



Australian
National
University

Orientation and Transition

Framework and Implementation Plan

Sarah Walker on behalf of the Orientation and Transition Working Group

sarah.swenson@anu.edu.au

The Australian National University

Canberra ACT 2600 Australia

www.anu.edu.au

CRICOS Provider No. 00120C

Contents

Contents	3
Executive summary	5
Introduction.....	5
Rational for a whole-of-university approach	6
Semester 1, 2021 orientation and transition events.....	7
Data on orientation and transition.....	8
Welcome Emails engagement.....	9
Evaluation Data	9
Timeframes and key activities	10
KPIs.....	12
Orientation and Transition Framework	13
Vision.....	13
Principles.....	13
Objectives.....	13
Definitions.....	14
Meeting the Objectives	15
Case study 1 <i>Orientation and Transition: why it matters for the First-Year Experience</i>	15
Case study 2 <i>CRIM1001</i>	17
Orientation and Transition Procedure.....	21
Part A - Planning.....	21
Part B - Delivery	21
Part C – Evaluation and reporting.....	22
Orientation and Transition Responsibility Matrix	22
University Transition and Orientation Committee	26
Terms of Reference	26

Introduction.....	26
Objective	26
Authority	26
Composition and Tenure.....	26
Roles and Responsibilities of the Committee	27
Responsibilities of Members.....	27
Reporting.....	28
Administrative Arrangements	28
References.....	28

Executive summary

ANU could improve its support of student transition to the university in an intentional, holistic and coherent way throughout a student's first year of their degree. The current key issues are:

- A siloed approach to orienting students;
- Low engagement with key orientation activities and support;
- An overwhelming amount of information and options;
- Lack of consistent evaluation and data collection across orientation and transition activities; and
- Deficit language, meaning language that presumes individuals from traditionally underrepresented backgrounds lack valuable capital. This language positions these students as problematic or outside the "norm" (O'Shea, 2016; Yosso, 2005).

An agreed-on 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. If transition support is done well, it affects whether the student persists with their studies, their wellbeing and how much they engage with various aspects of the university include academics, peers and services (Kift, 2009; Krause & Coates, 2008; Pascarella & Terenzini, 2005; Tinto, 1994).

The Orientation and Transition Working Group has developed and consulted with key professional and academic areas to finalise an Orientation and Transition Framework and implementation plans. In line with the ANU by 2025 strategic plan to deliver a student experience equal to the worlds, the recommendation of the Working Group is that the Framework be implemented for Semester 1, 2022 orientation and transition.

In order for ANU to undertake a whole-of-university approach to orientation and transition, a number of key actions need to be undertaken including:

- Develop an Orientation and Transition Framework to provide a foundation for transition support;
- Establish an Orientation and Transition Committee to oversee and evaluate orientation and transition activities across the University;
- Implement the Orientation and Transition Framework with shared resources, information and support;
- Embed transition pedagogy into the curriculum through the creation of a shared language and understanding of the student experience, development of resources and an active Community of Practice; and
- Evaluate orientation and transition support to ensure there is a clear understanding of orientation and transition activities across the University, and the impact of these activities.

Introduction

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

In this paper, transition is defined as commencing university, and is experienced on an individual level. It affects incoming students' roles, relationships, routines and assumptions (Schlossberg, 2007). All students experience a degree of transition or adjustment, whether they are moving from interstate or from overseas (Briggs, Clark, & Hall, 2012; De Clercq, Roland, Brunelle, Galand, & Frenay, 2018; Pittman & Richmond, 2008).

Orientation and transition are key aspects of the first year experience; they provide universities with an opportunity to set up new students for success academically and socially (Upcraft, Gardner, & Barefoot, 2005). If transition support is done well, it affects whether the student persists with their studies, their wellbeing and

how much they engage with various aspects of the university include academics, peers and services (Kift, 2009; Krause & Coates, 2008; Pascarella & Terenzini, 2005; Tinto, 1994).

Since a student's journey at ANU begins before they step foot on campus, it is imperative that the welcome and induction they receive is focused on a shared vision, principals and objectives. A consistent approach will assist students in understanding their responsibilities as members of the ANU community, and will augment their sense of belonging to the institution, regardless of whether they are entering the university as first year undergraduates or as higher degree research candidates.

In Australia in 2018, 14.6% of domestic undergraduate students do not complete their degrees; this equates to approximately 35,000 students who started but never completed their programs (Department of Education, 2019). Of these students, 50% will leave within their first year (Willcoxson, Cotter, & Joy, 2011). ANU has an attrition rate of 6.01% for domestic undergraduate students (Department of Education, 2019), but that rate increases for students from traditionally underrepresented or marginalised groups, particularly students from non-English speaking backgrounds (7.07%), Aboriginal and Torres Strait Islanders (9.09%), low-SES backgrounds (12.38%), and students from remote areas (21.24%) (NCSEHE, 2018). It should be noted that the number of students in each of these groups is small. Only about 100 students from each group commence at ANU each year, from a first-year intake of on average of 2,400 domestic undergraduate students. There is a noted overlap between the groups; for example, students from remote areas with a low-SES background will be double-counted. Nevertheless, these are the students that the ANU is attempting to attract to higher education in pursuit of our broader social change agenda. If these students do not successfully transition to university academically and socially, then they are much more likely to leave than their more advantaged peers (Rubin, Evans, & McGuffog, 2019; Tinto, 2017). A consistent and holistic transition and orientation framework, which acknowledges and addresses the particular challenges faced by these groups of students, will support retention.

