Connectedness + Engagement = Retention

Federation University

Partner Forum 2020

Professor Sally Kift PFHEA FAAL
President, Australian Learning &Teaching Fellows
Discipline Scholar: Law

@KiftSally

11 February 2020
Federation University,
Mt Helen Campus, Ballarat

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Connectedness – Engagement – Retention

- **Connecting** with the Policy Agenda – **The Big Four x 3**
- What to do about all that?
- Might hyper **connectedness** help?
- **Connectedness 2.0/ Connectedness Unplugged** for:

  HE's 3rd mission;

  Human(e) connectedness; Mental health & wellbeing;

  Connected curriculum & student experience;

  Connected lifelong learning (LLL) with allies.

- Then adding the Holy Grail of **Engagement**
  - A messy, multidimensional & dynamic "social-cultural ecosystem"
  - For, and as between, both students ***and*** staff.
- A formula for **Retention**

Federation University

https://federation.edu.au/international/education-partnerships/current-partners

Current onshore partners

- Academies Australasia Polytechnic
- ATMC (Melbourne)
- ATMC (Sydney)
- GOTAFE
- IIBIT (Sydney)
- IIBIT (Adelaide)
- Kangan Institute
- MIT (Melbourne)
- MIT (Sydney)
- Sydney TAFE - St George College
- TAFE Queensland – South Bris
- Western Sydney Institute - B
- Western Sydney Institute -
- Western Sydney Institute
- Western Sydney Institute - Mount Druitt

The Centre for University Partnerships (CUP)

Education partnerships

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https://www.teqsa.gov.au/latest-news/publications/guidance-note-monitoring-and-analysis-student-performance

Australian Government
Tertiary Education Quality and Standards Agency

TEQSA

Guidance Note: Monitoring and Analysis of Student Performance

6 January 2020 (Beta)

Australian Government
Tertiary Education Quality and Standards Agency

HE Standards & Management of 3rd Party Arrangements

11th December 2017

https://federation.edu.au/__data/assets/pdf_file/0003/376059/TEQSA-Third-Party-Provision-Federation-U-Forum-2017.pdf

Presented by Dr Michael Tomlinson
Director, Assurance Group

Australian Government
Tertiary Education Quality and Standards Agency

TEQSA

Guidance Note: Third-Party Arrangements

8 October 2019

Agenda

1. **HE Standards Framework 2015 – Key Features**
2. **HE Standards – Delivery with Other Parties**
3. **3rd Party Value Chain**
   i. Intent of the Standards
4. **Highlights of Guidance Note**
   i. Risks to Quality
   ii. Due Diligence
5. **Topics for agreement with third parties**
   i. Rights & Responsibilities
6. **What can go wrong?**
7. **Some aspects of good practice**
8. **University category criteria**
9. **Q & A**

https://www.teqsa.gov.au/latest-news/publications/guidance-note-third-party-arrangements

Connectedness + Engagement = Retention

A departmental framing…

Andrew Norton @andrewjnorton · Feb 3

https://twitter.com/andrewjnorton/status/1224105259456315392

And so the Department of Education becomes DESE. Will it improve on DETYA, DEETYA, DEST, DEEWR, DIISRTE, DIICCSRTE (really) or DET (apologies if I missed some or got the order wrong)?

dese.gov.au

13 7 42

Another sum of two parts:

DESSFB

Former Department of Employment, Skills, Small and Family Business website

+

DET

Former Department of Education website

=

DESE

Australian Government
Department of Education, Skills and Employment

https://www.dese.gov.au/

The [HE] Big Four

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- 4 measures: 20+20+20+40
- $80m in 2020

- Bands w greater diff; Qual types' focus; Enabling; RPL
- MicroCredentials

- Simpler & rebalanced HE provider categories
- Research • Rec 6

- Cap and Trade
- Use it or lose it

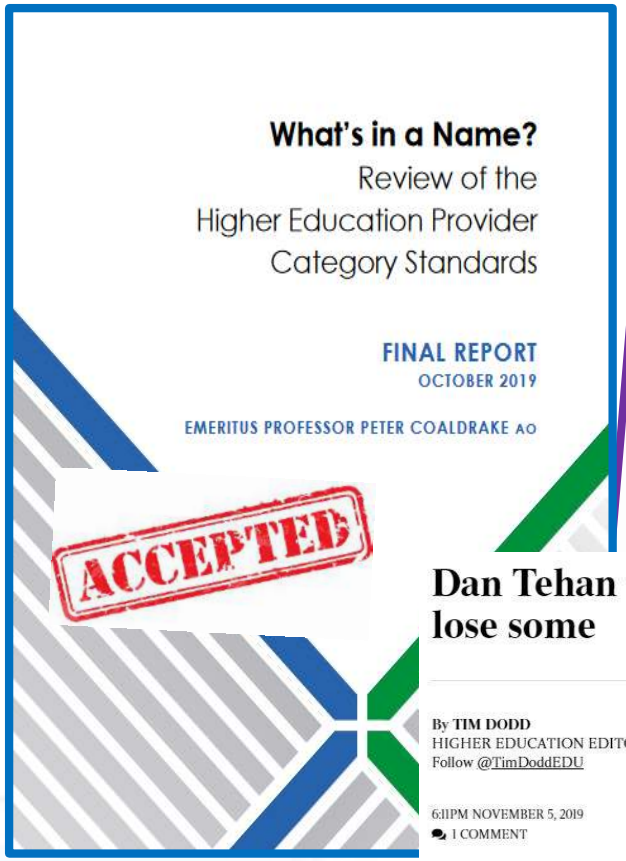
PERFORMANCE-BASED FUNDING FOR THE COMMONWEALTH GRANT SCHEME
TECHNICAL NOTE

Feb 2020

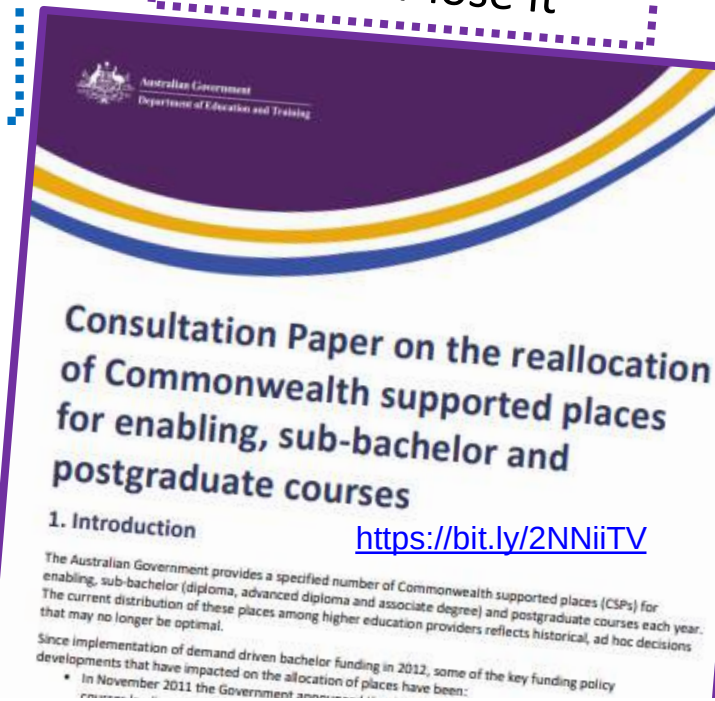
DETAILS OF THE PERFORMANCE-BASED FUNDING MODEL

https://www.education.gov.au/performance-based-funding-commonwealth-grant-scheme

https://www.education.gov.au/australian-qualifications-framework-review-0



https://www.education.gov.au/review-higher-education-provider-category-standards



https://bit.ly/2NNiiTV

Dan Tehan tells universities to use student places or lose some

By TIM DODD
HIGHER EDUCATION EDITOR
Follow @TimDoddEDU

6:11PM NOVEMBER 5, 2019
1 COMMENT

Nov 5 2019

https://www.education.gov.au/allocation-enabling-sub-bachelor-and-postgraduate-commonwealth-supported-places

https://bit.ly/2NluCfu

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The [Tertiary] Big Four : (1) Skills

SKILLS FOR TODAY & TOMORROW

- **>$525m Package**
- National Careers Institute (01/07/19)
- National Skills Commission (2019 DP)
- VET: "career pathway of choice"

Campus Review Article:
PM recruits The Block star to boost VET profile https://bit.ly/2JVvDsh

April 2019

Strengthening Skills

Expert Review of Australia's Vocational Education and Training System

The Honourable Steven Joyce

Ministers' Media Centre

For the Department of Employment, Skills, Small and Family Business

Michaelia Cash | Steve Irons

Expert panel to advise on the future of Vocational Education and Training

Home > Senator the Hon Michaelia Cash > Expert panel to advise on the future of Vocational Education and Training

Tuesday 27 August 2019
Joint Media Release

Senator the Hon Michaelia Cash
Minister for Employment, Skills, Small and Family Business

The Hon Steve Irons MP
Assistant Minister for Vocational Education, Training and Apprenticeships

Delivering Skills for Today and Tomorrow

National Careers Institute

Australian Government
Department of Education, Skills and Employment

For: All https://www.employment.gov.au/NCI

The National Careers Institute will provide leadership in the delivery of high quality, evidence-based career development to enable Australians to make informed decisions about their learning, training and work pathways.

On this page:

- About the Institute
- National Careers Ambassador
- Research and Stakeholder Engagement
- Grants Program
- Digital Platform
- Raise the Status of VET
- Background documents
- Contact us

Visit the National Careers Institute e-Hub

Latest Videos

› National Careers Ambassador

Scott Cam is Australia's first National Careers Ambassador. Scott talks about how vocational education and training offers a variety of career and skills pathways.

The Big [Tertiary] Four : (2) RRR

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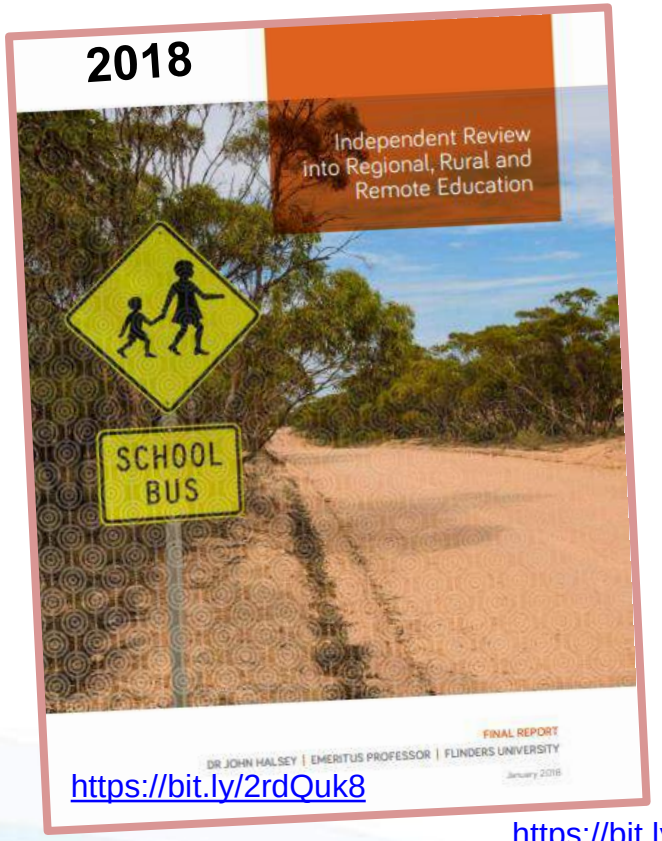
Independent Review into Regional, Rural & Remote Education (IRRRRE)) (Halsey Review)



https://bit.ly/2rdQuk8

https://bit.ly/2KF1LB1

Government accepted all 11 RECs

Regional Education Package

https://www.education.gov.au/access-and-participation

Nov 2018: Government announced **$134.8 million over 4yrs** to provide students from rural & regional Aust with greater HE access

Napthine Review to bridge divide between city & country students

- For "*equal opportunity & **educational equity***"
- "*Focus on **improving participation & outcomes** of RRR students post-secondary ed*"
- To benefit: Individuals; Communities; the nation.

7 Recs, 33 related actions https://bit.ly/2rj9RbK

Govt accepted "*aims of 7 key Recs*"

Key initiatives to address the Review outcomes include:

- Expand accessibility of sub-bachelor programs
- Expand accessibility for bachelor students at regional study hubs
- Improved access to Youth Allowance for Regional Students

https://bit.ly/34b7kyN

Country Universities Centre
DEGREES CLOSER

2019: >22 hubs

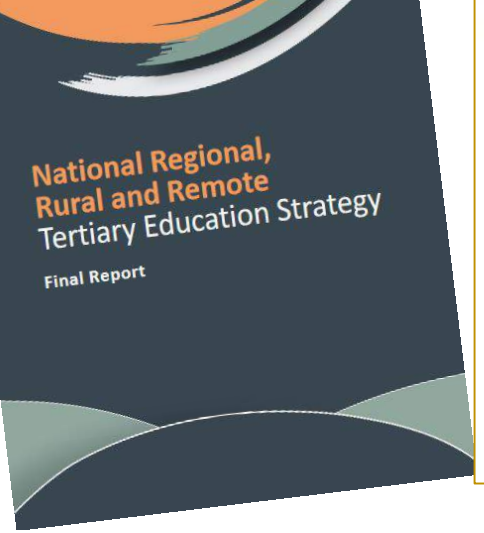


Figure 5. Attrition rate of domestic bachelor commencing students, 2017

Source: Location based on student's first address at time of enrolment. DoE, Higher Education Statistics Collection.

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https://docs.education.gov.au/system/files/doc/other/national_regional_rural_and_remote_tertiary_education_strategy.pdf

RECOMMENDATIONS: For RRR students –

1. Improve **access** to tertiary study
2. Improve access to **financial support**
3. Improve **student support services** to address transition challenges & higher attrition (*as above*)
4. Build **aspiration**, improve **career advice** & strengthen **RRR schools** for student success
5. Improve **participation & outcomes** for RRR **equity groups** students, including: LSES, Indigenous, remote & students with disability
6. Strengthen tertiary ed providers' role in **regional development** – grow Australia's regions
7. Strategy **co-ord re implementation & monitoring**

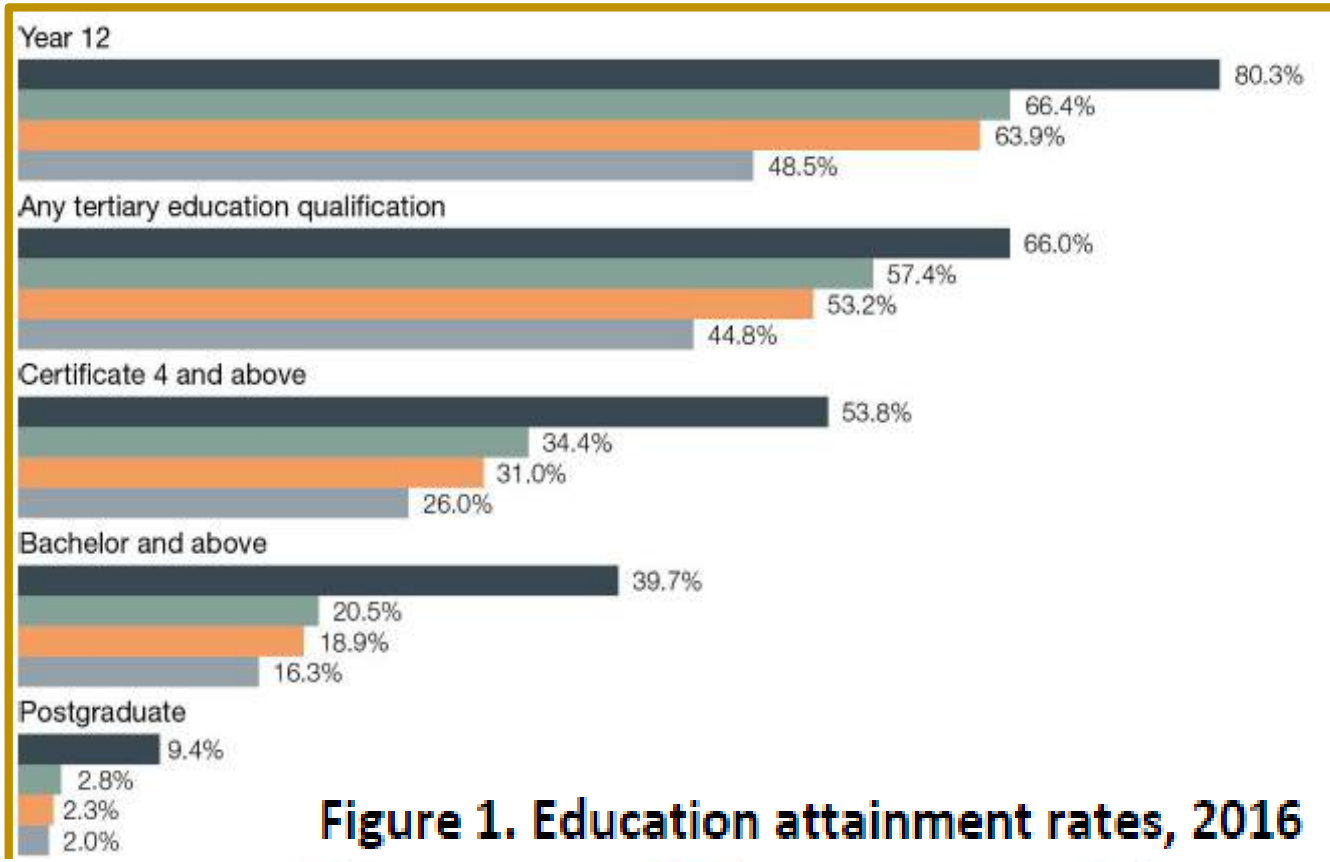

Figure 1. Education attainment rates, 2016

The Big [Tertiary] Four : (3) Pathways & Careers

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August 2019 - June 2020 **Clearer senior school pathways: "*potential to impact significantly on current senior secondary entry requirements into tertiary education*".**

