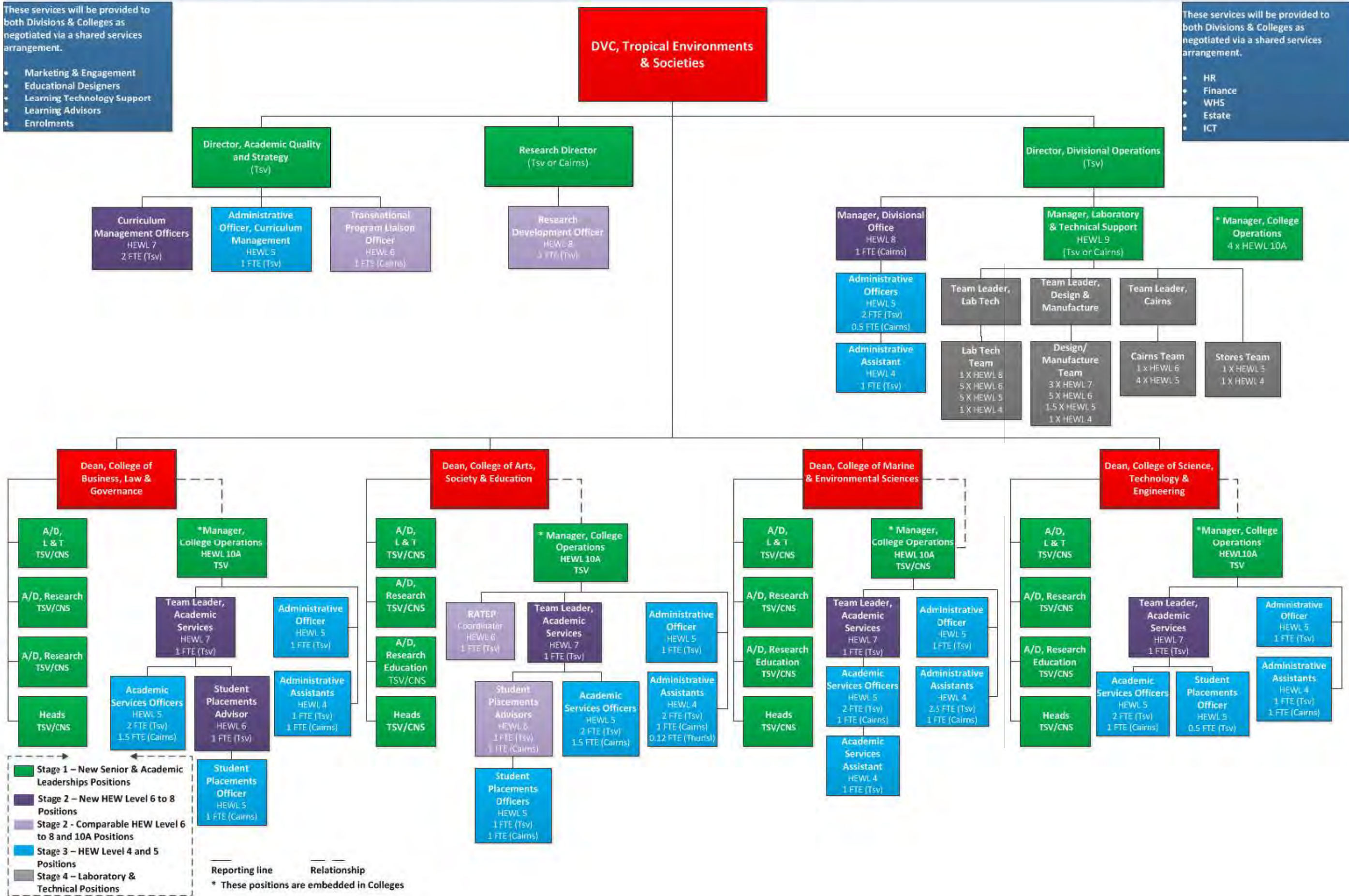


■ Phase A  
■ Further consultation and Phase B  
■ Phase B  
 — Reporting line  
 - - - Relationship

\* These positions are embedded in Colleges

Attachment C – Structure to be Recommended to the Vice-Chancellor as at 13 October 2014

Division of Tropical Environments and Societies – Recommendation to the Vice-Chancellor 13 October 2014





# Division of Tropical Health & Medicine – Recommendation to the Vice-Chancellor

13 October 2014

These services will be provided to both Divisions & Colleges as negotiated via a shared services arrangement.

- Marketing & Engagement
- Educational Designers
- Learning Technology Support
- Learning Advisors
- Enrolments

These services will be provided to both Divisions & Colleges as negotiated via a shared services arrangement.

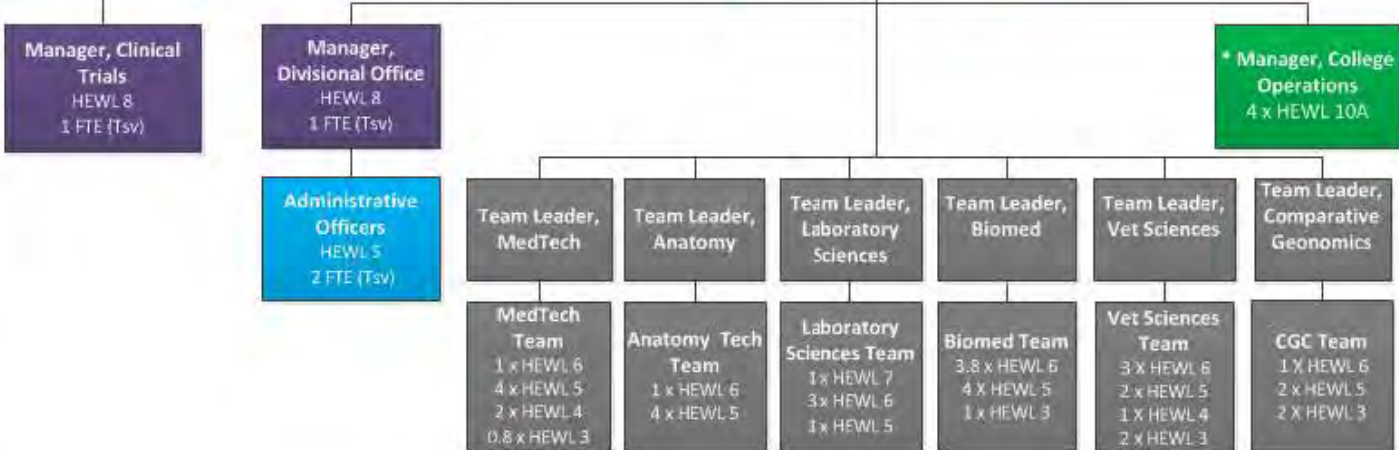
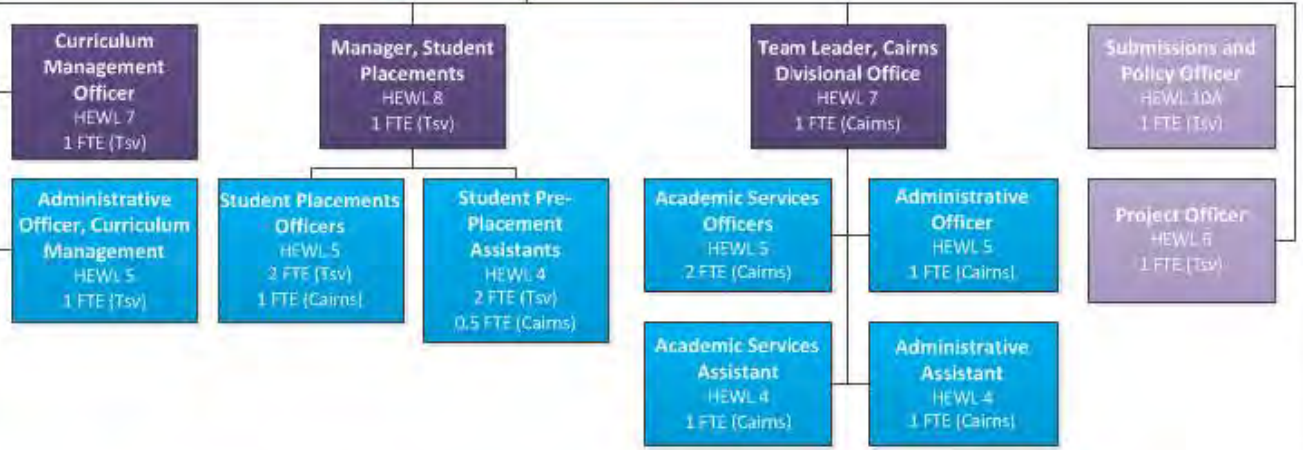
- HR
- Finance
- WHS
- Estate
- ICT

**DVC, Tropical Health & Medicine**

**Director, Academic Quality and Strategy (Cairns)**

**Research Director (Tsv)**

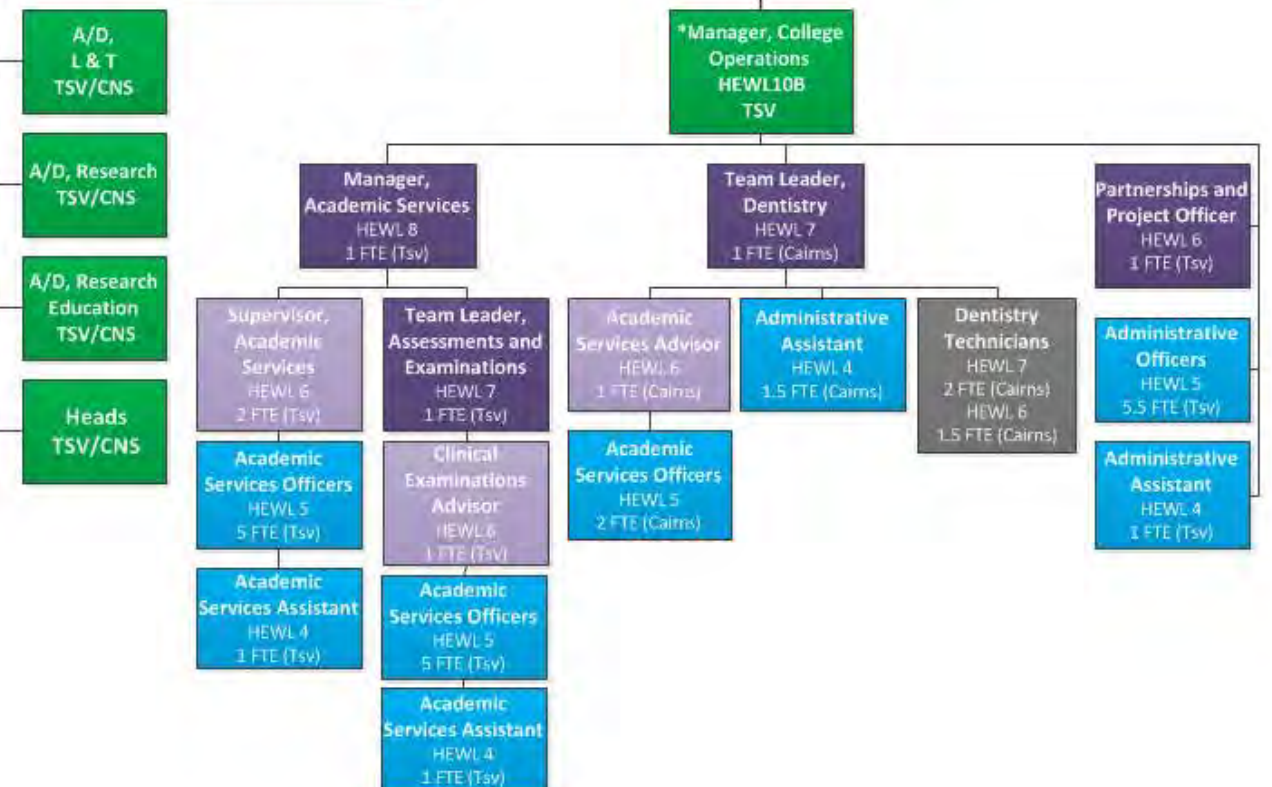
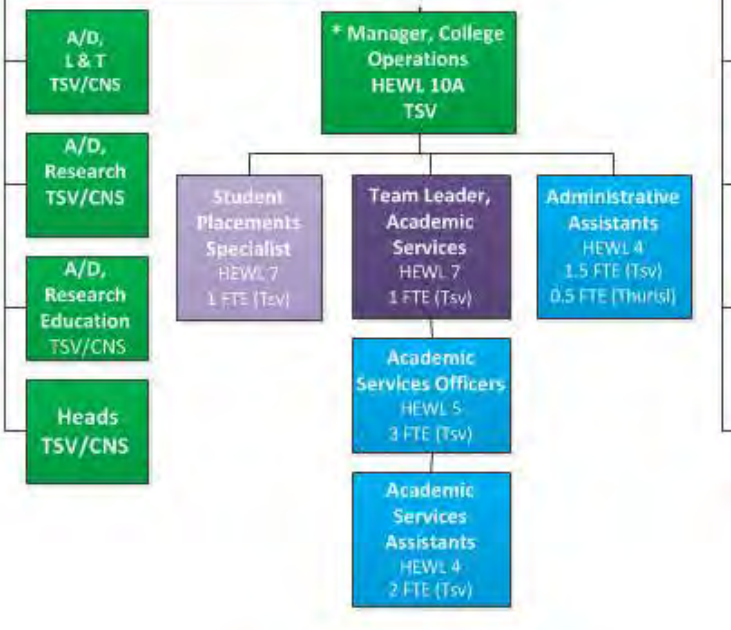
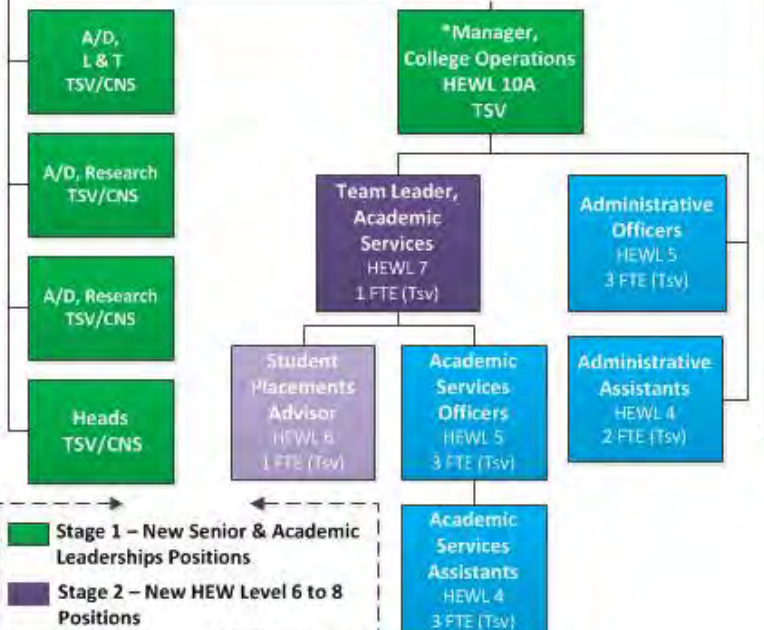
**Director, Divisional Operations (Tsv)**



**Dean, College of Public Health, Medical & Veterinary Sciences**

**Dean, College of Healthcare Sciences**

**Dean, College of Medicine & Dentistry**



**Stage 1 – New Senior & Academic Leaderships Positions**  
**Stage 2 – New HEW Level 6 to 8 Positions**  
**Stage 2 - Comparable HEW Level 6 to 8 and 10A Positions**  
**Stage 3 – HEW Level 4 and 5 Positions**  
**Stage 4 – Laboratory & Technical Positions**

Reporting line      Relationship  
 \* These positions are embedded in Colleges

## Attachment D - Principal Accountabilities for Positions in Recommended Structure

### Division of Tropical Environments and Societies

#### Manager, Divisional Office – HEWL 8

The Manager, Divisional Office oversees the daily operations of the Divisional Office and provides high level support and advice to the Director, Divisional Operations managing and coordinating designated operational and administrative processes to ensure efficient and effective functioning of the Division as a whole.

