

# JCU ePrints

This file is part of the following reference:

**Dutton, Philip L. (2005) *Shared learning: towards a model of academic support in the university residential context*. PhD thesis, James Cook University.**

Access to this file is available from:

<http://eprints.jcu.edu.au/1290>

# **SHARED LEARNING**

**Towards a Model of  
Academic Support  
in the  
University Residential Context**

**A thesis  
submitted in fulfilment of the requirements  
of the degree**

**DOCTOR OF PHILOSOPHY  
at**

**JAMES COOK UNIVERSITY**

**by**

**PHILIP L. DUTTON**

*BA Monash University  
M Ed University of Newcastle upon Tyne*

**College of Music, Visual Arts and Theatre**

**2005**

## **STATEMENT OF ACCESS**

I, the undersigned, author of this work, understand that James Cook University will make this thesis available for use within the University Library and, via the Australian Digital Theses network, for use elsewhere.

I understand that, as an unpublished work, a thesis has significant protection under the Copyright Act and;

I do not wish to place any further restrictions on access to this work.

P.L.Dutton

14 July 2005

**ELECTRONIC COPY**

I, the undersigned, the author of this work, declare that the electronic copy of this thesis provided to the James Cook University Library is an accurate copy of the print thesis submitted, within the limits of the technology available.

P.L.Dutton

14 July 2005

## **STATEMENT OF SOURCES**

### **DECLARATION**

I declare that this thesis is my own work and has not been submitted in any form for another degree or diploma at any university or other institution of tertiary education.

Information derived from the published or unpublished work of others has been acknowledged in the text and a list of references is given.

P.L.Dutton

14 July 2005

## **STATEMENT OF THE CONTRIBUTION OF OTHERS**

Support for the completion of the thesis was obtained via the following sources.

### **AHAUCHI Travelling Fellowship**

As the inaugural recipient of this travelling fellowship, funded by the Association of Heads of Australian University Colleges and Halls, I was able to travel to America in April/May 2003 to visit and survey students at Middlebury, UMass and Yale.

To my beloved wife, son and daughter  
and to

Marie

who first told me that I would *make* a  
good teacher

**ADOLESCENCE**

I was a worshipper of the foolhardy and the melodramatic, a dreamer and a moper, raging at life and loving it, a mind in a chrysalis yet erupting with sudden bursts of maturity. In this labyrinth of distorting mirrors I dallied, my ambition going in spurts.

(Charlie Chaplin, *My Autobiography*, 1964)

**MENTOR**

For am I not your father's friend,  
and ready to find you a fast ship  
and sail with you myself?

(Homer, *The Odyssey*, Penguin 1946)



## ABSTRACT

There has been virtually no research into the academic or collegiate nature of university halls and colleges in Australia despite a 150 year history. It is a history that can be viewed over three periods of development, the denominational, the secular and the independent periods. However, collegiate models that were established in the denominational era were done in the context of secular universities and in a competitive rather than co-operative spirit with other churches. The same model of academic support established in Australian colleges in the earliest period seems to prevail in the current promotional literature of colleges.

This study sets out to explore the nature of academic support in the context of university residential colleges with a view to identifying best practices. Supplementary to this aim was the need to examine the nature of the college as a living and learning environment and the expectations and adjustments of students to university and college.

Six models of academic support in colleges are identified in this study. The one most espoused by colleges is the Academic Intervention Model. This entails the use of postgraduates as academic advisors or consultants by appointment. They may run additional tutorials in subjects or be available for personal consultancy and have other pastoral, social and disciplinary duties. This model is, in fact, espoused more than all five other models combined including the Peer Assistance Model where mutual academic support was seen to occur

naturally with very little administrative demands upon the college. The mentoring literature revealed that learning amongst individuals at an informal, personal and even private level was universal and ubiquitous. The nature of colleges seemed to indicate that they created an ideal environment in which peer tutoring, peer mentoring and peer assistance could thrive. They are living and learning environments where, on average, 200 students with a similar purpose come together, having left home, in search of greater independence, new experiences, new relationships and, most of all, supportive friendships.

Surveys of students across 12 colleges, including three in the United States, demonstrated that not only did residential students access academic support most often from each other, but that they accessed tutors in residence, the most established source of academic support in college, least of all categories including faculty academics. In fact, students sought academic support from each other, especially in college, more than all other categories of support combined. The development of peer assistance models at Weerona College, University of Wollongong, was examined as a specific case study. The peer assistance model is perceived as allowing for a non-intervening approach to propagating a network of academic support in college. It is seen to release many benefits for individual students, the college and the broader university in developing a genuine learning culture that further enhances the academic support impact of the tutor in residence.

In addition, the implications for further research into the much neglected area of learning outside the classroom; that is, the informal learning we all do

amongst our friends, family, workmates, tutors and mentors, are extensive, important and go unrecognized and undervalued.

## ACKNOWLEDGEMENTS

I am deeply indebted to Professor Diana Davis, my greatest teacher, not only for her expert advice and guidance but also for the lasting friendship over the many years of our association.

My grateful acknowledgements are made to all who contributed and helped the development of this study especially in 2003 and 2004. They include:

My wife, Valerie, for her enduring love and support, her extreme patience and her remarkable insight and strong belief in me,

Roger Dutton, who committed himself to the painstaking process of proof reading,

Susan Gardner of the University of Wollongong for technical advice, and the

Australian Association of Heads of University Colleges and Halls Inc. for allowing me to present my ideas in papers at several conferences between 1995 and 2004.

The following university colleges for providing data:

Fenner Hall	ANU
Middlebury College	Middlebury, Vermont, USA
Univ. of Massachusetts	Amherst, Massachusetts, USA
Yale University College	New Haven, Connecticut, USA
Campus East	University of Wollongong
Residential Halls	CSU Riverina
Monash Residential Services	Monash University
St Paul's College	Sydney University
Residential Colleges	UWS Hawkesbury
Emmanuel College	University of Queensland
Lincoln College	Adelaide University
St John's College	Sydney University
Weerona College	University of Wollongong

And to the hundreds of students in both Australia and the United States who so cheerfully provided ideas and answers.

## TABLE OF CONTENTS

### CHAPTER 1: Introduction

1.1	The Challenge of University Life	1
1.2	Choosing to Live in College	3
1.3	The Nature of Academic Support in University Residences	6
1.4	Collegiate Life as a Societal Microcosm of Living and Learning Support	7
1.5	Rationale for and Aims of the Study	8
1.6	Organization of the Study	10

### CHAPTER 2: The Context: Australian University Residential Colleges and Halls

2.1	The Historical Context	14
2.2	Australian University Colleges and Halls	17
2.3	The Denominational Period	20
2.4	Examples of the Denominational Period	22
2.5	The Secular Period	30
2.6	Examples of the Secular Period	31
2.7	Mannix College	39
2.8	The Independent Period	41
2.9	Examples of the Independent Period	43
2.10	Overview of Australian University Colleges and Halls	47
2.11	Aims of University Colleges and Halls	47
	2.11.1 Ethics	50
	2.11.2 Citizenship	51
	2.11.3 Community	52
	2.11.4 Co-curricular Learning	53
	2.11.5 Peer Learning	54
2.12	Directions	54

### CHAPTER 3: Issues in Transition Adjustment to University and Residential College Life

3.1	Transition to University	56
3.2	Definitions	57
	3.2.1 Entropy	58
	3.2.2 Withdrawal and Attrition	59
3.3	Earlier Studies	63
	3.3.1 1970s: The University Experience	65
	3.3.2 1980s: Students in College	69
	3.3.3 1990-94: Support and Dependency	73
	3.3.4 1995: First Year on Campus	76
3.4	The Current Generation	80

3.5	Government Influences on Transition	86
3.6	University Transition Programmes	89
	3.6.1 The University of Melbourne Transition Programme	93
	3.6.2 The Monash University Transition Programme	96
3.7	Directions	100

#### **CHAPTER 4: Academic Support Models in Australian University Residential Colleges**

4.1	Collegiality	102
4.2	Statements of Academic Support	103
4.3	Models of Academic Support	117
4.4	Mining the Data	121
4.5	Changes in Academic Support 1994 – 2003	121
4.6	Academic Support Models: Cross Sectional Analysis	128
	4.6.1 The Spiritual Model	129
	4.6.2 The Academic Incentive/Disincentive Model	131
	4.6.3 The Academic Resources Model	132
	4.6.4 The Academic Environment Model	134
	4.6.5 The Academic Intervention Model	135
	4.6.6 The Peer Assistance Model	137
4.7	Academic Support: Systemic Analysis	139
4.8	Directions	141

#### **CHAPTER 5: An Overview of the Mentoring Literature**

5.1	Introduction	142
5.2	The Mentor	142
5.3	The Origins of Mentoring	143
5.4	Mentoring: A Recurrent Theme	145
5.5	Mentoring: A Modern History	148
	5.5.1 Friendly Visiting	149
	5.5.2 Big Brothers	150
	5.5.3 Today	151
5.6	Mentoring: Towards a Definition	154
5.7	Interrogating Definitions	155
5.8	Exploring Definitional Frameworks	159
5.9	Definitional Reach	161
	5.9.1 The Lexical Reach of Definition	163
	5.9.2 The Phenomenological Reach of Definition	165
	5.9.3 The Universal Reach of Definition	166
	5.9.4 The Combined Reach of Definition	166
5.10	Definitional Reach in the Literature of Mentoring	167
5.11	Discussion of Definitional Reach	175
	5.11.1 Chronological Spread	176
	5.11.2 Overall Definitional Reach	178
5.12	Beyond a Definition of Mentoring	180
5.13	Freedman's Elements of Mentoring	183

5.14	Freedman's Properties of Mentoring	185
5.15	Conway's Mentoring in Organizations	188
5.16	Roberts' Essential Attributes of Mentoring	190
5.17	Falchikov's Benefits of Mentoring	192
5.18	Student Tutoring and Mentoring	195
5.19	Peer Tutoring in Higher Education	199
5.20	The Need for Theoretical Frameworks	200
5.21	Theories Informing Education and Peer Tutoring	203
5.22	Directions	205

## CHAPTER 6: Methodology

6.1	Directions from the Literature	207
6.2	Stakeholders	209
6.3	Methodological Challenges and Possibilities	212
6.4	Establishing a Methodology	213
6.5	Criteria for Sampling Methodology	218
6.6	Complementary Sampling and Study Strategies	221
6.7	Strategy A: Cross-sectional <i>Snapshots</i> of Student Experience	224
6.7.1	The Survey Instrument	225
6.7.2	Australia: Basis for Sampling	226
6.7.3	America: Basis for Sampling	233
6.7.4	The Survey Strategy Implemented	235
6.8	Strategy B: Case Study – An Institutional Biography	237
6.9	Overview	241

## CHAPTER 7: Study A: *Snapshots* of Student Experience

7.1	Introduction	242
7.2	Twelve College: The Tally	242
7.3	Nine Australian Colleges	244
7.3.1	Campus East	244
7.3.2	Charles Sturt University – Wagga Wagga	246
7.3.3	Emmanuel College	248
7.3.4	Lincoln College	250
7.3.5	Monash University Halls of Residence	252
7.3.6	St John's College	254
7.3.7	St Paul's College	255
7.3.8	University of Western Sydney-Hawkesbury	257
7.3.9	Weerona College	259
7.4	Three American Colleges	261
7.4.1	Middlebury College, VT, USA	261
7.4.2	University of Massachusetts – Amherst, USA	264
7.4.3	Yale College, CT, USA	266
7.5	A National Snapshot of Australian Colleges	268
7.6	Benchmark Colleges	269
7.7	Comparisons and Directions	270

## **CHAPTER 8: Study B: The Development of Academic Support at Weerona College**

8.1	The Context	272
8.2	Weerona College: An Institutional Biography	273
8.3	Developing Models of Academic Support	275
8.4	The Prescriptive Period: 1990-1993	276
8.5	The Exploratory Period: 1994-1995	279
8.6	The Peer Tutoring Period: 1996-1999	283
8.7	The Partnerships Period: 2000-2003	291
8.8	The Head and the Senior Resident Partnership	292
8.9	The Senior Resident and Tutors: <i>The Spiderweb</i> Partnership	294
8.10	The College and New Students Partnership	298
8.11	Weerona and Other Colleges Partnerships	299
8.12	Weerona and Expectations of Parents Partnership	304
8.13	Directions	308

## **CHAPTER 9: Reflections, Directions and Implications**

9.1	Introduction	310
9.2	The Issue of Dissonance	312
9.3	Shared Learning	314
9.4	Reflections upon the Aims of the Study	316
9.5	A Confluence of Evidence	319
9.5.1	Institutional Context: the Extant Data	320
9.5.2	Student Context: the Published Data	321
9.5.3	The Student Experience	323
9.5.4	An Institutional Experience	324
9.6	Implications for Further Research by Colleges and Universities	325
9.7	The Proposed Model of Academic Support	326
9.8	Implementing the Peer Assistance Model of Academic Support	331
9.8.1	Stage One: Nominations	332
9.8.2	Stage Two: Criteria	333
9.8.3	Stage Three: Public Recognition	334
9.9	Benefits of a Peer Assistance Model for the University, the College and for the Students	335
9.10	Implications for the Transferability of the Model	338

<b>BIBLIOGRAPHY</b>	<b>340</b>
---------------------	------------



<b>APPENDICES</b>	<b>356</b>
A Customer Service Clayton Residential: 2002	357
B Characteristics and Performance Indicators of Australian Higher Education Institutions 2000: Students	359
C Characteristics and Performance Indicators of Australian Higher Education Institutions 2000: Student Retention and Attrition Rates	363
D Access to Colleges' Website Academic Support Information	365
E Academic Progression of Residential and Non-residential Students: Monash University	369
F The Advantages and Disadvantages of Sampling Options	371
G Sample Survey Instrument, Nine Australian Colleges: "How Do You Get Academic Support?" 2003	375
H Sample Survey Instrument, Three American Colleges: "How Do You Get Academic Support?": 2003	377
I Questions of Expectations of Applicants for University College Residence: January 1994	379
J University of Wollongong, Weerona College, Proposed <i>Each One Teach One</i> Peer Mentoring Award: Rationale and Vice Chancellor's Commendation: June 1995	381
K University of Wollongong, Weerona College, <i>Each One Teach One</i> Peer Tutoring Award Sample Certificate (obverse) and Rationale (reverse): Final Version: 1999	383
L Weerona College Academic Support Experience Survey: July 1999	386
M Weerona College Question on Expectations of Parents of Applicants for University College Residence: February 2001	390
N Repeat of Question on Expectations of Parents of Applicants for University College Residence under Designated Categories: January 2003	392

## LIST OF TABLES

2.2.1	101 Australian University Residential Colleges and Hall	18
2.2.2	Periods of Development of Australian University Colleges	20
2.3.1	Australian University Colleges and Halls: 1856 to 1955	21
2.4.1	The Early Establishment of Australian University Colleges	23
2.4.2	The Establishment of the First Australian University College for Women	28
2.5.1	Australian University Colleges and Halls: 1956 to 1974	30
2.6.1	Monash University Halls & Colleges: 1961 to 1972	32
2.6.2	Monash University Halls of Residence (Clayton) as a Suitable Study Environment: Exit Survey Response 2002	36
2.6.3	Monash University: Comparison of Student Progress by Resident and Non-resident Students by Academic Units	38
2.8.1	Australian University Colleges and Halls: 1974 to 1993	42
2.9.1	Origins and Purpose of University of Wollongong Residences: 1988 – 1993	45
2.9.2	University of Wollongong Student Accommodation Initiatives: 1988 – 1995	46
4.2.1	Stated Academic Support Profiles of Australian University Colleges and Halls of Residence in 1994 and in 2003	106
4.3.1	Overview of Academic Support Models Identified	117
4.3.2	Location of Academic Support Models in Australian University Colleges in 1994 and 2003	118
4.3.3	Frequency of Academic Support Models in 100 Australian University Colleges in 1994 and 2003	120
4.5.1	List of Colleges with No Change in Academic Support Models between 1994 and 2003	122
4.5.2	List of Colleges with Minor Change in Academic Support Models between 1994 and 2003	125

4.5.3	List of Colleges with Major Change in Academic Support Models between 1994 and 2003	126
4.6.1	Matrix of Four Facets of Academic Support Models in the Residential Context	129
4.6.2	The Spiritual Model – Four Facets of Academic Support	130
4.6.3	The Academic Incentive/Disincentive Model – Four Facets of Academic Support	131
4.6.4	The Academic Resources Model – Four Facets of Academic Support	132
4.6.5	The Academic Environment Model – Four Facets of Academic Support	134
4.6.6	The Academic Intervention Model Four Facets of Academic Support	136
4.6.7	The Peer Assistance Model – Four Facets of Academic Support	137
4.7.1	Four Facets of Six Models of Academic Support in Order of Frequency of Occurrence	139
5.9.1	The Lexical Reach of Definition of Mentoring	164
5.9.2	The Phenomenological Reach of Definition of Mentoring	165
5.9.3	The Universal Reach of Definition of Mentoring	166
5.9.4	The Combined Categories of Definition of Mentoring	167
5.10.1	Definitional Reach in the Mentoring Literature: 1977 – 2001	168
5.14.1	Freedman's Properties of Mentoring	185
5.21.1	Theories Informing Mentoring and Peer Tutoring	203
6.2.1	Perceived Role of Stakeholders in the Provision of Academic Support in the University College Context	209
6.5.1	Selection Criteria and Sampling Possibilities	219
6.6.1	Complementary Methodological Strategies	222
6.7.1	A Representation of Nine Australian Colleges	227
6.7.2	Profiles of Nine Australian Colleges	228
6.7.3	A Diversity of Nine Australian Colleges	232

6.7.4	Profiles of Three American Colleges	234
6.7.5	Nine Australian Colleges Surveyed	235
6.7.6	Three American Colleges Surveyed	236
7.3.1	Campus East Students Accessing Academic Support	245
7.3.2	CSU Wagga Wagga Students Accessing Academic Support	247
7.3.3	Emmanuel College Students Accessing Academic Support	249
7.3.4	Lincoln College Students Accessing Academic Support	251
7.3.5	Monash Halls Students Accessing Academic Support	253
7.3.6	St John's College Students Accessing Academic Support	254
7.3.7	St Paul's College Students Accessing Academic Support	256
7.3.8	UWS Hawkesbury Students Accessing Academic Support	258
7.3.9	Weerona College Students Accessing Academic Support	260
7.4.1	Middlebury College Students Accessing Academic Support	263
7.4.2	UMass (Amherst) Students Accessing Academic Support	265
7.4.3	Yale College Students Accessing Academic Support	267
7.5.1	Australian Students Accessing Academic Support	268
7.6.1	American Students Accessing Academic Support	269
8.3.1	Weerona College: Four Periods of Academic Support Development	275
8.5.1	Weerona College Survey of Expectations: January 1994	279
8.6.1	Survey of Weerona Residents' Range of Academic Supports	289
8.6.2	The Efficacy of Various Forms of Academic Support	290
8.11.1	Survey at Fenner Hall: April 2000	300
8.11.2	Perceptions of Main Sources of Academic Support and Encouragement	301
8.11.3	How Fenner Students Access Academic Support, Help and Encouragement	302
8.11.4	Fenner Students' Perceptions of the Nature of Academic Help Received	302
8.11.5	Fenner Students' Perceptions of their Own Role in Academic Support	303
8.12.1	Weerona Parents' Parents Expectations of University College Residence	305

8.12.2	Factors Influencing Weerona Parents' Decisions to Support an Application for College Residence	306
8.12.3	Second Survey of Parents: January 2003	308
9.4.1	Reflecting upon the Aims of the Study	317

## LIST OF FIGURES

1.6.1	The Structural Relationship between the Extant and the Published Data in the First Four Chapters	10
1.6.2	The Structural Relationship between the Extant and the Published Data in the Second Four Chapters	12
2.6.1	Monash University Halls of Residence (Clayton) as a Suitable Study Environment: Exit Survey Graph 2002	36
5.11.1	Volume of Mentoring Literature 1977 – 2001	177
5.11.2	Overall Reach of Definition of Mentoring	178
6.4.1	Relationships of Stakeholders in the Provision of Academic Support in the University College	214
8.9.1	<i>The Spiderweb</i> : A Symbol of the Weerona Academic Support Network	295
8.9.2	<i>The Spiderweb</i> at Work: Growing and Strengthening Academic Support	296
9.7.1	The Peer Assistance Model – An Architectural Perspective	327
9.7.2	The Peer Assistance Model at Work	329

# Chapter 1

## Introduction

---

When a multitude of young men (sic), keen, open-hearted, sympathetic, and observant, as young men are, come together and freely mix with each other, they are sure to learn from one another, even if there be no one to teach them; ... (Newman 1873)

### 1.1 The Challenge of University Life

When first year students arrive at university, the event may often coincide with or, in fact, trigger an avalanche of changes in their living and learning environment. This may impact suddenly and dramatically upon their general development and potential for learning. Arriving for your first day at university has an impact similar in strength to one's very first day at school. Every student or friend that I have asked about their first day at university remembers it with clarity so rich in detail and schedule that the underlying emotional and symbolic impact of the experience is laid bare. As McInnis (1995) points out,

Quite obviously, students beginning university for the first time experience many social and personal changes. Their experience of transition is influenced by a complex array of personal and social background factors mediated by the organizational culture of the particular university (McInnes, James et al. 1995)

The first day at university for around 10,000 university students in Australia will also be their first day at college, or residential hall, usually on the weekend before Orientation Week and at least a week before lectures begin.

The impact of this time of transition upon each individual will differ but, generally, it coincides with the following momentous and critical decisions in their lives. Firstly, there is the transition from successful academic graduation at the end of secondary school, a form of senior status, to enrolment in university as a first year student, a form of junior status, one often confirmed and compounded by initial residential college experiences.

Secondly, there is the transition of leaving home for the first time and becoming more adult and independent in terms of family and the broader community. In this respect, new university students are given the occupational category of *student* in the community. Progressing to university may represent a feeling of moving beyond adolescence to adulthood due to increases in responsibilities, independence and freedom. Traditionally, therefore, students have been seen in an independent but low socio-economic status category. Prior to this transition, a school student is not seen as belonging independently to this category in the occupational sense.

Thirdly, students are no longer surrounded by old friends and can find themselves feeling isolated without familiar support networks. This may be especially acute for those who have moved away from home.

This time of transition from school student to university student coincides with other rites of passage for the eighteen-year-old in Australia. They have now reached the legal age to drink, vote and drive. Even among new students who remain at home and commute to university on a daily basis, a new status is



often accorded them within the family. Their graduation is recognized. For example, they are not required to *check in* at home as much. Their existence and their apparel become less uniform. They are often seen as the educational equal or better of their elders and tend to plan their own lives and pursuits with greater personal motivation and control than in previous years.

Each of these experiences represents a turning point in the lives of such young adults. Each recognizes an ending of one lifestyle and the beginning of another. A comprehensive change of status in life has been signalled at this time when the previous daily regimen of home and school has ended and when neophyte university students are likely to view themselves in a new light, with a different status and with a barely recognized image. This sense of transition and its accompanying growth in both freedom and responsibility lead to new students saying that they apply to live in college for support and friendship.

## **1.2 Choosing to Live in a College**

In this regard, colleges are ideally structured to bring new students together in friendship. In addition to providing the closest replacement to home with a bedroom, meals, room services and a range of social and other supports, a residential college creates lasting friendships for an average of 100 new residents of each year and all under the one roof. Moreover, arrival at college for the first time may well create a very unusual and uniquely potent social cocktail. The new students have just turned eighteen years and, as well as

being able to drink, vote and drive, they are *out of school*. They are officially or at least symbolically leaving home. Generally speaking, there is more money in their pockets than usual, especially if they have worked over the summer. The majority have financial support from home, Austudy, casual employment or perhaps a scholarship or bursary. Despite some anxieties about leaving home and entering a new environment, they are, for the most part, *ready to go*.

Orientation week at university may entail an introduction to the relevant faculty but it is mainly a social week free from pending academic burdens. Most colleges have a very full orientation program beginning with arrivals and welcomes usually the weekend before orientation begins. In addition to settling in and finding where everything is, orientation in the literal sense, there are nightly social events in and around the campus and the local pubs and nightspots that inevitably finish in the colleges amongst new and returning residents and visiting friends. This tends to happen simply because it is the place to meet people in numbers after hours. So many new students live there. Often until near dawn, students cluster in each other's rooms to share experience, get to know people, set personal rules and engage in *uni* culture. Amidst the fun, laughter, drinking and singing, they are making friends and creating the beginnings of a social support network based on mutual interest and an interdependence befitting their new lifestyle. College may assist this transition towards greater independence in a number of ways.

Firstly, it brings students away from home into large collegiate groups where, for the most part, individual students can identify immediately with other

residents from similar backgrounds and experience whilst simultaneously learning to live with and experience the values, background and experience of other groups. This holding on to the security, dependence and comfort of one's culture whilst challenging one's comfort zones in experiencing other cultures helps provide an attractive *away from home* residential experience. Martins (1989) refers to this shift between a student's need to move away from the rules and restrictions of home to the equality of college life as moving from a domestic level of responsibility to a civic level of responsibility. This sense of broader responsibility, linked as it is to the need for growing independence, can be seen as part of the attraction of college.

Other strong reasons for choosing to live in college also reflect the need to sustain some of the comforts of home. The provision of basic services such as meals and cleaning offer supportive comforts in contributing to the decision to choose college, but such services also release students into more time for academic and other pursuits. Whilst at secondary school and at home, most students have meals, laundry and a certain amount of cleaning provided for them. In fact, it is quite common that, in their final year of secondary school, they find even greater concrete daily support from parents and family as they tackle this last year of hard and competitive academic load prior to university. Colleges allow a continuation of these kinds of basic supports to which students may have been accustomed. They are conveniences that they will miss away from home unless they live in a college. Secondly, college life is perceived to be convenient in placing all that seems new and good at university within arm's reach. In addition to the convenience of domestic services, there

are social, cultural and sporting programs and facilities that lead to interaction with other colleges creating a comfortable milieu that continues some of the still fresh aspects of school life.

Thirdly, and most importantly for this study, colleges provide academic support. Normally, when students arrive at university they need immediately to reassess their strategies and resources for gaining necessary academic support as they commence their degree in a more independent, undergraduate style of study. Here potentially is the greatest area of transitional need for new students. Used to close attention, support, leading and even pushing by teachers, the first experiences of university academic life often feel like the *deep end* because students experience no unsolicited intervention in their personal progress either by academic staff or by parents.

This study is vitally interested in the way that colleges go about providing academic support and the ways in which students take it up with a view to discerning best practice academic support in the university residential context.

### **1.3 The Nature of Academic Support in University Residences**

The typical form of academic support in established university residences is the appointment of house tutors. They may provide a formal and/or an informal program. In very few cases is there no academic support provided at all. It may be argued that the model of academic support based on a team of tutors in residence to whom students may go in the evening for additional advice and

direction in particular subjects, depending on the range of disciplines available amongst tutors, has stood the test of time. It may be seen to have an historic pedigree and base that time itself now leaves unchallenged. This system has rarely been open to question or review since the establishment of the first college at Sydney University in 1856. It is broadly uniform across all of the universities in the system with few exceptions and yet the nature of academic life and support in university colleges, as intrinsic as it is to the very existence of colleges, has never been subjected to the scrutiny of detailed research.

#### **1.4 Collegiate Life as a Societal Microcosm of Living and Learning Support**

In a discussion with Vladimir Prypch and Trish Panozzo of Monash University Residential Services (2002), the following summary of the Monash experience sheds interesting light on the nature of academic support in the university residential context.<sup>1</sup>

In this context, it is important to remember that the Monash Halls of Residence have never offered official academic support in the residences as a matter of policy since 1960. The basis for this policy was that, to place academic support structures in place for students who had the benefit already of living within the university grounds, would be seen as an unfair disadvantage to all other students. In fact, although drawn from the ranks of its own academic staff, Monash appointed Wardens and Deputy Wardens to lead residential life and,

---

<sup>1</sup> Author's notes from discussions of 28 August 2002.

whilst other positions were given the title of *Tutor*, these positions were designed to be floor tutors who were more concerned with social harmony and noise management.

When recently asked to measure the overall academic progress of residential halls students in comparison to the broader student body, the Director found, in liaison with central records staff, that students in halls made greater academic progress by a factor of .2 or 20 per cent. As a result, and far from continuing with its longstanding policy, it has been decided by the university to use this statistic as a marketing tool for increasing the attraction, demand and possibly the income base of the residences.

The point of interest for this study, based on the Monash experience, apart from the nature of change in universities to a more corporate style of policy initiative, is simply to understand what kinds of academic support have come in to play in the Monash residences where none was ever intended to exist. It may be that, without formally designed and implemented academic support, university residences adopt a degree of collegiality and support in natural or organic ways that exposes them as a genuine societal microcosm for living and learning whilst at university.

### **1.5 Rationale for and Aims of the Study**

The rationale for this study, therefore, arises from the lack of research and understanding of how students in the university residential setting, having recently left the supportive environments of home and school, make their way

academically at university. While nearly all university colleges and halls offer academic support in one form and/or another to their residents, recognizable models of academic support have never been analysed, evaluated or compared for their frequency of use and their effectiveness amongst residential students. Indeed, a process of identification, analysis and evaluation of models of academic support in the university residential context has never been subjected to the serious scrutiny of detailed study. What, for example, are the established models of academic support in Australian university colleges? Which ones are espoused by colleges more often and which ones are accessed by students more often?

The first aim of this study, then, is ***to explore extant models of academic support in Australian university residential contexts***. Specifically, this will involve investigating aspects of:

- the college as a living and learning environment,
- students' expectations and adjustment to college and university, and the approaches to academic support evident in university colleges.

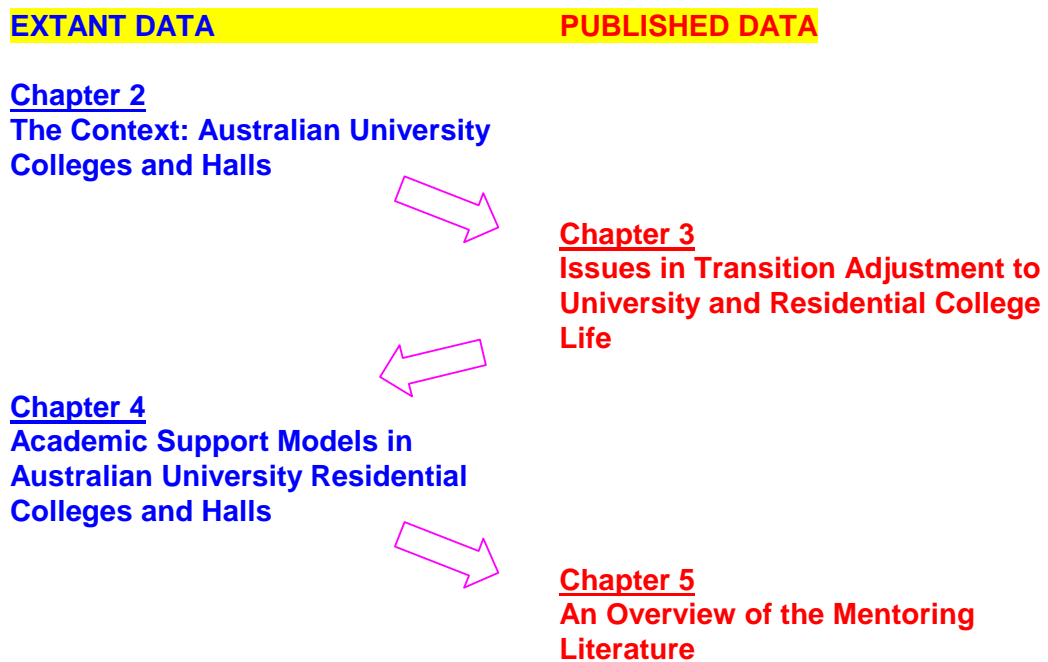
The second aim is ***to sample students' patterns of accessing academic support***. The third aim is to use the data gathered from the first two aims above, together with the relevant literature **to propose a model of academic support in the university residential context**. Specifically, this will involve the development of a model incorporating the following principles:

- the student as a pro-active and co-operative learner,

- the student as a supported and supportive learner, and
- the student as an interactive, interdependent and sharing learner.

## 1.6. Organization of the Study

Figure 1.6 below demonstrates the alternating relationship between the extant data and the published data in the first four chapters of the study.



**Figure 1.6.1 The Structural Relationship between the Extant and the Published Data in the First Four Chapters**

In the first four chapters (Chapters 2-5), the usual linearity is not followed. Instead, this study develops a synthesis in these chapters between the published data and the extant data. Chapters Two and Four examine the existing, contextual or *living* data in Australian University Colleges that relates to living and learning support. Chapters Three and Five examine the literature,

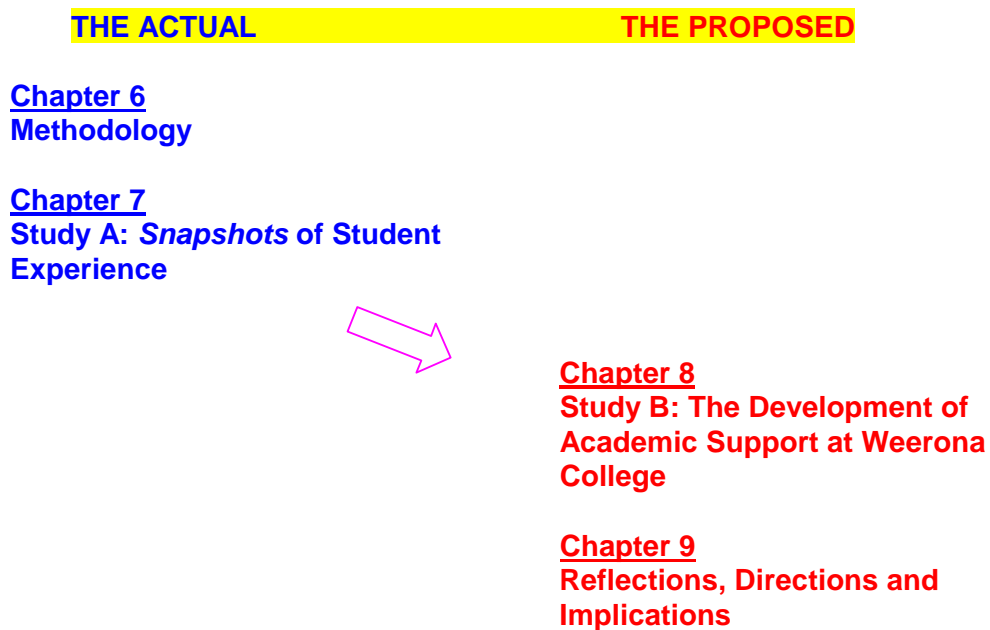


the issues or the *studied* data pertaining to the needs of students in the college context with special attention to academic support. These four chapters are organized in an alternating structure as demonstrated in Figure 1.6.1.

Chapter Two examines in detail the historical background, development and scope of university colleges and halls, the extant data over the past 150 years with particular attention to their academic aspirations and approach. Chapter Three examines the literature, the published data pertaining to student needs in the transition from school to university and especially in the transition from home to residential college. Chapter Four investigates closely the range of academic support models existing in Australian colleges and examines their current rationale, frequency and effectiveness. Chapter Five examines in detail the literature pertaining to mentoring as one model now existing in university colleges that coincides with the overall growth of the mentoring movement in the past decade.

Similarly, Figure 1.6.2 below demonstrates a relationship between the researched *actual* and *proposed* in the final four chapters. In essence, this part of the study uses a dual methodology to consider, firstly, the actual experience in twelve colleges and then to consider the development of models at one college in more recent times. Finally, this leads to full discussion of the implications and directions for academic support models in the university residential context.

The final four chapters of the study move the reader from the actual experience of students seeking academic support in the residential setting to a proposed mentoring model of academic support in the university residential context and then some proposals for future direction.



**Figure 1.6.2 The Structural Relationship between the Actual and the Proposed Models of Experience in the Second Four Chapters**

Chapter Six evaluates methodologies for sampling the current experience of academic support at two levels; that of students in college as well as that of the college more generally. Chapter Seven characterizes the student experience of academic support in twelve college locations, nine in Australia and three in the United States of America. In Chapter Eight, the institutional biography of Weerona College is discussed with particular reference to its development of academic support initiatives. Chapter Nine discusses and reflects upon the

issues arising from the study. In particular, it considers any implications and directions for a new or revised model of academic support models in university colleges as well its potential for application in industry, the community, the workplace and education more generally.

## Chapter 2

# The Context: Australian University Residential Colleges and Halls

---

These factors are most clearly seen in the oldest of the university colleges that have served well over 100 years as models for younger colleges. (Edmonds 1987)

### 2.1 The Historical Context

University colleges arose as charitable trusts within the medieval universities of Europe to provide small groups of scholars with the basic needs of board and lodging. (Beswick, Schofield et al. 1983; Oakley 1992) They were more elaborately developed in England when the founding of Merton College, Oxford, in 1264 became a model for succeeding institutions. It was the colleges of Oxford and Cambridge that informed the early colleges of America and Australia.

The origins of both terms, *universitas* and *collegium*, referred not so much to places or institutions but more to societies or communities. Both terms originally, therefore, recognized that teaching and learning are social endeavours more naturally pursued in a community of teachers and students.

Learning is seen as a shared activity in a collegial, communal and convivial setting. The broad, common use of the phrase *living and learning environment* in describing university residential colleges today may reflect a continuum that originated in these thirteenth century ideals and arrangements.

Over subsequent centuries, however, *universitas* (Oakley 1992) came to signify an institute of higher learning whilst *collegium*, referring to a partnership or organized social group, maintained its social connotations. The former term referred to a place and its purpose, whilst the latter term referred to a community of scholars and its identical purpose – that of higher learning.

In the century following the establishment of Merton, not in itself a teaching institution, a transition took place that is inextricably bound up with the recognition of mentoring and peer tutoring. As Morison points out,

...,with the founding of New College, Oxford, in 1379, older fellows of the college began instructing younger ones. By the middle of the next century, the teaching functions at Oxford and Cambridge lay almost entirely in the hands of college lecturers. Unlike the university, the colleges governed student life beyond instruction: they attempted, we might say, to manage a student's full development (Morison, 1935:35).

In the middle of the following century, Magdalene College invited undergraduates to take instruction as well as board in the college. The colleges of Oxford and Cambridge, which initially had been places of living and worship, eventually assumed nearly all responsibility for teaching their residents (Morison, 1935: 37).

University life for the undergraduate in England has traditionally been associated with the university college in that the residential college in the English setting has for hundreds of years constituted the learning environment as well as the living environment. Hence, even today at Oxford and Cambridge, college and university remain quite synonymous for students. In this sense colleges were the university, the places in which its community both lived and learned. In this early British setting, the true purpose of this residential or collegiate style may be partially masked. As Beswick, Schofield and Garton (1983) point out,

[the] residential ideal which we know today, universities developed out of a convenient means of housing students and controlling their behaviour. (Beswick, Schofield *et al.* 1983)

In America, whether residential or not, the terms university and college are also often used interchangeably to refer to institutions of higher learning. However, whilst the re-creation of collegiate style units at Harvard and Yale universities looked to the British model, it was not possible to recreate or import the British system where colleges were autonomous units of instruction. Instead there was a need to graft a collegiate structure on to existing, more centralized universities where authority for instruction was already established in academic departments where it was destined to remain.

Beswick *et al.* (1983: 1) add that, in view of our colonial origins, Australian universities were based on British models. Jones (1983) adds that academics became the main carriers of British influence and that the proportion of

professors with *Oxbridge* degrees never fell below 50 per cent in the first 75 years of Australian universities. Such links with Oxford and Cambridge in Australian universities were reinforced by, if not attributable to, the relationships between those English university colleges, their denominational basis and their associated public schools. The most prestigious independent schools in Australia also became the preserve of the more privileged social class. This flowed on, at least to some extent, to an historical association with denominationally established university residential colleges.

This model of university life, the *Oxbridge* style, has also had a considerable impact on the development of residential colleges in the Australian university context. It can be argued, in fact, that traditional English universities provided an ideal of what residential colleges ought to be like. This is the *ideal* community of scholars, masters and students living together in an environment that fosters the pursuit of academic excellence. Nevertheless, as Beswick *et al.* (1983) point out, neither educational institutions nor their ethos can be transported *en bloc*.

## **2.2 Australian University Colleges and Halls**

There are over 100 Australian university colleges and halls that, to varying degrees, reflect aspects of the historical context described above. The list of 101 colleges and halls is set out in Table 2.2.1. It comprises virtually all those residences listed in the membership directory of the Association of Heads of

Australian University Colleges and Halls.<sup>2</sup> Some included in the list, such as Swinburne University of Technology, Murdoch University and Southern Cross University are relatively new inclusions. Others such as CSU Sturt and Mitchell and UWS Hawkesbury are older institutions, albeit with recently gained full university status. For example, the residential halls at the Hawkesbury campus in Richmond NSW, formerly the Hawkesbury Agricultural College, were established in the years before 1900.

**Table 2.2.1 101 Australian University Residential Colleges and Halls**

College	Year Est.	University
1 St Paul's	1856	Sydney U
2 St John's	1857	Sydney U
3 St Andrew's	1870	Sydney U
4 Trinity	1872	Melbourne U
5 Ormond	1881	Melbourne U
6 Janet Clarke	1886	Melbourne U
7 Queen's	1887	Melbourne U
8 Hawkesbury	1891	UWS
9 Women's	1892	Sydney U
10 Emmanuel	1911	U Qld
11 St John's	1912	U Qld
12 King's	1912	U Qld
13 Women's	1914	U Qld
14 St Leo's	1917	U Qld
15 Wesley	1917	Sydney U
16 Newman	1918	Melbourne U
17 St Mary's	1918	Melbourne U
18 St Mark's	1918	Adelaide U
19 Sancta Sophia	1926	Sydney U
20 Smith House	1926	UNE
21 Christ College	1929	U Tas
22 Wagga Wagga	1930	CSU
23 St George's	1931	UWA
24 Duchesne	1937	U Qld
25 University College	1937	Melbourne U
26 Currie	1946	UWA
27 St Catherine's	1946	UWA
28 St Ann's	1947	Adelaide U
29 Union	1947	U Qld
30 Aquinas	1950	Adelaide U
31 Cromwell	1950	U Qld
32 Jane Franklin	1950	U Tas
33 Lincoln	1950	Adelaide U
34 Bathurst	1951	CSU
35 St Thomas More	1955	UWA
36 I House	1957	Melbourne U
37 Mary White	1958	UNE

---

<sup>2</sup> The Membership Directory of AHAUCHI may be accessed at website: [www.ahauchi.edu.au](http://www.ahauchi.edu.au)



38 Basser	1959	UNSW
39 Robb	1960	UNE
40 Bruce	1961	ANU
41 Deakin	1961	Monash U
42 I House	1961	UOW
43 University Halls	1961	JCU
44 Earle Page	1963	UNE
45 Kingswood / Trinity	1963	UWA
46 St John Fisher	1963	U Tas
47 Goldstein	1964	UNSW
48 I House	1964	U Qld
49 St Hilda's	1964	Melbourne U
50 St Raphael's	1964	JCU
51 Burton & Garran	1965	ANU
52 Farrer	1965	Monash U
53 Whitley	1965	Melbourne U
54 Howitt	1966	Monash U
55 Philip Baxter	1966	UNSW
56 Glenn	1967	La Trobe U
57 I House	1967	Sydney U
58 John XXIII	1967	ANU
59 Colleges	1967	USQ
60 John Flynn	1968	JCU
61 Mannix	1968	Monash U
62 St Paul's	1968	JCU
63 Ursula	1968	ANU
64 Capricornia	1969	UCQ
65 Drummond	1969	UNE
66 Duvall	1969	UNE
67 I House	1969	UNSW
68 Medley	1969	Melbourne U
69 New	1969	UNSW
70 Ridley	1969	Melbourne U
71 St Albert's	1969	UNE
72 Dunmore Lang	1970	Macquarie U
73 Grace	1970	U Qld
74 Warrane	1970	UNSW
75 Burgmann	1971	ANU
76 Chisholm	1971	La Trobe U
77 Roberts	1971	Monash U
78 St Mark's	1971	JCU
79 University Hall	1971	Flinders U
80 Austin	1972	UNE
81 Edwards	1972	Newcastle U
82 Ballarat	1972	Ballarat U
83 Richardson	1972	Monash U
84 Shalom	1973	UNSW
85 Robert Menzies	1974	Macquarie U
86 Toad	1974	ANU
87 Kerslake	1975	U Tas
88 Aust. Maritime College	1978	AMC
89 Residences	1982	Griffith U
90 Student Residences	1982	Deakin U
91 Student Village	1983	Murdoch U
92 Campus East	1988	UOW
93 I House	1989	Newcastle U
94 University House	1989	NTU
95 Evatt	1990	Newcastle U
96 I House	1990	JCU
97 Weerona	1990	UOW
98 Bendigo	1991	La Trobe U
99 Roseworthy	1991	Adelaide U
100 Fenner	1992	ANU
101 Richard Johnson College	1993	UOW

Three broad chronological periods can be derived from Table 2.2.1 from which representative examples will be drawn for closer examination. These three periods may be characterized as the denominational period, the secular period and the independent period. Table 2.2.2 sets out the defining characteristics of each category.

**Table 2.2.2 Periods of Development of Australian University Colleges**

<b>Name of Period</b>	<b>Period</b>	<b>Number of Colleges</b>	<b>Descriptors</b>
Denominational	1856 - 1955	35	<ul style="list-style-type: none"> <li>• Single gender</li> <li>• Denominational</li> <li>• Secular universities</li> </ul>
Secular	1956 – 1974	50	<ul style="list-style-type: none"> <li>• Government funded</li> <li>• Co-educational</li> <li>• Secular</li> </ul>
Independent	1975 – 2003	16	<ul style="list-style-type: none"> <li>• University funded</li> <li>• Export education</li> <li>• Secular</li> </ul>

### **2.3 The Denominational Period**

Table 2.3 1 below focuses on the first 35 colleges founded over the period of one century between 1856 and 1955. They were established in the original, main metropolitan universities of Sydney, Melbourne, Queensland, Western Australia, Adelaide and Tasmania, more or less in that order. With few

exceptions, they were single sex colleges established by the mainstream Christian denominations in affiliation with their parent university and located usually at the outer corners of the main campus.

Indicative of the early predominance of churches in the establishment of university colleges is the extent to which they are named after Christian saints or other liturgical references such as Trinity or Emmanuel. Some colleges in this category are denominationally based such as Ormond, Queen's and King's without having a Christian reference in the name. Of these first 35 colleges, nine (26 per cent), such as Women's College are historically single gender and, while having no direct denominational connection, nevertheless pay some attention to the spiritual welfare of their residents.

**Table 2.3.1 Australian University Colleges and Halls: 1856 to 1955**

College	Year Est	University
1 St Paul's	1856	Sydney U
2 St John's	1857	Sydney U
3 St Andrew's	1870	Sydney U
4 Trinity	1872	Melbourne U
5 Ormond	1881	Melbourne U
6 Janet Clarke	1886	Melbourne U
7 Queen's	1887	Melbourne u
8 Hawkesbury	1891	UWS
9 Women's	1892	Sydney U
10 Emmanuel	1911	U Qld
11 St John's	1912	U Qld
12 King's	1912	U Qld
13 Women's	1914	U Qld
14 St Leo's	1917	U Qld
15 Wesley	1917	Sydney U
16 Newman	1918	Melbourne U
17 St Mary's	1918	Melbourne U
18 St Mark's	1918	Adelaide U
19 Sancta Sophia	1926	Sydney U
20 Smith House	1926	UNE
21 Christ College	1929	U Tas

22 Wagga	1930	CSU
23 St George's	1931	UWA
24 Duchesne	1937	U Qld
25 University College	1937	Melbourne U
26 Currie	1946	UWA
27 St Catherine's	1946	UWA
28 St Ann's	1947	Adelaide U
29 Union	1947	U Qld
30 Aquinas	1950	Adelaide U
31 Cromwell	1950	U Qld
32 Jane Franklin	1950	U Tas
33 Lincoln	1950	Adelaide U
34 Bathurst	1951	CSU
35 St Thomas More	1955	UWA

## 2.4 Examples of the Denominational Period

As examples of colleges established during the first 100 years, four are examined in more detail beginning in the years immediately following the opening of Australia's first university. They are St Paul's (1856) and St John's (1857) of the University of Sydney. In addition, Janet Clarke Hall (1886) of the University of Melbourne and then Emmanuel College (1911) of the University of Queensland are examined.

The basis for choosing these four colleges from the 35 available for closer examination is fundamentally seminal. Historically, it is the very first colleges at the first university that take the greatest formative steps. They are likely to have considered founding principles based on compatible traditions and practices of other places and, in their subsequently successful establishment, provide a template or model, to a greater or lesser extent in each case, for all future colleges. Secondly, the relationship between the earliest colleges as well as the timing of their establishment may yield further fundamental understanding arising from both the similarities and differences in their purpose.

St. Paul's and St. John's Colleges were the very first Australian colleges and were affiliated with the Sydney University. The former was founded by the Church of England in 1856 and the latter by the Catholic Church in 1857. It would be another 13 years before a third college would open and 15 years before the University of Melbourne saw a college established. Table 2.4.1 examines the origins and purpose of these two colleges.

**Table 2.4.1 The Establishment of the Earliest Australian University Colleges**

	<b>1856 - St Paul's College</b>	<b>1857 - St John's College</b>
<b>ORIGINS</b>	The Act to Incorporate St Paul's College was assented to on 1 December 1854 "for the institution and endowment, in the Diocese of Sydney, of a college within the University of Sydney, in connection with the United church of England and Ireland, ..." <sup>3</sup>	The Act to Incorporate St John's College within the University of Sydney was assented to on 15 December 1857 and was "instituted and endowed as a Roman Catholic College in the Archdiocese of Sydney." <sup>4</sup>
<b>PURPOSE</b>	The first paragraph of the Act of Incorporation of St Paul's College indicates clearly its early purpose as a College "wherein due Religious Instruction in accordance with the Doctrines and the Discipline of that Church shall be afforded, and provision be made, as soon as may be practicable, for the Residence of Students, under proper Academical (sic) control: ..."	The purpose of St John's College at the time of establishment is made clear in the original Act of Incorporation as a College "wherein the students shall receive systematic religious instruction and be brought up in the doctrines and disciplines of the Roman Catholic Church, and provision be made for the residence of the Students and their preparation for the University Lectures and Examinations under Collegiate control."

The striking similarity in the words used to express the origins and purpose of each of the first two Australian university colleges not only demonstrates their stated rationale but also provides some insight into the competition between sectarian interests in the establishment of the University of Sydney.

<sup>3</sup> The details from the Act of Incorporation of St Paul's College is taken from the 1980 College Calendar kindly provided by the College in March 2003.

In this dual scenario of early development it is important to note that St Paul's College paved the way, having gained approval to proceed and establish in 1854. This is earlier than its official foundation in 1856 by two years and comes only two years after the establishment of the university itself. It is important in the context of considering that, if the earliest colleges provided a significant model, then the very first must, to some extent, represent a singular template.

This is a history that St Paul's website still reveals today with some pride

The Act to Incorporate St. Paul's College as an Anglican College of and within the University of Sydney was passed in 1854, two years after the opening of the University. ([www.stpauls.usyd.edu.au/history](http://www.stpauls.usyd.edu.au/history): accessed 10.3.03).

The texts of the Acts of Incorporation reveal that both St Paul's and St. John's colleges use the term *within* the university whilst clearly *in* their individual Church, the Anglican and the Catholic communities respectively. Taken literally, *within* means inside or surrounded by the university in the logistical sense, whereas *in* means belonging to or a part of the respective church. In short, these early colleges were affiliated with the University of Sydney but were owned, managed and run by the Church. The point is that the language reflects a yearning for each college to be fully part of the university yet not owned by it. This yearning harkens back to the *Oxbridge* origins of many of the university staff, the role of church in the British tradition, as well as the central role of ecclesiastical communities in the earliest universities.

The similarity of language and purpose in the Acts of Incorporation of both St Paul's and St John's also demonstrates the intensity of competition between

---

<sup>4</sup> The Act of Incorporation of St John's College was provided by the Principal, March 2003

both churches in the area of education more generally. The period between 1852 and 1872 in New South Wales, in the wake of the granting by Britain of representative (1851) and then responsible government (1865), and the gradual move towards free, compulsory and secular education by the colonial government saw churches scramble for a role in the growth of education in the colony and especially in the new University of Sydney. In this regard it is no coincidence that the Presbyterian Church's foundation of St Andrew's College *within* the university coincided in 1870 with the imminence of the Education Act (1872) in New South Wales providing a state system of education for all children that was not only free and compulsory but also, like the new university, secular.

The purpose of both colleges from the beginning seems also to be both clear and similar. The religious instruction of the residents of both colleges may seem anachronistic from a more contemporary viewpoint but, in essence, education in morals and ideals for potential leaders in the professions, the community and the state has never been lost as a focus. Consider the following statement by St Paul's College in the introduction to its history as a college on the worldwide web:

It is very proud of many old Paulines who include two Prime Ministers, Rhodes Scholars, and many who have achieved success in all the professions. ([www.stpauls.usyd.edu.au/history](http://www.stpauls.usyd.edu.au/history) accessed 10.3.03)

St John's College was purpose driven in similar ways and its current website makes the clear statements, in setting out to help its residents achieve, that:

St John's College, is first of all, an academic community: the focus is on working with you to support and enrich your university studies" and

“provide programmes to supplement the teaching and tutoring on campus. ([www.stjohns.usyd.edu.au/collegelife](http://www.stjohns.usyd.edu.au/collegelife) accessed 10.3.03)

The academic support models applied by both colleges at inception were also direct and clear. They are expressed in the respective Acts of Incorporation abstracted above in terms of “proper Academical (sic) control” and “preparation for the University Lectures and Examinations under Collegiate control.” In short, students in college were given supplementary assistance in a regime where *control* meant supervision, additional tutorials, oversight and monitoring of progress in order to gain an academic advantage for themselves, their college and ultimately their church.

Janet Clarke Hall and Emmanuel College are chosen for closer examination from this early period because they were established at different universities in different colonies/states, one for women only and one by a denomination other than the first two colleges in Sydney. Despite these differences in location and church affiliation, the British model adopted by the earliest colleges tends to continue in the establishment of those at the University of Melbourne and the University of Queensland.

Janet Clarke Hall (1886) is the first women’s college in Australia and was established in association with the University of Melbourne. As such, it is important to note that it was an offshoot of that university’s first college, Trinity College (1872). In association with the Church of England, it was originally called Trinity College Women’s Hostel. The hostel operated in the temporary accommodation of a neighbouring house until 1890 when the foundation stone



for a new building was laid in the grounds of Trinity as reported in The Illustrated Australian News and Musical Times:

The idea was new in Melbourne, and the difficulties encountered by the promoters were formidable, and amongst them was that strange prejudice against female culture that still existed in this liberal minded community. (The Australian News and Musical Times, April 1, 1890, p18.)

The origins and purpose of Janet Clarke Hall are made clear in the same newspaper account:

The Anglican Church here was the first to extend to women, who had long suffered under unjust educational disabilities, the helping hand. ... desired it to be the home of religion as well as of learning; but it was not proposed to shut out from its benefits anyone on account of religious belief. The ordinary religious observances of the hostel would be in accordance with the ritual of the Church of England; ... (The Australian News and Musical Times, April 1, 1890, p18.)

Despite the difficulties suggested, the establishment in 1886 of what was to become Janet Clarke Hall was remarkable for its time in two senses. Its purpose in proposing a separate residential establishment for women attending lectures at the University of Melbourne was the first and, although soon followed by a sister college in Sydney in 1892, was well ahead of its time even in the context of the subsequent women's movement post Federation. In fact, the place of women generally in university and associated colleges did not gain broad acceptance until after the First World War. Secondly, the acceptance of other religious beliefs in such a proudly established Anglican institution represented an equally foresighted approach. As the first women's university college, Janet Clarke Hall may well have been opening its doors to all denominations in order to attract the best women students or simply to gain full occupancy of the college and extend the influence of the Anglican Church in

the community, but this does not diminish the farsightedness of the initiative.

Table 2.4.2 summarizes the origins and purpose of Janet Clarke Hall.

**Table 2.4.2 The Establishment of the First Australian University College for Women**

	<b>1886 – Janet Clarke Hall</b>
<b>ORIGINS</b>	The first women's college in Australia, established in association with the University of Melbourne, it was an offshoot of Melbourne's first college, Trinity College (1872). In association with the Church of England, it was originally called Trinity College Women's Hostel. The hostel operated in the temporary accommodation of a neighbouring house until 1890 when the foundation stone for a new building was laid in the grounds of Trinity.
<b>PURPOSE</b>	The Anglican Church here was the first to extend to women, who had long suffered under unjust educational disabilities, the helping hand. ... desired it to be the home of religion as well as of learning; but it was not proposed to shut out from its benefits anyone on account of religious belief.

Emmanuel College (1911) was the first college established at the University of Queensland and the third Presbyterian university college established in Australia. Initially for men, until 1975 when women were first admitted, Emmanuel's origins and purpose are less explicit in early documentation. The establishment of Emmanuel encapsulates and confirms the spirit and purpose of this whole denominational period very clearly. In surveying the history of Australian colleges leading up to the establishment of Emmanuel College, Edmonds (1987: 4) makes the following points:

..., when Australia's first universities were established in the 1850's (sic) in Sydney and Melbourne, the churches were excluded and theology explicitly banned from the curricula. ... the churches established their colleges, often incorporating a theological hall, which would offer residence together with tutorial assistance and pastoral care to students of the university ... Incorporating some elements and traditions of the Oxbridge colleges, but established in different circumstances ... (Edmonds, 1987: 4)

This encapsulation reveals a purpose for the establishment of Emmanuel College similar to those of the other examples examined above. The combined provision of a theological arm, tutorial assistance and pastoral care underlines the purpose of supplementing the secular approach of Australian universities with academic, religious and pastoral support.

The fundamental aim in associating education and scholarship with the service of God in the development of denominational colleges in universities was designed to ensure not only well qualified ministers of faith but also to keep churches to the forefront in this age of educational progress. Out of this commitment to leadership in the community through tertiary education by religious denominations, arose “the unique nature of the university colleges of Australia.” (Edmonds, 1987: 3)

Unlike the gradual and less secular establishment of colleges at Oxford and Cambridge over several centuries, the first Australian universities were established during a period that coincided with the ongoing Church and State debate between the 1830s and the 1870s. This coincided also with a battle for primacy or supremacy amongst the churches that was characterized by bickering, competition for best landed property for churches, schools, convents and colleges, and even some litigation.

The early establishment of *church colleges within* but not *of* the university created a unique departure from the English model. In Australia, colleges were denominational, often theological, while the university was secular.

## 2.5 The Secular Period

In dramatic contrast to the first 35 colleges established over 100 years from 1856, the next 50 colleges were established in only 19 years between 1956 and 1974. More astounding in this period is the establishment of eight colleges in the year 1969 alone. In fact, across the 1967 –1969 triennium, no less than 16 colleges were established.

Of these 50 colleges, 33 (66 per cent) were secular establishments whilst the churches added a further 17 to their numbers. Whilst representing one church college for every two government funded colleges established during this period, it represents a dramatic increase in the overall commitment to university residential colleges by churches. In helping to meet the demand for collegiate style accommodation in the new universities of the sixties, churches built in 19 years 50 per cent of the number of colleges that had taken the previous 100 years to build. Table 2.5.1 lists these developments.

**Table 2.5.1 Australian University Colleges and Halls: 1956 to 1974**

College	Year Est	University
36 I House	1957	Melbourne U
37 Mary White	1958	UNE
38 Basser	1959	UNSW
39 Robb	1960	UNE
40 Bruce	1961	ANU
41 Deakin	1961	Monash U
42 I House	1961	UOW
43 University Halls	1961	JCU
44 Earle Page	1963	UNE
45 Kingswood / Trinity	1963	UWA
46 St John Fisher	1963	U Tas
47 Goldstein	1964	UNSW
48 I House	1964	U Qld
49 St Hilda's	1964	Melbourne U
50 St Raphael's	1964	JCU
51 Burton & Garrahan	1965	ANU

52 Farrer	1965	Monash U
53 Whitley	1965	Melbourne U
54 Howitt	1966	Monash U
55 Philip Baxter	1966	UNSW
56 Glenn	1967	La Trobe U
57 I House	1967	Sydney U
58 John XXIII	1967	ANU
59 Colleges	1967	USQ
60 John Flynn	1968	JCU
61 Mannix	1968	Monash U
62 St Paul's	1968	JCU
63 Ursula	1968	ANU
64 Capricornia	1969	UCQ
65 Drummond	1969	UNE
66 Duvall	1969	UNE
67 I House	1969	UNSW
68 Medley	1969	Melbourne U
69 New	1969	UNSW
70 Ridley	1969	Melbourne U
71 St Albert's	1969	UNE
72 Dunmore Lang	1970	Macquarie U
73 Grace	1970	U Qld
74 Warrane	1970	UNSW
75 Burgmann	1971	ANU
76 Chisholm	1971	La Trobe U
77 Roberts	1971	Monash U
78 St Mark's	1971	JCU
79 University Hall	1971	Flinders U
80 Austin	1972	UNE
81 Edwards	1972	Newcastle U
82 Ballarat	1972	Ballarat U
83 Richardson	1972	Monash U
84 Shalom	1973	UNSW
85 Robert Menzies	1974	Macquarie U

The initiatives of the Menzies government from the late fifties in expanding the higher education sector saw the establishment of a number of new universities such as Monash and La Trobe in Victoria, Macquarie, Wollongong and Newcastle in New South Wales, and Flinders in South Australia. They also brought with them the building of numerous halls of residence in the years immediately thereafter.

