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Editorial

Welcome to the second and final edition of JANZSSA for 2015, which as usual contains a good mix of refereed (peer-reviewed) articles, non-refereed articles and Best Practice Case Examples. The topics vary considerably, yet the common theme is that of increasing understanding and improving the experience of diverse cohorts of students, in order to help them achieve their goals, both academic and personal.

The first refereed article, by Adnan Satariyan and colleagues, examines the experience of doctoral students in supervision and raises interesting questions about the role of the institution in ensuring a positive supervisory experience. Following this, Marina Zochil provides a thorough and engaging literature review of internet addiction, focusing on the implications of this emerging issue for university students. Within the non-refereed papers, Brian Higgins and colleagues outline a model of Academic Skills Advising based on a collaborative team approach; while Murphy and Baines describe the processes behind the development of a whole-of-organisation Mental Health and Wellbeing Strategy.

This latter topic also appears within the Best Practice Case Examples, with Mulder and Munro providing another example of the development of a Mental Health Plan. Corinne Loane then provides an example of collaboration between services, resulting in improvements in confidence and capacity of peer mentors. The final case example by Racero and Laity, which outlines a financial assistance program operated by a Student Association, first appeared in the May 2015 ANZSSA Newsletter. Given the wide readership of JANZSSA, we would like to invite others who submit short articles to the Newsletter to then consider submitting them to JANZSSA as Best Practice Case Examples. Sharing experiences of successful programs, strategies and innovations is central to the aims of ANZSSA

We would like to remind readers that the ANZSSA Conference will be held in Hobart 6-9 December. More information including registration details can be found at <http://www.conferencedesign.com.au/anzssa2015/> We very much hope that those who are presenting at the conference will submit their paper to JANZSSA, either as a non-refereed article for the April 2016 edition, or as a refereed article for the October 2016 edition.

Finally, we are excited to announce that JANZSSA is moving to an electronic submission system, to streamline the process for authors, reviewers and editors. Please take a look at the JANZSSA submission guidelines at the end of this edition for more details.

Wishing you a very happy and successful end to 2015 and a wonderful new year ahead.

Cathy Stone
Annie Andrews
Co-editors, JANZSSA

Refereed Articles

Exploring Supervisory Support in an Australian University: Perspectives of Doctoral Students in an Education Faculty

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Abstract

This study investigates doctoral students' beliefs and experiences on the support they received from their supervisors in an Australian University. To this end, 25 doctoral students in the Faculty of Education at the University of Tasmania participated in this study. Data were collected through an online survey and follow up interviews. The survey results show that doctoral students tend to prefer having a supervisory team which shares a similar disciplinary area to theirs. The interview data have also revealed that doctoral students received, wished to receive and/or sought support in the following areas: research direction, methodology, emotional support and administrative procedures.

Keywords

Doctoral students' needs, supervisory support, doctoral learning, postgraduate education, higher degree research

Introduction

Supervisory support for doctoral students is central to Higher Degree Research (HDR) training. Productivity, growth in economy and social wellbeing are important features of Australian government policy relating to HDR training (DIISRTE, 2012). A key impetus for these developments is the drive to provide the industry with a skilled and educated workforce through the delivery of graduate programs (Hughes & Martin, 2012). This orientation of the higher education sector closely parallels the tenets of the ongoing review in Australia's HDR training system, which aims to foster industry partnerships between researchers and practitioners, as well as entrepreneurial skills amongst doctoral students (Department of Education and Training, 2015). Although the support structure in universities is gradually being aligned to achieve these outcomes, questions surrounding the effective delivery of doctoral programs draw attention to the role of supervisory support in research training. In this paper, we examine the nature of supervisory support from the perspective of doctoral students, given that supervision remains the primary means of HDR training.

Doctoral training requires prolonged commitment (Heath, 2002). It revolves around managing supervision, choosing a topic, deciding on a research problem, designing a methodology for the research, and writing the thesis (Alam, Alam & Rasul, 2013; Fenge, 2011). In recent years, however, supervisory practices have been evolving. There have been changes in the funding structure and supervisory support available to doctoral students, as well as the inclusion of coursework and professional development in doctoral programs (Alam et al., 2013; Hemer, 2012; McCallin & Nayar, 2011). Effective supervision is aligned with the ability of supervisors to foresee the general direction of doctoral students' research, to communicate clearly with doctoral students about the supervisory relationship and to facilitate that relationship intellectually and emotionally

(Hemer, 2012; Kandiko & Kinchin, 2012). In addition, during supervision, doctoral students are generally trained to conduct a research project, write a grant proposal, prepare an ethics proposal, review the literature, analyse data and manage a research project (McCallin & Nayar, 2011). All these aspects of doctoral training, particularly the nature of research projects and the research environment, are seen to be conducive to the timely completion of a Doctor of Philosophy degree (PhD) (Pitchforth et al., 2012). Timely completion can be achieved by a supervisory relationship that focuses on developing ways to help students stay focused on the doctoral work. In other words, while it is important for doctoral students to maintain their determination in completing a PhD, supervisors can also support students by helping them manage their time and perceptions regarding the tasks involved in a doctoral project (Green & Bowden, 2012).

In general, postgraduate supervision remains an important issue for universities, supervisors and even doctoral students. Many studies have examined doctoral students' dissatisfaction with their supervisory team and the factors influencing the development of a positive relationship between doctoral students and supervisors (Gill & Burnard, 2008; Heath, 2002; Styles & Radloff, 2001). Other studies indicate that the relationship between doctoral students and supervisors is a key factor influencing effective and quality supervision (Alam et al., 2013; Fenge, 2011; Hemer, 2012; Kandiko & Kinchin, 2012; McCallin & Nayar, 2011). This study investigates doctoral students' beliefs and experiences on the importance of having supervisors with expertise in the precise topic of their research, as well as the forms of support received from their expert and non-expert supervisors along the doctoral journey.

Doctoral supervision in new times

The dynamics of supervisory support in doctoral education are linked to the changing context of higher education. Australian universities have been associated with an ethos of performativity – a system that rewards securing of research funds and early completion of the higher research degrees (Green & Bowden, 2010). This ethos is stimulated by an emphasis on skill development (e.g., generic capabilities) aligned with knowledge transfer (Adkins, 2009) and the wider economic agenda (Mowbray & Halse, 2010). Changes in the higher education market have also been characterised by stringent funding arrangements that intersect with the influx of students pursuing higher degrees (McCallin & Nayar, 2012). Given this context, it is no surprise to witness scepticism towards the readiness of institutions to support doctoral learning (McAlpine, 2013). Considerably, institutional arrangements in higher education are linked to supervisory arrangements. This is because students are more likely to complete on time when they are satisfied with the supervision quality (Kiley, 2011). As discussed by Kiley (2011), doctoral students who completed on time seemed to have benefitted from a departmental environment conducive to research, frequent meetings with supervisors and effective feedback on written work.

One prevailing view is that supervision quality hinges on communication between supervisors and students. Satisfactory doctoral experience tends to be equated with positive supervisor-student relationships (Gill & Burnard, 2008; Styles & Radloff, 2001). Moreover, fruitful supervision outcomes are fuelled by an effective synergy between supervisors and students (Styles & Radloff, 2001) and mutual commitment to the research (Martinsuo & Turkulainen, 2011). While a strong relationship was clearly at play in the supervision described in these studies, Ghani and Said's (2014) findings suggest that, in their study, students preferred supervisors' promptness in returning messages and availability rather than merely developing positive relationships with supervisors. Moreover, their study highlighted the expectation gap with respect to the time and effort that supervisors can devote to the students' work. This observation is not surprising given that both students and supervisors are at times "navigating the production of a thesis" (McAlpine, 2013, p. 265). In other words, thesis production can present a challenge to both students and supervisors in terms of balancing the demands in the thesis examination process and marshalling appropriate support for the research work. As McAlpine (2013) observed further, supervisors and students often

engage in such a process and support with little clarity about the tasks which the institutions ask of them. This is particularly the case when a supervisor is somewhat inexperienced. This lack of direction in the thesis work results from an overstated view that supervision quality depends upon mutual engagement of supervisors and students on the thesis work. In turn, it silences the accountability at an institutional level owing to the myriad of resources and networks with which students need to be acquainted (McAlpine, 2013).

Conceptualising supervisory support in doctoral education

Doctoral students can generally expect a range of support from supervisors. Fraser and Mathews (1999) postulated that supervisors should provide expertise in the research topic, be proactive throughout the candidature and make visible his or her commitment to the students' work. In practice, however, supervisory support goes well beyond offering expertise to students. Using Lee's (2008) model, it is possible to typify the forms of support that students can expect from the supervisors with reference to Moltschaniwskyj and Moltschaniwskyj (2007) and Gill and Burnard (2008), as outlined in Table 1 below. For Lee (2008), supervision encompasses five broad approaches; functional, enculturation, critical thinking, emancipation and quality relationship development. Functional is associated closely with project management, in which supervisors inform students of their thesis timeline and milestones. Enculturation refers to supervisors' actions in introducing students to a disciplinary community. Critical thinking involves supervisors supporting and challenging students by analytically evaluating their work. In the emancipation approach, supervisors generally coach and mentor students towards scholarly practices; it involves mentoring and coaching students to develop their research more independently. Relationship development suggests the care a supervisor provides to students and refers to the relationship or even friendship that develops along the supervision journey.

Table 1 Approaches to supervision (Lee, 2008)

Approach	Studies
	Moltschaniwskyj and Moltschaniwskyj (2007) Gill and Burnard (2008)
Functional	- <ul style="list-style-type: none"> be accessible and available at appropriate times assist in the production of progress reports
Enculturation	<ul style="list-style-type: none"> facilitate students' development of scholarly identity introducing students into academic community
Critical thinking	<ul style="list-style-type: none"> guiding students to critically engage with pertinent literature and theoretical and technical issues offer criticism read and provide comment on written work within a suitable timeframe
Emancipation	<ul style="list-style-type: none"> enhance intellectual attributes to become a competent researcher provide opportunities to present research findings encourage students to publish ensure students' access to resources and facilities
Relationship development	<ul style="list-style-type: none"> maintain enthusiasm and motivate students to facilitate timely completion provide encouragement, advice and support help students with matters that may interfere with the progress of research be enthusiastic, committed, knowledgeable and approachable

Combining the views of Moltschaniwskyj and Moltschaniwskyj (2007) and Gill and Burnard (2008) on supervision can help make sense of Lee's (2008) model. This integrated view provides some insights into what doctoral students can reasonably expect from their supervisors. Lee affirmed that the above-mentioned forms of supervisory support, as shown in Table 1, vary in terms of their impact on doctoral students' learning process. In other words, the supervisors may not necessarily practise all of the above approaches in their supervision. This interpretation is supported by the different emphases that Moltschaniwskyj and Moltschaniwskyj (2007) and Gill and Burnard (2008) place on supervisory support and the different supervision 'styles' that supervisors adopt in general. Put simply, some supervisors may prefer a functional role over enculturation or vice versa. Thus, when left undiscussed, such preferences can create expectation gaps in the supervisory relationship (Ghani & Said, 2014). Students may also prefer one type of support over the rest, such as relational aspects in supervision. Overall, Deane and Peterson (2011), for example, found that students were more satisfied with supervisors who were available and were able to provide high level task-related, personal and autonomy support. If supervisory support can take on different forms, then what kinds of support matter more to students?

Supervisory support and doctoral learning

Effective supervisory support is built upon explicit mutual expectations between supervisors and students (Moxham, Dwyer & Reid-Searl, 2013). It would be specious to oversimplify the vast needs of research students, however, as a starting point one can consider the skills that doctoral students typically develop during their candidature. Mowbray and Halse (2010) identified three broad skills that doctoral students develop significantly; personal resourcefulness, cognition and technical skills. Personal resourcefulness involves a range of practical and self-management skills that lead to progress in candidature. Cognition refers to the development of knowledge and critical thinking skills. Technical skills include the increased knowledge on the use of infrastructure and resources, e.g. databases and technology. The interrelationship of these skills characterises a suite of intellectual values to which institutions should aspire, in order to cultivate a deeper appreciation of doctoral education. This argument then makes it interesting to explore how supervisors contribute to the development of these skills or, more generally, the successful outcomes for doctoral students.

Jairam and Kahl (2012) reported in their study that doctoral students generally received support from supervisors in both emotional (i.e. supervisor-student relationship) and professional (i.e. content area of the research) aspects of doctoral learning, which contributed to doctoral students' completion. This was in addition to other social support, such as from family and peers. Based on a survey with 217 doctoral students, Anderson, Cutright and Anderson (2013) found that frequent mentorship (e.g., timely feedback and facilitation of degree progress by supervisors) and engagement with an intellectual community (e.g., providing the opportunity to engage in scholarly interaction) were predictive of a successful outcome in doctoral education. These findings support the importance of supervisors' discipline expertise in students' doctoral learning.

