

Strategic Workforce Planning Policy and Procedure HEPP22

PURPOSE

The purpose of this policy is to set out the policy and procedure for strategic workforce planning at Southern Cross Education Institute (Higher Education).

SCOPE

This policy applies to all staff of the Institute and members of the Corporate Governance and Academic Boards.

DEFINITIONS

Planning context	The internal factors (e.g. age, budget, specialisations and skills) and external factors (competition, government policy, economic conditions) in which plans and assessments are made.
SCEI-HE	Southern Cross Education Institute (Higher Education)
Skills Assessment	The process of determining the appropriate staff profile (numbers, levels, skills and experience, fields) both in reference to future higher education objectives and skills gaps.
Workforce planning	The formulation of strategic objectives into a plan ensuring SCEI (Higher Education) has the right people, with the right skills, at the right time.

POLICY

1. The goal of SCEI-HE's workforce planning is to ensure it has a sustainable workforce by developing its people capabilities and capacities to support the achievement of its strategic, teaching and learning plans.
2. The key objectives of the workforce plan are to:
 - 2.1 Build workforce skills and capacity;
 - 2.2 Create a culture of high academic quality, rigour and integrity;
 - 2.3 Facilitate a learning culture; and
 - 2.4 Develop and cultivate high-quality academic leadership.
3. SCEI-HE will consider the current and future workforce needs to ensure that it is capable of delivering the strategic goals and objectives now and into the future. This process involves:
 - 3.1 Understanding the current workforce profile;
 - 3.2 Identifying the key risks in implementing the strategic plan based on the current workforce profile;
 - 3.3 Identifying the future workforce needs in order to meet the strategic goals and objectives in conjunction with budget planning;
 - 3.4 Developing strategies to address the risks identified e.g. recruitment, promotion, professional development; and
 - 3.5 Review the workforce plan to ensure it is meeting the strategic goals and objectives of SCEI-HE.

PROCEDURE

Objective	Strategies	Key Actions	Area of Responsibility	Measured by
1. Build Workforce Skills and Capacity				
1.1 Establish Working Group				
Establish a Workforce Planning Group to Identify Key Areas of Skills Need	Develop an effective workforce recruitment strategy and plan.	In partnership with existing suppliers, industry groups, partners and higher education industry, identify potential candidates.	Senior Management	Formalisation of working group; frequency of meetings
		Create a comprehensive operations plan for the recruitment and retention of academic staff.	Human Resources	Number of applications

Objective	Strategies	Key Actions	Area of Responsibility	Measured by
and Gaps.		Work with external recruiters, job services and academic community to identify potential candidates.	Human Resources	Internal referrals
	Integrate recruitment strategies into our daily operations plan.	Develop a culture within SCEI-HE where staff are aware of the goals and objectives and supporting recruitment processes.	All Staff	A well-structured and updated contact database
1.2 Recruitment of High Quality AQF+1 Staff				
Deliver effective attraction, recruitment and induction strategies.	Create recruitment strategy that drives SCEI-HE operations.	Develop an overarching recruitment strategy to guide recruitment processes and activity, including: <ul style="list-style-type: none"> A systematic approach to recruitment that is process driven; The clear articulation to potential candidates of both SCEI-HE's attractiveness as an employer and the benefits of working at SCEI-HE; The use of a diverse range of media to advertise including Unijobs, social media and direct recruitment; The inclusion of a range of strategies to encourage diversity, including the inclusion of statements supporting diversity in recruitment advertisements; and The use of panels with a mix of skills and expertise to interview potential applicants. 	Human Resources	Increase in early identification of problems areas with the initiation of timely remediation and management.
				Analysis of potential risks
				Improved communication and representation of SCEI-HE to potential candidates
				Advertisement and tracked responses
				Hiring candidates from diverse backgrounds
1.3 Effective Induction				
Deliver effective attraction, recruitment and induction strategies.	Review and update staff induction and training policies and procedures.	The development of effective induction and training processes for new staff including: <ul style="list-style-type: none"> information about SCEI-HE; roles, positions and responsibilities; professional expectations and code of conduct; professional development; and lecturing notes and assignments. 	Teaching and Learning Committee	Positive reviews of induction processes and procedures
				Few to no employees leaving in first year
2. Create a Culture of Academic Rigour, Quality and Integrity				
2.1 Develop Clear Policies and Procedures on Academic Rigour				