The Manager, Divisional Office will support Divisional strategic goals, maintain a strong client focus optimising resources, streamlining administrative processes and fostering innovation and best practice across the Division to ensure that the needs of the academic and research community are met.

#### Accountabilities

1. Manage the ongoing daily operations of the Divisional Office, including teams within Academic Quality and Strategy and Laboratories and Technical support; supporting workforce planning activities and leave coverage; monitoring workloads; implementing performance management plans; providing staff development and conflict resolution services at the Divisional level to ensure divisional activities work well as a whole.
2. Provide high level advice to the Division on JCU policy, review, develop and maintain operational procedures to ensure compliance and meet University objectives to be administratively light and ease the impact in Academic staff.
3. Manage and coordinate Divisional events, workshops and seminars including development of schedule, participants, organisation of the logistics, program, monitoring resources against budget, outcomes and deadlines.
4. Manage the Divisional external and internal communications and ensure implementation of the strategic and operational planning to the areas of responsibility.
5. Provide effective leadership, management and decision making to direct reports, including performance reviews to ensure a culture of high performance, customer service, teamwork and innovation.
6. Provide input into the Divisional budget, implement strategies and manage the divisional office budget.
7. Under the broad direction of the DVC and Director, Divisional Operations, manage Divisional planning processes, working closely with the Divisional Executive Team, College Deans, Quality, Planning and Analytics Directorate and key stakeholders to enable the development of Divisional strategic and operational plans within required timeframes.
8. Manage divisional projects and initiatives including providing high level data collection, analysis and recommendations that facilitate the achievement of divisional strategies and objectives.

#### Research Development Officer – HEWL 8

The Research Development Officer is responsible for building research capacity within the Division through engaging with and managing Divisional Research Centres' outreach and promotion; enhancing the profile of research in divisional areas of responsibility, identify and promote grant funding opportunities, assist in grant writing and funding applications.

#### Accountabilities

1. Working closely with Divisional Research Director's, Associate Deans, Research and Research Education to build and promote research capacity and achieve Divisional research objectives and desired outcomes.

2. Provide high level advice to the Divisional Executive Team, Associate Deans, Research and Research Education on policies, procedures related to research administration, outreach and engagement activities.
3. Provide strategic input, coordination and project management assistance to the Research Director ensuring effective planning, implementation and delivery of projects, programs, reviews and reports that support the divisional research agenda.
4. Liaise with internal and external stakeholders to identify and promote grant funding opportunities for the Division.
5. Provide assistance and support to research active staff on all aspects of the grant proposal and application processes; and assist in grant writing and funding applications.
6. Provide effective and accurate reports to measure research performance and achievements through the management of streamlined recording and presentation of KPI metrics.
7. Manage the promotion and communication of research outputs of Divisional Research, Research Centres and Cairns Institute.
8. Facilitate training activities and events for Early and Mid-Career Research staff.

#### **Curriculum Management Officer – HEWL 7**

The Curriculum Management Officer will support Divisional Academic program strategies by liaising with the Director, Academic Quality and Strategy, Associate Deans, Learning and Teaching, Course Coordinators and key stakeholders to support and coordinate Divisional Curriculum Development, ensuring courses operate within University policy and procedures and TEQSA and AQF requirements. The incumbent will coordinate and assist with the administrative preparation for course accreditation reports and requirements.

##### Accountabilities

1. Coordinate curriculum development and review processes bringing a whole of Division view, mapping alignment to long term Divisional Academic and course strategies and objectives and liaising with the Division of Global Strategy and Engagement to provide accurate course content for marketing purposes.
2. Support the Associate Dean, Learning and Teaching, Course Coordinators and Academic staff with course reviews and professional accreditation processes, analysing courses for compliance with TEQSA, AQF and JCU policies, providing advice to College staff and ensuring required internal and external Course Design Approval and Review timeframes are met.
3. Coordinate administrative requirements for course accreditation; provide data analysis for the preparation of accreditation reports and liaise with relevant Academic staff to collate responses.
4. Monitor and review academic quality procedures and parameters including generic requirements for postgraduate coursework awards, honours program assessments, teach-out plans for disestablished courses, subject outlines and subject hours.
5. Maintain relevant course information for the Division including course learning outcomes, mapping processes, Professional Accreditation Register.
6. Support the implementation of recommendations for Divisional courses, future curriculum development and amendments that arise out of audits and reports.
7. Collate and analyse relevant performance data for learning and teaching to assist in the Divisional and College Academic and course strategic direction.
8. Provide additional support including secretariat support to Divisional Board of Studies and Academic related committees and coordinating selection processes for Scholarships and prizes.

#### **Transnational Program Liaison Officer – HEWL 6**

The Transnational Program Liaison Officer will provide administrative support and assistance for all transnational programs within the Division including JCU Singapore (JCUS), JCU Brisbane



(JCUB) and Beijing University of Technology (BJUT). The incumbent will assist with quality assurance and provide administrative support for third party, transnational and articulation agreements that relate to the Division and also identify efficiencies that can be achieved with a whole of division perspective.

#### Accountabilities

1. Manage the operational and administrative processes that support the delivery of all transnational programs (off-shore/off-campus).
2. Provide reports and advice as required on the status of transnational programs.
3. Provide assistance and support the implementation of third party, transnational agreements and articulation agreements.
4. Maintain quality assurance procedures of transnational programs and agreements and identify efficiencies that can be achieved with a whole of division perspective through audits and visits to transnational sites.
5. Plan, develop, implement and review procedures, quality assurance and compliance associated with the delivery of all transnational external programs.
6. In conjunction with the Director, Academic Quality and Strategy, liaise with educational partners to ensure academic integrity across the transnational programs.
7. Respond to transnational program queries and issues as they arise from administrative staff including ongoing enrolments of (off-shore/off-campus) students, resolution of student complaints, assessment results and alleged academic misconduct.
8. Work closely with the Curriculum Management Officers to maintain consistency between domestic, off-shore and off-campus offerings.

#### **Team Leader, Academic Services – HEWL 7**

The Team Leader, Academic Services is responsible for leading a team that directly supports Academic staff, Researchers and students ensuring the smooth and efficient operation of academic teaching and learning within a designated college. The incumbent will lead a team that is the first point of contact for all Academic staff and student enquiries, acting as an escalation point for complex enquiries and oversee administrative processes that enable the teaching and learning agenda.

The Team Leader, Academic Services will oversee subject coordination, timetabling, examination and assessment processes, learning and teaching administrative procedures, HDR candidature administrative support, student placement programs and assist with promotional and marketing events as required. The Team Leader, Academic Services will actively develop and implement operational procedures that meet the University's objective to be administratively light and directly enable the reduction of administrative burden which impacts on academic staff.

#### Accountabilities

1. Manage a team that provides administrative support functions for Academic staff and students including timetabling coordination and space allocation; student placements programs; assisting in the preparation and drafting of subject outlines and coordination; maintenance of databases (TRDB, CSDB) and informal and formal examination and assessment administrative processes.
2. Oversee all enquiries from Academic staff, including casual Tutors, Adjuncts and students and act as an escalation point for all complex matters in relation to teaching and learning administrative processes; student placements programs; process and policy changes and coordinate effective and efficient flow of information.
3. Develop, and implement improved administrative processes in relation to learning and teaching, HDR support and student placements by evaluating existing procedures and liaising closely with the Manager, College Operations and Academic staff and students and key stakeholders within the Division.
4. Provide effective management and decision making within the Academic Services Team, including performance reviews to ensure a culture of high performance, customer service, teamwork and innovation.

5. Oversee informal and formal examination and assessment administration processes including assignment generation, collection of assessment, exam building, processing of results, grade distribution analysis, assessment quality audit and certification and collation of student grades.
6. Manage timetabling coordination including space allocation, room bookings, once off room bookings, student tutorial sign ups and resolution of conflicting scheduling demands.
7. Coordinate and provide administrative support, as required by the Division of Global Strategy and Engagement for promotional, marketing and student placements events within the College, including organising speakers, publicizing the events, managing registration and attendance.
8. Manage administrative procedures in relation to the processing of HDR candidature and scholarship applications including follow-up of candidature milestones, variations to candidatures, encouraging compliance, seminar organisation and thesis examination.

### **RATEP Coordinator – HEWL 6**

The RATEP Coordinator provides advice and support in the effective use and management of communication infrastructure technology assets across all RATEP teaching sites including James Cook University and Tropical North Queensland TAFE. The incumbent will liaise closely with a range of stakeholders including Aboriginal and Torres Strait Islander students and community members and offering group and individual training and support.

RATEP is a branded Community Based Teacher Education Program that is a joint partnership between the Department of Education, Training and Employment - Education Queensland, Tropical North Queensland Technical and Further Education (TNQ TAFE) and James Cook University in partnership with Indigenous community representatives e.g. QIECC and TSIRECC and the Department of Employment, Education and Workforce Relations (DEEWR).

#### Accountabilities

1. Responsible for the purchasing, supplying, setting up of procedures, maintenance and tracking of Information technology and communication equipment at RATEP sites, including JCU Thursday Island campus.
2. Manage the RATEP equipment budget and provide financial reports and purchasing recommendations to the RATEP Management Committee.
3. Liaise with relevant DETE, TAFE, JCU Information and Communications Technology staff and other JCU staff to ensure effective use of RATEP equipment and seamless integration of learning management systems.
4. Provide advice and troubleshooting in the effective use and management of communication infrastructure technology assets across all RATEP teaching sites by providing technical support and training to ensure the effective use of equipment and delivery of the RATEP Education program.
5. Participate in RATEP site visits as required, attend relevant conferences, meetings and events to build staff and student relations and ensure effective delivery of the RATEP program.
6. Responsible for ensuring test and tagging of all RATEP equipment is completed in accordance with Workplace Health and Safety standards.

### **Student Placements Advisor – HEWL 6**

The Student Placements Advisor provides coordination of student placements for a designated College including identifying student placement opportunities, developing and maintaining external relationships, providing advice and support on all aspects of student placements, policy and procedures and places students in relevant student placements.

Student Placements programs as referenced can comprise various placement programs dependent on designated College or Division and may include Professional experience programs, Work Integrated Learning (WIL) programs and/or Clinical Placement programs.

Accountabilities

1. Assist with identifying and evaluating student placement opportunities by establishing and maintaining collaborative links with relevant external organisations, industry partners and placement providers to promote community engagement and ensure successful placement of students.
2. Coordinate student placement schedules and place local and overseas students in placements according to course requirements, prior placements and ensuring placement policy, procedures and pre-placement requirements are met.
3. Review, develop and maintain operational and administrative procedures and provide input into the development of student placement policies.
4. Manage feedback from placement providers regarding student performance and student evaluation of placement experience, report on outcomes and troubleshoot or provide recommendations to the Subject Coordinator or Team Leader, Academic and Student Services as required.
5. Provide advice and support to Clinical Educators, Facilitators and Preceptors including providing feedback of student evaluations.
6. Provide support and advice to staff, students, government departments, professional organisations and key stakeholders, particularly with complex and sensitive enquiries relating to student placement requirements and responsibilities, policy and procedures and issues as they arise.
7. Develop and maintain the annual professional experience handbook, calendars and student placement materials and website content.
8. Provide support for student placement events through participation in workshops, induction programs and providing administrative support as required.

**Student Placements Officer – HEWL 5**

The Student Placement Officer supports the student placement program within a designated College including placing local and overseas students in relevant student placements, maintaining external relationships, providing advice and administrative support on all aspects of student placements, policy and procedures.

Student Placement programs as referenced can comprise various placement programs dependent on designated College or Division and may include Professional experience programs, Work Integrated Learning (WIL) programs and/or Clinical Placement programs.

Accountabilities

1. Place local and overseas students in placements according to course requirements, prior placements and ensuring placement policy, procedures and pre-placement requirements are met.
2. Assess student's eligibility for student placements, professional experience or WIL placements against subject pre-requisites and pre-placement requirements and liaise with relevant external agencies or JCU staff to ensure pre-placement requirements are met.
3. Act as a first point of call, providing support and advice to staff, students, government departments, professional organisations and key stakeholders regarding student placement course specific requirements and responsibilities and general policy and procedures.
4. Monitor student placement progress and attendance by liaising with placement providers, coordinate feedback from placement providers and students, troubleshoot straightforward problems, provide reports as required and refer to the Subject Coordinator when student performance requirements are not met.
5. Assist the Student Placement Advisor to develop, maintain and distribute the annual professional experience handbook, calendars and student placement materials; organising print materials; uploading relevant materials to the Learning Management System and maintain student placement websites.

6. Maintain relevant student placement databases, prepare reports as required and identify opportunities for process or database improvements.
7. Support the Student Placement Advisor to maintain relationships and collaborative links with relevant external organisations, industry partners and placement providers to promote community engagement and successful placement of students.
8. Provide administrative support for student placements as required including student placement events and induction programs, assisting with student placement forms and applications, manage student accommodation for areas with no JCU accommodation.

#### **Academic Services Officer – HEWL 5**

The Academic Services Officer directly supports Academic staff and students ensuring the smooth and efficient operation of academic teaching and learning within a designated college. The incumbent will respond to Academic staff and student enquiries and provide administrative support that enables the teaching and learning agenda.

