Orientation Strategic Planning Summit Responses

After individual reflection, participants were asked to select their top two (2) ideas and put them forth into the middle of their table. They then looked for common themes to group them in to similar topics.

**Vision**

Q: What does the ‘ideal’ year-long orientation program look like for students as the priority group, but also involving faculty and staff?

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Theme</th>
<th>Specific Responses</th>
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</thead>
<tbody>
<tr>
<td>Support (Academic and Admin)</td>
<td>Staff/Faculty are aware of the importance of this week/program</td>
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<td></td>
<td>Support in needed areas</td>
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<td></td>
<td>Western 1010 will be in place to provide an online resource for students</td>
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<td></td>
<td>Full-year transition (O-year)</td>
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<td></td>
<td>O-year (committed and engaging programming all year)</td>
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<td>Stronger focus on services at Western/USC etc.</td>
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<td>Students will be trained on necessary processes they need to take part in (i.e. registration of courses, ITR, Add/drop)</td>
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<td></td>
<td>Students aware of all programs and services</td>
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<td></td>
<td>faculty better understand orientation and how they can contribute to it</td>
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<td></td>
<td>Stronger support system between sophs, FYS, staff and faculty</td>
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<tr>
<td>All Wellness</td>
<td>Get your 150</td>
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<td></td>
<td>Students will be well informed of FINANCIAL aspects of university success</td>
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<td></td>
<td>Mental health and wellness focus</td>
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<td></td>
<td>Be focused on personal and academic success</td>
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<tr>
<td>Governance and Administration of O-Week</td>
<td>Improve preparation of FYS</td>
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<td></td>
<td>All Western’s partners will be actively involved in transition from O-Week to O-Year</td>
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<td></td>
<td>University has a strong role in budget for the week (not just big ticket items such as concerts)</td>
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<td></td>
<td>OGB meets regularly and is PROactive rather than Reactive</td>
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<td></td>
<td>In-time delivery and proactive</td>
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<td></td>
<td>Create an Office of Student Orientation to take the lead on Orientation initiatives</td>
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<td>Diversity and Inclusivity</td>
<td>Diversity will be synonymous with Western’s Orientation</td>
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<tr>
<td></td>
<td>Diversity</td>
<td></td>
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<td></td>
<td>Inclusive and encompassing events</td>
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<td></td>
<td>Inclusive of the many identities that make up the Western community</td>
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<tr>
<td>Orientation Assessment</td>
<td>Activities that are initiated are based and evaluated with rigour to establish priorities</td>
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<td></td>
<td>Students feel welcomed and know where to turn for resources and support.</td>
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<td></td>
<td>Evaluation and assessment proves Learning outcomes</td>
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<td></td>
<td>Encompasses all the Orientation goals</td>
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</table>

**Table 2**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Specific Responses</th>
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</thead>
<tbody>
<tr>
<td>Campus-wide Engagement and Commitment</td>
<td>Communication between faculty and residence/OC portfolios</td>
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</table>
Table 3

<table>
<thead>
<tr>
<th>Theme</th>
<th>Specific Responses</th>
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</thead>
<tbody>
<tr>
<td>Campus-wide Collaboration</td>
<td>Collaboration with resources throughout Western AND its affiliates</td>
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<tr>
<td></td>
<td>Reduced transitions between programming (i.e. SAO, summer writing clinic, oweek)</td>
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<td></td>
<td>Excellent coordination across units</td>
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<td></td>
<td>Programming and department intentional/time and connected</td>
</tr>
<tr>
<td>All Students Engaged</td>
<td>No wrong door</td>
</tr>
<tr>
<td></td>
<td>Clear opportunities for first year students' involvement and rejection</td>
</tr>
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<td></td>
<td>Students engaging with faculty, staff and resources early</td>
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<tr>
<td></td>
<td>Students will feel involved AND informed</td>
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<tr>
<td>Strong Community</td>
<td>Stronger student-faculty relationship</td>
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<td></td>
<td>Western student leaders, staff and faculty are knowledgeable and able to connect students to resources they need (training?)</td>
</tr>
<tr>
<td></td>
<td>Staff and faculty are fully engaged/supportive of commitments</td>
</tr>
<tr>
<td>Connected Programming</td>
<td>More specific programming of engage FYS</td>
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<td></td>
<td>Frost week - check in with students and sophs</td>
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<td></td>
<td>A year long orientation that develops and evolves to meet student needs in a timely fashion</td>
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<td></td>
<td>Formal check-ins during frost week/periodically throughout year</td>
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<td></td>
<td>A comprehensive program that meets different needs</td>
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<tr>
<td>Engage Student Leaders</td>
<td>Engaged sophs who are invested in the first year student transition</td>
</tr>
</tbody>
</table>
Soph mentorship and training throughout the year (personal development)
Mentorship to model good social and academic behaviour (what does that look like anyways?)

Setting Expectations
Proactive programming
Accountability to build practices to understand and implement personal/academic practices
Western's values are clearly articulated throughout

Other
Heathly behaviour (physical/emotional health)
Continuous improvement (year-to-year/within the year)
Study hall action over apathy

