
HR Data – Who Cares?

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The UQ experience

- How we utilise HR data (including AHEIA benchmarking data) and how this is used for decision making – providing managers with the tools and information they need now
 - UQ Workforce Profile – why it's important to know who we are
 - Key findings – how we know what we're doing well, and where we need to improve
 - Other initiatives – Staff FTE and Salaries (keeping an eye month-to-month)
 - What's next at UQ
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UQ Annual Workforce Profile

- Very limited distribution of the AHEIA reports
 - UQ Workforce Profile – hard copy, PDF online, standard reports (internal only)
 - Based on the AHEIA benchmarking program, with a few extras
 - Shows how we compare to our external benchmarks (All Australian Universities, Go8)
 - AND allows us to see how individual areas compare *within* UQ
 - Presentation of key findings – staff in HR roles
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UQ Annual Workforce Profile

Why do we have a Workforce Profile at UQ?

We need to understand our current workforce, and what is happening within it to allow the University to further develop its workforce to meet future needs.

What were the goals when developing the Workforce Profile?

- Establish a set of standard reporting measures to analyse our workforce
 - Identify staffing trends
 - Establish a view of the workforce that allows us to identify gaps that need addressing
 - Provide measures of effectiveness of strategies
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UQ Annual Workforce Profile

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UQ Annual Workforce Profile

1 HIGHEST ACADEMIC QUALIFICATIONS

Key points for 2013:

- UQ has a higher proportion of Academic staff with Doctoral qualifications than the Go8 and Australian Universities average
- Increase in the proportion of Academic staff with Doctoral qualifications to 83.5% (from 82.4% in 2012, AHEIA benchmarking figure)
- Male Academics are more likely to have Doctoral qualifications—86% of all male Academics have Doctorate highest qualification compared to 79.8% of female Academics

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 in the last two years to ensure that all qualifications data are accurately recorded in the HR Information system.

Female Academics are less likely to have Doctoral qualifications, which aligns with the lower proportion of female Academics in higher levels (Table 20, p25).

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

TABLE 44: ACADEMIC STAFF HEADCOUNT - HIGHEST ACADEMIC QUALIFICATIONS BY GENDER 2013

	Female		Male		Total	
	Headcount	%	Headcount	%	Headcount	%
Doctorate	x	y	x	y	x	y
Masters	x	y	x	y	x	y
Other Postgraduate	x	y	x	y	x	y
Bachelor's	x	y	x	y	x	y
Other	x	y	x	y	x	y
No information	x	y	x	y	x	y
Total	A	100%	B	100%	C	100%

Benchmarking

UQ's early and mid-career Academics rate particularly well compared to the Go8 Universities and Australian Universities. Of all Level B Academics at UQ, x% hold a Doctoral qualification compared to the Go8 Universities average of 72.2% and the Australian Universities average of 60.5%.

TABLE 45: BENCHMARKING - PERCENTAGE OF ACADEMICS WITH A DOCTORAL QUALIFICATION (2008 - 2012)

Year	UQ	Go8	Aus
2008	73.0%	68.8%	62.1%
2009	68.1%	68.2%	62.7%
2010	77.9%	69.4%	63.3%
2011	82.0%	72.5%	66.5%
2012	82.4%	74.7%	69.1%

Source: AHEIA Universities' HR Benchmarking Program 2013

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Findings (2013)

- Non-casual workforce has grown by 3.1% from 2012, however the rate of growth has slowed (3.5% growth between 2011 and 2012). More recent data shows that this has slowed more significantly in recent months.
 - Decrease in proportion of fixed-term (vs continuing) appointments – 51.7% in 2013 from 52.2% in 2012. This is still higher than others in the sector.
 - Research Only staff continuing to grow rapidly. Majority of these are at junior levels (A and B)
 - Median Age is unchanged at 41 for all staff. In 2013, median age is 42 for Academics and 40 for Professional
 - Female staff make up 52.3% of non-casual workforce. Still over-represented at lower Professional levels and under-represented at senior levels.
 - Casuals contribute approx 12% all workforce
 - 83.5% of academic staff hold doctoral qualifications – much higher than the Go8 average of 74.7% and Australian Universities average of 69.1%
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UQ Annual Workforce Profile

