

Orientation & Transition Guide



Australian
National
University

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Symposium Program

09:00am

Welcome to
Country

09:10am

Keynote address
presentation

09:45am

Framework
presentation

10:00am

Panel discussion
session

11:00am

How to plan for
virtual events

11:20am

2022 orientation
week presentation

11:45am

Workshops
and discussions

01:15pm

Closing address
and next steps



**Keynote address by
Professor Sally Kift, PFHEA FAAL ALTF GAICD**

Professor Sally Kift is a Principal Fellow of the Higher Education Academy, a Fellow of the Australian Academy of Law and President of the Australian Learning & Teaching Fellows. She has held several university leadership positions, including as JCU's Deputy Vice-Chancellor (Academic). Sally is a national Teaching Award winner, a national Senior Teaching Fellow and a Discipline Scholar (Law). She is a Visiting Professorial Fellow, National Centre for Student Equity in Higher Education (Curtin University) and a Vice Chancellor's Fellow, Victoria University. In 2017, Sally received an Australian University Career Achievement Award for her contribution to Australian HE. She was a member of the AQF Review Panel that reported to Government in September 2019.



**Scan the QR code to access our resource page and
Symposium Zoom link**

You can also use the short link below to access our
resource page and Zoom link.

ql.anu.edu.au/z09q

Why are we doing this?

The current work on the ANU 2025 Strategic Plan demonstrates that the ANU community is committed to student experience, and to ensuring that we have a thriving and diverse student community. In order to assist commencing students of all levels succeed at ANU, we have a responsibility to support transition into the university in an intentional, holistic and coherent way.

Our current Orientation Week delivery requires a significant reform. The ANU orientation experience is extremely fragmented with low engagement with key orientation activities. This is compounded by a decentralised communication approach that effectively overwhelms students at a pivotal time in their student journey.

ANU needs to improve how we support students as they transition to tertiary study, and the university, throughout the first year of their degree in an intentional, holistic and coherent way. An Orientation and Transition Framework has been designed to be implemented across a wide range of contexts for a diversity of student groups.

An agreed-upon orientation and transition approach will improve student retention and ensure incoming students are set up for success academically and socially, preparing them as leaders in Australia and internationally in their chosen fields.

Current key issues



Siloed approach to orienting students



Overwhelming amount of information



Lack of consistent evaluation & data collection post-activities



Deficit language that presumes some students are outside the norm



Low engagement with key activities & support

What key issues do you have in your area?

How did past Orientations go?

While engagement with university-run orientation events varies, approximately 25% of commencing coursework students attend Orientation Week, and 26% open the Welcome Email series that provides vital information and support to new students.

This highlights the concern that a large proportion of students miss key activities, support and opportunities to engage. In addition to low engagement, there is an overwhelming number of events for students to attend. For Semester 1, 2020 Orientation Week, 50+ organisers ran 230 events. These events, some of which duplicated information and intentions, competed for individuals' time and attention. Due to the overwhelming nature of the week, those who do attend often do not know which activities to prioritise.

S1 2021 orientation and transition summary

TOTAL EVENTS

230



Events

50+



Organisers



9%
Homely *



18%
Social



73%
Academic

3670



Official University
Welcome Email
Received

26%



Welcome emails
Opened

TOTAL EVENTS+ OTHER ACTIVITIES

61

Pre-arrival

300

Orientation

50

Post-arrival

16%



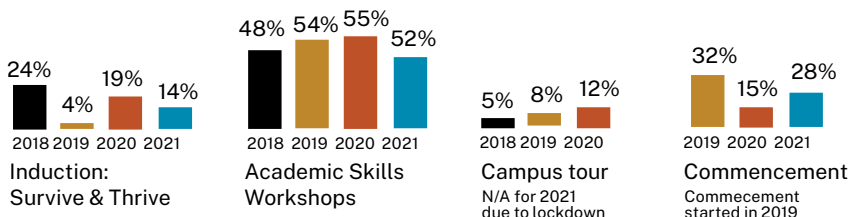
Students scrolled
through til the end

*Homely refers to those which seek to bring connection and feeling of belonging to commencing students.

Key events participation data

Information regarding engagement and attendance is limited. There is a lack of consistent evaluation and data collection, resulting in a lack of collective understanding of attendance, impact and satisfaction.

Data collection for orientation and transition activities are almost exclusively undertaken and reported on at the local level. What is highlighted through the data we do have, is the limited engagement students have with activities meant to engage and support their transition to ANU.



