



**MONASH** University

**MONASH UNIVERSITY COMMUNITY SERVICES  
SELF REVIEW REPORT**

**Appendices**

# **Appendix 1**

## **Staff Self-Review Questionnaire**

## STAFF SELF-REVIEW QUESTIONNAIRE

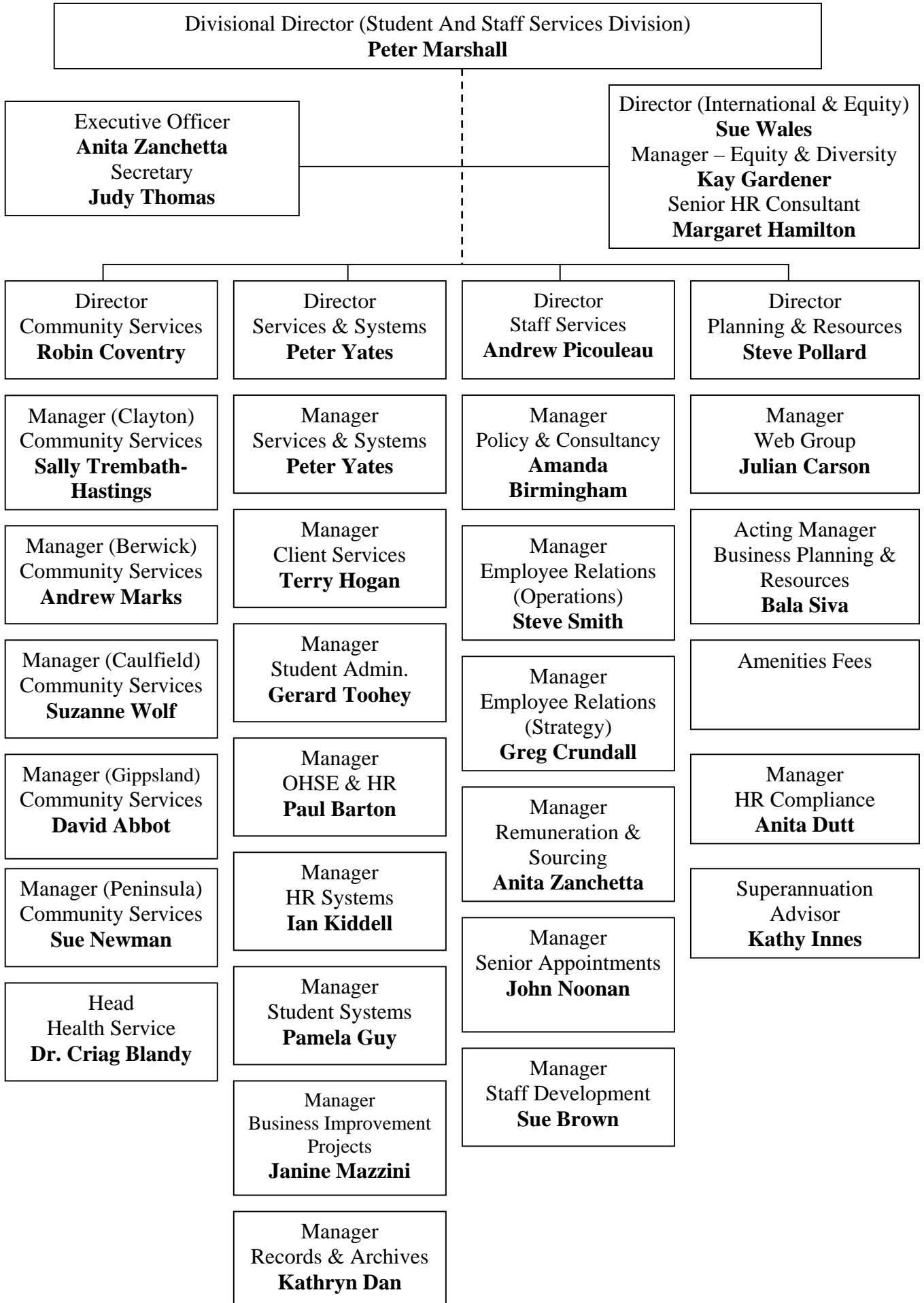
Evaluating the results of the survey posed problematic when there were high neutral ratings. In order to clarify strengths and weaknesses of MUCS as experienced by staff, we ranked by term of reference area according to ratings of satisfactory to very satisfactory; the top 6 rated questions and then those areas of expressed dissatisfaction, unsatisfactory to very unsatisfactory.

