

Monash University
Student Administration and Systems

EXTERNAL REVIEW REPORT

November 2004

Monash University Student Administration and Systems External Review Report

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Executive Summary

The Student Administration and Systems Review was undertaken in support of Monash University's commitment to a 'planned and systematic approach to quality' which is encapsulated in the quality review cycle.

The External Review Panel convened on 27 September 2004 to commence three days of interviews with personnel involved either directly or indirectly with the responsibilities of the Student Administration and Systems (SA&S) area, to test claims made in the Self Review Report.

The findings, commendations and recommendations within this report are presented in a structure consistent with the Self Review Report, ie:

- Organisational Structure
- Management
- Quality Assurance and Improvement
- Core Services
- Human and Physical resources including IT
- Professional and Community Activities

The following recommendations are made in the report:

1. Consider the role of SA&S as the most appropriate area of expertise to support the major University publications and systems that relate to students, including the Handbook, Student Resource Guide, CUPID, etc. in order to improve efficiency and effectiveness of coordination and delivery on behalf of the University.
2. Include the Director in Faculty and University strategic planning activities so as to harness the ideas currently in the area for the future delivery of administrative and systems service delivery at Monash. There is significant strategic thinking available that would benefit University future strategic planning.
3. Ensure that consideration is given to sustaining communication within the area, especially at the middle management level in sections which may be located away from the main group.
4. Ensure that projects with operational service potential that are underpinned by short term funding are appropriately planned prior to commencement.
5. Ensure the effectiveness of business continuity plans and disaster recovery plans, specifically during the HESA implementation phase.
6. Ensure that development of academic policy and procedures occurs in consultation with those areas which are required to deliver the systems or service solution.
7. Consider the role of the Student Administration Network within the University decision-making structure.

8. Ensure that success is celebrated.
9. Consider how to achieve better integration of a scholarships function, including a clearer articulation of the role of the Admissions and Coursework Scholarships Unit.
10. Consider the future of the student information system as a high priority in order to minimize and control risk.
11. With due consideration of the outcomes of the University Review of Research and Research Management, investigate research student modules and functionality in Callista to improve management of research students between the centre, faculties and Monash Research Graduate School.
12. Continue to foster the culture of innovation that has enabled the delivery of systems such as ask.monash and the Caulfield Service Centre.
13. Develop and widely promulgate a University service delivery vision and strategy.
14. Consider a program to enable secondments of 6 to 12 months for staff to move between the centre and the faculties to allow clear understanding to evolve regarding the business of administration and the business of scholarship.
15. Consider developing a flexible succession plan for staff given the increasing levels of knowledge and experience required to ensure business continuity.

There has been a marked improvement in services provided by SA&S over the past four years. This has been observed by staff at many levels in different areas throughout the University as well as by students. The staff of SA&S are to be congratulated for the improvement in service delivery. The Director, Peter Yates, in particular, has played an important leadership role in building an enabling culture in which innovation and expertise has developed. Additionally, the management team was assessed to be highly competent, well balanced, knowledgeable and energized to continue the progress of the past few years. The University is well-placed to gain significant advantage from this group, which has wide ranging expertise, is able to take a leadership role in policy development, and can give texture to the future by leading a service delivery strategy.

1 Introduction

The Student Administration and Systems Review was undertaken in support of Monash University's commitment to a 'planned and systematic approach to quality' which is encapsulated in the quality review cycle - plan, act, evaluate (monitor and review), improve. The structure and process for the Review was administered as recommended by the University's Centre for Higher Education and Quality (CHEQ).

The Director of Services and Systems established an Internal Self Review Panel at the start of 2004, comprising the Director, all Student Administration and Systems Managers and an Executive Officer. From May, a document collection exercise, follow up activities and, in consultation with the Chair of the External Review Panel, Professor Jane Den Hollander, a schedule for the External Review Panel's visit was developed. On behalf of the Chair, the Internal Review Panel invited key stakeholders and clients to participate in the Review.