Education Council

MEDIA RELEASE **8 August 2019**

Supporting senior secondary students on a pathway to the future

Shergold Review

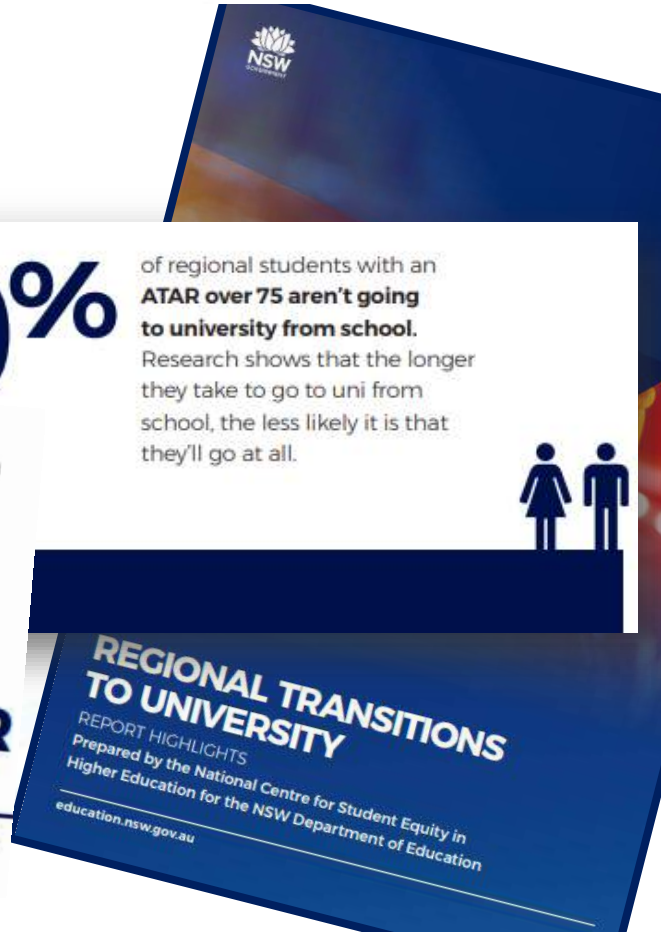
http://www.educationcouncil.edu.au/

Education Council has commissioned a review of senior secondary pathways to examine how students can be supported to choose the best pathway into work, further education or training.

NCSEHE

Help students make best decisions for their future: esp, equity groups (disability, RRR, & Aboriginal & Torres Strait Islander).

RRR:



https://education.nsw.gov.au/about-us/our-people-and-structure/media/documents/Regional_Transitions_ReportFinal_A.pdf

How well do you feel you understand these pathways?

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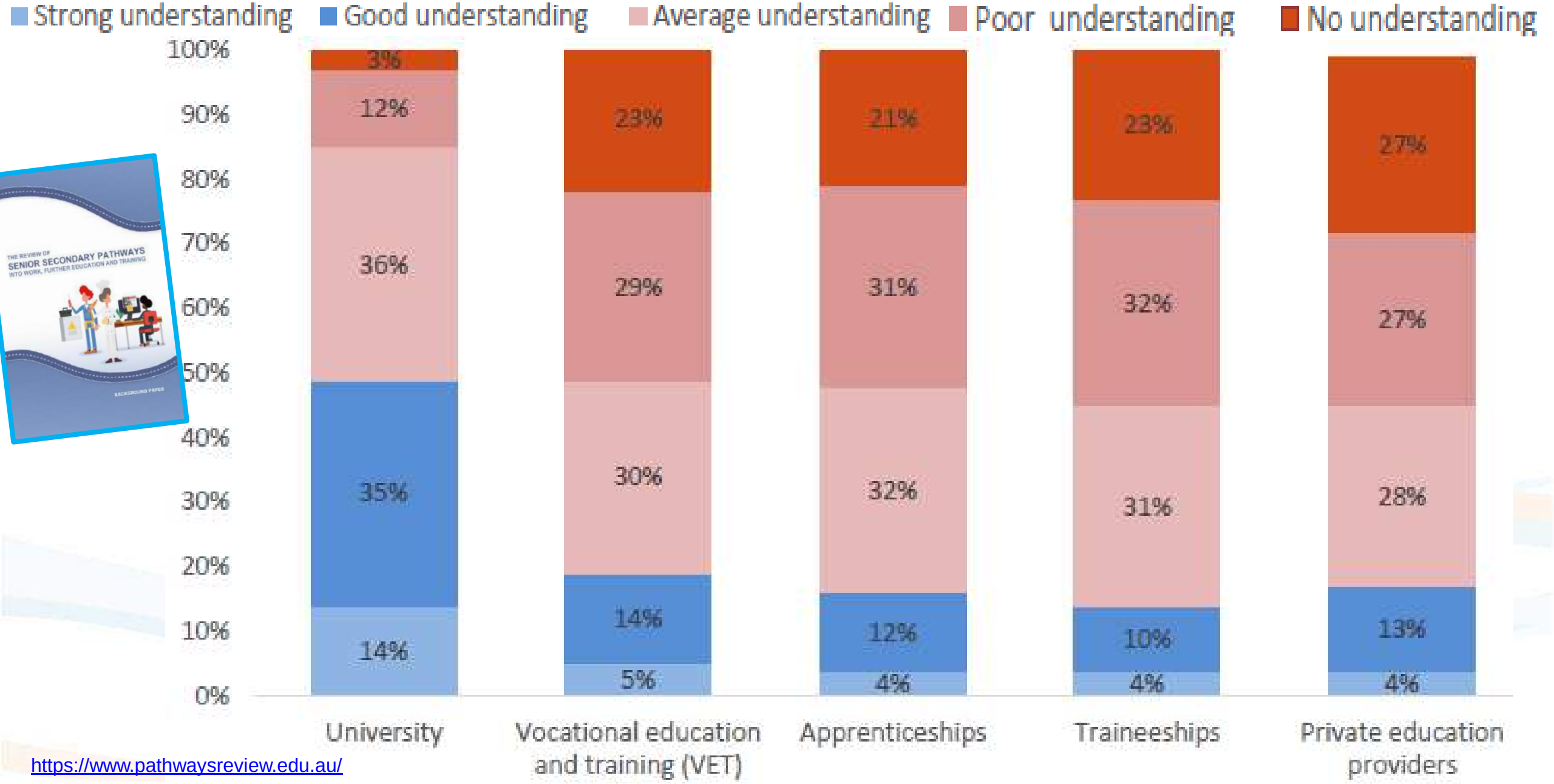

https://www.pathwaysreview.edu.au/

Source: Shipley, B. and Stubley,W. (2018) *After the ATAR II: Understanding how Gen Z make decisions about their future*, Year13, Australia

The ATAR Wars

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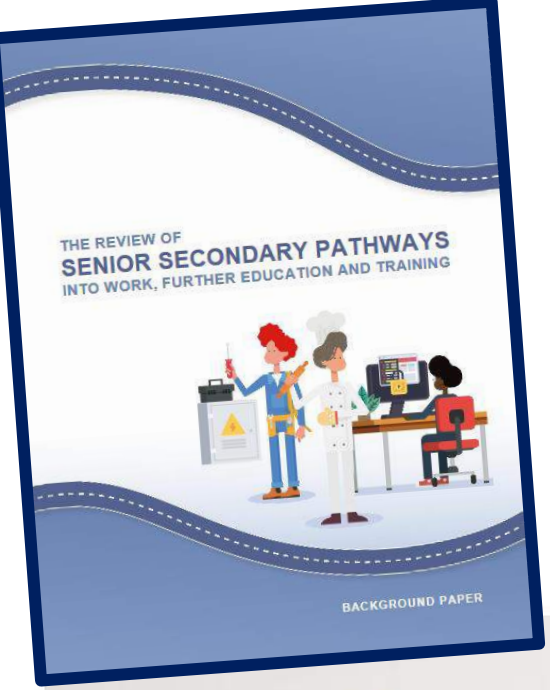

Shergold: "ATAR… *a pretty poor indicator…*"

https://bit.ly/32hTpVL

"Too often young people believe that their **individual capacity** is judged by **a single academic score at the end of year 12** …Yet the reality is that **for the majority of students an academic mark at age 18 is a pretty poor indicator of educational capacity, let alone workplace potential.**"

Peter Shergold October 18, 2019

CAMPUS REVIEW

New thinking needed to help students navigate the future

"Perhaps we need to **prepare senior secondary students** not for university or TAFE or an apprenticeship, but **for a single seamless tertiary sector** in which they can move flexibly between different types of education, skills training and employment, learning to learn their way through life?"

The Big [Tertiary] Four : (4) Connected Tertiary Ed Sector

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"A cost-effective, fit-for-purpose suite of *tertiary education options* for *all* students"

➢ **Need holistic approach to all reviews for better use of *both* VET & HE**

RETHINKING AND REVITALISING TERTIARY EDUCATION IN AUSTRALIA

Peter Dawkins | Peter Hurley | Peter N

mitchell INSTITUTE | VICTORIA UNIVERSITY

http://www.mitchellinstitute.org.au/papers/rethinking-and-revitalising-tertiary-education/

THE ROLE OF UNIVERSITIES WITHIN THE BROADER TERTIARY EDUCATION SECTOR

ROUNDTABLE REPORT

Peter Dawkins, Jen Jackson, Peter Noonan

mitchell INSTITUTE | VICTORIA UNIVERSITY

5 Recommendations (August 31 Roundtable)

1. Increase **participation** in tertiary education
2. Set clear **objectives** for tertiary education
3. Improve **student choices** in tertiary education
4. **Connect** tertiary education to the **workplace**
5. **Innovate** to drive participation and success

THE UNIVERSITY OF MELBOURNE

https://bit.ly/2H4nmR9

Melbourne Centre for the Study of Higher Education

Developing a New Vision for Post-Secondary Education: Ideas for Government

Policy discussions following the 2019 Federal Election

MONASH COMMISSION

THREE RECOMMENDATIONS FOR RENEWAL OF POST-COMPULSORY EDUCATION IN AUSTRALIA

THE REPORT OF THE 2018 MONASH COMMISSION

https://bit.ly/2UBfo9X

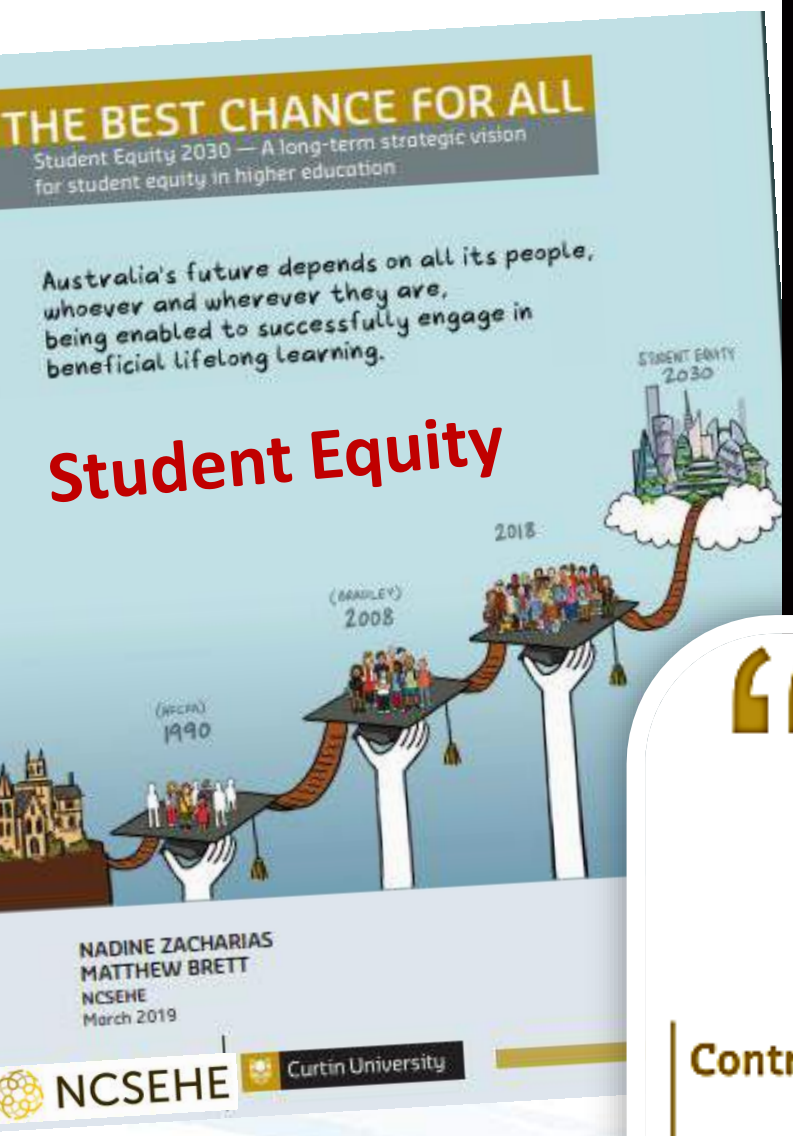
REFORMING POST-SECONDARY EDUCATION IN AUSTRALIA

Perspectives from Australia's Dual Sector Universities

Federation University

RMIT UNIVERSITY | SWINBURNE UNIVERSITY OF TECHNOLOGY | Federation University | VICTORIA UNIVERSITY MELBOURNE AUSTRALIA

https://www.voced.edu.au/content/ngv%3A82609



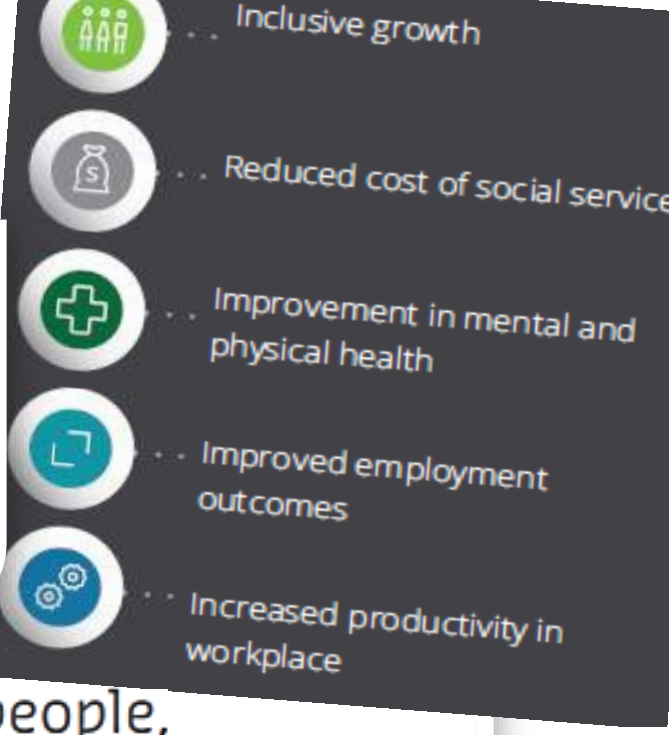
The economic benefits of improving social inclusion

A report commissioned by SBS

August 2019

Deloitte Access Economics

Based on our modelling and analysis, we estimate the economic dividend to Australia from having a more inclusive society to be **$12.7 billion annually.**



> "Australia's future depends on all its people, whoever and wherever they are, being enabled to successfully engage in beneficial lifelong learning.

