

ATTRACTING AND RETAINING THE 'NEXT-GENERATION' OF HE ADMINISTRATORS

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WHO ARE WE?

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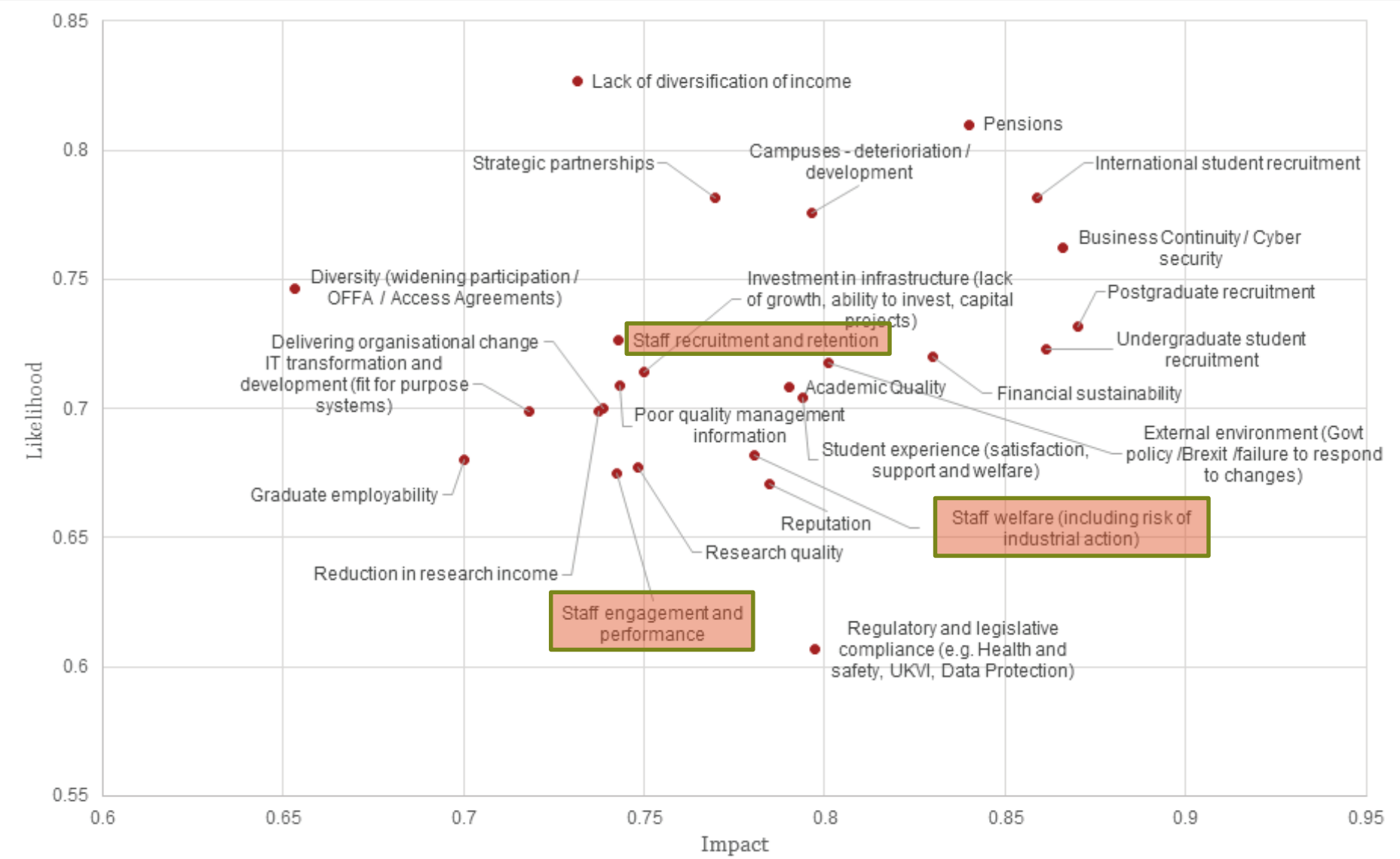
- Ambitious Futures Alumni (2016-17)
- MSc Higher Ed Policy (2019)
- Interests include HE policy (teaching and research metrics), institutional management & organisation

