



Capacity

News from the **Human Resource Management Network**
of **The Association of Commonwealth Universities**

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**The Association
of Commonwealth
Universities**

Kuala Lumpur, Malaysia. Home to this year's forthcoming HRM Network conference

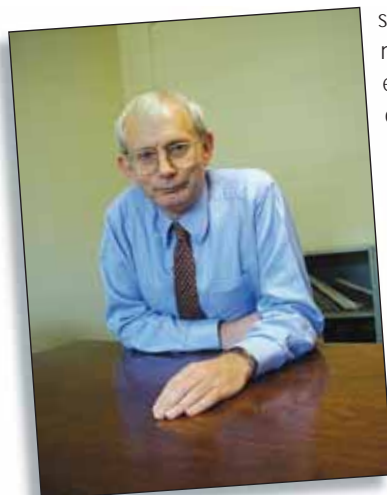


In an age when new networks and forums seem to develop every few weeks, it is refreshing to report that our Human Resource Management Network seems to be as popular as ever. Not only are membership numbers up – with over 400 universities now involved – but interest from speakers and participants in our second international conference has exceeded expectations. To those already booked for Malaysia in September – thanks for your support. For those who have still to decide – please read the announcement on page 12 carefully. We'd love to see you there!

One reason for the interest, of course, is the exceptional diversity of background from which members are drawn. Another is the strong commonality of interest between members. Although the precise location of human resource professionals tends to vary between universities in different regions of the world, the issues facing them show amazing similarity. One of the abiding memories of our conference in Stellenbosch two years ago was the recognition of key problems between practitioners from very different backgrounds.

Many of those issues remain as important as ever – but new approaches to them are being developed constantly. A selection of these can be seen in this issue – but many more can be found on the main conference programme, and doubtless more still will emerge from our discussions in Malaysia. Whatever the outcome, things will not be dull!

If you can join us in September – we look forward to seeing you. If not, please remember that there are other ways to contribute to the network – Roz Grimmitt is always pleased to receive offers of articles, news items or good practice advice for wider dissemination. Either way, please keep in touch and help the remarkable expansion of our network to continue.



John Kirkland
Deputy Secretary General
The Association of Commonwealth Universities



Organisational Research: the missing link in HR Departments



Here, in a preview of their key note speech at the HRM Network's forthcoming conference; **Jon Billsberry** (left) and **Philip Marsh** (right) argue that university HR departments must develop a research capacity to help senior management in their decision-making.



The current form of HR departments emerged in the last decade of the 20th Century. Human resource management (HRM) differentiated itself from personnel management by its seat at the top table since HRM was defined as integrating people management policies with the strategy of the organisation. In its purest form, HRM imagined an environment without unions in which employees and employers worked together for the good of the organisation. Sadly this utopian dream is unravelling as HRM is increasingly being seen as an exploitative people management model. Plunging commitment rates, the firing of staff by text message, bloated pay rises for senior managers and employees casting themselves as either 'slaves' or the 'living dead' are symptomatic of a paradigm in crisis.

Although there might be a sense of crisis surrounding HRM, the format of HR departments, particularly those in universities, is remarkably uniform. Commonly, they serve two functions. First, they manage the administration of employing people. Second, in line with their focus on serving the strategy of the organisation, they have an organisational development (OD) division which typically includes general HR professionals, trainers, developers, coaches, counsellors and internal consultants, and it is often the route by which external consultants enter the organisation. Perhaps the most important and widespread aspect of this 'internal consultancy function' is to provide help and advice to managers on personnel-related matters.

These two functions are necessary and we do not deny their importance. However, we have come to believe that in

universities, and in many other large organisations, they represent an incomplete HR division. In particular, we believe that HR departments in large organisations, such as universities, should develop the capacity to investigate the organisation and to explore the reality of working life. We have reached this conclusion as a response to witnessing the following phenomena, some of which are specific to universities and others that are more general:

1. Everyone who has read Malcolm Gladwell's *The Tipping Point* will know about the Rule of 150: as soon as organisations employ more than 150 people they start to become ineffective. There are many reasons for this. Employers cease knowing everyone in the organisation and therefore who is responsible for what. Business becomes a lot more bureaucratic both in terms of paperwork and rules and in terms of behaviours. For example, managers have secretaries as buffers which reduces the amount of face-to-face communication. Possibly, most important of all, senior managers lose touch with the detailed work of the organisation and focus instead on important strategic matters. In short, when organisations employ more than 150 people, strategy begins to detach from customer and product contact. This is well illustrated in TV shows such as BBC2's *Back to the Floor* in which senior managers have the opportunity to do the work of junior people in their organisation and are always shocked by the reality. Almost all universities are very large organisations and exhibit all of these

problems. For example, when the Vice Chancellor visits a faculty or unit it is sometimes termed a 'Royal Visit'. It is announced in advance and almost everything the Vice Chancellor experiences is managed (or 'manipulated'). We don't believe this sort of experience is unusual and, of course, this sort of phenomenon means that there is a danger that senior managers in universities are 'in the dark' about many aspects of work in the organisation.

2. The problem mentioned above is exacerbated by the strongly hierarchical nature of universities. Separate common rooms for professors, the labelling of staff as either senior or junior, and the concentration of power in the hands of a few all create barriers, constrain communication and separate senior managers from organisational realities.
3. Recently, there has been a rise in cultural conflict in many universities. The traditional culture of academic freedom and a community of colleagues is being increasingly challenged by the encroaching managerial HR paradigm justified through economic need. In such moments of conflict, there tends to be a closing of ranks, protection of position and a climate of defensiveness. In these situations, information about the nature of organisational work is more difficult to obtain.
4. Our experience tells us that HR departments are viewed with some caution by many university employees, especially by academic colleagues. There are many reasons for this, but an important one is that many academics are experts (or at least reasonably competent) in research methods. When they receive questionnaires and other requests for information from HR staff, they can

see their weaknesses. In addition, the training that academics receive encourages a critical perspective. As a result, they find it easy to challenge both data and the conclusions drawn from it. In this imbalance of research skills, it is difficult for HR professionals in a university setting to defend themselves. Sadly, sometimes this interchange results in a loss of respect for the HR professionals and the profession they represent.