However, it is also possible to assume that doctoral students are not necessarily or fully receiving such above-mentioned forms of support. To understand this assumption, in the Danish context for example, Bøgelund (2015) identified three supervision perspectives: a) academic, b) market and c) changing society perspectives, which underpin supervisory practices. In brief:

- a) Academic perspective is seen as the development and maintenance of professional relationships with doctoral students, with supervision dialogues revolving around research matters (theories, methodology, etc.).
- b) Market perspective is associated with project management, in which the relationship is modelled upon that of employer and employee; doctoral students are expected to work within a broader framework set by the supervisor.

- c) Supervisors adopting a changing society perspective tend to supervise doctoral students by having an interest in all aspects of their scholarly and social development. This is inspired by a desire to develop students to “make a change in their homeland” (p. 48).

While the changing society perspective seems to be an ideal one for doctoral students, Bøgelund asserted that market perspective dominates the discourse of the postgraduate milieu. “The development towards tighter time limits, more external funding, more [doctoral] students per supervisor, and more international students is a development that has increased and spread to more and more departments during the last ten years” (2015, p. 51). Such a development seems to echo the expansion of the student pool in the Australian postgraduate context (McCallin & Nayar, 2012). This development, therefore, makes it worthwhile to explore the forms of support that doctoral students receive in the current context of supervision.

Research design

The study that is the focus of this paper employed both quantitative and qualitative methods to investigate: (1) the beliefs and experiences of doctoral students on the importance of being supervised by academic staff whose discipline area aligns with those of the students; and (2) the forms of support that doctoral students receive from their supervisors. We utilised quantitative and qualitative methods as this study addresses human issues (Creswell, 2014). Newman and Benz (1998) emphasised that research questions should determine what research methods can be used. According to Creswell (2014), quantitative data collection is necessarily employed to develop knowledge (i.e. use of measurement) through statistical data. Qualitative data was also used to understand doctoral students’ personal attitudes towards the support they received from their supervisors. In the following sections, we briefly discuss the research methods including the setting of the study, the participants, data collection, study procedures and the instruments.

This study was conducted at the Faculty of Education with the support of the Student Evaluation, Review and Reporting Unit (SERRU) at the University of Tasmania, Australia. The Faculty of Education works with the University’s Graduate Research Office in supporting HDR candidates. The Faculty has a growing research record in a wide range of disciplinary areas including mathematics, literacy, science education, health and physical education, early childhood education and TESOL (Teaching English to Speakers of Other Languages). Ethics approval (Ethics Reference: H0014236) for this study was sought from the Tasmania Social Sciences Human Research Ethics Committee.

We collected data sequentially in addressing the research problems (Creswell, 2014). A convenience sampling method was employed to recruit participants. The participants in this study were doctoral students in the Faculty of Education at the University of Tasmania. They were males and females from both national and international backgrounds (as shown in Table 2 below). A web-based questionnaire was circulated to all doctoral students in the Faculty (N = 87) in 2014. 25 doctoral students completed the survey and subsequently 11 (out of 25) doctoral students agreed to take a follow up semi-structured face-to-face interview session.

Table 2 Demographic information of survey participants

Based in	Studying		Origin				Study year				Gender		
	Full time	Part -time	*	Domestic	International	*	1 st	2 nd	3 rd	Others	F	M	*
Burnie	1	1	0	2	0	0	0	2	0	0	2	0	0
Hobart	4	0	0	3	1	0	0	1	3	0	4	0	0
Launceston	11	2	0	6	7	0	5	3	4	1	9	4	0
*	2	0	1	2	0	1	1	2	0	0	2	0	1
Other	2	1	0	3	0	0	2	0	0	1			
Total	20	4	1	16	8	1	8	8	7	2			

* Undisclosed information

We gathered quantitative data with the aid of SurveyMonkey (an online tool for designing the survey questionnaire). The SPSS software was then used to analyse descriptively the quantitative data. Qualitative data were generated by means of individual semi-structured interviews (Denzin & Lincoln, 2005). With the permission of the participants, the interviews were digitally recorded. Field notes were taken for one participant who did not permit recording of the interview. The data from the interviews were carefully transcribed, and checked by participants (Donmoyer, 2001). We compiled and sorted the interview data using NVivo software. Then, we used manual techniques to analyse the sorted data and to code those thematically. This manual process was the central analytical task in the qualitative dataset as we sought to comprehend the interview transcripts, which cannot be computerised (Roberts & Wilson, 2002; Kelle, 1995). The participants were given fictional names to maintain their anonymity.

Results from the online survey

The quantitative data addressed the importance of having a supervisor who is working in the doctoral students' disciplinary area. Table 3 below shows that a large number of participants either agreed or strongly agreed on the importance of supervisors' expert knowledge in the process of their doctoral study. Most doctoral students valued the importance of having discipline-expert supervisors and recognised the advantages that can bring to the doctoral students' work (e.g. giving content-based feedback on their writings). More than 50% of the survey participants, for example, either agreed (N = 8 [33.35%]) or strongly agreed (N = 7 [29.2%]) that having a supervisor/s who has expert knowledge in the area they were researching was essential to their success in their doctoral journey. One participant provided an example in the open-ended section of the survey.

I believe it is important to have supervisors with experience in methodology and the processes of research, however, [it is] highly important for supervisors to have an understanding of the disciplinary field that their student is operating within. This is because knowledge of the 'field' can guide a student's inquiry rather than them spending too much time on elements of the research that may not be entirely relevant. In saying this though, it needs to be acknowledged that appropriate 'balance' can be found between too little or too much guidance.

In contrast, the participants had conflicting opinions relating to the effect of having a non-expert supervisor in their team. For example, most of the participants (N = 16 [66.3%]) either disagreed or were undecided about whether it was helpful to have a supervisor who was not a discipline expert. For example one of the participants wrote in the questionnaire that:

A supervisor having expertise in the discipline can make the PhD experience worthwhile. You need someone that can tell if you are missing any key literature and knows the context of your study. Otherwise, it [can be] a stressful situation for both the candidate and the supervisor.

It appears that generally doctoral students have a preference for working with supervisors who have experience and expertise in the same topic area. From the students' own words it seems that they (N = 18 [75%]) are more likely to experience a level of stress if they perceive their supervisors do not have this expertise.

Table 3 Participants' level of agreement on the importance of supervisors' expertise alignment

Items	Responses N(%)					M
	SD	D	U	A	SA	
The level of knowledge of my supervisor/s in relation to my area of research has had a negative impact on the quality of their feedback on my written work.		14(58.3)	2(8.3)	1(4.2)	7(29.2)	3.04
The level of knowledge of my supervisor/s in relation to my area of research has had a negative impact on the supervisory relationship.		12(50)	2(8.3)	1(4.2)	9(37.5)	3.29
The level of knowledge of my supervisor/s in relation to my area of research has contributed to the intellectual absence (e.g. Unable to contribute to discussions on the highly complex subject matter) during supervisory interaction.		10 (4.7)		3(12.5)	11(45.8)	3.63
The level of knowledge of my supervisor/s in relation to my area of research has had a positive impact on my overall experience as a doctoral candidate.		2(8.3)	6(25)	9(37.5)	7(29.2)	3.88
The level of knowledge of my supervisor/s in relation to my area of research has meant that I am comfortable in approaching them about aspects of my research area.		2(8.3)	3(12.5)	11(45.8)	8(33.3)	4.04
Academic expertise/knowledge of my research area was an important consideration when nominating my supervisory team.		4(16.7)	2(8.3)	7(29.2)	11(45.8)	4.04
Having supervisor/s with expert knowledge in the area I am researching is essential for successful candidate.		4(16.7)	5(20.8)	8(33.3)	7(29.2)	3.75

*SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

Results from the follow-up interview

Since most participants agreed with the importance of having a discipline expert supervisor, we now consider what they actually received from their supervisors. The qualitative data (Table 4 below) shows the types of support that the doctoral students received from their supervisors.

Table 4 Supports that participants have either received or wish to receive from their supervisors

Research Direction (mainly 2 nd and 3 rd year students)	Methodology (mainly 2 nd year students)	Administrative Procedure (mainly 1 st year students)	Emotional support (mainly 1 st and 2 nd year students)
Content-based feedback	Design of the study	Bureaucracy	Creating friendly environment
Research on literature		Ethics application	Having empathy & being caring
Theoretical framework		Editing & proofreading	
Data Collection Procedure			
Academic networking			

Research direction

Most participants remarked that supervisors with discipline expertise are capable of guiding their research direction. The participants, mainly, considered content feedback, research on literature and theoretical framework, data collection procedure and networking with the people in the relevant area as the forms of assistance they were receiving in relation to research direction in their doctoral studies. Maria, for example, stated how she struggled with data collection. She considered that her supervisors' expertise and familiarity with the relevant people in her field of study could help her accordingly:

...my chief supervisor has been really helpful in introducing me to the people for interviews because he is well known in the education community and well respected and so his introduction has allowed me to access the people who might not otherwise spoken with me. His input has been fantastic.

Atbin acknowledged his supervisors' expertise and asserted that he received constant content feedback from his supervisory team:

They do give me relevant feedback constantly! They are really interested in what I am doing. They are able to give discipline relevant feedback, immediately just from their experience. They are working, writing and researching in area right now.

Being clear about navigating relevant literature on a doctoral topic appeared to be an important element, which could save a huge amount of time in the process of writing a thesis. Tania stated how she was bewildered looking at different concepts in her area without being able to carve a coherent literature review.

[Finally] my supervisor returned to me with two texts I could start with. It just enabled me not get buried in the literature [and] in the depths of philosophical literature. The most important thing my supervisor can do for me is really critically engage with the concept I am investigating in my thesis.

Similarly, Scarlett said she always cogitated about having a supervisor who can assist her with content based material and asserted:

I need someone to point out and say yes, you know, what you found is a relevant paper in your field or [asking me question about] have you read this from this person? Or here is a good paper or I've been to a conference somewhere and [this paper is...] all that set of stuff that I am not getting at the moment.

Most interview participants were being supervised by non-discipline expert academic staff. They found it challenging to have a supervisor with a different area of expertise. Most of them claimed that it was easy to deviate from the research direction if they do not receive relevant research direction from the supervisors. Farimah said:

I would hope that they would be able to tell me if I am going too far off track and be able to bring me back to focusing on the main topic.

Methodology

Most participants with supervisors having different disciplinary expertise recounted that their supervisors rarely provided feedback on their thesis content. They, however, received support in terms of the research process, such as research design. Among the interviewees, Maya explicitly expressed that she decided to change her main supervisor and was looking for someone who could directly help her with the methodology rather than leaving her alone to find a relevant method for her research.

[I am] still tossing up between methodology – don't know whether it is going to be auto ethnography or phenomenology, whether I am going to use [males] or other participants. In supervisor, I am looking for somebody who understands those methodologies and human aspect of those methodologies.

Concerning the methodology support from the supervisors, Sina clarified that where strength and interests matter, having more than one supervisor can be a benefit and stated that supervisors can complement each other:

One of my supervisor (sic)... is sort of more big picture – she is very helpful during when [I] was going through the problem – try to nail down my methodology; she got expertise in that – that was quite helpful... I say they are good friends and they work as team....

Other factors

A few participants mentioned the administrative procedures as an important area in which they wished to receive assistance. Lucia exemplified how other forms of supervisory support beyond thesis writing were important for her.

I think there are three equal components; bureaucracy components or having to do all the looking at IGRADS [a website that provides tools and online content for students], filling the forms and making sure you do all of those. To me that's the bureaucratic parts. 1/3 of the pie is methodology and 1/3 of the pie is content.

Hannan described her supervisory support in the Ethics approval procedure by saying:

...in terms of preparing the ethics application, [my supervisor's] support has been fantastic – and clearly that also has methodological implication because the ethics application deals so much with specifics of what you are going to do to gather your data.

Proofreading was another area in which nearly all the participants received assistance. Patricia recounted:

They have been really great in looking at my writing and making sure that it's of the standard which is accepted in the academic community. So to make sure that it is right on the point, that the arguments are well made, and that the concepts are expressed concisely.

Generally most interviewees appreciated it when their supervisors took an interest in them and interacted with them at a more personal level. This personal attention was considered very important by doctoral students. For example, Amin asserted that:

...if [personal relationship] was lacking, it could create problems in the doctoral research process. [We should expect that while they take a] critical approach to your work, your supervisor would nevertheless encourage you in your endeavours.

