



MONASH University

***“Here’s your desk
– off you go . . .”***

**A case study in induction of
professional staff**

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www.monash.edu

Today's presentation

Monash profile

Induction at Monash

Identification of gap

Our induction program – its content and aims

Program outputs and evaluations

What's next?

Monash profile

Established 1958

Expanded through mergers with other institutions

6 Australian campuses, 2 offshore

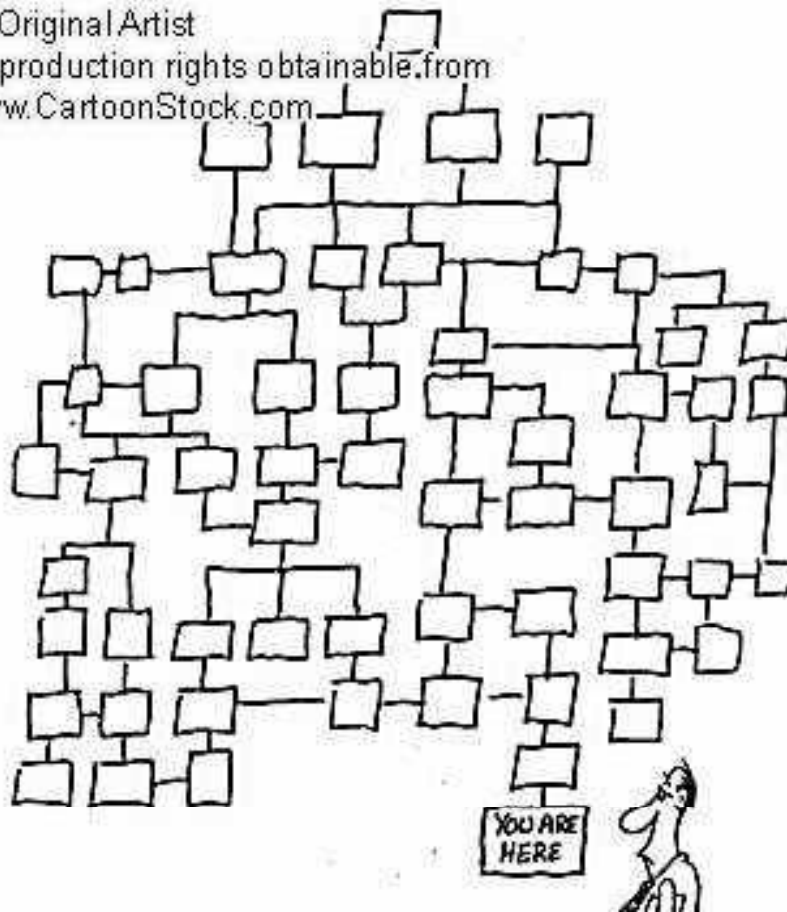
10 faculties

Nearly 4,000 professional staff (FTE)

63,550 student enrolments (as at end 2010)

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Induction at Monash

Position description

Pack from HR – welcome letter, contract, forms,
pay information

Staff ID card

Legislative requirements, eg. OHS, EO, privacy,
copyright, use of IT systems

Website orientation

Induction at Monash

Org charts

Parking information/passes

Generic Welcome session for new staff

Local area orientation

System and software training and access

Performance Management Plan

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"Your job description is fairly simple: Stay in

So how do I do my job?

Give me instructions

Give me context

Give me the big picture

Tell me why what I do matters

Tell me where to go to find help



Identification of
induction gap

University professional staff
Induction checklist

Resource	Provided?
My Position Description	✓
My colleagues' PDs	X
Performance Plan	Eventually
Service Level Agreements	X
KPIs	X
Team responsibilities /deliverables	X
Work instructions	X
Handover from predecessor	Maybe (if you're lucky) X

Identification of contextual gap

No contextual training for student administrators:
legislation, policy, establishing links and networks,
hierarchies, system implications, political landscape

HESA 2003: new requirements encouraged greater
accountability, consistency and compliance, but
inconsistency and lack of understanding continued

Identification of contextual gap

Student Administration best placed to inform stakeholders of HESA requirements and coordinate approaches to compliance

A program was born: to consolidate understanding of HESA, improve consistency, and tame the decentralised beast

The program

‘Welcome to Student Administration’ established in 2007 as a free, half day workshop; extended to full day from 2008; three workshops per year since

Promoted via Staff Development Unit, Student Administration Network, quarterly online newsletter, word of mouth