<b>Terms of Reference Ranking</b>	<b>% Satisfactory to very satisfactory</b>
Management and leadership	91.4
Core services	90.5
Organizational structure and role	89
Professional and community activities	79.4
Human and physical resources including IT	67.5
Planning	54
<b>Satisfaction: top 6 survey questions</b>	<b>% Satisfactory to very satisfactory</b>
4.1 Does the unit provide assistance to, and relationships with, individuals and groups within the broader University community?	97.5
3.2 Have this unit's core services been designed with customers' needs and expectations in mind?	95.1
1.9 Are people encouraged to listen, share ideas and learn?	94.8
1.8 Is a culture of innovation, improvement and diversity encouraged?	92.5
1.1 Does the structure of the area 'fit' its environment and enable the area to meet its key goals and objectives?	92.5
1.10 Is appropriate leadership demonstrated in developing and maintaining the standing and reputation of the area?	92.5
<b>Dissatisfaction: top 6 survey questions</b>	<b>% Unsatisfactory to very unsatisfactory</b>
2.3 Are processes in place to ensure future capability, staff development performance management and succession planning	12.9
2.2 Is appropriate balance achieved between resources needed for routine work and improvement work or special projects	12.5
1.19 Is process and performance benchmarking data used for improvement purposes	11.8
4.4 Is there participation in local, national and international professional activities	10
4.2 Is there professional and community access to expertise and resources	8.1
2.1 Does unit ensure that staff capability provides an appropriate fit for achieving its goals and objectives	7.3

