



2021 College Retreat

16 – 17 March 2021

Adelaide Hills Convention Centre



Flinders
UNIVERSITY

College of Medicine
& Public Health

Introduction

Staff from across the College of Medicine and Public Health gathered at the Adelaide Hills Convention Centre in Hahndorf for the annual College Retreat on 16 – 17 March 2021.

Nearly 170 staff attended the two-day event, with rural and remote staff from across South Australia and the Northern Territory gathering for a third day on 18 March, dedicated to planning for rural and remote activities. We extend our thanks to University leaders and representatives from a range of portfolios who joined sessions across the two days including Professor Colin Stirling (Vice Chancellor), Associate Professor Simone Tur (Pro-Vice Chancellor, Indigenous), Professor Clare Pollock (Deputy Vice Chancellor, Students), Professor Robert Saint (Deputy Vice Chancellor, Research), and Mark Gregory (Vice President Corporate Services).

This document provides a summary of the major sessions, outcomes and action plans.

DAY 1

People and Culture C³

The retreat session provided an overview of current people and culture strategic priorities as set by CMPH, University, leadership and our people through different mechanisms including surveys. The key focus of the session related to an understanding of the current state in terms of culture and capability and the commitment to create an inclusive environment that drives engagement and evolves organizational culture, capability, and performance to deliver research and educational outcomes by putting our people first.

The session provided insights, findings and outputs from the 2020 Cultural and Capability Assessment undertaken by Rebecca Christiansen. The purpose of the review was to understand current culture, strengths and capability gaps. It was acknowledged that whilst there were limitations to the methodology, process, timeframe, response rate relating to the review, it highlighted consistent cultural themes aligned with the Your Voice Survey 2020.

Key report findings include:

1. *Where are we at?*

- Positive work culture generally: respectful, value focused, collaborative
- Focused and strong leadership
- Prioritisation of identification and development of future leaders
- Strong technical skills and capabilities
- Improved communication and collaboration but opportunities for improvement
- Challenges included
 - high workload, limited prioritisation
 - ambitious change agenda
 - business processes
 - volatile higher education environment
 - mechanisms to support early career academics
- Link between focus areas for change and strategy is unclear
- Lack of focus on leadership development
- Lack of clarity with regards to performance and expectations

2. *Where are we going?*

- Need for building leadership capability
- Support opportunities for collaboration and partnership through clear mechanisms
- Need for an agile approach to change management
- Development of People and Culture Strategic Objectives to attract, grow, enable performance and retain people. 7 initiatives have been prioritised:
 - i. Continue to build our capability through **recruiting talented staff & leaders with the right values** into the College
 - ii. Build **leadership capability** to enable cultural change
 - iii. Improve the **development of early to mid-career academics** to grow future leaders

- iv. Design & embed a new **performance framework** to drive excellence
- v. Develop a **consistent approach to workload allocation** to increase transparency
- vi. **Develop culture roadmap** to continue to evolve the College culture
- vii. Embed a **respectful behaviours framework** (Code of Conduct) to improve the everyday workplace environment.

This was followed through by table activities to further inform key outputs. Pre-work undertaken by CMPH leadership:

- 1) Purpose-built leadership capability program
- 2) Cultural Road map
- 3) People and Culture Strategy Dashboard

Feedback and suggestions from the retreat have been gratefully received and incorporated into the above programs.

Special Interest Group Session: How do we work together to develop an equitable workload model in the College?

Key themes

Current state and issues:

- supervisor may not be fully informed, have access to data and have right skills/equipped to undertake discussions
- role clarity and expectations of balanced, teaching specialist and research only academic roles
- complex/challenging to identify an approach that considers the flux of activities relating to changing teaching needs or new grant commitments.
- need for a values-based matrix and not just activities-based.