One solution to these problems is to develop within university HR departments (and those of other large organisations) a research capacity. This is what we have done at the Open University. Situated within the HR department are approximately seven people who work on HR-related applied organisational research and who are physically located in the HR division. These include a Senior Lecturer in Organisational Behaviour seconded from the business school, two Research Fellows, a Visiting Professor, two interns, and a couple of PhD students. This capacity has six prime functions.

The first function is to provide an understanding of work in the university that senior managers can use in their decision-making. Examples might include studies of how the internet is being used by employees, the factors influencing the emergence of leadership behaviours, the reasons why people leave the organisation, or the effectiveness of HR interventions. Wherever possible, our aim has been to use action research methods to correct problems or explore issues at an early stage, although we are open to new methods and approaches.

In this regard, the organisational research capacity helps HR to help managers manage more effectively through internal consultancy. Sometimes, a member of the organisational research team will support an OD consultant or HR manager when discussing personnel-related matters, other times an OD consultant or HR manager will talk to a member of the organisational research team for help. This helps bring academic rigour to OD interventions.

Examples include the involvement in the change of the structure of three departments when the organisational researcher was able to help those involved design a before and after study of staff attitudes to measure the need and success of the change.

The third function is to change the nature of the HR division by asserting a climate of critical evaluation and reflection. In many ways, the organisational research team are a symbol that it is okay to ask questions, and to think more deeply about what the division does. As many of the studies have an action research nature, their presence asserts the idea that it is okay to try out new ideas and to experiment.

Fourthly, by situating 'friendly' academics in the department, it helps reduce the wariness of academics that some HR professionals have. They are a source of knowledge and skills that HR professionals can use to help them design their own evaluation studies and to help them present things to university audiences. Also, the presence of the researchers helps HR professionals avoid the common trap of seeing the world in simple terms and so recognising that people-related matters are more complex.

The fifth function is to improve the reputation of the HR function. We have been careful to build the capacity in a manner that helps the university and individual units as well as the HR division. Hence, a lot of the research work is conducted to publishable standards and the outputs are 'badged' as the products of the relevant academic unit (each researcher has a faculty home). Hence, it adds to what the faculties are doing and does not challenge their role. Not only does everyone 'win' reducing opposition, but it provides an environment for applied organisational research and opportunities for internal consultancy. In doing this, faculties talk to the HR division on a level playing field with both parties respecting the quality of the others work. And because of HR's position as a central university function, it is also a sign that the university values and supports both academic and applied research and sees the practical benefits from understanding issues fully.

Finally, the organisational research team has been used to evaluate the HR function itself. Studies have looked at whether or not the Open University might be considered a learning organisation, at the effectiveness of training and development interventions, and is currently designing a staff survey instrument that will assess HR strategies on a quarter-by-quarter basis.

In our key note speech, we will relate our experience in setting up and running an organisational research capacity at the Open University in the United Kingdom. We will show how an organisational research capability has organically emerged in the HR department working alongside the process and OD elements. We hope to explore the role and function of this division, the politics around gaining internal and external acceptability, the projects it has been involved in, and its interaction with HR.

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Attracting and Retaining Academic Staff: key challenges and opportunities

When developing new strategies, HR managers cannot afford to overlook trends in the recruitment and retention of academic staff. Here, **Christopher DeLuca** reports on the ACU's international recruitment and retention survey.

Context

As pressures of globalisation, student enrolment, research demands and competition for academics increase, Higher Education Institutions (HEIs) throughout the world face a series of critical challenges in the twenty-first century. The European Commission recently stated that "within the next 20 years, Europe's economic paradigm will change fundamentally. Its manufacturing base will continue to shrink, future growth and social welfare will rely increasingly on knowledge-intensive industries and services, and ever more jobs will require a higher education qualification".¹ In Canada, population growth, female enrolment, age demographics, and government interest and intervention in Higher Education (HE) have been cited as principal reasons for the growing demand on university services over the next ten years.² In Africa, the slow growth of the academic labour force due to factors such as brain drain dynamics and comparatively low remuneration, plus a dramatic increase in student enrolment has limited the capacity of HEIs in this region to compete within international markets.³ With a global trend towards knowledge-based societies, HEIs from all regions are expected to significantly contribute to the production and dissemination of knowledge through both research and teaching activities.

Successful institutions have recognised, adapted, and responded to these emerging demands through organisational and structural shifts in managerial practices and through strategic policy development. In particular, Human Resources (HR) has been a crucial area in HE for promoting sustainability and satisfying academic

staffing needs. Over the past twenty years, HR has moved from primarily administrative support functions (i.e. payroll and benefits management for employees) to a strategic partner in institutional development and management⁴. The role of the HR manager/director has evolved and is now critical in establishing and directing HR initiatives, developing institutional policies and bridging gaps between university council, management and staff.

If HR initiatives and strategies are to positively reform HEIs and shape developments in academic recruitment and retention, they must be informed by local and international recruitment and retention pressures (i.e. competing sectors, critical discipline areas, and competitive remuneration strategies), areas of academic movement and mobility, and developments in global HE trends. The incorporation of this information into an HR strategy has become increasingly important for HEI sustainability.

Purpose

The purpose of this investigation, carried out by the Policy Research Unit of The Association of Commonwealth Universities, was to examine current and projected trends in academic recruitment and retention, and related HR strategies employed by HEIs across the Commonwealth. The results from this study are intended to contribute towards a global picture of academic recruitment and retention and related trends and issues. Regional differences were documented in an attempt to determine local pressures on HEIs and provide an international context for issues in academic recruitment and retention. This article highlights key findings with respect to

trends in academic recruitment and retention and critical discipline areas for academic staffing.

Recruitment and Retention Trends

Recruitment and retention of academic staff is a central focus in HR management and strategy. Participants were asked to indicate on a five-point scale the degree of difficulty in recruitment and retention at their institution. In addition, participants commented on past trends and expected difficulties in this area.

