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Department of Education

Partnering with alumni for student and graduate success

Final report 2019

Lead institution:	Griffith University
Project leader:	Professor Jessica Vanderlelie



www.engagingalumni.com

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My Fellowship did not follow a traditional path, as the twists and turns of my career delayed submission. I would like to thank Conor King and the Vice Chancellors of the IRU universities for permitting me the opportunity to continue exploring my Fellowship while undertaking my role as the IRU Vice Chancellors’ Fellow. This experience greatly supported the National Fellowship by exponentially expanding the reach of the interviews and providing me with a depth of understanding of higher education that I would not have had without it.

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List of acronyms used

ABP	Architecture, Built Industries and Planning
AUAPG	Australian Alumni Professional Group
CASE	Council for Advancement and Support of Education
HERDSA	Higher Education Research and Development Society of Australasia
HERI	Higher Education Research and International
IRU	Innovative Research Universities
QILT	Quality Indicators for Learning and Teaching
SPSS	Statistical Package for Social Sciences
STARS	Students, Transition, Achievement, Retention and Success
UG	Undergraduate
UK	United Kingdom
USA	United States of America

Executive Summary

Context

Every year thousands of students cross the graduation stage and make the transition to the world of work. As Australian universities and their staff beam with pride and reflect on a job well done, they hand responsibility for maintaining connection to each year's 250,000 new graduates (QILT, 2018) to the able hands of our Alumni professionals. However, despite the latter's best efforts, only 20% of graduates remain actively connected to their university.

To strengthen our connection with alumni, I believe we need to consider the 'world' of a new graduate, challenge our notions of having 'done our job' at graduation and facilitate connection beyond our requests for time, talent and treasure (Creamer, 2013; Forbes, 2014). Our relationships instead must be supportive of the graduate and provide them with a range of 'value add' experiences that facilitate their involvement in ways that have personal meaning (Myran, Baker III, Simone, & Zeiss, 2003).

The rapidly changing nature of work poses both a challenge and an opportunity for universities. Our challenge is to ensure students receive an education that will prepare them for the realities of work, with an adaptable skill set and the confidence to navigate inevitable career transitions. Our greatest opportunity? To harness the power of our alumni to enrich the student experience, support student employability and authentically infuse industry knowledges into the curriculum.

Why this Fellowship, and why now?

The strength of a supportive student experience is fundamental to successful alumni engagement (Button-Renz, 2010). This is something well known to our Alumni professionals, yet the sector is still only beginning to connect the two. To achieve success, it is imperative that academic staff see their role in developing lasting connection to graduates and supporting a student employability. Strong academic partnerships ensure that students see the value in the alumni network and send a strong message to alumni that the university is committed to maintaining a relationship beyond requests for money.

This National Learning and Teaching Fellowship supported universities to enhance student employability and graduate success in ways not previously explored in Australian or international Higher Education. The Fellowship matured from its original proposal, as the Fellow gained a deeper understanding of the political landscape of alumni engagement within the Australian and international context. The relationship the Fellow fostered with members of the Australian University Alumni Professionals Group (AUAPG) was invaluable, and was instrumental in broadening the Fellowship's approach to improve its generalisability and maximise its impact and uptake by the sector. Importantly, the Fellowship deepened to consider alumni engagement across all disciplines, made explicit the role of alumni in supporting employability and addressed the tension between academic and alumni professionals working to engage alumni.

Fellowship approach

During the Fellowship, Professor Vanderlelie connected deeply with the sector and engaged over 1900 individuals from 28 Australian and 27 international universities through research activities, presentations and workshops.

The recommendations and frameworks developed during the Fellowship were informed through insights gathered from a strong research foundation that developed across the course of the Fellowship. The Fellow undertook a suite of semi-structured interviews (n=115) and focus groups (n=164 participants) with participants from 11 Australian and 27 international universities and surveys of students (n=288), Health Science academics (n=40) and Alumni professionals (n=23). Through these activities the Fellow explored the value that academic staff, students and Alumni professionals see in engaging graduates and identified the key challenges academic staff and Alumni professionals experience when working together and maintaining alumni communities.

Fellowship outputs

The key outcomes of the Fellowship of theoretical frameworks and resources that support universities to maintain authentic engagement with their alumni and leverage their knowledges to support student employability. This work has been disseminated widely across the Australian Higher Education sector through a series of ten workshops (n=287 participants) held at national conferences (n=3) and upon invitation by Australian universities (n=7) and to a further audience of over 1300 individuals at seven national conferences and 11 institutional symposia.

Engagement with and dissemination of Fellowship resources will be facilitated through the Fellowship website www.engagingalumni.com and the publication of a series of five ***Engaging Alumni for Employability Good Practice Guides***. The Guides provide the inaugural national principles for engaging alumni for employability and a series of contextualised recommendations, frameworks and examples of practice to empower universities, academics and professional staff to authentically engage with alumni.

Key deliverables published in the Good Practice Guides include:

- Engaging Alumni for Employability Good Practice Principles
- Typology of Alumni Engagement
- Action Recommendations for Senior University Staff
- Engaging Alumni for Employability Framework
- Alumni Engagement Activities Matrix
- Practice Recommendations for Alumni Professionals

Influencing practice

The deep engagement of the Fellow across the sector and internationally has ignited wider conversation and deepened awareness of the value of alumni and the importance of supporting graduate transition. Since the Fellowship began in 2015, greater weight has been

placed on supporting our young alumni and the Fellow has played an active role in shaping the employability narrative and practice in Australia.

The Fellowship will continue to raise awareness of sector-wide good practice and facilitate continuous improvement through the Graduate Lifecycle Leaders Network. This network recognises academic colleagues from across the sector for their commitment to working with alumni in a mutually supportive way and for the quality of their engagement activities. Leaders are connected through the Higher Education Transition Out Network. This network provides leaders with the opportunity to disseminate their good practice and connect with colleagues from across the sector interested in supporting the graduate transition.

In addition to the work of the Graduate Lifecycle Leaders Network, the Fellow identified a range of good practice initiatives from across the sector and developed 22 case studies to support wider dissemination of this important work. Of these, 19 are presented in the Good Practice Guides and a further seven showcased through the National Innovation Case Study Collection (<http://app.iru.edu.au/national-innovation-case-study-collection/>).

The Fellowship began with a focus on the Health Science discipline at a single university and expanded to consider alumni engagement as it applies to all disciplines. In this way, the work of the Fellowship has impacted not only the lead institution (Griffith University) but can be seen more widely across the sector.

Recommendations for future action

Sector-wide transformation is a slow process, though this Fellowship has highlighted a desire for change and willingness to collaborate. For universities and staff considering their approach to engagement, the Good Practice Guides outline the following recommendations for the future.

1. Waiting until graduation is too late. Begin on day one by helping students to understand what it means to be an alumnus and the value of remaining connected.
2. Provide a supportive student experience that offers opportunities to connect with alumni during the degree.
3. Communicate the university's alumni engagement philosophy, strategy and intentions around fundraising to staff, students and alumni.
4. Work with schools/disciplines to identify academic champions to lead alumni engagement across the institution and liaise with the Alumni Office.
5. Leverage employability as a 'foot in the door' to connect academics and alumni in efforts to enrich the curriculum.
6. Make the processes for engagement with Alumni Office clear to all staff.
7. Celebrate the success of your alumni widely.
8. Implement training programs for staff that support academics to develop skills in relationship management, alumni engagement practices and establishing and maintaining online networks.
9. Leverage the power of social media to transform the ways in which you connect and engage alumni.
10. Provide tailored support for alumni in their transition to the world of work.

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Chapter 1 Fellowship Introduction and Overview

Background

Every year more than 250,000 students graduate from Australian universities (Quality Indicators for Learning and Teaching [QILT], 2018). However, evidence suggest that less than 75% of graduates remain connected to their institution (Coolman, 2011; Madden, 2016). This lack of engagement begs the question – what more can universities be doing to facilitate continued alumni engagement?

The concept of ‘friend raising’ (Myran, Baker III, Simone, & Zeiss, 2003) provides a solid foundation from which universities can consider engaging alumni beyond requests for financial ‘donations’ and brand capital (Creamer, 2013). In this way, the strong personal connections to academics that ‘made a difference’, combined with a range of ‘value add’ experiences that have personal meaning to alumni (Myran et al., 2003), can facilitate a deep and lasting connection to the university. Once this type of authentic and mutually beneficial partnership is established, its power may be realised in the interests of improving undergraduate retention, success and employability.

To reshape our connection with alumni, the ‘world’ of a new graduate must be (re)considered and academics challenged to review any notions of having ‘done their job’ once students successfully complete their studies. Instead, in support of Button-Renz (2010), this Fellowship argued that the path to establishing a strong alumni network begins the moment a student joins the institution and is directly tied to the student experience. The recipe for success is providing high-quality educational experiences that facilitate access to alumni during the course of a degree and directly address the role of an alumnus and the value of remaining connected. In this way, every member of the university community has a role to play in building a vibrant alumni community. The power of this approach is evidenced in the success of US institutions, which have arguably the richest and longest-standing history of alumni engagement.

Context

The growing emphasis on supporting student employability provides an important lens through which to consider alumni engagement. Alumni hold a wealth of information regarding the challenges of graduate transition and the realities of navigating the ‘new world of work’. Targeted scaffolding of employability-based learning across a degree has the power to transform student employability. By building stronger connections with alumni, we have the power to enrich curriculum with the voices of ‘those that have gone before’ while also offering alumni a rewarding opportunity to contribute to the development of current students.

For Australian Higher Education, it is both timely and important to reshape alumni–university relationships into an intentional and mutually beneficial partnership, with student and graduate success as the overarching goal. By redefining our engagement philosophy and practices, we may enhance our capacity to maintain a longer-term connection with our alumni, providing them with a custom-made and perpetual lineage of support as their career

progresses. In return, we will unlock their intelligences to support curricula and employability initiatives, ensuring graduate capabilities in future cohorts.

Overview of the Fellowship

The *Partnering with Alumni for Student and Graduate Success* Fellowship (referred to hereafter as ‘the Fellowship’) was awarded to Professor Jessica Vanderlelie (referred to hereafter as ‘the Fellow’) in October 2015, by the then-Australian Government Office of Learning and Teaching (now subsumed into the Department of Education). The Fellowship proposed a redefinition of the philosophy of the alumnus and their role in supporting student employability in the context of Australian Higher Education. The Fellow engaged deeply with colleagues, both nationally and internationally, to develop a range of deliverables to meet the overarching Fellowship aim. This was to:

Enhance student employability and success by conceptualising and designing effective and evidence-based methods to actively engage alumni in a mutually beneficial relationship with the university.

Fellowship objectives

- Develop a theoretical framework through which to reconsider notions of graduate success and identity across the graduate lifecycle.
- Explore existing models of alumni engagement both nationally and internationally.
- Develop a conceptual framework, with supporting exemplars, process steps, and required resources for schools from Health Science disciplines to actively engage with alumni in a sustainable and mutually beneficial manner to:
 - contribute to curriculum renewal
 - improve undergraduate sense of purpose and employability confidence
 - support students in their transition to the world of work
 - improve capacity to gather authentic and accurate data on graduate success in the short and long term.
- Facilitate discipline-wide discourse around alumni engagement and graduate success.

Development of the Fellowship

From the initial proposal, the Fellowship matured as the Fellow gained a deeper understanding of the political landscape surrounding alumni engagement within the higher education context of Australia and internationally. A key success of the Fellowship was the broadening of the focus from Health Science, to consider alumni engagement across all disciplines. This approach improved the generalisability of the Fellowship outcomes and ensured maximum impact and uptake of Fellowship aims by the sector. In considering multiple disciplines, the Fellow was able to draw upon the considerable experience of disciplines such as Business, Law and the Allied Health Sciences, which have strong histories of alumni connection and practice-based curriculum that is deeply connected to industry.

Through early engagement with colleagues across the sector, the Fellow became acutely aware of the tension that exists between academic staff and their professional staff colleagues working the Alumni Development Office. Despite the recognition of the important

contribution 'third space' professional areas make to supporting student learning (Whitchurch, 2015), Alumni professionals were not considered to be working towards the same goal when it came to alumni engagement. Academic staff frequently expressed comments such as *'they only want our alumni for their money'* and *'I get nothing from my own alumni association, so why should I tell students to join ours'*. These perspectives signalled a major barrier for the scalability of alumni engagement in Australia. In response, the Fellow reoriented the Fellowship focus from the graduate experience to the relational and process enablers that would facilitate strong and supportive alumni engagement and networks.

To progress this work, the Fellow drew upon additional external funding to undertake an international study tour to scope alumni engagement practices across the United States of America, Europe and the United Kingdom. This work, combined with significant sector-wide consultation, informed the development of a refined set of research questions and extension of the Fellowship to consider the perceptions of students, academics and alumni professionals in the value of alumni engagement in universities.

From these important foundations, and through the strong relationships developed with members of the Australian University Alumni Professionals Group (AUAPG), the Fellowship was well-positioned to develop a range of resources, tools and Good Practice Guides to support academic staff to develop and sustain alumni networks in a manner that is supportive to alumni, and to work in collaboration with the central Alumni services of each institution.

The appointment of the Fellow as the Innovative Research Universities Vice Chancellors' Fellow delayed completion of the Fellowship but brought additional attention and recognition to the work. The significant additional travel and influence associated with the IRU Fellowship provided a powerful platform through which to disseminate practice and engage in discussion with senior executives to progress the Fellowship aims in a manner not originally possible.

Outcomes of the Fellowship

- An evidence-based, theoretical framework for the engagement of alumni to support student employability.
- Development of the Engaging Alumni for Employability Good Practice Guides for dissemination nationally.
- Institutional embedding of alumni engagement practice to support employability at Griffith University and more widely across the sector.
- Network of Graduate Lifecycle Leaders to disseminate practice and facilitate continued capacity-building across the sector.
- Case studies of good practice in alumni engagement from across Australia.
- Wide dissemination of Fellowship resources across the Australian university sector through national workshops, presentations and publications.
- Web-based resources to facilitate transferrable uptake of Fellowship outcomes through the production of the 'Engaging Alumni' website.

The following chapters detail the research, activities and deliverables produced during the Fellowship.

Chapter 2 Fellowship Activities and Dissemination

During the Fellowship, a range of activities were undertaken to engage the sector and facilitate the dissemination of findings, including:

- alumni engagement activities
- workshops
- national presentations
- Engaging Alumni for Student Success grants
- fostering connection to other Fellowships
- research activities

Alumni Engagement Activities

Events

The Fellowship was launched in November 2015 during a cocktail reception held at Griffith University to celebrate 15 years of graduates from the School of Medical Science. More than 100 graduates from the school attended this event. Individual stories of graduate success, and an overview of the Fellowship, were shared. Attendees also had the opportunity to network with current staff and students of the school. On the back of the success of the 2015 event, a Twilight Networking function was held in November 2016. Fifty alumni attended this event and had the opportunity to engage with the Fellowship and contribute their views. Event posters are contained in Appendix B.



Figure 1. Photos from the School of Medical Science 15-year Alumni Celebration.

Network engagement

The Fellow also continued active engagement of the School of Medical Science Alumni Network until she left Griffith University in 2018. Over the course of the Fellowship, the network doubled in size from 721 members in December 2015 to 1463 members in February 2018. As a component of the Fellowship, the online career development resources that were curated by the Fellow were distributed to the network.

Alumni career trajectory mapping

During the Fellowship, preliminary work was undertaken to map graduate trajectories from the Health Science Degree at Griffith University using data reported on LinkedIn from members of the School of Medical Science network. This work provided valuable insights into the progression of graduates from the program and has been extended as part of a larger research analysis undertaken in collaboration with Associate Professor Helen Massa. During this project, career trajectories for both Biomedical Science and Health Science graduates who studied at the institution between 1997 and 2017 have been mapped and a manuscript is in preparation for publication in 2019.

Workshops

During the course of the Fellowship, Professor Vanderlelie presented a series of workshops that allowed her to share and gather feedback on the frameworks, resources and tools developed as they were being developed. A series of ten workshops were conducted as part of the Fellowship. In total, 287 individuals attended workshops that were conducted as part of national conferences (n=3) and upon invitation by Australian universities (n=7) (Table 1).