The Academic Services Officer will work within a team that collectively provides administrative support and appropriate record keeping in subject coordination and outlines, timetabling, examination and assessment processes, learning and teaching procedures, HDR candidature administrative support. The incumbent may specifically focus on a particular accountability from time to time within the accountabilities as determined by the Team Leader depending on College Academic Services team needs.

The Academic Services Officer plays an integral part in meeting the University's objective to be administratively light and directly enable the reduction of administrative burden which impacts on academic staff.

#### Accountabilities

1. Provide administrative support functions for Academic staff and students within a college supporting all areas of the Teaching and Learning Agenda including professional registration databases, maintaining TRDB and database of learning leadership roles, honour student lists and milestones and transnational education administration.
2. Respond to academic staff queries, including casual Tutors, Adjuncts and student enquiries, providing advice on teaching and learning administrative processes including coordinating effective and efficient flow of information, process and policy changes, study plans and student arrivals.
3. Work collaboratively with Academic staff to develop and keep up to date undergraduate, postgraduate and transnational subject and course materials, including maintaining courses and subject databases (CSDB), developing subject outline and study materials, archiving student outlines, loading material onto the Learning Management System, monitoring postgraduate student progress, assessment exemplars and lecturer information.
4. Coordinate timetabling for the college including time and space allocations, room bookings, once off room bookings, student tutorial sign ups, room maintenance as required and resolution of conflicting scheduling demands.
5. Provide informal and formal examination and assessment administration support including assignment generation, exam building, processing of results, grade distribution analysis, assessment quality audit and certification and collation of student grades.
6. Provide administrative support in a range of Academic Services including secretariat support to learning, teaching and research committees, assisting with college event coordination, course promotion, course evaluation processes and enter publication details and bibliographic information as required.
7. Coordinate documentation relating to student misconduct and student complaints documentation and provide support and advice regarding process as required.
8. Provide HDR administrative support by processing HDR candidature and scholarship applications, following up candidature milestones and reports, variations to candidatures,

encourage compliance, conduct exit surveys, seminar organization and thesis examination.

#### **Academic Services Assistant – HEWL 4**

The Academic Services Assistant will be the first point of contact for all Academic staff and student enquiries and provide administrative support specifically for the teaching and learning agenda within a designated College. The Academic Services Assistant will respond to queries, schedule meetings, and provide direct administrative support to academic staff and students ensuring the smooth and efficient operation of academic teaching and learning within a designated college.

##### Accountabilities

1. Act as a first point of contact for the College Office including receptionist activities, directing staff and student enquiries as needed; receiving, processing and distributing correspondence; receiving student assignments, forms and deliveries.
2. Provide support for College learning and teaching events by organising meetings including arranging videoconference links, rooms, catering, function notices, invitations, emails, RSVPs for College events and functions.
3. Input data in as required onto TRDB, CSDB and maintain other databases and spreadsheets as well as maintain and file records.
4. Assist the Academic Services Officer in in the preparation of subject and course materials through formatting, collating, photocopying and loading material onto the Learning Management System.
5. Provide administrative support to academic staff in the College including drafting correspondence, photocopying, scanning, printing, binding and general administrative assistance.
6. Assist the Academic Services Officer with examination and assessment administration support through collating of information, formatting, accepting and distributing assessment items.

#### **Administrative Officer, Curriculum Management – HEWL 5**

The Administrative Officer, Curriculum Management will provide administrative support with course administration and provide assistance and advice with curriculum, course and subject information. The incumbent will support course review and accreditation processes by providing general information and advice, maintaining curriculum database and drafting accreditation documents.

##### Accountabilities

1. Provide administrative support with College professional accreditation and Quality Assurance (QA) management processes by drafting required materials, documentation and reports for submission to the accreditation body, preparing for accreditation panel visits, providing general information and advice and assisting with updating accreditation or QA documents.
2. Provide administrative support to the citation application process including answering enquiries from applicants and preparing assessment documentation for the assessment panels.
3. Maintain the curriculum management database by entering and updating content, and liaising with Information and Communications Technology Directorate to ensure reliability and security of data.
4. Working closely with the Curriculum Management Officer, provide accurate subject and course information and prepare and update teaching materials on the Learning Management System.
5. Provide general administrative support to Associate Deans, Teaching and Learning, Course Coordinators and Academic staff.



6. Provide administrative support with conferences, marketing promotions and events including arranging videoconference links, rooms, catering, function notices, invitations, emails and RSVPs.
7. Provide secretariat support to curriculum management related committees including preparing schedules, agendas, taking minutes and arranging for relevant meeting documentation.

#### **Administrative Officer – HEWL 5**

(Divisional Level)

The Administrative Officer as part of an Administrative support team within a designated Division is responsible for coordinating staff appointments, coordinating facilitating SSP applications, providing reports, maintaining relevant databases and spreadsheets. The Administrative Officer will provide personal assistance support for the Divisional Executive Team and Manager, Laboratories and Technical Support including agendas, minutes, scheduling meetings and supporting the day-to-day running of the Divisional office.

##### Accountabilities

1. Provide personal assistance and administrative support to the Divisional Executive Team and Manager, Laboratory and Technical Support including monitoring incoming calls and queries, drafting correspondence, diary management, scheduling and coordinating all aspects of meeting appointments, booking travel and accommodation.
2. Organise meetings including preparing schedules, agendas, taking minutes and arranging for relevant meeting documentation and set up and maintain databases and spreadsheets for reporting purposes.
3. In conjunction with the Manager, Divisional Office; monitor and coordinate all divisional staff and other appointments and re-appointments including College Laboratories and Technical staff as required by monitoring expiries, completing relevant forms and providing procedural advice.
4. Provide secretariat support for divisional committees including preparing schedules, agendas, taking minutes and arranging for relevant meeting documentation.
5. Coordinate SSP applications and administrative support for approvals from the Divisional Executive team and provide administrative support for all appointment records.
6. Assist the Manager, Divisional Office to monitor divisional staff probation periods, leave balances, performance review timeframes, local inductions, and provide procedural advice.
7. Assist the Manager, Divisional Office with coordinating space and infrastructure for the Divisional office and project management assistance as required.
8. Maintain noticeboards; assist in preparation of publications including newsletters and ensure Divisional website information is up-to-date in a timely manner.

#### **Administrative Assistant – HEWL 4**

(Divisional Level)

The Administrative Assistant as part of an Administrative support team within a designated Divisions provides administrative support and assistance in the day to day running of the College. The incumbent will respond to queries, organise travel, accommodation, schedule meetings, maintain and process relevant purchasing and travel documentation.

##### Accountabilities

1. Act as the first point of contact for the Divisional office, answering enquiries, following up with appropriate staff; process and distribute correspondence and support the day to day running of the College.
2. Organise meetings including arranging videoconference links, rooms, catering, function notices, invitations, emails, RSVPs for College events and functions.

3. Assist the Administrative Officer to coordinate staff appointments and re-appoints including acting as recruitment panel assistant, organising interviews, completing appointment paperwork and monitoring and approving casual staff timesheets.
4. Provide administrative support to staff in the Divisional Office including drafting correspondence, photocopying, scanning, printing, binding and general administrative assistance.
5. Input data in databases and spreadsheets as well as maintain and file records.
6. Order and maintain office stationery and equipment, organise routine office equipment repairs, assist with MFD, source quotations and enter requisitions for office purchases, organise freight and complete asset register documentation for purchased item.
7. Maintain noticeboards; assist in preparation of publications including newsletters and ensure Discipline and College website information is up-to-date in a timely manner.
8. Book staff, students and visitors travel and accommodation within the college and complete and maintain documentation required for purchasing and travel, process payment requests related to tax invoices for services or goods received.

### **Administrative Officer – HEWL 5**

(College Level)

The Administrative Officer as part of an Administrative support team within a designated College is responsible for coordinating staff appointments, adjuncts and visiting scholars, facilitating SSP applications, providing reports, maintaining relevant databases and spreadsheets. The Administrative Officer, College Operations will provide personal assistance support for the Dean, Associate Deans and Head, Academic Group including agendas, minutes, scheduling meetings and supporting the day-to-day running of the College.

#### Accountabilities

1. Provide personal assistance and administrative support to the College Dean, Associate Deans, Head, Academic Groups and Manager, College Operations including monitoring incoming calls and queries, drafting correspondence, diary management, scheduling and coordinating all aspects of meeting appointments.
2. Organise meetings including preparing schedules, agendas, taking minutes and arranging for relevant meeting documentation and set up and maintain databases and spreadsheets for reporting purposes.
3. Monitor and coordinate all staff and other appointments and re-appointments including casuals, adjuncts and visiting scholars by monitoring expiries, completing relevant forms and providing procedural advice.
4. Assist the Manager, College Operations to monitor staff probation periods, leave balances, performance review timeframes, provide all staff with local inductions and provide advice on administrative and other college procedures as required.
5. Facilitate the SSP applications and provide administrative support for all appointment records.
6. Provide secretariat support for committees including preparing schedules, agendas, taking minutes and arranging for relevant meeting documentation.
7. Maintain noticeboards; assist in preparation of publications including newsletters and ensure Discipline and College website information is up-to-date in a timely manner.
8. Assist with allocating and setting up office space and equipment for staff and postgraduate students.

### **Administrative Assistant – HEWL 4**

(College Level)

The Administrative Assistant as part of an Administrative support team within a designated College provides administrative support and assistance in the day to day running of the College.

The incumbent will respond to queries, organise travel, accommodation, schedule meetings, maintain and process relevant purchasing and travel documentation.

Accountabilities

1. Assist with enquiries, following up with appropriate staff; process and distribute correspondence and support the day to day running of the College.
2. Organise meetings including arranging videoconference links, rooms, catering, function notices, invitations, emails, RSVPs for general College events and functions.
3. Assist the Administrative Officer to coordinate staff appointments and re-appoints including acting as recruitment panel assistant, organising interviews, completing appointment paperwork and monitoring and approving casual staff timesheets.
4. Input data in databases and spreadsheets as well as maintain and file records.
5. Order and maintain office stationery and equipment, organise routine office equipment repairs, assist with MFD, source quotations and enter requisitions for office purchases, organise freight and complete asset register documentation for purchased item.
6. Maintain noticeboards; assist in preparation of publications including newsletters and ensure Discipline and College website information is up-to-date in a timely manner.
7. Book staff, students and visitors travel and accommodation within the college and complete and maintain documentation required for purchasing and travel, process payment requests related to tax invoices for services or goods received.

## **Division of Tropical Health and Medicine**

### **Submissions and Policy Officer – HEWL 10A**

The Submissions and Policy Officer is responsible for submission responses and reports required on behalf of the Division, ensuring a linkage between national policies, the Health and Higher Education Sector, Divisional strategies and JCU Policy. The Incumbent will provide high level input and policy advice on implications of Government policy in the Division. The Submissions and Policy Officer will manage special projects or initiatives as required and assist with non-research funding opportunities.

#### Accountabilities

1. Compose and manage all submission responses or reports on behalf of the Division.
2. Provide high level advice and linkages between the Health and Tertiary Education Sectors to aid the strategic direction of Academic programs, Research and objectives within the Division.
3. Provide policy advice, including implications of Government policy on the Division to the Divisional Executive Team and JCU Senior Management.
4. Assist the Director, Academic Quality and Strategy to identify and capitalise on non-research funding opportunities for growth and assist in the negotiation and implementation of agreements made on behalf of the Division with funding bodies, educational partners or industry groups.
5. Manage special projects and high level initiatives for the Division as required.
6. Provide high level data analysis, interpretation and response to information requests regarding academic programs and divisional performance.

### **Manager, Divisional Office – HEWL 8**

The Manager, Divisional Office oversees the daily operations of the Divisional Office and provides high level support and advice to the Director, Divisional Operations managing and coordinating designated operational and administrative processes to ensure efficient and effective functioning of the Division as a whole.

The Manager, Divisional Office will support Divisional strategic goals, maintain a strong client focus optimising resources, streamlining administrative processes and fostering innovation and best practice across the Division to ensure that the needs of the academic and research community are met.

#### Accountabilities

1. Manage the ongoing daily operations of the Divisional Office, including teams within Academic Quality and Strategy and Laboratories and Technical support; supporting workforce planning activities and leave coverage; monitoring workloads; implementing performance management plans; providing staff development and conflict resolution services at the Divisional level to ensure divisional activities work well as a whole.
2. Provide high level advice to the Division on JCU policy, review, develop and maintain operational procedures to ensure compliance and meet University objectives to be administratively light and ease the impact in Academic staff.
3. Manage and coordinate Divisional events, workshops and seminars including development of schedule, participants, organisation of the logistics, program, monitoring resources against budget, outcomes and deadlines.
4. Manage the Divisional external and internal communications and ensure implementation of the strategic and operational planning to the areas of responsibility.
5. Provide effective leadership, management and decision making to direct reports, including performance reviews to ensure a culture of high performance, customer service, teamwork and innovation.

6. Provide input into the Divisional budget, implement strategies and manage the divisional office budget.
7. Under the broad direction of the DVC and Director, Divisional Operations, manage Divisional planning processes, working closely with the Divisional Executive Team, College Deans, Quality, Planning and Analytics Directorate and key stakeholders to enable the development of Divisional strategic and operational plans within required timeframes.
8. Manage divisional projects and initiatives including providing high level data collection, analysis and recommendations that facilitate the achievement of divisional strategies and objectives.

### **Manager, Clinical Trials – HEWL 8**

The Manager, Clinical Trials will have oversight of all divisional and associated clinical trials taking a whole of division view to develop synergies and consistencies; develop, implement and promote an effective research governance framework that supports research integrity, governance practices, supports anticipated growth in clinical trials and works towards achieving Divisional research strategy and objectives.

The incumbent will work closely with the Divisional Executive Team, Research staff, relevant internal JCU committees and external partners including Australian Institute of Tropical Health and Medicine (AITHM), Academic Health Centre and the Townsville Hospital.

#### Accountabilities

1. Manage divisional and oversee associated clinical trials to achieve individual trial objectives and bring a whole of division approach to ensure divisional research strategy and objectives are met.
2. Develop and implement consistent, streamlined practices where possible and optimize synergies across the Division, working closely with researchers within the university and key partners.
3. Provide advice to the Divisional Executive Team on all matters relating to Clinical Trials and working closely with the Research Director provide input into an effective research governance framework and develop policy and procedures as it relates to Clinical Trials.
4. Work closely with Research staff, internal and external partners, including Research Centres and Institutes, industry partners, governments and education partners to implement and promote the research governance framework.
5. Oversee Clinical Trials to ensure research integrity, governance practices are high and meet requirements including human research ethics, animal ethics and workplace health and safety and work closely with University committees and relevant HHS committees.