Members of the External Review Panel received the Student Administration Systems Self Review Report and Appendices in early September 2004 in preparation for their interviews with key stakeholders and clients. Preliminary issues identified by the Panel prior to interviews included the following:

- Student Administration & Systems (SA&S) must continue to consult with faculties in providing support services
- The best location of responsibility for services must be identified
- Investigate the balance of collegiality – the relationship between enabling and authority
- How are the reforms resulting from the Higher Education Support Act 2003 being communicated and implemented?
- Core services appear to have improved, but what is the strategic vision for the future?

The External Review Panel convened on 27 September 2004 to commence three days of interviews with personnel involved either directly or indirectly with the responsibilities of the Student Administration and Systems area, to test claims made in the Self Review Report. These included the Director, Managers and other staff of Student Administration and Systems sections, senior management staff of the University including the Vice-Chancellor, Deputy Vice-Chancellor (Resources) and Deputy Vice-Chancellor (Academic), faculty academic and administrative staff, students, and staff from other stakeholder entities such as Monash International and Integrated Administrative Systems (IAS).

Refer to Appendix 1 for the list of External Review Panel members and to Appendix 2 for the full program of interviews.

At the commencement of the external review, the panel was reminded of review process priorities, as advised by CHEQ:

- Consider fitness for purpose
- Base the review on the review document
- Test individual opinions and call back interviewees if necessary
- Look for demonstration of systematic improvement processes and outcomes of monitoring
- Provide commendations and recommendations

While the Self Review Report was structured around the University's standard Terms of Reference for reviews as provided by CHEQ, the External Review Panel did not undertake to interview personnel in a similarly structured manner, but rather to seek opinions, probe for issues and investigate perceptions as they arose, keeping in mind the preliminary issues identified from the Self Review Report.

The findings, commendations and recommendations within this report are, however, presented in a structure consistent with the Self Review Report, ie:

1. Organisational Structure
2. Management
3. Quality Assurance and Improvement
4. Core Services
5. Human and Physical resources including IT
6. Professional and Community Activities

It is acknowledged that a key element of the Self Review methodology was a Staff Survey, which was conducted to assess staff attitudes and perceptions on areas relevant to the Terms of Reference. The External Review Panel recognizes that the overall results for each of the Terms of Reference suggest that Student Administration and Systems units are generally well served by current approaches. The results indicated a strong commitment to staff development activities with an overwhelming majority of staff considering the Group as a strong learning environment.

2 Organisational Structure

The External Review Panel found that the Student Administration & Systems area functions well in its current structure. Of particular note was the excellent progress that had been made during the past four years by the Client Services and Student Administration teams. The addition of a Business Improvements Projects group has been innovative and added value. Overall the structure has been well thought through, and is supported by a sensible plan and direction that relates to the Monash strategic plan. Importantly, the structure appears to be understood and accepted by staff and by all who contributed to the Review. As the University moves forward with the new HESA legislation and new or different systems, the role of the Student Systems group, critical to the continuing development of Callista and related systems, needs some consideration so that decisions with systems implications are fully understood by all staff.

The External Review Panel spent some time considering the suggestion that additional operations be included within the SA&S area. In response to Recommendation 1 of the Self Review Report proposing the establishment of a Handbook Unit in Student Administration, the Panel agreed that, although it can be difficult to determine the appropriate division of responsibility for publications that carry both academic and administrative information, there must be a better way than the current situation. The role and function of the Course & Unit Publication & Information Database (CUPID) was raised frequently throughout the External Review as a critical issue. There is lack of clarity in regard to the identity of the current business owners of CUPID and other publications and considerable duplication across the publications. There appears to be merit in centralisation of these information repositories in Student Administration & Systems, but there firstly should be broader dialogue between the relevant areas of the University on publications from academic, marketing and faculty perspectives, how the publications interact, and the nature of their audiences, particularly how audiences will benefit from where the responsibility for each publication is located (students interviewed by the Panel reported that they did not use the Student Resource Guide). There needs to be logic in delineating leadership as opposed to functional responsibility – the issue of what is entailed by “ownership” of a project or function may need to be considered.