Patricia also commented:

A good supervisor would be expected to create an atmosphere where you are not frightened of asking questions, where you don't feel you have to be brilliant all the time, and in which you can even occasionally expose your ignorance. It is useful to remember that, at this stage of your academic life, your supervisor is not your assessor but someone who is in your corner.

Louis raised concerns over the workload of his supervisors that may have affected the quality of their supervision. He was frustrated about some of his supervisors' comments and lack of encouragement (e.g. 'where's the diagram') on his thesis draft, which in his opinion reflected their misreading of some information he was articulating. He further pointed out that he wished to have more emotional support. Another participant, Rina, highlighted the importance of being empathetic and caring.

Even if you don't get assistance for methodology or your content material, if interpersonal relationship works well, you feel happy and motivated. It's good [that your supervisor is your friend].

Discussion and conclusion

In this small scale research study, we investigated the beliefs and experiences of doctoral students about their supervisory team in an Australian university. By examining the importance of having a

supervisory team which has expertise in the participants' relevant research area and the forms of support that research students received from their supervisory team, we have highlighted some of the key supervision needs of doctoral students in an Australian university. Sharing a common understanding between doctoral students and their supervisors on what to achieve in a doctoral journey can be crucial. The quality of the 'fit' in expectations between supervisor and student often signals the quality of a supervision outcome (Pyhältö, Vekkalila & Keskinen, 2012). Although the participants of this study had a clear understanding of what they expected from the supervisory team, there was wide variation in the degree to which and the manner in which such expectations were achieved. This variation can be understood in the sense that supervision is inevitably volatile (Moxham et al., 2013), where research is subject to constant change and development. In the context of our study, even though the participants worked in different sub-fields of education, there were strong similarities in their opinions about the knowledge and skills of supervisors that they find important. These included expertise on the content of the research, methodological skills, and abundant experience in publishing in the relevant area.

In addition, the doctoral students in this study stressed the importance of alignment between supervisors' area of expertise and their area of researching. For them, supervisors' knowledge in their own area of expertise paralleled the quality of content-related feedback on writing that supervisors were able to provide. In other words, supervisors with expert knowledge could give feedback that provided a specific and a clear direction to the thesis writing development (Azman, Nor, Nor & Aghwela, 2014). Some participants also accentuated the role of the supervisory team in providing advice on what courses to take, writing process and frequent monitoring of candidature progress. Generally, these demands highlight the role of supervisors in providing "specific expertise" who also act as gatekeepers to ensure that students are making progress (Lee, 2008, p. 5). Regarding the relationship between doctoral students and supervisors, the participants agreed on the importance of good communication skills between both parties. Some participants also affirmed that they expected their supervisors to encourage their research endeavours and to create an atmosphere where they feel free to ask questions. In their eyes, these characteristics helped foster independent learning. On the supervisors' side, there needs to be a balance between supporting students to become independent researchers, while providing appropriate guidance on performing research tasks (Overall et al., 2011).

Limitations and recommendations

Some limitations of this study need to be taken into account. Firstly, we had a limited response rate so findings cannot be generalised to a larger population; however, it is reasonable to assume that the responses are likely to reflect the variety of doctoral students' beliefs and experiences, as, with such rich qualitative data, "findings can, however, be transferable to another setting" (Anderson, 2010, p. 2). Secondly, our questionnaire did not include asking participants to reflect on their own attitudes, knowledge or skills which may contribute to a successful doctoral learning trajectory. Finally, the present study was conducted within only one faculty. However, considering the size of this particular faculty, which encompasses numerous areas of discipline, we believe that this study could be of use to other doctoral students and supervisors in other academic settings. There may also be benefits from conducting further comparable research in other universities so that the conclusions may be more generalised.

The findings of this study bear implications for the changing structure of Australian universities, especially in the context of the ongoing review into Australia's research training system being undertaken by the Australian Council of Learned Academies. The review's impetus is to ensure that Australia's doctoral graduates can bring their ideas to market to boost innovation and productivity (Department of Education and Training, 2015). It is likely that the skills, knowledge and experience of doctoral students can be enhanced by a package of professional development, a key part of which is high quality supervision within the learning environment. In bringing to the surface the role of

supervisory support, it is timely for stakeholders (e.g., Australian Department of Education and Training, as well as universities themselves) to develop a framework that ensures best practices in doctoral research training in a competitive, globalised and workforce-oriented higher education environment in Australia.

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A Literature Review of Internet Addiction with a Focus on University Students

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Abstract

Internet Addiction (IA) has been compared to DSM-5 Addictive Disorders and is defined as one's inability to control Internet use leading to functional difficulties in multiple domains including psychological, social, and occupational. IA is observed amongst high-Internet-using populations including university students. Despite some design limitations, research has identified individual characteristics and potential predictors of IA in university students, including comorbidities of insomnia, depression, anxiety and personality traits such as neuroticism, which often lead to negative outcomes. In contrast, other studies have highlighted potential positive outcomes associated with high-Internet use. Therefore, universities should take into consideration increasing trends of IA and address IA vulnerabilities using early intervention and prevention approaches. This would lead to further research in developing preventative face-to-face and Internet-delivered intervention programs targeting students vulnerable to developing IA.

Introduction

Over the past twenty years the Internet has increasingly become an important portal for exchanging information, socialising and education purposes (Kaess, et al., 2014) and as a result, it has become an integral lifestyle commodity changing the way people communicate with each other (Yuan, Qui, Liu & Tian, 2011). This has been received as a positive trend due to the rise in connectivity across the globe (Bergmark, Bergmark & Findahl, 2011). However, increasing overuse of the Internet has been considered an emerging disorder - Internet Addiction (American Psychiatric Association [APA], 2013). Internet Addiction (IA) is defined as one's inability to control Internet use, leading to functional difficulties in multiple domains including psychological, social, and occupational (Yuan, et al., 2011). As Internet use has become an essential part of academic and social aspects of university life, it has been suggested that some students may have an increased vulnerability to developing IA (Hinsch & Sheldon, 2013). This paper aims to critically explore the literature surrounding IA with the following objectives: (a) define and compare IA to other types of Addictive Disorders; and (b) examine evidence for IA amongst university students. It will be highlighted that in order to respond to university students' IA vulnerabilities, further research and the development of preventative intervention programs are required.

Context and background

To date, research on IA has yet to reach agreement on a definition or a set of unified diagnostic criteria. IA has been represented in the literature as Compulsive Internet Use (Meerkerk, Van Den Eijnden, Vermulst & Garretsen, 2009), Internet Addictions Disorder, Problematic Internet Use (Yuan, et al., 2011) and Pathological Internet Use (Kaess, et al., 2014). IA has also been known as Gaming Addiction (APA, 2013) suggesting that the addiction is linked to the activities on the Internet, not the Internet itself (Meerkerk, et al., 2009). Therefore, IA, viewed as an overarching term, refers to the overuse of significantly diverse Internet activities such as gaming, on-line pornography, instant messaging, emails, search engines, social media (Block, 2008), as well as less well-researched activities including social applications on phones and tablets (Hinsch & Sheldon, 2013). IA is not a diagnosable condition in the Diagnostic and Statistical Manual of Mental Health Disorders fifth edition (DSM-5) as identified and agreed diagnostic criteria are still inconclusive at this stage (APA, 2013). The literature has proposed a number of diverse criteria (Young, 2004). Amongst these, one common criterion for IA emphasises excessive preoccupation and engagement with Internet activity resulting in negative consequences, including neglect of personal needs

leading to poor achievements (Block, 2008). Another criterion of particular relevance to university students is that of procrastination on the Internet, taking valuable time away from studying and leading to poor academic performance (Young, 2004). Despite disagreement regarding terminology and its criteria, the potential for IA is acknowledged in the current literature.

Research suggests there are parallels between IA and other Addictive Disorders (Brand, Laier & Young, 2014). As with many Addictive Disorders, withdrawal and tolerance are key criteria in diagnosing IA (Akers, 1991). Research has shown that withdrawal patterns exist in individuals with IA (Charlton, 2002) and more recently it has been argued that tolerance in IA is characterised by a need for increased technological capabilities and Internet speed such as continually investing in better hardware/software equipment (Block, 2008). Additionally, brain-imaging research suggests there are similarities in psychological and biological mechanisms comparable to acknowledged DSM-5 Addictive Disorders, along with a reduction in cognitive control and information processing abilities (Yuan, et al., 2011). Thus, evidence for addiction has been sought in the way the brain responds to a certain behaviour or chemical (Joffe, Grueter & Grueter, 2014). Dopamine and norepinephrine dependent and independent pathways interplay in responding to addiction patterns (Weinshenker & Schroeder 2007; Young, 1998, as cited in Charlton, 2002). For example, it has been found that, just like in chemical addictions, when people engage in Internet based activities such as video game playing or gambling, the release of neurotransmitters increases in the nucleus accumbens, which respond to pleasure and motivation (Joffe, Grueter & Grueter, 2014; Jurd, 1996; Kalat, 2011). Therefore cumulatively, the research identifies IA as similar to other well-established Addictive Disorders, producing activation of reward mechanisms, cravings and cue-response (Yuan, et al., 2011) suggesting it is a valid construct (Charlton, 2002; Meerkerk, et al., 2009). Unlike other Addictive Disorders such as opioid use disorder (Charlton, 2002), high levels of the addictive behaviour associated with IA (Internet use), is encouraged. Accessibility to the Internet continues to increase world-wide. As participation in Internet use continues to widen, more people are likely to be affected by IA.

Empirical studies on IA are limited (Wang, 2001). However, IA is rapidly becoming a serious mental-health problem in many countries around the world (Brand, et al., 2014), with suggestions that anywhere between six percent and ten percent of Internet users in the United States of America (USA) suffer from IA (Young, 2004; Davidson, 2008). In South Korea, IA is considered to be a significant public health problem affecting approximately 210,000 children between the ages of six and nineteen, which is equivalent to 21% of this age group (Block, 2008). The Chinese government has raised similar concerns for young people due to the high Internet use amongst young people in China (APA, 2013). There is as yet little research into IA within Australia and New Zealand. However, one international study by Porter, Starcevic, Berle and Fenech (2010) on 1,945 people aged fourteen years old and above included Australian and New Zealand participants, who represented 18.3% and 5% respectively of the whole sample. In this study, 11.5% of the Australian sample and 9% of the New Zealand sample met the criteria for problematic Internet use. Block (2008) contends that IA has the potential to affect a large number of young people globally, who tend to be high-users of the Internet.

Internet addiction amongst university students

The rapid expansion of applications of Internet use and diversification of its use in universities has encouraged students to become high-Internet users (Hinsch & Sheldon, 2013). Hinsch and Sheldon (2013) found that 94% of undergraduate students reported spending a minimum of one hour per day on the Internet in 2009, which is a marked increase compared with 77% in 2002. In particular, Facebook has been identified as being used as a study and social tool by students to define themselves, connect, interact and exchange information (Farooqi, et al., 2013). Internet use and its applications have been argued to be a positive lifestyle commodity (Bergmark, et al., 2011) and an integral part of most university curricula (Fife, 2010). However, there is empirical evidence

indicating the presence of IA amongst students in universities in several parts of the world: USA (Christakis, Moreno, Jelenchick, Myaing & Zhou, 2011), Asia (Dong, Wang, Yang & Zhou, 2013; Yang, Sato, Yamawaki & Miyata, 2013) and the Middle East (Ghamari, Mohammadbeigi, Mohammadsalehi & Hashiani, 2011). Estimates of prevalence within populations are difficult to obtain due to diversity in the student population and limited research at present (Christakis, et al., 2011).

As Internet use is necessary for the majority of university students, it is important to examine IA aetiology and associations along with other factors. A recent meta-analysis reported an association between IA and substance abuse, insomnia, depression and anxiety disorders in the general population (Ho, et al., 2014). Research amongst university students identified some comorbid conditions with IA that parallel Ho et al.'s meta-analysis findings (Lee, Han, Kim & Renshaw, 2013; Orsal, Orsal, Unsal & Ozalp, 2013). Thus, IA amongst university students has been linked to a number of comorbidities.