### **Manager, Student Placements – HEWL 8**

The Manager, Student Placements manages pre-placements and other components of divisional student placement programs through high level advice and liaison with external stakeholders, Divisional Executive Team, College Senior Management and supporting the College Student Placement staff; development of policies; management of pre-placement requirements; identifying student placement opportunities and high level analysis and evaluation of divisional student placement programs.

Student Placement programs as referenced can comprise various placement programs dependent on designated College or Division and may include Professional experience programs, Work Integrated Learning (WIL) programs and/or Clinical Placement programs.

#### Accountabilities

1. Negotiate and manage student placement contracts, deeds and schedules through high level liaison with external organisations, industry partners, clinical health, government agencies and placement providers and review of current agreements for future needs across the division.

2. Develop and maintain student placement policies, through liaising with relevant stakeholders, pulling together all college needs and ensuring compliance with relevant legislative requirements.
3. Provide high level advice and support to the College Team Leader, Academic Services, Student Placement Advisors and Officers on student placement programs, policies and procedures ensuring Divisional student placement objectives are known and met.
4. Provide high level advice to the Divisional Executive Team, Senior Management and JCU staff regarding overall Divisional student placement programs.
5. Manage the Student Pre-placement team and all activities involved to ensure pre-placement coordination, administration is provided and act as a super user for InPlace databases to support College student placement programs and staff.
6. Oversee evaluation of all College student placement programs from a divisional perspective providing high level analysis, recommendations and implementation of program improvements to meet Divisional objectives.
7. Liaise extensively with College Student Placement staff, Head, Academic Group and Academic subject coordinators to ensure the smooth running of student placements and expectations.
8. Provide risk management for student placements by liaising with the Health, Safety and Environment Unit and College Student Placement staff and conducting risk assessments when student placement opportunities arise.

#### **Manager, Academic Services – HEWL 8**

The Manager, Academic Services is responsible for providing strategic direction, leadership and management of all administrative functions that support teaching and learning within the College of Medicine and Dentistry including subject coordination, HDR candidature, student placements, assessment, examinations, and promotional and marking events. The incumbent is responsible for implementing College strategic direction through operational planning processes, leading and managing teams to ensure the delivery of administrative academic services and will actively develop operational policy and procedures that meet the University's objective to be administratively light.

#### Accountabilities

1. Lead all aspects of Academic Services support including guideline management, negotiation with Academic staff regarding support requirements, timetabling coordination, management of complex student placement requirements within all medical education programs, HDR candidature, subject coordination and outlines, and informal and formal assessment and examination processes.
2. Provide high level advice to the College Dean, Manager, College Operations, Academic staff, including casual Tutors, Adjuncts and students for all academic services, assessment, examination and student placements support, communicating policy and procedural changes and ensuring effective flow of information.
3. Manage College Academic Services strategy and planning processes, ensuring recommendations for the ongoing improvement, efficiency and effectiveness of support provided are operationalised and implemented within the team.
4. Provide effective leadership, management and decision making of Academic Services staff, including performance reviews to ensure a culture of high performance, customer service, teamwork and continuous improvement.
5. Manage Medical Education evaluations, course and subject development and approvals, ensuring adherence to requirements of AMC accreditation, advising support staff undertaking course evaluations and reporting evaluation outcomes to the College Dean and Manager, College Operations.
6. Develop and implement improved administrative guidelines and procedures in relation to learning and teaching, HDR support, College student placements by evaluating existing



procedures, liaising closely with the Manager, College Operations and Academic staff and students within the Division.

7. Oversee the management of information and formal assessments and examinations including assignment generation, exam building, clinical examinations, processing of results, grade distribution analysis, assessment quality audit and certification and collation of student grades.
8. Oversee the coordination of promotional and marketing events within the College, liaising with the Division of Global Strategy and Engagement organising speakers, schedules, publicising the events, registrations and attendance.

#### **Curriculum Management Officer – HEWL 7**

The Curriculum Management Officer will support Divisional Academic program strategies by liaising with the Director, Academic Quality and Strategy, Associate Deans, Learning and Teaching, Course Coordinators and key stakeholders to support and coordinate Divisional Curriculum Development, ensuring courses operate within University policy and procedures and TEQSA and AQF requirements. The incumbent will coordinate and assist with the administrative preparation for course accreditation reports and requirements.

##### Accountabilities

1. Coordinate curriculum development and review processes bringing a whole of Division view, mapping alignment to long term Divisional Academic and course strategies and objectives and liaising with the Division of Global Strategy and Engagement to provide accurate course content for marketing purposes.
2. Support the Associate Dean, Learning and Teaching, Course Coordinators and Academic staff with course reviews and professional accreditation processes, analysing courses for compliance with TEQSA, AQF and JCU policies, providing advice to College staff and ensuring required internal and external Course Design Approval and Review timeframes are met.
3. Coordinate administrative requirements for course accreditation; provide data analysis for the preparation of accreditation reports and liaise with relevant Academic staff to collate responses.
4. Monitor and review academic quality procedures and parameters including generic requirements for postgraduate coursework awards, honours program assessments, teach-out plans for disestablished courses, subject outlines and subject hours.
5. Maintain relevant course information for the Division including course learning outcomes, mapping processes, Professional Accreditation Register.
6. Support the implementation of recommendations for Divisional courses, future curriculum development and amendments that arise out of audits and reports.
7. Collate and analyse relevant performance data for learning and teaching to assist in the Divisional and College Academic and course strategic direction.
8. Provide additional support including secretariat support to Divisional Board of Studies and Academic related committees and coordinating selection processes for Scholarships and prizes.

#### **Team Leader, Cairns Divisional Office – HEWL 7**

The Team Leader, Cairns Divisional Office oversees the daily operations of the Cairns Divisional Office and provides support and advice to the Director, Academic Quality and Strategy managing and coordinating designated operational, administrative and academic services to ensure efficient and effective functioning of the Cairns Office. The incumbent will oversee subject coordination, timetabling, examination and assessment processes, learning and teaching administrative procedures, administrative and personal assistance support, HDR candidature and Cairns promotional and marketing events as required. The incumbent will actively develop and implement operational procedures that meet the University's objective to be administratively light and directly enable the reduction of administrative burden which impacts on academic staff.

Accountabilities

1. Manage the ongoing daily operations of the Cairns Divisional Office supporting workforce planning activities and leave coverage; monitoring workloads; internal and external communications and liaising with the Manager, Divisional Office to ensure divisional activities work well as a whole.
2. Provide advice to the Cairns Divisional office on JCU policy and actively assist the Manager, Divisional Office in reviewing, developing and maintaining operational procedures to ensure compliance and meet University objectives to be administratively light and ease the impact in Academic staff.
3. Manage and coordinate Cairns Divisional events, workshops and seminars including development of schedule, participants, organisation of the logistics, program, monitoring expenditures, outcomes and deadlines.
4. Manage a team that provides administrative support, personal assistance, academic services, and coordination of Cairns Divisional events and workshops to ensure that activities of the Cairns Divisional office work well as a whole.
5. Provide effective management and decision making within the Cairns Divisional Team, including performance reviews to ensure a culture of high performance, customer service, teamwork and innovation.
6. Manage relationships with JCU dental including working closely with the Team Leader, Academic Services Dental to ensure administrative efficiencies within the division across the Cairns Campus.
7. Oversee informal and formal examination and assessment administration processes including assignment generation, collection of assessment, exam building, processing of results, grade distribution analysis, assessment quality audit and certification and collation of student grades from a divisional perspective.

**Team Leader, Academic Services – HEWL 7**

The Team Leader, Academic Services is responsible for leading a team that directly supports Academic staff, Researchers and students ensuring the smooth and efficient operation of academic teaching and learning within a designated college. The incumbent will lead a team that is the first point of contact for all Academic staff and student enquiries, acting as an escalation point for complex enquiries and oversee administrative processes that enable the teaching and learning agenda.

The Team Leader, Academic Services will oversee subject coordination, timetabling, examination and assessment processes, learning and teaching administrative procedures, HDR candidature administrative support, student placement programs and assist with promotional and marketing events as required. The Team Leader, Academic Services will actively develop and implement operational procedures that meet the University's objective to be administratively light and directly enable the reduction of administrative burden which impacts on academic staff.

Accountabilities

1. Manage a team that provides administrative support functions for Academic staff and students including timetabling coordination and space allocation; student placements programs; assisting in the preparation and drafting of subject outlines and coordination; maintenance of databases (TRDB, CSDB) and informal and formal examination and assessment administrative processes.
2. Oversee all enquiries from Academic staff, including casual Tutors, Adjuncts and students and act as an escalation point for all complex matters in relation to teaching and learning administrative processes; student placements programs; process and policy changes and coordinate effective and efficient flow of information.
3. Develop, and implement improved administrative processes in relation to learning and teaching, HDR support and student placements by evaluating existing procedures and

liaising closely with the Manager, College Operations and Academic staff and students and key stakeholders within the Division.

4. Provide effective management and decision making within the Academic Services Team, including performance reviews to ensure a culture of high performance, customer service, teamwork and innovation.
5. Oversee informal and formal examination and assessment administration processes including assignment generation, collection of assessment, exam building, processing of results, grade distribution analysis, assessment quality audit and certification and collation of student grades.
6. Manage timetabling coordination including space allocation, room bookings, once off room bookings, student tutorial sign ups and resolution of conflicting scheduling demands.
7. Coordinate and provide administrative support, as required by the Division of Global Strategy and Engagement for promotional, marketing and student placements events within the College, including organising speakers, publicizing the events, managing registration and attendance.
8. Manage administrative procedures in relation to the processing of HDR candidature and scholarship applications including follow-up of candidature milestones, variations to candidatures, encouraging compliance, seminar organisation and thesis examination.

#### **Team Leader, Assessments and Examinations – HEWL 7**

The Team Leader, Assessments and Examinations is responsible for leading a team that directly supports Academic staff, Researchers and students ensuring the smooth and efficient operation of assessment and examinations within the college. The incumbent leads a team that is the first point of contact for all Academic staff and student assessment and examination enquiries, acting as an escalation point for complex enquiries and oversee administrative processes that enable the assessment agenda.

The Team Leader, Assessments and Examinations will oversee the coordination of examination and assessment processes, student placement assessment arrangements, student and staff guidelines and business processes, College prizes and scholarships and clinical examinations. The incumbent will actively develop and implement operational procedures that meet the University's objective to be administratively light and directly enable the reduction of administrative burden which impacts on academic staff.

#### Accountabilities

1. Manage a team that provides administrative support functions for assessments and examinations, including clinical examinations; student placement assessment arrangements, and assist in the preparation and drafting of subject outlines and coordination and maintain databases (question banks, and item management systems).
2. Oversee all enquiries from Academic staff, including casual Tutors, Adjuncts, clinicians, and students and act as an escalation point for all complex matters in relation to assessment and examination administrative processes; student placements allocation, process and policy changes and coordinate effective and efficient flow of information across the College and in multiple sites.
3. Develop and implement improved administrative processes in relation to assessments and examinations by evaluating existing procedures, liaising closely with the Manager, Academic Services, Academic staff, students and key stakeholders within the College.
4. Provide effective management and decision making within the Assessments and Examinations Team, including performance reviews to ensure a culture of high performance, productivity, customer service, teamwork and innovation.
5. Manage informal and formal assessment and examination administrative processes including assignment generation, collection of assessment, exam building, processing of results, grade distribution analysis, assessment quality audit and certification and collation of student grades.

6. Analyse Assessment overviews through data collation, analysis and interpretation, ensuring integrity of data and grades and reviewing result spreadsheets.

### **Team Leader, Dentistry – HEWL 7**

The Team Leader, Dentistry is responsible for leading a team that provides support to academic staff, researchers and students ensuring the smooth and efficient operation of academic teaching and learning, student placements, administrative processes and Dentistry technical operations to enable efficient and effective functioning of the Cairns Dentistry Office.

The Team Leader, Dentistry will oversee subject coordination, timetabling, examination and assessment processes, learning and teaching administrative procedures, HDR candidature, administrative support and promotional and marketing events as required. The incumbent will actively develop and implement operational procedures that meet the University's objective to be administratively light and directly enable the reduction of administrative burden which impacts on academic staff.

#### Accountabilities

1. Manage a team that provides administrative and academic services; laboratory and technical support; logistical coordination of Dentistry events and workshops; coordination of student placement allocations and post-placement assessment arrangements for Academic staff, researchers and students to ensure that activities of the Cairns Dentistry Office work well as a whole.
2. Oversee all enquiries from Academic staff, including casual Tutors, Adjuncts and students and act as an escalation point for all complex matters in relation to teaching and learning administrative processes; student placements programs; process and policy changes and coordinate effective and efficient flow of information.
3. Oversee timetabling coordination and space allocation; assisting in the preparation and drafting of subject outlines and coordination; HDR candidature administrative support; maintenance of databases (TRDB, CSDB) and informal and formal examination and assessment administrative processes.
4. Provide effective management and decision making within the Dentistry Team, including performance reviews to ensure a culture of high performance, customer service, teamwork and innovation.
5. Oversee operational and safety aspects of the Dentistry Technical staff and ensure laboratory spaces and equipment meet requirements of end users and are fit for purpose.
6. Oversee informal and formal examination and assessment administration processes including assignment generation, collection of assessment, exam building, processing of results, grade distribution analysis, assessment quality audit and certification and collation of student grades.
7. Provide advice to the Dentistry office on JCU policy and actively assist the Manager, College Operations in reviewing, developing and maintaining operational procedures are compliant and meet University objectives to be administratively light and ease the impact on Academic staff.
8. Work closely with the Team Leader, Cairns Divisional Office to ensure administrative efficiencies across the Cairns Campus and act as an escalation point for all complex matters in relation to academic, administrative, student placement, technical and health and safety processes.

### **Student Placements Specialist – HEWL 7**

The Student Placements Specialist manages the student placement program for the College of Health Care Sciences including identifying student placement opportunities; developing and maintaining external relationships; providing advice on all aspects of student placements; supporting struggling or failing students through counselling and development of learning contracts and conducting research into College student placements.

Student Placements programs as referenced can comprise various placement programs dependent on designated College or Division and may include Professional experience programs, Work Integrated Learning (WIL) programs and/or Clinical Placement programs.