Conference/Institution	Workshop Title	Date	Participants
HERDSA QLD Satellite Conference. James Cook University	Are we losing our most valuable relationships? Thinking differently about engaging alumni.	November 2015	59
Griffith University	A new model of alumni engagement: Facilitating graduate success and supporting employability.	December 2015	43
ACSME conference Brisbane	Engaging alumni to strengthen undergraduate employability and support the study–work transition.	October 2016	7
University of Adelaide	Thinking differently about engaging alumni to improve graduate success in the Health Sciences.	December 2016	8
Murdoch University	Employability: The future of work and the curriculum.	April 2017	27
Central Queensland University	A new model of alumni engagement: Facilitating graduate success and supporting employability.	May 2017	12
Charles Darwin University	Supporting student success.	May 2017	12
Murdoch University	Supporting student employability.	June 2017	62
STARS conference. Adelaide	Supercharging Employability: How to harness the power of your graduates.	July 2017	14
Griffith University Employability Symposium	The power of alumni to support employability.	November 2017	43

Table 1. Summary of workshops presented during the Fellowship

Each workshop was tailored to the specific needs and context of the institution. While including a range of foci, institutions commonly requested practical advice for the establishment and maintenance of online alumni networks, examples of good practice from across the sector and, importantly, strategies to encourage participants to consider how

alumni could be drawn upon to support student employability across their operational areas. An example of the workshop activities summary information is provided in Appendix B.

Workshop evaluation

The survey comprised six items that combined closed responses with qualitative comments. The survey was administered at the end of each workshop in paper format. An example of the evaluation is contained in Appendix B and the data is summarised in Table 2.

Table 2. Summary of workshop evaluation

Question	Mean rating of satisfaction +/- SD*
The workshop as a whole	4.21 +/- 0.64
The quality of the presentation	4.47 +/- 0.54
The usefulness of the information presented to your practice	4.14 +/- 0.72
The information presented has increased my knowledge in this area	4.39 +/- 0.59

*Five-point Likert scale with 5 denoting highest satisfaction, data expressed as mean +/- standard deviation, n=91)

A total of 91 evaluations were received, which equates to an approximate return rate of 32%. Of the participants who responded to the evaluation, 57% (n=52) were academic staff, 35% were professional staff and 7.6% (n=7) identified as Alumni professionals. Overall the workshop was evaluated positively, with 88% of respondents reporting that the workshop was good or very good (Figure 2).

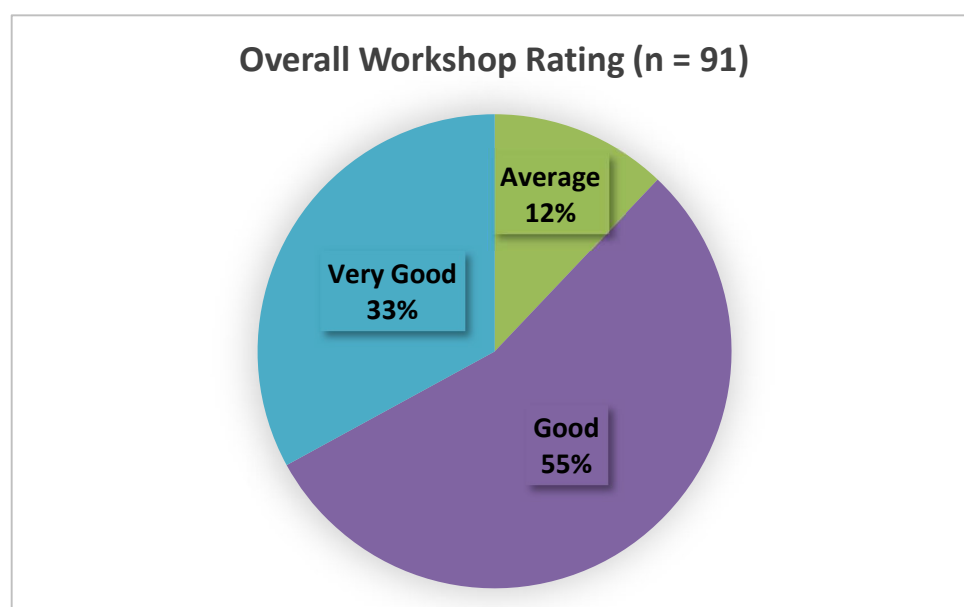


Figure 2. Overall workshop rating received during the evaluation.

Overwhelmingly, respondents felt that the information presented in the workshops increased their knowledge of the area, with 94% either agreeing or strongly agreeing to this question. One colleague commented in the survey *'it had never crossed my mind that alumni could be used to support employability. I don't know why, it seems so obvious now'*. Alumni professionals rated this measure lower, which is not surprising; however, the comment *'I am*

an alumni professional and it is great to see someone raising the profile of the work we do' was pleasing to see.

Overall, 80% of participants found the information presented in the workshop sessions useful to their practice. Qualitative feedback provided additional insight as participants commented that the resources (principles, engagement matrix and tips) were easy to understand and provided practice tools that they could use. Representative comments include *'engaging and thought provoking with an example I can use straight away (panels in class)'* and *'this workshop has been very helpful. I learnt a lot and the tips and matrix gave me something really practical that I can use'*.

Presentations

Across the course of the Fellowship, Professor Vanderlelie engaged deeply with the sector and presented a series of workshops and presentations in six Australian States. A total of 1301 audience members were engaged through workshops and presentations.

Results and frameworks emerging from the research and engagement activities were presented at seven national conferences that included the STARS and Higher Educational Research and Development Society of Australia (HERDSA) conference (Table 3).

Table 3. Summary of conference presentations during the Fellowship

Title	Conference	Date	Audience
Re-visioning alumni relationships to improve graduate employability.	STARS conference. Melbourne	July 2015	26
Are we watching our greatest employability resource ride off into the distance?	National Higher Education Employability Panel. HERDSA Conference. Perth	July 2016	36
A new model of alumni engagement: Facilitating graduate success and supporting employability.	HERDSA Conference. Perth	July 2016	32
Engaging alumni for Employability.	Australian Learning and Teaching Fellows Forum. Sydney	June 2017	46
Keynote: Re-visioning alumni relationships to improve graduate employability.	Australian Council Deans of Science National Conference. Sydney	July 2016	48
Keynote: Outside the walled garden: Supporting academic engagement in alumni relations.	AUAPG National Conference. Gold Coast	January 2017	52
Keynote: Future Ready Graduates – Supporting 21st century skills development in the Health Sciences,	VetSet2Go Veterinary Employability Symposium. Cabarita	January 2017	59

The Fellow was also invited to present at symposia and forums for six Australian universities, one industry body and the Office of Learning and Teaching (Table 4). During each presentation, the Good Practice Principles, Engaging Alumni for Employability Framework and Alumni Engagement Activities Matrix were presented either as part of a presentation dedicated entirely to alumni engagement or as a component of a broader presentation about embedding employability in the curriculum. In all presentations, the frameworks and principles developed through the Fellowship were key sources of interest.

Table 4. Summary of invited presentations during the Fellowship

Title	Institution/Partner	Date	Audience
Keynote: Re-visioning alumni relationships to improve graduate employability.	Griffith University Employability Symposium.	November 2016	123
Authentic Alumni Partnerships: Facilitating graduate success and supporting employability.	Office of Learning and Teaching HERI Seminar.	February 2017	38
Keynote: Harnessing History to Future-Proof our Graduate.	Central Queensland University.	May 2017	26
Re-visioning alumni relationships to improve graduate employability.	Griffith University Health Group Employability Symposium, Gold Coast.	June 2017	81
Future Ready Graduates - Supporting 21st century skills development in the Health Sciences.	Murdoch University School of Business Seminar Series.	June 2017	31
Keynote: Innovation for an uncertain future.	Westfield South East QLD Senior Leadership Development Conference, Gold Coast.	September 2017	31
Keynote: Employability: The future of Work and the Curriculum.	James Cook University Employability Symposium, Townsville.	September 2017	88
Improving Student and Graduate Success.	Griffith University Teaching and Learning Symposium.	October 2017	114
Keynote: Employability: The future of Work and the Curriculum.	Flinders University Learning and Teaching Week Showcase, Adelaide.	November 2017	97
Keynote: Assessing for Employability.	La Trobe University Employability Summit.	October 2018	57
Keynote: Supporting Student Success.	La Trobe University Teaching Advancement Symposium.	November 2018	29

Engaging Alumni for Graduate Success Grants

The Engaging Alumni for Graduate Success Grants were designed to provide seed funding (maximum \$5000) to support universities in the development and implementation of collaborative programs to enhance student employability through the engagement of alumni. To be eligible for funding, project teams were required to include a diversity of areas from across the institution with a minimum of one team member from the Alumni department of the university. The application form for the Grants is contained in Appendix B.

Project teams were invited to join the Australian Network of Graduate Lifecycle Leaders and to showcase their work through the National Innovation Case Study Collection, the Fellowship website and at the 2019 Students, Achievement, Retention and Success Conference held in Melbourne as part of the Transition Out Network Showcase.

Five projects were successful for funding.

- **Making Employability Real: Building community, impacting performance**
Institution – Flinders University
Project Lead – Verity Kingsmill
- **Remaining connected, not just reconnecting**
Institution – Griffith University
Project Leads – Dr Owen Jepps, Ms Sarah-Jane Gregory, Associate Professor Sarah Cresswell
- **Lunch with Alumni**
Institution – The University of Melbourne
Project Lead – ABP Future Leaders: an alumni network of the University of Melbourne and Built Industry Group: a student initiative at the University of Melbourne
- **Learning Communities – Launching Conversations**
Institution – The Australian National University
Project Lead – Jules Lumbers
- **Preparation for Professional Life**
Institution – Edith Cowan University
Project Lead – Kay Hearn

Each project is scheduled for completion by July 2019 and final reports will be made available through the Fellowship website. The first project (Lunch with Alumni) was completed in December 2018 and the report is included in Appendix B. Delays incurred due to institutional processing of invoices for the Engaging Alumni Grants resulted in a number of the project teams only being able to begin their work late in 2018. The result is that project outcomes for the remaining four projects will not be reported until June 2019. The outcomes of these projects will be presented at the Transition Out Network session at the 2019 STARS Conference.

Fostering connection to other Fellowships

The Fellowship also sought to connect authentically to concurrent Fellowships funded by the Australian Department of Education. There were particular synergies between this Fellowship and those led by the colleagues below. Examples of these contributions are included in Appendix C.

Professor Dawn Bennett: From theory to practice: Equipping and enabling Australia's educators to embed employability across higher education (2016 OLT Senior Fellowship). The Fellow engaged with this Fellowship in the following ways:

- The development of an Expert Guide: Engaging alumni for student employability. That was profiled on the Developing Employability website <https://developingemployability.edu.au/tools/expert-guide-engaging-alumni-student-employability-professor-jess-vanderlelie/>
- Contributed as an expert in Residence on the Developing Employability LinkedIn Community of Practice, where the Fellow hosted a discussion on the value of alumni in supporting employability.

Professor Ruth Bridgestock: Graduate employability 2.0: Building digital capabilities for lifelong career development (2015 OLT Senior Fellowship). The Fellow engaged with this Fellowship through:

- Development of a Higher Education Case Study titled 'Engaging alumni to support undergraduate employability' that was profiled on the Graduate Employability 2.0 website <http://www.graduateemployability2-0.com/resources/case-studies/>

Professor Sarah O'Shea: Engaging families to engage students: Exploring how university outreach activities can forge productive partnerships with families to assist first in family students navigate their higher education journey (2015 OLT Fellowship).

- The Fellow engaged with Professor O'Shea on a number of occasions to discuss the potential role of alumni in supporting first in family students.

Associate Professor Trevor Cullen: A capstone unit for journalism programs to facilitate the demonstration of graduate capabilities (2015 OLT Fellowship).

- The Fellow engaged with Associate Professor Cullen on the role of alumni in capstone curricula and together they coordinate the Higher Education Transition Out Network. Associate Professor Cullen is also a Graduate Lifecycle Leader and his work is profiled in this Fellowship through a case study.

The Australian Learning and Teaching Fellows webpage and newsletter also profiled the Fellowship when Professor Vanderlelie was selected as the Featured Fellow in February 2018. <https://altf.org/2018/02/27/featured-fellow-jess-vanderlelie/>

Research activities

Research activities for the Fellowship took place between November 2015 and December 2018. The total engagement pool was 2034 individuals, including research participants (n=630) and those engaged through workshops (n=287), conference presentations (n=299) and invited presentations and keynotes (n=818).

Research activities were managed in three progressive stages: a desk audit of the alumni-focused websites of 42 Australian universities; interviews and focus groups; and surveys. This scaffolded approach facilitated insights gathered in the earlier stages informing the later stage.

Ethics approval was obtained from the Griffith University Human Research Ethics Committee (2017/125) for all interview, focus group and survey activities, in addition to the collection of detailed case studies. Survey instruments and communications are contained in Appendix D. The expansion of the Fellowship to consider the perspectives of students, academic staff and alumni professionals through the surveys and additional focus groups required alteration to the ethical clearance for the project which resulted in associated delays.

Stage 1 – Desk audit

Across the course of the Fellowship, desk audits of publicly available website information of 42 Australian universities allowed collection of a range of information and validation of themes emerging from focus groups and interviews. After the initial primary audit of alumni engagement activities undertaken by Australian universities, a series of secondary audits, the most recent of which took place in November 2018, ensured information was up to date and supported the development of Fellowship activities and deliverables.

Key areas of focus for the audits were:

- reference to alumni or graduates on the university home page
- university-level strategy documentation
- listed inclusions of the alumni benefits program
- listed engagement activities and programs
- institutional definition of alumni.

Analysis of this information provided threefold benefits in (i) scoping potential case studies of practice to profile, (ii) identifying key individuals and institutions to approach for interviews and (iii) fostering an understanding of the positioning of alumni in institutional strategy and communications.

Stage 2 – Interviews and focus groups

Interviews and focus groups were conducted face-to face at 11 Australian universities and 27 international universities from the United States of America, the United Kingdom and Europe. In total, 279 participants engaged in one-on-one interviews (n=115) or small group discussions (n=164) with the Fellow.

Interviews were semi-structured and open-ended in nature and conversational in tone, with questions designed to elicit detailed responses. Interviews lasted between 30 minutes and two hours depending on the depth of discussion. This approach provided participants with the flexibility to share their experiences, challenges and understanding. Probes included additional follow-up questions and questions based on emergent sub-themes from previous interviews and institutional scoping conducted in Stage 1. The key threads of questioning were tailored depending on the nature of the participant's role. A summary of threads is detailed in Appendix D. It is important to note that several interviews were conducted as part of scoping activities undertaken by the Fellow as part of a concurrent Innovative Research Universities (IRU) Vice Chancellors' Fellowship and participants at IRU member institutions (identified with an Asterix in Table 1) were also asked a range of additional questions regarding student success.

Australian Participants

During the Australian interviews, 247 participants from 11 Australian Higher Education institutions were engaged (Table 1). Participants included those from a range of work classifications, including academic staff (n=85), professional staff (n=105) and staff who held appointments at Director level or above (n=76), including:

- Deans (n=11)
- Pro Vice Chancellors (n=11)
- Deputy Vice Chancellors (n=7)
- Vice Chancellors (n=6)

Table 5. Breakdown of participants for Australian university focus groups and interviews

Institution	Academic	Professional	Leadership	Total
Griffith University*	13	14	7	34
Central Queensland University	4	1	2	7
Queensland University of Technology	3	1		4
James Cook University*	11	17	5	33
La Trobe University*	8	5	10	23
Murdoch University*	17	20	14	51
Charles Darwin University*	11	15	5	31
Western Sydney University*	5	6	10	21
Flinders University*	12	16	5	32
The University of Adelaide	5	2		7
University of South Australia	1	3		4
			Total Participants	247

* denotes Innovative Research University

The interviews of academic staff spanned a range of disciplines including:

- Business (Marketing, Commerce, Accounting)
- Arts (Law, Journalism, Communication, History, Anthropology, Digital Media)
- Health Science (Biomedical Science, Health Science, Public Health)
- Allied Health (Pharmacy, Dentistry, Midwifery, Paramedicine, Psychology, Social Work)
- Science (Science, Engineering, Information Technology).

Professional staff interviewed also represented a diverse cross-section of roles in the institution, although the greatest proportion of participants were Careers and Employability practitioners (n=24) and alumni professionals (n=22).

International Participants

During the international tour, the Fellow visited 21 universities and attended the Council for Advancement and Support for Education European Conference (2016). Staff from 27 universities were consulted (Table 6) and in total 32 individuals from international universities participated in semi-structured, open-ended interviews.