Contributing to:	Achieved by:	Accountable through:
A fair, democratic, prosperous, and enterprising nation; reconciliation with Indigenous Australia; cultural, civic and intellectual life.	An inclusively designed system with multiple entry and exit points; proactive removal of barriers to participation; and tailored support where needed.	An integrated approach to measuring success at institutional and national levels to align performance with policy objectives.

https://www2.deloitte.com/au/benefits-improving-social-inclusion#?_lrsc=36ab972f-e23a-4b81-a10a-efe44bab990f&trk=elevate_li

https://www.ncsehe.edu.au/wp-content/uploads/2019/03/Equity2030_FINAL.pdf

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Federation Uni's equity contribution

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NCSEHE National Centre for Student Equity in Higher Education

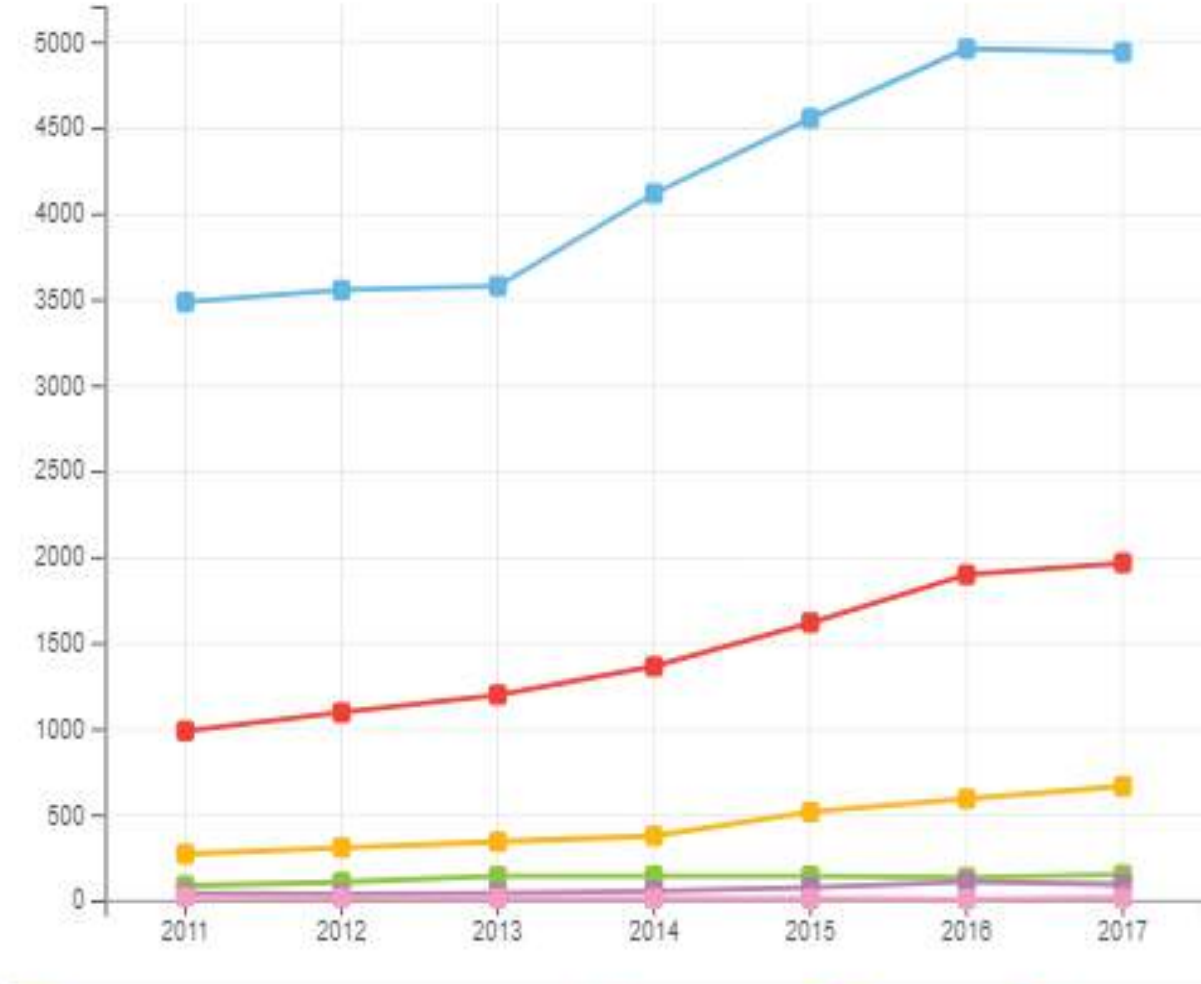
Student equity data — New NCSEHE interactive resource

A new NCSEHE data site launched today will allow researchers, practitioners, institutions, students and policymakers to examine trends in higher education enrolment in Australia in recent years, and in relation to equity group enrolment.

https://www.ncsehe.edu.au/data/

Equity Group	2011	2012	2013	2014	2015	2016	2017
Non-English Speaking Backgrounc	84	105	139	142	141	132	148
Indigenous	38	36	41	54	75	107	92
Disability	269	306	340	374	513	590	663
Low SES	986	1,092	1,196	1,361	1,616	1,895	1,964
Regional	3,483	3,553	3,575	4,115	4,553	4,958	4,938
Remote	18	16	11	11	8	6	14

Federation University Australia Equity Student Groups - Enrolments



THE AUSTRALIAN

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The Big [Cognitive Dissonance] Four (1)

Has the university funding freeze caused commencing enrolments to fall?

https://bit.ly/2WMklqe

Oct 29, 2019

OCTOBER 29, 2019 ANDREW NORTON LEAVE A COMMENT

Andrew Harvey is director of the Centre for Higher Education Equity and Diversity Research at La Trobe University. Picture: Stuart McEvoy

https://bit.ly/2Q03bJT

Gains from giving opportunity to disadvantaged students are now at risk

ANDREW HARVEY *and* MICHAEL LUCKMAN

JULY 3, 2019

Under DDS 2008-2017:

Growth rate for commencing

- Students with a **disability**: >3x ↑ than for domestic commencing overall
- **Indigenous** students: >2x ↑
- LSES >1.5x ↑

From 2018: cap on funded places *"…already has led to* ***an overall decline in regional student numbers and a dramatic reduction of growth for other equity groups".***

2018 Caps had immediate impact on student growth & equity:

- **Indigenous** growth↓55% (frm avg growth rate over past 9yrs)
- **LSES** growth ↓ 83% (frm past 9 yr avg)
- **2000 *fewer* regional** students enrolled in first ½ 2018 than in first ½ 2017.

https://srheblog.com/2019/04/12/supporting-disadvantaged-students-is-more-expensive-than-you-think/

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The Big [Cognitive Dissonance] Four (2)

SRHE The Society for Research into Higher Education

NCSEHE

- **Costs of supporting LSES students**
- **Data from 37 Aust unis over 10 yrs**

Supporting disadvantaged students is more expensive than you think

April 12, 2019 by SRHE News Blog | 2 Comments

By Marcia Devlin

April 12, 2019

…we found that universities that are strongly prioritising or enacting **missions to address disadvantage have higher costs than universities with other missions.**

…the **costs of supporting low SES students are four [PG] to six [UG] times higher** than those of supporting medium and high SES students…

…**the kind of additional support needed** by students from LSES backgrounds includes: **outreach support** to raise aspiration and relevant individual capital prior to enrolment; **academic, personal and financial support** while at university; and in some cases, **support to care for students with highly complex needs**.

More regional Australians are moving to the city to study. Few return when they've finished.

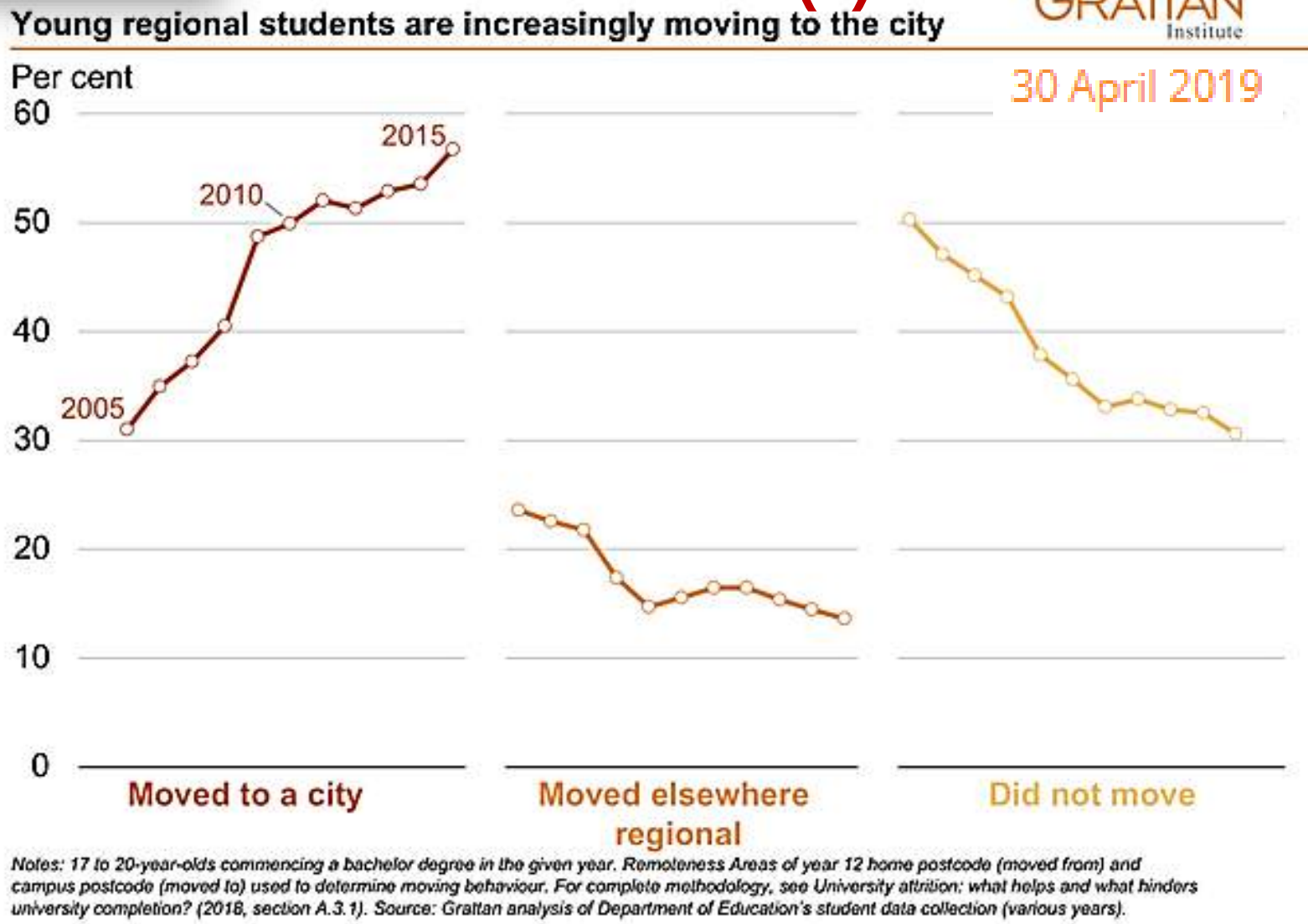
The Big [Cognitive Dissonance] Four (3)

"More regional Australians are going to uni when they finish school, and…increasingly moving to the city to study.

Fewer than a third of regional students commencing uni in **2005** made the move to a city. **By 2010**, that number had risen to **half**, and **by 2015 it was 57 per cent**."

Also

- The **higher the ATAR** the **more likely a move** to the city.
- **Regional students who move** are **unlikely to return**



https://blog.grattan.edu.au/2019/04/more-regional-australians-are-moving-to-the-city-to-study-few-return-when-theyve-finished/

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The Big [Cognitive Dissonance] Four (4)

THE AUSTRALIAN

New policy goal to boost productivity

Sept 25 2019

"new **path for HE reform**, focusing on ways to boost econ growth by matching students' learning to the needs of the job market.

…commissioned by Educ Minister Dan Tehan from EY, [it] says **HE needs to be agile, focused, innovative, informed and efficient**… a more productive HE system could add **$3.1bn** a year to GDP by 2030."

"Mismatch between education & jobs"

Increased Wage Premium

Better employment outcomes through increased wage premiums for graduates could contribute an additional $2.7 billion per annum to the economy in 2030

+

Completion Rates for Graduates

The 9 year completion rate for domestic graduates has fallen from 75% in 2009 to 66% in 2017. Improved completion rates, could save $408m in economic resources in 2030

=

Total Productivity Uplift

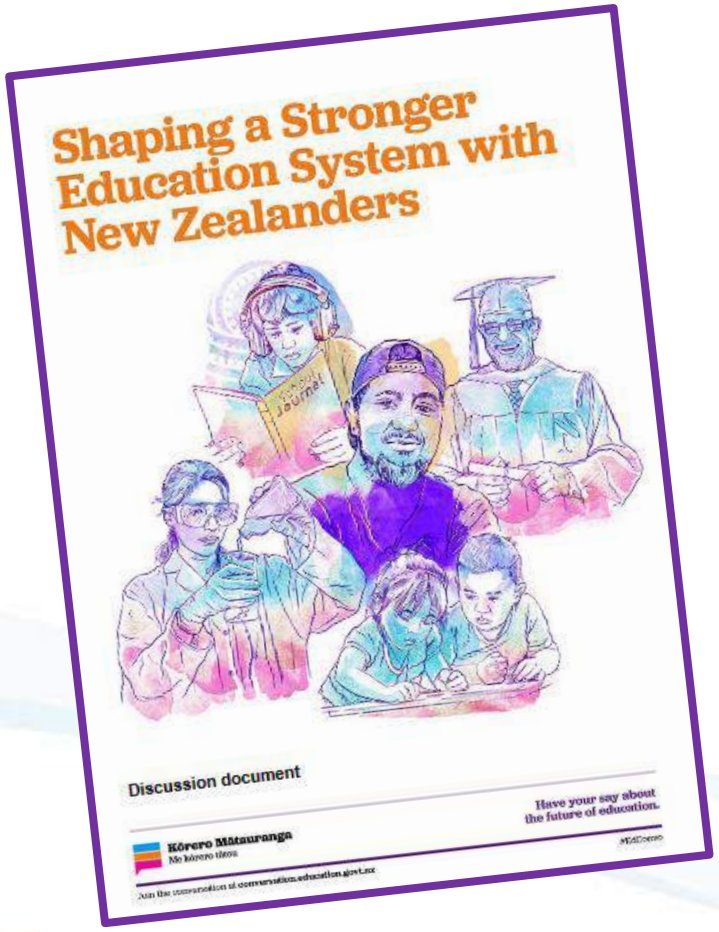
The productivity uplift from improving employment outcomes for university students and addressing the falling completion rates is estimated to be $3.1 billion per annum in 2030

https://asia-pac.ey-vx.com/44/13606/landing-pages/ey-productivity-uplift-higher-education-finaldraft-updated.pdf

https://www.theaustralian.com.au/higher-education/new-policy-goal-to-boost-productivity/news-

Wouldn't it be nice…

A national lifelong learning/education strategy



NZ: Connecting and engaging for an education ecosystem

"**An integrated approach** to the strategic priorities we set across learning, schooling & tertiary education – driven by the following **five strategic objectives:**

- **Objective 1: Learners at the centre** – learners with their whānau are at the centre of education
- **Objective 2: Barrier-free access** – great education opportunities & outcomes are within reach for every learner
- **Objective 3: Quality teaching & leadership** – quality teaching & leadership make the difference for learners & their whānau
- **Objective 4: Future of learning & work** – learning that is relevant to the lives of New Zealanders today & throughout their lives
- **Objective 5: World class inclusive public education** – New Zealand education is trusted & sustainable.

https://consultation.education.govt.nz/tes/tertiary-education-strategy/

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What to do….

