



MONASH University

**MONASH UNIVERSITY COMMUNITY SERVICES
SELF REVIEW REPORT**

June 2005

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Executive Summary

This self study is intended as a frank and open report. Because all Monash University Community Services (MUCS) are voluntarily accessed, the reputation and strength of referral is influenced by “word of mouth” based on user experience of services. Therefore, direct feedback from MUCS staff and stakeholders has been a valuable source for self reflection and learning.

This report accommodates 2 perspectives through a range of methodologies:

- A helicopter view of MUCS within the context of the quality review terms of reference as recommended by Centre for Higher Education Quality (CHEQ) (Sections 2, 3, 4 & 6).
- A closer view of each service under Core Services (Section 5)

The style of the self study report follows the terms of reference, and each of the six sections deals with the evaluations and reflections from MUCS stakeholders in identifying key areas for improvement. By providing an overview of MUCS within each section, the evaluation and reflection processes have assisted to elaborate on the areas for focus in terms of opportunities for improvement.

Section 5, Core Services, reflects an important process in “capturing” the challenges identified by each core service and, where possible, aligning these findings with the perceptions of stakeholders. Staff within the Core Services also identified key aspects of their work which they find satisfying and motivating.

Two external facilitators designed and convened a focus group of key stakeholders of MUCS. The focus group identified three main sources of tension for MUCS:

- Within the University community, there was a demand for core services to be uniform across campuses but MUCS had limited resources to meet these expectations.
- There are contradictory stakeholder expectations that MUCS should be flexible and responsive, but also manage expectations by focussing on core activities and being clear about limitations.
- Expectations to meet the demand for 1:1 counselling and yet provide for dynamic programs while also attending to “non-acting” aspects of the quality cycle when resources are limited.

A major phase of development and change for MUCS began in 1999 with the Student and Staff Services Divisional (SSSD) restructure which brought together a number of university funded student and staff services. The location of MUCS within the SSSD provided the opportunity for increased engagement through the synergies between services as well as other areas within the University.

A consequence of an increase in MUCS profile has created a tension between meeting the day to day core service demand and responding to university wide issues resulting in pressure on available resources.

In acknowledging these tensions, the conclusions draw together the opportunities for improvement, with recommendations collated from MUCS staff feedback, stakeholder focus group and the self-review team.

This review has been timely for MUCS. It has highlighted the need to clarify the role of services and manage expectations within the Monash Community. Other organisational changes and improvements may also be indicated in order to support the vital contribution MUCS has to make to the student and staff experience at Monash University.

1. INTRODUCTION

1.1 Structure and Focus of Report

This self-review report focuses on Monash University Community Services, which offers a range of support services to students and staff at the 6 Victorian campuses.

The report accommodates 2 perspectives:

- A helicopter view of Monash University Community Services as a whole according to the quality review terms of reference (Sections 2, 3, 4 and 6)
- A closer view of each service under the section Core Services (Section 5)

The terms of reference for the review are addressed in the following order:

- Organizational structure and management
- Planning, quality assurance and improvement
- Human and physical resources including IT
- Core services
- Professional and community activities

There will be 3 sections under each of the above; a status report followed by evaluation and reflections and key opportunities for improvement are presented under each term of reference.

Evaluation tools and feedback mechanisms to be drawn on include:

- Self review staff questionnaire (see Appendix 1)
- MUCS client satisfaction survey
- Monash Experience Questionnaire
- Stakeholder focus group
- Benchmarking data
- Surveys of users and non-users

1.2 Overview of Monash University Community Services

Monash University Community Services (MUCS) is a branch of Student and Staff Services Division (SSSD). MUCS is the umbrella under which several student and staff support services operate on all Victorian Campuses. One of the services, Health/Medical was reviewed separately in 2003-2004. The remaining 5 services, plus reception/administrative services, are the focus of this self-review:

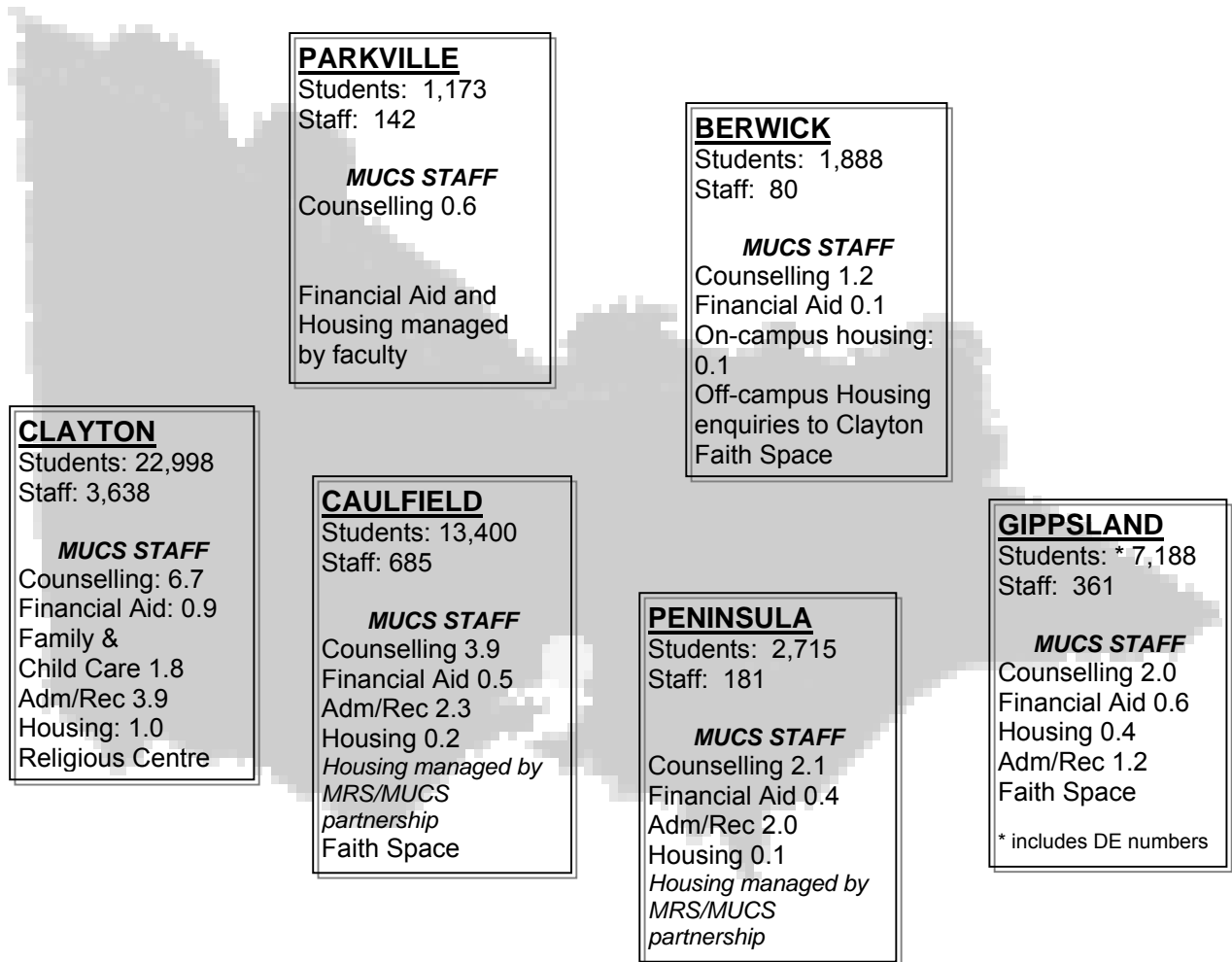
- Counselling
- Family and Child Care Service which includes provision of a school holiday program and cooperative planning and liaison with Monash child care centres
- Off campus Housing
- Student Financial Aid
- Chaplaincy and management of Religious Centre

1.3 Mission Statement

Monash University Community Services provides assistance to students and staff to maximize wellbeing, academic potential and career success. High quality professional services are provided to students and staff who experience traumatic life events or practical, financial, educational, emotional, physical or psychological problems that can inhibit their work or study performance.

Monash University Community Services supports the University's mission in teaching, research and community service by contributing to SSSD's endeavour to maximise the academic, career and personal potential of its constituents.

1.4 Monash University Community Services Service & Staff Representation on Victorian Campuses, 2005



Notes:

- The Family and Child Care Service is centralised at Clayton. Head of Service conducts campus visits.
- In 2005 Monash Residential Services (MRS) took up responsibility for all accommodation services including the off-campus housing database formerly managed by MUCS. The MUCS staff members take direction from MRS regarding service activities and priorities but reports to Campus Manager on day to day activities.
- Chaplains are not University employees. Representation depends on parish arrangements with local faith bodies.
- Campus Managers have varying time allotments for counselling and management activities. This proportion of time is not shown on the above chart.

The organizational chart (Appendix 2) shows MUCS within the SSSD structure. Appendix 3 shows MUCS structure and personnel according to campus and service.

1.5 Key Activities and Stakeholders

MUCS key stakeholders are the staff and students who become direct clients, and the people who refer them.

Another group of internal stakeholders are those areas of the University who request MUCS professional input or expert consultation services. Each service of MUCS also has a range of stakeholders external to the University.

Key Activities and internal and external stakeholders of each service are summarized below.

	KEY ACTIVITIES (as negotiated for faculty service level agreements)	INTERNAL STAKEHOLDERS	EXTERNAL STAKEHOLDERS
Financial Aid	<ul style="list-style-type: none"> advise on government allowances provide student loans & management of University loans system general financial advice & seminars on financial management issues advocacy & preparation of applications to Centrelink & Halls of Residence Secretary to Grants and Loans Committee 	<ul style="list-style-type: none"> students staff fees student union Halls of Residence MONSEACS 	<ul style="list-style-type: none"> Centrelink Financial Advisers Network
Housing	<ul style="list-style-type: none"> provide updated information on housing options & rental costs provide current information, education & advocacy on renting rights & tenancy law provide service support to the Off-campus housing data base 	<ul style="list-style-type: none"> students & staff, all campuses Monash International - Monash College Monash Residential Services 	<ul style="list-style-type: none"> Real Estate Agents private landlords private developers families homestay agencies Tenants Union
Counselling	<ul style="list-style-type: none"> Provide professional & confidential psychological counselling to students, staff & academic Arrange referral to external mental health practitioners support University risk management strategies provide regular & custom designed workshops and seminars in areas such as stress management, performance anxiety, academic enhancement, communication skills etc. consult & provide expert advice to Faculties & Divisions regarding student & staff behaviour management issues provide feedback to Faculties & Divisions departments regarding issues affecting work & academic success as identified by staff & students (confidentiality maintained) provide fee for service psychometric testing to staff & students & family members 	<ul style="list-style-type: none"> students & staff faculty staff SSSD: <ul style="list-style-type: none"> Occupational Health, Safety & Environment (OHS&E) Human Resources (HR) Disability Liaison Unit (DLU) Employee Relations (ER) Staff Development Unit (SDU) Security Monash International - Monash College English Language Centre University Solicitors Health Service MONSEACS 	<ul style="list-style-type: none"> families general practitioners and psychiatrists crisis assessment teams treating individuals, clinics and hospitals Springvale and Glen Eira Community Advisory Services Primary mental health teams

	KEY ACTIVITIES (as negotiated for faculty service level agreements)	INTERNAL STAKEHOLDERS	EXTERNAL STAKEHOLDERS
Family & Child Care	<ul style="list-style-type: none"> Provide information to students and staff for on campus child care services Assist students and staff with linking into community based child care and family life resources Manage the school holiday program (Clayton Campus) co-ordinate seminars and programs offered to students and staff on parenting programs and family life issues <p>Administration of Campus Child Care Services</p> <ul style="list-style-type: none"> Liase and oversee documentation for management of university sponsored child care services consultation & provision of advice on future University child care services, including fulfilling Executive Officer duties for the University's Child Care Advisory Committee 	<ul style="list-style-type: none"> students & staff students employed in school holiday program 	<ul style="list-style-type: none"> local government & agencies Community families (Clayton) State and Federal Government departments Community agencies
Chaplaincy	<ul style="list-style-type: none"> provide on-campus presence for staff & student spiritual counselling & guidance staff networking to build community making connections with student groups 'sponsored' by their denominations or faith bodies 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. 	<ul style="list-style-type: none"> students staff spiritual groups 	<ul style="list-style-type: none"> Chaplains work at the University by agreement with the faith body they are employed by. MUCS provides space, reception and administrative support, IT and utilities. External community members
Management of Religious Centre	<ul style="list-style-type: none"> manage enquiries and bookings manage maintenance, renovations and upgrades provide secretarial support to Religious Centre Management Committee marketing 	<ul style="list-style-type: none"> students & staff spiritual and faith groups MUCS staff 	<ul style="list-style-type: none"> alumni families past staff faith communities general community
Reception / Administration	<ul style="list-style-type: none"> reception duties including appointments, messages & counter transactions, enquiries, record-keeping which support the core working of Housing, school holiday program & Student Financial Aid HR & financial support e.g. emergency cash & petty cash, to staff, Managers & Director Secretarial support to MUCS staff such as minute taking, correspondence etc. Secretarial support to Chaplains Committee 	<ul style="list-style-type: none"> staff students HR MUCS staff 	<ul style="list-style-type: none"> Community: <ul style="list-style-type: none"> - school holiday program - accommodation enquiries Family Assistance (govt – family child care rates)

1.6 Monash University Community Services in Context

The services are a resource available to the entire university community providing help with issues that potentially impact on staff and students' capacity to work or study.

Our clients are often vulnerable in some aspect of their lives, for example they may be:

- Psychologically vulnerable/suicidal
- International students with adjustment, accommodation or mental health issues
- Children attending the school holiday program with special needs
- Students at risk of academic failure
- Staff performing poorly at work due to personal or workplace issues

There are significant issues around duty of care and risk management requiring sensitivity and astute judgments.

Because the services mostly occur through face to face contact, the fundamental resource is appropriately qualified and experienced staff.

The nature of referrals and urgency of requests for assistance requires MUCS to work within a highly flexible, and responsive work culture.

Flexibility and adaptability to the changing university context and external context is also essential. Examples within the University context include:

- Growth in student numbers and profile, particularly international students, some requiring greater level of services, with minimal growth in HR funding.
- The shooting crisis of 2002, and SARS 2003.
- Generally there has been an increase in requests for help to assess and respond to threatening and inappropriate behaviour by students and staff.

The above examples demonstrate the changing nature of MUCS work and workload, which we need to continue to accommodate while maintaining core programs and responsibilities.

Examples of changes in the external context include changes in government policy such as immigration that impact on international students and the Nelson reforms.

1.7 Structure of Review Process

The Director of MUCS nominated himself, the 5 campus managers and Head of Family and Child Care as the Self Review Team. The Clayton Campus Manager undertook the planning and coordination of data collection and writing supported by the Head of Family and Child Care.

Opportunities for staff input came through the Core Service Summary (see Appendix 4) which was completed by representatives from each service. MUCS staff had the opportunity to complete the self-review Staff Questionnaire, a tool developed by Centre for Higher Education Quality (CHEQ).

Managers and staff had several opportunities to review and comment on drafts of this report.

Stakeholder feedback came through:

- **Self - review staff questionnaire:** Staff at each campus were asked to complete the questionnaire. Approximately 65% did so. The questionnaire asks staff to rate the unit's performance on a range of questions in areas of performance pertaining to the terms of

reference of the quality review. Each question is rated on a 5 point scale from very unsatisfactory to very satisfactory.