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- MSc Marketing Graduate (2016)
- Ambitious Futures Alumni (2016-17)
- Interests include HE policy, strategy development and civic engagement

The need to think about developing a 'sustainable' workforce

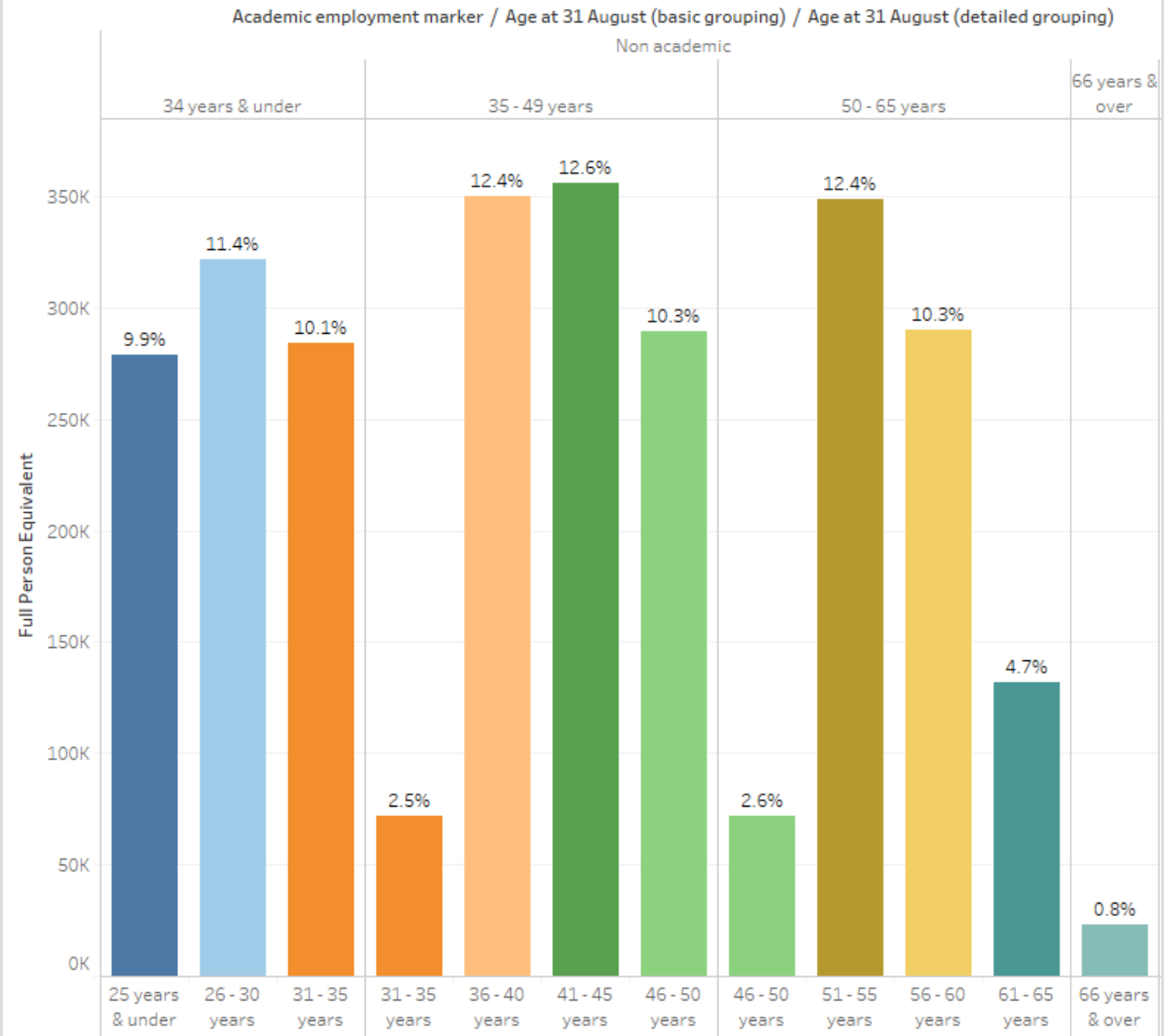


SUSTAINABLE WORKFORCE PLANNING

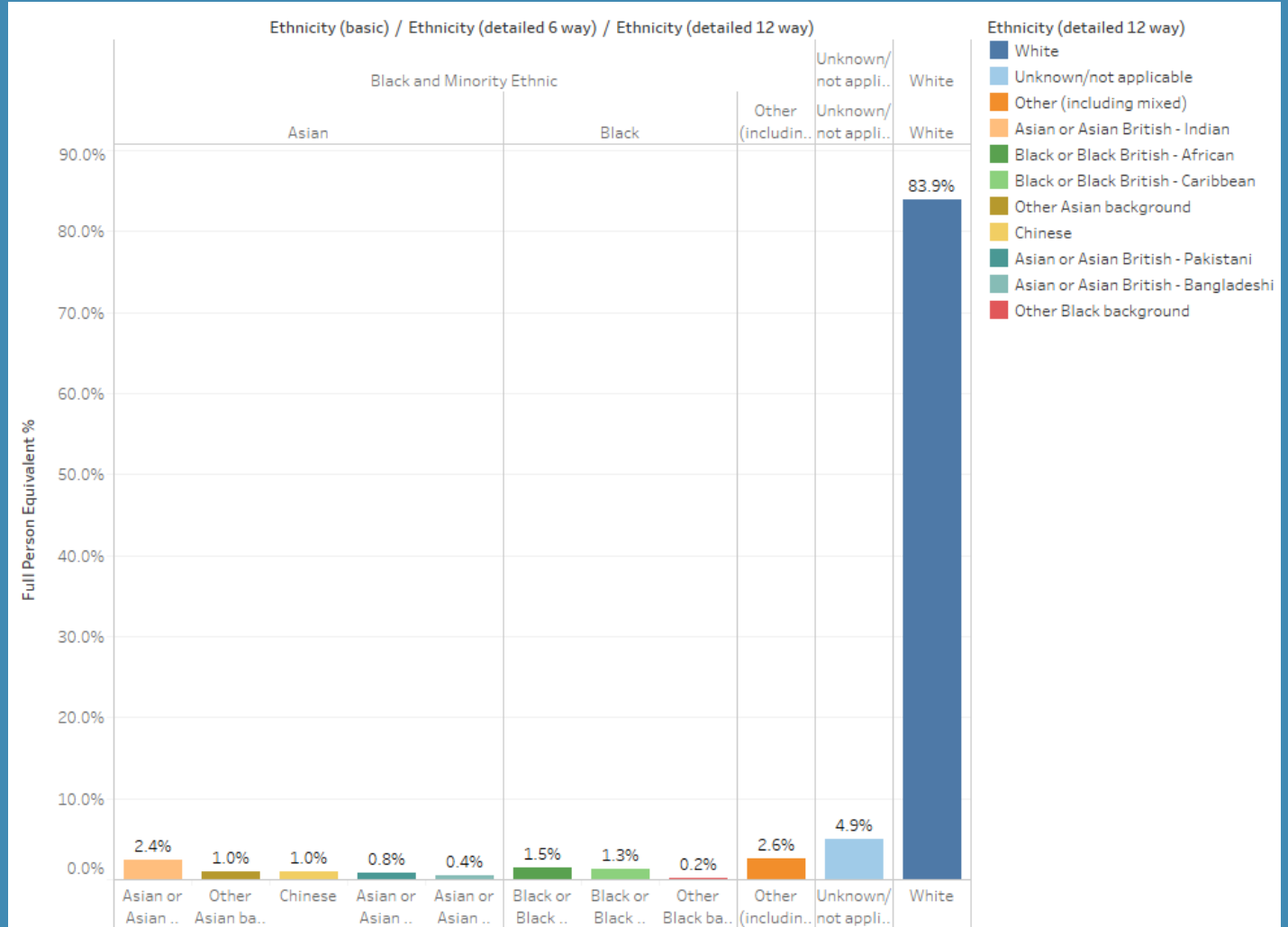
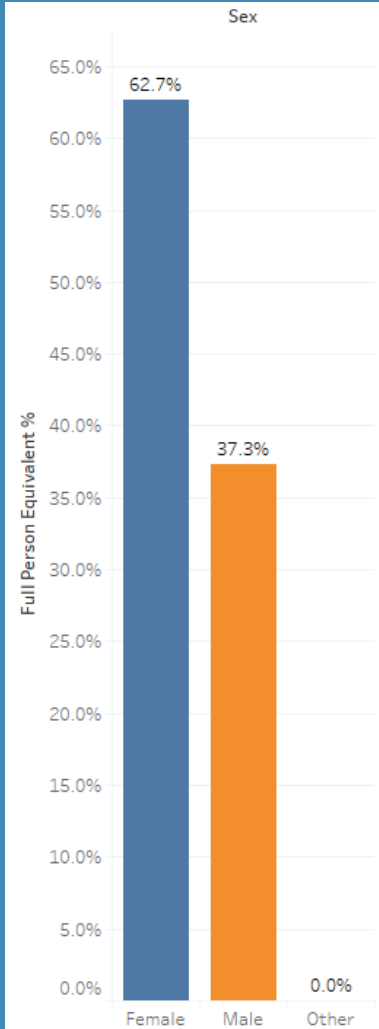