Content developed by business experts; delivered by Student Admin Managers

Staff Development Unit coordinates venue

Program aims

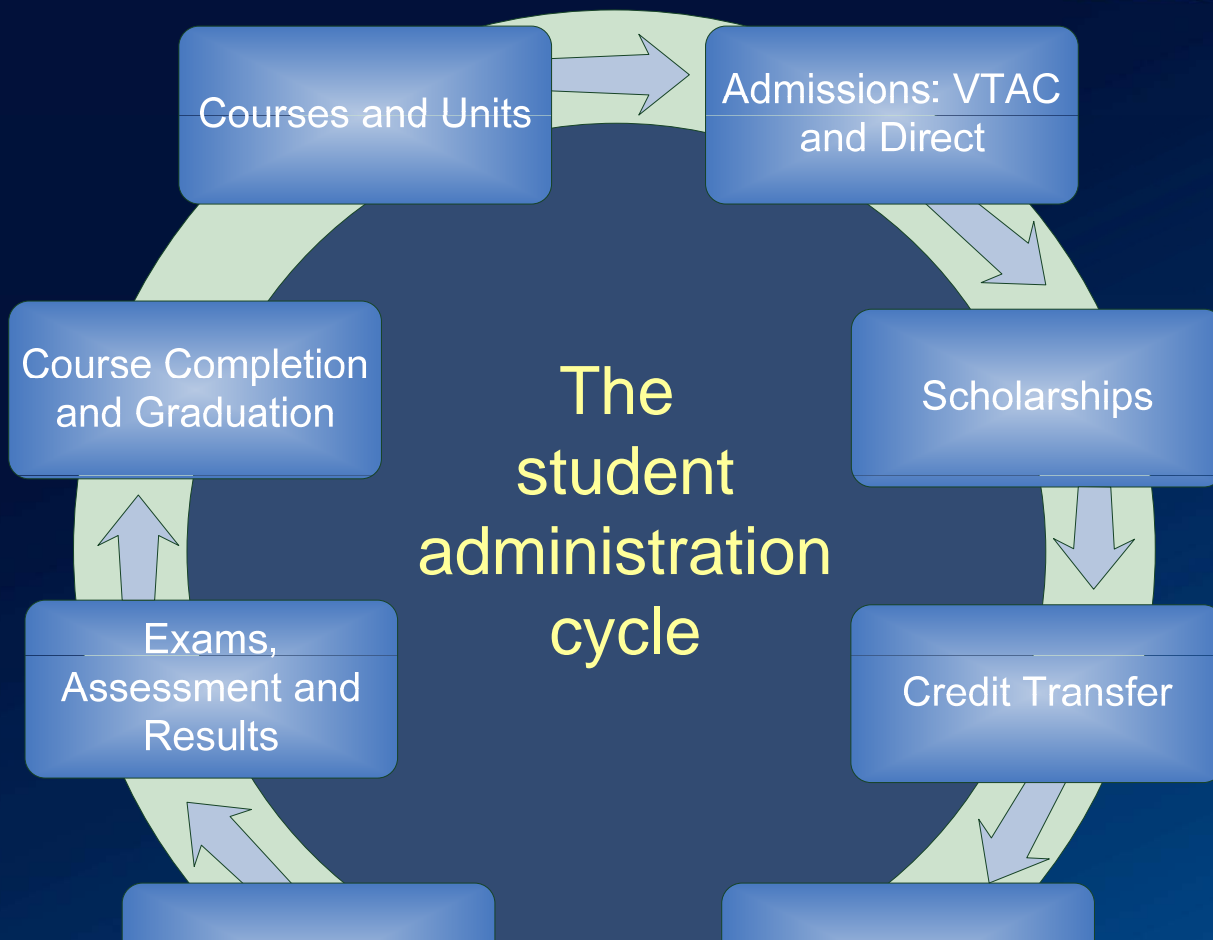
Improve participants' understanding of:

sector and Monash specific information relating to student administration

roles undertaken and systems used by various units in Student Administration and Client Services at Monash

legislative requirements on providers and students, which oversee and underpin our daily tasks

the student administration cycle



Program aims

Provide participants with a context for their work:

- organisational and governance structures

- how Monash organises its student administrative services

- an idea of where they fit into the big picture can motivate and increase job satisfaction

- an appreciation that your work does have an impact on others – flow and implications of actions

Program aims

fostering good corporate citizenship:

- collaboration and advice; providing enough information to facilitate action

- building networks and communication

- improving consistency of information and processes

- facilitating awareness of functions within the strategic operations of the university

- achieving a level of consistency which allows

Program content

Context:

- organisational structures
- legislation: HESA and ESOS
- Monash policy framework
- Government reporting
- Student Management System: Callista.

Program content

The Student Administration Cycle:

Courses and units

Admissions

Enrolments

Fees and refunds

Scholarships and sponsorships

Exams and results

Graduations

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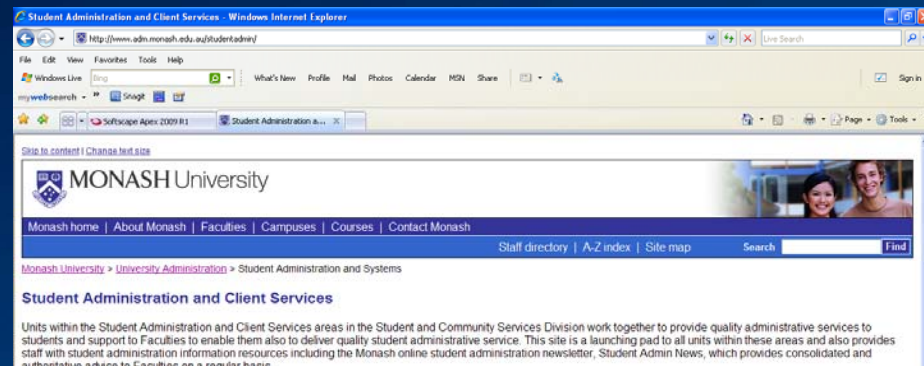
Program content

resources and support:

Publications

Training

Further information: websites
and contact details



Program content

What it does NOT cover:

- Timetabling
- System training
- Support services
- Alumni
- Library
- Academic information
- Marketing



Marketing & Recruitment

FIND A COURSE

Courses and Units

- Publications
- Applications
- System setup
- Offers

Admissions: VTAC and Direct

GET IN

- Orientation – clubs and societies
- Financial support
- Facilities
- Security
- Transport and Parking
- Accommodation

Alumni

GET OUT

Course Completion and Graduation

- Library
- Study support
- Course advice
- Student services
- Academic progress
- Discipline
- Special consideration

Scholarships

- Timetable
 - Allocate+
 - Syllabus+
- ITS - WES, portal, Blackboard

CLASS

Exams, Assessment and Results

Credit Transfer

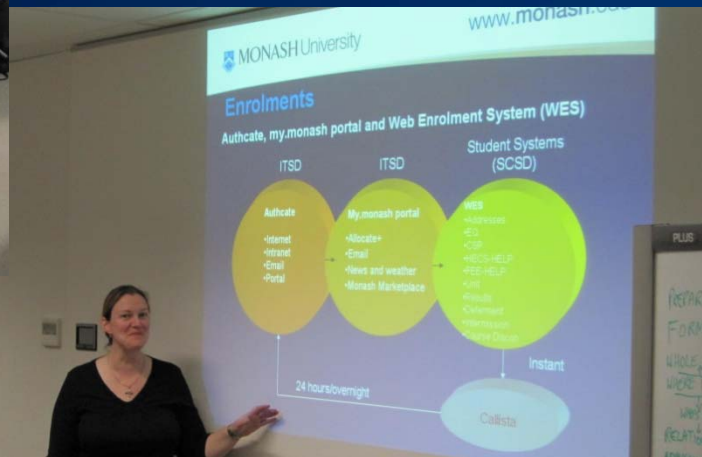
- Census date
- Withdrawals
- Amendments
- Refunds
- Sponsorships

- Health & Wellbeing – childcare, health, counselling, chaplaincy

Security

STUDY

Program outputs



Program outputs

Run 12 times from 2007-2011

212 staff trained to August 2011

Participants from all 8 Monash campuses, all 10 faculties and central areas

80% of participants are female

57% are faculty staff

We learn about participants' issues and improve our ability to deliver tailored services.

Evaluations

Assessed to refine the program each time

Analysed to determine the areas of most interest, eg. selection, EFTSL vs credit points, government reporting and funding implications, load planning

Satisfaction rating at most recent session was 88%

Survey of all participants since 2007 run in August 2011: 95% had applied what they learnt to their work

Evaluations

- *I now feel more confident in approaching different processes*
- *Concepts addressed today will enable me to make informed decisions in my future work*
- *If the handbook was available to me at the start of my work, my understanding and ability to perform well would have improved significantly*

Evaluations

- *It tied everything together that has been 'fuzzy' for 5 months*
- *This is just a great course!! Appreciate the effort put in to conduct it*
- *Day went quickly. Enjoyable and informative. Loved the quiz.*
- *Every single piece of information was useful. It made everything fall into place of what I*

Evaluations

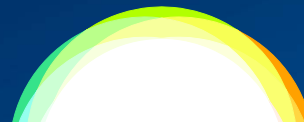
- *Measured overview but with the flexibility to answer specific questions in detail*
- *As a new employee at Monash, it was great preparation for Open Day*
- *Surprisingly enjoyable*
- *Having a number of different presenters keeps things fresh*
- *Definitely gave me a broader understanding*

What's next?

Interest in and need for the program at Monash remains strong

New Monash program to be developed as Welcome to Student Admin pt 2: Enrolments

Customise program to deliver sector-wide via ATEM



What's next?

deliver sector-wide via ATEM, being aware that:

- different structures exist at other institutions

- it can be hard to deliver without institution-specific information

- aims would be different: less about improving consistency

- is it the size, structure and complexity of Monash that makes this training necessary? Do other institutions have the same problems?

What's next?

Deliver sector-wide via ATEM:

Universities and the role of the administrator

The legislative framework

The funding framework

The student administration cycle

Differences between institutions

We'll find out on 10 October 2011 in Melbourne.

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Questions . . . ?

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Some questions for you . . .

Can you define or explain:

- EFTSL vs credit points
- Course load vs taught load
- Domestic vs international students
- HECS band & funding cluster-rate setting rationale
- Elements & fatal errors in government reporting
- Scholarships vs bursaries
- Attributes represented by student status