Rational for a whole-of-university approach

There are a number of key issues of concern in orientation and transition including:

- A siloed approach to orienting students;
- Low engagement with key orientation activities and support;
- An overwhelming amount of information and options;
- Lack of consistent evaluation and data collection across orientation and transition activities; and
- Deficit language, meaning language that presumes individuals from traditionally underrepresented backgrounds lack valuable capital. This language positions these students as problematic or outside the “norm” (O'Shea, 2016; Yosso, 2005).

At present, transition and orientation activities are devolved, opaque and largely operate outside the curriculum. Due to this, there is a lack of consistency in the preparation and support provided to each commencing student.

While engagement with university-run orientation events varies, overall approximately 25% of commencing coursework students attend Orientation Week, and 26% open the Welcome Email series that provide 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.

Semester 1, 2021 orientation and transition events

Summary of events



Events are classified as Academic, Social or Homely, meaning those which seek to bring connection and a feeling of belonging to commencing students.

ANU Orientation and Transition Activities Count by Area and Stage

	Pre-arrival	Orientation	Post-arrival	Total
CASS	-	25	-	25
COL	10	13	4	27
CAP	-	15	-	14
COS & CHM	11	10	7	29
CECS	5	11	5	21
CBE	-	-(5)	-	-
E&S	8	23	-	31
Student Central	-	12	-	12
Tuckwell	4	1	5	10
Library	-	28	12	40
Global Programs	-	6	-	6
Academic Skills	-	33	-	33
ANU Careers	-	5	-	5
ANUSA	-	44	-	44
Thrive	-	7	-	7
PARSA	-	7	-	7
ANU Sport	-	16	-	16
Tjabal	-	-	-	-
Residential Halls	-	-	-	-
SCAPA	-	1	-	1
ANU College	-	4	-	4
Total	38	266	33	332

Information regarding engagement and attendance is limited. There is a lack of consistent evaluation and data collection across orientation and transition activities as there is no collective understanding of attendance, impact and satisfaction.

In addition, students from less privileged backgrounds are often unwilling to openly identify as being from backgrounds such as being a first-generation student or from a low-socioeconomic area; they therefore do not always engage with activities that are offered to specifically support their transition. This is particularly concerning as while they do not openly associate with their background their identity as a member of a traditionally underrepresented group 'is more salient than in primary and secondary education settings' (Rubin et al., 2019). Added to this, these students face unique social psychological challenges which can impact retention, academic outcomes and mental health if unaddressed (Rubin et al., 2019; Strayhorn, 2018).

The new approach aims to share the responsibility for successful transition. Transition is dependent on student engagement, but academic and professional staff possess the knowledge and experience to appropriately scaffold the transition experience. The intention of the framework is to increase the reach and strength of transition support beyond Orientation Week activities and Welcome Emails. This will be done in line with the aim of the Service Delivery Framework that states our services should be “collaborative, responsive, continuously improving, provide exceptional service and deliver value for money” (ANU Service Delivery Framework, 2020).

In the development of the Framework, the service principles were utilised to focus first on the current experiences of students and how to deliver what students need and want, then to support staff to deliver and implement activities and information that students require.

In order to best serve students, ANU courses for commencing students will need to embed ‘transition pedagogy’: ‘a guiding philosophy for intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts’ (Kift, 2009, p.2). This pedagogy orients students into a discipline—as is the case in many first year courses taught throughout the university to undergraduate and postgraduate students alike—and includes familiarising students with university expectations and culture, supporting the development of students’ social capital as well as facilitating opportunities for engagement and the forging of connections with others. While many first year conveners already effectively embed transition activities, such as introducing students to library research and scaffolding the reading of academic papers in their respective disciplines, there is no sharing of information or resources around transition pedagogy. As most students undertake four courses in their first semester, an uncoordinated approach risks repeating information, or providing conflicting advice to students. When the objective to embed pedagogical materials and activities into courses and activities for commencing students is made evident, deficit language about students from traditionally underrepresented backgrounds is removed (Kift, 2009). Embedding transition pedagogy therefore assists the university in improving equity for all commencing students, and all commencing students are supported in their transition.

Data on orientation and transition

Data collection for orientation and transition activities are almost exclusively undertaken and reported on at the local level. There are some questions asked in university-wide surveys, such as the Student Experience Survey, this is not considered in relation to the potential impacts of individual activities but the overall experience.

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. Below are examples with information about activity attendance, engagement with communication,

As an example, the below table shows the percentage of commencing coursework students participating in key events from 2018-2021.

Event	Objective	Attendance			
		2018	2019	2020	2021
Academic Skills workshops*	Learning to Learn	48%	54%	55%	47%
Campus tour	Learning to Live	5%	8%	12%	****
ANU LLB Induction	Learning to Learn	88%	87%	80%	82%
Commencement	Learning to Live	--	32%	15%	28%
Set4ANU Mentoring**	Learning to Connect Learning to Live	9%	7%	13%	8%

	Learning to Overcome Adversity and Advocate				
Survive and Thrive***	Learning to Live	24%	4%	19%	14%
	Learning to Overcome Adversity and Advocate				

*Note that this is total attendance at workshops provided, it is highly likely that individual students attended more than one session but were counted for each session.