Current Trends

With respect to current difficulty levels in recruitment, 10.7% of institutions indicated no difficulty, 8.2% indicated significant difficulty, and 81.2% reported moderate or little degree of difficulty. Asia, sub-Saharan Africa and the two Caribbean institutions appear to experience higher levels of recruitment difficulty with 18.2% of the Asian and 17.9% of sub-Saharan African institutions reporting significant difficulty. However, Asia and Africa also have the highest proportion of the institutions reporting no recruitment difficulties. The majority of respondents within medium and low Human Development Index (HDI)⁵ categories reported moderate difficulties in academic recruitment (52.8% and 53.8%, respectively) with 93.0% of respondents from high HDI classified countries indicating little (47.2%) or moderate (45.8%) difficulty. This suggests a general trend that institutions from high HDI countries experience less difficulties in academic recruitment and retention compared with institutions in medium and low HDI countries. No significant trends were observed when compared against institutional size.

While difficulties in academic retention were less than academic recruitment, HEIs still maintain some difficulty in the retention of staff as competition between HEIs and other sectors is reportedly increasing. Overall,

30.1% of respondents indicated moderate difficulties with 5.7% indicating significant difficulty. Africa, the Caribbean and Australia/New Zealand reported the highest levels of difficulty in retaining academics. The majority of respondents indicated an intermediate level of difficulty (either little or moderate) with respect to academic retention across all HDI categories although respondents from low HDI countries had a greater tendency to indicate a moderate or significant level of difficulty.

Past Trends and Future Expectations

The majority of institutions reported that trends in recruitment and retention had stayed the same or worsened over the past five years. However, a greater number of institutions reported that conditions had worsened rather than improved in the recent past.

In terms of expected recruitment difficulties, there is an evident shift towards worsening conditions among respondents. This is particularly the case for North America (Canada) and Australia/New Zealand where 87% and 69.2% of the respondents expect recruitment of academic staff to worsen, respectively. Anticipated trends in retention were also slanted towards a worsening rather than an improving situation however to a lesser extent than expected recruitment difficulties.

Critical Discipline Areas

Respondents indicated that recruitment and retention difficulties varied across academic disciplines.

Overall, the five disciplines with the greatest recruitment difficulties were Business Studies, Engineering Sciences, Medical and Clinical Sciences, Mathematics and Physical Sciences, and Information and Communications Technology (ICT). In high HDI countries, the main discipline affected was Business Studies while amongst institutions from medium and low HDI classified countries, difficulties were concentrated around Medicine and Clinical Sciences and Engineering Sciences. In Africa, ICT and Mathematics and Physical Sciences were also featured quite prominently. Retention difficulties generally affected the same disciplines.

Factors Affecting Recruitment and Retention

Among the factors affecting recruitment and retention, the level of remuneration was identified as the most widespread and significant factor, followed by research/ teaching resources and infrastructure. All regions reported level of pay as the strongest determinant in attracting academic staff but this was strongest among the respondents from Africa and the Caribbean. In Australia/New Zealand, North America and the UK, factors relating to research, teaching and administration and the perceived reputation of the university also emerge as important areas impacting on recruitment and retention. Competition from domestic and foreign HEIs and from outside of the sector has also emerged as a more prominent challenge for institutions in recent years, with half the respondents indicating that competition from domestic HEIs was strong or very strong and approximately one fifth of respondents noting strong competition from foreign institutions and the domestic private sector.

Evidence did emerge from the survey that Human Resource departments are increasingly adopting a strategic approach to recruitment and retention of academic staff with the majority of respondents indicating that a HR strategy had been implemented at their institution in the past 3-10 years. Employee reviews and consultations, together with performance review processes have become key elements within HR strategies. The majority of respondents indicate that employee consultations take place on an annual basis. Moreover, institutions are employing incentives – both financial and non-financial – to help attract and retain staff at their institutions, particularly in critical discipline areas.

Conclusion

The survey highlighted some interesting results and emphasises that the challenges facing academic recruitment and retention are not homogenous with difficulties differentiated across institutions, countries, regions and disciplines. There does, however, appear to be growing consensus that a strategic approach to planning for future staffing needs within HEIs is required. It is intended that this survey will be conducted on a triennial basis in order to monitor international trends in academic recruitment and retention over time.

A full report will be published in July 2006 and complete results from this investigation will be made available on the ACU web-site: www.acu.ac.uk

References

- 1 Commission of the European Communities. (2005). Mobilising the brain-power of Europe: Enabling universities to make their full contribution to the Lisbon Strategy. Communication from the Commission. Brussels. p.2
- 2 Association of Universities and Colleges of Canada. (2002). Trends in higher education. Ottawa, ON.
- 3 SAUVCA. (2004). Academic Labour Markets and Salaries in South Africa. Pretoria, SA. p.25 (unpublished)
- 4 Archer, W. (2005). Mission critical? Modernising human resource management in higher education. Oxford, UK: Higher Education Policy Institute.
- 5 Low, medium and high development categories are derived from the UN's Human Development Index (HDI). Available online at: http://hdr.undp.org/statistics/data/pdf/hr05_table_1.pdf





Transforming the HR Organisation

Allister Hinds (left) and Raymond Eytley get to work on improving HR strategy at the Mona Campus, University of the West Indies.

How can HR managers better organise themselves and their relations with their institutions? Here, **Raymond Eytley** and **Dr Allister Hinds**, in a preview of their session at the upcoming HRM Network conference, describe how staff at the Mona Campus of the University of the West Indies, have improved their HR strategy by aligning it with stakeholder needs.

The Mona Campus of the University of the West Indies made a strategic decision in 2002 to embark on a project to transform its Human Resources Management (HRM) organisation. This came at a time when the campus HRM structure was fragmented according to the levels of staff handled, as well as by process and physical location. The decision acknowledged that the quality of our HRM resources and the efficiency and effectiveness of our HRM systems and processes were critical in ensuring that the campus would be able to respond to the challenges posed by the rapidly changing Higher Education environment. This required not only an innovative and strategic HRM response and a repositioning of the HRM function, but one which would have an immediate positive impact both within HRM and across the organisation as a whole.