Table 4
<table>
<thead>
<tr>
<th>Theme</th>
<th>Specific Responses</th>
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</thead>
<tbody>
<tr>
<td>Inclusion for ALL students</td>
<td>An orientation that makes students say &quot;wow, I'm glad I chose Western.&quot; -&gt; Make each student find their place and make it their home.</td>
</tr>
<tr>
<td>Parent Orientation</td>
<td>Ongoing parent orientation (more awareness around supports, services + trends)</td>
</tr>
<tr>
<td>Extended Orientation</td>
<td>Parent &quot;orientation&quot; ongoing</td>
</tr>
<tr>
<td>Integrated Learning and Programming</td>
<td>A Campus Culture of Orientation (recognizing that orientation is year-long!</td>
</tr>
<tr>
<td>Soph Selection Process</td>
<td>Integrated and engaged learning with academic and social programming (Including faculty and staff in more collaborative programming Integrated learning through all aspects of orientation (not just doing something because we've always done it that way) Greater collaborating between soph teams and faculty (councils)</td>
</tr>
<tr>
<td>Training and Support</td>
<td>More intensive Training for sophs Training of staff and faculty to support transition Training for ALL sophs, staff and faculty with focus on ongoing (special topics - student needs) Greater emphasis on campus resources Training and support for student leaders (e.g. mental health, special population etc.) Improved state of mental health for volunteers</td>
</tr>
<tr>
<td>Diversity and Awareness</td>
<td>Increased attention to diversity and accessibility (OneLove) Diversity - Inclusion, education and acknowledgement of ALL types of students on campus.</td>
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Table 5
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<thead>
<tr>
<th>Theme</th>
<th>Specific Responses</th>
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</thead>
<tbody>
<tr>
<td>Mentorship</td>
<td>Student leader being a LINK to resources</td>
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<td></td>
<td>Student leaders (sophs, res staff) being engaged in the lives of the FYS</td>
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</tbody>
</table>
Programs that educate about behaviour expectation

Positive experience comes from positive relationships

### Reaching Out

All interests and comfort levels are covered in programming

#### Something for everyone

- Programming for non-traditional students
- More input from students (what do you want from orientation week? Month? Year?)
- 100% engagement, not attendance
- Encouragement of people to step outside their comfort zone but don’t push them
- Faculty will say: Students are prepared for engaged learning

#### Academic support reaching OUT to students rather than pulling them in

### Resources

Seamless support from multiple points
- Financial management
- Career counselling

Timely and convenient resources for FYS
- Library involvement training sessions residences during essay times

Staff will say: students know how to access campus resources
- Students will have all tools for success (info about support at Western)

Students feel confident seeking resources - and staff/faculty confident referring

### Academic Integration and Engagement

Academics integrated in engaging ways
- Year long academic skills/courses (library, writing skills, academic calendar etc.)
- Interdisciplinary First Year Seminars
- Opportunities to engage with faculty about programs (in a non-judgemental/stressful way)
- Explore other Areas?
- Interdisciplinary/diversity safe space for curiosity

What about multi-year programs? E.g. 4th year career at coffee shops etc.

### Wellness

Open talk about mental health

"Helpful and stress-free"
- Nobody falling through cracks

Increased sense of belonging and well-being for all students
- Shared sense of responsibility for the well-being of others

### Table 6

<table>
<thead>
<tr>
<th>Theme</th>
<th>Specific Responses</th>
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<tbody>
<tr>
<td><strong>Academics and Support</strong></td>
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<tr>
<td>Strong academic mentorship</td>
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<tr>
<td>Wellness Wednesdays (SSC)</td>
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<tr>
<td>Student Engagement with Academic Advisors (especially in Science faculty)</td>
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<tr>
<td>Week-long open house all of o-week (look at Science as model)</td>
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<tr>
<td>Mental health education kit/program for all incoming students</td>
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<tr>
<td><strong>Year-Long Engagement between SOPHS and Students</strong></td>
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<tr>
<td>Hear from the incoming class to see where their interests lie (prior to o-week)</td>
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<tr>
<td>Make ourselves the standard in North America -&gt; External research is important, but what about internal research? We have no clue</td>
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<tr>
<td><strong>Educational</strong></td>
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<tr>
<td>Transparency of what is expected academically</td>
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<td>Resources refreshers throughout the year</td>
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<td>Postcard to home</td>
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<td>Open house days are very important to attend</td>
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<tr>
<td>Coffe with John (or other Academic Advisors)</td>
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<td>Greater faculty involvement in Omornth</td>
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<tr>
<td>Seamless communication between Sophs and administration</td>
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<tr>
<td><em>Don't BE yourself, FIND yourself</em></td>
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</tbody>
</table>

### Welcoming support
Community Building and Engagement (Local and Global)

Table 7

<table>
<thead>
<tr>
<th>Theme</th>
<th>Specific Responses</th>
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</thead>
<tbody>
<tr>
<td>Engaged and Empowered</td>
<td>Engaged in the Western community</td>
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<td>Engaged in the London community</td>
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<td></td>
<td>Alumni Collaboration</td>
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<td>Programs directed at self-discovery and empowering relationships</td>
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<tr>
<td>Belonging</td>
<td>Free to be themselves</td>
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<td></td>
<td>Students feel they don’t need to drink during o-week</td>
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<td></td>
<td>Sense of belonging</td>
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<td></td>
<td>Connected to community within the larger Western community</td>
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<td></td>
<td>Feel safe</td>
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<td>Western feels like ‘home’</td>
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<td>Support</td>
<td>Increase in residence Soph retention</td>
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<td></td>
<td>No one is lost to 65% average</td>
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<td></td>
<td>FYS feel prepared for the rest of their Western career</td>
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<td></td>
<td>Support network of peers, Sophs, Faculty and Staff</td>
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<tr>
<td>Awareness/Programs</td>
<td>Navigation of services and programs within an inclusive community</td>
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<td></td>
<td>Understand different academic programs</td>
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<td></td>
<td>Inclusive programming</td>
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<td>All-inclusive programming</td>
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<tr>
<td>Accessible</td>
<td>Free to participate for all</td>
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### Table 8