- **Engage** & **Connect** for Student Success/**Retention**
- **Join** the (review) **dots**
- **Data!** (NB **USI** (Unique Student Identifier) National School Reform Agreement Reform 6
- Embed **retention** effort across **whole-of-institution**
- **Mainstream** all institutional efforts with a ***tertiary*** focus
- **Humanise** the experience: to support students, families, communities & each other
- Apply **pedagogies** that assure inclusiveness & quality of the "educational conditions" over student lifecycle

#Transition Pedagogy: Curriculum that **engages** & **connects**

http://transitionpedagogy.com/

Connecting all institutional dots for engagement & to mitigate structural inequity

(Naylor & Mifsud, 2019)

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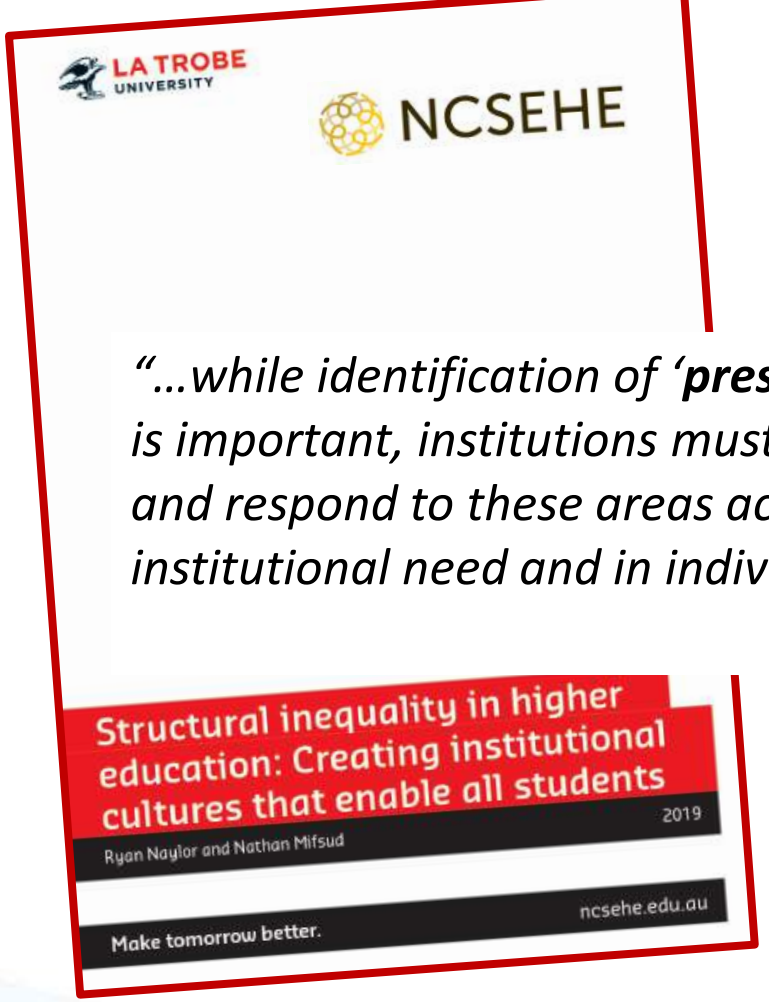
*"…while identification of '**pressure points**' is important, institutions must prioritise and respond to these areas according to institutional need and in individual ways."*



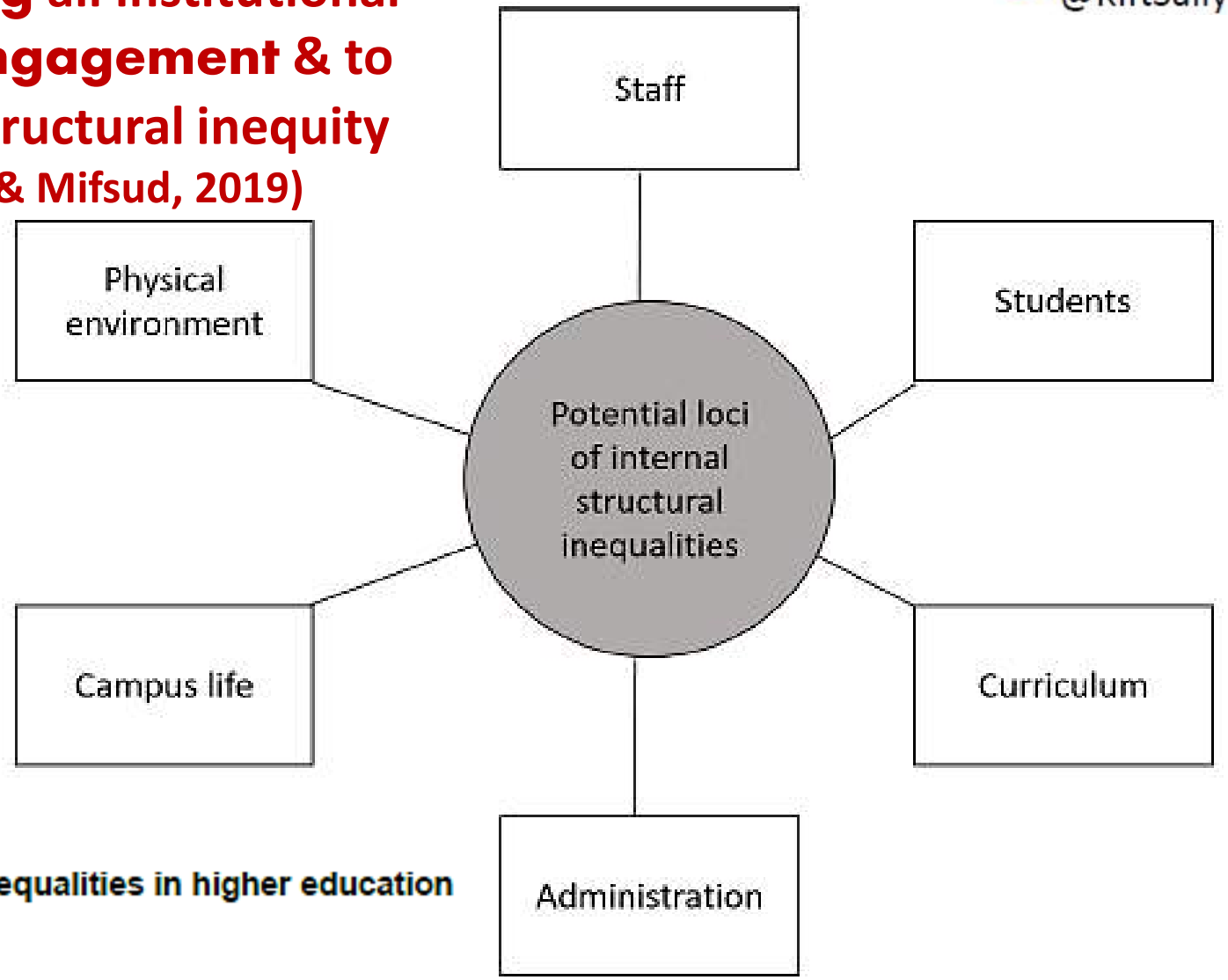


Figure 1: Internal structural inequalities in higher education

"The **administration area** is particularly likely to present opportunities for transitioning to structurally enabling approaches; institutional leaders and relevant staff should therefore focus attention there to reduce structural barriers."

https://www.ncsehe.edu.au/wp-content/uploads/2019/09/NaylorMifsud-FINAL.pdf

What if we connected up all we do?
Transitions
Professions
Curriculum
Alumni
Support
Social
VocEd
Physical Space
C21st Skills
Schools
Social Inclusion & Mobility
Reviews
Industry
Global Citizenry
Data
Society
Students
Staff
Online
Families
Micro Credentials
Engagement
Research
Communities
Lifelong Learning
Mental Health
Government
Careers
Public Good
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What if **connection** and **engagement** were inescapable …

what if…

- We articulated our [HE] place in a **connected** educational ecosystem
- We **connected** agendas & change agents
- We pursued **connected** global citizenry
- *And* the **connected** continuum of lifelong learning
- Based on our **connected** humanity
- **Connecting** education ***with*** opportunity for all

What if ***we all took responsibility*** for **connecting** sectors, staff, students, curricula, learning environments, communities, industries and professions as a ***joint enterprise with good purpose and empathy***?

A connected world…

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Figure 2. Time to reach 50 million users

https://www2.deloitte.com/us/en/insights/focus/disruptive-strategy-patterns-case-studies/anticipating-disruptive-strategy-of-market-entrants.html

For educational opportunity…

Let budget surplus go, Paul Keating urges Scott Morrison

EXCLUSIVE
By TROY BRAMSTON
SENIOR WRITER
Follow @TroyBramston

12:00AM OCTOBER 26, 2019
289 COMMENTS

Former prime minister Paul Keating says the current quest for a surplus should not be regarded as sacrosanct. Picture: AAP

https://www.theaustralian.com.au/nation/politics/let-budget-surplus-go-paul-keating-urges-scott-morrison/news-story/0e9fb8b55b68a3a7b11edc884184cb0c

PK: A TAFE graduate…

"…loosen fiscal policy to stimulate the economy… ***turbocharg[e] vocational education and training****…*

because people [are] ***more globally connected, the economy and society [are] more horizontal and collaborative*** *but more need[s] to be done to equip younger generations to make the most of the opportunities of the digital economy."*

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Connecting with our social purpose/ 3rd mission & honouring our social contract

THE WORLD UNIVERSITY RANKINGS

October 20, 2017

'Arrogant' universities seen as out of touch and ripe for cutbacks

Glyn Davis, vice-chancellor at the University of Melbourne, on a 'rising chorus' of complaints about universities in the UK and Australia

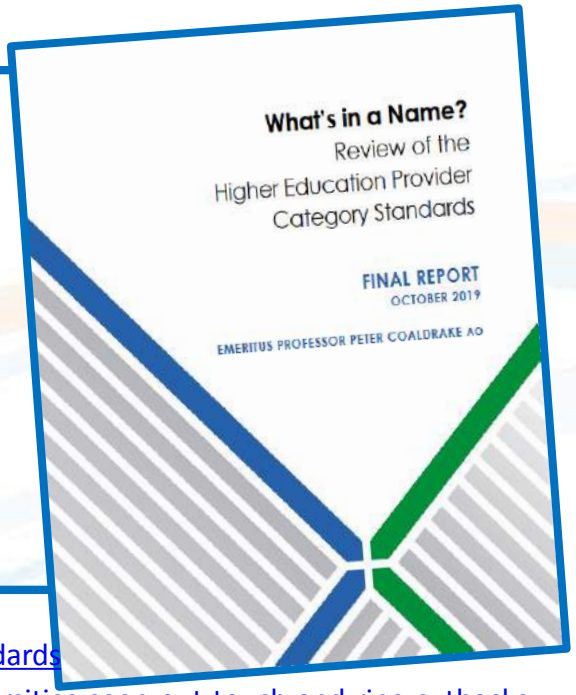
"Glyn Davis…on a 'rising chorus' of complaints about universities in the UK and Australia"

Davis: *…**the idea of engagement**: creating **meaningful links between a university and its many constituencies**, and **communicating the fact** that this is what we do…*

***…build[ing] a stronger base in society – among graduates as among those who never attend university** – is imperative if universities are to **speak above the din of the rising chorus**."*

Recommendation 6

"Requirements related to industry engagement, civic leadership, and community engagement should be introduced or bolstered in the university categories of the [HE] Provider Category Standards..."



https://www.education.gov.au/review-higher-education-provider-category-standards

https://www.timeshighereducation.com/blog/arrogant-universities-seen-out-touch-and-ripe-cutbacks

Imagine Ballarat without a uni – Why university towns matter

The Courier

Professor Helen Bartlett
3 February 2020

Ballarat benefits from being a university town

At the start of a new decade, Australia's regional towns are poised to play a more significant part in our country's nation-building.

Despite the allure of our big cities, for many they are becoming unaffordable, congested and stressful places to live.

People are increasingly looking to regional towns for a different experience for their children, their work and retirement.

CELEBRATION: Federation University's head campus in Ballarat makes wide and profound contributions to the the community.

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Connection for "social & economic transformation"

How does a university presence benefit a regional town?

- Domestic HE students : Fed Uni's 2018 contribution of **>$230m (4%) of Ballarat economy**.
- **70%** of regional uni undergrads **employed locally**
- Fed Uni **a major employer**: >1,000 global staff at Ballarat campuses contributing to regional intellectual & cultural diversity (including the arts)
- Fed Uni **Ballarat Technology Park**: >2,000 jobs provided thru 60 enterprises & **drives Ballarat entrepreneurship & innovation**.
- **In crises**, regional unis are valuable resources (eg, re emergency accommodation, volunteers, health professionals, support for injured wildlife & research capability).
- **Facilitate partnerships w & b/w uni, govt & industry**: research collaboration, business innovation, industry partnerships, student internships, graduate employment and civic engagement.

https://www.thecourier.com.au/story/6611738/imagine-ballarat-without-a-uni-why-university-towns-matter/

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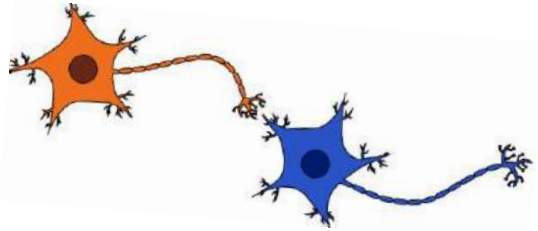
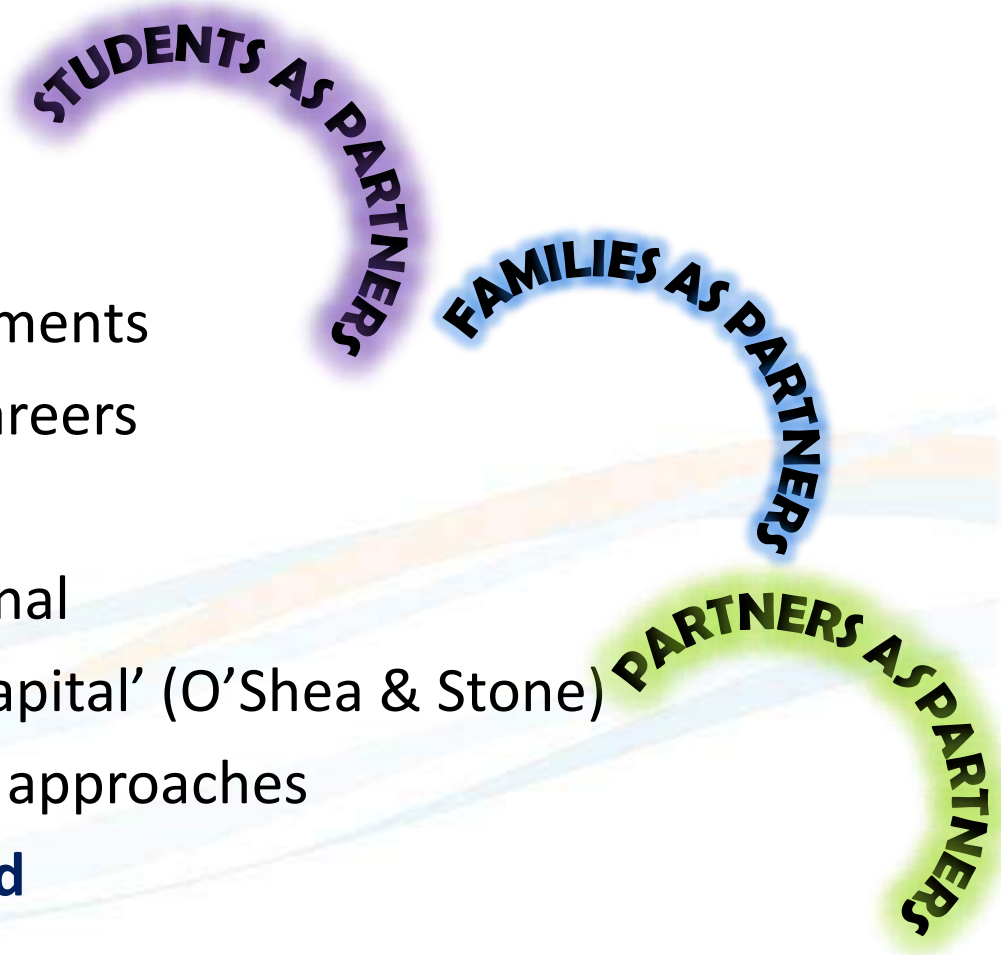
Human(e) **connections**
in our educational context
The **'sociality'** of higher education