Accountabilities

1. Identify and evaluate student placement opportunities by establishing and maintaining collaborative links with relevant external organisations, industry partners and placement providers to promote community engagement and ensure successful placement of students.
2. Coordinate student placements schedules and place local and overseas students in placements according to course requirements, prior placements ensuring placement policy, procedures and pre-placement requirements are met and resources are kept within the budget available for clinical placements.
3. Conduct research into clinical placements by liaising with Academic staff; reviewing, developing and maintaining operational and administrative procedures; conducting analysis and evaluation of placement programs and complying with relevant legislative requirements.
4. Manage feedback from placement providers regarding student performance and student evaluation of placement experience, report on outcomes and troubleshoot or provide recommendations to the Subject Coordinator or Manager, College Operations as required.
5. Provide extensive support to students by identifying struggling or failing students; providing counselling or referral as required; developing learning contracts; assisting with clinical assessment sign off when satisfactory completion and responding to student concerns or grievances regarding placements.
6. Provide advice and support to Clinical Educators, Facilitators and Preceptors including providing feedback of student evaluations, mentoring and corrective advice when indicated.
7. Provide support and advice to staff, students, government departments, professional organisations and key stakeholders, particularly with complex and sensitive enquiries relating to student placement requirements and responsibilities, policy and procedures and issues as they arise.
8. Organise and participate in student placement events including clinical education workshops, clinical briefings, debriefings, and induction programs for students, university staff and health care facilities and develop and maintain relevant student placement materials and website content.

**Project Officer – HEWL 6**

The Project Officer will provide operational and administrative support to the Divisional Executive Team and Submissions and Policy Officer. The incumbent will assist with special projects and initiatives within the Division, contribute to submissions and request for data and information and be responsible for the communication interface between the Divisional Executive Team, Divisional staff and wider university staff as required.

Accountabilities

1. Assist in composing Divisional submission responses or reports.
2. Assist with non-research funding opportunities through the implementation of agreements made on behalf of the Division with funding bodies, educational partners or industry groups by maintaining relationships, preparation of reports, scheduling meetings, drafting responses as required.
3. Assist with special projects and initiatives for the Division as required.
4. Develop internal communications and digital strategies for the Division.
5. Provide data analysis, interpretation and response to information requests regarding academic programs and divisional performance.

6. Provide secretariat support for non-academic divisional committees including preparing schedules, agendas, taking minutes and arranging for relevant meeting documentation as required.

#### **Clinical Examinations Advisor – HEWL 6**

The Clinical Examinations Advisor provides coordination of clinical examinations for a designated College including providing advice to staff, clinicians, and students to ensure the smooth and efficient operation of clinical examinations. The incumbent is the first point of call for all general and complex enquiries relating to clinical examinations.

The Clinical Examinations Advisor will provide advice, support and coordination of all aspects of clinical examinations and related processes and play an integral part in meeting the University's objective to be administratively light and directly enable the reduction of administrative burden which impacts on academic staff.

##### Accountabilities

1. Manage clinical examination processes for all sites across the College, providing advice to staff, coordination of administrative processes and ensuring objectives and outcomes are met.
2. Coordinate administrative support functions for clinical examinations including staff rosters, examination schedules, business processes and maintenance of databases e.g. assessors, clinicians and role players.
3. Respond to Academic staff, casuals, Adjuncts and students queries in relation to clinical examinations administrative processes; process and policy changes and coordinate effective and efficient flow of information across the College and in multiple sites.
4. Coordinate clinical examination days including development of schedule; allocation of tasks to staff, role players and assessors; organisation of logistics and communications; monitoring of administrative processes and ensuring appropriate paperwork is given and received.
5. Contribute to the development and implementation of clinical examination administrative processes including exam building, processing of results, grade distribution analysis, assessment quality audit and certification and collation of student grades.
6. Provide data analysis, interpretation and response to information requests regarding clinical examinations and student performance.

#### **Partnerships and Project Officer – HEWL 6**

The Partnerships and Project Officer will provide operational and administrative support to the Manager, College Operations. The incumbent will assist with special projects and initiatives within the College, particularly for the communication interface between the College, relevant partnership organisations, individuals and other stakeholders.

The Partnerships and Project Officer will implement strategies to engage College partners, provide advice, data and information about College partnerships and projects as required.

##### Accountabilities

1. Provide input into and implement strategies to engage College partners, including communication strategies and liaising with internal and external stakeholders.
2. Regularly review and manage information about where the College has effective partnerships and provide recommendations to strengthen and expand existing partnerships.
3. Provide data analysis and interpretation of projects in order to measure results against desired outcomes.
4. Assist with composing applications, submissions and reports that develop and initiate strategic projects and partnerships.
5. Assist with special projects and initiatives for the College as required.
6. Develop internal communications and digital strategies for the College.
7. Provide qualitative data about non-academic aspects of the College for internal use.



### **Supervisor, Academic Services – HEWL 6**

The Supervisor, Academic Services is responsible for supervising a team that directly supports Academic staff, Researchers and students ensuring the smooth and efficient operation of academic teaching and learning within a designated College. The incumbent will supervise a team that is the first point of contact for all Academic staff, clinicians and student enquiries, acting as an escalation point for complex enquiries and overseeing administrative processes that enable the teaching and learning agenda.

The Supervisor, Academic Services will oversee subject coordination, timetabling, learning and teaching administrative procedures, Student Placements, HDR candidature, and promotional and marketing events as required. The Supervisor, Academic Services will contribute to operational procedures that meet the University's objective to be administratively light and directly enable the reduction of administrative burden which impacts on academic staff.

#### Accountabilities

1. Coordinate administrative support functions for Academic staff, clinicians and students including timetabling coordination and space allocation; research, honours and post graduate administration; assisting in the preparation of subject outlines relating to curriculum delivery; maintenance of databases (TRDB, CSDB) and student placements.
2. Respond to enquiries from Academic staff, including casual teaching staff, Adjuncts, clinicians and students and act as an escalation point in relation to teaching and learning administrative processes; and coordinate effective and efficient flow of information across the College and in multiple sites.
3. Provide input into and oversee implementation of administrative processes in relation to learning and teaching, students, HDR, honours and post-graduate programs by evaluating existing procedures and liaising closely with the Manager, Academic Services to make recommendations for improvement.
4. Supervise the Academic Services team with support of the Manager, Academic Services including conducting performance reviews to ensure a culture of high performance, productivity, customer service, teamwork and innovation.
5. Oversee timetabling coordination including space allocation, room bookings, once off room bookings, student tutorial sign ups and resolution of conflicting scheduling demands.
6. Manage administrative procedures in relation to the processing of HDR candidature, and applications including follow-up of candidature milestones, variations to candidatures, encouraging compliance, seminar organisation and thesis examination.
7. Coordinate student placements including identifying student placement opportunities, developing and maintaining external relationships, providing advice and support on all aspects of student placements, policy and procedures and places students in relevant student placements.
8. Coordinate student placement schedules and place students in placements according to course requirements, prior placements and ensure placement policy, procedures and pre-placement requirements are met.

### **Student Placements Advisor – HEWL 6**

The Student Placements Advisor provides coordination of student placements and extramural placements for the College of Public Health, Medical and Veterinary Sciences including identifying student placement opportunities, developing and maintaining external relationships, providing advice and support on all aspects of student placements, policy and procedures and places students in relevant student placements.

Student Placements programs as referenced can comprise various placement programs dependent on designated College or Division and may include Professional experience programs, Work Integrated Learning (WIL) programs and/or Clinical Placement programs.

Accountabilities

1. Assist with identifying and evaluating student placement opportunities by establishing and maintaining collaborative links with relevant external organisations, industry partners and placement providers to promote community engagement and ensure successful placement of students.
2. Coordinate student placement and extramural placement schedules by placing local and overseas first to fifth year students within the Veterinary Science program including five days “seeing practice”, 12 weeks farm/animal industry placement, 12 weeks clinical placement and 8 weeks elective, ensuring placement policies, procedures and other requirements are met.
3. Review, develop and maintain operational and administrative procedures and provide input into the development of student placement policies.
4. Manage feedback from placement providers regarding student performance and student evaluation of placement experience, report on outcomes and troubleshoot or provide recommendations to the Subject Coordinator or Manager, College Operations as required.
5. Provide advice and support to Clinical Educators, Facilitators and Preceptors including providing feedback of student evaluations.
6. Provide support and advice to staff, students, government departments, professional organisations and key stakeholders, particularly with complex and sensitive enquiries relating to student placement requirements and responsibilities, policy and procedures and issues as they arise.
7. Develop and maintain relevant placement materials and website content.
8. Provide support for student placement events through participation in workshops, induction programs and providing administrative support as required.

**Student Placements Officer – HEWL 5**

The Student Placement Officer supports the student placement program within a designated College including placing local and overseas students in relevant student placements, maintaining external relationships, providing advice and administrative support on all aspects of student placements, policy and procedures.

Student Placement programs as referenced can comprise various placement programs dependent on designated College or Division and may include Professional experience programs, Work Integrated Learning (WIL) programs and/or Clinical Placement programs.

Accountabilities

1. Place local and overseas students in placements according to course requirements, prior placements and ensuring placement policy, procedures and pre-placement requirements are met.
2. Assess student’s eligibility for student placements, professional experience or WIL placements against subject pre-requisites and pre-placement requirements and liaise with relevant external agencies or JCU staff to ensure pre-placement requirements are met.
3. Act as a first point of call, providing support and advice to staff, students, government departments, professional organisations and key stakeholders regarding student placement course specific requirements and responsibilities and general policy and procedures.
4. Monitor student placement progress and attendance by liaising with placement providers, coordinate feedback from placement providers and students, troubleshoot straightforward problems, provide reports as required and refer to the Subject Coordinator when student performance requirements are not met.
5. Assist the Student Placement Advisor to develop, maintain and distribute the annual professional experience handbook, calendars and student placement materials; organising print materials; uploading relevant materials to the Learning Management System and maintain student placement websites.

6. Maintain relevant student placement databases, prepare reports as required and identify opportunities for process or database improvements.
7. Support the Student Placement Advisor to maintain relationships and collaborative links with relevant external organisations, industry partners and placement providers to promote community engagement and successful placement of students.
8. Provide administrative support for student placements as required including student placement events and induction programs, assisting with student placement forms and applications, manage student accommodation for areas with no JCU accommodation.

#### **Student Pre-Placements Assistant – HEWL 4**

The Student Pre-placements Assistant is responsible for all mandatory and other administrative pre-placement requirement activities to support the student placement programs within the Division and Colleges. The incumbent will liaise closely with College Student Placements Advisors and Officers, Associate Deans, Teaching and Learning and other key stakeholders to provide advice and administrative support in all aspects of student pre-placements, policy and procedures.

Student Placement programs as referenced can comprise various placement programs dependent on designated College or Division and may include Professional experience programs, Work Integrated Learning (WIL) programs and/or Clinical Placement programs.

#### Accountabilities

1. Act as a first point of call for student pre-placement requirements and activities, providing support and assistance to students, staff, government departments, health care and student placement providers and key stakeholders and providing general policy and pre-placement procedural advice.
2. Provide administrative support for all student pre-placement requirements including student ID badges, year level badges, student orientation information, confidentiality forms and post subject assessment booklets or any other pre-placement requirements on LearnJCU or eLearning modules required.
3. Coordinate, process and ensure student subject pre-requisites and pre-placement requirements are met including Hepatitis B vaccinations, Blue Cards and AFP prior to undertaking placements.
4. Ensure availability of all divisional relevant pre-placement print and online material such as subject assessment booklets, rosters and assessment record sheets including uploading relevant material to LearnJCU and maintaining student pre-placement website content.
5. Maintain relevant student pre-placement databases such as InPlace with student, facility and placement data, prepare reports as required and assist others with using InPlace.
6. Provide administrative support for student pre-placements including preparing, processing and filing general correspondence, emails and forms and assisting the Manager, Student Placements with preparing student placement agreements, schedules, deeds and media releases.
7. Organise and attend Clinical Briefings for facilitators and students within the Division.

#### **Academic Services Advisor – HEWL 6**

The Academic Services Advisor provides administrative support to Academic staff, Researchers and students ensuring the smooth and efficient operation of academic teaching and learning within a designated College. The Academic Services Advisor will oversee subject coordination, timetabling, examination and assessment, learning and teaching administrative procedures, Student Placements, HDR candidature, and promotional and marketing events as required.

#### Accountabilities

1. Provide administrative support for Academic staff, clinicians and students including timetabling coordination and space allocation; research, honours and post graduate administration; assisting in the preparation of subject outlines relating to curriculum delivery; maintenance of databases (TRDB, CSDB) and student placements.

2. Act as an escalation point for complex queries from academic staff, including casual Tutors, Adjuncts and student enquiries, providing advice on teaching and learning administrative processes including coordinating effective and efficient flow of information, process and policy changes, study plans and student arrivals.
3. Contribute to improvement of administrative processes in relation to learning and teaching, students, HDR, honours and post-graduate programs by evaluating existing procedures and liaising closely with the Manager, Academic Services to make recommendations for improvement.
4. Provide informal and formal examination and assessment administration processes including assignment generation, collection of assessment, exam building, processing of results, grade distribution analysis, assessment quality audit and certification and collation of student grades.
5. Coordinate timetabling for the college including time and space allocations, room bookings, once off room bookings, student tutorial sign ups, room maintenance as required and resolution of conflicting scheduling demands.
6. Provide administrative support in relation to the processing of HDR candidature, and applications including follow-up of candidature milestones, variations to candidatures, encouraging compliance, seminar organisation and thesis examination.
7. Assist in identifying student placement opportunities, coordinate student placements and schedules according to course requirements, prior placements, developing and maintain external relationships and provide advice on all aspects student placements as required.
8. Coordinate and provide administrative support to promotional, marketing and student placements events for the Dentistry Office, including organising speakers, publicizing the events, managing registration and attendance.

#### **Academic Services Officer – HEWL 5**

The Academic Services Officer directly supports Academic staff and students ensuring the smooth and efficient operation of academic teaching and learning within a designated college. The incumbent will respond to Academic staff and student enquiries and provide administrative support that enables the teaching and learning agenda.

The Academic Services Officer will work within a team that collectively provides administrative support and appropriate record keeping in subject coordination and outlines, timetabling, examination and assessment processes, learning and teaching procedures, HDR candidature administrative support. The incumbent may specifically focus on a particular accountability from time to time within the accountabilities as determined by the Team Leader depending on College Academic Services team needs.

The Academic Services Officer plays an integral part in meeting the University's objective to be administratively light and directly enable the reduction of administrative burden which impacts on academic staff.

#### Accountabilities

1. Provide administrative support functions for Academic staff and students within a college supporting all areas of the Teaching and Learning Agenda including professional registration databases, maintaining TRDB and database of learning leadership roles, honour student lists and milestones and transnational education administration.
2. Respond to academic staff queries, including casual Tutors, Adjuncts and student enquiries, providing advice on teaching and learning administrative processes including coordinating effective and efficient flow of information, process and policy changes, study plans and student arrivals.
3. Work collaboratively with Academic staff to develop and keep up to date undergraduate, postgraduate and transnational subject and course materials, including maintaining courses and subject databases (CSDB), developing subject outline and study materials, archiving student outlines, loading material onto the Learning Management System,

monitoring postgraduate student progress, assessment exemplars and lecturer information.