## **Appendix 2**

### **SSSD Organisational Chart**

## STUDENT AND STAFF SERVICES DIVISIONAL STRUCTURE



## **Appendix 3**

### **Monash University Community Services Chart**

**UNIVERSITY COMMUNITY SERVICES**  
**Organisational Chart – June 14, 2005**  
**ROBIN K.J. COVENTRY**  
**Director**

<b><u>BERWICK MANAGER</u></b> <i>Andrew Marks</i>	<b><u>CAULFIELD MANAGER</u></b> <i>Suzanne Wolf</i>	<b><u>CLAYTON MANAGER</u></b> <i>Sally Trembath Hastings</i>	<b><u>GIPPSLAND MANAGER</u></b> <i>David Abbott</i>	<b><u>PENINSULA MANAGER</u></b> <i>Sue Newman</i>	<b><u>PARKVILLE</u></b>	<b><u>UNIVERSITY HEALTH SERVICES</u></b> <b>HEAD</b> <i>Dr. Craig Blandy</i> <b>DEPUTY HEAD</b> <i>Dr. Jill Grogan</i> <b>PRACTICE MANAGER</b> <i>[Vacant Position]</i>
<hr/> <b>Counselling</b> Andrew Marks Rhondda Curtis  <b>Student Financial Aid &amp; Housing Advisory Service</b> Bill Wright  <b>Chaplaincy</b> Glenda Mattingly	<hr/> <b>Administrative Staff</b> Gloria Kennedy Linda Bird Christina Jacobi Juliet Sironi  <b>Student Financial Aid</b> Gloria Kennedy  <b>Counselling Service</b> Suzanne Wolf Winifred Cunningham Helen Whiteside Michelle Andrews Michael Di Mattia Terri Barker (Honorary) Jenny Koadlow (Honorary)  <b>Chaplaincy</b> Peter Hoang Yvonne Poon Yehuda De Vries	<hr/> <b>Administrative Staff</b> Gwen Burns Angela Teo Melissa Usenich Kellie Rayment  <b>Student Financial Aid</b> Bill Wright  <b>Housing Advisory Service</b> Kylie Evans  <b>Family &amp; Child Care Service</b> Jennifer Weber Dinah Humphries Janita Grant  <b>Counselling Service</b> Andrew Marks Sally Trembath Hastings Tele Triggs Lyn Waldron John Waters Lesley Freeman Anthony Lester Anne Silbereisen Sandra McNamara Jimmy Yeow  <b>Chaplaincy</b> Judy Bowman Christos Galiotos Peter Hoang Barry Rogers Philip Shand Moshe Khan Yehuda De Vries	<hr/> <b>Administrative Staff</b> Elaine Andrijczak Freda Webb  <b>Student Financial Aid</b> Cecilia Wright  <b>Counselling Service</b> David Abbott Wendy McKeown  <b>Chaplaincy</b> Lyn Porritt  <b>Off-Campus Housing</b> Cecilia Wright  <b>Campus Nurse</b> Vonnie Marion	<hr/> <b>Administrative Staff</b> Gail Anderson Julia Haig Liz McKinlay  <b>Student Financial Aid</b> Julia Haig  <b>Counselling Service</b> Sue Newman Dale Halstead Helen Kothrakis  <b>Chaplaincy</b> John Haig Phil Hurwood	<hr/> <b>Counselling</b> Mai Tham  <b>Student Services Officer (Student Financial Aid)</b> Melissa Driscoll	<hr/> <b>Caulfield</b> <b>Dr. Jill Grogan (Campus Head)</b> * Dr. Judy Carman * Dr. Jack Goldberg * Dr. Janet Keys-Brown * Dr. David MacDonald * Dr. Charles Okraglik Judy Evans (Nurse) Coral Sheard (Admin) Kay Ould (Admin) Gail Pizzi (Admin)  <b>Clayton</b> <b>Dr. Craig Blandy (Campus Head)</b> * Dr. Elisabeth Nash * Dr. Wendy Pakes * Dr. Susan Gordon * Dr. Francis Leung * Dr. Ng Seng Tang * Dr. Jenny Morley * Dr. Judi Kirwood Lisa Collison (Nurse) Annette James (Admin) Tania Taylor (Admin) Gillian Goldsmith (Admin) Maria Matthewson (Admin)  <b>Peninsula</b> <b>Dr. C. Blandy (Campus Head)</b> * Dr. Jane Thompson Diana Schumarcher (Nurse)
						<b>Note: * = Licenced Practitioners</b>

## **Appendix 4**

### **Core Services Summary**

## CORE SERVICES SUMMARY

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### Student Financial Aid

#### **Mission Statement / Role**

To support the University's mission in teaching, research and community service by advising students with regard to financial resources and services which may assist them in remaining engaged academically.

#### **Main Engagement With Stakeholders**

- Students across all campuses may access the service
- Other Monash staff in Community Services and other Departments eg. Fees, Student Union
- Centrelink staff from National, Regional and local offices are frequent contacts
- Staff from other universities through Student Financial Advisors network
- Standardised policies and procedures apply across all campuses

#### **Key Activities**

- Advise on government allowances, *e.g. Youth Allowance & Austudy, other pensions & benefits*
- Provision of student loans and management of university loans system
- General financial advice & seminars on financial management issues
- Advocacy and preparation of applications to Centrelink, Fees Section and Halls of Residence

#### **Statistics**

- Loan statistics on SAP (Systems, Applications and Products in Data Processing)
- Results of client surveys
- Records of client contacts

#### **Self Review and Feedback Mechanisms**

- Individual client feedback and MUCS client survey results

#### **Policies and Guidelines including Compliance Requirements**

- Monash University regulations
- MUCS Service Level agreement
- Social Security Act
- University Privacy Policy
- Monash University Community Services Code of Ethics

#### **Meetings, including Committees**

- Grants and Loans Committee
- Campus Loans Committees
- Student Financial Advisors Network
- International Student Support Network

**Staff Development Activities**

- Centrelink training programs
- Tenant's Union Training Courses
- Various University Training Courses

**Greatest Challenge**

- Maintaining knowledge of relevant legislative changes
- Coping with additional workload during peak periods

**Greatest Satisfaction**

- Assisting students to achieve their personal and academic goals by reducing financial stress.