Evaluation data

The table below shows information from the 2020 Student Experience Survey (SES) ANU Report. The results of the SES and highlights the need for improvement in orientation and transition support.

SES item	Percentage satisfaction among responding ANU students					
	2015	2016	2017	2018	2019	2020
Learner Engagement	60	60	58	55	57	43
Opportunities to interact with local students	55	55	49	46	48	32
Sense of belonging to institution	56	55	53	53	54	42
Felt prepared for study	65	64	66	65	67	62
Online or face-to-face discussions	58	60	61	59	62	60
Worked with other students	55	57	58	59	59	45
Student interaction outside study	54	48	47	45	45	32
Interacted with different students	49	50	48	48	48	35
Student Support	64	65	70	69	68	70
English language support received	28	32	41	43	41	37
Have been offered relevant support	40	39	49	48	48	49
Induction/orientation activities relevant/helpful	52	51	58	57	55	51
Supported to settle into study	47	49	54	53	54	53
Admin staff/systems available	54	56	59	59	57	56
Admin staff/systems helpful	48	51	57	59	55	56
Career advisors available	35	49	39	40	41	41
Career advisors helpful	41	41	40	42	42	42
Academic or learning advisors available	52	54	60	61	62	61
Academic or learning advisors helpful	58	55	61	64	63	62
Other advisors available	49	42	43	45	45	48
Other advisors helpful	56	52	52	50	50	50
Efficient enrolment and admissions processes	64	70	71	69	69	69

Coordinating a whole-of-University approach

In order for ANU to undertake a whole-of-university approach to orientation and transition, a number of key actions below will be taken.

1

Develop an Orientation and Transition Framework

When: Completed

To ensure a high quality, coordinated approach to orientation and transition across the University, a shared understanding is required in regards to the vision, principles and objectives of orientation and transition activities and resources at ANU. The Orientation and Transition Framework has been approved by the Senior Management Group (SMG) on 16 September 2021.

2

Establish an Orientation and Transition Committee

When: by November 2021 | Who: DVCA and DVCSUE

To ensure a whole-of-university approach to orientation, a central committee will be formed with the responsibility and authority to oversee the organisation and evaluation of orientation and transition activities.

3

Implement Orientation and Transition Framework

When: November 2021 and ongoing

Who: Orientation and Transition Committee

In support of facilitating a whole-of-university approach to orientation and transition and implementation of the Framework, professional and academic staff need to agree on a shared understanding of their work and how they can best support commencing students.

Embed Transition Pedagogy

When: November 2021 and ongoing


Who: Orientation and Transition Community of Practice

While the implementation of the framework for a whole-of-university approach outside of the classroom is easy and quick to facilitate, the movement to embed transition pedagogy into the curriculum requires more consideration and greater ongoing engagement and planning with academics across the University. The intention is that the launch of an active Community of Practice working in this space will allow continued development and organic growth. A Community of Practice seeks to create strong networks and a practice of sharing experiences and resources.

Conveners of first-year courses at undergraduate and postgraduate levels are encouraged to embed 'transition pedagogy' in line with Orientation and Transition framework. 'Transition pedagogy' includes activities that support success at university, such as inducting students into a discipline, providing students with explicit advice about how to approach research and assessment, as well as information about university resources.

One reason for including transition pedagogy in first-year courses is to make university experience for students as equitable as possible. In Australia, about 14.6% of domestic undergraduates do not complete their degrees (Department of Education, 2019); about 50% of these students leave during their first year.

At ANU, most students who do not complete their degrees are from traditionally underrepresented or marginalised groups such as those from low SES backgrounds, or who are the first in their families to attend university. These students often do not wish to identify as marginalised or underrepresented. Embedding support into first-year courses means that all students have access to the necessary supports.

 **14.6%**
In Australia, 14.6% domestic undergraduates do not complete their degrees

50%
out of the 14.6%, 50% leaves in their first year

ANU

At ANU, those who do not complete are from traditionally underrepresented or marginalised groups, including:

LOW SES

FIRST IN FAMILY

Deliver and Evaluate orientation and transition support

When: November 2021 and ongoing

Who: Orientation and Transition Committee

Each College and service will continue to be responsible for organising and delivering their own transition activities. This will be done with guidance and support from the Orientation and Transition Committee who will coordinate the overarching schedule of communication and activities to reduce duplication across all activities.

The Committee will also coordinate a process of review and evaluation of the overall orientation and transition process, with a focus on utilising existing surveys across the student lifecycle to reduce survey fatigue.