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<tr>
<th>Theme</th>
<th>Specific Responses</th>
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<tr>
<td><strong>One Workforce Approach</strong></td>
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<td>More staff portfolios formally designated to Orientation (i.e. faculties)</td>
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<td>Automatic</td>
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<td>Parent orientation</td>
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<td></td>
<td>Awareness and understanding of all student services</td>
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<td>Information sharing (multiple points of engagement)</td>
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<td>Mapping of stakeholder contributions</td>
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<td></td>
<td>Easy to access</td>
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<td>Faculty and staff can speak knowingly about all orientation activities</td>
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<td></td>
<td>Immersive academic experience</td>
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<td></td>
<td>A faculty mentor for each soph group (High impact practice via &quot;a small learning community&quot;)</td>
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<td>Soph groups based on common classes/class year (stronger integration with academics)</td>
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<td>Academic transition is understood</td>
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<td>First year course 'life hacks'</td>
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<td>Faculty Interest-based Lectures (i.e. TED Talks)</td>
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<td><strong>Helping the &quot;whole&quot; student</strong></td>
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<td></td>
<td>Meet them where they are - not ask them to come see you</td>
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<td>Early intervention</td>
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<td>Bring &quot;Whole&quot; student together (social, emotional, academic)</td>
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<td></td>
<td>Identifying unique needs of different demographics</td>
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<td>Community support</td>
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<tr>
<td><strong>Belonging</strong></td>
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<td></td>
<td>A time to be free of judgement</td>
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<td></td>
<td>All students have found their niche</td>
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<td></td>
<td>Inviting atmosphere</td>
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<td></td>
<td>Students are welcome, feel like they belong (i.e. diversity and respect)</td>
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<td></td>
<td>Pride in their school and their accomplishments</td>
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### Table 9

<table>
<thead>
<tr>
<th>Theme</th>
<th>Specific Responses</th>
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<tbody>
<tr>
<td><strong>Collaboration and Integration</strong></td>
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<tr>
<td></td>
<td>Collaboration and Integration</td>
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<td></td>
<td>Effective and regular communication between stakeholders</td>
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<tr>
<td><strong>Mental Health and Wellness</strong></td>
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<td></td>
<td>Wellness and Health promotion (self care, self advocacy, self efficacy)</td>
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<td></td>
<td>Programming focused on student well-being</td>
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<td></td>
<td>Mental Health Support</td>
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<td><strong>Year-long Transition</strong></td>
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<td></td>
<td>Increased engagement of students throughout their university career</td>
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<td></td>
<td>Ongoing social and inclusive programming</td>
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<td></td>
<td>Stronger community</td>
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<td>Giving the students the programming they want (social-entertainment along with survival resources and tools)</td>
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<td></td>
<td>Better Campus Understanding</td>
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<td>Measurable &quot;year-long&quot; transition program</td>
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<td></td>
<td>Inspiring and engaging</td>
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<td>Input/feedback from students across campus to ensure relevant programming (ongoing)</td>
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<td><strong>Support Systems</strong></td>
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<td></td>
<td>Continual support and annual check-ins with students to track their progress</td>
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<tr>
<td><strong>Increased engagement and support to international students</strong></td>
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<tr>
<td><strong>Increased Family Involvement</strong></td>
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<td></td>
<td>Valuing collaborative learning over evaluation</td>
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<td></td>
<td>Making genuine connections with friends/peers</td>
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<tr>
<td><strong>One-on-one student mentorships</strong></td>
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<tr>
<td><strong>Flexibility and openness</strong></td>
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</tr>
<tr>
<td>Theme</td>
<td>Specific Responses</td>
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</tbody>
</table>
| **Tailored Support (academics and beyond)** | Individual transition plan? (academics + health + goals + everything etc.)  
Mental health - what is depression/where to go for help?  
Mental health - what is stress/how to deal with it?  
Quick identification of students who are struggling  
Academic support (are you in the right program?)  
Academic support (how are you doing/where to go for help)  
Academic supports should be well-known by FYS  
More encouragement from faculties |
| **Expanded Transition** | Transition/Orientation starting the moment somebody APPLIES to Western (conversion, pre-arrival)  
Consistent support for/accompaniment of FYS from Sept-April  
Empowered students taking an active role in their learning (personal+academic)  
Revisiting events with first-year students  
Transition throughout the entire student experience (student life-cycle)  
Transition in+out of Western  
Open to students beyond year 1 (into year 2) |
| **An Encompassing Culture/Perspective** | Fun  
Staying connected with home supports "E.T. Phone Home"  
Diet (how to eat properly, shopping, making good choices etc.)  
Fitness events (how do I incorporate exercise into my school routine)  
Health/Mental health  
Shift in sophing culture  
Safe and inclusive  
Sense of belonging  
Intoxication (emphasize safety and reduction of use of alcohol or drugs)  
Long-term goal planning (why am I here? Networking with alumni and current students)  
Increased awareness of supports and no taboos about seeking them out |
| **Stakeholder Collaboration** | Greater Incorporation of Off-Campus Students  
Balance between faculty and residence programming  
Innovative and collaborative  
Better communication with all relevant stakeholders  
coordinated across campus (ONE calendar, thoughtful timing, not repetitive)  
Collaboration that looks seamless to the student (communications, programming, other) |
| **O-Week Program Adaptability** | Anticipatory leadership planning (not just adaptive)  
Developing the involvement/co-curricular initiatives  
Inclusive of diverse student groups and respectful of their unique needs  
Fluid; flowing  
Engaging programs  
Energizing  
Responsive to student feedback and student needs  
Assessment and change cycle  
Week-long [Sunday to Saturday]  
Accessible in different formats (online, in person, interactive) |
Orientation Strategic Planning Summit Responses

Purpose and Outcomes

Table 1

Q1: What do you think is/are the main purpose(s) of the Student Orientation Program?

