

Transition ²: Supporting students in transition into and through the second year experience

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Panel Members: Sarah-Jane Gregory, Griffith University, Dr Glenn Harrison, James Cook University, Dr Sharron King, University of South Australia, Katherine Lindsay, University of Newcastle.

There is abundant evidence in US higher education of the phenomenon known as “sophomore slump”, a process which affects students’ engagement, achievement and often involves core concerns about social and academic identity. There are many programs and supports in the US context, notably Laurie Shreiner’s *Thriving Quotient*.[\[1\]](#) A small core of educators and scholars in Australia have begun work with their own student cohorts, identifying and addressing issues associated with the second year experience and the evidence of “slump” on the part of students. The Australian work has been presented in the United States at the National Conference on Students in Transition, at least since 2012. Now it is time to bring this issue home to our own networks and communities which have commitments to optimising students’ experience throughout their time at university. It is in this context that it is proposed that the ICFYHE is the appropriate venue in which to begin the conversation.