WHERE ARE WE TODAY?

Academic/Non-Academic roles split by age



WHERE ARE WE TODAY?



THE NEXT GENERATION

Digital natives

Flexible workers

Constant communicators

'Experienced' entrants

The 'woke' generation

Recruitment roadblocks

Candidates will only consider applying to organisations that:

Prove they will invest in their personal development

82%

Have clear descriptions of their products and services

76%

Show them a clear career plan

76%

Have a public commitment to Equality, Diversity and Inclusion (ED&I)

73%

Offer them an increase to their current salary

72%

Have clearly defined brand values

68%

Have a public commitment towards Corporate Social Responsibility (CSR)

61%

Have employee testimonials and reviews

55%

Have a clearly defined Employee Value Proposition (EVP)

51%

Make their financial performance public

48%

They have a brand affinity with

39%

Applicants' reasons for a below average experience when applying to a job directly via an employer's website or career portal

Overall process was too long with too many requirements

72%

Not able to view how long the form/process will take at the start of the application

46%

Website/online portal wasn't mobile optimised

31%

No contact support during the process

29%

Inability to start and stop the process

28%

Poor signposting of stage within process

23%

Activity I: Recruitment



Recruitment and Retention of Staff in Higher Education 2008



1. Heavy focus on academic staff retention

2. Relative stability of the 'HE labour market'

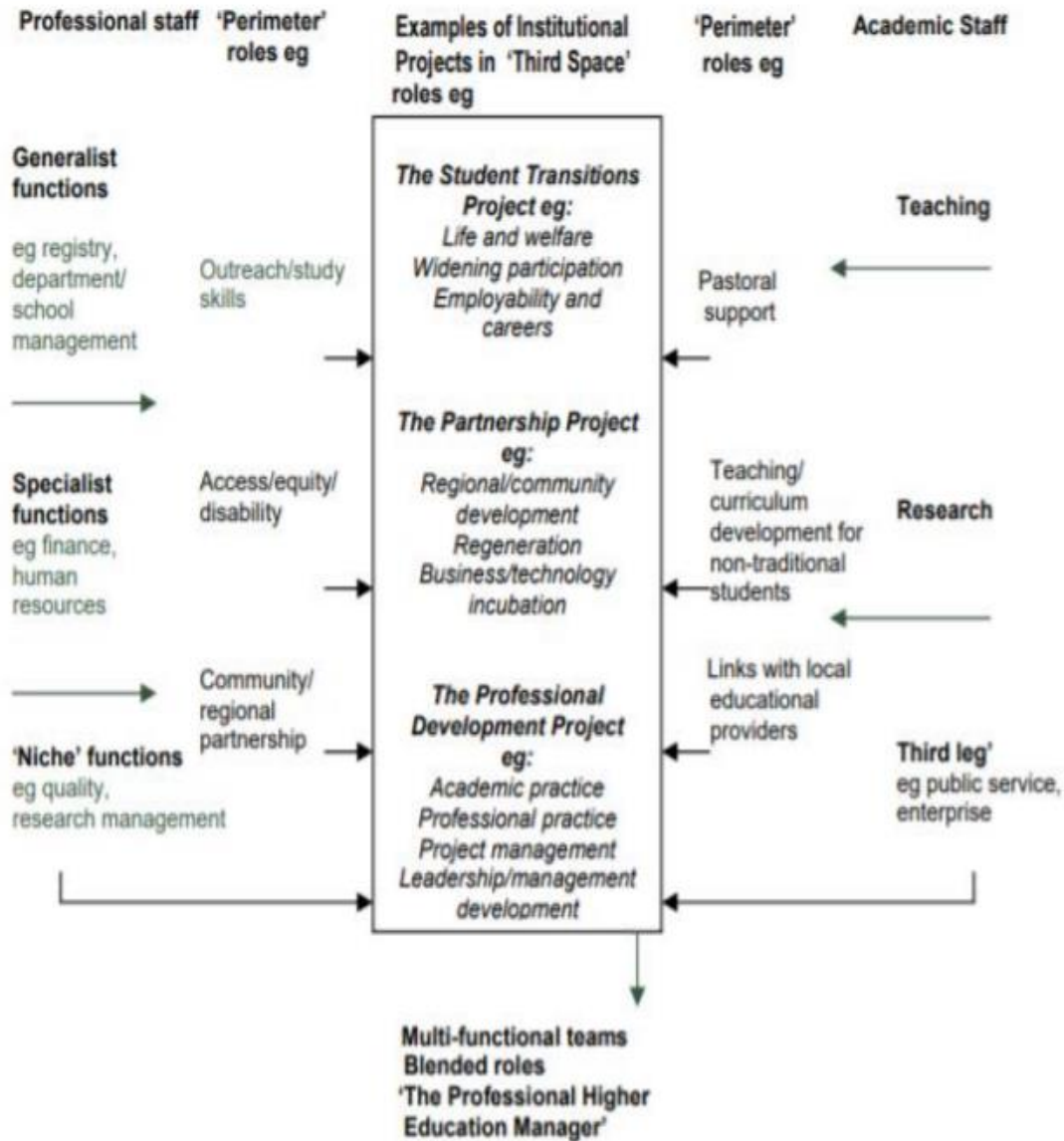
[with] the credit crunch [...] we anticipate that retention may ease as staff may be more likely to remain with their current employer for sake of security

3. Administrative and professional staff: IT, Finance, HR, administrative support

*There is increasing evidence to suggest that skills associated with **compliance and administrative support** have become less important, in favour of analytical, bid support and student support skills.*

