Creating and delivering radical change ... overnight!

Mandy Bishop, Deakin University

Website: www.deakin.edu.au/transition
Email: mbishop@deakin.edu.au
Phone: 03 5227 2953
What changed...

Week Zero

Name change!

Concurrent workshop schedule

Interactive, dynamic website

Weeks 3 and 8 check ups

1000 intercept surveys

Passport activity

8500 individual itineraries!

Host contact card

Negotiated consolidated timetable

Student hosts on campus for 7 weeks

Faculty-coloured t-shirt for every student

The difference is Deakin University
Critical success factors:

- Buy in at all levels
- Central driving force
- Empowered, enthusiastic committee
- Safety nets
- Regular reports
- Student society on board
- Input from academics
- Brute determination!

The difference is Deakin University
Top floor: The view from the top

Desire and support for change at the executive level
Basement: Get the foundations right

> Student feedback
> Committee feedback
> Best practice principles
Empower and motivate the committee

Develop an O-Week program which:
• Creates a welcoming environment and atmosphere, academically and socially
• Provides opportunities for students to form networks with other students and faculty staff (including first year academics) – fosters interaction and engagement from ‘day 1’
• Presents Deakin as a learning community and introduces university learning and assessment styles, along with mutual expectations of students and the University
• Highlights the learning and personal support structures available within the University
• Introduces students to the physical layout of their campus and the location of various facilities
• Has a whole-of-University approach, but with an emphasis on opportunities to for specific faculty and campus needs to be addressed
• Introduces students to the library and technology available on and off campus
• Provides a meaningful program for off campus students
• Provides a relevant program for students from a range of cohorts, including postgraduate, international, mature-aged, etc.
• Is communicated to students effectively, using relevant technologies
• Links with DUSA4U events and services to form an integrated program
• Articulates into the broader transition program
Ground floor: Workwear

> Design solutions
> Gain commitments
> Provide support
4th floor: senior management

Associate Deans, Teaching and Learning.
Divisional Director, Division of Student Life
2nd floor: group travel

Presentations by invitation

> Campus groups
> Faculty groups

The difference is Deakin University
3rd floor: communications

Getting information out

✅ Did do…

• Faculty-specific briefing sheets
• Portal notices
• Regular reports
• Direct contacts

❌ Should have done…

• Weekly/daily briefing sheets for front line staff
• Collated programs sheets/booklets per campus

Getting information back – review and recognition
**Overview:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>Policy directions, budget support, modelling</td>
</tr>
<tr>
<td>Senior managers</td>
<td>Spread the message, support their staff, gain buy-in in their areas</td>
</tr>
<tr>
<td>Work teams</td>
<td>Generate common understandings and commitments</td>
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<tr>
<td>General and specialist staff, academics</td>
<td>Harness ideas and skills, conduit to needs and issues, recognise input</td>
</tr>
<tr>
<td>Students</td>
<td>Ideas and directions, deliver services, continuous improvement</td>
</tr>
</tbody>
</table>

The difference is Deakin University
What worked...

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