## 2.6 Examples of the Secular Period

Lighthouse examples from this period are the Monash Halls of Residence and its Catholic affiliate, Mannix College. In just over a decade between 1961 and

1972, Monash built five collegiate style halls in the north eastern corner of the main campus at Clayton. Both Mannix College and the Halls of Residence span the central part of this period of rapid development of colleges by government that reached a peak in 1969 when Monash's only enduring denominational affiliate, Mannix College, was opened. Unlike denominational colleges established in the earlier era, Mannix was to be built not *within* the university but located outside, albeit virtually opposite the main gate of the campus. Table 2.6.1 below profiles these colleges.

**Table 2.6.1 Monash University Halls & Colleges: 1961 to 1972**

Hall	Year Est	Beds
1 Deakin	1961	157
2 Farrer	1965	192
3 Howitt	1966	187
4 Mannix (by affiliation)	1969	227
5 Roberts	1971	174
6 Richardson	1972	177

In order to understand the particular intensity of this development, it should be noted that Monash was only the second university to be opened in Victoria and, in fact, followed the centenary of the University of Melbourne. On the other hand, the University of New South Wales, the University of New England and the Australian National University in Canberra were all receiving students from Sydney and New South Wales more generally well before Monash University took its first students in 1960.

Therefore, of all the new universities developed in this period, Monash was arguably the most important in breaking new ground, in setting trends and in

overall growth. This was particularly the case regarding the development of collegiate accommodation.

The first chancellor of Monash University, Sir Robert Blackwood, can be seen to be a rich primary source in his account (Blackwood 1968) of the origins and purpose of the Halls of Residence on the main Clayton campus. He makes it very clear that the interest of the churches was not awakened until a site was chosen:

As soon as the details of the site were announced, the Council was approached by representatives of some churches with requests that portions of the site be set aside for the establishment of church colleges. They were advised that while the Council would welcome the establishment of such colleges and would willingly affiliate them with the University, it would be unwilling to alienate any of its land for the purpose. Churches were advised to seek sites alongside the University and purchase land for themselves. (Blackwood, 1968: 224)

The position adopted by the Monash University Interim Council only barely disguises its view that the Churches' primary interest was in acquiring dedicated land within the university. With commercial and therefore secular interests to the fore, the churches met a secular response from Monash that was to typify the establishment of so many new colleges in new universities for the next fifteen years. The main reason for such developments was the unprecedented commitment by the Australian government in this period to the capital funding of new universities.

Similarly, the trend towards coeducational or integrated residential halls in this period was established at Monash successfully, albeit by default. As Blackwood (1968) points out,

Originally it was proposed that the north eastern halls would be for men and the south eastern for women. With the approval of one unit only in the 1961-63 triennium, the Council was faced with the problem as to which of the sexes should occupy the first hall, and in which area it should be built. The problem was solved by a decision to make the halls of residence co-educational, with separate wings available for men and women students. ... Subsequent experience has shown this co-educational experiment to be very successful, and it has been extended to all halls of residence. (Blackwood, 1968: 229)

While Blackwood tends to focus more upon the origins than the purpose of the halls in his history, indications as to the purpose of the halls can be gleaned from some references to aspects of their development that also appear to be more broadly typical of this period. For example:

The size of individual residential units would need to be small enough to retain a sense of community, ... (Blackwood, 1968: 227)

The decision to design Halls for fewer than 200 residents reflected a yielding to the pressures of economy where 150 students was thought in early planning to be more desirable for community purposes. Although there are many exceptions to this around Australia, university colleges built after the Monash model tend to use the 200 bed collegiate model as a general standard.

In addition, Blackwood (1968) alludes to certain values as part of the design and purpose of the Monash Halls:

... the Council was convinced that the provision of dining and social amenities within each residential unit was the most desirable arrangement, and was most likely to promote tolerance, understanding and mutual respect among students. (Blackwood, 1968: 226)

In fact, each of the five Halls of Residence, whilst different in general floor design, incorporated the following facilities in their central floor plan. Each has



a library, a large and a small common room, a Warden's residence, apartments and special rooms for residential tutors, a dining room, a television room, a piano or music room, and a games room. In essence, despite their secular origins, each incorporated in their own way all the notable features of the template for university colleges set up by the churches in the previous century. Of particular interest are the references in this record of early planning to the provision of academic support:

... Halls of residence which would not undertake any formal tutorial work ... with sufficient supervision and discipline to ensure the proper promotion of study. (Blackwood, 1968: 226)

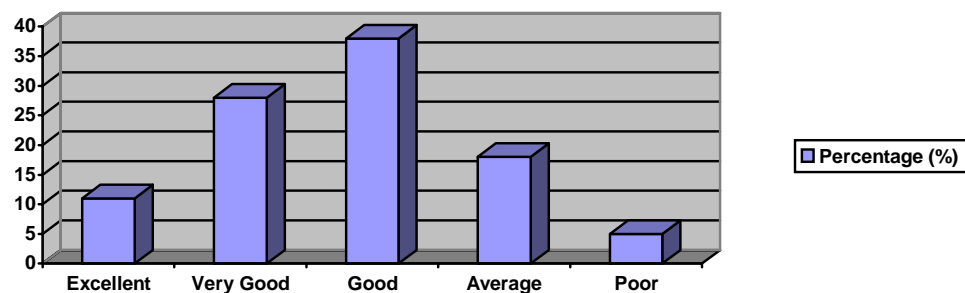
Although setting standards and trends for other new university residences in the sixties, especially in their overall design and purpose, Monash adopted a policy that precluded the proactive provision of academic support in the residences on the grounds of potential inequity to its greater body of non-residential students travelling in daily from all around the greater metropolitan area of Melbourne. This was a trend that was not generally followed by other universities before or after the establishment of the Monash halls. Virtually all university colleges have had some form of academic support programme in place since inception. Indeed it may be noteworthy that today Monash Residential Services is now paying greater attention to academic support initiatives.

In this context it is interesting to observe that, in its most recent exit surveys of residential students, Monash Residential Services does ask students about the academic support they have received. However, it is an issue that, until

recently, has been given relatively scant attention. In its exit survey for 2002 entitled *Customer Survey Clayton Residential*<sup>5</sup> (See: Appendix A) the issue is only addressed in broad terms by asking whether the halls of residence have been environments suitable for study. Despite this tangential reference to academic support, the student response is relatively encouraging. Table 2.6.2 below presents students' perceptions of the Monash Halls of Residence at Clayton as a suitable study environment while Figure 2.6.1 graphs these figures.

**Table 2.6.2 Monash University Halls of Residence (Clayton) as a Suitable Study Environment: Exit Survey Response 2002.**

Excellent	Very Good	Good	Average	Poor
11%	28%	38%	18%	5%



**Figure 2.6.1 Monash University Halls of Residence (Clayton) as a Suitable Study Environment: Exit Survey Graph 2002.**

In short, whatever one's perspective, nearly 40 per cent of responses fit the middle category of experiencing a *good* study environment in the Monash halls and over 70 per cent see it as good or better, a positive response in a context

<sup>5</sup> The result sheet for the Monash Residential Exit Survey (2002) was kindly supplied by Vladimir Prypch, General Manager, Monash Residential Services on 19 November 2003.

where academic support has been actively *played down* by policy for many years.

The virtual policy separation between the living and the learning environments for residential students at Monash University has further implications for the university in dealing with both the transition and the ongoing academic support of all of its students both residential and non-residential. It assumes that academic activity remains centred around faculties and that further academic support is more the province of libraries, faculty advisers, counsellors, orientation and other possible transition programmes.

Historically, this approach also represents a separation from the original purpose of the earliest colleges in England and later in Australia. Despite this, data from 1996, set out in Table 2.6.3, show clearly that residential students at Monash University make better academic progress. Table 2.6.3 shows the results in 1996 of all undergraduate units of study completed in 1995 by both domestic and international students. These data were recently presented to the management of Monash Residential Services by the university's statistical branch in a form that separated, by term address, residential from non-residential students. (See Appendix B)

**Table 2.6.3 Monash University: Comparison of Student Progress by Resident and Non-resident Students by Academic Units**

<b>Student Group</b>	<b>International</b>	<b>Domestic</b>	<b>Combined</b>
Residential	92.9%	88.6%	<b>90.75%</b>
Non-residential	83.2%	79.5%	<b>81.35%</b>

These figures clearly indicate that, even in residential halls where there has been a policy not to provide academic support, the progress of residential students exceeds that of non-residential students by between nine and ten per cent. This is the case for both international and for domestic or Australian students.

It should be noted here that a certain amount of academic support is at least implicit in the supply of floor or stairway tutors. Although they have no authorised academic role, being expected to be more concerned with social and pastoral welfare, they nonetheless create some focus for academic interaction as senior or postgraduate students in the hall. These data have led to a deeper questioning by Monash Residential Services of what role greater academic support initiatives might play in improving the overall life and experience for residents as a basis for improving perception in the student accommodation market. In terms of the broader national scene where a greater number of colleges do provide more explicit forms of academic support, it is interesting to note, given the Monash experience, that the measuring of the effect of support in terms of academic progress would be most difficult. If halls are seen to attain greater academic progress for their residents without active

support programmes, it becomes difficult to distinguish the additional percentage of progress attributable to additional academic support initiatives. In this respect, the examples of the Monash halls are most helpful in that they suggest that the very establishment of a residential facility for 200 mixed students structured around common living supports must *ipso facto* encourage academic support interaction.

## 2.7 Mannix College

In the middle of this decade of residential development by Monash University, only the Catholic Church took up the invitation to establish an affiliated residential college. However, it would take no less than ten years from the date of the original letter of request by the catholic archdiocese in 1959 to the opening of the college to its first students in 1969. As McMullen (1993) states

On 19 September 1959 Archbishop Daniel Mannix wrote to the Chairman of the Interim Council of Monash University, Sir Robert Blackwood, seeking a site within the university, on which the Catholic Church could establish a residential college ... (McMullen, 1993: 1)

The request for a *site within* the university echoes the century old yearning of the original denominational colleges of the previous century. However, in this more secular era, things had changed. As indicated earlier in the chapter, Blackwood (1998: 228) reported to Mannix in his reply that the university council "...would welcome the establishment of such a College." but could not "...consent to alienation of any ground within the Campus." He went on to suggest that the Church acquire land adjacent to the campus and offered an assurance that the college could be affiliated to Monash University. It remains

an intriguing point of conjecture as to whether the Interim Council of Monash University was aware in its response that the Church already had a property of three and a half acres on Wellington Road virtually opposite the university main gate. (McMullen, 1993: 1)

The origins of Mannix College are made more interesting by the fact that, apart from the failed establishment of a Marist College in the early seventies, it remains the only denominational college affiliated with Monash University, Australia's largest university today in terms of enrolment numbers.

In short, Mannix remains an exception for three reasons. Firstly, it was built as a single gender denominational college at a time when there was a definite trend towards mixed gender secular colleges. Secondly, harking back even more noticeably to the denominational era, the Archdiocese of Melbourne placed its administration and care in the hands of a religious order, the Dominicans. Thirdly, it was able to build because it did have land of its own adjacent to the university. Under the auspices of the Dominican Fathers, Mannix College opened in 1969 as a male only college until the beginning of 1974 when female students were admitted as residents for the first time.

The purpose of the college is not stated succinctly in any of the early records of the establishment of the college but three conclusions can clearly be drawn in this regard from other evidence. Firstly, its purpose can be safely assumed to match the broad purpose of those colleges established over the previous 100 years, especially in the older universities. In short, the aim was to make a

catholic commitment to the professions through higher education at Monash University thereby exerting a stronger catholic influence. The evidence for this is in the match itself. All the other features of these earlier colleges are actually built into the establishment of Mannix, albeit in a new era. Secondly, McMullen (1993), in her preface to the silver jubilee record of Mannix College, alludes to the broad purpose of the college that does confirm an adherence to the older and traditional ideals of an earlier era:

Mannix College students are thus offered the benefits of an institutional lifestyle that has been tried and tested for several centuries and found to be a supportive environment for the introduction of students into the world of higher learning. (McMullen, 1993: vi)

Thirdly, whilst not explicitly recalling the precise purpose of the college, McMullen's (1993) summary of the development, activities and achievements of Mannix between 1969 and 1993 is evidence of a collegiate lifestyle including academic, social, cultural and pastoral support programmes. In summary, whilst not the only denominationally styled college of this era, Mannix remains one of the exceptions to the growing development of other secular colleges.

## **2.8 The Independent Period**

The twenty-year period from 1974 until 1993 is described as independent because colleges were funded and built by universities themselves. Since 1993 there have been no new student residences established along fully collegiate lines. The remaining 15 per cent of all colleges were established in the 20 years after 1974 and are listed below in Table 2.8.1.

**Table 2.8.1 Australian University Colleges and Halls: 1974 to 1993**

College	Year Est	University
86 Toad Hall	1974	ANU
87 Kerslake	1975	U Tas
88 Aust. Maritime College	1978	AMC
89 Residences	1982	Griffith U
90 Student Residences	1982	Deakin U
91 Student Village	1983	Murdoch U
92 Campus East	1988	UOW
93 I House	1989	Newcastle U
94 University House	1989	NTU
95 Evatt	1990	Newcastle U
96 I House	1990	JCU
97 Weerona	1990	UOW
98 Bendigo	1991	La Trobe U
99 Roseworthy	1991	Adelaide U
100 Fenner	1992	ANU
101 Richard Johnson	1993	UOW

Richard Johnson College was opened in affiliation with the University of Wollongong in 1993 and is the most recent college as well as the only one in its era not to be built by a university. This college is the only denominationally based university residence to be built since 1973. It remains, over a decade later, the most recent Australian college to be opened and it represents a *throwback* to the very earliest colleges due to its traditional and denominational, albeit, mixed gender profile.

However, it is also symptomatic of this most recent, more independent and less collegiate period through its own sense of independence. Although linked to the Anglican Church and with a full range of collegiate living and learning supports, Richard Johnson College was set up in old house with a dormitory annexe on the northern edge of the Wollongong CBD two kilometres from the main campus. This address was formerly the city's YWCA. Church funding for



the establishment of the college has been limited and the college itself has remained small. Even when relocating to North Wollongong, having converted a retirement home facility in 2001, it still accommodates no more than 70 students and has depended significantly on the proceeds of sale of the former site as well as interest bearing university loans to fund its relocation. In short, despite its denominational basis, Richard Johnson College is typical of most new colleges in this period in that it needs to seek funding and support independently of any allegiances to state, university or church.

As well as the virtual cessation in this period of the establishment of colleges by churches, there is also a dramatic slowdown in the overall development of collegiate student accommodation in Australian universities more generally. In fact the list of 16 residences in Table 2.7.1 contains six that do not provide a food service and therefore represent apartment rather than collegiate style accommodation. Among the other twelve, a number provide common areas for self-catering but not a dining room food service. In addition, many other universities such as Sydney, UWS Nepean and Monash have built apartment or flat style accommodation for hundreds of students in the sector.

## **2.9 Examples of the Independent Period**

Of the 12 universities that established additional student residences during the independent period, the University of Wollongong was the most prolific and varied. It serves as a diverse but relevant source of examples of this period.

Prior to 1988, the rapidly developing university in the Illawarra had one collegiate style residence for 219 students. This was International House, the former Wollongong YMCA, situated in North Wollongong. Over the course of the next five years, University of Wollongong would provide a further 900 beds in a variety of styles and locations. It added apartment style housing, Kooloobong, for 200 later year students between 1988 and 1990 in the southwestern corner of the main campus. However, the establishment of Campus East accommodation in 1988, Weerona College in 1990 and the affiliation of Richard Johnson College in 1993 presents a variety of collegiate styles within one university and provides a significant window for viewing this overall period of university residential development. Table 2.9.1 below examines the origins and purpose of three student halls at the University of Wollongong over in recent times.

In the 1980s and 1990s, universities found it far more difficult financially to give priority to the building of student accommodation. Those that did often required innovative solutions to providing university owned and managed beds during a period when capital grants from governments to universities did not grow. They had to be competed for under strict criteria related to direct academic outcomes by faculties in terms of numbers of students graduating. What hard fought grants that could be obtained for capital development were usually directed, out of necessity, towards the building, extending or renovation of academic facilities. These priorities were based on the need to attract greater numbers of higher quality students. The new emphasis in universities was based on competition amongst institutions, the necessity for greater self

funding in the face of diminishing government funding per student and the growing imperative for more and more full fee paying students in order to grow and simply survive.\

**Table 2.9.1 Origins and Purpose of University of Wollongong Residences: 1988 – 1993**

1988 – Campus East	1990 – Weerona	1993 – Richard Johnson
<p><b>ORIGINS</b></p> <ul style="list-style-type: none"> <li>the site of post war immigration hostels for Europeans arriving in the 1950s who supplied skilled and unskilled labour for the Steelworks.</li> <li>purchased by the university in the early 1980's and housed the Maintenance Department in rescued Nissan huts before</li> <li>converted older buildings into residential blocks.</li> <li>located near Fairy Meadow beach four kilometers from the main campus,</li> <li>attractive and popular address with more than adequate transport for over 400 residents.</li> </ul> <p><b>PURPOSE</b></p> <ul style="list-style-type: none"> <li>not described as fully collegiate</li> <li>provides a complete food service,</li> <li>social and cultural supports, a student association and a wide range of facilities such as computer rooms, recreation rooms and academic support programmes.</li> <li>is fully collegiate in purpose.</li> </ul>	<ul style="list-style-type: none"> <li>purchased as Weerona Hostel in 1986 on favourable terms from Australian Iron</li> <li>was the official boarding house for new apprentices from the early sixties.</li> <li>also renovated and extended by the university in 1990 to house 200 students in a fully collegiate style</li> <li>the term College was added to its name.</li> <li>located under two kilometers from the main campus close to the city centre and adjacent to a variety of recreational facilities.</li> <li>aims to provide a full range of student supports.</li> <li>to be a fully collegiate community by providing a full range of living and learning supports, including a food service, residential tutors, social, cultural and academic support programmes.</li> </ul>	<ul style="list-style-type: none"> <li>established in a recycled building formerly the Wollongong YWCA.</li> <li>a small, traditional style college.</li> <li>provides food catering, tutors in residence and a range of social and pastoral supports,</li> <li>operates a small chapel and includes the broader community in its services.</li> <li>established independently, it is Anglican in foundation and affiliated with the university.</li> <li>emulates the traditional origins of Australian colleges through its denominational links and its formal aspects.</li> <li>exhibits many characteristics of the latter period in its independent funding and establishment.</li> <li>traditional but small collegiate university residence with denominational status.</li> </ul>

Universities such as those listed in Table 2.8.1 were either providing low cost apartment style housing or finding ways to develop collegiate residences from existing, rescued and/or recycled buildings. In addition to the three Wollongong samples in Table 2.9.1 above, the Australian National University converted twin buildings in Northbourne Avenue, Canberra that had provided accommodation for Commonwealth Public Servants in previous decades and opened Fenner Hall for 400 student residents in 1992.

In a plan to provide a variety of accommodation for students, the University of Wollongong has converted no less than four separate establishments to residential use for students over the past 16 years. Table 2.9.2 below sets out the details of these developments as evidence of the university's innovative strategy for ensuring that provision of student beds was not completely overlooked in the face of competing capital priorities.

**Table 2.9.2 University of Wollongong Student Accommodation Initiatives: 1988 – 1995**

Year	Residence	Formerly	Number of Beds	Style
1988	Campus East	Migrant Hostel	425	Semi Collegiate
1990	Weerona College	AIS Staff Hostel	204	Fully Collegiate
1993	Richard Johnson College (by affiliation)	YWCA and later the Illawarra Retirement Trust	26 then 70	Fully Collegiate
1995	Graduate House	State Dept of Housing	180	Apartments

It is also interesting to note that the original student residence of the University of Wollongong, International House, dates back to the 1960s but was also originally converted from the earlier Wollongong YMCA and is believed to have led to the kind of strategic thinking that typifies these later developments. In

summary, despite the variety of styles of new residences built by universities between 1974 and 1993, a small number of collegiate style halls were built. What did not vary was the independence required generally by Australian universities in making capital commitments to providing student accommodation with very little assistance from church or government.

## **2.10 Overview of Australian University Colleges and Halls**

Generally, the study of the full list of 101 university colleges and halls established in the 150 years between 1854 and 2003 has revealed three broadly distinguishable periods of development. The data relating to all colleges reveals that the greater majority of the 35 colleges established in the first 100 years were single gender and denominational. The data relating to the period of rapid development of 19 years between 1955 and 1974 when no less than 50 colleges and halls were built with Commonwealth Government funding were, in the majority, secular and mixed gender although designed to function in ways similar to colleges of the earlier period. The later period, as already noted, reveals a period of relatively little development between 1974 and 2003 when a lower cost approach to student housing was adopted by universities, independent of capital input from sources other than their own.

## **2.11 Aims of University Colleges and Halls**

In terms of the recent literature, the focus now turns to the role of university colleges and halls as distinct educational entities for personal development within the overall context of university education. The association between

personal development and academic support, between community and collegiality and between living and learning goes back to the original idea of the university, as noted in the introduction to this chapter. Somewhat similar in dynamic to the four core values central to Newman's (Newman 1915) discourses on the idea and nature of the university, colleges may complement such enduring ideals. Experience of college life may be seen in such terms as community and collegiality as well as the more easily measurable data of history, origins, purpose and trends in the development of university residential colleges in Australia over the past 150 years.

In general, it is in relation to commentary such as that made by Davis (1990) that colleges must question their relevance as learning communities. Davis (1990: 1-5) examines Newman's four core values of the close relationship of all knowledge, the philosophical habit of mind, the balance between *liberal* and *useful* education and the cultivation of intellectual excellence in the context of the modern Australian university. In so doing, she contrasts the values inherent in government driven priorities for higher education based largely on political and economic imperatives and returns to the question of the new idea of the university in that grinding context. University colleges are, to a great extent, subjected to the same forces experienced by their parent universities and have thereby had their longstanding purpose and values tested in the same matrices of ideas and influences. Daiches (1964) explores this very idea from the ground up by examining the founding of a new university, the University of Sussex, beginning with its planning committee phase in the late 1950s. Even by this stage, in Great Britain at least, the more logistical reasons for

establishing student residences appear to be given more attention:

One of the conditions for starting a new university in the 1960s was that it should possess a site of 200 acres, which is likely to be available only some distance out in the country. ... the best means of overcoming this would be to have a reasonable proportion of undergraduates living on site in University property. ... To build residences, however, is what new universities may not do with their initial capital grants from the public purse (Daiches, 1964: 13-14).

Despite the overt tendency to talk in terms of economies and capital, of logistics and real estate, lies the more profound issue of the relationship between the new university and society. Issues that echo Newman's four core values such as utilitarian considerations or higher academic ideals were very much to the fore in the planning discussions where the question of the "social cost of higher education, without or without 'residence', was raised" (Daiches, 1964:14). Not only does this comment exhibit costs related more to the higher aims of a collegiate experience, but it also reflects aims for colleges that are typically educational both academically and personally.

For a more direct treatment of the aims of the educational role of university residences, this study turns to Ryan (Ryan 2001) who, in his recent reflections upon the Yale experience, identifies five aims of residential colleges that seem both traditional and enduring in purpose. The identification of these attributes pertaining to a collegiate way of living represents a summary of the combined British, Canadian and the Australian<sup>6</sup> experience. Ryan offers his overarching insights on the basis of his own surveys as follows:

Ethics, citizenship, community, co-curricular programming and peer learning: these interrelated aims are ancient. ... They are by no means

---

<sup>6</sup> Specific mention is made by Ryan (2001: 60) of the University of Wollongong's part in the movement to return to the collegiate living style with the establishment of Weerona College.

dependent on residence. But along the way, residence has been seen as a means of enhancing them. (Ryan, 2001: 71)

This study now proceeds to examine each of Ryan's broad principles of college life in enhancing these aims.

### **2.11.1 Ethics**

Ryan (2001: 61) sees a clear link between the early goals of residential colleges in his part of the world with those of both earlier times and of today. Ethical goals are seen as being directly informed by the Oxford example and he notes from Morison (Morison 1936) that:

The purpose of what Cotton Mather called a 'Collegiate Way of Living' was, above all, moral. (Morison 1936: 251)

The earliest colleges in Australia were also intended to promote a student's spiritual welfare and to guide ethical as well as academic development. Like the earliest British and American colleges, they were built around a chapel as the centre of daily worship. The various Acts of Incorporation demonstrate goals for students that are intended to govern behaviour and discipline.

Ryan (2001) sees an important continuity in ethical goals by colleges today. The virtues of a successful community or collegiate life include mutual respect, tolerance, civility, compassion, a sense of justice and the common good. He notes too that such ethics are put to the test each day. In small, well-run collegiate communities the effects of violating such values are in evidence and provide learning opportunities for empathy, discussion and purpose.



### 2.11.2 Citizenship

Historically, the ethical focus of residential life has been essentially

... paternalistic, emphasizing the inculcation of virtues by an older and wiser authority. (Ryan, 2001:62)

The Yale Report of 1830 (Day and Kingsley 1830) highlighted the need for the college to provide a substitute for parental superintendence. The need for colleges in the earliest Australian examples to act *in loco parentis* is also emphasized in many cases in their Acts of Incorporation.

Over the past century, the ideal of cultivating citizenship through a greater role in governance of colleges by the student body has gradually developed, especially in America and Australia. Whilst the levels of responsibility and involvement in governance varies from college to college, it is rare to find a college today that does not have its student membership, association or society represented at least to some extent in advisory and decision making processes.

It may be argued, in fact, that the adoption of greater responsibility for the community by students as citizens breeds greater commitment, especially where involvement in decision-making affects outcomes and is more than a passive representation. In such cases, despite such paternalistic origins, the gradual involvement of students in college governance has reinforced, in turn, the development of ethical goals through citizenship.

In terms of involvement in college life, citizenship can also be explored at the level of the individual resident. In an address presented at the 1989 Australian Heads of Colleges Conference in Townsville, Dr. Joe Martins (1989: 3), the then Head of Warrane College (UNSW), pointed to the adoption by students of a new level of responsibility that is required when they leave home and arrive in college. He sees students moving from home and a sense of *domestic* responsibility with family to a more *civic* sense of responsibility amongst fellow residents in the college setting. Firstly, there is the ethical consideration often required of residents in their interactions with each other as discussed above. Secondly, as a member of an association of students in residence, levels of contribution of assistance as well as participation are usually expected of residents generally in the overall achievement of a successful social, sporting and cultural program.

### **2.11.3 Community**

By definition, of course, a college is a community, ... (Ryan: 2001:64)

This reminder refers to the importance of social bonds and responsibilities that are fostered, to the intimacy of ties between students that are developed and intensified by residence and which promote the students' personal and intellectual development. Colleges have been the source of lifelong friendships, marriages and cross-cultural understandings in ways that are not possible through other institutions, including non residential campus life, simply because colleges are where students come together to live as well as to learn.

In this regard it may be that nothing has changed over the centuries and that this is never more symbolized than in the simple but central ritual of the evening meal together. Whether meals are taken formally or informally in the evening, as in any family, it represents a fundamental time for coming together after a day's toil to share and prepare for next events.

It was the loss of a sense of community in the early part of the twentieth century that drove universities like Princeton, Harvard and Yale to build residential colleges. The argument then included, with very little question, a residential role for faculty or academic staff. The presence of adults in colleges is generally seen as an important factor in community building. The adult presence has an ameliorating effect upon the potential hazards of peer group *rule*. The presence of young children too may balance a community by representing more than one generation.

#### **2.11.4 Co-curricular Learning**

This refers to all the activities in college that take place alongside the need to undertake courses of study and do, in themselves, contribute to personal development and learning. It applies to inter-college sport, debates and socials as well as a range of supportive in-house activities that create an ongoing programme for interaction, multicultural exchange, enjoyment, celebration and fun as a community. It is interesting that the term co-curricular is used here to suggest that learning in college comes from more than academic activity. It is not seen as any less important to be engaged in *community* as it is to be

engaged in *study*. This presents a small but noticeable contrast to the use of the term extra-curricular in the Australian setting where it may suggest valuable learning activity but less important or necessary. At university, there needs to be an equally important balance between student life and study life and colleges aim to cater for both.

#### **2.11.5 Peer Learning**

Implicit in all of these goals of collegiate life

...is the notion that students have much to learn - sometimes, even, the most to learn - from one another. (Ryan 2001: 69)

In terms of the focus of this study, Ryan makes no specific reference to aspects of academic support in the goal of peer learning. However, it is implicit in the overall notion that academic support may be included. He notes that

On a personal level, students gain emotional sympathy and resonance with happiness and sorrows of one another; they begin to sense the ways in which particular cultural styles support the universal human effort to build a richer and more satisfying life. (Ryan, 2001: 70)

Arising from goals of community and co curricular activity, students in the collegiate setting may simply learn from each other, academically or otherwise, simply because they live together in a college environment that is structured to provide support and growth towards greater independence

#### **2.12 Directions**

In the context of the application of such aims in the collegiate setting, this study now directs its attention to issues of transition. The time of transition from

school to university and from home to college represents an important bridge in understanding colleges as we have come to know them. Having considered the actual colleges themselves, their periods of establishment, their associated universities and their origins and purpose, issues of transition that confront the new university student entering college are important. As a prelude to both their acceptance of new civic and community responsibilities in college and also for their own academic progress, transition may in fact rely to a greater or lesser extent on the availability of both living and learning supports in college.

## Chapter 3

# Issues in Transition Adjustment to University and Residential College Life

---

What matters is time spent on campus with university friends. (Little, 1970:100)

### 3.1 Transition to University

Transition adjustment to university has barely been an issue in its own right in Australia until recent years. In fact the development of transition programmes, as distinct from orientation programmes, in Australian universities is a product of the last decade and remains far from widespread. Fortunately, however, there is some research and practice available, most notably at both Melbourne and Monash universities, which will be examined later in this chapter.

This study now turns to the nature of transition from school to university as an important link in understanding what colleges may do in providing transition support and especially ongoing academic support for new students. In so doing, it turns from a consideration of the extant features of the university residential scene to a discussion of issues of transition arising from published data.

### 3.2 Definitions

The Collins Dictionary defines transition as a noun meaning *passing or change from one place, state or condition to another*. Just as the concept of change itself may have both positive and negative connotations, this definition in the context of transition to university is usually seen in terms of problems, struggle, difficulties and alienation. For example, Stevens' (1994) begins his chapter on adjustment to university with the words "the transition to university is often accompanied by a number of difficulties for the late adolescent." (Stevens, 1994: 1) The language is, in fact, quite strong at times in asserting this overall picture, especially it seems in describing the change in learning conditions. Stevens (1994) continues thus:

They may be bewildered by the size of the campus, be intimidated by impersonal bureaucracies, and feel lonely and isolated, (Stevens, 1994:22)

Powell's (1979) additional comment is that

... they may be alienated by huge first year classes, have little contact with teachers, and be threatened by the amount of planning and responsibility expected of them. (Powell, 1979:113)

Words such as *bewildered, intimidated, isolated, alienated, huge and threatened*, appear to be words charged with hyperbole, especially as Stevens (1994) draws a far more positive conclusion from the data.

As might be expected, the majority of students seem to cope well enough with the transition to university life. (Stevens, 1994:22)

The use of language such as *seem to cope well enough* suggests that attention to students' needs during transition requires urgent attention. This is reinforced by reference to a 1993 study at the University of Melbourne:

... although most students are satisfied overall, 14 per cent feel out of place, only half felt that they really belong and only one third feel “really alive” (sic). (McInnis, 1993:10)

Once again, it is the subtle use of words such as *only* that reveals a distinct bias towards emphasizing the negative aspects of statistical returns on these discussions regarding transition from school to university. No rationale is presented to explain whether the figure of 14 per cent of students *feeling out of place* represents a high proportion or, put the other way, that 86 per cent of students not *feeling out of place* represents a low benchmark during the early period of adjustment to university. Similarly, on what basis should the reader interpret that *only* one third of students feeling “really alive” should be construed as a low figure?

### 3.2.1 Entropy

One of the reasons for this slant may result from the methods that university administrations use to manage enrolments. Firstly, in diverse and complicated organizations such as the modern, corporate Australian university, the tendency in management has been to assume that all goes well naturally for the most part with new students.

Whilst this approach may seem to be based upon entropy; that is, with little organization or preparedness, it has gradually been given greater attention and planning in higher education. It is an approach that supports the conclusion that only 14 per cent of new students feeling out of place is a problem. In other words, it may have been quite acceptable in the past to



manage student problems by assuming that the vast majority is settling in well. Then the approach becomes one of dealing with the unsettled minority, as needs and problems arise, by providing special support services such as counselling. In short, this is management by attrition. This approach accepts that too little is known about students in transition for universities to implement planned and preventative approaches to the needs and problems of new students. For example, universities may easily be aware of the difference between enrolling and graduating numbers but not of the identities of those in the enrolling numbers who leave. They understand how many leave but not who leave and why to the same extent.

### **3.2.2 Withdrawal and Attrition**

Secondly, attrition rates form the index which universities use to measure student adaptation and satisfaction. Therefore, measurement as well as management of new students is based upon loss in the system. Attrition rates by nature reflect a negative set of definitions and parameters for student transition because it focuses upon identifying problems. The ultimate aim in this approach, although unrealistic, would be to achieve negligible or at least minimal attrition rates. Therefore, levels of attrition always need to be lowered whatever the current level despite a lack of positive strategies and a reliance on default and entropy. Thirdly, attrition rates also affect the measures that most universities use to apply to the federal government for their recurrent public funding on a rolling triennium basis. This process allows universities to predict enrolment as well as attrition and withdrawal trends in advance by three

years. This, in turn, allows both universities and government to apply policy initiatives and strategic plans in advance of reasonably predictable funding whilst still able to make annual adjustments based on the reality of current enrolment figures.

In addition it also allows universities to improve their levels of funding by adopting initiatives to increase enrolments in funded categories according to their mission statements. It provides, too, an opportunity to plan ahead with strategies to lower attrition and withdrawal by students from university prior to funding deadlines. Universities are motivated as much by funding imperatives as they may be by a sense of student welfare in their efforts to lower attrition rates especially in the early weeks of the academic year.

There is a myriad of statistics used by government and individual universities to measure and account for university attrition from year to year. The main aim of universities is to submit to government each year, for the purpose of funding, its EFTSU count by March 31<sup>st</sup>. This gives all publicly funded universities in Australia the opportunity to sustain as many as possible of their enrolment numbers in the funded categories during the first five or six weeks of lectures. The aim is to submit for funding the eligible numbers of all enrolled students minus a minimum number of students who withdraw early. Hence, in order to achieve a minimum attrition, there is a relatively new and growing emphasis on transition programmes such as those at Monash and Melbourne universities. Logically, and perhaps cynically, emphasis upon transition and orientation programmes beyond the cut off date funding submissions decline somewhat.

The question of withdrawal during the period of transition from school to university is of particular relevance in this study for two reasons. Firstly, it brings into focus any distinctions that may be made between issues of transition that are broadly social and those that are more typically academic as well as the nexus between them. Secondly, it may bring into focus the role that colleges may play in the university residential context in dealing with issues of transition, especially academic support, in a more sustained living and learning environment that supports the new student.

For example, in the decade prior to the higher education reforms of the late 1980s when far fewer students were entering university, Williams and Ainsworth (1977) inform us that 10 per cent was an average withdrawal rate with a higher rate for first year students. A survey by Power, Robertson and Baker (1987) of South Australian tertiary institutions *on the eve* of widespread higher education reforms revealed that attrition rates indicated a level of withdrawal at around 14 per cent. This may represent a percentage increase above the previous observation by Williams and Ainsworth but not one that represents a significant change. However, Power, Robertson and Baker (1987: 39) make an important distinction between the terms attrition and withdrawal in the context of this discussion. Withdrawal represents those students who *drop out* of their course and out of university as a distinct category within the broader category of attrition which may also include those who defer, change course and possibly change institution. Neither the general category of *attrition* or the sub-category *withdrawal* takes account of students who return to university to study later.

Both of these writers (Williams and Ainsworth, 1977; Power, Robertson and Baker, 1987) also indicate that the vast majority of withdrawals are in first year and more for social and emotional reasons than for intellectual ones, the latter source referring to social isolation at university as a frequent problem experienced by students who withdraw early. Williams and Pepe (1983:3), in the middle part of the same decade, also note that a higher proportion of students withdraw or fail in the earlier stages because of transitional adjustments that are more environmental than intellectual. However, they (Williams and Pepe 1983) also add that the living circumstances of students have been found to be relevant to student adjustment to university. In particular, for women, the lowest level of discontinuation is for those at residential colleges. Continued residence at the family home and daily commuting to university exhibits the next lowest level of attrition whilst rental accommodation is associated with higher levels of withdrawal. The role of residential colleges in providing a range of supports, especially ongoing academic support, is examined in the next chapter.

In summary, it can be seen that universities tend both to manage and measure transition to university in terms of loss through deficit analysis. Coinciding with the need for universities to adopt stronger business models of management, as well as academic and bureaucratic models, or to see themselves as *economies rather than communities*<sup>7</sup>, is the greater need to measure enrolments in terms of annual income. Therefore, successful transition to university means greater

---

<sup>7</sup>Notes from an address by R.M. Dutton (7th Jan 2004) to orthopedic surgeons.

residual income by universities. In short, transition has not been given attention in the past other than through traditional, broad and fleeting orientation programmes in the week before commencement of lectures.

Supporting transition to university has not been seen as a positive or profitable pursuit for universities in more recent years. Universities are now beginning to see the benefits of running more comprehensive, integrated and sustained transition programmes for new students that go well beyond the orientation week of late February. The retention of students beyond dates that are set for funding has given rise to the need for universities to invest in transition programmes especially in consideration of the growing numbers of both domestic and international full fee paying students

### **3.3 Earlier Studies**

There is virtually no research that focuses purely upon academic transition to university by school leavers. Broad reference is often made in orientation literature to the differences in learning styles, responsibilities and experiences for new students at university. But apart from brief faculty receptions aimed at meeting academic staff on a social basis, little seems to be offered prior to first lectures to introduce new students to their new academic environment and its expectations and responsibilities for students. Even the faculty reception, more a social than an academic occasion, sees shyness prevail and leaves students with a vague sense of hospitality, and perhaps some level of approachability. Traditionally, no clear strategies for academic support are offered other than

the invitation to *contact us any time*, backed up more indirectly through library staff with a *hands on* tour of the university library.

Transition studies that do exist are sociological or psychological in focus. Studies that examine transition specifically in the context of the university residential college are virtually non-existent. Nonetheless, a small amount of material does exist that may help to form a background to understanding transition issues in college and the need for a model of academic support in that context. Four such studies are examined as *lighthouse* examples over the past 33 years. Although focusing directly on issues of transition relevant to university colleges, they are so few and far between that they have barely cast light upon the greater attention now being directed at issues of transition to university.

Firstly, there is the work of Graham Little. His *Faces on Campus* ((Little,1970) represents a groundbreaking range of student interviews and focus groups studying the experience of students entering the University of Melbourne. His methodology, although not new, advanced a sound and acceptable qualitative approach to a large number of students. His interview and discussion group approach has become a more popular approach to social and psychological studies of society in the eighties and nineties and has been developed further by researchers such as Hugh Mackay<sup>8</sup>.

---

<sup>8</sup> Hugh Mackay established *Mackay Research* and has been responsible for a weekly supply of research based social commentary since the early eighties. His writing is referred to earlier in this chapter.

Secondly, a decade later, there is the Beswick Report (1983) commissioned by the Association of Heads of Residential Colleges and Halls of Australia in 1983. This is the result of surveys conducted by Professor David Beswick and his colleagues from the Centre for the Study of Higher Education at the University of Melbourne. Thirdly, the honours study conducted by Craig Stevens (1993) of the adjustment to university by new residential students at the University of Wollongong is examined for further developments and insights a decade later. Finally, the work of Craig McInnis and Richard James (1995) emanating also from the Centre for the Study of Higher Education is examined. The results from this study led directly to the formation of part of the rationale for establishing the Transition Office and its programme at the University of Melbourne.

### **3.3.1 1970s: The University Experience**

Graham Little's study of students in transition at the University of Melbourne was published on New Year's Day, 1970. It represents the results of qualitative research undertaken in the late sixties when an upsurge in university enrolments took place. This growth was most evident in the actual establishment of new universities and colleges noted in Chapter Two and followed the higher education policies of the Menzies governments of the late fifties and early sixties.

Little's (1970) methods and findings created great interest at the time and remain somewhat fresh despite their age for two reasons. Firstly the method of

actually talking to students individually and in groups represents a forerunner to methods that did not become broadly established as acceptable qualitative research methods until at least a decade later. Secondly, the use of actual student discourse about their experiences, opinions and feelings in coming to terms with university has the sustained freshness of immediacy, spontaneity, honesty and the freshness of youth.

In many ways Little's evidence from student responses amounts to evidence of a comparative void, in today's terms, in the provision of transitional support by universities for new students. As he notes:

Expectations are a composite of what is known about and what is hoped for. The striking thing about students' expectations is how limited their knowledge, and how few their hopes. One fifth of the students *hadn't thought much about it...* One attitude adopted was to poise oneself at the ready for anything that might happen. *It was ... a matter of keeping an open mind ...* (Little, 1970: 26)

Other quotes from student interviews and discussions conducted by Little confirm that the gap between the expectations and understanding by incoming students and the reality leaves the clear impression that arrival at university was a relatively unsupported, experience in the *deep end*. This is especially the case in terms of understanding academic requirements, as the examples below indicate:

*I think I expected to see everyone diligently working in the library from 9 till 5 and just being completely preoccupied with study.*

*I knew the method of teaching would be slightly different ...*

*What I imagined ... it was just a great big room with lecturers standing there talking ...* (Little, 1970: 27)



What also arises from Little's view (1970: 27) is that students in 1970 "were preoccupied with the transition from 'supervision to the unsupervised university' and 'will I cope?'". He gives the sense that such problems were general because transition itself was generally unrecognized and unsupported. In addition, Little (1970) is among the first to qualify the early experiences of students in nightmarish terms such as *anxiety*, *self-doubt* and other expressions of deep concern that began to alert universities to the need to develop and improve a broader range of student support services. For example:

Anxiety was contained by minimizing the difference (in teaching styles) ...

and

Self-doubt fed on an exaggerated impression of the amount and standard of work required. (Little, 1970: 27)

Little's (1970) summary of the approach to university by new students suggests that this apparent climate of anxiety arises as much from indifference as from a purposeful denial of support.

The university appears as a place without a 'main atmosphere', a loosely-knit institution which neither herds nor harries students into anything outside the classroom, and a place from which it is easy to retreat. (Little, 1970: 36)

A conclusion that may be drawn from the viewpoint of these data is that universities not actively engaged in ensuring access by new students to fundamental supports in their transition to university, such as accommodation and academic support, may present a faceless, formidable and forbidding experience to many new students. In short, the modern and complex university with its comparatively vast number of students cannot possibly transcend its

impersonal face without effort. In particular reference to the residential experience of new students in transition to university, Little (1970) makes the following observations from his interviews and discussions of data:

To the question, do you think it makes any difference to the kind of life one has at university, where one lives?, the almost universal reply is yes.  
...

To live away from home is to be more experimental, more independent and, above all, more involved in the university. ...

For students living with parents, travel timetables and the routines of home merge with the intangibles of a sense of dependence, and of shuttling back and forth between different worlds, so that the feeling of belonging to the university is attenuated and precarious. (Little, 1970: 99)

Examples of direct quotes from student discourse on this question include the following

- *I think if you lived in college you would have a greater sense of the original university life, where they all lived in colleges, and you'd have a greater sense of belonging, I think. And you get to know your fellow students much more closely and intimately. Whereas, at home, once you've left the university, well that's the end of university for today ...*
- ... there's something about college, you know. University is the main topic. You sit down to dinner at night and ... well, one of two times we are discussing what you did at university ...
- ... at college it is easier, ... it's made a lot of difference to me ... difference in the hours I live, for a start: everything happens at night in college - and you needn't get up for breakfast.
- *Living at home, it's just more or less a continuation of school ... I think in a college you'd possibly be drawn a lot more into university life ... (Little, 1970: 100/01)*

Ultimately, as Little (1970) clearly points out, what matters in terms of successful or supportive transition to university, is time spent on campus and/or college with university friends.

### 3.3.2 1980s: Students in College

Beswick and Schofield conducted a survey in Australian university colleges and halls in 1982 and 1983. The aim of the commission by the Heads of Colleges' association was to provide Australian colleges and halls of residence with some benchmark data:

... on the backgrounds and expectations of their students. In addition it was hoped to gain some insight into how students value various aspects of living in residence, especially the collegiate characteristics ... (Beswick, 1983: 1)

Although over twenty years old, this study remains helpful in two ways, one of which is generally supportive and the other more specifically focused. Firstly, it is a widespread survey extending to different styles of colleges in different universities. Secondly, it focuses in one section on issues of transition associated with a range of academic supports in residence; issues upon which residents were asked to place a value based on its importance to them as students. In a field of research where so little is available about the experience of students in college, an evaluation by students of features of academic support in residence is rare.

After establishing that factors such as convenience to university, distance from home and the opportunity to meet people constitute the three main reasons in 1983 why students enter residential colleges, Beswick (1983: 32) rates the attraction of a good study atmosphere at a nine per cent average across a spectrum of universities as a main reason for entering college. This rate of response arises in an overall response where an average of 80 per cent of

responses choose the more logistical and social reasons already noted. It can be concluded that, in 1983, the availability of academic supports in college was not promoted actively in attracting students into Australian university colleges.

Beswick's (1983) data arise also from open-ended responses that are coded into themes by the author. Only one theme, coded a *good study atmosphere*, suggests an academic motive. Therefore, of all the responses offered by students, not only did very few mention academic motives but they are also coded into one broad category. Because these students are leaving home for the first time, it seems likely that the focus of their motivations in applying for college will be driven by what they will leave behind. They will tend to look for replacements for family and social supports and, prior to entry, be generally unaware of the range of academic supports existent in college.

However, the Beswick (1983) survey does move on to consider particular aspects of academic support in college based upon the experience of students after a period of time in college. They were asked to rate the adequacy of the provision of facilities and services from a list of items that may be characterized as "help with study". (Beswick, 1983:33) The list itself was composed for Beswick by a group of College Heads as the *Collegiate Features of Colleges: Academic Features* and included the following:

- Formal tutorials,
- Help with studies in groups
- Help with studies on individual (sic) basis
- Informal tutorial
- Formal debate
- Informal discussion on matters of:
  - Political concern
  - Social concern

- Ethical concern
- Visiting speakers from the university
- Staff members of scholarly or professional distinction
- Association of the residence with people of scholarly or professional distinction
- Provision of:
  - Good study facilities
  - Library
  - Other
- Oversight of Academic Progress (Beswick, 1983: 34)

This list is comprehensive and valuable and, to some extent, foreshadows the Heads' of Colleges Standard for academic support in a collegiate residence of 1991. It deals with a question that had seen not been open to research questioning, let alone deviation, in Australia since colleges were first established in 1856. However, it is created from the viewpoint of the Head and focuses on the provision of academic supports as services from *above*. The provision of both formal and informal tutorials is high on the list as is deference to *those of scholarly and professional distinction*. The last item, *oversight of academic progress*, tends to confirm a prevailing view from 130 years previously that the role of colleges is to *top up* the academic performance of their residents, to add to the teaching of faculties and to give their residents advantages in the pursuit of excellence and the academic reputation of the college. That the residents themselves could be seen as providing a source of academic support for each other at the peer level is not considered in this view. The survey also extends to social and cultural features as Beswick (1983) *zooms in* on a range of collegiate activities. However, the focus of this study is on Beswick's discussion of academic features:

We might note here that while the academic support features of a residence were not rated on the whole to be as important as good physical facilities and the social features, they did receive quite strong endorsement. (Beswick, 1983:33)

The survey found that almost half (42 per cent) of the total of students regarded help with studies on an individual basis as very important whilst its provision was seen as adequate by less than 60 per cent (58 per cent). Almost one third regarded tutorials as an unimportant collegiate academic feature. In addition, Beswick (1983) notes that students from new metropolitan universities were less likely to regard tutorials as important, but valued more highly any additional tutorial assistance they received. Irrespective of type of institution, the overwhelming majority of students in 1983 considered good study facilities as very important and most rated their facilities as being adequate in this regard. As well as being commissioned by representatives of the Association of Heads of Residential Colleges and Halls of Universities of Australia, the Beswick (1983) surveys and report were also, to some extent, designed by representative Heads. An example of this is the list of academic features put forward for student response in the survey that was composed by Heads of Colleges. The list represents Colleges offerings that Heads believe students should value as dedicated academic supports. Nowhere is it suggested that the list could be different or perhaps longer with the input of other stakeholders. Indeed, the student response could have been far more open to student viewpoints. In short, the surveys give responses to that which Colleges are seen to provide and not to how students themselves operate or would seek to operate.

Above all, the Beswick (1983) report stands out as a helpful window of insight into the range of academic, social and cultural features available at that time to new students in an attempt to make changes and adjustments according to

students' expectations and levels of appreciation. It aimed at assisting new students with appropriate developments and improvements to collegiate life and, therefore, at easing overall transition from school to university for its residents.

### **3.3.3 1990-94: Support and Dependency**

Christopher Stevens's (1994) study of the social and emotional adjustment of 126 new students is helpful for two reasons. Firstly, he chooses students living in residential colleges as the subjects of his study of transition. Ironically, this choice is not made to find out about college life, but rather is simply a practical consideration that enabled Stevens to gather an acceptable group size of non-local or country and regional students for his study. Therefore, all his observations, insights and conclusions arise by coincidence. Secondly, his conclusions are clearly relevant to this study if only to underline the need for further research focused specifically on academic support in colleges. As he observes:

Overall, the results were taken to support the view that emotional adjustment to university is only part of the function of circumstances that confront new students. More important were the personal frameworks or predilections by means of which the students adapted to their new circumstances. (Stevens, 1994:viii)

In short, a university may supply services in as many ways as possible, especially in the residential context of providing living and learning supports, but what is required for such supports to be taken up by students is a model that empowers students to act on their own behalf. Barrera (1988) points out that networks by themselves do not solve one's problems. This observation,

arising from Steven's (1994) transition study examining emotional and social support, may be equally important in considering potential models of academic support.

In keeping with this age group's search for identity, purpose and independence, Rice (1992) notes that independence from parents does not predict adjustment to residential college. In fact, it is perceived social support from friends, rather than from family members, which correlates more with adjustment to university (Baker and Siryk 1989). This is not surprising for students living away from home for the first time, especially in residential colleges, where the establishment of new social support networks is an immediate need. New students living away from home need friends upon whom they can rely and therefore recognize the importance of the close living support of others in their actual adjustment to a new life. The social and other lifestyle benefits of residential colleges have already been referred to in the previous chapter but, in terms of social integration and overall transition to university, collegiate residential lifestyle seems to enhance these processes for students.

Stevens (1994) uses Kelly's (1955) *Theory of Personal Constructs* as a basis for examining dependency related issues in the adjustment to university by new students who happen to be in the residential context. In particular he is interested in Kelly's views on *dependency dispersal* as it may assist in an enhanced understanding of issues in transition to university. (Stevens, 1994: 30) Kelly's theory may be summarized in terms of the fundamental postulate



that

A person's processes are psychologically channelized by the way in which he [sic] anticipates events (Kelly, 1955: 46).

People are viewed as scientists who try to make sense of the world's events, both past and present, and as beings designed to anticipate the future. The world itself does not dictate our understanding but is subjectively construed as

... the substance he (sic) construes does not produce the structure; the person does (Kelly, 1955: 50).

Kelly (1955: 909) then describes a pattern of constructs from core constructs associated with role, identity and maintenance processes to their peripheral processes. These include dependency constructs that connect our survival needs to others in order to be stable and in touch with core constructs.

It is Kelly's concept of *dispersal of dependency* that Stevens (1994: 30) applies to measuring the adjustment by new students to college and university. Stevens recognizes in this context the relevance of Kelly's (1955) departure from traditional psychological theories using scales based on dependence versus independence to the concept of dispersed versus undispersed. Wider dispersion of dependencies involves more propositional and permeable constructs and such construing is more flexible and hypothetical, allowing more experimentation with one's social world. Generally, apart from major events such as death or betrayal, change to social support networks leads to peripheral constructs only. Openness to change and shared dependencies, interdependence, with new friends in an evolving distribution of dependencies is seen as assisting in transitions such as those to university and college.

Stephens' (1994) call for models of support that do more than simply place accessible services at hand for students is of particular interest to this study of transition issues. He calls for models that empower, encourage and even excite students into seeking their own support through a new and healthy dispersion of their own dependency that will lend a more successful adjustment to university. The word healthy may refer here to the way dependency is reciprocated.

### **3.3.4 1995: First Year on Campus**

A second study of particular value is also available from the mid 1990s. In the 10 years since its publication date, the results of this study by Craig McInnis, Richard James and Carmel McNaught, has led the University of Melbourne, whose Centre for the Study of Higher Education commissioned the work, to establish the university's transition programme and office.

Referring to the project as the *First Year Project*, the authors summarize it as a

... student survey designed to explore the nature of the initial experiences of first year students and the extent and impact of diversity in student backgrounds (McInnis *et al*, 1995: 7).

The aim of the study was to offer recommendations to improve the first year environment on-campus. This was a distinctly transition issue because the study focuses specifically upon *initial experiences* of students such as the first issue set down in the opening statement of the report.

Barely half the students surveyed in 1994 for this study found their subjects interesting, and slightly less than half said that staff was good at explaining things (McInnis, 1995: 3).

From the outset of this First Year Project, the *room for improvement* seemed considerable and led to questions closely associated with the current study such as: What academic supports were available beyond the lecture theatres if academic dissemination within them provided such a poor start? What role could or should the collegiate residences play in academic support given this deficit scenario?

It is also important to consider the motivations behind the need to improve the first year experience at the University of Melbourne over the past decade culminating recently in the establishment of its transition office and programme. It may also be possible to extrapolate from this survey some issues affecting the broader national scene.

Whilst McInnis (1995: 3) sees the first year of university as “marked out as an area of special interest since the 1950s in Australia”, little substantiation of this is offered. In fact, he refers only to the research of Anderson and Western (1970), Little (1970), Beswick (1982) and Williams (1982). No research is referred to for the years between 1950 and 1970 because virtually none exists and, those referred to since 1970, such as Little and Beswick, are few and tend to stand alone in their time in this area of *special interest*. So small is the research base that this study has been able to examine these individual contributors in separate and considerable detail.

McInnis (1995: 3-6) does, however, reflect upon the then more immediate motivations for this study that reflect the pressures upon higher education in

Australia in the mid 1990s and the first year experience.

However, the conjunction of recent changes – large numbers of students, diversity in backgrounds, the application of teaching technology, and flexible course delivery – has sharpened questions about the value of on-campus education, the importance of the social nature of learning, the significance of student affiliation with the university, and the nature of the undergraduate degree (McInnis, 1995: 3).

With these pressures as background and accepting that the University of Melbourne was genuine about improving the first year experience on grounds of *duty of care*, more telling motivations must surely be those that reflect upon the university's credibility, market success and long term sustainability. As the report points out:

The first year is important for a number of reasons. Among them, the first year is particularly vulnerable from the university perspective to external pressures; is a significant transition period for individual students – at all ages and stages; and is the meeting point for the curriculum of schools (and other providers) and universities. The first year is also crucial to the success of government policy aimed at making higher education more open and flexible. This is where the effectiveness of equity and access policy is first tested (McInnis *et al*, 1995: 4).

Although, since the Australian government changed hands politically in 1996, there has been less emphasis on access and equity and more emphasis on economic accountability, the pressures for universities to create a more successful transition for new students fresh from secondary school still prevail. In the months preceding 2004 university enrolments, the federal government succeeded in getting a higher education bill through parliament that allowed universities to increase their Higher Education Contribution Scheme payments by 25 per cent. The pressure to expand their operating budgets through this strategy had, by March 2004, led a number of universities to adopt this strategy

immediately. Another more recent pressure has been the opportunity provided in more recent university budget frameworks to increase the number of domestic as well as international full fee paying students.

In short, universities are being held to account more and more on a number of grounds by a government that has required them to look more closely at providing a better transition for greater numbers of new students. In addition to gaining a higher percentage of income from private sources such as the export of education to incoming overseas students, universities gain maximum funding from government fundamentally by maintaining higher numbers of enrollees through a successful transition from school and a higher number of graduates as a result. In addition to issues of teaching performance in his survey responses, McInnis (1995) pays particular attention to other aspects closely associated with the nature of the predominant group of new students, those fresh from school in the Australian setting and the ones who remain the main single source of recurrent funding from government:

School leavers are a particularly problematic group of first year students across the system. They were relatively less certain of their roles than older students, less diligent in their study habits and less academically oriented. Just over a third said they were not ready to choose a university course, two thirds thought university was more demanding than school, and 45 per cent believed that the standard at university was higher than expected (McInnis, 1995: xi).

In the context of this study, given the seemingly precarious entry of so many school leavers to university and their overall academic disorientation, a particularly revealing finding by McInnis (1995) is advanced in his executive summary:

Students living in residential colleges are more positive about their university experiences (McInnis, 1995: xi):

and:

The value of students learning alongside one another – in the same place, at the same time – should not be underestimated. This is where a cultivating climate can be most effectively established, one that should have sustaining effects for lifelong learning ..... Efforts to improve the first year experience should give attention to creating a positive academic and social environment outside the classroom (McInnis, 1995: xii).

### 3.4 The Current Generation

This study now turns to a discussion of some sociological factors that characterize the more recent generation of university students in order to help explain the growing emphasis that is being placed by universities on greater transition support for new students. Mackay (1997) assesses of the impact of the themes of *individuality* and the *independence paradox* as defining features of the generation of students born since the 1970s. He supplies the following observations and comments from his research. Generally speaking:

... this is the generation born into one of the most dramatic periods of social, cultural, economic and technological development in Australia's history: ... for them, constant change is the air they breathe; the water they swim in. It is simply the way the world is (Mackay, 1997: 138).

More specifically:

... it is the generation who know that women can do anything they choose: they know that more than 50 per cent of university students and 45% of the workforce are female. (In the 20-24 age group, female graduates now outnumber males ... and ... roughly 750,000 Australians under the age of 24 live in households where no one is currently earning any wages, ...(Mackay, 1997: 138).

Individuality as a theme or outlook ascribed to the current generation of young adults may be seen to arise from an experience of life that is constantly on

*shifting ground*. It is further reinforced by a sharp rise in divorce rates over the past 25 years. However, the beginning of this generational rise coincides with the establishment of the Family Court in Australia in 1977. Its establishment effectively precedes the arrival of the current generation of university students by a few years. To them, therefore, nothing has changed. They have known many friends who live with one parent and have a broadened definition of the word family. In fact, as Mackay (1997: 139) informs us, almost one million dependent children in Australia live with one parent.

Furthermore, this is the generation that has grown up with the idea of multiculturalism, assume disinterestedly that Australia will become a republic one day and have always been aware of AIDS. Unlike the previous generation, they know that there is a drug culture in their school or suburb; that the global environment is a precious resource and they are totally adapted to the idea that today's technology will be a superseded one tomorrow.

The theme of individuality is reinforced by this constant change in technology. There are more choices. Change seems to be everywhere and the ability to adapt to the next situation that arises is a symptom of the world in which the current generation lives and, therefore, requires greater flexibility. However, it is the inescapable destabilizing impact of ongoing change that not only requires flexibility but also results in a paradox of independence. According to Mackay (1997: 141), the current generation of young adults is "the most dependent generation of young Australians in our history and yet they rate 'independence' as one of their top priorities, and they report feeling highly independent."