With this in mind, the model of SA&S where there is clear delineation of customer services activities (front office) from administrative activities (back office) should be used to tease out the issue. Additionally, the acknowledged skills of the Business Improvements Projects team would be well placed to consider the issues, implement a change management strategy and ensure transfer of business to the appropriate area.

Recommendation 1

Consider the role of SA&S as the most appropriate area of expertise to support the major University publications and systems that relate to students, including the Handbook, Student Resource Guide, CUPID, etc. in order to improve efficiency and effectiveness of coordination and delivery on behalf of the University.

3 Management

The unanimous view of the External Review Panel (and as evidenced by those interviewed) is that the area’s restructure, leadership, and management focus on excellent service delivery has been successful. A culture of learning to progressively use change management principles to implement what are mostly high risk changes brought about by external forces such as Government (e.g. Higher Education Support Act 2003) has provided the University with a level of administrative support and system delivery that would benchmark as a leader in the Australian higher education sector.

The leadership and management of SA&S is impressive. The open and inclusive style of the Director, who provides much of the thinking and future focus for the area, is a particularly significant driver and advantage for the area and the University.

The competence, capacity and cohesiveness of the management team is admirable. The Review Panel was impressed by the level of knowledge and also that differences of

opinion were able to be openly discussed as part of the ongoing debate on structure that occurs in all devolved businesses.

The Review Panel commends SA&S endeavours to work with faculties in reducing duplication of effort in administrative processes, but it can be important to have a single point of coordination to negotiate with faculties. The Student Administration Network (SAN) is a step in the right direction in this regard (refer to section 4 for further comments on this initiative). A current problem appears to be that project consultation may be conducted by SA&S on an individual basis with each faculty. Given that each faculty is often seeking a different solution, some areas of SA&S attempt to accommodate all requests rather than bringing faculties together to seek agreement on a coordinated approach. It was noted that some faculties having their own Information Technology Services resources and so remain capable of developing their own systems which may not be conducive to the overall Monash strategy.

The Panel regards the Caulfield Service Centre as an ideal environment in which to test points of departure between faculty and central processes. SA&S is well placed to ensure that service provision is an integral component of campus planning.

It is important to have close relationships between teams to avoid fragmentation evolving. There is communication between the various units of SA&S on common issues (e.g. fees) to ensure provision of a consistent service, but no formal regular forum. Co-dependent functions involved with HESA have required the groups to communicate more regularly in a more formal sense. Communication between management teams does generally appear to be positive. The Panel was also satisfied that all staff in SA&S have the opportunity to engage in and contribute to planning processes.

The Panel agrees with the Self Review Team that, in planning for projects that will become operational services, there must be clarity and fairness in how budget and staff for ongoing support functions are determined. This is particularly true for systems such as timetable planning. Ideally, long term funding implications would be considered prior to commencing a project, but it is acknowledged that this is not always straightforward or indeed possible.

The risk to business continuity due to failure to implement the HESA legislative changes or to effectively manage the new Monash fee strategy will be a challenge. This must not be underestimated and, while SA&S have an impressive grasp of the issues and evidence of risk mitigation and disaster recovery strategies, there is a need to ensure that the whole University is aware of the significance and cost to reputation that is now vested in the ongoing success of the area under review. All levels interviewed believe SA&S are well prepared for implementation of changes arising from HESA, especially in the Systems area, and there is satisfaction with the continuity plans that are in place.

Recommendation 2

Include the Director in Faculty and University strategic planning activities so as to harness the ideas currently in the area for the future delivery of administrative and systems service delivery at Monash. There is significant strategic thinking available that would benefit University future strategic planning.