- **Stakeholder Focus Group:** Two external facilitators developed and ran a focus group of staff and student stakeholders from faculties, other service and function areas such as Security, Monash Residential Services, Solicitors, Workcover (Human Resources), Employee Relations, Access and Equity, and Monash International. A total of 19 participants provided feedback and recommendations on all core services. A full report of the membership and findings of the focus group can be found in Appendix 5.
- **MUCS Client Satisfaction survey:** A client satisfaction survey covering all core services is administered across campuses twice a year. Information from this survey is used to measure key performance indicators to satisfy Service Level Agreement requirements covering aspects such as satisfaction with service received, contribution to their Monash experience, service accessibility, competence, qualities and attitudes of staff.
- **Victorian Universities student services Benchmarking Exercise:** In 2003 Clayton campus participated in a study with 6 other Victorian universities which surveyed students to rate awareness of university provided services and, if non-users, reasons why they had not accessed services.
- **THRIVE© Research:** THRIVE© at Work, a stress reduction program for staff, run on all campuses, is evaluated through a research project which measures pre and post levels of stress symptoms and positive and negative affect. Participant evaluation and feedback on the program is used to inform improvement. See Appendix 6 for a brief report.
- **Monash Experience Questionnaire:** Campus Managers analysed detailed feedback in relevant areas. Particular attention was given to areas of expressed dissatisfaction. See Appendix 7 for the Director of MUCS' presentation to the Senior Administrators Group. The management group has addressed these 'gaps' in future planning. This agenda has also been driven up to the Divisional level and is reflected in SSSD 's planning, for example in the key result area of Strengthening Community.
- **Program Evaluations:** Workshops and Programs developed and presented by MUCS services are evaluated through participant feedback surveys.
- **Benchmarking:** For the purposes of this self-review comparison data from key Australian Universities has been collated on aspects Counselling, Student Financial Aid and Family and Child Care. A summary is presented in table on pages 27 and 28.
- **Student & Staff Services Research Project 2001:** A stratified sample of some 2924 (64%) responses from staff and 2190 (55%) from students across Monash Victorian Campuses was obtained in 2001. All departments within SSSD, including MUCS, were surveyed. Respondents were asked to rate on areas of Quality, Value, Usage and Awareness (refer to complete document in MUCS resource folder). Results were collated and MUCS services were seen across all areas to be seen as positive. However, for the Family and Child Care Service, there were indications that there was a need for improvement when compared with other services' ratings within MUCS. Improvements have since been made to the Family and Child Care area.

2. ORGANISATIONAL STRUCTURE & MANAGEMENT

2.1 Organisational Structure

MUCS is a group within Student and Staff Services Division which is within the portfolio of Deputy Vice-Chancellor and Vice President Resources (Appendix 8).

The organizational chart of SSSD and Community Services (Appendix 2) shows the full range of centralized support services for staff and students across Monash University.

Community Services is represented at each of the 6 Victorian campuses. Except for Parkville Campus, where the 0.6 counsellor reports directly to the Director, each campus has a Campus Manager. These managers meet with all other SSSD managers, group directors and the Divisional Director. See Community Services organisational chart (Appendix 3).

Refer to Appendix 9 for a schedule of all MUCS meetings at campus and divisional levels.

One challenge facing MUCS is to provide adequate and fair service levels at all Victorian campuses. The level and structure of service provision varies across campuses depending upon campus size and resourcing capacity. At Parkville campus for example, Community Services is represented by a Psychologist who works 0.6 and reports directly to the Director of MUCS and to the Pharmacy Faculty Manager. The Parkville staff member is included in training opportunities, has access to all resources on other campuses and other staff can, and have been, co-opted to assist her in developing and presenting particular programs and seminars, for example THRIVE at work, an 8 session stress reduction program for staff was presented by MUCS staff from 4 different campuses.

Another challenge to management is that a number of services are provided by staff who are not directly accountable to MUCS which at times can be an impediment to developing a cohesive team direction, vision and commitment to less direct service provision activities such as administrative, planning and quality assurance tasks.

The Chaplaincy service is staffed by accredited Chaplains through the Council for Chaplains in Tertiary Institutions (CCTI) as a cooperative arrangement with each Chaplain's parish. They are not Monash salaried staff but Honorary staff supported by Community Services who provides them with fully equipped office space, administrative support, parking permits and staff cards. Each Chaplain's Monash time allocation is dependent upon arrangements with their parish.

In 2004, Monash Residential Services was directed by the Deputy Vice-Chancellor and Vice-President (Resources), to take over all accommodation services by 2005 with the aim of improving consistency of service. The situation now, is that the MUCS housing staff members are required to report to and take direction, with agreement of MUCS management, from the MRS manager for off campus housing services.

The University does not have the day to day management of sponsored child care services. A range of issues, including risk management and operational matters are routinely fielded by Family & Child Care Service as the first point of call when the sponsored services need to resolve issues pertaining to delivery of child care.

2.2 Strategic Plan

MUCS strategic plan sits within the Student and Staff Services Strategic Plan (Appendix 10).

From the SSSD Strategic Plan, Managers develop the MUCS Operational Plan based on initiatives and improvements in ongoing work that help support the strategic goals of the Division (see Planning section page 23 for detail).

2.3 Management

2.3.1 Director

The Director of University Community Services ensures that issues related to the health and wellbeing of students and staff are addressed and appropriate resources are provided by the University to assist individuals to optimise their work and study potential.

The MUCS Director has no formal line of responsibility for off shore campuses, but does take up an advisory role on matters of student and staff wellbeing and resourcing of MUCS at these campuses.

2.3.2 Campus Manager

Each manager is responsible for providing leadership and management of staff and service delivery. This involves prioritising service goals and establishing best practice which ensures duty of care, high quality of service and reputation.

Currently all campus managers are also Head of their campus Counselling service. All Campus Managers carry a workload of, at minimum, 0.5 counselling along with administrative and staff management duties.

One of the greatest challenges for campus managers is how to best meet demand for services within the limitations of staffing resources. For some services, demand (defined by requests for immediate service) outweighs the service's capacity to provide immediate service, particularly counselling. This perception is backed up by data from the stakeholder focus group and on the client satisfaction surveys indicating that counselling, in particular, could not always offer appointments at times that suited clients.

Managers, in collaboration with their teams and Director, are responsible for putting in place processes and structures which best satisfy high demand for services and the need to exercise duty of care.

2.3.3 Heads of Service

All campus managers are also Head of their campus counselling service. Both the Head of Housing and Finance, and Family & Child Care Service are situated at Clayton campus, and are available for regular inter-campus visits.

2.3.4 Chaplain Coordinator

Chaplains rotate the role of coordinator on a yearly basis. The coordinator is responsible for Chaplaincy team meetings and liaising with the Monash University Community Services Director and Campus Manager.

2.4 Communication & Relationships

2.4.1 Within Student and Staff Services Division (Refer to Appendix 9 for meeting, decision making and communication structure and process.)

The structure of meetings encourages relationships across branch boundaries and service boundaries at each campus. This makes it possible for Heads and Managers to take up leadership in driving new initiatives and directions when appropriate. Staff also feed into the management level through regular formal and informal meetings where they can alert management to new trends and emerging needs of specific campus community groups which may be impacted by changes in internal or external context.

On occasion, key personnel from the Division have formed temporary working groups drawing on the expertise of the group, in order to help inform and guide the University's response to changing internal events, such as the shooting crisis 2001, and changing external situations such as during the SARS crisis in 2003.

Efforts are made within the Division to promote vertical and horizontal staff links and to strengthen team relationships through regular managers meetings, annual Divisional retreats and collaborative projects.

Due to the strength of horizontal and vertical relationships within the Division, managers and their staff can have real input into decision making, initiatives and direction of service provision.

To varying degrees, MUCS campus managers see themselves as embedded within the management structure at the higher and broader level of the whole SSS Division. This is strongest for Clayton due to proximity to SSSD staff and centralised services. A similar level of involvement is not always possible for managers on more distant campuses.

The relationship between services such as HR, Employee Relations, OHS&E and MUCS facilitates collaborative initiatives and pro-active programs which draw upon the range of expertise and resources across the Division.

2.4.2 Within Community Services (Formal lines of communication are detailed in Appendix 11, showing meeting schedules for each service and campus.)

The system of SSSD and MUCS meetings aims to facilitate staff contribution and seeks staff opinion. One of the major values of MUCS is the willingness and capacity to listen and for staff to have the experience of being able to "make a difference" in terms of initiating and planning work activities.

Within the staff of a core service or across services, small working groups are often formed to work on particular initiatives, plans and administrative tasks such as transition activities.

Due to the close proximity of all staff on each campus, informal communication between staff and managers is a constant. Informal channels allow for feedback and direction between managers and staff while decisions or formal changes and plans are documented in minutes of meetings.

2.4.3 Inter-Campus Relationships

Appendix 11 shows inter-campus meeting schedules between managers and services staff. To promote consistency, sharing of intellectual resources and initiatives, all service staff are encouraged to develop relationships and joint ventures with staff from other campuses. Examples include THRIVE©; a stress reduction program for staff, and SMART, an academic

enhancement program for students. Policy and protocol development is conducted with collaboration across campuses.

2.4.4 With Key Stakeholders

MUCS' relationship as a service provider to faculties is formally managed through Service Level Agreements which were first negotiated between MUCS, SSSD and the faculties in 2002. MUCS reports on the agreed Key Performance Indicators twice annually (see Service Level Agreement Appendix 12 for more detail).

On a less formal level, relationships with faculties and other key stakeholders are managed through day to day work with clients as well as a range of meetings, committee work, publicity materials, "raising profile" initiatives and work activities in response to requests for assistance.

Some examples:

- Meetings between MUCS Director and Monash International management
- Academic Enhancement Program: students referred by unsatisfactory progress committees.
- Writing articles and advertising in student and staff publications
- Presentations at Orientation and the EXPERT program for the Monash Graduate Research Program
- Survival week, "Who Gives a Sausage?"
- Promotional material for specific programs is distributed widely eg. SMART, Koonawarra Playgroup and English Conversation
- Electronic communications such as global emails and emails to program participants
- Web based information: What's New? (Clayton), self-help information.
- Representation on University committees, including Orientation and Transition, Inclusive Practices, Student Loans
- Courses for staff coordinated by staff development unit
- Health service doctors and counselling staff are in regular consultation regarding case management and referral issues. Caulfield also have a regular Clinical Meeting with medical and counselling staff.

In circumstances where there is a perceived need for a particular service, MUCS staff may approach the area and offer a program of skills training or consultation. Some examples include housing workshops for international students, English conversation, children's' playgroup for international families and seminars on academic learning.

2.4.5 Marketing Activities

The marketing of MUCS activities encompasses two areas; promotion of particular programs, and publications which provide an overview of MUCS services.

Promotional Activities include:

- Monash International Orientation, housing and finance
- University Orientation program - "fortune cookie"
- Survival Week – 'Who Gives A Sausage?'
- Open Day
- Administrative Staff Network – lunchtime presentations
- Depression Awareness – in collaboration with medical students
- Working Together for a Safer Community Conference and initiatives

Publications include:

- Brochures

- Student Survival Guides
- Orientation Guides, including internet sites
- Monash Memo
- Student Diary updates
- Local Government Community Directories

2.4.6 Outside the University

Expert services from outside the University are invited on campus to provide consultative support to MUCS staff and the University community.

Some examples:

- Prime Health Clinical Psychology,
- Forensic Psychiatrists and psychologists
- City of Monash Child Care Field Officers, placements, assessments, staff support, and funding for special needs children
- Centrelink to provide financial advice to students
- Department of Human Services (Child Care), the regulation of child care centres
- Community Child Care, in providing advice on current trends and management of child care services as well as training avenues for child care staff

Relationships outside of the University are documented in more detail for each service under Core Services and where relevant, in Professional Activities (section 6).

Some examples include:

- Heads of services meetings
- ANZSSA meetings and conference, also ANZSSA network – email
- Services networks eg housing and finance
- Professional development interest groups.

2.5 Decision Making

Typically, decisions and planning move through the system of meetings outlined in Appendix 9, with high level decisions and changes which come from DVC/VP (Resources) or Divisional Director level are worked down through the division with consequences worked through down the lines of management.

The system of meetings aims to promote a consultative culture through encouraging staff ownership and contribution to decision making and planning. It would appear from staff feedback that this is achieved to an adequate level. Comments were also made however that sometimes decision making is experienced as “top down” from DVC/VP (Resources) and Divisional Director level.

2.6 Leadership

Management shows leadership in building and maintaining the reputation of MUCS by:

- Promoting awareness of how their unit is linked and contributes to high level strategic directions, priorities and values, and by assisting staff to form and maintain a positive relationship with Monash, the organization.
- Increasing staff consciousness that every member of the Monash community who is aware of MUCS will hold some perception of MUCS in their mind. MUCS staff need to

take up their role with the understanding that every contact they have with the community has an impact on the reputation of MUCS which potentially promotes or undermines use of services.

- Ensuring that staff receive positive and constructive feedback to promote pride in their individual work and service provided by their area.
- Projecting future directions and needs, developing appropriate interventions, marketing and delivering high quality services.
- Instilling the attitude that we are required to be a responsive and pro-active resource to the Monash community and to gain satisfaction through contributing to the general wellbeing and productivity of the community.

2.6.1 Opportunities for Leadership

Most staff operate with a fairly high level of autonomy and self- direction within the expectations of their roles. Managers expect a degree of initiative themselves in terms of identifying “niches” for innovative and preventative programs or interventions.

Staff are also encouraged to develop their own stakeholder relationships to strengthen links and working partnerships with other areas of the University. Through these associations staff have the chance to show leadership and to possibly co-opt staff from other MUCS or SSSD services or other areas of the University to develop and manage a collaborative project.

Due to the relatively small number of staff and horizontal structure, opportunities for leadership development are more in terms of input into decision making, innovations and team leadership of projects than formal management of staff.

In the past the Director has selected key staff to attend the Monash Melbourne learning about leadership/management course, a 3 day program targeted for staff with potential to move into management roles.

2.7 Evaluation and Reflections

Staff Self-Review Questionnaire

This questionnaire was specifically developed by CHEQ to assist areas of Monash gather feedback from staff regarding their perception of the work area’s performance according to the terms of reference of the self-review. Campus Managers introduced the survey to staff, explaining that their feedback was important in order to learn from staff experience, where MUCS does well and where improvement may be indicated. To encourage open and honest feedback, staff completed forms anonymously and these were sent straight to the Director. Results are based on completed questionnaires, from approximately 65% of MUCS personnel.

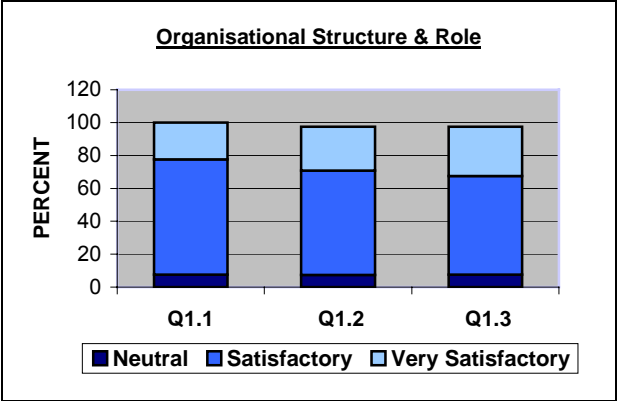
The findings will be reported under the relevant sections of the self-review report:

- Organizational structure and role
- Management
- Leadership
- Planning and quality assurance
- Human and physical resources including IT
- Core services, client focus and quality service focus
- Professional and community activities

Findings for each section will be presented firstly, in a graph showing the staff satisfaction rating for each question on the self-review questionnaire, followed by a table showing the percentage rating satisfactory to very satisfactory along with staff comments for each question. The neutral percentage rating is also reported and commented on in the body of the findings.