**The number of commencing students who are able to participate is determined by the number of later year students who register to be mentors. There is often a waitlist of commencing students who would like a mentor.

***Note that this is particularly troubling as this is meant to be the whole of university new student orientation session, which introduces new students to all of the support services available to them.

****A virtual version of the tour was introduced for 2021 and has received 13,000 views but it is not possible to know who has engaged with this tour.

Welcome Emails engagement

A series of four emails are sent to all commencing students from the Future Students Team in collaboration with Engagement and Success and key stakeholders. These emails are the official online welcome for commencing students and serve as an opportunity to introduce them to key services, programs, activities and information. The below information is the engagement data on Semester 1, 2020 Welcome Email series:

- 3670 students received the emails
- Unique open rate: 26%
- Unique 'click through' rate: 16.1%

Evaluation Data

The information here is from the 2020 SES ANU Report, Appendix A, showing the results of the Student Experience Survey and highlights the need for improvement in orientation and transition support.

SES item	Percentage satisfaction among responding ANU students, by year					
	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
Careers advisors available	35	40	39	40	41	41
Careers 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

Timeframes and key activities

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

1. Develop an Orientation and Transition Framework

Responsibility: Orientation and Transition Working Group

Timeframe: April-July 2021

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 endorsed by the Working Group for transmission to Senior Management Group for their approval.

To support the operationalisation of the Framework a guide will be deployed that will include information to assist in formulating orientation and transition activities. This resource will provide advice about which activities to undertake and ensure appropriate evaluations occur to monitor progress and goal achievement. This document includes examples of case studies and information to support the understanding and implementation of the Framework. Formal launching of the Framework will occur at the inaugural Orientation and Transition Symposium, in September 2021.

2. Establish Orientation and Transition Committee

Responsibility: DVCSUE and DVCA

Timeframe: September 2021

Each College and service is currently responsible for organising, evaluating and reporting internally on their orientation and transition activities. This information is not currently shared outside specific areas leading to duplication, limited visibility of best practice, disjointed reports and a lack of understanding about the actions and impact of orientation and transition across the University. To ensure a whole-of-university approach to orientation, a central committee should be formed with the responsibility and authority to oversee the organisation and evaluation of orientation and transition activities. Once approved with authority further conversations will commence with chairs of Academic Board, the Teaching Learning and Development Committee and Corporate Governance and Risk to ensure the committee has the required authority and responsibility to be effective. The committee would be responsible for overseeing, supporting and evaluating Orientation and Transition activities, as outlined in the Orientation and Transition Procedure and Orientation and Transition Responsibility Matrix, while Colleges and areas will continue to implement and deliver activities. Terms of Reference can be found at the end of this document.

The Committee will commence their work in September 2021 for the planning and running of 2022 orientation and transition activities.

There is potential for the responsibility of this committee to expand as other university-wide projects that require ongoing reporting and oversight are completed such as Admissions Reform and development of a Student Leadership Development Framework.

3. Implement Orientation and Transition Framework

Responsibility: Orientation and Transition Committee

Timeframe: September 2021 and ongoing

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. A Community of Practice seeks to create strong networks and a practice of sharing experiences and resources. To establish this Community, a symposium will be held to:

- facilitate a re-shaping and growth in understanding around the culture of orientation and transition;

- create a shared language around orientation and transition that can be utilised by academic and professional staff across the University;
- highlight the importance of a university-wide orientation and transition experience for all commencing students;
- highlight best practice work undertaken by academics embedding transition pedagogy into their courses;
- build a community of practice of academics and professional staff attuned to the needs and seeking to support commencing students from all backgrounds; and
- create networks to support the operationalisation of the framework.

Following the Symposium, the Orientation and Transition Committee will enact the Orientation and Transition Procedure to implement the framework in orientation and transition support and activities that occur outside the classroom. It is expected to be implemented for coursework students--as outlined in the Orientation and Transition Procedure--with a more gradual incorporation of Higher Degree Research students as aligned work is completed in the HDR space.

4. Embed transition pedagogy

Responsibility: Orientation and Transition Committee and Community of Practice

Timeframe: September 2021 and ongoing

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. Below is a guide for how the concepts, language and support for embedding transition pedagogy will be implemented throughout the University.

- Sept 2021 - Symposium introduces shared language and launches CoP for academics and professional staff;
- Sept – Nov 2021 – Development of a set of principles for transition pedagogy at ANU;
- Nov 2021 - ongoing – Collaboration with Centre for Learning and Teaching, Academic Skills and Digital Competencies, Teaching Learning and Development Committee, Associate Deans (Education) and other key stakeholders to develop resources to support embedding transition pedagogy including sample activities and assessment;
- Nov 2021 – Launch of a module on Student Engagement and Care in the Higher Education Context in the Advancing Learning and Teaching course, with the Centre for Learning and Teaching, which includes information on transition pedagogy best practice, support and approaches to embedding curricula. Consider how this module can be publicised and utilised more broadly to the University community;
- 2022 - ongoing – Host annual symposium and consider awards to highlight best practice;
- 2022 - Investigate ability and outcome of incentives for embedding transition pedagogy; and
- Unknown - Engagement with Curriculum Framework project to embed transition pedagogy principles in redesign.