4. Coordinate timetabling for the college including time and space allocations, room bookings, once off room bookings, student tutorial sign ups, room maintenance as required and resolution of conflicting scheduling demands.
5. Provide informal and formal examination and assessment administration support including assignment generation, exam building, processing of results, grade distribution analysis, assessment quality audit and certification and collation of student grades.
6. Provide administrative support in a range of Academic Services including secretariat support to learning, teaching and research committees, assisting with college event coordination, course promotion, course evaluation processes and enter publication details and bibliographic information as required.
7. Coordinate documentation relating to student misconduct and student complaints documentation and provide support and advice regarding process as required.
8. Provide HDR administrative support by processing HDR candidature and scholarship applications, following up candidature milestones and reports, variations to candidatures, encourage compliance, conduct exit surveys, seminar organization and thesis examination.

#### **Academic Services Assistant – HEWL 4**

The Academic Services Assistant will be the first point of contact for all Academic staff and student enquiries and provide administrative support specifically for the teaching and learning agenda within a designated College. The Academic Services Assistant will respond to queries, schedule meetings, and provide direct administrative support to academic staff and students ensuring the smooth and efficient operation of academic teaching and learning within a designated college.

##### Accountabilities

1. Act as a first point of contact for the College Office including receptionist activities, directing staff and student enquiries as needed; receiving, processing and distributing correspondence; receiving student assignments, forms and deliveries.
2. Provide support for College learning and teaching events by organising meetings including arranging videoconference links, rooms, catering, function notices, invitations, emails, RSVPs for College events and functions.
3. Input data in as required onto TRDB, CSDB and maintain other databases and spreadsheets as well as maintain and file records.
4. Assist the Academic Services Officer in in the preparation of subject and course materials through formatting, collating, photocopying and loading material onto the Learning Management System.
5. Provide administrative support to academic staff in the College including drafting correspondence, photocopying, scanning, printing, binding and general administrative assistance.
6. Assist the Academic Services Officer with examination and assessment administration support through collating of information, formatting, accepting and distributing assessment items.

#### **Administrative Officer, Selections – HEWL 5**

The Administrative Officer, Selections provides administrative support to a range of activities relating to the annual divisional internal selection of students for the high demand undergraduate health sciences degrees such as Medicine, Dental Surgery, Veterinary Science and Physiotherapy. The incumbent will provide administrative support with course review and accreditation processes, general information and advice and maintain curriculum database and draft accreditation documents.

Accountabilities

1. Provide administrative support to the annual internal divisional selection process including processing applications and overseeing incoming calls, mail, email correspondence and queries.
2. Provide generic advice to applicants and staff regarding the internal selection process policy and procedures, courses and divisional rules and pathways for entry to health science degrees including assisting casual staff with selection processes and data entry.
3. Check applicants eligibility based on admission requirements, pre-requisite information and official results, upload data into the selection database and report on outcomes.
4. Maintain the selection and curriculum management databases including data entry, conversion of tables, database testing and reports and liaising with Information and Communications Technology Directorate to ensure reliability and security of database.
5. Keep up-to-date and make available the internal selection process documentation including application forms and information packs for both domestic and international applicants.
6. Assist with organising selection processes, conferences, marketing promotions and events including arranging schedules, meetings, videoconference links, rooms, catering, notices, invitations, emails and RSVPs.
7. Provide administrative support with College professional accreditation and Quality Assurance (QA) management processes by drafting materials, documentation and reports for submission to the accreditation body, preparing for accreditation panel visits, providing general information and advice and assisting with updating accreditation or QA documents.
8. Working closely with the Curriculum Management Officer to provide accurate subject and course information and prepare and update teaching materials on the Learning Management System.

**Administrative Officer – HEWL 5**

(Divisional Level)

The Administrative Officer as part of an Administrative support team within a designated Division is responsible for coordinating staff appointments, coordinating facilitating SSP applications, providing reports, maintaining relevant databases and spreadsheets. The Administrative Officer will provide personal assistance support for the Divisional Executive Team and Manager, Laboratories and Technical Support including agendas, minutes, scheduling meetings and supporting the day-to-day running of the Divisional office.

Accountabilities

1. Provide personal assistance and administrative support to the Divisional Executive Team and Manager, Laboratory and Technical Support including monitoring incoming calls and queries, drafting correspondence, diary management, scheduling and coordinating all aspects of meeting appointments, booking travel and accommodation.
2. Organise meetings including preparing schedules, agendas, taking minutes and arranging for relevant meeting documentation and set up and maintain databases and spreadsheets for reporting purposes.
3. In conjunction with the Manager, Divisional Office; monitor and coordinate all divisional staff and other appointments and re-appointments including College Laboratories and Technical staff as required by monitoring expiries, completing relevant forms and providing procedural advice.
4. Provide secretariat support for divisional committees including preparing schedules, agendas, taking minutes and arranging for relevant meeting documentation.
5. Coordinate SSP applications and administrative support for approvals from the Divisional Executive team and provide administrative support for all appointment records.



6. Assist the Manager, Divisional Office to monitor divisional staff probation periods, leave balances, performance review timeframes, local inductions, and provide procedural advice.
7. Assist the Manager, Divisional Office with coordinating space and infrastructure for the Divisional office and project management assistance as required.
8. Maintain noticeboards; assist in preparation of publications including newsletters and ensure Divisional website information is up-to-date in a timely manner.

**Administrative Officer – HEWL 5**  
(College Level)

The Administrative Officer as part of an Administrative support team within a designated College is responsible for coordinating staff appointments, adjuncts and visiting scholars, facilitating SSP applications, providing reports, maintaining relevant databases and spreadsheets. The Administrative Officer, College Operations will provide personal assistance support for the Dean, Associate Deans and Head, Academic Group including agendas, minutes, scheduling meetings and supporting the day-to-day running of the College.

Accountabilities

1. Provide personal assistance and administrative support to the College Dean, Associate Deans, Head, Academic Groups and Manager, College Operations including monitoring incoming calls and queries, drafting correspondence, diary management, scheduling and coordinating all aspects of meeting appointments.
2. Organise meetings including preparing schedules, agendas, taking minutes and arranging for relevant meeting documentation and set up and maintain databases and spreadsheets for reporting purposes.
3. Monitor and coordinate all staff and other appointments and re-appointments including casuals, adjuncts and visiting scholars by monitoring expiries, completing relevant forms and providing procedural advice.
4. Assist the Manager, College Operations to monitor staff probation periods, leave balances, performance review timeframes, provide all staff with local inductions and provide advice on administrative and other college procedures as required.
5. Facilitate the SSP applications and provide administrative support for all appointment records.
6. Provide secretariat support for committees including preparing schedules, agendas, taking minutes and arranging for relevant meeting documentation.
7. Maintain noticeboards; assist in preparation of publications including newsletters and ensure Discipline and College website information is up-to-date in a timely manner.
8. Assist with allocating and setting up office space and equipment for staff and postgraduate students.

**Administrative Assistant – HEWL 4**

The Administrative Assistant as part of an Administrative support team within a designated College provides administrative support and assistance in the day to day running of the College. The incumbent will respond to queries, organise travel, accommodation, schedule meetings, maintain and process relevant purchasing and travel documentation.

Accountabilities

1. Assist with enquiries, following up with appropriate staff; process and distribute correspondence and support the day to day running of the College.
2. Organise meetings including arranging videoconference links, rooms, catering, function notices, invitations, emails, RSVPs for general College events and functions.
3. Assist the Administrative Officer to coordinate staff appointments and re-appoints including acting as recruitment panel assistant, organising interviews, completing appointment paperwork and monitoring and approving casual staff timesheets.
4. Input data in databases and spreadsheets as well as maintain and file records.

5. Order and maintain office stationery and equipment, organise routine office equipment repairs, assist with MFD, source quotations and enter requisitions for office purchases, organise freight and complete asset register documentation for purchased item.
6. Maintain noticeboards; assist in preparation of publications including newsletters and ensure Discipline and College website information is up-to-date in a timely manner.
7. Book staff, students and visitors travel and accommodation within the college and complete and maintain documentation required for purchasing and travel, process payment requests related to tax invoices for services or goods received.

## Attachment E – Recommended Implementation Plan

### Objectives

James Cook University is committed to ensuring that as many as possible of our current professional and technical staff are transferred into the new Academy structure.

The implementation of the new Academy Structure will be transparent, fair and consistent.

We will act in accordance with Clause 52 of the Enterprise Agreement regarding redundancies and redeployment and in accordance with Clause 19.4 for fixed term contract staff.

We will fill the approved structure prior to declaring any positions redundant in order to provide staff with the best opportunity to transfer to a position in the new structure and to minimise redundancies.

### Selection and Appointment Principles

- **Eligible Staff** will be defined as current staff members who hold a substantive ongoing position (not an internal secondment), or who have been employed on a fixed term basis for at least 12 month period, or are employed on a fixed-term contract for at least twelve months duration within either the Division of Tropical Health and Medicine or Division of Tropical Environment and Societies;
- Current part time staff will be entitled to continue to work on this basis if appointed to a position in the new structure;
- To the extent possible, staff will be appointed to a position at their current level;
- Staff will not be required to relocate to another campus if transferring to a comparable position;
- Participation in selection and appointment processes will be voluntary;
- Staff members may choose to accept a position at a lower level, in which case salary maintenance will be paid for a period of 26 weeks in accordance with the Enterprise Agreement; and
- If a staff member is employed on a fixed-term contract JCU will honour the terms of the current contract.

### Approach

A six-stage approach will be taken to fill positions in the new structure:

- **Stage 1** – Fill senior and academic leadership positions (refer Change Plan – Phase A, issued on 19<sup>th</sup> September 2014);
- **Stage 2** – Fill positions at HEW level 6 to 8 and 10A (excluding laboratory and technical positions – refer Stage 4);
- **Stage 3** – Fill positions at HEW level 4 and 5 (excluding laboratory and technical positions – refer Stage 4);
- **Stage 4** – Fill laboratory and technical positions;
- **Stage 5** - Fill any remaining positions through redeployment; and
- **Stage 6** – Fill any remaining positions through normal recruitment, selection and appointment processes.

Stages 2 to 6 are described in more detail below.

**Stage 2 – Fill Positions at HEW level 6 to 8 and 10A (Excluding Laboratory and Technical Positions)****i. Positions Identified as Comparable (“Match Staff and Positions”)**

If the principal accountabilities of a position in the new structure are identified as being comparable (approx. 70% equivalent) to the principal accountabilities of a position in the former structure and there is the same number of staff in comparable roles as there are roles in the new structure, staff members will be directly appointed to the comparable position in the new structure.

On this basis the following positions are considered comparable.

***Division of Tropical Environments and Societies***

Research Development Officer – HEWL 8  
 Transnational Program Liaison Officer – HEWL 6  
 RATEP Coordinator – HEWL 6  
 Student Placements Advisor – HEWL 6

***Division of Tropical Health and Medicine***

Submissions and Policy Officer – HEWL 10A  
 Student Placement Specialist – HEWL 7  
 Academic Services Advisor – HEWL 6  
 Student Placements Advisor – HEWL 6  
 Clinical Examinations Advisor – HEWL 6  
 Supervisor, Academic Services – HEWL 6  
 Project Officer – HEWL 6

These positions are identified (shaded lilac) on the recommended structure provided in Attachment C.

If a staff member believes that their current position is comparable to a position in the new structure and it has not been considered comparable in this initial assessment, please provide this feedback as part of the consultation process (refer Section 8 – Opportunities for Consultation).

After considering any feedback provided and issues raised during the consultation process, the HEW level 6 to 8 positions will be confirmed as comparable or new in the Change Plan – Phase B to be released on Friday, 24 October 2014.

All Eligible Staff (as defined in the Selection and Appointment Principles) currently employed at HEW levels 6 and above will be advised in writing of the outcome of the matching process by Monday, 27 October 2014. Staff members will either be:

- appointed to a comparable position; or
- invited to apply for new HEW level 6 to 8 positions.

**ii. New Positions**

The remaining HEW level 6 to 8 positions are considered new positions (i.e. are not comparable to a position in the former structure). The new HEW level 6 to 8 positions will be advertised internally to all Eligible Staff (as defined in the Selection and Appointment Principles).

The following roles are considered to be new positions.

***Division of Tropical Environments and Societies***

Manager, Divisional Office - HEWL 8  
 Curriculum Management Officer – HEWL 7  
 Team Leader, Academic Services – HEWL 7  
 Student Placements Advisor – HEWL 6

***Division of Tropical Health and Medicine***

Manager, Divisional Office – HEWL 8  
 Manager, Clinical Trials – HEWL 8  
 Manager, Academic Services – HEWL 8  
 Manager, Student Placements - HEWL 8  
 Curriculum Management Officer – HEWL 7  
 Team Leader, Cairns Divisional Office – HEWL 7  
 Team Leader, Assessments and Examinations – HEWL 7  
 Team Leader, Dentistry – HEWL 7  
 Partnerships and Project Officer – HEWL 6  
 Supervisor, Academic Services – HEWL 6

The new HEWL 6 to 8 positions are identified (shaded purple) on the recommended structure provided in Attachment C.

If you believe that this assessment is incorrect please provide this feedback as part of the consultation process (refer Section 8 – Opportunities for Consultation).

**iii. *Selection and Appointment Process - New HEW Level 6 to 8 Positions***

New HEW level 6 to 8 positions will be advertised on jobs@jcu.edu.au and all Eligible Staff (as defined in the Selection and Appointment Principles) will be able to apply. A staff member appointed to a comparable position may apply for a new position HEW level 6 to 8 position.

Advertising of the new positions will commence on Monday, 27 October 2014.

Staff will have two (2) weeks to submit an application for a position/s. Applications will close on Sunday, 9 November 2014. Staff will not be required to provide a current resume. Staff will be provided with a template which will ask for the following information:

- Current position and campus
- Positions held in the last five years
- Skills/training/education
- Response to position selection criteria
- Supervisors/referees

Applicants will be required to participate in a formal selection process conducted in accordance with current policies and best practice guidelines. This is likely to involve an interview.

A selection panel will be constituted for each different position.

All Eligible Staff (as defined in the Selection and Appointment Principles) currently employed at HEWL 6 and above who have not applied for, or are not appointed to, a

position in the new structure at the conclusion of Stages 1 and 2 will be advised in writing that their position is no longer required and of their redundancy and redeployment options.