Where appropriate, relevant feedback from the stakeholder focus group is included in the table.

2.7.1 Organisational Structure and Role

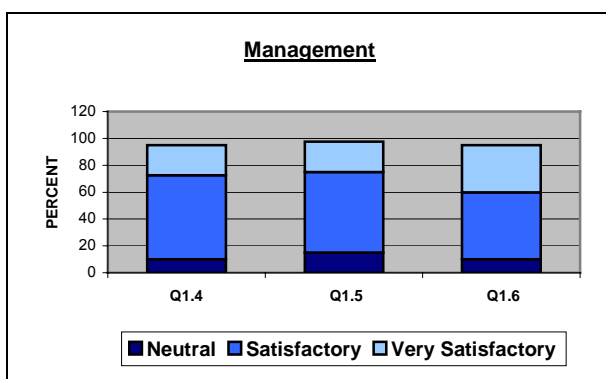


- Q1.1 Does the structure of the area, 'fit' its environment and enable the area to meet its key goals and objectives?
- Q1.2 Are the principal roles, accountabilities, responsibilities and internal relationships of people at all levels appropriate for the area?
- Q1.3 Is there sufficient flexibility to allow the unit to respond to unexpected demands?

Question	% Rated Satisfactory & Above	Summary of Comments
1.1 Does the structure of the area, 'fit' its environment and enable the area to meet its key goals and objectives?	92.5 (7.5% neutral)	<ul style="list-style-type: none"> • Several comments expressed dissatisfaction with HEWL of counsellors and level of responsibilities compared to other universities. • "the flat structure encourages consensus, consultative decision making and initiative". • "Processes and structures are designed around customer needs.
1.2 Are the principal roles, accountabilities, responsibilities and internal relationships of people at all levels appropriate for the area?	90.2 (7.3% neutral)	<ul style="list-style-type: none"> • "We have good teamwork and cross-referral". • "Top-down communication can be negative". • "Roles are appropriate but counsellor responsibilities are commensurate with higher HEW levels at other universities". • "We have clearly defined, appropriate responsibilities". • Some lack of clarity with housing and finance roles.

<p>1.3 Is there sufficient flexibility to allow the unit to respond to unexpected demands?</p>	<p>90.0 (7.5% neutral)</p>	<ul style="list-style-type: none"> • (There is evidence indicating staff perceptive that MUCS does have sufficient flexibility to respond to unexpected demands) • Very strong positive response regarding commitment to provide a flexible response to crises (frequent mention of our work after the shootings, 2002 and unscheduled events but also mention of the stress and strain this can place on staff). • “Flexibility can be restricted due to staffing and space limitations”
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2.7.2 Management



- Q1.4 Are important relationships between the unit and it's key stakeholders managed within the current structure?
- Q1.5 Do managers work to establish and communicate the unit's purpose, vision and goals?
- Q1.6 Do managers have effective processes in place to support behaviours at all levels consistent with the achievement of the objectives of the unit?

Question	% Rated Satisfactory & Above	Summary of Comments
<p>1.4 Are important relationships between the unit and it's key stakeholders managed within the current structure?</p>	<p>85.0 (10% neutral)</p>	<ul style="list-style-type: none"> • “Relationships could be improved”, specific mention of DLU, Careers, Student Rights Office and faculties. • Some mention of lack of time to devote to relationships.
<p>1.5 Do managers work to establish and communicate the unit's purpose, vision and goals?</p>	<p>82.5 (15.0% neutral)</p>	<ul style="list-style-type: none"> • “Our middle manager works hard at this”. • “I have a clear idea of purpose, vision and goals as communicated by management”. • “Information is shared, it can take time to filter down. Despite meetings, part time staff can feel they miss information”
<p>1.6 Do managers have effective processes in place to support behaviours at all levels consistent with the achievement of the objectives of the unit?</p>	<p>85.0 (10% neutral)</p>	<ul style="list-style-type: none"> • Mostly very positive responses. • “We have professional autonomy, appropriate behaviours are modelled and staff ‘own’ their work and are committed”. • “We’re not so good at clarifying and documenting”.

Stakeholder Focus Group Feedback:

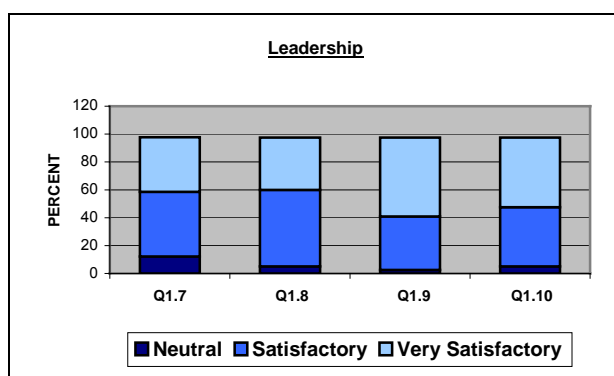
- Seen to have a very important role within the University.
- MUCS staff seen as “fantastic, very dedicated, caring, interested and great to work with”.
- Seen as keen to service an identified need.
- Generally agreed that individual counselling, confidential support to managers and staff as well as facilitated processes for work groups in difficult situations are all very well received by the Monash community.

The strength of positive comments from the stakeholders could be seen as evidence that the work of MUCS is enhanced through the structural alignment with other services within SSSD. It could also be argued that the synergies across SSSD groups provide a strength which enhances the quality of all SSSD services.

Feedback regarding the need to improve some relationships which was expressed by some MUCS staff and stakeholder focus group participants is more relevant to Clayton campus where size, numbers and geographic separation can become obstacles to developing and maintaining relationships. MUCS staff on the smaller campuses stress the communication and relationship building advantages associated with co-location of services.

Historically, Campus Managers have had a dual role as Head of Counselling. This may need to be examined as the arrangement potentially limits the field of candidates for management roles.

2.7.3 Leadership



- Q1.7 Are opportunities made available for people to show leadership and to make decisions appropriate for their level?
- Q1.8 Is a culture of innovation, improvement and diversity encouraged?
- Q1.9 Are people encouraged to listen, share ideas and learn?
- Q1.10 Is appropriate leadership demonstrated in developing and maintaining the standing and reputation of the unit?

Question	% Rated Satisfactory & Above	Summary of Comments
1.7 Are opportunities made available for people to show leadership and to make decisions appropriate for their level?	85.4 (12.2%neutral)	<ul style="list-style-type: none"> • “Autonomy and leadership are encouraged as well as teamwork”. • “I really appreciate the opportunities provided and the autonomy”. • “Open communication of new ideas is encouraged with reviews and feedback regularly”.

		<ul style="list-style-type: none"> • One comment that decisions are top-down more than in the past. • One complaint that salary level not commensurate with level of responsibilities. • Feedback from staff regarding opportunity for leadership and scope to “make a difference” may be related to the following responses to Q1.8
1.8 Is a culture of innovation, improvement and diversity encouraged?	92.5 (5% neutral)	<ul style="list-style-type: none"> • Strong affirmative responses: • “Absolutely and modelled by manager”. • “Constantly working to improve and innovate”. • “Highly valued”. • “Yes but within workload and time restraints”. • One comment that this was not encouraged due to budget restraints.
1.9 Are people encouraged to listen, share ideas and learn?	92.5 (2.6% neutral)	<ul style="list-style-type: none"> • Evidence of open communication and culture of collaboration and learning is reported in the Staff questionnaire. • “Actively encouraged, a natural skill in our unit”. • “Opportunities to do this have been very valuable, especially in past few years”. • “High level of encouragement and opportunities through meetings and direct access to manager”.
1.10 Is appropriate leadership demonstrated in developing and maintaining the standing and reputation of the unit?	92.5 (5% neutral)	<ul style="list-style-type: none"> • “Leadership demonstrate extremely high ethical and moral standards in all facets of professional and personal conduct which maintains and improves standing and respect for the unit”. • “Excellent senior management when present”. • One comment that this was improving. • “Highly appropriate modelling through management which is involved in a range of activities in the unit as well as expressed interest and planning to promote good standing and reputation of the unit through networking and liaison”.
Stakeholder Focus Group Feedback:		
<ul style="list-style-type: none"> • MUCS seen as pro-active, providing programs to address issues and trends arising in the University e.g. THRIVE and the Academic Progress website. • MUCS’ presence at cross-functional, faculty and departmental meetings is valued. • MUCS approach to child care also seen as very proactive. 		
Awards:		
2003: Sally Trembath Hastings Manager, Clayton campus, was awarded the Vice Chancellor’s award for exceptional performance by a general staff member.		
2003: Jennifer Weber, the Head, Family & Child Care Service was awarded the Caroline Chisholm Scholarship.		
2004: Anne Silbereisen, Psychologist, Clayton campus, was awarded the Caroline Chisholm Scholarship.		

2.8 Opportunities for Improvement

2.8.1 The different organizational context at Parkville provides an ongoing challenge for Community Services management to provide appropriate service levels, develop the profile and reputation of services and to provide adequate support to the counsellor.

2.8.2 The current situation whereby all counselling staff irrespective of qualifications, experience and additional responsibilities are classified HEW level 7 ought to be assessed based on findings from G08 benchmarking (see table p27), lack of competitiveness within the tertiary and mental health sectors and staff dissatisfaction.

Historically, MUCS has prioritised strengthening the counsellor to client ratio. To date this has been an appropriate strategy (see Go8 benchmarking, p27) and we believe, a significant factor in building and maintaining the excellent reputation of the service. It should be noted however that the University's capacity to attract and retain the highest quality professional counselling staff in terms of remuneration and classification levels is falling behind a significant section of the tertiary sector (see Go8 benchmarking) and particularly within the mental health sector. An additional issue is limited career progression opportunities for counselling staff.

Part of MUCS ' future planning will need to explore options for addressing the above issues including staff structure, classification levels and ways in which to provide greater incentives such as professional training, higher degree, clinical loadings in order to recruit appropriately qualified and experienced professional staff.

2.8.3 Management should continue to explore how widely held the perception that "top-down" decision making is on the increase with the view to strengthening communication and participation in decision making and change process discussions particularly on the smaller campuses. Campus Managers believe comments made on the staff self-review questionnaire may well be related to the restructure process of the Health Service in 2003 which had particular impact on Caulfield staff, who now accept the restructure as a positive change.

3. PLANNING, QUALITY ASSURANCE AND IMPROVEMENT

3.1 High Level Planning

The University's key planning document "Leading the Way" sets the agenda for the University toward 2020 with its vision of a self-reliant, broad based, global university and learning organization. Since 2002, in addition to this long term plan, the University Resources Sector Plan 2002-2004 informed the Division's strategic direction with 5 key areas of intent:

- Sustaining and developing Monash Global operations
- Competitive advantage through the Monash student experience
- Competitive advantage through the Monash staff experience
- Preserving and building Monash's image and reputation
- Achieving self-reliance

At the time of this report, Monash Directions 2025 and Priorities for 2005 had just been released along with the University Resources Sector Plan for 2005.

"Excellence and Diversity", the University's new strategic framework 2004-2008, identifies 10 defining values which underpin the Division's planning:

- Excellence in education
- Excellence in research and scholarship
- Excellence in management
- Innovation and creativity
- Diversity
- International focus
- Fairness
- Engagement
- Integrity
- Self-reliance

The Director of MUCS works closely with the SSS Divisional Director and other Directors within the division on the strategic plan. MUCS Managers are involved in the annual SSSD planning conference and the subsequent development of divisional and group plans.

In 2004, following the planning conference, a group of managers representing the 5 divisional groups continued work on the Divisional Strategic plan including a statement of purpose for the Division and 4 key result areas for 2005-2007 which will be aligned with the Annual Priorities 2006.

Statement of purpose: To support the University's goals by leadership, management and innovation in the provision of quality student and staff services.

The 4 key result areas:

- Strengthening community
- Facilitating an information culture
- Enhancing service culture
- Optimising people potential.

Plans will cascade from these 4 areas to strategic initiatives and priority programs, group action plans and staff performance plans.

SLAs cover basic core services whereas the group plans focus more on new projects and initiatives.

Financial Management - Budget

SSSD Directors work with the Divisional Director on the annual budget and strategic initiatives process. Campus staff have input into the development of strategic initiatives.

A submission for the overall MUCS budget is put to the Divisional Director, and on approval, is broken down into campus cost centres including the University Health Service.

Campus Managers and the Head of University Health Service have control of day to day budget activities up to an authorised limit. Major items and equipment come under the MUCS central budget requiring approval from the Director.

3.2 Monash University Community Services Quality Cycle – Planning

MUCS' work is primarily demand driven, so most planning is around delivery of core services rather than large scale projects which may require more formal planning processes and rigorous documentation.

MUCS embraces the quality cycle of “plan, act, evaluate, review, improve”, with services operating within the cycle fairly continuously. All activities are formally or informally evaluated or “debriefed” and changes made based on feedback from users and presenters (MUCS staff).

The work of MUCS is generated at 4 different starting points:

1. Direct request from primary client for service for example, a student asking for an appointment to see the financial adviser.
2. Pro-active initiative generated by MUCS as a strategic project.
3. Committee or other broad university work which alerts MUCS to a need which ought to be addressed
4. Request for advice or assistance which may lead to a planned intervention or crisis management

The process of planning, acting and improving service ‘fit’ and quality of services is summarized in the Flow chart (Appendix 13). At each campus MUCS staff numbers and workplace culture allow for frequent, direct communication between all levels of staff. This promotes a less formal and more “hands on” approach to planning, reflection and improvement which enhances MUCS capacity to provide timely, flexible client-focused service. Comments from the staff questionnaire and the stakeholder focus group tend to support this view.

Considering all services are used voluntarily, primarily through self referral or word of mouth, and most involve sensitive and personal issues, the unit of quality that MUCS must work toward is “every contact counts”.

3.2.1 Compliance

The Audit Committee of Council and university insurers requires detailed risk focused reporting of compliance to areas of legislation. On a quarterly basis MUCS provides information on any actual breaches of the law, areas where there is an identifiable risk of non-compliance and “complaints” which may be indicative of areas where there is a risk of non-compliance.

Some MUCS services are provided by professionals who must comply with the Code of Ethics and professional standards set out by external regulatory bodies (details for each service outlined in Core Services Summary, Appendix 4). These codes inform and underpin all planning, activities and quality evaluation which ensure that a level of risk assessment and management are integrated into the planning process.

3.2.2 Aids to Planning

Planning and prioritizing service activities is informed by data gained through a range of feedback and stakeholder liaison. These include:

- Self Assessment forms (counselling) (Appendix 22 - Resource Folder, Item 27)
- Data analysis of user profile and issues
- Discussions with stakeholders and user feedback
- Committee involvement
- Awareness of service practices at other tertiary institutions and government agencies.
- Evaluation and feedback mechanisms outlined under section 3.4 Evaluating
- Relevant university policies

Due to the pro-active and responsive nature of MUCS it is common that new goals or projects will be developed outside of the formal planning process. A typical trigger for such a development could be a staff member's discussion with a key stakeholder regarding an issue which would then be discussed at a staff meeting and/or with the campus manager. A decision to go ahead with planning a response activity or intervention would be based on whether this was seen to be a valuable use of MUCS resources, whether staff have the appropriate skills and wish to be involved. An individual or small team would then self-select and manage stakeholder communication, program development, delivery and evaluation from that point. Examples of this responsive planning process would be training MRS staff and the Responding to Students at Risk training package.

