

This checklist provides a guide about the supervisor responsibilities when onboarding and inducting a new staff member. It includes recommended tasks to support your new staff member in their first year.

Please note, this Induction form can be used instead of the University-wide [induction checklist](#), as it covers the same content but the WHS checklist is still required.

If you require support, contact CNHS People and Culture Team via [cnhs.pc@flinders.edu.au](mailto:cnhs.pc@flinders.edu.au)

|                         |  |
|-------------------------|--|
| Employee Name:          |  |
| Role Type / Level:      |  |
| Supervisor Name:        |  |
| Start Date:             |  |
| Teaching/Research Area: |  |

## BEFORE THEY START

### Communication

Once the appointment is confirmed, contact the new starter to discuss their first day, for example:

Dear [New Starter's Name],

We're looking forward to welcoming you to the team!

To help you prepare for your first day, here are a few key details:

Your office will be located in the (e.g. Sturt South) Building, Office \_\_\_\_\_.

**On your first day**, please:

- Arrive at (e.g. *Deanery Reception / Daily Kitchen Café*) at \_\_\_\_\_(Time)\_\_\_\_\_ and I will come and meet you. My phone number is \_\_\_\_\_ if you have any problems finding it.
- *<if attending College Welcome Session if Day 1 if first Tuesday of Month>* Attend College Welcome session, with further details provided by our College Operations Team. I will meet you at \_\_\_\_\_(Location/Time)\_\_\_\_\_ following the session.
- If you are driving, I would recommend parking in **car park 14**. I also recommend activating a casual CellOPark and then registering for a VPermit after you've started.

Information on how to get to Flinders University may be found [here](#). The University has an online parking permit system and once you've started you will need to register for [vPermit](#) access. Further information on parking may be found [here](#).

If you have any questions before your start date, feel free to reach out.

We're excited to have you on board and look forward to supporting you as you settle in.

Communicate the appointment to the team (or prepare message for Academic Lead / Research Director to send), including:

- Name
  - Position title
  - Summary of their role / brief background and experience
  - Start date and seating arrangements.
  - Identified buddy to help the new staff member settle in and be a 'go-to' during their first year – ideally someone they will be working with or has commonalities (highly recommended).
- Optional: ask appointee for a photo and permission to post to the team with a brief bio so they can get to know their new team member before they start

Communicate regularly with the staff member if there is a long lead in time (e.g. 6-12 months)

Five days prior to employee commencing, CNHS Recruitment Team will email the staff member (cc supervisor) with details on how to access FAN etc. If this does not occur please email [recruitment@flinders.edu.au](mailto:recruitment@flinders.edu.au)

## Arrange Equipment and Office Space

As part of the onboarding process of a 'New Position' the college operations team will be in contact with you to arrange requirements. If you have not yet received communication please email [cnhs.operations@flinders.edu.au](mailto:cnhs.operations@flinders.edu.au) with the name of your new starter, their start date and the position they will be commencing in.

CNHS Ops will order the necessary hardware and equipment, including:

- Laptop
- Monitor
- Accessories (keyboard, mouse etc)

*Note, CNHS Ops can also provide a loan laptop if required depending on ordering timeframes*

Consider contacting IDS to arrange install on Day 1 if support is required

College Space and Properties Coordinator will reach out to you to confirm the staff member's room number and arrange a workstation, including desk, chair, footrest (if required) as well as room keys and office door name plate (if relevant)

## DAY ONE

### Welcome and Workplace Tour

Meet the new starter at the agreed time and location

Show them their workspace – consider organising basic stationary (notebook, pens, highlighter) ready for when they arrive at their desk

Introduce them to their team members and other key personnel

Consider:

- Academic Lead, Course Coordinator, Placement Education Coordinator, Student Engagement Coordinator, team members likely to co-teach with, person responsible for allocation workload (if not supervisor)
- Key research contacts
- Any relevant professional teams e.g. Student Administration Services (SAS) Team & Work Integrated Learning (WIL) Team

Ensure they have list of names of key team members and leaders' roles for future reference

Ensure new Aboriginal and/or Torres Strait Islander staff are invited to meet the CNHS Aboriginal and Torres Strait Islander Collective, as well as the Pro Vice-Chancellor (Indigenous) and People and Culture Indigenous Employment Coordinator

Arrange an access pass (ID Card) from Flinders Connect (Bedford Park campus, level 0 central library)

- Submit a ServiceOne for the appropriate [Building access](#) once ID card organised

Tour key facilities, including:

- Building access points
- [Emergency exits and protocols](#)
- Toilets and facilities
- Kitchen / tea and coffee facilities
- Lunch and food venues
- CNHS Parenting Room (if relevant)
- Simulation Labs (if relevant)

Provide and complete the [Local Work Health and Safety Induction checklist](#) with the staff member.