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Belonging</td>
<td>holistic, academic, social etc.</td>
</tr>
<tr>
<td>Understanding of expectations</td>
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<tr>
<td>Part of community where all resources are available to them</td>
<td></td>
</tr>
<tr>
<td>Sense of safety and security</td>
<td></td>
</tr>
<tr>
<td>No one falls through the cracks</td>
<td></td>
</tr>
<tr>
<td>Reciprocal involvement and responsibility</td>
<td>Always someone who cares about student</td>
</tr>
<tr>
<td>Engagement in the London Community</td>
<td>Students can reach out to each other</td>
</tr>
<tr>
<td>Bridging SAO and orientation</td>
<td>Reducing 'town and gown' divisions</td>
</tr>
<tr>
<td>Increase consistency for all students</td>
<td>Seamless integration of pre-university transition experience</td>
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<tr>
<td></td>
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<tr>
<td>Includes graduate student community in orientation</td>
<td>Out of province, international etc. Pre-orientation experience</td>
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<tr>
<td>Highlights job opportunities on campus for students</td>
<td>Fosters mentorship</td>
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<td></td>
<td>Ease financial burden - research shows that pt work can lead to increased</td>
</tr>
</tbody>
</table>

Q2: How are students different after participating in the 'ideal' orientation?

<table>
<thead>
<tr>
<th>Difference</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are fully integrated into the campus life</td>
<td></td>
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<tr>
<td>Increased engagement and Western spirit</td>
<td></td>
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<tr>
<td>Adopting values through increased understanding</td>
<td>e.g. commitment to diversity</td>
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<tr>
<td>Engage all students, not just residence students</td>
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</tr>
<tr>
<td>Confidence to get engaged across campus and help other to do the same</td>
<td>Off-campus in particular</td>
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<tr>
<td>Break out of their comfort zone</td>
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<tr>
<td>Students become student leaders/mentors themselves, having thrived in the process</td>
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</tr>
</tbody>
</table>

Q3: What are faculty and staff noticing about students after a successful orientation?

<table>
<thead>
<tr>
<th>Notice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be comfortable asking for help</td>
<td>Asking for help is a strength rather than a weakness</td>
</tr>
<tr>
<td>Increased collaboration between students and faculty</td>
<td></td>
</tr>
<tr>
<td>Sense that we are all part of one community and that we (faculty, staff and TAs) are all invested in student success</td>
<td>Sense the faculty are here to help students learn rather than being out to see</td>
</tr>
<tr>
<td>We would see an increase in student interest in leadership positions (sops, rez staff, USC etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership and mentorship chain reaction</td>
</tr>
</tbody>
</table>

Table 2

Q1: What do you think is/are the main purpose(s) of the Student Orientation Program?

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Leadership</td>
<td>Transferability of skills</td>
</tr>
</tbody>
</table>
Connect what students want to achieve and provide resources to get there. Bringing together the traditional environment together with what is offered at Western Healthier/more engaged campus - passing on the information/cycle.

Bring these two together Over time, the purpose evolves depending on the needs of students. Students evolve over the time they're here as well. Provide students with information in an engaging matter. Provide them with available resources in an attractive environment.

Identify gaps where there are needs and fill it. Understanding one’s self through self-assessment.

Acclimatise students to what is acceptable at Western Culture. Know how to present themselves socially.

Well adjusted via student development. Well-formed students Willing to get there.

More engaged Prudential Greater self-esteem open-minded Good community member Western and London

Q2: How are students different after participating in the 'ideal' orientation?

Taking Initiative Seeking leadership opportunities Classroom participation

Q3: What are faculty and staff noticing about students after a successful orientation?

Well-formed students

Willing to get there

More informed due to the foundation information they received through the academic culture at Western ("Party Hard, Seek for the best")

Table 3

Q1: What do you think is/are the main purpose(s) of the Student Orientation Program?

Sense of belonging Understanding of values Comfortable/confident Understand resources

Develop independent thinking Becoming more self-directed Balancing student needs vs. University needs Diversity Collaboration between faculty and staff

"United front"

Q2: How are students different after participating in the 'ideal' orientation?

Self discovery/identity/personal development Integrated into the society of Western Sense of belonging Confidence/comfortable Anxiety relief Informed about the campus

I.e. who they can go to and when/why

Understand the expectations of the institution The VALUES of Western
Increased sense of civic engagement

Q3: What are faculty and staff noticing about students after a successful orientation?

Students are more engaged in leadership opportunities
Students are receiving the messaging
Get students to develop good habits from the beginning
Less conduct issues
Understand the meaning of independence

Table 4

Q1: What do you think is/are the main purpose(s) of the Student Orientation Program?
Sets up students to be successful in all aspects of career
Knowledge of services on campus
Orientation as it relates to the First Year Experience
The overall positive feeling and belonging to Western
Civic engagement

Sets up students to be successful in all aspects of career
FYS as primary objective
What is success defined as individually
Set up system to help them pursue their path

Table 5

Q1: What do you think is/are the main purpose(s) of the Student Orientation Program?
Welcoming students and assisting in transition
First impressions (living alone/Western/New courses)
Orientation is a bridge between where they are coming from and where they are going - smooths out transition
Creating Western as a new home to the FYS
Encouraging sense of accountability
Assisting students in understanding that although they are now very independent (or required to be), we are available for help
Teach them about the resources available WHEN THEY NEED IT
Destigmatizing getting help
All encompassing
Changing language behind “getting help”
Accessibility

Q2: How are students different after participating in the ‘ideal’ orientation?
Students feeling freee to talk about all their needs and challenges
Students feeling knowledgeable about resources available to them
Students feel like they are a part of Western as a whole
Feeling a connection with the institution and community
Feeling included and represented
Self-efficacy

Q3: What are faculty and staff noticing about students after a successful orientation?
They’re coming for help earlier
Feeling more connected
Students are more active and involved
Students not feeling alone
Noticeable increase in FYS involvement in volunteer opportunities/positions

Table 6

Q1: What do you think is/are the main purpose(s) of the Student Orientation Program?
Changing perception from class and homework to life story
Expand opportunities available “lifting the blinders”
"Don’t be yourself, find yourself." - Claire Newman
Prepared inter-culturally for world stage