**iv. Indicative Timeframes – Filling of HEW Level 6 to 8 Positions (Excluding Laboratory and Technical Positions)**

Commence	Action	Complete
<b>10 October to 20 October</b>	Identify comparable and new positions	HEW Level 6 to 8 positions identified as comparable or considered new are identified on the recommended structure located at Attachment C.  If you believe that this assessment is incorrect please provide this feedback as part of the consultation process (refer Section 8 – Opportunities for Consultation).
<b>24 October</b>	Release of Change Plan – Phase B	Vice Chancellor’s decision on comparable and new positions released.
<b>27 October</b>		Staff members to be appointed to a comparable position will be advised in writing.  Commence advertisement of new HEW level 6 to 8 positions.
<b>9 November</b>	Applications close	Closing date for applications for new HEW level 6 to 8 positions.
<b>10 November to 26 November</b>	Commence selection process	Shortlisting and Interviewing for new HEW level 6 to 8 positions.
<b>28 November</b>	Appointment	Applicants advised of outcome of selection process.
<b>From 1 December</b>	Redundancy and redeployment	Eligible Staff currently employed at HEW level 6 and above who have not applied for, or are not appointed to, a position in the new structure at the conclusion of Stages 1 and 2 will be advised in writing that their position is no longer required and of their redundancy and redeployment options.

\*These dates are indicative only and may change as the implementation process progresses.



**Stage 3 – Fill Positions at HEW Levels 4 and 5 (Excluding Laboratory and Technical Positions)**

**i. Positions Identified as Comparable (“Match Staff and Positions”)**

An initial assessment of current positions against positions in the new structure will be conducted by Human Resources and verified with current line managers. It is possible that a position could be identified as comparable and be at a HEW level either one up or one down from the staff members current position level.

If the functions of a position in the former structure are identified as being comparable to the principal accountabilities for a position in the new structure, and

- a) there is the same number of Eligible Staff (as defined in the Selection and Appointment Principles) in comparable positions as there are positions in the new structure, staff members will be appointed to the comparable position in the new structure; or
- b) if there are more Eligible Staff (as defined in the Selection and Appointment Principles) in comparable positions than there are positions in the new structure, staff will be invited to participate in a selection and appointment process.

All Eligible Staff (as defined in the Selection and Appointment Principles) currently employed at HEW levels 3, 4 or 5 will be advised in writing of the outcome of the matching process by 31 October 2014. Staff members will either be:

- appointed to a comparable position; or
- invited to participate in an Expression of Interest process.

Staff will be given a further 5 days in which to raise any concerns regarding the assessment with the Deputy Director, HR Services.

**ii. Selection and Appointment Process - Remaining HEW level 4 and 5 Positions**

The remaining HEW level 4 and 5 positions (including new positions or comparable positions where there are more staff in comparable roles than there are roles in the new structure) will be filled through an Expression of Interest process.

The Expression of Interest process will be open to Eligible Staff (as defined in the Selection and Appointment Principles) who are currently employed at HEW levels 3, 4 or 5 and who have not been appointed to a comparable position.

Staff members will be provided with two (2) weeks to complete and submit a template with the following information:

- Current position and campus
- Positions you wish to be considered for in order of preference (up to 3 positions)
- Preferred campus
- Preference for full-time or part-time
- Positions held in the last five years
- Strengths relevant to the position
- Qualifications, training and skills
- Supervisors/referees

A completed template will constitute an Expression of Interest for a position/s.

A selection panel will be constituted for each academic division to consider the applications across the respective Division. This panel will comprise:

- At least one senior staff member from each College within the Division (for example College Manager (or equivalent), Head of Academic Group, Associate Dean);
- A representative from the Human Resources Directorate; and
- A representative from Division of Academic and Student Life (for Academic Services positions as appointees will work closely with staff in this Division); or
- A representative from Division of Services and Resources (for Administrative Officer/Assistant positions as appointees will work closely with staff in this Division).

Applicants will be ranked on the basis of the template evidence provided. It is not anticipated that interviews will be required.

Successful applicants will be appointed to the remaining HEW level 4 and 5 positions within the Colleges or Divisional Office, taking their preferences into account, wherever possible.

All Eligible staff (as defined in the Selection and Appointment Principles) currently employed at HEW levels 3, 4 and 5 who have not expressed an interest, or are not appointed to, a position in the new structure at the conclusion of Stage 3 will be advised in writing that their position is no longer required and of their redundancy and redeployment options.

**v. Indicative Timeframes – Filling of HEW Level 4 and 5 Positions (Excluding Laboratory and Technical Positions)**

Commence	Action	Complete
<b>10 October to 31 October</b>	Identify comparable positions (match staff and positions)	An initial assessment of current positions against positions in the new structure will be conducted by Human Resources and verified with current line managers.
<b>31 October</b>		Eligible Staff (as defined in the Selection and Appointment Principles) currently employed at HEW level 3, 4 or 5 will be advised in writing of the outcome of the matching process and be given a further 5 days in which to raise any concerns regarding the assessment.  Staff members will either be:  c) appointed to a comparable position; or d) invited to participate in an Expression of Interest process.
<b>16 November</b>	Applications close	Closing date for Expression of Interest applications.

Commence	Action	Complete
<b>17 November to 26 November</b>	Commence selection process	Assessment of applications and selection of candidates
<b>28 November</b>	Appointment	Applicants advised of outcome of selection process.
<b>From 1 December</b>	Redundancy and redeployment	All Eligible Staff (as defined in the Selection and Appointment Principles) currently employed at HEW levels 3, 4 or 5 who have not expressed an interest, or are not appointed to, a position in the new structure at the conclusion of Stage 3 will be advised in writing that their position is no longer required and of their redundancy and redeployment options.

\*These dates are indicative only and may change as the implementation process progresses.

#### **Stage 4 – Filling Laboratory and Technical Positions**

**i. Positions identified as comparable**

Laboratory and technical staff will transfer to the new team structures at their current HEW level and position title. Staff will be advised in writing on Monday, 27 October 2014 of their new team and reporting lines.

The current laboratory and technical team staffing numbers and HEW levels have been identified (shaded grey) on the recommended structure provided in Attachment C. The Human Resources Directorate will work with staff in these roles over the coming months to develop up-to-date position descriptions and appropriate position naming conventions.

**iii. Selection and Appointment Process – Team Leader Positions**

With the exception of the Dentistry Technicians, teams will be led by a Team Leader who reports to the Manager, Laboratories and Technical Support (DTES) and the Director, Divisional Operations (DTHM). The Team Leader will take on a co-ordination and staff management role within the team. This will comprise only a part of the role. The remainder would be spent undertaking work as a scientific officer or senior technician.

The Team Leader positions will be filled through an Expression of Interest process.

***Division of Tropical Environments and Societies***

Team Leader, Cairns Tech

Team Leader, Lab Tech

Team Leader, Design and Manufacturing

***Division of Tropical Health and Medicine***

Team Leader, Med Tech

Team Leader, Anatomy

Team Leader, Laboratory Science

Team Leader, Biomed

Team Leader, Vet Sciences

Team Leader, Comparative Genomics

Only laboratory and technical staff within each of the teams will be invited to apply for the Team Leader position. The Expression of Interest process will commence on Monday, 27 October 2014.

Staff members will have two (2) weeks to submit an application. Applications will close on Sunday, 9<sup>th</sup> November 2014. Staff will not be required to provide a current resume. Staff will be provided with a template which will ask for the following information:

- Current position and campus
- Positions held in the last five years
- Skills/training/education
- Response to position selection criteria
- Supervisors/Referees

Applicants will be required to participate in a formal selection process conducted in accordance with current policies and best practice guidelines. This is likely to involve an interview.

The HEW level for the Team Leader positions will be evaluated before the commencement of the Expression of Interest process. It is expected that the Team Leader positions will be evaluated to be at least a HEW level 7 due to the requirement to manage PMP for staff.

**vi. Indicative Timeframes – Filling of Laboratory and Technical Positions**

Commence	Action	Complete
<b>27 October</b>		Staff will be advised in writing of new team and reporting lines.  Commence Expression of Interest process for Team Leader positions.
<b>9 November</b>	Applications close	Closing date for applications for Team Leader positions.
<b>10 November to 26 November</b>	Commence selection process	Shortlisting and Interviewing for Team Leader positions.
<b>28 November</b>	Appointment	Applicants advised of outcome of selection process.

**\*These dates are indicative only and may change as the implementation process progresses.**

**Stage 5 – Fill any Remaining Positions Through Redeployment**

Staff members with a substantive ongoing appointment who have not been appointed to a position in the new structure following the conclusion of Stages 1, 2, 3 and 4 will be considered redundant. As such clause 52.4 of the Enterprise Agreement will apply. Under this clause a staff member may be required to accept a suitable alternative position or may be considered for redeployment. Staff will not be entitled to a redundancy where JCU offers a suitable alternative position.

Staff who elect redeployment will be considered for positions where they meet the selection criteria for a position or could be expected to meet the selection criteria with appropriate training within a reasonable timeframe.

Staff members may choose to be redeployed to a position at a lower level, in which case salary maintenance will be paid for a period of 26 weeks in accordance with the Enterprise Agreement.

Where a staff member cannot be redeployed within the eight (8) week notice period a redundancy will be paid, or where a staff member chooses not to be considered for redeployment a redundancy will be paid.

Fixed term contract staff who have not been appointed to a position in the new structure will be offered an alternative position within the University for the remaining duration of their current contract or have their contract terminated and be eligible for payment of severance or the remainder of their contract whichever is the greater (in accordance with Clause 19.4.2 of Enterprise Agreement).

**Stage 6 – Fill any Remaining Positions**

Positions not filled through the above processes will be advertised in accordance with normal advertising, recruitment and selection processes. Fixed term staff with less than 12 months service and casual staff members will be eligible to apply for these positions.



## 2011 Staff Hours Survey aggregate data Background

The purpose of the 2011 Research Hours Data Survey was to assist in quantifying the effort directed towards Australian Competitive Grant (ACG) Research within an institution. The data collected from this survey was used in conjunction with the Indirect Costs Financial Return data to calculate the indirect costs associated with ACG Research for the purposes of the Sustainable Research Excellence (SRE) program.

The Staff hours Survey was conducted between May 1<sup>st</sup> 2011 and the 31<sup>st</sup> July 2011.

Participating staff completed the survey for 2 weeks or 14 days in total. Each of the 41 institutions covered in this survey had the flexibility to select a 2 week period within the survey period to administer the survey .

Some data has been excluded from calculations to reflect staff hours of full-time researchers in higher education providers, to remove duplicates in the survey, to remove impossible totals, staff on leave for either the whole of one week or both and records which reported proportions rather than actual hours worked. The reasons for excluding certain data from the results is listed in **Table 1**.

The target population included all employees of an institution whose continuing or fixed-term employment contract contains a research component and who have been identified as 'undertaking research'. This was defined as, "*Being engaged in creative work undertaken on a systematic basis in order to increase the stock of knowledge.*"

**Table 1. Reasons for Dropping Data rows from survey analysis**

Hours On Leave in Survey Period $\geq$ 50% (Drop) On Leave all of Week 1 but $<$ 50% of Total (Drop) On Leave all of Week 2 but $<$ 50% of Total (Drop) No Hours over Survey Period (Drop) No Hours in Week 1 (Drop) No Hours in Week 2 (Drop) Total Hours over Survey Period $\geq$ 336 hours (Drop) Total Hours in Week 1 $\geq$ 168 hours (Drop) Total Hours in Week 2 $\geq$ 168 hours (Drop) No Primary Field of Research Entered
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**2011 Staff Hours Survey: aggregate data**

	FTE	ACG research hours	Other research hours	Teaching hours	Research training hours	Other hours	Leave hours
<b>Total</b>	27,702.49	590,856.93	777,892.41	350,209.95	353,091.30	527,157.05	67,086.42
<b>Average hours per FTE</b>	96.25	21.33	28.08	12.64	12.75	19.03	2.42
<b>Category share of total hours</b>		#####	#####	#####	#####	#####	#####

48.13

Total number of respondents: 41 Higher Education Providers

### 2011 Staff Hours Survey HEP data Background

The purpose of the 2011 Research Hours Data Survey was to assist in quantifying the effort directed towards Australian Competitive Grant (ACG) Research within an institution. The data collected from this survey was used in conjunction with the Indirect Costs Financial Return data to calculate the indirect costs associated with ACG Research for the purposes of the Sustainable Research Excellence (SRE) program.

The Staff hours Survey was conducted between May 1<sup>st</sup> 2011 and the 31<sup>st</sup> July 2011.

Participating staff completed the survey for 2 weeks or 14 days in total. Each of the 41 institutions covered in this survey had the flexibility to select a 2 week period within the survey period to administer the survey.

Some data has been excluded from calculations to reflect staff hours of full-time researchers in higher education providers, to remove duplicates in the survey, to remove impossible totals, staff on leave for either the whole of one week or both and records which reported proportions rather than actual hours worked. The reasons for excluding certain data from the results is listed in Table 1.

The target population included all employees of an institution whose continuing or fixed-term employment contract contains a research component and who have been identified as 'undertaking research'. This was defined as, "Being engaged in creative work undertaken on a systematic basis in order to increase the stock of knowledge."

The mean average displayed in the de-identified HEP data table is based on Full-time equivalent (FTE) respondents to the Staff Hours survey rather than total individual respondents.

**Table 1. Reasons for Dropping Data rows from survey analysis**

Hours On Leave in Survey Period >= 50% (Drop)
On Leave all of Week 1 but < 50% of Total (Drop)
On Leave all of Week 2 but < 50% of Total (Drop)
No Hours over Survey Period (Drop)
No Hours in Week 1 (Drop)
No Hours in Week 2 (Drop)
Total Hours over Survey Period >= 336 hours (Drop)
Total Hours in Week 1 >= 168 hours (Drop)
Total Hours in Week 2 >= 168 hours (Drop)
No Primary Field of Research Entered

### Considerations for using this data:

Using this data for purposes other than which it was originally intended to be used for may lead to erroneous conclusions.