3.3 Monash University Community Services Quality Cycle - Acting

A significant aspect of some services' action is in response to emergencies or part of assisting others to deal appropriately with complex human behaviour issues. These are not "planned" activities though they are included in operational goals and SLAs as assisting the University in risk management. The perception of MUCS staff is that over the past 3 years, there has been a steady increase in number of requests for counsellor advice or involvement in dealing with students or staff whose behaviour is concerning or are seen to be at risk.

Responding to the needs of international students has placed increasing pressure on the counselling service in recent years. This pressure comes from increased numbers and the intensive nature of managing a growing number of students who have severe psychological illnesses and/or high suicide risk.

If staff are available or the situation is considered high risk, clients are seen immediately. Due to demand on services, on most occasions, staff and students will have to make an appointment.

Statistics are maintained by all services. These statistics inform MUCS about their activities in terms of client demographics, who refers them, what service they seek and for what issues. Statistics recorded tend to focus more on client demographics and issues than the range of activities and engagements conducted by staff. A more cohesive and broader ranging system is to be developed in 2005.

See Core Services Summary (Appendix 4) for details of statistics maintained by each service. The limitations of statistics are discussed under evaluation and reflections below.

3.4 Monash University Community Services Quality Cycle - Evaluating

As discussed throughout this report, MUCS uses informal feedback from stakeholders, peers and self-reflection within the professional team to identify opportunities for improvement. The formal methods of evaluating services, collecting statistics and staff performance are presented below.

3.4.1 Staff Performance

Campus managers are responsible for reviewing, with the appropriate staff, whether annual goals are being met or if not, why not. Due to the high level of involvement in the day to day activities of MUCS, managers are more likely to be evaluating progress and addressing issues “along the way”.

Managers are in contact with most of their staff on a daily basis and would usually be available for staff to consult at short notice.

Chaplains are not subject to formal university performance management procedures but are assessed external to the University by their own faith bodies.

3.4.2 Community Services Client Satisfaction Survey

For one month each semester users of all MUCS services on all campuses are asked to respond to a survey after their appointment with any of the service providers. The responses are anonymous. The survey requires respondents to provide demographic information and satisfaction ratings on aspects such as accessibility, empathy and competence of staff. A five point scale is used ranging users rate whether the service actually assisted them, and there is opportunity for additional written feedback. (See Appendix 22 - Resource Folder, Item 27).

Survey responses are collated each semester and used to report key performance measures for service level agreements. Particular attention is paid to completed surveys indicating dissatisfaction either in ratings or in comments. As a case example, see the summary of 2003 surveys and the follow up improvements (Appendix 14).

3.4.3 KPIs Used for Service Level Agreements

Service level agreements between divisional services and the faculties were negotiated through a consultative process between service providers and faculty representatives in 2002 (see Appendix 12). KPIs are drawn from the Community Services Client Satisfaction Survey.

Across all campuses between 550 – 680 surveys have been completed each year from 2001-2004. The KPI results are summarized below.

KPI: 85% agree- strongly agree	2001	2002	2003	2004
Client would recommend service to other students/staff	98%	98%	98%	97.5%
Service made positive contribution to client’s university experience	95%	87%	95%	91%
Client satisfied with the help they received	90%	96%	98%	96%

Note: A percentage rating between 96 – 98% for agree to strongly agree on the general satisfaction question, “I was satisfied with the help I received”, has been consistently held for the past 3 years.

3.4.4 Statistics

Monash University Community Services maintains several sources of quantitative and qualitative statistics in order to provide information on our client base on all campuses. This information is always based on aggregate data, maintaining clients' privacy.

All services keep a record of client details. The specific details of the statistics kept by all services are outlined in the Core Services Summary (Appendix 4).

The client self assessment form used by counsellors indicates the range of issues that clients face, including severity of impact on academic/work performance and general health status. Currently these are not cross-linked to client details to protect privacy.

A client satisfaction survey is administered across campuses and services twice a year. Information from this survey is used to satisfy SLA requirements.

Reception staff manually record the number of telephone and walk-in contacts they deal with for each of the core services. A summary of client contacts serviced by reception staff for 2004 is presented in Appendix 15.

3.4.5 Program Evaluation and Feedback

For an illustration of program evaluation see the holiday program case example under section 3.6.1 Improving. An illustration of improvements made in the counseling service (Clayton) based on feedback from the client satisfaction survey is also provided under 3.6.1.

Monash Experience Questionnaire: 81% of students reported that they were broadly satisfied with their experience of MUCS support services.

From the range of comments available for our examination at the time of writing this report, those pertaining to MUCS were all positive, for example:

- The counselling service is good. I have seen the counsellors and I have been satisfied with their support.
- The support services are extensive and fantastic, very helpful and free.
- Community services, genuine help and concern.
- They have excellent knowledge of Centrelink procedures.
- Health and counselling have been a great support.
- I saw an excellent counsellor who helped me get my study on track, student services have always been a great help whenever needed.
- Not really a user, health and support services are crucial for certain students in order to assist them with a healthy life style.
- Medical and housing services are an excellent standard.
- They are free, willing to listen, counselling and financial aid staff are wonderful. They have done their best to accommodate me.

See Appendix 7 for a presentation made by the Director of MUCS regarding MEQ feedback relevant to MUCS.

Informal feedback: A file maintained regarding any written feedback and suggestions for improvement received via letter or email is maintained by managers.

Complaints are responded to promptly at the appropriate level of Head of Service, Campus Manager, Director of MUCS or Student & Staff Services Division (SSSD). The complainant is encouraged to communicate their concerns fully in writing, face to face or telephone interview. Where appropriate, follow up with the service provider involved is conducted.

3.4.6 Benchmarking and Comparisons

Support Services Benchmarking Exercise 2004

While there is no formalised means for data collection concerning the benchmarking of university services, for the purpose of this review attempts have been made to draw together comparative data in the areas of counselling, financial aid and child care. The following table outlines an overview of comparable services offered across a selection of Australian Universities.

The challenge in comparing and contrasting has been the diversity in scope of services, including the following:

- The relationship Universities have formed with the management of child care services as Monash does not directly manage child care services;
- HEW level comparisons, placing Monash University HEW levels at the lower end of the scale for Counselling and Family & Child Care Services;
- Ratios of counsellor to client for University Counselling Services;
- Hew Levels set for counselling at some Universities are determined by staff seniority and experience, starting at Hew Level 7 (*data provided as of May 2004*).

	Monash	VUT	James Cook	Deakin University	UNSW	Melbourne University
Financial Aid Service	Maximum loan \$3000; Guarantor required for >\$500; no interest for 12 months; must be repaid before graduation	Maximum loan \$500; guarantor required for > \$300; international students don't require guarantor; loan period up to 6 months; no interest	Max loan \$1000; guarantor for > \$500 or 1 st year; no interest; loans to international students must be endorsed by Director International Office	Max loan \$1500; guarantor required for >\$1000; repayable over 12 months	Max loan \$1500; guarantor required for > \$1000; loans primarily for f/t students; interest free; repayable over 12 months	Max loan \$3000; guarantor required; interest free during current course; can be repaid after graduation (interest applies at 8-14%)
	Monash	Melbourne University	La Trobe University	ANU	UNSW	USyd
Counselling Service	Ratio of 1:3,601; all counselling staff on Hew Level 7 except 2 Hew Level 8s and 3 Hew Level 10 who are also campus managers of community services.	Ratio 1: 3770; staff on Hew Level 7 & 8, Senior Counsellor on Hew Level 9.	Ratio 1: 4,650; Senior Counsellors on Hew Level 8	Ratio 1:3,000; Counselling staff on Hew Levels 7, 8 & 9	Ratio 1: 4,705; all counselling staff on Hew Level 8 and above	Ratio 1:7,931; staff on Hew Level 7 and Senior Counsellors on Hew Level 8
* For more detail refer to original document produced by University of Sydney (see Appendix 16).						

	Monash	VUT	Melbourne University	Deakin University	La Trobe University
Family & Child Care Service	6 university sponsored child care, services managed by parent management committees; University funded position (HEW 7) to liaise with services as well assist students and staff with family and child care resources across all Victorian campuses; University funded position (HEW 5) to co-ordinate school holiday program	4 Child Care managed by University, with child care staff on HEW levels; University funded head of service (HEW 8)	2 Child Care managed by University; head of service funded by University (HEW 9) all located at Parkville Campus; 1 child care service operating with separate parent management committee – pays no rent to University	3 University affiliated child care services, managed by separate parent management committees; University funded position (HEW 8) to liaise with child care services	1 University managed child care, with child care staff on HEW levels; University funded head of service (HEW 8)

Victorian Universities Service Awareness Benchmarking Project, 2003

In 2003, Community Services, Clayton, participated in a Victorian universities project where a sample of students at each university was surveyed in order to establish a baseline measure of students awareness of available support services. (For further details concerning the 2003 Benchmarking Project, refer to Appendix 17.)

The aim of the survey was to measure accessibility of 6 university-provided student services: Housing, Financial Aid, Counselling, Careers and Employment, and Health Service. Accessibility was defined as “student knowledge of the availability of services” and measured using students’ responses to the question “How would you find help or gain assistance on campus when you need to find somewhere to live?” – for each of the services. Naming the appropriate services was judged as a ‘correct’ response.

325 (46% male, 54% female) students participated in the survey. All faculties and all year levels were represented. At 37.3%, international students were over-represented. Just under one third of students surveyed had used at least one of the University-provided services. “Correct responses” and “don’t knows” are shown below for all services surveyed.

SERVICE	% “correct responses”	% “don’t know”
HOUSING	27.4	23.4
FINANCE	21.8	30.8
CAREER	71.1	4.6
COUNSELLING (personal problems)	33.0	15.4
HEALTH	68.0	10.5

* An “incorrect” response does not necessarily indicate a lack of knowledge, but perhaps the **choice** of another option, therefore these numbers may under-represent the actual level of awareness.

For ‘personal problems’, 36% of students said they would go to a friend and for ‘financial problems’, 36% said they would go to a friend or family member. To ‘find somewhere to live’, 36% said they would go to the campus centre, information desk or the internet.

Non-users: Monash also asked non-users why they had not used any of the services. Of 94 non-users, 69% said they had no need. Results summarising other reasons for non-use are listed in the following table.

Reason for Non-Use (all services)	%
No need	70
No knowledge of service (unspecified)	17
Concern about confidentiality	3
Location unknown	3
Prefer family help	3
Other – unspecified	7

American Counselling Directors Association Benchmarking

Over four years MUCS has contributed to a benchmarking exercise organised by the American Counselling Directors Association which receives input from approximately 300 American and international universities. The reports provide information regarding trends, activities and current issues.

Other evaluation projects and research

- A research project is currently being conducted across campuses, based on the 'THRIVE© at Work' program. Early trends were presented at the ANZSSA Conference, December 2003. See Appendix 6 for summary of research and evaluation of THRIVE© program.
- Winifred Cunningham (Psychologist) is currently undertaking research involving the development and evaluation of a pre-departure program to enhance the academic experience of international students from China. The aims are to broaden understanding of cultural transition; identify individual resources relevant to transition; increase cultural competence; facilitate academic satisfaction and success; and enhance student experience.
- Anne Silbereisen (Clinical Psychologist) is conducting research into the psycho-social needs of Chinese students which will assist in understanding and delivering support services which aim to be more culturally appropriate and effective.

3.4.7 Systems for Data Collation and Analysis

MUCS has a strong history in gathering data over the past 20 years. However, recent changes, particularly with the push for Quality Assurance, have highlighted the shortcomings of MUCS' data collection system which has been "cobbled together" as the demand for greater statistical reporting has grown. MUCS is in need of a high level review and change project to develop a consistent system of data collection to enhance our capacity to gather meaningful data across services and campuses, regarding our clients and activities pertaining to all quarters of the quality cycle.

Currently there is no coordinated approach to information and quality assurance management. At present one psychologist from Clayton with a strong research and statistics background is called upon by all campuses to provide data in order to support project work, applications for resources and for SLA reporting. This work adds a significant demand to her normal outreach and counselling case load.

MUCS does not have a statistics system which accurately captures quantitative data on the full range of services and other work activities which support the quality of service delivery. At

present only a limited range of service provision activities are captured in MUCS statistics. Other activities pertaining to planning, evaluating and improving are not identified or quantified statistically.

At present, the system is quite fragmented as different core services use a different format and are not cross-linked, which makes it impossible to trace clients' use of a range of services. Counselling services are the only area within MUCS to use electronic data collection. Other areas are dependent on manual collection of client numbers, including activities such as workshop presentations, programme development and student orientation presentations.

Until 2005, the format of the ACCESS database used to record Counselling statistics was not designed to capture counsellor activities other than face-to-face, one-on-one counselling. Other data includes demographic variables, faculty, year level, target of on-referral, counsellor-assessed global severity. The Counselling Service has added a new program which can record other important interventions and activities such as consulting, case management meetings, workshops, programme development and so on.

The ACCESS database is user friendly for input of data but requires specialist knowledge to be able to analyse data trends. Additionally, whilst the data can be transferred to either EXCEL or SPSS, the format means that useful analyses are limited.

Data collection to monitor child care demands are not centralised as child care centres are independently managed which causes difficulties for demand analysis for future planning.

Reception and administrative staff provide a range of services for each core service, for example taking registration for workshops and school holiday programs, preparation of documents and so on. At present, these contacts are only recorded according to core service and modality, phone or walk-in which misses important information regarding services, some of which are quite detailed and time consuming.

The format of the Client Satisfaction Survey is currently under review due to an identified shortcoming with its circulation. In its current format, the client satisfaction survey form is reliant on hard copy which is not suitable for all services given that some information services are provided via email. Other shortcomings of the survey are that a number of the questions elicit ambiguous responses or not particularly useful data.

3.5 Monash University Community Services Quality Cycle - Improving

Learning from experience is highly valued and encouraged in MUCS. The flexibility within our planning and acting allows us to respond relatively quickly to feedback and reviews of programs where areas of improvement are identified.

However, feedback indicating the need for additional health and counselling staff is difficult to address due to budget implications.

A range of formal and informal processes of self-monitoring and review along with the above evaluations, become the basis of plans for improving service delivery.

Improvement is frequently in the form of initiating a new program based on a perceived need, or altering an existing program based on feedback or self-review.

3.5.1 Case Examples

- **Changes implemented after feedback regarding dissatisfaction with wait times for counselling:**

“While you’re waiting” brochure with self-help tips, emergency resources which is handed out to clients when making an appointment which is some time off. A wait list protocol operates on all campuses. At Clayton a telephone “triage” system which operates daily is being piloted. Under this system clients on the wait list (having indicated they wish to participate) are contacted by a duty counsellor within 24-48 hours to establish urgency, and where appropriate arrange an earlier appointment or other management. (See Appendix 18 for Wait List Protocol.)