Possible solutions:

- explore other universities nationally and internationally on merits of their approaches
- seek information from all academics on what they wish and can teach to build database of teaching interest and extend concept to research
- professional development to support/enable teaching including addressing gaps in competencies
- consider both education and research strategic growth-prioritise activities and resourcing
- consider culture load
- policy/guidelines for grant management - backfill substantive to work through research milestones but ensure backfill of teaching capability to mitigate disruption
- Separately research performance guides to ensure capture of diverse activities; research types - government/industry, rural and remote context, cultural load and recognise collaborative efforts.

(Detailed report considered by the CMPH Workload Reference Group March 2021.)

3. Actions

1.	Leadership program implementation	Jay/P&C	May / June 2021
1.1	Launch of program & Communication	Jay/P&C	May 2021
1.2	Program review & evaluation - continuous	Jay/P&C/DGLs	2021-2022
2.	Cultural Road Map	Jay / P&C	June 2021
3.	People & Culture Strategic Dashboard	Jay / P&C	June 2021

4.1	CMPH Workload Allocation Reference Group Feedback from the Workload Allocation Special Interest Group tabled at the meeting	Jay Jay/Billie	Reference Group convened March 2021
4.2	Ongoing development of improved approach consultation	Jay/Reference Group	March – Dec 2021 ongoing
5	Implement Reconciliation Action Plan Including P&C specific initiatives. Staff induction, recruitment	CMPH RAP Implementation Group	2021-2022
6	Special Interest Groups	Jay / P&C	ongoing
6.1	P&C Support Structure	Jay / Peet	ongoing
6.2	Academic Status Engagement	Jay/DGLs/TPDs/FHMRI DDs	Ongoing
	Academic Status retreat	Jay/TPDs	June 2021

Reconciliation

At the two-day retreat CMPH staff were invited to participate in the Reconciliation Action Plan (RAP) session hearing from a number of speakers. The main foci of the session included:

- Understanding the ‘self’ within the process of the Flinders RAP;
- Audit of the current activities that we are undertaking on a daily basis;
- Moving beyond the talking, working towards the ‘doing’ of CMPH RAP business and;
- What is the 12-month plan for CMPH including implementation planning process?

The presentation and breakout session guided by the team leaders focussed on the day-to-day activities within the College.

1. Where are we at?

The Day 1 presentation session began with an overview of the Reconciliation Action Plan (RAP) delivered by A/Prof Simone Tur (Pro-Vice Chancellor, Indigenous).

Jonathan Craig led the session by talking about his personal commitment to Reconciliation and what it means to him setting the benchmark for person reflection and accountability.

Co-facilitators Laura Spencer, Kath Martin and Roland Wilson introduced key areas for discussion including reflexivity and decolonisation.

Unfortunately, we were unable to play some of the planned YouTube clips, however these are made available below for wide circulation. *Dadirri* is an important concept that could help enhance ‘deep thinking’ and transformation on a personal level.

[Reconciliation in Australia – Our History, Our Story, Our Future](#) (Reconciliation Australia)

[Dadirri: Dr Miriam-Rose Ungunmerr Baumann’s gift](#) (ABC Australia)

Tamara Mackean shared the work of the Aboriginal and Torres Strait Islander Public Health team and principles for upholding First Nations ways of knowing, being and doing.

2. Where are we going?

Forum participants were guided by RAP team leaders and Aboriginal and Torres Strait Islander staff members to discuss potential activities.

Participants were then asked to talk about what reconciliation means on a day-to-day basis with the view of listing the key projects and/or possible activities to be implemented:

Areas of focus:

- A personal response or commitment from staff and students. The personal commitment was a good chance to have people position themselves and to 'write' about their experience and what reconciliation means to them. This is an ongoing process.
- Exploring ways to have more face-to-face facilitations of the Implementation Plans. The recognition that RAP work requires a F2F conversation.
- Guiding our Team Leaders to take ownership of the deliverables is important but not the only way to build awareness and capacity.
- Working towards growing the collective cohort beyond the current Team Leads expanding across the College with new interests and initiatives. The audit is an ongoing process.