Compared to other generations, they have both stayed at school longer and stayed at home longer. In short, “it is a generation accustomed to being ‘looked after’ by educational institutions, by parents, and by welfare, well into their twenties.” (Mackay, 1997: 142)

More recently, the extraordinary and ongoing increase in the cost of housing around Australia has meant that the current generation of young adults has become priced out of the market to a greater extent than ever before. The idea of lingering at home for some years as a full time worker remains even more attractive as a means of building funds to travel and as a base for experiencing life and eventually have enough for a deposit on a house or flat. As a result, part of the *independence paradox* is that the strong emotional urge to symbolize independence by moving away from the parental home is becoming more and more outweighed by the financial pressure to stay put. Even prior to the recent sustained rise in property prices, Mackay (1997: 142) notes that between 1987 and 1997, the number of 20- to 24-year olds living at home had jumped from 29 to 38 per cent.

For university students of this generation, independence is purposely deferred to some extent by the decision to continue study beyond high school. The process of deferral of independence as a student does not necessarily mean that independence is a lower priority. Rather it may be a subscription to the commonly held view that once graduated a greater degree of independence, through admission to a profession, will be available. Since 1988 the Australian Government has, in fact, used the process of deferral as a way of reintroducing



fees for university courses under the Higher Education Contribution Scheme. This scheme takes political advantage of the current generation of students by allowing a deferral of their *contribution* towards their higher education until such time as they graduate and enter the workforce. Even then, as new professionals, they will not be asked to make higher education contributions through annual assessments of their income unless their gross salary reaches certain thresholds. This initiative by the Hawke government in the late eighties not only recognized such a scheme as a way of softening the blow of what is effectively a return to the charging of university fees, but also as an attractive way of collecting them based on the concept of deferral of independence, greater independence, through further study. Traditionally, being a student at university provides an acceptable rationalization for continued dependence upon parents, being required to spend hours in study rather than full time work and for being potentially eligible for some government assistance in the form of tertiary benefits. Equally traditional is the general association between students, as a low income earning group, and the pursuit of part-time employment especially in seasonal, service and retail positions.

Above all, the expansion of the higher education sector in Australia since 1987 has simply put greater pressure on all participants in three ways. Immediately following the introduction of the Higher Education Contribution Scheme, the incoming federal Minister for Education, John Dawkins (Dawkins 1987), produced a policy discussion paper aimed at reforming the higher education system. The aims were to rationalize the coexistence of various sizes of Colleges of Advanced Education with universities thereby creating larger

institutions able to increase dramatically the number of higher education places across the nation.

Immediate pressure was placed upon smaller institutions to combine with other institutions in order to avoid funding disadvantages. The thrust of the policy left institutions in no uncertainty about the implications of trying to remain small:

To achieve its aims the Government's approach will be to offer financial and other advantages to institutions willing to adopt those principles and practices considered to be for the general community good. Institutions may choose not to adopt these principles and practices, but will receive less support from the Government and consequently need more from other sources (Dawkins, 1987:3).

The main way of doing this was to assist in providing more places for more potential graduates to join the workforce even if this meant amalgamating with another institution. Effectively, only the larger institutions could afford to stand alone in this climate of funding threats. Secondly, the pressure on universities in the late 1980s and throughout the 1990s to enrol more students, in order to achieve reasonable recurrent funding levels from the federal government, was driven further by the need to *top up* annual operating budgets by attracting more full fee paying students from overseas. In other words, the need for institutions to gain support from other sources became necessary in many cases even when fully compliant with the Dawkins principles and practices. Thirdly, and most tellingly in this study, greater access to higher education for domestic (Australian) students arising from this generation meant a lowering of university admission thresholds in a number of courses. Many new students were able to gain access to university with lower entry scores and required, as

a consequence, greater levels of academic orientation and support once in the system.

In essence, the above observations regarding the attitudes and experiences of the present generation of students lead to the conclusion that greater supports are likely to be necessary in the university setting in the future, both on campus generally and also in residential colleges. In order to attract, and then sustain, new students in this era of broader access, including greater numbers of international students, universities have had to adjust to the requirements of this generation of students whilst responding to government pressures to expand the system. As the pressure by government to expand and educate more young Australians to tertiary level has led to a greater overall injection of funds into higher education over the past 15 years, enrolment targets for individual institutions have been such that over enrolment, further pressure on support services and ultimately lesser funding on a per capita basis have been the results. As recently as 28 July 2004, the *Australian* newspaper (Perry 2004) reported that university student to teacher ratios had increased by 33 per cent between 1996 and 2003.

Therefore, in addition to the features of this generation set out above, such as their paradoxical need for independence as a priority set against the need to remain dependent for longer in order to achieve this, there is also the phenomenon of an expanded higher education system in Australia to add further pressure to the current generation of students. Universities are running on tighter and tighter budgets leading inevitably to more crowded lecture

theatres and tutorial rooms, higher teaching ratios, higher contact hours by academic staff under greater pressure to perform in research as well as in teaching. In addition, universities and colleges have been required to allocate more funds from tighter budgets towards improving student support services in order to attract and maintain enrolments of higher quality.

As a result of broader access to higher education, there is now a generation of students that has come to expect external support that seeks independence whilst remaining dependent on family, education and the state. for longer than previous generations. On one hand, the need for greater support in academic, social and cultural adjustment to university has challenged universities by demanding the provision of extended and improved counselling and advocacy services, learning development centres and student support facilities. On the other hand, it may also simply be part of a university's strategies to create and maintain a market edge by developing support initiatives for a whole range of student groups, especially in the early days of transition from home and school and particularly in the need for support in their move away from home to college.

### **3.5 Government Influences on Transition**

In the Department of Education, Science and Training (DEST) occasional paper 01-B (Department of Education 2000) which sets out *Characteristics and Performance Indicators of Australian Higher Education*, the external pressures of funding upon universities are unmistakeable. This report begins with a graph

tracing the total students in Australian higher education from 1991 to 2000 (DEST: 3). However the next four figures (See: Appendix C) on the following pages at the beginning of the report relate to the sector's growing strengths in the total percentage share of overseas students, of postgraduate students as well as full fee paying undergraduate student percentages (DEST, 2000: 4-5). A clear observation here is that the priority by government in assessing higher education performance is fiscal. In particular, government interest in *earned income* categories, as distinct from recurrent government funding categories, is a most apparent focus and indicator in these figures. Therefore the first series of tables in this paper (DEST: 4-15) reflect an emphasis on fee-paying categories, checks on staffing levels, student-staff ratios, operating revenue, salaries and *earned income* as a percentage of total income. The higher the percentage of income derived from sources other than government, the better the performance of universities as judged by government.

On the other hand, it remains in the interest of universities not only to increase its own sources of independently earned income such as export education and full fee paying categories, but also to focus upon strategies that assist in maintaining the highest possible funding return from government. One approach in recent years has been to develop strategies to minimize the attrition of students in funded categories. One of these strategies, in turn, has been the development of new, more holistic approaches to the successful transition by local and domestic students to university study and university life. Apart from DEST's Figure 25 (DEST, 2000: 17), where a minor but clear trend towards less attrition may be observed, it is not until the second half of this

paper (DEST, 2000: 77-86) that undergraduate progress and corresponding attrition rates are considered in terms of university performance. Firstly, as noted earlier, attrition rate measurements are not as easy to quantify because students constitute a very fluid and unpredictable population from year to year. Secondly, universities are less eager to project attrition rates as a healthy measure of their performance unless there is a clear trend towards minimization in which the university itself can boast a pro-active stance and, thirdly, government itself would see the projection of university attrition rates generally as an unhelpful public projection of its own performance. Nonetheless, the lone figures offered in this report (DEST, 2000: 17) to compare the student retention and attrition rates from 1992 to 1999 (See Appendix D) provide two insights. Firstly, they show overall attrition across the tertiary sector dropping from above 20 per cent to below 20 per cent around 1993, about the time that universities were showing greater interest in developing better strategies for transition to university by new students. This is the point in time, for example, that the study of transition issues by McInnis and others (1995) was both gaining attention and support by at least one university. Secondly, it indicates that the figure of 20 per cent itself represents a benchmark that both universities and government alike would probably feel most uncomfortable overstepping. The development of transition strategies and programmes in universities in the mid 1990s has been a direct result of this process, motivated as much by fiscal pressures upon universities as by any greater desire to care for students.

### 3.6 University Transition Programmes

Traditionally, university student unions have provided limited transition support commencing each year in Orientation Week, the week leading up to the first week of lectures, featuring programmes of social and fun events. In addition there are faculty receptions, information tours, orientation handbooks and literature as well as clubs and societies membership drives and activities. Residential colleges also provide orientation activities that are generally aimed at helping new students meet each other, adjust to college life and prepare for university life.

Some aspects of orientation activities, especially in the residential college environment, have created an image of student life at the sub-cultural level, usually associated with the use and abuse of alcohol that ranges from *admirable student pranks* at one end of the spectrum to dangerous and unacceptable initiation rites at the other end. One unsavoury aspect of some college orientations is the tendency towards initiation practices for first years that are often enforced by more senior students. They aim at creating unity at lower rather than higher standards of behaviour. In fact, it may be that, for new residential students in a number of colleges, two levels of institutional transition are experienced when arriving at university for the first time - and they are not always necessarily mutually supportive. In many universities there is an unofficial orientation as well as the official one especially in the residences. It usually takes the form of *after-hours* events and visits to rooms, drinking games, physical challenges, rituals, songs, pub-crawls and beer. Since the

higher education reforms of the late eighties and with the rapid development of higher education in Australia, however, has come an increasing acceptance by institutions of responsibility for the welfare of their students. As a result, every institution of higher education in Australia today provides a variety of support services for students.

Judging from such evidence as university corporate mission statements, college aims and advertisements for residential and student services positions, there seems to be no withdrawal from that responsibility, although restrictions in resources have often, over that period, produced gaps between the rhetoric of published documents and the *flesh and blood* reality. Growth in this area for much of this period has focused on services of specific kinds for specific groups of students – those for whom public policy or institutional energy and strategic direction provide the necessary resources. Examples include equity programs for disadvantaged students resulting from initiatives in the higher education reforms by the national government in 1989 and augmented services for full fee paying students from overseas and more recently from within Australia.

A great deal of this growth in institutional support services has been demand-driven. Support services have been most frequently provided to students in categories that universities desire to attract, such as full fee paying students both international and domestic. Those students who may require early support intervention are not proactively checked for their immediate needs by the university but rather they are expected to initiate seeking help themselves.



Whilst students are made broadly aware of counselling services, study skills seminars and other support services, universities do not reach out to individual students in initiating a first point of contact for such supports.

However, in recent years a few university administrations have accepted greater responsibility for the welfare of new students by targeting the issues of transition and adjustment more comprehensively. They have done this through the establishment of transition offices and programs operated by qualified staff. It may be no coincidence that it is only in recent years that some universities have recognized the need to *look after* their new students in a far more systematic way than with previous generations of students. The fact that more students may continue to live at home whilst attending university, especially in the major metropolitan areas, still requires some attention to their needs as new students on campus in an era when successful transition by new enrolments has government funding implications. In short, it is in the interest of all Australian universities to see as many new students as possible settle into their courses and into student life generally. Government funding at a per capita rate is measured in the month or so following enrolment and therefore any early attrition has an immediate impact in reducing annual budgets. Attrition following March in each year when university enrolment numbers are confirmed with government for funding purposes will be of less concern. Attrition by students after cut off dates for funding will not disadvantage universities financially in the first instance and may in fact bring budget benefits in the same way that unpredictable attrition amongst staff bring helpful financial additions each year through salary savings. An examination of the extent to

which student support services decline once universities have submitted their enrolment figures to government would constitute a valuable study in its own right in terms of transition issues.

It is true that the increase in enrolments of international students and their specific need for cultural understanding and language support has also been a factor in the establishment by these universities of dedicated transition programs. However, the need to address the particular needs of international students has been recognized since the 1980s, whereas the more recent initiatives by some universities to create a transition support framework for all students reflects quite clearly a recognition of those factors noted by Mackay (1997) as well as the need to minimize student attrition for budget maximization.

A search of 37 of Australia's 39 university websites (AV-CC 2004) for transition programs demonstrates that, entering the year 2004, 17 universities make no mention of transition for new students at all. However, of the remaining 20 universities, 13 indicate an awareness of transition issues and offer information and study skills courses for new students. This demonstrates, at least, a growing awareness of transition issues compared to previous decades. Seven universities do offer activities directed at successful transition to university that constitutes a program of some kind. Of these seven universities, the University of Melbourne and Monash University stand out as having established an office of transition that aims at coordinating a university wide network of transition awareness and assistance for all students. Both are examined below as further

background to understanding the growing need for greater support, especially academic support for those students who enter residential colleges.

### **3.6.1 The University of Melbourne Transition Program**

The Transition Program at the University of Melbourne is based on research conducted at both a national and a university level. In particular, it was the major national study by McInnis (1995) that raised the key issues in transition for the Melbourne program and already noted in 3.3.4 above. Specifically, it raised four main categories of transition issues; namely, academic, personal, geographic and administrative. These issues have become the foci of attention the University of Melbourne's Transition Program's approach.<sup>9</sup>

The first few months of university are an exciting time, filled with new friends and opportunities. For many, entering the course of their choice is the culmination of many years of study and some difficult decision-making. Transition refers to the range of issues and emotions that students face during various stages of their university career.

All students, regardless of their cultural or educational background, will experience some form of adjustment to the new environment of university. The Transition Program's work is based on research which has been conducted at a national and university level. (Melbourne 2002)

This statement by the Transition Program coordinators signals clearly both the impact of more recent research into school to university transition and the realization by universities of the need for an earlier and more sustained approach to assisting new students. Part of the transition program extends to parents, especially those who are parents to university students for the first time, as well as to school feedback. It takes into account also a greater

---

<sup>9</sup> The University of Melbourne Transition Program website is located at: [www.services.unimelb.edu.au/transition/](http://www.services.unimelb.edu.au/transition/)

understanding of the emotional impacts experienced through the processes of change associated with transition to university. This in turn also reflects strategies adopted by the University of Melbourne that are direct and positive response to the research findings of writers such as McInnis (1995). In fact, the first reference to transition issues on the Melbourne website is to academic support. Peer responses are used to cover questions such as: *What is uni really like?*, *What are the differences between school and uni?* and *I'm here – what now?* The advice to parents in this program also emphasizes issues in transition of an academic nature. The content of the program's advice booklet for parents focuses particularly on academic support practicalities:

*Understanding Uni* is designed to provide information for the parents of students who are considering going to any university - not just the University of Melbourne. It aims to inform parents about what they might expect as students move from secondary school to post-secondary education. The booklet covers a wide range of topics, including:

- finding out about and choosing courses
- acceptance and enrolment
- the costs associated with study
- combining work and study
- scholarships and financial assistance available
- support services available for students at university
- how university differs from school
- what uni is like
- a typical day at uni
- different forms of assessment
- the changing role of parents (Melbourne, 2002).

Above all, this recognition of the importance of transition support by universities for their new students represents a shift away from the impersonal and often unfriendly atmosphere into which new students have traditionally been expected to *sink or swim*.

In this program it is understood that students must adjust to new styles of

teaching and learning that are very different from those at school. They must deal with the unfamiliarity of lectures and tutorials and also the uncertainty of their role in these classes. There is a new level of independence, with many students commenting that it is difficult to know what is expected of them. In view of this and the transitional literature above that discusses Mackay's *independence paradox* and Kelly's *dispersal of dependency*, a key question arises as to how students become empowered into finding what is expected of them as new students perhaps growing individually in independence.

In addition to academic adjustment, three other broad transition issues are identified. They are namely, personal, geographic and administrative and are summarized below. Firstly, personal issues of transition refer to maturation processes as well as practical issues such as individual responsibility for time, study program and social management. Finding a balance between social life, part time work, family, sport and other activities as well as study can be a crucial skill. Many also have new financial independence and the responsibility of budgeting, homemaking, housemates and landlords to consider.

Secondly, geographic issues of transition include the new surroundings of a large campus complex, of finding one's way around to cover a range of compulsory locations without getting lost. The sheer size and extremities of the university population as well as the campus may be overwhelming by comparison to school and daily travel arrangements need to be logical, comfortable, punctual, convenient and inexpensive. Thirdly, transition issues associated with enrolment, timetables, general information, dates, fees,

communication facilities such as email and internet can all be very confusing.

### 3.6.2 The Monash University Transition Program

The current *Transition* booklet offered by Monash University (Monash 2002) to all of its prospective students refers in its sub-title to “the transition from secondary to tertiary education.” It is interesting to note that the brief introductory paragraphs of the Monash Transition booklet, as set out below, focus firstly on issues of independence and academic support in reassuring and assisting new students.

Moving from secondary school to university involves all sorts of changes in your life. You'll be entering a different environment with different routines from those you've been used to.

Academically, the style of teaching and learning at university will probably be quite different to your school experience. You'll no longer begin class at the same time every morning and finish on the bell every afternoon. Tutors and lecturers take the place of teachers. Teaching styles can also vary enormously from course to course, as can the time commitment and workload involved. You won't be reminded to do your homework or study for an exam – it will be expected but not enforced.

And along with the changes in learning and teaching styles comes a change in independence. Some students may need to move out of home to attend university, many get their driver's licences and many take up part-time jobs to help support themselves. You'll appear to have more free time, but at the same time you'll need more self-discipline. (Monash, 2002:1)

In addition, the Monash website<sup>10</sup> offers a definition:

The Monash Transition Program perceives **transition** as a **period** of significant adjustment, development and change affecting all spheres of students' lives; a **progression** through an educational institution where the balance of responsibility for achievement rests with students; an **enculturation** into the teaching and learning styles, life, procedures,

---

<sup>10</sup> The Monash Transition Program website is located at: [www.monash.edu.au/transition/](http://www.monash.edu.au/transition/)

practices and culture of the university and an **engagement** with the university, a particular course, and people at a specific campus.

Despite the same broad aims, the Monash program adopts a different approach based on a more detailed exploration of definitions. In fact, Monash makes clear distinctions between transition and orientation. Orientation is perceived as an introduction to the university, as an identification with a specific campus, course, subjects and university staff, a familiarization with the physical environment of the university and an appreciation of the expectations the university has of students (Monash, 2003). While orientation is seen as short term at no more than half a semester, transition is seen as a longer process of assimilation, accommodation and acceptance. Orientation may be no more than an information gathering for many students that may be catered for through printed or electronic materials.

Transition, on the other hand, is experiential and, for this reason, templates on how to *make the transition* are inappropriate as each student's journey will be different. In this respect, advice, guidelines and strategies offered by the Monash Transition Program have to be utilized by students to complement their individual experiences. Nonetheless, the nexus between transition and orientation should not be ignored. Orientation is embedded within transition and is the initial phase of transition to university. Monash (2003) also recognizes phases of transition that go beyond the initial focus on the transition of school-leaver students and other commencing cohorts. This includes transition to university by older students, distance students, graduate studies by coursework and higher degree by research. Issues of changes in teaching

style, of course design and of contact hours, personal responsibility for meeting outcomes, assessments as well as self-motivation and social supports may be transition issues for all categories of new students. Most noticeably, it is the establishment of a coordinated and official transition program and office at Monash that recognizes the importance of dealing with transition issues from secondary to tertiary study as a preventative approach to early attrition rates. The program is coordinated centrally but liaises closely with the university faculties through designated staff responsible for transition support, with the Prospective Students Office, with student associations, with the full range of student support services and with the annual orientation committee.

The approach of the program is, consequently, more far reaching than previous levels of support for new students, especially in dealing with issues of academic support at the tertiary level. Faculties organize *buddying* between returning and new students, staff liaison for students on an individual basis and awareness within each academic department of transition issues in the dissemination of subject demands.

In addition, the program works with administrative and support areas to provide help and advice for new students. Greater awareness of pre-study transition issues such as leaving home, accommodation, finance and making friends are seen as high priorities in the program. The issue of accommodation, in particular, is given attention as the main issue in leaving home. However, there is nothing in the literature to suggest that the Monash Halls of Residence are yet a key *player* in the transition program network. References (Monash, 2002:



16) to accommodation remain at the application information level and a recent view of the Monash Transition Program<sup>11</sup> office is that the residences have significant opportunities and potential to contribute to the recent transitional support thrust by the university. The Monash Halls have already embarked upon new social and academic support programs aimed at greater transitional awareness and assistance for new students.

Finally, it is worth noting that proactive intervention in individual students' transition to university is not favoured as an approach by transition programs beyond a flood of information and a variety of approaches and greater awareness generally. It remains, ultimately, with each student to feel empowered enough to take steps towards seeking supports required.

In this more comprehensive approach transition *during* university is also an initiative of the Monash Transition Program through the development of a Transition Policy as part of the Monash University Learning and Teaching Plan. Transition *from* university to graduate studies or the workplace is also considered part of the scope of the transition program. This has been implemented through the Transition Steering Group and Monash Transition Committee, fostering of a research community through a Research Seminar series and information dissemination within and beyond Monash University through seminars, summits and conferences. The program also communicates with schools and with parents through mail-outs and website pages.

---

<sup>11</sup> Comments by Tanya Kantanis, Monash Transition Program and Vladimir Prypch, Monash Residential Services, respectively in separate interviews on Friday, 29 August, 2003.

The Monash Transition Office communicates with faculties and departments across the university in a network of assistance with a reminder of the rationale for supporting transition. The internal message of rationale makes reference to wastage, both social and economic, should transition initiatives not be supported, to its pedagogical soundness as a concept and to its benefits in terms of public relations and community outreach.

### **3.7 Directions**

The gradual evolution of transition awareness and programs within Australian universities, culminating thus far in the comprehensive transition program at Monash University, has arisen from a number of more recent pressures in the higher education sector. Universities are now under greater pressure to perform academically because funding is tied to graduation outcomes. In short, there is pressure to attract better students, especially if they are not full fee paying, and equally important to support their successful transition not only into university but also, throughout university and even transition from university into successful graduate career placement for greater funding response from government. In this funding scenario, the minimizing of early attrition through transitional support for new students has become a growing priority across the sector.

The development of transition programs has involved greater discussion regarding the range of transition issues that students face in entering tertiary education. Although there has been comparatively little research done until

more recently, writers such as Little (1970) and McInnis (1995) have directly affected their own university in its growing understanding of transition issues and the introduction of transition programs within universities.

The issue of academic transition is given particular attention by all universities that make even the briefest reference to transition. This ranges from raising awareness and study skills courses at some universities to fully coordinated programs and dedicated centres at some others such as Melbourne and Monash. The role of residential colleges and halls in providing a supportive transition for students in terms of accommodation that is totally catered and serviced may be assumed to some extent. It has already been noted in 3.3.3 above by McInnis (1995) that collegiate residential experience assists in the transition from home to university generally, but there has been virtually no research done in the area of academic support in the residential context in particular, especially its nature, its extent and its accepted models.

This study now moves on to a detailed exploration of existing models of academic support in Australian university colleges and halls.

## Chapter 4

# Academic Support Models in Australian University Residential Colleges

---

Sad the condition when learning is the tenant and ignorance is the landlord. (Johnson 1910)

### 4.1 Collegiality

University collegiate style residences are provided by most Australian universities. Commonly called colleges or halls, they are considered collegiate in nature because they provide living and learning supports such as food, catering and academic support.

Daintree (1995), in his Handbook of Australian University Colleges and Halls, lists 103 colleges. Additions to the list since then have been negligible with the establishment, on one hand, of Richard Johnson College in Wollongong being cancelled out numerically, on the other, by the disassociation of St Columba's College in Perth. Of the 103 colleges referred to in 1994, 101 have been used in this study of academic support in the university residential context. There are three colleges omitted; namely, St Columba's, now that it no longer subscribes to the Heads' association nor exhibits a website, and both Kathleen Lumley

College in Adelaide and Graduate House in Melbourne. The latter two colleges are the only colleges in the 1994 handbook that are dedicated to the accommodation of postgraduates. Since this study focuses on the academic welfare of undergraduate residents in the Australian university setting, these two colleges are eliminated from the resulting extant data. Richard Johnson College is included in latter years especially now that it is a college with a ten year history, but it is not used in the calculation of percentages because it could not be included in the first point of reference (Daintree: 1994) with all other colleges.

#### **4.2 Statements of Academic Support**

In 1991, the Biennial Conference of the Association of Heads of Colleges and Halls Inc, in Brisbane, approved a Standard that defines what it means to be a collegiate residence in the following terms:

- 1 Colleges and Halls are integral parts of Universities. The distinction between collegiate and non-collegiate residences is defined in 'educational' rather than 'accommodation' terms.
- 2 To be collegiate, a residence shall include substantial provision for:
  - a) the academic development of residents, and
  - b) the social and cultural development of residents
- 3 The provision for the academic development of residents will vary from residence to residence but should include where possible:
  - a) formal and/or informal tutorials,
  - b) debate or discussion of matters of current concern,
  - c) visiting speakers from the University or the community,
  - d) association with the residence of University staff members and others of scholarly or professional distinction,
  - e) the provision of good study facilities including, where desirable, a library and computer facilities, and
  - f) oversight (sic) of the academic progress of residents.
- 4 The provision for the social and cultural development of residents implies a community which :

- a) provides pastoral care for all of its members and especially first year students,
  - b) encourages its members to take responsibility for the various aspects of its life,
  - c) creates opportunities for members to meet across faculty, national and socio-economic boundaries,
  - d) fosters social, cultural and sporting activities, and
  - e) accepts responsibility for the adequate nutrition of its members within the residence and provides formal and communal dining with due regularity.
- 5 The operation of a collegiate style residence requires a significant administrative structure led by an appropriately qualified Head. (AHAUCHI, 1991)

This study focuses on the second and third points in the above statement as those relating specifically to the academic development of residents. Item three in particular prescribes the form in which academic support might be provided. In fact, it promotes a model of support that is benevolently hierarchical. It is structured to deliver additional academic assistance and resources for its residents beyond the services provided by the university. It may not be surprising, therefore, to find that such a model of benevolent intervention and provision would be the most prevalent form of academic support supplied by university colleges and halls. In the light of the above standard over the past decade, the question may be asked: What forms of academic support do 101 colleges claim to have developed and provided?

Table 4.2.1 tabulates 100 Australian university colleges, in chronological order of establishment, with reference to their stated academic support profile. The academic support data from Daintree (1994) is set alongside data from the 2003 worldwide websites of the same list of colleges (See Appendix D). It should be noted from the outset that the fields of reference used, Daintree (1994) and the World Wide Web differ. The former is a handbook based on

submissions from members of the Association of Heads of Australian University Colleges and Halls mainly for the use of members. The contents are summarized profiles of the colleges intended as reference material as distinct from promotional or marketing material.

The material used by colleges on their websites in 2003 is aimed at the market and to reach a far broader audience, especially the target audience; namely, prospective students. An important difference between the fields of reference used in this discussion, therefore, is the difference between what colleges may share briefly with each other concerning their academic support profiles and what they may project to prospective residents in a formal public sense. The marketing material also needs to *look good and sound good* as a product.

This comparative approach has four main purposes. Firstly, Daintree (1994) is useful, if in some cases outdated, because it represents the totality. It offers a comprehensive snapshot of academic support profiles in Australian colleges in the relatively recent past and follows soon after the distribution of the Heads' statement of support. Secondly, the inclusion of recent website statements provides a generally current and comprehensive review of developments in academic support statements made by colleges. Finally, a comparative analysis is then possible between the prevailing models of 1994 and those of 2003, thus providing a view of developing trends across the national scene. The numbers allocated in the last column represent a tool for the identification of emerging models of academic support from the text summaries. Each college is *tagged* with *blue* and/or *red* numbers representing each period.

**Table 4.2.1 Stated Academic Support Profiles of Australian University Colleges and Halls of Residence in 1994 and in 2003**

College/Hall	Year Est	University	Stated Academic Support Profile		Models Noted
			1994	2003	
1 St Paul's	1856	Sydney U	"The Anglican foundation of St Paul's College is our great foundation ... the values of Christ are proffered. From this base, moral and intellectual courage can be fostered. . Of course, to say that these are instilled in all at St Paul's would be untrue - the College life is run by its resident students and the path any one resident takes is of their own choosing."	"The college offers an evening tutorial program ... Tutorials are organized according to demand ... Living with many students studying the same course is also a tremendous advantage ... Resident tutors are also available for consultation ... The college has two well equipped libraries ... The College also honours those students who achieve academic distinction ... A considerable number of scholarships and prizes are available ..."	1 5 3 2
2 St John's	1857	Sydney U	"The College strives to: *establish an environment for serious study *promote study of the Catholic faith *facilitate personal development *form a genuine community of students	"... access to facilities and a substantial Tutorial System."	4 3 5
3 St Andrew's	1870	Sydney U	"... : a combination of intellectual independence, academic support through directors and tutorials, social development through involvement ..."	" you will make friends with other students ... Evening tutorials ... academic and personal support from residents ... Some scholarships ..."	4 2 3
4 Trinity	1872	Melbourne U	"Trinity combines an open and friendly spirit with an emphasis on tradition." Reference is made to the 40,000 volume Leeper Library	"Trinity runs one of the largest high-quality tutorial programmes ... Dr Sally Dalton-Brown was appointed Director of Academic mentoring in February (2003) ..."	4 2 5
5 Ormond	1881	Melbourne U	"The College awards major scholarships recognizing academic excellence in first-year and returning students, and prizes for outstanding performance in most academic disciplines."	"... There are Senior Resident tutors for most faculties ... students are required to maintain due contact with tutors ... offers visiting speakers, forums and workshops, ..."	2 5 4
6 Janet Clarke	1886	Melbourne U	"A comprehensive tutorial system is provided by resident tutors of the College and by arrangement with neighbouring colleges. Teaching of basic skills in the use of personal computers is available as are seminars in some more advanced computer topics."	"The structure of academic support ... revolves around ... Tutorials ... Mentoring ... (not peer) ... Skills sessions ... Academic seminars ..."	5 5
7 Queen's	1887	Melbourne u	"The 16 resident and 6 non-resident tutors conduct regular classes in most first-year and later year subjects. The resident tutors also make themselves available for consultation in academic and other matters."	"Tutorials in more than 50 subject areas are conducted weekly throughout the academic year, mainly for first and second year students. Consultations may also be arranged with tutors as required."	5 5
8 Hawkesbury	1891	UWS	Uses a system of senior undergraduate senior residents to watch over the halls with some emphasis on academic support.	No website information.	5



9 Women's	1892	Sydney U	"Scholarships and prizes for academic merit are awarded to returning students on the basis of academic performance in the previous year's University examinations...; tutorials are arranged on request. All students can attend tutorials which are provided free of charge."	"College mentoring focuses on third and fourth year students near graduation, ..."	2 5 5
10 Emmanuel	1911	U Qld	"The college provides an amiable environment conducive to academic achievement and personal development. Pastoral care is of prime importance: we have a professional student counsellor, and provide tutorial assistance - mostly from postgraduates & academic staff - in over 50 subjects."	"The College offers a wide-ranging tutorial programme. ... Tutorials are compulsory for students in their first semester ..."	4 5 5
11 St John's	1912	U Qld	"The College maintains a very full program of formal tutorials - with a specifically built Library and Resources Centre .. Subject prizes and major and minor scholarships are awarded each year .."	"Academic work is assisted by formal college tutorials, ... Academic facilities include the Stanley Law Library ..."	5 3 5 3
12 King's	1912	U Qld	"The Vice-Master and Senior Tutor are involved in the development of a comprehensive system of academic assistance, particularly for students in their first academic year. Residents currently achieve an average of just below a credit."	".. the <b>Senior Tutor</b> will arrange for tutorials, ... there will be others in college doing the same course as you and it's likely there'll also be a student who did your subjects last year. In short, there are plenty of knowledgeable guys to help ..."	5 5 6
13 Women's	1914	U Qld	"The pursuit of academic excellence in beautiful surroundings, teaching support for one's social and cultural environment is a predominant theme in the college ..."	No website information.	4
14 St Leo's	1917	U Qld	"The College provides a tutorial system in many courses ... there is also the more informal assistance available through help offered by seniors."	"Tutorials in selected subjects ..."	5 6 5
15 Wesley	1917	Sydney U	"ACADEMIC SUPPORT is provided by 13 resident tutors and 3 external tutors."	No website information.	5
16 Newman	1918	Melbourne U	"Twenty tutors and post-graduates form the Senior Common Room."	"The College has many academic scholarships. Resident and non-resident tutors provide a comprehensive tutorial programme. ... The Librarian oversees the College collection of over 50,000 volumes ..."	5 2 5 3
17 St Mary's	1918	Melbourne U	"... tutorials are offered to all student members on a weekly basis, by both resident and non-resident tutors."	"The college offers a comprehensive tutorial program to complement university courses. ... The extensive library ... excellent environment for study ..."	5 6 3 4
18 St Mark's	1918	Adelaide U	"Resident and non-resident tutors are available to give assistance in a wide range of subjects."	"Library ... Computers ... Drafting Room ... Tutorial Assistance ... Education Committee ... Scholarships ..."	5 32
19 Sancta Sophia	1926	Sydney U	"House tutors are appointed to help first-year students to adjust to University life, and formal and informal tutorials are arranged by the senior tutor."	".. suitably qualified members may be employed to provide formal tutorials .."	5 5

20 Smith House	1926	UNE	"Tutors have the responsibility to support students in academic and personal development. Academic support is provided by the Tutors and the Resident Assistants (RAs) on a daily basis with specialist support provided on a needs basis by fellows and UNE staff."	Resident Assistants ... An exciting new development is the provision of online academic assistance ... via Web CT ..."	5 5 3
21 Christ College	1929	U Tas	[Mentions growing numbers of graduate and post-graduate students ... and ... a formal routine at meals.]	No specific website information.	4
22 Wagga	1930	CSU	"The Residential Support Program consists of pastoral and social care facets with no academic support role. However, the program does include life skills and learning skills elements."	No website information.	
23 St George's	1931	UWA	"Academic success is essential for continued residence. Students choose how they will optimise their academic achievement. They have access to any assistance that is required to do this, such as formal and informal tutoring, computer service, library and study rooms. ... It promotes a caring relationship between students for each other."	"There are currently several tutors at the College. As a Fresher you will be assigned to a tutor. ..."	2 5 3 5
24 Duchesne	1937	U Qld	"Duchesne is committed to the development of the students' full intellectual potential. ... The College encourages its students to shape their lives by an active faith."	"Tutors ... peer study groups ..."	1 4 5 6
25 University College	1937	Melbourne U	"The total enrolment is 161 students plus 8 tutors and 13 non-residential tutors. ... Tutorials are provided in major subject areas and attendance at tutorials is mandatory for first year students. Special seminars and regular tutorials are arranged for later year students."	"University College has its own tutorial program ... There are workshops ... seminars, and a lecture series ..."	5 5
26 Currie	1946	UWA	"There are approximately 12 Resident Tutors and Fellows, who are responsible for the academic tutorial program, pastoral oversight and general duties."	"Resident Advisors ... academic program ... tutorials ..."	5 5
27 St Catherine's	1946	UWA	"The Senior Tutor arranges weekly tutorials in most first year and some second year subjects. All first years are encouraged to attend these tutorials and other residents are also able to attend. These tutorials are provided at no extra cost and are held in the College Tutorial Room."	"Academic support ... scholarships ..."	5 5 2
28 St Ann's	1947	Adelaide U	"There are 35 academic tutors who are paid to provide assistance in first-year and most general subjects. This service is provided free of charge on a one-to-one basis."	"The college employs ten Residential Tutors who provide pastoral care together with academic and social leadership ..."	5 5
29 Union	1947	U Qld	"The College has a comprehensive tutorial program for first year students based on need. There are no resident tutors currently in the College."	"College provides residents with academic support. Tutors are employed to provide free tuition. The College computer room provides 24-hour access."	5 5 3

30 Aquinas	1950	Adelaide U	"The College is geared to help students study effectively. ... The College has a system of academic tuition in which senior students make their time available to help their fellows. It is a tradition of Aquinas that students, if they can, help each other in their work."	No website information.	5 6
31 Cromwell	1950	U Qld	"Female and male Assistants, a Senior Tutor and senior students assist the Principal in providing pastoral care and academic oversight, while a panel of mainly resident tutors provide instruction in the combined Cromwell & Grace Colleges' tutorial system."	Brief reference to tutors.	5 5
32 Jane Franklin	1950	U Tas	"Tutorials: (available in all first year subjects) and compulsory for first year students. Attendance is regularly reviewed."	"Tutorials ... Scholarships ... "	5 2 4 5
33 Lincoln	1950	Adelaide U	"The Principal, Vice Principal, Associate Vice Principal and Senior Tutor live on Campus and provide a range of academic and pastoral roles. There are also a further twelve residential tutors who provide tutorial support and community leadership."	"Senior staff and Tutors provide a coordinated program of academic support and individual assistance in their own discipline. ... The college also organizes a mentoring program in which senior students volunteer to make themselves available to assist junior students in their own discipline. ... The College organizes short courses ... "	5 5 6
34 Bathurst	1951	CSU	"Residential tutors provide support mainly in the area of pastoral care with little focus on academic support."	"The University operates a Residential Support Scheme ... The role of the scheme is to provide pastoral care and welfare ... "	5 5
35 St Thomas More	1955	UWA	"The College commits itself to providing an environment for learning. Tutors are available for the basic first year subjects which supplement the academic work at the University. ... Quiet time is established in the evening and many study carrels are available in the college library."	"Tutors conduct weekly small-group tutorials ... the College expects first year students to attend these tutorials ... "	4 5 3 5
36 I House	1957	Melbourne U	"There are 17 tutors (15 resident) who offer regular tutorials in most first year subjects and private consultations are also available."	"Tutors run first-year tutorials. ... tutors also available for consultation ... "	5 5
37 Mary White	1958	UNE	"ACADEMIC SUPPORT: Academic Tutors provide academic assistance to all first year students, providing one formal tutorial per week in their subject area and being available for informal discussion at other times."	"Academic Support Tutors ... manage academic support programs that are available to all residents. ... Subject Tutors provide assistance ... "	5 5
38 Basser	1959	UNSW	"The central objective of the College is to provide a living environment that will help to promote academic achievements by its residents, and to infuse their time at university with the highest goals of academic life. Basser encourages receptivity to new ideas and ways of viewing the world, intellectual vitality and discipline, and a passion for creativity and innovation."	"Residential Academic Staff ... are available to assist with questions or concerns that a resident may have."	4 5

39 Robb	1960	UNE	"Tutors are selected annually and are required to give academic assistance as well as having a pastoral care and leadership role. They give regular tutorials in their subject areas. All students are welcome to attend free of charge."	"Academic and personal assistance is available from a team of Resident Tutors ... "	5 5
40 Bruce	1961	ANU	"Considerable emphasis is placed on academic performance and prizes are awarded annually for excellence. General academic assistance is available from the Resident Fellows. More specialized help in major subjects is provided by Tutors drawn from amongst the senior residents. In addition, the academic support network extends to include the Non-Resident Fellows and, of course, the Warden and her Deputies."	"Residential Tutors have responsibility for the implementation of the Hall's Intentional Learning Community model. This model promotes diverse learning opportunities for the residents. It is an holistic model, promoting learning both in the classroom, and in the environment."	2 5 5 4
41 Deakin	1961	Monash U	"The Tutors provide ongoing advice and guidance to all residents and are involved in assisting new students adjust to the demands of University life."	"... seeks to establish and maintain an environment ... that provides care, support and enrichment for residents in academic, cultural, personal ... matters."	5 4
42 I House	1961	UOW	"House Tutors ... offer tutorial assistance in a variety of first and second year subjects, and each sponsors one non-academic activity."	"Supporting residents in their studies are a number of facilities."	5 3
43 University Halls	1961	JCU	"Tutorials in 1st year subjects are offered jointly with the other residential colleges at the James Cook campus. University academics or post-graduate students (who may or may not be residents of one of the colleges) are employed for this purpose."	"... , tutorials relating to first-year University courses are provided to the residents."	5 5
44 Earle Page	1963	UNE	"The College conducts its own Tutorial Program which supplements the tutorials at the University. Academic Tutors are appointed and first-year subjects are especially covered."	"Scholarships, bursaries & awards are given ... A very good academic support system is in place with 13 academic tutors ... "	5 5 2
45 Trinity (Kingswood)	1963	UWA	"Tutorials are compulsory for first year students and arranged by the Senior Tutor."	"Academic Tutoring."	5 5
46 St John Fisher	1963	U Tas	"A high value is placed on maintaining an environment conducive to the pursuit of academic goals and personal development. ... Each student is assigned a personal tutor. These resident Tutors are interested in the individual needs, both academic and pastoral, of their students."	No specific website information.	4 5
47 Goldstein	1964	UNSW	"The resident academic staff in Goldstein combines with those in Basser and Baxter Colleges to provide expertise in a wide range of disciplines. The staff is available to help where they can, and periodically arrange tutorials in preparation for exams...."	"Residential Academic Staff ... are available to assist with questions or concerns that a resident may have."	5 5

48 I House	1964	U Qld	"To provide residential facilities; academic, cultural, social and recreational facilities; pastoral care and supervision; academic and personal guidance and counseling; tutorial assistance and other educational programs. ... Academic endeavour is important and residents are encouraged to find time to engage in conversation, argument, discussion, sport, and other social and cultural activities."	"Intellectual life is enriched by the daily proximity of students from many different disciplines."	3 5 4 c6
49 St Hilda's	1964	Melbourne U	"Members contribute and profit from the College's academic, social and sporting life. ... St Hilda's offers a first class academic program. Students live together with scholars and members of the professions. Twelve resident tutors, resident postgraduates, and non-resident scholars and professionals form the Senior Common Room. SCR members offer 45-50 tutorials per week, as well as individual consultations."	"Tutorial ... Attending college tutorials and getting individual advice will help you succeed ..."	4 5 5
50 St Raphael's	1964	JCU	"Inter-college tutorials are organized for first year students and senior students and tutors are available to provide academic assistance when required."	"... a Community, formed and inspired by the Christian message whose members are enabled to pursue their academic studies ..."	5 1
51 Burton & Garra	1965	ANU	"The Hall's Academic Assistance Program is being revised, but currently consists of a system of Tutors who provide assistance both on an individual and group basis, supplemented by a peer support network."	Academic Assistance Program	5 6 5
52 Farrer	1965	Monash U	"As well as playing important social, administrative and advisory roles, the Tutors offer assistance to undergraduates in their course work."	"... seeks to establish and maintain an environment ... that provides care, support and enrichment for residents in academic, cultural, personal ... matters."	5 4
53 Whitley	1965	Melbourne U	"Tutors, 9 resident and 4 non-resident in 1994, and Senior Scholars provide academic support. ... The comprehensive tutorial system enables students to have weekly assistance available."	"Tutorials."	5 5
54 Howitt	1966	Monash U	"The tutors, who are usually post-graduate students, are available to help with academic or other problems; ..."	"... seeks to establish and maintain an environment ... that provides care, support and enrichment for residents in academic, cultural, personal ... matters."	5 4

55 Philip Baxter	1966	UNSW	"The central purpose of the College is the promotion of academic achievement within the framework of a community concerned for the social and personal well-being of all its members. Residents who fail to demonstrate a commitment to the College and University community by obtaining a satisfactory result in at least three-quarters of the subjects they undertake for the year will find that their place in College is reviewed."	"Residential Academic Staff ... are available to assist with questions or concerns that a resident may have."	2 5
56 Glenn	1967	La Trobe U	"Resident Tutors and Duty Residents are appointed to assist residents with their academic studies and pastoral needs. Attendance at tutorials is encouraged but is not compulsory."	"Glenn has an Academic Support Program covering a wide range of subjects. All residents are given the opportunity to have regular meetings in a casual environment with peers or other senior residents (or mentors)."	5 5 6
57 I House	1967	Sydney U	".... does not offer the same facilities for sport and tutorials as do the residential colleges within The University. Residents are left very much to their own devices. This does not mean that the House is not a caring environment. There is always help available, but that help is not structured in the same way as occurs in the colleges."	No specific website information.	6
58 John XXIII	1967	ANU	"Fourteen Tutors show leadership in all aspects of College life, ... They provide special academic assistance in the areas of their own professional competence and take a personal interest in the residents under their care and take a particular concern in their progress while at College."	No website information.	5
59 Colleges	1967	USQ	"The academic program of the College includes educational supervision of residents and the conducting of formal and informal tutorials along with lectures and talks by College fellows ..."	"Academic program includes the conducting of formal and informal tutorials."	5 5
60 John Flynn	1968	JCU	"The College has a high academic standard. ... Formal tutorials can be provided where the need arises. The resident staff are chosen to cover a wide variety of fields of study and can provide academic assistance in many subjects."	"Formal and informal interactions between members studying in different disciplines ... provide a broad educational experience ..."	5 6
61 Mannix	1968	Monash U	"Tutorials, which are optional, and consultation in most first-year subjects are offered by resident and Non-resident Tutors who are paid at approximately university rates."	No website information.	5
62 St Paul's	1968	JCU	"To enrich the quality of life for all residents by providing a Collegiate environment which fosters Christian values and the spiritual, academic, cultural, social and sporting development of the student body."	"The staff and tutors ... are readily available to assist all residents ..."	1 4 5

63 Ursula	1968	ANU	"Ursula is best known for its success in promoting scholarly attainment. This success is partly due to the College's quiet atmosphere and also to its academic assistance scheme in which resident graduate students and academic staff provide competent supplementary tutorials in nearly every discipline."	"The Academic Assistance Program (AAP) is run by the Dean and a great team of committed resident Academic Tutors ... group workshops ... exam preparation and techniques."	5 5
64 Capricornia	1969	UCQ	"The College philosophy is to foster the pursuit of academic excellence, promote personal and cultural development and provide support systems to help individuals achieve their potential."	"The Academic Support Centre, located centrally on the College grounds, is open 24 hours a day ... Academic Tutors are resident at the College and provide complimentary study assistance and support ..."	4 3
65 Drummond	1969	UNE	"... a wide range of facilities to assist their study. These include a comprehensive tutorial system involving an experienced and enthusiastic team of Resident Tutors. First year students, in particular, can gain much useful help and advice from Resident Tutors and other senior students of the College."	"Resident Assistants ... An exciting new development is the provision of online academic assistance ... via Web CT ..."	3 5 5 3
66 Duvall	1969	UNE	"A comprehensive Tutorial support system is given a high priority and is provided under the guidance of the College's Academic coordinator."	"Duvall College appoints Assistant Tutors annually who are responsible for the provision of academic assistance in their subject areas, especially to first year students."	5 5
67 I House	1969	UNSW	"The College provides an ideal atmosphere for students seeking a quiet and mature environment ... The Residents' society works closely with them to create a supportive environment that will enable residents to achieve academic success, ..."	A system of 'Seniors'.	4 5
68 Medley	1969	Melbourne U	"Its elementary practical function is the provision of facilities for residents to study, dine and sleep; its real worth lies in the opportunities it gives each resident to learn, from and with other residents, how to develop an independent but co-operative way of life."	"First year students are encouraged to submit a study plan ... employ casual tutors ... advice available if facing academic review or unsatisfactory progress ..."	4 6 5
69 New	1969	UNSW	"There are six resident tutors who provide academic advice and tutorial assistance to the resident members."	"The College aims to foster an environment in which students can achieve to their full potential. ... tutors are available ... and academic achievement is rewarded ..."	5 4 5 2
70 Ridley	1969	Melbourne U	"Ridley provides tutorials for its students in any subject in which there is a sufficient number to form a class. Tutorials are arranged at other Colleges for students for whom a tutorial is not available."	"The tutorial program provides the first avenue of support. Ridley endeavours to provide tutorials in most core first – year subjects ... Academic guidance is often required by students ... especially during the first year of study ..."	5 5
71 St Albert's	1969	UNE	"St. Albert's College has a comprehensive tutorial system with a Tutor living on each floor. Special assistance is given to first year students through tutors, sometimes with further support from Senior Common Room members."	"The Senior Tutor ... The Resident tutors ... Academic Fellows and Senior Residents ..."	5 5

72 Dunmore Lang	1970	Macquarie U	"12-15 postgraduates act as College tutors offering academic and pastoral support. There is a Tutor in charge of Computers. ... The College also presents certificates of academic achievement to students for the top academic performance for the previous year."	Resident Tutors ... Undergraduate Academic Scholarships ... Academic Visitors/Lecturers .. "	5 2 5 2
73 Grace	1970	U Qld	"The College has a strong Christian tradition and provides students with both academic and personal guidance. For every fifteen students there is a pastoral tutor who lives in a flat adjacent to the students in her care."	No website information.	1 5
74 Warrane	1970	UNSW	NOT IN THE HANDBOOK (1994)	No website information.	
75 Burgmann	1971	ANU	"Academic Support is available from the twelve tutors (two to each floor) who are readily available for consultation. The academic support program is directed by the Staff Tutor who is a member of the academic staff of the ANU."	"The College provides a system for academic assistance for undergraduates, particularly first years, through its tutorial system."	5 5
76 Chisholm	1971	La Trobe U	"There are 12 residential assistants offering pastoral and academic support."	"There are around 60 residents, ranging from second year to postgraduate level students who have volunteered and been selected as Academic Assistants"	5 6
77 Roberts	1971	Monash U	"... academic and extra-curricular activities, generally coordinated by the resident Tutor ..."	"... seeks to establish and maintain an environment ... that provides care, support and enrichment for residents in academic, cultural, personal ... matters."	5 4
78 St Mark's	1971	JCU	"There is a particular emphasis at St. Mark's on academic support through tutorials and on pastoral care."	"The College also provides a Senior Tutor and nine residential Tutors to assist residents with their studies and personal problems."	5 5
79 University Hall	1971	Flinders U	"Each area of the Hall is assigned a Residential Tutor who offers pastoral care, academic assistance and social leadership to the residents for whom he or she is responsible."	"Residential tutorial staff are senior undergraduate or postgraduate students who provide pastoral and academic support through programs organized by the Dean"	5 5
80 Austin	1972	UNE	"... integrated community ... non-hierarchical ... informal, personal involvement in college activities. Austin takes considerable interest and college."	"The Tutors ... fulfill a mixed bag of administrative, academic, pastoral and social roles. ... Tutors are studying a variety of academic courses."	4 5
81 Edwards	1972	Newcastle U	"First year students are assigned to residential staff members for academic and other assistance."	"... an environment conducive to study and academic achievement. ... It is assumed ... that all residents are mature, intelligent and motivated students ..."	5 4
82 Ballarat	1972	Ballarat U	NOT IN THE HANDBOOK (1994)	No website information.	
83 Richardson	1972	Monash U	"The Tutors are also involved in the Hall's social life and offer academic and other assistance to all residents."	"... seeks to establish and maintain an environment ... that provides care, support and enrichment for residents in academic, cultural, personal ... matters."	5 4



84 Shalom	1973	UNSW	"Shalom College employs six academic tutors-in-residence. Tutors provide academic assistance to individual students who seek help and they organise group tutorials in research skills, essay and report writing, study skills and examination techniques."	"... has six academic tutors most of whom are graduate students. They offer an array of academic support and extra-curricular programs for residents."	5 5
85 Robert Menzies	1974	Macquarie U	"... a caring community, preparing young people for lives of service, leadership of society and church by means of community-building, teaching, research, evangelism and worship."	"... fostering community based on mutual appreciation ... staff (tutors) provide academic support ..."	1 4 5
86 Toad Hall	1974	ANU	"Toad Hall provides two computer tutors to assist residents with using the computer facilities. No other tutors are employed."	"Sub Dean ... senior residents ..."	3 5
87 Kerslake	1975	U Tas	"Academic assistance and tutorials on request ..."	No website information.	5
88 Aust. Maritime College	1978	AMC	"The tutors provide academic support in the areas of computing, English, mathematics, study skills and specialized marine and maritime subjects. As well, the students are encouraged to share their expertise and experience as a valuable adult learning resource."	"Tutor coordinators are employed ... and provide academic mentoring to all undergraduates."	5 6 5 6
89 Residences	1982	Griffith U	"... the Residences (are) an integral part of the University academic community.."	"... runs PeerLink, an academic support programme designed to link undergraduate residents with senior residents who possess the necessary academic knowledge ..."	4 5 6
90 Student Residences	1982	Deakin U	"A vigorous scheme of academic support exists through the use of Resident Academic Assistants who are placed on a register for students to access. This service is provided at no cost to the students."	Academic Support Program	5 5
91 Student Village	1983	Murdoch U	"All first year students are assigned to a Resident Tutor who advises on study methods and provides academic assistance as well as taking an active role in their pastoral care. Subject tutorials are also provided."	Reference to academic support through available facilities.	5 3
92 Campus East	1988	UOW	NOT IN THE HANDBOOK (1994)	Reference to academic support with available facilities.	3
93 I House	1989	Newcastle U	"The college has 40 Fellows and each member has a Fellow as a moral tutor. The college has a well developed tutorial system .."	"A Buddy System has been initiated"	5 6
94 University House	1989	NTU	"University House provides an extensive in-house tutorial program to assist members with their courses. The programs are the responsibility of the two Academic Coordinators who also oversee the facilities of two computer rooms ..."	Tutorial system and support facilities.	5 5 3

95 Evatt	1990	Newcastle U	"... , the R.A. [Resident Assistant] is responsible for maintaining an overview of life within the unit, taking particular note of any academic, social or personal problems which arise within the group or individually."	"... a living environment conducive for residents to meet their academic needs ... staff (tutors) trained to provide support ..."	5 4 5
96 I House	1990	JCU	NOT IN THE HANDBOOK (1994)	No website information.	
97 Weerona	1990	UOW	"Weerona College has 8 Tutors in Residence and a Senior Resident who provide academic and social support to student residents." In 1995, the College introduced a system of recognition for all residents who contribute significantly to the academic welfare of others entitled The 'Each One Teach One' Peer Mentoring Award."	"Residential tutors hold regular tutorials ... strong emphasis on peer mentoring."	5 6 5 6
98 Bendigo	1991	La Trobe U	"Five resident Wardens (full time members of academic staff) assisted by 21 Senior Students (Tutors - RAs) are responsible for selection of students, pastoral and community development programs in their residence."	Reference to academic support through available facilities.	5 3
99 Roseworthy	1991	Adelaide U	"The College has developed a peer support program that is administered by a College Senior and 6 Senior Residents. Residential Tutors are appointed to provide First Year students with academic support in key subjects."	No website information.	6 5
100 Fenner	1992	ANU	"Academic assistance is available free of charge from a number of sources. ... The Senior Residents and Tutors form the basis of our academic support group in particular academic areas. Most major subjects are covered by this program."	"Senior Residents ... Academic development Programme and Assistants ... Tutors ... study groups ... seminars ..."	5 6
101 Richard Johnson	1993	UOW	Not available for entry in 1994 Handbook	Senior Common Room, Tutors and Fellows	5

In listing 101 Australian university collegiate residences, Table 4.2.1 above provides data from 1994 and 2003 that evidences the nature of the academic support at two points in time. Only four make no reference to academic support at all. However, lack of reference to academic support is not necessarily an indication that none exists. It may, for example, simply indicate that it is assumed that academic support is an integral part of an academic institution or, alternatively, that it is not perceived as an essential thrust to marketing.

Of all the colleges listed in 1994, 95 per cent make reference to their approach to academic support. Of these 10 per cent do not provide a website update in 2003. There are 11 colleges which mention academic support in 1994 but do not do so in 2003. One college mentions academic support in 2003 although it had not in 1994. Nevertheless, a snapshot of academic support in university colleges is as comprehensive as is possible and will be used to identify models of academic support across all colleges over the last decade.

### 4.3 Models of Academic Support

The parameters of academic support identified as offered to potential students in each college were used as the basis for identifying models. Table 4.3.1 presents the six identified models together with the identifying characteristics of each.

**Table 4.3.1 Overview of Academic Support Models Identified**

MODEL	IDENTIFYING CHARACTERISTICS
1 Spiritual	<ul style="list-style-type: none"> <li>• Explicit links to a set of religious ideals and/or practices</li> </ul>
2 Academic Incentive/Disincentive	<ul style="list-style-type: none"> <li>• Explicit reward for academic achievement (eg. Bursaries, scholarships, prizes)</li> <li>• Penalties for non-achievement (including potential residential exclusion)</li> </ul>
3 Academic Resources	<ul style="list-style-type: none"> <li>• Provision of facilities (eg Computer rooms, library, study &amp; seminar rooms)</li> <li>• Provision of resources (eg online access)</li> </ul>
4 Academic Environment	<ul style="list-style-type: none"> <li>• Reinforcement of intellectual and community values through activities such as debating, public speaking, guest speakers, forums &amp; seminars</li> <li>• Atmosphere and feeling that is generated by a college experience that is designed for academic support</li> </ul>

5 Academic Intervention	<ul style="list-style-type: none"> <li>Residential tutors appointed for academic support purposes</li> <li>Formal or informal tutorial programs</li> <li>Monitoring of resident students' progress</li> </ul>
6 Peer Assistance	<ul style="list-style-type: none"> <li>Formal mentoring programs matching seniors with new students (eg Buddy System)</li> <li>Informal promotion of common and supportive academic goals</li> <li>Recognition of academic support through peer activity</li> </ul>

Table 4.3.2 applies the models to the colleges listed in Table 4.2.1. Colour coding is used for each year with the colour **blue** for 1994 entries and the colour **red** for 2003 entries. The frequency of occurrence of these models over 100 colleges is set out in the final row in Table 4.3.2.

**Table 4.3.2 Location of Academic Support Models in Australian University Colleges in 1994 and 2003**

College	Year	University	Academic Support Models: 1994 and 2003											
			Spiritual		Dis/Incentive		Resources		Environment		Intervention		Peer Assist	
			1		2		3		4		5		6	
			1994	2003	1994	2003	1994	2003	1994	2003	1994	2003	1994	2003
1 St Paul's	1856	Sydney U	•			•		•				•		
2 St John's	1857	Sydney U						•	•			•		
3 St Andrew's	1870	Sydney U				•			•			•		
4 Trinity	1872	Melbourne U					•					•		•
5 Ormond	1881	Melbourne U			•							•		
6 Janet Clarke	1886	Melbourne U									•	•		
7 Queen's	1887	Melbourne U									•	•		
8 Hawkesbury	1891	UWS									•			
9 Women's	1892	Sydney U									•	•		
10 Emmanuel	1911	U Qld							•		•	•		
11 St John's	1912	U Qld					•	•			•	•		
12 King's	1912	U Qld									•	•		•
13 Women's	1914	U Qld			•				•					
14 St Leo's	1917	U Qld									•	•	•	
15 Wesley	1917	Sydney U									•			
16 Newman	1918	Melbourne U				•		•			•	•		





is a noticeable increase in references to both the Academic Resources Model and to the Peer Assistance Model. The former promotes academic support facilities and is especially amenable to website presentation and the latter may reflect the growing popularity of peer support as a concept coming out of both primary and secondary schooling.

#### **4.4 Mining the Data**

Data from 1994 and 2003 have been used to identify, locate and tally six models of academic support in university colleges and these will now be examined from the college level to the national level.

The first will examine the extent to which academic support, from college to college, appears to have developed or changed between 1994 and 2003. The second analysis will examine cross sectionally what emerges from the data regarding the six categories of academic support over the same decade. Thirdly, more general observations will be made.

#### **4.5 Changes in Academic Support 1994 – 2003**

From the outset, it is important to note that many colleges refer to more than one model especially over two points of reference ten years apart. This enables some analysis of developments in what colleges claim to offer in academic support. For example, it enables a distinction to be made between those colleges that exhibit major change in their academic support profile between 1994 and 2003, those that exhibit minor change, and those that

indicate no change at all.

Tables 4.5.1, 4.5.2 and 4.5.3 note these changes. Degrees of change are generally characterized by a progression from closely matching red and blue dots, indicative of continuity and similarity, to a greater spread between red and blue dots, indicative of greater and greater change in models in the second and third tables respectively. Where colleges that exhibit academic support profiles in 1994 are not complemented by an entry for 2003, they are assumed not to have changed and are therefore included. Table 4.5.1 below lists those colleges that exhibit no discernable change in their espoused model of academic support over this period.

**Table 4.5.1 List of Colleges with No Change in Academic Support Models between 1994 and 2003**

			Academic Support Models: 1994 and 2003											
			1		2		3		4		5		6	
			1	2	1	2	1	2	1	2	1	2	1	2
			9	0	9	0	9	0	9	0	9	0	9	0
			9	0	9	0	9	0	9	0	9	0	9	0
<i>College</i>	<i>Year</i>	<i>University</i>	4	3	4	3	4	3	4	3	4	3	4	3
6 Janet Clarke	1886	Melbourne U									•	•		
7 Queen's	1887	Melbourne U									•	•		
8 Hawkesbury	1891	UWS									•			
11 St John's	1912	U Qld					•	•			•	•		
13 Women's	1914	U Qld			•				•					
15 Wesley	1917	Sydney U									•			
19 Sancta Sophia	1926	Sydney U									•	•		



[illegible]



see the need for further change.