- **Families accessing the school holiday program**

An average of 140 families per program (4 programs per year), are surveyed through two types of questionnaire:

- In house survey, undertaken over the last 12 years, providing feedback on program content.
- Formal survey provided through the National Child Care Accreditation Council (NCAC), and required for accreditation introduced to the Out of School Hours Care Sector in 2005. This survey covers a variety of topics including OH&S, staff interactions with children, health and well being, programming, and managing to support quality.

Both the in house and NCAC surveys have assisted to identify areas in need of further professional development for casual staff in aspects of quality assurance, including building stronger links with community networks, and supporting children into a new setting. Feedback from families has identified that the larger university setting can prove difficult to negotiate in terms of ensuring that their children felt at ease when arriving at the program. The survey process has assisted to identify the indicators of quality within the cycle to focus on in staff development. These issues are then specifically addressed at staff workshop days prior to each program for staff to focus on the strategies in promoting improved interactions with children and their families. The aim of this focus has been to build a stronger sense of connection with the university community for the children and their families.

3.5.2 Compliance, Security and Risk Management

Compliance and Risk Management

Risk Management is an integral part of the Monash Strategic & Operational planning process. MUCS undertakes reports on both compliance and risk management issues as required by the University’s Audit and Risk Management Office.

The major areas of compliance for MUCS have involved documentation of the legal requirements for the operation of university sponsored child care services (6 services operate across 4 campuses; 2 campuses do not operate child care services) involving the Children’s Services Regulations (1998) and the Children’s Services Act (1996). In addition to this are the compliance issues for the school holiday program based on the National Standards for Out of School Hours Care. While the sector is currently unregulated in Victoria, the state government announced in December 2004 their commitment to the introduction of regulations.

MUCS currently maintains a register for the risk management and compliance issues for child care through the Student and Staff Services Division. Because child care services are not directly managed by the University, the risk management and compliance issues are monitored

through MUCS, with a range of strategies devised to assist the separately incorporated parent management committees to understand their legal responsibilities.

In addition to the reporting for compliance on legal requirements is the development of a risk management profile that incorporates the scope of risk associated with the range of services either provided directly through MUCS or associated with MUCS.

An example of the indirect nature of risk management is the inclusion of the risk management profile associated with university sponsored child care services under the management of incorporated independent parent committees. These services operate independently in university property providing a direct service to the University community. These services are not managed by the University, and a major area of risk management identified with these services is their future financial stability. In particular, there are concerns regarding the current pressures on the child care sector, including a national wage campaign to improve the wages and conditions for child care workers.

With regard to MUCS compliance profile, privacy and confidentiality are especially important due to the sensitive nature of work and information collected by MUCS services.

Personal Security

A major risk management issue to emerge in the last two years is the monitoring of students and staff in crisis and at risk of self-harm or suicide. In response to this issue the Counselling Service developed a protocol for wait listing triage and suicide assessment. In addition to this a new protocol assessing clients risk of violence is being developed. (See Appendix 19 for protocols.)

Managing students or staff who may be at risk to themselves or others is part of MUCS day to day work and is backed up by our professional codes of practice.

While a range of protocols is developed to deal with the risk management at a formal level, there are a number of strategies in place that operate in an informal way when faced with a level of risk. The general guideline adhered to within MUCS is to seek peer, supervisor or external consultation in order to assess risk and develop a management plan.

Where appropriate, a secondary consultation with Clinicians/authorities is sought, for example, Prime Health and/or external psychiatrist.

MUCS has a strong relationship with the University Deputy Solicitor and Security, particularly with the role of the Security Investigations Supervisor. Together, many complex and sensitive risk situations have been negotiated. For example, MUCS works with the University Solicitor, faculty and other involved staff to develop safety plans to effectively deal with students or staff at risk of harming themselves or others.

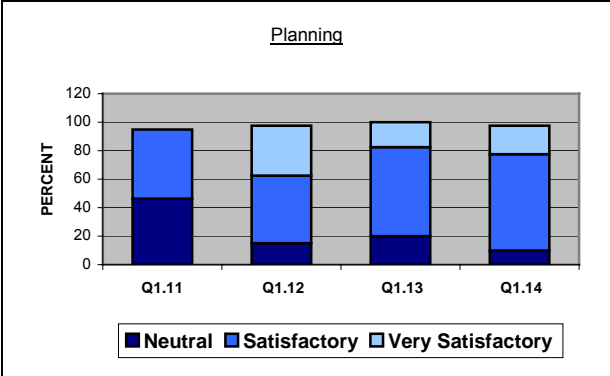
Security and Counselling have developed close links with consultants from Forensic Psychology to assist in assessing and managing cases which carry a level of threat to the community.

Community Services sponsored and planned a university-wide day seminar presented by world leaders in the Forensic field called "Working Together for a Safer Community" which provided education to staff regarding how to respond to threatening and other inappropriate behaviour. Protocol brochures and guidelines have also been developed to back up the seminar. MUCS has also developed a Safety Plan Protocol in collaboration with Security (see Appendix 20). Refer to website www.adm.monash.edu.au/community-services/safe-community/, pages 11 – 14 of *Guidelines for Responding to Threatening or Inappropriate Behaviour*.

3.6 Staff Self-Review Questionnaire

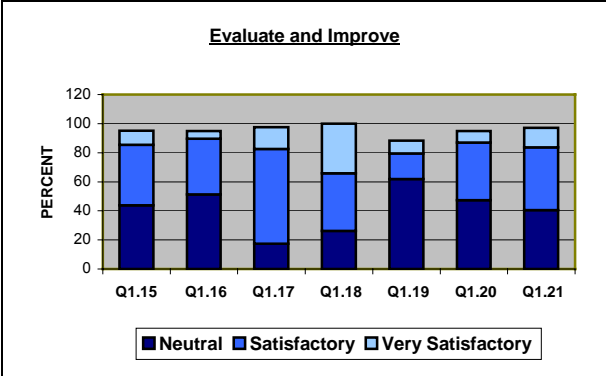
Planning & Quality Assurance

Planning (See page 34 for questions and comments)



- Q1.11 Is there an effective process in place for developing operational plans, ensuring linkage with the Monash strategic plan and alignment with other functional plans such as HR, with other initiatives such as Service Level Agreements?
- Q1.12 Are the needs and views of key stakeholders taken into consideration in planning?
- Q1.13 Are intentions of relevant university policies considered in the planning process?
- Q1.14 Are processes in place to ensure that plans are implemented as intended, whilst allowing flexibility to respond to unexpected circumstances?

Evaluate & Improve (See page 35 for questions and comments)



- Q1.15 Are plans reviewed on a regular basis to measure performance against plans and to ensure continuing relevance?
- Q1.16 Are performance indicators (quantitative and qualitative) identified for all key objectives and used to measure progress?
- Q1.17 Is unit performance at all levels monitored, managed, reviewed and improved?
- Q1.18 How do you rate unit's performance as reflected in the results for the key performance indicators overall?
- Q1.19 Is process and performance benchmark data used for improvement purposes?
- Q1.20 Are quality assurance and improvement mechanisms in place including use of the quality cycle?
- Q1.21 Are regulatory, compliance and risk management processes integrated with planning and used in a pro-active, prevention-based manner?

PLANNING & QUALITY ASSURANCE

General Observation:

A pattern emerged in this section of the staff questionnaire. There was a very high neutral score and low very satisfactory score on 5 out of 11 questions. It is hard to know what the high neutral rating means. In retrospect the self review team should have developed questions using more accessible language and more relevant to MUCS core activities and general context. Looking at the comments for this question though indicates a level of resistance to high level planning processes eg “effectiveness may not be improved by having all these processes”. Historically MUCS has not had a strong administration culture, perhaps because most managers come from a psychology background and a strong emphasis on strategic planning is relatively new since joining SSSD in 2000.

Another indication that some staff did not identify with the questions is the comment from a chaplain that: the performance of chaplains is assessed outside the University by their own faith bodies – chaplains found the questions hard to relate to their situation

PLANNING

Question	% Rated Satisfactory & Above	Summary of Comments
1.11 Is there an effective process in place for developing operational plans, ensuring linkage with the Monash strategic plan and alignment with other functional plans such as HR, with other initiatives such as Service Level Agreements?	48.7 (46.2% neutral; 5.1% unsatisfactory)	<ul style="list-style-type: none"> One person commented that there is a danger that the processes themselves become more important than the underlying fundamentals. Others felt these processes were not always relevant to MUCS, that the link between high level strategic direction and our services could be explained better, and that they felt planning is done adequately but not formally documented.
1.12 Are the needs and views of key stakeholders taken into consideration in planning?	82.5 (15% neutral)	<ul style="list-style-type: none"> Most comments very positive about the level of attention to feedback and ongoing communication with stakeholders.
1.13 Are intentions of relevant university policies considered in the planning process?	80.0 (20% neutral)	<ul style="list-style-type: none"> Very few comments were made but mostly positive about the awareness of policies such as privacy, compliance but less awareness of faculty policies.
1.14 Are processes in place to ensure that plans are implemented as intended, whilst allowing flexibility to respond to unexpected circumstance?	87.5 (10% neutral)	<ul style="list-style-type: none"> Comments reflect a perception that much of this monitoring is done informally and not rigorously documented. There is also an ambivalence about becoming any more formal which may be seen as a threat to MUCS capacity to remain responsive and flexible. Similar comments were made for Q1.15.

EVALUATE & IMPROVE

Question	% Rated Satisfactory & Above	Summary of Comments
1.15 Are plans reviewed on regular basis to measure performance against plans and to ensure continuing relevance?	51.3 (43.9% neutral)	<ul style="list-style-type: none"> A very high neutral score of 43.9% may reflect the tension between the “demand” for formal processes and the wish to be less formal or process driven.
1.16 Are performance indicators (quantitative and qualitative) identified for all key objectives and used to measure progress?	43.6 (51.2% neutral)	<ul style="list-style-type: none"> The pattern of high neutral rating (51.2%) and poor (relative to other areas sampled) rating of 43.6% satisfactory to very satisfactory appears again along with comments that this is done informally but formally when required for SLAs. A number of comments made indicating that performance indicators for some services, particularly chaplaincy and counselling, are difficult to identify and measure.
1.17 Is unit performance at all levels monitored, managed, reviewed and improved?	80.0 (17.5% neutral)	<ul style="list-style-type: none"> Comments consistently stated that this tended to happen in an ongoing way through meetings and informally as well as through surveys and feedback. Some mention of difficulty in identifying meaningful indicators for some services.
1.18 How do you rate unit’s performance as reflected in the results for the key performance indicators overall?	73.7 (26.3% neutral)	<ul style="list-style-type: none"> Comments indicated staff were aware of a high level of satisfaction, that the services were well regarded and performance rated highly through feedback mechanisms.
1.19 Is process and performance benchmark data used for improvement purposes?	26.4 (61.8% neutral)	<ul style="list-style-type: none"> Several comments made that staff did not know, or that this area was being developed. Also comments about the difficulty in finding meaningful comparison material.
1.20 Are quality assurance and improvement mechanisms in place including use of the quality cycle?	47.4 (47.4% neutral)	<ul style="list-style-type: none"> Comments mostly identified that this was done in a less formal way. “MUCS constantly operates in quality cycle but not as formally as could be”.

<p>1.21 Are regulatory, compliance and risk management processes integrated with planning and used in pro-active, prevention-based manner?</p>	<p>56.7 (40.5% neutral)</p>	<ul style="list-style-type: none"> • Comments made seem to indicate that staff think these processes occur in a continuous and less formal way, through meetings and discussions rather than a formal planning process. • Comments also mention that not all levels of planning are documented beyond staff meeting minutes. Others commented that we are constantly dealing with risk management and that there is ongoing development and review of this. <p>There were concerns until very recently at Clayton that there was no security system in terms of duress alarms. These have now been installed.</p>
<p>Stakeholder Focus Group Feedback: MUCS is seen as keen to respond to a perceived need. One area indicated that in any shared case management or service improvement initiatives, advice is always considered, appropriate and of value. MUCS are seen as keen to respond and be involved.</p> <p>“They (MUCS) always listen well, provide helpful responses and are supportive and available.”</p>		

3.7 Opportunities for Improvement

3.7.1 Planning

For the management team to maintain the strengths of current flexible and responsive planning and feedback mechanisms but embrace as appropriate, SSSD planning processes and documentation. Management needs to continue to inform and consult staff regarding higher level planning in order to help strengthen “ownership” of their day to day contribution to MUCS goals and in turn the Division’s purpose to provide quality student and staff services to support the University’s goals & vision.

3.7.2 Benchmarking

MUCS continue to explore benchmarking opportunities with Australian and New Zealand universities.

3.7.3 Service Quality Team

Recommend that a small team of MUCS staff form with the primary task of developing and coordinating data collection, analysis and reporting for purposes of research, quality assurance and trend analysis of stakeholder issues and service activities.

3.7.4 Develop New Data Collection and Reporting System

Engage the Business Improvement Project team to design and develop a system which meets the research, statistical analysis and reporting needs of MUCS.

3.7.5 Review Client Satisfaction Survey

Recommend the Service Quality team (see 3.8.3) review and revise the survey.

4. HUMAN & PHYSICAL RESOURCES including IT

4.1 Budget

Currently the total operating budget for University Community Services is \$4 million. \$3.5 million is university allocated funds and \$0.5 million is received from other sources such as health service licence fees, school holiday program money and consultancy work undertaken by community services staff. Salary costs are \$2.89 million, and the remaining funds are used for non-salary costs of \$1.1 million.

The Director allocates budgets to each Campus Manager and the University Health Service, who are required to gain final approval for expenditure on major items from the Director. Upon approval, costs are allocated from MUCS central budget.

4.1.1 Additional Resources

MUCS staff actively seek funding partnerships, and have had some success in obtaining funds from key stakeholders to help fund certain projects.

For example Monash International and the Monash Uniting Church community (Clayton North) have provided support toward the establishment of an International family playgroup. Monash International provided initial funding for the purchase of equipment while the Monash Uniting Church has provided the facilities for the playgroup as well as the initiative for English conversation practice for partners of international students who would otherwise experience social isolation in the home.

SSSD funds the purchase of the text each staff member requires to participate in the stress reduction program THRIVE© at work.

MRS are a generous supporter of MUCS activities, for example the production of Relaxation CDs for the THRIVE© program and much of MUCS' printed material is subsidised by MRS.

4.1.2 Self – Reliance

MUCS is active in seeking additional earnings to fund new projects, resource casual staff or equipment and training which are beyond the MUCS budget.

Some examples of fee for service activities:

- Psychometric testing
- Vocational Testing
- Teaching, seminars, workshops eg staff development courses, Resident Adviser training, workshops for MBA program
- Workplace consulting

4.2 HR Plan

4.2.1 Influences on HR Plan

- The key to MUCS capacity to improve and maintain quality of service is the quality of staff MUCS can recruit and hold. The only high cost resource is the people providing services as MUCS is not reliant upon cutting edge technical or physical equipment.

- MUCS has a strong record in staff retention (average 10 years) which results in relatively infrequent recruitment of professional staff. This situation requires MUCS to focus more on expanding the skill base of current staff to meet emerging needs or initiatives.
- Need to provide gender balance in the MUCS team, particularly for sensitive areas such as counselling and group leaders in the school holiday program.
- Different range of skills and experience to fit emerging trends in client needs. These trends are perceived through MUCS statistics, formal and informal contact within the University community and put up to management through the normal meeting, decision making, planning structure.
- The staff skills base required changes as the focus of MUCS' work changes in line with the University and SSSD Strategic direction. For example in recent years, there has been a greater call on statistical analysis and research to back the resourcing of programs like THRIVE© and international outreach initiatives.
- In certain cases, only personnel from a particular professional field can, by legislation, take up particular service roles which to a large extent covers the qualifications and competencies required for that role, e.g. psychologist, chaplain, child care program coordinator.
- On some campuses, particularly Clayton, space has become a limiting factor when looking to increase service provision. While it would be possible to engage psychology or social work interns (advanced students) to provide supervised counselling, Clayton is unable to expand due to the lack of appropriate office space.
- In the child care area two factors are placing pressure on the demand for greater service levels and therefore space. These factors are increasing and changes in Government statutory requirements and quality assurance.