However, the question of directionality of the relationship between IA and comorbid conditions as well as other influential factors is not clear in the literature. A significantly high relationship has been found between poor mental health and wellbeing, and IA amongst university students (Orsal, et al., 2013). Furthermore, other factors that have been shown to impact upon university students' mental health may play a role, including problematic lifestyle choices, sleep issues, alcohol or other drug use (Zochil, 2013). For example, sleep issues are common amongst university students (Cheng, et al., 2012). It would not be surprising if insomnia contributes to IA in university students, with the added problem that the associated excessive fatigue leads to poor academic performance (Young, 2004). Additionally, it has been shown that over ten percent of university students have an increased risk of alcohol and other drug misuse (Vivekananda, Telley & Trethowan, 2011). It has been proposed that substance abuse increases vulnerability to IA (Lee, et al., 2013). The relationship between IA and related factors is not self-evident (Thorsteinsson & Davey, 2014) therefore it would be beneficial to incorporate potential comorbid disorders in future research in order to provide an insight into university students' IA vulnerabilities and risk factors.

The association between IA and other mental-health problems in university students suggests that IA may also be related to impaired functioning in a number of ways. In a recent study, Brand et al. (2014) used psychological and personality testing to demonstrate that individuals had an increased risk for IA if they had poor coping skills as well as cognitive expectations that the Internet could increase mood positively or reduce it negatively. Additionally, a study on excessive Facebook use showed that university students with IA had poorer academic performance and overall decreased wellbeing compared to those without IA; however, this latter study was limited to females (Sharifah, Siti, Jusang & Mohd, 2011) and hence, further research that enables gender comparisons is recommended. Moreover, a recent study with Turkish university students attempted to explore whether IA negatively predicts mental health problems such as depression, and well-being issues such as loneliness (Çardak, 2013). Multiple regression analyses suggested that diminished impulse control, associated with IA, negatively affected students' psychological well-being (Çardak, 2013). Although the Turkish type of Online Cognition Scale was culturally appropriate and had high Internal consistency ($\alpha = .91$), the loneliness/depression six-item subscale's reliability coefficient was low ($\alpha = .60$; Çardak, 2013). Future replication of this research should include a more reliable mental health scale to strengthen these findings. Hinsch and Sheldon (2013) recently reported that university students who met criteria for IA had reduced procrastination scores and increased life satisfaction scores from pre-test to post-test after being asked to decrease Internet use. All participants belonged to the faculty of psychology; thus, were not representative of the broader student population, nor was there any data provided in the article to differentiate between on-campus or distance education students. Nevertheless, these combined findings have highlighted potential negative consequences of IA.

However, the literature indicates some mixed findings in relation to high-Internet use in general (Young, 2004). It has been argued that for some people addictions may not be purely negative (Griffiths, 1996). Emerging literature also suggests that high-Internet use does not always lead to problems, as there are also positives associated with Internet use (Lampe, Wohn, Vitak, Ellison & Wash, 2011; Thorsteinsson & Davey, 2014). Despite a small sample size and potential sample biases, Thorsteinsson and Davey (2014) found that increasing Internet use for the purpose of socialisation contributed to a high-support satisfaction, which in turn improved mental health in teenagers. Similarly, a positive association has been found between Facebook use and organised study groups as well as course engagement, explaining 35% of the variance in Facebook use for collaboration inclination amongst university students (Lampe, et al., 2011). However, in this study, Internet use was self-monitored and based on participants' reports only, which may highlight some bias. Nevertheless, these two studies provide a wider perspective to the IA evidence examined to this point, suggesting that high-Internet use in itself does not necessarily result in negative consequences (Lampe, et al., 2011). Additionally, the study by Brand et al. (2014) suggested that some individuals were less likely to engage in problematic Internet use if they had high coping skills and no expectation that the Internet could increase positive mood or reduce negative mood. It appears that the predictors of IA are still unclear (Thorsteinsson & Davey, 2014), in particular in terms of the interaction of factors that contribute to students' wellbeing and academic performance. It appears that some students respond positively to high Internet use while others are hindered by this, therefore further research is needed to provide insight into factors contributing to IA.

More longitudinal studies could provide some answers to the question of the directionality of the relationship between IA, comorbid conditions and other potential factors. For example, a longitudinal study of IA with Chinese university students was conducted using Young's Online Internet Addiction Test (Dong, et al., 2013). University students who scored high on neuroticism, psychoticism and marked immaturity on the Eysenck Personality Questionnaire (Eysenck & Eysenck, 1975) at the start of university were more likely to show IA symptomatology at follow-up two-years later, suggesting that these personality traits may act as precursors to IA. However, although sample size was quite large ($n = 868$), analyses were only carried out on a small subset divided into two groups of 49 participants each and an explanation was not provided in the article for this discrepancy. The first group included participants who did not meet the criteria for IA while the second group met the criteria for IA at follow-up. This second group was comprised of mostly males (88%) which raises two possibilities: firstly, there may be a confounding variable to explain this result, or secondly, gender is another potential risk factor, with males being more vulnerable to IA than females. However, this was not addressed in the study (Dong, et al., 2013).

Developing prevention intervention programs

The wellbeing and mental health of university students have significant implications on academic performance, hence, programs, to prevent, identify and intervene in any mental health and wellbeing concerns, have been and are continuing to be developed by a number of universities (Andrews & Chung, 2011; Vivekananda, et al, 2011). Further understanding of the components of IA is required in order to design IA prevention and intervention programs. In particular, investigations into university student use of social media such as Facebook and other similar interfaces, holds great potential to understand students' needs and engage them more effectively (Jenness, 2011). For example, the time of transition to university is known to be a very stressful one for many commencing students. Introducing and connecting international students with other students prior to their arrival is one important way of positively managing their expectations and easing their adjustment into a new university environment, by decreasing isolation and ameliorating other vulnerability issues (Mallett, 2011). Preventative intervention programs that are tailored to the needs of different student cohorts may help to reduce vulnerability to IA through reducing isolation and increasing connectedness and engagement with the university and fellow students.

As IA is not an identified DSM-5 disorder, it is important to look to other established disorders in order to identify how early studies on preventative intervention programs can help those with IA and how the Internet may be beneficial for recruitment and treatment. There are Internet-based interventions available for the general population for a variety of common mental health disorders (Andersson & Titov, 2014). Youn et al. (2013) explored the practicality of using social media for screening university students for depression and offering psycho-education. Of those who screened positive for depression, some were already receiving treatment. However, despite this, psycho-education alone was shown to be insufficient to fully engage a university student population. This study demonstrated the ease and feasibility of using social media for screening those with mental illness, comorbid to IA, such as depression (Youn, et al., 2013). Since university students with IA are by definition high-Internet users, looking at intervention programs that target anxiety and depression via an integration of face-to-face and Internet-delivered cognitive-behavioural therapy could offer wider access to intervention (Titov, Dear & Andersson, 2014). Additionally, the study by Brand et al. (2014) suggested a cognitive component to the development of IA associated with individuals' coping styles; thus cognitive-behavioural therapy has been proposed to improve faulty thinking, reduce IA symptoms, and engage individuals in their recovery. Further research in engaging students with IA in treatment programs is required to understand IA's rapid growth (Young, 2004) and the issue of directionality with IA identified comorbidities.

Conclusion

IA has been observed as an emerging phenomenon amongst high-Internet-using populations, including university students. Behaviours expected of university students encourage high-Internet use in their studies as well as socially. If there is presence of identified comorbid conditions and personality traits students may be more susceptible to developing IA. Further longitudinal studies may provide an answer to address the directionality issue associated with IA and related conditions. High-Internet use has been found to be associated with both positive and negative outcomes for students. Universities may benefit from exploring mitigating factors in the development of IA, to help to ensure that the required Internet use for students results in positive benefits rather than negative outcomes for students.

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Non-refereed articles

**Connecting the Dots:
Facilitating a Positive University Educational Journey
with an Organisational Mental Health
and Wellbeing Strategy**

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Abstract

This paper presents the development and implementation of an organisational Mental Health and Wellbeing Strategy in a particular university. The paper presents the five differing facets of the strategy which includes the promotion of positive mental health and wellbeing; improving mental health and ill health literacy; supporting people who are experiencing mental health concerns; providing organisational responses that support mental health; and research and evaluation. The authors argue that a university Mental Health and Wellbeing Strategy for staff and students, with a clear philosophy and vision for mental health and wellbeing promotion and support, can positively contribute to organisational goals and strategic plans. Furthermore, the authors contend that formal partnerships with local community health services can support health promotion and prevention in universities and other educational environments.

Background

Tertiary education can offer many positive experiences for students. Individuals obtain new knowledge and skills, alongside fresh social engagement, often over a sustained period of a university course of several years. Yet whilst offering many positive self and career development opportunities for individuals, university study can generate individual challenges. Given this, there may be times when a person's health and wellbeing and mental health status may change. For the purpose of this paper, health refers to "a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity" (World Health Organisation, 2014, p. 1). Wellbeing is strongly associated with a positive sense of "happiness and life satisfaction" (Council of Australian Governments, 2012, p. 46). The concept of mental health builds on wellbeing in which a person can "realise his or her own abilities, can cope with the normal stressors of life, can work productively and is able to make a contribution to his or her community" (Council of Australian Governments, 2012, p. 43).

Tertiary student health, mental health and wellbeing is an area of growing international discourse and research after recognition that mental health concerns are common experiences for university students (Hunt & Eisenberg, 2010; Zivin, Eisenberg, Gollust & Golberstein, 2009). A study offered by Ansari et al. (2011) assessed the perceived health status, alongside wellbeing indicators, of 3706 UK undergraduate students. In their study, self-reported physical and psychological health data was collected. Students were also asked questions to determine their own health awareness, their use of health related services and their social support and stressors. The study identified a high level of health concerns such as headaches, back and neck pain. Psychological needs, in particularly nervousness, anxiety and depression were identified among the student community, particularly for female students. Ansari et al. (2011) explicitly called for greater engagement by university administrators, leaders and policy makers to focus on student health and wellbeing. The Ansari et al. (2011) study offered further support for findings drawn by an earlier study, (Ansari & Stock 2010) that highlighted better health self-perception as positively correlated with higher self-

perceived academic performance. The study by Ansari and Stock (2010) found alcohol bingeing and sleep disturbances to be negatively correlated with educational outcomes. As a consequence Ansari and Stock (2010) called for both preventative and early intervention approaches to be incorporated within university health and wellbeing strategies and programmes.

Alcohol is commonly identified as a substance overused and abused within the student populations. An American study of 2843 students highlighted smoking and tobacco use to be an additional concern for students who were experiencing depression, panic disorder and anxiety (Cranford, Eisenberg & Serras, 2009). Ansari et al. (2011), Ansari & Stock (2010), Hunt & Eisenberg (2010) and Zivin et al. (2009) suggest that a wider conceptualisation of health and wellbeing is relevant, as opposed to considering in isolation student mental health and linked concerns.

Research by Tucker & Irwin (2011) reports on a study of 1778 undergraduate Canadian students and identifies physical health and levels of activity to be of greatest concern to university students. They particularly highlighted the following: student concerns about their level of physical activity, concerns about dietary habits and concerns about body image. These concerns were also supported by research from Greece, which noted that 41.8% of students rated their individual health status as fair or poor (Lionis, 2005). Alcohol and tobacco use, alongside dietary habits and nutrition are thus identified as areas of health concern in relation to university students. These areas were also highlighted as three main health targets within the NSW Plan 2021 (NSW Government, 2013). Given this, formal partnerships between educational providers and local Population Health Services are pertinent and well placed to address health promotion and student health needs. Striving for an optimum sense of student wellbeing can support the university community's wellbeing and contribute to the core missions of the educational organisation. Further, the authors of this paper argue that student health should not be considered in isolation. The positive health and wellbeing of university staff alongside a focus on healthy workplaces can provide a sense of organisational purpose and contribute to a philosophy of social inclusivity (Heath & Carnell, 2013; Thompson, 2013) which can increase overall business productivity (Australian Human Rights Commission, 2010).