It should be noted that embedding transition activities and knowledge into the curriculum is limited for Higher Degree Research students; however, resources, support and the Community of Practice are open to those supporting the transition of HDR students noting that this transition support is generally administered through cohort development and training.

5. Deliver and Evaluate orientation and transition support

Responsibility: Orientation and Transition Committee

Timeframe: December 2021 and ongoing

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.

Work is currently underway evaluating the impact of orientation and transition programs on domestic undergraduate student's sense of belonging, wellbeing and academic outcomes commenced in January 2021. The project will run until 2025 to gain an understanding of potential longitudinal impacts of participation in transition programs in order to inform future programming and evaluations. Consideration should be given to smaller pieces of work to be undertaken on the other existing student cohorts, namely postgraduate, international and HDR students.

The outcome from this research will be utilised to further develop the university-wide evaluation as well as shape the work of the Committee and staff as appropriate.

KPIs

There are a number of key KPIs to assist the University measure the success of this work over the next few years. By 2025 ANU will:

1. Implement an accurate evaluation of orientation and transition activities that measures participation and impact focusing on key strategic priorities including student experience, retention, support for our diverse cohort, belonging, wellbeing and academic outcomes;
2. 75% of commencing students participate in orientation and transition activities;
3. Transition pedagogy is embedded in 30% of large first year courses, undergraduate and postgraduate;
4. 50% of staff hold a clear understanding of the student experience, the Orientation and Transition Framework, and how they impact on transition;
5. Reduce the per-student cost of orientation and transition activities.

Longer term goals will be established and measured in regards to the outcomes from the Student Experience Survey and student's satisfaction on items relating to orientation and transition.

It should be noted that outside the scope of this project is an important next step of considering how to support students throughout the remainder of their time at university and around and after graduation. The working group would recommend a focus on this once the foundation of transition support and appropriate orientation is solidified to ensure the outcomes from the first year continue throughout a student's time at ANU.

Orientation and Transition Working Group

In early 2021, an Orientation and Transition Working Group was established on the authority of DVCs Academic and Student and University experience. The group is led by co-chairs Sarah Walker, Manager of Engagement and Success who is also an emerging social researcher focused on orientation and transition and sense of belonging, and Dr Lucy Neave, Associate Dean Student Experience and Integrity, College of Arts and Social Science. This group seeks to remediate the current piecemeal and siloed approach and replace it with embedded transition pedagogy across all aspects of the commencing student lifecycle, including in the curriculum, for the benefit of students and staff.

The new approach aims to share the responsibility for successful transition. Transition is dependent on student engagement, but academic and professional staff possess the knowledge and experience to appropriately scaffold the transition experience. The intention of the framework is to increase the reach and strength of transition support, beyond Orientation Week activities and welcome emails.

The Orientation and Transition Working Group is composed of academic representatives from each College as well as key professional staff with expertise in orientation and transition. Consultation has been undertaken by the representatives across all Colleges, various central services areas, halls of residence and with students.

Orientation and Transition Framework

The following 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 on the part of 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 students 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

A coordinated institution-wide approach to manage orientation and transition that aligns with student needs, and is articulated with and by key stakeholders including students, Academic Colleges, residential colleges, services and experts.

The actions of all staff, academic and professional, supporting students' orientation and transition is coordinated and intentional.

Orientation and transition support is holistic from acceptance throughout the first year. Support includes an acknowledgment of and respect for the whole person and what they bring to the community.

Ensure student, staff and institutional capacity for student retention and success.

Orientation will employ an evidence-based praxis, and will be adjustable and flexible according to student and institutional needs.

Activities will support students on their journey as learners and active members of the community.

Objectives

The following objectives will support engagement, growth and development by all students with their academic programs and the University community to ensure that their experience is transformational. They rely on an institution-wide understanding of and responsiveness to student needs and an increasing awareness of the role staff play in supporting student orientation and transition.

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

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.

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

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

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

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.

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

Learning to Grow: *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.*

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.

Definitions

For the purpose of this framework:

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.

Meeting the Objectives

There are many ways the objectives outlined in the Orientation and Transition Framework are currently being met. The below table provides examples of this from the Semester 1, 2020 Orientation Week.

Objective	Activity
Learning to Learn	Academic Skills and Learning Sessions, ex. <i>Essay Writing and Reading and note-taking help</i> Library Sessions, ex. <i>Chifley Library discovery tour and Fake news and evaluation</i> College orientation and advice sessions
Learning to Live	Campus and city tours Survive and Thrive orientation session Administrative activities and support, ex. <i>Timetabling Info Session and Student help centre</i> Wellbeing activities, ex. <i>Outdoor yoga</i>
Learning to Connect	ANUSA and PARSA social events, ex. <i>Postgraduate dinner and Epic Games Night</i> Feast of Strangers Set4ANU Mentoring
Learning to Overcome Adversity and Advocate	First-Year Experience program Survive and Thrive orientation session Family calendar
Learning to Grow	Holi Market Day Learning Abroad

Case study 1 *Orientation and Transition: why it matters for the First-Year Experience*

Background

The 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.