4.2.2 Staff Selection

Staff selection is carried out according to university policy and standards. A number of MUCS Staff across all campuses have been trained in Staff Selection, at least one of whom will be on selection committees and interviews.

The quality of our services is dependent upon the quality of staff which puts pressure on staff recruitment. Counselling has attempted to strengthen its selection processes by developing a group assessment process whereby short listed applicants are taken through a range of activities and rated on parameters such as communication, team skills in large and small groups, presentation skills as well as counselling credentials.

4.2.3 Staff Induction

Staff induction manuals and materials are available to all campuses and supervisors of new staff (also, students on clinical placements) design an induction plan whereby staff are gradually introduced to work tasks and familiarized with staff and functions of all MUCS services as well as the wider university. All new staff attend Introducing Monash, the University staff induction program. See resource folder for staff induction manual for Clayton.

4.2.4 Performance Management Processes

Duties and responsibilities are carefully delegated depending upon level of skill and experience. Managers attempt to find the right balance between challenging staff in order to promote learning, professional and personal growth but not stretching beyond their competencies.

Formal performance management processes are in line with those requirements set out by the University while more immediate performance issues are dealt with informally. Due to relatively small staff numbers there is ample opportunity for informal discussion which can include feedback and guidance regarding performance issues. At each campus excepting Parkville, all staff have direct access to their campus manager. Similarly, managers are able to observe and intervene directly at an individual, service team, or whole group level when appropriate.

The regularity of meetings affords similar exchanges at the team level.

If the manager is supervising the progress of a special project, individual or team meetings are held to focus on generating plans, problem solving and meeting time lines.

4.2.5 Staff Development

Reception and professional staff are encouraged to update skills that are relevant to their work role and emerging needs. This may occur through the staff development unit, though professional staff seek more specialized outside training which tends to be very costly. Each staff member has access to an amount of money and time for professional development annually.

Other Developmental Activities:

- Peer supervision and working with a more experienced colleague
- Visiting & meeting with service staff from other institutions
- Professional development workshops from external experts in their field – this would occur more commonly for the counselling staff who organise three half-day sessions per year for all counsellors
- Secondary consultation with an expert who provides supervision and advice regarding management of a particular case/situation. This is however limited due to high consulting fees.
- Collaboration with research areas within the University in developing programs, eg Psychological Medicine and Counselling service on the Working together for a safer community seminar.
- Family & Child Care Service collaborates with the Faculty of Education (Early Childhood) to develop written protocol and research projects for university sponsored child care services.
- In order to maintain membership of Professional Societies, some staff (psychologists) are required to earn a certain number of professional development points by participating in a range of approved professional development activities each year. Again, these required training courses are usually specialized and costly.

4.2.6 Career Path

In the past two years in particular, the work of counsellors and head of child care and family services has grown and changed significantly. A number of counsellors have taken up leadership roles coordinating collaborations such as the International student support services forum or developing and administering the University wide staff stress reduction program and associated research.

While staff are encouraged to continually develop and stretch their role responsibilities, due to the horizontal structure and relatively small staff numbers career advancement opportunities for staff within MUCS are very limited.

4.3 Physical Resources

Most staff enjoy modern well appointed work areas, with MUCS located on each campus in faculties supplied and furnished by the University. All services that fall under MUCS are co-located, except Health Services on the Clayton Campus.

Over the last seven years various campus facilities have either had major renovations or been relocated to accommodate for changes in staff, delivery of services and IT requirements.

The need for space is an issue as staff require individual offices due to privacy needs of their clients. This becomes a limiting factor on campuses, particularly at Clayton in terms of the expansion of service delivery.

Resource Library: no specific budget allocation is made for texts and psychological tests, but materials are purchased on a needs basis.

Equipment: Outside basic IT requirements, new equipment is acquired as necessary from SSSD budget, surplus or outside earnings. All processes are in accordance with university finance regulations and through SAP procedures.

4.4 IT Resources

4.4.1 Information Technology Audit

All service areas within MUCS are reliant on the use of information technology to conduct aspects of their daily activities. Every staff member requires a desktop PC and the software used needs to be compatible across campuses and services.

Below is a list of the Information Technology Resources used by community services across the Australian campuses. Note, not all software is used at all campuses.

<u>Resources</u>	Berwick	Caulfield	Clayton	Gippsland	Parkville	Peninsula
Adobe Acrobat	√	√	√	√	√	√
Callista student administration software	√	√	√	√	√	√
Child care Database & Information Directors	√	√	√*1	√	√	√
Community Services Web pages; information to University Community	√	√	√	√	√	√
Counselling Statistics (Access database)	√	√	√	√	√	√
GENESYS Suite of Psychological tests	√	√	√	√	√	√
Lotus Organiser				√		

Medical Director		√	√*2			
Dreamweaver – web-authoring	√	√	√	√		√
Microsoft Office 2000			√			
Microsoft Office XP	√	√		√	√	√
Netscape Communicator – web browser, email	√	√	√	√	√	√
Netscape Calendar	√		√			√
Networked drives for file sharing and data storage	√	√	√	√	√	√
Prac soft electronic scheduling		√				
SAP financial management software	√	√	√	√	√	√
School Care 2000 Database	√	√	√	√	√	√
SPSS Statistical Analysis Software			√			
Windows 2000			√			
Windows XP	√	√		√	√	√

*1 A centralised service based at Clayton covering all campuses

*2 Health Service only

The use of IT aims to increase access to MUCS information and resources, especially with the provision of web based information such as the off-campus housing database (now managed by MRS) and the counselling ‘Self help’ pages, which are available for, download as pdf documents.

4.4.2 Psychometric Testing

MUCS offers a fee for service to students and staff through the GeneSys suite of psychometric tests which can administer, score and produce reports on a range of ability and aptitude tests, values, motives and personality questionnaires, and vocational inventories.

4.5 Evaluation and Reflection

4.5.1 Career Path

The lack of career path for professional staff is cause for concern to managers who wish to retain experienced professional staff in a context where HEW levels are not in accord with other tertiary institutions, while opportunities for external professional development or other rewards are also limited.

4.5.2 IT Inconsistencies and Incompatibilities

MUCS relies on University IT policy and processes for the implementation and ongoing support of their IT environment. At present it is University IT policy to only support MS windows 2000 operating system however at all campuses other than Clayton MS windows XP has been loaded by ITS (information technology services). This creates problems with incompatibility of some applications such as Word and Access. Other areas where incompatibilities exist within MUCS are with the use of different scheduling software. The University standard is Netscape calendar used at Clayton, Berwick, Peninsula and Pharmacy, and allows staff to check and make

appointments with other staff using the same application. Where incompatibilities exist this is not possible.

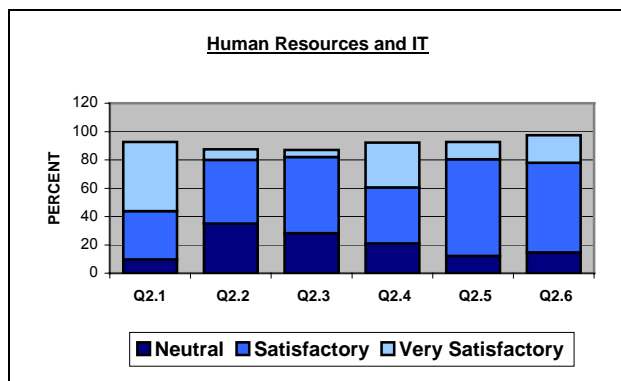
In addition to the inconsistencies in software are the problems experienced by staff regarding the co-ordination of IT support, including difficulties with both software and hardware. Examples of this include user profiles established on computers and the maintenance of hardware.

4.5.3 IT Skill Levels

The reliance on information technology has caused some problems with the differing degrees of competence and confidence of staff in the use of this technology. The University offers staff development training in all aspects of IT that are relevant to the daily work of MUCS staff, many of whom have taken the opportunity to upgrade their IT skills.

There is no designated IT role within MUCS which results in those staff members with high level of knowledge and skill used in an ad-hoc manner to “trouble shoot” problems.

4.5.4 Staff Self- Review Questionnaire



- Q2.1 Does the unit ensure that staff capability provides an appropriate ‘fit’ for achieving its goals and objectives?
- Q2.2 Is an appropriate balance achieved between resources needed for routine work and those required for improvement work or special projects?
- Q2.3 Are processes in place to ensure future capability, including management of intellectual property, staff induction training and development, performance management and succession planning?
- Q2.4 Is organisational learning generated, shared, used and retained within and external to the unit?
- Q2.5 Does the unit evaluate and address its needs with respect to physical resources including accommodation, equipment and other resources?
- Q2.6 Is information technology used effectively to support and enhance performance?

4.6 Human and Physical Resources Including IT

Question	% Rated Satisfactory & Above	Summary of Comments
<p>2.1 Does the unit ensure that staff capability provides an appropriate 'fit' for achieving its goals and objectives?</p>	<p>82.9 (9.8% neutral)</p>	<ul style="list-style-type: none"> • Comments seem to reflect a perception that there is an appropriate fit for staff but that staffing levels do not meet level of demand for service • "We are very strong on this". • "Demand outweighs capability at certain times of the year". • "More staff would increase capability". • "Not sufficient counselling staff".
<p>2.2 Is an appropriate balance achieved between resources needed for routine work and those required for improvement work or special projects?</p>	<p>52.5 (35.5% neutral)</p>	<ul style="list-style-type: none"> • Comments reflect comparatively low level of satisfaction – note high neutral score • "There should be more scope to employ people at extremely busy periods or for special projects". • "More funds should be put into professional development." • "Has improved over past 1-2 years." • "Balance between special projects and core work activities is difficult. Special projects are important for pro-active interventions and raising profile but take resources away from meeting day to day demand for services"
<p>2.3 Are processes in place to ensure future capability, including management of intellectual property, staff induction training and development, performance management and succession planning?</p>	<p>58.9 (28.2% neutral)</p>	<ul style="list-style-type: none"> • Comments are mixed and a high neutral score • All well managed. • Several commented "not sure". • "Always feedback and new development opportunities." • "Staff induction, training and development good but could improve performance management."
<p>2.4 Is organisational learning generated, shared, used and retained within and external to the unit?</p>	<p>71.1 (21% neutral)</p>	<ul style="list-style-type: none"> • Mixed comments. • Several said " yes within MUCS but uncertain beyond or within SSSD." • Some commented they did not understand the question. • "With the local manager – yes." • "We have a strong culture of organisational learning."

<p>2.5 Does the unit evaluate and address its needs with respect to physical resources including accommodation, equipment and other resources?</p>	<p>79.5 (12.2% neutral)</p>	<ul style="list-style-type: none"> • “Clayton has too few rooms.” • “Limited by budget.” • “Slow to address some issues like security at Clayton” <i>note: has since been partially addressed</i>
<p>2.6 Is information technology used effectively to support and enhance performance?</p>	<p>82.9 (14.6% neutral)</p>	<ul style="list-style-type: none"> • “Good enough but could improve skills.” • “Room for improvement.” • “Some areas are good.” • “Difficult to get timely IT help which can put pressure on more capable MUCS staff to solve problems.” • “Need improved statistics and information management system”

4.7 Opportunities for Improvement

- 4.7.1 Clayton campus needs to investigate options for increasing individual office space suitable for counselling and other services where private interviewing is required.
- 4.7.2 Explore opportunities for special project funding and additional resourcing during peak demand times.
- 4.7.3 Explore possible alternate arrangements for IT support within Division.
- 4.7.4 MUCS should explore how to address the flat structure within professional services with the view to creating opportunities to acknowledge and reward leadership in initiatives and improvements in service delivery.

5. CORE SERVICES

5.1 Self-Review Process

Representatives within each core service collaborated to provide information covering the following areas:

- role of service in supporting MUCS mission
- main engagement with stakeholders within and external to the Monash community, including meetings and committees
- significant context variations across campuses
- key activities
- statistics
- self-review and feedback mechanisms
- policies and guidelines
- compliance requirements
- staff development activities
- greatest challenge and reward
- relevant documents and brochures are provided in boxed materials. See Resource Folder for full documentation.

Faculties are key stakeholders of MUCS. Their service needs and KPIs were formulated through the SLA negotiation process in 2002. KPIs are gathered twice a year and SSSD presents a report of all services to faculties at the end of the year.

The core services to be delivered to faculties are listed under key activities for each service and are summarized in the table on pages 7-8.

5.2 Identified Areas of Challenge and Satisfaction

The following table draws together the areas identified by each core service as current and future challenges along with the aspects of their work which brings most satisfaction. Where possible, feedback from the stakeholder focus group has been aligned with these identified factors to see if there is consistency between service provider perceptions (MUCS staff) and perceptions of stakeholders.

Identified areas of challenge

Service	Challenges	Greatest Satisfaction	Stakeholders Focus Group Feedback
Chaplaincy	<p>Connecting with the University Community in a meaningful & appropriate way Part-time nature of Chaplaincy – lack of availability & time Operating as a ‘team’ Working in an increasingly multi-faith context, especially with the current Chaplaincy team having a dominant Christian focus</p>	<p>Working one-to-one with students and staff Working groups – providing or facilitating hospitality and building community Enabling people to work more meaningfully and effectively</p>	<ul style="list-style-type: none"> • Desirable for Chaplaincy to reflect the increasing faith diversity of the Monash University Community • The needs for different physical requirements for some to practice their faith such as prayer rooms and washing facilities. It was noted that such requirements are a broader university/campus wide planning issue. • Difficulties in attracting appropriately qualified and experienced representatives of some faith bodies

			<ul style="list-style-type: none"> As Chaplains “report” to their external faith bodies -who are also responsible for performance appraisal - MUCS management has limited scope to coordinate and influence their activities.
Counselling	<p>Managing demand for individual counselling, particularly in light of the international trend of increased severity of client presentation and their potential high level of risk to the University. Tension between the need to develop and provide preventative outreach programs and the “relentless” demand for 1:1 counselling</p> <p>Managing the severity and high risk nature of a growing number of international students who have no social supports in Australia</p> <p>Developing appropriate mechanisms for two-way communication and feedback with faculties</p>	<p>Client progress towards independent effective coping</p> <p>Growing awareness of Monash community of the range of skills and contribution to be made by counselling staff.</p> <p>Scope to initiate innovative programs</p> <p>Scope to conduct limited scale but meaningful research.</p>	<ul style="list-style-type: none"> Barrier to student access is the waiting time to see a counsellor. Acknowledged that there were emergency times available, but a feeling that students were “put off” when they could not see a counsellor on the same day or next few days. Stigma and shame attached to seeking counselling, particularly for international students. Important for counselling to be involved with student organizations eg: MUISS and MAPS The presence of a counsellor on Academic Progress Committee had been very helpful Generally agreed that counselling & individual, confidential support to managers and staff/facilitated processes for work groups are very well received by the Monash Community Experience of counsellors was that they are available, supportive, listen well and their advice was always considered, appropriate and helpful. staff are seen as keen to respond and be involved.
Family & Child Care Service	<p>Keeping up to date on issues in, and forming partnerships with research and teaching in child care/early childhood</p> <p>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.</p> <p>Developing potential of school holiday program including current problem of inappropriate venue.</p> <p>Implementing workplace parenting programs</p> <p>Developing relationships with university sponsored child care services</p>	<p>Great variety, diversity and scope for family and child care programs/services within a large university community setting.</p>	<ul style="list-style-type: none"> Several areas emphasized that child care is a very important issue due to the huge demand for services and its relationship to staff/student productivity. It was generally acknowledge that a lot of good work was being done in a challenging area. Particular mention was made about how proactive MUCS were in looking into “non Monash sponsored” child care at Berwick & Parkville Campuses. Issues raised: <ul style="list-style-type: none"> - Accessing funding is complex & difficult - Different facility management structures established pre-amalgamation still exist at different campuses. - Some fundamental responsibility lines are unclear, eg: whether Facilities & Services or external providers are responsible for maintenance to buildings.