## Housing Advisory Service

**Mission Statement / Role**

To support the University's mission in teaching, research and community service by promoting resources and services which assist students and staff successfully achieve their pursuit of employment and education, specifically in the area of accommodation needs.

**Main Engagement with Stakeholders**

- Students and staff across all campuses. The Housing Advisory Service advise on off-campus accommodation at Clayton & Berwick with the majority of queries relating to accommodation at the Clayton Campus.
- Community members (including Real Estate Agents, Private Landlords, Private Developers, Homestay Agencies, individuals, families) through the provision of advertising and advice regarding the Off-Campus Accommodation Database & student/staff accommodation needs.
- Networking, joint projects & referrals to/with other Monash University departments such as: UCS, Monash International, Language & Learning, Student Welfare/Rights, Monash Oakleigh Legal Service, MSA, MRS, Mannix College, DLO.
- Networking, meetings, projects, training & referrals to/with community based organizations such as: Tenants Union, Consumer Affairs, Student Housing Officers Association (SHOAA).

**Campus Context**

- Housing Advisory Service Offices located at: Clayton, Berwick and Gippsland Campus. Practices at Clayton & Berwick are standardised with Off-Campus Accommodation Database operated centrally from the Clayton Campus. A self-help model (with assistance where necessary) is promoted at Clayton & Berwick due to high client numbers.
- At Gippsland Campus a joint services role Financial Aid/ Housing operates. Due to low numbers requiring off-campus accommodation an accommodation register is kept, no database is available on-line. The Gippsland Housing Officer provides a more personalised model with one on one appointments to facilitate accommodation matches.
- Accommodation information and tenancy advice is provided for students seeking housing at Caulfield and Peninsula campuses. MONYX handles the housing information register and makes referrals.

Accommodation information and tenancy advice is provided for students seeking housing at Parkville Campus. The Student Services Centre manages the housing information and makes referrals.

### **Key Activities**

- Provide updated information to students and staff on housing options and rental costs
- Provide and manage Off-Campus Accommodation Database
- Provide updated information and advocacy on matters relating to renting rights and responsibilities & tenancy law
- Educate students and staff about their renting rights and responsibilities
- Support students and staff achieve goals through referral (when required) to resource services within the university and the community.
- Provide general information and advice through individual sessions and group presentations

### **Statistics**

- Off-Campus Accommodation Database (offers of accommodation)
- Housing Enquiries – cards & emails are collated

Over counter requests from students/staff in relation to housing database are recorded. (However, website database users are not recorded, this is being investigated).

### **Self Review and Feedback Mechanisms**

- Casual client feedback collected in the form of email and written and verbal messages
- General observation/self review and reports written in relation to specific projects
- Survey feedback collected through joint biannual Community Services surveys

### **Policies and Guidelines**

- OH&S procedures/guidelines (see: [www.adm.monash.edu.au/ohse/documents/Docum.htm](http://www.adm.monash.edu.au/ohse/documents/Docum.htm))
- Privacy Policy
- Code of Ethics
- Off-Campus Accommodation Database (Advertising, Service Provision Policy)
- Residential Tenancies Act 1997 (state legislation)

### **Meetings, including Committees**

- Student Housing Officers Association Australia (SHOAA)
- International Student Support Network (ISSN) – (Monash University)
- Community Services Publicity Committee (internal)
- Community Services Web Developers Committee (internal)

### **Compliance Requirements**

- With reference to Fair Trading Legislation, Equal Opportunity Legislation & OH&S Legislation

### **Staff Development Activities**

- Short Courses – Introduction to Tenancy Law/Student Housing Officers Training
- Monash University staff development courses