Table 6. List of international universities that participated in interviews and focus groups

UNITED STATES OF AMERICA	EUROPE	UNITED KINGDOM
University of California – LA	University of Amsterdam	University of London
University of Anaheim	Utrecht University	University of Bath
Portland State University		University of Reading
University of San Francisco	Consultation at CASE conf.	Leister University
Stanford University	Guelph University (Canada)	Loughborough University
Georgetown University	University of Waterloo (Canada)	Derby University
George Washing University	Temple University (USA)	York University
New York University	University of Southampton (UK)	University of Edinburgh
Columbia University	Manchester University (UK)	University of Aberdeen
	Bristol University (UK)	Oxford University

Analysis

Detailed notes were taken during all interviews and, where consent for recording was provided, audio recordings were taken. Initial analysis of emergent themes was undertaken in a progressive manner over the course of the interview schedule and considered common and group-specific themes by discipline or staff position (academic, broad professional, Alumni professional and leadership). Analysis was iterative and inductive in nature; this approach facilitated the identification of additional themes and involved regular cross-checking of interview notes and transcripts. A record of emergent themes was kept and supported the deeper exploration as the Fellowship progressed.

Stage 3 – Surveys

Stage 3 of the Fellowship was conducted in collaboration with Joanne Nyland, Director Alumni Engagement at Griffith University, and began in 2017 after significant consultation across the sector. A series of surveys were developed to explore the perceptions of students, Health Science academics and Alumni professionals of the role of alumni in supporting student employability. Surveys were conducted utilising both paper-based (Student and Staff survey) and online (Alumni professionals survey) formats. Each survey instrument was designed to elicit relevant perspectives from each participant pool. Questions were developed based on insights gathered during focus groups and analysis of the literature. Online surveys were administered using Qualtrics, with data downloaded into SPSS for analysis. Paper-based surveys were manually entered into Excel and transferred to SPSS for analysis.

Student Survey

The ***Survey of students' perceptions of the value of alumni in higher education*** was administered in class to Griffith University students (n=288) undertaking first-year (n=95), second-year (n=161) and final-year (n=32) subjects offered by the Faculty of Health. The first-year survey was administered in a core Chemistry subject that included students from a range of programs including Health Science, Biomedical Science, Exercise Science, Medical Science, Pharmacy, Dental Science and Nutrition and Dietetics. The second-year survey was administered in a core Biochemistry unit to students undertaking Health Science, Biomedical Science, Medical Science and Nutrition and Dietetics. The final year survey was administered in a core capstone unit to students undertaking Health Science and Biomedical Science.

Academic Survey

The ***Survey of academic perceptions of the value of alumni in higher education*** was administered in paper-based format to academic staff of Griffith University from the School of Medical Science and School of Allied Health. Academic staff in these two schools are responsible for teaching the majority of student cohorts evaluated in the student survey. In total, 40 academic staff shared their views on the survey.

Alumni Professionals Survey

The ***Survey of alumni professionals' perceptions of the value of alumni in higher education*** was administered in an online format using the survey platform Qualtrics to alumni professionals employed at Australian universities and members of the Australian University Alumni Professionals Group. The survey was sent via email to 143 members and the 23 responses were collected from representatives of 17 universities.

Chapter 3 Deliverables

All deliverables developed during the Fellowship were informed by the analysis of engagement activities conducted across Australian institutions, published literature and the insights from interviews and surveys conducted as part of the Fellowship. Deliverables are freely accessible through the Fellowship website and have been presented during workshops and presentations as they have been developed. Feedback was invited on all frameworks and theoretical models developed as part of the Fellowship during workshops and through LinkedIn requests.

Good Practice Guides

A key deliverable of the Fellowship was the publication of the ***Engaging Alumni for Employability Good Practice Guides***. This five-part collection of Guides was informed by insights collected during interviews, surveys and engagement activities and provides recommendations, frameworks and examples of practice to support universities, academics and professional staff to engage authentically with alumni. Specifically, the Good Practice Guides comprise the:

- 1 Alumni Engagement Concepts and Good Practice Principles
- 2 Good Practice Guide for Senior University Staff
- 3 Good Practice Guide for Academic Staff
- 4 Good Practice Guide for Alumni Professionals
- 5 Good Practice Case Studies.

Guide 1 – Alumni Engagement Concepts and Good Practice Principles

Key deliverables included in this Guide include:

- ***Good Practice Principles***

The Engaging Alumni Good Practice Principles support universities, schools and staff to foster authentic alumni relationships, form sustainable networks and leverage the power of alumni to improve student outcomes. As the first deliverable, the Good Practice Principles have been presented at all Fellowship presentations and workshops and were also published in a stand-alone version (Appendix E).

- ***Engaging Alumni for Employability framework***

The framework demonstrates ways in which employability experiences can be scaffolded across a degree to ensure students are encouraged to consider their employability upon entry to university and alumni have diverse opportunities to engage and connect with students of all year levels.

- ***Typology of Alumni Engagement***

The typology builds upon, and contextualises for Australian Higher Education, the foundational taxonomy proposed by the Council of Alumni Association Executives (Forbes, 2014) and presents nine domains from which to classify engagement.

Guide 2 – Good Practice Guide for Senior University Staff

Key deliverables included in this Guide include:

- ***University Strategy and Planning Matrix for Alumni Engagement***

The Strategy and Planning Matrix supports institutions to consider alumni engagement across the four key domains of strategy, staffing, engagement and communications. This is further supported by the Action Recommendations for executive leaders and senior university staff.

- ***Action Recommendations for Executive Leaders and Senior University Staff***

The Action Recommendations are each aligned to one of the 12 components of the University Strategy and Planning Matrix.

Guide 3 – Good Practice Guide for Academic Staff

The most detailed of the five Guides, the Good Practice Guide for Academic Staff, is a key component of the Fellowship deliverables. The Guide identifies the key challenges faced by academics when engaging with alumni and challenges common myths raised by academics as barriers to alumni engagement identified during the interviews. The Guide is structured to provide targeted advice to academic staff interested in building their alumni network. Key deliverables in the Guide include:

- ***Alumni Engagement Activities Matrix***

The Alumni Engagement Activities Matrix plots potential alumni engagement activities in relation to the effort and resource requirement involved in coordination against the benefit for alumni engagement and student learning. The matrix is designed to support academic staff develop a comprehensive program of activities within the constraints of their time and resource availability.

- ***Checklist for building an alumni community***

A list of ten essential activities that academics should consider when building their network. The checklist is based off the Good Practice Principles and Engaging Alumni for Employability Framework.

Guide 4 - Good Practice Guide for Alumni Professionals

This guide was developed in response to reported challenges faced by alumni professionals when engaging and working with academics. The Guide provides a list of the key challenges identified during the interviews and in addition includes the following deliverable:

- ***Recommendations for alumni professionals working with academic staff***

The seven recommendations outlined support Alumni professionals to better support authentic and active alumni engagement with alumni and strong collaboration with academic staff.

Guide 5 – Good Practice Case Studies

This collection of 19 examples of practice from across Australian Higher Education institutions provides a brief summary (100–200 words) of strategies aligned to each of the nine domains outlined in the Typology of Alumni Engagement.

Case Studies

In addition to the Good Practice Case Studies included in the Good Practice Guides, colleagues from across the sector were invited to develop more detailed case studies (3–5 pages) of their work. These case studies were published on the National Innovation Case Study Collection that can be accessed at <http://app.iru.edu.au/national-innovation-case-study-collection/> and via the Fellowship website. Seven case studies aligned to the Fellowship are currently published on the site. A full list of case studies collected during the Fellowship is provided in Table 7.

Website

The Fellowship website was developed in November 2015 prior to the HERDSA QLD Satellite Conference presentation at James Cook University. The URL www.engagingalumni.com was designed to provide an easy-to-remember web address for the Fellowship. During the Fellowship, the website content has expanded and currently includes:

- summary of the Fellowship
- theoretical frameworks and typology of alumni engagement domains
- tool kit for academics that includes advice on the establishment of online alumni networks and tips and things to avoid
- good practice principles
- good practice guides
- case studies
- Fellowship publications
- useful articles and blogs to support ongoing alumni career development.

The website will continue to be updated in the coming years, particularly as a greater number of examples of good practice are implemented across the sector.

Table 7. List of case studies profiled through the Fellowship

University	Title	Short	Long
Central Queensland University	Course Review and Design	x	
Flinders University	Springfest	x	x
Flinders University	Making Employability Real	x	
Griffith University	Industry Mentoring Program		x
Griffith University	Alumni Advisors in Student Association	x	
Griffith University	Students' Future Fund	x	
La Trobe University	Alumni Ambassador and Buddy Program	x	x
Monash University	Leave No One Behind	x	
Monash University	Alumni Experience Conference	x	
Monash University	Vice Chancellor's Fellows	x	
Murdoch University	Business and Governance Connect	x	x
Murdoch University	Young Professionals Program		x
Murdoch University	Leadership Journeys		x
Southern Cross University	Southern Cross Entrepreneurs Fund	x	
Swinburne University of Technology	Alumni Hub at Open Day	x	
The University of Melbourne	Lunch with Alumni	x	x
The University of Queensland	UQ Young Alumni Convention	x	
The University of Sydney	Health Sciences Alumni Mentoring Program	x	
The University of Western Australia	Year 12 Indigenous Leadership Seminar	x	
The University of Western Australia	Young Alumni Community	x	
University of South Australia	Deadly Alumni	x	
Western Sydney University	Alumni Awards	x	

Graduate Lifecycle Leaders Network

A key proposed deliverable of the Fellowship was the establishment of the Graduate Lifecycle Leaders Network. Academic colleagues from across the sector were invited to join the network in recognition of their commitment to working with alumni in a mutually supportive way and the quality of their engagement activities. A total of 14 leaders were identified from ten universities.

Leaders are connected through the Higher Education Transition Out Network established through the STARS conference. This network facilitates leaders to disseminate their good practice and connect with colleagues from across the sector interested in supporting graduate transition. Connection through the network was considered by leaders as preferable to newsletter contact.

The Higher Education Transition Out Network currently has 85 members and will continue to grow. The work of the Fellowship will also continue as network members support

improvement in practice at their own institutions and contribute to the ongoing national conversation. The network is scheduled to meet in July each year at the STARS conference, which will provide a regular opportunity to share practice and discuss key challenges.

Chapter 4 Fellowship Impact

The Fellowship identified a range of predicted impacts from project completion to 24 months and beyond. These are summarised in Table 8 in the context of the Impact Management Planning and Evaluation Ladder (IMPEL) that identifies the change anticipated through the Fellowship, where each stage of the framework is broader in impact than the last. At the conclusion of the Fellowship (December 2018), the majority of anticipated outcomes were achieved (highlighted in grey) and evidence already exists of wider impact across the sector.

A number of examples have been described in detail below to provide concrete evidence of the impact of the Fellowship. In addition to these examples, there are many smaller examples of impact on the practice of individuals from universities across the sector, as a result of presentations and workshops and the work of the Graduate Lifecycle Leaders. The Fellow also continues to extend the reach of the Fellowship internationally and has shared the frameworks with colleagues from Advance Higher Education (Formerly the Higher Education Academy) and through collaborations established during the international study tour.

Influencing the national conversation

Since the start of the Fellowship, there has been a broader national awareness of the importance of supporting graduates as they transition from university and an emergence of focused efforts by universities to engage and support recent graduates. The contribution of the Fellow in this space was recognised through an invitation to participate in the interviews of the Higher Education Standards Panel and the reference to the Fellowship in the final report (Higher Education Standards Panel, 2018, p. 21.) (<https://docs.education.gov.au/node/50816>).

The Fellow continues to participate in national conversations on employability and alumni engagement and take advantage of opportunities to speak and write about the importance of authentic alumni engagement. The most recent example is a contribution to the Australian Learning and Teaching Fellows Student Success blog.

Examples of impact at Griffith University

The impact of the Fellowship is evidenced in alterations to practice at Griffith University within the School of Medical Science, the Faculty of Health and more broadly across other disciplines. The workshops and presentations undertaken during the Fellowship provided a solid platform to engage a wide audience in the conversation and to stimulate interest and opportunities to collaborate and provide mentorship to staff interested in developing more robust engagement practices and networks

School of Medical Science – Across the course of the Fellowship, the school actively engaged with the work of the Fellowship. The strong foundation of the School Alumni Network matured with increasing membership as a result of targeted engagement of the alumni community through the 15-year Alumni Celebration event and subsequent Twilight Networking event. The network was supported with additional career development

opportunities and in 2016 recent graduates were connected with more experienced alumni in through an informal mentoring network. The School also implemented Industry Advisory Boards for all programs that included alumni in the design and monitoring of curriculum.

The staff of the school were proactive in their engagement with the Fellowship. Academic colleagues began to engage actively in supporting the alumni network and in collaboration with the Fellow began embedding opportunities to connect with alumni in their subjects. The Bachelor of Health Science program applied the Engaging Alumni for Employability Framework across all year levels to support student employability. Key activities included:

- embedded first-year career planning module that included alumni videos
- industry panel sessions in second and third year
- alumni attendance and presentation at second- and third-year orientation sessions
- networking events for second- and third-year students
- curriculum redesign for the capstone 3017MSC Clinical Perspectives in Human Health and Development to included greater opportunities for students to develop their employability and connect with alumni and industry
- alumni successful in securing entry to Medicine ran a session at the yearly GAMSAT preparation workshop for over 150 students from first- to third-year.

Health Group – The Fellowship had an impact also at the Faculty level and the Dean Learning and Teaching and Dean Academic were very supportive of the wider dissemination of the Fellowship and embedding of the Framework in disciplines outsider Health Science. The Framework was adopted in the disciplines of Pharmacy, Exercise Science, Nutrition and Dietetics, Nursing and Social Work as part of wider initiative led by the Fellow to embed employability in the curriculum. The first-year career planning module was developed for a further 15 programs and, in total, 75 alumni were engaged to provide short video summaries of their careers and advice to students. The Fellow also collaborated with staff from the faculty to develop the Health Group Alumni Awards program. Prior to this point, the faculty was the only group of the university not to have implemented an award program.

Wider University – During the Fellowship, the Fellow provided support and mentorship to schools in the Faculty of Science and Griffith Business School and worked closely with the University Employability Champions to consider strategies for the embedding of alumni knowledges into the curriculum.

Examples of impact from across the sector

Murdoch University – During the Fellowship, Murdoch University was beginning a curriculum transformation to consider the deeper embedding of employability in the curriculum. The Fellow worked closely with the Careers and Employability Service in the planning and development of career development learning opportunities, online networks, workshops and curriculum to support student employability with an emphasis on drawing upon alumni. The Fellow also engaged strongly with the School of Business and Governance and, through the engagement with the VETSet2Go National Project, the Fellow was provided with the opportunity to work with the Veterinary Science School.

The University of Melbourne - As an extension of the *Engaging Alumni for Graduate Success Project* of the ABP Future Leaders Network, the Fellow provided mentorship to the network to enable them to increase their activities and receive greater support from the university. In addition, the Fellow is supporting the network to extend their work into to other institutions.

La Trobe University – The Fellowship Frameworks have been well received at La Trobe University and align well to university strategy and its philosophy for alumni engagement. At the discipline level, the Framework is being utilised to support the embedding of employability in programs offered by the Business School in addition to the Bachelor of Arts, Bachelor of Science, Bachelor of Psychological Science and Bachelor of Health Science. The Fellow is also working with the Course Coordinator of the Bachelor of Science to replicate the graduate trajectory mapping that was undertaken at Griffith University. At an institutional level, the insights from the Fellowship directly informed the following strategies:

- provision of lifetime careers support for all alumni
- inclusion of alumni during orientation activities
- inclusion of alumni testimonials in the development of career summaries for every degree program offered by the university; these will be utilised at Open Day, within Orientation sessions in schools, and in outreach activities with schools
- expansion of the Industry Mentoring network to include alumni-to-alumni mentoring.