Academic Promotions

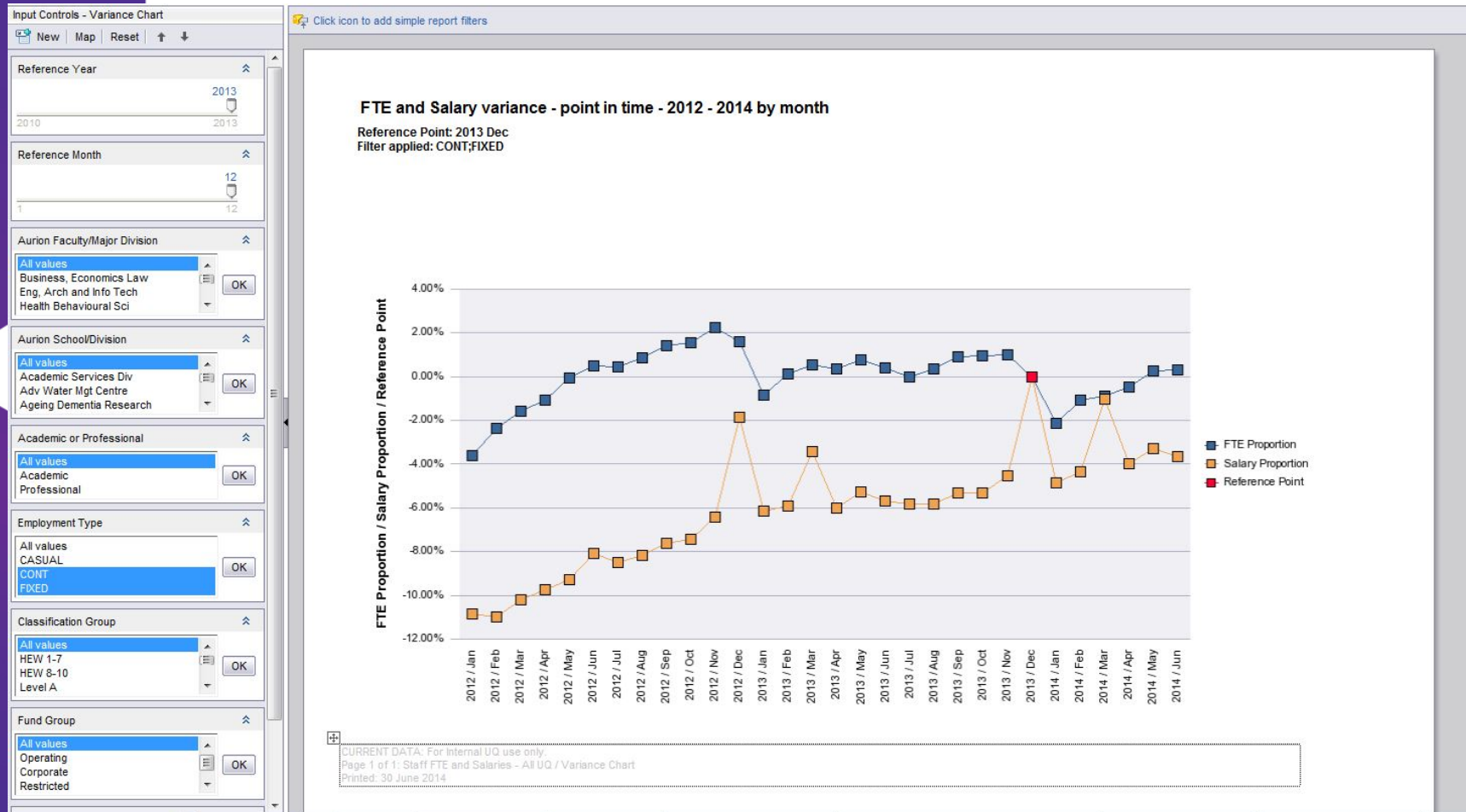
- Higher numbers of male applicants for promotion at all levels (consistent since 2008)
 - However success rate for female applicants is higher than their male counterparts
 - Since 2011, there has been a higher rate of female applicants from level C to D. In 2012, there were 16 female applicants, 12 of whom were successful compared to 11 female applicants in 2008, of whom only 6 were successfully promoted
 - This may be an indication of the success of the “Career Progression for Women” program (implemented in 2010, and focusing on supporting women at Level C)
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Other initiatives – Staff FTE and Salaries reports

Background:

- Requirement to show changes (variance) in FTE over time
 - Salary impact of changes
 - Requirement to identify *how these staff are funded*
 - Requirement for Faculties/Institutes/Units/Schools to access this information for their own areas, in order to provide commentary or address emerging issues
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Other initiatives – Staff FTE and Salaries reports



Other initiatives – Staff FTE and Salaries reports

Benefits:

- Managers, executives, HR and Finance staff have recent data at their fingertips
- Filtering – for funding type, lower level units within an area, classification, function etc
- Used in quarterly budget meetings
- Used to answer “how many FTE in my area”

How has this helped?

- One source of truth – everyone uses the same tools
 - Granularity provides detail to promote trust
 - Emerging trends or issues
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Other initiatives – KPI report – Excess Leave

Background:

- Noted increase in the number of staff with Excess Recreation and Long Service Leave
 - Requirement to show changes (variance) in excess Recreation and Long Service leave over time
 - Were actions taken to reduce excess leave effective?
 - Requirement for Faculties/Institutes/Units/Schools to access this information for their own areas
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Other initiatives – KPI report – Excess Leave

RECL by Category - All UQ - Academic and Professional (by Faculty/Major Area)

Data includes future-booked leave (ie future leave takings have been included in the balance); balances as at end of month. Balance incorporates FTE for person per placement. Based on pro-rata amount of weeks for REC leave, LSL based on full-time weeks. CONT and FIXED staff only.

Compares: 2013 Aug and 2014 Jan;Jun

A Faculty

A Faculty

	2013		2014		2014	
	Aug		Jan		Jun	
	Headcount	%	Headcount	%	Headcount	%
RECL balances (All):						
<8 weeks RECL	954	88.99%	945	91.22%	971	91.60%
RECL exceeds 8 weeks	118	11.01%	91	8.78%	89	8.40%

	2013		2014		2014	
	Aug		Jan		Jun	
	Headcount	%	Headcount	%	Headcount	%
Academic RECL balances:						
<8 weeks RECL	408	82.42%	414	85.54%	428	86.12%
RECL exceeds 8 weeks	87	17.58%	70	14.46%	69	13.88%

	2013		2014		2014	
	Aug		Jan		Jun	
	Headcount	%	Headcount	%	Headcount	%
Professional RECL balances:						
<8 weeks RECL	546	94.63%	531	96.20%	543	96.45%
RECL exceeds 8 weeks	31	5.37%	21	3.80%	20	3.55%

What's next?

- More KPI reporting – new KPIs included in the UQ Strategic Plan
 - Data integrity – improvements
 - Recruitment reporting
 - Academic promotions reporting (new process in 2014)
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