Recommendation 3

Ensure that consideration is given to sustaining communication within the area, especially at the middle management level in sections which may be located away from the main group.

Recommendation 4

Ensure that projects with operational service potential that are underpinned by short term funding are appropriately planned prior to commencement.

Recommendation 5

Ensure the effectiveness of business continuity plans and disaster recovery plans, specifically during the HESA implementation phase.

4 Quality Assurance and Improvement

SA&S staff are to be congratulated for their commitment, professionalism and dedication to purpose. The level of service delivery to the faculties has improved significantly over the last few years to the benefit of students and faculty staff. Discussions in interviews revealed that faculties believe that the central areas of Monash provide a much more enabling environment for faculties than compared to four years ago, although some tensions still exist. There is little interaction between SA&S and faculties through formal governance structures apart from user groups and SAN – addressing this gap would enable SA&S to work closely with faculties in identifying future needs of the University. Service Level Agreements (SLAs) have provided dialogue between SA&S and faculties to clarify boundaries of responsibility and agree on levels of performance. Faculties generally find SA&S very helpful and have noticed marked improvement in their relationship over recent years. Faculties commended SA&S endeavours to address some areas and functions that were previously regarded as weaknesses such as fees.

It appears likely to the Panel that there would be an even closer understanding between central areas and faculties, had action on the HESA reforms not required such a heavy commitment from SA&S.

SA&S engage in good consultative processes with faculties, providing opportunities for feedback through customer surveys, and by regularly visiting faculties on all Australian campuses.

The Student Administration Network (SAN) is a committee of central and faculty administrators convened by the Student Administration section. While it is a commendable and useful initiative to monitor faculty satisfaction and identify areas for improvement, it does not have authority as a strategic decision-making and policy developing group. It does provide a formal forum between faculties and central Student Administration (predominantly on operational issues) that would not otherwise exist, but a number of interviewees were of the view that either this group should be empowered to make policy decisions or there should be a higher level group in its place with that power. There was a suggestion that policy might be affected inadvertently by decisions taken on operational issues at SAN. The lack of engagement of implementation and operational issues with policy and strategic levels is identified as a constraint of SA&S; in

particular, there is no formal relationship between SA&S and the Deputy Vice-Chancellor (Academic), therefore a gap exists between academic policy setting and systems implementation. .

All SA&S staff interviewed had performance plans in place linking up through their managers' plans to higher level University plans. There was a commitment amongst the group to ensuring that all staff had performance plans in place by mid 2005. There was however no obvious evidence of rewards or recognition for staff maintaining or improving the quality of their performance.

Recommendation 6

Ensure that development of academic policy and procedures occurs in consultation with those areas which are required to deliver the systems or service solution.

Recommendation 7

Consider the role of the Student Administration Network within the University decision-making structure.

Recommendation 8

Ensure that success is celebrated.

5 Core Services

There was unanimous acknowledgment by all interviewees that the core services of Student Administration & Systems areas have improved over recent years. The Enrolments and Fees sections drew particular praise for their high level of competence.

5.1 Scholarships

The current University review of scholarships should be considered as within the scope of the review of SA&S. There is currently a disjointed approach to scholarships resulting in confusion for students and staff; students need to be presented with a consistent entry point for information on recruiting, admissions, scholarships, fees and loans. There needs to be consideration of how to achieve better integration of scholarships, of where the future leadership for scholarships resides, and of how to achieve a balance between the central area and faculties in scholarship coordination. Bringing together expertise in coursework scholarship administration in a central area would provide economies of scale; it is acknowledged that research scholarships should be considered separately as part of the current review of Research and Research Management at Monash. The University should aim to be more strategic in offering and structuring its scholarships and it requires a system that adequately supports their administration.