Notes

KPIs to measure success

There are a number of KPIs to assist the University measure the success of this work over the next few years. By 2025, An accurate evaluation of orientation and transition activities will measure the following:



Key strategic priorities including student experience, retention, support for our diverse cohort, belonging, wellbeing and academic outcomes;

75%

75% of commencing students participate in orientation and transition activities;



Transition pedagogy is embedded in 30% of large first year courses, undergraduate and postgraduate;



50% of staff hold a clear understanding of the student experience, the Orientation and Transition Framework, and how they impact on transition;



Reduce the per-student cost of orientation and transition activities.

The Framework

The Orientation and Transition framework is applicable to commencing students at any level, from first year undergraduate to HDR. It sets out the vision, principles and goals of the approach to Orientation and Transition activities and initiatives in all areas of the university, and is to be used as a set of guiding principles for assessing their efficacy and relevance.

ANU staff are responsible for providing best practice support and guidance for students from all backgrounds and communities in their transition to study. To be effective, orientation and transition require engagement from the commencing students.

The Orientation and Transition Framework relies on developing stronger mechanisms for communication with students and responsiveness to student needs. Its implementation will require continued monitoring of the efficacy of activities, based on staff and student feedback.

Vision

ANU will deliver a high-quality, holistic, university-wide orientation and transition experience that cultivates community and empowers students to ensure those commencing at all levels are appropriately supported to optimise their academic and social development in their first year of study at the ANU and beyond.

Principles

Intentional – Holistic – Integrated – Measured – Supportive of Academic, Personal and Interpersonal Flourishing



INTENTIONAL



HOLISTIC



MEASURED



INTEGRATED



SUPPORTIVE OF:

- Academic
- Personal and;
- Interpersonal Flourishing

Definition

For this framework, terms and wordings that we have used refer to the below:

Commencing students: any undergraduate, postgraduate or higher degree research student beginning a new degree at ANU including those studying for the first time, moving to a new degree level, dual degree students who undertook their first years of study not at ANU and non-award students including cross-institutional and study abroad/exchange students. This does not include those students who have transferred degrees at the same degree level.

Orientation: the process of acquainting students with the University including familiarising students with: support services, expectations, the physical and digital campus and facilitating interactions with staff and students. This is done through programs, activities and resources in support of students' transition process.

Orientation Week: a coordinated series of academic and social activities that normally occurs in the week prior to commencement of each semester, although not necessarily a full week of activities, designed to facilitate a students' transition to ANU.

Teaching period: The academic period of study. For most students this will be Semester 1 and Semester 2.

Transition: movement into or through the University that is impacted by the change said movement has on an individual's roles, responsibilities, relationships and routine; i.e. the change undertaken as students adjust to a new level of study or institution. In regards to the Framework and associated activities this is limited to the first year of study in a new degree as the activities and supported are repeated annually making any required support available throughout a student's study.

Framework objectives

The objectives aim to outline what students from all career levels, backgrounds and experiences will gain from their ANU orientation and transition experience. They require both student engagement as well as sustained and committed support on the part of the institution and its staff.



LEARNING TO LEARN

Definition: Create learning environments that allow students to master their learning process.

Details: This includes encouragement and support for independent learning; acknowledging and supporting best practice in pedagogy in entry-level courses across the university; as well as providing support for libraries, academic skills and other areas of the university that provide academic support for incoming students.

Activities and programs example: Academic Skills and Learning Sessions, Library Sessions, College orientation and advice sessions

Other examples from your area:



LEARNING TO LIVE

Definition: Students are supported to adapt to their new environments: academic, economic, social, cultural, physical and digital.

Details: This includes introducing ANU values, the student code of conduct, social expectations, managing wellbeing and navigating the physical and digital campus.

Activities and program examples: Campus and city tours, Survive and Thrive orientation session, Administrative activities and support, eg. Timetabling Info Session and Student help centre, Wellbeing activities, eg. Outdoor yoga

Other examples from your area:



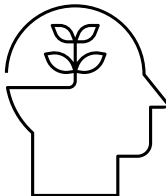
LEARNING TO CONNECT

Definition: Students establish relationships, build strong connections and see themselves as active and valued members of the University community.

Details: This entails developing strategies to enhance peer-to-peer and peer-to-faculty engagement across diverse cohorts with unique experiences, as well as supporting on-campus and off-campus events and experiences which facilitate a sense of belonging and social connectedness with the university community.