For example

Supportive, productive, respectful, engaging, professional, energising, mentoring …



- Students with students
- Students with staff
- Students with support & services
- Students with learning *and* with their learning environments
- Students & staff with industry & alumni; networks & careers
- Students & staff with place and space
- All staff with all staff – professional, academic & sessional
- Universities with students' families & friends: 'family capital' (O'Shea & Stone)
- All with Indigenous knowledges, culture & educational approaches



Human(e) connections for the common educational good

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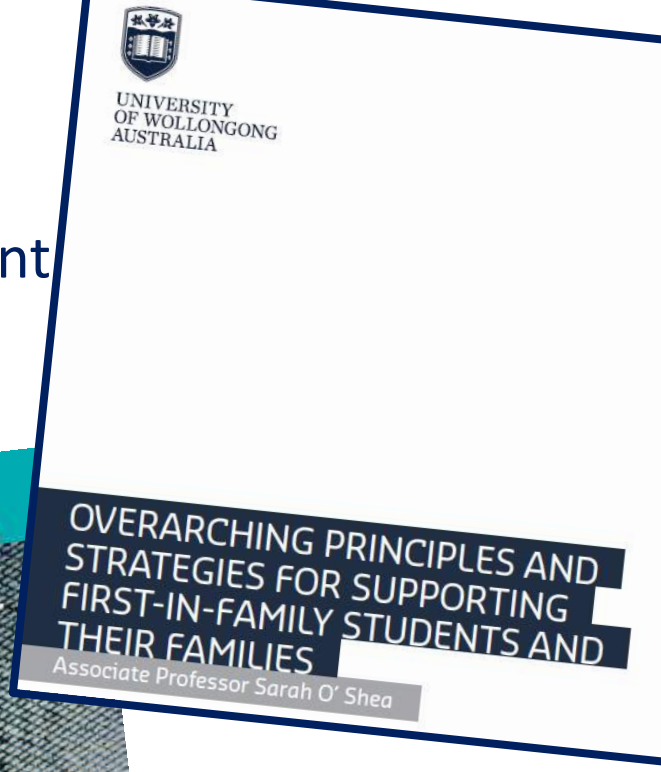
Supporting first-in-family students *and* the importance of 'Family Capital'

O'Shea (2014, 2016): "**Engaging Families to Engage Students**": important role of "***Family* Capital**" (after Bourdieu's social & cultural capital).

- How might we **engage** with learners' families & communities in productive, sustained and supportive ways?



O'Shea (2018): 13 Recs for Best Practice

https://www.churchilltrust.com.au/fellows/detail/4281/Sarah+O'Shea

The Power of Narrative/ Success Story Telling

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http://www.run.edu.au/resources/RUN_StudentSuccessStories_email%20(1).pdf

Harnessing intellectual talent to address rural health disadvantage and stoicism

Rural student helping the addicted find their place in society

Federation University Australia

CQ University Australia · Federation University Australia · University of Southern Queensland · USC · une University of New England · Southern Cross University

Communicating well…

@KiftSally

Writing style guide

for communicating with students

Federation University

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Federation University Australia

Writing checklist

PLANNING

- ☐ Do I know who my target audience is?
- ☐ Have I chosen the best method to communicate with them?
- ☐ Is there a clear, single purpose to my message?
- ☐ Have I thought about the benefits to my audience?
- ☐ Will the audience know what I want them to do or understand?

DRAFT

- ☐ Is my subject line engaging and descriptive?
- ☐ Is my message logically structured with the important information at the top?
- ☐ Have I told the reader everything they need to know?
- ☐ Have I told them how to find more information?
- ☐ Have I used clear and simple language?
- ☐ Is my message positive and encouraging?

EDIT

- ☐ Have I reviewed my writing using the Writing Toolkit?

REVIEW

- ☐ Have I tested my message or asked for feedback?
- ☐ Have I rewritten my message if necessary?

PROOFREAD

- ☐ Has my message been thoroughly proofread?

DESIGN AND LAYOUT

- ☐ Does my document follow the FedUni brand guidelines?

https://federation.edu.au/__data/assets/pdf_file/0009/352827/FedUni-Writing-guide-July-2017.pdf

When **connectedness** is enhanced, might wellbeing be improved? (AKA an 'ethic of care')

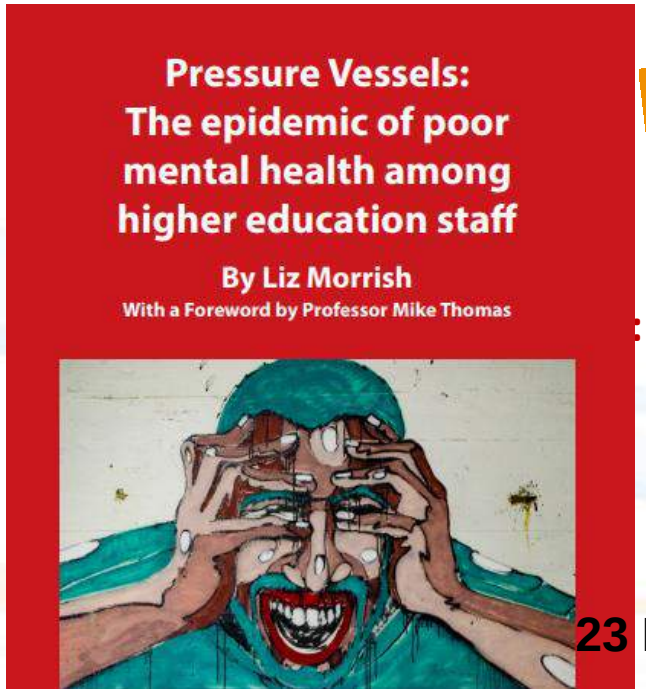
'Care-collaborate-connect'

- For staff & students, given learning is a profoundly social exp (in an increasingly digital, changeable & complex world)
- **HE has been described as an 'anxiety machine' for staff**
- **Research: high levels of psych distress & other symptoms of mental health difficulties among uni students**

INTERNATIONAL ASSOCIATION FOR University Health & Wellbeing

https://www.healthyuniversities.org/

University of South Australia



5 wellbeing essentials = mental wellbeing

http://unistudentwellbeing.edu.au/

23 May 2019 https://www.hepi.ac.uk/2019/05/23/new-report-shows-big-increase-in-demand-for-mental-health-support-among-higher-education-staff/

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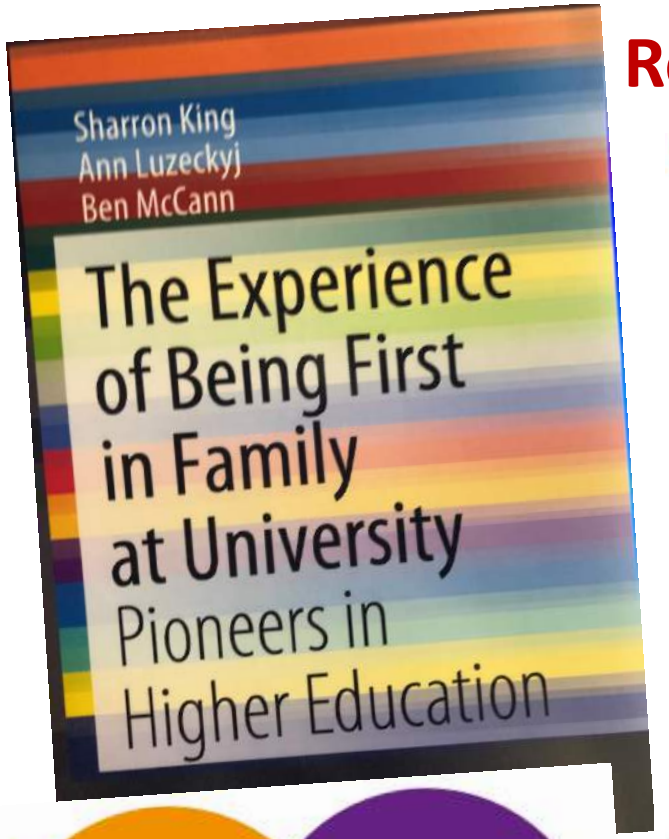
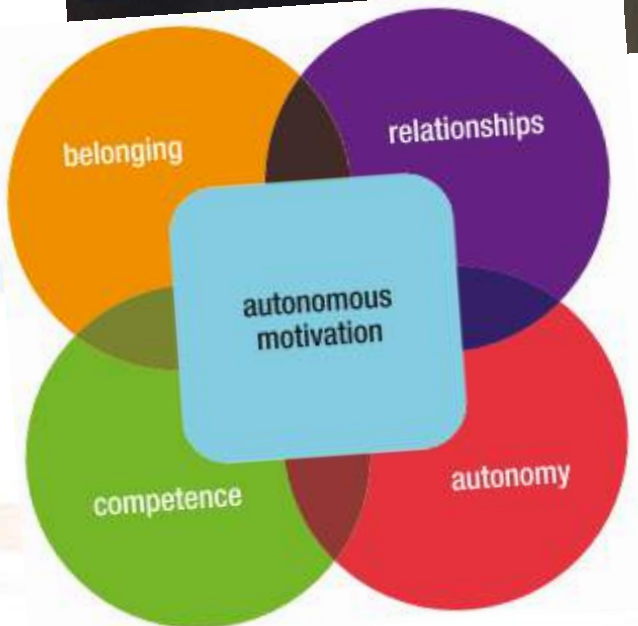
Reframing for a narrative of **connectedness** & care…





= mental wellbeing

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apprehensive
uncertain
overwhelming
dislocated
stressful
confusing
"Hardest year of my life"
nervous
shocking
"Thrown in at the deep end and expected to swim"
Unprepared
hell
alien
terrified
isolated
daunting
unknown
worried
scared
lonely
"A fish out of water"

http://cliparting.com/free-dr-seuss-clip-art-14568/

https://www.springer.com/in/book/9789811509209#aboutBook

Teaching Matters blog **21ST OCTOBER 2019**

Promoting, discussing and celebrating teaching at the University of Edinburgh

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Creating a "relentless welcome"

Opening keynote: Professor Peter Felten, Elon University

Relationships matter: Moving relationship-rich experiences from the periphery to the centre of teaching and learning

*"…students need '**relentless welcome**' that comes from **interacting regularly with staff and peers** who communicate a sense of **care and belonging** through simple practices.."*

"Relentless welcome"
(David Scobey, Bringing Theory to Practice)

"Inescapable opportunities for meaningful interactions"
(Joianne Smith, Oakton Community College)

"A constellation mentors, including mentors of the moment"
(Brad Johnson, U.S. Naval Academy)

EG: Taking an individual interest; ***an ethic of care***:

- How are you?
- Attempting to know names: eg, Name Tents
- Peer mentors

http://kb.mit.edu/confluence/pages/viewpage.action?pageId=152584661

https://www.ed.ac.uk/institute-academic-development/learning-teaching/practice/ltconf2019/keynote-talks

https://www.teaching-matters-blog.ed.ac.uk/creating-a-relentless-welcome/

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Connected curriculum focus for a **connected** student experience

- Connected **curriculum** – inclusive, supportive, organised, scaffolded…
  - **Pedagogies of connection & integration** – curriculum as connector/glue

    (e.g. integrative learning; scaffolding as connectivity; learning communities; teaching research nexus)
- Connected (just-in-time, just-enough, just-for-me…) **support**
- Connected **delivery**: integrated, purposeful, intentional, blended, personalised…
  - EG: UTS moving to Canvass – adopting explicit, whole-of-course approach to reduce student confusion re LMS inconsistency & enable explicit links between subjects
- Graduate **employability** 2.0 (Bridgestock) – ***learning to*** connect/ network
- Connections **beyond the classroom**: to innovation, enterprise, entrepreneurial
- Connected formal, informal, non-formal & short-form **learning**; Credit, RPL; Micro-credentials…

Graduate Employability 2.0

Pedagogies of **connection**

93% students want to improve their networks & networking skills for prof purposes

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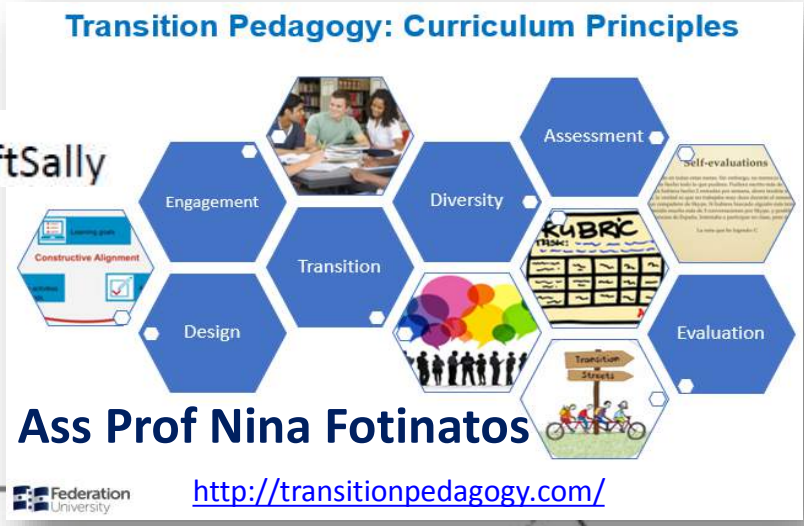
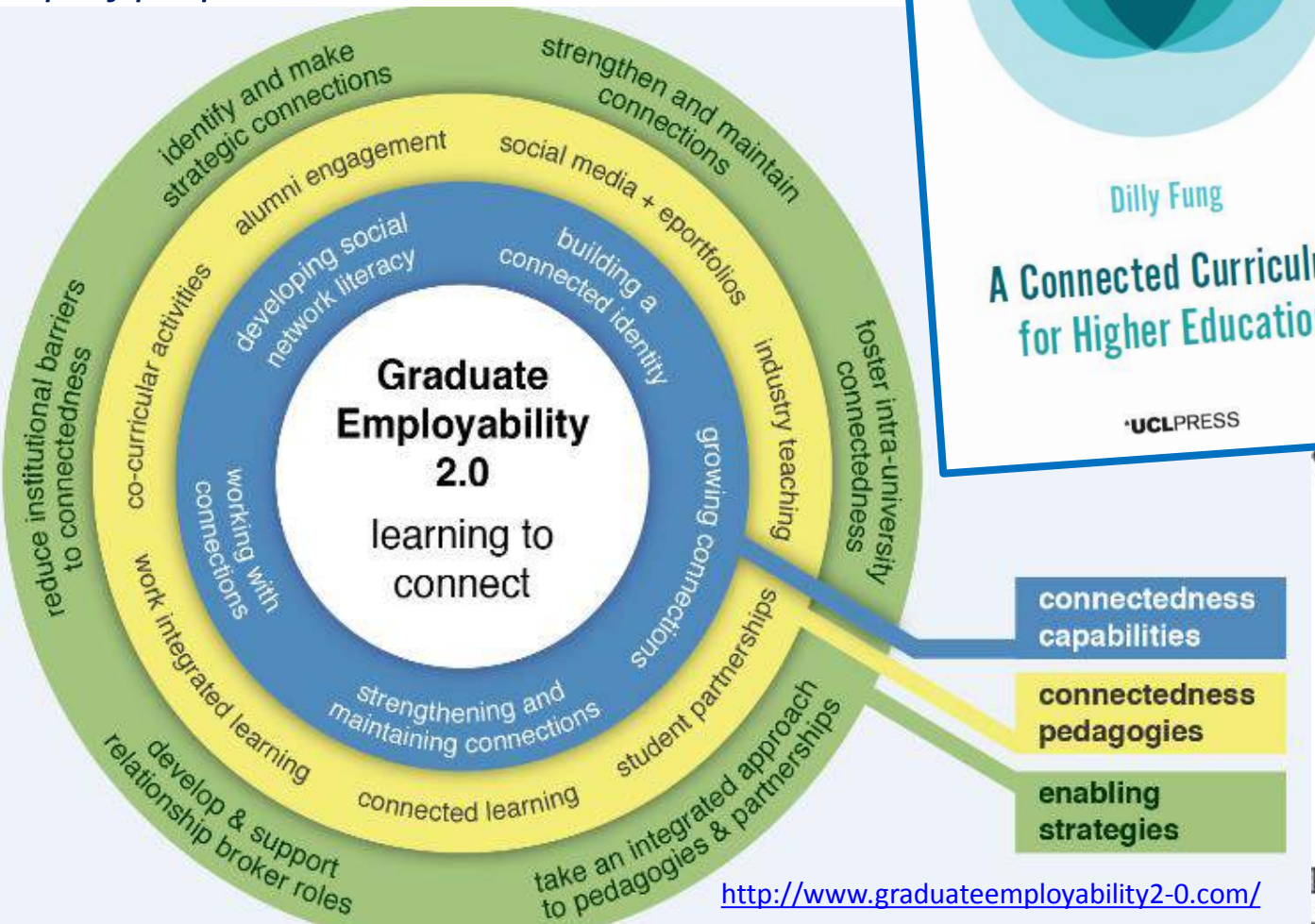