5.2 Timetable

The proposal to bring systems support for timetabling into Student Administration from Student Systems has raised the issue of appropriate ownership of systems. While the Review Panel does not wish to engage in recommending solutions, it is our collective view that discussion at the SA&S management level will be required to deal with the

issue appropriately. It is acknowledged that, while Systems areas can advise of risks, decisions are the responsibility of business groups. It is understandable that there will be tensions between management levels as to where the point of departure from a development to a production environment is.

Timetabling is a high risk and high profile area that requires a degree of goodwill to make it effective. There is currently a strong feeling in faculties that management of the function could be more effective in relation to understanding academic staff needs and to transitional arrangements while the new approach is implemented.

5.3 Systems

There is an issue with SA&S being custodians of systems as opposed to providing leadership of systems. There is an ongoing gap in interoperability of systems such as Callista, CUPID, ask.monash, WebCT, WES, Syllabus Plus and research systems. Monash is not alone in this matter and most other institutions are equally focused on developing solutions. The Panel is satisfied that the University has the staff expertise required to overcome many system deficiencies through “workarounds” and to continue work to enable improved interoperability.

The risks associated with the viability of the external owner of the student information system software development are significant. Attention to the relationship will be important and the Director, Services & Systems will need support as the negotiations with the vendor progress.

S&AS currently have little to do with research students. There are significant data integrity issues involved with research students that the current student administration system does not handle and again many “workarounds” are used. An effective student administration system will enable management of all students. It appears to make sense to rationalize the current separate research systems into a single system under the management of Student Systems. It is acknowledged that it would be a considerable challenge to bring together all University functions and sections currently involved with research. A minimum requirement would be a separate and effective Callista module to manage enrolments into Higher Degree by Research. The current University Review of Research and Research Management may lead to further recommendations on Callista research functions.

5.4 Caulfield Service Centre

The “single point of delivery” approach typified by the Caulfield Service Centre (CSC) is central to the student-centred vision of SA&S. The balance between provision of online and face to face student services is important and students need to be clear about where to go for which services: faculty offices, Service Centres, online (ask.monash). The Service Centre model is popular with students and many staff but is considered to require further adjustment and integration.

Most dissatisfaction with the model appears to emanate from faculties – some staff do not believe that the Centre has reduced their workload and are concerned that provision of faculty services by a central area will remove their control. A refined model will require greater academic involvement to be successful.

The CSC works well partly due to its position on Caulfield campus. Replication of the model on other campuses would not necessarily work as well, and indeed would not occur until budget and a full understanding of the problems of the CSC allowed. The message that the Caulfield model was not necessarily to be adopted across all campuses has not been communicated adequately to faculties.

The broader service delivery strategy of the CSC model needs to be more clearly articulated throughout the University. The University now looks to SA&S to provide leadership in actively improving service delivery and its promotion of a Service Centre must be a key component of this leadership. A formal way of understanding the model will inform the planning of other areas of the University and engage others in the service delivery vision. The Review Panel recommends mechanisms be put in place for ongoing dialogue and debate on the University's service delivery strategy.

5.5 ask.monash

An innovative approach, as evidenced by the ask.monash and Caulfield Service Centre experiments, is refreshing and should be nurtured. The implementation of ask.monash is an innovation that will provide a significant plank from which to evolve the service delivery culture to a next level

Recommendation 9

Consider how to achieve better integration of a scholarships function, including a clearer articulation of the role of the Admissions and Coursework Scholarships Unit.

Recommendation 10

Consider the future of the student information system as a high priority in order to minimize and control risk.

Recommendation 11

With due consideration of the outcomes of the University Review of Research and Research Management, investigate research student modules and functionality in Callista to improve management of research students between the centre, faculties and Monash Research Graduate School.

Recommendation 12

Continue to foster the culture of innovation that has enabled the delivery of systems such as ask.monash and the Caulfield Service Centre.

Recommendation 13

Develop and widely promulgate the University's service delivery vision and strategy.