**Table 4.5.2 List of Colleges with Minor Change in Academic Support Models between 1994 and 2003**

			Academic Support Models: 1994 and 2003											
			1		2		3		4		5		6	
			1	2	1	2	1	2	1	2	1	2	1	2
			9	0	9	0	9	0	9	0	9	0	9	0
			9	0	9	0	9	0	9	0	9	0	9	0
<i>College</i>	<i>Year</i>	<i>University</i>	4	3	4	3	4	3	4	3	4	3	4	3
9 Women's	1892	Sydney U									•	•		
10 Emmanuel	1911	U Qld							•		•	•		
14 St Leo's	1917	U Qld									•	•	•	
23 St George's	1931	UWA			•		•				•	•		
35 StThomasMore	1955	UWA					•		•		•	•		
49 St Hilda's	1964	Melbourne U							•		•	•		
51 Burton&Garran	1965	ANU									•	•	•	

The seven colleges listed in the table above exhibit minor change in their academic support profile between 1994 and 2003 and, consequently, the blue dots of 1994 are more spread out. Where there are red dots denoting 2003 entries, they appear under Model Five. The element of change appears to be more a shedding of references to other models in the 1994 data. This may be the clearest indication yet that, in 2003, the emphasis on academic support in attracting the prospective student remains the Academic Intervention Model. Table 4.5.3 below looks at those colleges that exhibit more major change in

academic support between 1994 and 2003.

**Table 4.5.3 List of Colleges with Major Change in Academic Support Models between 1994 and 2003**

			Academic Support Models: 1994 and 2003											
			1		2		3		4		5		6	
			1	2	1	2	1	2	1	2	1	2	1	2
			9	0	9	0	9	0	9	0	9	0	9	0
			9	0	9	0	9	0	9	0	9	0	9	0
<i>College</i>	<i>Year</i>	<i>University</i>	4	3	4	3	4	3	4	3	4	3	4	3
1 St Paul's	1856	Sydney U	•			•		•				•		
2 St John's	1857	Sydney U						•	•			•		
3 St Andrew's	1870	Sydney U				•			•			•		
4 Trinity	1872	Melbourne U					•					•		•
5 Ormond	1881	Melbourne U			•							•		
12 King's	1912	U Qld									•	•		•
16 Newman	1918	Melbourne U				•		•			•	•		
17 St Mary's	1918	Melbourne U						•		•	•	•		
18 St Mark's	1918	Adelaide U				•		•			•			
20 Smith House	1926	UNE						•			•	•		
24 Duchesne	1937	U Qld	•						•			•		•
27 St Catherine's	1946	UWA				•					•	•		
29 Union	1947	U Qld						•			•	•		
32 Jane Franklin	1950	U Tas				•					•	•		
33 Lincoln	1950	Adelaide U									•	•		•
38 Basser	1959	UNSW							•			•		
40 Bruce	1961	ANU			•					•	•	•		



The data for 2003 in red is comparatively separated in the above table indicating not only the adoption of a greater variety of academic support models but also a trend away from the less interactive models of 1994. Model One becomes less prominent than Model Two, Model Two less prominent than Model Three and so on. Model Six reverses this trend by being less prominent than Models Five, Four and Three. The Peer Assistance Model gains ten new recognitions in colleges in 2003.

The fact that 58 per cent of colleges maintain adherence to the Academic Intervention Model in both 1994 and 2003 certainly confirms its overall predominance as the traditional model of academic support in university colleges. This figure is made up of 31 per cent from the 'no change' category, seven per cent from the 'little change' category and 20 per cent from colleges that continue this allegiance while also adopting other models.

#### **4.6 Academic Support Models: Cross-Sectional Analysis**

The six models may be further characterized in terms of their potential for interaction amongst residents, their potential to provide motivation, their capacity to reach students individually and their capacity to be available to all students.

Potential for interaction is the extent to which the academic model by its nature leads to points of interaction amongst residents in academic support activity and dialogue. Potential for motivation is the extent to which the academic model creates encouragement, focus and drive amongst students in college. The capacity to reach individual students is measured according to the nature and purpose of the delivery of the support model. Capacity to engage all residents refers to the potential for the model to support as many residents as possible. Table 4.6.1 presents the template that will be used to evaluate the six identified models against the four facets of interactivity, motivation, individuality and availability introduced above. Each model is given a low, medium or high rating against each of the four facets.

**Table 4.6.1 Matrix of Four Facets of Academic Support Models in the Residential Context**

Academic Support Model	Potential for Academic Interaction	Potential for Academic Motivation	Direction Towards Individuals	Capacity to Engage All Students
	LOW MED HIGH	LOW MED HIGH	LOW MED HIGH	LOW MED HIGH
1 Spiritual				
2 Incentive				
3 Resources				
4 Environment				
5 Intervention				
6 Peer Assist				

#### **4.6.1 The Spiritual Model**

Generally, more than 50 per cent of Colleges are denominationally based. Whilst only six colleges actually make mention of a religious basis to underpinning learning support, it would nonetheless be reasonable to assume

that many more colleges give some thought to the possible relationship between spiritual needs and the academic support of residents. However, this model is restricted to those colleges that have a denominational basis and there seems to be a trend away from proffering it as an ongoing model. It has rarely been referred to in college literature over the past decade and it hardly surfaces at all in more recent web based literature aimed at attracting residents. In 1994 five per cent of colleges made reference to this model as a source of academic support. In 2003, none of these colleges has used its website to express the spiritual model mentioned in 1994. Only one per cent of colleges, namely St. Raphael's College (JCU), used the web for the first time in 2003 to reflect a spiritual orientation in its provision of academic support. Table 4.6.2 below places the Spiritual Model of academic support on a matrix that weighs its rating against the four facets used to measure collegiate academic support.

**Table 4.6.2 The Spiritual Model - Four Facets of Academic Support**

Academic Support Model	Av. Frequency	Potential for Academic Interaction	Potential for Academic Motivation	Direction Towards Individuals	Capacity to Engage All Students
		LOW MED HIGH	LOW MED HIGH	LOW MED HIGH	LOW MED HIGH
1 Spiritual	3%	*	*	*	*

As a model based on values and ideals, as distinct from concrete activities and resources, it is characterized by a low level of academic interaction amongst residents although it may be characterized as having a certain potential for academic motivation. In fact it may be argued that the promotion of ideals and values is aimed directly at encouraging a sense of purpose. On the other hand,



it would be reasonable to assume that spiritual ideals, as an element in college that is academically supportive, would have the capacity to impact on relatively few residents. It neither focuses on the academic needs of the individual nor actively engages in the pursuit of specifically designed academic support activities. It may require an individual response but is not delivered as a form of support on a one to one basis.

#### 4.6.2 The Academic Incentive/Disincentive Model

Table 4.6.3 below places the Academic Incentive/Disincentive Model on a matrix that weighs its rating against the four facets used to measure collegiate academic support.

**Table 4.6.3 The Academic Incentive/Disincentive Model – Four Facets of Academic Support**

Academic Support Model	Av. Freq	Potential for Academic Interaction	Potential for Academic Motivation	Direction Towards Individuals	Capacity to Engage All Students
		LOW MED HIGH	LOW MED HIGH	LOW MED HIGH	LOW MED HIGH
2 Incentive/Disincentive	7%	*	*	*	*

Broadly speaking, this model is normally associated with colleges that place a high priority on academic excellence. At least two colleges are prepared to penalize students for poor academic performance by threatening residential exclusion. The promotion of academic excellence at each extreme, incentives for the best at one end and penalties for the worst at the other, would seem to leave a significant gap in the middle in bringing academic support to the greater majority of students unless filled by the use of other models.

It is a model that is, by definition, directly limited to few residents in any one college. It is in fact designed to attract and encourage academic excellence and not designed with the broader aim of bringing academic assistance to *the many*. Therefore it may be characterized as relatively low in student interaction as well as the capacity to engage all residents. It is clearly, however, aimed at motivating many if ultimately only rewarding few.

The process of reward or incentive is seen as academically supportive in this model because it creates motivation, drive and healthy competition amongst students. If motivation through competition towards excellence is its main purpose then, although likely to engage only a minority of students in that competition, its directedness towards the individually motivated and excellent students needs to be noted at least to a moderate degree.

#### 4.6.3 The Academic Resources Model

Table 4.6.4 below places the Academic Resources Model of academic support on a matrix that weighs its rating against the four facets used to measure collegiate academic support.

**Table 4.6.4 The Academic Resources Model - Four Facets of Academic Support**

Academic Support Model	Av. Frequency	Potential for Academic Interaction	Potential for Academic Motivation	Direction Towards Individuals	Capacity to Engage All Students
		LOW MED HIGH	LOW MED HIGH	LOW MED HIGH	LOW MED HIGH
3 Resources	11%	*	*	*	*

Model Three – The Academic Resources Model has more than doubled from seven per cent to 15 per cent between 1994 and 2003. The greater emphasis on academic support available through the provision of facilities such as computer rooms and on-line access, library, study and seminar rooms is more conducive in 2003 to website presentation through audio-visual techniques as well as to live viewing by visitors and especially potential residents of the college.

Whilst not interactive in itself, this model does provide the tools and space for interaction. It may be argued that interaction between students requires certain facilities and resources beyond private study bedrooms and that this model is responsible for creating a reasonable if not a high degree of interaction. Similarly, academic support facilities and resources may assist in motivating students to a reasonable degree and thereby provide academic support. Access to computer room and libraries as well as the services they provide may motivate students just as it assists and supports them. The academic resources offered by colleges are seen to be available to all residents although not delivered on an individual basis.

Colleges are generally seen to give more academic support to residents the more they can boast a greater range of academic resources and facilities around which students may interact. Exploration of the 85 websites available for colleges in July and August 2003 (See Appendix D) is in itself a projection by colleges of such facilities. In other words, the addition of online learning facilities to many residences in recent years has also brought with it the need

for colleges to use online promotion of their academic support facilities. This model is, in one sense, the most concrete and most apparent of all models of academic support discerned. However, without activity, usage and a supportive framework of people, facilities can remain less than concrete like an *empty schoolyard*.

#### 4.6.4 The Academic Environment Model

Table 4.6.5 below places the Academic Environment Model on a matrix that rates it against the four facets used to measure collegiate academic support.

**Table 4.6.5 The Academic Environment Model - Four Facets of Academic Support**

Academic Support Model	Av. Frequency	Potential for Academic Interaction	Potential for Academic Motivation	Direction Towards Individuals	Capacity to Engage All Students
		LOW MED HIGH	LOW MED HIGH	LOW MED HIGH	LOW MED HIGH
4 Environment	13.5%	*	*	*	*

Model Four – the Academic Environment Model, whilst exhibiting a decrease from 16% to 11% between 1994 and 2003, remains the second most frequently mentioned model because, perhaps, it seems to exhibit three unique facets. Firstly, the Academic Environment Model is characterized by the academic support that may come from aspects of college life that are not as available to students in other more private residential situations. Therefore, it is seen to be a generally interactive model where it stresses the importance of academically inclined activities such as debating, public speaking, guest speakers, forums and seminars. Such activities and the atmosphere that it

creates may provide some motivation for residents. Secondly, some colleges refer to their values as learning communities without describing aspects of college life itself. Thirdly, some focus on those events in college that do add an academic backdrop that strengthens those values. Fourthly, this results in an atmosphere and lifestyle where two hundred or so students live together and where academic activity is seen as the focus of residential life.

The relatively sharp decrease is due in part to the differences in the two sources of data from 1994 to 2003. Data in 1994 tend to underline values and ideals of the college academic environment because it arises from a handbook that is effectively a discourse among heads of colleges. However, it is more the activities themselves that seem more suitable to web designed communication in 2003 because they depict enjoyment, fulfilment and a socially as well as an academically supportive lifestyle. The creation of such an academic environment is seen to affect all residents at least to some extent as an underlining to more direct academic support they may receive.

#### **4.6.5 The Academic Intervention Model**

Table 4.6.6 below places the Academic Intervention Model on a matrix rating it against the four facets used to measure collegiate academic support.

**Table 4.6.6 Four Facets of Model Five – The Academic Intervention Model**

Academic Support Model	Av. Frequency	Potential for Academic Interaction	Potential for Academic Motivation	Direction Towards Individuals	Capacity to Engage All Students
		LOW MED HIGH	LOW MED HIGH	LOW MED HIGH	LOW MED HIGH
5 Intervention	71.5%	*	*	*	*

Despite a decrease from 77 per cent to 68 per cent in the number of colleges espousing this model between 1994 and 2003, Model Five – the Academic Intervention Model, remains the predominant model of academic support in university colleges and halls in Australia.

The tradition for many colleges to adopt this model has an historical rationale that has been noted in Chapter Two. It is a model that goes back to the earliest establishment of colleges in Australia where religious denominations competed for residential territory within universities and reflects as closely as possible the Oxford and Cambridge model of academic dissemination within the residential precincts and not just the lecture halls of Australian universities.

A further reason for its predominance as a model of academic support is that it is seen to give colleges a senior, experienced and research based profile that adds balance and reassures the college population by modelling academic achievement through a group of successful senior and postgraduate students. They may also model a productive student lifestyle for the larger group of younger and newer university students in college. In this regard, it is a model that reinforces the social and cultural support prescribed for a truly collegiate

residence prescribed in the Heads statement of academic support of 1991 and set out in 4.2 above. The presence of residents with such a role who are more senior to the peer group is often considered indispensable in assisting the Head and the administration to create and maintain academic strength, social health and overall residential harmony – thus its frequency as a model.

It was the early establishment of this model of academic support with its accent on structure, its formality, its hierarchy, its sense of authority and control that has barely been questioned. It is a model moderately high in interaction in its goal of providing a service for all students directed at the individual level as well as the group level. It can be seen as a model that creates a medium level of motivation through individual or small group learning relationships with more senior residents. It is for the most part an individually delivered form of support because, as noted earlier, intervention in this model means that new residents may expect, at some stage, to have their academic progress come to the attention of tutor in residence.

#### **4.6.6 The Peer Assistance Model**

Table 4.6.7 below places the Peer Assistance Model of academic support on a matrix that weighs its rating against the four facets used to measure collegiate academic support

**Table 4.6.7 The Peer Assistance Model - Four Facets of Academic Support**

Academic Support Model	Av. Frequency	Potential for Academic Interaction	Potential for Academic Motivation	Direction Towards Individuals	Capacity to Engage All Students
		LOW MED HIGH	LOW MED HIGH	LOW MED HIGH	LOW MED HIGH
6 Peer Assist	10%	*	*	*	*

Model Six – the Peer Assistance Model refers to the help and support that the general body of residents bring to each other. It is recognized and encouraged with or without reward. In some cases residents are assigned to each other through an administrative initiative often called a 'Buddy System' and in other cases it is a natural product and advantage of residential life that can be propagated through a process of recognition.

The Peer Assistance Model is a most highly interactive model of support amongst residents. In fact, if all the academic support interactions that take place amongst students in college could be measured, this model would doubtlessly be the most interactive by far. It sets out to encourage all residents to engage in academic support interaction. Unlike, but not incompatible with, Model Five however, this model is less hierarchical, less programmed and may be less obvious. Whilst increasing in frequency from 8% to 12% across established points of reference between 1994 and 2003, it is still only mentioned as a recognized and encouraged form of academic support by a minority of colleges. Some colleges, however, allude in broad terms to the benefits of living in a community where so many students share and support each other through commonality of purpose and diversity of interest.



Peer academic support is generally assumed to exist but not promoted by the majority of colleges. And yet it may well be the model that is most collegiate by definition. It is seen to be a natural product of the learning environment of university colleges and halls where students live and study together. They come home to each other in a mutual sense of a shared experience in a location close to or part of the central teaching campus of the university. The whole residential arrangement may become highly and organically supportive of a shared learning environment.

#### 4.7 Academic Support: Systemic Analysis

The assessments of each model against four facets of potential academic support are now brought together in Table 4.7.1.

**Table 4.7.1 Four Facets of Six Models of Academic Support in Order of Frequency of Occurrence**

Academic Support Model	Av. Freq	Potential for Academic Interaction	Potential for Academic Motivation	Direction Towards Individuals	Capacity to Engage All Students
		LOW MED HIGH	LOW MED HIGH	LOW MED HIGH	LOW MED HIGH
1 Spiritual	3%	*	*	*	*
2 Incentive	7%	*	*	*	*
3 Resources	11%	*	*	*	*
4 Environment	14%	*	*	*	*
5 Intervention	72%	*	*	*	*
6 Peer Assist	10%	*	*	*	*

The following observations can now be made. Firstly, the consistent dominance of the Academic Intervention Model across the four categories of academic support impact is predictable from all the previous data. What now emerges is the true extent of the predominance of this model, especially when considered

in terms of its raw number of mentions, or frequency, in both years. It is mentioned 143 times by colleges across both years and can be seen historically and traditionally as the most accepted, most understood and most institutionalised form of academic support. In fact, the support for this model is nearly twice that of all other models combined.

Secondly, there is another model that stands out as having high impact in academic support across the categories that may be summarized as interactive, motivational, individual and embracing all. This is the Peer Assistance Model. In fact, this model may exhibit higher impact in academic support across these categories than the Academic Intervention Model. However, the Peer Assistance Model is given attention by no more than 12% of colleges over the past decade. In addition, five of the eight colleges that include this model in their academic support profile in 1994 do so in a passive way only. Similarly, nine of the 12 colleges that allude to academic support through peer assistance in 2003 do so by referring to its natural existence in the residential college setting. Around five per cent of colleges only are proactive in encouraging and propagating peer assistance through either a formal program such as a Buddy System or through a more informal process of recognition. This model stands out from all the others in this examination of academic support models in the university residential context because its capacity to satisfy the four identified academic support facets. In fact, there is an inverse relationship between the sources of these academic support facets and their take up rates in colleges.

#### **4.8 Directions**

This leads to the following questions in the conclusion to this chapter. Can the Academic Intervention Model, therefore, be the only true model of academic support in the university residential context? It may be a model that remains attractive to college administrations (and parents) because it provides the security of a responsible structure, of authority and ownership of knowledge, hierarchy and seniority as well as a marketable service. What factors, too, have led to a relative lack of recognition of the Peer Assistance Model and the daily role of so much academic peer interaction in colleges? It may be that colleges are now beginning to realize more and more the benefits of recognizing and encouraging peer assistance as a equally sound academic model. The more recently established colleges over the past 15 years appear more than others to be paying some attention (See: Table 4.2) to the encouragement of peer assisted learning.

It is to the literature of the mentoring movement, subsuming the concept of peer assisted learning, that this study now turns for further insight.

## Chapter 5

# **An Overview of the Mentoring Literature**

---

For am I not your father's friend, and ready to find you a fast ship and sail with you myself? (Homer, *The Odyssey*, 1946: 45)

### **5.1 Introduction**

This chapter examines the mentoring literature, including the concept of mentoring, the origins and history of mentoring and its resurgence as a widely embraced approach to learning in recent decades. Special attention will then be paid to peer assisted learning and especially peer tutoring in higher education settings such as university residential halls. The literature relating to peer tutoring forms part of the more general body of literature concerning the mentoring movement. With the growth and recognition of mentoring activity over the past 25 years has come an accompanying rise in the research literature.

### **5.2 The Mentor**

The word *Mentor* first appears in Homer's *Odyssey* (Penguin: 1946) and refers to the character whose name is Mentor. He was an old friend of Odysseus

entrusted with his household and especially his son's welfare as Odysseus prepared to sail for Troy. Moreover, the spirit of mentoring may be specifically tied to the legendary conversation between the son of Odysseus, Telemachus, and the goddess Athene who approached him on the shore of Ithaca in the guise of Mentor to encourage and support him in his youthful despair. The key dialogue in the Penguin translation of Homer's *Odyssey* begins as follows:

Today has proved you, Telemachus, neither a coward nor a fool, nor destined to be such, if we are right in thinking that your father's manly vigour has descended to his son - and what a man he was in action and debate! No fear, then, that this journey of yours will end in farce or failure. ... You have every reason to feel that you will make success of the undertaking. ... **For am I not your father's friend, and ready to find you a fast ship and sail with you myself? ... I will soon collect a crew of volunteers in the city.** (Homer, *The Odyssey*, 1946: p44-45)

It was and is through great stories of fable, feat and heroism that the concept of the mentor, whether commonly acknowledged or not, has been mythologized since time immemorial.

### 5.3 The Origins of Mentoring

In the context of its ancient roots, embodied so dramatically and mythically in direct Homeric references, the origins of mentoring require very little further exploration. However, the origins of mentoring as a concept and activity, as distinct from its most ancient elevation in Homer, are timeless. Mentoring may be seen as *the way we learned before we learned*.

What seems important for this study is more the sense of continuity that may exist between those ancient roots and the many manifestations of modern day

mentoring. For example, the reference to collecting volunteers in the city in this passage bears an uncanny reference to a key activity in the modern day mentoring movement in the United States; that is, the recruitment of young urban professionals to role model and work closely with disadvantaged youth. Freedman (1993) refers to the connection between the ancient origins of mentoring and its application in this modern setting by saying “essentially, mentoring is depicted as child saving.” (Freedman, 1993: 19)

The term *child saving* can be seen here as more than child rescue or child salvation. In the broader and less melodramatic sense, child saving can be detected as a common theme that encircles or underlies all stories that depict the struggle to preserve and provide for the next generation. So broad is the concept that it may be detected throughout literature and may be applied to our overall sense of purpose and experience as human beings. The need we have for those born to us to be protected, nurtured, educated, made ready and then promised a better world engenders instincts in us all that are as undeniable as life itself. The need to protect, develop and give promise to the next generation goes to the very heart of mentoring.

In this sense, the reference to Mentor being the goddess Athene, in disguise, serves only to enrich and elevate the importance of the activity of encouraging the young Telemachus. Broadly speaking, it can be seen as *child saving*. Telemachus symbolizes the potential, the energy and the charged emotion of youth in need of wisdom, resources and personal assistance in the quest to find his father Odysseus who has been lost to him during his earlier formative

years. Through Mentor, the goddess Athene does not just give advice but also concrete assistance at the personal level.

Therefore, the reference to Mentor in *The Odyssey* does much more than provide one definition of mentoring that may be applied to the modern day movement. It has greater riches to offer, as much for its mythological and symbolic contribution to defining the notion and spirit of mentoring, as for its etymological derivation from the Greek word to *think* or *counsel*. Firstly, it represents the precise origin of the term itself *stood up* as it were in a story written circa 800BC about events dated circa 1250 BC. Secondly, it reflects what may be called the spirit of mentoring, both conveyed as a notion and elevated through the medium of an ancient Greek goddess. Thirdly, it bestows upon mentoring a deep, rich and ancient pedigree as an educational concept that has stood the test of time despite the most recent century of compulsory education and the growth of the teaching profession. As Freedman (1993) observes in these origins of mentoring “are the elevated qualities of the role revealed”. (Freedman,1993:32)

#### **5.4 Mentoring: A Recurrent Theme**

The same theme of mentoring as *child saving* or as a source of salvation and success recurs constantly in literature over the centuries and has been prolific in cinema and animated entertainment for all ages across all cultures. In concert with modern literature, it has been the relatively modern medium of cinema in the context of popular mass culture that confirms the widespread

recurrence of the mentoring theme. Interestingly, it was the silent movies of the earliest Hollywood years, around the First World War, that created a universal thirst for cinema entertainment and arising from this era was the first truly world wide celebrity – Charlie Chaplin. The greater majority of Chaplin's silent movies that became the staple diet of popular entertainment around the world in the war years were based on the idea of the *little fellow*, the underdog or the tramp dealing with adversity and somehow, if not succeeding, at least surviving hard times and oppression with laughter and spirit.

The very first Chaplin full-length feature film of six reels, *The Kid* (Chaplin 1921), dealt directly with *child saving* through both humour and pathos in the adoption of an orphan following the war and was received with unparalleled acclaim across all cultures, classes and generations. Subsequently, the Disney animated classics have been even more universally popular not only because the spoken language did not create a barrier to universal understanding but also because of the consistent inclusion of a mentoring or *child saving* figure. In addition to Merlin the Magician (*The Sword and the Stone*) some other examples include a rabbit (Thumper in *Bambi*), a cricket (Jiminy Cricket in *Pinocchio*) and a baboon (Rafiki in *The Lion King*). In each case the recurrent theme of *child saving* is most evident in these depictions of mentoring relationships. The term *child saving* in this breadth of examples and relationships reaches widely to encompass everything from the transmission of power and magic to the passing on of wisdom and advice, through experience, within an ongoing one to one relationship. In this regard, the pages of history in western culture are full of examples of mentoring relationships. The



mythological relationships between Mentor and Telemachus and between Merlin the Magician and Arthur have already been mentioned. We know from Plutarch that the young Alexander the Great was tutored, if not mentored, by Aristotle. Just a few years ago, letters written around 1790 by the first Governor of New South Wales, Captain Arthur Phillip, were found that demonstrate a correspondence with someone in England who would appear to be his adviser, guide and possible mentor. Other examples from history may also include Socrates and Plato, Lorenzo de Medici and Michelangelo, Hayden and Beethoven, Freud and Jung and Sartre and de Beauvoir (Freedman: 1993: 36). The assumption, in these pivotal examples, is that mentoring and achievement are directly associated.

It has become generally acceptable and fashionable for people in all contemporary walks of life to make reference to their mentor when referring to others who have helped them succeed or survive in life. How the meaning of the term *mentor* is generally perceived and understood in its most recent upsurge in popularity is most interesting. It is, on one hand, a private process in the relationship between two people, one of whom is seen by the other as a wise and trusted *advisor or guide* in simple dictionary terms. On the other hand, it seems to have grown a common set of attributes, in definition, that give it a shared public perception of what it is to be a mentor; so much so that one can be trained, on the basis of a shared understanding, to become a mentor. In fact, this seeming contradiction between mentoring as an informal, private and even personal process and as a formal, public and less personal process through programming and training of mentors requires considerable scrutiny

beginning with a closer look at its definition. As Freedman (1993) points out, the dictionary definition of mentor as a wise and trusted advisor or guide is inadequate in covering its many manifestations as a person to person activity throughout history, especially in its breadth of application and uses and as a growing movement in the world today.

### **5.5 Mentoring: A Modern History**

Prior to the advent of compulsory education in the 1870s, mentoring was taken for granted. After the introduction of state schooling, it became even more invisible as the ownership of learning was taken over by the teaching profession. Today, it is the teaching profession as well as business and community organizations that have suddenly discovered, organized and institutionalized mentoring. The same period of the last one hundred and fifty years coincides broadly with the development of the first Australian universities and their associated residential colleges as well as the introduction of compulsory education and the achievement of broader community literacy.

Freedman's (1993) coverage of the recent surge in the mentoring movement in the United States is concise and helpful as an insight into its growing potential and possibilities especially in the university residential context. He traces the development of the mentoring movement in much closer detail from the closing decades of the nineteenth century. In his introduction (1993), he sees the mentoring movement as having an emphasis on responsibility for others and being inherently a helpful critique of bureaucratic impersonality as well as

contributing to *broader* institutional revitalization. He points also to the mutual benefits that flow, in the spirit of the teacher as learner, when he states that mentoring is of essential importance not only for its direct contribution to youth but also for its effect on many volunteers.

### 5.5.1 Friendly Visiting

Around the same time that education was becoming compulsory in Australia, both Britain and America were quenching more universally their industrial thirst to be literate societies, an obscure set of campaigns known as Friendly Visiting sprang up as charitable societies based on the principles of scientific charity or offering possibilities through learning. The immediate aim was moral uplift, to raise the character and elevate the moral nature of the poor and the broader goal was to mitigate class tensions with bonds of sympathy by presenting the children of the poor with role models. As a movement it reflected the growing gap in industrial society between the urban lower classes in the slums of the new great cities and those who were better off, especially the growing numbers of educated and professional classes. Friendly Visiting collapsed by the turn of the century. Freedman (1993) notes that *friendly visitors* found it difficult to help the poor and that the genteel and sometimes patronizing outsiders discovered a population more inclined to turn to their friends and neighbours for solace. It may be that the dynamic of turning to one's equal or peers operates too at the socio-economic level but may not in anyway diminish the importance of mentoring across social, as well as cultural, age, education or economic boundaries at a the more private one to one level.

### 5.5.2 Big Brothers

In addition, the middle-class fight against poverty was giving way to the emergence of the social work profession that developed practice based on casework rather than introductions and relationships. However, another movement based on middle-class voluntarism and relationships quietly took form in the shadow of the growing professions and bureaucracies of the new century. The new movement known as Big Brothers was founded by a New York newspaperman, Ernest K. Coulter, who had become appalled at what he witnessed amongst youngsters brought before the courts. He is attributed with the following legendary quote taken from a speech at a men's club in 1904:

There is only one possible way to save that youngster, and that is to have some earnest, true man volunteer to be his big brother, to look after him, help him to do right, make the little chap feel that there is at least one human being in this great city who takes a personal interest in him; who cares whether he lives or dies. .... I call for a volunteer. (Beiswinger 1985)

The epilogue is that, in fact, thirty-nine volunteers signed up immediately and became the first Big Brothers and despite some initial frustrations, the Big Brother/Big Sister movement was established as a federation in 1921 and caught on as a movement. Unlike Friendly Visiting, this movement was not replaced by professional services because it remained more realistic in its aims and claims and more professional in its own outlook. (Beiswinger: 1985: 34-35)

### 5.5.3 Today

There is an avalanche in mentoring activity today in business, education and the community as organizations take hold of and design it to their purposes. It has already been noted how the City Of New York has invoked the spirit of mentoring through its community organizations for youth and how some of the larger American corporations have embraced the concept. As Falchikov (2001) points out:

There is a plethora of web-based information about mentoring. (Falchikov 2001)

Falchikov (2001), who sees mentoring as quite distinct from tutoring, nonetheless only sees it in terms of formally presented, teacher organized, programmes:

As with other forms of peer tutoring, it is recommended that mentors receive training before embarking upon mentoring activities, and that they be supported throughout by teachers. However, in spite of the importance of organization and tutor training to the success of mentoring, there is relatively little web-based information about its organization and implementation. (Falchikov, 2001: 41)

Falchikov's (2001) purpose, however, is to focus upon peer tutoring as one area of the world of mentoring, or vice versa in her case, from an organization and implementation viewpoint. For her, neither tutoring nor mentoring can exist properly outside the formal, highly categorized and organized efforts of the professional teacher. That it does exist beyond the classroom perhaps limits Falchikov's (2001) discussion of its true nature. The development and application of mentoring programmes as training tools in business and

education, has become a growth industry in its own right. The availability of some government funding for mentoring initiatives over the past decade has been partly responsible for this trend. In 2003, the Australian Government funded the phasing in of mentoring programmes throughout the community, under a scheme entitled the *Mentoring Marketplace*, to the extent of AU\$4 million.

The fundamental reasons lay in the attraction of mentoring as outlined by Falchikov (2001) above. Its inexpensive use of internal human resources versus training programmes from outside the organization makes it available as well as attractive. Rather than simply being seen somewhat cynically as a cheap fix for institutionalised training, it also had the credibility of its own ancient pedigree somehow rediscovered.

Suddenly, throughout the 1990s, people were referring to others in their lives as mentors. In fact, mentoring has become a *buzzword* over the past decade, only more recently to be replaced or at least interchanged with the term coach. From a recent advertisement in the Melbourne 'Age' for Coach Corp, consider the following copy:

Coaching & mentoring are the new 'foundation capabilities' for leaders and those responsible for teams. If you have a professional career background, you want to learn how to make the transition to coaching and mentoring and you like the idea of action learning and networking with like-minded people, the join the certificated ***Coach and Mentor Practice Program*** ... (*The Age*, Saturday, May 17, 2003, p42.)

One and two-day seminars on 'How to be a mentor', 'Mentoring made easy' and 'Best practice mentoring' have been advertised and promoted for

professionals through the print media and corporate mailing systems constantly since the mid nineties. This in turn has led to the establishment of both formal and informal networking groups interested in promoting and developing the use of mentoring as a learning concept in organizations. One example of a formal network is Mentoring Australia. Established in March 1999 to share ideas and support through electronic mail activity and conference activity, it originally comprised a membership of 25 individuals who, for the most part, came from university departments around the country.

All of this programming and networking for mentoring, despite its general tendency to ignore the ongoing value and reality of mentoring at the private, informal and unprogrammed level are very important. At one level or another they are aiming to encourage corporations and institutions to embrace the concept of mentoring in a way that will fit comfortably into the function and structure of the organisation. One of the most impressive programs held in Melbourne and Sydney in 2000 and 2001 was a three-day event that made the following call:

... the resurgence of mentoring places a time honoured practice at the cutting edge of cultural change in Australian organisations. (Unpublished commercial seminar flyer, May 2001)

These two lines demonstrate both the enigma and the attraction of mentoring within the training programmes of more and more organizations today. The resurgence of mentoring is just as intriguing for its suggestion that there was an earlier surge before returning to it at the *cutting edge of cultural change* in Australian organizations. The dual attraction of being old and well established

in business whilst new and *up to the minute* brings us back to the simple questions: Has not mentoring always existed? And If there were no mentoring programmes, would mentoring still exist?

## **5.6 Mentoring: Towards a Definition**

The literature pertaining to mentoring has increased voluminously over the past twenty-five years and especially over the past decade as the practice of mentoring has taken hold and become recognized and valued at a correspondingly rapid rate. The main sources of literature for mentoring in recent years arise from education, especially in the United Kingdom, from community activity, especially in the United States, and then from business more generally where it is often referred to in the literature as mentoring in organizations. Consequently, the literature tends to report on activities, programs and the results of case studies. Although passing deference is accorded to the ancient classical roots of mentoring by some writers such as Freedman (1993), Roberts (2000), Conway (1998) and Falchikov (2001), there is very little connection made with any broad definitional or theoretical base for mentoring.

An article published by Roberts (2000) entitled *Mentoring Revisited: a phenomenological reading of the literature*, for example, deals specifically with these problems of definition, especially as his stated purpose was to "...uncover mentoring's essential attributes" (Roberts, 2000: 146). Part of Roberts' approach, sensibly, is to ask how do you do this? Mentoring, it seems,



is more than a word and more than a concept. It is a human phenomenon that has now gathered pace overtly as a world movement. Roberts (2000) applies, appropriately, a phenomenological perspective. In summary, this is the description of objects as one experiences them in a pre-suppositionless way, in search of essential and possibly renewed meaning. He tackles the question of mentoring at the conceptual and experiential level and provides two helpful lists and a definition arising from his rediscovery of the literature (Roberts, 2000). However, these definitional data, based on the literature derived from case study reports, place little value on a theory or history of mentoring.

In fact, while Roberts (2000) does pay some attention to the lexical definition of the term mentor, he describes its origins in Homer as erroneous. He prefers to apply its reappearance in the modern era, some 3000 years later, as a more appropriate starting place noting that it did not enter common usage until 1750AD. The word mentoring has no significance for him, it seems, until it entered common usage 250 years ago. However, this was the time of the lexicon. It was the period in which the English language was defined and dictionaries were written. It followed two centuries of classical literature. It was a time when thousands of words were introduced into common usage. It was a world that, through the revolution of industry, was thirsting to become literate.

### **5.7 Interrogating Definitions**

Therefore, his resulting definition warrants interrogation. Roberts (2000) concludes that, after application of such an inductive, phenomenological

approach, mentoring may be located and best expressed as

... a formalised process whereby a more knowledgeable and experienced person actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that person's career and personal development. (Roberts: 2000: 162)

Two key aspects of his phenomenologically based definition are contained in the overall idea that mentoring firstly, is formalized and that, secondly, it is a process actuated by the mentor. Fundamentally, his definition is not only phenomenologically based but also phenomenologically restricted to organized and institutionalised mentoring programmes. It is a definition that restricts the reader to a relatively short history and gives no recognition to informal, private and personal mentoring that has always existed.

This approach has led to the adoption of definitions of mentoring in education that are fragmentary, superficial, institutionalised, and case sensitive if not case invented. For example, Rix and Gold (2000) recognize the current diversity in the definition debate, but decide to use a broad brush in order to accommodate their own definition arising from their case study. Roberts' (2000) use of phenomenology as a basis for exploring definitions of mentoring may represent the sum of his survey but may not necessarily be broad in scope. The sum of many individual cases, each restricted to the value of one experience only, may not necessarily provide a broad view. It has already been noted that Roberts (2000) denies that mentoring existed before about 1750AD and he accepts that his own study is in response to an Australian colleague who asked him "if mentoring works for me, need I agree with any other interpretations?" One

answer to this question may be to agree as long as it is indeed mentoring that is at work. This then returns us to the need for a broader, more shared understanding of the essence of mentoring.

Some typical definitions of mentoring arising from case study literature in organizations is reviewed and placed in the chronological order by Rolfe-Flett (2001):

Typically, it is a one-to-one relationship between a more experienced and a less experienced employee. It is based upon encouragement, constructive comments, openness, mutual trust, respect and a willingness to learn and share. (Spencer 1999)

Mentoring is the process by which an expert person facilitates learning in the mentee through the arrangement of specific learning experiences. (Tovey 1999)

A person who sponsors or supports another employee who is lower in the organization. (Robbins 2000)

An alliance of two people that creates a space for dialogue that results reflection, action and learning for both. (Rolfe-Flett: 2001)

The above samples apply specifically to business organizations and yet vary in breadth and jargon. In these samples, Spencer's (1999) definition has a more broadly applicable view of mentoring which might go beyond business organizations and come closest to a universally applicable definition more closely aligned with the ancient roots of mentoring.

In 1994, the British journal, *Mentoring* changed its name to *Mentoring and Tutoring* in recognition of two things. Following its first year of publication in 1993, with evidence of the growth in mentoring activity, it recognized that there was a readership beyond the world of education and teacher training. It also

recognized, in the adoption of the term *Tutoring* in the title, that a form of mentoring could be defined among equals or peers. As (Eggleston 1994) points out in his editorial,

Beyond teacher training there is a burgeoning international growth of mentoring and tutoring in other professional training and almost every other aspect of business and industrial training. It is taking place in community and youth programmes in schools, colleges and universities. Peer tutoring is a particularly strong growth area – delivered by employee to employee, student to student, pupil to pupil and adult to adult. (Eggleston: 1994: 3)

Clutterbuck (1994), in the first edition of *Mentoring and Tutoring*, states that, in modern times, mentoring has its roots firmly embedded in business. The apparent incongruity of such a statement; that is, that *roots* of mentoring and *modern times* seems contradictory. However, this may be explained by the emphasis of all case study literature on the modern phenomenon of formal or programmed mentoring. As Clutterbuck (1994) points out,

Until a couple of decades ago, mentoring simply happened. It wasn't organized and, unless you were a very good networker, it was a matter of potluck whether you obtained a mentor. The idea of formalizing these special relationships has only taken strong root in recent years. (Clutterbuck: 1994:19)

The formalization of mentoring has been politically driven in the United States in a way that has allowed government to deflect some responsibility for professional training by encouraging business corporations to embrace mentoring programmes. In the late eighties, President Bush appeared in a taped commercial endorsing mentoring. The City of New York declared the year 1989 as 'The Year of the Mentor'. From here, Freedman (1993) follows the corporate trail.

By 1990, a range of highly influential organizations and corporations, including Chrysler, Procter & Gamble, IBM, the United Way of America, the National Urban League, and the National Education Association were

aboard the mentoring juggernaut. At the same time, philanthropist Raymond Chambers created One to One to stimulate mentoring in communities around the country, while another new entity, One PLUS One, began promoting these efforts on television and in the press. In March, the first National Mentoring Conference was sponsored by private foundations, corporations, and the U.S. Department of Labor. (Freedman: 1993: 4)

The unassertive recognition by Clutterbuck (1994), that mentoring used to *simply happen* is a clear reminder that mentoring would still exist if there were no overt, formalized or organized mentoring programmes. Therefore, in moving towards a definition attempting to be as universal as possible, Conway's (1998) reflections, focusing specifically upon mentoring in the business context, are both interesting and quizzical:

There is no standard definition of the word 'mentor' outside of the dictionary, which refers to Odysseus entrusting his son Telemachus to the goddess Athene, who disguised herself as Mentor (an old male friend of Odysseus). Her function, we are told by Homer, was to be a wise councillor and helper to the youth. ... This leads us to the core of 'mentoring', which is that once the expectations and mechanics of the process of 'mentoring' are agreed, there is little to do but allow people to get on with it in their own way. (Conway, 1998: 13/14)

This definitional statement tends to foreground the inherent difficulty in business and education of placing narrow definitions upon a process that may be as universal and yet as individually unique as each mentoring relationship. Conway's (1998) need to set expectations and mechanics in a formal sense does at least recognize the personal and informal nature of mentoring.

## **5.8 Exploring Definitional Frameworks**

Nevertheless, the need for a definitional framework is clear. Roberts (2000) notes that many writers, Anderson and Shannon (1995), Carmin (1988), Donovan (1990), Fagan (1988) and Little (1992)) call for a clarification of the

concept of mentoring. As Levinson (1978) notes:

No word currently in use is adequate to convey the nature of the relationship ... Words such as counsellor or “guru” suggest the more subtle meanings, but they have other connotations that would be misleading. The term “mentor” is often used to mean teacher, advisor or sponsor. As we use the term it means all these things and more. (Levinson, 1978: 97)

In this regard, Caruso (1990) notes that many writers resist specific definitions in favour of referring to functions that occur within the relationship such as guiding, caring, nurturing, counselling and advising. Similarly, Stammers (1992) claims that there is no *single animal* called a mentor but rather a group of tasks associated with a role. In the same vein, Bush and Adam (1992) contend that attempts at definitional clarity are ephemeral and that the concept is elusive and resists simplistic labels. Dodgson (1992) shares the view that definitions vary from author to author.

Monaghan and Lunt (1992) advise against a prescriptive approach and, like other writers, suggest that a mentoring relationship can be viewed in many ways. They add, interestingly, that there is no platonic form of mentor because it always involves elements of a personal, caring and trusting relationship. This all tends to bring definitions of mentoring back to where it started – the lexicon. Parsloe (1995), in this regard, finds in the Oxford Dictionary the defining words, *wise and trusted guide or counsellor*, to be generally close to the classical analogy of mentoring and suggests a broad definition of mentoring as relationships that encourage learning. It may be argued that mentoring is timeless and each mentoring relationship is, on the one hand, universally understood as a learning dynamic, whilst individually different as a learning

relationship. In this context, Robert's (2000) reference earlier to Mentor in Homer's *Odyssey* needs to be seen as far from erroneous. It presents a classical concept of mentoring, a robust and highly idealised relationship that has attained mythical proportions in our culture. Freedman (1993) certainly draws more from this reflection upon these ancient beginnings than he does from its seat in the current lexicon.

On the one hand, this may all seem simply too broad given the many manifestations of mentoring as a person to person activity throughout history, and especially in its breadth of application and use as a burgeoning movement in the world today. On the other hand, and given this *definitional quagmire* (Haggerty, 1986), a framework that goes beyond a case study or working definition is needed. Such a definition should have the potential to accommodate a broader or more conceptual definition based on available research and be able also to *reach* to a universal definition of mentoring encompassing its genesis. *Reach* in this sense refers to definitional scope or depth. It begins at the relatively shallow end of dictionary definition, considers a range of working or case study definitions arising from practice and seeks the greater reaches of definitions that embrace mentoring universally across time as a constant force for learning.

## 5.9 Definitional Reach

This study takes special note of Roberts' (2000: 143) important question in looking at the mentoring literature as to *how much is enough?* Despite the

claim made by Anderson and Shannon (1995) that there are relatively few studies on mentoring, Caruso (1990) notes five years earlier in 1990 that, although academic writings on mentoring are recent, they include 225 conference papers, 150 doctoral dissertations and 65 books. However much literature is available, it would also be useful to have a framework within which the reach of each evaluation of mentoring could be identified for comparative and analytical purposes. Roberts (2000) takes note from Wittgenstein (1958) of the distinction between *information* (more facts) and *clarification* (sorting out). After the question of *information* is tackled or sufficient literature has been collected then the problem of *clarification* can be tackled.

This study proposes a framework for definitional reach that will examine 192 works over 25 years from 1997 until 2001. The method for identifying literature to be included will be by random selection. The need to bring the literature up to date beyond 2001, as an exercise completed in 2002, was seen as not necessary in achieving the aims of the survey. The aim is fundamentally definitional and broadly conceptual as distinct from developmental. In addition, the period of the survey was both extensive and recent enough for additional years to have no more than a minimal influence on the results especially in dealing with a concept that is ancient and timeless anyway. However, further random references are made to several writers beyond 2002 in order to confirm trends or otherwise.

From a base of three recognized authors from three different perspectives, the literature for inclusion will arise from their lists of further reading, references



and bibliographies. These three are Freedman (1993) from a broader community perspective in the US in the early nineties, Conway (1998) from a business organization point of view in the later nineties and Falchikov (2001) from a more recent higher education consideration. It is expected that a random process, based on this variation of perspective, will have uncovered clear trends in definitional reach in mentoring well before 200 works are considered. The proposed framework consists of *time* on one axis vertically and a number of *levels* and *sub levels* of definition set out horizontally. The former represents the quarter century from 1977 until 2001. The latter requires further discussion.

Most works embody definitions. Obviously, there are points of overlap, of direct similarity and of difference. As a first step in this process, the definitions of mentoring were categorized into three broad levels of definition in order to scope a framework for examining the depth or reach of writers in this field. It is proposed, therefore, that the concept of mentoring can be explored, understood and used at three levels of definition. These three broad levels of definition are the lexical, the phenomenological and the universal. The further a definition reaches across these three levels and their sub levels, the more embracing is the concept and history of mentoring seen to be defined.

### **5.9.1 The Lexical Reach of Definition**

The lexical category of definition or the meaning of the word refers to the basic dictionary styled definitions supplied by many writers as discussed earlier in

this chapter (See 5.6). Kemmerling (1999) observes that

A lexical definition simply reports the way in which a term is already used within a language community. The goal is to inform somebody else of the accepted meaning of the term, so the definition is more or less correct depending upon the accuracy with which it captures that usage. (Kemmerling: 1999: 2)

The suggestion here is twofold. Firstly, lexical definitions cannot be perfectly accurate as snapshots of usage and, secondly, usage over time may change definitions. As Carruthers (1992) points out,

With the passage of time and with the demands of the situations in which mentoring occurs, adaptations of the classical mentor/protégé dyad have proliferated in order to satisfy particular needs. (Carruthers: 1993: 11)

This leaves the reader to question when does mentoring stop occurring, if that is what had begun, as distinct from tutoring, coaching or simply teaching. What remains that defines mentoring at its unchanging heart?

Writers typically expand a simple dictionary reference to include other appropriate terms in addition to *wise* and *trusted* such as experienced, generous and possessing integrity. Some may go further again to suggest that these qualities, together with others, can be used as working definitions for the establishment of selection criteria for potential mentors. Table 5.9.1 below sets out the first reach of definition of mentoring, the lexical category, including three reaches of definition within it.

**Table 5.9.1 The Lexical Reach of Definition of Mentoring**

<b>1 Lexical</b>		
dictionary	expanded	working

### 5.9.2 The Phenomenological Reach of Definition

The phenomenological category of definition encompasses the very many writers who report cases studies. Of these, some go beyond their own case to suggest ways in which their results may be appropriate for practice in other settings and perhaps further still to create a paradigm for much broader application. Definitions based on a summary of the phenomenon of mentoring practice may not necessarily broaden definitions greatly or even get to the heart of mentoring if it is entirely based on current practice. This, by its own definition, is limited to a brief period of time and the fashion or trend of that time. It has already been noted that, despite the objections of writers such as Roberts (2000), mentoring as a practice is very ancient.

However, the sheer volume of case study writing about mentoring does allow for an examination of phenomenologically based definitions that may shed further light. Table 5.9.2 below sets out the second reach of definition of mentoring, the phenomenological category, including three reaches of definition within it.

**Table 5.9.2 The Phenomenological Reach of Definition of Mentoring**

<b>2 Phenomenological</b>		
case study	practice	paradigm

### 5.9.3 The Universal Reach of Definition

The universal category of definition goes beyond the world of present practice by linking all mentoring with vital aspects of its timeless and ongoing elements. These elements, properties and key characteristics of mentoring are discussed later, but are broadly recognized in Table 5.9.3 as understanding the personal, informal and timeless or classical nature of all mentoring relationships. They may exist in any one to one learning relationship that is recognized publicly such as teacher/student, master/apprentice or coach/athlete relationships, but essentially mentoring is seen to develop as a learning relationship that is private, personal and classical. It is classical in the sense that, even in each unique learning relationship, its private, personal and informal nature can be linked with a universal spirit of mentoring from its ancient roots to its more recent practice. Table 5.9.3 below sets out the third reach of definition of mentoring, the universal category, including three reaches of definition within it.

**Table 5.9.3 The Universal Reach of Definition of Mentoring**

<b>3 Universal</b>		
informal	personal	classical

### 5.9.4 The Combined Reach of Definition

The framework set out below in Table 5.9.4 combines and clearly depicts all three categories and their sub-categories in a logical order or reach of definition. The first category, lexical, is in nearest reach as a basic or standard,

if potentially superficial, exercise defining and using the term mentoring. The second category, phenomenological, uses the further reach of individual case studies, comparative practice and suggested paradigms to add to a definitive understanding of mentoring. The third category, universal, extends furthest to include writers who recognize that the concept of mentoring that goes beyond the reach of current practice to a recognition of its timeless, personal and universal nature. Table 5.9.4 below sets out the combined effect, therefore, of the reach of three categories in Tables 5.9.1, 5.9.2 and 5.9.3

**Table 5.9.4 The Combined Categories of Definition of Mentoring**

**Definitional Reach**

1 Lexical	2 Phenomenological	3 Universal
dictionary	expanded working case study practical paradigm	informal personal classical

## **5.10 Definitional Reach in the Literature of Mentoring**

Table 5.10.1 below sets out the extent of definitional reach by 192 writers in the 25 years from 1977 until 2001, plus nine more recent works, in relation to the definition of mentoring. Colours are used thematically to highlight the categories and sub-categories. The aim is to equate greater reach of definition with greater density of colour. Writers are listed chronologically and then alphabetically within each year.



Merriam

**1984** Alleman and Cochran

Burke

Clarke

Clawson and Kram

Farren

Kolb

**1985** Beiswinger

Cooper

Farlyo and Paludi

Gray and Gray

Kram

Reich

**1986** Alleman

Collin

Haensley and Edlind

Haggerty

Merriam

Raines

Wynch

**1987** Carsrud

East

Keele

Lawrie

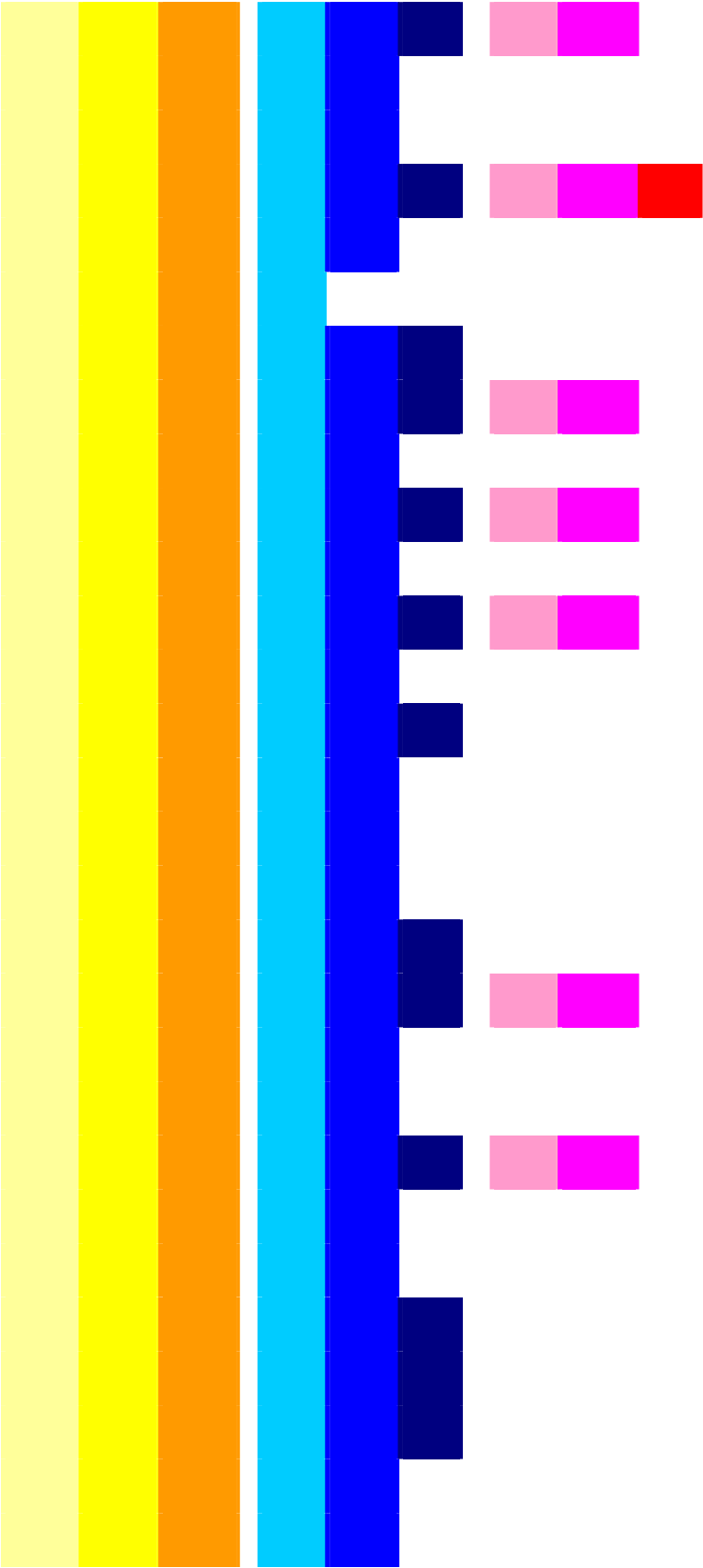
**1988** Carmin

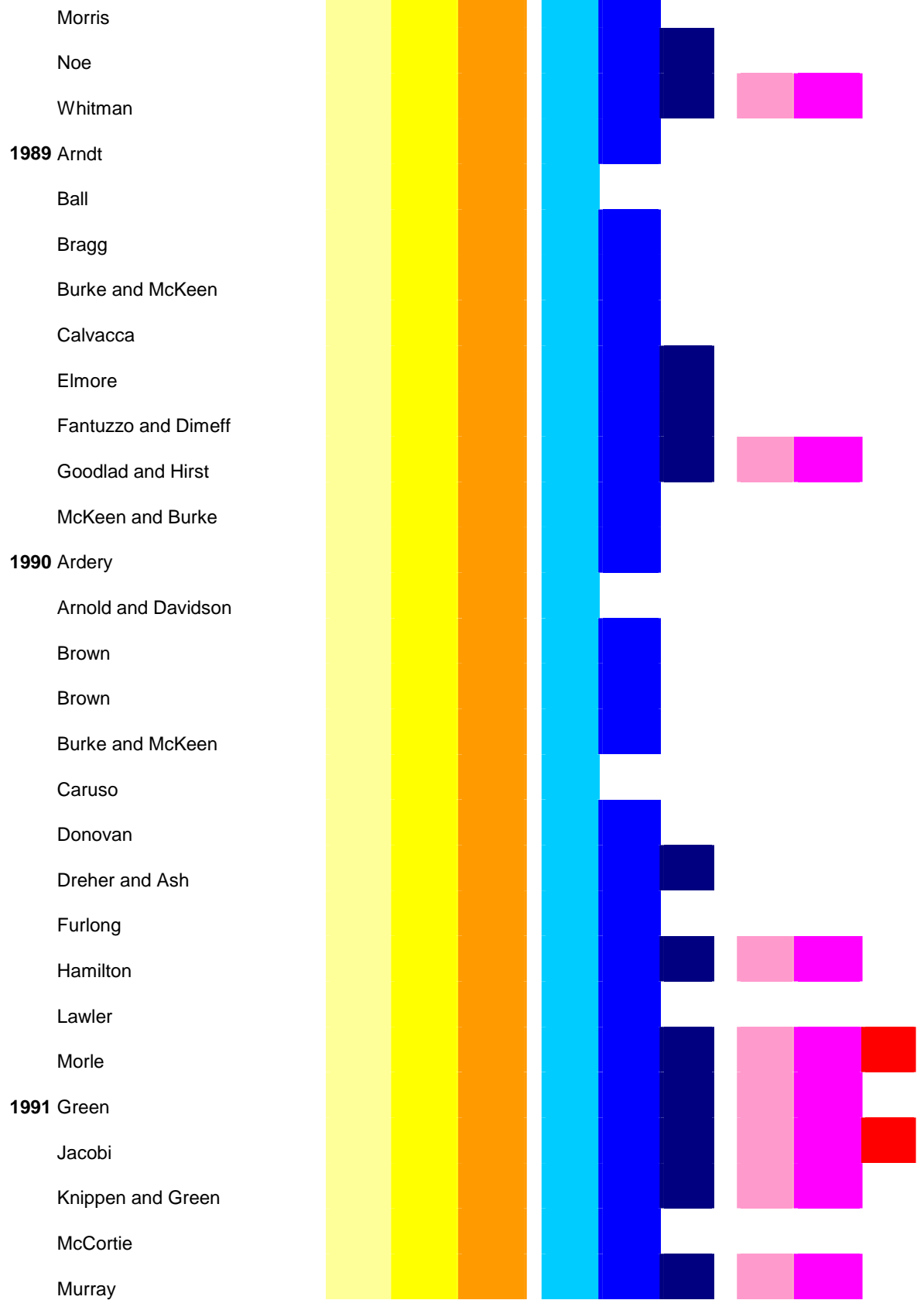
Colwill and Pollock

Fagan

Johnson

Megginson









Topping

**1995** Anderson and Shannon

Ballatyne and Hansford

Barnett

Blunt

Burton

Cohen

Dutton

Furlong and Maynard

Goodlad

Hale

Jarvis

Kalbfreisch and Shapiro

Kaye and Jacobson

Little

Megginson and Clutterbuck

Parsloe

Rolfe-Flett

Topping A

Topping B

Zey

**1996** Bell

Bennetts

Evans and Abbott

Gardiner

Hattie and Biggs

Scutt

Stephens

Watts



**1997 Bleach**

Engstrom and Mykletun

Field

Jossi

Long

Millwater and Yarrow

Ragins

Reid and Topping

**1998 Ambrose**

Cardow

Gardiner

Gay and Stephenson

Gulam and Zulfiqar

Kerka

Mihkelson

Roberts

Rolfe-Flett

Stidder and Hayes

**1999 Bond**

Burgess and Butcher

Clutterbuck

Daloz

Ellis and Granville

English

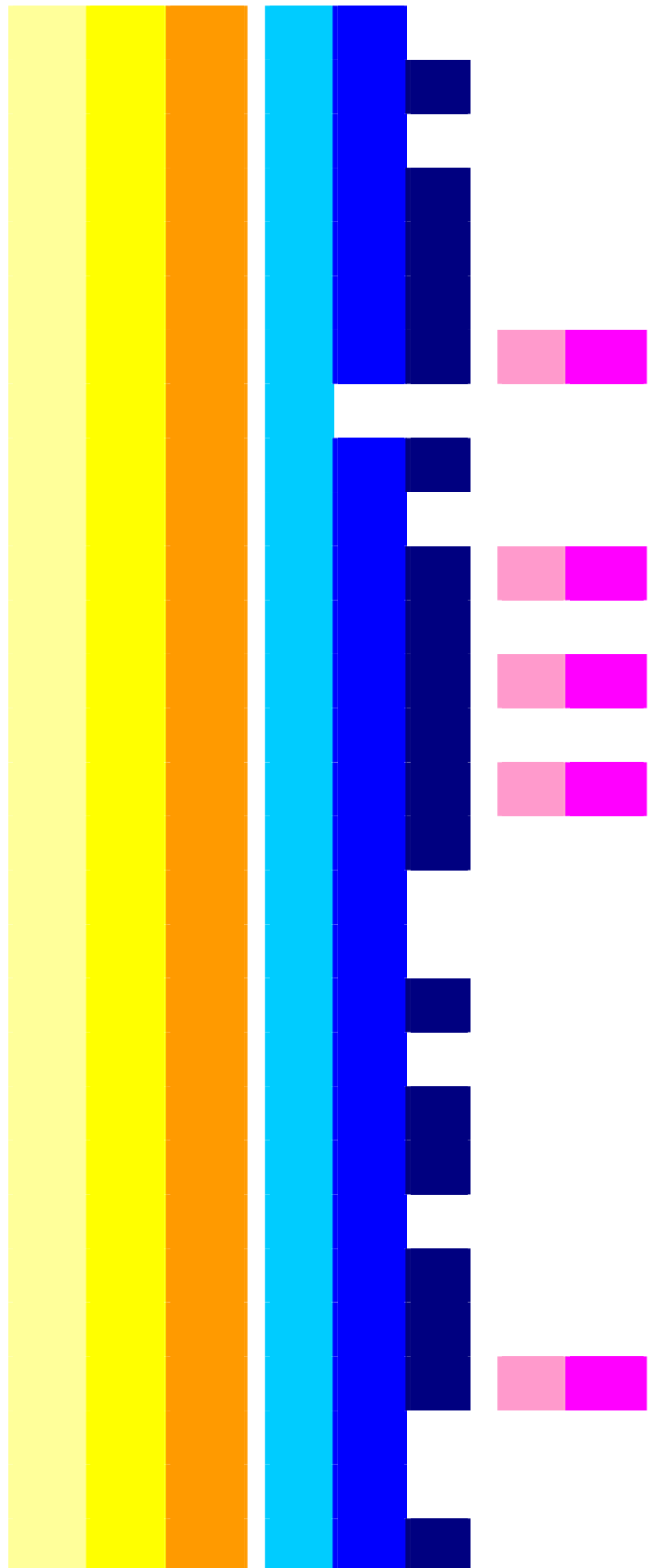
Hays

John and Gilchrist

Kemmerling

Miller and Packham

Mitchell







### 5.11 Discussion of Definitional Reach

The table above samples 192 published books, articles and other materials that discuss the concept of mentoring at some level between the years 1977 and 2001. As noted earlier, the aim was to survey, in 2002, the recent *generation* of mentoring literature to see broadly how this ancient practice is conceptually defined and dealt with by writers. Nine further references have been listed from 2002 until 2004 in order to monitor the continuum. The dominance of definitions confined to case studies continues in this random sample of writers in recent years. Fisher (2004: 72), in fact, intimates that informal mentoring outside of case study conditions needs questioning despite the fact that mentoring has occurred this way for centuries. Sigma (2004: 584), on the other hand, reminds us that recognition of mentors by those whom they mentor may be an important way of bringing to the surface the widespread generosity of so much mentoring that happens privately and powerfully. As he notes in recognition of one of his own mentors:

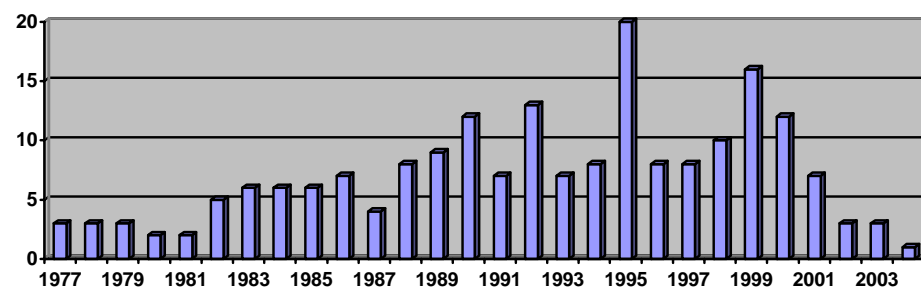
He was so open and accessible and so modest. (Sigma, 2004: 584)

There is also a substantial body of work that represents the unpublished exploration and application of mentoring throughout business, community and

education organizations. Many unpublished works address and embody definitions. In addition, many of the published writers above effectively borrow from the same sources and from each other but overall, despite points of overlap, of direct similarity and also of difference, the writers in Table 5.10.1 are sufficiently numerous and widespread enough to allow for a discussion and some understanding of trends in mentoring research and practice over this recent 25 year span. Hart (1998: 10) notes that “once sufficient literature has been collected, one may begin to tackle the problem of *understanding*”.