Activities and programs example: ANUSA and PARSA social events, trivia, games night, Set4ANU Mentoring

Other examples from your area:



LEARNING TO GROW

Definition: Students learn about the diverse university and local community and the part they play in its enhancement, try new opportunities, and challenge themselves in order to grow and develop.

Details: Utilising a growth mindset, staff and students work together to ensure practices and support are in place so students are willing to engage with and learn from others' experiences, try new things, and to learn from when their efforts fall short. The voices and experiences of historically underrepresented communities are centred. The university encourages continuous growth and development.

Activities and programs example: Holi, market day, learning abroad, ANU+

Other examples from your area:



LEARNING TO OVERCOME ADVERSITY & ADVOCATE

Definition: Students play an active part in their education, maximising their use of campus, relevant community resources and support, and contribute to the university community.

The second objective the FYE program addresses is enabling students to develop strategies to learn to overcome adversity and advocate.

This is fostered through engagement with later year students and their stories as well as developmental activities on recognising and developing strengths, imposter syndrome, time management, social justice initiatives and guidance on where to access support and advocacy for academic matters and personal factors causing stress.

Students are active contributors and are listened to by staff and peers, thus building their capacity to voice concerns, shape decisions affecting them and advocate for future student's needs. Staff encourage students to seek support early and challenge the stigma associated with asking for help amongst high achieving students.

Students in the program engage in informal conversations with staff and ambassadors at events and workshops sharing their emerging needs.

The program staff provide students resources such as preparation for university guides and tailored student notebooks designed by later year students. These resources were developed in consultation with a wide range of professional staff, academic staff and students to ensure students are maximising their use of campus and relevant community resources to overcome systemic disadvantage.

Students report these resources enhance their decision making skills and foster confidence and agency for them to problem solve when appropriate and seek help when needed. Testimonials from FYE students:

"A good program to introduce students to the university and how it works."

"It prepared me for the next phase of my life."

Notes:



LEARNING TO OVERCOME ADVERSITY & ADVOCATE

Definition: Students play an active part in their education, maximising their use of campus, relevant community resources and support, and contribute to the university community.

Details: Supports are put in place so that students can overcome systemic disadvantage. This ensures that resources and support are accessible for all students, and includes making students aware of resources available to them and supporting them to develop self-efficacy. It also entails that the work to provide an equitable experience for disadvantaged groups is shared by the university community as a whole: such work cannot be exclusively required of those disadvantaged groups themselves. Community citizenship is encouraged through appropriate use of mechanisms for feedback on, and engagement with, all aspects of the University experience.

Activities and programs example: First-Year Experience program, Survive and Thrive orientation session, Family calendar

Other examples from your area:

Case studies and framework alignment

Case study 1: CRIM1001, Criminological Imaginations: Understanding Criminality, is a first year, first semester course for the Bachelor of Criminology. It seeks to lay the foundations for students to give them the greatest opportunity to succeed and do well in future criminology courses, and welcome them to the university experience.

CRIM1001 framework alignment



LEARNING TO LEARN

Definition: Create learning environments that allow students to master their learning process.

The Wattle page for CRIM1001 is modelled on best practice to undertake asynchronous teaching for geographically dispersed students.

The page includes a number of elements which support students learning to learn in their new environment including providing easy to access resources, key information and links to academic support and feedback on assessments. Key features incorporated into CRIM1001 include:

- Multiple short videos to provide the 300+ students with consistent messaging and guidance - particularly on assessment tasks;
- A resource folder for each module, with audio recordings of lectures, lecture slides as PDFs and lectures from previous versions of the course;
- An overall research folder, including pages on 'university life' and 'referencing & sources', which linked to videos produced by ANU Library and useful material on EndNote and APA.

What learning to learn elements do you already have in your program/s?



LEARNING TO GROW

Definition: Students learn about the diverse university and local community and the part they play in its enhancement, try new opportunities, and challenge themselves in order to grow and develop.

The approach taken with CRIM1001 is also an excellent example of embedding transition pedagogy into the curriculum and meeting the **Learning to grow**. Key features incorporated include:

- Students are encouraged to provide feedback on all aspects of the course, to help refine the course in future offerings.
- Students are given room to learn and grow through the implementation of initiatives such as “flexible portal” for assignment submission. Flexible portal removes the concept of ‘late’ assessment, providing students with reassurance that they can give new learning and opportunities a go.

The table on the next page was utilised to map out what students need to know in order to be successful in CRIM1001. This highlights the clear focus on taking advantage of the opportunity of a large first-year course to support successful transition for ongoing positive impact.

