"Here's your desk – off you go . . . "

A case study in induction of professional staff

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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)

- 62,550 student enrolments (as at end 2010)

- 600+ courses, 6,500+ units (as at Sem 2, 2011)
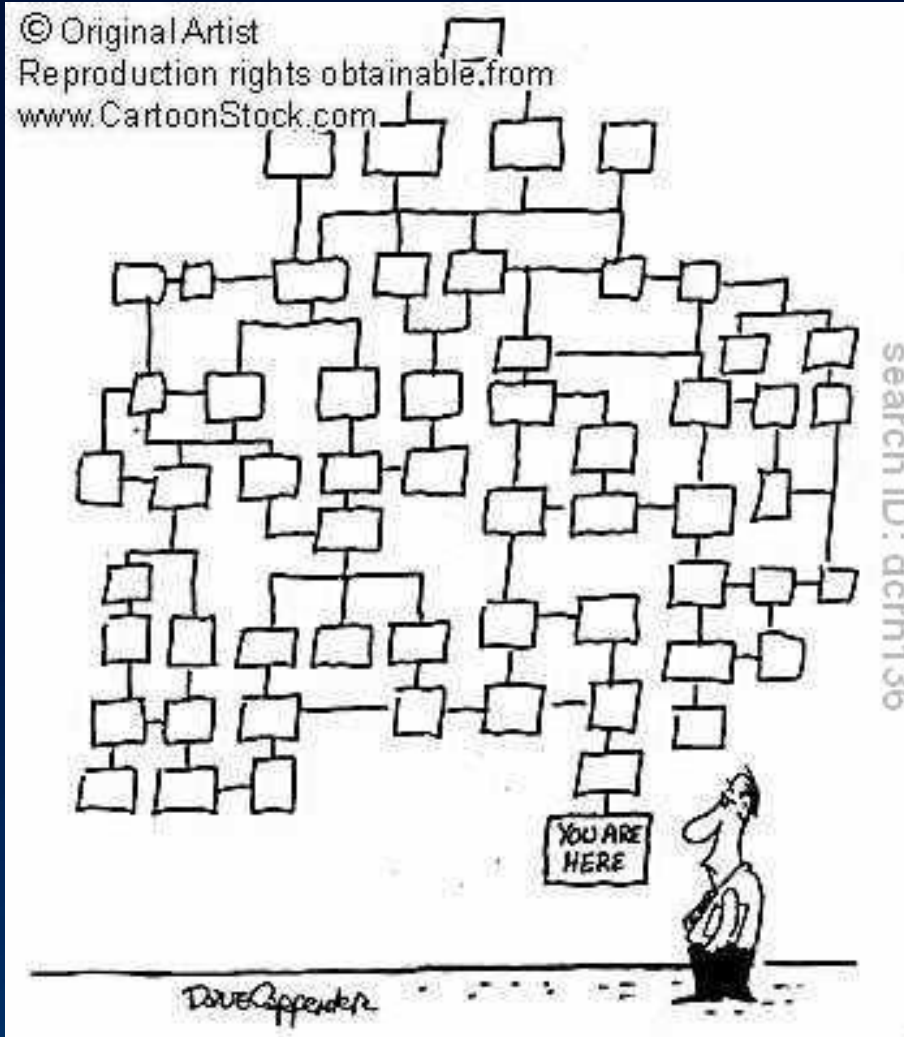
Induction at Monash

- 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

- Brochures re staff services

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

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

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"Welcome to our staff.
Here's a curriculum guide, a roll book,
and a bag of tricks."
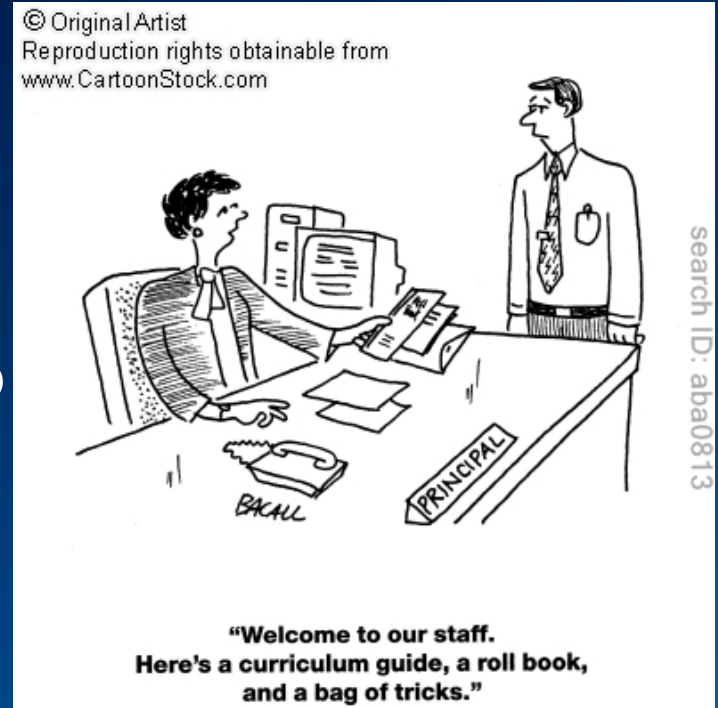
Identification of induction gap