The Context

The University of the West Indies (UWI) is owned and funded primarily by 14 West Indian governments, which are all represented in the governance structure of the University.

At the Mona Campus of the UWI, reductions in government funding for the campus budget from in excess of 90% in 1986-87 to about 74% in 2002-03 and the growing challenge from other tertiary level providers have led to the introduction of measures geared towards strategic repositioning of the campus. These developments are grounded in:

- Efficiency, effectiveness and value for money through quality assurance systems and other frameworks of accountability.
- Reductions in public funding for student fees and service costs associated with Higher Education.
- Diversification of funding sources and reducing dependence on the state as the primary source.

- Development of market responsive curriculum reforms.
- Shifting from basic to applied research.
- Increased emphasis on academic/industry links.
- An obligation to become customer centered and student friendly.
- Rapidly changing technology.
- Increasing competition in the Higher Education market.
- The need to address the problems of unavailable, incorrect and inconsistent HR information, redundancy of HR activities and lengthy and unresponsive HR processes.

The Transformation

The Human Resources Management organisation was transformed into an integrated Human Resource Management Division (HRMD), with roles and responsibilities defined generally along process lines. In order to facilitate this, the HRMD embarked on a transformation process which focused on key areas such as the recruitment of staff, and the implementation of training and development programmes which target: customer service; performance appraisal; value creation; data analysis; and quality assurance.

The aim was to develop a solid HR infrastructure that:

- Leveraged the capacity of the very comprehensive Human Resource Management Information System (HRMIS) to deliver timely and accurate data and reports and, facilitated automation to eliminate time-consuming activities, and create value.
- Utilised performance management systems which monitor productivity, increase competitiveness and enhance job satisfaction and commitment.
- Strengthened mechanisms for relating with trade unions and staff

associations and promoting harmony in the workplace.

These aims were supported by special funding and initiatives which resulted in fundamental changes in the structure and operations of the HR function, as well as the relationship of HR with the rest of the organisation.

This ongoing transformational initiative has to date encompassed several clearly defined projectised activities including: a new HR building; the integration of the HR structure and functions; significantly increased leveraging of the HRMIS through the full implementation of e-recruitment; increased access and functionality directly to managers and staff via self service; on-line absence management; data quality auditing and training; electronic records and document management, and real-time management reporting. Other related activities included the introduction of an electronic real-time directory, establishing performance benchmarks and the consolidation of 10 years of committee decisions in a single document.

Implementing these projects took place alongside the regular administrative activities of HR, and required some creative HR approaches to the selection, management and remuneration of the project teams. There were a number of challenges which had, and still have to be overcome, such as resistance to process change, inaccurate and inconsistent data in legacy systems, both manual and electronic, and inconsistent interpretation and application of policies, rules, regulations, procedures and practices. The results to date have been beyond initial expectations, and fully support the initial decision for the accelerated approach to transformation.

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Evaluating HR Performance

What measures can be used to benchmark HR performance? **Dalene van Nierkerk**, in a preview of her session at the forthcoming HRM Network conference in Malaysia, explores the lessons to be learned from the Implementation of a Performance Management System amongst pilot groups of academic staff at the University of the Free State, South Africa.

It is an adopted Human Resources Management and Development (HRMD) principle that the regular and objective measurement of staff performance, coupled with the necessary developmental interventions, is an essential tool in achieving organisational, or in this case institutional, success. (Mapasela & Strydom 2004:9). The conference session will explore the development of a Performance Management System (PMS) at a South African University during 2002-2005, particularly as it relates to defining and contextualising academic work to be measured. It will also propose a practical process-step methodology through which a PMS may be developed and implemented for academic staff in a Higher Education (HE) context.

Special emphasis will be placed on the following three points:

1. The process adopted by the institution in the development and implementation of the Performance Management System which consisted of three distinct phases:

- **The Preparatory Phase** – which lays the foundation for the project.
- **The Consultative and Participative Phase** – during which the system is designed by staff, assisted by external and internal expertise.
- **The Implementation Phase** – no doubt the most vulnerable to failure unless leadership commit to the necessary levels of support and advocacy.

2. The key questions which continuously guided the development and implementation phases, one of which concerned planning, which is regarded as an important contributor to the success or failure of a PM system. The session will go onto examine how institutional

planning from a top-down perspective guides and influences the system and how this planning manifests itself in the work objectives of academic staff.

3. A process for compiling the work arrangement between managers and subordinates will be proposed. The work arrangement (performance contract) forms the cornerstone on which any PMS is built. Unless, through discussion between supervisor and subordinate, a clear and consensual understanding is reached, in terms of the work to be carried out during the review period, how this work is to be carried out and what support can be expected to enable the subordinate to carry out this work, the system is likely doomed to failure.

The performance review cycle, as envisaged for the University of the Free State (UFS), consists of six steps:

1. Understand the theory and cascade/integrate planning into Performance Management (PM).
2. Establish the individual work arrangement.
3. Collect and select data (evidence), based on the individual work arrangement.
4. Describe and document the evidence in a structured format.
5. Identify areas for growth, finalise Staff