### **Greatest Challenge**

- Current Off-Campus Accommodation Database is inadequate a new database model is currently being investigated.
- Limited availability of appropriate affordable off-campus accommodation.
- Staff Resources are stretched during peak periods)
- Advocacy & Education re: Rights Issues – High risk students (poor English/life skills), lack of appropriate off-campus housing, limited on-campus accommodation resources, inadequate tenancy legislation to protect rights, unscrupulous agents and landlords. Many challenges are present in relation to these issues, however more resources are needed to begin to address some of these issues effectively and still cope with routine tasks and every day office management procedures.

### **Greatest Satisfaction**

- Contributing towards successful study and employment outcomes for Monash University staff and students through provision of high quality services.
- Great Co-workers.
- Learning & networking opportunities within the university.

## **Counselling**

### **Mission Statement / Role**

#### **Main Engagement with Stakeholders**

- Students: individual counselling, family and group
- Staff: individual counselling
- Staff: Thrive stress reduction program
- Students: group programs
- Staff: consulting and advising regarding student and staff issues (risk Management)
- Staff: consultation regarding workplace issues
- Springvale Community Aid Advice Bureau: critical incident debriefing contract with Clayton

#### **Campus context**

- PD's are consistent across campuses
- Data collection, handouts, brochures and satisfaction surveys are consistent
- Records are hard copy, except at Caulfield which maintains electronic client records
- Some services eg. Thrive at work can be provided ongoing at the larger campuses but are more limited on the smaller campuses due to smaller populations

**Key Activities**

- Provision of professional and confidential psychological counselling to students and staff which also supports university risk management strategies
- Provision of regular and custom designed workshops and seminars in areas such as stress management, performance anxiety, academic enhancement, communication skills etc.
- Consultation and provision of expert advice to faculties and divisions regarding student and staff management issues
- Provision of feedback to faculties and departments regarding issues affecting work and academic success as identified by staff and students (confidentially maintained)
- Psychometric testing of staff and students

**Statistics**

- Client data base including demographic data including faculty/division, referral source, number of visits, type of problem, severity, where referred
- Self assessment data including impact of problem on study/work performance
- Numbers in attendance at workshops, seminars, lectures
- International Student Outreach counsellor maintains record of number of contacts
- THRIVE participant demographics and statistical analysis of efficacy of program

**Self Review and Feedback Mechanisms**

- Counselling service staffs consistently move through the quality cycle when planning, delivering and evaluating their work. This occurs on an informal level through staff meetings, case review/discussion, peer supervision
- Evaluation forms are used to gain feedback and rate the effectiveness of programs such as THRIVE and professional development programs delivered as part of Staff development unit activities
- Counselling services evaluated each semester through MUCS client satisfaction survey

**Policies and Guidelines**

- MUCS Staff Induction Manual directs staff to relevant University policies eg. Equal Opportunity, Privacy
- Privacy and confidentiality policy
- Community Services Code of Ethics as directed by professional registration bodies: Psych Registration Board of Victoria, Australian Association of Social Workers
- Suicide risk assessment guidelines
- Best Practice Counselling Service? doc. We updated last year
- Staff professional development policy

**Meetings, including Committees**

- Orientation
- Transition
- HR workcover stress case management meetings: HR, Employee Relations, OHS&E, EOEA
- International Student Services Network

- Monash University Access and Equity
- Open Day
- Employee Assistance Program Committee
- Campus Managers Committees

#### **Compliance Requirements**

- Psychological Registration Board of Victoria Registration Act.....
- Social work -eligibility for Membership of AASW

#### **Staff Development Activities**

- Private ongoing training and clinical supervision (external)
- Intercampus counsellors professional development, 3 half days a year minimum
- Case discussion
- Individual Campus Peer Supervision
- Professional seminars and conferences
- Visiting expert consultants
- Staff development unit programs

#### **Greatest Challenge**

- Managing demand for individual counselling. High risk students.