What do you think about flexible portal assignment submission?

CRIM1001 - First-year requirements

Pedagogical framework

- 1. Aim of the BCRIM
- o Learning Outcomes
- o Roadmap of the degree (Study Plan)
- o Graduate attributes

2. Scaffolding – learn and master, move to the next, use together
Theory – foundation for other courses

3. Research – what is it?

4. Methods

- o Quantitative methods – why important
- o Qualitative methods – why they are important

5. Analysis based on data

6. Data - what is it?

Policy Framework

- 7. Policies
- 8. Student Assessment - Coursework
- 9. Academic Integrity.

Pedagogical approach

11. What we know about you in a quantitative sense:

12. Short attention span – this will be developed over three years

13. Completed Y12 which focused on the ATAR

Communication

- Writing
- Speaking
- Reading
- Listening

LO1: demonstrate an understanding of the key theories explaining criminal behaviour and the societal response to crime;

Intellectual framework

Theory – what it fundamentally is

Academic Skills

Academic writing

- o Word choice
- o Sentence structure
- o Paragraph structure
- o Essay structure
- o Preview other writing styles
- o Signposting

Referencing

- o APA
- o EndNote

LO2: critique the value and utility of different theories and approaches to the understanding of crime and deviance in contemporary society;

Intellectual framework

Theory – what it fundamentally is

LO3: source relevant research publications on crime and justice, and interpret that information appropriately

Intellectual framework

Theory – what it fundamentally is

Academic Skills

Using the library effectively

- o Searching for journal articles (Web of Science)
- o Ranking source credibility
- o Accessing e-books
- o Boolean searches

Internet resources

- o Wikipedia
- o Google Scholar

LO4: articulate and critique complex theories in a succinct and comprehensible manner

Intellectual framework

Theory – what it fundamentally is

Case studies and framework alignment

Case study 2: ANU First Year Experience (FYE) program was developed in response to the implementation of the new Admission, Scholarship and Accommodation scheme in 2020 and services the traditionally underrepresented undergraduate domestic students from whom the University seeks to increase participation. This includes those from rural and remote locations, low-income or refugee backgrounds, who are first-in-family to attend University, or who are looking to build community and a strong support network at ANU.

FYE framework alignment



LEARNING TO CONNECT

Definition: Students establish relationships, build strong connections and see themselves as active and valued members of the University community.

Students in the FYE program have access to later year students and professional staff who mentor and guide them on campus life and the importance of social connectedness in the university context to support transition. The program specifically engages student ambassadors from a range of equity backgrounds and disciplines and provides them with training and support to contribute and lead social activities for FYE students. The ambassadors are later year students, who live on and off campus who provide new students with insights and learnings from their lived experience at ANU.

This has proven to be very effective for new students being able to “see themselves” studying at ANU and raises their confidence and sense of self and encourages pride in their background and pathways to university. New students have the opportunity to build peer-to-peer relationships and peer-to-academic relationships and know they have a network to draw upon in times of struggle and uncertainty.

It is in the **learning to connect** that students realise their strengths and uniqueness and also the importance of engaging in on-campus and off-campus events and experiences. The structured program coupled with the social networking both online and in-person facilitate a sense of belonging and social connectedness with the university community for these new students.

Notes:

Responsibilities Matrix

To simplify, the term 'orientation' is used when referring to the entirety of services, activities, resources, ongoing and one-off programs to support student transition into ANU. Where only one specific element is relevant, such as Orientation Week, then that term is used.

WHO: ALL AREAS

1. Ensuring communications with commencing students to promote their orientation programs align with the University's annual orientation communication strategy;
2. Ensuring their orientation programs are of a high quality, benchmarked and accessible;
3. Consulting and collaborating with other organisational units when developing orientation programs;
4. Ensuring staff have the required understanding of the Orientation and Transition Framework and how it aligns with their work;
5. Ensuring their orientation programs are tailored to the needs of diverse groups of commencing students.

WHO: ORIENTATION AND TRANSITION COMMITTEE

1. Approving the annual orientation program after ensuring it:
 - Meets the requirements of the Orientation and Transition Framework to foster students' sense of wellbeing, belonging, academic preparation and engagement with the University;
 - Is aligned with the University's Strategic Plan and legislative requirements such as the ESOS Act and the Higher Education Standards (Threshold Standards) 2015
 - Can be delivered with consistent quality across campus

-Minimises duplication across orientation and transition resources and activities

-Can provide equivalent opportunities for a successful transition into ANU regardless of a student's educational background, entry pathway accessibility requirements, location or mode of study.