6 Human and Physical Resources including IT

Staff competence and capacity in SA&S is impressive. Without exception, there appears to be clear and sound understanding of the vision and mission of the area, the emphasis on the student experience and the nexus between information provision and

administrative support. This is not to suggest staff were sycophantic or passive. Indeed there appears to be healthy exchange of ideas and debate on major issues with a level of useful positive tension to ensure no complacency in how best to deliver service. Staff were found to be informed, have understanding and capacity to contribute as required. Staff generally consider that they have a high level of consultation with their manager and can provide feedback that will be taken into account in decision making; staff are generally not afraid to provide negative feedback to their manager if necessary. There is however a sense that more empowerment for staff to feed in at a strategic level is required. The cohesiveness of the Student Administration Managers group was commended.

The Review Panel noted that performance planning and review is being rolled out down to HEW4 level, with plans normally cascading down from managers' plans (most staff see their manager's plan) and reviews twice a year.

Spending time within Faculties is seen by central staff as an excellent form of professional development to provide exposure to and understanding of faculty issues, and to improve relationships with faculties. Staff exchanges and secondments between the centre and faculties for periods of six to twelve months would provide benefit to individuals and the University for retention and succession planning. Staff movement between Student Systems and ITS also has the potential to improve communication and understanding of business imperatives.

While most staff are provided training and leadership opportunities by section managers, more attention to succession planning is required and from discussion with some staff, too little appears to be done on identifying staff career plans. The Review Panel agreed with the Self Review recommendation that staff with unique skill sets must be identified and options for alleviating the risk of points of failure must be pursued to ensure that corporate knowledge is maintained. Student Systems and Timetable areas in particular were identified as areas requiring critical skill sets.

Physical resources and infrastructure issues were not identified by the Review Panel as a barrier for SA&S in conducting its core business.

Recommendation 14

Consider a program to enable secondments of 6 to 12 months for staff to move between the centre and the faculties to allow clear understanding to evolve regarding the business of administration and the business of scholarship.

Recommendation 15

Consider developing a flexible succession plan for staff given the increasing levels of knowledge and experience required to ensure business continuity.

7 Community and Professional Activities

It was noted that many staff of SA&S take a lead role in the sector through their activities with professional groups and sectoral reference groups.

8 Conclusion

8.1 Findings

There has been a marked improvement in services provided by SA&S over the past four years, due largely to the holistic student-centred approach and leadership of the Director, Services & Systems. This has been observed by staff at many levels in different areas throughout the University as well as by students. Significant progress has been made for the benefit of the University with many efficient systems now in place, but it is now time to consider the next iteration of the group.

The evolution of service delivery projects into strategically planned core services does not always occur, with significant discussion on ongoing budgets becoming an issue. Management of systems and business ownership of projects will be an important issue to be debated.

There is an emerging reliance on SA&S (for example, by faculties) to be a forward-thinking strategic group that can advise other areas of the University on key issues, take a leadership role in policy development, and give texture to the future by leading a service delivery strategy.

A culture of learning, consultation and innovative solution finding must continue to be nurtured. It would be appropriate for all staff to be commended for their contribution to the successful outcome of the review as an acknowledgement of their contribution to the current success of the area in achieving its mission.

The External Review Panel hopes that the information presented in this report provides further clarity in identifying the current status of Student Administration & Systems within the University and assists in determining how to shape the future of service delivery at Monash.

8.2 The External Review Process

The External Review Panel offers the following feedback on the review process:

- The balance of people interviewed was not ideal – there were too many internal staff, although it is acknowledged that the wide distribution of invitations was met with a poor response. The implications are that most staff are satisfied with the progress that has been made and, judging from the responses from those who were interviewed, this is probable.
- Splitting up the Panel to conduct interviews with faculty academic and administration staff was not useful; a more effective separation may have been to split groups of interviewees, although the time restrictions are acknowledged.
- Representation of the students interviewed was not wide; it is acknowledged that it can be difficult to arrange them to attend, but their selection could have been more strategic.
- Other campuses could have been better represented amongst the interviewees.