A comprehensive list of activities was generated from the discussion groups. The document will guide further planning and discussion around key themes including ***Cultural Safety/Cultural Awareness, Co-design and Indigenous methodologies.***

Teaching and learning excellence in CMPH: Getting the recipe right

At the two-day retreat, as well as a focus on supporting balanced academics and researchers getting involved in teaching, the formation of the CMPH Learning and Teaching Academy was discussed with participants. The following represents a summary of the discussions.

1. *Where are we at?*

The research-teaching nexus:

- Need to support research staff with their teaching
- We can enhance the view of the value of teaching and it will be a win-win
- When recruiting new researchers and research teams, need to explore their expectations and willingness to contribute to teaching
- Need to have discussions and transparency about workload allocation for balanced academics, to ensure their teaching commitment is delivered on
- There is significant career value in being involved in teaching – and research is an important contributor to teaching and student success
- Support researchers and balanced academics to attend education conferences
- Develop some 'big ideas' for pedagogical innovations
- Managers need to have conversations with their staff to emphasise the value of contributing to teaching
- If there is PR about a grant or research team, promote how they will be contributing to teaching.

The Learning and Teaching Academy:

- Provides an opportunity to provide a sense of identity – common service / core facilities for education

Need for measurement

- define what the outcomes are to be achieved
- how to measure whether the students have been challenged and what skills they have acquired and if achieved independent thinking
- define education excellence
- how to maximise use of assessment

2. *Where are we going?*

Establishing the **College Learning and Teaching Academy** – to support teaching excellence and quality learning outcomes:

- it will be inclusive – include researchers, clinicians and professional staff – across the whole college footprint – and with some industry partners
- it will link with the Teaching Specialist Community of Practice
- it will provide opportunities for cross college collaboration – and outside of CMPH
- it will be a centre of excellence
- activities will include:
 - provide peer review
 - professional development and support, opportunities to attend conferences
 - market research on what is needed – inform topic and short course development
 - advertising and marketing
 - identifying teaching innovations and best practice
 - building experience of cross-cultural teaching
 - support for FFOUT revision
 - offering teaching mentors for ECRs
 - communication about innovations in teaching
 - options for secondment
 - cross disciplinary seminars – sharing best practices
 - comms with stories about educational advocates
- priorities
 - evaluation framework
- value
 - attract high quality staff to Flinders
 - get outside contributors to assist with Indigenous knowledges – to avoid overload on staff
 - share knowledge from engagement with industry – helps ensure job ready graduates
- Explore ways to measure teaching excellence
- Enhance the research-teaching nexus
- Implement the Reconciliation Action Plan

3. Actions

1.	The academy		
1.1	Call for membership for the leadership team	AJ / RO'D	April 2021

1.2	Develop workplan for the academy	Academy Leadership Team	April / May 2021
1.3	Launch of the Academy		May 2021
2.	Refine metrics (measuring teaching excellence)	Academy working group	July 2021
3.	Enhance research-teaching nexus	KL and PE	2021-2022
4.	Implement Reconciliation Action Plan	CMPH RAP Implementation Group	2021-2022
5.	Incorporate social accountability content in teaching programs	KL / SAC	ongoing
6.	Development of short courses	NC	2021-2022
7.	Review course structures and content to ensure work ready graduates	KL / VG MS / KK TPDs / CCs	B Med Sci – 2021 M Clin Ed – 2021 Others - ongoing

DAY 2

Adventures in Rural and Remote Health

At the two day retreat Rural & Remote Health staff focussed on generating a greater understanding of the contribution that the Rural & Remote Health footprint makes to Flinders University and the College of Medicine and Public Health. The presentation, group activities and special interest group discussions focussed on the Rural & Remote Health footprint as a distinguishing feature of the University and College and highlighted the importance of context for all strategic endeavours and day-to-day activities at each of our unique sites.