Organisational Mental Health & Wellbeing Strategy

The development of an organisational Mental Health & Wellbeing (MHWb) Strategy at the Western Sydney University began in 2011. Western Sydney University is an Australian metropolitan university with an enrolment of approx. 43,000 students from more than 160 ethnic backgrounds (2014 data), the great majority of whom are the first in their family to attend university. Concerns were raised by the Western Sydney University Counselling Service and Disability Service about the increasing number of students with mental health concerns, and/or complex comorbidity engaging with these services. There has also been growing international discourse surrounding the disproportionate distress levels for students, compared to that in the general population, alongside a greater focus on early interventions (Bewick, Koutsopoulou, Miles, Slaa & Barkham 2010). Findings from Australian studies also demonstrated that students were at increased risk of developing mental health concerns whilst having some reluctance to seek additional support and help (Ryan, Schochet & Stallman, 2010; Stallman, 2011). University academic schools and differing departments had begun to offer ad hoc mental health and wellbeing initiatives. A cross-service group of university staff with health and wellbeing in their portfolio, believed that a central philosophy of mental health would offer a sustainable coordinated approach to university mental health and wellbeing and would facilitate a clear governance framework for all initiatives. Western Sydney University is a multi-campus organisation spanning a large geographical area, with university pathway colleges and residential colleges. Given this, a collaborative and inclusive approach was required. In keeping with a Healthy Universities approach (Dooris & Doherty, 2009; Dooris & Powell, 2012), the strategy endorsed a whole of university and a whole of person philosophy, focusing on both staff and student needs. The strategy encompassed

a philosophy of wellbeing, promotion of positive health, prevention, early identification of mental health changes or concerns and a normalisation approach alongside recovery. Further government papers demonstrated that the university's approach aligned with a contemporary ethos of mental health care (Council of Australian Governments, 2012). Given that this was a Mental Health and Wellbeing Strategy, it was important that it articulated both a sense of wellbeing in addition to facilitating organisation philosophy in keeping with contemporary mental health practice. The aforementioned philosophy of the university strategy was collaboratively developed by a range of staff and student orientated services across the organisation including Student Support Services, Equity and Diversity Unit, WHS Unit initially and then expanding out to other areas such as International Office, Human Resources, Residential Colleges, CONNECT (clubs & societies), UWS College, childcare centres and academic representation as a part of the consultation process. These areas are all represented on the Mental Health & Wellbeing Strategy Group. Volunteer student representatives contributed to the development of the strategy ethos. External non-government organisations and community services were asked to provide comment on the strategy. In summary, the university strategy incorporated five main pillars:

1. Promotion of positive mental health and wellbeing

Activities associated with this pillar involved facilitating a health promotion and prevention ethos across the university through a range of activities and materials, offering a variety of delivery modes. Examples of initiatives under this pillar included campus events such as Mental Health and Wellbeing Month; RUOK Day; Diversity week events and a nutrition project including product positioning in university catering outlets. A Transcultural Working Group was established with a focus on transcultural perspectives of mental health and wellbeing. This group initiated a cultural competence benchmarking project across Student Support Services. A formal partnership between the university and local Population Health services provides another example of activity that supported positive mental health and wellbeing promotion. The partnership established three specific working groups based on the health priorities areas of Tobacco; Alcohol, Other Drugs (AOD) & Sexual Health and Healthy Lifestyles (NSW Government, 2013). The formal partnership (under a Memorandum of Understanding) between the university and local health districts and the associated working groups will be discussed in further detail at a later stage in this paper.

2. Improving mental health / ill-health literacy

Training for members of the university community can increase awareness and help people recognise the impact of mental health on study, work and life (Orygen Youth Health Centre, University of Melbourne, 2011). At the Western Sydney University training and provision of mental health resources for broad sectors of the university community has enhanced the ability of university peers and friends to respond appropriately to a person in need. This has been supported by feedback and testimonials from staff who have undertaken mental health training and later reflected they had identified risk situations and managed student/staff incidents more effectively. To date, this pillar has focused on improvements to mental health literacy and mental health and wellbeing awareness through the provision of student and staff training programs, mental health and wellbeing websites, forums and publications, as well as through the introduction of a wellbeing mobile phone app which details both emergency and ongoing support agencies.

3. Supporting people who are experiencing mental health concerns

Specialist mental health practitioners and counsellors in Student Support Services have provided consultancy services to university staff regarding student mental health concerns and have assisted in managing risk. Student Support Services offer direct engagement with individual students offering mental health assessment and/or counselling. In addition, strategic links and networking have been developed with all local mental health emergency and acute care teams in the

university's locale and primary geographical footprint. Initially, the university's Mental Health and Wellbeing Team employed a project officer to facilitate ongoing contact with all emergency mental health teams in the geographical areas surrounding the university campuses. This resulted in contact with fifteen mental health teams. Given the culturally diverse community at the university, specific networking with Transcultural Mental Health Services strengthened referral pathways to offer greater continuity of care for students.

4. Providing organisational responses that support mental health and wellbeing

Student-friendly policies and procedures do support the promotion of positive mental health and wellbeing. In line with good practice the Strategy Group provided a large cross-section of expertise in developing, examining and reviewing university policies, such as the university's Alcohol Control Policy. Furthering the purpose of formalising the organisational commitment, a Mental Health & Wellbeing policy is currently being finalised.

5. Researching & evaluating

The working groups and networks across academic areas provided by the Strategy Group have created greater opportunity to develop and explore research links. Evaluation is embedded in every activity undertaken under the strategy.

Using a university and local population health services partnership to support organisational strategy

As noted earlier, the university established a formal organisational partnership with two surrounding local health districts. The Population Health partnership was positioned under Pillar One of the university's Mental Health & Wellbeing Strategy. The programme operated within a shared vision to promote positive health projects and interventions, in line with national and state health targets. A clear governance structure for the partnership was established by positioning 'positive health' and a 'preventative approach' as core to the university's organisational Mental Health and Wellbeing Strategy. In order to ensure sustainability of the philosophy and operations of the partnership, three working groups were established encapsulating: AOD and Sexual Health; Tobacco; and Healthy Lifestyles. Each working group met quarterly, with representation from the local health districts and pertinent university teams and services. Each working group had clear terms of reference, alongside agreed objectives within the realms of training, offering contemporary guidance for relevant university policies, research and health promotion. Each organisation also provided a named partnership coordinator to ensure streamlining of communication systems. In order to demonstrate the impact of the partnership to date, the progress of each working group, along with some of the associated outcomes will be highlighted.

AOD & Sexual Health working group

In keeping with a harm reduction approach, all university Campus Safety & Security Services were offered specialised AOD training, provided by AOD specialists from Health Promotion Services. Undertaking training with a whole-of-department approach greatly enhanced emergency care pathways for students and built a supportive, non-judgmental approach for individual students. A 'Train the Trainer' programme was established for university welfare staff, which enabled them to deliver alcohol, drug and sexual health promotional sessions with residential assistants within student accommodation. Staff from AOD Services played an active role in providing specialist health promotion materials for university students, along with participating in university-wide health and wellbeing events such as 'Mental Health and Wellbeing Month'. An important aspect of the formal partnership was the focus on implementing sustainable strategic organisational change which was designed to positively influence student health and wellbeing. With this in mind, the AOD & Sexual Health Working Group was instrumental in facilitating university related policy reviews.

Tobacco working group

The university was fortunate to establish links with peak national bodies in the area of public health and tobacco, as a result of the formal partnership with local health districts. The university accessed contemporary research findings and good practice principles to guide a policy change from designated smoking areas on campus to a university-wide Smoke Free Policy that was implemented in 2014. Student Support Services staff, including welfare and counselling services staff completed tobacco cessation training in order to offer the service directly to students. In addition, the university's local health district partners provided specialist equipment and training for Student Support Services' staff, to enable greater exposure of health promotion and preventative interactional activities at university events.

Healthy Lifestyles working group

The Healthy Lifestyles group continues to be a very active group with sub-groups forming as initiatives have grown and developed. Much of this work involves working in partnership with the university's Internal Communications and Marketing departments. The free 'Get Healthy' and 'Go4Fun' programmes were widely advertised at the university, receiving several thousand university website hits. An extensive audit was undertaken to consider wellbeing-related infrastructure on university campuses. Networks have been developed between the Local Health Districts and the university childcare centres to actively promote child and family nutritional programmes. Furthermore, the university accessed several hundred free healthy cookbooks, which were strategically placed in student residential kitchens as well as being provided to other members of the university community at campus health and wellbeing events.

Benefits and challenges of an organisational Mental Health & Wellbeing Strategy

Generating an organisational Mental Health and Wellbeing Strategy and creating partnerships with Local Health Districts and Population Health Services have been shown to support universities and educational providers to achieve organisational change. The authors argue this can positively impact on student and staff health whilst contributing to a culture of wellness within the university community. The strategy framework and strategy group engaged senior university management in structured dialogue and invited feedback, generating further engagement and interest in the strategy developments. This positioning is supported by Stensaker et al. (2012) who note that while individuals can make instrumental change, administrators can contribute to positive change of organisational culture. In their work, Stensaker et al. differentiate between two types of identities; one related to organisational identity and the other related to individual identity. Yet, as Gilbreath (2012) and Munro and Hubbard (2011) recognise, the interface between the organisational identity and the culture perceived by individuals must be considered. In essence, the policies, processes and practices of the place of work or study, can influence a person's wellbeing, along with their perception of their own wellbeing (Gilbreath, 2012). Individuals also have the power to support an organisation to prosper (Salanova et al., 2012). Support from the university management was critical to achieve the development of a wellbeing culture and a healthy university community. Further, support at management level provided positive reinforcement of the strategy when networking with others within the organisation.

A noticeable benefit of the strategy has been the increased scope of networking both within the university and with external community services. The university strategy has provided a forum for experience, knowledge and resources to be shared, including research and expert knowledge both on and off campus. Networking has been identified as a positive driver to promote organisational innovations, share skills and promote knowledge growth (Pittaway et al. 2004; Chapman & Aspin, 2005). Yet, while Mifsud (2015) highlights the obvious benefits associated with networking, specifically within the educational context, her study also identifies some resistance to networking. While she noted there was some positive dialogue coming from leaders regarding networking, she

found “a strong presence of the discourse of isolationism” (p. 7) among teaching staff. Thus she concluded that a reflective approach to engagement and networking is critical. During the conception and development of the Mental Health and Wellbeing Strategy at the Western Sydney University, a reflective approach was critical to ensure all were represented. Networking and robust discussions, while developing the philosophy and ethos of the strategy, were perhaps the most challenging aspects. Initially, conceptualisations of the overarching strategy were highly varied. It was a slow, thoughtful and respectful process which facilitated discussions between group members to harness ideas and innovation while maintaining positive relationships.

Supporting effective relationships across university services and enhancing coordination of mental health related activities were positioned as important facets of the Mental Health and Wellbeing Strategy. However, supporting students who were experiencing mental health changes was also critical. Networking both within and externally to the university has facilitated the development of clear processes and referral pathways for mental health support. The Council of Australian Governments (2012) has recognised a need for improved and timely access to high quality services. Further, they advocate for “tailored and innovative approaches to meeting the needs of at-risk subgroups” (p. 24). With this in mind, the Mental Health and Wellbeing Strategy has worked to enhance engagement between university Student Support Services and local community mental health services, including the emergency assessment teams. This has provided a streamlined and timely referral system, with greater understanding of the services offered and the supports available for staff and students.

Conclusion

The authors conclude that organisational investment in a health and wellbeing strategy that spans both the university staff and students communities is worthwhile. Contemporary universities and other educational institutions are now subjected to rapid change and it is appropriate to carefully consider an approach to manage the human elements impacted by this change effectively to support business productivity, student retention and educational outcomes. In this way the organisational moral consciousness can provide a driving force for organisational health and wellbeing. A Mental Health and Wellbeing Strategy can offer a clear, non-stigmatising philosophy of mental health, alongside a shared vision of support across the organisation. Formalised partnerships, which promote a shared vision of preventive health and a philosophy supportive of early intervention, can contribute to the overall goals of the university and strengthen the depth of expertise and the effectiveness of networks.

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Supporting Early and Ongoing University Student Experiences Through ‘Academic Skills Adviser’ Services

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Abstract

Academic support for first year students is critical for improving engagement, retention and completion rates at one of Australia’s smallest but fastest-growing universities. A model of Academic Skills Adviser (ASA) support developed over recent years at the University of the Sunshine Coast (USC) fosters pre- and first-year experiences and helps build academic confidence and self-efficacy for participating students during the progress of undergraduate degrees. This model, therefore, also supports second, third and fourth year undergraduates as well as postgraduate and higher-degree students in achieving academic progress. The ASA team works in collaboration with academic and administrative staff to develop and deliver information sessions, academic skills workshops, and ‘just-in-time’ advice for students at drop-in sessions and in individual and group consultations. Academic skills advice is also offered in the form of face-to-face, phone and virtual (email) student support for students at USC learning hubs within an hour of travel from the main campus at Sippy Downs. The team is proactively increasing the level of support provided on-campus and to university learning hubs in response to increasing student numbers. The ASA team advances the student experience by enhancing student access through provision of timely, coordinated and in-demand learning support services.