University professional staff
Induction checklist

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

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, registrations, evaluations and certificates

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

MONASH University
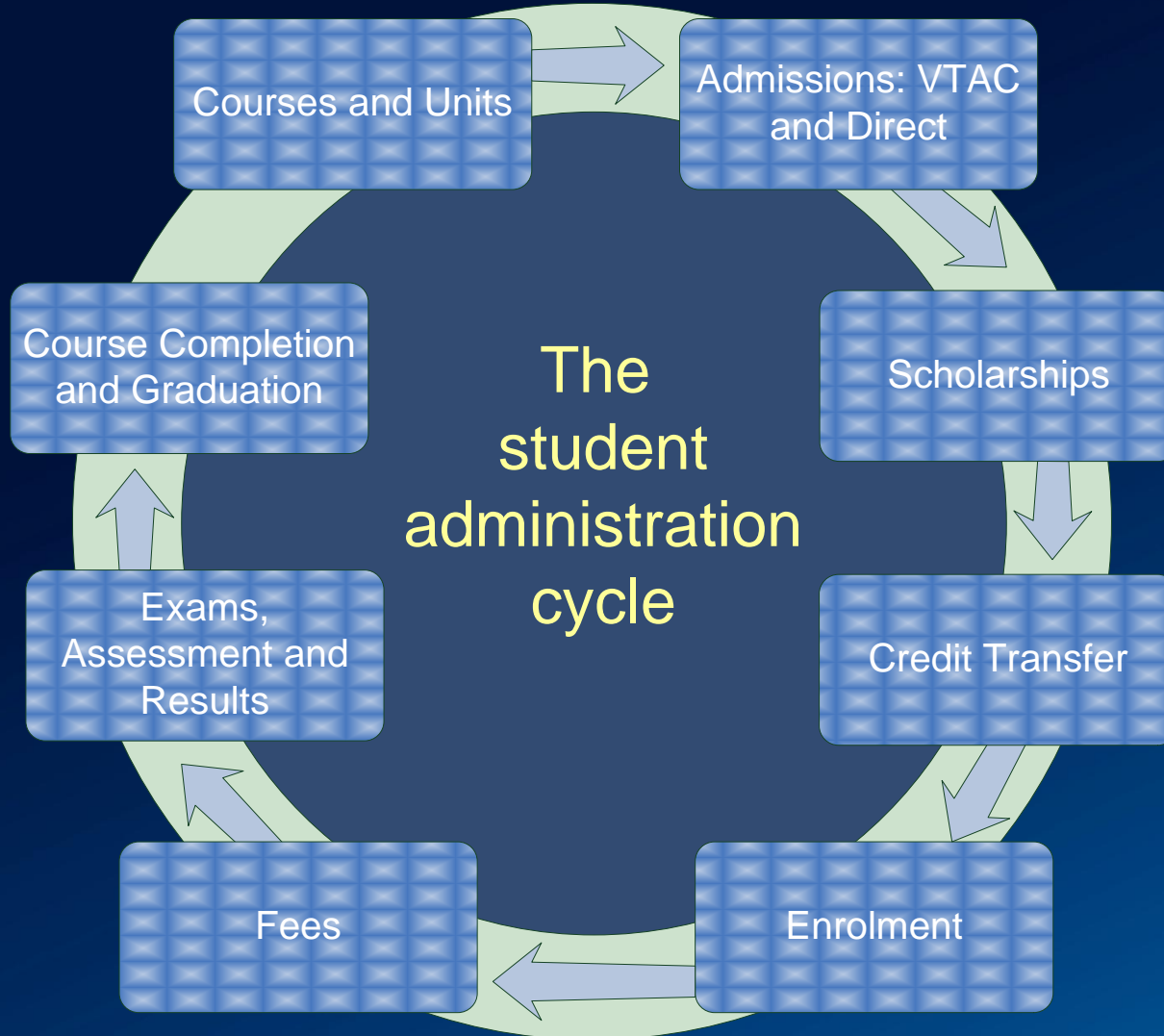
Program aims

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
- the 'who' and the 'why'.