Q2: How are students different after participating in the ‘ideal’ orientation?
Increased self-efficacy
Personal development
Awareness of places in communities
Increased participation in future orientations

Q3: What are faculty and staff noticing about students after a successful orientation?
Feeling connected
Confident in pursuing different avenues because needs have been met

<table>
<thead>
<tr>
<th>Table 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q1: What do you think is/are the main purpose(s) of the Student Orientation Program?</strong></td>
</tr>
<tr>
<td>High-level direction giving to incoming students so at the end all students know all the directions available</td>
</tr>
<tr>
<td>First year</td>
</tr>
<tr>
<td>Fourth year</td>
</tr>
<tr>
<td>Making students comfortable with the transition</td>
</tr>
<tr>
<td>Learn what support systems are available asap</td>
</tr>
<tr>
<td>Know what questions to ask even if they don’t have all the answers</td>
</tr>
<tr>
<td>Gives a perspective of the journey ahead</td>
</tr>
<tr>
<td>Different from job orientation since students have little experience</td>
</tr>
<tr>
<td>Establish empowering relationships</td>
</tr>
<tr>
<td>Non-competition environment</td>
</tr>
<tr>
<td>Empower students to change program out of the gate rather than in their 3rd year</td>
</tr>
<tr>
<td>Confidence to decide their own journey</td>
</tr>
<tr>
<td>Do I belong here?</td>
</tr>
<tr>
<td>Is this the right program for me?</td>
</tr>
<tr>
<td>Reflection on success thus far/where to go from here?</td>
</tr>
<tr>
<td>Able to ask questions and for help without worry</td>
</tr>
<tr>
<td>Mental health/academic help</td>
</tr>
<tr>
<td>No judgement or perception that faculty is 'better' than another</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2: How are students different after participating in the 'ideal' orientation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-discovery</td>
</tr>
<tr>
<td>Given information they need to have confidence in themselves</td>
</tr>
<tr>
<td>More involved (job, intramural, club)</td>
</tr>
<tr>
<td>Builds confidence</td>
</tr>
<tr>
<td>Incentives for students to seek out more opportunities for involvement</td>
</tr>
<tr>
<td>Involvement ↔ confidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3: What are faculty and staff noticing about students after a successful orientation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing confidence</td>
</tr>
<tr>
<td>Hearing relevant questions about their choices</td>
</tr>
<tr>
<td>Comfortable speaking out and speaking to each other (i.e. in seminars)</td>
</tr>
</tbody>
</table>

| Table 8 |
Q1: What do you think is/are the main purpose(s) of the Student Orientation Program?

Shift to independent thinking, learning, and generally just more self-directed
Culturation to campus
Six "I"s of CDT
Interpersonal connections
Critical thinking
Socially and academics
Introduction - investment
Interaction - influence
Investment - identity

Q2: How are students different after participating in the 'ideal' orientation?

Change in behaviour - able to solve own problems more efficiently
Less dependent on others
More self-directed in learning
Ascribe meaning to their experience
both inside and outside the classroom
"Understanding independence"
Help-seeking
Confident
Self-efficacy
Self-mastery
Aware of needs, and uses services proactively
Not just surviving, but "thriving" mentality
Excited about learning

Q3: What are faculty and staff noticing about students after a successful orientation?

Preventative behaviours
identify their problems
Able to ask good questions
identity formation
Proactively doing something before you must do it
Year 1 - articulating problems
Maybe not the right question
Knowing yourself
Year 2 - doing something about it
Mastery by year 4

Table 9

Q1: What do you think is/are the main purpose(s) of the Student Orientation Program?

Making students feel comfortable and confident
Empowerment and independence
Belonging
Welcoming and personable
Connect, inform, empower
Addressing challenges of engagement
Addressing rules and expectations
Transition from "first year student" to a part of the Western community as well as
Support systems, events, mentorship

Q2: How are students different after participating in the 'ideal' orientation?

Inspired and willing to participate
Engagement
Volunteering etc.
Autonomy and balance
Excited to come back and contribute to the community
Students are knowledgeable of campus resources and their access to them
Knowing expectations put on them by all parties
Choice
Belonging to a multi-faceted university community

Q3: What are faculty and staff noticing about students after a successful orientation?

Results
Students are more willing to participate
Effective time management
Students genuinely care
Gather staff/faculty input
Student collaborating with each other

Table 10

Q1: What do you think is/are the main purpose(s) of the Student Orientation Program?
Support successful transition of students into university
Skills
Experience
Resources
Tools
Sense of belonging
Communicate Western's values
Build perspective
Setting them up for success
Goal setting
Self discovery
Independence

Q2: How are students different after participating in the ‘ideal’ orientation?
Informed
Connected
Peers, faculty, staff
Identity
More self-aware
More awareness of expectation of institution
Social issues
More sensitive to diverse needs of students (stress)
Appreciation for inclusivity - respect
Modeled behaviour

Q3: What are faculty and staff noticing about students after a successful orientation?
Successful
Knowledgeable
Expectations
Access services early
Proactive
Academic responsibilities
Good habits early
Student needs and resources
Fewer conduct issues
Promote attending varsity games and other non-drinking activities
Orientation Strategic Planning Summit Responses

Values

Selected Western Value # of votes % of votes

| Diversity | 29 | 15.8% |
| Partnership | 26 | 14.2% |
| Safety | 20 | 10.9% |
| Community* | 17 | 9.3% |
| Integrity | 16 | 8.7% |
| Respect | 16 | 8.7% |
| Leadership | 10 | 5.5% |
| Openness | 7 | 3.8% |
| Potential for Growth/Capacity Building* | 7 | 3.8% |
| Social Responsibility | 6 | 3.3% |
| Experiential Learning* | 6 | 3.3% |
| Communication* | 5 | 2.7% |
| Transparency* | 5 | 2.7% |
| Creativity* | 3 | 1.6% |
| Success (Learning + Education)* | 3 | 1.6% |
| Health* | 2 | 1.1% |
| Sustainability | 1 | 0.5% |
| Empathy* | 1 | 0.5% |
| Humility* | 1 | 0.5% |
| Common Purpose* | 1 | 0.5% |
| Equity* | 1 | 0.5% |
| Internationalisation | 0 | 0.0% |
| Total | 183 | 100% |