			<ul style="list-style-type: none"> - There is a perception that the University is not clear whether child care facilities are at the University as a business or for the public good which influences perceptions of the service. - Memorandums of understanding are currently being developed to address this concern.
Housing Advisory Service	<p>Adjusting to new management structure, service philosophy and role expectations.</p> <p>Limited availability of appropriate affordable off-campus accommodation</p> <p>Staff resources are stretched during peak enquiry periods</p> <p>Advocacy & Education issues for 'high risk' students eg: poor English/life skills, lack of appropriate off campus & limited on campus housing resources.</p>	<p>Contributing towards successful study & employment outcomes for Monash University staff/students through provision of high quality service</p> <p>Great co-workers</p> <p>Learning & networking opportunities within the University</p>	<ul style="list-style-type: none"> • Generally acknowledged that resources were an issue at Clayton with one person servicing the high demand. • It was noted that there is strong demand for this service at Berwick and Clayton (some misinformed that this service only existed at those 2 campuses) • MRS has responsibility for overall residential and accommodation services • Off campus housing advisory staff are physically located in MUCS at all campuses except at Parkville
Student Financial Aid	<p>Maintaining knowledge of relevant legislative changes.</p> <p>Coping with additional workload during peak periods</p> <p>Educating Monash student and staff community regarding student loan and government programs (Centrelink). Ensure community receives accurate information in order to access appropriate assistance.</p>	<p>Assisting students to achieve their personal and academic goals through solving severe financial problems.</p> <p>Facilitating student mobility through student loan scheme.</p> <p>Reducing stress and obstacles to academic success through easing financial strain.</p>	<ul style="list-style-type: none"> • One area which has regular contact with the FA advisor said "he does a fantastic job in a complex area". • Agreed by several areas that there was a huge need for this service. Also that student finances across the University needed to be reviewed in order to develop more flexible processes eg: Fees. • Evidence of misinformation – firstly, international students <u>can</u> take out loans and secondly, Monash along with Melbourne University offers the highest rate and is actually more flexible than Melbourne in granting loans (e.g: overseas study – if Melbourne are aware of student is combining travel, they will not grant loan). • Service needs to be promoted to postgraduate students as stakeholder feedback shows poor awareness. For example, have a link on the Research Graduate School website.
Reception services & administration	<p>Maintaining current knowledge of university context and MUCS service</p> <p>Daily prioritizing of tasks and coordination of resources</p> <p>Sensitive and astute handling of "at risk" clients</p>	<p>Variety of work</p> <p>Team work of front desk staff and the wider MUCS team</p> <p>Knowing that you are providing an extremely important role in MUCS and within the University</p> <p>Being part of the wider MUCS team</p>	

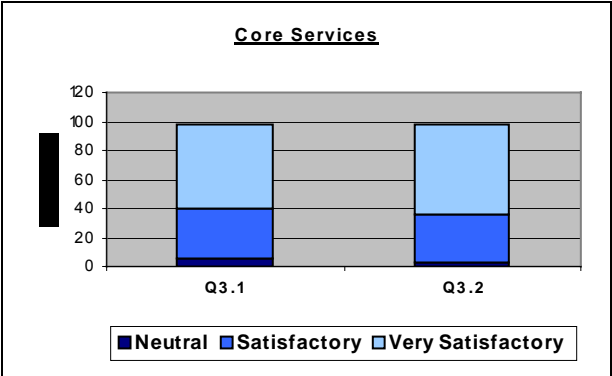
5.3 Evaluation and Reflection

Evaluation data is reported from three sources:

- Staff self-review questionnaire
- Stakeholder focus group findings
- Core service KPI ratings

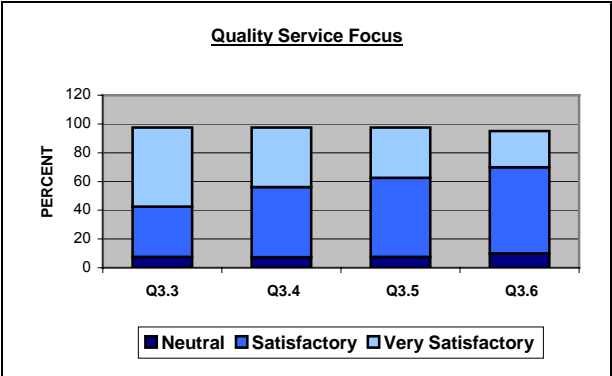
5.3.1 Staff Self-Review Questionnaire

Client focus



- Q3.1 Have the unit’s key customers and groups been identified, needs and expectations understood and prioritised?
- Q3.2 Have the unit’s core services been designed with customer’s needs and expectations in mind?

Quality Service Focus



- Q3.3 Are service delivery processes in place to ensure reliable delivery to appropriate standards?
- Q3.4 Is service performance managed, monitored, measured and improved?
- Q3.5 Are processes in place to address customer problems and to prevent these problems recurring?
- Q3.6 Are relationship management processes in place to ensure sustainable relationships with key customers and to identify emerging needs?

CORE SERVICES

Question	% Rated Satisfactory & Above	Summary of Comments
Client Focus		
3.1 Have the unit's key customers and groups been identified, needs and expectations understood and prioritised?	92.5 (5% neutral)	<ul style="list-style-type: none"> • Comments were mostly positive, that this was one of MUCS' strengths. • One comment that processes were informal and we should be consulting user groups more formally. • Another comment that we are meeting the needs of staff groups (e.g. THRIVE and responding to requests for assistance) but that students do not respond to group programmes with the same enthusiasm. • Our statistics show that staff take up of group programs is definitely greater than students. Students though are demanding 1:1 counselling sessions, which can be taken to indicate they are more comfortable accessing individual help than in a group forum.
3.2 Have the unit's core services been designed with customer's needs and expectations in mind?	95.1 (2.4% neutral)	<ul style="list-style-type: none"> • All comments were very positive e.g. "We're always monitoring and adapting according to trends and demands."
Quality Service Focus		
3.3 Are service delivery processes in place to ensure reliable delivery to appropriate standards?	90.0 (7.5% neutral)	<ul style="list-style-type: none"> • Some comments suggested that there were not enough resources put into staff development while others were accepting of resource limits.
3.4 Is service performance managed, monitored, measured and improved?	90.3 (7.3% neutral)	<ul style="list-style-type: none"> • All comments were in the positive but for Parkville due to "lack of link up with the central unit".
3.5 Are processes in place to address customer problems and to prevent these problems recurring?	90.0 (7.5% neutral)	<ul style="list-style-type: none"> • One comment that this could improve, all others mentioned mechanisms of meetings and escalation up to managers and Director.
3.6 Are relationship management processes in place to ensure sustainable relationships with key customers and to identify emerging needs?	85.0 (10% neutral)	<ul style="list-style-type: none"> • A comment was that more interaction with faculty staff would be beneficial. • The Parkville staff member made a point of identifying that at her campus there is a need for more contact with other areas on campus

Stakeholders Focus Group Feedback

Finance

- One area which has regular contact with the FA Advisor said “he does a fantastic job in a very complex area”.
- Agreed by several areas that there was a huge need for this service. Also that student finances across the University needed to be reviewed in order to develop more flexible processes e.g. fees.
- Evidence of misinformation – firstly, international students can take out loans and secondly, Monash along with Melbourne University offers the highest rate and is actually more flexible than Melbourne in granting loans (e.g. overseas study – if Melbourne are aware student is combining travel, they will not grant loan).

Service need to be promoted more to postgraduate students as many do not know it exists, for example have a link on the Research Graduate School website.

Counselling

- One of the biggest barriers to students attending counselling noted to be waiting time. Acknowledged emergency times were available but that many felt “put off” when they could not see a counsellor on the same day or next few days.
- Stigma of mental illness attached to counselling another factor, particularly for international students, preventing students from accessing counselling.
- Some areas fed back that counselling experimented with half-hour first appointments that this was negative for students as they felt it was not long enough and did not return for second appointment.
- Noted that important for counselling to be involved with groups such as MAPS and MUISS.
- Comments made that the presence of a counsellor on Academic Progress Committee had been very helpful.
- Generally agreed that counselling and individual, confidential support to managers and staff as well as facilitated processes for work groups are very well received by the Monash Community.
- *Experience of Counsellors was that they are available, supportive, listen well and their advice was always considered, appropriate and helpful. That staff are keen to respond and be involved.*

Comment:

One of the greatest challenges for campus managers is how to best meet demand for services within the limitations of staffing resources. For some services, demand (defined by requests for immediate service) outweighs the service’s capacity to provide immediate service, particularly counselling. This perception is backed up by feedback from the stakeholder focus group and the client satisfaction surveys indicating that counselling, in particular, could not always offer appointments at times that suited clients.

Off-Campus Housing

- Generally acknowledged that resources were an issue at Clayton with one person servicing the high demand.
- It was noted that there is a huge demand for this service at Berwick and Clayton (some misinformed that this service only existed at those 2 campuses).
- Off-campus housing assistance is currently carried out by a number of different areas, with a different model on each campus.

Chaplains

- The main point made was that it would be desirable for Chaplaincy to reflect the increasing faith diversity of the Monash University community.
- Several areas discussed the different physical requirements for some to practice their faith such as prayer rooms and washing facilities. It was noted that such requirements are a broader university/campus wide planning issue.
- Because of resource issues in local churches and the lengthy accreditation process through CCTI, attracting and retaining appropriately qualified and experienced representatives of some faith bodies has proved difficult.

Family & Child Care

- Several areas emphasised that child care is a very important issue due to the huge demand for services and its relationship to staff and student productivity. It was generally acknowledged that a lot of good work was being done in a challenging area. Particular mention was made about how pro-active MUCS were in looking into “non Monash sponsored” child care at Berwick and Parkville campuses. Some issues raised:
 - Accessing funding is complex and difficult.
- Different facility management structures established pre-amalgamation still exist at different campuses. Note: the university does not “manage” the business, only the buildings.
 - Some fundamental responsibility lines are unclear for example whether Facilities and Services or external providers are responsible for maintenance to buildings.
 - There is a perception that the University is not clear whether child care facilities are at the University as a business or for the public good which influences perceptions of the service.

The focus group feedback highlights a number of sources of tension for MUCS:

- between the demand for core services to be uniform across campuses and the resourcing limitations of MUCS to meet these expectations.
- due to contradictory stakeholder expectations to act as a flexible and responsive service and “to be out there more” versus the need to manage expectations and put more boundaries around what we can and can not do.
- between the pressure to cater to demand for 1:1 counselling and the need to provide innovative, pro-active programs as well as attend to other “non-acting” aspects of the quality cycle.

Summary of recommendations from the focus group:

- Set up more formal communication between key stakeholder groups
- Improve internal structures to allow consistency in service and approach
- All areas include MUCS in their crisis management plans
- Develop a clearer definition of MUCS services and limitations
- Clarify plans, direction and priorities to avoid overload
- There should be a university wide review of student finances to coordinate current systems and provide more flexible financial support.
- Promote financial aid services more widely, particularly to international and post graduate students.
- Review wait time for appointments to see counsellors and improve processes to minimize wait (see case study under 3.6.1 Improving, p.30).
- There should be wider representation of counsellors on Academic Progress Committee in all faculties.

- Promote counselling services more widely, and for MUCS staff generally to continue to get out and about, and promote their services as much as possible
- Issues of limited funding and general under-resourcing of MUCS in a climate of continual growth in demand, should be brought to the attention of budget decision makers. Particular attention needs to be given to:
 - Staffing levels
 - Access to staff development opportunities
 - Funding of special programs
 - Funding at smaller campuses.

Core Service KPI Ratings

The KPI ratings for Counselling and Student Financial Aid for 2001-2004, are presented as case examples in graph form as Appendix 21. Items relevant to judging empathic and timely response are also presented.

5.4 Opportunities for Improvement

- Develop appropriate avenue of communication and feedback with faculties for more qualitative feedback and suggestions for new initiatives and identification of areas of need.
- Issues raised by the MUCS staff member at Parkville during this review process are being addressed. The counsellor will increase her fraction to full time in 2006. Discussions are underway to co-locate MUCS with Language and Learning and the Disability Liaison Unit should the new facility be approved and built.
- Explore avenues for assisting and supporting the sole practitioner at Parkville for example by strengthening her relationship with the counselling service at Clayton.

5.4.1 Family & Child Care

- Finalise draft Child Care Strategy for submission to the VC Group to consider the development of child care within the context of the University's early childhood teaching and research agenda.
- Strengthen relationships with child care services through strategic planning for service delivery across all campuses, bringing administration together to work with the early childhood (Faculty of Education) research and teaching agenda.
- Develop potential of school holiday program, including across other campuses.
- Ongoing development of family and child care service including the following programs:
 - the Koonawarra Playgroup, language support for spouses and early childhood experience for dependents of international student and academic families.
 - Workplace parenting program
 - Development of expectant parent kit and elder kit online
- Develop processes for monitoring Memorandum of Understandings and risk management issues associated with University sponsored child care services.

5.4.2 Counselling

- Continue to explore ways of increasing the level of 1:1 counselling offered through arrangements other than funding more permanent MUCS staff.
- Extend the model of international student outreach counselling to Caulfield and increase at Clayton.
- Fund resourcing for evidence based programs aimed at building resilience of international students eg. Newcastle University, friendship program
- Continue to monitor the success of the Clayton Wait List Triage protocol with the view to expanding to other campuses on a needs basis.
- Continue to develop protocols for MUCS counselling practice and the Monash community in order to improve early referral and management of “at risk” students and staff.

5.4.3 Chaplaincy

- Work toward greater diversity of chaplains to reflect increasing faith diversity of the Monash community.
- Strengthen network of faith and spirituality groups on campus and within the local community.

5.4.4 Student Financial Aid

- Work with recommendations which emerge from the University student loan review.
- Strengthen promotion of the service and accurate information, particularly regarding the loans scheme.
- Assess whether level of service currently provided at each campus is meeting demand and if indicated explore options for increasing level of resourcing.

6. PROFESSIONAL & COMMUNITY ACTIVITIES

6.1 Nature and Extent of Monash University Community Services Involvement with the University Community and the Wider Community

MUCS is involved in enhancing aspects of the Monash University community experience through a range of partnerships and activities. MUCS staff have memberships on various University committees such as Open Day, Orientation, Transition, and Inclusive Practices. Staff also take on additional roles such as sex-based harassment and discrimination advisers and conciliators, and initiate university community activities such as International Women's Day lunch (Caulfield).