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 differences to exist.

Program content

Context:

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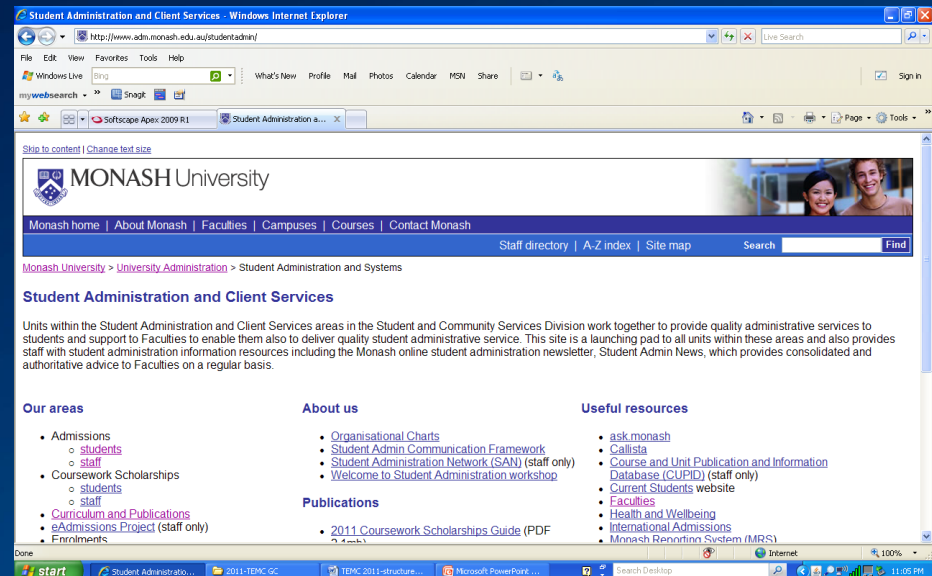- Student Management System: Callista.

Program content

The Student Administration Cycle:

- Courses and units

- Admissions

- Enrolments

- Fees and refunds

- Scholarships and sponsorships

- Exams and results

- Graduations

- Student records.

Program content

Resources and support:

- Publications

- Training

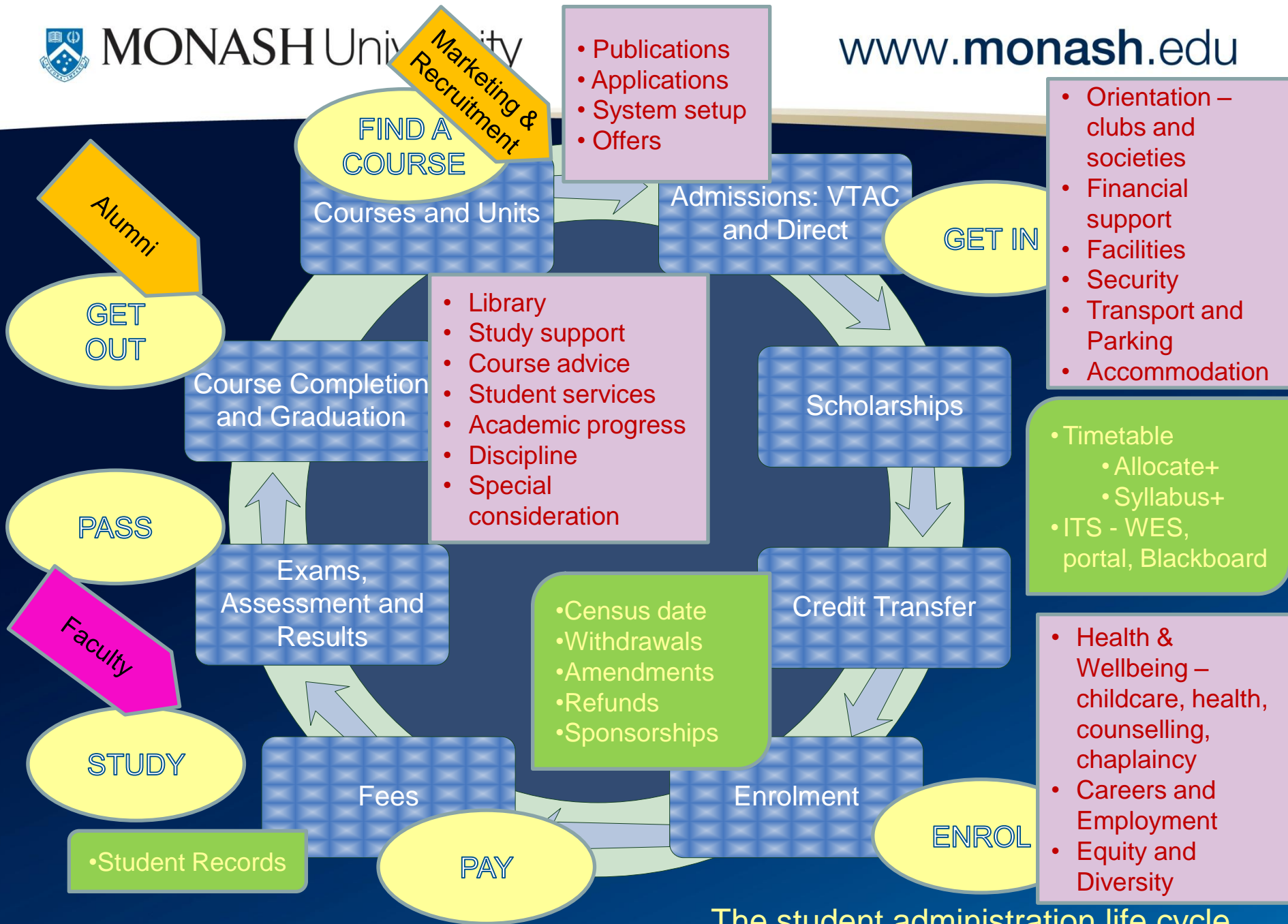- Further information: websites and contact details