#### **5.11.1 Chronological Spread**

Prior to the actual examination of definitional reach arising from the above table, it is important to note the comparative volume of literature annually in each of the 25 years sampled from 1977 to 2001. The overall increase in the volume of literature exposes the influence that it has on the quality of literature. Much has been written about the sudden rise in interest and activity in mentoring over the past decade or so and Figure 5.11.1 below shows clearly such a trend resulting from the random exercise of reading authors according to their suggested further reading and their bibliographies. Each column represents the actual numbers of studies examined, in the total of 192 references, within the year noted on the horizontal axis.



**Figure 5.11.1: Volume of Mentoring Literature 1977– 2001 and Beyond**

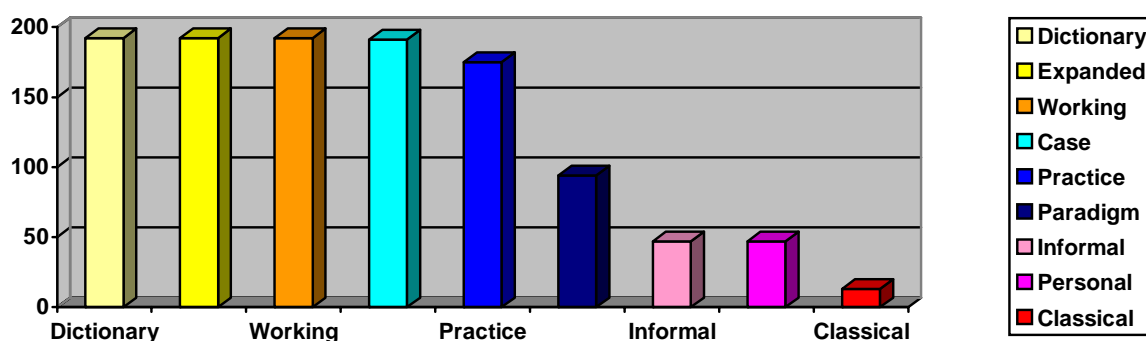
Publication volume may be said generally to reflect the amount of research material available in immediately preceding years. The year 1995 appears as the pinnacle in the 1990s. The years following tend to sustain these volumes of mentoring research without surpassing 1995. The reason for this *stand out* year may be the volume and success of contributions to the 2<sup>nd</sup> BP International Conference on Tutoring and Mentoring in London in March of that year. It had grown from the reputation of the first event and been supported by corporate sponsors to an extent never to be repeated. This generated significant momentum into the mentoring debate and other related issues world wide.

However, a great deal of the overall upsurge in mentoring literature through the nineties and past the millennium is tied to specific examples of practice in the form of case studies. In other words, the amount of research that explores the concept of mentoring itself is harder to find in the focus of these studies on the development and application of mentoring programmes. This trend is also reflected in the reach of definitions set out in figure 5.11.2 below where

relatively few of the same group of authors reach beyond practical definitions of mentoring. In short the upsurge in mentoring practice is reflected in the growing volume but not in the depth of understanding of mentoring over the past generation and especially through the nineties.

### 5.11.2 Overall Definitional Reach

Figure 5.11.2 below, therefore, shows the reach of definition according to the nine sublevels set out above across all 192 works.



**Figure 5.11.2 Overall Reach of Definition of Mentoring**

This graph depicts a total of 192 studies of mentoring that have been examined for content and especially their treatment or *reach* of definition. They are *stood up* several times in columns according to the numbers that reach out to broader and deeper definitions of mentoring. In summary, all 192 works go beyond the close reaches of lexical or dictionary definitions and more expanded and working definitions. Secondly, all items mention particular case studies and most of them (175) write about mentoring practice more generally. The thrust of research into mentoring in the nineties has been



phenomenologically based. While the implications for further practice are referred to in most of these case studies, less than half (94) go any further. Once research questions move beyond the reach of the practice and phenomenon of mentoring, the volume of research suddenly declines. Relatively few writers at the phenomenological levels go beyond immediate practice to propose broader paradigms of mentoring activity. In addition, the number of writers that engage in conceptual considerations or the construction of paradigms emanating from practice represents a departure point in research terms that is characterized by limited definitions of mentoring. It seems there is less need to explore the nature of mentoring when only one particular case study is the focus.

Similarly, the broader reaches of definition of mentoring; those that explore the universal nature of mentoring are discussed by even fewer writers. Only 47 studies of 192 studies over 25 years refer to the informal and personal characteristics of all mentoring relationships. Finally, only 13 writers or 6.77 per cent discuss its classical, timeless and lasting origins in real terms with a sense of direct link to their own research.

Seven writers from 2002 to 2004 included after the survey period confirm the increase in practice based research as well as the continued avoidance of a more challenging and deeper definitional debate. Typically, Leung and Bush (2003) do not discuss definitions at all and Gibson (2004) continues the observations of Roberts (2000) and others that there remains a lack of clarity surrounding definitions of mentoring when she notes:

The definitional conundrum limits our ability to apply findings ... there is a need to determine essential attributes ... (Gibson, 2004: 267).

The reasons for such a limited approach to understanding the greater dimensions of mentoring stem from a rush to use and report on the phenomenon of mentoring in the workplace, the classroom and the community without lingering to look more closely at the concept. Once some writers accept definitions arising from immediate experience only, then other writers tend to follow suit and challenge each other at the same levels of definition. What is required is an examination of a sample of writers who go behind the definitional framework set out in Table 5.10.1 above to see how they characterize mentoring in other ways.

### **5.12 Beyond a Definition of Mentoring**

Some writers go beyond a definitional stance in dealing with the concept of mentoring. Through a process of review or practice, they discuss in greater detail the nature of mentoring under headings such as *elements* or *properties* or *essential attributes* of mentoring. These lists of attributes, generally speaking, contain many similarities and overlap considerably. There has been very little cross-referencing take place from writer to writer in the overall discussion. Generally speaking, discussion has been loose and scattered and little thought has been given to the kind of debate needed to demonstrate a broader representation of the literature and the application of intellectual rigor. For example, it has already been noted that, whilst Rix and Gold (2000) recognize the current diversity in the debate, they decide to use a broad brush

in order to accommodate their own version based on one case study. In itself, the volume of input into the debate is encouraging but leads to an even greater need for academic rigor to replace the tendency towards individual opinion, arising from single case studies, to hold sway in such a fast moving and potentially complex range of experiences.

Despite his focus on the phenomenological and his unwillingness to recognize the existence of mentoring before the year 1750, Roberts (2000) does nonetheless accept the need for greater definitional clarity:

Ultimately, what becomes apparent on inspection of the literature, is that definitional clarity of mentoring is a problematic area. It is not that any of the above authors are incorrect; even attempting to claim such would be inconsistent with a phenomenological approach. It is rather that they do not share the same – or possibly even similar – perceptions of the mentoring phenomenon. It is a majority view – a consensus validation – may assist in assuaging the concern of those who ask that, if no definitional agreement exists, how do we know we are talking about the same thing? (Roberts, 2000: 149/50)

However, Roberts' call for consensual validation still remains in the domain of a phenomenological approach. His further call (Roberts, 2000: 150) for enhancing our understanding of the phenomenon of mentoring by seeking a consensus among writers on the essential attributes of mentoring is a process of distillation that may limit rather than enhance understanding. If further understanding of mentoring is to result from a process of stripping away elements that are not shared by all then there is simply less and less to share.

What is required is some attempt at distilling the broader number of features attributed to the nature of mentoring by a representative selection of writers.

This study examines four such writers, Roberts (2000), Freedman (1993), Conway (1998) and Falchikov (2001) who have been chosen against the following criteria. Firstly, each writer offers insights about the nature of mentoring that go beyond explanation and move into further exploration. Secondly, they represent a diversity of sectors in terms of mentoring across the community. Thirdly, they are writers who are more recent in terms of the list of writers set out in Table 5.10.1. Fourthly, they comprise a broadly international set of perspectives. Lastly, they are interested in definition in the sense that they seek to get to the heart of mentoring as an important medium for learning without relying only upon the experience of a single case study or a particular mentoring programme.

Freedman's (1993: xi) call for volunteers to mentor disaffected youth in the urban hinterlands of the USA is a call for community support when he recognizes that many Americans care about the fate of young people growing up in poverty. Freedman (1993) is discussed twice here in separate sections as he moves from general elements of mentoring to more specific properties. Conway (1998: 9) writes about the experience of mentoring in British organizations, noting that mentoring is one of the fastest-growing trends in management in the UK. Roberts (2000: 143) writes more generally about the concept of mentoring with a view to clarifying, through a phenomenological process of induction, what attributes of mentoring are shared by writers in his survey. Falchikov (2001: 40) writes from a British experience of teaching and includes an assessment of mentoring in the context of peer tutoring in higher education.

### 5.13 Freedman's Elements of Mentoring

In his view of mentoring, Freedman (1993: xi) refers to the general movement of young volunteer professionals assisting disadvantaged youth in programmes. He believes that the same fundamental dynamics of volunteerism, the dynamics of mutual benefit, can be applied to all mentoring situations. In fact, Freedman (1993:34-35) discerns at least three important common elements in any definition of mentoring that are characterized by mutuality. These are: achievement, nurturance and generativity (sic). These common elements are seen to fit the criteria of the more universal definition of mentoring. They are elements that reflect a private and even personal learning relationship which is, therefore, informal, even when initiated in a formal mentoring program. These elements may also be seen as universal in that they are boundless and timeless.

*Achievement* is seen in the classical examples of mentoring as the willingness to assist in order to ensure the achievement of an individual's progress, the achievement and fulfilment of potential and achievement as a platform for independent ongoing success. In the classical tradition, achievement is characterized by the way the "stories progress to happy endings." (Freedman: 1993: 34)

*Nurturance* is seen as the role the mentor plays in contributing to another journey, that of the personal development of another, conducting the protege towards adulthood. This is the mentor saying "I have been there before you."

According to Levinson (1978: 333/334), they are life lessons that are transitional to adulthood.

*Generativity* is seen as the need and desire to regenerate and to have a personal influence beyond one's time. It may well be tied to the biological urge to procreate or simply reflects life's great yearning for itself. In the classical examples, the mentoring relationships are intergenerational based on the assumption that the present generation has a responsibility for the next generation. However, generativity here is not necessarily restricted to a learning relationship between or across generations. It is linked more in meaning with the act of generating, of giving and even of making sacrifices for the sake of others without necessarily crossing generations at all.

It is a broad trio of human instincts that Freedman (1993) puts forward here as mentoring elements. They are quasi parental by nature and have an axiomatic ring of truth and universality. They relate closely to the constantly recurring instincts of adults towards younger people and even reflect Homer's ancient declaration by Mentor. However, they remain broad and share with Roberts (2000) the aim of distilling commonality. Just as Roberts (2000) is not prepared to go beyond the limits of case study data, both he and Freedman (1993), at this point, are tied to the conviction that mentoring simply has common and essential features in every case. The possibility that mentoring may be definable by different and unique qualities in each case is not given consideration.

## 5.14 Freedman's Properties of Mentoring

Freedman (1993:56-58), then goes on to consider six *attractive* properties that come with mentoring “amid a shortage of vehicles for matching spirit and need” amongst youth. The difference between his list of six *properties* and his set of three *elements* of mentoring outlined above is related to practicalities of purpose rather than levels of meaning. While his *elements* of mentoring refer to attitudinal stance, his six *properties*, set out below in Table 5.14.1, are intended to attract administrators towards the idea of using or valuing mentoring as a practical tool.

**Table 5.14.1 Freedman's Properties of Mentoring**

<b>Properties of Mentoring</b>	<b>Mentoring Is ...</b>	<b>Brief Description</b>	<b>Comments</b>
1	... simple	Can take problems overwhelming problems and focus on a 'one to one' basis with a youngster	Administratively easy and probably inexpensive way to provide youngsters with learning support through relatively close attention
2	... direct	Less red tape and no ongoing reliance on intermediaries so that direct and ready contact may be available	As the learning relationship is direct, contact will be agreed to without the complication of indirect participants in the process
3	... sympathetic	If seen as a mentor, the more senior participant can hardly be neutral or objective altogether and some level of personal commitment is certain	Sympathetic in this context means a willingness to give and share and listen and then support
4	... legitimate	It is a sanctioned role for adults or experienced ones to play in the lives of youth or the less experienced	Mentoring is made even more legitimate by its long history and by the identification of mentors by the mentee rather the vice-versa.
5	... bounded	The relationship has boundaries that reflect commitment with agreed distance and no obligations as with family	The concept of 'bounded' commitment is protective of both parties. It allows for appropriate levels of distance that can create rather than diminish trust.  It allows potential mentors to feel more ready to adopt a mentoring stance and their protégés to know that there are limits

6	... plastic	Accommodating individual and personalities on the individual basis in which friendship generally works. This allows for differences as well similarities, smaller as well greater levels of commitment.	The use of the word plastic here seems unusual but it really means broad flexibility for individuals to 'fit in'. It may underline the very essence of 'one to one' learning; that is, that we are all different in the tradition of individual achievement, progress and optimism.
---	-------------	---	---

It has been noted that the above properties are not elements in the sense that they represent a perspective associated with the essence of mentoring. Rather, as properties or features, they may be considered to be one version of the practical advantages that make mentoring attractive for use in a variety of settings. Nonetheless, they represent insights about mentoring that do go beyond definition and add to the overall universality as well as applicability of the concept. In short, mentoring is practically worthwhile because it is simple, direct, sympathetic, legitimate, bounded and plastic. In this regard, these *properties* may be seen to arise from the more private, informal aspects of mentoring that constitute the universal definitions of the concept explored earlier. In fact, all six of Freedman's properties reflect *one to one* learning properties. They are the properties that belong between the two people concerned and not the properties of mentoring programmes that are established within organizations, where mentors are trained before they are mentors. Indeed, it may be said that these properties are the very features that have allowed mentoring to exist as a learning dynamic since time immemorial, to co-exist and perhaps grow unnoticeably over the past 125 years with the institution of compulsory education in most western countries. It continues to strengthen because of its phenomenal upsurge in business and education.



In the overall history of mentoring, these properties can be seen as private, personal and universal. The seeming contradiction between the terms personal and universal should not be confused with the distinctions between individual and group. It is at all not a contradiction for the evidence of rewarding personal and private relationships to be seen as a universal phenomenon. Writers like Freedman (1993) see mentoring in this way; that is that it is a one-on-one learning relationship. This is also the case in eastern traditions. Brofenbrenner (1993) in reflections upon Japanese traditions describes mentoring as

... a one-to-one relationship between a pair of unrelated individuals, usually of different ages, and is developmental in nature. (Freedman, 1993: 31)

Rarely do writers refer to the concept of *group mentoring* as distinct from *group tutoring*, and where it is mentioned it is more likely to be defined as tutoring, coaching or simply teaching.

The *elements* and properties of mentoring put forward by Freedman (1993) seem tied to a more universal definition. He recognizes that mentoring has ancient roots that are therefore classical in origins as well as private and personal in their dimensions. Freedman (1993) does not address the question of the formal or informal nature of mentoring. On one hand, his recognition of its personal and private qualities universally would indicate that he appreciates that mentoring relationships do develop informally without any interference as a constant learning force. On the other, his own background as a mentoring practitioner indicates that he also values the importance of training mentors and matching them with youths in need as a formal programme.

### 5.15 Conway's Applications of Mentoring in Organizations

Conway (1998) considers mentoring as a concept in the culture of organizations in order to promote its value as an agent for learning, for business development and for a competitive edge. Consequently, he is particularly interested in espousing and listing the variety of things that mentoring can do for an organization. He refers to this list as a wide variety of *applications*. In fact he lists 15 such *applications* that are set out below:

- Helps induct new staff more quickly
- Improves recruitment and retention of key people
- Assists in identifying potential more effectively
- Helps in identifying key competencies
- Encourages diversity in the workplace
- Helps in the speedy absorption of new entrants
- Gives recruitment and retention benefits
- Aids improved organizational communication
- Enhances the transfer of skills
- Improves leadership and management succession
- Improves productivity
- Is a cost-effective development method
- Can enhance competitive edge
- Can be a stabilizing factor in times of corporate change
- Develops global managers (Conway, 1998: 9/10)

This list raises a number of questions regarding order and substance. It seems to be a list that in essence considers the benefits of mentoring in the corporate environment. Conway (1998) uses a number of case studies of businesses in Britain where such applications or benefits are evident. However, there is apparent repetition in his list such as the closeness in meaning of *helps induct new staff more quickly* and *helps the speedy absorption of new entrants* as well as *improves recruitment and retention of key people* and *gives recruitment and retention benefits*. Fundamentally, his list is designed to sell the idea of

mentoring to businesses for its effective applications and results. Even here, one needs to question why Conway (1998) would place the fundamental selling point that mentoring *improves productivity* so far down the list.

Despite these questions, it is important to note that Conway (1998) considers the power of mentoring in the business organization setting. Furthermore, in his commitment to its development as a concept in that setting, he does appreciate its inherently informal nature and its ultimately private state:

We talk a lot about the learning organization, but it is still worth remembering that it is people who learn and usually from each other. Traditionally, 'quality' learning has often been perceived as being undertaken in a formal, classroom or business school environment. There is a move today towards ... (Conway: 1998: 5)

and

It is important that mentoring relationships are private ones. ... This is a delicate area. If the organization 'over-policies' the mentoring scheme, then the privacy that is essential to the relationship can be jeopardized. (Conway: 1998: 15)

In essence, Conway (1998) sees mentoring as an informal process in the sense that it is learning outside the formal classroom setting, even if formally established as a programme within an organization. However, the comments above indicate that, even in a formalized mentoring programme within an organization, he recognizes that the elements of privacy and trust take mentoring relationships beyond the controls of formality and into the private, personal and informal attributes that are the hallmarks of friendship, support and trust between any two individuals. He, in fact, insists that the element of trust cannot be tampered with in setting up corporate mentoring programmes:

Confidentiality is the bedrock of any mentoring relationship and cannot be risked. So the scheme managers have a tricky task in keeping tabs on

what is happening without prying into what is rightly the property of the mentoring relationship. (Conway: 1998: 15)

Interestingly, it is not Conway's (1998) list of *applications* of mentoring that characterize his views about the definitive nature of mentoring, but more his discussion about the nature of one on one mentoring relationships in the corporate setting that indicates his understanding of its personal, private and informal nature that, in turn, links corporate mentoring with its universal qualities, its classical origins and reach of definition.

### **5.16 Roberts' Essential Attributes of Mentoring**

With a view to bringing order to the debate on the definition of mentoring Roberts (2000) lists the *essential attributes* thus:

From a phenomenological reading (sic) of the literature collated, the essential attributes of mentoring have been inductively found as:

1. a process form
2. an active relationship
3. a helping process
4. a teacher-learning process
5. reflective practice
6. career and personal development process
7. a formalized process
8. a role constructed by or for a mentor. (Roberts, 2000: 151)

Upon closer examination, this list is no more than a generic description of certain attributes that mentoring may share with any number of other activities. The process used by Roberts to distil a clear definition of mentoring is flawed from the beginning. His definitional process is such that by considering the common elements shared by other writers who write about mentoring as they

experience it (that is, phenomenologically), he simply asks no questions. He collects the experiences of mentoring practitioners and arrives, with no real scrutiny, at a set of attributes that all seem to share. It could be argued that this results in a watering down process rather than a refining one. For example, the first attribute listed, *a process form*, is so generic that it can be said to be an essential attribute of many learning relationships. The same can be said of virtually all other attributes on this list especially *an active relationship*, *a helping process*, *a teacher-learning process* and *a reflective practice*.

Roberts makes it clear (2000: 150) that all of the above attributes are accurate reflections of the contents of his survey of writers. Accurate they may be but he does not question their adequacy. For example, the last two attributes, namely, *a formalized process* and *a role constructed by and for a mentor* may stem from an accurate representation of his survey of writers, all of who write from a case study perspective. This is applied phenomenology in the form of planned, constructed and applied mentoring programmes. Roberts considers only the formal mentoring programme where, for the most part, mentors come first in the process through training and then placement with a protégé. At no stage does he raise the question as to whether mentoring may exist as an informal process. Nor does he entertain the possibility that the person mentored may activate or at least confirm the process. Not only does Roberts (1999) believe that mentoring could not have existed before 1750 AD but he is also unwilling to consider that it may be examined in any form other than a formally organized programme.

It was the limitations of Roberts' approach to defining mentoring that, to some extent, prompted a closer examination (See 5.7) of the current debate surrounding concepts of mentoring. After a closer consideration of his contribution to the debate, those limitations are confirmed by the restricted parameters he applies to his collection of evidence. He relies on phenomenology alone. He assembles but does not question his data, examines them for similarities and then expresses his results in terms of *essentials*. Above all, he insists that mentoring can only be a formal process that may be defined in each case by the extent to which it *works for me*. (Roberts, 2000: 147)

### **5.17 Falchikov's Benefits of Peer Tutoring**

Falchikov (2001: 1&40) focuses on peer learning in higher education. She, in fact, sees mentoring especially in the higher education setting as a completely different activity because a mentor is usually someone older and in a non-peer group. The term peer mentoring, therefore, does not exist for her and may constitute a contradiction in her terms. The distinctions between mentoring and tutoring and between the same or different generations may be characterized by obvious differences. Mentoring is more distinctly a one to one learning relationship that involves a degree of guardianship and logically assumes the influence of an older and more experienced person as mentor. Tutoring may be one to one but is defined as direct teaching with no necessary element of guardianship. Therefore, according to this view, peer tutoring escapes the need to be compared with mentoring on two grounds. Firstly, unlike mentoring, peer

tutoring is fundamentally same generational according to Falchikov (2001: 40) and, secondly, it involves direct teaching and passing on of knowledge without involving guardianship. Peer tutoring is not seen as part of the cycle and learning in life that is broadly associated with *child saving*.

However, despite these apparent differences in definition, peer tutoring amongst students in particular shares strong common ground with the concept of mentoring. It is in this context that Falchikov's *Benefits of Peer Tutoring* are not out of place in this review. In fact, any assessment of the outcomes or benefits that students gain in the process of peer tutoring is vital to an understanding of its possibilities as an academic support model in the university residential context. Therefore, despite obvious points of departure within the concept of mentoring, it is fitting that peer tutoring in higher education, especially in the shared network of academic support amongst university students living in college, comes from a shared definition of mentoring arising from associated literature.

Falkichov (2001: 67f) spends a chapter categorizing the beneficial effects of peer tutoring. Her main aim, in so doing, is to observe why teachers use peer tutoring. Whatever the aims, her assessment of the benefits of one to one peer tutoring by university students may shed light on the value of peer assisted learning as an academic model in the university residential context. She begins by identifying four main outcome categories of peer tutoring in higher education. These are:

- Academic outcomes: performance in different academic settings.
- Metacognitive outcomes: learning how to learn, transfer of learning.

- Study Skills outcomes.
- Non-academic outcomes; motivation, attendance, retention and attrition. (Falchikov, 2001: 70)

As part of the evaluation, Falchikov (2001) distinguishes between same level peer tutoring within an institution comprising equal status participants in dyads and the same where unequal status is introduced through cross level tutoring. She also goes on to discuss the effects of peer tutoring in higher education between different institutions and also small group tutoring. In the residential college context, it is the first two of these variations that is more relevant:

...peer tutoring techniques are very successful at helping students improve their academic performance ... (and) ... beneficial in terms of skills development. The most researched skill appears to be that of writing, and techniques designed to improve writing have been rated as successful by practitioners and participants. Reading and note-taking skills may also be improved by paired learning. However, there is less hard evidence to suggest claims of peer tutoring aiding the development of higher-order cognitive skills. (Falchikov, 2001: 73/74)

The possible recognition by Falchikov (2001) that students in shared learning relationships are less likely to transmit higher cognitive experiences to each other than they are to increase motivation, study skills and learning behaviour is pertinent to the distinction made in this study between the work of teaching academics in universities and the academic support that may come from associated sources such as the residential context. In short, peer tutoring is seen as highly beneficial by Falchikov (2001) in the area of academic support if not to the same extent in academic development. Therefore, as well as there being a place for the peer tutoring activity to be considered under the broader concept of mentoring, it can be seen as an highly effective source of academic support in settings such as residential colleges.



### 5.18 Student Tutoring and Mentoring

Topping (1994) suggests that a traditional definition of peer tutoring might have been based around:

... more able students helping less able students in cooperative working arrangements organized by a teacher. (Topping, 1994: 23)

This is a particularly narrow description of an institutionalised form of mentoring and presupposes the necessary administration of a programme by an educational professional. It inherently denies the possibility of peer tutoring at the more personal, private and informal level given the intervention of a senior third party, thereby nullifying the strength of the peer connection in the definition. In short, it suggests that peer tutoring, where students help each other, does not happen without teacher intervention.

However, Topping (1994) does refer to more recent developments that suggest that peer tutoring need not reflect age differentials, but may also reflect little difference in ability between a mentor and mentee. As a result, he offers a broader definition of peer mentoring encompassing:

... people from similar social groupings who are not professional teachers helping each other to learn and learning by teaching. (Topping, 1994: 23)

Pertinent to the university residential context, he notes that herein lay the differences between peer mentoring and other kinds of cooperative and interactive learning. The differences are firstly, the *intentionality* (sic) of the *helping* and, secondly, the *notion of learning by teaching*.

This element of reciprocity where the helpers are also helped in their own development is a constant theme in mentoring literature. Simco and Sixsmith (1994:28), for example, in assessing the application of mentoring in the training of primary teachers, note that both students and mentors found the experience positive and that from the mentors' perspective there were clear opportunities for professional development. They also add that mentoring simply helps to make the training of teachers, in their case study, a shared experience.

Peer tutoring takes place within groups of people who broadly share the same goals and status within a community or an institution. The term peer is not meant to suggest a narrow equality of status here. For example, sixth graders who help second graders with reading engage, in this definition, in peer tutoring. A teacher *fresh out* may be peer tutored or mentored by a far more experienced teacher in the school staff room setting. Similarly, when university residential students go to and from lectures, when they meet on the way back to college, when they go to dinner and onwards into the evening, they reflect on all things of common interest including study. College Heads, Deans and Tutors have all witnessed students working together around tables, around computers and especially when later year students are simply able to say: *I did that subject last year.*

Inherent in this is the consideration that peer mentoring, however informal, however irregular and however minimal, is ongoing in all university colleges and halls with or without other forms of academic support. Peer tutoring is a natural product, to a greater or lesser extent, of college life and happens more

naturally than in many other institutions or learning models simply because interdependently motivated students with much in common come to live together under the same roof. However, Topping (1994: 23) also notes that initial objections to peer tutoring (and mentoring) often embody resistance to more able students being *used* to help less able students.

This observation reflects the view that learning is more competitive than cooperative and that the more able mentor is diminished rather than enhanced in personal development through the mentoring activity. Something has been lost rather than gained personally. It has already been noted in this definition that the mentor as a peer need not be necessarily all that more able. As Topping (1994) concludes in this definition,

... organised peer tutoring programmes target achievement gains by both tutors and tutees - as is clear from the reference to ... 'learning by teaching'.(Topping,1994: 23)

Topping's (1994) references to peer tutoring rather than mentoring in this discussion are clarified when he notes that:

Peer tutoring involves deliberate and structured helping and teaching by peers. (Topping, 1994: 23)

The question here as to who is responsible for administering the structure is not clarified but it is clear that peer mentoring, however else it is defined, is more appropriately a one to one activity based more on an attraction of individual learning needs. Peer tutoring, on the other hand, may be both an individual or group oriented activity more open to benevolent interference by teachers and more directly a teaching or coaching exercise.

The *mentor* or *peer mentor* in the British and Australian context is simply called a *tutor* in the American educational context. Tutoring centres such as the one referred to by Matthews (1993), the Supplemental Instruction Supervisor at Wayne State University, recruit undergraduate tutors who are competent in assisting individual gateway freshmen and sophomores, address general education course learning skills, especially in readings and mathematics. He also notes that the centre helps tutors become more effective thus reinforcing and echoing the theme from the British literature that peer tutors and mentors are also learners in the process.

Topping (1994:24) identifies six major variables in establishing a peer tutoring (or mentoring) typology. These are; age, ability, role continuity, institutional origins, group size and content nature. However, peer tutoring and mentoring may be cross-age or same age, cross-ability or same ability. In fact, as Topping (1994) concludes,

The scope for peer tutoring is vast. The variety ... is prodigious. They range from the highly structured to the relatively unstructured, from those which emphasize personal and social growth to those which lay stress on academic achievement, from small supplementary or optional programmes co-ordinated by one teacher to extensive schemes which involve all students in an institution, ... (Topping, 1994: 24)

The institutional character of higher education provision shapes, at least to some extent, the impact of the overall experience on students especially upon their arrival. Most College Heads will have witnessed, ranging from bewilderment to amusement, the reactions of first year students to their early contacts with institutional procedures. Fortunately, most adapt quickly and

successfully thanks in no small measure to their own intelligence and sense of adventure as well as the dedication and concern of many staff members on an individual, rather than an institutional, basis of support.

### **5.19 Peer Tutoring in Higher Education**

At one level, mentoring has been seen as a term that generically covers a complete panoply of learning activities in the context of formal and public education that have gone unrecognised until recently, because it refers in broad terms to the learning that takes place privately and informally between individuals. At another level, it has been more closely defined for its less generic qualities that allow us to see that mentoring may be as different in each individual relationship of shared learning between individuals.

As a result, the concept of mentoring, whilst generating a multiplicity of sub categories of definition such as peer assisted learning, peer support, proctoring, *buddying* and tutoring, has become lost and confused at times by being compared so often with a growing number of variations under its own umbrella and often of its own making.

Falchikov (2001:36), for example, simply sees mentoring in her overview of types of peer tutoring activities as one subcategory under the heading cross-level peer tutoring at one institution: unequal status built on existing differences. Part of this problem of growth and confusion in definition is the tendency to focus more on the discrete differences between such learning

relationships rather than to focus upon common features, shared ideals and similarities of purpose. Falchikov (2001) points out,

Although there are many features common to all schemes, such as a basic belief in the efficacy of peer learning and benefits of one-to-one or small group experiences, there are also many distinguishing features associated with each. (Falchikov, 2001: 7)

Within the body of writing about mentoring, then, literature on peer tutoring alone contains a plethora of curiously applied terminology. Descriptors for interacting pairs of students, in Falchikov's terms (2001:7), include 'Scripted Co-operative Dyads', 'Pairs summarizing, pairs checking' and may be organized in a number of ways according to the status of the participants, their perceived roles and the location. Some examples such variations in peer tutoring come, according to Falchikov, under four main categories, namely:

- same-level peer tutoring where participants within a cohort have equal status;
- same-level peer tutoring involving one institution where unequal status is introduced by the co-ordinator;
- cross-level peer tutoring involving one institution where unequal status derives from existing differences between tutors and tutees;
- cross-level peer tutoring involving two institutions." (Falchikov 2001:9)

A great deal of the complexity surrounding the nature of peer tutoring in higher education and its common threads with the universal purpose and nature of mentoring may arise from the lack of an identifiable theoretical framework.

## **5.20 The Need for Theoretical Frameworks**

It has already been noted that the great majority of writers in this field over the past 25 years discuss mentoring, including peer tutoring, from a

phenomenological viewpoint (See 5.11.2). The greater volume of material is in the form of case study reports and discussion of mentoring practice that has tended to limit the discussion of definitions to the confines of experience without reference to theory or to the long history of mentoring and its universal qualities and benefits.

In fact, there is no theory of mentoring.

The reasons why relatively few writers address the broader debate on definition may be various but, from the discussion thus far, the following can be deduced. Firstly, there is very little writing that addresses the range of theoretical possibilities as a basis for mentoring. Secondly, and most noticeably in Table 5.10.1 above, the majority of writers address the specific results of case studies that are drawn solely from that experience and consequently little capacity for generalization.

Whilst there is reasonably lively debate about the nature and many manifestations of mentoring, there seems to be no discussion at all among writers about its theoretical base. This is possibly because, as we have seen, mentoring can ultimately only be defined as a private if universal process and hence so automatic that a theoretical base might seem irrelevant. However, even in more institutionalised teaching, where peer tutoring programmes are applied and students take on a mentoring attitude, stance or mantle, a theoretical base is much more necessary.

Falchikov (2001: 84) does discuss the question of a theoretical basis for peer tutoring as an organized activity in higher education, but only in terms of checking it against established theories of learning more generally. Her aim is not to attempt to construct a theoretical framework for mentoring, but to examine early cognitive theories, theories from social psychology and theories relating to personal and professional development in order to check for compatibility, acceptability or at least absence of potential theoretical conflict. A theory of mentoring is suggested by several writers who bemoan its general absence. (Cross 1981) argued that

... theory is one of the most under utilised vehicles for understanding various aspects of adult education. (Cross, 1981: 135)

Whilst her conclusion applies to education more generally, Falchikov concludes from Mezirow (cited by Cross, 1981: 135) that

Some educational practice is not only devoid of a theoretical basis, but also lacks rigorous testing by research. (Falchikov: 2001: 85)

Even research based universities have allowed industry to dictate educational outcomes in the tertiary sector based on the need for generic skills for the labour market so that the need for true intellectual as well as theoretical development by students is almost displaced in some institutions. Falchikov (2001) explains the importance of having a sound theoretical and research basis for her work in peer tutoring in the sense that

... it provides a framework within which to gain understanding of events and enables us to make predictions and evaluate our initiatives. ... to test hypotheses ... There are a number of useful, well-grounded and researched theories that may help inform much current educational debate and illuminate many aspects of peer-assisted learning" (Falchikov: 2001: 85)



## 5.21 Theories Informing Education and Peer Tutoring

While there are little identifiable theoretical basies for the concept and practice of mentoring, it must nevertheless be acknowledged that, across a range of theories that have been used to support education thinking and practice in the modern era, there is no suggestion that there is no place for mentoring. Table 5.21.1 summarizes the range of theoretical frameworks that have informed education in recent decades and may be aligned with the practice of mentoring.

**Table 5.21.1 Theories Informing Mentoring and Peer Tutoring**

School of Thought	Theorist and Year	Description	Accommodation of Mentoring/Tutoring
<b>COGNITIVE DEVELOPMENT THEORY</b>	Piaget 1971	Argued a progression of cognitive development stages through which we travel stage by stage at different rates.	Believed that co-operation between peers is likely to encourage real exchange of thought and discussion.
	Vygotsky 1962	Full development of cognition requires interaction. Skills that can be developed with adult guidance or peer collaboration exceed those that can be gained alone.	Particularly relevant to mentoring and peer tutoring
<b>SOCIO-PSYCHOLOGICAL THEORY BASES</b>  Role Theory	Goffman 1956	The assumption or of roles with attendant attitudes, obligations and privileges of an individual role (eg teacher) leads to different approaches to learning and outcomes.	The opportunity for exploring different roles in learning (teaching as well as learning) through mentoring and tutoring.
Equity Theory	Walter, Berscheid and Walster 1973 Homans 1976 Nadler and Fisher 1986	Partners are most satisfied with a relationship when both experience a similar ratio of benefits to efforts expended.	We all need continuous help from each other and the interdependence that this generates.

Reactance Theory	Fisher <i>et al</i> 1982	Suggests that receipt of help can pose restrictions upon the recipient's freedom of future action	Supports the mentor who encourages and is fulfilled by the protégé's freedom of future action and independence.
Attribution Theory	Heider 1958 Simon and Feather 1973 Wyatt and Medway 1984	How we analyse, to what do we attribute, our behaviour and incidents in the world.	Supports the value of one-on-one learning where there may be a tendency not to expose inadequacies or seek help unless there is trust and privacy.
<b>FURTHER THEORETICAL FRAMEWORKS</b>  Experiential Learning	Rogers 1969	Learning above and beyond the cognitive school, stressing self discovery experience as learning.	Share experience at the peer level is preferred in this theory to learning 'handed down' or taught.
Deep, Surface and Strategic Learning	Marton and Saljo 1997 Entwhistle 1997	Based on students' approaches to study arguing that deeper levels come through students being actively engaged with content and not just engaged at the strategic level of best method for best results regardless of learning outcomes.	Peer level activity may enhance learning outcomes at the deeper level but may also contribute to strategic approach or the 'easy way' through.
Dualistic and Relativistic Reasoning	Perry 1970	Nine developmental positions through which students might progress.	Applied by Mann (1994) to peer tutoring finding that the experience of tutoring may help intellectual development.
Self-actualisation Theory	Maslow 1954	Hierarchy of motives from hunger, clothing, shelter up to self-actualisation levels of thinking, creativity and expression.	Measures deriving from this theory might be used to evaluate peer tutoring.
Personal Construct Theory	Kelly 1955	Development based on each individual's experience and expectations of the world.	Relevance to peer tutoring noted by Saunders and Kingdon (1998) as experiential in nature.
Situated Learning	Lave and Wenger 1990 Lave 1999	Learning as a function of the activity, context and culture in which it occurs. Derived from Vygotsky & Piaget to some extent.	Centrality of interaction makes this theory relevant to peer tutoring.

Andragogy	Knowles 1984	Applies to adult learning and the need for motive and relevance.	Adults seen as more self directed.
-----------	-----------------	---	---------------------------------------

The first conclusion to be drawn from the above table is that peer tutoring, and mentoring more generally, are entirely compatible with the theories set out in Table 5.21.1. *One to one* learning at the informal and private/personal level has always existed and therefore co-existed with institutionalised learning and the theories that have supported formal education practice over time. Therefore, a distinctive theory for mentoring and peer tutoring may be unnecessary.

Secondly, its private and personal status allows it to continue often unnoticed and therefore not requiring authentication through a separate theoretical base. Maslow's (1954) levels of operation represent a hierarchy of human operations from basic needs to human aspirations that might place the notion of helping each other to learn in the list of natural, generative and instinctive human qualities. It may be as fundamental as it is to eat, shelter, mate and survive.

Thirdly, the extraordinary growth of institutionalised peer tutoring and mentoring programmes in recent years suggests that the process of informal and personal learning relationships between people who share similar broad aims remains as ubiquitous, as unavailable to the control of others and yet as personal and individual as is the nature of all relationships between two people.

## 5.22 Directions

The emphasis by colleges on the more structured and hierarchical approach to academic support has left the researcher to conjecture about how much peer

assistance takes place in colleges. How do students in college go about finding academic support generally? Allied to this question is some exploration of the role of the college as an entity in its quest to provide residents with the structure and means of gaining academic support in the residential context. This study now moves forward to construct a methodology for collecting data and exploring what is the student experience of academic support in the residential context.

## Chapter 6

# Methodology

---

### 6.1 Directions from the Literature

While there are in existence more than 100 colleges that provide a potentially rich source of data about the residential student experience at university, there is little concerted research into the nature of the student experience in Australian university colleges.

The extant data about colleges relating to origins, purpose, facilities and their associated universities has been examined in Chapters Two and Four. These basic data about the colleges derive from brochures, websites, summaries and promotional material aimed at potential candidates for residence. They allude to aspects of college life and do also include statements about academic support. Routinely they reveal the benefits of college life from a market point of view but also from the attractive distance of a glimpse through a dressed window.

Special attention has been paid in this literature to intimations of academic support provided by colleges for their residents. Whilst it may be literally accurate in portrayal, the genre of promotional literature is nevertheless market driven, unsystematic and undeveloped. Although useful in establishing the general facts and broad academic profile of university colleges, it scarcely

forms the basis for a systematic body of research. In fact, there is a lack of documentation that might allow insights into the nature of academic support in the university residential context and how it works.

Hence, in answer to the question as to whether it is academically advantageous to have enrolment in university matched by enrolment in college, there is scant available evidence on which to make a reasoned judgement. It has already been noted (see 2.6) that Monash University Residential Services provided an exception to this when, in 2001, it found that residential students made better academic progress than non-residential students by a factor of at least 10 per cent. (see: Appendix E). Interestingly, while most colleges indicate in their prospectus and application brochures that academic support is available in various forms, Monash University, as a matter of policy, offers none in the Halls of Residence. Therefore, some evidence exists in one university, where there is no formal approach to supporting their residents academically, that college students' academic results are better than those of the non-residential population. However, it represents nothing more than an intriguing glimpse of one situation.

As noted in Chapter Three, a number of Australian universities have specifically directed more time and attention in recent years to caring for the transition of their new students from secondary school to the first year of university. More attention is now being given to academic support, especially for new students, on campuses generally. As noted, Monash University and the University of Melbourne have units dedicated to the process of transition education, support and orientation. Some, like Murdoch University and Adelaide University, conduct student tutoring programmes in schools where university students are matched with secondary students with a view to encouraging, preparing and attracting them to university.

However, academic support in the residences as a possible contribution to transition strategies has never been formally acknowledged or studied. On the international front there is a wealth of literature, as demonstrated in Chapter Five, about the efficacy of mentoring. The literature from the university colleges and halls themselves, in the form of handbooks and brochures, would indicate that, in the majority of cases, certain models of academic support are at least espoused (See: Table 4.2.1). Purposeful students are likely to find academic support in the best way they can and, in the residential setting, they can at least find some support from each other. What we do not know is how this works in practice.

## 6.2 Stakeholders

The perceived role of the stakeholders in the college context is important in clarifying the nature of their availability in possible methodologies for this study. The possible subjects for the study, then, are set out below in Table 6.2.1 according to their traditionally perceived roles in academic support.

**Table 6.2.1 Perceived Role of Stakeholders in the Provision of Academic Support in the University College Context**

Stakeholder	Official Role	Potential Input
<b>Head</b>	Overarching responsibility for design and implementation of academic leadership and support	Limited except at policy level
<b>Deputy Head/Dean</b>	Primary facilitator of academic support programs	Strong leadership and directional input
<b>Senior Tutor</b>	Co-ordination of academic programme especially in relation to tutors	Organizational

---

<b>Residential Fellows</b>	Honorary visitors, usually members of a faculty within the university who offer academic assistance from time to time in their broad subject area.	Voluntary Occasional Advisory
<b>Tutors</b>	‘Hands on’, one on one academic counselling and assistance ranging to small group tutorial activities	Maximal
<b>Students</b>	Not seen as having an ‘official’ role however active they may be in offering or sharing academic support	Unqualified and unquantified
<b>Parents</b>	No official role but present a background factor based on expectations	Negligible – background only
<b>The College</b>	The entity to which other stakeholders may contribute. The better performance of the college generally and its own future makes it a stakeholder in its own right	Varies from very powerful to insignificant depending upon the level of commitment and participation between the administration (eg the Head) and other stake-holders respectively

---

In most colleges, the Head is seen as having ultimate responsibility for all student support systems in the residence and often may take a very active role in academic support and leadership. In some residences, there may be a Dean who normally represents the Head more actively in the area of academic activities.

In all but a few cases, there is a group of tutors in residence who are quite often seen as the primary source of academic advice. Typically, this is because they are undertaking a higher degree in an academic area that will be attractive as a source of help for at least a small group of residents in earlier years of the same discipline. However, very often the role of tutors focuses just as much on social order and administrative duties as it does on a proactive role in academic



support. Quite often there may be a Senior or Head Tutor, especially where there is no Deputy Head or Dean, whose duty it is to coordinate the activities of the other tutors, administratively and socially as well as academically. All these groups/individuals above represent potentially important target samples.

Two more identifiable groups are also important to consider. One is external to the residential community and does not normally have a direct role in academic support. This group comprises the parents of residents. Parents' decisions to fund a residential place for their son or daughter are often based on their own expectations of college and wishes for the new university student in the family. The second forms the larger residential group of students. They are all those peer undergraduate student residents who are in a position to give as well as to receive academic support and assistance. Normally they will be academically strong students in later years with recognized strengths in particular academic disciplines, but may include new or simply older students who have other experiences to bring to an academic support role.

The latter group, which comprises the residents at large, is of special interest to this study. In the traditional college structure they are not recognized as playing any role in academic support. On the one hand, they are seen as the client base. On the other hand, they are expected to find and use their own resources more than was ever expected at school. They are expected to develop more learning skills of their own as they face the academic challenges of university. In sampling this larger core group, this research is particularly interested to find how students generally *go about* obtaining academic support. In short, to what extent might they play an unofficial but important role for each other in groups or as individuals in both the seeking and the supplying of academic support?

Finally, the college establishment itself is a stakeholder in its own right. The state of health of any college community can be examined on a number of fronts, including the state of buildings, facilities, administration, pastoral care, social and cultural interaction as well as academic support. Its future health, growth and success depend upon the support of its other stakeholders in becoming a stakeholder in its own future. The idea of *college* as a living and learning environment ultimately requires a stake holding belief in itself.

In addition, it has already been noted that, apart from background roles of the university and parents as stakeholders, there are two broad groups available for direct study. The first group consists of current generations of students from whom pictures of their academic support experiences in college may be gathered. The second group is the other, more senior residential stakeholders from the Head to the newest appointments among the Tutors in Residence who together represent the active and official face of the academic support life of the college. In this context, appropriate study strategies and methodologies are reviewed.

### **6.3 Methodological Challenges and Possibilities**

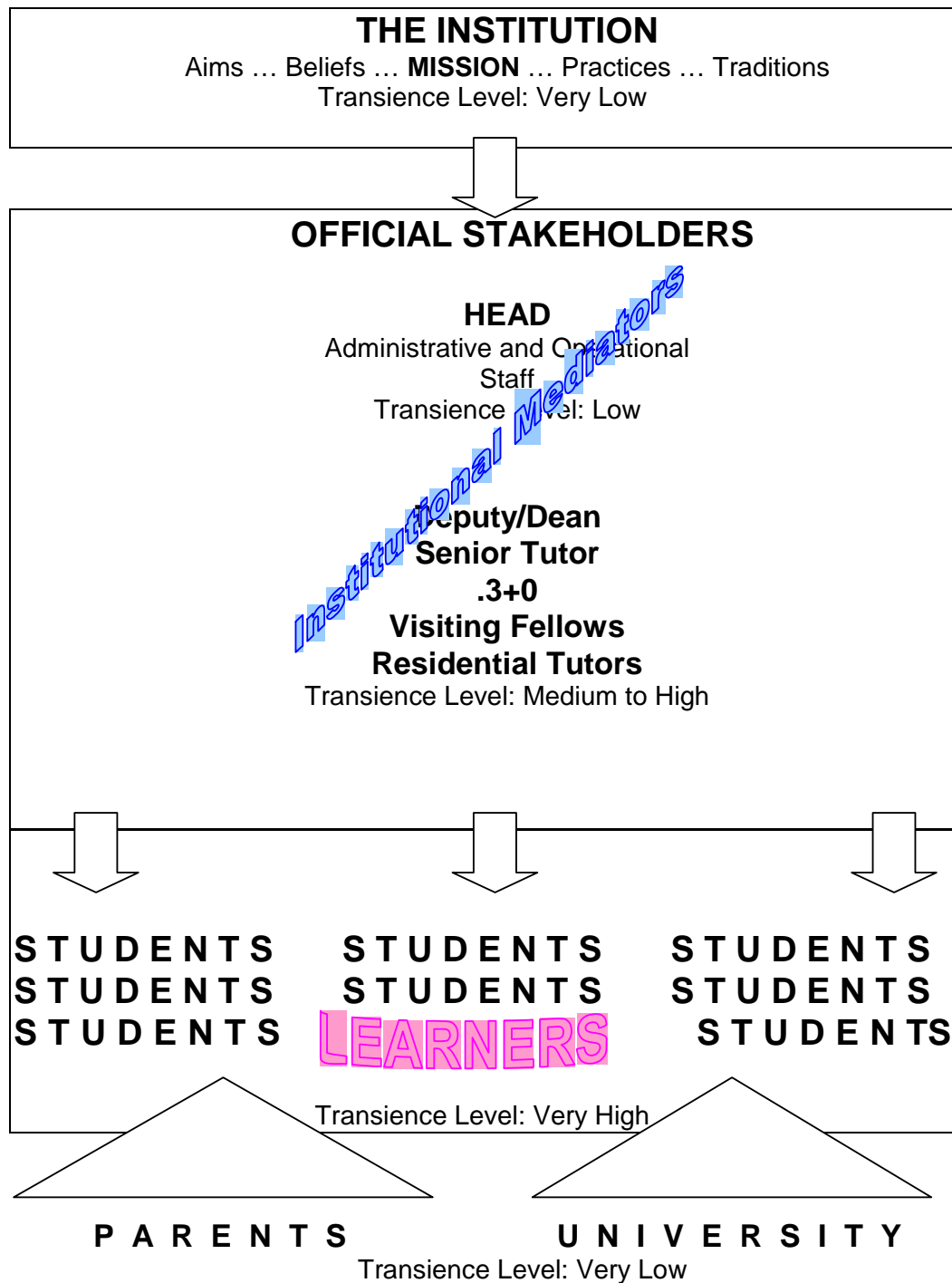
The current research is concerned with questions such as:. How efficacious is the academic support offered in college? To what extent does it make a difference to a student's learning frame? In what senses, if at all, does the collegiate life foster a collegial model of learning?

To some extent such questions are not readily amenable to answers. There are no precise measurement tools in this area. Data will thus be largely

perceptual and, in an initial study of this kind, methodology and direction will necessarily be pioneering. Methods of study are required that will assist in uncovering the nature of academic support in colleges and provide a direction for a model of academic support. It has been noted in Chapter Four that over 70 per cent of colleges tend to recruit tutors in residence as the main source of academic support. As well established and viable as this practice may remain, it should be subject to review and challenge. In addition, the most obvious and numerous stakeholder group, as well as the college client base, the students themselves, have not been recognized the source of experience of academic support. The student voice regarding academic support in the university residential context has remained silent. What is needed, as a starting point, is a form of broad sampling of students in the university residential context to uncover at least the nature of their experiences of academic support and how they go about getting it.

#### **6.4 Establishing a Methodology**

In examining possible approaches to the collection of a viable body of evidence regarding the nature of academic support in colleges, the initial task is to identify who are the key stakeholders. The process of identification of stakeholders is set out initially in Figure 6.4.1 in a way that captures broad as well as specific categories in order to see some immediate directions for establishing possible methodologies. Further clarification of the process will then follow.



**Figure 6.4.1 Relationships of Stakeholders in the Provision of Academic Support in the University College**

The relationships between the stakeholders in Figure 6.4.1 in academic support in college point both to some imperatives and also some limitations in the design of a methodology. Firstly, only a handful of colleges identify a peer assistance model as one approach to academic support in their promotional literature and none, until very recently, appear to have subjected it to scrutiny as a potential model. Academic support is seen across nearly all colleges as something that is delivered by those stakeholders who are in higher positions of learning. These are the Head, Deans, Senior Tutors and Tutors in Residence and shown in Figure 6.4.1 above as institutional mediators who accept more senior responsibility for aspects of academic support usually with some form of remuneration from the institution.

Given the nature of student enrolment in colleges, there is an inherent limitation in applying a methodology to a sampling of the student experience in that students are generally transient and their levels of transience are generally higher than those of all the other stakeholders. As indicated in Figure 6.4.1 above, the college itself, together with the university to which it is affiliated, are the least transient or most permanent stakeholders. Parents, too, in their lesser role at this stage of their children's academic progress, may nonetheless be seen as constant in their support generally. The group of *mediators* in academic support within the college, from the Head to the least experienced of Tutors will range respectively from lower to higher. Interestingly, the most popular model of academic support in colleges rests in the relationship between the students and the Tutors, the two most transient groups.

It is neither possible nor profitable to design a methodology that tracks the academic progress of college students over time. Measurement of academic progress and assessments of supports for students must, by nature, be *post hoc* and also largely perceptual. Hence, whatever assessments of academic support can be made from student feedback in this regard need to be made through a methodology designed to take account of the continuous turnover of residential student populations throughout the university colleges and halls of Australia.

Other implications also arise from these institutional relationships. Firstly, when colleges appoint young postgraduates or senior undergraduates as tutors in residence, there is often a problem of role perception and peer identification socially as well as academically. Quite often, Heads and Deans of colleges are challenged by young tutors' tendencies to see themselves as students in the social setting of college, unable or subliminally unwilling to adopt a senior role perspective away from the group in an effort to attract popularity and/or acceptance. In order to support young tutors in a change of role from being solely students, it is often in the managerial interest of the college that heads encourage tutors to take on a more senior *persona* by adopting a contrastingly junior view of students. In short, if there were to be an unofficial recognition of peer academic activity, it needs to be seen, for the purpose of hierarchical functioning of the college, to be of a lesser order, to be more casual and informal.

Therefore, the divide between students and other residential stakeholders in college goes beyond the differences between the longer life of the college and its appointed mediators and the shorter life of each student cohort. In order to confirm the ongoing mission and practices of the institution, in the face of such a passing parade of students, a sense of permanency and tradition is reinforced by functional divisions. One such division arises from the need to affirm the role of tutors in the official hierarchy. Figure 6.4.1 demonstrates aspects of this dynamic in the learning relationship between stakeholders by emphasizing that students are fundamentally the receivers and not the providers of learning in this hierarchy.

It may be assumed that, even when the more permanent positions amongst the official stakeholders change, the life of the institution goes on from year to year embracing the normal changes of tutor personnel and student turnover. Even when a longstanding Head of College retires, the institution itself remains. Another chapter in the college's history, or institutional biography, may begin as a result but, ultimately, it is only the institution that strives for true longevity, for an ongoing mission and for lasting ideals. In this sense, the college as an institution can be seen further as a stakeholder in its own right. Its stake is in maintaining the loyalty of its university, its staff, students, alumni and others in the interest of its own survival and prosperity. The concept of the college as an institutional stakeholder in its own future is included at the top of Figure 6.4.1.

## 6.5 Criteria for Sampling Methodology

This study requires the construction, through a sampling and surveying approach, of a sense of how students come to gain academic support in the university residential context. Criteria for selecting appropriate and practical sampling frames and methodologies need to be developed and to cross time, groups and roles to achieve a sampling framework to provide, at random, a national snapshot. This snapshot needs to be broadly based nationally with key international reference points. It may encompass more than one stakeholder group but must encompass the broad view of students in the survey. Other criteria such as cost effectiveness and efficient use of time may also be included.

Table 6.5.1 below sets out a range of sampling possibilities against the above criteria in order to compare and contrast their applicability to this study. The possibilities include, firstly, a longitudinal study of a stakeholder group over an extended period or a cohort approach where a particular year or group of students are sampled over a student life only of three or four years. Two cross-sectional sampling of students over more than one year and then as a single snapshot in one academic year only are considered against the criteria. Finally, the possibility of recording an institutional case study or biography of at least one college is assessed against the same criteria. Each possibility is given *star rating* from one star to five stars according to its applicability.



**Table 6.5.1 Selection Criteria and Sampling Possibilities**

<b><u>CRITERIA</u></b>	Longitudinal	<b><u>SAMPLING</u></b> Cohort	<b><u>POSSIBILI</u></b> Cross section Single snapshot	<b><u>TIES</u></b> Cross section over time	Case Study at Institutional Level
Broad National Base	*	***	****	**	*
International Benchmarking Potential	*	*	****	**	*
Encompassing of Stakeholder Groups	*****	*	*	*	*****
Encompassing of Students	****	*	*****	****  *	*****
Cost Effectiveness	**	***	****	**	****
Time Efficiency	*	*	*****	**	**** (retrospective)  * (prospective)

The logistical challenge of each of the sampling methodologies can be summarized from Table 6.5.1 as follows. In terms of a study of this scope, the longitudinal approach could only encompass one or two colleges but the time frame would be incompatible with the time constraints of doctoral research. The cohort approach requires, by contrast, access to particular groups for shorter periods of time across a number of years and across a range of

colleges. The cross-sectional approach can encompass students at different year levels within one academic year. In either method, access to a number of colleges is required to create a cross-section of both students and institutions. The study of the development of academic support through a detailed institutional case study requires access to the history, mission, records, personnel and strategy planning of one college over a significant period of years. The advantages and disadvantages of the sampling options assessed are presented in greater detail in Appendix F.

It is clear from Table 6.5.1 that no single sampling strategy meets all criteria. The first two pose a problem because of time and cost requiring a great deal of data collection over time with student cohorts that will not remain as stable groups. Of the remaining three possibilities, cross sectional sampling in single snapshots and case study at the institutional level score higher and, indeed, complement each other. They do this by providing contrasting views, the student view with the college view and the single snapshot with the longer history.

Therefore, the combination of strategies three and five has the potential to meet all criteria provided that the retrospective aspect of the time efficiency criteria is able to be met. On one hand, the cross-sectional approach, as valuable and practical as it may be as a sampling methodology in achieving one aim of the study, does nothing to assist in the compilation of a college's history and experience of academic support development over time. What would be most valuable, if available, is the fifth methodology; that is, a case

study of one college, ideally from inception, in terms of academic support.

## **6.6 Complementary Sampling and Study Strategies**

The *one off* sampling of a range of colleges will achieve one aim of the study. It is a sampling strategy capable of providing a national picture as to whom students access most often and also least often for academic support. However, while it is a valuable strategy that works *horizontally* across the sector to provide a broad picture, it does little *vertically* to explore the development of academic support in the context of the development of a collegiate entity over time in the way that an institutional case study would provide. This is the method of study that assesses ideas, policies and models in practice. As a methodology, it allows for first hand reports and rationales of the work of practitioners in the field. As such, case studies have the potential to confirm a theory or a model as well as to shape, implement and improve it. Table 6.6.1 depicts the complementarity of these strategies for achieving a breadth as well as a depth of understanding about the data and development of academic support in the collegiate context

**Table 6.6.1 Complementary Methodological Strategies**

<b>COLLEGE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>
<b>2003</b>											
<b>2002</b>											
<b>2001</b>											
<b>2000</b>											
<b>1999</b>											
<b>1998</b>											
<b>1997</b>											
<b>1996</b>											
<b>1995</b>											
<b>1994</b>											
<b>1993</b>											
<b>1992</b>											
<b>1991</b>											
<b>1990</b>											

One college only may serve to provide the necessary depth to complete the aims of this study in this two dimensional complement of methodological strategies by allowing an exploration of academic support modelling in progress. However, to achieve this aim, it needs to be a college that can meet the following additional criteria.