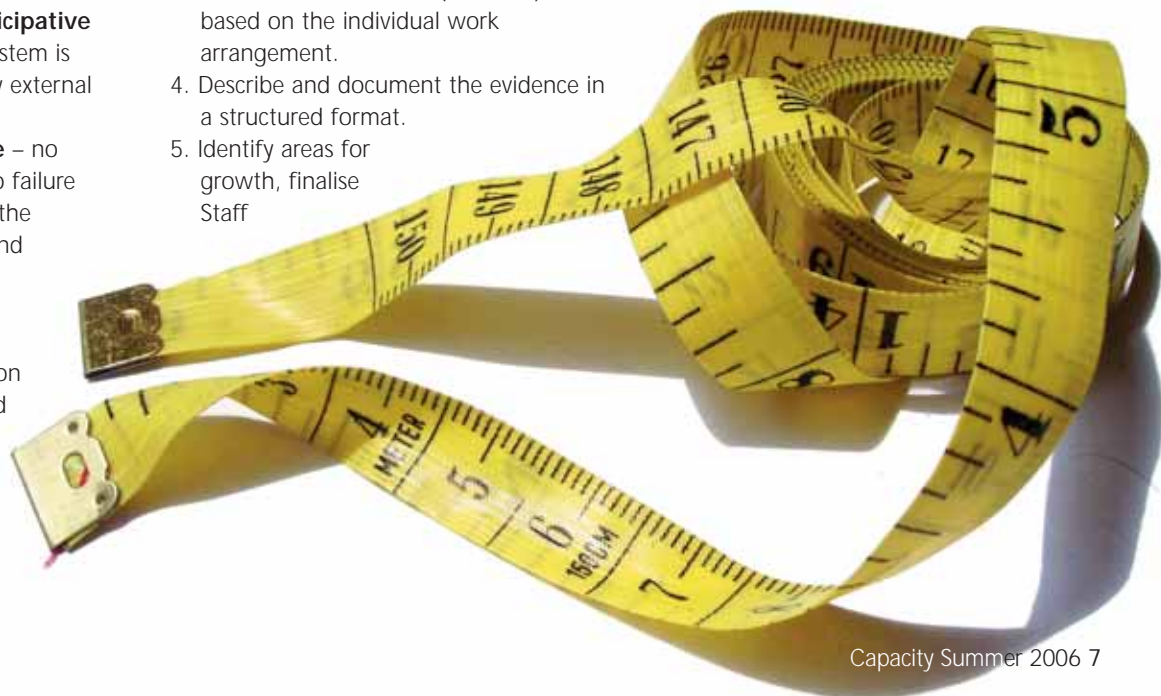
Improvement Profiles (SIPs), and negotiate developmental support in preparation for the end of review period (year) meeting and conduct the end of review period meeting [improvement and accountability].

6. Prepare for the next Performance Management Process (PMP) cycle (UFS, 2004)

Lastly, the session will examine how the Human Resource Management Division (HRMD) system and process are integrated with the Performance Management System. In a complex environment characterised by autonomous knowledge workers with a traditional distrust of managerialism, the role of the HR department in the formulation and implementation of a PM system is crucial. In this respect, the HR department must assume many roles such as being a strategic planning partner, change agent, communicator, developer, internal consultant as well as having the capacity to operationalise the PM system and provide administrative support.

A few of the lessons learnt are also echoed in a case study of the University of Western Sydney on the engagement of staff in the strategic objectives of the

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Recent Publications

ACU Librarian, Nick Mulhern, summarises.

Surveys/Reports

Staff Employed at HEFCE Funded HEIs: Trends, Profiles and Projections

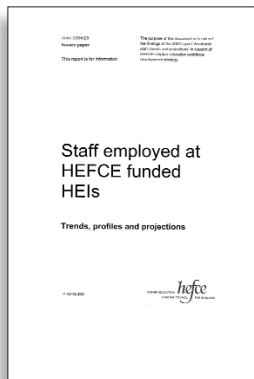
(HEFCE June 2005/23)

HEFCE (www.hefce.ac.uk)

(Web publication only)

A statistical overview of staff in UK higher education prepared in support of the Higher Education Funding Council for England (HEFCE) HE workforce development strategy, and expanding on an

earlier study (HEFCE 2002/43). Its analysis covers the years 1995/96 to 2003/04 and reports on professional and support staff as well as academic faculty and research assistants. Useful for its evidence, among other findings, of a rise in the proportion of women, non-UK nationals and staff from minority ethnic backgrounds in terms of permanent academic staff numbers. Projected trends suggest further recruitment of academic staff, particularly with the continuing expansion of HE from 2004/05 to 2010/11 (according to the Department for Education and Skills (DfES) target student numbers).

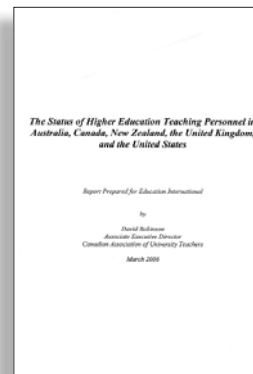


encourage debate on issues associated with brain drain. Within the context of the Millennium Development Goals, the report reviews the factors, negative and positive, contributing to the mobility of academic labour, and suggests possible policy responses. A detailed bibliography confirms the range of available 'brain drain' literature on which the report is based.

The Status of Higher Education Personnel in Australia, Canada, New Zealand, the United Kingdom, and the United States: Report prepared for Education International

Robinson, D., CAUT, 2006 (www.caut.ca)

Comparative analysis of salaries, working conditions and rights of academic staff. Useful in identifying common international trends and challenges. Issues relating generally to the HE system (public funding, accountability/autonomy, increasing enrolments) are considered in addition to



Detailed comparative study of NZ university salaries and resourcing with comparable countries and institutions. Confirms the potential impact on academic salaries and benefits of predicted changes in the supply of academic staff and the continuing demand for HE. (A brief analysis of the report is also included in the 'AUS Bulletin' (May 06) (no. 65)

(www.aus.ac.nz/publications/bulletin/2006/May/front.htm.)

[Independently the NZ Government announced a Strategic Review of the Tertiary Education Workforce in 2003; its final report is due to be presented to the Tertiary Education Commission (TEC) in August 2006. Summary information on this project is available at: www.tec.govt.nz/funding/et-reviews/.]

(In the US a useful faculty survey is also regularly undertaken by the Higher Education Research Institute (HERI) (www.gseis.ucla.edu/heri/faculty.html.)

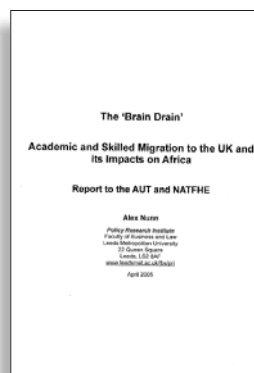
The Brain Drain: Academic and Skilled Migration to the UK and its Impacts on Africa: Report to the AUT and NATFHE

Nunn, A. (for) AUT & NATFHE, 2005 (www.aut.org.uk)

Study commissioned by the UK's unions for academic staff (AUT and NATFHE – now merged as UCU (University and College Union)

(www.ucu.org.uk.)