## Getting Set Up

Provide them with the steps to [Activate their FAN](#) if not already done

Assist with [digital services](#), including access to relevant systems:

- Email
- Share drive
- Add staff member to relevant Teams site (e.g. discipline site, teaching and learning academy etc)
- Okta Dashboard (ServiceOne, vPermit, NuTrip, Qualtrics etc)
- Canvas (if required)
- ResearchNow (if required)

Noting this cannot be done until FAN activated. Contact IDS (ext. 12345) to setup laptop or provide support if needed.

Provide the [Workstation checklist](#) to assist them in getting their workstation set up.

## WEEK ONE

### Job Responsibilities

Supervisor should set aside time to discuss an overview of job responsibilities and ways of working. Consider:

How this role contributes to the team, College and University

Any initial priorities, tasks/projects for the first week, first month, and first year

E.g.

- share dates for the semester – staff meetings, planning days, topic reviews (if T&R/TS), key professional development sessions
- share any topic or research project information they will be involved in
- share relevant strategic / operational plans or current team goals

Training and development needs (if staff member identified anything in interview they want upskilling in discuss how you will provide this support, otherwise standard training and development will apply below)

How often you will meet with them as their supervisor (at least fortnightly recommended initially)

How often **team meetings** occur and **general ways of working** such as flexibility (e.g. WFH arrangements), who to notify if unwell or applying for leave, work hours, updating workload etc

**\*Ensure you send the staff member an invitation to any reoccurring or pre-scheduled team meetings**

Discuss broad performance expectations for Teaching and/or Research, including Academic Career Framework and workload allocation tool and process

**\*Setup separate meetings with Academic Lead, or dedicated 'Workload Allocator' as well as Course Coordinator to further clarify expectations and offer support**

Probation Process

- Develop a schedule to check in over their probation period to provide regular feedback (check in conversation template below)
- Form D requirements for continuing staff (completed 6 months before probation ends)
- Probation periods depend on role (continuing = 24 months; fixed-term >12 months = 6 months, fixed-term <12 months = 3 months)

### Training and Induction Sessions

#### Online Induction – Staff Learning Portal

Each person will have their required learning listed in their Staff Learning Portal, which can be accessed via the Okta dashboard.

[Mandatory Training](#) completed on the Staff Learning Portal usually includes:

- New Staff Induction
- Code of Conduct

- Responding to disclosures of Sexual Assault and Sexual Harassment (ensure staff are aware that they can request an exemption via P&C)
- Work Health and Safety (WHS) Risk Management
- Records Management
- Psychosocial Hazards
- Equal Opportunity Online
- Disability Awareness
- Indigenous Cultural Awareness
- Academic Integrity (excludes Research only)
- Research Integrity (excludes Teaching Specialists)
- HDR Supervisor Development Program (if relevant)
- ESOS online Training (if teaching international students)

If the staff member is **supervising staff**, they will also need to complete:

- Supervising at Flinders
- WHS Program for Supervisors
- Equal Opportunity – Module 4
- Recruiting Staff Essentials

Additional Supervisor resources can also be found [here](#) and a range of optional leadership training can be found on our Learning Management System

New starters should be encouraged to complete these training modules shortly after commencing – within first 3 months

\*If the induction module is not visible within 48 hours of commencing, please contact [professional.development@flinders.edu.au](mailto:professional.development@flinders.edu.au)

### Additional Training for Academic Staff

Required training for academic staff also includes:

- University Teaching Enhancement at Flinders (UTEF) (mandatory for new academic staff) – exemption information can be found [here](#)
- Flinders Research FastStart Program (**recommended** for new research staff)

These training programs should be completed within first 2 years. More information [here](#).

Confirm staff member has been invited to upcoming College Welcome Session (first Tuesday every month). If they have not received an invitation, please contact [cnhs.ops@flinders.edu.au](mailto:cnhs.ops@flinders.edu.au)

## Overview of Key Procedures / Systems

Demonstrate how to complete tasks such as:

Photocopying and printing

Shared emails and calendars (if relevant)

Any relevant share drives, or locations team store key information (e.g. templates, content)

Workday – how to view payslips, apply for leave

Access Flinders Intranet, including key sites like CNHS landing page, CNHS Central, Enterprise Agreement, Policies etc