Discussion

Course-based face-to-face workshops

“Academic Learning and Language staff have a greater insight than most into various program expectations and the academic demands of assessment” (Johnston, 2011, p. A-146). At USC, Academic Skills Advisers (ASAs) develop and deliver workshops in collaboration with academic staff through discipline-specific activities designed to deliver high quality teaching, learning and graduate outcomes. Providing students with relevant resources and support is an effective retention strategy (Nelson, Quinn, Marrington & Clarke, 2011). Workshops are designed to develop academic skills through a focus on specific assessment tasks or new learning situations. Students’ needs for these skills development workshops are often identified by the coordinator of a course or through individual student consultations. Through consultation with lecturers, ASAs propose course-specific, skills-development workshops and create student-centred resources and activities; for example, a focus might be on improving students’ written expression. Resources provided through ASA portal sites (e.g. Grammar Gurus) directly support workshops. However, most often, one-off ‘just-in-time’ workshops (e.g. How to write a literature review) are collaboratively developed with academic staff to enhance learning. Students have remarked on the usefulness of resources such as the ‘Sanity Table’, a resource developed through collaboration, which helps organisation of research and identification of data trends. At other times, workshops are delivered into the lecture or tutorial in partnership with the library. ASAs, in collaboration with academic staff from faculties, respond to the academic needs of new cohorts of students through weekly group workshops targeting specific writing needs. Workshops particularly assist students with developing the graduate attributes of communication and information literacy. This mode of

student-centred learning support anticipates and addresses the learning needs of students, integrating academic language and study skills into course lectures, tutorials and assessment.

Face-to-face workshops

The ASA team contributes to recruitment and retention of students by collaboratively (with academic and other staff) developing courses and associated resources; these are available to the entire university community through portal sites and through face-to-face workshops. These workshops focus on fostering academic skills, including writing essays and reports and developing effective reading and note-taking strategies. This type of learning experience recognises that students need to be explicitly taught the skills required for assessment tasks. In any one semester, up to forty Skills for Success Workshops are offered, most occurring prior to or early in the teaching schedule. While these provide advice and academic skills development on, for example, reading and thinking critically, they also build confidence and create connections with fellow workshop attendees and staff as the following testimonial indicates.

'Was great to meet some people in my course and to feel comfortable on campus. Thank you. It was an excellent 5 days.' (Student 2012)

Creating a supportive environment to foster increased interactions among staff and students promotes student engagement (Krause & Coates, 2008; Johnston, 2011). Academic Writing and Study Skills (AWSS) and Proofreading for Tertiary Purposes (PTP) modules, offered pre-semester, not only prepare students for the expectations of university life but, importantly, also build confidence, community and a sense of belonging. In evaluations of the pre-semester modules (2012-2015), students perceived improvement in critical reading, developing an argument, and the use of referencing in academic writing. There was also a statistically significant difference between Likert Scale ratings, prior and subsequent to these courses, for each question item, indicating these courses impacted positively on learning. Anecdotally, students report that without the AWSS modules, they would not have done so well, nor even continued with study. This is supported, to some extent, by the following typical student evaluation comments of the course:

'...incredibly useful course; thank you; I now feel far more prepared to start my studies' (Student 2012)

'...fantastic course; benefitted greatly; well presented; great information; feel confident and comfortable starting 'uni' journey.' (Student 2012)

Starting early – 'Headstart Support'

Access to specific in-time guidance into university study helps student recruitment, engagement and retention (Johnston, 2011). At USC, the Headstart program links these desirable objectives; ASAs help prepare these students (secondary level students enrolled into courses) for academic study. Generic workshops on academic writing and skills orientate Headstart students to the expectations and requirements of study at university and to the support networks available when on and off campus.

Individual and group appointments

Arndell, Bridgeman, Goldsworthy, Taylor and Tzioumis (2012) recognise that students enter university from a variety of backgrounds with differing levels of academic skills and readiness for tertiary study. Individual consultations are particularly effective for developing students' academic skills; one-on-one consultations address the specific learning needs of individuals, promoting access to learning and encouraging retention. Collaborative development, with students, of 'independent education plans' outlining goals, methods and potential outcomes can have positive effects on confidence, ability and self-efficacy over time. While individual appointments are limited in number to six per semester, high-needs students have the opportunity to develop ongoing

supportive relationships with ASAs through these appointments and other contact services. This includes peer collaboration and support through the award-winning Peer Adviser Program, which can impact positively on student success. Through individual consultations, the specific learning needs of international students, students with learning disabilities and all other participating students have been supported and effectively addressed. Communication skills are a highly desirable graduate attribute (Nulty & Muller, 2008) for both domestic and international students. The ASA team also facilitates a weekly discussion group for students from non-English speaking backgrounds. This service focuses on small-group speaking and listening skills, enabling students to gain confidence in communication skills for effective learning in tutorials. Discussion sessions, where domestic students join the group provide an authentic communication incident and a ‘chat mate’.

Drop-in sessions

Drop-in sessions (drop-ins), delivered in partnership with librarians and faculty staff, provide ‘just-in-time’ and ‘one-stop’ academic support for students. The concept of faculty drop-ins is a combined ASA and library initiative nationally recognised by the Commonwealth Office for Learning and Teaching for “...designing and driving a sustained assessment support model built on collaborative partnerships: paving the way for student growth in skills, independence and peer-to-peer learning.” Through these services, students have the opportunity to engage with faculty staff about course content, with librarians about information literacy and with ASAs about writing and study skills. The drop-ins also provide opportunities for staff and students to engage with peers and grow university support networks. Student attendance levels at these drop-ins indicate the interpersonal and academic benefits of attendance at drop-in sessions in teaching weeks.

During semester, drop-in sessions are available at least five times per week in either the library or faculties. Library drop-ins were developed from stated student need to receive more ‘just-in-time advice’ and this service has been expanded and become more frequent. Through library drop-ins, students, ASAs and librarians can work collaboratively to enhance student engagement, learning and retention.

By listening to student statements, the ASA team identified the need to provide mathematics and statistics advice. The team responded by providing consultations and introducing maths and statistics ASAs. They run drop-ins and consultations, produce online materials, design workshops, as well as generating links with faculty staff to identify, prioritise and respond to needs specific to maths and statistics.

Online Skills Assist and resources

Supporting students to become self-directed and independent learners enhances success at university (Arndell et al., 2012). The Academic Skills section of the USC Portal, available to all enrolled students, includes information on aspects of writing and study such as: quoting, paraphrasing and summarising; essays, reports and literature reviews; strategies for reading and passing exams; grammar rules and tips; and self-paced skills development. Many of these materials have been developed, in collaboration with academic staff, for isolated students who may not have access to face-to-face support and for those students who prefer to learn independently. ‘Reflective Writing’ and ‘Assignment Writing’ handouts were developed in direct response to student need and in partnership with the faculties. In further developing ‘referencing guides’, ASAs have sought advice from students, library and academic staff. The results have been guides and handouts that are relevant and used independently by students. ‘Grammar Guru Tip-sheets’, which are posted weekly during semester, offer students the chance to ‘get your grip on grammar’. ‘Online Skills Assist’ was developed to provide emailed assignment feedback for students at USC learning hubs: thus

providing isolated students with opportunities to access support and advice. Students can also book phone consultations, which minimises the effects of isolation and connects the ASA team with students who require assistance, wherever they are located. Feedback provided in these ways assists vulnerable students; at point-of-need, it enables them to know what they are doing well and where improvement is needed (Taras, 2002).

Collaborative contribution to recruitment and retention of target cohorts

Supporting the engagement of future and current students in learning will assist recruitment to, and retention at, university (Nelson et al., 2011). While the faculty and generic workshops, group and individual consultations form the core of ASA's workload, the team delivers recruitment and retention activities in tandem with other teams within USC:

- University Skills in the Community is a five-week series of two-hour workshops for adults considering tertiary education – 18% of enrolments in these courses have then enrolled at USC
- Academic skills workshops, for high school cohorts, raise aspirations among and promote recruitment of secondary students
- Professional training and development workshops, provided through collaboration with the Coordinator of the Indigenous Tertiary Aspirations Service (ITAS), assist support staff working on recruitment and retention of indigenous students

As USC continues to experience rapid natural growth, and in line with higher education targets promoting access and successful completion, particularly for low SES students, the ASA team has increased its services accordingly. For example, 'online skills assist' was introduced in direct response to student and staff needs.

ASA snapshot

From 2011, the ASA team has delivered more than 10,000 individual occasions of service in workshops, appointments and drop-in sessions each year. The following quotes are some of the examples of feedback provided by student participants.

"The skills learnt were much needed."

"Without your support and help, academically and mentally it would be harder for me to keep studying."

"Found your input most helpful and a learning experience."

"Great! I had a light bulb moment."

"I'm so grateful having your help which is really appreciated by students like me. English is difficult language and sometimes a barrier to express our thoughts. However, having a friendly helper ... makes our journey at university less difficult."

Conclusion

The ASA team contributes to student recruitment, access, support, engagement and retention at USC. As the university grows rapidly, enhanced interventions directed towards achieving these goals for increasing student numbers are collaboratively planned and implemented. A sustainable and coordinated team response, to course and resource development, group and individual interventions, is continually being developed for increased student demand. The ASA team has strategically grown and diversified its service in response to identified demand and institutional growth. Enhancing university student learning experiences through academic skills services depends on a coordinated, team-orientated approach that highlights the importance of collaboration with all stakeholders.

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Best Practice Case Example

**Don't wait Until it Escalates:
Financial Assistance at Flinders University Student Association**

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Abstract

Financial hardship can be a major problem for university students, negatively impacting academic performance as well as general health and wellbeing. This article provides an overview of the on-campus financial services that the Flinders University Student Association provides to students. The range of support offered includes emergency financial assistance, interest-free loans, an annual grant scheme, financial literacy education, and financial counselling with an emphasis on debt management. Flinders University is the only South Australian University to employ a fully registered Financial Counsellor, who provides specialist services such as the ability to negotiate hardship variations for students under the National Consumer Credit Protection Act (2009). These services are independent and confidential, and are easier to access at Flinders than through the community sector. Timely assistance can help prevent individuals getting drawn further into a downward financial spiral, facilitating in turn continuous engagement with academic life.

The Flinders University Student Association (FUSA) is the peak independent body at Flinders University that represents the rights and interests of a diverse demographic of students. FUSA runs a wide range of social, welfare and support services that includes specialist support provided by the Student Assist team. Student Assist is a professional unit that offers free, independent and confidential information, advice and advocacy to students on a wide range of academic and financial matters.

Uniquely among South Australia's universities, FUSA, via Student Assist, offers the service of a fully qualified and fully registered Financial Counsellor to assist students experiencing financial difficulties. In addition, Student Assist administers interest-free loans as a lender of last resort, as well as emergency financial assistance consisting of supermarket "groceries only" vouchers, food parcels containing groceries sourced from Foodbank, Foodbank vouchers and public transport cards. Once a year, Student Assist also manages a student grant scheme with the aim of assisting students in their second year or higher of university to complete their studies. Thanks to this scheme FUSA has been able to reach a wide cross-section of Flinders University's student population who have shown some degree of financial hardship.

The extent of the financial support available via Student Assist has grown from strength to strength since the service's restructure at the end of 2012, as a result of a renewed commitment by Flinders University towards student engagement and wellbeing. Student Assist's financial counselling emphasis is primarily focussed on empowering students to avoid being trapped in a cycle of debt, and resorting to unhelpful options such as pay-day lenders. The Financial Counsellor role requires lateral thinking, with the aim of assisting those students suffering disadvantage and debt by:

- developing workable budgets
- contacting creditors and advocating on their behalf
- establishing affordable payment plans for outstanding bills

- assisting with understanding which debts are priorities
- seeking hardship variations under National Consumer Credit Protection Act (2009)
- assisting with applications for Government grants or concessions, and
- referring students to external dispute resolution services (Ombudsmen).

Given the inherent requirements of the profession, as set out by a recognised South Australian Financial Counselling Association, students seeking financial counselling from FUSA are guaranteed to receive advice from an individual who has undertaken appropriate training, has acquired the required skills, and works to recognised standards of ethical practice.

The knowledge that Financial Counsellors have across areas such as consumer credit law, debt enforcement, bankruptcy, industry hardship policies and government concessions, places them in a privileged position to provide students with the power and confidence to take control of their own finances. The ultimate goal is to provide financial education and support as clients work towards a stable future. At FUSA, a student has the added advantage of being able to access this invaluable service within a week of making an initial enquiry, and to be able to access same-day financial emergency assistance to address immediate needs in times of crisis.

Universities are small microcosms of society at large and therefore students experience the same gamut of financial issues as members of the wider community, particularly the responsibilities of providing for dependents, and paying off credit card debts and loan commitments incurred prior to study. In addition, students have the added expenses of study, often whilst earning low incomes. Having financial assistance on campus means that students can promptly and easily access a service that is designed with the higher education student in mind and work on overcoming financial barriers that make study challenging.