The report, undertaken by Alex Nunn (Univ of Leeds, Policy Research Unit), was commissioned to raise awareness and



factors affecting academic careers specifically (declining salaries, casualisation of the workforce, union rights, equal opportunities). The 5 country studies are referenced throughout to current statistics.

University Staff Remuneration and Resourcing: a Comparison of New Zealand and Selected International (Australia, Canada, England, USA) Data

(Deloitte. Prepared for NZVCC and the AUSNZ), 2005 (www.aus.ac.nz/Funding/DeloittesFundingPaper.pdf)

Books

Building the Academic Deanship: Strategies for Success

(ACE/Praeger Series on Higher Education) Krahenbuhl, G., 0-275-983126-9, 2004, Praeger (www.greenwood.com)

Practical introduction to the role of the academic dean in US higher education. Areas of work discussed include student affairs, external relations, and research, as well as the dean's responsibilities in relation to the faculty.

Exploring Academic Development in Higher Education: Issues of Engagement

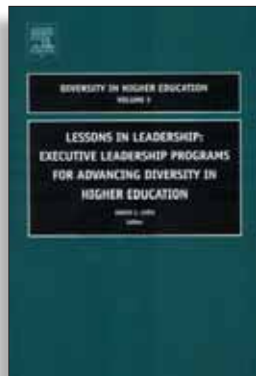
Elvidge, L. (ed.) (with Fraser, K., Land, R., Mason, C., Matthew, B.)
0-9547111-22, 2005 (Jill Rodgers Associates Ltd.) (Available from Dr Liz Elvidge, Staff Development, Univ. of Cambridge, 25 Trumpington St, Cambridge CB2 1QA)
Prepared following a Cambridge-based conference (2003) addressing staff development in an academic context: its role, framing strategies and practice.

Graduate Study for the 21st Century: How to Build an Academic Career in the Humanities

Semenza, G., 1-4039-6936-1, 2005, Palgrave (www.palgrave.com)
Includes advice for postgraduate students on using the features of graduate programmes (seminar papers, teaching, dissertations, conferences, etc.) as opportunities for defining and developing an academic career.

Lessons in Leadership: Executive Leadership Programs for Advancing Diversity in Higher Education

(Diversity In Higher Education Series)



Leon, D. (ed), 0-7623-1253-X, 2005, Elsevier (www.elsevier.com)
Reviews the development of leadership programs in the US which aim to foster HE management skills and careers. Includes contributions from staff working at both well-established and new programs. The book's particular focus is the growth of programs intended to support minorities, reflecting general demographic changes in the US.

Navigating Faculty Appointments: Questions and Answers

American Association of University Professors (AAUP), 2006 (www.aaup.org)
A practical guide for academic and administrative staff. It includes advice on appointments, job evaluations

and related issues. Based on the AAUP's experience of recommended good practice. US-focused.

Paths to the Professoriate: Strategies for Enriching the Preparation of Future Faculty

Wulff, D; Austin, A., 0-7879-6634-7, 2004, Jossey-Bass

(www.josseybass.com) (www.wiley.com)
Studies US doctoral education, and its possible reform, in the context of developing future academic staff.

The Changing Landscape of the Academic Profession: Faculty Culture at For-Profit Colleges and Universities

Lechuga, V., 0-4159-7699-5, 2005, Routledge (www.routledge.com)
Examines the roles, responsibilities and work culture of faculty employed in the expanding for-profit sector. Incorporates interviews with faculty at four for-profit institutions in the US.

The International Attractiveness of the Academic Workplace in Europe

Enders, J.; De Weert, E. (eds), 2004, 3-830813-80-7, 2004 (Gewerkschaft Erziehung und Wissenschaft (GEW))
Considers academic work environments through a series of case studies. Countries covered include Germany, France and Poland. Trends in salaries, work conditions, and academic autonomy, are among the factors reviewed.



Continued from page 7

university (Hawkins R, Diamond A & Phillis T, 2004):

- There can never be too much staff engagement. Not only does staff engagement or participation lead to ownership but it offers one the opportunity of harvesting the collective wisdom of academic staff in the design process. Once the system has been implemented, one needs to double or even treble the effort in managing the (PM) administrative process. High levels of frustration, process difficulties and (staff) complaints drive a siege mentality – not one amenable to change.
- High-level ownership needs constant reinforcement and demonstration. It is particularly important for leadership to visibly support and encourage staff during the process of design and implementation.
- Sufficient resource allocation is essential. Double the time lines or double the resources. Enough resources must be allocated and institutional leadership must play a decisive supporting role.
- Constant communication and support is vital.

The guidelines should inform future approaches in that the proposed methodology may be applied by other Higher Education Institutions who are currently grappling with a particular approach or process in managing the complex and contentious area of academic staff performance.

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Stepping into the Wider HR Community

From the University of Mauritius campus, Réduit, blue skies and palm trees to the University of Strathclyde, Glasgow, a thriving modern city of sandstone buildings, neo-gothic towers and the famous River Clyde. **Marie-Hélène Honoré-L'Hortalle** reports from the 2005 UPA conference.

By continually updating my knowledge in the field of Higher Education, the ACU Human Resource Management network e-newsletter ensured a connection to the wider HR community. But how could I flesh out this virtual world with real people...

There in the newsletter, free places at the UK's Universities Personnel Association (UPA) 2005 conference were being offered by means of a bursary – why not give it a try? Besides, I had never attended an international conference before. Two months later, I read, wide-eyed, an email informing me that my application for the bursary to attend the UPA annual conference, to be held at the University of Strathclyde in September 2005, had been successful.