#### **Greatest Satisfaction**

- Client progress towards independent effective coping

## **Reception & Administrative Services**

#### **Mission Statement / Role**

To support the University's mission in teaching, research and community service by promoting resources and services which assist students and staff to successfully combine their pursuit of employment and education.

Provide administrative, secretarial and reception services to Director, Manager and all staff of Community Services to ensure efficient and effective service to students and staff of the University.

#### **Main Engagement with Stakeholders**

- Administrative and secretarial services including transactions supporting core service activities, e.g. Vacation Care bookings

Campus context

- Higher campus numbers and higher MUCS staff and services at Clayton hence more staff at Reception
- Health Service separated at Clayton and Caulfield so have separate reception staff

- Clayton services include Housing, Family and Child Care and Vacation Care Program
- Staff have specific support responsibility to a specific core service

### **Key Activities**

- Reception duties including appointments, messages, and counter transactions, enquiries, record-keeping which support the core working of Housing, Vacation Care and Student Financial Aid
- H.R. and financial support, e.g. emergency cash, petty cash, to staff, Managers and Director
- Secretarial support to MUCS staff such as minute taking, correspondence

### **Statistics**

- Currently limited to phone and walk-in/counter transactions
- Number of staff and students accessing off-campus accommodation listings

### **Self Review and Feedback Mechanisms**

- Stakeholder, including MUCS staff feedback (informal)
- Client surveys

### **Policies and Guidelines**

- Security Protocol
- Privacy Policy
- Awareness of confidentiality guidelines for psychologists
- OHS&E/MONYX evacuation procedures

### **Meetings, including Committees**

Representation or minute taking role:

- Counselling staff meeting
- Community Services staff meeting
- Secretaries meeting
- Heads of Units meeting
- Publicity Committee meeting
- Finance Reference Group meetings
- Chaplaincy Committee meetings
- Religious Centre Management Committee meeting

### **Staff Development Activities**

- SAP Finance
- H.R. Training
- Web pages workshop
- Security Workshop
- Staff Selection Workshop
- Staff Appraisal Workshop
- Fire/Floor Warden training
- Handling Difficult Interactions

### **Greatest Challenge**

- Maintaining current knowledge of University context and MUCS service information
- Daily prioritising of tasks and coordination of resources
- Sensitive handling of “at risk” clients

### **Greatest Satisfaction**

- Variety of work
- Team work of front desk staff and the wider Community Services team
- Knowing that you are providing an extremely important role in Community Services and within the University
- Being part of the wider Community Services team

## **Chaplaincy**

### **Mission Statement / Role**

To support the University's mission in teaching, research and community service by promoting resources and services which assist students and staff meet their spiritual and religious needs and obligations whilst pursuing their work and study goals.

### **Main Engagement with Stakeholders**

- Chaplains provide a community focus for students and staff in developing spirituality. Chaplains regularly liaise with spiritual groups on campus; provide opportunity for worship and confidential pastoral counselling. Chaplains are a ‘presence’ on campus for whatever the community needs!
- The interaction with the University Community will also depend on chaplain's, their faith background and expectations of the faith body that places them on the University campus. Chaplains may have a pastoral care focus dealing more with the spiritual needs of the individual.
- The denominational body that has employed the chaplain may also require that they spend time with their particular student denominational group.
- Diversity in Chaplains' skills and interaction should be seen as positive and advantageous, matching and meeting the needs of the very diverse community in which they work.

### **Campus Context**

- Chaplaincy is present on each campus.
- Each campus context' will determine/inform the chaplain's engagement with the community ie. Significant international student body will require differing sensitivities, together with greater understanding of cultural background, faith background and spiritual needs.
- At Gippsland campus a full time Ecumenical chaplain funded by the Uniting, Anglican and catholic parishes in the region is focused on a more rural context in partnership with the local community.