2. Reviewing the annual evaluation and reporting of orientation programs, making recommendations for changes to subsequent iterations of those programs and ensuring appropriate dissemination of said reporting.

WHO: ORIENTATION WORKING PARTIES

Orientation Week

Overseeing the schedules for N-Week and Orientation Week to ensure it aligns with the Orientation and Transition Framework in terms of objectives;

- are delivered within budget;
- are relevant to the specific cohorts of their campus;
- coordinated across a timetable that:
 - ensures an intentional sequencing of orientation activities;
 - ensures the most effective use of facilities;
 - is inclusive and accessible;
 - minimises clashes with other large-scale student activities and duplication;
 - provides a balance of academic sessions and social activities.

Student Communication

Develop the orientation and transition communication strategy.

WHO: ACADEMIC COLLEGES

1. Developing and delivering timely academic orientation programs and advice, pre- and post-enrolment and during semester;

2. Coordinating the content and delivery of course information and academic preparation sessions for Orientation Week;

3. Participating in the orientation working parties;

4. Facilitating connections for commencing students with staff, academic and professional, and peers.

WHO: ENGAGEMENT AND SUCCESS

1. Developing the orientation program in consultation with stakeholders to create a program that offers a comprehensive orientation experience;
2. Developing students as leaders in providing transition support to new students;
3. Ensure the program is reviewed and approved by the Orientation and Transition Committee;
4. Providing benchmarked guidelines and standards for the delivery of University orientation programs;
5. Chairing the orientation working parties;
6. Coordinating the annual evaluation of the University's orientation programs in collaboration with the Planning and Service Performance (PSP) team;
7. Coordinating pre-arrival data collection and reporting so all stakeholders have an understanding of the commencing student cohort including key concerns to be addressed through the orientation program;
8. Ensuring communications with international students provide students with the required pre-arrival support and advice;
9. Providing timely information to international students once in Australia on services to support their transition to living and studying in Australia;
10. Delivering relevant orientation programs for international students which meet the requirements of the ESOS Act and the National Code of Practice for Providers of Education and Training to Overseas Students 2018;
11. Engaging parents and families as partners in supporting students;
12. Delivering specific elements of the orientation program, such as:
Orientation webpages; A series of welcome emails; Room bookings and timetabling of Orientation Week activities; Publishing orientation schedules; Publishing an orientation handbook and prepare for university guide;
13. Delivering an online orientation module that provides information on:
 - health and wellbeing, community standards, academic excellence, social engagement and support services;
 - University-wide orientation and peer mentoring for orientation;
 - Extended orientation for students from traditionally underrepresented backgrounds.

WHO: LIBRARIES AND ACADEMIC SKILLS AND LEARNING

1. Providing targeted learning experiences to commencing students to build information and digital literacy skills;
2. Collaborating with Colleges and Centre for Learning and Teaching to embed constructively aligned information and digital literacy skills into courses and other academic information sessions during Orientation Week and throughout the semester;
3. Contributing key messages to the orientation communication strategy;
4. Designing, promoting and delivering orientation programs and ongoing services to commencing students;
5. Participating in the orientation working parties.

WHO: CENTRE FOR LEARNING AND TEACHING

1. Collaborating with Colleges and Library to embed constructively aligned information and digital literacy skills into courses and other academic information sessions during Orientation Week and throughout the semester.
2. Facilitating module on Student Engagement and Care in the Higher Education Context in the Advancing Learning and Teaching staff education program each semester.
3. Providing resources to support embedding transition pedagogy to ANU staff via education communications channels such as Teaching at ANU SharePoint site

WHO: STUDENT ASSOCIATIONS

1. Designing and delivering social activities during Orientation Week and into the early weeks of the semester that encourage peer interactions and connections;
2. Ensure clubs and societies are provided an opportunity to be present at key orientation and transition events;
3. Ensuring formal association social events are not scheduled during key university-wide orientation events as outlined through the orientation working parties;
4. Participating in the orientation working parties.

WHO: RESIDENTIAL HALL AND COLLEGES

1. Participating in the orientation working parties;
2. Designing and delivering a residential orientation program that develops a sense of cohort and community and focuses on addressing key student concerns;
3. Ensuring residential orientation activities are scheduled outside the timetable for essential course and College-based activities during Orientation Week;
4. Promoting Orientation Week and other University orientation programs as part of the overall transition experience.