*Value not on list provided to participants

N=61 (3 votes each)

Diversity

Internationalization efforts

Diverse approaches to programs and services
Culture of safe self-expression
Programming

Services
Sophs

Individuals
Inclusivity

Training

Programming
Each student will bring something different to campus
Accepting and understanding those differences

Selection of Soph teams

DIVERSITY of THOUGHT
Increased involvement of various community partners
Recognising the diverse community Western has
Create programming that is diverse and can be applied to a diverse group of people
Inclusive programming

Inclusive of all groups and income classes
All areas of the events are considered in programming planning.

- Rural/urban
- Sexuality
- Race
- Socio-economic
- Accessibility

Visibility of diverse communities
Awareness of how to engage in diverse communities and find connections
Exploring a wide range of offerings and approaches. Measuring success based on the variety of offerings rather the most popular.

Messaging of respect
Showing a genuine interest or curiosity to learn about and from diverse communities

Inclusive Programming Celebration of all students

Creating a sense of belonging for all
Having programming that celebrates and brings awareness to differences

Culture Centres on campus
Inclusivity

Partnership

Collective responsibility between and within all campuses
Collaboration and resources allocation is communicated
Good communication

Everyone benefits in the Orientation Program
“Everyone chips in”

Selfless nature of partnership to achieve what is best for the students
Collaboration
Clear cycle of info
Info sharing
Working together

Collaboration between students, faculty and staff
Collaborative attempts/efforts
Cycle of information between faculty and staff
A united front focused and devoted to the orientation of western Students
Cooperate and communicate across campus
Partnership between USC, Faculties, Faculty members, Staff members
Comfortable being an individual within a community
Full collaboration campus-wide to deliver a unified cohesive Orientation
Affiliates
Faculty
Collaborative efforts
Impossible to achieve without students, staff and faculty input and increased faculty involvement in soph team selections and prc

Building an orientation program with everyone’s voice at the table
Important to utilise all resources possible for best possible outcome

Seamless collaboration between staff and faculty

Safety

ELE
Challenge by choice
Walk homes

Mental health
Walk homes
Soph training on all topics
O-week bracelets
Awareness of campus issues
Events are offered with risk management in mind
Reduced volumes of alcohol intake

Comfort
Personal and physical safety
**Emotional safety**
Encompassing all aspects of well-being into the o-week strategy
Awareness of campus issues

**Protocols**

**Training**
Risk management
Ensuring all sophs have training
"See something, do something"
Decrease in alcohol/drug incidents and reports of violence
Effective risk management

<table>
<thead>
<tr>
<th>Community</th>
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<tbody>
<tr>
<td>Belonging</td>
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<tr>
<td>Sense of belonging</td>
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<table>
<thead>
<tr>
<th>Integrity</th>
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<tbody>
<tr>
<td>Expectations of self and others</td>
</tr>
<tr>
<td>Intentions are noble, not self-serving</td>
</tr>
</tbody>
</table>
If we are promised change/our input to be heard, then follow through with it. Don’t let it be sidelined
Responsible
Expectations of self and those of Western
Being honest

<table>
<thead>
<tr>
<th>Respect</th>
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<tbody>
<tr>
<td>Safe community</td>
</tr>
<tr>
<td>Decrease in police/conduct reports on civil discourse</td>
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<tr>
<td>Inclusivity</td>
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<tr>
<td>Sensitivity training</td>
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<tr>
<td>Understanding of all outcomes</td>
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<tr>
<td>Expertise of each patient</td>
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<tr>
<td>Consistent messages about respect</td>
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<tr>
<td>Role modelling</td>
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<tr>
<td>Cheers that don’t convene harmful messages</td>
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<tr>
<td>Peers</td>
</tr>
<tr>
<td>Diverse communities</td>
</tr>
<tr>
<td>Impact on others</td>
</tr>
<tr>
<td>Being cognisant of different perspectives and values</td>
</tr>
<tr>
<td>Commitment to diversity</td>
</tr>
<tr>
<td>Respecting the different needs of the various stakeholders</td>
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</tbody>
</table>
Comfortable being an individual within a community

<table>
<thead>
<tr>
<th>Leadership</th>
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</thead>
<tbody>
<tr>
<td>Role modelling</td>
</tr>
<tr>
<td>Taking an active role</td>
</tr>
<tr>
<td>Sophs</td>
</tr>
<tr>
<td>USC</td>
</tr>
<tr>
<td>Western</td>
</tr>
<tr>
<td>Opportunities for building leadership skills</td>
</tr>
<tr>
<td>Recognition of the scope of the leadership role and investment in individuals who can lead and develop a sustainable year long pl</td>
</tr>
</tbody>
</table>
Initiative to lead students to start on the right path of university life

| | Sophs |
| | are first point of contact, followed by staff and faculty |
Equip sophs with skills and training to help students
Developing leaders
Taking care of eachother and the students

Listening
Empowering
Providing student leadership opportunities
Good role modelling
Opportunity for involvement
Takes initiative

Openness
Experiencing something for the first time
Learning by seeing things from a different perspective
Changes in viewpoint and perspective
Recognising that students will never be the same after Orientation
No one generic profile of a student
Engaged in community
Public meeting minutes
Transparency
Willingness to change, grow and adapt
Communication and transparency
Open to others' ideas
Openness to change things that "have always been this way"
Approachable/Ease of involvement
Comfort with all those involved
Being approachable and open by reaching out to allow students to know you are there for them
Understanding that each student will open at different times
Open to constructive criticism allows for constant improvements
No problem too big or too small
ASK FOR HELP