Firstly, it requires the availability of a college with a relatively short and fully available history. Longitude, as in length of years only, is not as important in the study as the need to have a complete history of academic support from

inception. Therefore, secondly, an additional criterion is that it needs to be a college with a demonstrable commitment to academic support and its development. Thirdly, a feasible case study requires accessibility to the college and its records including accessibility to a range of stakeholder perspectives. Satisfying these criteria in addition to the criteria set out in Table 6.5.1 in conducting an institutional case study will facilitate a *mine shaft* approach to the exploration of academic support models and, thereby, assist in achieving the second set of aims of this study – to propose a model of academic support in the university residential context.

In particular, it will bear witness to the development of academic support in the university college context. Secondly, it may provide the dynamics of real experience where a particular policy, approach, paradigm or model has been tested over an acceptable period of time. Thirdly, it need not focus upon the activities of a particular group of stakeholders longitudinally but to chapters of development involving succeeding and combined groups of stakeholders. In this sense, case studies can focus upon the idea or the model as it develops across generations of students and other stakeholders in one institution. It is not restricted to one student intake that is traced forward briefly but to the college dynamic itself where ideas are developed and passed on annually. Finally, in this study, a major advantage of including at least one college case study would be to compensate for a major disadvantage of the snapshot approach; namely, to witness the calculated development of academic support models *in situ* over a sustained period.

Therefore, parallel studies are proposed based on sampling and study strategies that are complementary. Strategy A will apply a cross-sectional sampling (*snapshot*) methodology in order to ask students in colleges how they go about finding academic support, thereby addressing the second aim of the study. Strategy B will use an institutional biography approach as a case study of the development of academic support models in the university residential context, thereby addressing the third aim of the study.

### **6.7 Strategy A: Cross-sectional *Snapshots* of Student Experience**

The aim of Strategy A is to sample student experience of academic support in universities generally and colleges in particular. Broad coverage means that a sample of colleges will be accessed around Australia. A *snapshot* is just that – a shutter swift window on to students' perceptions of academic support options and their patterns of accessing that support. Given students' dominant preoccupations with academic deadlines, social networking and the exigencies of daily living, the snapshot needed to be both short and direct. Hence, a single question was put to allow students to check all the possible sources of academic support by their frequency of access. The single question was – *How do you get academic support?* The cross section sought was 50 students across the years of study from each of ten colleges with surveys distributed at meal times and designed to take no more than a few minutes to complete. The design of a single page survey instrument would allow for such a return within the constraints of time and convenience to colleges of a single visit. In addition, it enabled a relatively easy sampling of three benchmark American colleges.

### 6.7.1 The Survey Instrument

The survey instrument (See: Appendix G) was, therefore, deliberately designed to be simple and quick to complete in order to maximize responses. Consequently, one question, contained on one page, set out in large type, targeting 50 candidates to tick or check no more than nine boxes against nine categories on scale of frequency of access was the goal in each case. Other than that, the only other considerations were the choice of categories of sources of academic support and the extent to which terminology needed to be different in the American setting (see: Appendix H). In determining the foci of the single question, people clearly needed to be of central importance. Hence, computer facilities, quiet study space and access to a college library were not included. The reasons for this arise from the predominant model of academic support in college that emphasized the role of residential tutors in the provision of academic support. It is distinctly an interactive *people* model because of the nature of colleges as discussed in Chapter Two - colleges as communities of students.

In determining the targeted number of 10 colleges, the aim was to achieve not only a representative range of colleges from different eras but also to achieve representative saturation. This means that there comes a point where a clear trend is established in the samples, after a certain number of colleges are surveyed, that will no longer be subject to significant change. A closely allied term is the concept of the critical mass. It is a point, on one hand, where further

surveying only results in negligible adjustments to the overall results and where radically different responses can be accommodated comfortably as minor aberrations. Thus, the decision was made to sample 50 students in each location to represent a critical mass in each case. This would lead to an overall return from 500 students from a range of colleges across the country.

### **6.7.2 Australia: Basis for Sampling**

Diversity amongst Australian colleges is not as clear as in America due mainly to the far greater proportion and mixture of private colleges in the United States higher education system. In Australia, there are little more than 30 universities including only two private institutions whereas, in America, there are over three thousand with the greater majority being smaller, private tertiary colleges. However, it has already been noted in Chapter Two that Australian university colleges fall into categories depending upon age and affiliations that help define their styles and resultant diversity of background. The total of 101 Australian university colleges in Table 2.2.1 earlier confirms that nine colleges ultimately surveyed are broadly representative of the sector. Access to a tenth college, Burgmann College of the Australian National University, was not made possible and further attempts have not been followed up because the nine colleges, or 450 students, eventually surveyed constituted an acceptable range of colleges without further addition. Table 6.7.1 below sets out the diverse representation offered by the nine colleges ultimately surveyed against criteria of age, size and affiliation.



**Table 6.7.1      A Representation of Nine Australian Colleges**

	Founded			Size			Affiliation	
	Early	Mid	Late	Above	Aver	Below	Denom	Secul
101 Colleges	33%	50%	17%	50%	40%	10%	42%	58%
9 Sample Colleges	56%	22%	22%	56%	33%	11%	44%	56%

The nine colleges selected constitute a proportionately accurate representation of the college sector *in toto*. The only contrasting area in Table 6.7.1 above that is not as accurately represented as other areas is the seeming over-representation in the sample of older colleges. There is a 23 per cent over-representation in this one category alone. Not only is this generally tolerable in the overall picture but it is, in fact, quite important.

Firstly, although only one third of all colleges were established in the first hundred years, it has been shown earlier that the original colleges created an enduring and unchallenged template for the ethos and design of most aspects of collegiate living including a steadfast allegiance to the Academic Interference Model of academic support. The nine colleges sampled include,

for those specific reasons, the two earliest colleges that established the original template from the English tradition. Secondly, the inclusion of Monash Halls from the period of growth in the second era represents not one, but five averaged size halls of residence that, in effect, counteract the seeming over representation of earlier colleges. All in all, the nine colleges sampled do provide a more than acceptable representation of the sector. An overview of nine Australian colleges ultimately surveyed, that demonstrates their diversity in representing the Australian university college sector, is set out in Table 6.7.2 below.

**Table 6.7.2            Profile of Nine Australian Colleges**

College	Founded	Nos.	Host	Comments on Style
Campus East Wollongong	1988	425	Ms Robyn Wilkes Head	New, multi-National, secular from the <i>Independent Period</i>  Above average size, public, university owned and funded  Converted migrant hostel  Spacious campus distant from main campus but close to surf beach
CSU Residences Wagga Wagga	1930	300	Mr Andrew Callander Director	Older, mixed culture, secular from the <i>Denominational Period</i>  Above average size, public, university owned and funded  An agricultural college prior to 1989 with older student dormitories on a large campus

Monash University Clayton	1962	1000 in five Halls  Average 200	Mr Vladimir Prypch  Director	<p>Newer, international, secular halls from the <i>Secular Period</i></p> <p>Average size, public, university owned and funded</p> <p>Five separate Halls around a central administration and dining area</p> <p>Typical of fast growth of sector in the Menzies era</p>
St Paul's College Sydney	1856	200	Dr Ivan Head  Warden	<p>The oldest Australian university college with strong traditions commencing the <i>Denominational Period</i></p> <p>Average size but relatively small representation of international students</p> <p>Affiliated with both the University of Sydney and the Anglican Church and seen as private</p> <p>Early Sydney gothic architecture adds to its prestige.</p>
Emmanuel College Queensland	1911	285	Mr Angus Edmonds  Principal	<p>The oldest Queensland university college</p> <p>Above average in size with an average size cohort of international students</p> <p><i>Denominational Period</i></p> <p>Early Presbyterian foundation</p> <p>Attractive setting with river frontage</p> <p>Very broad social and cultural programme</p>

UWS Hawkesbury Richmond NSW	1891	500	Mr Ashwin Bhutani  Director	<p>Old, Australian culture, secular but from the <i>Denominational Period</i></p> <p>Above average size, public, university owned and funded</p> <p>An agricultural college prior from 1891 to 1989 with older student dormitories on a large campus</p>
St John's College Sydney	1857	181	Dr David Daintree  Rector	<p>The second oldest Australian university college with strong traditions commencing in the <i>Denominational Period</i></p> <p>Average size but relatively small representation of international students</p> <p>Affiliated with both the University of Sydney and the Catholic Church and seen as private</p> <p>Early Sydney gothic architecture adds to its prestige and to college atmosphere</p> <p>Is seen as the traditional rival to St Paul's as the first two Australian colleges representing the two main churches</p>
Lincoln College Adelaide U	1950	247	Dr Peter Gunn  Head	<p>Above average in size with an average size cohort of international students</p> <p>Affiliated with the Uniting Church</p> <p>Established towards the end of the <i>Denominational Period</i></p>

Weerona College Wollongong	1990	204	Philip Dutton Head 1990-2003	<p>New, multi-cultural, secular college in the <i>Independent Period</i></p> <p>Last of the fully collegiate, full size colleges</p> <p>Average size, public, university owned and funded</p> <p>Converted steelworks staff hostel</p> <p>Surrounded by sporting facilities with easy access to city and surf</p>
-------------------------------	------	-----	------------------------------------	---

In order to depict quickly and clearly the diversity represented in the details of the above table, each college is placed in Table 6.7.3 below against the criteria of age or foundation, size or student numbers, its religious affiliation and its international student profile. Colleges established before 1950 are considered *old* and colleges established after 1975 are considered *new*. Colleges well above 200 students are considered above average in size while colleges below 200 students are considered below average in size. Colleges with one-third or less of its student population from overseas will be considered low in international profile while colleges with one half or more of its student population from overseas will be considered high in international profile.

**Table 6.7.3      A Diversity of Nine Australian Colleges**

	Founded			Size			International Representation			Affiliation	
College	Early	Mid	Late	Above	Aver	Below	Low	Mid	High	Denom	Secular
Campus East UoW											
CSU Wagga											
Monash Clayton											
St Paul's Sydney U											
Emmanuel UQ											
UWS Hawks											
St John's Sydney U											
Lincoln Adelaide											
Weerona UoW											

Essentially, it is the checkerboard or gridiron appearance of Table 6.7.3 above that testifies to the overall diversity of the nine Australian colleges surveyed. Listed in chronological order of surveys eventually conducted, it is random in

terms of the overall selection criterion for diversity. Therefore, the list would take on a pattern of diversity however the nine colleges are listed. In short, it is an accurate snapshot in its own right of the diversity of colleges in the system taken from any angle. Two examples of selective diversity in the choice of colleges are, firstly, the selection of colleges from four different church denominations virtually 100 years apart including different size student populations and, secondly, the selection of different size secular student populations from the very oldest of establishments in 1891 to 1930, 1962 and then to the most recent in 1990. The use of further criteria to establish diversity, such as the measurement of a college's international profile, is helpful but otherwise not necessary to confirm an already clear diversity of style.

### **6.7.3 America: Basis for Sampling**

The overarching criterion for selecting colleges for surveying purposes is diversity. The aim in seeking a diversity of college styles is to help ensure a more accurate representation of the sector from across all the samples. Diversity of ethos, history and, to a lesser extent, size and general establishment may be considered but, just as three eras of Australian university residential colleges were identified in Chapter Two, there are traditional American styles also. An overview of the three selected American colleges that demonstrates their diversity in representing the American sector is set out in Table 6.7.4 below.

**Table 6.7.4 Profiles of Three American Colleges**

Institution	Founded	Style	Nos	Host/Dean	Comments
Middlebury College, Vermont.	1800	Liberal Arts Old Small Private Wealthy	2000	Professor Paul Nelson  Dean of Brainerd Commons	A truly beautiful campus with facilities in arts and sports.  Lavished with student comforts and services.  The cost of attending Middlebury was \$US 35,000 pa in 2003.
University of Massachusetts - Amherst	1867	State University  Large  Public  Under funded	24,000	Dr Joseph Battista  Dean of Residence Life	Sees itself as the "Center of public higher education in the Northeast."  Mixed funding from state, federal, industry, foundations and private contributions.  Broad offerings with degrees in 90 areas
Yale University, Connecticut	1701	'Ivy League'  Large Research  Private  Wealthy	11,270	Professor Penny Laurens  Associate Dean, Yale College	Second only to Harvard in age in America and highly prestigious.  Refers to itself as a large research university.  Wide array of programs, departments, schools, centres, museums and affiliated institutions.

There are clear differences in all three US colleges in age and size but, more importantly in these samples, they represent three distinctly different styles of American higher education institutions. Therefore samples of student experience come from a small and well-endowed liberal arts college, from a larger State university and from one of the great *Ivy League* universities. Together they provide a representation of the diversity in the sector.



#### 6.7.4 The Survey Strategy Implemented

As noted earlier, ten colleges were originally targeted for sampling. However, difficulties arose in completing a survey in one targeted college before the end of 2003 and, therefore, nine surveys were considered possible to achieve the diversity of representation and confirm national trends. The Australian survey chronology is set out below in Table 6.7.5.

**Table 6.7.5 Nine Australian Colleges Surveyed**

1	Campus East	19 June 2003	Wollongong New South Wales	50 Students
2	Charles Sturt University	27 August 2003	Wagga New South Wales	50 Students
3	Monash University	28 August 2003	Clayton Victoria	50 Students
4	St Paul's College	23 September 2003	Sydney New South Wales	50 Students
5	Emmanuel College	8 October 2003	Brisbane Queensland	50 Students
6	UWS Hawkesbury	9 October 2003	Richmond New South Wales	50 Students

7	St John's College	13 October 2003	Sydney	New	50
			South Wales		Students
8	Lincoln College	3 November 2003	Adelaide		50
			South Aust		Students
9	Weerona College	15 November 2003	Wollongong		50
			New South Wales		Students

The surveying of three American colleges took place in April and May 2003. They represent the broad diversity of the United States higher education system as discussed in 6.7.3. The American survey chronology is set out below in Table 6.7.6.

**Table 6.7.6 Three American Colleges Surveyed**

No.	College	Date of Survey	Location	Sample
1	Middlebury College	24 April 2003	Middlebury	50
			Vermont	Students
			USA	
2	Univ. of Massachusetts	29 April 2003	Amherst	50
			Massachusetts	Students
			USA	
3	Yale	2 May 2003	New Haven	50
			Connecticut	Students
			USA	

### **6.8 Strategy B: Case Study – An Institutional Biography**

There has been very little opportunity since the 1970s to examine the establishment of support rationales put in place in new university colleges and at that time no such study took place. Firstly, there have been virtually no fully collegiate residences established by Australian universities since then. Secondly, the colleges established in the 1960s and 1970s followed, for the most part, the traditional approaches of the previous century without review. Most new residences established by Australian universities since then have not been collegiate. They have been fully independent in style where students congregate in apartments or flats that are usually owned and managed by the university. There are many examples of these developments such as the Murdoch University Student Village, another established at Maribyrnong by the Victoria University of Technology and, more recently, the residences of the University of Western Sydney at both Campbelltown and Kingswood. Even universities with a well-established ring of colleges such as Sydney University and the more modern Monash University have turned more recently to residential developments and acquisitions of the self catering, independent apartment style.

Those residences developed in the nineties such as Fenner Hall at the Australian National University in 1992 and Campus East at the University of Wollongong four years earlier in 1988 included dining services but accepted that they were not fully collegiate in other ways. The establishment of Richard Johnson College at Wollongong in 1993 had all the hallmarks of a fully

collegiate residence but was simply too small at less than 30 residents to constitute a credible case study.

Only Weerona College emerges over the past fifteen years as a newly established and purposely planned fully collegiate residence in an Australian university. The reason that Weerona was earmarked for collegiate development by the University of Wollongong was to give new students a choice of lifestyles that ranged from the independence of their own Kooloobong apartments to the fully supported collegiate lifestyle. Such a range of choices was considered to be an important planning factor at the time despite the fact that the establishment of Weerona required a commitment to higher financial overheads in services, supports and staff for a lower number of residents of approximately 200 by recent student accommodation standards.

The emergence of Weerona College in 1990 in itself represents a rare opportunity to study the establishment of a fully collegiate university hall. In addition, as part of its collegiate mission during the nineties, it gradually developed the mission of exploring the nature of academic support in college. Therefore, the opportunity to trace the development of an academic support model that does not simply rely on accepted models of the past is quite unique. The development of Weerona academic support models will thus be traced as a separate or parallel study to the sampling of student experiences at Weerona and eleven other colleges.

An institutional biography of the Weerona experience does not fit neatly with established methodologies in that it represents, for example, neither a history nor a case study. There was no deliberate attempt to collect longitudinal data as a basis for a case study. Nor is an historical approach appropriate as available documentation is too thin to develop an historical account of academic support models that emerged at the end of the period. Yet both retrospectivity and individual perspectives are clearly involved. Martin-Chew (2002) wrestled with a similar problem when examining the role of the Johnstone Gallery in shaping the visual arts in Brisbane. She notes that:

... obvious and necessary differences exist between the story of an institution interspersed through the recollections of a wide range of people and documents – and new narrative which focuses on one or two individuals (Martin-Chew, 2002:75)

In search of an appropriate model for her research, she explored extant models of institutional biography but finds them inappropriate to her needs. Her solution was to create a new genre of institutional biography, one that would accommodate:

... selective splicing from all of the methods discussed, from biography to history ... [and] also allows the use of a chronology related to the development of the institution's momentum as a business and an institution (Martin-Chew, 2002: 77-8).

Similarly, it is be possible to use this genre of retrospective study, this third type of institutional biography, as a model for examining Weerona College. It is practical, illustrative and acceptable as a methodology.

The Oxford English Dictionary refers to *institution*, in this context, as:

An establishment, organization or association instituted for the promotion of some object, esp. one of public utility, religious, charitable, educational, etc (Oxford 1973).

Weerona College is an organization instituted for the promotion of objects associated with university study and educational support through a collegiate residential life.

Martin-Chew (2002: 75) notes that the term *institutional biography* has applied to two very different forms of retrospective literature. One genre witnesses students reminiscing about the life of the institution itself through a compendium of their experiences and another where students reminisce upon their own histories as learners. As with Martin-Chew and the Johnstone Gallery (2002: 76), neither of these extant senses of institutional biography provides an appropriate model for the current research. In the prevailing view, the institution is larger than the individuals who created it and yet, without these individuals, the institution would not have developed as it did. This is an important factor in a close alignment between the author and the subject.

The model, therefore, requires access to a retrospective chronology that uses slices and splices from a broad range of data; for example, surveys, parental feedback, college records, other influences in the development of policies and practice of academic support. Such a model, based on a triangulated approach to institutional biography, has the potential to sample perceptions and history such that the development of the academic support model can be traced.

## **6.9 Overview**

Therefore, there are two methodologies in this overall study that are complementary strands. In summary, there is the data from a cross-sectional sampling of twelve colleges in 2003 presented in Chapter Seven. The second study uses the case of one college by adopting, in Chapter Eight, an institutional biography approach to study the development of academic support models at Weerona College, University of Wollongong, from 1990 until 2003.

## Chapter 7

### Study A: *Snapshots* of Student Experience

---

#### 7.1 Introduction

Twelve colleges were sampled, nine in Australia and three in the United States. The Australian colleges were surveyed in the second half of 2003. The United States colleges were surveyed in April and May 2003 for the purpose of benchmarking the Australian data. The same instrument was used with minor adaptations for prevailing American nomenclature. (see: Appendices G&H)

#### 7.2 Twelve Colleges: The Tally

Returns from each college sample of 50 students were expressed in percentages as part of the promised feedback to each participating college soon after each sampling. This was simple as, for example, if one category of response was checked or ticked six times it represented a response rate of 12 per cent in the sample of 50 students. While this is an acceptable approach to measuring and communicating the response for each college surveyed, in seeking to combine or aggregate the responses, data across all colleges used



the raw response data.

Secondly, in aggregating the data, the decision was taken to group categories for greater sense. Firstly, **College Tutors** are retained as a separate category because they are most often identified officially and traditionally with the human provision of academic support in the university residential context. However, an overarching category of **University Staff** includes academic staff, library staff and student counsellors. The category **Other** includes parents, personal mentors as well as, for example, older brothers and sisters as sources of academic support. Finally, there are two categories of students; namely, **Other Students on Campus** and **Other Students in College**. Both student categories are then combined to indicate **Total Other Student** academic support. In the tables that follow, the student section will be presented in blue to differentiate peer support from other, more traditional forms of academic support.

On the frequency of access scale (the x axis), the **MOST OFTEN** and **OFTEN** categories have been combined under **OFTEN** and the term **SELDOM** encompasses the **NOT OFTEN** category. The results from the Australian colleges are presented in Tables 7.3.1 – 7.3.9 and the benchmark colleges in Tables 7.4.1 – 7.4.3. Following individual college data, a brief discussion will follow in three parts: a summary of the Australian data, a summary of the American data and a composite overview.

### **7.3 Nine Australian Colleges**

The nine Australian colleges are presented in alphabetical order. A brief profile of each college is provided to preface the snapshot of academic support data.

#### **7.3.1 Campus East**

Campus East is a quasi-collegiate residence of the University of Wollongong. Opening in 1988, it began with enough beds for a population of 285 students in old buildings originally used in the fifties and sixties as a migrant hostel. In the post war period in Wollongong these had provided accommodation for newly arrived tradesmen and workers and their families who were seeking employment with Australian Iron and Steel, BHP or Lysaght in the manufacture and processing of steel and allied industries.

The student residence gradually grew to a population of over 400 students during the nineties but, despite excellent dining arrangements for so many students, did not consider itself fully collegiate due to low academic support provision. Table 7.3.1 summarizes the profile of academic support networks accessed by Campus East students.

**Table 7.3.1 Campus East Students Accessing Academic Support**

ACCESSING	OFTEN	SOMETIMES	SELDOM	NEVER
	%	%	%	%
College Tutors	1.8%	3.0%	2.7%	3.9%
University Staff	5.1%	8.7%	8.0%	12.8%
Other	5.0%	5.5%	6.6%	14.6%
Other Students on Campus	7.9%	2.3%	0.9%	0.2%
Other Students in College	7.5%	2.5%	0.9%	0.5%
<b>TOTAL OTHER STUDENTS</b>	<b>15.4%</b>	<b>4.8%</b>	<b>1.8%</b>	<b>0.7%</b>

From amongst the categories of stakeholders or human resources listed in the survey, students as a whole at Campus East access each other and other students on campus more than they access all the other categories combined. Other noteworthy aspects of the Campus East snapshot are that the residential tutors are accessed less often than university staff who, in turn, are accessed at about the same level as the **OTHER** category encompassing, for the most part, sources of support external to the university. Other observations are, firstly, that the student categories are the only categories to trend down from **OFTEN** accessed to **NEVER** accessed, whereas all other categories show a broadly opposite trend. In short, more students access other students more often for academic support and other groups less often. Secondly, the Campus East students indicate that between the two categories of other students, it is the students on the main campus rather than their residential fellows that they turn to, albeit marginally more so.

### **7.3.2 Charles Sturt University- Wagga Wagga**

Charles Sturt University is a federated network institution comprising several member campuses. The two major locations are in Bathurst and Wagga Wagga on sites that were established around 1900 as vocational agricultural colleges. The residential area on the Wagga Wagga campus consists of 300 beds of which half remain in the older dormitory buildings (c1930) and provide for a majority of regional Australian students especially in first year.

As in all modern universities, courses have expanded to meet growing demands well beyond CSU Wagga Wagga's evolving mission as an incremental composite of agriculture, teacher training, applied science and other courses through periods of growth as a teachers' college, a college of advanced education to full university status in 1989. Therefore, CSU at Wagga Wagga now attracts not only country Australian students into its residences but also growing numbers of international students into a full array of business, arts, science and other undergraduate and postgraduate courses. Table 7.3.2 summarizes the profile of academic support networks accessed by CSU Wagga Wagga students.

**Table 7.3.2 CSU Wagga Wagga Students Accessing Academic Support**

ACCESSING	OFTEN	SOMETIMES	SELDOM	NEVER
	%	%	%	%
College Tutors	1.2%	1.2%	4.4%	4.8%
University Staff	11.6%	7.4%	8.3%	9.7%
Other	3.3%	7.6%	7.4%	12.5%
Other Students on Campus	8.1%	2.5%	0.5%	0.5%
Other Students in College	6.5%	2.5%	0.7%	1.2%
<b>TOTAL OTHER STUDENTS</b>	<b>14.6%</b>	<b>5.0%</b>	<b>1.2%</b>	<b>1.7%</b>

The trends amongst the categories of stakeholders or human resources listed in this survey of CSU Wagga residential students are broadly similar to those at Campus East. While students access each other in residence and on campus more than they access all the other categories put together, more students **NEVER** access college tutors and more again **NEVER** access university staff. CSU Wagga Wagga students demonstrate greater accessing of academic and other staff of the university in terms of academic support and less accessing of **Other** sources external to the university.

Similar to Campus East are the high rates of response at Wagga Wagga relating to students accessing each other for academic support in college and on campus. The levels of peer academic support activity at Wagga Wagga far outweigh the accessing of all other traditional sources within the university, including residential tutors.

### **7.3.3 Emmanuel College**

Emmanuel was the first Queensland residential college established in 1911, two years after the university itself was established and endowed. Like all other colleges of this era, referred to earlier as the denominational period, Emmanuel was established as a male only, denominational affiliate of the Presbyterian Church within the University of Queensland. In fact, Emmanuel was a significantly late, early college. This seeming contradiction reflects the fact that the University of Queensland, the first in that State, was established over 50 years after the establishment of universities in Melbourne and Sydney. Despite this gap in time, Emmanuel was typical of the early era in its aim to follow the Sydney example of St Andrew's College, Sydney, and to establish a Presbyterian Theological Hall in conjunction with the college. The college today caters for nearly 300 residents, both men and women, but remains steadfast in its observance of traditional collegiate ideals such as academic pursuits, social values and its Christian origins. In this regard, the college employs a Dean and College Tutors to implement a broad academic support programme including tutorials and availability for consultation with individual students. Table 7.3.3 summarizes the profile of academic support networks accessed by Emmanuel College students.

**Table 7.3.3 Emmanuel College Students Accessing Academic Support**

ACCESSING	OFTEN	SOMETIMES	SELDOM	NEVER
	%	%	%	%
College Tutors	6.7%	2.2%	0.7%	2.4%
University Staff	5.3%	8.1%	10.1%	12.5%
Other	4.8%	6.7%	6.0%	11.3%
Other Students on Campus	4.6%	3.6%	2.6%	1.2%
Other Students in College	10.6%	1.0%	0.5%	0.0%
<b>TOTAL OTHER STUDENTS</b>	<b>15.2%</b>	<b>4.6%</b>	<b>3.1%</b>	<b>1.2%</b>

From the outset it can be seen that the greater emphasis by Emmanuel College placed upon the role of tutors in academic support is reflected in students' access rates. However, at Emmanuel College it can be seen that the level of accessing of College Tutors by students for the purpose of academic support by no means diminishes the rate at which they seek academic support from each other. In fact, the response rates relating to access to the student categories both in college and around campus remains broadly consistent with the data from other colleges so far but with one noticeable exception. In the case of Emmanuel students, they access peer academic support more in residence than around campus.

#### **7.3.4 Lincoln College**

This University of Adelaide college was established in an existing Victorian period residence coinciding with the first year of the first Menzies government. Contextually, Lincoln remains part of a denominational era that by 1950 had spanned nearly a century of university residential college development. Therefore, it has traditional roots in the style of Emmanuel and other early colleges and maintains strong links with the Uniting Church of Australia.

Lincoln College today houses an above average number of 247 residents from both genders and from a broader national and international pool than its original and traditional mission as a single sex, denominational affiliate for regional students. However, a strong traditional adherence remains in the areas of social, pastoral and academic support provision. Lincoln College is amongst only a handful of colleges that boasts a peer support approach to academic support. Table 7.3.4 summarizes the profile of academic support networks accessed by Lincoln College students.



**Table 7.3.4 Lincoln College Students Accessing Academic Support**

ACCESSING	OFTEN	SOMETIMES	SELDOM	NEVER
	%	%	%	%
College Tutors	2.9%	4.6%	1.7%	2.9%
University Staff	4.8%	6.8%	7.5%	17.1%
Other	5.1%	4.1%	3.6%	14.7%
Other Students on Campus	7.5%	3.1%	1.0%	0.5%
Other Students in College	9.0%	1.7%	0.7%	0.7%
<b>TOTAL OTHER STUDENTS</b>	<b>16.5%</b>	<b>4.8%</b>	<b>1.7%</b>	<b>1.2%</b>

The body of data from Lincoln College confirms the two general trends identified thus far. Firstly, students access each other more often than other categories of academic support. Secondly, college tutors, even in this more traditional environment, are accessed less often than university staff who, once again, are accessed at about the same level as the ***OTHER*** category.

In addition, Lincoln College is the first college sample considered that proactively pursues a peer support approach to academic support. The college in recent years has taken note of the experiences of other colleges, such as Weerona, in introducing the idea of a peer support network. It is perhaps thus not surprising that the level of accessing by students of each other within Lincoln College is higher than the other samples thus far.

### 7.3.5 Monash University Halls of Residence

The northeast Halls of Residence of Monash University, Clayton, comprise five separate collegiate style communities set around central dining and other facilities under one administration. They began life soon after the university itself took its first students in 1960. Deakin Hall was opened in 1961 and the fifth and final Hall, Richardson, was opened in 1972. Each hall accommodates, on average, around 175 residents.

Until very recently, the Monash Halls had applied the early sixties policy of **not** supplying academic support. The tutors in residence in the Monash halls were seen as having responsibilities more in the areas of social harmony, administrative duties, security and the maintenance of order from block to block. Reference is made earlier (See 2.5) to the fact that, despite an active policy that has militated against the official provision of academic support in the Monash Halls, residential students there perform up to ten per cent better academically than non-residential students. Table 7.3.5 summarizes the profile of academic support networks accessed by Monash residential students.

**Table 7.3.5 Monash Halls Students Accessing Academic Support**

ACCESSING	OFTEN %	SOMETIMES %	SELDOM %	NEVER %
College Tutors	0.2%	1.8%	2.0%	7.3%
University Staff	7.0%	8.0%	8.4%	10.7%
Other	5.0%	6.6%	4.3%	16.1%
Other Students on Campus	6.8%	3.2%	0.9%	0.5%
Other Students in College	5.9%	2.3%	1.8%	1.4%
<b>TOTAL OTHER STUDENTS</b>	<b>12.7%</b>	<b>5.5%</b>	<b>2.7%</b>	<b>1.9%</b>

In this case, as a result of a longstanding distancing from academic support, Monash residential students seek support virtually as **OFTEN** from university staff as from, for example, fellow students around campus. In fact, so entrenched have the effects of this policy become that these students declare that they access **Other** sources of academic support outside of the university nearly as much as any other single category of support.

However, even in this setting of minimal academic support, Monash residential students still turn to other students in college and on campus generally as their main overall source of academic support. In the policy climate of such a longstanding, deliberate abrogation of academic support, the oft accessing by students of tutors in residence for academic support is negligible (0.2%).

### 7.3.6 St John's College

St John's has already been profiled in detail (See 2.4). But in the context of the sampling of Australian colleges throughout 2003, this sample stands out, along with St Paul's College, as the quintessential collegiate entity. As the second oldest Australian university college with strong Catholic male traditions, the College places high value upon its community of scholars and provides excellent facilities and access to a range of supports including College Tutors. It maintains many of the external trappings of the English traditions in terms of its gothic architecture and, alongside other longstanding rituals and practices, the wearing of academic gowns to meals. The atmosphere of collegiality is created in part by a less than average size population of 180 resident students. Table 7.3.6 summarizes the profile of academic support networks accessed by St John's College students.

**Table 7.3.6 St John's College Students Accessing Academic Support**

ACCESSING	OFTEN %	SOMETIMES %	SELDOM %	NEVER %
College Tutors	3.0%	3.4%	1.9%	3.2%
University Staff	3.4%	6.1%	8.6%	15.8%
Other	3.4%	6.1%	8.6%	15.8%
Other Students on Campus	6.1%	2.3%	1.4%	1.6%
Other Students in College	8.6%	1.4%	0.5%	0.9%
<b>TOTAL OTHER STUDENTS</b>	<b>14.7%</b>	<b>3.7%</b>	<b>1.9%</b>	<b>2.5%</b>

In this, the first of two examples of colleges from the early Victorian period, similarities with other colleges in the above data underpin academic support trends. Similar to most other college samples so far, college tutors at St John's are used by residents for academic support about half as often as university staff who, in turn, are accessed less than **Other** support outside of the university community.

However, these sources of assistance together play a relatively minor role compared to the rate of access by residents of **Other Students**. In fact, at St John's, 8.6 per cent of residents access peers in residence **OFTEN** for academic support and co-operation. Although this college does not boast deliberate and pro-active peer academic support initiatives, it can clearly be seen to have established a close sense of shared academic purpose across its student body, perhaps an artefact of its overt collegiate policy.

### 7.3.7 St Paul's College

Established in 1856, St Paul's is the first and oldest of all Australian university colleges. For most of its 150 years of accommodating students, it has been an all male Church of England establishment. Already profiled in detail (See 2.4), St Paul's is very important in this study as the original template for many other colleges well beyond the first 100 years and the *Denominational Period*. The greater majority of colleges built during the Menzies era or *Secular Period* were designed along the same lines in terms of facilities and, with few exceptions

such as Monash, with similar approaches to the provision of academic support. St Paul's, as a template in its own deferral to the English and Anglican examples of Cambridge and Oxford, has set an enduring formula for structural and functional design of university colleges in Australia ever since. It is in this context of this seminal influence that the sampling of St Paul's students has particular significance. It may well be that St Paul's College remains less removed from its original ethos of supplementary instruction than other colleges where tutors are expected to provide additional support to residents as they approach their university studies. In fact, under the co-ordination of a Dean, St Paul's has a timetable of additional tutorials for its residents, compulsory for first years, as well as requiring tutors to be available to students for consultation regarding their academic progress. Table 7.3.7 summarizes the profile of academic support networks accessed by St Paul's College students.

**Table 7.3.7 St Paul's College Students Accessing Academic Support**

ACCESSING	OFTEN %	SOMETIMES %	SELDOM %	NEVER %
College Tutors	4.7%	3.4%	1.7%	2.5%
University Staff	3.2%	12.7%	9.1%	11.8%
Other	2.2%	5.1%	4.9%	11.8%
Other Students on Campus	4.8%	2.2%	2.3%	0.7%
Other Students in College	9.0%	0.5%	1.2%	1.5%
<b>TOTAL OTHER STUDENTS</b>	<b>13.0%</b>	<b>2.7%</b>	<b>3.5%</b>	<b>2.2%</b>

As well as confirming the overall trend of higher of peer academic support, St Paul's demonstrates a particularly high accessing of ***Other Students in College***. The original colleges promulgate a strong sense of academic support amongst their residents and remain strongly collegiate. In contrast to most other college students, accessing ***OFTEN*** by students to ***College Tutors*** at St Paul's is comparatively high, even in relation to St John's, at nearly five per cent.

St Paul's residents also access university staff for academic support ***SOMETIMES*** at the relatively high rate of 12.7 per cent. Overall, ***College Tutors*** are used relatively little whilst ***Other Students*** are used ***OFTEN*** for academic support.

### 7.3.8 University of Western Sydney – Hawkesbury

Hawkesbury itself is well over 100 years old having begun its life as an institution in 1891 on a 3000 acre agricultural site in Richmond, New South Wales. However, for most of its history as the Hawkesbury Agricultural College it was not seen as part of a university or higher education system until it moved through successive phases as a college of advanced education and a university network member over the past twenty-five years.

This presents an interesting context for the sampling of Hawkesbury students because, on one hand, it is only 15 years old as a university and yet, on the other hand, it houses its students in Victorian style residences dating back to

the 1890s and was, in fact, the forerunner to the agricultural college at Wagga Wagga (circa: 1930) that is also sampled in this study as part of Charles Sturt University. Consequently, given over 80 years of practical agricultural education, the students of Hawkesbury do not have a long tradition of academic support in the residences at the university level.

It should be noted, however, that the residences on the main campus are centrally located and are surrounded by academic and other facilities whereas, in the majority of Australian universities, the residences are usually on the perimeter of the campus. Therefore, residential students at Hawkesbury may perceive a blurring of distinctions in a relatively seamless academic and residential location. Table 7.3.8 summarizes the profile of academic support networks accessed by Hawkesbury students.

**Table 7.3.8 Hawkesbury Students Accessing Academic Support**

ACCESSING	OFTEN %	SOMETIMES %	SELDOM %	NEVER %
College Tutors	1.6%	1.4%	3.8%	5.0%
University Staff	8.5%	8.5%	7.3%	8.7%
Other	3.6%	5.7%	7.1%	12.8%
Other Students on Campus	6.6%	3.1%	1.4%	0.7%
Other Students in College	8.5%	2.6%	0.2%	0.5%
<b>TOTAL OTHER STUDENTS</b>	<b>15.1%</b>	<b>5.7%</b>	<b>1.6%</b>	<b>1.2%</b>



As evidenced in these data, the **College Tutors**, known as senior residents at Hawkesbury, play a very minor role in academic support. However, the closeness of Hawkesbury students to the staff appears to be significant in terms of academic support. Although not accessed as much by Wagga Wagga students, it is interesting to note that Hawkesbury students maintain a close working academic relationship with **University Staff**. Use of **College Tutors** is typically low and **Other Student** academic support is typically strong.

### 7.3.9 Weerona College

Weerona College, University of Wollongong, opening to 200 students in 1990, is the most recently established fully collegiate university residence in Australia. The institutional biography of Weerona is the subject of a separate study in the following chapter that focuses upon one new college's exploration and development of academic support models. Therefore, the data set out below can be seen in two contexts in terms of the overall study. Firstly, it can be seen in the context of all other colleges sampled in Study A and, secondly, as a current and purposeful case of the trial and development of a variation of academic support models in the residential context in Study B.

It may suffice to say, in the current context, that the development of academic support models at Weerona College over the past decade has been built around college tutors. Whilst their role has remained central, it has varied in relation to the encouragement of greater academic assistance at the peer level. Indeed, peer interaction gradually became the cornerstone of developments in

academic support at Weerona College between 1993 and 2003. Table 7.3.9 summarizes the profile of academic support networks accessed by Weerona College students.

**Table 7.3.9 Weerona College Students Accessing Academic Support**

ACCESSING	OFTEN %	SOMETIMES %	SELDOM %	NEVER %
College Tutors	7.8%	2.7%	1.7%	0.2%
University Staff	8.7%	12.7%	10.7%	5.2%
Other	2.2%	7.5%	8.7%	6.7%
Other Students on Campus	8.2%	3.5%	0.7%	0.0%
Other Students in College	9.9%	2.0%	0.6%	0.0%
<b>TOTAL OTHER STUDENTS</b>	<b>18.1%</b>	<b>5.5%</b>	<b>1.3%</b>	<b>0.0%</b>

The Weerona data differ in two significant ways in this study. Firstly, levels of access **OFTEN** to **College Tutors** and to **University Staff** for academic support are both unusually high, by comparison with other colleges, at 7.8 per cent and 8.7 per cent respectively. In addition, Weerona residents also seek assistance from other students **OFTEN** at similarly high levels of 8.2 per cent on campus and 9.9 per cent in college. However, the latter figure of virtually 10 per cent is significantly high in its own right, declaring relatively high accessing of peer academic support within Weerona College. When added to broader access to **Other Students on Campus**, the level of peer academic support activity among Weerona residents is the highest of all colleges sampled.

Secondly, these rates of academic support activity by Weerona residents are confirmed by the fact that no Weerona students in this sample say they **NEVER** seek academic support from other students in college or on campus and virtually none (0.2 per cent) say they **NEVER** seek academic support from tutors in residence. A higher number indicate that they **NEVER** seek academic support from university staff but this figure, too, is comparatively low in contrast to other colleges generally. It can be argued from these data that Weerona students have developed habits of accessing academic support across the board to a greater extent than have students from other colleges.

#### **7.4 Three American Colleges**

The second part of this study focuses on three benchmark American Colleges.

##### **7.4.1 Middlebury College, Vermont, USA.**

Middlebury College is a liberal arts college situated in the small town of Middlebury in northern Vermont. It is a privately funded and lavishly appointed institution established in 1800 and is unaffordable for students of average family means unless supported by a scholarship. The greater majority of its 2000 students, including all first year or *fresher* students, live on campus in a residential precinct divided into five *commons*. The cost of an all-inclusive Middlebury education in 2003 was approximately US\$35,000 per annum. An immediate contrast between this American college and Australian universities is the comparative age of institutions. Middlebury was established 50 years

before the University of Sydney and, in the American context, some 100 years after Yale University. Despite this, the development of a collegiate approach to residential living by the Middlebury provosts is quite recent. It was only in 1998 that the College reviewed its approach to its residential management. Prior to this, the dormitories were a conglomeration of buildings with many bedrooms under very minimal pastoral supervision. Student initiations and sub-cultural activity associated with drinking, ritual *hazing* and *student rule* applied and were not only comparatively widespread but also left relatively unchecked by college authorities. Whilst student life on the Middlebury campus is one of full engagement socially, the *dorms* had developed a reputation as *animal houses*<sup>12</sup>.

The model for a more collegiate approach to residential management was that of Yale and, from 1999, the dormitories were separated into five *commons* under the Headship of a senior academic, the assistance of a full time Dean and a closely supervised group of senior students as Resident Assistants. Table 7.4.1 summarizes the profile of academic support networks accessed by Middlebury College students.

---

<sup>12</sup> Dr Bob O'Hara, Personal Communication, 2004.

**Table 7.4.1 Middlebury College Students Accessing Academic Support**

ACCESSING	OFTEN %	SOMETIMES %	SELDOM %	NEVER %
College Tutors	0.0%	0.7%	2.0%	9.5%
University Staff	6.8%	7.6%	8.3%	13.9%
Other	5.1%	3.9%	4.4%	13.4%
Other Students on Campus	6.6%	4.9%	1.2%	0.5%
Other Students in College	5.8%	3.4%	1.2%	0.7%
<b>TOTAL OTHER STUDENTS</b>	<b>12.4%</b>	<b>8.3%</b>	<b>2.4%</b>	<b>1.2%</b>

Despite lower overall figures compared with the Australian data, it is nevertheless evident from the Middlebury data that students in this American setting also seek academic support from each other more than they do from all other sources combined. There is a virtually negligible accessing of **College Tutors** by students in residence seeking academic support largely because, despite the recent collegiate overhaul of the residences, there is simply no group of senior students in the Middlebury College *commons* to fill this role and the Resident Assistants' roles are clearly understood not to include academic support. When Middlebury students discuss academic matters with Resident Assistants, it is quite reasonable to assume, given their status as *senior* peers without academic support responsibilities, that they are not seen as **College Tutors** but simply as **Other Students in College** albeit with senior status. However, it remains clear that it is the co-operative and often mutual peer support that is the most often accessed source of academic support by

students in Middlebury's small, tight knit and almost fully residential collegiate context.

#### **7.4.2 University of Massachusetts – Amherst, USA**

In stark contrast to Middlebury College, UMass (Amherst) is a state funded university with a much larger population of 23,500 students. University funding comes from a mixture of state, federal, industry, foundation and private contributions and, as an institution, it faces greater financial challenges than the majority of its private and smaller liberal arts counterparts. In fact, as a larger state funded university, it is competing desperately for more funds from the State Governor of Massachusetts. The general establishment of the main campus at Amherst is typically very solid and impressive although infra structural features such as roads and grounds have clearly been allowed to run down. General maintenance of the campus has obviously suffered as a result of the constant struggle for funds.

The University of Massachusetts goes beyond the liberal arts scope to offer degrees in 90 areas and regards itself as the leading centre of public higher education in the northeast United States.<sup>13</sup> Academic support programmes and a number of faculty classes are conducted in the residential area. Table 7.4.2 summarizes the profile of academic supports accessed by UMass students.

---

<sup>13</sup> Umass (Amherst) Website Homepage: [www.umass.edu](http://www.umass.edu) - accessed 15 September 2003.

**Table 7.4.2 UMass (Amherst) Students Accessing Academic Support**

ACCESSING	OFTEN %	SOMETIMES %	SELDOM %	NEVER %
College Tutors	0.7%	2.7%	2.7%	6.2%
University Staff	7.4%	6.0%	10.2%	11.7%
Other	3.5%	5.5%	3.2%	13.2%
Other Students on Campus	7.9%	3.2%	1.0%	0.2%
Other Students in College	7.9%	2.5%	1.0%	1.0%
TOTAL OTHER STUDENTS	15.8%	5.7%	2.0%	1.2%

Three main observations may be made from these data which demonstrate broad consistency with trends at other colleges. Firstly, the use of **College Tutors** is comparatively minimal although it has already been noted that this category has no direct counterpart in the American setting. Secondly, although the American higher education campus seems to demonstrate greater accessing of **University Staff** or *faculty* by students seeking academic support than in the Australian situation, the extent of access in both settings trends away rather than towards **OFTEN**. In short, UMass students access **University Staff** more **OFTEN** than most Australian colleges but still with greater numbers that access **University Staff SELDOM** and **NEVER**. Thirdly, on the other hand, the rate of access to the **Other Student** groups for co-operative academic assistance, especially in the residences, is more frequent.

### 7.4.3 Yale College, CT. USA

Yale College is made up of ten residential colleges and is part of the greater Yale University. As one of the eight *Ivy League* universities of America, it is the oldest and most famous college sampled in this study.

Yale was established in 1701 which, in the context of this study, makes it 100 years older than Middlebury which, in turn, is 50 years older than the first college in Australia, St Paul's College, Sydney. However, the most remarkable aspect of the ten residential colleges of Yale is that, whilst they appear older than the university itself, they were built only 80 years ago. The Yale Colleges are, in that sense, unauthentic. The dining rooms resemble gothic churches. The main building material is stone with leadlight windows in the attics where glass panes have been broken on purpose to enhance the look of authenticity. Each single roof tile has been individually chipped at the edge to give the roofs *Ye Olde English* appearance.

Indeed, it is the English model to which the Yale administration turned for designs of college structure and community as well as architecture during the planning phase in the 1920s. The idea and look of the colleges of Cambridge and Oxford had also found favour 80 years earlier in the construction of Australia's first university colleges. It is also to Yale that Middlebury College looked as a desirable model of collegiate life for its residential review in 1998. Table 7.4.3 summarizes the profile of academic support networks accessed by Yale College students.



**Table 7.4.3 Yale College Students Accessing Academic Support**

ACCESSING	OFTEN %	SOMETIMES %	SELDOM %	NEVER %
College Tutors	1.0%	1.0%	3.4%	6.8%
University Staff	4.8%	8.0%	8.2%	15.3%
Other	4.6%	6.8%	4.6%	11.4%
Other Students on Campus	6.8%	4.8%	0.0%	0.5%
Other Students in College	7.0%	3.4%	1.5%	0.2%
<b>TOTAL OTHER STUDENTS</b>	<b>13.8%</b>	<b>8.2%</b>	<b>1.5%</b>	<b>0.7%</b>

The data here simply confirm the overall trends throughout. Accessing of **College Tutors** or residential advisors for academic support by students in the Yale colleges is low as with the other US dormitory colleges. After the College Head, who focuses distinctly upon the pastoral care of residents, there is only the Dean whom students would recognize as a more senior academic advisor and that role is dominated by social and disciplinary responsibilities.

Accessing of **University Staff** by residential students for academic support at Yale, therefore, is higher than of **College Tutors**. However both of these categories are overshadowed in turn by the accessing of **Other Students** for academic assistance and co-operation. In the case of peer academic support, the incidence at Yale is higher in the residential setting.

## 7.5 A National Snapshot of Australian Colleges

While there is broad consistency of results from college to college in Australia, aggregated national figures may help to explain or perhaps *iron out* individual college differences. Table 7.5.1 below sets out the national percentages for the nine Australian colleges sampled.

**Table 7.5.1 Australian Students Accessing Academic Support**

ACCESSING	OFTEN %	SOMETIMES %	SELDOM %	NEVER %
College Tutors	3.2%	2.6%	2.2%	3.7%
University Staff	6.5%	8.7%	8.6%	11.6%
Other	4.0%	6.1%	6.2%	13.0%
Other Students on Campus	6.7%	3.1%	1.4%	0.7%
Other Students in College	8.3%	1.9%	0.8%	0.7%
TOTAL OTHER STUDENTS	15.0%	5.0%	2.2%	1.4%

The following consistencies stand out across the whole sample. Firstly, **College Tutors**, the main source of academic support as espoused by the greater majority of Australian colleges, are used or accessed less by residents than **University Staff** generally, by **Other Students on Campus** generally and by **Other Students in College**. Secondly, **University Staff** are accessed less often than are **Other Students on Campus** and are **NEVER** accessed by a far greater number of residential students than are other categories. Thirdly, **Other Students in College** are accessed more than **Other Students on Campus**

and most often overall of the main categories by their residential peers. Fourthly, the ***Total of Other Students***, both in college and on campus, confirms that students seek academic support from each other by at least double any other single source and more than all other sources together.

## 7.6 Benchmark Colleges

The survey data from the three benchmarked American colleges were also aggregated. Table 7.6.1 presents these data.

**Table 7.6.1 American Students Accessing Academic Support**

ACCESSING	OFTEN %	SOMETIMES %	SELDOM %	NEVER %
College Tutors	0.6%	1.5%	2.7%	7.5%
University Staff	6.3%	7.8%	8.9%	13.6%
Other	4.4%	5.4%	4.1%	12.7%
Other Students on Campus	6.7%	4.3%	0.7%	0.4%
Other Students in College	7.3%	3.1%	1.2%	0.7%
<b>TOTAL OTHER STUDENTS</b>	<b>14.0%</b>	<b>7.4%</b>	<b>1.9%</b>	<b>1.1%</b>

As with the Australian data, the evidence from the benchmark American colleges is that students seek academic help or support mostly from each other. This is even more the case, it would seem, where students are living in college or *dorms*. This is also particularly evidenced by the extremely low

percentage responses by students who **NEVER** seek academic support from each other at the peer level compared to the more substantial numbers of students who **NEVER** seek academic support from the more senior categories.

## 7.7 Comparisons and Directions

The comparison of overall trends in the seeking of academic support by university residential students between Australian and American college students are entirely consistent.

Firstly, traditionally informed sources of academic support, such as **College Tutors** and **University Staff**, are **NEVER** accessed by approximately 17 per cent of the students surveyed. This contrasts significantly with the fact that over 15 per cent **OFTEN** access **Other Students** either on **Campus** or in **College**.

Secondly, college students go to **College Tutors** least of all the categories. Thirdly, they go more often to **Other** sources of academic support outside the immediate university community such as parents, industry professionals, older brothers and sisters, personal mentors and friends generally. Fourthly, they go to **Other Students on Campus** more often than to **University Staff**, the latter including library and counselling staff as well as academic staff. Fifthly, they go to fellow residents, **Other Students in College**, most of all. Finally, when both categories of students are added together, the **Total of Other Students** far outweighs all other categories together. In fact, the **Total of Other Students** accessed ranges across all colleges from 12.4 per cent at Middlebury College

in the American samples and 12.7 per cent at Monash Residential Halls to 18.1 per cent at Weerona College in the Australian setting. With regard to the rates of access to ***Other Students in College*** by their fellow residents in the Australian setting, it is generally the older colleges of the denominational era such as St Paul's (9.0 per cent), St. John's (8.6 per cent) and Emmanuel College (10.6 per cent) that tend to demonstrate higher rates of peer or collegiate academic support.

However, there are two significant exceptions to this older college characteristic. Lincoln College (circa 1950) and Weerona College (circa 1990) also exhibit high rates of peer academic support in college at 9.0 per cent and 9.9 per cent respectively. In fact when added to the category of ***Other Students on Campus***, these two colleges exhibit the highest rates of all colleges in the extent to which their residents seek academic support from the ***Total of Other Students*** at 16.5 per cent and 18.1 per cent respectively. What these two colleges have in common is a proactive programme aimed at encouraging peer support, peer tutoring and peer mentoring within college. Weerona College, in fact, is the most exceptional not only in proving to be the most active in peer academic support but also in showing higher rates of access to ***College Tutors*** and ***University Staff*** than other colleges. It is to the development of academic support models at Weerona College, Australia's most recently established, fully collegiate university residence of the University of Wollongong, that this study now turns.

## Chapter 8

### **Study B: The Development of Academic Support at Weerona College**

---

#### **8.1 The Context**

By 1990, Australian universities were no longer building or establishing a collegiate style of accommodation for students. Despite a long history of collegiate accommodation for students arguably dating back to medieval times in the European tradition, and for 150 years in Australia, it has now been 15 years since Weerona College opened at University of Wollongong. It was even more singular an event because it had been a further 16 years since the previous fully collegiate residential college, Robert Menzies College, had opened at Macquarie University in 1974. The fact that the opening of Menzies College came at the end of an unprecedented period of growth in the number of new university colleges rendered the sudden end to this development all the more dramatic and, commensurately, the establishment of Weerona College, 15 years later, all the more exceptional.

A new era of cheaper, more independent style housing had arrived. Successive federal governments since the Whitlam era no longer identified the

development of fully collegiate residences as a capital funding priority in relation to the provision of tertiary education. As a result, universities have had to contribute far more significantly, from that time, to the funding of residential developments for students.

Historically, there is no other gap in time as lengthy in the development of university colleges in Australia. Even during the period of two world wars and a depression from 1914 until 1945, 13 colleges were established. Therefore, this time gap is unique in the history of university colleges in this country. Consequently, the establishment of Weerona College in 1990, whilst it added another university college and automatically followed some of the expected approaches for supporting student residential life, also provided the opportunity for a new beginning. The establishment of Weerona College became an opportunity to inject new ideas and to reassess previously unquestioned practices, especially in the area of academic support. Although the traditions of collegiate life arguably go back to the establishment of universities in medieval times, the time gap was sufficiently long to generate a fresh focus for ideas.

## **8.2 Weerona College: An Institutional Biography**

Weerona thus affords an interesting perspective of collegiate development not only because it stands alone in time as the last of the Australian university colleges but also because of its dynamic approach to academic support. Weerona College opened its doors for the first time, as a fully collegiate residential facility of the University of Wollongong, in February 1990. It was

considered fully collegiate in the sense that it was designed to include a full range of living and learning supports that went well beyond the provision of room and board or the daily burdens of an independent apartment lifestyle. The development of Weerona was unique in another way in that, whilst at least twenty other new residential facilities for university students had developed in Australia since 1974, none of these claimed to be fully collegiate.

Weerona's student population of 204 has comprised, on yearly averages, two-thirds Australian students (134) and one-third (70) international students from a variety of cultures. There has been a fairly even gender balance on average with females only slightly outnumbering males. There has also been a broad and balanced representation of faculties and study disciplines. The college is secular by nature with no denominational affiliations. In addition to key living supports such as the catering of meals in a common dining room, cleaning and servicing of rooms, Weerona was also planned to provide a social, cultural and academic support environment for all of its students. In the spirit of ecumenism, this included, despite its secular status, provision for supporting students' spiritual welfare as a venue for weekly prayer meetings for different religions.



### 8.3 Developing Models of Academic Support

Four periods in the development of academic support at Weerona College can be identified from 1990 until 2004. As part of the background and the testing ground for this study, the four periods, set out in Table 8.3.1, may be identified not only by a broad time frame but also by a new step in the implementation of ideas for providing greater academic support for its residential population of students. The fourth column in Table 8.3.1, entitled *Models Identified*, is a reference to those models identified earlier in this study in Table 4.3.1. They are included here for reference only and are intended to reflect the broad development of academic support over the first 13 years following the establishment of Weerona College.

**Table 8.3.1 Weerona College: Four Periods of Academic Support Development**

Period	Description	Characteristics	Models Identified
1990 - 1993	Prescriptive	<ul style="list-style-type: none"> <li>Acceptance of <i>status quo</i></li> <li>Questioning the impact of tutors in residence</li> </ul>	<ul style="list-style-type: none"> <li>Model 5 – Academic Intervention</li> </ul>
1994 – 1995	Exploratory	<ul style="list-style-type: none"> <li>Open discussion of academic support issues</li> <li>British input re. Student tutoring and mentoring</li> <li>Peer academic support first recognized</li> </ul>	<ul style="list-style-type: none"> <li>Model 5 – Academic Intervention</li> <li>Model 6 – Peer Tutoring Model</li> </ul>

<b>1996 – 1999</b>	Peer Tutoring	<ul style="list-style-type: none"> <li>• A New Idea</li> <li>• Reversing an old idea</li> <li>• The 'Each One Teach One' Peer Tutoring Award Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Model 5 – Academic Intervention</li> <li>• Model 6 – Peer Tutoring Model</li> <li>• Model 4 – Academic Resources</li> </ul>
<b>2000 - 2003</b>	Partnerships	<ul style="list-style-type: none"> <li>• Consolidating a programme</li> <li>• New role for tutors</li> <li>• The <i>Spiderweb</i></li> <li>• Other Colleges</li> </ul>	<ul style="list-style-type: none"> <li>• Model 4 – Academic Resources</li> <li>• Model 5 – Academic Intervention</li> <li>• Model 6 – Peer Tutoring Model</li> </ul>

It is the gradual development of academic support itself, as part of the institutional biography of Weerona College, that is discussed in four identifiable periods below.

#### **8.4 The Prescriptive Period: 1990-1993**

This period covers the first four years of the establishment and development of Weerona College when academic support followed the accepted or prescribed patterns of most colleges with very little question or review. From the outset, the new buildings included six larger bed-sitter rooms, one on each floor, complete with an *en suite* facility for each tutor in residence. Therefore, the building design for academic support had already incorporated certain traditional assumptions.

It has already been noted in Chapter Four that over 75 per cent of all Australian university colleges spanning 150 years employ a group of postgraduate or senior students as residential tutors. In fact, by the time the foundation Head of Weerona College took up duty on 12 March 1990, the interim administrators had already appointed residential tutors by for the first academic year. The College has continued to appoint a Senior Resident and eight tutors ever since 1990 whilst also evolving other approaches to academic support. However, the widespread assumption that a system of academic seniority is the most fundamental cornerstone of academic support in university colleges has, until recently, never been seriously questioned.

With tutors in place for the first year and with many other establishment priorities to consider, it was not until the following year that Weerona began to question its approach to academic support. The College looked to the Australian Heads of Colleges Statement of Standards for Collegiate Residences of July 1991. The full statement is set out in Chapter Four and the relevant segment focusing upon academic support is repeated below for ease of reference<sup>14</sup>.

- 2 To be collegiate, a residence shall include substantial provision for:
  - a) the academic development of residents, and
  - b) the social and cultural development of residents
- 3 The provision for the academic development of residents will vary from residence to residence but should include where possible:
  - a) formal and/or informal tutorials,
  - b) debate or discussion of matters of current concern,
  - c) visiting speakers from the University or the community,

---

<sup>14</sup> Unpublished Statement approved by and circulated to members of the Australian Association of Heads of Colleges and Halls Inc. following the Association Biennial Conference. at the University of Queensland, July 1991.

- d) association with the residence of University staff members and others of scholarly or professional distinction,
- e) the provision of good study facilities including, where desirable, a library and computer facilities, and
- f) oversight of the academic progress of residents.

Firstly, while this statement allows for variation from residence to residence, it remains highly prescriptive of the provision of academic supports by those more senior. A strong academic support role is prescribed for residential tutors. Traditional activities such as tutorials, individual assistance and oversight of academic progress are intended to assist the majority of residents. Secondly, it enabled Weerona, as a new college, to fit into the system easily. The first four years (1990 – 1993) represented a prescriptive period. In essence, the main reasons for the adoption of a virtually ready made model of academic support may be summarized as the prescriptive nature of the existing architecture, the advance appointments of residential tutors for the first year, the broad assumption that it was the only model, and its general acceptance by the Australian Heads of Colleges Association as a standard in 1991.

The Head established other aims for academic support in this period. Firstly, the College would continue to seek out new ideas for greater academic support, albeit within the framework of the 1991 standard of the Heads' Association. Secondly, the college would continue to adopt strategies to improve the levels, appointments and performances of its residential tutors. Thirdly, Weerona would enhance the attractiveness of the conditions of the position of Senior Resident in order to gain the services of a more professional and more senior member of the university academic staff. Whilst these initiatives began to be implemented towards the end of this period, no

fundamental change or addition to the existing model of academic support was signalled.

### 8.5 The Exploratory Period: 1994-1995

The second period represents a more intense and relatively shorter period of discussion, review and research into academic support possibilities at Weerona. The relatively sudden surge of interest in exploring other ideas was the result of both internal and external triggers. A survey of intending residents and the appointment of a new Senior Resident represented two internal triggers in early 1994 which led to the opening of discussions amongst tutors and residents about the nature of academic support in college. Firstly, a survey was conducted with 30 applicants for college after their standard interview for a college place at Weerona in January 1994. The details of the survey are set out below in Table 8.5.1.