An important aspect of Student Assist's role is analysing trends and developing education strategies and welfare/awareness campaigns that address particular student needs. One such trend has been an observed shift towards students accessing payday lenders to be able to afford basic necessities such as food, utility accounts and textbooks. These loans are marketed as being quick, easy and convenient with many applications conducted over the internet and funds becoming available within as little as an hour. Due to the high repayment costs they very quickly lead borrowers into a spiral of debt that leads to subsequent borrowing. Students can easily find themselves at risk of homelessness if they are become unable to pay for basics such as food or rent. At FUSA we work to raise awareness of issues such as these and strive to create a culture of empowerment by providing financial literacy and targeted assistance at critical times.

Each year, Student Assist is able to assist 30 students via the general second-semester scheme. Some of these students have utilised the grants to reduce personal debt, others to increase employability by pursuing short VET courses, or to seek tutoring to extend learning outcomes, and all have in turn reduced the risk of being disengaged with University because of financial hardship.

Recognising the particularly severe financial difficulties that the Nepalese students of Flinders were experiencing this year due to the April earthquakes, Student Assist in conjunction with Student Council advocated for specific assistance for this cohort of students from the Deputy Vice Chancellor (Academic)'s office. In addition to the provision of support encompassing tuition fee instalments and emergency financial assistance, Student Assist was able to establish a Nepalese grant fund, thanks to the support of the Vice Chancellor's office. The grant was advertised widely and students were personally advised to apply by the Counsellors and International Student Advisers they were in contact with. All applications received were successful and a total of 19 students benefitted from this special fund.

In order to address the financial struggle that many students face on a daily basis, FUSA also runs welfare branches twice a week at different locations on campus, as well as weekly 'FUSA says Relax' events, where free lunch is provided, along with free hairdressing and stationery.

This form of outreach is also enhanced by partnerships with external agencies. Once a year during Anti-Poverty Week, Student Assist runs an on-campus event to encourage discussion of the causes and consequences of financial hardship, while raising awareness of the services provided by FUSA and the community at large. A number of information stalls on a prominent location offer lunch, food parcels, free stationery and toiletries, as well as Utilities literacy information provided by Uniting Community Energy Expo staff. Further, this year, Student Assist will also collect food and feminine hygiene products via several on-campus collection points to be donated to Foodbank and Share the Dignity respectively.

Financial assistance and, most particularly, financial counselling has a positive impact on the most vulnerable members of society as it enhances financial education and wellbeing while helping individuals extricate themselves from debt and financial stress (Brackertz, 2012). It can also provide more systemic savings to the health and legal systems by promoting individuals' health and by helping people to avoid bankruptcy (Brackertz, 2014). Resolving financial problems can only enhance a student's experience at University, contribute to a holistic sense of wellbeing and ensure a rewarding and productive engagement with the university community. With this in mind, we work towards building student capacity on campus with the help of services that are timely, easily accessible, targeted and meaningful.

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Building Peer Mentors' Capacity to Support New Students' Transitions to University: A Training Collaboration between MATES@UWS and the University Counselling Service

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Abstract

Many higher education institutions implement peer mentor programs to support new students' transitions to a new learning environment. This is because peer programs are known to foster a sense of belonging, boost student retention and create a supportive campus climate. Best practice guidelines recommend program leaders provide training for peer mentors, yet mentoring literature often fails to articulate the specific content of training. This practice report presents a training collaboration between MATES@UWS and the University Counselling Service that aims to build peer mentors' capacity to support new students. Intended outcomes of MATES@UWS induction mentor training are to ensure volunteer peer mentors are confident in their new role, understand the program's aims, develop a set of mentor skills and become familiar with the support resources available to them. Induction mentor training is facilitated by the program coordinator, with a section on self-awareness, managing stress and concerning behaviour delivered by a University counsellor. The induction mentor training program is described in detail. Survey results suggest MATES@UWS mentor induction training ensures mentors are confident about mentoring, well prepared for their role, informed about support services and, interestingly, more inclined to seek help from services themselves. Mentee survey results also demonstrate the impact of mentor induction training on the new students they support. Implication for leaders and other peer programs are discussed, including the need for leaders to release support services staff to facilitate training.

Background

Mentoring And Transition Equals Success at the University of Western Sydney (MATES@UWS) was first piloted in 2011 with a small group of students. Participation rates have grown steadily since that time. In semester one 2015 more than 1000 students participated in the program.

MATES@UWS is centred on supporting first year students' transitions to university by connecting them with a peer mentor and small group of their first year peers. Mentors facilitate "catch up" meetings during the first eight weeks of semester. At these meetings new students can ask questions, share stories and seek advice for starting at university.

By building a sense of community and fostering social connections amongst students, MATES@UWS aims to promote students' sense of belonging and thus boost their retention at university. The value of peer programs in developing a sense of belonging has been established in higher education literature (Heirdsfield, Walker, Walsh & Wilss, 2008; Stenfors-Hayes et. al., 2010). Research shows programs that activate peers as instructional resources can contribute to a campus culture that is supportive and focussed on learning (Colvin & Ashman, 2010).

The importance of developing peer mentors' capacity to support new students cannot be underestimated. This is reinforced by student feedback and mentoring literature (Ensher & Murphy, 2011) which indicates that a mentee's experience of the program is mediated by their relationship with their mentor: a committed, skilled and knowledgeable mentor contributes to a positive new student experience.

According to the Guidelines for Good Practice in Mentor Programs in Higher Education (Australia and New Zealand Student Services Association, 2009) and Australian National Standards for

Involving Volunteers in Not-for-profit Organisations (Volunteering Australia, 2001), volunteers must undergo training prior to undertaking a role. In a review of twenty mentoring studies, Gershenfeld (2014) identified mentor support and training as a key component of mentor programs and criticised many of the studies for failing to describe the training provided.

Induction mentor training

MATES@UWS works in collaboration with other areas of the University to provide a mentor induction training program that builds mentors' capacity and thus ensures new students have the best possible transition experience. Mentors report a strong desire to develop their employability and personal skills; therefore the provision of high quality training is a strong intrinsic motivator for volunteers to join, and remain with, the program (Esplin, Seabold & Pinnegar, 2012).

MATES@UWS requires students to complete mentor induction training prior to mentoring. This takes the form of a six and a half hour training session (or an online equivalent), which provides an overview of the program, the role of a mentor and mentor skills. The MATES@UWS Program Coordinator and a University Counsellor facilitate mentor induction training biannually in the lead up to Orientation.

MATES@UWS mentor induction training is based on Chisholm's (2011) M.E.N.T.O.R. S.K.I.L.L.S. acronym (see Table 1). Training also emphasises that mentors are not tutors or counsellors.

The desired outcomes of induction training are to ensure student volunteers:

- feel confident in undertaking the role of mentor;
- understand the program's aims and boundaries;
- begin to develop a set of mentor skills; and
- are familiar with the resources available to support them in their role, including the program staff, Mentor Handbook and online mentor resources.

During the Counsellor's section of mentor induction training mentors are encouraged to empower new students rather than to rescue them. They are given opportunities to practice empowerment techniques and develop appropriately assertive communication skills through a case study. The case study follows a student through the first four weeks of their commencing semester at university. Mentors develop an action plan by identifying the new student's key issues, providing information and advice, and referring the student to appropriate support services. This section of the training program aims to help mentors practise listening to, empathising with and normalising new students' transition experiences.

The next section of this practice report outlines the Autumn 2015 MATES@UWS survey results, which indicate the positive outcomes of the training collaboration between MATES@UWS and the Counselling Service.

Table 1: Overview of MATES@UWS mentor induction training day

Training Content	Facilitator
Overview of MATES <ul style="list-style-type: none"> • Program aims, structure and logistics • Characteristics of UWS students • The first year experience: common causes of attrition and behaviours that lead to success • Benefits of being a mentor • Work Health and Safety 	Program Coordinator
M.E.N.T.O.R. S.K.I.L.L.S. (adapted from Chisholm, 2011) <ul style="list-style-type: none"> • Motivational: supporting new student’s intrinsic motivation • Empathetic and respectful: verbal and non-verbal techniques for building empathy • Non-judgemental attitude: modelling the student Code of Conduct including valuing cultural diversity • Trustworthy: behaviours that build trust • Optimistic: helping students to develop a growth mindset • Realistic Expectations: program boundaries and likely scenarios • Study skills: modelling time management skills and a deep approach to learning • Know your university: services, resources, facilities and systems essential to a successful transition • Initiate communication: how to welcome new students via email and phone; how to use ice breakers • Listening skills: how to actively listen • Language: email and phone etiquette 	Program Coordinator
M.E.N.T.O.R. S.K.I.L.L.S. continued <ul style="list-style-type: none"> • Self-awareness and support: understanding self-care • Managing stress and concerns <ul style="list-style-type: none"> ○ An overview of the Counselling Service ○ Recognising the signs of stress ○ Concerning behaviours and common situational causes ○ Crisis situations: an action flowchart and script to help mentors respond to a critical incident ○ An overview of the empowerment dynamic and assertive communication skills including a case study ○ Mental Health and Wellbeing resources 	Counsellor

Results

The outcomes of training are measured through online surveys, which all program participants are invited to complete. New students/mentees and mentors are notified about the surveys via direct email to their student email accounts and posts in the MATES@UWS Facebook group.

The semester one 2015 Mentor Induction Training Survey was opened immediately after training and the Mentor and New Student/Mentee Program Evaluation Surveys were opened in Week 8 of semester, when the MATES@UWS program concluded. All surveys remained open for two weeks and reminders were sent to students via email. The program evaluation surveys were incentivised with two \$150 gift vouchers. All three surveys contained a series of likert scale questions and open response items.

Autumn 2015 Mentor Induction Training Survey results:

- Sample size n=40
- 92.5% of respondents strongly agreed or agreed that Mentor Induction Training was helpful.
- 97.5% stated they felt confident about mentoring.
- When asked about the best parts of training,
 - 17.5% stated learning about the university's Student Support Services, particularly the Counselling Service, and
 - 22.5% stated building on skills, particularly communication skills.

Autumn 2015 Mentor Program Evaluation Survey results:

- Sample size n=77
- 83.5% of respondents strongly agreed or agreed that MATES@UWS “helped me to learn more about Student Support Services”.
- 71.2% strongly agreed or agreed “as a result of the program, I am more likely to access Student Support Services myself”.

Autumn 2015 New Student/Mentee Program Evaluation Survey results:

- Sample size n=178
- 72.5% agreed or strongly agreed “being involved in the program helped me find out about services at the university”.
- 75.8% agreed or strongly agreed, “my mentor informed me of the student services and resources available at the university”.

Discussion

The survey results demonstrate that the mentor induction training program developed and facilitated by MATES@UWS in collaboration with the Counselling Service¹ ensures students are: well equipped to undertake their responsibilities as peer mentors; better informed about the services on offer; and more inclined to seek help.

Furthermore, the survey results highlight a flow-on effect for new students. The provision of training to mentors helps ensure new students/mentees are informed about the university's support services during the early weeks of their commencing semester so they can access assistance during this critical transition period and throughout their degree.

This training collaboration resulted in other university staff facilitating on-going professional development for student leaders, which is offered under the banner of the LEAD Conference (Lead, Engage, Aspire, Develop). Through the LEAD Conference a wider range of student leaders—such as Peer Assisted Study Session facilitators, Student Representatives and Ambassadors—are learning more about the services on offer at university and passing that knowledge on to the students they serve.

Leaders of student support services can play an important role in facilitating these positive student outcomes by releasing staff for the time needed to plan, deliver, evaluate and improve peer training programs. This is supported by Rodrigo and colleagues (2014) who advocate for “incorporating a central support component” (p.111) into training for targeted programs.

¹ MATES@UWS would like to acknowledge the efforts of Catherine Fitzgerald, Counsellor, UWS Counselling Service, for her efforts in training our mentors.

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New Mental Health initiatives at Southern Cross University: 'Health University' and a 'Mental Health Action Plan'

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The philosophy and principles of the World Health Organisation (WHO) state that 'Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love'. In response to this philosophy, the WHO in Europe and the UK have set up programs based on a 'settings approach' such as Healthy Schools, Healthy Workplaces and Healthy Cities. This year Southern Cross University has embraced the initiation of a similar program 'Healthy University' (HU); under the direction of the School of Health and Human Sciences, Chaired by Professor Iain Graham, Dean of Health and Coordinated by Dr Ann Mulder. The idea of a HU emanated in the late 1990s through the WHO and in 2006, the UK Healthy University Network (HU UK) was developed which currently has representation in around a half of UK universities. Much work has been done on the HU UK program and their website, <http://www.healthyuniversities.ac.uk/> provides a variety of valuable resources.