Social Responsibility
Inclusivity
Find people struggling to integrate
Growth and leadership
Service learning opportunities
Community building
Reduce risk with alcohol
Service Learning
In the Western community
Both to themselves and eachother
Community partnerships
Connection and accountability to one's communities (peers)
Giving back
Days of service "volunteerism"

Communication
The general point or outcomes - Why Orientation?
Transparency around objectives, expectation, resources and reaching out
A year long program will never succeed if we do not change our actual program
Contributions must be measurable and attainable by the individual
Orientation Strategic Planning Summit Responses

Special Topics

Exploring priority topics attendees identified through RSVP process

Topic

A. How do we create a respectful and inclusive campus environment and programming supporting our diverse student body?

B. How do we improve campus-wide coordination (faculties, department, affiliated colleges) in planning and implementing Orientation Week?

Working groups

Collaborating with smaller groups for effective programming changes
Coordination between the associate deans
Member of OPC present at Deans’ meetings?

Layered learning approach

SAD vs. Oweek vs. Omonth
Share messaging with faculty

There is so much information given to students
How can we give this information effectively and efficiently?

Improve Communication between and amongst departments
Currently the university can be “silod” amongst all of the departments
Difficult to make progress when stakeholders change every year

Email to faculty regarding the high-level events
Buy in from all departments is required for success

Appropriate representation from departments at meetings
Ensuring the leaders are aware of the attempt at collaboration - holding each other accountable

Clarity of roles and responsibilities to help get ensure jobs are done.
OPC is working well, no new structure needed at this time
Maybe a review of that structure
Who needs to know on OPC and how it’s communicated

How does the OPC info fo deans?

Balance of students and staff is good

Balance of interests from campus aren’t necessarily the best
Primary and Secondary reps for OPC representatives

Staff support, portfolios dedicated to that communication
Collaboration within areas of campus (i.e. within Brescia)

Not working in isolation, but collaboratively with other areas
Orientation updates (email list)

Make this two-way so that updates can be sent both ways
Collaborative/community framework
Intranet info posted on orientation (online library, OWL etc.)

Announcements, a digest, weekly updates
OPC introduces themselves and gives out gifts

More transparent

Joint planning of events

Duplication of information and events across campus should be worked on

Oweek is tougher to work in collaboration
Look in to conference/summit (like OSPS) to talk about orientation
Helps different areas to work together (i.e. soph training)
One large single event that involves everyone, reaching out to all

Orientation Summit Planning would have to be early May
The earlier the better
Having the right people (working with the hierarchy)
Decision makers and front-line employees
March is VPSE selection

Reduce redundancy - no more competing events

More Faculty Involvement

More profs running events, informal with profs and students
Marrying social and academics
More familiar relations improve student success

Both faculties and orientation with benefit
Better understanding and communication (might think o-week is the same as 10 years ago)
Show them the data communicating our values and outcomes

If there was a better buy-in they would be more beneficial and flexible

Two degrees or programs can be equal, but having a better social experience and learning better skills will set us apart

OPC have over-representation in some areas and under-representation in others

2 steps, engaging people and insuring it's representative

How does that work? (not working well right now)

Under-represented in terms of Deans and faculty presidents
Breakdown of OPC to specific roles and representation

Requirement; shared responsibility
Create a more solid structure, membership and representation
Start from the top
Build from the ground up
Several committees and representation with a smaller core

O week timing (after summer vacation)
Disorientation by passing of information
So many levels needing to get the same information
Test updates
Who has access to send it out

More efficient

C. How do we best support students' health and well-being through orientation?

Over-worked Sophs

During O-week
Implement Soph Rest Stations (usc)
"Soph care" mandatory breaks
Change culture
Not okay to only get 3hrs of sleep
"Go home early nights" (OC and Arts already do this)

FYS

Pressure to participate in everything
Emphasize that events are optional
Sophs must role model a positive example for FYS
Don't burn yourself out
Go to class

Proactive Approaches

We need to be MORE proactive and get out info about mental health resources BEFORE students feel home-sick, panic attacks, suicidal thoughts.

Social Wellness

More diversity of events
Group yoga etc.

Areas for Improvement

Soph training
Programming

Types
Timing

Linking to resources
Emphasis on referrals
2 days of training is NOT enough
Way more training on campus resources
Sending out various resources to Sophs and FYS during times that are most relevant to them
Reference studies that look at mental health changes throughout the year

Soph training

"When to refer"
Awareness of when your FYS might need specific info
More mental health training (in-person) for sophs
More effective training

Framing mental health training in a different way:

"This ___ has been a common problem for FYS. Here ___ is how you address it.

Sophs must be an AMBASSADOR of practicing good mental health and wellbeing
If they're exhausted all the time, their FYS will see that as the standard to live up to

Dry O-Week
Remove stereotypes and stigmas
Take away stigma of asking for help.
"If a student has alcohol poisoning they shouldn't be afraid to ask for help because they are worried about getting in trouble"
"NO DON'T CALL SERT They'll put me on probation"

Definition
Health extends beyond mental health. It's important to broaden the conversation to physical, social, economic and mental health.
Consider the student as a whole - academic, spiritual, emotional and financial
Empowering students in realising and achieving their goals

U of Guelph
Seven Dimensions of Wellness

- Emotional
- Environmental
- Intellectual
- Occupational
- Physical
- Social
- Spiritual

Takes more holistic approach

Areas in which we succeed
Social
Incorporating technology
Very good form of communication
( could be improved by making resources more accessible via guidebook)
Having conversations about wellbeing

Areas in which we can make improvements
Making resources more accessible and clear
More training necessary for sophs
Sophs need to understand that they can't be the first responders to everything
They are more of a guide to direct FYS to proper resources

Making resources easier to find
Emphasizing Western's open door policy
Sophs need more intensive training

How do sophs actually approach issues of health and well-being?