The underpinning principle of the program is that student experiences and life circumstances differ, not all students have the same access to resources to prepare for, and adapt to, the challenges of their first year of university. These students are academically capable of success at ANU, but they are leaving their communities and support networks to pursue their studies which can present challenges in their transition.

The FYE program creates a sense of community through providing a safe, supportive network of friendly staff and student peers for new students to connect with ahead of starting their studies at ANU. Students in the program gain access to timely orientation and transition information along with virtual and in person activities to establish social connections early in their first semester at ANU. This approach leads to greater connection and belonging for new students, encourages independence and resilience, and builds a community to support first-year retention and overall student experience.

Alignment with the Orientation and Transition Framework

Research shows that early investment in students from underrepresented backgrounds reduces perceived and actual barriers to participation, supports university preparedness and transition which enhances university success and completion rates. FYE seeks to facilitate activities aligned with objectives outlined in the Orientation and Transition Framework, in particular ***Learning to connect*** and ***Learning to overcome adversity and advocate***.

Students in the program have access to later year students and professional staff who mentor and guide new students 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 strength’s 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.

Testimonial from an FYE students

“The bonds we made at the FYE camp made me feel like I was in the right place, which in turn made O-Week and the first few weeks of university much less stressful for me.”

“First semester was tough, but reaching out and making friends was worth it in the end because now I know I can tackle the upcoming semesters and I have a support system.”

The second objective the 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, academic and students to ensure students are maximising their use of campus and relevant community resources to overcome systemic disadvantage.

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

Testimonial from an 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.”

“It was great to have support and all of the start-up information so easily available!”

“It’s a stepping stone in between high school and university, making the integration that little bit easier.”

For more about First-Year Experience, please visit:

<https://www.anu.edu.au/students/information-for/new-students/first-year-experience-program>

Case study 2 *CRIM1001*

Background

CRIM1001, Criminological Imaginations: Understanding Criminology, 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.

A student oriented approach

The approach taken with CRIM1001 is an excellent example of embedding transition pedagogy into the curriculum and meeting the Orientation and Transition Framework objectives of **Learning to learn** and **Learning to grow**.

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; and
- Requests for feedback from students on all aspects of the course, to help refine the course in future offerings.

To provide direct support in learning how navigate and meet expectations in this new space, students are also give room to **learn to grow** through the implementation of initiatives such as a ‘flexible portal’ for assignment submission, essentially removing the concept of ‘late’ assessment and providing students with reassurance that they can give new learning and opportunities a go.

The below table 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.



CRIM1001 – The criminological Imagination

<p>First year requirements</p>	<p>LO1: demonstrate an understanding of the key theories explaining criminal behaviour and the societal response to crime;</p>	<p>LO2: critique the value and utility of different theories and approaches to the understanding of crime and deviance in contemporary society;</p>	<p>LO3: source relevant research publications on crime and justice, and interpret that information appropriately</p>	<p>LO4: articulate and critique complex theories in a succinct and comprehensible manner</p>
<p>Pedagogical framework</p> <ul style="list-style-type: none"> • Aim of the BCRIM <ul style="list-style-type: none"> ○ Learning Outcomes ○ Roadmap of the degree (Study Plan) ○ Graduate attributes • Scaffolding – learn and master, move to the next, use together • Theory – foundation for other courses • Research – what is it? • Methods <ul style="list-style-type: none"> ○ Quantitative methods – why important ○ Qualitative methods – why they are important • Analysis based on data • Data – what it is <p>Policy Framework</p> <ul style="list-style-type: none"> • Policies <ul style="list-style-type: none"> ○ Student Assessment - Coursework 	<p>Intellectual framework</p> <p>Theory – what it fundamentally is</p> <p>Academic Skills</p> <ul style="list-style-type: none"> • Academic writing <ul style="list-style-type: none"> ○ Word choice ○ Sentence structure ○ Paragraph structure ○ Essay structure ○ Preview other writing styles ○ Signposting • Referencing <ul style="list-style-type: none"> ○ APA ○ EndNote 	<p>Intellectual framework</p> <ul style="list-style-type: none"> • Theory – what it fundamentally is 	<p>Intellectual framework</p> <p>Theory – what it fundamentally is</p> <p>Academic Skills</p> <ul style="list-style-type: none"> • Using the library effectively <ul style="list-style-type: none"> ○ Searching for journal articles (Web of Science) ○ Ranking source credibility ○ Accessing e-books ○ Boolean searches • Internet resources <ul style="list-style-type: none"> ○ Wikipedia ○ Google Scholar 	<p>Intellectual framework</p> <p>Theory – what it fundamentally is</p>

<ul style="list-style-type: none"> • Procedures <ul style="list-style-type: none"> ○ Student Assessment - Coursework • Academic Integrity <p>Pedagogical approach</p> <p>What we know about you in a quantitative sense:</p> <p>Short attention span – this will be developed over three years</p> <p>Completed Y12 which focused on the ATAR</p> <p>Communication</p> <p>Writing</p> <p>Speaking</p> <p>Reading</p> <p>Listening</p>				
--	--	--	--	--

Orientation and Transition 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. provide 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; and
 - 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 Responsibility 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.

