Thanks, as [Michelle] said we've already started to touch on some of the HR issues that we're now going to address in this session. What I'm going to do, I'm going to begin by just talking a little bit about some of the project findings. Then I'm going to hand over to Shard Lorenzo who is the Director of HR at the University of South Australia. He's going to talk about some of the processes that we have in place there.

What I did in preparation for this talk was to go back and have a look at the 2002 report that we've already mentioned this morning, and to look specifically and what that report said about HR issues. And here there are just sort of four points in particular that I’ve drawn out. One, that there was little in the way of formal systematic or centralised policies or approaches in place, the other, we've already used this word a hundred times this morning, but the recruitment of sessional teachers is often ad hoc. That they do confirm, it was acknowledged that they do conform and do more work that they were actually paid for and do duties outside of what they've actually been assigned to.

What I thought was really interesting, there was a checklist with those materials that were produced as a part of that report for sessional staff to actually use. The first question of them was whether they had a contract, has your supervisor seen it and discussed it with you? And I thought that was very telling at that stage that those sorts of issues, some of them are still getting them today, what are presented.

So what's happened five years on? As we had a look across the sceptre of the 16 universities of the practices that we’ve got so far. The sort of conclusions that we can draw from and here on referring to, the next three slides that are I’m talking about are the five things from the 60 odd interviews that were held as part of the project. But in terms of HR processes and practices, that what has been said and in terms of employment structures that support the practice, that what people were saying was needed was contracts that do represent very clearly defined roles and responsibilities. That those responsibilities or those contracts accurately reflect what people are actually doing. That there are formal arrangements in place and part of the university processes and we’ve already seen two examples of NSW and at the University of Wollongong earlier this morning. We've talked about institutional wide processes there and the arrangements of time [leave]. And you'll see that last dot point keeps coming up over and over again.

In terms of very specific HR practices, again, people were saying the need for centralised practices, that contracts should include paid time for all associated activities, so again you're not seeing a lot of difference in terms of the kinds of reflections that were made back in 2003. Timeliness, that contracts begin before and people site and have before the teaching actually starts. In terms of remuneration, that for all the activities, reduction and for any professional development into a role that that’s part of that process. I don’t think there’s anything new there to what we've already observed.

So the issues that have arisen from that study, from our study sorry, again it would be timeliness, this is coming across over and over again in terms of what people are saying. But there needs to be a skill match in terms of identifying and selecting sessional staff, but rather than just a big rush at the last moment to ensure that there is a warm body in front of a class and that's how it was phrased in another of the interviews, that the person there have the right expertise and the right skill match to teach what is being required.

There is right across the sector quite poor administrative arrangements relating to HR. That the workload, still a number of people raising issue about workload and whether the pay
Human resources issues: Recruitment, contracts, conditions and remuneration

Associate Professor Margaret Hicks, Associate Director: Flexible Learning Centre (Teaching and Learning), University of South Australia

actually reflects the work that people are engaging with. Inadequate physical resources, inadequate induction and support in the role. Again that was very [lumpy] across the sector in terms of what was provided for staff. And the low status of the role. I sort of thought that’s a very gloomy note to end on but again I think it needs to be acknowledged and you can’t ignore what people are actually saying in terms of the experiences that they were having.

So what I’m going to now at University of South Australia we have actually worked towards, and there’s a number of us, and a number of people are here, Ingrid Day and Betty [Less] and Shard Lorenzo is going to talk about the processes that we’ve tried to put in place to address some of these issues that have been raised around HR recruitment and induction processes. So I’ll now hand over to Shard who will talk about our experience.