Table 8. IMPEL Framework applied to this Fellowship

	Project Completion	6 months post completion	12 months post completion	24 months post completion
Team members	<ul style="list-style-type: none"> • Data around graduate perceptions. • Alumni network. • Framework for alumni engagement. • Engagement with scholarly network. • Web-based resources for presentation of framework and application in context at partner universities. 		<ul style="list-style-type: none"> • Presentation of scholarship arising from program involvement. • Ongoing association with Fellowship group and contact through LinkedIn network. 	
Immediate students	<ul style="list-style-type: none"> • Opportunity to engage with broader program-specific alumni network. • Initial curriculum re-visioning for Capstone course. • Initial redesign of the career development activities for undergraduate students informed by graduate experience. 		<ul style="list-style-type: none"> • Greater alumni participation in curriculum renewal across the program. • Broader alteration to capstone course focusing on students-alumni connection. • Improved mentoring networks for students. • Improved career development learning program informed by graduate experiences. 	
Graduated students	<ul style="list-style-type: none"> • Network of alumni connected to university support system. • Recent graduates benefit from greater connection to existing alumni. • Access to tailored resources to assist transition from university to employment. • Resources to assist graduates with career change. 		<ul style="list-style-type: none"> • Continuing engagement with school, university and alumni networks to assist with career identity formation. • Launch of the alumni mentoring network for recent graduates. 	<ul style="list-style-type: none"> • Continued involvement in alumni network providing opportunities for graduate connection, professional development, and contribution to education of undergraduates.
Spreading the word	<ul style="list-style-type: none"> • Showcase events at partner universities. • Showcase event Griffith University. 		<ul style="list-style-type: none"> • Presentation of findings at national conferences. 	<ul style="list-style-type: none"> • Facilitation of a national alumni engagement forum.
Narrow opportunistic	<ul style="list-style-type: none"> • Launch of re-visioning alumni engagement website at Griffith University. • Establishment of program-specific alumni networks in partner schools. 		<ul style="list-style-type: none"> • Establishment of program-specific alumni networks across Griffith Health Group. 	<ul style="list-style-type: none"> • Greater participation of alumni informed curriculum renewal across Health at Griffith University.
Narrow systemic			<ul style="list-style-type: none"> • Establishment of program-specific alumni networks in partner universities. • Adoption of revised alumni framework across partner universities. 	
Broad opportunistic	<ul style="list-style-type: none"> • Launch of website at national forum. 	<ul style="list-style-type: none"> • Presentation of website at national conference (ACSME). 	<ul style="list-style-type: none"> • Establishment of program-specific alumni networks in Health Science discipline schools outside the Fellowship partner institutions. 	
Broad systemic		<ul style="list-style-type: none"> • Establishment of program-specific alumni networks in broader Health programs in institutions outside Griffith University. • Establishment of program-specific alumni networks in diverse disciplines across the sector. 		<ul style="list-style-type: none"> • Transfer of the model to international contexts.

Chapter 5 Future Directions

As universities continue to consider the role and importance of alumni engagement in supporting student retention, progression and employability, the outcomes and practical tools generated during this Fellowship will continue to support the efforts of academics and alumni professionals.

The Good Practice Guides will be officially launched during the Transition Out Network of the 2019 STARS Conference in Melbourne. During this session, Graduate Lifecycle Leaders who received Engaging Alumni for Graduate Success grants will also have the opportunity to present the outcomes of their work and facilitate a discussion with participants.

Publication plan

Several publications resulting from the Fellowship are already planned for the twelve months following the Fellowship's conclusion, including:

- Vanderlelie, J., Massa, H., Ball, L. Mapping of graduate career trajectories for graduates of Health and Biomedical Sciences.
 - o Journal of choice – *Higher Education Research and Development*
 - o To be submitted 2019
- Vanderlelie, J., Nyland, J (2019). Key challenges facing Alumni Professionals when supporting academic and university staff to engage alumni.
 - o Journal of choice – *International Journal of Educational Management*
 - o To be submitted 2019
- Vanderlelie, J., Nyland, J (2019). Comparison of staff and student perspectives of the value of alumni engagement in the Health Sciences.
 - o Journal of choice – *Higher Education Research and Development*
 - o To be submitted 2019

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Appendices

Appendix A: Certification by Deputy Vice-Chancellor

I certify that all parts of the final report for this OLT Fellowship provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name:  Date: 22-3-19

Professor Debra Henly
Deputy Vice Chancellor (Academic)
Griffith University

Appendix B: Materials associated with Fellowship activities

THE GRIFFITH UNIVERSITY SCHOOL OF MEDICAL SCIENCE
PRESENTS

*15 Year Alumni
Celebration*

A COCKTAIL PARTY

TO SHOWCASE THE SUCCESS OF GRADUATES
FROM THE SCHOOL OF MEDICAL SCIENCE

Date Saturday 28 November
Where The Red Zone, G40,
Griffith University Gold Coast
Time 6pm - 8pm
Tickets Alumni Free • Partners \$25

For further information visit <https://goo.gl/9UDIOg>

 **Griffith**
UNIVERSITY

THE GRIFFITH UNIVERSITY SCHOOL OF MEDICAL SCIENCE

PRESENTS

MEDICAL SCIENCE

Twilight Networking

Date Wednesday November 9
Where The Red Zone, G40,
Griffith University Gold Coast
Time 6pm - 8pm
Tickets Cost \$5

All proceeds support the Griffith Students'
Futures Fund



Engaging Alumni Workshop Summary

Supercharging Employability: How to harness the power of your graduates

Abstract

Are you struggling to get your students to buy-in to your employability curriculum? Your greatest asset has potentially already left the institution. This collaborative workshop will explore approaches for the establishment of strong alumni communities that draw upon the strength of the student experience and relationship to the discipline. Strategies for the establishment of online networks and the use of social media will also be discussed, with simple tools for getting started. This session will provide you with easy to use techniques to build your network and a framework for the integration of graduate perspectives into the curriculum to supercharge your student's employability and support the graduate transition.

Workshop aims and objectives

This workshop is designed and intended for academic staff involved in the development of employability curriculum and university leaders interested in supporting alumni relationships. The aims of the workshop are to:

- Develop participant awareness of the value of alumni engagement in supporting the embedding of employability.
- Explore the challenges and opportunities for engaging alumni in undergraduate curriculum and employability initiatives.
- Facilitate improved relationships between alumni and their School/University.
- Develop participant confidence to establish their own alumni network and to work collaboratively with the university alumni department.

Activities

- Presentation of an Australian model of graduate engagement that draws on best practice nationally and internationally.
- Identification of key areas across the student lifecycle through which graduates may contribute to employability.
- Discussion of current and emerging methodologies for supporting new graduates in the transition to work.
- Strategies for developing and maintaining strong alumni networks.

Resources

Participants will be presented with a hard copy of the Engaging Alumni for Employability Framework and access to online resources housed within the fellowship website www.engagingalumni.com

Engaging Alumni for Student and Graduate Success Workshop Evaluation

1. What type of position do you hold at the university

- ☐ Academic Staff member
☐ Professional Staff member
☐ Alumni Professional
☐ other _____

For the following questions provide a rating for item by circling the number corresponding to your response

1 2 3 4 5
 Very Poor Poor Satisfactory Good Very Good

2.	The overall quality of the workshop	1 2 3 4 5
3.	The quality of the presentation	1 2 3 4 5

For the following questions indicate to what extent do you agree or disagree with each statement by circling the number corresponding to your response

1 2 3 4 5
 Strongly disagree Disagree Neutral Agree Strongly agree

4.	The information presented will be useful to my practice	1 2 3 4 5
5.	The information presented has increased my knowledge in this area	1 2 3 4 5

6. What aspects of the activity / workshop did you find most useful? Are there any ideas/ strategies/ outcomes that might be useful for you professionally or personally.

7. What aspects of this activity / workshop did you find least useful? For example what parts of this activity could be improved, what else would you have liked to hear about.



Engaging Alumni for Graduate Success Grants

The Engaging Alumni for Graduate Success Grants have been developed as part of a National Teaching and Learning Fellowship supported by the Australian Government Department of Education and Training. The aim of the grants is to support the development of collaborative programs that enhance student employability through the engagement of alumni.

Projects will be eligible for funding up to a maximum amount of \$5000. Project teams will also be invited to join the Australian Network of Graduate Lifecycle Leaders and to showcase their work through the National Innovation Case Study Collection and the fellowship website.

Closing Date: 10 August 4:00pm AEST

For further information contact Jessica Vanderlelie j.vanderlelie@latrobe.edu.au

To learn more about the fellowship and to access the Good Practice Principles and Engaging Alumni for Graduate Success Framework visit www.engagingalumni.com

Project Title:			
Project Team:	Name, Position, Department (NOTE: One team member must be from the Alumni department of your university)		
University			
Funding request:			
Primary contact:	Name	Email:	

Context
Provide a brief summary of the context for your project (max 200 words)
Rationale
Provide a brief summary of the rationale for your project and the problem you are aiming to solve (max 300 words)



Australian Government
Department of Education and Training



Engaging Alumni Innovation Grants

Published on July 27, 2018 [Edit article](#) | [View stats](#)

Professor Jessica Vanderlelie
Pro Vice-Chancellor Student Success La
Trobe University
[4 articles](#)

45 30 3 0

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Projects will be eligible for funding up to a maximum amount of \$5000. Project teams will also be invited to join the Australian Network of Graduate Lifecycle Leaders and to showcase their work through the National Innovation Case Study Collection and the fellowship website.

Scope of eligible projects, the vision for these grants is to facilitate a diverse range of initiatives that support student employability through the engagement of alumni. The options are really unlimited and areas may include

- Establishment of a new discipline based alumni community
- Networking events or panel sessions
- Mentoring activities (alumni to student or alumni to alumni)
- Job shadowing programs

Messaging



- Resource development to support staff to better understand alumni engagement practices
- Communities of practice – sharing good practice examples of alumni connection

Deliverables- In addition to activities and outcomes, all successful projects will have well defined deliverables which may include – case studies, resources, evaluations of practice, establishment of networks etc.

Project timeline – Ideally projects would be completed within a 6 month period (by March 2019) however longer timelines can be accommodated if required.

You can apply through the website at <http://www.engagingalumni.com/innovation-grant-application/>

Closing Date: 10 August 4:00pm AEST

For further information contact Jessica Vanderlelie j.vanderlelie@latrobe.edu.au

To learn more about the fellowship and to access the Good Practice Principles and Engaging Alumni for Graduate Success Framework visit www.engagingalumni.com

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3 Comments



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Career Services Manager at Murdoch University
[#VanessaFernandez-Kennedy](#)
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[David Rowbottom](#)
Like Reply

emo ...



Professor Jessica Vanderlelie

Pro Vice-Chancellor Student Success La Trobe University

More from Professor Jessica Vanderlelie

Messaging





CONTEXT

"I know networking is important but how do I actually meet people in industry?" Student

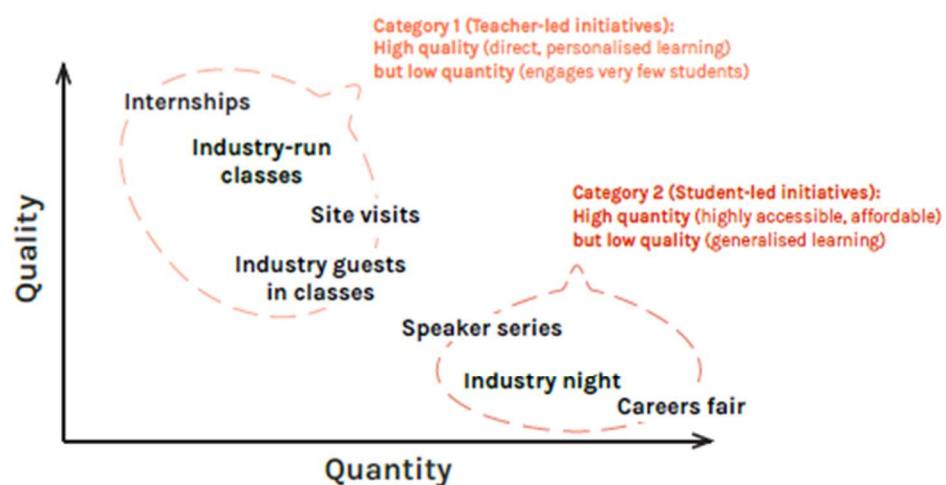
Approximately 4 in 5 employment opportunities are derived through networks. Ask a student how critical networking is to their career and they are likely to agree but if you ask them whether they have relationships with industry professionals the answer is often no.

Our team, ABP Future Leaders, is a multidisciplinary alumni network supported by the University of Melbourne. We foster the development of young professionals and students. Excited by this challenge, we co-created our Lunch with Alumni initiative with a student group (Built Industry Group) and our alumni community of industry professionals.

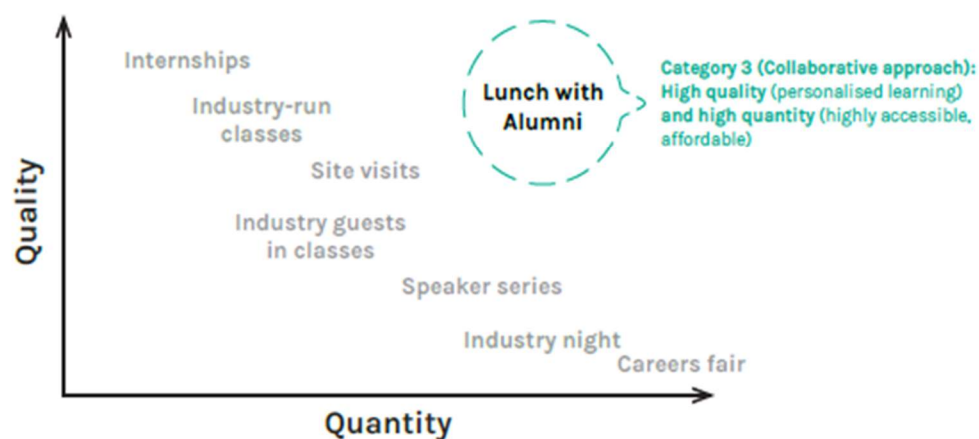
E: abpfutureleaders@gmail.com
W: www.linkedin.com/company/abpfutureleaders

RATIONALE

Most student-industry experiences typically fall into one of two categories:



While most initiatives offer high quality experiences or are run at high quantities, no programs offer both. The high quality programs engage few students because they are organised by teachers for their own classes (with the exception of internships which are informally offered by firms). On the other hand, high quantity events are typically organised by students who have not yet developed industry connections to produce more bespoke initiatives such as site visits, industry-run classes or internships.



Lunch with Alumni offers high quality experiences run at high quantities. Students directly connect with industry professionals in personalised, small-group settings. These are organised by an alumni network in collaboration with a student group. The alumni network provides their industry connections while the student group provides their large student reach (improving accessibility) and university support (improving affordability).

DESCRIPTION (OUR FRAMEWORK)

Ask me anything!
GRADUATE

How did you get your first job?
UNIMELB STUDENT

BUILT INDUSTRY GROUP LUNCH WITH A YOUNG PROFESSIONAL

Whether you're studying, finishing up, or already working, we will arrange for you to meet a young professional in your field for lunch (or drinks).

There are no fees involved, and the industry mentor will be there to help.

Register your spot: bit.ly/1gklunch18

What: Friday 27th and Wednesday 28th

Where: The Melbourne Graduate School of Design (MSGD) building, 120 St Albans Road, Parkville, VIC 3010

MSGD MELBOURNE SCHOOL OF DESIGN

gia graduate groups

Lunch with a Young Professional (Lunch with Alumni) poster promoted at the Melbourne School of Design

The collaborative process with Built Industry Group unlocked many new ideas about student-industry interactions, greatly influencing our framework:

1. Students meet an industry professional over lunch

For students, networking events do not foster meaningful conversations with industry professionals. Students feel they are overheard by their peers, that they can only ask non-personal questions and have an urgency to meet others.

Casual lunch environments encourage students to ask personalised questions towards making meaningful conversation: How did you get your first job? Is it better to work in a big firm or a small firm? What is the work culture actually like?

Rather than a coffee, a lunch makes the student feel that their mentor has committed their time to meeting them, encouraging them to prepare for the chat.

2. Students and mentors are paired based on commonalities

Commonalities encourage relevant and meaningful engagement. Mentors are more comfortable and valuable when meeting students who share the same age, career interest, background or challenges.

3. Three students are grouped with one mentor

Many students feel anxious about holding a conversation with a stranger. By grouping students together, they felt more comfortable and also learnt from other students. Further, significantly more students could participate in the initiative.

IMPACT

"Listening to their experience has motivated me. At times university can be quite disconnected from industry. This helped put my goals and ambitions into perspective."

GRACE
Valuations
Local



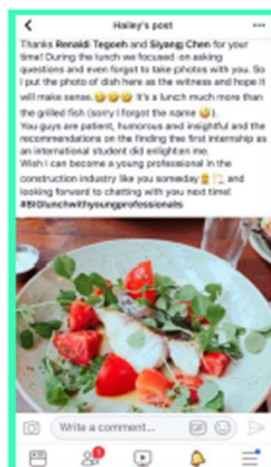
WENQIU
Valuations
International

"It was really refreshing to meaningfully engage with someone so like-minded. It felt like you were just talking to a more experienced friend in the field."

LEWIS (MENTOR)
Valuations
International

Areas to improve

- Encourage students to be more prepared
- Explore subsequent lunches
- Increase time to coordinate with mentors and their availabilities
- Explore other ways mentors could expose students to their work



Hailey's (student) Facebook Post

"Two of my mentees had applied a strategy I shared at our lunch. They caught up with someone from another firm and successfully asked for referrals."