Area	Responsibilities
All areas	<ul style="list-style-type: none"> • Ensuring communications with commencing students to promote their orientation programs align with the University’s annual orientation communication strategy; • Ensuring their orientation programs are of a high quality, benchmarked and accessible;

	<ul style="list-style-type: none"> • Consulting and collaborating with other organisational units when developing orientation programs; • Ensuring staff have the required understanding of the Orientation and Transition Framework and how it aligns with their work; • Ensuring their orientation programs are tailored to the needs of diverse groups of commencing students including, but not limited to: <ul style="list-style-type: none"> ○ international students adjusting to living and studying in Australia; ○ students from groups traditionally under-represented in higher education; ○ rural and regional students; ○ off-campus students; ○ off-shore international students; ○ underage students; ○ LGBTIQ+ students; ○ students with accessibility requirements; ○ culturally, religiously and linguistically diverse students; ○ students commencing at levels other than first year; ○ students commencing in non-standard teaching periods; and ○ students who enrol after the commencement of the teaching period.
Orientation and Transition Committee	<ul style="list-style-type: none"> • Approving the annual orientation program after ensuring it: <ul style="list-style-type: none"> ○ 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; • 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.
Orientation working parties	<p>Orientation Week</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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; and ○ provides a balance of academic sessions and social activities. <p>Student Communication</p> <ul style="list-style-type: none"> • Develop the orientation and transition communication strategy.
Engagement and Success	<ul style="list-style-type: none"> • Developing the orientation program in consultation with stakeholders to create a program that offers a comprehensive orientation experience; • Developing students as leaders in providing transition support to new students; • Ensure the program is reviewed and approved by the Orientation and Transition Committee; • Providing benchmarked guidelines and standards for the delivery of University orientation programs;

	<ul style="list-style-type: none"> • Chairing the orientation working parties; • Coordinating the annual evaluation of the University’s orientation programs in collaboration with the Planning and Performance Measurement team; • 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; • Ensuring communications with international students provide students with the required pre-arrival support and advice; • Providing timely information to international students once in Australia on services to support their transition to living and studying in Australia; • 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; • Engaging parents and families as partners in supporting students; • Delivering specific elements of the orientation program, such as: <ul style="list-style-type: none"> ○ 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; ○ Delivering an online orientation module that provides information on health and wellbeing, community standards, academic excellence, social engagement and support services; ○ University-wide orientation; ○ Peer mentoring for orientation; ○ Extended orientation for students from traditionally underrepresented backgrounds.
Academic Colleges	<ul style="list-style-type: none"> • Developing and delivering timely academic orientation programs and advice, pre- and post-enrolment and during semester; • Coordinating the content and delivery of course information and academic preparation sessions for Orientation Week; • Participating in the orientation working parties; • Facilitating connections for commencing students with staff, academic and professional, and peers.
Library and Academic Skills and Learning	<ul style="list-style-type: none"> • Providing targeted learning experiences to commencing students to build information and digital literacy skills; • 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; • Contributing key messages to the orientation communication strategy; • Designing, promoting and delivering orientation programs and ongoing services to commencing students; • Participating in the orientation working parties.
Centre for Learning and Teaching	<ul style="list-style-type: none"> • 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. • Facilitating module on Student Engagement and Care in the Higher Education Context in the Advancing Learning and Teaching staff education program each semester. • Providing resources to support embedding transition pedagogy to ANU staff via education communications channels such as Teaching at ANU SharePoint site.
Student Associations	<ul style="list-style-type: none"> • Designing and delivering social activities during Orientation Week and into the early weeks of the semester that encourage peer interactions and connections; • Ensure clubs and societies are provided an opportunity to be present at key orientation and transition events;

	<ul style="list-style-type: none"> • Ensuring formal association social events are not scheduled during key university-wide orientation events as outlined through the orientation working parties; • Participating in the orientation working parties.
Residential halls and colleges	<ul style="list-style-type: none"> • Participating in the orientation working parties; • Designing and delivering a residential orientation program that develops a sense of cohort and community and focuses on addressing key student concerns; • Ensuring residential orientation activities are scheduled outside the timetable for essential course and College-based activities during Orientation Week; • Promoting Orientation Week and other University orientation programs as part of the overall transition experience.
Student support areas (e.g Student Central, Access and Inclusion, Counselling, Thrive)	<ul style="list-style-type: none"> • Contributing key messages to the orientation communication strategy; • Designing, promoting and delivering orientation programs and ongoing services to commencing students; • Participating in the orientation working parties.
Global Programs	<ul style="list-style-type: none"> • Contributing key messages to the orientation communication strategy; • Designing, promoting and delivering a targeted orientation program and ongoing services to commencing study abroad and exchange students; • Collaborate with key stakeholders to ensure successful integration of study abroad and exchange students with the University community; • Undertake separate evaluations for semester-long study abroad and exchange students for continuous improvement; • Participating in the orientation working parties.
ANU Sport	<ul style="list-style-type: none"> • Promoting a healthy lifestyle through participation in University sports clubs and facilities to commencing students; • 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.
Marketing and Recruitment	<ul style="list-style-type: none"> • Co-chairing the Orientation: Student Communication working party to develop the orientation and transition communication strategy; • Ensuring Orientation Week and other orientation programs are prominently promoted on the University website when offers are sent; • Providing design expertise where required for orientation program collateral; • Providing advice to stakeholders on appropriate and targeted communication strategies to promote orientation programs to diverse cohorts of commencing students; • Implementation of the welcome email series.
Orientation and Transition Community of Practice	<ul style="list-style-type: none"> • 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; • Provide opportunities to strengthen connections between academic and professional staff undertaking orientation work; • Collaborate with key stakeholders to develop and maintain resources to support embedding transition pedagogy; • In partnership with the Orientation and Transition Committee, host an annual symposium to strengthen networks and increase visibility of best practice.