**Table 8.5.1 Weerona College Survey of Expectations: January 1994**

Date of Survey	Description of the Sample	Aim of the Survey	Comments
January 1994	30 prospective first year residents at interview who filled in an additional survey	To discover the main motivations and expectations of a sample of students wishing to enter college	<p>This survey was carried out as part of an earlier study looking ways of improving services and standards in college.</p> <p>It led to the raising of fundamental questions about the role of colleges in providing academic support.</p>

The survey contained 10 questions (See: Appendix I). None focused upon academic support but broadly upon prior knowledge of college life. The questions themselves were very open-ended and did not refer to the potential academic support role of the college. However, the lack of expectations of academic support revealed by candidates raised fundamental questions.

The two questions in the survey instrument that had the potential to provide data on academic aspects and expectations of college life were Question 4, *Why do you think you would like to live here as a resident?*, and Question 9, *What do you see as some of the benefits of living in a mixed adult community of students?* In fact, the results revealed a complete lack of reference by candidates to expectations of academic support. This led the Head to introduce the matter as a priority agenda item for discussion with tutors and the Senior Resident. The resulting round of discussions regarding the nature of academic support at Weerona ultimately represented a positive and important trigger for further development.

The second internal trigger that led to a closer examination of academic support at Weerona College was that this time of questioning coincided with the appointment of a new Senior Resident. The college's academic support profile is co-ordinated by a Senior Resident, on behalf of the Head, with a team of eight residential tutors responsible also for some social and administrative support. George Mickhail had arrived at the University of Wollongong in January 1994 as a lecturer in Accountancy after several years at Sydney University, including the latter four years as Head Tutor at Sancta Sophia

College. He remained at Weerona for four years and helped fulfil the aim of the College to raise its overall professionalism and to advance commitment to improve academic support. In particular, he worked closely with the Head to pursue better answers to the questions that had arisen prior to his appointment about the needs, expectations and nature of academic support in college.

The Head, through the Senior Resident and eight Tutors in Residence, decided to probe why there appeared to be so little reference to or expectation of academic support in college. The discussions focused further upon the most effective ways for tutors to use their time in academic support of residents and to consider, through discussion and experience, the best methods of providing it. A poignant moment came in these discussions when the tutors' own role came under question. There was never any consideration that residential tutors were not effective because, in addition to academic support, they had important and necessary roles to play in areas of social, pastoral and administrative care. Nonetheless, if tutors were seen as the main source of academic support in college, it seemed unusual that intending students never anticipated or referred to their supportive value as such.

One external trigger and resource to these discussions was some reading undertaken by the Head of certain case studies emanating from Great Britain on concepts of student tutoring. In particular, the work of Goodlad (1989; 1995) and Topping (1994; 1995A; 1995B) focused on the rationale, typology and efficacy of peer tutoring. Secondly, the Head also took part in seminars and conferences over this period and corresponded with new colleagues such as

Russell Elsegood at Murdoch University who was responsible for the development of the STAR<sup>15</sup> Student Tutoring programme in Western Australia.

This period of exploration culminated with the Head's attendance in March, 1995 at the BP International Conference in London titled *Students as Tutors and Mentors*. As a result of this exposure to ideas of students supporting other students academically, the current researcher (Dutton, 1995) presented a paper at the Annual Conference of the Australian Heads of Colleges Association in Canberra in September 1995. The paper, entitled *Each One Teach One*, dealt with aspects of peer tutoring in residential colleges. In addition, the Vice Chancellor of the University of Wollongong, Professor Gerard Sutton, had noted his approval of peer tutoring initiatives at Weerona College earlier in 1995 (See: Appendix J) commenting specifically and positively upon their academic value. At this stage of development, the term *peer mentoring* was used but was later changed to the term *peer tutoring*. Ongoing research encapsulated in Chapter 5 (5.17 to 5.21) has revealed that both terms may be considered under the broad banner of mentoring literature that deals with certain informal learning relationships. However, whilst all such relationships involve tutoring, not all involve the ongoing guardianship and guidance traditionally associated with the more personal, private and universal nature of mentoring.

---

<sup>15</sup> STAR is the name given to the programme at Murdoch University where university students go into schools to assist teachers with individual students especially in Years 10 & 11.



As a result of these initiatives, the first *Each One Teach One Peer Mentoring/Tutoring Awards* (See Appendix K) were presented at Weerona in August 1995. Despite these early recognitions, the final design of the peer tutoring process at Weerona had yet to be realized. In order to introduce the idea in practice in 1995, the Head selected a small handful of residents for recognition. Whilst the recognitions were widely acclaimed and appreciated by the student body generally, reflection and further discussion led to the important insight that the process of selection should not rest so fully with the Head. Nevertheless, the first set of awards simply set out to recognize publicly the role of peer tutoring prior to the end of the 1995 academic year and thus facilitate broad acceptance amongst residents of recognitions for peer tutoring from the beginning of the 1996 academic year.

## **8.6 The Peer Tutoring Period: 1996-1999**

Between 1996 and 1999, the College entered a trial phase of different approaches to academic support based broadly upon the overall concept of peer assistance with *Each One Teach One Peer Tutoring Awards* each year. After a process of exploration including in-house discussion, research and consultation, the College had developed a model of academic support based upon a uniquely simple approach to peer tutoring and mentoring where all residents may be seen to give academic support as well as receive it from each other. In short, a new and innovative peer assistance approach became the focus of the development of academic support at Weerona between 1996 and 1999.

The concept for *Each One Teach One* took shape at Weerona College following the Head's attendance and presentation at the *BP 2<sup>nd</sup> International Conference on Students as Tutors and Mentors* organized by Imperial College, London in March 1995. In registering for this conference, he had already been influenced by two things. Firstly, he regularly witnessed students gathering in small groups in the evening in the dining room to study for the same subjects, preparing assignments and for examinations. This would go on effectively all year and rarely required the presence of a tutor or any kind of senior supervisor. Added to this were his observations in visiting students around the corridors in the evenings to ascertain how much shared study was taking place more privately. In these more widespread examples of shared study, it was often the sharing of computers that made certain students' rooms a focus. Another regular and notable feature of this phenomenon was the clear delineation between the stronger student who offered help and another student seeking help. Secondly, the Head was delighted to find that there was a body of research in the field of students as tutors and mentors including a quarterly journal published in England to which he had subscribed, evidence that the issue was receiving both widespread readership in education circles and attracting commercial support as a concept.

The following thinking and factors attracted the Head of Weerona to the idea of developing academic support further through the peer assistance concept. Firstly, residences such as Weerona presented ideal conditions for peer academic assistance because of the numbers of students living together for the purpose of university study. In this sense, colleges could achieve something in

the bringing together of their students in cooperative study that faculties would find more difficult.

Secondly, inherent in this is the consideration that peer assistance exists in all university colleges to some extent, with or without other forms of academic support. It is suggested, in fact, that without a recognized academic support system in place, such as a designated tutor in residence program, residents would go to each other for academic support and co-operative assistance. Furthermore, it is also suggested that peer tutoring may be enhanced by the work of a postgraduate residential tutor team. Tutors, in addition to group academic activity in setting up, for example, formal or informal tutorials, also create mentoring style relationships with a number of residents.

Thirdly, it is usually the student who seeks assistance that initiates the establishment of shared learning. More experienced and higher achieving students are generally willing to offer academic assistance but do not normally instigate the process until there is a perceived need. This factor became the cornerstone in the way that the *Each One Teach One* programme was designed; that is, the process of encouraging those who encourage others academically rests on the following premise. The recognition of peer tutors amongst Weerona students begins with those who are tutored. It is a recognition that, firstly, is in the gift of those who have received. Therefore, it is not an award because this is not in the gift of the college but rather a non-patronising acknowledgement of residents' assistance for each other. It simply

sets out to recognize what they do anyway – help each other with study – with a view to propagating the practice.

However, recognitions were not freely given. Nominations were open to students who wish to see their *helper* recognized. The nominations were then investigated against established benchmarks such as hours spent in contact and identifiable improvements in progress, exams and grades. It remains an award that recognises that so much learning and progress happens this way and, because it is a private process of gift giving, awards are not made without the consent of the nominee. Whilst nearly all nominees accept the much sought after certificate of recognition (see Appendix K), it is the rare exception that best summarises what may be called the spirit of such recognitions and the inappropriateness of administrative attempts to control the process.

One such notable exception in the year 2000 was the Immediate Past president of the Weerona Residents' Association in his final year. He was nominated to receive an *Each One Teach One Peer Tutoring* by a first year student who had received many hours of assistance and advice from his peer tutor/mentor. Our third year resident thanked his younger fellow resident but declined the nomination saying that he did not want public recognition as he was simply *helping a mate*. Perhaps, the nomination itself was recognition enough because it remained private. However, herein lies the golden heart of the process in three vital senses. Firstly, it is typical of college life but can only be owned as a process by the students themselves. In this sense, it is not really a program at all. It is aimed at recognising what happens anyway. It aims

to propagate peer tutoring by example and by placing a reflective pressure upon those who wish to recognise their helper to be available, in turn, as a potential future helper. This requires generosity of spirit, generativity towards the next generation of students and a willingness to accept that power does not rest solely with the older and the wiser.

Secondly, it reverses the usual *top down* flow of academic awards by allowing the receiver to be the giver in the process of recognition. This reflects the nature of mentoring more broadly as a process that relies upon the recognition, privately and personally in the first instance, of a person as their wise and trusted guide. One can adopt the mantle of a mentor, take on a mentoring stance and even be trained as a mentor. But one does not become a mentor unless recognized as one by the person whom is mentored. In addition, such recognition may not be communicated and public recognition may never be given. The process of recognition in the shared and informal peer tutoring arrangement in college is a *bottom up* flow of recognition when it occurs.

Thirdly, the urge to help others who are usually less experienced is a natural, basic urge. The desire to pass on knowledge, experience and understanding is prevalent in the university residential context because colleges are essentially communities that share not only living arrangements but also a common purpose. Therefore, to establish a programme of peer recognition encourages community spirit, good ethics, academic endeavour, conviviality and the lasting friendships that come from support for each other at the basic level of shared central goals – the successful completion of a university degree.

By the end of 1997 the recognition of peer tutoring amongst residents at Weerona College had gained a place in the growing ethos of the college. Awards had become highly valued and sought after by residents. The number of peer tutoring recognitions was growing and tutors became more overtly aware of those students who were providing academic assistance to peers. The role of tutors diversified in the sense that they came to see themselves as part of a team that would have more impact on the learning culture of the college by creating networks of academic support amongst the residential body. They were no longer seen to be the only providers. They now focussed more on identifying and encouraging students in college to do more and more for each other academically.

After two years of applying peer tutoring concepts in practice, it became clear that a move away from the traditional model of academic support had taken place and that the role of tutors, far from being diminished by their less central role in academic support, was vital in providing reference points and intersections through which far greater numbers of residents became active in mutual academic support. The impact of tutors in this academic support process thus became more widespread, more significant, less hierarchical and generated greater positive impact upon the learning environment of the college. Towards the end of this period's focus upon peer assistance, a survey was undertaken at Weerona as a benchmark for measuring the progress of academic support initiatives thus far. The survey parameters are set out in Table 8.6.1 below.

**Table 8.6.1 Survey of Weerona Residents' Range of Academic Supports**

<b>Date of Survey</b>	<b>Description of the Sample</b>	<b>Aim of the Survey</b>	<b>Comments</b>
<b>July 1999</b>	20 current residents in four distinct groups of: - five first year women - five first year men - five later year women and five later year men.	To discover the range of academic supports used and given by residents and the relative importance they placed upon them.	The comparative experience between first year students of each gender following one semester and that of later year students was of particular interest in this survey.

The survey questioned 20 residents of Weerona College in July, 1999, about the value they placed upon sources of academic support in their last year at school as well as their then current experience at university. It targeted the 20 residents by calling for equal numbers of both male and female volunteers as well as new and returning residents in the sample. Sixteen questions primarily related to the sources of academic support before, during and after the transition to university were asked of interviewees; this included a range of people, including their peers, as potential sources. Questions about physical resources and facilities such as libraries, computer rooms and study space were also included. (See Appendix L).

The final question in the survey focused upon particular sources of academic support within college and respondents' perceptions of their efficacy. Table 8.6.2 presents respondents' perceptions.

**Table 8.6.2 The Efficacy of Various Sources of Academic Support**

Source of Support Responses	1 <sup>st</sup> Year Males	1 <sup>st</sup> Year Females	Returning Males	Returning Females	TOTALS
<b>a) a college library</b>	4%	0%	2%	2%	<b>8%</b>
<b>b) a computer room</b>	2%	4%	4%	4%	<b>14%</b>
<b>c) a computer</b>	2%	0%	2%	2%	<b>6%</b>
<b>d) more study areas</b>	4%	2%	4%	6%	<b>16%</b>
<b>e) fellow residents</b>	6%	6%	8%	6%	<b>26%</b>
<b>f) tutors in residence</b>	8%	8%	6%	4%	<b>26%</b>
<b>g) college social life</b>	0%	0%	2%	2%	<b>4%</b>
<b>h) other</b>					
<b>TOTALS</b>	<b>26%</b>	<b>20%</b>	<b>28%</b>	<b>26%</b>	<b>100%</b>

This survey was intended not only to discover what aspects of academic support were improving but also what aspects required most administrative attention. With regard to the latter, the need to upgrade computer facilities and to find more common study space were given high priority at Weerona as a result and the development of a fully networked computer facility for students, with a greater number of new processors, was commenced immediately in the spring of 1999.

Arising significantly from this survey is the clear recognition by respondents that the categories of fellow residents and peers and that of tutors in residence at 26 per cent constituted the most valuable source of academic support in college. This was indicative of the fact that the tutors' role had been enhanced



to engage more residents in mutual academic support whilst still personally offering individual academic assistance. In fact, the data indicate that first year students tended to see residential tutors as the most valuable source of academic help in college more often than did later year students (16 per cent compared with 10 per cent).

Compared with other categories of academic support, over 50 per cent of students regarded interactions with peers or tutors in college as the single most valuable source of academic support. The significance of these responses in the context of the current research is that residential students show clearly the value of being able to share and support each other in the residential context. Secondly, it is clear that the value of academic support provided by residential tutors is not diminished in a college where peer tutoring has been proactively encouraged. In fact, It may be that residential tutors may have their role enhanced by actively promoting greater input from other residents in the giving as well as the receiving of academic support. At the very least this co-operative, tutor driven approach to encouraging peer tutoring provides a valuable and self sustaining resource.

### **8.7 The Partnerships Period: 2000 – 2003**

The most recent period of academic development at Weerona College was effectively a period of consolidation of academic support in terms of all models identified in Chapter Four. However, the emphasis on Model Four, the Academic Intervention Model, had changed without diminishing the functional

importance of Tutors in Residence. In fact, what grew from the previous decade of exploration of academic support at Weerona and the new emphasis upon Model Six, the Peer Assistance Model, was an enhanced role for Tutors in academic leadership. The institutional biography of Weerona College during the period from 2000 until the end of 2003 is thus fundamentally a development of partnerships between various stakeholders in new ways.

It is a period, in particular, that focused on academic interaction amongst the key stakeholders in the college and, to some extent, redefined the nature of those relationships to achieve a more holistic approach. Students no longer saw tutors solely as academic consultants but more as a team that led an academic support programme. In short, it was a period when academic relationships between residential stakeholders changed. For example, the official recognition of peer tutoring amongst students at Weerona has placed the students themselves in teaching as well as learning roles. Traditionally, whilst peer tutoring had always existed in colleges, it was not recognized as an official form of academic support. The reappraisal of partnerships in this period of consolidation is now considered on an individual basis.

### **8.8 The Head and the Senior Resident Partnership**

It was the Senior Resident who, in 1999, initiated a comprehensive survey of residents that included the Review of Academic Supports Survey of July 1999. The survey gave rise not only to the recognition that peer academic support had increased, but also that facilities such as quiet study areas, group study

and seminar rooms, as well as improved general computer access, were in high demand. This marked a time of change in the development, by the Head, of the Senior Resident's role and redefined their working partnership. In consultation with the Head and Tutors it became the Senior Resident's responsibility to make plans for fitting common rooms for academic support purposes.

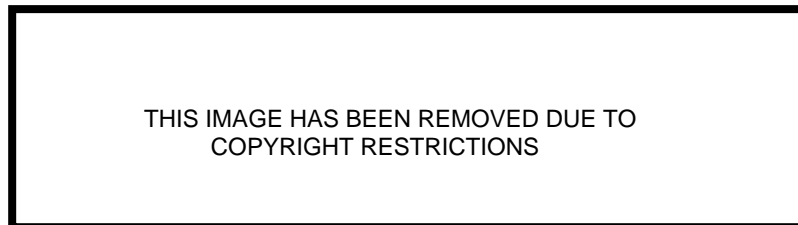
Six rooms, in particular, had been used as lounging areas for students on six separate floor areas of the college. The Head made provision in the college budget for 2000 to supply each room with furniture. One room became an additional small computer laboratory, another became a small tutorial room complete with writing desks and teaching aids, two others became quiet study areas one with a group table in one and the other with individual carrels. One remained a lounge for quiet reading and the sixth remained a television room to address the need for balanced relaxation. Most recently, in 2004, an old squash court building has been turned over for use as creative arts studios.

The Senior Resident was given a budget to spend on facilities according to an agreed plan that signalled a new partnership with the Head. The growth in emphasis upon academic support at Weerona College was accompanied by a need to improve facilities in support of greater levels of academic interaction. In short, the role of the Senior Resident was enhanced by introducing the position to new roles related to other identified academic support models such as Model Three, the Academic Resources Model.

### 8.9 The Senior Resident and the Tutors: *The Spiderweb Partnership*

The nature of the partnership between the Senior Resident and the Tutors in Residence also changed. Previously, the duty of the Senior Resident was to coordinate the work of the tutor team. With the greater emphasis upon peer assistance and its broad acceptance in the college by the year 2000, the Senior Resident, in consultation with the Head, coordinated the work of the Tutors differently. Firstly, coordination of specific tasks was delegated to Tutors according to their choices and strengths. There was less time spent on individual tutorials and consultations. As a team, they had now taken over some of the coordinating duties that were once the sole responsibility of the Senior Resident. For example, one Tutor managed duty rosters, another coordinated the peer support process, another was responsible for social programming etc. Secondly, there was a different method of monitoring contact with individual students over academic matter. Greater emphasis was placed on the role of Tutors in creating academic support networks at the peer assistance level.

Over the summer of 1999/2000, the concept of the *Academic Spiderweb* was introduced by the Head at Weerona College. It defined the aims, the strategies and the symbolism of the new approaches to the provision of academic support at Weerona College from the year 2000. Firstly, the symbolism was established by the Head with the new Senior Resident to represent the idea of the web as an academic support network within college. Figure 8.9.1 displays the image used and its symbolism is then discussed.

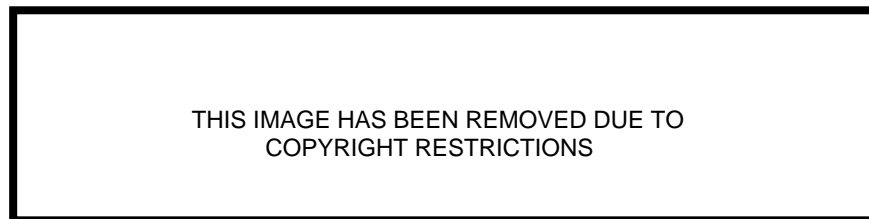


**Figure 8.9.1 *The Spiderweb* : A Symbol of the Weerona Academic Support Network**

Structurally, the *Spiderweb* became an important symbol for the academic support work of the Senior Resident and Tutors at Weerona in this period. Functionally it was a focus for their aims. The *Spiderweb* itself is a network of intersections representing a concentric series of academic interactions amongst all of the residents of the college. The figure of the spider itself represents the Head and the Senior Resident as head and the body respectively with the eight legs representing the eight Tutors in Residence. Although situated centrally, the function of the Senior Resident and Tutors was to become less central by creating academic support links between other residents at each intersection or interaction. The broader aim of the *Spiderweb* approach is to work towards making all academic interactions or intersections

as strong at the outer reaches of the web as it is at the centre. The symbolism went further to demonstrate the importance of ties or anchors of the *Spiderweb* to the College and the University.

Ultimately, a better symbolic representation of the new relationship between the Senior Resident, Tutors and the residents generally in academic support is depicted in Figure 8.9.2



**Figure 8.9.2 *The Spiderweb at Work* : Growing and Strengthening Academic Support**

Although the former figure had created a sense of loyalty and allegiance as well as symbolism in the form of a badge or logo, Figure 8.9.2 depicts the new approach of the Senior Resident and Tutors at work in a less central and yet more supportive way. More experienced students were easier to incorporate

into a central role in academic support whilst the Senior Resident and Tutors now worked at the periphery of the academic support network in order to achieve the broad aims of strengthening it to its furthest reaches.

The recognition of peer mentoring through the **Each One Teach One** Peer Mentoring continued to grow as part of the academic support ethos. It represented an incentive for many students to be recognized for their contribution to the academic support of their peers and allowed the college to embrace also the benefits of another identified model of academic support – Model Two, The Incentive/Disincentive Model but at a peer generated level.

This period still included the traditional and hierarchical delivery of academic assistance by tutors so that the traditional model – Model Four, The Academic Intervention Model remained part of the new repertoire of academic supports at Weerona. However, the networking approach led to new activities in 1999 and 2000, generally seen to be academically supportive in the life of the college. Hosted by the group of Tutors and the Residents' Association, poetry nights were introduced and met with great success in terms of both attendance and participation. Academic activity accelerated to include drama productions and readings.

The College produced its first full scale drama production, Alan Ayckbourn's *Confusions*, at the University's Hope Theatre in 2000 establishing a major drama production as an annual event of the college. The annual debating competition against International House rose to new standards and popularity

attracting campus wide audiences to debating finals held centrally within the university's Unicentre. The number of faculty receptions at the college doubled, as did the number of cultural nights such as concerts, *Artfests* and international food fests. In short, the impetus of the peer networking approach to academic support also led to an increase in activity in the general learning culture of the college, thereby embracing to a greater extent yet another identified model – Model Five, The Academic Environment Model.

The partnership and focus on peer academic activity that had been developed for the Senior Resident and Tutors during this period encouraged a flow of broader benefits and developments in the life of the college.

#### **8.10 The College and New Students Partnership**

The introduction of the peer assistance concept led to a change in attitude in the partnership between the college and its new students during this period. For the 2000 intake of new students, candidates were asked in interview with the Head the extent to which they would appreciate the kind of academic support offered by college. The answer was invariably in the positive and then, for the first time at interviews for admission, they were asked: *Are you willing to give academic support?* In this simple question is embodied further evidence of change in the partnerships between the college and its core stakeholders in academic support, the students themselves. It goes beyond the idea of a college that provides academic services and supports through Tutors to a recognition of college as a community where all may contribute by giving as



well as receiving academic support. From the point of first contact with the college, new students were introduced to the concept of mutual academic assistance.

### **8.11 Weerona and Other College Partnerships**

Indirectly, Weerona had formed strong partnerships with many other Australian colleges from its inception. This occurred through a process of conferencing, exchange visits, correspondence and through competitive sport. This was especially the case with Campus East and International House at the University of Wollongong. However, it was not until April 2000 that Weerona looked to another college for benchmarking purposes when a survey was prepared and conducted during dinnertime at Fenner Hall at the Australian National University, Canberra. It was designed and implemented by the Head of Weerona College as a check upon the veracity of academic support developments that had been introduced at the college.

Fenner Hall was a newly established residential hall for university students at another university. It had opened in 1992 and was a residential facility previously operated by another organization, in this case the Commonwealth Public Service. Despite these similarities with Weerona, Fenner Hall was seen to be quasi collegiate by comparison. Firstly, its dining arrangements were designed to comprise a network of kitchenettes throughout the ground floor of the building that required residents to prepare meals for themselves in allocated kitchen groups of five or six students. There was no traditional dinner

service when the community came together for an evening meal. Secondly, Fenner housed over 400 residents, double the size of Weerona, in two building towers of single bedrooms, albeit with the traditional lounge, common rooms and other more collegiate facilities. The size of the residential population and the dining arrangements did not encourage social unity as easily as it might were Fenner the size and collegiate style of Weerona College. However, Fenner Hall adopted the traditional approach to academic support by appointing Senior Residents and Residential Tutors from its inception in 1992 and then began to seek, like Weerona, innovative ways of extending academic supports such as the organization of study groups. The purpose and the parameters of the Fenner survey are set out below in Table 8.11.1.

**Table 8.11.1 Survey at Fenner Hall: April 2000**

DATE	SAMPLE	AIM	COMMENT
April 2000	50 random residents of Fenner Hall, ANU were given the same survey instrument as the 20 Weerona residents in July 1999.	To discover the range of academic supports used and given by residents and the relative importance they placed upon them in a context where peer tutoring is not overtly encouraged.	There was no emphasis on particular years of study in this random distribution but rather more general check with a college that is similar in most aspects without overtly organizing broad networking of academic support.

This survey, in fact opened with the question: *Why did you decide to come to college whilst at university?* Once again, not one of the 50 respondents mentioned the availability of academic support as contributing to their decision.

The main reasons related to distance from home and the need for supportive friendships and the social networks of college. That academic support possibilities did not emerge as a reason for applying to live in Fenner Hall is clearly reminiscent of the original survey questions at Weerona College.

The more pertinent part of the Fenner survey in terms of this study was in the responses to the latter four questions that go beyond initial expectations to examining academic support issues as students actually came to experience them within the life of the hall. Data pertaining to these are set out in Tables 8.11.2 to 8.11.5.

**Table 8.11.2 Perceptions of Main Sources of Academic Support and Encouragement**

<b>Response Categories</b>	<b>Rate %</b>
<b>Residential Tutors</b>	4
<b>Group Study</b>	4
<b>Self Motivation</b>	4
<b>Parents</b>	8
<b>Lecturers</b>	32
<b>Fellow Students</b>	48
	<b>100</b>

Resident tutors are perceived to provide no more than four per cent of academic support and encouragement. Around 50 per cent of residents look to each other for academic support with lecturer support at 32 per cent.

**Table 8.11.3 How Fenner Students Access Academic Help, Support and Encouragement**

Response Categories	Rate %
<b>Library</b>	3
<b>Miscellaneous</b>	3
<b>Skills Centre</b>	7
<b>Friends</b>	7
<b>Tutors</b>	30
<b>Other Students</b>	50
	<b>100</b>

In identifying the practical ways students *go about* finding academic support, tutors in residence are given greater recognition. Once again, the main way of finding academic support is from fellow students (50 per cent).

**Table 8.11.4 Fenner Students' Perceptions of the Nature of Academic Help Received**

Response Categories	Rate %
<b>Parents</b>	11
<b>Discussion</b>	12
<b>Group Study</b>	16
<b>Friends</b>	15
<b>Tutor Assistance</b>	19
<b>Sharing with Students</b>	27
	<b>100</b>

Given that over fifty per cent of academic support is found in these samples from amongst fellow students, it is not surprising that all but two of forms of academic support are peer related. Discussion, group study, friends and sharing with other students comprise, at the peer level, 70 per cent while 30 per cent of references are to parents and tutors in residence.

**Table 8.11.5 Fenner Students' Perceptions of their Own Role in Providing Academic Support**

<b>Response Categories</b>	<b>Rate %</b>
<b>No</b>	9
<b>Giving Advice</b>	9
<b>Helping to Explain</b>	9
<b>Sharing Notes</b>	15
<b>Proof Reading</b>	15
<b>Co-operative Study</b>	43
	<b>100</b>

Co-operative study is the most common (43 per cent) form of academic support engaged in by Fenner students. Other co-operative activities, sharing notes and proof reading, account for a further 30 per cent. More pro-active academic support, giving advice and helping to explain, accounts for only 18 per cent of the academic support preferences.

Overall, the results from the Fenner survey testify to the high levels of academic peer interaction in a large university residence where peer

assistance has not been actively promulgated. Moreover, the Head of Weerona College, in his role of developing models of academic support, maintained regular contact with other Heads and other Colleges in the developing and testing of ideas, including the presentation of papers and addresses at Conferences in Kuala Lumpur (Dutton, 2001), Townsville (Dutton, 2002) and Adelaide (Dutton, 2003).

### **8.12 Weerona and Expectations of Parents Partnership**

The partnership between Weerona College and the parents, as stakeholders in the decisions of their sons and daughters, has already been discussed in Chapter Six as less significant than the others discussed above. Firstly, students in college are generally regarded as adults and the presence of parents tends to be occasional. Parents, however, are regular communicators with the college over the payment of residential accounts and therefore were seen to have a direct, if more remote, stakeholding in the affairs of the college. Feedback from parents was seen as a helpful way of taking further stock on progress in and understanding of directions for the college.

In February 2001, 41 parents, whilst accompanying their son or daughter to Weerona College for the selection interview, were surveyed (See Appendix M). The aim of this survey was to seek broader feedback from parents about their expectations in supporting their son's or daughter's application for college. From the 41 responses, 101 expectation factors were noted. Table 8.12.1 categorizes these responses.

**Table 8.12.1 Weerona Parents' Expectations of University College Residence**

<b>Categories of Response</b>	<b>Response %</b>
Distance from Home	12
Convenience of Facilities	20
Meeting People	15
Opportunity to Participate in Uni.	5
Personal Development	1
Peer Support	11
Pastoral Care	7
Proximity to University	7
Easier Transition to University	6
Supervision and Feedback	1
Safety and Security	7
Better Value	4
Learning Experience	1
Gradual Independence	2
No alternative considered	2
<b>TOTAL</b>	<b>100</b>

Given the small percentage in some categories, six (6) broader categories were used to collapse the initial response categories. They are: academic, logistical, material, pastoral, personal development and social and are summarized in Table 8.12.2.

**Table 8.12.2 Factors Influencing Weerona Parents' Decision to Support an Application for College Residence**

<b>Category</b>	<b>Influencing Factor</b>	<b>%</b>
Logistical	Distance from Home Proximity to University Safety and Security No alternative considered	28
Material	Convenience of Facilities Better Value	24
Social	Meeting People Participate in Uni Life	20
Personal	Personal Development Learning Experience Gradual Independence	4
Pastoral	Peer Support Pastoral Care Easier Transition to University Supervision and Feedback	24
<b>TOTAL</b>		<b>100</b>

The first four categories; namely, the logistical, the material, the pastoral and the social factors are dominant in parents' decision making. Again the virtual non-existence of the academic support category as a key factor is noted.



Anecdotal evidence from occasional discussions with visiting parents during the college year would suggest that academic support in college subsequently becomes an important factor. At the time of application, however, the need for parents to have their son or daughter simply gain a place in college may focus their attention on immediate logistical, material and basic living supports that would no longer be available from home. It may also be built on perceptions deriving from the customary help their children received as a norm from school. In addition, when asked specifically about the importance of academic support in residence, parents tended to assume its importance by seeing it as automatically available to new students entering university on a full time basis in a residential college environment.

In order to test anecdotal responses that suggested that parents did place some importance on academic support in their expectations of college for their son or daughter, a further survey was conducted (See Appendix N) with parents who accompanied their son or daughter to interview for a residential place at Weerona College during January 2003. Table 8.12.3 presents the percentages of the total of 198 responses for each category.

**Table 8.12.3 Second Survey of Parents: January 2003.**  
**“What are the important factors in your son’s/daughter’s application to live in college?”**

<b>Factor</b>	<b>Imperative %</b>	<b>Important %</b>	<b>Less Important %</b>	<b>Unimportant %</b>
Distance from home	3.53	3.03	3.53	1.01
Convenience	2.02	8.58	.50	0
Meeting students	4.04	7.07	0	0
Academic Support	4.04	6.06	.50	.50
Community lifestyle	3.53	7.07	.50	0
Easier transition	4.04	5.55	1.01	.50
Proximity to university	3.53	6.56	1.01	0
Peer support	3.53	5.05	1.01	0
Safety and Security	5.55	45	.50	0

All categories are seen by parents as important. In terms of the overall purpose of the survey, the provision of academic support can be seen by parents as one important factor for having their son or daughter live in college. The hypothesis that academic support is regarded as a *given* may be regarded as supported but the safety and security of their children clearly dominate the minds of parents.

### **8.13 Directions**

The development of academic support at Weerona College from 1990 until the end of 2003 has represented a unique opportunity to observe the institutional

biography of developments that challenged the traditional academic support approach of 75 per cent of Australia's university colleges.

There is a major need for a reflective discussion arising from the confluence of all the evidence from existing colleges, from an understanding of transition issues faced by new university students, from the models of academic support already evidenced in the university college sector and from the literature of mentoring and the world of informal, personal and private learning associations. In particular, the implications arising from the sampling of 600 students across 12 colleges concerning their practice in seeking academic support will combine with the Weerona experience to suggest a model of academic support for colleges that sees as integral the role of the students themselves.

This study now proceeds to reflect upon the data and its implications for future directions.

## Chapter 9

# Reflections, Directions and Implications

---

"Seems, madam? Nay, it is. I know not 'seems'". (Shakespeare: *Hamlet*, Act I, Scene ii)

### 9.1 Introduction

There is clearly a gap, if not a chasm, between the formal, publicly espoused provision of academic support in Australian university colleges and the predominantly informal, private manner in which it actually appears to take place. Yet the current data indicate clearly that the model adopted explicitly by over 75 per cent of all Australian colleges, is least accessed by the students themselves. Why might this be so?

The gap may be due to the fact that students coming into university and college for the first time and meeting the challenges of transition from school and home are beginning to seek approaches to life and learning more on their own terms. It may be a function of the fact that students see support, friendship and interdependent identity with their peers as their most important priority. Or it may simply be a function of the fact that university colleges have never seriously reviewed the dominant model, one that has prevailed unquestioningly as the accepted and traditional model for 150 years. This may be a function of the fact that it serves other purposes in the area of social harmony, control and discipline through a necessary hierarchy of appointed seniors.

As a result, the multifarious roles of college tutors does not allow for a singular focus upon academic support in the majority of colleges that espouse the Academic Intervention Model. As noted in Chapter Four, the duties of floor tutors, dating back to the earliest Australian colleges, has always been significantly more than academic. Therefore, the appointment of residential tutors, while often adding significantly to the academic profile of colleges, is often based on personal as well as academic merits. In short, the Academic Intervention Model is espoused because it is useful also in maintaining administrative control over a range of residential activities.

Nonetheless, it must be acknowledged, there has been little, if any, questioning of possible underlying reasons why this model of academic support has prevailed despite its apparent low usage by students. It is only possible to surmise that such a model assists college administrations in maintaining a hierarchy of order amongst 200 young adults who are equally interested in exploring greater social freedom and independence. In addition, the status of students, despite some opportunities to take part in college governance, is seen to be that of receivers, rather than givers, of care, service and academic support. Furthermore, the residential populations of colleges are extremely transient. A significant percentage of students stay for one year only. Many colleges, such as the University of Wollongong residences, average 50 per cent or more turn over of students each year.

Herein lies both an inherent tension and dissonance. On one hand, most colleges focus upon the need for the structure, hierarchy and control so clearly reflected in the dominant model of academic support whilst the students, on the other hand, seek the freedom and independence from structure, hierarchy and control that comes from the less structured academic interaction and support amongst peers. In order to understand the enduring non-alignment

between the model of academic support promoted most by colleges, the Academic Intervention Model, and the model most used in colleges, the Peer Assistance Model, this study now turns to dissonance theory for some possible insights.

## 9.2 The Issue of Dissonance

Although student initiated programmes and activities such as peer assistance in academic support are often positive and productive, they are inevitably less recognized within the official college culture unless the college itself sets the rules. It can be argued that management and understanding of the inherent dissonance between the official culture and the student culture in colleges is necessary. The former is relatively intransigent and stable and is manifest in college handbooks, brochures and websites. The latter, more transient and fluid student culture, often referred to officially as *the sub-culture*, celebrates youth, energy, sporting prowess, adventure, travel, late night study activity, loud music, drinking and sexual encounter. The Academic Intervention Model, which is tutor oriented, is seen as part of the official culture whilst the Peer Assistance Model, which is student generated, is perceived to be part of the student culture. Where the two co-exist, they do not necessarily gel, thus creating the potential for dissonance.

The word dissonance itself is defined in the Oxford Dictionary in relation to *sound* and literally means discordance. Genever (2002) notes that dissonance results when a person is confronted with having to choose between behaviours that are contradictory or incompatible. In short, it is something that sounds wrong and/or simply does not fit. Whereas individuals tend more naturally to

seek consonance; that is, consistency among their cognitions, Genever (2002) argues that dissonance occurs for non-indigenous Australians, for example, from revised histories and the Aboriginal renaissance in that it presents a view of ourselves that is highly inconsistent with the one previously held.

Consequently, the longstanding view by colleges of both the purpose and shape of academic support, when contrasted with the academic support practices of their own students, may be highly dissonant and uncomfortable. As Genever (2002) points out, when dissonance occurs, the greatest discomfort is created when two alternatives are equally important. There is a tension between the original, but less acceptable, and the truthful, but less palatable, view of academic support by college administrations generally. The need to control or be seen to be in control of academic support has led the greater majority of colleges to maintain a hierarchical approach rather than a collegial one. Historically, there has been no record of challenges to *status quo* models of collegiate academic support.

Dissonance or discord may not necessarily be evidence of overt tension or tension that is intolerable. It may well be that the two cultures can co-exist in reasonable harmony without major challenge or change with understanding. The co-existence of parallel approaches to academic support between college administrations and college residents may simply reflect the dualities experienced in other areas of the student sub culture. One example of this is the college rules for alcohol consumption versus the rules implicit in a student drinking culture. Despite tensions from time to time and the need for college

authorities and responsible students to resolve alcohol related problems, the continued co-existence of the institutional culture and the student culture in the areas of social and cultural support programmes alters little. Avoiding dissonance by changing cognitions is unlikely in the short term because of the desire to maintain a positive view:

The theories also demonstrate that accepting a truthful account, which would create a less positive view, would increase dissonance. (Genever, 2002: 25)

The positive view that colleges provide programmes of academic support through a group of tutors in residence in order to present an academically attractive and marketable image offers scant recognition of the greater truth that it is the residual population of peers that provides the bulk of academic support in college on a mutual basis.

### **9.3 Shared Learning**

It is often the case that even an appointment to see a lecturer can represent far too public a concession of a student's vulnerability and/or immediate needs. Ultimately, it may simply be that academic support amongst peers outside the classroom and after lectures is not perceived as a public or formal acknowledgement of weakness and/or need but rather a private and informal sharing of a common mission in academia. In this regard, the fact that so many students turn more often for academic support to their peers, and especially in college, is not only because it is more discreet, more available, less official and less time consuming but also because it is more equal.



In essence, it is shared learning.

People of all ages tend to consolidate the value of learning experienced in a shared reflective environment with their peers. This ranges from pre-school children practising life on their own terms through symbolic play to the most senior academics and professionals checking their responses to shared professional experiences, such as conference proceedings, with each other.

The important reality is that it is not experience itself but *recognition* of experience that characterizes such shared reflection. When students are introduced to new learning, especially in the classroom situation, consolidation of that learning, even if it is transmitted clearly, requires a process of afterthought. This, in turn, may require revision of notes, assimilation of new knowledge to align with prior knowledge and a check with other attendees that the learning experience and meanings have been shared and therefore confirmed.

While the *experience* requires the participant, the *recognition* requires the spectator within or after the experience. Consolidation of learning occurs in the latter part of this dual process. This may happen through private contemplation, often following shared reflection and discussion with those who share the experience on equal ground.

It is in the context of these considerations that this study now draws together the results of the current research regarding models of academic support in the university residential context. The gap between *what seems* and *what is* will then be discussed further in terms of dissonance theory in the relation to existing models of residential academic support. Students will be seen in the discussion as *weaving* between the *warp* of formal and official offerings of

university and college and the *weft* of their own reflective experience alone and in private support of each other.

#### **9.4 Reflections upon the Aims of the Study**

In order to establish directions from this study, the three original aims need to be assessed for outcomes. Table 9.4.1 below sets out the data sources, analyses and conclusions that may now be drawn in respect of this research

**Table 9.4.1 Reflecting upon the Aims of the Study**

Aim	Data Sources & Analyses	Conclusions & Directions
<p>1</p> <p><i>To explore extant models of academic support in Australian university residential contexts in terms of:</i></p> <p><i>(i) the college as a living and learning environment</i></p> <p><i>(ii) students' expectations and adjustment to college and university; and</i></p> <p><i>(iii) the approaches to academic support evident in university colleges.</i></p>	<ul style="list-style-type: none"> <li>• Review of all brochures, documents, websites and promotional material relating to the provision of academic support in Australian University colleges.</li> <li>• Exploration of the literature of the development of university colleges in Australia with particular reference to academic support.</li> <li>• Exploration of the literature of transition adjustment to university by new students with particular reference to their needs and experience of academic support.</li> <li>• Analysis of academic support approaches used by colleges in and the distillation of six (6) identifiable models used.</li> </ul>	<ul style="list-style-type: none"> <li>• The accepted style of academic support adopted by Australian colleges is through the provision of tutors in residence, a model that has been perpetuated without review or questioning for 150 years.</li> <li>• Students' transition to college is most reliant upon new supportive relationships amongst peers independently of family.</li> <li>• Co-operative peer academic assistance exists throughout colleges but has been little recognized by Heads as not within their order of administration.</li> <li>• There is a need to test the validity and consider best practice amongst identifiable models of academic support in colleges.</li> </ul>
<p>2</p> <p><i>To sample students' patterns of accessing academic support.</i></p>	<ul style="list-style-type: none"> <li>• Random sampling of 50 students at 10 Australian colleges and three benchmark colleges in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Students access academic support from each other at the peer level more than from all other identifiable sources combined.</li> </ul>

<p>3</p> <p><i>To propose a model of academic support in the university residential context with</i></p> <p><i>(i) the student as a pro-active and co-operative learner,</i></p> <p><i>(ii) the student as a supported and supportive learner, and</i></p> <p><i>(iii) the student as an interactive, interdependent and sharing learner.</i></p>	<ul style="list-style-type: none"> <li>• A Peer Assistance model of academic support in the university residential context is proposed that reinforces the interactivity of students as pro-active, co-operative, supportive and interdependent learners.</li> </ul>	<ul style="list-style-type: none"> <li>• The Peer Assistance model proposed is seen as the most collegiate in terms of the ongoing aims and purpose of university residences.</li> <li>• The model proposed reflects the method by which students go about accessing academic support more often than all other models combined.</li> <li>• The model proposed not only does not hinder the use of other models concurrently but may also develop and enhance the impact of other forms of academic support.</li> <li>• The application of a Peer Assistance model needs to be assumed by colleges as the fundamental way that colleges provide academic support, thus subsuming other models, including the unquestioned preference for the little used Academic Intervention (<i>Tutor</i>) model.</li> </ul>
---	--	---

The realization of the aims of the study resulted from a confluence of extant and published evidence alternately from Chapter Two through to Chapter Five as well as the data that are accessed from college samples and experiences studied in Chapters Seven and Eight. The body of evidence pertaining to these

conclusions and future directions is now summarised as a prelude to introducing a proposed model of academic support in the university residential context.

### **9.5 A Confluence of Evidence**

A brief summary is now put forward that focuses upon the findings from the data in each chapter. While this inevitably involves some repetition, its purpose is to demonstrate that there is a flow of evidence from many tributaries that creates a delta of evidence pointing in the same direction and leading to further directions for a possible model of academic support in the university residential context. In addition, the weight of data from the dual studies in this overall confluence of evidence will be synthesized.

The introduction to this study noted that the process of change for the eighteen-year-old in our society is significant. In addition to the generally recognized rites of passage through eligibility to drink, vote and drive, it was noted as a significant time of transition for students proceeding from school to university and, in particular, from home to university college. The need to replace emotional and material supports of home and of supportive school teachers was argued as complicating the need to establish a new support network based on the equality of shared experience, of burgeoning adulthood and the desire to experience greater independence from family. This process of change was discussed as a public process, yet with an understanding that assimilation to change varies from individual to individual and is, therefore, ultimately a very private and personal process. However much we gain experience through participation, share experience through peer group interaction, and reflect upon experience with others, it is ultimately a private

process of learning that allows us to assimilate what we have experienced into what we can newly understand, sometimes even inchoately, and ultimately use for future reference in relation to our behaviour.

### **9.5.1 Institutional Context: the Extant Data**

The extant data presented in Chapters Two and Four revealed that Australian University Colleges and Halls, despite a desire and an original intention to replicate the English collegiate denominational traditions, were established in a secular setting. Teaching in Australian universities took place away from colleges on central campuses under the administration of academic faculties. However, this did not deter the earlier Australian colleges from competing with each other by maintaining a hierarchical approach to academic support that supplemented course lectures on campus with additional and often compulsory tutorials in college.

As a result, a model of academic support has been unquestioningly in place in a large majority of colleges for over 100 years. However, whilst the inclusion of academic support by colleges with other social supports and benefits of collegiate life remains fundamental to the purpose of colleges, the original purpose itself may well have been misplaced. As denominational establishments *within* secular institutions, colleges were not only concerned with the moral guardianship of their students but also saw themselves as teaching and learning institutions in their own right despite their comparatively peripheral status in the Australian university setting. Today, the greater majority of colleges echo both aspects of this dual purpose. They continue to provide a collegiate opportunity for students to examine and experience ethics, citizenship, community, co-curricular activity and peer learning. They also deliver various academic supports but predominantly through a single model.

In Chapter Four an evaluation of six extant models of academic support was carried out against four criteria including their frequency, their potential for generating interaction, their motivational effect upon students and their capacity to reach all residents. Despite the enduring dominance of the Academic Intervention Model, this evaluative framework demonstrated that the Peer Assistance Model was the most potent model of academic support across the criteria. All six models were seen as compatible and mutually supportive, but the remaining four models were generally seen as subsidiary.

### **9.5.2 Student Context: the Published Data**

The published data examined in Chapters Three and Five of this study related broadly to the needs of students especially during the time of transition to university and college and to the insights offered from the literature of mentoring concerning the individual's seeking out of academic support.

University residential colleges are generally seen as supportive entities in the transition literature and in the experience of students. They are seen as enabling students to lead a more satisfying and productive academic and student life. From his extensive range of interviews, McInnis (1995: xi) notes that students in residential colleges are more positive than are non-college students about their university experiences.

However, once in college, the student is responsible for self-identification and self-advocacy. He or she is expected suddenly to adopt a far more independent approach to subject learning. In the introduction to their recent

book focussing on the first year experience, Game and Metcalfe (2003) note, in this regard, that

A comment made by a first year student initiated this book. She complained that university had taken away the ingrained principles and processes of learning that had supported her at school, but that it hadn't replaced them. (Game and Metcalfe 2003)

In short, new university students have traditionally been expected to seek out academic support with very little institutional support. In colleges generally, whilst academic support is offered institutionally, it is based on a model of intervention inconsistent with the demands placed upon students to be more independent. A survey of the literature of mentoring in Chapter Five was undertaken in order to provide insights into the processes of non-institutionalised learning that is based more in private, independent learning relationships especially amongst peers. The three defining factors of mentoring are firstly, that it is informal, secondly, that is ultimately private and personal and, thirdly, that it is born of a cooperative spirit. It was these factors that indicate its uncelebrated levels of frequency and its greater potential in the form of peer assistance in the collegiate environment.

Therefore, the confluence of evidence arising from both the extant and published data in this study, especially the evaluation of existing models of academic support in colleges undertaken in Chapter Four, tends to support the view that the Peer Assistance Model is the most appropriate and beneficial.



### **9.5.3 The Student Experience**

In order to observe what happens in practice a study (See Appendices F and G) that sampled the student experience in nine Australian and three benchmark American colleges was conducted. The picture that emerged emphasized dramatically the gap between models of academic support that colleges generally espouse, resource and advertise and the peer assistance model that students overwhelmingly access in practice.

In particular reference to the Australian national scene, students go to other students more often than any other category including the academic staff of the university. As college residents, the same students seek assistance more often from other students within the residence than from students more generally around campus. However, in combination, students not only access other students more often than other categories but also more often than all other categories combined. This single statistic is even more pronounced in the American setting, thus confirming the validity and consistency of the Australian data against a suitable international benchmark. This result alone leads to questions and challenges in the Australian university college context.

An immediate question arises from the same Australian data. Lincoln College and Weerona College are two colleges that do recognize peer assisted academic support, the latter being particularly active, and they clearly stand out amongst all the colleges surveyed as demonstrating the highest incidences of students in college accessing other students in college for academic support.

In the case of Weerona, it was especially noted that recognition of peer assistance assisted in the overall access to academic support consultation across all potential sources.

#### **9.5.4 An Institutional Experience**

The institutional biography of Weerona College between 1990 and 2003 was explored in Chapter Eight for its purposive examination of academic support models over the period of its development. In particular, the establishment of a peer assistance approach to academic support was examined for its feasibility, especially in terms of its compatibility with other, more predominant, models.

What emerged was an approach to peer assisted learning in college that not only worked by engaging greater numbers of students in academic support, but also went beyond mere co-existence with other models to enhance their actual use and effectiveness, including that of the role of Tutors in Residence.

It is argued therefore, that not only does the development of a peer assisted approach to academic support reflect the way students more readily seek assistance but, unlike other models, it does more than coexist compatibly with other models. Its idiosyncratic contribution is that it provides a broad base of academic support activity amongst a community of peers which serves to enhance the value and effectiveness of all other forms of academic support.

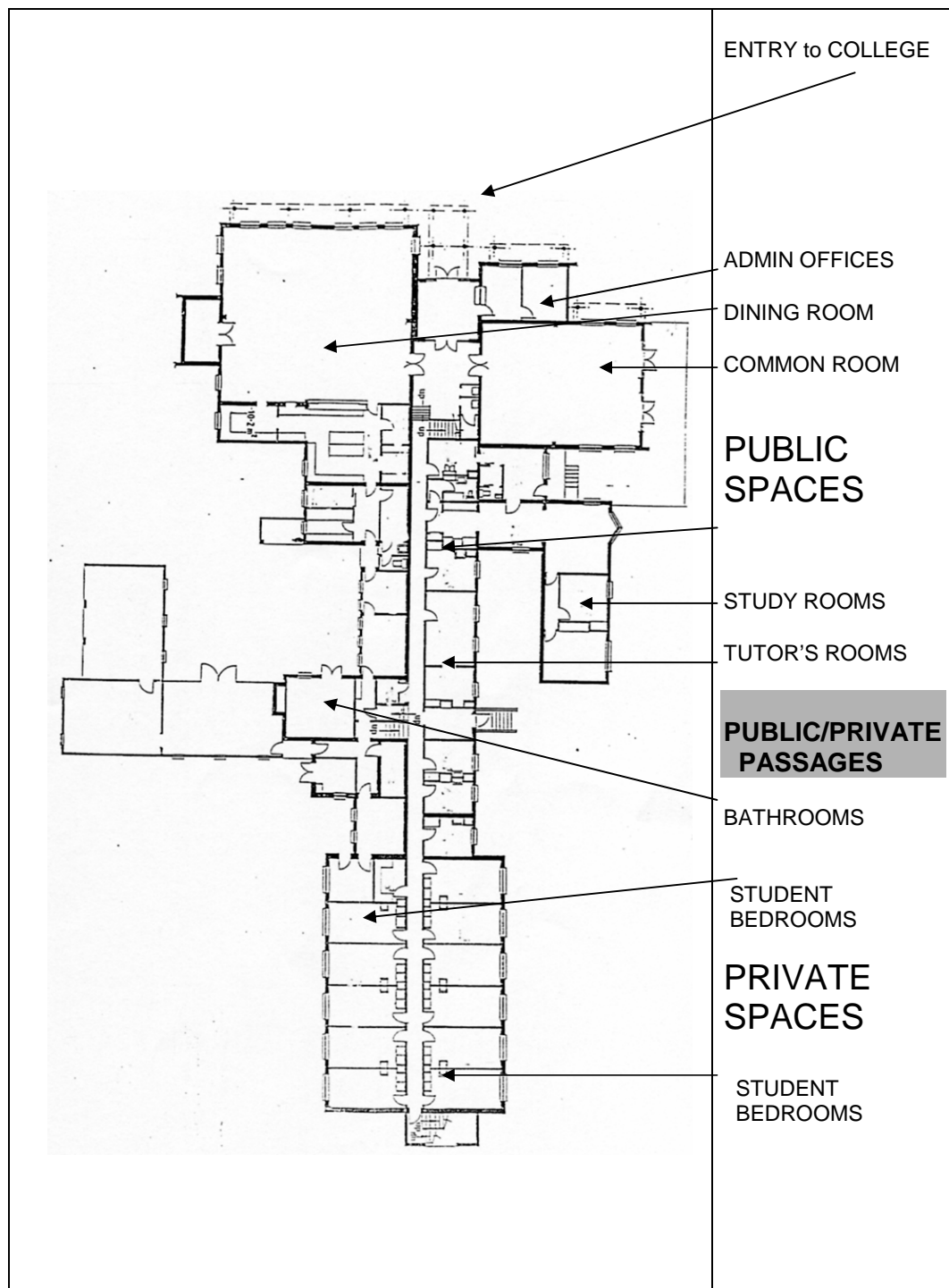
## 9.6 Implications for Further Research by Colleges and Universities

In seeking to maintain a focus upon the nature of academic support in the university residential college, a number of questions that have arisen and been placed aside in this study may have further important implications for college and university administrations. These are:

- What is and may be the role of colleges within a university framework in the transition of students not only from school to university but also from home to college and/or student accommodation more generally?
- What are and may be a full range of supports offered by colleges to residential students and what and how may they apply to their respective universities?
- How may mentoring be defined, in theory and practice, to embrace its many developments and *guises* over many centuries?
- What continues to be the experience of university students in their need for academic support and of their access to it?
- What is the nature of *student culture* in the university residential college in Australia?
- How is the peer assistance model put forward in this study applicable and adaptable in other settings in the community?
- What are the contrasting advantages and disadvantages between competitive and co-operative approaches to study?
- More broadly, how may informal learning and other experience become valued within the framework of the formal delivery of education?

## 9.7 The Proposed Model of Academic Support

The model proposed for residential colleges into the 21<sup>st</sup> century derives from the peer assistance model and is founded in cooperation rather than competition, in equality of experience rather hierarchical order, thus emphasizing the ultimately informal nature of learning through relationships that are, for the most part, private and personal processes. Elements of this process can be detected in the physical design of most colleges as noted in Chapter 2.6. The separation between public and private activities in college, including academic support, is reflected in the gradual *architectural absorption* of students through the public areas to the private and more numerous recesses of student study bedrooms as suggested in Figure 9.7.1. Here academic sharing takes place away from the administrative gaze of the college in business hours and early evening and into the longer, later hours of night and over selected parts of the weekends.



**Figure 9.7.1 The Peer Assistance Model – An Architectural Perspective**

The floor plan of a typical college (Figure 9.7.1) offers clear spatial insights into the relationships between the college and its residents and the real place of the peer assistance model in academic support. This floor plan is, in fact, limited by the relatively small representation of student bedrooms which it displays because it represents only the ground floor of one of three buildings. There are eight other floors in this college which are comprised predominantly of student bedrooms that, in total, accommodate 200 students.

Figure 9.7.1 reveals the gradual transition through the front of the college to the areas at the back and beyond the main ground floor as a process that moves from the public entrance to the private areas where students come to terms individually and through peer interaction with their study needs and challenges.

Not only is private and personal space gradually separated but so too is private and public time. Between 5pm and 9am each day the administrative and other staff of the college are not present. The Head and Tutors may live in college during those hours; however, the evenings and early hours in colleges are not regulated except by meals and other non compulsory events. It is within this time that students seek supportive friendships amongst each other on a shared basis away from lectures, away from public scrutiny and, as this study reported in Chapter Six, with little academic intervention from tutors. In short, the predominance of private time in the private and personal spaces of students' lives in college, as depicted architecturally in Figure 9.7.1, reveals further the veracity of the peer assistance model of academic support.



One word descriptors are used to identify the place of broad sources of academic support generally in the experience of university students in residential colleges. They are placed against eight supportive attributes, arising from the range of findings in this study, that students seek in academic support and include motivation, access channels, personal permeability, self esteem, levels of documentation, the potential to re-check, the level of reciprocity and the level of recognition. The broad sources of support range from the most formal in the university and college to the more informal sources of family and fellow students.

Motivation may be derived from a great many potential sources, but the need to keep pace with peers through both co-operative and competitive effort seems paramount. Access to fellow students in college for academic assistance and fellowship is seen as high compared to other sources due to availability of time and equal rights of passage. Personal permeability and comfort in seeking academic support is at its highest amongst equals and may lead effectively to a building of self esteem through the development of close, supportive friendships. Academic support amongst peers requires less expectation or formality through a written record or documentation of their shared work than through other sources and yet the ability to re-check work with each other is more available in college than through other sources because living arrangements and evening hours are more available. Therefore, greater reciprocity is available to students in college through equality of status, shared goals, personal availability and a various ranges of academic and other experiences at university.



The right hand column indicates the level of viability and efficacy of academic support at the peer level in the university college setting. Against all eight attributes of sound academic support for students in college, ***other students*** represent the most viable, most efficacious and most available source. Fundamental to this is the desire amongst peers for mutual recognition in their efforts to find and form supportive relationships at the private, personal and informal level with each other.

The process of recognition is, therefore, central to the proposed model. On one hand, peer assistance is fundamentally a private process. On the other hand, university colleges are designed to bring students together for the purpose of living and learning. The purpose of recognition is to celebrate peer assisted learning openly amongst individual students and thereby propagate its benefits amongst all members of the learning community. However, a key to recognizing peer assistance publicly within the college context requires the management of an apparent contradiction. The process is private but recognition by nature is public. How then might a college recognize peer assistance without taking ownership of a process that must be fundamentally private and student driven?

## **9.8 Implementing the Peer Assistance Model of Academic Support**

In order to achieve the balance between the *private* and the *public* and allow students to be recognized whilst remaining in control of the process, the normal hierarchical structure of most educational institutions needs to be reversed.

### **9.8.1 Step One: Nominations**

In this model, students receiving assistance, rather than students giving assistance or the college administering it, should nominate their academic peer *helper* for recognition within the community. In short, the power to nominate remains a personal gift of recognition only made public at, for example, the end of term. In this way, the nominator who is the less experienced student initiates the process of recognition while the nominee has the right to remain private and eschew public recognition. The role of the college is simply to formalize the recognition of the college community. This should not be seen as an award or a prize because in this dynamic it is not in the gift of the college but rather a public recognition of the gift of one resident's academic support for another. The college is a medium only for publicizing what students do anyway with a view to encouraging the growth of such activity.

Therefore, a suitable nomination form will need to be designed and distributed by the college Head or his/her delegate to allow all students the opportunity to nominate others who have given them personal support in their academic endeavours. This may be as simple as an invitation by the Head to all residents to furnish a letter seeking recognition for those who give academic support. Part of the nomination process should include a verification procedure and an acceptance of the nomination by the nominee. The verification process may take the form of an appropriate tutor, on behalf of the Head, interviewing both parties with a view to establishing that certain criteria, such as the example in 9.8.2 below, have been met before college recognition is recommended.

Strong and consistent criteria are important because, although it is an informal *student to student* activity, the process of formal recognition may increase its significance and its frequency.

### **9.8.2 Stage 2: Criteria**

Given that eligibility for recognition requires a consistent standard, a sample set of guidelines for applying a peer assistance model through a programme of recognition is offered as an example below.

1. A peer tutor must be nominated by one or more students, on the basis that there has been an accumulation of 20 hours direct academic assistance, more than a single topic or task covered in learning content, and more than one recognisable and measurable outcome (e.g., improved grades or results) to be substantiated in interview with a College Tutor in Residence.
2. The nominations for a particular peer tutor who has accumulated the required hours will be placed before a College Tutor in Residence. The Tutor interviews those involved to substantiate that the above criteria for eligibility are met before recommending the nominee to the Senior Resident and/or Head of the College for the recognition through a representative panel.
3. Ultimately, it is the Head of College (through the Senior Resident) who approves the recognition in each case should the nominee wish to accept.

There may be any number of variations to such criteria from college to college but the important factor is the need for consistency in eligibility at as high a standard as is reasonably possible for the greater number of students to embrace. The criteria need to be set at a level that broadly encourages rather than discourages participation.

### **9.8.3 Stage Three: Public Recognition**

The act of recognition is, by nature, public. It is recommended, therefore, that as many strategies as possible are adopted to enhance the recognition of peer tutors. This may include:

- giving prominence in college honours,
- using the main college end of year or term events for recognitions,
- detailing the supportive work of nominees,
- inviting an eminent guest to present the recognition certificate,
- designing and using a *quality* certificate (see: Appendix K),
- explaining the nature and value of the award (see: Appendix K),
- seeking the signature of the Vice Chancellor upon the certificate,
- issuing as many awards as possible within the criteria,
- creating and recording a public and permanent display, and
- emphasizing its importance to a *curriculum vitae* and the world of work.