One cannot escape the ubiquitous globalisation now embracing all aspects of our daily lives, and the University of Mauritius is no different to other universities worldwide: it has to think global but act local. Modern communication technologies had created a virtual space for information sharing, collaboration and debate. But, I was now being propelled into the “real” HR community – from the southern to northern hemisphere, across three time zones, on a 13 hr flight to Glasgow.

With about 190 delegates, 5 plenary sessions, various workshops and an exhibition by the sponsors, the conference was the ideal environment to build new working relationships and networks in the wider HR and HE community – face-to-face contact with real people. It was also a refreshing and challenging exposure to current HR trends at an international level. All of the plenary sessions offered a wealth of information and strategies on issues facing higher education institutions, both at an organisational and a shop floor level in a globalised education

market. The programme covered many areas of relevance to the University of Mauritius and these guided my choice of workshops to attend.

The workshop “*Championing Equality and Respecting Difference*” seemed tailor-made for a developing society such as Mauritius, a multi-cultural country where gender and age issues are now being actively addressed. Increased pressure on traditional funding routes and greater competition in the student market means the University of Mauritius has to embrace change. And here, the workshop “*Blueprint for Institutional Change*” explored several approaches that might be useful to the University of Mauritius.

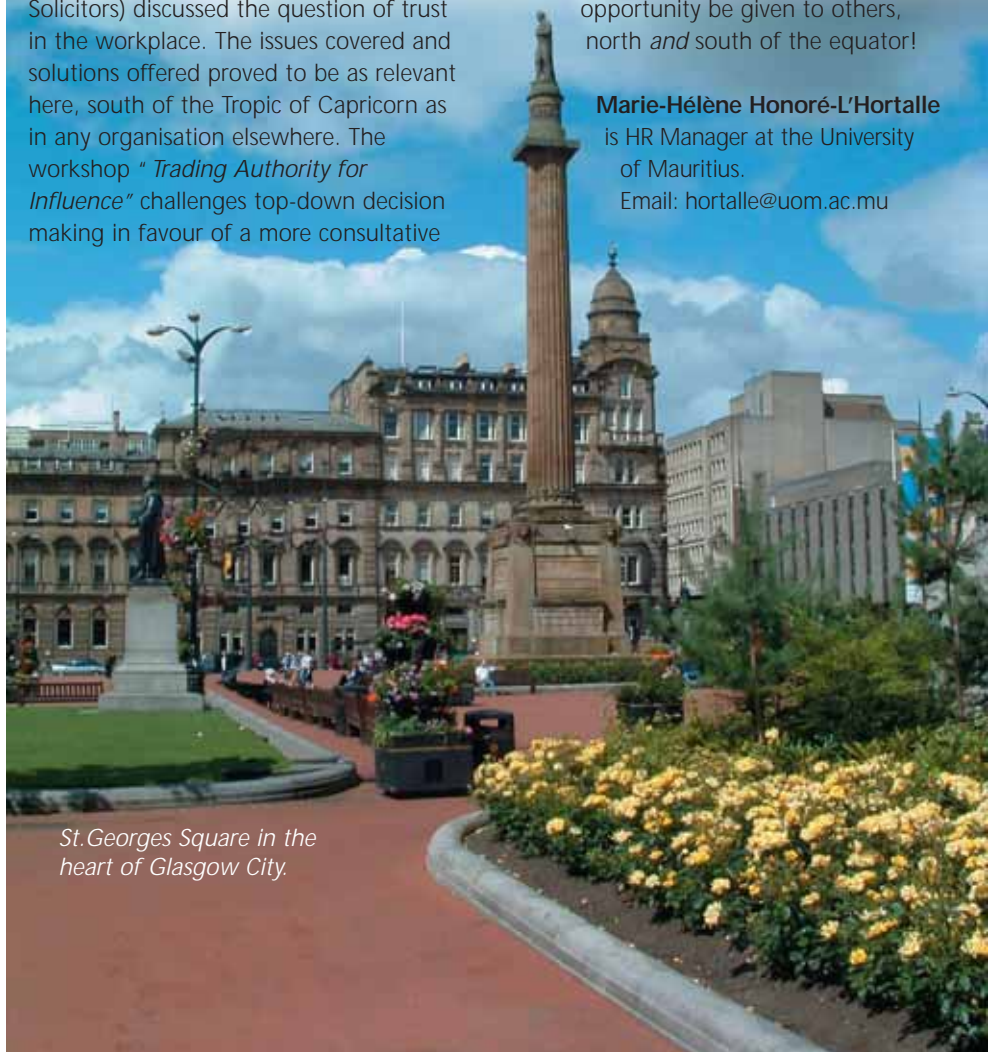
In his workshop “*Trust (or was that ‘trussed’) at work*”, Rob McCreath (Archon Solicitors) discussed the question of trust in the workplace. The issues covered and solutions offered proved to be as relevant here, south of the Tropic of Capricorn as in any organisation elsewhere. The workshop “*Trading Authority for Influence*” challenges top-down decision making in favour of a more consultative

influence-based approach, which might soften a sometimes hierarchical system.

The contents of the plenary sessions and workshops were topical, challenging and stimulating. But most enriching was the opportunity to meet people with the same interests and concerns, and being able to discuss ideas and share views on HR issues on an international scene. Being connected electronically was one thing, but at this point in time, I really felt part and parcel of the wider international HR community.

By offering these free places at the UPA's annual conference, the ACU and the UPA provide a unique opportunity to staff from developing countries to become part of the wider HR world and to further develop international links between HE institutions: I can, without shadow of a doubt, say that the ACU and the UPA have succeeded on both fronts. Hence the ‘bien-fondé’ of this bursary scheme and may the same fantastic opportunity be given to others, north and south of the equator!

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St. Georges Square in the heart of Glasgow City.