University Transition and Orientation Committee

Terms of Reference

Introduction

1. This Terms of Reference sets out the Committee's objective, authority, composition and tenure, roles and responsibilities, reporting and administrative arrangements.

Objective

2. The purpose of this group 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
3. To ensure that local area initiatives that are successful and best practice are recognised and promoted to be utilised across the University.

Authority

4. The Deputy Vice-Chancellors Student and University Experience and Academic authorises the Committee, within the scope of its role and responsibilities, to:
 - review and provide approval for planned orientation and transition activities at all levels across the University;
 - restrict orientation and transition resources and activities that are unnecessary duplications to ensure one source of truth to support student transition;
 - obtain any information it needs from any ANU employee and/or external party (subject to their legal obligation to protect information);
 - request the attendance of any ANU staff at Committee meetings;
 - discuss any matters with external parties (subject to confidentiality considerations); and
 - obtain external professional advice, as considered necessary to meet its responsibilities, at the University's expense.

Composition and Tenure

5. The Committee will consist of:

Ex officio, Manager, Engagement and Success
Ex officio, Associate Dean Student Experience and Integrity, CASS or nominee
Ex officio, Associate Dean Education College of Arts and Social Sciences or nominee
Ex officio, Associate Dean Education ANU College of Law or nominee
Ex officio, Associate Dean Education College of Asia and the Pacific or nominee
Ex officio, Associate Dean Education College of Business and Economics or nominee
Ex officio, Associate Dean Education College of Engineering and Computer Science or nominee
Ex officio, Associate Dean Education College of Health and Medicine or nominee
Ex officio, Associate Dean Education College of Science or nominee
Ex officio, Dean Higher Degree Research or nominee
Ex officio, Director, Tjabal Indigenous Higher Education Centre or nominee
Ex officio, Director, Planning and Performance Measurement or nominee
Ex officio, Manager, Academic Standards and Quality or nominee
Ex officio, Manager, Global Programs or nominee
Ex officio, ANUSA President or nominee
Ex officio, PARSA President or nominee
Ex officio, Director, Residential Experience or nominee
Ex officio, Customer Experience Manager, Future Students Team or nominee

6. Co-Chairs will be appointed by, and responsible for reporting to, the DVC(SUE) and DVC(A) on behalf of the Committee.
7. Members will be appointed for 18 months at which time. Members will be refreshed in an 18-month cycle of membership, retaining at least 25% of membership each cycle.
8. An appointed member may resign from the Committee at any time in writing to one of the Co-Chairs and nominate a new representative from their area.
9. The Co-Chairs will have regard to the University's objectives relating to strategic objectives, plans and initiatives, and the need for continuity in filling positions on the Committee.

Roles and Responsibilities of the Committee

10. The Committee responsibilities are to:
 - a. Lead the implementation of the Orientation and Transition Framework including key activities to embed transition pedagogy it into the curriculum;
 - b. Ensure staff and students understand the Orientation and Transition Framework and how it can be utilised;
 - c. Promote and encourage embedding transition pedagogy in the curriculum, and highlight best practice occurrences;
 - d. Approving the annual transition program after ensuring it:
 - i. Meets the requirements of the Orientation and Transition Framework to foster students' sense of wellbeing, belonging, academic preparation and engagement with the University;
 - ii. Is aligned with the University's Strategic Plan and legislative requirements such as the ESOS Act and the Higher Education Standards (Threshold Standards) 2015;
 - iii. Can be delivered with consistent quality across campus;
 - iv. Minimises duplication across orientation and transition resources and activities;
 - v. 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;
 - e. Support the Orientation and Transition Community of Practice as it:
 - i. 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;
 - ii. Provide opportunities to strengthen connections between academic and professional staff undertaking transition work;
 - iii. Collaborate with key stakeholders to develop and maintain resources to support embedding transition pedagogy;
 - iv. In partnership with the Orientation and Transition Committee, host an annual symposium to strengthen networks and increase visibility of best practice.
 - f. Ensure appropriate data collection, evaluation and reporting needs are considered to allow the University to make data driven decisions in regards to student transition support and needs;
 - g. Undertake various consultation and socialisation mechanisms to ensure the student voice is represented and considered within orientation and transition.
11. The Co-Chairs are authorised, where necessary, to take executive action on behalf of the Committee between meetings and must report to the Committee as soon as practicable on any executive action taken.

Responsibilities of Members

12. Members of the Committee are expected to understand and observe the legal requirements of the *Australian National University Act 1991*, the *Public Governance, Performance and Accountability Act 2013* and University legislation.
13. Members are also expected to:
 - act in the interests of the University as a whole;

- provide two-way information flow on student transition actions from their work areas and across the University;
- contribute the time needed to study and understand the papers provided; and
- apply good analytical skills, objectivity and good judgment.

