POSTER ABSTRACTS

WHAT'S IN A NAME? PART 2 — THE SURVEY
INVESTING IN OUR PEOPLE BY PROVIDING ACCURATE POSITION TITLES

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Does your position title reflect the duties you perform? At TEMC2007 we presented the first part of an ongoing study exploring whether position titles used in the higher education sector for administrator's positions are appropriate for the actual duties performed today and their fit into the higher education environment of the future. Based on secondary sources and case studies an analysis was undertaken on how appropriate titles are for the current and potential future leadership and management structures of a higher education organisation.

Due to the popularity of this session, a poster presenting an initial survey to obtain primary data will be presented. The objective is to gather data and feedback on the survey to begin a further analysis on position titles linking to the duties performed across the sector. Investing in our people includes looking after their morale and giving them the credit they deserve for the work which they perform. Ad hoc evidence as discussed in the first part of our study suggests that a poor choice of position title, where there is a mis-match between title and duties, can have a negative impact on this morale. We aim to gather data to explore this and other theories on the impacts of job titles in higher education.

INVESTING IN OUR PEOPLE AT THE MENZIES RESEARCH INSTITUTE

KATHRYN THOMSON
Menzies Research Institute-Tasmania, Australia

The Menzies Research Institute (Menzies) is a medical research institute at the University of Tasmania (UTAS). A new building is being constructed to accommodate Menzies with a completion date of January 2010. With the arrival of a new Director in 2005, the Institute launched an ambitious Growth Strategy in 2006 that saw Menzies undergo a dynamic transformation into Tasmania's premier health and medical research facility. The restructure included an expansion of the areas of research to focus on both clinical and basic science which is essential to ensure that the depth and quality of research at Menzies is enhanced and strengthened.

This was achieved by attracting the good medical researchers from the Faculty of Health Science at UTAS and the Royal Hobart Hospital to join Menzies. In addition, UTAS funded five senior research fellows. These fellows have each been granted $1,000,000 over a five year period with no restrictions on how the funds are spent.

These significant investments in new building infrastructure, research fellows and the growth strategy have realised unprecedented growth and successes at Menzies. Menzies achieved a 38% success rate for NHMRC project grant applications for grants commencing in 2008, compared to the national average 28%. We ranked eighth behind seven of the Group of Eight universities for NHMRC fellowship funding commencing in 2008 and our staff and students number have grown substantially from 2005 to 2007. On an income level our income has increased from $4.1 million in 2005 to a projected $12 million in 2008.

Our plan for the future is one of expanded research programs and increased collaborative links throughout Australia and the world to take advantage of new opportunities, by capacity building.

A STRUCTURED APPROACH TO WORKPLACE PRODUCTIVITY RENEWAL AND REFORM

HEDY BRYANT, DAVID BEDWELL, COLM COX
Charles Sturt University, Australia

One of Charles Sturt University's key objectives is to "Continue to build institutional strength, reputation and sustainability by aligning institutional values, planning and performance through commitment to quality and continual improvement" (University Strategy 2007-2011). To achieve this we have undertaken a bold and innovative project that brings together best practice in process improvement, knowledge management and leadership development. The project will enhance our capability to manage complexity and respond effectively to changes and reform in the external and internal higher education environment. Investing in our people, processes and knowledge will create cultural change, organisational renewal and reform that will position CSU for its continued and future success.

Enhanced business and organisational knowledge and the effective management of change are the key outcomes of the project. Tools and learning resources include a change management framework, an enterprise knowledge base, a discipline model, a yourCSU booklet and website that provides comprehensive information about the processes and organisation of CSU, and a suite of professional development resources for leaders and managers. These resources will be available at future higher education forums and for other universities to access through the CSU web (URL to be available from October 2008).

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