1. Where are we at?

The presentation session began with an overview of the Rural & Remote Strategy (developed in 2019) and a 'temperature check' of the current knowledge about our multiple sites of what participants attending the retreat. The resulting word maps:

What word comes to mind when you think **RURAL**?



What word comes to mind when you think **REMOTE**?



Participants then formed teams named after rural and remote campus sites, listened to presentations (including scenic background slides) from campus staff and took part in an interactive and competitive on-line quiz (KAHOOT) to determine a winning team (maybe Tenant Creek?).

Participants were then asked again to nominate 1 word again with some changed knowledge/perspective/understanding evident:

5	Implement Reconciliation Action Plan		
5.1	Develop research training for all staff for co-design and co-researching with Aboriginal people	Poche SA+NT, R&RH researchers, Katherine R&RH team	August, 2021

Research @ FHMRI – BIG, Bold, and Collaborative

The two-day retreat covered a number of areas relevant to research. These include:

- The teaching-research nexus and creating a framework for researchers to participate in teaching opportunities
- Increasing HDR recruitment and support
- Opportunities to develop the SA/NT 10,000 birth cohort study across the college
- Gender equity and research success
- RAP and how we view and talk about health and research questions
- EMCA development and support – where can we do better?
- Rural and Remote Health research – support and development opportunities

1. Where are we at?

- No framework for researchers to engage in teaching; currently ad hoc
- Difficulty recruiting HDR students in the numbers we would like; various reasons for this that all need addressing
- Data shows that the overall success rate for female applicants is lower than for male applicants for internal grants
- Just beginning on the RAP journey in the research area; some individuals have RAP plans and some teams, but FHMRI hasn't yet implemented a program to support RAP.
- EMCAs identified that development of their careers is not being supported across the college by all supervisors. There is not a consistent philosophy or approach to the supervisor responsibilities to their staff across the college.

2. Where are we going?

- Enhancing the research-teaching nexus
- Implementing the Reconciliation Action Plan in the research environment; education on the strengths-based approach to health research
- Reviewing FHMRI uplift to ensure we improve gender equity in outcomes
- Increased HDR recruitment
- An academic environment that nurtures and develops staff and students to reach their career potential in both teaching and research – an environment that develops and creates important opportunities for our early and mid-career staff.
- Rural and Remote Health research is well connected with FHMRI, and capacity has grown across the footprint

3. Actions

Item		Responsibility	Timeline
1.	Teaching- research nexus		

1.1	Framework approved and implemented	Peter Eastwood and Karen Lower	2021(Q4) – this should provide sufficient time to provide teaching opportunities for Semester 1 2022.
2.	Improving gender equity in research		
2.1	Review detailed data from internal funding rounds to identify specific assessment criteria where gender is impacting, if any	Rebecca Keough, Peter Eastwood, Briony Forbes	
2.2	Review assessment criteria, assessment panel approaches etc to identify structural changes	JK (to discuss with Michael Michael and Flinders Foundation)	
2.3	Evaluation of 2021 funding outcomes		
3.	Increasing HDR student numbers		
3.1	Proposal to be put to the VC to increase the university scholarships available to high-performing research groups	Danny Eckert, Briony Forbes	
3.2	Developing alternative HDR pathways for scholarship eligibility	Briony Forbes	
3.3	Recruitment strategies: including developing external communication strategy	Briony Forbes/OCME	
3.4	Rural and Remote HDR exchange program – an opportunity to give our HDR students a unique Flinders experience to underpin RAP and social vision principles throughout their candidature.	Briony Forbes, HDR committee, Robyn Aitken	
4.	Implement Reconciliation Action Plan		
4.1	Education on the strengths-based approach to health and medical research	Annabelle Wilson and Tamara Mackean	Forum: 13 April 2021 Roundtable: 1 July 2021 Workshop: Q4 2021
4.2	Rural and Remote researcher experience – an opportunity to give our researchers a unique Flinders experience to underpin RAP and social vision principles throughout their candidature. Systematic review training, cultural experience and session on conducting research with Indigenous communities from the community perspective.	Peter Eastwood, Briony Forbes, Robyn Aitken	ongoing
5.	Enhancing the EMCA experience		