A Healthy University '*Aspires to create a learning environment and organisational culture that enhances the health, wellbeing and sustainability of its community, and enables people to achieve their full potential*'. It is a collaboration between higher education and public health. While the *raison d'être* for universities is not health *per se*, there exists a highly beneficial relationship between health and learning. The healthier you are, the more likely you are to be able to learn and be educated; the more educated you are, the more likely you are to be healthy.

According to HU UK, there are many benefits to becoming a HU, including Increased student retention, experience and academic performance; reduced staff absenteeism, turnover, and recruitment costs; competitive advantage due to an enhanced public image and reputation; and wider collaboration and partnerships, particularly in the health community.

At the heart of this Healthy University Initiative (HUI) however, must be a 'whole of university' approach with top-level commitment to embedding an understanding of, and commitment to, sustainable health within the university in its entirety.

The objectives of the UK Healthy University initiative at SCU will be to:

- Promote policies and planning which demonstrate a clear commitment to health, sustainability and equity
- Provide healthy working and learning environments
- Offer healthy social environments which reflect the diverse student population
- Establish and improve welfare, medical and health-related high quality support
- Promote high levels of participation by students and staff in decision making which affects their learning, working and social experience
- Facilitate social and personal development; support being a 'responsible global citizen'
- Ensure a healthy and sustainable physical environment which is clean, safe, health-conducive, and sustainable, minimising health and environmental impacts
- Encourage wider academic interests in health promotion through the inclusion of health in curriculum and research across all disciplines

- Develop links and partnerships with the wider community as a willing partner, advocate, example, resource of expertise and lobbying force for health.

Within the HU initiative there are generally a variety of health promoting pillars which support health promotion and research of a particular ‘health’ stream. These may include for example nutrition, physical activity, mental health, embedding health within curricula, sexual health, student health clinic, financial health etc. The HU initiative at SCU has decided to embrace mental health as one of its initial pillars; an important pillar based on the SCU student survey findings and wider NSW north coast mental health initiatives.

In 2013 SCU undertook a survey on the health and wellbeing of its students (Mulder & Cashin, 2015). Analysis of data highlighted the specific difficulties around mental and financial health:

- 50% of students exhibit high/very high levels of distress (Kessler-10) and either couldn’t work, or reduced workload for at least eight days during the previous month due to stress; compared with 10% of the general Australian population (Australian Bureau of Statistics, 2008)
- around 25% never/rarely felt loved or close to others (Warwick-Edinburgh Mental Wellbeing Scale) and
- 63% could not find \$2,000 within a week for something important; the highest percentage groups reported by the ABS are 41% of single parent households and 29% of the lowest quintile income group (Australian Bureau of Statistics, 2010)

In addition, the Northern NSW Local Health District and North Coast Medical Local, as part of a broader integration strategy, are developing the Northern NSW Mental Health Integration Plan (MHIP). Within its scope is to ‘act as one’ in delivering mental health priorities; to ensure greater integration of mental health services across the region. SCU Counselling and Disability Support Services, through its Director Dr Jonathan Munro, are involved with this initiative.

In response to the findings of the 2013 SCU survey and the development of the regional MHIP, the SCU Counselling and Disability Support Services have developed, and are currently undergoing consultation with stakeholders, for a Mental Health Action Plan (MHAP) for students and staff of SCU. The MHAP is based on the four pillar approach of the WHO Mental Health Action Plan:

1. Strengthening leadership, planning, policy and governance for good mental health at SCU.
2. Providing comprehensive, integrated and responsive primary mental health and social care services at SCU for students and staff.
3. Implementation of strategies for the promotion of optimal mental health and the prevention of mental health issues.
4. The establishment of the SCU Health Clinic as a centre of excellence in mental health research.

Each pillar includes a variety of objectives. Within each objective are a variety of strategies which, for implementation, will involve the cooperation of a variety of responsible stakeholders. For example an objective of pillar 2 is to ‘Provide professional and accessible mental health services to students and staff experiencing mental health issues or disorders’ while one of the strategies under this objective is ‘review the accessibility of, and appropriate referral to agencies outside of SCU, for mental health services available to all students and staff’.

It is hoped that these two new initiatives, ‘Healthy University’ and the ‘Mental Health Action Plan’ will go some ways towards greater support of students’ mental health and wellbeing; ensuring students flourish rather than languish, safeguarding that students, especially those with prior history of decreased self-worth, do not entrench failure as a component of their life, thereby ensuring that more is done to support their success and wellbeing throughout the often difficult period of tertiary study.

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- Australian Bureau of Statistics. (2008). *National survey of mental health and wellbeing: Summary of results, 2007*. (cat no. 4326.0.) Canberra: ABS.
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- Mulder, A., & Cashin, A. (2015). Health and wellbeing in students with very high psychological distress from a regional Australian university. *Advances in Mental Health, 13*(1), 72-83.

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JANZSSA Submission Guidelines 2015

Manuscripts for submission to JANZSSA must be submitted electronically at

<https://submissions.scholasticahq.com/sites/journal-of-the-australia-and-new-zealand-student-services-association>

Word Processing platform

All articles should be submitted electronically using Microsoft Word or in another commonly used word processing format able to be converted to an MS Word document.

Language and spelling

JANZSSA uses Australian English so please adjust your spell check in word to ensure compliance.

Journal format

JANZSSA is published in an A4 format.

Article Length:

Articles would normally be fewer than 6,000 words to be accepted.

Articles longer than 6,000 words may be returned to authors to be shortened.

Abstract is required:

All articles submitted must include a brief (<250 words) abstract.

Page layout required:

Articles for inclusion in JANZSSA in either the referred or non-refereed sections need to be submitted electronically using the following layout instructions.

The following is a normal page layout in MS Word:

Top: 5.5	Bottom: 5.5
Left: 2.54	Right: 2.54
Gutter = 0	Header = 1 Footer = 6

Font type:

Times New Roman

Font pitch:

Article Title:	14 point BOLD
Author/s Name, Role, Institution:	12 point
Abstract header:	12 point BOLD
Abstract body:	10 point <i>italics</i>
Body text:	12 point
Header within body of the text:	12 point BOLD
Footnotes:	9 point

Diagrams tables and drawings:

Any diagrams and tables included in the text must be no larger than 21 cm in depth x 17 cms wide.

Any drawings included are inserted with **Paste Special** function so that the drawing is stable in the body of the text.

Text within a table is preferred as centred or left margin aligned.

Use of colour:

JANZSSA is published in black and white so use of colour in graphs, diagrams and drawings may mean that the nuanced meaning in the various components of the chart, graph etc lost. Please ensure that the differences in charts, diagrams and graphs etc are clearly defined using variations of colour within a grey scale.

Use of references:

Referencing protocol is the APA Referencing System. Examples of the APA Referencing system are easily found using an internet search. Below are two examples from Australian Universities.

<https://student.unsw.edu.au/american-psychological-association-apa-referencing-system>
<http://libguides.murdoch.edu.au/APA>

Suitable content for articles submitted for publication in JANZSSA:

Articles may include comment and debate on current issues, reports of student services in practice, policy matters, research projects, and reviews of relevant books. The guiding editorial policy is that articles are of interest to student service staff, and are of a high standard.

JANZSSA publishes both refereed and non-refereed articles:

Authors who wish to submit an item to be published as a refereed article must include a written note to that effect at the time of submission. If an author does not specify for inclusion in the refereed section the editors will consider the article for publication in the non-refereed section.

Refereed (peer reviewed) Articles:

JANZSSA uses a double-blind peer review process for refereed articles.

The editor of JANZSSA will consult with the Editorial Board to identify at least two expert referees (who may not necessarily be members of ANZSSA).

Each referee will be unaware of the identity of the other referee/s.

Each of the referees will be provided with an electronic copy of the article from which the author's name has been removed.

As author/s you should also remove other identifying information, and replace any such words or sentence with "words removed for purposes of author anonymity" so that you are not identifiable as the author/s once the author names have been removed.

Referees will submit a report back to the editor that contains one of four recommendations. These are:

1. That the article be published without amendment
2. That the article be published with minor amendment, to be approved by the Editor of JANZSSA
3. That the article be published with amendments to be approved by the referees
4. That the article not be published as a refereed article

Referees will also return the electronic copy of the article, which may contain annotations and suggested amendments to the paper. Referees will be asked to ensure that their identities are not revealed in the track changes or annotations made.

At least two referees must be in agreement for an article to be published as a refereed paper.

Non-refereed articles:

Articles submitted for publication without being peer-refereed will be published at the discretion of the editors.

Best practice case examples to show case:

JANZSSA includes in its non-refereed section examples of best practice and innovation emerging in Student Services.

Contributions for this section are invited.

Contributions to this section would normally be descriptive and not evaluative.

Length of submissions can vary but the upper word limit will normally be 1500 words. Contributions of longer length may be returned to the author for editing.

A Showcase Best Practice Report Template is available from the Editors. See contact details below. Use of the template is not compulsory and is offered simply to assist if required.

Reports and reviews:

Reports on aspects of policy and practice within Student Services and the Post-Secondary Education sector are invited. Short reviews of books, articles, journals, reports which would be of general interest to JANZSSA readers are also very welcome.

Quality submissions:

All submissions for publication are required to comply with the layout requirements, and edited for grammar, punctuation and spelling accuracy prior to submission to the JANZSSA co-editors. Articles will be returned to authors for corrections, if required, prior to consideration for publication or distributed for peer review.

Submission deadlines:

JANZSSA publishes issues in April and October each year.

Deadline for submission of non-refereed articles, reports or reviews, and contributions to the section, Best Practice Case Examples to Show Case:

- February 14 for the April issue
- August 15 for the October issue.

Deadline for submission of refereed articles:

- October 30 for the April issue
- April 30 for the October issue.

Enquiries:

Any queries regarding submission format should be directed to either of the co-editors. See contact details below.

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Before submitting your article:

Please refer to the following check list and complete these actions prior to submission of the article.

Please check:

- JANZSSA page layout has been used
- JANZSSA font type and font size requirements have been used
- JANZSSA referencing system (APA style) has been used throughout and that all references are included in full.
- Spelling, grammar and punctuation reviewed.
- All diagram and table contents are position and text correct (i. e. text abbreviations used are consistent throughout diagram or table and that text is centred or left margin aligned.).
- Drawings included are inserted with Paste Special function so that the drawing is stable in the text.
- Do print and read for final corrections.
- De-identified version of paper as reviewer copy completed and attached (if the article is for submission for the refereed section of JANZSSA).

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This group also functions as the Editorial Board of JANZSSA

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Information about ANZSSA

The Australia and New Zealand Student Services Association provides development opportunities and sector representation for professional staff working in post secondary student engagement, student participation, student wellbeing and student development throughout Australia and New Zealand. Through meetings, seminars, workshops and conferences, experienced practitioners share information, ideas and research within their areas of expertise.

ANZSSA is focused on:

- The quality of the student experience
- Supporting and empowering students to achieve their educational and life goals
- Enhancing student wellbeing and development
- Improving student success and persistence
- Providing outreach to students at-risk
- Raising institutional student retention rates

Membership

Whilst ANZSSA is based in Australia and New Zealand, anyone is welcome to join us, no matter where you may be located. Full details of current membership categories and registration costs are available via the ANZSSA website members' page at www.anzssa.org

Belonging to ANZSSA will connect you to a community of professionals across many institutions and support areas – including:

International offices - Counselling - Health services - Housing services - Student guild advocates - Learning support - Grievance/Conflict Resolution officers - Chaplaincy and other faith officers - Careers - Academic advisors - Recreation services – First year experience and transition services - Mentor programs - Equity staff - Financial advisers - Student advisors - Disability support - Welfare advisors - Volunteer and leadership program coordinators - Directors and Heads of operational areas.

Professional Development Activities

The ANZSSA Biennial Conference attracts international participants as well as delegates from across Australia and New Zealand.

Regional and State meetings range from informal workshops to visiting speakers and annual conferences.

Members Discussion Board located on the ANZSSA web site at www.anzssa.org provides opportunities for members to share information and collaborate on programs and issues.

Publications

JANZSSA, the Journal of ANZSSA, is published and distributed to members twice per year. Members are encouraged to contribute a variety of material: scholarly articles, information communications, comments, book reviews, and items of interest to the general membership can all be accommodated.

Website

<http://www.anzssa.org>

The ANZZSA web site is a comprehensive resource offering a broad range of information to professionals working in student support and student services' roles.