WHO: STUDENT SUPPORT AREAS

1. Contributing key messages to the orientation communication strategy;
2. Designing, promoting and delivering orientation programs and ongoing service to commencing students;
3. Participating in the orientation working parties.

WHO: GLOBAL PROGRAMS

1. Contributing key messages to the orientation communication strategy;
2. Designing, promoting and delivering a targeted orientation program and ongoing services to commencing study abroad and exchange students;
3. Collaborate with key stakeholders to ensure successful integration of study abroad and exchange students with the University community;
4. Undertake separate evaluations for semester-long study abroad and exchange students for continuous improvement;
5. Participating in the orientation working parties.

WHO: ANU SPORT

1. Promoting a healthy lifestyle through participation in University sports clubs and facilities to commencing students;
2. Delivering social and sporting activities during Orientation Week and the early weeks of the semester to encourage peer interaction, safety and a developing sense of community.

WHO: MARKETING AND RECRUITMENT

1. Co-chairing the Orientation: Student Communication working party to develop the orientation and transition communication strategy;
2. Ensuring Orientation Week and other orientation programs are prominently promoted on the University website when offers are sent;
3. Providing design expertise where required for orientation program collateral;
4. Providing advice to stakeholders on appropriate and targeted communication strategies to promote orientation programs to diverse cohorts of commencing students;
5. Implementation of the welcome email series.

WHO: ORIENTATION AND TRANSITION COMMUNITY OF PRACTICE

1. Act as champions for change to highlight current best practice and encourage further development in embedding transition pedagogy in the curriculum and supporting student transition;
2. Provide opportunities to strengthen connections between academic and professional staff undertaking orientation work;
3. Collaborate with key stakeholders to develop and maintain resources to support embedding transition pedagogy;
4. In partnership with the Orientation and Transition Committee, host an annual symposium to strengthen networks and increase visibility of best practice

What now?

With the whole-of-University orientation and transition, there are changes in the ways we plan our orientation and transition activities. We will be adopting a coordinated and collaborative approach, ensuring that our activities are targeted. A summary of orientation and transition planning, delivery and evaluation procedure can be found below.

A

Planning

1. Develop an annual orientation program

The Engagement and Success team collaborates with stakeholders to develop an annual orientation program.

2. Orientation and transition committee to review and approve program

3. Provision of orientation guidelines to stakeholders

Engagement and Success provides guidelines to orientation stakeholders each year based on best practice for the delivery of orientation programs.

4. Managers and Heads of relevant areas to begin planning for their orientation programs.

B

Delivery

5. Orientation communication strategy delivery to stakeholders

Engagement and Success and Future Students marketing and communication staff lead the Student Communication Working Party to collaborate on the development of the communication strategy that is subsequently delivered by multiple stakeholders.

6. Delivery of orientation and transition programs in line with the responsibility matrix

C

Evaluation

7. Centralised evaluation and reporting

The Orientation and Transition Committee is responsible for whole-of-university reporting on orientation activities and resources to ensure consistent evaluation and data collection occurs to allow for a collective understanding of attendance, impact and satisfaction.

Orientation and transition - full procedure

Part A - Planning

1. The Engagement and Success team collaborates with stakeholders to develop an annual orientation program which is comprehensive, integrated, inclusive and coordinated. At a minimum, the program includes an outline of and a corresponding delivery schedule for:

- a. an overarching student orientation communication strategy;
- b. available online resources and other collateral;
- c. Orientation Week plan;
- d. peer mentoring programs; and
- e. other orientation programs, services, resources and activities not listed above (hereafter referred to as 'orientation programs' for brevity).

2. The orientation program is evidence-based, being informed by research on student transition, data from student and staff evaluations of previous years' programs, and information about the anticipated demographic background and entry pathways of the commencing cohorts.

3. The orientation program is approved by the Orientation and Transition Committee who ensure it can:

- a. be delivered with consistent quality across campus;
- b. minimises duplications and amplifies collaborations; and
- c. provides equivalent opportunities for a successful transition regardless of a student's educational background, entry pathway, accessibility requirements, location or mode of study.

4. The orientation program provides activities and resources that are tailored to the needs of diverse groups of commencing students, including but not limited to:

- a. international students adjusting to living and studying in Australia;
- b. students from groups traditionally under-represented in higher education;
- c. rural and regional students;
- d. off-campus students;
- e. off-shore international students;
- f. underage students;
- g. LGBTIQ+ students;
- h. students with accessibility requirements;
- i. culturally, religiously and linguistically diverse students;
- j. students commencing at levels other than first year;
- k. students commencing in non-standard teaching periods; and
- l. students who enrol after the commencement of the teaching period.