8.3 Acknowledgments

The Chair extends her appreciation to the members of the Self Review Panel, the External Review Panel and particularly to the Executive Officers to the Review, Ms Joanne Calmer and Mr Mark Hatwell, for their support of the review process.

Appendices

Appendix 1 External Panel Members

Two senior counterparts from relevant areas and external to Monash	<p>Professor Jane Den Hollander (Chair) Pro Vice-Chancellor Academic Services Curtin University of Technology</p> <p>Lachlan Cameron Director Student Administration & Systems The University of Melbourne</p>
A senior Monash support services representative	<p>Alan McMeekin Executive Director, Information Technology Services</p>
A senior member of academic staff	<p>Professor Sue Willis Dean of Education, Faculty of Education</p> <p>Professor Chris Browne Centre for Medical & Health Science Education Faculty of Medicine, Nursing & Health Sciences, Chair Of Academic Board</p>
A member of an appropriate industry group	<p>Glenda Key Faculty Academic Manager, Faculty of Science</p> <p>Janet White Faculty Manager, Faculty of Law</p>
A senior student or recent graduate	<p>Michael Josem Monash Student Union Caulfield</p>
Executive Officers	<p>Joanne Calmer Manager, Resources and Planning Services and Systems</p> <p>Mark Hatwell (Secretary to the Chair) Manager, Policy & Planning Student Administration</p>

Appendix 2 External Panel Visit Program

Day 1 Monday 27 September 2004

Objective: An overview of the strategic direction of the University, Support Services, Student and Staff Services Division and Student Administration and Systems including achievements to date.

Time	Engagement	Context
8.30am - 9.30am (60 mins)	External Panel convenes. Breakfast will be provided.	Prof Jane Den Hollander meets with panel members and outlines the Review program.
9.30am - 09.50am (20mins)	Professor Graham Webb, Director, Centre for Higher Education Quality (CHEQ)	Overview of the review process including the role of the review in Monash's' approach to quality assurance and improvement
09.50am - 10.20am (30 mins)	Professor Richard Larkins Vice-Chancellor Morning Tea will be provided.	Briefing on university direction
10.20am – 11.00am (40 mins)	Alison Crook Deputy Vice-Chancellor (Resources)	Imperatives for Services and Systems strategies
11.00am - 11.50am (50 mins)	Peter Yates Director, Services and Systems Chair, Internal Review Panel	Briefing on Student Administration and Systems
11.50am – 1.00pm (70 mins)	Debrief and lunch	
1.00pm – 1.30pm (30mins)	Gerard Toohey Manager, Student Administration	Peter Yates' direct reports
1.30pm - 2.00pm (30mins)	Terry Hogan Manager, Client Services	Peter Yates' direct reports
2.00pm - 2.30pm (30mins)	Pam Guy Manager, Student Systems	Peter Yates' direct reports
2.30pm - 3.00pm (30mins)	Janine Mazzini Manager, Business Improvements Projects	Peter Yates' direct reports
3.00pm on	Panel members discuss day's findings Determine questions for interviews with staff/students on Day 2	
5.30pm/6.00pm on	Dinner	

Day 2 Tuesday 28 September 2004

Objective: To complete interviews of staff and students including key clients and partners in service delivery