DEDDY
Construction
International

SHAUN (MENTOR)
Construction
International



XIAOHAN
Construction
International

VARSHA
Construction
International

"The overall experience was great! I would definitely recommend it to other students. I hope you guys can do more events like this in the near future."

IMPACT

FEEDBACK FROM STUDENTS

It was really refreshing to meaningfully engage with someone so like-minded. It felt like you were just talking to a more experienced friend in the field.

Listening to their experience has motivated me. At times university can be quite disconnected from industry. This helped put my goals and ambitions into perspective.

Thanks for being such a great mentor. I do learn a lot from different points of views and all I need is stepping forward and being brave to start.

I was genuinely grateful to have learned so much from both of you today! And thanks for organising this event! I wish I could have this kind of opportunity when I was in my bachelor year. The industry insights are exceptionally useful!

I had a great time meeting my mentor over lunch today. We were focusing our conversation on career related topics and gained amazing insights into opportunities in property.

This format of networking has a truly exceptional value. Great experience, thanks for organising everything.

My mentor was great at conversation. He answered questions and asked questions and even showed us projects he was working on. He was very transparent, equal and open in conversation.

The overall experience was great! I would definitely recommend it to other students. I hope you guys can do more events like this in the near future.

I found their advice on portfolios very helpful. I am currently looking to further refine my portfolio and feedback from my mentor could be very valuable.

The event was well organised and my mentor was extremely helpful. I don't think it has many flaws that need improving.

I think this event is awesome! We had a wonderful lunch time with our mentor. During that time, we asked a lot of questions related to how to find an internship or a part time job, and she was quite patient to answer our questions and barely had time to finish her lunch. And I think we were so lucky that we also had the opportunity to listen to a seminar at her firm and had more understanding of QS routines.

FEEDBACK FROM ALUMNI

Two of my mentees had applied a strategy I shared at our lunch. They caught up with someone from another firm and successfully asked for referrals.

It was great to share my own experiences finding a job after graduation and how I found the transition from studying to working full time. I wish this kind of opportunity was available when I was a student.

I would certainly participate again. It's a rewarding experience for myself. An hour is quite a short time to cover all of their questions... I wonder if this could be an ongoing arrangement with the students?


It was very enjoyable for me to have the opportunity to provide some advice to them. I would most definitely be keen to participate in future events and mentoring programs.

I could've easily spoken to an additional student or two, I would be happy to have lunch next time with a slightly larger group. It was really helpful to have them come to me- made it very easy around my work schedule.

It was exciting to see one of my mentees obtain a job. I was able to share something that she put into practice which led to a very positive outcome.

It was good to have a mix of bachelor and masters students as I think the masters student was closer to the goals of the bachelor students which helped.

I found the whole process very easy to participate in and it was seamless. I think of series of these lunches are a great idea or similar events.

A background image showing a group of students at a career fair or networking event. In the foreground, a young man with glasses and a white shirt is talking to a young woman with long brown hair wearing a black sleeveless top. They are both wearing name tags. Other students are visible in the background, including one in a blue shirt and another in a yellow cap. The setting appears to be a large hall with a high ceiling and large windows.

IMPACT

100+ students were
paired with 30+ ABP
Future Leaders.


-

94% of students said
it was one of their best
career development
experiences.

-

100% of students
want to reconnect
with their mentor and
would recommend this
initiative to a friend.

Appendix C: Evidence of contribution to other Fellowships



Professor Jessica Vanderlelie
Pro Vice-Chancellor Student Success La Trobe University
11mo

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Expert in Residence: Engaging alumni for student employability

Over 250,000 graduates transition from our universities each year, with less than 20% of remaining actively connected to their institutions. If we consider the high strategic importance universities are placing on developing employable graduates, our alumni have the potential to supercharge our efforts. Not only do our alumni hold a wealth of valuable insights regarding the transition to the workplace, the realities of the professions, and what it takes to be a successful graduate, they are willing to share their insights and want to support other students.

So, if this is the case then why are we not making better use of our alumni?



I would attest that we are missing the mark when it comes to helping students understand what it means to be an alumnus and that we provide few opportunities for alumni to authentically engage with their learning communities in a continuing way. If we are to sustainably maintain the relationships we form with our students during their studies, we deepen this relationship to one of mutually beneficial partnership, that supports our graduates through times of transition and success.

Over the course of the month, I am the virtual 'expert in residence' in the Developing Employability Community of practice (<https://developingemployability.edu.au/>). You can learn more about my work with alumni engagement through the recently published expert guide (<https://developingemployability.edu.au/tools/expert-guide-engaging-alumni-student-employability-professor-jess-vanderlelie/>).

To kick off the discussion, I would like to pose the following three questions. I am very keen to open a wider conversation and welcome all contributions

- What role(s) do you see that our alumni can play in developing student employability?
- What are the greatest challenges you face in engaging with your alumni and how may we overcome them?
- How have you partnered with the alumni office of your institution to build an alumni community, what worked well and what w

8 Likes · 14 Comments

 Like  Comment



Expert advice: Engaging alumni for student employABILITY

Professor Jess Vanderlelie

Our alumni hold a wealth of information about the quality of the student experience, the challenges of graduate transitions to the workforce and the long term outcomes of their education. Despite this potential value, alumni are still largely considered donors of time, money and brand capital and remain an under-utilised resource in the process of curriculum renewal and the support of student employability.

For schools, faculty and universities interested in improving undergraduate retention, ongoing student success and graduate outcomes, it is imperative that our connection to alumni is facilitated beyond our requests of their time and money. To this end, the task of engaging alumni is not only a matter of maintaining a list of contacts as time from graduation extends and neither is it the sole responsibility of the central alumni office. To reshape our connection with alumni we need to consider the 'world' of a new graduate and challenge our notions of having 'done our job' once a graduate has successfully completed their studies.

By building strong connection with alumni we have the power to enrich curriculum in a manner that is not only informed by industry experience but takes it further, to facilitate the co-creation of programs and activities through the continued investment of alumni in the teaching and learning community. To facilitate this kind of authentic connection, we must consider graduates as continuing members of the university community long after graduation, and acknowledge our role in supporting the journey of our alumni as their careers unfold, through times of success, challenge and transition.

How does this relate to employability?

The world of work is undergoing profound change with few questioning that emerging technology and globalisation have disrupted industries and changed the definition of a career-ready graduate. Supporting students in the development of their professional identity and career development skills is fundamentally important for ensuring graduate success. To support this end, universities are drawing upon their alumni networks more frequently to provide mentoring, support work integrated learning, contribute to industry advisory boards and deliver guest lectures. Despite the important contributions alumni are making to our universities, only approximately 20% of alumni continue to engage with their university.

The key challenge in facilitating the engagement of alumni is to maintain meaningful connection post-graduation. Despite the best efforts of our central alumni teams to connect with graduates, the best time to establish these relationships is not when a student walks across a graduation stage, but rather on the very first day they come to campus. In this manner, our efforts to improve the student experience and support student retention are laying an excellent foundation from which to build an alumni community.

By embedding employability across the curriculum we can offer our alumni a rewarding opportunity to contribute to the development of a student's professional identity and capabilities. The nature of this contribution can take many forms, from guest lectures and industry panels, to career conversations (informational interviews) and work placement. The added benefit of this activity is that it facilitates current students to understand what it means to be an alumnus, while also establishing a strong network that will support efforts long into the future.

Top tips

1. Create a discipline/school alumni group that allows you to stay connected with your graduates.
2. Build your community from Day 1 by showing students you care about their career development, helping them to understand what it means to be an alumnus and linking them with your network.
3. Provide opportunities for alumni to connect and share their stories with students across the student lifecycle.
4. Invite new graduates as well as more experienced alumni to speak to your students.
5. Collaborate with your alumni office when organising activities and developing your engagement strategy.

Things to avoid

Waiting until graduation - Connecting with your students as part of a supportive student experience is the most important way you can establish a network of graduates who WANT to stay connected. Waiting until graduation is a missed opportunity.

Doing it by yourself - Work with your alumni offices; they are an invaluable resource that can support your efforts to engage alumni and ensure your relationship and alumni contributions are recorded.

Organising 'on the fly' - Being systematic about your strategy for engaging alumni within your school/discipline will allow you to plan and identify the best alumni to engage and avoid exhausting your highly active contacts.

Give as - Alumni want to feel part of a community and it is important you recognise their contributions and provide support and assistance for them to connect with other professionals and plan their careers.

Further reading and resources

- To access the engaging alumni for employability framework and additional resources to support your alumni community please visit www.engagingalumni.com
- Join the national conversation by participating in the Transition Out Networkwork as part of the Students Transition Achievement Retention and Success (STARS) conference <http://unistars.org/stars-network-groups/transition-out-network/>
- To learn more about alumni engagement internationally, connect with the Council for the Advancement and Support of Education (CASE) <http://www.case.org/>

Contributed by [Professor Jessica Vanderlille](#), La Trobe University, February 2018

Higher Education Case Study

Griffith University

This case exemplifies



Working with connections
Co-Curricular activities
Student partnerships

Aims:

- To connect current undergraduate students with alumni to support career planning and professions awareness
- Develop online connection with past graduates of the School
- Demonstrate the value of staying connected as an alumnus

Details:

Alumni are an important part of the School of Medical Science community and are involved in supporting undergraduate employability activities across each year level of the program. This program of activities began in 2010 and has seen its progress from purely co-curricular to embedded in the assessment at each year of our programs.

Year 1

Alumni are invited to share their experiences of study during orientation and briefly discuss their current careers. During second semester of first year students are required to begin compiling their e-portfolio and create a LinkedIn profile. During this assessment task students are directed to connect with the School of Medical Science LinkedIn site where they can network with past graduates and industry partners.

Year 2

During second year alumni attend orientation and specifically talk about their challenges transitioning into second year and the elective choices that may lead to specific professional pathways. In second semester 6 professionals from industry (all alumni) participate in a 2 hours careers information session where they discuss their current profession, followed by a networking session. After the session students are required to prepare a career plan and add this to their e-portfolio for credit.

Year 3

Once again alumni are invited to attend the third year orientation session where they discuss the challenges of job search and answer questions regarding future study and professional pathways. During the capstone course Clinical Perspectives in Human Health and Development (3017MSC), undergraduate students interview industry professional and prepare a poster of the professional and their career. Over 70% of the interviews are conducted with alumni from the School.

All year levels:

A number of activities are provided for students of all year levels. In semester 1 all students are invited to attend an annual industry networking event (over 60 industry partners in attendance). For those students interested in a pathway to Medicine, specific information sessions are hosted where by admissions staff and alumni currently studying medicine or practicing in the local hospital share their experiences and provide useful information to support students.

Engaging alumni to support undergraduate employability

Keywords: alumni, professional networks, mentoring

University & organisational area/s involved: Griffith University, School of Medical Science.

Key Contact: Jessica Vanderlelie
j.vanderlelie@griffith.edu.au

Participants: Students, staff, graduates, industry

Higher Education case study

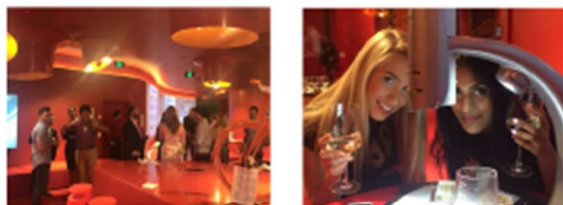
Higher Education Case Study

Griffith University

For alumni

The school holds an annual alumni networking evening in November each year for its graduates and staff. This event is very popular and provides a low cost opportunity for alumni to reconnect with each other and also to network with current staff.

The success of these activities is underpinned by the active engagement of our alumni community for the past 6 years and an outreach to former graduates from the past 15 years.



How does the initiative engage with authentic learning principles and practices*?

The active engagement of the School's alumni network supports the employability curriculum that is embedded across all years of the Bachelor of Health Science, Biomedical Science and Medical Laboratory Science Programs. The information and experiences shared by our graduates, supports current students to make informed decisions about their profession of choice and understand the realities of transitioning into the world of work.

How does the initiative involve social connections / develop social network capabilities for employability*?

Through the use of face to face opportunities for students and alumni to connect in addition to multiple online forums (Facebook and LinkedIn), current students are able to begin the process of developing their professional network from the first year of study. Our alumni also benefit from the online communities and utilize these forums to maintain connection with classmates and communicate with staff and other industry professionals.

Outcomes and impact

Currently over 700 past graduates and industry partners are connected through the School LinkedIn site. Evaluation of the effectiveness of the information sessions consistently results in satisfaction scores between 4.2-4.8 on a 5-point scale. Students highly value the opportunity to connect with past students and hear them share their experiences.

What is next?

The next step for this initiative is to scale similar activities across the Faculty of Health at Griffith University. The School of Medical Science alumni network and embedded curriculum activities offer an example of how connecting with alumni may support undergraduate employability. An extension of this work is to better support our alumni, particularly in their transition to the workforce. The LinkedIn group is being utilized to share career development articles and current job opportunities that are provided by our industry partners and alumni.

With the support of an OLT fellowship new frameworks and toolkits for supporting faculty to develop and support alumni networks will be developed (www.engagingalumni.com).

Higher Education case study

Additional information

<p>Transition in: awareness</p> <p>Activities include</p> <ul style="list-style-type: none"> • Connect alumni with students from orientation. • Pathways for success and 'tips' • Build professions awareness with alumni examples. • Begin to connect students with alumni through LinkedIn networks. • Alumni stories for outreach activities in schools <p>Alumni help to solve the questions</p> <p>'Am I in the right place?' 'Is uni for me?' 'How do I succeed at uni?'</p>	<p>Transition through: network building</p> <p>Activities include</p> <ul style="list-style-type: none"> • Pair students with alumni for informational interviews • Invite alumni to present at career information sessions • Networking functions • Alumni as facilitators in the classroom • Provide industry relevant examples for teaching • Make skills for the professions explicit <p>Alumni help to solve the questions</p> <p>'What do I want to do?' 'What's out there?' 'How do I make a network?'</p>
<p>Transition out: industry experience</p> <p>Activities include</p> <ul style="list-style-type: none"> • Connect final year students with alumni mentor • Work experience and internship opportunities • Alumni co-designing final year projects (capstones) • Industry visits and perspectives • Alumni on panels for graduate interview preparation <p>Alumni help to solve the questions</p> <p>'What's it like in the real world?' 'How do I get experience?' 'Do I need further study?'</p>	<p>Transition up and back: supporting</p> <p>Activities include</p> <ul style="list-style-type: none"> • Alumni-alumni mentoring • Contribute to curriculum renewal • Collaborate on research • Professional development and lifelong learning • Employ graduates <p>Alumni help to solve the questions</p> <p>'Where do I begin to find a job?' 'I'm ready for a career change but what can I do?' 'How can I support students?'</p>



Higher Education case study

[\(index.php\)](#)[Home \(index.php\)](#) [Stories ▼ \(stories.php\)](#) [Success ▼ \(success.php\)](#) [Kids ▼ \(kids.php\)](#)[Family ▼ \(family.php\)](#) [Teaching & Support ▼ \(teaching.php\)](#) [OLT Fellowship ▼ \(OLT.php\)](#)

Things are a lot more by-the-seat-of-our-pants than before, and no one has died as a result. Amazing, really!

Flourishings

[Overview](#)[Feed Forward](#)[Cyclical](#)[Alumni](#)

Importantly, this model recognises how the 'flourishings' of our graduating / alumni FiF students can be usefully embedded within the pre-arrival and transitioning of new FiF students. Instead of only considering our alumni as sources of possible fiscal benefits how better to embed meaningful alumni connections with existing students, particularly the first-in-family cohort ([Vanderlelie, 2016](#) (<http://www.engagingalumni.com/>)).

Our alumni can both provide vital resources as students' transition from university into the world of work but more importantly, are evidence that professional and personal success for diverse cohorts is achievable (Vanderlelie, 2016: <http://www.engagingalumni.com/>). For more information about how to connect productively with alumni please see A/Professor Jess Vanderlelie's OLT Fellowship work at <http://www.engagingalumni.com/> (<http://www.engagingalumni.com/>)

[Read more](#)

Featured Fellow | Jessica Vanderlelie

27th February 2018

Featured Fellow

Our featured fellow for March / April is 2015 OLT National teaching Fellow [Professor Jessica Vanderlelie](#).

Supporting student transition to the world of work has been a passion of Professor Jessica Vanderlelie for more than a decade. In her role at the Griffith University School of Medical Science, Jessica began developing an alumni network that now has more than 1700 members. This network has been instrumental in supporting the School to deliver embedded employability experiences, and shaping Jessica's firmly held belief that alumni engagement must be earned and always be of benefit to the alumnus. Since 2015, Jessica has been leading a national fellowship titled

'Engaging Alumni for Graduate Success' and exploring academic staff, student and alumni professional's perceptions of the value of alumni and the key challenges for maintaining authentic alumni communities.