HRM News

Awards

HRINZ

● The Human Resources Institute of New Zealand (HRINZ) has 'made a commitment to work more closely with the academic community in New Zealand'. As demonstration of this recognition of human resources study and achievement the HRINZ has developed a programme of scholarships and student prizes; 10 scholarships are being offered - one for each of the 8 universities and 2 contestable ones for universities with multiple campus site locations (eg Massey Albany). (www.hrinz.org.nz/Site/HR_Work/HR_Education/scholarships.aspx)

Crozier Scholarship

● Also in New Zealand the Association of University Staff (AUS) has set up a scholarship in honour of Rob Crozier upon his retirement from the AUS. The scholarship's aim is the 'support and encouragement of postgraduate research into aspects of university (or higher) education and issues of union involvement therein ... including issues relating to the health and well-being of staff and students'. Further information on the scholarship, which is open to NZ citizens or permanent residents of 3 years' standing, is available on the NZVCC website: (www.nzvcc.ac.nz/default.aspx?l=4&p=73)

Academic workplace reports/surveys

● In addition to the statistical analysis of staff employed in HE (see 'Recent publications' pages 8-9), HEFCE has also produced 'The Higher Education Workforce: an Interim Report' (25/11/05) (www.hefce.ac.uk/lgm/workforce). It was developed as part of a commitment to produce an annual report on workforce trends in the sector. Although provisional it outlines some useful headings under which the workforce can be analysed and represented, whatever its national context (e.g. the capacity and composition of the workforce, future needs, recruitment, retention and progression, pay, equal opportunities, management).

● The US magazine – *The Scientist* -

The latest developments from the field of university HR Management

produces an annual survey 'Best Places to Work in Academia' every autumn, based on a web-based questionnaire. In the latest survey (published 7/11/05), of the top 15 institutions outside the US, 5 are in Canada and 4 in the UK. Among the most highly rated factors were: job satisfaction, a good working relationship with one's peers, tenure opportunities and research resources. (www.the-scientist.com)

● Two Canadian publishers have also produced workplace surveys. Mediagroup Canada Inc, the country's largest publisher of employment periodicals, issues an annual list – 'Canada's Top 100 Employers'. The University of Toronto was the only educational institution included in the most recent survey (18/10/05). The list of qualities recognised by employees and rated by Mediagroup's research team includes ' (1) Physical Workplace; (2) Work Atmosphere & Social; (3) Health, Financial & Family Benefits; (4) Vacation & Time Off; (5) Employee Communications; (6) Performance Management; and (7) Training & Skills Development'.

(www.mediagroup.ca)
(www.canadastop100.com)

● The University of Toronto also featured in an annual list of organisations 'offering the most progressive benefits for employees with children'. 'Today's Parent' (12/05) drew attention not only to the organisations but their innovative policies. (www.todayparent.com)

Work-life balance

● A team of multidisciplinary researchers from NTU's Nanyang Business School (NBS) have surveyed 7,000 companies to quantify work-life balance as part of a study commissioned and funded by Singapore's Ministry of Manpower. The research 'demonstrated mathematically that firms with more extensive work-life benefits increase employee engagement, reduce staff turnover, and raise profits' (www.ntu.edu.sg/corpcomms2/@NTU/2006/@ntu0106.pdf) (www.ntu.edu.sg/CorpComms/NTU+in+the+News/Oct+++Dec+05/) (www.mom.gov.sg)

University leadership programmes/courses

Canada

University of British Columbia (UBC)
● UBC's Human Resources' Organizational Development and Learning (ODL) unit has been recognised for its Coaching Program. The Program received an award at the annual Canadian Association of Universities Business Officers (CAUBO) conference, held June 17-20, 2006 in Montreal. The Coaching Program, piloted in 2003, is freely 'available to staff and faculty who wish to accelerate learning and professional development through one-on-one coaching services, team coaching and training in coaching skills'. (www.hr.ubc.ca/odl/coaching) (www.publicaffairs.ubc.ca/ubcthisweek/2006/06jun23.html) (www.publicaffairs.ubc.ca/ubcreports/2005/05nov03/coaching.html).

New Zealand

● The University of Canterbury has developed a new leadership programme for staff with management responsibilities. 'Leading and Managing in an Academic Environment' is being offered by the Human Resources (HR) unit in conjunction with the Professional Short Course Programme at UC Opportunity. There are 8 workshops in the series: 4 on leadership techniques, 4 on managing resources. (www.comsdev.canterbury.ac.nz/chronicle/2005/ChronVol%2040-18.pdf).

Conferences

Applied Leadership Skills for Managers:

● Leading your Employees. The AUA (Association of University Administrators) co-hosted a 2 day international conference in association with ATEM and AACRAO in London, 22-23 June 2006 (www.aua.ac.uk/events/courses/appliedleadership)
● Governing Bodies of Higher Education Institutions: Roles and Responsibilities, Paris, 24-25/8/06. An OECD (IMHE) conference reviewing the changing pattern of governance in the HE sector, and its impact on institutional management (www.oecd.org/dataoecd/14/11/36473156.pdf)

ACU Human Resource Management Network conference 2006 1-3 September 2006 Kuala Lumpur, Malaysia

Planning for the Future: university HR management in the next decade

A view of the Le Meridien hotel



Over the next decade, universities worldwide will face major challenges and Human Resource departments will play a crucial role in determining their responses. The ACU Human Resource Management Network conference in Kuala Lumpur will attempt to identify these challenges from an HR perspective and generate practical responses and solutions.

Several high-profile speakers will present their research and opinions on different aspects of Human Resource Management. Delegates will also be able to select from a range of smaller and more interactive sessions, where speakers will discuss topics within the selected sub-themes; *"Supporting the Workforce"*, *"The External Environment"* and *"Getting the Organisation Right"*. Group discussions will provide excellent networking opportunities.

The conference is primarily for those who have a strategic input into HR matters at their institutions including University HR Directors; Registrars and Assistant Registrars; Vice-Chancellors and Deputy Vice-Chancellors; and Heads of departments. We look forward to welcoming you in Kuala Lumpur to what is set to be a stimulating and informative conference addressing key issues in Human Resource Management in higher education.

The conference location is the five-star Le Meridien hotel which is one of the most accessible hotels in the city – easily reached from the airport and located conveniently to shop, explore Kuala Lumpur or visit the manifold attractions of Malaysia.

Places still available - go to www.acu.ac.uk/hrm to register

**The Association
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