5. The orientation program is mapped to a timeline containing key student milestones such as accepting an offer, enrolment, orientation, census date, end of semester, start of second semester and end of a student's first year of study at ANU.

6. Implementation of the orientation program is a whole-of-university responsibility, coordinated by Engagement and Success. Responsibilities are detailed in the Orientation and Transition Responsibilities Matrix.

7. Engagement and Success provides guidelines to orientation stakeholders each year based on best practice for the delivery of orientation programs.

8. Managers and Heads of relevant areas plan for their orientation programs in their budgets, business plans and staff workload planning to ensure they are appropriately resourced, and that there are clear accountabilities and performance measures. College staff encourage academics to embed orientation activities and support into the curriculum of appropriate courses to ensure greater reach and accessibility of support.

Part B - Delivery

9. Engagement and Success and Future Students marketing and communication staff lead the Student Communication Working Party to collaborate on the development of the communication strategy that is subsequently delivered by multiple stakeholders, to ensure messages:

- a. are consistent, inclusive, timely and effective in supporting transition;
- b. enhance a sense of belonging and encourage engagement with the ANU community;
- c. are tailored to diverse groups of commencing students;
- d. ensure content is accessible to all students;
- e. support students to navigate the digital spaces and resources of the University;
- f. use the most appropriate communication channels; and
- g. align with the timing, content and channels for other University communications.

10. The planning for and delivery of N-Week (the week prior to Orientation Week, which is typically called O-Week, when most residential students move into their on-campus accommodation) and Orientation Week is overseen by a campus-based orientation working party convened by Engagement and Success to ensure campus-specific activities:

- a. align with the objectives outlined in the Orientation and Transition Framework;
- b. are delivered within budget;
- c. are relevant to the specific cohorts;
- d. coordinated across a timetable that:
 - i. ensures an intentional sequencing of orientation activities;
 - ii. ensures the most effective use of facilities in locations accessible to all;
 - iii. minimises clashes with other large-scale student activities and duplication;
 - iv. provides a balance of academic sessions and social activities.

11. Students who enrol after teaching commences and those commencing outside of the standard academic calendar are provided with access to comparable support and information as provided to other students prior to and during Orientation Week to facilitate engagement with their course, peers and staff.

12. The University delivers ongoing targeted transition support throughout semester, such as study skills sessions, library introductions, and course and careers advice.

Part C – Evaluation and reporting

13. The Orientation and Transition Committee is responsible for whole-of-university reporting on orientation activities and resources to ensure consistent evaluation and data collection occurs to allow for a collective understanding of attendance, impact and satisfaction;

14. Said reports are made up of:

- a. Whole-of-university evaluations consisting of student and staff feedback and informed by attendance data and other performance indicators;
- b. Annual reviews of orientation activities and resources considered for their effectiveness in supporting commencing students;
- c. Area specific reports to support achieving strategic objectives relating to student retention, diversity and inclusion and student experience;

15. The reports are considered by all the relevant stakeholders and the Orientation and Transition Committee and feed into the development of subsequent iterations of the programs, the overall orientation framework and the strategic objectives of ANU;

16. Longitudinal whole-of-university evaluation of orientation and transition engagement and impact is undertaken by embedded strategic questions in current whole-of-university surveys, such as the Student Experience Survey.

Orientation and transition committee

The purpose of the Orientation and Transition committee is to ensure ANU delivers a consistent, holistic, university-wide, pedagogically based transition experience that ensures all students are appropriately supported to be successful academically and socially through their first year and beyond; and to ensure that local area initiatives that are successful and best practice are recognised and promoted to be utilised across the University.

What can the committee do?



Review and Approve
Orientation and Transition activities



Obtain information from other areas and **consult** third parties



Restrict activities duplication



Request staff attendance

Committee administration and information



Committee consists of representation from each college and business unit



Co-chair appointed by DVCSUE and DVCA



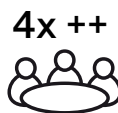
New members will be appointed every 18 months, retaining 25% existing members



Duties and responsibilities according to responsibility matrix



Detailed report and plan available online, scan this QR code to access the file.



4x ++ Committee will meet at least **4 times a year**. Chairs will conduct review of committee performance.

Notes

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Notes



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Contact us

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