General community networks have begun to be established as an important relationship in developing friendship and outreach programs to university staff and students. These general community networks are also developed through local agencies and local government contacts as a way of promoting partnerships with the University's strategic campus planning.

MUCS fulfills an important role in representing the University's image and reputation by building stronger partnerships that promote the overall experience of both the University community as well as the general public.

MUCS also accepts that it has a strong responsibility to Monash and to the wider community in terms of contributing to the professional bodies which staff belong to, and in the training and teaching of new professionals.

6.2 Relationships with Individuals and Groups within the University

MUCS staff represent a unique skill set within student and staff services. MUCS works collaboratively as broadly as possible in order to promote the professional image and accessibility of services.

6.2.1 Access and Equity Unit, Student and Staff Services Division

- Some MUCS staff are trained conciliators and advisors who also assist in training advisors. On occasion staff have provided conciliation services to international campuses.
- Staff are members of inclusive practices committees.
- Professional supervision is provided to Disability Liaison Officers (Clayton) by a psychologist from the Counselling Service

6.2.2 Campus Director's and Manager's Committees

- Managers on some campuses participate in the higher levels of campus governance and decision making:
 - Campus Manager (Peninsula) member of the Joint Academic and Administrative Heads meetings.
- Campus Manager (Gippsland):
 - Gippsland Campus Managers
 - Gippsland Advisory Council
 - Campus Space and Minor Works Committee
 - Gippsland Chaplaincy Strategic Management Group
 - Gippsland Crisis Management Group
 - Inclusive Practices Advisory Committee – Chairperson, Gippsland sub committee

MUCS Managers liaise with Campus Directors and Managers to foster team building and campus engagement.

6.2.3 University Security

Counselling staff work with and provide consultation and expert advice to Security on risk management of individuals. In collaboration with forensic psychology experts, Security, OHS&E, Equity & Diversity and University Solicitor's office, MUCS developed guidelines on protocol for developing safety plans for individuals whose behaviour is threatening or posing a risk to self or others.

MUCS would like to make special note that the role of Investigations Supervisor is extremely important to their work in the university community. Without the expertise of Bronwyn Drake, and the authority the role carries, the counselling staff would not be able to manage the level of threat involved in some serious and complex cases with the same confidence and positive outcomes.

6.2.4 Human Resources, Employee Relations and OHS&E, Student & Staff Services Division

Counselling staff contribute to the occupational wellbeing of staff by working collaboratively on workplace problems and by providing stress reduction program and critical incident recovery interventions. MUCS staff consult or work with these areas on workplace problems including bullying and team relationships.

MUCS Director and MUCS Manager (Clayton) have been involved in developing the business case for an Employee Assistance Program (EAP) for Monash as well as being involved in the selection process of the external provider.

6.2.5 Monash Residential Services

As of January 2005, MRS took up responsibility for the off campus housing data-base. MUCS staff members continue to provide face to face services to students for tenancy advisory issues
Other engagements with MRS:

- Management of on-campus accommodation on Berwick campus is carried out by MUCS staff but paid for by MRS.
- Training of resident advisors, 2004 and 2005.
- Consultation and safety plans where indicated, regarding difficult or at risk residents
- Debriefing following critical incidents in halls of residence.

6.2.6 Consultation

MUCS staff consult to departments, faculties and research centres regarding a range of workplace issues and provide expert assessment and advice regarding risk management of identified students or staff.

Counselling staff are also involved in the selection interviews of Medical students and participate on some Academic Progress Committees.

Staff contribute expert knowledge to the development of the University's Corporate Crisis Response procedures.

The Family & Child Care Service is consulted on the planning and development for child care services across all campuses, through collaboration on campus planning projects coordinated through the DVC/VP (Resources) office. Development of Memorandums of Understanding for university sponsored child care services, as well as in staff selection at centres is also underway.

6.2.7 Seminars and Workshops

A range of workshops and seminars is presented to staff through the Staff Development Unit or directly to staff areas which have requested a customised professional development activity.

Students have the option of taking a range of workshops and seminar topics in areas of wellbeing and academic enhancement.

Programs are occasionally presented to external organizations on fee for service basis.

6.2.8 University Educational and Academic Enhancement Training Programs

- Some MUCS staff participate in curricular activities of Monash courses such as the multi-disciplinary subject program, and provide lectures and seminars to a range of departments including Law, Education, Psychology, Engineering, Nursing, Business and Economics.
- Other programs are provided to MRS, MPA Monash Research Graduate School (MRGS).
- Supervision of Psychology, Masters, and Doctoral students on placements within the MUCS counselling services.

6.2.9 Monash International

Community Services is involved in providing support to Monash International students and other support services through a range of activities.

- Ongoing research with the Department of Psychology to develop appropriate programs for new international students (Caulfield).
- Clayton staff initiated and coordinate the International Student Support Services Forum, a university wide gathering of staff and students who provide academic and psycho-social support to international students.
- A range of workshops is offered to international students such as Orientation, Returning Home and Understanding Accommodation issues.
- A new counsellor role of International Student Outreach has been developed at Clayton to strengthen preventative outreach and engagement rather than waiting for international students to seek mainstream counselling.
- The establishment of an international student playgroup for English conversation, networking and socialization for preschool aged children to meet the particular needs of international students referred to MUCS from Monash International.
- Research project to identify culturally appropriate psychosocial and academic support interventions for Mainland Chinese students (Clayton).

6.2.10 Language and Learning Services (L&LS)

Community Services relationship with L&LS has been strengthening in recent years through:

- Cross referral

- Counsellors assist in complex interpersonal situations, for example providing mediation to a study syndicate
- Plans to collaborate and combine the findings of Language and Learning Services' research into the academic needs of Mainland Chinese students with the findings of MUCS research which looks at the psycho-social needs of these students.

6.3 Expertise Provided to Other Professional and Community Groups by Monash University Community Services Staff

6.3.1 External University Programs

Counsellors engage with external post graduate courses by providing supervision of Masters and Doctoral Psychology and Social Work students on placements thus contributing to clinical development within the professions of Psychology and Social Work.

Clayton has a contract to provide professional supervision and critical incident debriefing to Springvale Community Aid and Advice Bureau. Caulfield has a similar contract with Glen Eira community Aid and Advice Bureau

6.3.2 Specialist Seminar Presentations

- The Australian Institute of SocioAnalysis 2002, 2003
- Swinburne University & TAFE, 2003
- RMIT, 2003
- University of Melbourne, 2003
- Springvale Community Aid and Advice Bureau, 2004

6.3.3 Conference Presentations

- Emergency Relief Workers, Victoria, 2004
- 'THRIVE© at Work' presentation, ANZSSA Conference, December 2004
- National Conference of Australian and New Zealand Student Services Association, 2004
- Group of Eight Human Resources & Employer Relations Conference, 2004
- Victorian Family Day Care Association, 2004

6.3.4 Hosting Interstate and International Visitors

The work of MUCS has become a focus when international visitors to the University make contact for a specialized overview into program delivery.

- Consultation with Japanese visitors from the department of International Affairs and Public Relations at Ochanomizu University, Tokyo. February 2004.
- Family & Child Care hosted visits with the Suzuki School Corporation, to consider networks for the recruitment of Australian graduates to work in Japanese child care centres, September 2003.
- Consultation with visiting Thai University delegation of administrators and academics 2004.

6.4 Participation in Professional Associations at Local, National and International Level

6.4.1 Professional Bodies

- Membership of relevant professional organisations, eg: Australian Psychological Society (APS), Australian Association of Social Workers (AASW), American Counsellor Directors Association and American Counselling Association, Psychologists Registration Board of Victoria
- Membership on committees eg., Psychology & Cultures Group, APS
- Leadership and Training with professional bodies, e.g. Cognitive Behaviour Therapy Association, Australian Institute of Socio-Analysis, Australian Institute for Rational Emotive Therapy, Australian Society for Traumatic and Stress Studies
- Regional Advisory Committee for Dual Diagnosis
- Chief Psychiatrists' Committee to develop guidelines for mental health branch and Parents of dual diagnosis Self-help groups.
- Membership to the Victorian Out of School Hours Care sub-committee for Community Child Care. (Victoria)
- Membership to the City of Monash Out of School Hours Care network group.
- Membership to working parties on the status of child care workers for Community Child Care (Victoria)
- Membership to the Student Housing Officer Association, Australia (SHOAA)
- Membership to the Executive of the Student Financial Advisors Network (SFAN)

6.4.2 International participation in communities or professional development has been limited to recipients of the Caroline Chisolm Award or through personal arrangements.

6.4.3 Communication about Professional and Community Activities

- Establishment of the Tertiary Children's Services Network 2005
- Student and Staff Services Managers' Meetings and Retreats
- See above seminar and conference presentations.

6.4.4 University Committees and Involvement in Other University Activities

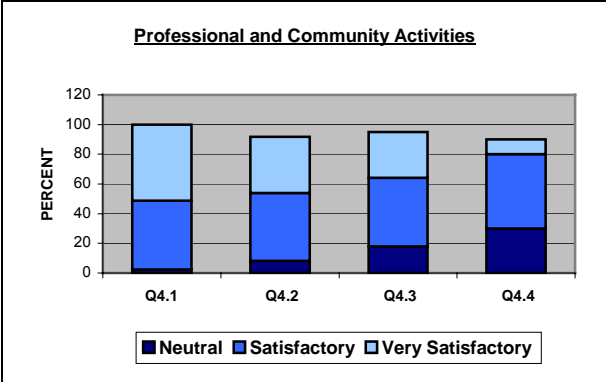
MUCS are involved in a range of both formal and informal University committee structures as well as networks, including:

- Open Day
- Transition & Orientation Committee
- campus based Orientation sub committees
- Survival Week
- Inclusive Practices Advisory Committee and campus based sub committees
- International Student Services Forum
- International Students Services Network
- HR Case Management Group
- Equal Opportunity in Employment and Affirmative Action
- Child Care Advisory Committee
- Grants and loans committee
- Monash Residential Services Operations
- Cross-campus meetings and professional development activities.

6.5 Evaluation and Reflection

6.5.1 Staff Self-Review Questionnaire

Professional and community activities



- Q4.1 Does the unit provide assistance to, and relationships with, individuals and groups within the broader university community?
- Q4.2 Is there professional and community access to expertise and resources?
- Q4.3 Is there involvement with professional associations and the local community?
- Q4.4 Is there participation in local, national and international professional activities?

Professional & Community Activities

Question	% Rated Satisfactory & Above	Summary of Comments
4.1 Does the unit provide assistance to, and relationships with, individuals and groups within the broader university community?	97.0 (2.4% neutral)	<ul style="list-style-type: none"> • “Yes, continuing to build.” • “Increasingly so as pro-active approach to risk management.” • “Representation on various committees, campus events, support services and secondary consultation.”
4.2 Is there professional and community access to expertise and resources?	83.7 (8.1% neutral)	<ul style="list-style-type: none"> • Positive comments about seminars and conferences, professional development and drawing on external expertise. • Some confusion regarding the question expressed.
4.3 Is there involvement with professional associations and the local community?	77.0 (17.9% neutral)	<ul style="list-style-type: none"> • “Mostly through professional interest groups and associations in own time.”
4.4 Is there participation in local, national and international professional activities?	60.0 (30% neutral, 10.0% unsatisfactory)	<ul style="list-style-type: none"> • Some comments were made by staff expressing dissatisfaction regarding the lack of money available for conference attendance, local and/or overseas. • “Professional development is limited by lack of resources.” • “Overseas conferences are attended on ones own initiative, personal funds and leave time”.

6.6 Opportunities

- 6.6.1** Explore funding options, perhaps as part of a reward scheme, with a view to expanding opportunities for key professional staff to have greater access to conference and professional development activities.
- 6.6.2** Increase information sharing and organizational learning through encouraging a broader range of staff to network outside the University by participating and presenting their work in university professional forums and conferences.

7. CONCLUSION

The self review process has drawn out a number of consistent themes.

A fundamental management and quality issue for MUCS exists around its somewhat unique structure whereby a number of services under its umbrella are not under the direct management of MUCS. Also, staff providing some services are not University staff, e.g. child care centres and Chaplains.

The MUCS stakeholder focus group identified three significant sources of tension and made some recommendations all of which are consistent with other findings of the review.

Sources of tension include:

- Demand for core services to be uniform across campuses but with limited resources to meet these expectations.
- Contradictory stakeholder expectations to be flexible and responsive, however manage expectations by focussing on core activities.
- Meet demand for 1:1 counselling and yet provide for dynamic programs while also attending to “non-acting” aspects of the quality cycle.

Recommendations made by the focus group include:

- Greater promotion of the services through the university as a means of prevention for students and staff before reaching a “crisis” point.
- Develop clearer definition of MUCS services and limitations keeping in focus the need to improve internal structures to allow for consistency in service and approach.
- Need to bring to the attention of senior management the general under-resourcing of MUCS in a climate of continual growth in demand.
- Improve representation of MUCS staff on relevant faculty meetings.

The opportunity for improvement and themes for consideration, as they emerged through the review process, are set down under the terms of reference.

Organisational & Management

- Consider options for continuing all services but to address concerns regarding the lack of direct line management for child care centres, chaplaincy and off-campus housing.
- The need to develop the profile of MUCS and provide support for existing MUCS staff at the Parkville Campus.
- Staff dissatisfaction with the classification of counselling staff and loss of market competitiveness with other Australian universities, mental health and corporate markets.

Planning, Quality Assurance and Improvement

- Management to continue to provide staff updates on higher level planning in order to facilitate “ownership” for the day to day staff duties.

- MUCS planning and acting needs to remain flexible and yet be factored in to the SSSD's overall strategic planning.
- Continue exploring benchmarking opportunities with Australian and New Zealand services.
- Recommend a MUCS team be established to focus on developing and co-ordinating data collection, analysis and reporting.
- Engage the Business Improvement Project team to develop a system for data collection and reporting systems.

Human & Physical Resources

- Remain aware in future staff selection of the need to expand staff diversity.
- Continue to explore opportunities to increase 1:1 counselling without increasing permanent staff, e.g. through expanding psychology internship program

Core Services

- The demand for programs for international students places increasing pressure on services, and MUCS needs to continue to explore ways of funding new preventative initiatives.
- Strengthen the relationship with university sponsored child care through strategic planning across all campuses.
- Continue to monitor the success of Clayton Wait List Triage protocol with the view for use on all campuses.
- Work towards diversity with chaplaincy representatives as well as strengthening network of faith and spiritual groups on campuses.
- Student Financial Aid to work with recommendations yet to be determined through university student loan review.

Professional & Community Activities

- Explore funding opportunities to improve access to conference and professional development activities for staff.
- Increase networking opportunities for staff to participate and present their work through university professional forums and conferences.

The self study review process has provided a unique opportunity for MUCS to reflect and become more cognisant of strengths and weaknesses. Perceptions and feedback from within MUCS itself and the Monash Community provided important information regarding a number of key issues for MUCS to address.

Identified strengths include MUCS' staff commitment, energy and pride in contributing to the University wide community and planning agenda. This is also supported through the stakeholder

focus group feedback in acknowledging MUCS' efforts to provide a flexible and responsive service despite pressure of demands.

An ongoing challenge for MUCS is to meet the demand for core services while responding to the strategic direction and goals being set by the University, through developing programs that contribute to support the university's research and teaching endeavours.