Program content

What it does NOT cover:

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

MONASH University — www.monash.edu

Marketing & Recruitment

FIND A COURSE

- Publications
- Applications
- System setup
- Offers

Alumni

GET OUT

Courses and Units

Admissions: VTAC and Direct

GET IN

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

Course Completion and Graduation

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

Scholarships

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

PASS

Faculty

Exams, Assessment and Results

- Census date
- Withdrawals
- Amendments
- Refunds
- Sponsorships

Credit Transfer

- Health & Wellbeing – childcare, health, counselling, chaplaincy
- Careers and Employment
- Equity and Diversity

STUDY

Fees

- Student Records

PAY

Enrolment

ENROL

The student administration life cycle

Program outputs
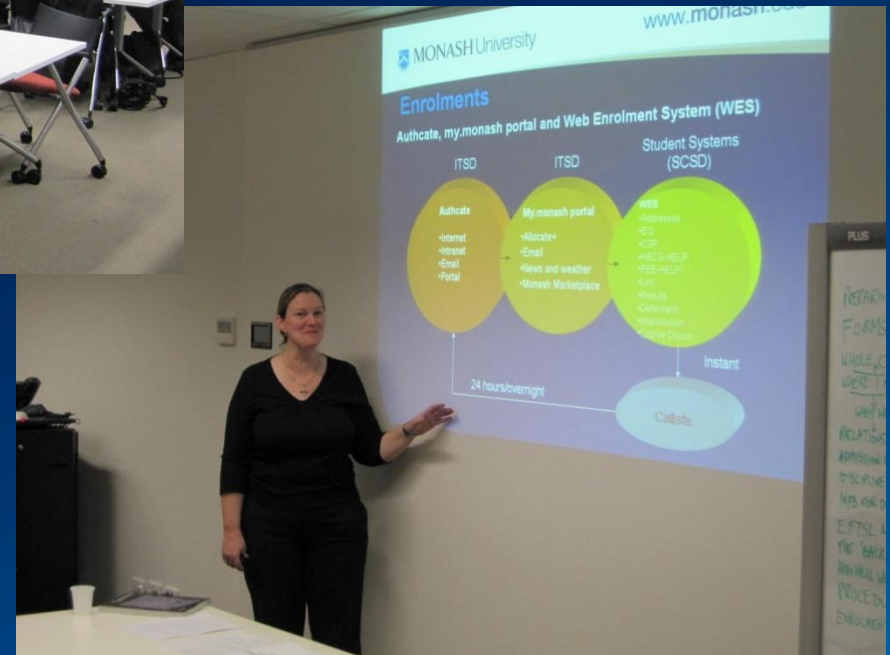
Program outputs

- 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*
- *Should be the first course everyone does in admin*

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 had been doing so far*

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 of the whole University organisation*

- *Should be part of staff induction.*

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

atem *bass region*

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.

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
- Student records: privacy vs appropriate use
- Eligibility vs entry requirements vs selection