Ass Prof Nina Fotinatos

http://transitionpedagogy.com/



http://www.graduateemployability2-0.com/

http://discovery.ucl.ac.uk/1558776/1/A-Connected-Curriculum-for-Higher-Education.pdf

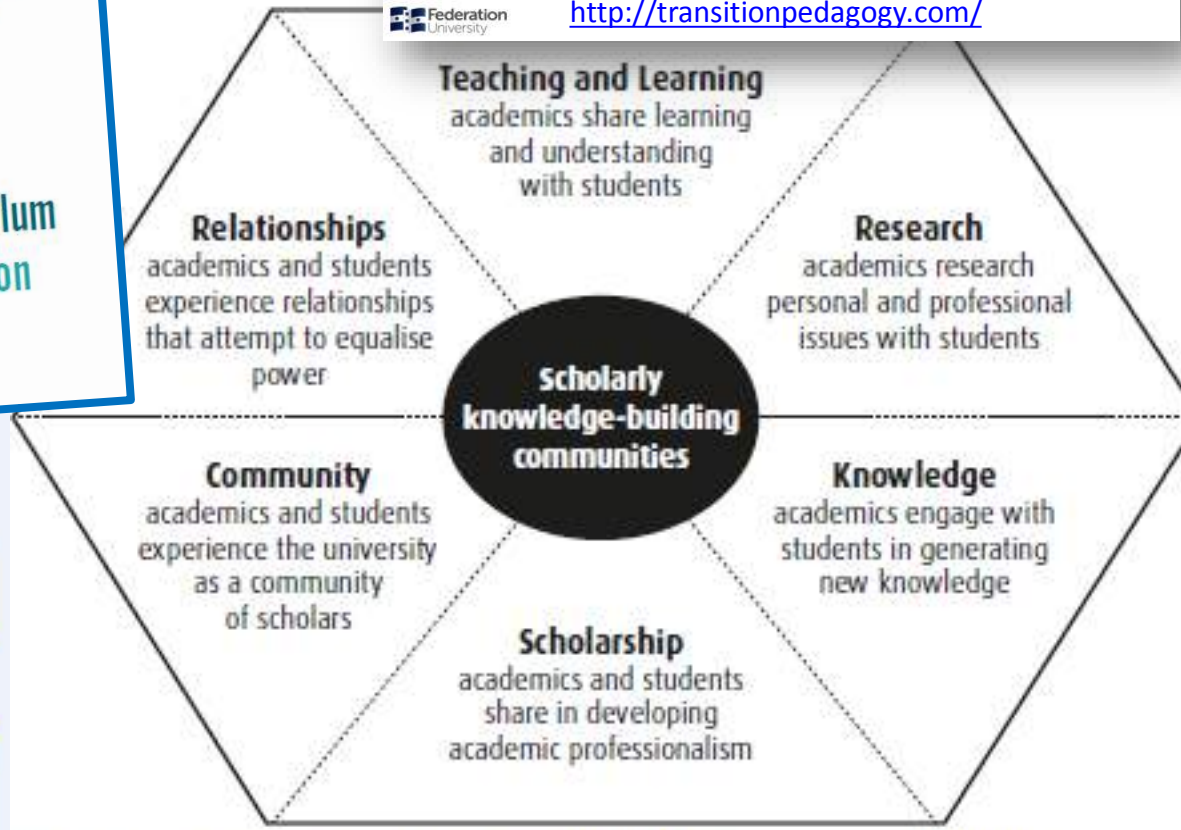


Fig. 2.2 New model of the relationship between teaching and research. (Adapted from Brew 2006, 32)

Connectedness for Student Success (reframed):

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HIGHER EDUCATION RESEARCH & DEVELOPMENT
https://doi.org/10.1080/07294360.2019.1664999

9 Oct 2019

Routledge
Taylor & Francis Group

https://www.tandfonline.com/doi/full/10.1080/07294360.2019.1664999 OPEN ACCESS Check for updates

Persisting students' explanations of and emotional responses to academic failure

Rola Ajjawi [a], Mary Dracup [b], Nadine Zacharias [a*], Sue Bennett [c] and David Boud [a,d,e]

"emotional burden of academic failure also on students who persist."

"Students [who failed] **were critical of and wanted to feel more connected to and supported by their academic staff and the university**. This finding indicates that **a new orientation to belonging** is required given the changing nature of our student body and the rise in part-time and online students (Thomas, 2012)."

https://theconversation.com/failing-a-subject-isnt-just-the-students-fault-universities-can-and-should-help-126195

DEAKIN UNIVERSITY

UNIVERSITY OF WOLLONGONG AUSTRALIA

"FY students use first experiences of assessment to calibrate their expectations, their performance and their own suitability for higher education. **Their sense of belonging in the higher education institution… is linked to the experience of success**."

https://www.ncsehe.edu.au/publications/success-failure-higher-education-uneven-playing-fields/

- **Strong relationship b/w failure & withdrawal: ~1 in 3 who failed at least 1 subject left, compared with 1 in 11 who passed everything**

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Connected lifelong learning (LLL): The educational continuum

Working with students, alumni, industry, professions, government, other educational providers **to distribute the educational load for LLL**

- Up- & re-skilling challenges are potentially grand enough for this to be a tipping point for **better alignment between stages** & **shared co-creation/ engagement**
- **Students** as partners & co-creators
- **Industry, business, professions** as partners & co-creators
- **Renewed engagement** at the discipline level
- **Parity of esteem** between VET & HE
- Embrace of **other forms of learning**
  - Informal and non-formal learning
  - Shorter form credentials, microcredentials
  - Credit, pathways and RPL enabled

https://bit.ly/2pSoFxx

http://www.tedhung.com/bvwproj.html

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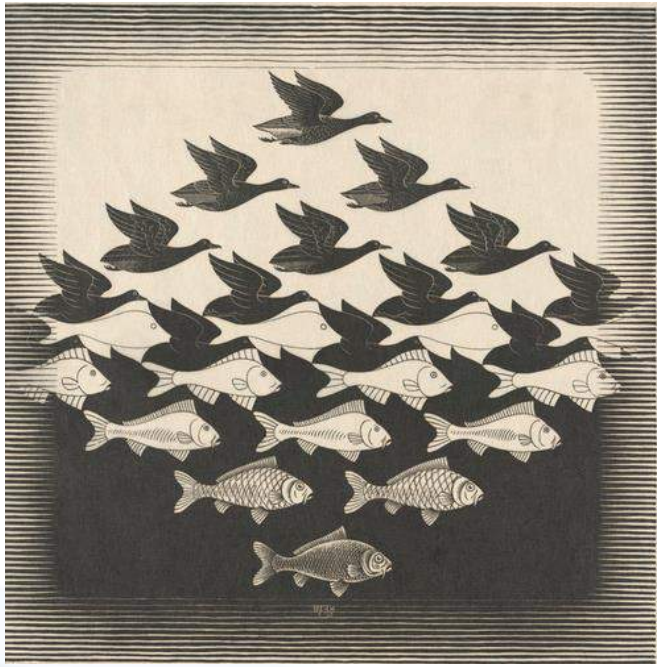
The quest for the Holy Grail of **Engagement**



English
Oxford *Living* Dictionaries

Engagement: The Messy Noun

engagement **No single meaning…**

NOUN

1 A formal agreement to get married.
'she'd broken off her engagement to Paul'

1.1 The duration of an agreement to get married.
'a good long engagement to give you time to be sure'

2 An arrangement to do something or go somewhere at a fixed time.
'a dinner engagement'

3 *[mass noun]* The action of engaging or being engaged.
'Britain's continued engagement in open trading'

4 A fight or battle between armed forces.
'the war's most significant engagements were fought to keep these sea lanes open'

https://www.digitalcommonwealth.org/search/commonwealth:3r076t17r

https://en.oxforddictionaries.com/definition/engagement

Still a fool for the Holy Grail [of Engagement]

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(with apologies to Hunters and Collectors)

Engagement matters

But it's messy – a dynamic "social-cultural ecosystem"

- **Multidimensional factors which can coalesce positively or compound negatively …**

  Behavioural (e.g. time on task, participation/involvement, interactions);

  Psychological (e.g. investment in learning, motivation, dispositions);

  Environmental (e.g. personal background, economic status, social & cultural capital);

  Cognitive (e.g. sense-making, self-regulation, integrative learning, metacognition);

  Emotional (e.g. sense of belonging & wellbeing; +ve or –ve towards discipline, uni, staff).

- **Engagement is**: fluctuating for different cohorts; holisitic; acad & non-academic; interactive; context dependent; personal/relational/social…

  Variable as per 2018 SES (next) https://www.qilt.edu.au/qilt-surveys/student-experience

- Impacted on for learners by external pressures
- Both **in & outside** formal learning – co- & extra-curricula
- **Engagement:** agentic, passive, non-, or dis- [engaged]

Learner engagement scale (Lowest)

NB: *2017

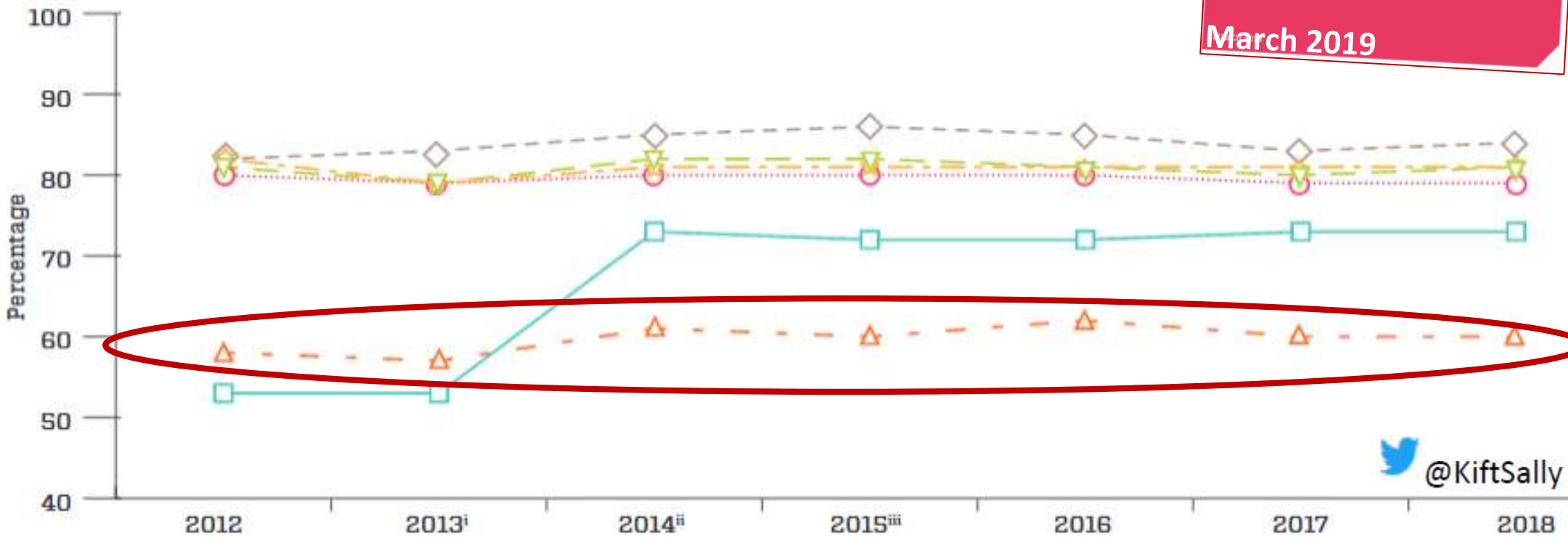
Table 1 The undergraduate student experience, by stage of studies, 2018 (% positive rating)

	Focus areas						Questionnaire item
	Skills Development		Learner Engagement		Teaching Quality	Student Support	Learning Resources	Quality of entire educational experience
Commencing	80	51	59	58*	83	76	87	82
Later year*	84	54	61	62*	78	69	80	76
Total	**81**	**53**	**60**	**60***	**81**	**73**	**84**	**79**

*Later year includes Middle Year students where for NUHEIs a census was conducted (see Methodological Summary, 1.1.3 Survey Population – Later Y
Students).

2018 PG Learner Engagement

Figure 1 The undergraduate student experience 2012–2018 (% positive rating)



https://bit.ly/2HkfHOR

Table 7 The undergraduate student experience, by demographic and contextual group, 2018 (% positive rating)

	Group/subgroup	Skills Development	Learner Engagement	Overall Educational Experience
Gender	Male	79	61	77
	Female	83	60	81
Age	Under 25	82	63	79
	25 to 29	80	54	77
	30 to 39	81	45	79
	40 and over	80	41	82
Indigenous	Indigenous	81	55	79
	Non-Indigenous	81	60	79
Home language	English	82	60	80
	Other	80	57	76
Disability	Disability reported	78	56	78
	No disability reported	82	60	79
Study mode	Internal/Mixed	82	63	60 79
	External	78	25	21 81
Residence status	Domestic student	82	60	80
	International student	80	58	76

	Group/subgroup	Skills Development	Learner Engagement	Overall Educational Experience
First in family status*	First in family	81	59	83
	Not first in family	80	62	82
Previous higher education experience**	Previous experience – current institution	79	58	81
	Previous experience – another institution	79	53	81
	New to higher education	80	62	82
Socio-economic Status	High	81	62	80
	Medium	82	61	80
	Low	82	57	79
Location	Metro	81	61	80
	Regional/remote	82	58	81
Total		**81**	**60**	**79**

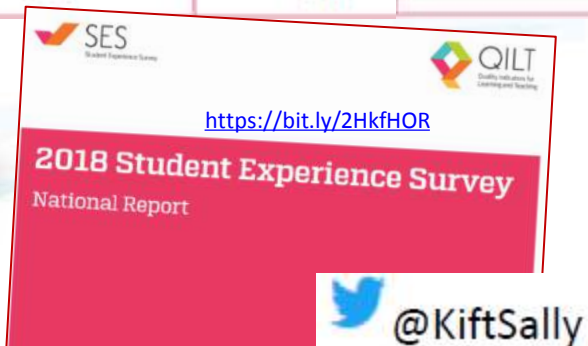
PG

ACER **Final Project Report** **Oct 2017**

Development of an online engagement scale 2017

https://www.qilt.edu.au/docs/default-source/default-document-library/learner-engagement-scale-review-final-report-v3.pdf?sfvrsn=d5e3ec3c_0

Large differences: Is LES a fair indicator for external students' engagement exp?



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Student engagement

https://federation.edu.au/current-students/life-on-campus/getting-involved/student-engagement

We aim to engage students in high quality extracurricular activities with a focus on enhancing professional and social employability skills development, social engagement and sports and recreation. Participation in any of the Student Engagement programs will be counted towards the Federation Award

Federation Award

FEDERATION AWARD

Get rewarded for your volunteering and leadership achievements during your time at FedUni by completing a Federation Award. The recognition of a Federation Award is a great way to demonstrate to employers that you are someone who is willing to stand out from the crowd. It will connect you to a network of other motivated students, giving you the chance to work together for change and build strong relationships along the way.

