Back to Basics: Challenging the idea of “doing more with less”


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Why “Back to Basics”?  

Do with less—so they’ll have enough!

Rationing gives you your fair share

There’s nothing new about doing more with less
Figure 4: Public investment in tertiary education as a percentage of GDP

Notes: Data is not available for Germany in 2010. It should be noted, calculations do not take account of costs to government of the HELP student loans scheme, which is accounted for as private debt.
### Improving efficiency, effectiveness and productivity – some strategies

<table>
<thead>
<tr>
<th>Increase staff casualisation</th>
<th>Reform academic employment practices</th>
<th>Impose stricter restrictions on academic research</th>
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<tr>
<td>Reduce professional staff levels</td>
<td>Increase teaching loads</td>
<td>Introduce equal trimesters</td>
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<td>Outsource and Insource</td>
<td>Employ shared service models</td>
<td>Streamline academic offerings</td>
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<td>Promote collaborative purchasing</td>
<td>Employ ABC to better understand costs and use as a basis to improve utilisation</td>
<td>Improve development of staff</td>
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<td>Improve facilities utilisation eg. using market approaches</td>
<td>Use big data to hone service delivery</td>
<td>Measure and reward efficiency and effectiveness</td>
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Increase staff casualisation

<table>
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<tr>
<th>Potential Benefit</th>
<th>Potential Cost</th>
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<tbody>
<tr>
<td>• Reduced salary costs per staff member</td>
<td>• Reduced overall staff quality and commitment</td>
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<tr>
<td>• Increased flexibility in staff utilisation</td>
<td>• Over-reliance on less qualified, skilled and experienced staff on critically important tasks such as marking</td>
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<tr>
<td>• Greater control and focus of casual staff activities</td>
<td>• Poor utilisation of continuing (best) staff – avoid the coalface</td>
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<tr>
<td>• Improved utilisation of continuing (best) staff – focus on academic pursuits</td>
<td>• High staff turnover</td>
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<td>• Improved capacity for the organisation to adapt for change – nimble responses; taking timely advantage of opportunities arising</td>
<td>• Negative cultural impact</td>
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<td>• Generational transition of staff stifled</td>
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Building capacity to enable strategy – USQ Educational Experience Plan

1. Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting.

2. Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.

3. Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.

4. Develop improved digital and information fluency as it relates to all aspects of the educational experience.

5. Develop a base-line learning and teaching model and principles to inform and improve practice.
Using Big Data
- Educational data mining
- Learning analytics
Personalised learning

... is the tailoring of pedagogy, curriculum and learning environments by learners or for learners in order to meet their different learning needs and aspirations.

Typically technology is used to facilitate personalised learning environments.

Reference: Boundless.com
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Creativity versus Innovation

Creativity
- “… is about unleashing the potential of the mind to conceive new ideas”
- “… is subjective, making it hard to measure”

Innovation
- “… is about introducing change into relatively stable systems”
- “It’s also concerned with the work required to make an idea viable”
- “… is completely measurable

Drew C Marshall

“What is often lacking is not creativity in the idea-creating sense but innovation in the action-producing sense, i.e. putting ideas to work.”

Theodore Levitt
Providence has its appointed hour for everything. We cannot command results, we can only strive.

Mahatma Ghandi
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Doing less with less?
have you heard the latest "good news" about the economy?? worker productivity is up...
Point 1: Doing more with less requires investment

1. Investment in technology

2. Investment in our staff
Point 2: Getting our priorities right involves understanding our mission

Roles of a university

1. Repository of the Knowledge of Mankind
   - universities must act as ‘knowledge vaults’, maintaining and securing crucial knowledge for present and future generations

2. Generation of new Knowledge
   - to undertake the activity that we call research

3. Transferring Knowledge to the Next Generation
   - i.e. what we call education

4. Transferring Knowledge to Society
   - i.e. what we call dissemination

5. Generating economic development
   - to play an integral role in furthering economic growth and thereby pursuing socio-economic goals.
Thank you