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| Service One – how to search for common requests (e.g. Topic Coordinator allowance, IDS support, Workday support)   |
| Key policies or guidelines for research staff (if relevant) – e.g. ethics approval process, internal funding opportunities, opportunities to connect with research mentors, policies re HDR students   |
| Key policies or guidelines for teaching staff (if relevant) – e.g. Learning and Teaching page, curriculum design and assessment policies, student evaluation of teaching (SETs), academic integrity, student wellbeing services, counselling and disability support (including access plans) |
| Academic Workload Model  |
| Canvas – key information needed, plus access to relevant trainings on Staff Learning Portal  |
| Professional development information e.g. conferences, funding, mentoring program, FLAME Leadership Program, Supervisor Training (CNHS page)   |
| How to book travel via NuTrip (if relevant)  |
| CNHS Aboriginal and Torres Strait Islander Collective <a href="#">Webpage</a> and process for requesting advice, representation, teaching collaboration, or partnership with a First Nations staff member  |

## CHECK-IN CONVERSATIONS

During the first few weeks, supervisors should check-in regularly (ideally daily) on an informal basis as well as setting up regular meetings (fortnightly recommended initially).

In addition to regular 1:1 meetings, we recommend having more in-depth check-in conversations throughout the first nine months, with suggested structure outlined below.

### One Month

Supervisor should check in with an informal conversation to see how the new staff member is doing. This check-in focuses on staying connected and offering support

|  |
|--|
| <p>Check in on how onboarding / induction tasks are going?</p> <ul style="list-style-type: none"> <li>- Ensure Staff Learning Portal induction training at least partially completed?</li> <li>- Ensure all key introductions complete</li> <li>- Ensure all equipment received, and system access available</li> <li>- Anything that requires troubleshooting?</li> </ul> |
| How are you settling in?   |
| What's working well?   |
| Is there anything you've noticed you want me to cover in more detail, or would like more support with?   |
| Do you feel clear about your role and expectations? Is there anything you'd like to discuss further such as teaching policies/processes, research expectations, service duties, workload planning?   |

**Provide feedback**

What positive feedback do you have to share with the staff member?

Are there areas the staff member could further develop?

*Noting, if there are any concerns with performance or conduct it's important this feedback is provided early so they have ample opportunity to learn and improve – learning a new role takes time, if you notice gaps it is most likely training or support is required*

Book in next meeting for three-month check in conversation

### Three Months

Check in to see how your new staff member is doing. This conversation is designed to maintain clarity and focus to ensure they understand goals and expectations and feel well supported.

Confirm completion of Staff Learning Portal induction courses & CNHS College Welcome Session

Confirm enrolment in compulsory Teaching / Research programs (University Teaching Enhancement at Flinders and Flinders Research FastStart) or plans to complete in first 2 years

What are you enjoying most about your role?

Are there any challenges you would like support to address?

**Provide feedback**

What positive feedback do you have to share with the staff member?

Are there areas the staff member could further develop?

Do you have any feedback for me, as your supervisor?

Identify service & leadership opportunities and explain services plans (noting workload allocations are generally standard for new staff members commencing)

Identify opportunities and explain teaching / research plans (noting workload allocations are generally standard for new staff members commencing)

Book in next meeting for nine-month check in conversation (or six-months, if fixed-term staff member for probation review)

### Probation Meeting (fixed-term academic staff <12 months, 3-month probation period)

Supervisor to assess if the staff member has met the requirements to confirm probation

Ensure confirmation of probation completed in workday and staff member notified (6 weeks prior to probation ending)

If there are any concerns, please contact CNHS P&C as early as possible

### Six Months (Fixed Term Staff >12 months)

### Probation Meeting (fixed-term academic staff >12 months, 6-month probation period)

Supervisor to assess if the staff member has met the requirements to confirm probation

Ensure confirmation of probation completed in workday and staff member notified (6 weeks prior to probation ending)

If there are any concerns, please contact CNHS P&C as early as possible

## Nine Months

Check in to see how your new staff member is doing. This conversation is designed to support continued growth and development by reviewing progress and identifying opportunities for future contribution and support.

What are you enjoying most about your role?

Are there any challenges you would like support to address?

Do you have any feedback for me, as your supervisor?

Assess teaching progress: discuss peer review of teaching and learning innovation

Assess research progress: publications, grants, supervision. Seek feedback from research mentors

Discuss opportunities for development (e.g. leadership positions, higher qualifications, service roles, committee work)

### Provide feedback

Do you have any other feedback to provide about what is working well, or areas the staff member could improve?

Discuss Performance Review and Development (PRD) process – these conversations will occur annually (approx. Oct/Nov), along with other regular 1:1 meetings

For continuing staff, book in meeting at 18 months for [probation review](#) – including completion of Form D