Reporting

14. The Committee, with leadership from the Chairs, will:
 - a. provide reports to the DVC(SUE) and DVC(A) on its operation and activities;
 - b. oversee the annual evaluation and reporting of transition programs, making recommendations for changes to subsequent iterations of those programs and ensuring appropriate dissemination of said reporting.

Administrative Arrangements

Meetings and Planning

15. The Committee will meet at least four times throughout the year, on dates aligned with the student lifecycle, key reporting requirements and orientation and transition activities.
16. The Chairs convene and presides at all meetings of the Committee at which they are present, noting that if one Chair is absent the other will act as sole chair for the meeting. The Committee operates on a consensus basis and where a vote is necessary, the Chairs will facilitate this. Where a deciding vote is necessary, the Chairs will undertake this.
17. The procedure at meetings of the Committee is determined by the person presiding over the meeting, taking account of the advice of the Working Group members.
18. The agenda, minutes and papers of each Committee meeting will be filed to be shared with the DVC(SUE) and DVC(A) if requested.

Attendance at Meetings and Quorums

19. A quorum consists of at least 50 per cent of Committee members who hold office for the time being.
20. Meetings will be held in person, if possible, with Committee members participating by video conference as required, and with previous notification if the meeting is initially set as in person.
21. A member of the Committee who is unable to attend a meeting of the Committee is to nominate an alternate with the prior consent of the Chairs.
22. Alternates have the same rights and responsibilities as Committee members.
23. The Chairs may request any other ANU employee and/or external party to attend Committee meetings or participate in certain agenda items.
24. Observer status will be facilitated where appropriate.

Secretariat

25. The Committee Chairs will nominate secretariat support to the Committee.
26. The nominated secretariat will ensure the minutes of the meetings are prepared and maintained. Minutes must be approved by the Chairs and circulated to each member of the Committee.

Assessment and Review

27. The Chairs will initiate a review of the performance of the Committee, and this Terms of Reference, after 12 months with appropriate input sought from Committee members, the DVC(SUE) and DVC(A) and any other relevant stakeholders, as determined by the DVC(SUE) and DVC(A). The review of performance will be conducted on a self-assessment basis unless otherwise determined by the DVC(SUE) and DVC(A).

References

- Briggs, A. R. J., Clark, J., & Hall, I. (2012). Building bridges: understanding student transition to university. *Quality in higher education*, 18(1), 3-21. doi:10.1080/13538322.2011.614468

- De Clercq, M., Roland, N., Brunelle, M., Galand, B., & Frenay, M. (2018). The Delicate Balance to Adjustment: A Qualitative Approach of Student's Transition to the First Year at University. *Psychologica Belgica*, 58(1), 67-90. doi:10.5334/pb.409
- Department of Education, S. a. E. D. (2019). Selected Higher Education Statistics – 2019 Student data. Retrieved from <https://www.dese.gov.au/higher-education-statistics/student-data/selected-higher-education-statistics-2019-student-data>
- Kift, S. (2009). *Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education: Final report for ALTC senior fellowship program*: Australian Learning and Teaching Council Strawberry Hills, NSW.
- Krause, K. L., & Coates, H. (2008). Students' engagement in first-year university. *Assessment and evaluation in higher education*, 33(5), 493-505. doi:10.1080/02602930701698892
- NCSEHE, N. C. f. S. E. i. H. E. (2018). National Data. Retrieved from <https://www.ncsehe.edu.au/national-data/>
- O'Shea, S. (2016). Avoiding the manufacture of "sameness": First-in-family students, cultural capital and the higher education environment. *Higher Education*, 72(1), 59-78. doi:10.1007/s10734-015-9938-y
- Pascarella, E. T., & Terenzini, P. T. (2005). *How College Affects Students: A Third Decade of Research. Volume 2*: ERIC.
- Pittman, L. D., & Richmond, A. (2008). University Belonging, Friendship Quality, and Psychological Adjustment During the Transition to College. *The Journal of Experimental Education*, 76(4), 343-362. doi:10.3200/jexe.76.4.343-362
- Rubin, M., Evans, O., & McGuffog, R. (2019). Social Class Differences in Social Integration at University: Implications for Academic Outcomes and Mental Health. In (pp. 87-102).
- Schlossberg, N. K. (2007). *Overwhelmed: Coping with life's ups and downs*: M. Evans.
- Strayhorn, T. L. (2018). *College students' sense of belonging: A key to educational success for all students*: Routledge.
- Tinto, V. (1994). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.): ERIC.
- Tinto, V. (2017). Reflections on Student Persistence. *Student Success*, 8(2), 1-8. doi:10.5204/ssj.v8i2.376
- Upcraft, M. L., Gardner, J. N., & Barefoot, B. O. (2005). *Challenging and supporting the first-year student: A handbook for improving the first year of college* (Vol. 254): Jossey-Bass San Francisco, CA.
- Willcoxson, L. W., Cotter, J., & Joy, S. (2011). Beyond the first-year experience: the impact of attrition of student experiences throughout undergraduate degree studies in six diverse universities. *Studies in Higher Education*, 36(3), 331-352. doi:10.1080/03075070903581533
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, ethnicity and education*, 8(1), 69-91. doi:10.1080/1361332052000341006