Across the course of the fellowship, Jessica has deeply engaged with the sector, and presented workshops and keynote presentations to over 1200 participants from 11 universities, in seven states. Extensive stakeholder engagement, both within Australia (n=457), and at 24 international universities, informed the development of the *Good Practice Principles for Engaging Alumni for Student Employability*, the detailed version of which can be found on the freshly updated

ABOUT

The Australian Learning and Teaching Fellows' network (ALTF) was established in 2011 with support from the Australian Government Office for Learning and Teaching. The network comprises over 100 scholars who are well placed geographically, institutionally and within their discipline communities to promote and sustain effective learning and teaching in Australian higher education, now and into the future.

FEATURED FELLOW



**Associate Professor
Nicolette Lee**
La Trobe University

LATEST BLOG

fellowship website (www.engagingalumni.com).



Engaging Alumni for Student Employment Good Practice Principles

1. Build your community
2. Provide a supportive student experience
3. Explicitly address employability during the student lifecycle
4. Engage students in the community early and coordinate the a
5. Develop clear institutional strategy and provide support.

Invitation to share your practice

As the fellowship enters its final phase, Jessica continues to collect examples of good practice in alumni engagement from across the sector. There is still time to contribute your work to the alumni collection and you are warmly invited to do so by contacting Jessica at j.vanderlelie@latrobe.edu.au.

These important examples of practice will be showcased within the National Innovation Case Study Collection (<http://app.inu.edu.au/national-innovation-case-study-collection/>) that was developed as part of Jessica's work as the Innovative Research Universities Vice-Chancellors' Fellow and launched by the Minister for Education and Training, Senator Simon Birmingham late 2017. With over 120 examples of best practice from across the sector this growing repository provides a useful go to place for ideas in supporting student success.

POSTS

ALTF Student Success series | Assessing for transition
1st August 2018

ALTF Impact Series | 'Belonging, being and becoming' with David Radcliffe
30th June 2018

ALTF Student Success Series | All change now... considering the transformative potential of university attendance.
4th April 2018

LATEST ALTF NEWS

President's message | August 2018
29th August 2018

ALTF Student Success series | Assessing for transition
10th August 2018

New ALTF Student Success blog post from A Prof Sarah O'Shea
6th April 2018



Collaborative project grants

During the final phase of the fellowship, Jessica will be launching a sector wide grants program (for projects up to \$5,000 each) to support initiatives partner with alumni to support student employability. The most important aspect of these project will be a requirement to demonstrate strong collaboration with the Alumni office of the home institution. The scheme will open early March, with a deadline for submission of 1 May 2018. Please encourage your colleagues and teams to consider how they can further develop their connection with alumni and leverage this opportunity for funding. For more information please visit (www.engagingalumni.com).

Resources

The *Good Practice Principles for Engaging Alumni for Student Employability* have been published on the fellowship website (www.engagingalumni.com) and will form the foundation for the upcoming Good Practice Guide which is scheduled for publication in June 2018. In addition to the principles, a number of additional resources are currently available (or scheduled for release)

through the site including:

- A framework for the engaging alumni across the student lifecycle.
- Getting started tips for academics looking to create a new network.
- Advice on the utilisation of digital networks to establish and maintain alumni networks including a curated collection career development content to support recent graduates in the transition to the world of work – available April 2018.
- Interactive engagement activities evaluation matrix that allows you to map out your current alumni engagement activities and assess these in terms of scalability and impact on student learning – available April 2018.

Expert In Residence – Developing Employability

During the next month Jessica will feature as the 'Expert in Residence' for the Developing Employability Community of Practice (<https://developingemployability.edu.au/>), led by Dawn Bennett as part of her fellowship. Please join Jessica over the coming month, as the community discusses the role of alumni engagement in shaping student and graduate employability and the challenges we facing in developing and maintaining authentic alumni communities.

ALTF Student Success Blog

ALTF Student success blog, launched in December 2017 with a fantastic commentary from Professor Sally Kift (<https://altf.org/student-success-blog/>) on the higher education policy landscape, its challenges and the continually high-class efforts of universities across the country. The blog welcomes contributions from across the sector and is designed to provide a forum for Learning and Teaching Fellows and invited guests to share the progress of their work, in addition to contributing to the broader higher education conversation on important sector wide issues. Jessica has agreed

to take on the role of Blog Editor, so please reach out to her if you are interested in contributing.

Appendix D: Research instruments and communications



Survey of alumni professionals perceptions of the value of alumni in higher education (ethics no. 2017/125) INFORMATION SHEET

Who is conducting the research?

Associate Professor Jessica Vanderlelie
School of Medical Science, Griffith University
Contact Phone: 07 55528746
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What is the purpose of the study?

This project is designed to explore the perceptions of alumni professionals in relation to the institutional supports and barriers to effective alumni engagement and the relationships between alumni units and the academic elements of the institution.

Why have I been invited to take part?

You have been invited because you are currently an alumni professional working at an Australian higher education institution and your views are valued.

Do I have to take part?

It is up to you to decide whether or not to be involved in this study. If you do, you will be given this information sheet to keep for your records. You are still free to withdraw at any time and without giving a reason. Whether you decided to participate or not in this study will not influence your employment and no record of participation will be provided to your institution.

What will happen if I take part?

You will be requested to complete an online survey, which will take approximately 15 minutes to complete. The surveys will request information about yourself, your understanding of the institutional organisation structures and processes of alumni engagement and your opinions about the process of working with academic staff.

What are the possible disadvantages and risks of taking part?

There are no foreseeable risks to participating in this study.

What are the possible benefits of taking part?

There will be no direct benefit to you in taking part in this study, but the information generated may indirectly benefit you by improving the ongoing student experiences at Australian higher education institutions. You will have access to a convenient, plain language summary of results upon email request to j.vanderlelie@griffith.edu.au.

Will my taking part in the study be kept confidential?

All information gained from this study will be handled in a strictly confidential manner. It will only be disclosed with your permission, except as required by Law. For the purposes of this study no identifiable data will be collected. All data will be stored securely at Griffith University, for 5 years, and then destroyed. Access to the data is restricted to the named investigators (Associate Professor Jessica Vanderlelie and Joanne Nyland). The results of this study are planned to be published in an education journal and presented at education meetings.

Questions / further information

If you would like any further information about this study, please contact Associate Professor Vanderlelie by email j.vanderlelie@griffith.edu.au or phone (07) 5552 8746.

The ethical conduct of this research

Griffith University conducts research in accordance with the *National Statement on Ethical Conduct in Human Research*. If you have any concerns or complaints about the ethical conduct of this research project you should contact the Manager, Research Ethics, on phone 07 3735 4375 or research-ethics@griffith.edu.au

Privacy statement

The information collected is confidential and will not be disclosed to third parties without your consent, except to meet government, legal or other regulatory authority requirements. A de-identified copy of this data may be used for other research purposes. However, your anonymity will at all times be safeguarded. For further information consult the University's Privacy Plan at <http://www.griffith.edu.au/about-griffith/plans-publications/griffith-university-privacy-plan> or telephone (07) 3735 4375.

Consent will be assumed by the completion and submission of the attached survey.

Perceptions of Alumni Professionals

This survey has been designed to gain a greater understanding of your perceptions of the supports and challenges associated with engaging broad institutional elements in the process of alumni engagement. The survey should take about 15 minutes to complete.

1. Gender: ☐ Male ☐ Female
2. University _____
3. At What level of the institution does your Director of Alumni (or equivalent) report
 - ☐ Vice Chancellor
 - ☐ Deputy Vice Chancellor
 - ☐ Pro Vice Chancellor
 - ☐ Other _____
4. How many levels of institutional hierarchy separate the director of your unit and the Vice Chancellor
 - ☐ 0 reports directly to the Vice Chancellor
 - ☐ 1
 - ☐ 2
 - ☐ 3
 - ☐ 4+
5. How many full time equivalent staff are employed within the alumni engagement area of your department

Alumni Engagement	1, 2, 3, 4, 5, 6, 7, 8, 9, 10+
Database management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10+
6. Score the level of engagement your unit has with the following internal stakeholders
(5 Very High, 4 High, 3 Moderate, 2 low, 1 not engaged, 0 not applicable)
 - ☐ Vice Chancellor
 - ☐ Deputy Vice Chancellor(s)
 - ☐ Pro Vice Chancellor(s)
 - ☐ Heads of Faculty
 - ☐ Heads of School / Discipline
 - ☐ Academic Staff
 - ☐ Professional Staff
 - ☐ Postgraduate students (HDR/Research)
 - ☐ Postgraduate students (Coursework)
 - ☐ Undergraduate students
7. Is alumni engagement explicitly referred to within the strategic plan of the university? Y/N
8. Are alumni currently engaged in providing strategic advice to the institution
 - ☐ Yes, at the university level (Council/ advisory board)
 - ☐ Yes, at the faculty level (Faculty committees/ advisory boards)
 - ☐ Yes, at the school level (School/discipline advisory boards)
 - ☐ Yes, at the school level (in school/program review processes)
 - ☐ Yes, in student engagement
 - ☐ Yes, other _____
 - ☐ No, alumni are not engaged in providing strategic advice at my institution.
9. From the list below, which of the following are considered to be alumni of your institution (select all that apply)
 - ☐ Graduates of the university
 - ☐ Current students of the university from time of enrolment
 - ☐ Current students after the completion of one year of study
 - ☐ ALL Academic staff of the university
 - ☐ ALL Non-academic staff of the university
10. From the following list, select all activities your university CURRENTLY asks alumni to participate in

- ☐ Mentoring students
- ☐ Employing graduates
- ☐ Employing current students
- ☐ Donations – Funding appeals
- ☐ Work with schools to develop degree programs
- ☐ Work with academics to develop subjects
- ☐ Attend networking events
- ☐ Serve on university committees or advisory groups
- ☐ Provide teaching/research projects for students
- ☐ Contribute/collaborate on research
- ☐ Provide guest lectures
- ☐ Provide internships
- ☐ Provide work experience for students
- ☐ Recruit new students
- ☐ Represent the university to government
- ☐ Advertise the university in the community
- ☐ Provide career advice to students
- ☐ Other _____

11. From the following list, select the five activities you feel are most important for graduates to be involved in and rank these 1-5, with 1 being the most important.

- ☐ Mentoring students
- ☐ Employing graduates
- ☐ Employing current students
- ☐ Donations – Funding appeals
- ☐ Work with schools to develop degree programs
- ☐ Work with academics to develop subjects
- ☐ Attend networking events
- ☐ Serve on university committees or advisory groups
- ☐ Provide teaching/research projects for students
- ☐ Contribute/collaborate on research
- ☐ Provide guest lectures
- ☐ Provide internships
- ☐ Provide work experience for students
- ☐ Recruit new students
- ☐ Represent the university to government
- ☐ Advertise the university in the community
- ☐ Provide career advice to students
- ☐ Other _____

12. In which of the following ways does the alumni engagement unit maintain connection with graduates (select all that apply)

- ☐ University alumni network
- ☐ School based alumni networks
- ☐ LinkedIn group (university wide)
- ☐ LinkedIn group (school/discipline based)
- ☐ Facebook groups (university wide)
- ☐ Facebook groups (school/discipline based)
- ☐ Email
- ☐ Phone
- ☐ Other _____

13. Does your unit actively work with any of the following university elements to provide services or engage alumni?

- ☐ Careers Service
- ☐ Graduations
- ☐ Outreach (high schools programs)
- ☐ Graduations
- ☐ Orientation
- ☐ Guild/Student Representative Council
- ☐ Library
- ☐ Graduate Schools (HDR or coursework postgraduate)
- ☐ Other _____

14. Do you track alumni that are members of academic staff? Y/N
15. Do you have formal arrangements with individual academic elements to support alumni engagement activities? Y/N
16. Do you currently track the engagement/relationships between academics working with your unit? Y/N
17. Do you currently engage academics to provide professional development for alumni? Y/N
18. How do you find out about alumni engagement activities happening in individual schools/disciplines? (select all that apply)
- ☐ Involved in the organisation of activities in collaboration with the school
 - ☐ Through committee reporting
 - ☐ Through individual relationships with staff contacts
 - ☐ Through a central alumni event calendar
 - ☐ Through social media
 - ☐ By chance
19. Are you aware of academics that currently engage alumni in their teaching? (select all that apply)
- ☐ As a guest lecturer
 - ☐ As a industry representative in a panel session
 - ☐ To provide advice to students about career options
 - ☐ To mentor students
 - ☐ To assist with assessment design
 - ☐ To assist with the grading of assessment
 - ☐ To develop subject materials/resources
 - ☐ To review/inform curriculum
 - ☐ No, I haven't ever engaged alumni in my teaching
20. Do you currently provide professional development/training in alumni engagement to academic staff within your institution?
- ☐ Alumni engagement methods
 - ☐ Online network management
 - ☐ Social media
 - ☐ Event planning
 - ☐ Other _____
 - ☐ Not currently offering formal professional development to academic staff.
21. In which of the following ways are you supporting academics/schools to engage with alumni
- ☐ Event planning
 - ☐ Provision of alumni contact lists
 - ☐ Sourcing alumni for guest lectures/teaching activities
 - ☐ Gathering alumni stories
 - ☐ Sourcing alumni for mentoring
 - ☐ Other _____
 - ☐ Not currently offering formal professional development to academic staff.
22. From your perspective what are the greatest challenges you face when engaging with academic staff. (Select all that apply)
- ☐ Finding the correct person to contact
 - ☐ Unrealistic expectations/timeframes for requests
 - ☐ Schools/academics keeping 'secret' lists of alumni contacts
 - ☐ Schools/academics recording contact/engagement with alumni
 - ☐ Academic understanding of the most effective ways engage alumni
 - ☐ Academic understanding of how to establish and maintain online alumni networks
 - ☐ School based alumni networks that are not disclosed to the alumni office
 - ☐ Cost associated with coordinating events
 - ☐ Workload associated with working in schools
 - ☐ Academics unwillingness to engage
 - ☐ Turn over of academic staff and roles within schools
23. Do you perceive any institutional barriers to alumni engagement?
-

For the following questions indicate to what extent **do you agree or disagree** with the each statement by circling the number corresponding to your response

1 2 3 4 5
Strongly disagree Disagree Neutral Agree Strongly agree

<i>Graduates <u>1-2 years after graduation</u> would be best positioned to...</i>	
24. Share their experience of job search	1 2 3 4 5
25. Share their experiences of work	1 2 3 4 5
26. Provide information about the industry	1 2 3 4 5
27. Mentor current students	1 2 3 4 5
28. Advise academics about the relevance of the degree to the requirements of industry	1 2 3 4 5
29. Provide work experience for students	1 2 3 4 5
30. Donate money to the university	1 2 3 4 5
31. Employ current students	1 2 3 4 5
<i>Graduates <u>3-5 years after graduation</u> would be best positioned to....</i>	
32. Share their experience of job search	1 2 3 4 5
33. Share their experiences of work	1 2 3 4 5
34. Provide information about the industry	1 2 3 4 5
35. Mentor current students	1 2 3 4 5
36. Advise academics about the relevance of the degree to the requirements of industry	1 2 3 4 5
37. Provide work experience for students	1 2 3 4 5
38. Donate money to the university	1 2 3 4 5
39. Employ current students	1 2 3 4 5
<i>Graduates <u>5+ years after graduation</u> would be best positioned to....</i>	
40. Share their experience of job search	1 2 3 4 5
41. Share their experiences of work	1 2 3 4 5
42. Provide information about the industry	1 2 3 4 5
43. Mentor current students	1 2 3 4 5
44. Advise academics about the relevance of the degree to the requirements of industry	1 2 3 4 5
45. Provide work experience for students	1 2 3 4 5
46. Donate money to the university	1 2 3 4 5
47. Employ current students	1 2 3 4 5

Thank you for taking part in this survey.



Survey of staff perceptions of the value of alumni in higher education

(ethics no. 2017/125)

INFORMATION SHEET

Who is conducting the research?

Associate Professor Jessica Vanderlelie
School of Medical Science, Griffith University
Contact Phone: 07 55528746
Contact email: j.vanderlelie@griffith.edu.au

What is the purpose of the study?

This project is designed to explore staff perceptions of the value of alumni in supporting learning, teaching and culture at higher education institutions.

Why have I been invited to take part?

You have been invited because you are currently a staff member at an Australian higher education institution and your views are valued.

Do I have to take part?

