

Getting in, breaking in, settling in: seeking excellence in inducting new teaching staff

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Abstract

Induction is a group process visited on the individual in an effort to facilitate the process of 'they' becoming part of 'we'. Operating at various levels within an organisation, sometimes with varying degrees of structure and formality, induction helps a new staff person to know what 'we' know and care about what 'we' care about. It is an apprenticeship for being accepted and productive within a new group.

Induction aims to help teaching staff master the requirements of their new job, understand the policies and procedures of the organisation, be aware of and subscribe to organisational values and ethics and to establish good social relations. The failure to achieve these outcomes carry high costs for both the organisation and the individual. This paper describes impending changes to addresses shortcomings in the existing induction process at the University of Western Australia. The changes include an online framework to guide induction, enhanced orientation sessions at central and local level, a 'peer' system to assist the socialisation process and provides for monitoring to be done for quality assurance purposes. The intention is to provide an effective, compassionate and reliable induction process that will meet the needs of the new staff member and the University.