Time	Engagement	Context
8.30am - 9.00am (30 mins)	External Panel convenes	
9.00am - 9.45am (45 mins)	<u>Student Administration</u> <ul style="list-style-type: none"> • Cathryn Harrip, Mgr, Enrolments • Neville Hiscox, Mgr, Fees • Lynda Caldwell, Mgr, Admissions & Scholarships • Satya Webster, Mgr, Timetable Systems 	Managers will be interviewed by the Panel as a group.
9.45am - 10.30am (45 mins)	<u>Client Services</u> <ul style="list-style-type: none"> • Vern Garth, Mgr, Exams • Ross Chaffey, Mgr, Graduations • Jill Falkland, Mgr, Service Centres 	Managers will be interviewed by the Panel as a group.
10.30am - 10.45am	Debrief / Morning Tea	
10.45am - 11.30am (45 mins)	<u>Student Systems</u> <ul style="list-style-type: none"> • Kate Edwards-Davis, Functional Analyst • Kate Thorpe, Functional Analyst • Kathy Racunica, Manager, Web Systems • Steve Barling, Manager, Data Integrity 	Managers will be interviewed by the Panel as a group.
Panel will break into two groups to interview key administrative and academic staff		
11.30am - 12.15pm (45 mins)	<ul style="list-style-type: none"> • Peter Lawford, Faculty Mgr, Faculty of Education • Michelle Clarke, Mgr, Student Services, Faculty of Law • Pam Williams, Mgr, Policy and Coursework, Faculty of Arts • Carolyn Fox, Academic & Teaching Services, Mgr, Victorian College of Pharmacy 	Group 1 will interview key Administrative staff from a range of faculties (C. Browne, L. Cameron, J. White, M. Hatwell)
11.30am - 12.15pm (45 mins)	<ul style="list-style-type: none"> • Assoc Prof David Garrioch, Head of School, School of Historical Studies, Faculty of Arts 	Group 2 will interview key Academic staff from a range of faculties (J. den Hollander, M. Josem, G. Key, A. McMeekin,

Time	Engagement	Context
	<ul style="list-style-type: none"> • Sally Joy, Assoc Dean, Educational Quality and Innovation, Faculty of Business & Economics • Prof Max King, Deputy Dean, Faculty of Business & Economics, Director, Research Graduate School • Chris Avram, Assoc Dean, Graduate Studies, Faculty of Information Technology • Loretta Hambly, Director, Strategic Planning, Office of PVC, Gippsland (telelink) 	S. Willis, J. Calmer)
12.15pm - 1.00pm (45 mins)	Debrief and lunch	
1.00pm - 1.45pm (45mins)	Group of students across a range of cohorts	
1.45pm - 2.15pm (30mins)	Free Time Slot Collation of Panel issues for clarification	
2.15pm- 2.45pm (30mins)	<ul style="list-style-type: none"> • Don Gregg General Manager Monash International • Danielle Hartridge Manager, Monash International Student Support • Phil Irvine Manager, Strategic Systems Monash International 	Key client and partner in service delivery
2.45pm - 3.15 (30mins)	Free Time Slot Collation of Panel issues for clarification	
3.15pm - 3.45pm (30mins)	Prof Alan Lindsay Deputy Vice-Chancellor (Academic)	
3.45pm – 4.15pm (30mins)	Group of Student Administration & Systems staff from HEW4-HEW6 level	

Day 3 Thursday 30 September 2004

Objective: To bring together the findings of the Review and to make recommendations

Time	Engagement	Context
8.30am – 9.30am (60mins)	External Panel Members convene	
9.30am-10.00am (30mins)	Ms Lindsay Macdonald Manager, Integrated Administrative Systems, ITS	Partner in service delivery
10.00am – 10.30am (30mins)	Peter Marshall (telelink) Divisional Director Student & Staff Services Division	Panel to report on findings to date
10.30am – 11.30am (60mins)	Discussion Outline of themes for comment	
11.30am – 12.00pm (30mins)	Pam Guy Manager, Student Systems	Re-interview to clarify issues
12.00pm – 2.00pm (120mins)	Lunch Discussion Outline of themes for comment	
2.00pm – 3.00pm (60mins)	Peter Yates Director, Services and Systems Chair, Internal Review Panel	Panel to report on findings to date
3.00pm	Alison Crook Deputy Vice-Chancellor (Resources)	Prof Jane Den Hollander to brief Alison Crook on outcomes of the Review