Objective	Strategies	Key Actions	Area of Responsibility	Measured by
	The development of clear policies and procedures on academic rigour, quality and integrity.	Development of clear and comprehensive documentation in areas such as: <ul style="list-style-type: none"> professional development; performance review; quality standards; and integrity of awards. 	Human Resources	Minimisation of adverse events impacting quality Decrease in appointments annulled during the probationary period
2.2 Establish Lines of Reporting and Authority				
	Establish delegations policy and procedure and schedule that supports organisational goals.	Provide managers and supervisors with information on the effectiveness of recruitment and induction practices	Human Resources	Increased awareness of available options
		Ensure staff are informed of lines of delegation and reporting		Decreased leave liability
		Ensure all staff are familiar with SCEI-HE's policy and procedure on Academic Freedom		Safeguarding and minimise intervention into academic standards
3. Facilitate a Learning Culture				
3.1 Identify Key Attributes of a Learning Culture				
	Develop a strategic and teaching and learning plan that outlines key aspects of SCEI-HE's learning culture.	A meeting of the Workforce Planning Group to Identify our Strategic Intent with the aim to: <ul style="list-style-type: none"> identify existing skills sets within SCEI-HE; identify ways to engage high quality staff to join and contribute to the higher education workforce culture; identify the key professional development activities to value in staff; and establish a code of conduct in relation to SCEI-HE's Learning Culture. 	Senior Management	Successful creation and implementation of learning culture strategic intent
				Alignment of staff development activities with goals described in the strategic intent
				Regular academic student meetings and forums
				Professional development calendar
				Reduction in reported grievances and disputes, and no litigation.
3.2 Regularly map and align future learning goals to community and Australian workforce contribution				
	Solicit industry and employer feedback on specific workforce needs.	Regular formal and informal meetings between senior SCEI-HE staff and industry groups to discuss workforce needs	Human Resources	SCEI-HE compares favourably with other HEPs in the market
		Yearly survey of employer groups on workforce issues	Senior Management	Favourable survey responses
		Independent professional development and consultation by experienced practitioners		Attraction of state-of-the-art and up-to-date knowledge
3.3 Building Strengths in our Areas of Higher Education Specialisation				
	Encouragement of staff participation in	Management support of professional development through Professional Development Plans (PDP)	Senior Management	Talented individuals are attracted and retained

Objective	Strategies	Key Actions	Area of Responsibility	Measured by
	contributing and sharing knowledge from key areas of specialisation.	Purchasing of key database and subscriptions to appropriate academic journals for staff access	Senior Management	Access of appropriate journals to staff
		Establishment of an annual professional development calendar	Teaching and Learning Committee	Prospective 12-month Professional Development calendar
		Identifying high quality facilitators to contribute to professional development and their nomination in the professional development calendar	Teaching and Learning Committee	Staff feedback on professional development
4. Develop and Cultivate High Quality Academic Leadership				
4.1 Identify Areas of Strengths and Weaknesses in Academic Leadership				
	Conduct audit within working group to evaluate strengths and weaknesses of academic leadership on a systematic and regular basis.	Conduct an audit of existing academic leadership skills	Teaching and Learning Committee	Reported in minutes on potential gaps and areas of skills need
		Ensure that recognition of academic leadership skills and knowledge is incorporated into recruitment activities	Human Resources	Review LinkedIn, Unijobs and social media.
		Conduct proactive recruitment campaigns to attract, recruit and retain suitably qualified staff at AQF+1.	Human Resources	Executive search notifications
4.2 Development a Leadership Toolkit				
	Enhance capabilities and competence of existing staff by developing a leadership toolkit.	Review, reform and regularly monitor the induction process to deliver coordinated and effective induction for new staff.	Human Resources	Feedback from supervisors on staff performance
		Review manager/supervisor implementation of tools	Teaching and Learning Committee	Academic staff review of toolkit
		Encourage high potential academic staff to contribute to development of leadership toolkit	Academic Staff	Staff output in writing toolkit information and guidance notes
4.3 Conduct Regular Review of the Effectiveness of Recruitment Processes				
	Monitor and evaluate recruitment process to gauge the level and depth of academic expertise entering SCEI-HE.	Investigate and build "employer of choice" criteria into workforce goals	Senior Management	Decrease in appointments annulled during the probationary period
		Conduct regular staff and student feedback and act on intelligence gained	Teaching and Learning Committee	Identification of key issues in committee minutes
		Continue to build and contribute to a recruitment database, even in non-hiring periods.	Human Resources	Updated contact database
4.4 Develop Performance KPIs for Academic Leaders				
	Develop KPIs detailing expectations and responsibilities of academic	Write KPIs into academic recruitment descriptions for senior staff	Human Resources	Accurate and up-to-date KPIs in staff performance plans
		Review academic probation processes and outcomes	Teaching and Learning Committee	Minimisation of poor academic staff early in appointment



Objective	Strategies	Key Actions	Area of Responsibility	Measured by
	leaders, in reference to Threshold Standards.	Conduct effective annual performance reviews with effective evaluation of performance development and performance review	Academic Director Human Resources	Ensure problem areas are identified and managed; high-potential staff are cultivated
		Align KPIs to Strategic Plan	Academic Board	Identification of key staff KPIs in strategic plan

RELATED DOCUMENTS

Performance Review and Development Policy and Procedure HEPP19
Professional Development Policy and Procedure HEPP23

LEGISLATIVE CONTEXT

Nil

DOCUMENT AND RECORD CONTROL

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