Student mentors

Federation University

SASS recruitment >

https://federation.edu.au/current-students/learning-and-study/get-help-on-campus/mentor-program

Whether you are coming from high school, TAFE, the workforce or another path, the change to university life can be challenging. To support you in your transition to your undergraduate program at university, you will be connected with a Mentor in the second or third year of your School.

PASS program: Join a study group for your course

Staff information >

PASS timetable >

SASS recruitment >

https://federation.edu.au/current-students/learning-and-study/get-help-on-campus/pass-program

Peer Assisted Study Sessions (PASS) offer a fun, informal study environment, so that you can get the most out of your course.

The many Engagement 'withs'/'sub-withs' …

With

https://bit.ly/36WeHL0

- Other students, including finding common ground (e.g. b/w domestic & international)
- Discipline
- Inclusive curriculum
- Assessment & feedback literacies
- Employability / Future self
- First year (& other transitions)
- Co-curricula & extra-curricula
- Sense of belonging (esp for non-traditional students who feel very 'other')
- Institution, teachers, student support services
- Culture, families, influential others & communities
- Learning environments & spaces
- Health & wellbeing
- Patterns (of engagement), e.g. PT, work
- Complicated lives/ external factors
- …

*Students' **total experience** of university – not just what happens in the traditional classroom – shapes their judgements of quality, promotes retention and **engages them in productive learning**.* (Scott, 2006, at vii)

http://www.uws.edu.au/__data/assets/pdf_file/0010/63955/HEIPCEQueryFinal_v2_1st_Feb_06.pdf

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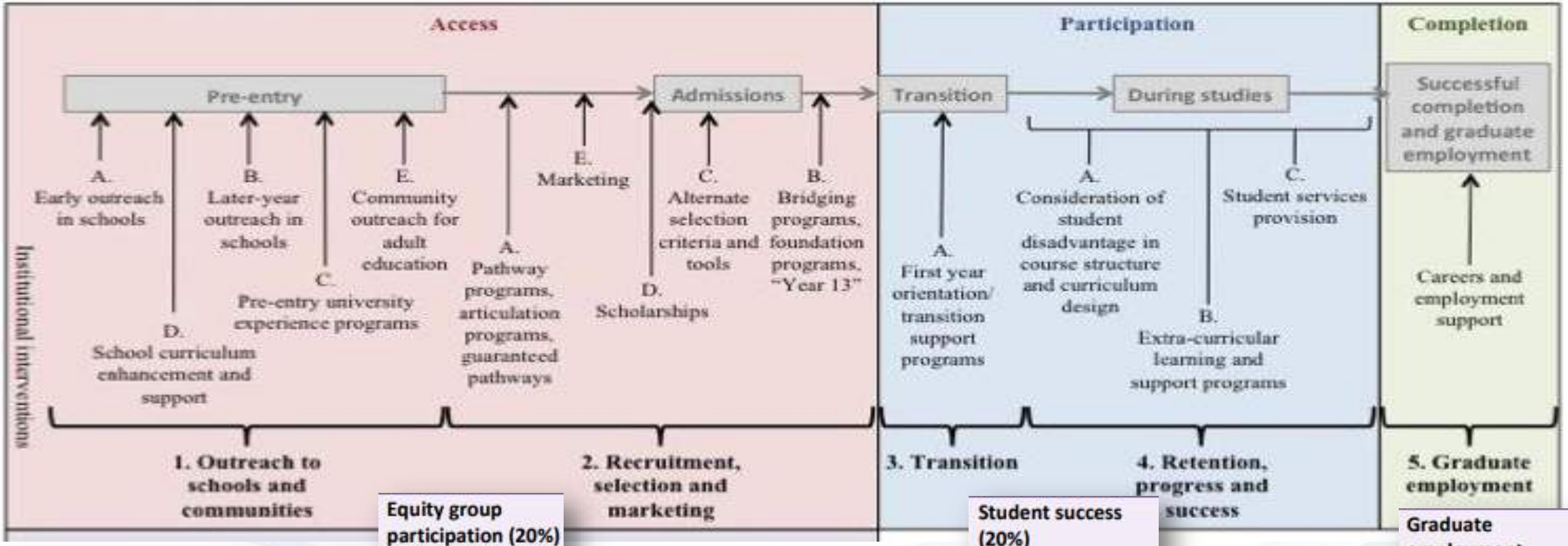
Mediating engagement at Transitions Points over the Student Lifecycle

MCSHE Critical Interventions Framework (2013)

https://www.ncsehe.edu.au/publications/critical-interventions-framework/



PERFORMANCE-BASED FUNDING FOR THE COMMONWEALTH GRANT SCHEME

Equity group participation (20%) (Indigenous, low socio-economic status (SES) and regional/ remote students)

Student success (20%) (adjusted attrition)

Student experience (20%) (student satisfaction with teaching quality)

Student experience (20%) (student satisfaction with teaching quality)

Graduate employment outcomes (40%) (overall graduate employment)

https://bit.ly/2H8f9v5

Facilitating & easing **engagement**…

@KiftSally

Starting at Federation University

Let us guide you into your uni life.
Follow these steps and you're on your way to a great start.

Safer campuses

You have the right to be safe, respected and supported.
Read more >

Student email | My Student Centre | Student placement (InPlace) | CareerHub | Moodle | ePortfolios

Current students

Starting at Federation University

- A step-by-step guide to a great start
- Actioning your offer
- Enrolment
- Fees and charges
- Find a student mentor
- Finding somewhere to live
- Join a study group for your course
- Library resources
- Minimum IT requirements for studying with us
- Orientation
- Prepare for study with FedReady
- Scholarships, bursaries, grants

https://federation.edu.au/starting-at-federation

Federation University

1 **FIND YOUR COURSE OR PROGRAM**

Got a career idea, passion, course or program in mind? Let us help you to get your application started.

Course or program search >
How to apply >
Study modes >
Pathways >
Ask us >

2 **READY TO ENROL**

You'll need to action your offer and enrol in your course or program. Don't worry, there's plenty of support along the way.

Actioning your offer >
Enrol in your course or program
New student >
Continuing student >
Fee info >

3 **SCHOLARSHIPS AND FINANCIAL ASSISTANCE**

We all need a 'KickStart'. So let's see how we can help you with scholarships, bursaries and grants. We also have a range of financial help available.

Scholarships, bursaries and grants >
Financial support >

INTERNATIONAL STUDENTS HELP

Our International Student Office is here for you.

Ask us about anything >

4 **LET'S GET YOU SET UP**

Now that you've accepted your offer and enrolled, you can start planning for your life at Federation University.

Student ID card >
Accommodation >
Childcare >
Email account >
Get ready for uni - FedReady >
IT help >

5 **ORIENTATION**

Participating in orientation activities is important for your new university adventure. Find a mentor, join a social or sports club and make new friends.

How to get here >
Find a mentor >
Clubs and sporting groups >
Orientation activities >
Extra-curricular activities >
Booklists >

6 **GET SKILLED UP**

Unlock your potential and get the necessary skills you need to be successful at Federation University.

Study skills and uni tips >
Library tips >
Online study help >

7 **AWESOME SUPPORT**

We all get hurt some times or things get tough, but we have a range of services available to help you get back on your feet.

Support and counselling >
Health centre >
Disability support >

? **NEED HELP? ASK US**

Not sure what to do? A bit confused or got a question? That's ok, we're here to help you. We understand the process can seem a bit scary or complicated.

Journal
Higher Education Research & Development ›
Volume 34, 2015 - Issue 6

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Articles

Student engagement research: thinking beyond the mainstream

Nick Zepke

Pages 1311-1323 | Published online: 21 May 2015

Zepke (2013)

"Student engagement… can be **conceived narrowly** as a set of student and institutional behaviours in a classroom or **holistically and critically** as a social–cultural ecosystem **in which engagement is the glue linking classroom, personal background and the wider community as essential contributors to learning."**

Zepke advocates for "…a **holistic view of student engagement**… [for] active student participation in classroom and curriculum management, wider community development through critical active citizenship and personal and social well-being."

https://www.tandfonline.com/doi/full/10.1080/07294360.2015.1024635?src=recsys

Student Voice: Students in Partnership.

http://studentvoiceaustralia.com/

Creating a National Framework for Student Partnership in University Decision-Making and Governance

STEPUP

For quality enhancement

Students and tertiary education providers undertaking partnership for quality enhancement

http://www.sparqs.ac.uk/

About sparqs

student partnerships in quality scotland

Principle 7: A national presence- for facilitation and support

Principle 6: Valuing student voice- recognition of formal and informal engagement

Principle 5: Every student's voice- diversity and inclusivity

Principle 4: Training and support- as a partnership

Principle 3: Strong student leadership

Principle 2: Communication- honesty and transparency

Principle 1: Building authentic partnerships

STUDENT VOICE IN UNIVERSITY DECISION MAKING

Student engagement in university decision making and governance- towards a more systemically inclusive student voice,

an OLT Strategic Priority Commissioned Project led by Professor Sally Varnham, Faculty of Law, University of Technology Sydney.

https://www.uts.edu.au/partners-and-community/initiatives/student-voice-university-decision-making/olt-project-student

Use of Course Representatives to enhance student learning experience

A guide for staff partners

https://www.uts.edu.au/partners-and-community/initiatives/student-voice-university-decision-making/starting-new/fellowship

Student Voice Australia

Australian Learning & Teaching Fellows

Professor Sally Varnham

National Senior Teaching Fellow

July 2017

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student partnerships in quality Scotland

The Five Key Elements of Student Engagement

Key Elements:	1. Students feeling part of a supportive institution	2. Students engaging in their own learning*
3. Students working with their institution in shaping the direction of learning	4. Formal mechanisms for quality and governance	5. Influencing the student experience at national level

The Six Features of Effective Engagement are:

A culture of engagement	Students as partners	Responding to diversity
Valuing the student contribution	Focus on enhancement and change	Appropriate resources and support

https://www.sparqs.ac.uk/upfiles/SEFScotland.pdf

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Staff engagement

http://www.talenttalks.net/employee-engagement-responsibility-anyone-responsible-team-interview-frans-kutumela/

Academic & professional cross-institutional partnerships

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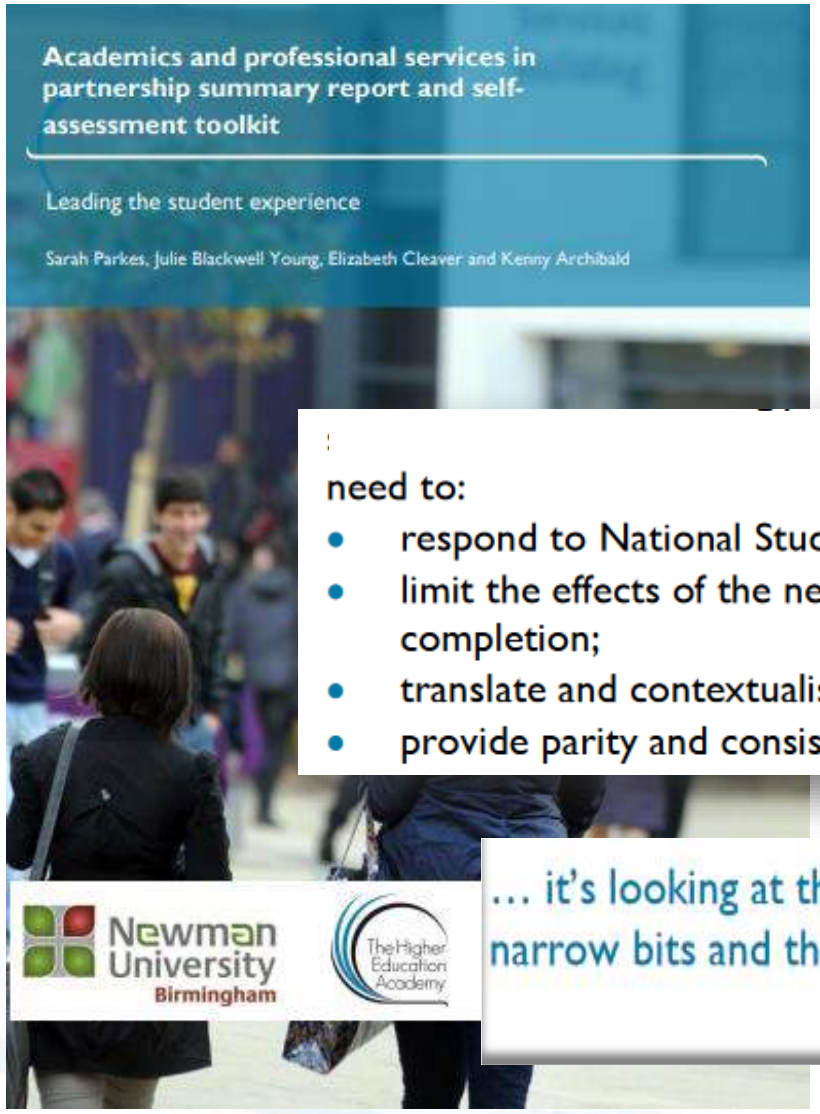

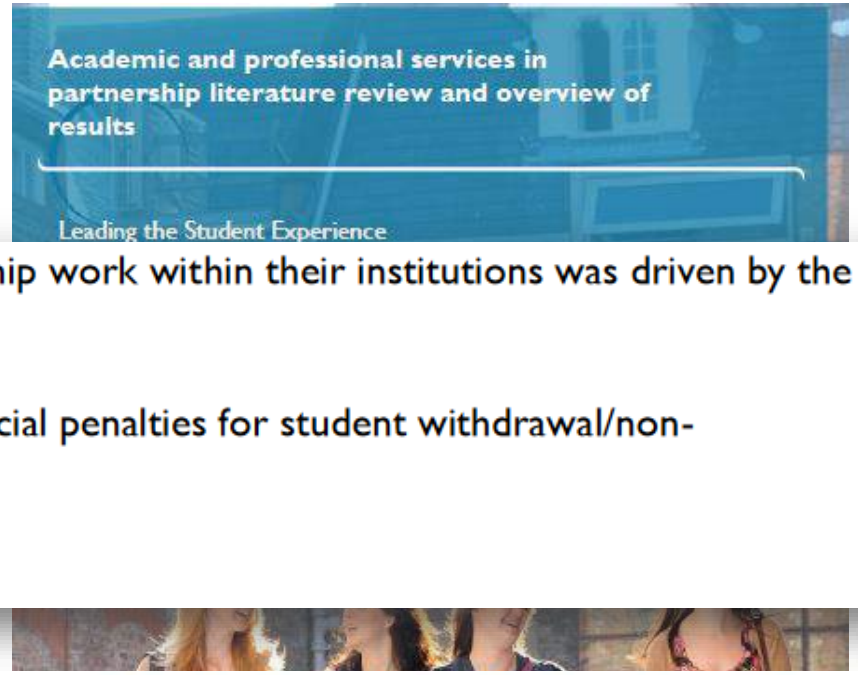

Participants discussed how partnership work within their institutions was driven by the need to:

- respond to National Student Survey scores;
- limit the effects of the new funding and fees regime including the financial penalties for student withdrawal/non-completion;
- translate and contextualise 'effective practice' within the sector;
- provide parity and consistency across academic departments .

… it's looking at the student as a whole person and generally you don't do that, you just look at these little narrow bits and then speculate on the impact of the other bits on the bit you're looking at.

(Pro-Vice Chancellor)

https://www.heacademy.ac.uk/system/files/prof_service_partnerships_report_final_200214_updated_1.pdf

https://www.heacademy.ac.uk/system/files/resources/prof_service_partnerships_toolkit_final_201214_updated.pdf

Australian Learning & Teaching Fellows

blasst Benchmarking leadership and advancement of standards for sessional teaching

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Sessional Staff

blasst Benchmarking leadership and advancement of standards for sessional teaching

Welcome to BLASST

Sess·ion·al Staff /sessional stæf/ noun.

Any teachers in higher education who are employed on a casual or contract or s
and subject convenors, demonstrators, and markers.

Welcome to BLASST – a project funded by the Australian Government Office for
teaching by sessional staff in higher education.

In acknowledgement of the contribution made by sessional staff in higher educat
Staff Standards Framework to evaluate and support the learning and teaching, r
affecting sessional and casual teachers in higher education.

THE SESSIONAL STAFF STANDARDS FRAMEWORK

Sess·ion·al Staff /sessional stæf/ noun. Any teachers in higher education employed on a casual or contract or sessional basis. This includes lecturers, tutors, online course facilitators and moderators, markers and demonstrators.