**Key Activities**

- 'Presence' on campus for staff and student spiritual counselling and guidance
- Staff networking to build community
- Making connections with student groups 'sponsored' by their particular denominations or faith bodies e.g. Jewish student group
- Developing opportunities for the University community to engage with spirituality
- Provision of religious worship services, preparation for significant life events e.g. marriage, baptism, funerals etc.

**Statistics**

- Individual recording of staff and student contacted/seen each day through the Community Services statistical gathering

**Self Review and Feedback Mechanisms**

- Regular chaplaincy team meeting – formal/informal relationship building
- Anecdotal evidence – 'team' evaluation of events and overall engagement with the University
- Individual Chaplains report to their own faith/employing bodies at various intervals
- Annual individual reports required to be presented to CCTI (accrediting body for chaplains in Victoria)

**Policies and Guidelines**

- CCTI – the accrediting body for Victorian tertiary chaplains has a website which outlines the above. Please refer to: [www.chaplaincy.rmit.edu.au/CCTI/index.html](http://www.chaplaincy.rmit.edu.au/CCTI/index.html)

**Meetings, including Committees**

- Community Services staff meetings, heads of sections, publicity
- Building partnerships with the whole university community by connecting with departments and faculties

**Compliance Requirements**

- Chaplains are required to be accredited by CCTI – an interfaith body made up of the various faith organisations who have tertiary chaplains – prior to working on campus.  
(See website for details)

**Staff Development Activities**

- National Conference through the TCMA (Tertiary Campus Ministry Association/Aust) held annually
- International Conference of Chaplains and campus ministers – held every 4 years
- State organised seminars and in-service days (sponsored by CCTI)

**Greatest Challenge**

- Connecting with the University community in a meaningful and appropriate way
- Part-time nature of Chaplaincy – lack of availability and time
- Operating as a 'team'

- Working in an increasingly multi-faith context, especially with the current Chaplaincy team having a dominant Christian focus

#### **Greatest Satisfaction**

- Working one-to-one with students and staff
- Working with groups - providing or facilitating hospitality and building community
- Enabling people to work more meaningfully and effectively

## **Family & Childcare**

#### **Mission Statement / Role**

To support the University's mission in teaching, research and community service by promoting resources and services which assist students and staff to successfully combine their pursuit of employment and educational opportunities with family responsibilities.

#### **Main Engagement with Stakeholders**

- Student and staff across all campuses
- Community families through holiday program
- Child Care Centre staff of University affiliated Child Care Centres

#### **Campus context**

- Centralised office at Clayton with visits organised to campuses. Enquiries also handled via email and telephone.

#### **Key Activities**

- Provide updated information to students and staff on child care
- Contribute to planning, policy and service development in relation to family services
- Co-ordinating seminars and parenting programs for students and staff
- Manage Holiday Program

#### **Statistics**

- School Holiday Program database
- Community resource database listing all child care, maternal and child health services, schools and preschools as well as other community resources
- Child care enquiries – cards and emails are collated

#### **Self Review and Feedback Mechanisms**

- School Holiday Program through regular (4 per year) surveys for parents and children
- Need to look at Family and Child Care; currently information feedback.

#### **Policies and Guidelines**

- School Holiday Program, policies and procedures currently being reviewed due to external Quality Assurance Program.

**Meetings, including Committees**

- Child Care Advisory Committee
- Monash University Inclusive Practises Committee

**Compliance Requirements**

- Child Care Act Regulations 1998
- National Standards for Outside Schools 1996 Hour Care

**Staff Development Activities**

- Advanced Diploma Children's Services
- Certificate IV in Assessment and Workplace Training
- Triple P – Positive Parenting Program – Facilitator Training

**Greatest Challenge**

- Keeping up to date on issues in child care and early childhood
- Developing potential of Holiday Program
- Developing models of child care for smaller campuses, eg: Parkville as well as services that can meet the particular needs of students and staff within the University setting.
- Developing partnership with Faculty of Education (Early Childhood) to enhance the quality of University affiliated child care.
- Implementing workplace parenting programs

**Greatest Satisfaction**

- Great variety and diversity in job opportunities