It is up to you to decide whether or not to be involved in this study. If you do, you will be given this information sheet to keep for your records. You are still free to withdraw at any time and without giving a reason. Whether you decided to participate or not in this study will not influence your employment and no record of participation will be provided to your institution.

What will happen if I take part?

You will be requested to complete a paper-based or online survey, which will take approximately 15 minutes to complete. The surveys will request information about yourself, your understanding of the role of alumni and your opinions about the value of alumni in the university context.

What are the possible disadvantages and risks of taking part?

There are no foreseeable risks to participating in this study.

What are the possible benefits of taking part?

There will be no direct benefit to you in taking part in this study, but the information generated may indirectly benefit you by improving the ongoing student experiences at Australian higher education institutions. You will have access to a convenient, plain language summary of results upon email request to j.vanderlelie@griffith.edu.au.

Will my taking part in the study be kept confidential?

All information gained from this study will be handled in a strictly confidential manner. It will only be disclosed with your permission, except as required by Law. For the purposes of this study no identifiable data will be collected. All data will be stored securely at Griffith University, for 5 years, and then destroyed. Access to the data is restricted to the named investigator (Associate Professor Jessica Vanderlelie). The results of this study are planned to be published in an education journal and presented at education meetings.

Questions / further information

If you would like any further information about this study, please contact Associate Professor Vanderlelie by email j.vanderlelie@griffith.edu.au or phone (07) 5552 8746.

The ethical conduct of this research

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Privacy statement

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Consent will be assumed by the completion and submission of the attached survey.

Staff Perceptions of the Value of Alumni in the University Experience

This survey has been designed to gain a greater understanding of your perception of the role and value of alumni in the learning, teaching and culture of the university. The survey should take about 15 minutes to complete.

1. Gender: ☐ Male ☐ Female
2. University _____
3. Discipline _____ list some out - _____
4. Academic Title
 - ☐ Associate Lecturer
 - ☐ Lecturer
 - ☐ Senior Lecturer
 - ☐ Associate Professor
 - ☐ Professor
5. Role
 - ☐ Academic (Teaching focussed)
 - ☐ Academic (Balanced profile)
 - ☐ Academic (Research focussed)
 - ☐ Year level coordinator
 - ☐ Head of discipline
 - ☐ Head of School/Department
 - ☐ Dean
 - ☐ Senior Executive
 - ☐ Other _____
6. How many years have you worked in Higher Education ☐ 1-3 ☐ 3-5 ☐ 5-7 ☐ 7-10 ☐ 10+
7. Do you currently maintain connection to an institution with which you studied (select your most recent qualification if you have obtained multiple qualifications from the same institution)
 - ☐ Yes, the university that conferred my undergraduate degree
 - ☐ Yes, the university that conferred my postgraduate qualification
 - ☐ Yes, a university that I studied with for a short time
 - ☐ No, I do not maintain connection with my alma mater
8. From the list below, which of the following would you consider to be alumni of an institution (select all that apply)
 - ☐ Graduates of a university
 - ☐ Current students of the university
 - ☐ Current students after the completion of one year of study
 - ☐ Academic staff of the university
 - ☐ Non-academic staff of the university
 - ☐ Individuals that donate money to a university
9. From the following list, select all activities your university CURRENTLY asks graduates to participate in

- ☐ Mentor students
- ☐ Employ graduates
- ☐ Employ current students
- ☐ Donate money
- ☐ Work with schools to develop degree programs
- ☐ Work with academics to develop subjects
- ☐ Attend networking events
- ☐ Serve on university committees or advisory groups
- ☐ Provide projects for students
- ☐ Collaborate on research
- ☐ Give guest lectures
- ☐ Provide internships
- ☐ Provide work experience for students
- ☐ Provide industry specific training for students
- ☐ Recruit new students
- ☐ Represent the university to government
- ☐ Advertise the university in the community
- ☐ Provide career advice to students
- ☐ Other _____

10. From the following list, select the five activities you feel are most important for graduates to be involved in and rank these 1-5, with 1 being the most important.

- ☐ Mentor students
- ☐ Employ graduates
- ☐ Employ current students
- ☐ Donate money
- ☐ Work with schools to develop degree programs
- ☐ Work with academics to develop subjects
- ☐ Attend networking events
- ☐ Serve on university committees or advisory groups
- ☐ Provide projects for students
- ☐ Work on research
- ☐ Give guest lectures
- ☐ Provide internships
- ☐ Provide work experience for students
- ☐ Provide industry specific training for students
- ☐ Recruit new students
- ☐ Represent the university to government
- ☐ Advertise the university in the community
- ☐ Provide career advice to students
- ☐ Other _____

11. Do you currently have contact with previous graduates from degree programs offered by your school/department?

- ☐ Yes (Proceed to Question 13) ☐ No (Proceed to Question 15)

12. In which of the following ways do you maintain connection with graduates (select all that apply)

- ☐ University alumni network
- ☐ School alumni network
- ☐ LinkedIn connections
- ☐ LinkedIn group members
- ☐ Facebook friend
- ☐ Facebook group members
- ☐ Email
- ☐ Phone
- ☐ Other _____

13. How regularly do you connect with graduates, that are no longer studying at the institution (Select most relevant timeframe)

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Every 3-6 months
- ☐ Every 6-12 months
- ☐ Every 12-18 months
- ☐ More than 18 months

14. Have you ever engaged alumni (not including HDR students) in your teaching (select all that apply)

- ☐ As a guest lecturer
- ☐ As a industry representative in a panel session
- ☐ To provide advice to students about career options
- ☐ To mentor students
- ☐ To assist with assessment design
- ☐ To assist with the grading of assessment
- ☐ To develop subject materials/resources
- ☐ To review/inform curriculum
- ☐ No, I haven't ever engaged alumni in my teaching

15. From your perspective what are the greatest challenges you face when considering engaging with alumni. (Select all that apply)

- ☐ Accessing an up to date list of graduates and their contact details
- ☐ Understanding the process of working with the alumni office of the university
- ☐ The time it takes to connect with graduates
- ☐ Understanding of how to establish a network
- ☐ Understanding the most effective ways engage alumni
- ☐ Understanding how to establish and maintain an online alumni network
- ☐ Understanding the potential ways that alumni can contribute to my teaching
- ☐ Cost associated with coordinating events

For the following questions indicate to what extent **do you agree or disagree** with the each statement by circling the number corresponding to your response

	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
17	The university seems to care about its graduates				1 2 3 4 5
18	The university does a good job at maintaining connection with graduates				1 2 3 4 5
19	My school/department stays connected with graduates				1 2 3 4 5
20	Graduates are an important part of the university community				1 2 3 4 5
21	Graduates should be supported after they leave the university				1 2 3 4 5
22	Once a student graduates they are no longer a part of the university community				1 2 3 4 5
23	I am interested in learning more about how to engage with alumni to support my teaching				1 2 3 4 5
24	I am interested in learning more about how alumni can support student employability				1 2 3 4 5
25	I can see benefit in connecting with alumni				1 2 3 4 5
	<i>I am interested in maintaining connection with</i>				
26	Undergraduates students I have taught				1 2 3 4 5
27	Honours students I have supervised				1 2 3 4 5
28	Masters students I have supervised				1 2 3 4 5
29	PhD students I have supervised				1 2 3 4 5
30	Students that have participated in research with me				1 2 3 4 5
31	Students from my school that I have not had contact with				1 2 3 4 5
	<i>I am interested in engaging alumni (not including HDR students) in my teaching</i>				
32	As a guest lecturer				1 2 3 4 5
33	As a industry representative in a panel session				1 2 3 4 5
34	To provide advice to students about career options				1 2 3 4 5
35	To mentor students				1 2 3 4 5
36	To assist with assessment design				1 2 3 4 5
37	To assist with the grading of assessment				1 2 3 4 5
38	To develop subject materials/resources				1 2 3 4 5
39	To review/inform curriculum				1 2 3 4 5
	<i>Graduates 1-2 years after graduation would be best positioned to...</i>				
40	Share their experience of job search				1 2 3 4 5
41	Share their experiences of work				1 2 3 4 5
42	Provide information about the industry				1 2 3 4 5
43	Mentor current students				1 2 3 4 5
44	Advise academics about the relevance of the degree to the requirements of industry				1 2 3 4 5
45	Provide work experience for students				1 2 3 4 5
46	Donate money to the university				1 2 3 4 5
47	Employ current students				1 2 3 4 5

For the following questions indicate to what extent do you agree or disagree with the each statement by circling the number corresponding to your response

1 2 3 4 5
Strongly disagree Disagree Neutral Agree Strongly agree

<i>Graduates 3-5 years after graduation would be best positioned to</i>		
48	Share their experience of job search	1 2 3 4 5
49	Share their experiences of work	1 2 3 4 5
50	Provide information about the industry	1 2 3 4 5
51	Mentor current students	1 2 3 4 5
52	Advise academics about the relevance of the degree to the requirements of industry	1 2 3 4 5
53	Provide work experience for students	1 2 3 4 5
54	Donate money to the university	1 2 3 4 5
55	Employ current students	1 2 3 4 5
<i>Graduates 5+ years after graduation would be best positioned to</i>		
56	Share their experience of job search	1 2 3 4 5
57	Share their experiences of work	1 2 3 4 5
58	Provide information about the industry	1 2 3 4 5
59	Mentor current students	1 2 3 4 5
60	Advise academics about the relevance of the degree to the requirements of industry	1 2 3 4 5
61	Provide work experience for students	1 2 3 4 5
62	Donate money to the university	1 2 3 4 5
63	Employ current students	1 2 3 4 5

Thank you for taking part in this survey.



Survey of students' perceptions of the value alumni in higher education (ethics no: 2017/125)

INFORMATION SHEET

Who is conducting the research?

Associate Professor Jessica Vanderlelie
School of Medical Science, Griffith University
Contact Phone: 07 55528746
Contact email: j.vanderlelie@griffith.edu.au

What is the purpose of the study?

This project is designed to explore students' perceptions across the student lifecycle of the value of alumni in supporting learning, teaching and culture at higher education institutions.

Why have I been invited to take part?

You have been invited because you are currently a student enrolled in a program at Griffith University and your views are valued.

Do I have to take part?

It is up to you to decide whether or not to be involved in this study. If you do, you will be given this information sheet to keep for your records. You are still free to withdraw at any time and without giving a reason. Whether you decided to participate or not in this study will not influence your grades or any other aspect associated with studying at Griffith University.

What will happen if I take part?

You will be requested to complete a paper-based or online survey, which will take approximately 10 minutes to complete. The surveys will request information about yourself, your understanding of the role of alumni and your opinions about the value of alumni in the university context.

What are the possible disadvantages and risks of taking part?

There are no foreseeable risks to participating in this study.

What are the possible benefits of taking part?

There will be no direct benefit to you in taking part in this study, but the information generated may indirectly benefit you by improving your ongoing student experiences at Griffith University. You will have access to a convenient, plain language summary of results upon email request to j.vanderlelie@griffith.edu.au.

Will my taking part in the study be kept confidential?

All information gained from this study will be handled in a strictly confidential manner. It will only be disclosed with your permission, except as required by Law. For the purposes of this study no identifiable data will be collected. All data will be stored securely at Griffith University, for 5 years, and then destroyed. Access to the data is restricted to the named investigators (Associate Professor Jessica Vanderlelie). The results of this study are planned to be published in an education journal and presented at education meetings.

Questions / further information

If you would like any further information about this study, please contact Associate Professor Vanderlelie by email j.vanderlelie@griffith.edu.au or phone (07) 5552 8746.

The ethical conduct of this research

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Privacy statement

The information collected is confidential and will not be disclosed to third parties without your consent, except to meet government, legal or other regulatory authority requirements. A de-identified copy of this data may be used for other research purposes. However, your anonymity will at all times be safeguarded. For further information consult the University's Privacy Plan at <http://www.griffith.edu.au/about-griffith/plans-publications/griffith-university-privacy-plan> or telephone (07) 3735 4375.

Consent will be assumed by the completion and submission of the attached survey.

Student Perceptions of the Value Alumni in Higher Education

This survey has been designed to gain a greater understanding of your perception of the role and value of alumni in the learning, teaching and culture of the university. The survey should take about 10 minutes to complete.

1. Age: ☐ 17-19 ☐ 20-23 ☐ 24-30 ☐ 30-40 ☐ 40+
2. Gender: ☐ Male ☐ Female
3. What degree/program are you studying: _____
4. What university do you attend: _____
5. How many years have you been at university ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+
6. Student status: ☐ International student ☐ Domestic student
7. What is the basis of your enrolment: ☐ On campus ☐ Online/external
8. Years since high school graduation:
☐ less than 1 year
☐ 1 year
☐ 2 years
☐ 3 years – 5 years
☐ Greater than 5 years
9. From the list below, which of the following would you consider to be alumni of an institution (select all that apply)
☐ Graduates of a university
☐ Current students of the university
☐ Students after one year of study
☐ Academic staff of the university
☐ Non-Academic staff of the university
☐ Individuals that donate money to a university
10. Have you ever had contact with a graduate from your university?
☐ Yes (Proceed to Question 11) ☐ No (Proceed to Question 12)
11. If yes, in what context did you engage with the graduate (select all that apply)
☐ Personal or family friend
☐ At open day
☐ At orientation
☐ At a workshop coordinated by the university/school
☐ In class - Academic staff member
☐ In class - Guest lecturer during my studies
☐ Mentor (coordinated by university)
☐ Mentor (coordinated by yourself)
☐ Networking event
☐ Industry placement
☐ Work experience
12. From the following list, select all activities your university CURRENTLY asks graduates to participate in

- ☐ Mentor students
- ☐ Employ graduates
- ☐ Employ current students
- ☐ Donate money
- ☐ Work with schools to develop degree programs
- ☐ Work with academics to develop subjects
- ☐ Attend networking events
- ☐ Serve on university committees or advisory groups
- ☐ Provide projects for students
- ☐ Work on research
- ☐ Give guest lectures
- ☐ Provide internships
- ☐ Provide work experience for students
- ☐ Recruit new students
- ☐ Represent the university to government
- ☐ Advertise the university in the community
- ☐ Provide career advice to students
- ☐ Other_____

13. From the following list, select the **five activities** you feel are most important for graduates to be involved in and **rank these 1-5** with 1 being the most important.

- ☐ Mentor students
- ☐ Employ graduates
- ☐ Employ current students
- ☐ Donate money
- ☐ Work with schools to develop degree programs
- ☐ Work with academics to develop subjects
- ☐ Attend networking events
- ☐ Serve on university committees or advisory groups
- ☐ Provide projects for students
- ☐ Work on research
- ☐ Give guest lectures
- ☐ Provide internships
- ☐ Provide work experience for students
- ☐ Recruit new students
- ☐ Represent the university to government
- ☐ Advertise the university in the community
- ☐ Provide career advice to students
- ☐ Other_____

Please turn over

For the following questions indicate to what extent do you agree or disagree with the each statement by circling the number corresponding to your response

	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
14	The university seems to care about its graduates				1 2 3 4 5
15	The university does a good job at maintaining connection with graduates				1 2 3 4 5
16	My school/department stays connected with its graduates				1 2 3 4 5
17	Graduates are an important part of the university community				1 2 3 4 5
18	Graduates should be supported after they leave the university				1 2 3 4 5
<i>Graduates <u>1-2 years after graduation</u> would be best positioned to...</i>					
19	Share their experience of job search				1 2 3 4 5
20	Share their experiences of work				1 2 3 4 5
21	Provide information about the industry				1 2 3 4 5
22	Mentor current students				1 2 3 4 5
23	Advise academics about the relevance of the degree to the requirements of industry				1 2 3 4 5
24	Provide work experience for students				1 2 3 4 5
25	Donate money to the university				1 2 3 4 5
26	Employ current students				1 2 3 4 5
<i>Graduates <u>3-5 years after graduation</u> would be best positioned to....</i>					
27	Share their experience of job search				1 2 3 4 5
28	Share their experiences of work				1 2 3 4 5
29	Provide information about the industry				1 2 3 4 5
30	Mentor current students				1 2 3 4 5
31	Advise academics about the relevance of the degree to the requirements of industry				1 2 3 4 5
32	Provide work experience for students				1 2 3 4 5
33	Donate money to the university				1 2 3 4 5
34	Employ current students				1 2 3 4 5
<i>Graduates <u>5+ years after graduation</u> would be best positioned to....</i>					
35	Share their experience of job search				1 2 3 4 5
36	Share their experiences of work				1 2 3 4 5
37	Provide information about the industry				1 2 3 4 5
38	Mentor current students				1 2 3 4 5
39	Advise academics about the relevance of the degree to the requirements of industry				1 2 3 4 5
40	Provide work experience for students				1 2 3 4 5
41	Donate money to the university				1 2 3 4 5
42	Employ current students				1 2 3 4 5

If you would be interested in participating in student interviews please provide your email contact on the attached interest form (all details will be housed separately to your survey responses).