HE Workforce Framework, HEFCE (2010)

The Emergence of 'Third Space' between Professional and Academic Domains



Third Space Professionals (Whitchurch, 2008, 2013)

Issues complicating retention of the professional service workforce

- Changes in what it means to be professional services
 - Increasing use of student services undertaking procedural work (McKay, forthcoming)
- Casualisation identified as one of the most important issues currently in HE (SRHE, 2016; UCU, 2018)
 - 2.3% of professional services staff on zero-hour contracts (UCEA, 2019)
 - We simply do not know the true scale of the issue regarding contract status and retention

91%

of Millennials want
rapid career progression



52%

**WOULD LIKE TO GROW THEIR
CAREER ABROAD**

71%



of Millennials strongly believe their
employer should provide clear guidelines
for earning bonuses and promotions

Insight Series (Robert Walters, 2017)

Many of the team are current or recent students who use the appointments as a stepping stone to other positions or going travelling. Whilst the turnover is high [for this group] there is always a good pool of future recruits.

Post-1992, London and South East

If a person is early in their mid-career and they want to gain a variety of experiences in other sectors, the university is unlikely to make a counter-offer as it won't be of help.

Post-1992, rest of England

Universities and Colleges Employers Association (UCEA), 2019

Activity 2: Retention

Academics already kind of have a career pathway but on the professional support side we really don't - you come in on a certain grade, get increments to the top of your scale and then you're stuck, so we're looking to see what we can do about this and how we can highlight who our high-fliers are.

What can we do to make it more attractive for people to stay and give them a good experience working here?'

Post-1992, rest of England

Universities and Colleges Employers Association (UCEA), 2019

Main session points of reflection