Make sure students don't "fall through the cracks"
Social isolation (self-induced)

Increase comfort in reaching out

Whether it be formal or informal support like friends

Student support BEFORE they need it
Support is everywhere. Everyone knows
Help them develop the capacity to handle situations
Sophs checklist of topics, checking in on a consistent basis (i.e. 2 weeks)
Training sophs with skills to deal with mental health AS A PEER

Health and Wellbeing of caregivers
What are we doing to help them?
Who do head sophs go to?
Who is accountable for ensuring ALL levels of caregivers are receiving support?

IF THIS IS NOT WELL, NONE OF THE OTHER VALUES MATTER

D. How do we improve orientation student leader training, supports, expectation, retention and recognition?
Sophs - Improve process particularly looking at principle behind 65% average.

Purpose was put in place…
1. Since you are a role model there is high standard
2. Didn't want additional burden on students who couldn't handle it
OPC introducing academic support program modelled after Athletics support provided to student athletes

Soph specific workshops with SDC

Studying, exams etc.
**Recognition**

- How do we recognize?
  - Are banquets and formals enough?
  - May feel under-appreciated in general

**Soph Term Limit - Up or Out**

- No longer have direct peer relationship but would require additional training.
- Give responsibilities and opportunities
  - ie. In Residence: Staff -> Floor rep -> RA -> Don
- Students currently have to choose between Rez Staff (paid) or Rez Soph (volunteer)
  - Less qualified Sophs will fill in roles as students select paid positions

**Application process**

- Currently looks at skill sets
  - FYS often struggle academically - good to have a role model who understands this

**Transcripts**

- Self-reflection piece to get them thinking about their strengths on their own and recognizing weaknesses
- Aiding in self-improvement - "Name a challenge you think you will face" following up with "Did you overcome that challenge?" afterwards
E. How do we increase awareness of services and supports available on campus?

Pre-emption
O-Month event signup
Soph support
Promote to FYS

Communication
Resource handbook (wellness)
Consult resources
Gather input at the source

Collaboration
Social media
Get the message out early
Building diversity and international experience
Students bombarded during O-Week
Jodi - important numbers card
Standard info source

Normalization
App?
Technology and accessibility
Creating relevance
iWestern app needs to be updated

De-stigmatization
Spokespersons and general openness talking about it

Sophs and residence advisors need to know about the resources and how to reach out

Consistent messaging in Key places
Identify what these key places are
Students won’t reach out until there’s a need
How can we make seeking help more casual and accepted?
How do we get the message out about international learning opportunities?
Planning starts in first year
Build international planning into academic plan (intent to register, orientation reaching out to campus partners - Housing)

Layered messaging - students should hear message multiple times

"Important numbers card"
All resources listed in one place (housing)
When students meet with staff members, relevant numbers are highlighted
Could make similar card for campus resources?
How to make information accessible and less confusing
"Class of" Facebook pages - DTR could send key messages

Residence "In-Room" guide
Create a campus guide for every student?

STREAMLINE
ONE Western app
ONE student guide
Better training for sophs and peer leaders on outreach and resources available to students
Identify key places where messages should be shared with all students
Possibility for casual interactions with support services
Academic counselling

Model John De Heuss from Science**

Learning skills
Career counselling

O-Week Address
Could academic counsellors have 2 min to address all students? Make it into a video or a song?

Destigmatizing asking for help and combat with facts
Countering stereotypes (eg. Wealthy Western student when 60% of students require financial aid)
Embrace vulnerabilities
Students should see themselves as part of campus community
Increase visibility

F. How do we improve governance and planning structure for orientation?

Terms of Reference
OGB
Strategic Governance Board
USC Vice President Student Events, Co-Chair
Vice-Provost (Academic Programs and Students) and Registrar, Co-Chair
Orientation Coordinator

Associate Vice-President Housing and Ancillary Services
USC President
USC General Manager
Director of the Student Success Center
Student-at-Large (two-year term)
Affiliate College Principal

Passive body (more of a figure-head)

OPC
Jeff Armour
Active role that turns to OGB when then need more
Is it too big? 20 people on board
Comprised of 20, formally designated staff portfolios
Very little representation from faculty

What are the key marketing messages we want Western to know about orientation?
Subcommittees exist
Lack of capacity issue
Rich’s role is paid by housing and represents ALL of campus
Need an intentional plan that explicitly states the direction headed for multiple years to come

Current State
No actions or outcomes created from meetings
Difficult to communicate with other stakeholders
No minutes
No standing meetings
A lot of politics
Issues surrounding fees and o-passes
Budget
Full accounting report to be delivered to Western at the end of year (new this year)
OGP - MAPP Policy must have full accounting for board approved fee
Western has not taken an active role
USC has managed
Have asked for accounting repeatedly

Challenges
Want Western to have more of a say in total budget/spending on Orientation (be an equal partner with USC)
Who will be responsible for the accounting and how will that happen?
Who approves programming?
Taken outside OPC
Presented to programming working group so may come through there
More transparency around decisions
Respect for decisions
OGB should provide large scale goals, otherwise involvement is not warranted

There are pockets around campus without a sense of direction
Needs to be a campus-wide initiative
Our administrators need to know more about priorities (wellness etc.)
USC managing directors are not at OGB but are planning and managing 2/3 of the cost ($60)
Executives steering the ship
Bureaucracy conflicts with booking good talent, even after it has been set (and after going through Working Group)

Wants more outcomes for week from OGB and OPC about how $60 is spent
Use strategic plan to drive budget
Should Western administer budget?

IPB says it must sit on USC books