5.1	Proposal to include mentoring and staff development metrics into supervisor performance reviews	Co-development of a proposal by EMCAs and PE	Working group formed by end April 2021
6.	Growing Rural and Remote Health research capacity		
6.1	Develop research training for all staff for co-design and co-researching with Aboriginal people	Poche SA+NT, R&RH researchers, Katherine R&RH team; FHMRI	August, 2021
6.2	Explore joint grant opportunities	R&RH Research leads, FHMRI Deputy Directors, POCT	Ongoing

Gender, Inclusion, Diversity and Equity in CMPH

This presentation provided an overview of the key issues and the CMPH GIDE Strategy priorities and key objectives.

1. Where are we at?

The GIDE committee have identified 5 priority areas as part of an overall CMPH GIDE Strategy – 1. Evaluation and monitoring, 2. Diverse and representative workforce, 3. Inclusive and equitable culture, 4. Flexible and empowering workplace and 5. Strategic and accountable leadership.

Key issues identified as first priorities relate to: reduced number of women in senior academic and professional roles, fewer women and diverse staff in leadership positions, lower publication and grant income for women and diverse staff, pay disparity, supporting the Reconciliation Action Plan (RAP) and actively working on anti-discrimination initiatives to address racism and other forms of discrimination, lack of profile and visibility of LGBTQIA+ staff and no disability and inclusion strategies.

2. Where are we going?

A range of actions, indicators, responsibilities, and timeframes are provided in the 2021 GIDE strategy and 2021 plan that align to the five priority areas. CMPH Executive have endorsed the GIDE strategy and will work alongside the GIDE committee and all staff to progress identified priorities throughout 2021:

- Diverse and representative workforce
- Inclusive and equitable culture
- Flexible and empowering workplace
- Accountable leadership
- Meaningful Metrics

Opportunities from the Your Voice Survey and Special Interest Groups

This session provided insight into the results of the Your Voice survey and the areas of concern and opportunity for CMPH.

1. Where are we at?

The Your Voice Survey was conducted in June 2020. Outcomes in two areas are measured: passion and progress. Passion represents the level of staff engagement. The survey data shows that engagement for CMPH is moderate, with 74% of respondents indicating they are engaged. This is 1% higher than 2018 and 2% higher than University wide. Progress reflects staff perceptions about our College performance. The survey data shows that progress for CMPH is moderate with 60% of respondents indicating that they are satisfied with our College progress and success in delivering outcomes. This is 15% higher than in 2018 and 5% higher than University wide.

Below these top-level results, there are significant opportunities to build on our strengths and address areas of low satisfaction.

Our College results indicate several areas where respondents indicated a high degree ($\geq 80\%$) of satisfaction:

- Job satisfaction (82%)
- Role clarity (80%)
- Gender equality (88%)
- Safety (85%)
- Motivation and initiative (81%)
- Talent (84%)
- Teamwork (91%)

These results are particularly heartening given the challenges presented to us in 2020 and indicate that our work in supporting and developing our people is making a difference. These are strengths that we can build on.

Domains where respondents indicated a low degree of satisfaction ($<50\%$) were:

- Change (35%)
- Processes (36%)
- Cross-unit cooperation (34%)
- Involvement (42%)
- Career opportunities (31%)
- Workload (49%)

While action has commenced to address some of these areas of low satisfaction, there is still much to be done.

2. Where are we going?

Several of the SIGs provided the opportunity to consider how to address these areas, and what action we can take in CMPH that will be impactful and demonstrate leadership in approach to the wider University.