The Sessional Staff Standards Framework sets in place criteria and standards by which we measure the quality of performance and outcomes in learning and teaching, and in management and administrative policy, procedure and practices around sessional staff.

The Sessional Staff Standards Framework positions the Institution's approach to sessional staff within the institutional policy framework, while allowing enough flexibility to include and support individual sessional staff members; as well as Department (Unit Convenor/ Coordinator/ Subject Coordinator / Subject Leader); and Faculty (School / Division) -level responses to sessional staff issues.

These standards should be read together with existing policy and process documents, including the current Enterprise Agreement, and it should be acknowledged that while the framework focuses on sessional staff, it may have resource and workload implications for all university staff.

Principles

There are three guiding principles that underpin the Sessional Staff Standards Framework.

1. Quality Learning and Teaching
2. Sessional Staff Support
3. Sustainability

Criteria

Within each principle there are three different standards of achievement in relation to the listed criteria:

- *Unsustainable* indicates that current practice fails to address the criterion
- *Minimum Standard* indicates that there has been an active attempt to address the criteria and that a basic standard has been achieved
- *Good Practice* indicates that the criterion is being met or exceeded

Criteria are grouped into the three principles but are interdependent and some overlap is inevitable and intentional.

MACQUARIE University SYDNEY·AUSTRALIA

UNIVERSITY OF CANBERRA AUSTRALIA'S CAPITAL UNIVERSITY

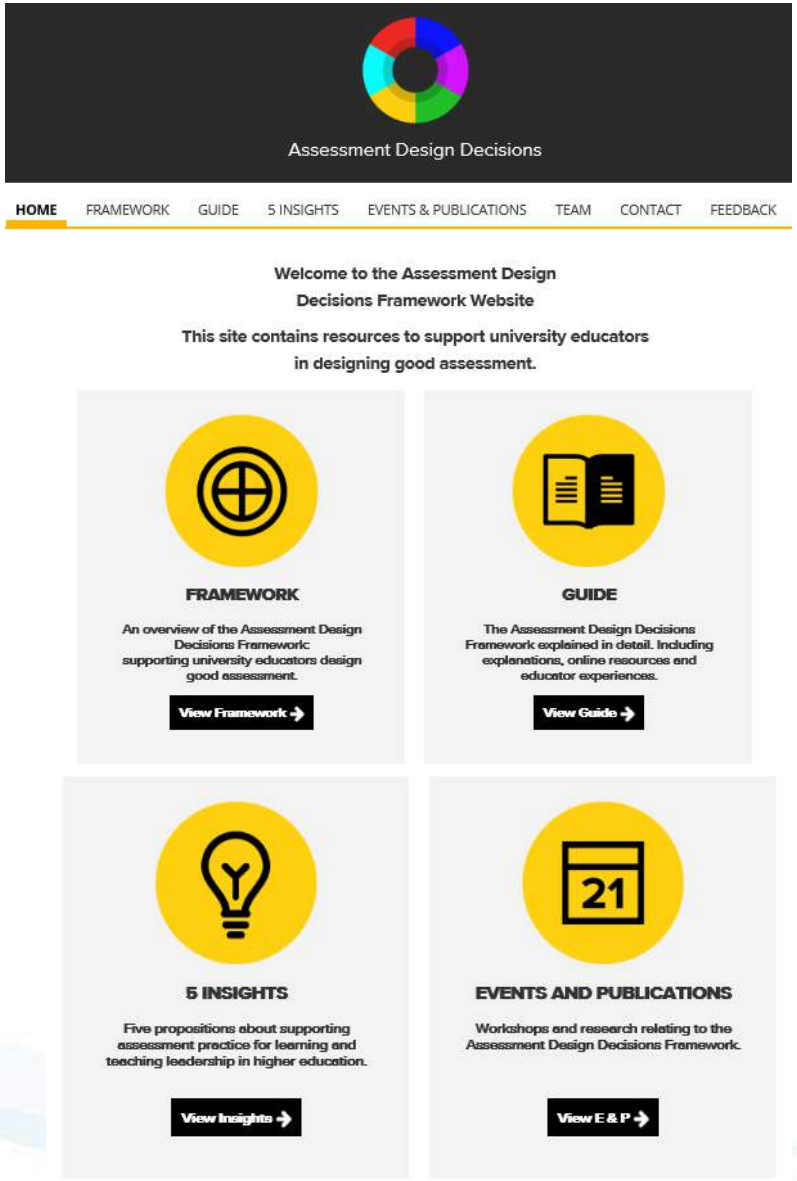
UTAS

UNIVERSITY OF TECHNOLOGY SYDNEY

http://www.blasst.edu.au/

http://www.blasst.edu.au/docs/BLASST_framework_WEB.pdf

Staff Engagement for Good Assessment



P Dawson, M Bearman, G Joughin, M Hall, S Bennett, E Molloy & D Boud – September 2014

http://www.assessmentdecisions.org/

INSIGHT 5.
Good assessment happens when L&T leaders in faculties/ schools/ departments are engaged

- 'Chalkface' or ***local L&T leaders*** ***are very influential in assessment*** (e.g. Assistant Deans of Education, Heads of Department, Program Coordinators)
- Often L&T leaders are the ***main interface between policy/procedures and practice***
- Targeted support for local L&T leaders through ***professional development***, resourcing and expert advice, may have a ***broad impact on assessment practice***.

Action: **value** local L&T leadership and **identify ways** for these leaders **to improve** assessment in their faculty/department.

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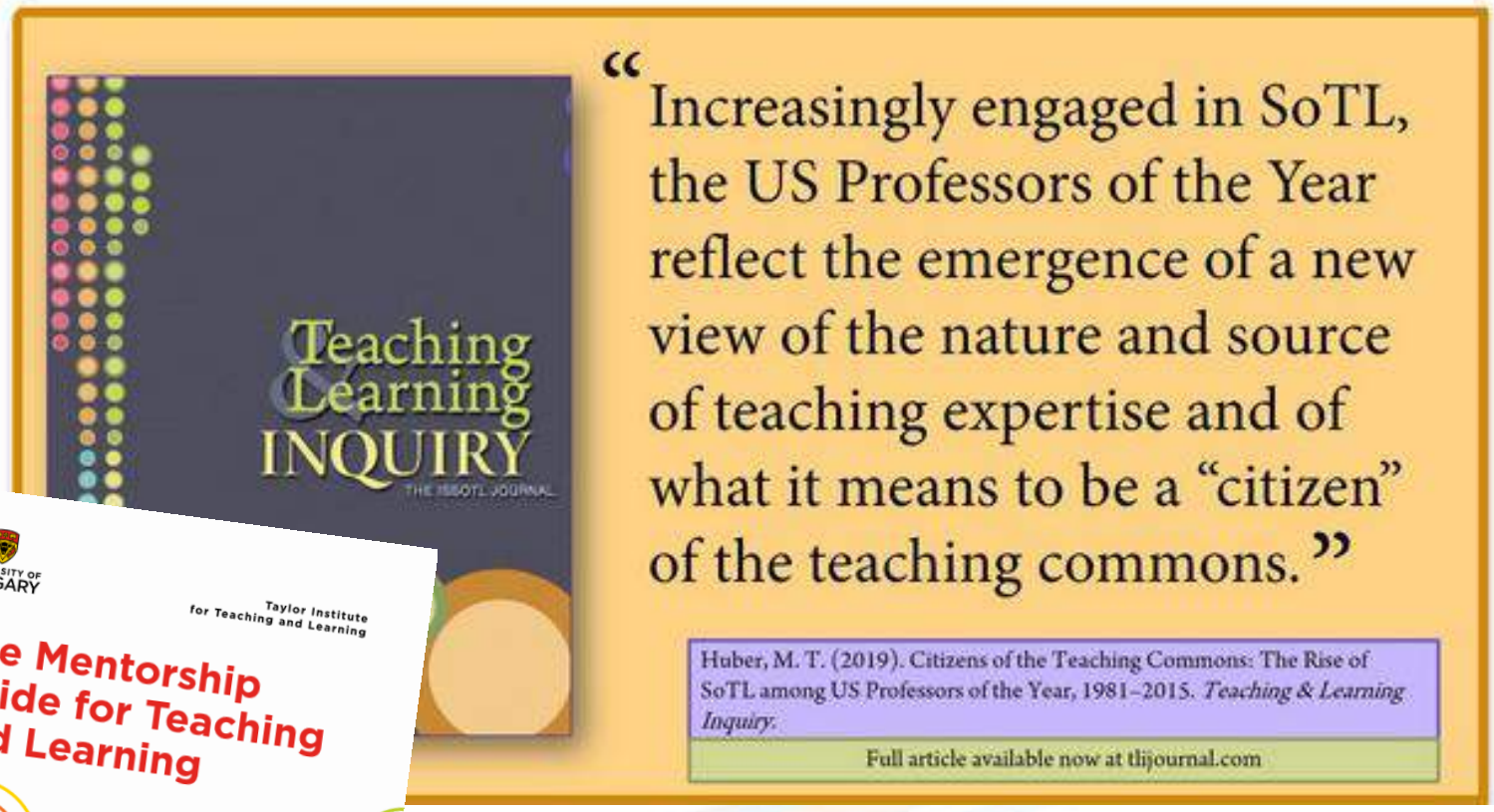
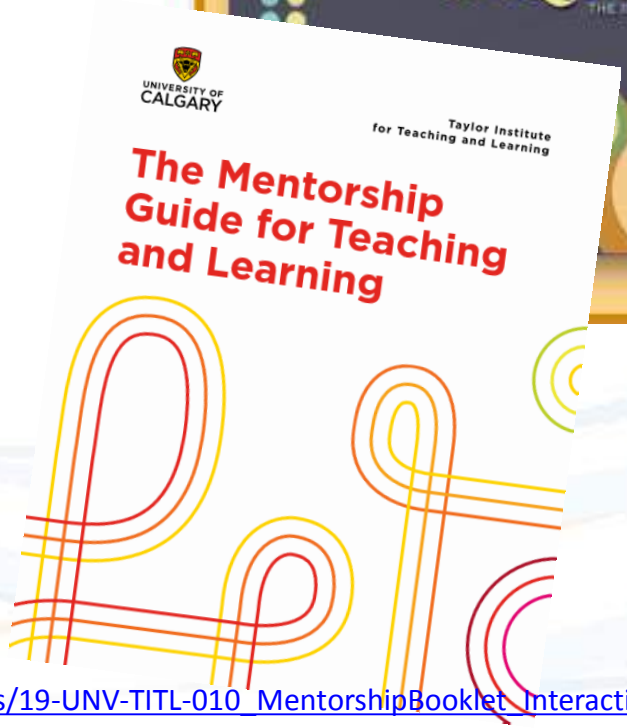
"Citizens of the Teaching Commons"

Not just *Communities* of Practice but extensive *NETWORKS* for Practice, with shared purpose & vision – advocates, **connectors**, moral L&T conscience…

Teach&Learn Inquiry @TLI_ISSOTL · May 8

Citizens of the Teaching Commons: The Rise of SoTL among US Professors of the Year, 1981-2015 by Mary Huber! Read it here: ow.ly/FHRZ50sIlvb





A learning & teaching ecosystem of mutual encouragement, support, even joyful engagement…

https://journalhosting.ucalgary.ca/index.php/TLI/article/view/57586/51861

https://taylorinstitute.ucalgary.ca/sites/default/files/TI%20Guides/19-UNV-TITL-010_MentorshipBooklet_Interactive.pdf

Connectedness
+
Engagement
=
Retention

"The more students learn, the more value they find in their learning, the more likely they are to stay and graduate … ***the purpose of higher education is not merely that students are retained, but that they are educated. In the final analysis, student learning drives student retention."***

(Tinto, 2002, 4)

Tinto, V. (2002, June). *Establishing Conditions for Student Success*, Paper presented at the 11th Annual Conference of the European Access Network, Monash University, Prato, Italy.

Student Retention & Success Operational Plan 2018 – 2020

https://federation.edu.au/__data/assets/pdf_file/0003/440805/SRS-Operational-Plan_FINAL1.pdf

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PRIORITY 1: ACCURATE & PREDICTIVE EVIDENCE TO SUPPORT DECISION MAKING AROUND SRS

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing
1.1 Use quality data to improve teaching practice and to benchmark attrition, retention and success rates. Provide attrition, retention and success analysis and reporting					
1.2 Communicate retention and success data and analysis to the Student Retention & Success Team and University community					

PRIORITY 2. ENHANCE OUR PROACTIVE, STUDENT-CENTRED UNI WIDE APPROACH

Objectives	Action	Targets/Outcomes	Mapping to *	Accountability	Timing
2.1 Enhance the enrolment process to be user friendly, simple and straightforward					
2.2 Develop and implement a culture of continuous improvement through integration of the 'student centred' concept across the organisation from transition to completion.					

PRIORITY 3. IMPROVE TARGETED INTERVENTION AND SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing
3.1 Develop and implement targeted intervention and support programs and courses in each academic /teaching unit at the Program Level and the Course Level with the highest attrition and highest fail rates.					

PRIORITY 4. IMPROVE STUDENT TRANSITION SUPPORT

Objectives	Action	Targets/Outcomes	Mapping to LTSS	Accountability	Timing
4.1 *Embedding skills integral to transition* Develop and implement a cohesive and embedded transition program commencing stude in their first semes of study.	1. Implement transition support program for commencing students during the first six weeks of their studies.	Central delivery of a series of workshops encompassing key university and learning skills areas from weeks one to six each semester. Targeted student cohorts will be commencing students and students identified by their school as potentially at risk of struggling with university study.	2.2	DVC (A), Director CLIPP, Director Library & Learning Spaces Director Student Connect	Piloted each semester from June 2018 – December 2019 then reviewed for further implementation.
4.2 Create a cohesiv of institutional activities and	2. Develop additional resources for				

3.3 Develop and implement targeted intervention and support for student sub-cohorts at high risk of withdrawal, among International and partner provider students.	**INTERNATIONAL AND PARTNER PROVIDER STUDENTS** 1. Identify patterns of dropout and completion rates for this cohort.	Analysis undertaken and presented.	2.1	PVC International, Manager Data & Reporting, SRS Data Analyst,	Septem 2018
	2. Develop targeted and specific interventions and support to improve retention and timely completion of International and Partner Provider students.	A decline in attrition by 1% each year for three years (set in context with student intake).	2.1	DVC (A), PVC International, ADTQ, Deans of School	Decembe 2018
		Increase in International and Partner Provider student retention and completions.	2.1		

Transitions
Professions
Curriculum
How hard would it be to connect it all up ?
Alumni
Support
Social
VocEd
Physical Space
Skills
Schools
Social Inclusion & Mobility
Reviews
Industry
Global
Data
Online
Families
Communities
Lifelong Learning
Public Good
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Connectedness 2.0: Towards a theory of HE connectedness for the best chance for all
What if our sector took responsibility for pursuing inescapable opportunities for connectedness – with and between all staff, students, students' families and communities, curricula, learning environments, sectors, industries and professions – with good purpose and empathy?
November 17, 2019
https://bit.ly/35gLt9n
By SALLY KIFT
Having recently contemplated the veritable frenzy of education-related reviews currently in play that have consequences for Australian higher education (HE), I now wonder if there is possibly a less transactional and more relational approach to advancing our nation's educational future. In this spirit, I offer a vision for hyper-connectivity – Connectedness 2.0 for The Best Chance For All. If you stay with me, my thinking here is that Connectedness 2.0 might help diffuse some perennial binaries and smooth a number of HE's hard edges.
What if we embraced connectedness unplugged, starting with HE's positioning in a connected educational ecosystem from 'high chair to higher ed'; an ecosystem where education was connected with opportunity for all?
What if our sector took responsibility for pursuing inescapable opportunities for
Campus Morning Mail is an independent newsletter written and published by Stephen Matchett, formerly a long-serving journalist at The Australian newspaper. The daily e-news column receives no undisclosed funding or other assistance from any organisation or individual. Other features content on this site is managed and provided by Higher Education Consulting Group.
Subscribe

Connectedness + Engagement = Retention

Federation University

Partner Forum 2020

Professor Sally Kift PFHEA FAAL
President, Australian Learning &Teaching Fellows
Discipline Scholar: Law

@KiftSally

11 February 2020
Federation University,
Mt Helen Campus, Ballarat