The data may not accurately reflect current research environments at individual institutions due to the significant passage of time and changes that have occurred at an institutional level since the data was captured in 2011. These include changes to organisational structures and size, and staffing profiles. Accordingly, the data may not represent an accurate picture of the contemporary research environment of Australian universities.

randomized: de-identified HEP code	Total FTE	Indiv. Responses	Total ACG- Mean Ave.*	Total R-Other- Mean Ave.*	Total RT- Mean Ave.*	Total T- Mean Ave.*	Total Other- Mean Ave.*	Total L- Mean Ave.*	Total Hours- Mean Ave. ^A
HEP 7	31.80	41	0.00	28.77	14.25	16.48	46.06	0.60	106.17
HEP 16	298.33	315	9.12	30.41	20.19	19.12	23.02	2.30	104.16
HEP 5	459.63	487	17.62	28.34	15.17	15.36	23.96	1.96	102.42
HEP 37	618.20	651	19.66	32.68	14.06	14.20	19.78	1.70	102.07
HEP 22	23.55	26	7.68	11.72	26.16	20.32	30.29	5.05	101.21
HEP 30	193.46	204	9.72	27.74	15.63	15.45	28.62	2.88	100.03
HEP 25	210.59	219	8.92	27.60	16.56	17.60	25.16	4.10	99.94
HEP 29	2031.57	2232	31.26	27.79	10.40	10.31	17.59	2.40	99.75
HEP 19	669.30	705	13.50	35.36	13.44	13.47	20.26	2.85	98.88
HEP 20	2138.64	2301	29.59	27.07	11.79	11.06	17.63	1.37	98.50
HEP 18	1803.08	1945	30.30	28.39	8.62	9.87	17.99	2.41	97.59
HEP 21	833.88	913	25.32	23.89	13.38	13.26	19.33	2.36	97.54
HEP 9	835.43	877	14.30	27.68	14.86	15.58	22.36	2.51	97.29
HEP 14	294.78	311	12.22	26.81	16.28	17.90	21.88	2.02	97.11
HEP 8	724.31	765	13.53	28.45	15.87	15.80	21.09	1.66	96.41
HEP 35	839.29	874	19.41	27.05	17.03	15.57	15.56	1.72	96.34
HEP 10	882.16	939	8.15	28.72	16.49	17.58	23.23	1.79	95.96
HEP 13	220.83	229	7.19	36.76	9.51	13.41	24.94	4.01	95.82
HEP 23	167.85	175	6.94	36.30	13.38	13.98	23.88	1.10	95.58
HEP 36	567.20	597	12.97	33.34	13.00	11.22	21.29	3.07	94.90
HEP 15	1276.57	1389	35.51	23.95	11.38	10.27	10.57	2.84	94.51
HEP 26	621.95	658	18.55	30.17	11.67	14.27	18.01	1.77	94.44
HEP 6	964.36	1093	12.09	25.02	17.97	15.21	20.21	3.92	94.42
HEP 17	615.09	660	16.67	27.40	13.78	11.86	21.83	2.75	94.29
HEP 4	453.70	477	8.50	34.17	10.66	10.24	27.14	3.33	94.04
HEP 3	1814.30	1943	29.63	28.75	11.32	10.89	11.46	1.83	93.89
HEP 31	586.85	618	17.06	26.59	13.44	14.31	18.94	3.38	93.72
HEP 1	2134.75	2241	32.54	26.40	9.73	8.32	14.17	2.42	93.57
HEP 27	134.70	146	10.39	24.88	17.36	17.39	19.77	3.72	93.51
HEP 24	313.81	327	4.62	32.71	12.39	13.81	26.98	2.23	92.74
HEP 12	321.91	350	7.20	33.78	12.66	13.22	23.32	2.19	92.37
HEP 33	139.80	178	2.59	19.25	20.05	25.08	21.27	4.05	92.28
HEP 32	279.29	285	6.14	25.68	16.71	18.09	22.76	2.64	92.02
HEP 28	127.20	133	6.66	23.12	14.47	16.93	25.43	5.27	91.88
HEP 11	550.30	605	13.55	24.76	11.30	13.72	21.74	6.35	91.42
HEP 34	476.48	500	5.34	28.67	16.28	16.25	22.06	1.82	90.41
HEP 2	477.85	494	14.50	28.55	12.14	12.77	16.87	2.69	87.53

Data in table represents a 2 week period

\*Mean average is based on Full-time equivalent (FTE) respondents to the Staff Hours survey

^Total Hours - Mean Average may not sum from individual categories due to rounding artifacts

	Total ACG	Total R-Other	Total RT	Total T	Total Other	Total L	Total Hours- Mean Ave. *	Total FTE	Indiv. Responses	
HEP 20	29.59	27.07	11.79	11.06	17.63	1.37	98.5	2138.64	2,301	49.25
HEP 1	32.54	26.4	9.73	8.32	14.17	2.42	93.57	2134.75	2,241	46.785
HEP 29	31.26	27.79	10.4	10.31	17.59	2.4	99.75	2031.57	2,232	49.875
HEP 18	30.3	28.39	8.62	9.87	17.99	2.41	97.59	1803.08	1,945	48.795
HEP 3	29.63	28.75	11.32	10.89	11.46	1.83	93.89	1814.3	1,943	46.945
HEP 15	35.51	23.95	11.38	10.27	10.57	2.84	94.51	1276.57	1,389	47.255
HEP 6	12.09	25.02	17.97	15.21	20.21	3.92	94.42	964.36	1,093	47.21
HEP 10	8.15	28.72	16.49	17.58	23.23	1.79	95.96	882.16	939	47.98
HEP 21	25.32	23.89	13.38	13.26	19.33	2.36	97.54	833.88	913	48.77
HEP 9	14.3	27.68	14.86	15.58	22.36	2.51	97.29	835.43	877	48.645
HEP 35	19.41	27.05	17.03	15.57	15.56	1.72	96.34	839.29	874	48.17
HEP 8	13.53	28.45	15.87	15.8	21.09	1.66	96.41	724.31	765	48.205
HEP 19	13.5	35.36	13.44	13.47	20.26	2.85	98.88	669.3	705	49.44
HEP 17	16.67	27.4	13.78	11.86	21.83	2.75	94.29	615.09	660	47.145
HEP 26	18.55	30.17	11.67	14.27	18.01	1.77	94.44	621.95	658	47.22
HEP 37	19.66	32.68	14.06	14.2	19.78	1.7	102.07	618.2	651	51.035
HEP 31	17.06	26.59	13.44	14.31	18.94	3.38	93.72	586.85	618	46.86
HEP 11	13.55	24.76	11.3	13.72	21.74	6.35	91.42	550.3	605	45.71
HEP 36	12.97	33.34	13	11.22	21.29	3.07	94.9	567.2	597	47.45
HEP 34	5.34	28.67	16.28	16.25	22.06	1.82	90.41	476.48	500	45.205
HEP 2	14.5	28.55	12.14	12.77	16.87	2.69	87.53	477.85	494	43.765
HEP 5	17.62	28.34	15.17	15.36	23.96	1.96	102.42	459.63	487	51.21
HEP 4	8.5	34.17	10.66	10.24	27.14	3.33	94.04	453.7	477	47.02
HEP 12	7.2	33.78	12.66	13.22	23.32	2.19	92.37	321.91	350	46.185
HEP 24	4.62	32.71	12.39	13.81	26.98	2.23	92.74	313.81	327	46.37
HEP 16	9.12	30.41	20.19	19.12	23.02	2.3	104.16	298.33	315	52.08
HEP 14	12.22	26.81	16.28	17.9	21.88	2.02	97.11	294.78	311	48.555
HEP 32	6.14	25.68	16.71	18.09	22.76	2.64	92.02	279.29	285	46.01
HEP 13	7.19	36.76	9.51	13.41	24.94	4.01	95.82	220.83	229	47.91
HEP 25	8.92	27.6	16.56	17.6	25.16	4.1	99.94	210.59	219	49.97
HEP 30	9.72	27.74	15.63	15.45	28.62	2.88	100.03	193.46	204	50.015
HEP 33	2.59	19.25	20.05	25.08	21.27	4.05	92.28	139.8	178	46.14
HEP 23	6.94	36.3	13.38	13.98	23.88	1.1	95.58	167.85	175	47.79
HEP 27	10.39	24.88	17.36	17.39	19.77	3.72	93.51	134.7	146	46.755
HEP 28	6.66	23.12	14.47	16.93	25.43	5.27	91.88	127.2	133	45.94
HEP 7	0	28.77	14.25	16.48	46.06	0.6	106.17	31.8	41	53.085
HEP 22	7.68	11.72	26.16	20.32	30.29	5.05	101.21	23.55	26	50.605

Total individual responses

26,903

Data in table represents a 2 week period

\*Mean average is based on Full-time equivalent (FTE) respondents to the Staff Hours survey

^Total Hours - Mean Average may not sum from individual categories due to rounding artifacts

### 2011 Staff Hours Survey aggregate data Background

The purpose of the 2011 Research Hours Data Survey was to assist in quantifying the effort directed towards Australian Competitive Grant (ACG) Research within an institution. The data collected from this survey was used in conjunction with the Indirect Costs Financial Return data to calculate the indirect costs associated with ACG Research for the purposes of the Sustainable Research Excellence (SRE) program.

The Staff hours Survey was conducted between May 1<sup>st</sup> 2011 and the 31<sup>st</sup> July 2011.

Participating staff completed the survey for 2 weeks or 14 days in total. Each of the 41 institutions covered in this survey had the flexibility to select a 2 week period within the survey period to administer the survey .

Some data has been excluded from calculations to reflect staff hours of full-time researchers in higher education providers, to remove duplicates in the survey, to remove impossible totals, staff on leave for either the whole of one week or both and records which reported proportions rather than actual hours worked. The reasons for excluding certain data from the results is listed in **Table 1**.

The target population included all employees of an institution whose continuing or fixed-term employment contract contains a research component and who have been identified as 'undertaking research'. This was defined as, "*Being engaged in creative work undertaken on a systematic basis in order to increase the stock of*

#### **Table 1. Reasons for Dropping Data rows from survey analysis**

Hours On Leave in Survey Period $\geq$ 50% (Drop)
On Leave all of Week 1 but $<$ 50% of Total (Drop)
On Leave all of Week 2 but $<$ 50% of Total (Drop)
No Hours over Survey Period (Drop)
No Hours in Week 1 (Drop)
No Hours in Week 2 (Drop)
Total Hours over Survey Period $\geq$ 336 hours (Drop)
Total Hours in Week 1 $\geq$ 168 hours (Drop)
Total Hours in Week 2 $\geq$ 168 hours (Drop)
No Primary Field of Research Entered

**\*This is applicable for both the aggregate data and broad FoR data**

**2011 Staff Hours Survey aggregate data: Fields of Research  
Background**

<b>Table 2. Fields of Research 2 Digit Codes (Divisions)</b>
<b>Division 01:</b> Mathematical Sciences
<b>Division 02:</b> Physical Sciences
<b>Division 03:</b> Chemical Sciences
<b>Division 04:</b> Earth Sciences
<b>Division 05:</b> Environmental Sciences
<b>Division 06:</b> Biological Sciences
<b>Division 07:</b> Agricultural and Veterinary Sciences
<b>Division 08:</b> Information and Computing Sciences
<b>Division 09:</b> Engineering
<b>Division 10:</b> Technology
<b>Division 11:</b> Medical and Health Sciences
<b>Division 12:</b> Built Environment and Design
<b>Division 13:</b> Education
<b>Division 14:</b> Economics
<b>Division 15:</b> Commerce, Management, Tourism and Services
<b>Division 16:</b> Studies in Human Society
<b>Division 17:</b> Psychology and Cognitive Sciences
<b>Division 18:</b> Law and Legal Studies
<b>Division 19:</b> Studies in Creative Arts and Writing
<b>Division 20:</b> Language, Communication and Culture
<b>Division 21:</b> History and Archaeology
<b>Division 22:</b> Philosophy and Religious Studies

\*Division codes as provided by the Australian Bureau of Statistics at: <http://www.abs.gov.au/ausstats/abs@.nsf/0/6BB427AB9696C225CA2574180004463E>

\*This is applicable only for the broad FoR data



Two digit Field of Research	Total FTE	Indiv. Responses	ACG research hours- Mean Ave.	Other Research hours- Mean Ave.	Research training hours- Mean Ave.	Teaching hours-Mean Ave.	Other hours- Mean Ave.	Leave hours- Mean Ave.	Total Hours- Mean Ave.	Field of Research	Column1
01	774.02	811	26.55	26.13	12.86	12.63	14.33	2.09	94.59	Division 01: Mathematical Sciences	47.30
02	784.96	813	39.00	23.46	9.38	8.98	14.57	2.24	97.63	Division 02:Physical Sciences	48.82
03	941.06	979	36.17	25.74	9.89	9.45	13.98	2.57	97.8	Division 03:Chemical Sciences	48.90
04	605.31	631	28.09	31.43	10.50	9.97	18.01	2.24	100.24	Division 04: Earth Sciences	50.12
05	567.07	608	23.99	31.84	11.09	10.82	16.96	2.09	96.79	Division 05: Environmental Sciences	48.40
06	2431.60	2546	39.76	21.96	9.21	9.12	13.45	2.49	95.99	Division 06: Biological Sciences	48.00
07	608.95	647	26.52	24.12	11.70	11.63	18.58	2.40	94.95	Division 07:Agricultural and Veterinary Sciences	47.48
08	1117.36	1161	17.90	28.27	14.20	14.00	19.25	2.06	95.68	Division 08: Information and Computing Sciences	47.84
09	2213.08	2296	25.93	29.17	11.79	11.59	15.88	1.94	96.3	Division 09: Engineering	48.15
10	302.97	317	27.03	28.14	10.54	10.72	15.72	2.12	94.27	Division 10: Technology	47.14
11	5528.53	6251	25.43	24.97	10.97	11.04	20.30	2.72	95.43	Division 11: Medical and Health Sciences	47.72
12	636.73	680	7.49	31.50	15.90	16.57	22.16	2.25	95.87	Division 12: Built Environment and Design	47.94
13	1825.68	1935	7.78	25.89	16.50	16.35	26.32	2.73	95.57	Division 13: Education	47.79
14	814.92	849	16.77	38.77	11.25	11.17	16.15	1.79	95.9	Division 14: Economics	47.95
15	2161.17	2224	8.07	33.23	15.32	15.59	21.67	1.98	95.86	Division 15: Commerce, Management, Tourism and Se	47.93
16	1585.32	1695	14.55	30.60	13.70	13.68	21.20	2.47	96.2	Division 16: Studies in Human Society	48.10
17	968.57	1049	17.00	27.22	13.68	13.47	19.21	3.23	93.81	Division 17: Psychology and Cognitive Sciences	46.91
18	880.88	938	8.73	33.35	15.11	14.92	21.47	2.76	96.34	Division 18: Law and Legal Studies	48.17
19	959.40	1056	7.72	33.68	17.61	16.92	20.46	2.42	98.81	Division 19: Studies in Creative Arts and Writing	49.41
20	1027.63	1084	12.21	29.40	16.37	16.04	20.96	2.94	97.92	Division 20: Language, Communication and Culture	48.96
21	507.73	544	21.10	31.42	14.82	14.46	18.04	1.92	101.76	Division 21: History and Archaeology	50.88
22	342.36	374	18.01	30.81	14.08	14.01	21.91	2.45	101.27	Division 22: Philosophy and Religious Studies	50.64
Grand Total	27585.28	29488	21.35	28.09	12.74	12.64	19.03	2.43	96.28		48.14

Data in table represents a 2 week period