Thank you for taking part in this survey.

Engaging Alumni for Graduate Success: Staff Perceptions of the Value of Alumni in Higher Education

(ethics no. 2017/125)

INFORMATION SHEET : Case Study

Who is conducting the research?

Associate Professor Jessica Vanderlelie
School of Medical Science, Griffith University
Contact Phone: 07 55528746
Contact email: j.vanderlelie@griffith.edu.au

What is the purpose of the study?

This project is being undertaken as part of an OLT National Teaching Fellowship for Associate Professor Jessica Vanderlelie. This project is designed to explore staff perceptions of the value of alumni in supporting learning, teaching and culture at higher education institutions. The purpose of this interview is to (i) characterise staff and student perceptions of the value of alumni to teaching, learning and employability education at Australian higher education institutions; (ii) to characterise the barriers that prevent staff from connecting more meaningfully with alumni; (iii) benchmark the extent and ways in which alumni knowledges support curricular and co-curricular learning and teaching; and (iv) identify instances of exemplary teaching practice for the engagement of alumni in the curriculum nationally.

Why have I been invited to take part?

You have been invited because you are a staff member that is currently employed at an Australian Higher Education institution and your views are valued. You are invited to take part in this project because you have self-identified as engaging in teaching practice that is relevant to the fellowship, or your teaching practice has been recommended by a colleague.

Do I have to take part?

It is up to you to decide whether or not to be involved in this study. If you do, you will be given this information sheet to keep for your records. You are still free to withdraw at any time and without giving a reason. Whether you decided to participate or not in this study will not influence your employment at your respective institution.

What will happen if I take part?

Participation will involve responding to a brief confidential (non-anonymous) interview administered by telephone or skype that will take approximately 20-30 minutes of your time. Interviews will be recorded to facilitate transcription and will be deleted upon the completion of transcription. Findings will be de-identified and aggregated for reporting purposes.

Questions will include:

- In <your Faculty/School>, what are the key ways that you engage with alumni/graduates?
- Do you have units/modules/initiatives that involve alumni in the development or delivery of curriculum or in the sharing of their knowledges of industry and the transition to work?
- What aspect do you find most challenging when engaging with alumni?
- Describe the role of the alumni department at your institution in supporting your efforts to engage with alumni.

Your participation in this project is entirely voluntary. If you agree to participate you do not have to answer any question(s) you are uncomfortable answering. Your decision to participate or not participate will in no way impact upon your current or future relationship with Griffith University or with the OLT. If you do agree to participate you can withdraw from the project during your participation without comment or penalty. Any identifiable information already obtained from you will be destroyed at your request, if the request is submitted within one month of the interview date.

What are the possible disadvantages and risks of taking part?

The risks of participation are low. They include:

- The inconvenience of taking time to talk with the researcher on the phone. In order to address this risk, the research team will attempt to organize the interview at a time convenient for you, and template completion can be undertaken in your own time.

What are the possible benefits of taking part?

There will be no direct benefit to you in taking part in this study, but the information generated may indirectly benefit the broader academic community. You will have access to a convenient, plain language summary of results upon email request to j.vanderlelie@griffith.edu.au.

Will my taking part in the study be kept confidential?

All information gained from this study will be handled in a strictly confidential manner. All comments and responses will be treated confidentially unless required by law, with responses reported only at an aggregate, de-identified level. It should be noted that your de-identified responses used for reporting may be re-identifiable by people who know you well. The names of individual persons may be asked for some responses (e.g., asking for individual cases of exemplary practice), but contact details for these individuals will not be asked for. Your offering of any individual or project names does not constitute consent that these individuals or projects be included in a case study – their consent for their participation will be sought separately from those individuals. All data will be stored securely at Griffith University, for 5 years, and then destroyed. Access to the data is restricted to the named investigators (Associate Professor Jessica Vanderlelie). The results of this study are planned to be published in an education journal and presented at education meetings. All data will be stored securely at Griffith University, for 5 years, and then destroyed. Access to the data is restricted to the named investigators (Associate Professor Jessica Vanderlelie). The results of this study are planned to be published in an education journal and presented at education meetings.

Questions / further information

If you would like any further information about this study, please contact Associate Professor Vanderlelie by email j.vanderlelie@griffith.edu.au or phone (07) 5552 8746.

The ethical conduct of this research

Griffith University conducts research in accordance with the *National Statement on Ethical Conduct in Human Research*. If you have any concerns or complaints about the ethical conduct of this research project you should contact the Manager, Research Ethics, on phone 07 3735 4375 or research-ethics@griffith.edu.au.

Privacy statement

The information collected is confidential and will not be disclosed to third parties without your consent, except to meet government, legal or other regulatory authority requirements. A de-identified copy of this data may be used for other research purposes. However, your anonymity will at all times be safeguarded. For further information consult the University's Privacy Plan at <http://www.griffith.edu.au/about-griffith/plans-publications/griffith-university-privacy-plan> or telephone (07) 3735 4375.

Key question threads for interviews and focus groups.

Academics
<ol style="list-style-type: none"> 1. In <your faculty/discipline/school>, what are the key ways that you engage with alumni? 2. Do you have units/modules/initiatives that involve alumni in the development or delivery of curriculum or in the sharing of their knowledges of industry or the transition to work? 3. In what ways do you consider alumni can support student employability? 4. What aspects do you find most challenging when engaging with alumni? 5. Describe the role of the alumni department at your institution in supporting your efforts to engage with alumni?
Alumni professionals
<ol style="list-style-type: none"> 1. What is the size of your university alumni network? 2. What is the definition of alumni engagement at your institution? 3. What services are on offer for graduates? 4. Do you offer specific support for new graduates? 5. What methods are utilised by your institution in connecting with alumni and maintaining networks? 6. Are you aware of current activities where alumni contribute to undergraduate teaching or employability initiatives? 7. Describe the balance between school based and central alumni services and networks.
Professional staff
<ol style="list-style-type: none"> 1. In what ways does your element engage alumni? 2. Describe the role of the alumni department at your institution in supporting your efforts to engage with alumni? 3. What aspects do you find most challenging when engaging with alumni? 4. Are you aware of current activities where alumni contribute to undergraduate teaching or employability initiatives?
Leadership
<ol style="list-style-type: none"> 1. Describe your institutional philosophy for alumni engagement 2. What do you consider to be the most important contribution of alumni at your institution? 3. In what ways do you consider alumni can support student employability? 4. Are you aware of current activities where alumni contribute to undergraduate teaching or employability initiatives?

Engaging Alumni for Graduate Success: Staff and Student Perceptions of the Value of Alumni in Higher Education

(ethics no. 2017/125)

INFORMATION SHEET : Case Study

Who is conducting the research?

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School of Medical Science, Griffith University
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Why have I been invited to take part?

You have been invited because you are a staff member that is currently employed at an Australian Higher Education institution and your views are valued. The purpose of the case study is to describe exemplary teaching and other practice relating that engages alumni in the the context of curricular or co-curricular activities. You are invited to take part in this project because you have self-identified as engaging in teaching practice that is relevant to the fellowship, or your teaching practice has been recommended by a colleague.

Do I have to take part?

It is up to you to decide whether or not to be involved in this study. If you do, you will be given this information sheet to keep for your records. You are still free to withdraw at any time and without giving a reason. Whether you decided to participate or not in this study will not influence your employment at your respective institution.

What will happen if I take part?

Participation will involve a brief non-audio recorded telephone discussion of 15 minutes with the researcher to discuss the requirements of the case study template (full template attached), and then if requested, filling in the template relating to your case study and submitting it to the research team. Your case will be screened during the conversation, for relevance to the Fellowship and for non-redundancy of case study details.

This data will be used to add to the Engaging Alumni for Graduate Success toolkit, which is housed on the online website. The data will also be aggregated with other similar data and used to characterise the impact of the fellowship, and to describe the ways in which universities are engaging with alumni to support graduate employability.

Your participation in this project is entirely voluntary. If you agree to participate you do not have to answer any question(s) you are uncomfortable answering. Your decision to participate or not participate will in no way impact upon your current or future relationship with Griffith University or with the OLT. If you do agree to participate you can withdraw from the project during your participation without comment or penalty, until it is published on the website. Any identifiable information already obtained from you will be destroyed at your request.

What are the possible disadvantages and risks of taking part?

The risks of participation are low. They include:

- The inconvenience of taking time to talk with the researcher on the phone, fill out the template, and check a final copy prior to publication on the community of practice. In order to address this risk, the research team will attempt to organize the interview at a time convenient for you, and template completion can be undertaken in your own time.
- Reputational risk through community members misinterpreting or misunderstanding your template; in order to address this risk, the research team will work with you on the publication of your template so to agree and clarify every detail.

What are the possible benefits of taking part?

There will be no direct benefit to you in taking part in this study, but the information generated may indirectly benefit you by improving the ongoing student experiences at Australian universities. You will have access to a convenient, plain language summary of results upon email request to j.vanderlelie@griffith.edu.au.

Will my taking part in the study be kept confidential?

All information gained from this study will be handled in a strictly confidential manner. Your case study is not anonymous, and your name and organisational area / university will be attached to it for reporting purposes. Your case study may be published in part or in whole on the website, shared at various Fellowship forums and events, published in reports, and published in academic articles. Please note that non-identifiable data collected in this project may be used as comparative data in future projects. The conduct of this research involves the collection, access and/ or use of your identified personal information. The information collected is confidential and will not be disclosed to third parties without your consent, except to meet government, legal or other regulatory authority requirements. A de-identified copy of this data may be used for other research purposes. However, your anonymity will at all times be safeguarded. For further information consult the University's Privacy Plan at <http://www.griffith.edu.au/about-griffith/plans-publications/griffith-university-privacy-plan> or telephone (07) 3735 4375. All data will be stored securely at Griffith University, for 5 years, and then destroyed. Access to the data is restricted to the named investigators (Associate Professor Jessica Vanderlelie). The results of this study are planned to be published in an education journal and presented at education meetings.

Questions / further information

If you would like any further information about this study, please contact Associate Professor Vanderlelie by email j.vanderlelie@griffith.edu.au or phone (07) 5552 8746.

The ethical conduct of this research

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Privacy statement

The information collected is confidential and will not be disclosed to third parties without your consent, except to meet government, legal or other regulatory authority requirements. A de-identified copy of this data may be used for other research purposes. However, your anonymity will at all times be safeguarded. For further information consult the University's Privacy Plan at <http://www.griffith.edu.au/about-griffith/plans-publications/griffith-university-privacy-plan> or telephone (07) 3735 4375.

Email invitation to develop a case study

Dear _____,

I'm emailing to invite you to participate in a brief telephone interview relating to _____ University's engagement with alumni to support teaching, learning and graduate employability.

This interview is part of my OLT National Teaching Fellowship. I'm seeking to:

- (i) characterise staff and student perceptions of the value of alumni to teaching, learning and employability education at Australian higher education institutions
- (ii) to characterise the barriers that prevent staff from connecting more meaningfully with alumni.
- (iii) benchmark the extent and ways in which alumni knowledges support curricular and co-curricular learning and teaching;
- (iv) identify instances of exemplary teaching practice for the engagement of alumni in the curriculum nationally.

The phone interview will take approximately 20-30 minutes.

Further details on the study and participation can be found in the participation sheet attached.

Should you require more information or have any questions, please get in contact the research team on (07)55528746 or respond to this email. We are happy to work with you to refine your case study, so please do get in contact if we can be of assistance.

What do I do to participate?

1. Please reply to this email using the templated response below. This is your consent to participate in the project.
2. To arrange a time for the interview, please select a time slot that suits you via the project's [online appointment calendar](#).

Many thanks, and I hope to talk with you soon,
Many thanks,
Jessica

This study has been approved by the Griffith university Human Research Ethics Committee (approval number 2017/125).

Email Reply template

Dear Jessica,

I am emailing to confirm my participation an Engaging Alumni for Graduate Success interview.

I am available for a 20-30 minute phone/skype interview, and have selected a time that suits me using the Timely booking service. I have also indicated via the Timely service the phone number or skype account that I can be reached at for the interview.

I have read and understand the statement of participation, and I consent to participate. I confirm that I:

- Have read and understood the information document regarding this project.
- Have had any questions answered to my satisfaction.
- Understand that if I have any additional questions I can contact the research team.
- Understand that I am free to withdraw at any time without comment or penalty.
- Understand that I can contact the Research Ethics Unit 07 3735 4375 or research-ethics@griffith.edu.au if I have concerns about the ethical conduct of the project.
- Understand that my case study will be shared as I submitted it, and it will not be anonymous
- Understand that non-identifiable data collected in this project may be used as comparative data in future projects.
- Agree to participate in the project.

Best regards,
[your name]

Appendix E: Engaging Alumni for Employability Good Practice Principles



Australian Government
Department of Education and Training

National principles for engaging alumni to support student employability

Principle 1: Build your community

A strong alumni network hinges on a deep sense of community.

- **Welcome to the family:** Discuss that students belong to the School 'family' and university 'community' from day one on campus.
- **Communicate your intention and commitment** to establish and maintain a lifelong relationship.
- **Share stories** of past graduates and their achievements/challenges with students.
- **Celebrate the success** of your alumni, by regularly profiling their achievements and through an official university alumni awards program.
- **Model what it means** to be an alumnus by engaging graduates across the student lifecycle from orientation to graduation.
- **Communicate the value of connection** to the network by clearly answering the question 'what's in it for me?'.
- **Understand that alumni engagement must be earned:** Invite alumni to events where you DON'T ASK ANYTHING of them.

Principle 2: Provide a supportive experience

Alumni have an emotional attachment to the university based on their relationships as a student

- **Let students contribute:** Provide opportunities for students to feedback about their experience and contribute to the operations of the school.
- **Have fun:** Provide co-curricular activities for students that facilitate connection with academic staff, peers and alumni.
- **Show you care** by encouraging staff to be friendly and supportive of students.
- **Help students connect** to their peers and alumni through formal and informal networks that leverage the power of technology.
- **Celebrate the diversity** of backgrounds and experiences of students and draw upon alumni to normalise the challenges of study for all.
- **Provide tangible benefits** of engagement that are supportive to alumni and their needs.
- **Make engagement authentic** by coordinating a diverse program activities tailored for discipline context.

Principle 3: Explicitly address employability

Alumni are industry that deeply care about the university

- Talk to students about their career goals and encourage reflection upon these goals across the degree.
- Develop authentic curriculum and experiences for students by drawing upon alumni to inform learning design.
- Support professions awareness: Draw upon experienced alumni to showcase career options, the realities of the professions and a pathway to success.
- Be open about the challenges: Invite new graduates to share their experiences of transitioning to work.
- Support placement/work experience with alumni partners.
- Facilitate mentoring by providing opportunities for student-to-alumni and alumni-to-alumni partnerships.
- Continue to care by acknowledging OUR role in supporting graduates as their careers unfold, through times of success and transition.

Principle 4: Engage early and coordinate the approach

If we wait until graduation, its already too late

- Connect students early to your school/university alumni group so they understand the full benefit of continuing involvement.
- Make it easy to stay connected by developing discipline specific networks and encouraging all students to join whilst studying.
- Maintain a comprehensive database of alumni and their details by collaborating with the alumni office and avoiding 'secret' lists.
- Draw upon the expertise of the alumni office to support schools/disciplines with the co-ordination of events and communication strategy.
- Track engagement between alumni and all areas of the university to ensure that you are not overburdening active alumni.
- Take an active role in maintaining connection by encouraging staff to remain connected with graduates and provide opportunities to bring alumni together.
- Map alumni relationships with staff to ensure those staff with the strongest connection are in the loop if approaching the alumni for a request.

Principle 5: Clear institutional strategy and support

We are all on the same team

- Position alumni engagement as a key area of strategic priority for the institution and communicate this with staff, students and alumni.
- Communicate clearly the engagement philosophy and university intentions regarding fundraising to academic staff at all levels of the institution.
- Provide resources to faculties and schools supporting to encourage and support authentic engagement.
- Develop a clear organisational structure that encourages collaboration between academics, schools and the alumni office.
- Identify champions to lead alumni engagement within schools/disciplines to provide a consistent point of contact to the alumni office.
- Provision workload and reward achievement for staff supporting alumni engagement activities.
- Make internal processes clear to academic staff when engaging with the Alumni Office.
- Support staff training and development in the fundamentals of relationship management, social media and online networking.