### 9.9 Benefits of a Peer Assistance Model for the University, the College and Students

The fact that the unique and fundamental feature of this process is that nominations for recognition are instigated by those who receive rather than those who give academic assistance creates an incentive for both parties. The peer tutor gives a less advanced student the benefit of some recent learning whilst adding value to his or her own learning through direct peer communication and also by gaining eligibility for the award. In this voluntary act of assistance, both a reflective and reflexive model is created for others to follow in subsequent years. The tutored student is given the direct assistance of a compatible helper, also gaining a shared peer perspective in a subject and a tutoring role model whilst able to *give back* through the ability to nominate the relevant peer assistant for the award. New students are also given an example of assistance as well as the assistance itself thus creating a feedback loop of reflective pressure that may create an ongoing cycle of academic support from year to year and help form a stronger and stronger learning community over time.

It may be argued that the greatest gift of learning is the gift that the peer helper gives to himself or herself. The more traditional model or paradigm for reward and recognition is designed to flow down, but nominations for peer assistance by individual students in the ready-made collegiate setting allows for a sharing of power in an upward process. Some benefits for colleges of recognising peer assistance are the:

- overt recruitment and development of the residents themselves as an official and broadly based source of academic support;
- compatibility of the peer assistance model with other identified models;
- potential enhancement of the role of tutors normally associated with an academic interference model only;
- potential enhancement of other models of academic support. through greater peer academic support activity;
- enhancement among residents generally of the confidence and skills to seek academic assistance from a greater variety of sources including faculty staff;
- active addition to the integrity of purpose and mission of the college;
- further projection of its profile in the university and the community;
- greater interest by employers in college students who have developed skills in team work, cooperation and collaboration;
- community support and outreach with a simple but potentially far reaching education initiative;
- creation of a recognised learning culture based on attitudes of voluntarism, friendship and collegiality;
- minimal administrative role or intervention by college appointees;
- further significant improvement in academic results amongst residents;
- potential reduction of undesirable sub-cultural activities based on a broadening of the academic culture; and
- official recognition of academic performance throughout the college based on collaborative excellence as well as individual excellence.

Some benefits for individual students of the peer assistance model are that:

- students can learn about their disciplines, about themselves and about others by teaching;
- students create stronger and more supportive friendships through college;
- students create stronger support networks based upon their original reasons for enrolling in university – to study towards a degree;
- they become a link in an ongoing chain of service to each other;
- they place, as role models, a reflective pressure upon the students whom they assist to participate themselves, as helpers, subsequently;
- they reward themselves in assisting others in their academic progress by projecting their own learning;
- they demonstrate the confidence and ability to communicate their discipline effectively to others;
- they contribute to and benefit from the goodwill and collegiality generated;
- they establish a co-operative learning culture in the residence often beset by competitiveness or non-convivial aspects of university study;
- they learn by networking and by teamwork - approaches that are more and more valued at university but not normally generated by the faculty structure;
- they broaden their role perspective and therefore their potential by seeing themselves as *teacher* (tutor/mentor) as well as *student*; and
- they begin to see themselves as part of a *community of scholars*

because their own contribution to its learning culture is recognised privately by individuals and publicly by the college community.

#### **9.10 Implications for the Transferability of the Model**

Organizations in the corporate world and the general community, like university and college administrations, are entrenched in a culture of delivery of goods and services, education and training and of the personal and professional development of their own staff. This culture underlines the role of the organization as the deliverer, the provider of services and the transmitter of messages to potential clients who are seen as receivers. Organizations see their own staff also as a hierarchy of authority and responsibility. Therefore, the prevailing view of staff development by organizational managements is often one of training that is provided from above or from outside the organization by a contracted service provider.

This perception points to some of the implicit difficulties in developing a *delivered* mentoring programme. Even where peer assistance and mentoring programmes are introduced into organizations, they tend to administer to a matching process of individual mentors with those whom they assist. This usually involves an attempt to identify two groups and create pairs from within a group in need of mentoring such as new staff in businesses, or educationally disaffected youth in the community with selected staff, or young career professionals to be trained as mentors. It requires the administration of a comprehensive system of contact, training, monitoring and feedback.



Administration levels are increased by the *hit and miss* nature of matching people in a learning relationship that is meant to be informal, private and personal. The interference of an outside agent in what is intrinsically a private process can become difficult especially when personal compatibility and the element of trust are important factors.

However, despite the culture of *delivery* embraced by most organizations, the benefits and strengths of the peer assistance model put forward in this study may be transferred comfortably to the learning frameworks of all organizations. This is predominantly because the peer assistance model is based upon assistance that happens naturally in an organization anyway in personal and informal ways.

There may be a need to understand the various roles of a different range of stakeholders and their role and function within the structure of an organization. Names or titles will also change from one organization to another, however, the central concept of recognition by the organization for those nominated as guides, tutors, mentors, peer assistants by those whom they assist is adaptable and may apply to business, community organizations, service industries as well as schools, universities and residential colleges.

## BIBLIOGRAPHY

- Alleman, E. J. (1986) Measuring mentoring- frequency, quality and impact. In Gray, A.G. *Mentoring: aid to excellence in career development, business and the professions*. British Columbia, The Xerox Reproduction Centre.
- Alleman, E. and Cochran, J. (1984). Enriching mentoring relationships. *The Personal Guidance Journal* **62**: 329-332.
- Alred, G. and Garvey B., (2000). Learning to produce knowledge-the contribution of mentoring. *Mentoring & Tutoring* **8**(3): 261-272.
- Ambrose, L. (1998). *A mentor's companion*. Chicago, Perrone-Ambrose.
- Anderson, E. M. and Shannon A. L., (1995). Towards a conceptualisation of mentoring in Kerry, T. and Mayes, A. (eds.), *Issues in mentoring*. London, Routledge.
- Anforth, P. (1992). Mentors not assessors. *Nurse Education Today* **12** (4): 299-302.
- Ardery, G. (1990). Mentors and proteges: from ideology to knowledge. In Grace, J. M. H.(ed). *Current issues in nursing*. St Louis, Mosby.
- Arndt, S. (1989). Mentor programs help boost production. *National Underwriter* **93**(15): 17-18.
- Arnold, V. and Davidson M. J., (1990). Adopt a mentor: the new way ahead for women managers. *Women in Management Review and Abstracts* **5**(1): 17-23.
- Aryee, S. and Chay, Y. V. (1994). An examination of the impact of career-oriented mentoring on work-commitment attitudes and career satisfaction among professionals and managerial employees. *British Journal of Management* **5**: 241-249.
- Ashwin, P. (2002). Implementing peer learning across organisations: the development of a model. *Mentoring and Tutoring* **10**(3): 221-232.
- Baker, R. W. and Siryk B. (1989). *Student adaption to college questionnaire*. Los Angeles, CA, SACQ.
- Ball, A. L. (1989). Mentors and proteges: portraits of success. *Working Woman* **134**(142): 42-49.
- Ballantyne, R. (1995). Mentoring beginner teachers: a qualitative analysis of process and outcomes. *Educational Review* **47**(3): 13-27.

- Barnett, B. G. (1995). Developing reflection and expertise: can mentors make the difference? *Journal of Educational Administration* **33**(5): 12-17.
- Barrera Jr, M. (1988). Models of social support and life stress: beyond the buffering hypothesis. In Cohen, L. (ed.), *Life events and sociological functioning: theoretical and methodological issues*. Beverly Hills, Ca, Sage: 211-236.
- Beiswinger, G. L. (1985). *One to one: the story of the big brothers/big sisters movement in America*. Bloomsburg, Philadelphia.
- Bell, C. (1996). *Managers as mentors*. San Francisco, Berrett-Koehler.
- Bennetts, C. (1996). *Interpersonal aspects of informal mentor/learner relationships: a research perspective*. Proceedings of the Fifth National Mentoring Conference, Manchester.
- Bernard, J. (1992). *Mentoring programs for urban youth: handle with care*. Portland, Oregon, Western Regional center for Drug Free schools in california.
- Berthoin, A. A. (1993). Odysseus' legacy to management development. *European Management Journal* **11**(4): 448-54.
- Beswick, D. and Schofield., H. (1983). *Students in australian university colleges and halls: a national survey*. Association of Heads of Residential Colleges and Halls of Universities of Australia.
- Bines, H. (1994). Beginning teaching; the role of the mentor. *Education Canada* **22**(3): 15-19.
- Blackwood, R. (1968). *Monash university: the first ten years*. Melbourne, Hampden Hall.
- Bleach, K. (1997). The importance of critical self-reflection in mentoring newly qualified teachers. *Mentoring & Tutoring* **4**(3):19-24.
- Blunt, N. (1995). Learning from the wisdom of others. *People Management* **11**: 38-39.
- Bond, A. (1999). Student Mentoring: Promoting High Achievement and Low Attrition in Education and Training. *Mentoring and Tutoring* **6**(3): 60-65.
- Bova, B. (2000). Mentoring revisited: the black woman's experience. *Mentoring & Tutoring* **8**(1): 5-16.
- Bragg, A. (1989). Is a mentor program in your future? *Sales and Marketing Management* **141**(September): 54.

- Brown, R. L. (1990). Mentoring program builds \$1m agencies. *Managers Magazine* **65**(May): 10-19.
- Brown, R. L. (1993). Start with structure: creating a mentoring program. *Managers Magazine* **68**(January): 16-19.
- Brown, T. (1990). Match up with a mentor. *Industry Week* **239**(19): 18.
- Burgess, H. and Butcher J. (1999). To challenge or not to challenge: the mentor's dilemma. *Mentoring and Tutoring* **6**(3): 31-47.
- Burke, R. J. (1984). Mentors in organizations. *Group and Organizational Studies* **9**(3): 1-11.
- Burke, R. J. and McKeen C. A. (1989). Developing formal mentoring programmes in organizations. *Business Quarterly* **53**(Winter): 76-79.
- Burke, R. J. and McKeen C. A. (1990). Mentoring in organizations: implications for women. *Journal of Business Ethics (Netherlands)* **9**: 233-239.
- Burton, D. (1995). Defining the role of the university mentor in initial teacher education. *Mentoring and Tutoring* **3**(2): 50-55.
- Bush, J., and Adam, A. (1992). Are mentors necessary for success? *The International Journal of Mentoring* **2**(2): 9-13.
- Calvacca, L. (1989). Mentor watch: how to manage the search. *Working Woman*. **134** (140): 31-37.
- Cardow, A. (1998). Mentoring at light speed. *Mentoring and Tutoring* **5**(3): 32-38.
- Carmin, C. N. (1988). Issues on research on mentoring: definitional and methodological. *International Journal of Mentoring* **2**(2): 9-13.
- Carruthers, J. (1992). The principles and practice of mentoring. In Caldwell, R. and Carter, E. (eds). *The return of the mentor: strategies for workplace learning*. London, Falmer Press.
- Carsrud, A. L. (1987). Entrepreneurs, mentors, networks and successful new venture development: an exploratory study. *American Journal of Small Business* **12**(Autumn): 7-17.
- Caruso, J. E. (1990). An examination of organised mentoring: the case of Motorola. *British Thesis Service*.

- Chanock, K. (2000). *Evaluating one-to-one support for academic literacy: from intuition to documentation*. Unpublished paper presented at the Australian Council for Adult Literacy Conference, Fremantle.
- Chaplin, C. [Director]. (1921). *The Kid* [Motion Picture]. Los Angeles, First National Pictures.
- Chaplin, C. (1964). *My autobiography*, London, Penguin.
- Clarke, P. P. (1984). The metamorphoses of mentor: Fenelon to Balzac. *The Romantic Review* **IV** (2): 4-12.
- Clawson, J., (ed), (1980). Mentoring in managerial careers. *Work, Family and the career*. New York, Praeger.
- Clawson, J. G. and Kram K. E. (1984). Managing cross-gender mentoring. *Business Horizons* **11**(Spring): 46-48.
- Clutterbuck, D. (1994). Business mentoring in evolution. *Mentoring and Tutoring*. **2**(1): 16-22.
- Clutterbuck, D. (1999). Mentoring in business: executives and directors. *Mentoring and Tutoring* **6**(3): 76-84.
- Clutterbuck, D. (2001). Quiet transformation: the growing power of mentoring. *Mt Eliza Business Review* **3**(2): 22-32.
- Clutterbuck, D. and Megginson, D. (2000). *Mentoring executives and directors*. Oxford, Butterworth Heinemann.
- Cohen, N. (1995). *Mentoring adult learners: a guide for educators and trainers*. Florida, Krieger Publishing Companys.
- Collin, A. (1986). Mentoring: aid to excellence, in career development, business and the professions. *New directions for research*. Proceedings of the First International Conference on Mentoring, Washington DC.
- Collins, E. and Scott, P. (1978). Everyone who makes it has a mentor. *Harvard Business Review* **56**: 89-101.
- Collins, N. W. (1983). *Professional women and their mentors: a practical guide to mentoring for the woman that wants to get ahead*. New jersey, Prentice Hall.
- Colwill, N. L. and Pollock, M. (1988). The mentor connection update. *International Journal of Mentoring* **2**(1): 15-20.
- Conway, C. (1998). *Strategies for mentoring: a blueprint for successful organizational development*. Chichester, Wiley.

- Cooper, C. C. (1985). Mentors can serve black youth in many ways. *Journal of Negro Education* **54**(2): 46-55.
- Cornwall, M. G. (1979). *Students as teachers; peer teaching in higher education*. Amsterdam, University of Amsterdam.
- Cross, K. P. (1981). *Adults as learners*. San Francisco, Jossey-Bass.
- Daiches, D., (ed). (1964). *The idea of a new university*. London, Andre Deutsch Ltd.
- Daintree, D. (1995). *Handbook of Australian university residences*, Australian Association of Heads of Colleges and Halls Inc.
- Daloz, L. A. (1983). Mentors: teachers who make a difference. *Change* **15**(6): 9-15.
- Daloz, L. A. (1999). *Mentor: guiding the journey of adult learners*. San Francisco, Jossey-Bass.
- Davis, D. F. (1990). *The idea of a university: possibility and prospect in the tropics*, Inaugural lecture, Townsville, James Cook University of North Queensland.
- Davis, R. L. (1979). Mentoring: in search of a taxonomy. *MIT Sloan School of Business*. Boston, Massachusetts Institute of Technology.
- Dawkins, J. S. (1987). *Higher education: a policy discussion paper*. Canberra, Australian Government Publishing Service.
- Day, J. and Kingsley, J. L. (1830). *Report on the course of instruction in Yale College*. New Haven, Yale University.
- Department of Education, Science and Training, (2000). *Characteristics and performance indicators of Australian higher education institutions*. Canberra, Commonwealth Government.
- Dodgson, J. (1992). Do women in education need mentors? *Education Canada* (Spring): 29-33.
- Dolan, T. C. (1993). Mentoring in the 1990s. *Health Executive (HEE)* **8**(6): 29-32
- Donovan, J. (1990). The concept and role of the mentor. *Nurse Education Today* **10**: 294-298.
- Dormer, J. (1994). The role of the mentor in secondary schools. In Wilkin, M. and Sankey, D. (eds). *Partnership in initial teacher training*. London, Kogan Page.

- Dreher, G. F. and R. A. Ash (1990). A comparative study of mentoring among men and women in managerial, professional, and technical positions. *Journal of Applied Psychology*. **75**(5): 6-13.
- Dutton, P. L. (1995). *Each one teach one: peer mentoring and the learning culture in the residential context*. Unpublished Paper presented to the Annual Conference of Australian Association of Heads of Colleges and Halls Inc., Canberra.
- Dutton, P. L. (2001). *The golden heart of mentoring: a keynote address*. Unpublished Paper presented to the 3rd Pacific Regional Conference on Tutoring and Mentoring, University of Malaya, Kuala Lumpur.
- Dutton, P. L. (2002). *Academic support: what do we do?* Unpublished Paper presented to the Annual Conference of the Australian Association of Heads of University Colleges and Halls Inc., Townsville.
- Dutton, P. L. (2003). *Academic support: what do we do now?* Unpublished Paper presented to the Annual Conference of the Australian Association of Heads of University Colleges and Halls Inc., Adelaide.
- East, P. I. (1987). *The mentoring relationship*, University of Loughborough.
- Edmonds, A. A., (ed), (1987). *Emmanuel college: the first seventy five years*. Commemorative souvenir magazine. Brisbane, QUP.
- Eggleston, J. (1994). Editorial. *Mentoring & Tutoring* **2**(1): 2.
- Ellis, S. W. and Granville, G. (1999). Intergenerational solidarity: bridging the gap through mentoring programmes. *Mentoring & Tutoring* **7**(3): 181-194.
- Elmore, R. (1989). *Issues of policy and practice in mentor programs*. Unpublished paper presented at the annual meeting of the American Educational Research Association. 4th February, San Francisco.
- English, L. M. (1999). An adult learning approach to preparing mentors and mentees. *Mentoring & Tutoring* **7**(3): 195-202.
- Engstrom, H. and Mykletun, J. (1997) *Personality factors impact on success in the mentor-protege relationship*, Oslo School of Hotel Management.
- Entwhistle, N. J. (1981). *Styles of learning and teaching*. Chichester, Wiley.
- Evans, L. and Abbott, I. (1996). Developing the mentoring role: some research recommendations. *Mentoring & Tutoring* **4**(1): 8-16.
- Fagan, M. M. (1988). The term mentor: a review of the literature and a pragmatic suggestion. *International Journal of Mentoring* **2**(2): 5-8.

- Falchikov, N. (2001). *Learning together: peer tutoring in higher education*. Andover, Taylor & Francis.
- Fantuzzo, J. W. and Dimeff, L. A. (1989). Reciprocal peer tutoring: a multimodal assessment of effectiveness with college students. *Teaching of Psychology* **16**(3): 4-10.
- Farlyo, B. and Paludi, M. A. (1985). Developmental discontinuities in mentor choice by male students. *Journal of Social Psychology* **125**(4): 521-532.
- Farren, C. (1984). Mentoring: a boon to career development. *Personnel Nov/Dec.*: 67-77
- Fertwell, C. and Bushardt, S. (1992). Characteristics of mentors and proteges. *Mentoring International* **6**(3/4): 55-68.
- Field, B. and Field, T. (1994). *Teachers as mentors: a practical guide*. London, Falmer.
- Field, K. (1997). You and your mentor. *Mentoring and Tutoring* **4**(3): 25-32.
- Fisher, A. (2004). Honoring mentors. *American Scientist* **92** (6): 584.
- Freedman, M. (1993). *The kindness of strangers: adult mentors, urban youth and the new voluntarism*. San Francisco, Jossey - Bass.
- Furlong, J. (1990). School-based training: the students' view. In Booth, M., Furlong, J. and Wilkin, M. *Partnership in initial teacher training*. London, Cassell.
- Furlong, J. and Maynard, T. (1995). Learning to teach and models of mentoring. In Kerry, T. and Mayes, A.S. *Issues in mentoring*. London, Routledge.
- Game, A. and Metcalfe, A. (2003). *The first year experience*. Sydney, The Federation Press.
- Gardiner, C. (1996). *Mentoring: a study of the concept, theory and practice in the educational field*. University of Central England.
- Gardiner, C. (1998). Mentoring: towards a professional friendship. *Mentoring and Tutoring* **6**(1/2): 77-84.
- Garvey, B. and Alred, G. (2000). Educating mentors. *Mentoring & Tutoring* **8**(2): 62-69.
- Gay, B. and Stephenson, J. (1998). The mentoring dilemma: guidance and/or direction? *Mentoring and Tutoring* **6**(1/2): 43-54.



- Genever, M. (2002). *Dissonance: white on white with black*. Unpublished Master of Creative Arts Thesis, College of Music, Visual Arts and Theatre. Townsville, James Cook University.
- Gibson, S. K. (2004). Mentoring in business and industry: the need for a phenomenological perspective. *Mentoring and Tutoring* **12**(2).
- Goldschmid, B. and Goldschmid, M. L. (1977). *Peer teaching in higher education*. *Higher Education* **6**(1): 14-20.
- Goodlad, S. (ed) (1995). *Students as tutors and mentors*. London, Kogan Page.
- Goodlad, S. and Hirst, B. (1989). *Peer tutoring: a guide to learning by teaching*, Kogan Page.
- Gray, W. A. and Gray, M. M. (1985). *Mentoring: aid to excellence in career development, business and the professions*. British Columbia, The Xerox Reproduction Centres.
- Green, B. J. (1991). *The Portland State University mentoring program for freshmen*. PSU.
- Gulam, W. and Zulfiqar, M. (1998). Mentoring - Dr. Plum's elixir and the alchemist's stone. *Mentoring and Tutoring* **5**(3): 39-45.
- Haensley, A. and Edlind, P. (1986). *A search for ideal types in mentorship: education, the family and the community. Proceedings of the First International Conference on Mentoring*. Vancouver, International Association for Mentorings.
- Haggerty, B. (1986). A second look at mentors. *Nursing Outlook* **34**(1): 16-24.
- Hale, M. (1995). Mentoring women in organisations: practice in search of theory. *American Review of Public Administration* **25**(4): 55-62.
- Hamilton, S. F. (1990). *Apprenticeship for adulthood*. New York, Free Press.
- Hattie, J. and Biggs, J. (1996). Effects of learning skills interventions on student learning: a meta-analysis. *Review of Educational Research* **66** (3): 20-26.
- Hayes, D. (2001). The impact of mentoring and tutoring on student primary teachers' achievements: a case study. *Mentoring & Tutoring* **9**(1): 5-22.
- Hays, T., Gerber, R. and Minichiello, V. (1999). Mentorship: a review of the concept. *Unicorn* **25**(2): 10-19.
- Homer (1946). *The Odyssey*, London, Penguin.

- Hunt, D. M. and Michael, C. (1983). Mentoring: a career training and development tool. *Academy of Management Review* **8**(3): 475-485.
- Jacobi, M. (1991). Mentoring and undergraduate academic success: a literature review. *Review of Educational Research* **61** (4): 505-532.
- Jarvis, P. (1995). Towards a philosophical understanding of mentoring. *Nurse Education Today* **15** (6): 414-419.
- Jeruchim, J. and Shapiro, P. (1992). *Women, mentors and success*. New York, Fawcett Columbia.
- John, P. D. (2001). Winning and losing: a case study of university tutor-student teacher interaction during a school-based practicum. *Mentoring & Tutoring* **9**(2): 153-168.
- John, P. D. and Gilchrist, I. (1999). Flying solo: understanding the post lesson dialogue between student teacher and mentor. *Mentoring and Tutoring* **7**(2): 101-112.
- Johnson, M. C. (1988). Mentors: the key to development and growth. *Training and Development Journal* (July): 3-12.
- Johnson, R. B. (1910). *The Cambridge Colleges*. London, T. Werner Laurie.
- Jossi, F. (1997). Mentoring in changing times. *Training and Development* **50**(8): 44-47.
- Kalbfreisch, P. J. and Shapiro, P. (1995). Power and equality in mentoring relationships. In Kalbfreisch, P. J. and Cody M. J (eds)., *Gender, power and communication in human relationships*. New Jersey, Lawrence Erlbaum.
- Kanter, R. M. (1977). *Men and women in the corporation*. New York, Basic Books.
- Kaye, B. and Jacobson, B. (1995). Mentoring: a group guide. *Training & Development* **49**(4): 22-27.
- Keele, R. L. (1987). Formal mentoring programs are no panacea. *Management Review* **76**(2): 67-69.
- Kelly, G. A. (1955). *The psychology of personal constructs*. New York, Norton.
- Kemmerling, J. (1999). <http://people.delphi.com>. accessed 11 August 2003.
- Kerka, S. (1998). *New perspectives on mentoring*, ERIC/ACVE Digest #194. 1998.

- Klopf, G. J. and Harrison, J. (1981). Moving up the career ladder: a case for mentors. *Principal* **2**(3): 1-8.
- Klopf, G. J. and Harrison, J. (1982). The case for mentors. *Education Digest*. **48** (1): 36-39.
- Knippen, J.L. and Green, P. (1991). Developing a mentoring relationship . *Management Decision* **2** (2): 21-28.
- Kolb, D. A. (1984). *Experiential learning: experience as a source of learning and development*. New Jersey, Prentice-Hall.
- Kram, K. (1985). Improving the mentoring process. *Training and Development* **39**: 40-43.
- Kram, K. E. (1980). *Mentoring processes at work: developing relationships in managerial careers*. New Haven, Yale.
- Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management Journal* **26**(4): 608-625.
- Lawler, J. (1990). Mentors can lend an edge. *Computerworld* **24**(9): 99.
- Lawrie, J. (1987). How to establish a mentoring program. *Training and Development Journal* **41**(3): 6-8.
- Leung, M.L. and Bush, T. (2003) Student mentoring in higher education: Hong Kong Baptist University. *Mentoring and Tutoring* **11**(3): 14-22.
- Levinson, D. (1978). *The seasons of man's life*. New York, Ballantine.
- Lewis, R. and H. Temple (1992). *Effective mentoring: mentor's guide*. Manchester, Open College.
- Little, B. (1995). Mentoring in higher education: a synoptic overview. *Mentoring and Tutoring* **3**(2): 19-20.
- Little, G. (1970). *The university experience: an Australian study*. Melbourne, Melbourne University Press.
- Little, J. W. (1992). *The mentor phenomenon and the social organisation of teaching*. Washington, DC, American Educational Research Association.
- Long, J. (1997). Mentoring for school based teacher education in Australia. *Mentoring and Tutoring* **4**(3): 11-18.
- Lucas, K. F. (2001). The social construction of mentoring roles. *Mentoring & Tutoring* **9**(1): 23-48.

- Mackay, H. (1997). *Generations: baby boomers, their parents and their children*. Sydney, Macmillan.
- Mahoney, M. (1983). *Mentors*. New York, Commonwealth Fund.
- Martins, J. F. (1989). *Effect of environment on academic and personal development*. Unpublished paper presented at the National Conference of the Association of Heads of Residential Colleges and Halls of Universities of Australia, James Cook University, Townsville.
- Matthews, S. (1993). Helping college tutors define reading and mould active learners. *Journal of Reading* **36**(8): 39-48.
- Maynard, T. (2000). Learning to teach or learning to manage mentors? Experiences of school-based training. *Mentoring & Tutoring* **8**(1): 17-30.
- Maynard, T. and Furlong, J. (1993) Learning to teach and models of mentoring In MacIntyre, D., Hagger, H. and Wilkin, N. (eds) *Mentoring: perspectives on school teacher education*. London, Kogan Page.
- McCortie, C. (1991). Mentoring young achievers. *Black Enterprise* **21**(11): 336-338.
- McDonnell, J. T. (1994). Peer tutoring: a pilot scheme among computer science undergraduates. *Mentoring & Tutoring* **2**(2): 3-10.
- McInnes, C. and James, R. (1995). *First year on campus*. Melbourne, Centre for Studies in Higher Education.
- McKeen, C. A. and Burke, R. J. (1989). Mentor relationships in organizations: issues, strategies and prospects for women. *Journal of Management Development (UK)* **8** (June): 33-42.
- McMullen, G. L. (1993). *Omnia omnibus-all things to all collegians: the first twenty-five years of Mannix College*. Glen Waverley, Monash University.
- McNamara, O. and Rogers, B. (2000). The roots of personal worth and the wings of self-responsibility: a research-based enquiry in to a business-education mentoring programme. *Mentoring and Tutoring* **8**(2): 43-57.
- Meggison, D. (1988). Instructor, coach, mentor: three ways of helping for managers. *MEAD* **19**(1): 33-36.
- Meggison, D. and Clutterbuck, D. (1995). *Mentoring in action: a practical guide for managers*. London, Kogan Page.
- Melbourne U. (2002). *Transition Program*, Melbourne: Melbourne University Press.
- Merriam, S. (1986). Mentors and proteges; a critical review of the literature. *Adult Education Quarterly* **33**: 161-173.

- Mihkelson, A. (1998). Research mentoring in higher education - a cost effective model of pro-active intervention. *Mentoring and Tutoring* **5**(3): 46-56.
- Miller, C. and Packham, G. (1999). Peer-assisted student support at the University of Glamorgan: innovating the learning process. *Mentoring & Tutoring* **7**(1): 81-95.
- Millwater, J. and A. Yarrow (1997). The mentoring mindset: a constructive perspective? *Mentoring and Tutoring* **5**(1): 14-24.
- Missirian, A. (1982). *The corporate connection: why executive women need mentors to reach the top*. Englewoods Cliffs NJ, Prentice-Hall.
- Mitchell, H. J. (1999). Group mentoring: does it work? *Mentoring & Tutoring* **7**(2): 113-120.
- Monaghan, J. and Lunt, N. (1992). Mentoring: persons, processes, practice and problems. *The British Journal of Educational Studies* **11**(3): 117-133.
- Monash, U. (2003). *Transition program: making the move*, Prospective Students' Office booklet.
- Moore, K. M. (1982). The role of mentors in developing leaders for academe. *Educational Record* **63**(Winter): 23-29.
- Morison, S. (1936). *Harvard college in the seventeenth century*. New Haven, Yale University Press.
- Morle, K. (1990). Mentorship: is it a case of the emperor's new clothes or a rose by any other name. *Nurse Education Today* **10**: 66-69.
- Morris, H. (1988). Mentors: learning the ropes. *Nursing Success Today* **2**(6): 2-11.
- Morrison, I. and Everton, T. (2000). Pupils helping other pupils with their learning: cross-age tutoring in a primary and secondary school. *Mentoring & Tutoring* **8**(3): 187-200.
- Mullen, C. A. (2000). Opportune encounters: hosting extramural mentoring programmes for new scholars. *Mentoring and Tutoring* **8**(3): 221-240.
- Murray, M. (1991). *Beyond the myths and magic of mentoring*. San Francisco, Jossey-Bass.
- Newman, J. (1873). *The idea of a university defined and illustrated*. London, Basil Montagu Pickering.
- Newman, J. H. (1915). *On the scope and nature of university education*. London, J.M. Dent & Sons Ltd.

- Noe, R. A. (1988). Women and mentoring: a review and research agenda. *Academy and Management Review* **41**: 65-78.
- Noller, R. B. (1982). Mentoring: a renaissance of apprenticeship. *Journal of Creative Behaviour* **16**(1): 51-60.
- Oakley (1992). *Community of learning: the american college and the liberal arts tradition*. New York, Oxford University Press.
- Oxford (1973). *Oxford english dictionary*, Oxford University Press.
- Packham, G. and Cramphorn, C.(2001). Module development through peer-assisted student support: an initial evaluation. *Mentoring and Tutoring* **9**(2) 113-124.
- Parsloe, E. (1995). *Coaching, mentoring and assessing, a practical guide to developing competence*, Kogan Page.
- Perry, C. (2000). Mentoring as partnerships in collaboration: one school's story of professional development. *Mentoring and Tutoring* **8**(3): 241-250.
- Perry, L. (2004). Fears huge classes add to attrition rates. *The Australian Newspaper*. Canberra: 29 August 2004: 14.
- Phillips, L. L. (1977). *Mentors and proteges: a study of career development of woman managers and executives in business and industry*. Los Angeles, UCLA.
- Phillips-Jones, L. (1982). Establishing a formalised mentoring programme. *Training and Development Journal* **37**(2): 40-46.
- Piper, H. and Piper, J. (1999). Disaffected young people: problems for mentoring. *Mentoring and Tutoring* **7**(2): 121-130.
- Powell, J. P. (1979). From school to university. *The Australian Journal of Education* **23**: 113-120.
- Power, C. and Robertson, F. (1987). *Success in higher education*. Canberra, Australian Government Publishing Service.
- Pyatt, G. (2002). Cross-school mentoring: training and implementing a peer mentoring strategy. *Mentoring and Tutoring* **10**(2): 12-18.
- Quinn, F., Muldoon, R. and Hollingworth, R. (2002). Formal academic mentoring: a pilot scheme for first-year science students at a regional university. *Mentoring and Tutoring* **10**(1): 3-14.
- Ragins, B. R. (1997). Diversified mentoring relationship in organizations: a power perspective. *Academy of Management Review* **22**(1): 482-521.

- Reich, M. (1985) *Issues in Mentoring*. London, Oxford University Press.
- Reid, C. T. and Topping, K. J. (1997). Reciprocal peer tutoring in undergraduate law studies. *Mentoring and Tutoring* **4**(3): 3-10.
- Rice, K. G. (1992). Separation-individuation and adjustment to college: a longitudinal study. *Journal of Counselling Psychology* **39**: 203-213.
- Riggio, R. E. and Fantuzzo, J. W. (1991). Reciprocal peer tutoring: a classroom strategy for promoting academic and social integration in undergraduate students. *Journal of Social Behaviour and Personality* **6**(2): 15-23.
- Rippon, J. and Martin, M. (2003). Supporting induction: relationships count. *Mentoring and Tutoring* **11**(2): 43-49.
- Rix, M. and Gold, J. (2000). 'With a little help from my academic friend': mentoring change agents. *Mentoring & Tutoring* **8**(1): 47-62.
- Robbins, S. (2000). *Management*. Sydney, Prentice Hall.
- Roberts, A. (1998). The androgynous mentor: bridging gender stereotypes in mentoring. *Mentoring and Tutoring* **6**(1/2): 18-30.
- Roberts, A. (1999A). Androgyny and the mentoring role: an empirical study to examine for prominent mentor expectations. *Mentoring & Tutoring* **7**(2): 145-162.
- Roberts, A. (1999B). An empirical study to examine for androgynous mentoring behaviour in the field of education. *Mentoring and Tutoring* **7**(3): 203-222.
- Roberts, A. (2000). Mentoring revisited: a phenomenological review of the literature. *Mentoring and Tutoring* **8**(2): 140-160.
- Roche, G. R. (1979). Much ado about mentors. *Harvard Business Review*. **57**(8): 71-86.
- Rolfe-Flett, A. (1995). *The mentoring workbook*. Sydney, Synergetic Management Pty Ltd.
- Rolfe-Flett, A. (1998). *Develop your mentoring skills*. Sydney, Synergetic Management Pty Ltd.
- Rolfe-Flett, A. (2001). *Getting the most out of mentoring*. Sydney, Synergetic Management Pty Ltd.
- Ryan, M. B. (2001). *A collegiate way of living*. New Haven, Yale University Press.

- Scutt, J. (1996). *Living generously - women mentoring women*. Melbourne, Artemis.
- Shapiro, E. C. and Haseltine, F. P. (1977). Moving up: role models, mentors and the 'patron system'. *Sloan Management Review* **19**: 51-58.
- Shea, G. F. (1992). *Mentoring: a guide to the basics*. London, Kogan Page.
- Sigma, X. (2004). Should people choose their own mentors? *United States News and World Report* **150** (11): 72-73.
- Simco, N. P. and Sixsmith, S. C. (1994). Developing a mentoring scheme in primary initial teacher education. *Mentoring and Tutoring* **2**(1): 30-39.
- Sinclair, C. (2003). Mentoring online about mentoring: possibilities and practice. *Mentoring and Tutoring* **11**(1): 31-35.
- Speizer, J. J. (1991). Role models, mentors and sponsors: the elusive concepts. *Journal of Women in Culture and Society* **6**(1): 14-21.
- Spencer, C. (1999). *Mentoring made easy*. Sydney, Office of the Director of Equal Opportunity in Public Employment.
- Stammers, P. (1992). The Greeks had a word for it (five millenia of mentoring). *The British Journal of In-Service Education* **18**(2): 76-80.
- Stephens, P. (1996). *Essential mentoring skills: a practical handbook for school-based educators*. London, Stanley Thornes Ltd.
- Stevens, C. D. (1994). *Social support and dependency needs: how late-adolescent, non-local students adjust to first year university*, Unpublished Bachelor of Arts (Hons) thesis, University of Wollongong.
- Stidder, G. and Hayes, S. (1998). Mentoring - rhetoric and reality. *Mentoring and Tutoring* **5**(3): 57-64.
- Tickle, L. (1993) *The wish of Odysseus: Mentoring - perspectives on school based education* London, Kogan Page.
- Tilley, S. (1994). The role of the work based mentor. *Training Officer* **30**(3): 4-9.
- Topping, K. (1994). A typology of peer tutoring. *Mentoring and Tutoring* **2**(1): 7-16.
- Topping, K. (1995A). Organising peer tutoring in higher and further education. *Mentoring and Tutoring* **2**(3): 11-18.



- Topping, K. (1995B). Peer assisted learning (PAL) - listserver/electronic journal. *Mentoring and Tutoring* **3**(1): 47-48.
- Tovey, M. D. (1999). *Mentoring in the workplace: a guide for mentors and managers*. Sydney, Prentice Halls.
- Watkins, C. and Whalley, C. (1993). Mentoring beginning teachers: issues for schools to anticipate and manage. *School Organisation* **13**(2): 129-138.
- Watts, L. (1996). *A guide to mentoring*. Melbourne, Australian National training Authority.
- Whitman, N. A. (1988). *Peer teaching: to teach is to learn twice*. Washington DC, ASHE-ERIC.
- Williams, C. and Ainsworth, G. (1977). Influences affecting student discontinuations. *Vestes* **19**: 20-23.
- Williams, C. and Pepe, T. (1983). *The early experience of students on Australian college of advanced education campuses*. Sydney, The University of Sydney.
- Wittgenstein, L. (1958). *Philosophical investigations*. Oxford, Blackwell.
- Wynch, J. (1986). *Mentorship*, M.Ed. Dissertation, Nottingham University, UK.
- Zey, M. G. (1995). *The mentor connection: strategic alliances in corporate life*. London, Transaction Publishers.

## **APPENDICES**

**APPENDIX A**  
**Monash Residential Services – Clayton**  
**Customer Survey**

**2002**

THE CONTENTS OF THIS APPENDIX HAVE BEEN REMOVED DUE TO  
COPYRIGHT RESTRICTIONS



**APPENDIX B**

**Characteristics and Performance Indicators  
of  
Australian Higher Education Institutions  
2000**

**Students**

THE CONTENTS OF THIS APPENDIX HAVE BEEN REMOVED DUE TO  
COPYRIGHT RESTRICTIONS









**APPENDIX C****Characteristics and Performance indicators  
of  
Australian Higher Education Institutions  
2000*****Student Attrition and Retention Rates***

THE CONTENTS OF THIS APPENDIX HAVE BEEN REMOVED DUE TO  
COPYRIGHT RESTRICTIONS



## **Appendix D**

### **Access to Colleges' Website Academic Support Information**

## APPENDIX D: Access to Colleges Website Information on Academic Support

Access 2003	College	WWW Address (URL)
9 July	McAuley College	<a href="http://www.mcauley.acu.edu.au">www.mcauley.acu.edu.au</a>
9 July	Aquinas College	<a href="http://www.acu.edu.au">www.acu.edu.au</a>
9 July	Maritime College	<a href="http://www.amc.edu.au">www.amc.edu.au</a>
9 July	Toad Hall	<a href="http://www.anu.edu.au/res/toad">www.anu.edu.au/res/toad</a>
9 July	Bruce Hall	<a href="http://www.brucehall.anu.edu.au">www.brucehall.anu.edu.au</a>
9 July	Fenner Hall	<a href="http://www.fennerhall.anu.edu.au">www.fennerhall.anu.edu.au</a>
9 July	Burgmann College	<a href="http://www.burgmann.anu.edu.au">www.burgmann.anu.edu.au</a>
9 July	Burton & Garran Halls	<a href="http://www.anu.edu.au">www.anu.edu.au</a>
9 July	Residences	<a href="http://www.csu.edu.au">www.csu.edu.au</a>
9 July	St Martin's College	<a href="http://www.stmartinscollege.dragnet.com.au">www.stmartinscollege.dragnet.com.au</a>
9 July	Muresque Institute	<a href="http://www.curtin.edu.au">www.curtin.edu.au</a>
9 July	Guild Housing	<a href="http://www.guild.curtin.edu.au">www.guild.curtin.edu.au</a>
9 July	Underwood House	<a href="http://www.curtin.edu.au">www.curtin.edu.au</a>
9 July	Vickery House	<a href="http://www.curtin.edu.au">www.curtin.edu.au</a>
9 July	Kurrajong Village	<a href="http://www.curtin.edu.au">www.curtin.edu.au</a>
11 July	University Hall	<a href="http://www.flinders.edu.au/housing">www.flinders.edu.au/housing</a>
11 July	Bellenden Ker	<a href="http://www.gu.edu.au/ocs/accommodation/">www.gu.edu.au/ocs/accommodation/</a>
11 July	Carnarvon College	<a href="http://www.gu.edu.au/ocs/accommodation/">www.gu.edu.au/ocs/accommodation/</a>
11 July	Barakula College	<a href="http://www.gu.edu.au/ocs/accommodation/">www.gu.edu.au/ocs/accommodation/</a>
11 July	Girraween College	<a href="http://www.gu.edu.au/ocs/accommodation/">www.gu.edu.au/ocs/accommodation/</a>
11 July	Kinaba College	<a href="http://www.gu.edu.au/ocs/accommodation/">www.gu.edu.au/ocs/accommodation/</a>
11 July	Mt Gravatt College	<a href="http://www.gu.edu.au/ocs/accommodation/">www.gu.edu.au/ocs/accommodation/</a>
11 July	St Raphael's College	<a href="http://www.jcu.edu.au/accom/straphaels/">www.jcu.edu.au/accom/straphaels/</a>
11 July	The John Flynn College	<a href="http://www.johnflynn.org">www.johnflynn.org</a>
11 July	St Mark's College	<a href="http://www.jcu.edu.au">www.jcu.edu.au</a>
11 July	St Paul's College	<a href="http://www.jcu.edu.au/office/accom/stpauls/">www.jcu.edu.au/office/accom/stpauls/</a>
11 July	Halls of Residence	<a href="http://www.jcu.edu.au">www.jcu.edu.au</a>
11 July	Chisolm College	<a href="http://www.latrobe.edu.au">www.latrobe.edu.au</a>
11 July	Residences (Bendigo)	<a href="http://www.bendigo.latrobe.edu.au/resi">www.bendigo.latrobe.edu.au/resi</a>
11 July	Glenn College	<a href="http://www.latrobe.edu.au/glenn">www.latrobe.edu.au/glenn</a>
11 July	Menzies College	<a href="http://www.latrobe.edu.au/menzies">www.latrobe.edu.au/menzies</a>
14 July	Dunmore Lang College	<a href="http://www.dunmorelangcollege.nsw.edu.au">www.dunmorelangcollege.nsw.edu.au</a>
14 July	Robert Menzies College	<a href="http://www.mq.edu.au/rmc/">www.mq.edu.au/rmc/</a>
14 July	Deakin Hall	<a href="http://www.monash.edu.au/deakin">www.monash.edu.au/deakin</a>
14 July	Farrer Hall	<a href="http://www.monash.edu.au/farrer">www.monash.edu.au/farrer</a>
14 July	Howitt Hall	<a href="http://www.monash.edu.au/howitt">www.monash.edu.au/howitt</a>
14 July	Roberts Hall	<a href="http://www.monash.edu.au/roberts">www.monash.edu.au/roberts</a>
14 July	Richardson Hall	<a href="http://www.monash.edu.au/richardson">www.monash.edu.au/richardson</a>
14 July	Mannix College	<a href="http://www.mannixcollege.com.au">www.mannixcollege.com.au</a>
14 July	Gippsland campus	<a href="http://www.gadm.monash.edu.au/">www.gadm.monash.edu.au/</a>
14 July	Student Village	<a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a>
14 July	North Flinders House	<a href="http://www.ntu.edu.au/nfih">www.ntu.edu.au/nfih</a>
14 July	University Residences	<a href="http://www.scu.edu.au">www.scu.edu.au</a>
14 July	Student Residences	<a href="http://www.swin.edu.au/stuserv/residences">www.swin.edu.au/stuserv/residences</a>
14 July	St Mark's College	<a href="http://www.stmarkscollege.com.au">www.stmarkscollege.com.au</a>
14 July	St Ann's College	<a href="http://www.adelaide.edu.au/St_Anns/">www.adelaide.edu.au/St_Anns/</a>

14 July	Kathleen Lumley Coll	<a href="http://www.adelaide.edu.au/~klc">www.adelaide.edu.au/~klc</a>
14 July	Lincoln College	<a href="http://www.lincoln.college.adelaide.edu.au">www.lincoln.college.adelaide.edu.au</a>
14 July	Aquinas College	<a href="http://www.adelaide.edu.au/Lincoln/">www.adelaide.edu.au/Lincoln/</a>
17 July	Accom Services	<a href="http://www.ballarat.edu.au/accommodation/">www.ballarat.edu.au/accommodation/</a>
17 July	University Residences	<a href="http://www.canberra.edu.au/residences/">www.canberra.edu.au/residences/</a>
17 July	Medley Hall	<a href="http://www.medleyhall.unimelb.edu.au">www.medleyhall.unimelb.edu.au</a>
17 July	Dookie College	<a href="http://www.landfood.unimelb.edu.au">www.landfood.unimelb.edu.au</a>
17 July	Ridley College	<a href="http://www.ridley.unimelb.edu.au">www.ridley.unimelb.edu.au</a>
17 July	Ormond College	<a href="http://www.ormond.unimelb.edu.au">www.ormond.unimelb.edu.au</a>
17 July	St Hilda's Hall	<a href="http://www.hildas.unimelb.edu.au">www.hildas.unimelb.edu.au</a>
17 July	Queen's College	<a href="http://www.queens.unimelb.edu.au">www.queens.unimelb.edu.au</a>
17 July	Newman College	<a href="http://www.newman.unimelb.edu.au">www.newman.unimelb.edu.au</a>
17 July	Trinity College	<a href="http://www.trinity.unimelb.edu.au">www.trinity.unimelb.edu.au</a>
17 July	University College	<a href="http://www.unicol.unimelb.edu.au">www.unicol.unimelb.edu.au</a>
18 July	Whitley College	<a href="http://www.whitley.unimelb.edu.au">www.whitley.unimelb.edu.au</a>
18 July	International House	<a href="http://www.ihouse.unimelb.edu.au">www.ihouse.unimelb.edu.au</a>
18 July	Janet Clarke Hall	<a href="http://www.jch.unimelb.edu.au">www.jch.unimelb.edu.au</a>
18 July	St Mary's College	<a href="http://www.stmarys.unimelb.edu.au">www.stmarys.unimelb.edu.au</a>
18 July	St Albert's College	<a href="http://www.une.edu.au/campus/st-alberts/">www.une.edu.au/campus/st-alberts/</a>
18 July	Mary White College	<a href="http://www.une.edu.au">www.une.edu.au</a>
18 July	Austin College	<a href="http://www.une.edu.au/campus/austin">www.une.edu.au/campus/austin</a>
18 July	Robb College	<a href="http://www.une.edu.au">www.une.edu.au</a>
18 July	Duvall College	<a href="http://www.une.edu.au/campus/duval">www.une.edu.au/campus/duval</a>
18 July	Drummond & Smith Coll	<a href="http://www.une.edu.au">www.une.edu.au</a>
18 July	Earle Page College	<a href="http://www.une.edu.au">www.une.edu.au</a>
18 July	New College	<a href="http://www.newcollege.unsw.edu.au">www.newcollege.unsw.edu.au</a>
18 July	Shalom College	<a href="http://www.shalomcollege.unsw.edu.au">www.shalomcollege.unsw.edu.au</a>
18 July	International House	<a href="http://www.ih.unsw.edu.au">www.ih.unsw.edu.au</a>
18 July	Philip Baxter College	<a href="http://www.unsw.edu.au">www.unsw.edu.au</a>
18 July	Kensington Colleges	<a href="http://www.unsw.edu.au">www.unsw.edu.au</a>
19 July	Edwards Hall	<a href="http://www.newxastle.edu.au">www.newxastle.edu.au</a>
19 July	Evatt Hall	<a href="http://www.newcastle.edu.au">www.newcastle.edu.au</a>
19 July	International House	<a href="http://www.newcastle.edu.au">www.newcastle.edu.au</a>
19 July	The Women's College	<a href="http://www.uq.edu.au/womens/">www.uq.edu.au/womens/</a>
19 July	Gatton Campus	<a href="http://www.uq.edu.au/residential_halls">www.uq.edu.au/residential_halls</a>
19 July	Cromwell college	<a href="http://www.uq.edu.au/cromwell/">www.uq.edu.au/cromwell/</a>
19 July	Duchesne College	<a href="http://www.uq.edu.au/duchesne/">www.uq.edu.au/duchesne/</a>
20 July	Emmanuel College	<a href="http://www.uq.edu.au/~cgemmcoll">www.uq.edu.au/~cgemmcoll</a>
20 July	Union College	<a href="http://www.uq.edu.au/union/vestibule">www.uq.edu.au/union/vestibule</a>
20 July	St John's College	<a href="http://www.uq.edu.au/stjohns/">www.uq.edu.au/stjohns/</a>
20 July	Grace College	<a href="http://www.uq.edu.au/grace">www.uq.edu.au/grace</a>
20 July	King's College	<a href="http://www.kings.uq.edu.au">www.kings.uq.edu.au</a>
20 July	International House	<a href="http://www.uq.edu.au">www.uq.edu.au</a>
20 July	St Leo's College	<a href="http://www.uq.edu.au/stleos">www.uq.edu.au/stleos</a>
20 July	Residential Colleges	<a href="http://www.usq.edu.au/studying/rescoll">www.usq.edu.au/studying/rescoll</a>
20 July	Women's College	<a href="http://www.usyd.edu.au/su/womens/">www.usyd.edu.au/su/womens/</a>
20 July	Wesley College	<a href="http://www.wesley.usyd.edu.au/">www.wesley.usyd.edu.au/</a>
20 July	St Paul's College	<a href="http://www.stpauls.usyd.edu.au/">www.stpauls.usyd.edu.au/</a>
20 July	St Andrew's College	<a href="http://www.usyd.edu.au/su/colleges/andrews">www.usyd.edu.au/su/colleges/andrews</a>
20 July	Santa Sophia College	<a href="http://www.usyd.edu.au/su/colleges/sancta/">www.usyd.edu.au/su/colleges/sancta/</a>
20 July	International House	<a href="http://www.usyd.edu.au/su/int-house">www.usyd.edu.au/su/int-house</a>
20 July	St John's College	<a href="http://www.usyd.edu.au/stjohns">www.usyd.edu.au/stjohns</a>

20 July	Jane Franklin Hall	<a href="http://www.jane.colleges.utas.edu.au">www.jane.colleges.utas.edu.au</a>
20 July	St George's College	<a href="http://www.cygnus.uwa.edu.au/~stgadmin">www.cygnus.uwa.edu.au/~stgadmin</a>
20 July	Currie hall	<a href="http://www.uwa.edu.au/currie/">www.uwa.edu.au/currie/</a>
20 July	St Thomas More Coll	<a href="http://www.stmc.uwa.edu.au">www.stmc.uwa.edu.au</a>
20 July	Trinity	<a href="http://www.stcolumba.uwa.edu.au">www.stcolumba.uwa.edu.au</a>
20 July	St Catherine's College	<a href="http://www.cygnus.uwa.edu.au/~stcats">www.cygnus.uwa.edu.au/~stcats</a>
20 July	Hawkesbury Colleges	<a href="http://www.hawkesbury.uws.edu.au">www.hawkesbury.uws.edu.au</a>
20 July	Weerona College	<a href="http://www.uow.edu.au">www.uow.edu.au</a>
20 July	Richard Johnson Coll	<a href="http://www.uow.edu.au">www.uow.edu.au</a>
20 July	Campus East	<a href="http://www.uow.edu.au">www.uow.edu.au</a>

**Appendix E**

**Academic Progression  
of  
Residential and Non-residential Students**

**Monash University**

**2001**

THE CONTENTS OF THIS APPENDIX HAVE BEEN REMOVED DUE TO  
COPYRIGHT RESTRICTIONS





**Appendix F**

**The Advantages and Disadvantages  
of  
Sampling Options**

### The Advantages and Disadvantages of Sampling Options

OPTION	ADVANTAGE	DISADVANTAGE	COMMENTS
Longitudinal	<ul style="list-style-type: none"> <li>• Advantage of long -term access to a sample group over an extended period of time.</li> <li>• Advantage of a much closer examination of the group.</li> <li>• Allows for the complete cycle of experience of one group</li> <li>• The advantage of monitoring developmental trends over time</li> </ul>	<ul style="list-style-type: none"> <li>• Density precludes the construction of a broad picture of academic support at any one time.</li> <li>• Difficult to maintain contact with sample beyond college.</li> <li>• Difficult to achieve accuracy of group representation</li> <li>• Difficulty of access to a group that moves on over time</li> <li>• Does not cater for different groups' points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Extends over time but its intensity militates against broad representation.</li> <li>• Valuable for sampling long-term development.</li> </ul>

---

Cohort	<ul style="list-style-type: none"> <li>• Advantage of the experience of a number of similar groups from several colleges over a short period such as a year to allow for comparisons, consistencies, contrasts and confirmation of data.</li> <li>• Advantage of close monitoring of the samples in all their environments for a balance of inputs.</li> <li>• Creates working relationships with groups that have the additional advantage of becoming longitudinal for the purpose of further study.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult for a single researcher</li> <li>• Difficult to coordinate contact and commitment with greater number of colleges and cohorts over time.</li> <li>• Difficulty over covering several colleges at one time.</li> <li>• Difficult and burdensome for a number of institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• This methodology does allow for the gathering of feedback across groups, across time and across campuses but only over a relatively short term and from a limited number of institutions because of logistical restrictions and spread of resources in any study.</li> </ul>
Cross-sectional Across Years	<ul style="list-style-type: none"> <li>• Enables a series of <i>pictures</i> to be taken of all groups involved at different times to see both common and varied experience.</li> <li>• Gives flexibility in sampling all stakeholders separately and at different times.</li> <li>• Capturing slices of experience broadly is less intensive than other methods in terms of burden of response from those involved.</li> <li>• Random and authentic.</li> <li>• Widespread.</li> <li>• Easy instrument to apply.</li> </ul>	<ul style="list-style-type: none"> <li>• Not possible to trace cohort or the longer-term progress of individual students.</li> <li>• Lacks intensity of inquiry.</li> <li>• Requires some access to a number of institutions in order to create a broad cross-section of students and colleges.</li> </ul>	<ul style="list-style-type: none"> <li>• This approach does cater for the kind of broad view of an overall national sample by being able to be multi-campus, multi group and multi-time.</li> </ul>

---

---

Cross-sectional In One Year	<ul style="list-style-type: none"> <li>• All the advantages of cross-sectional method (above) and over less time.</li> </ul>	<ul style="list-style-type: none"> <li>• All the same disadvantages of cross-sectional method (above) made even less intense because of a shorter time frame.</li> </ul>	<ul style="list-style-type: none"> <li>• Caters for a broad picture of the national scene virtually at one time – a <i>panoramic snapshot</i>.</li> </ul>
Institutional Case Study	<ul style="list-style-type: none"> <li>• Advantage of providing the reality of one working example of a relevant application of ideas and practice over time <i>in situ</i>.</li> <li>• Advantage of focus on all college stakeholders as students pass through dealing more with changes over time but in a shared milieu.</li> <li>• Allows for a complete cycle of events and developments that is passed on to an ever-changing group of students.</li> </ul> <p>Helps to create an institutional biography.</p>	<ul style="list-style-type: none"> <li>• Difficulty of rarity of first hand access to a real case study in a college over time.</li> <li>• Restricted to the experience of one college albeit closely over time.</li> <li>• Burdensome requirements in the marshalling of extensive resources and collegiate co-operation over an extended period.</li> <li>• High level of commitment required beyond other sampling methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual non-existence of case studies of academic model development in colleges.</li> <li>• If available, case studies can be both longitudinal in reach with special focus on unfolding of academic support over a series of student intakes.</li> <li>• Based on real and comprehensive collegiate experience.</li> </ul>

---

**Appendix G**

**Sample Survey Instrument**

**Nine Australian University Colleges  
“How Do You Get Academic Support?”**

**2003**

St Paul's College  
23 September 2003

Course studied:  
Year Level: First/Second/Third/Later  
(Please circle)

### HOW DO YOU GET ACADEMIC SUPPORT?

No matter how much help you get from teachers and faculty, from library and other study resources, your own progress academically comes down to you – and the initiatives you take in getting work done and finding help.

What do you do and where do you go when you need academic support?

Use the table below to evaluate the sources of academic support you use most often.

When I need assistance with my study, I ask for help from: (TICK)

	MOST OFTEN	OFTEN	SOMETIMES	NOT OFTEN	NEVER
Academic Staff					
Student Counselors					
Parents					
Other students					
• Around campus					
• In College					
Library staff					
Residential Tutors					
Mentor					
OTHER					
TOTAL					

## **Appendix H**

### **Sample Survey Instrument**

**Three American University Colleges  
“How Do You Get Academic Support?”**

**2003**

YALE:  
2 May 2003

Major:  
Level: Fresh/Soph/Junior/Senior (Circle)

### HOW DO YOU GET ACADEMIC SUPPORT?

No matter how much help you get from teachers and faculty, from library and other study resources, your own progress academically comes down to you – and the initiatives you take in getting work done and finding help.

What do you do and where do you go when you need academic support?

Use the table below to evaluate the sources of academic support you use most often.

When I need assistance with my study, I ask for help from: (CHECK)

	MOST OFTEN	OFTEN	SOMETIMES	NOT OFTEN	NEVER
Faculty					
Counselors					
Parents					
Other students					
• Around campus					
• Residence/dorm					
Library staff					
College Dean					
Mentor					
Other					
TOTAL					



**Appendix I**

**Questions on Expectations  
of  
Applicants  
for  
University College Residence**

**January 1994**

6

F18

QUESTIONS ON EXPECTATIONS  
OF  
APPLICANTS  
FOR  
UNIVERSITY COLLEGE RESIDENCE

1. What do you know about college life?
2. What is the best thing you have heard?
3. What is the worst thing you have heard?
4. Why do you think you would like to live here as a resident?
5. What do you think would be the main differences for you from the way you are living now?
6. Have you heard any stories about life in college? Examples?
7. What is the most exciting prospect about entering college?
8. Is there anything that frightens you about entering college?
9. What do you see as some of the benefits of living in a mixed adult community of students?
10. What do you see as some of the pressures of living in a mixed adult community of students?

**Appendix J**

**University of Wollongong  
Weerona College**

**Proposed  
Each One Teach One  
Peer Mentoring  
Award**

**Rationale and Vice Chancellor's Commendation**

**June 1995**

Philip:  
COPY FOR YOUR  
INFORMATION

V/c

An interesting development in an  
attempts to "Educate" our students with  
a service mentality and to foster the  
baseline emphasis in  
the Colleges.

The  
Weerona College  
**EACH ONE TEACH ONE**  
Peer Mentoring  
Award

B26/6  
It is satisfying  
to see the academic  
tone of the award.  
g 27/6.

### Background

The 'Each One Teach One' Award arose at Weerona in 1995 following the participation by Philip Dutton, the Head of College, in the BP International Conference - 'Students as Tutors and Mentors' in London in April that year.

He had been exploring more effective ways of harnessing the academic resources of the College to supplement and reinforce the work of the Senior Resident and the eight Tutors in Residence in order to maximise the overall availability of academic support for the two hundred residents of the College.

When the concept of peer tutoring and mentoring is applied to the ethos of the traditional university residential style, what becomes apparent is that peer academic support is a natural product of the ingredients which constitute College life. It may also be fostered and be particularly helpful in the non-collegiate setting where no formal academic support is in place.

Therefore, the 'Each One Teach One Award' concept simply sets out to recognise and reward what happens anyway - residents who offer academic support to other residents simply because they are friends together in College - thereby encouraging and fostering 'more of it'.

Because it is basically a process of recognising what already exists in order that it may be further encouraged, fostered and enhanced - there has been no need to invent or apply new models of academic support or to discard existing ones. There has been no need to 'reinvent the wheel' or to tamper or threaten traditional supports offered by Tutors. Their work is both honoured and propagated by this award programme.

It is considered that the reflective benefit to the mentor of communicating his or her learnt disciplines usually to earlier year students is of great learning value in itself and should be encouraged widely through such a programme.

The 'Each One Teach One' concept is also considered to have much broader university and community application and the College looks forward to extending the award to mentors in the College who go out and assist local primary and secondary students with their learning needs.

### How does the 'Each One Teach One' Award work?

A unique and fundamental feature of the process is that nominations for the award are instigated by the mentees (or their guardians), those who receive rather than those who give academic assistance.

This creates an incentive for both parties.

**Appendix K**

**University of Wollongong**

**Weerona College**

**The Each One Teach One  
Peer Tutoring Award**

**Sample Certificate (obverse) and Rationale (reverse)**

**Final Version  
1999**

THE IMAGE ON THIS PAGE HAS BEEN REMOVED DUE TO  
COPYRIGHT RESTRICTIONS

Weerona College  
**'Each One Teach One'**  
 Peer Tutoring Award

The 'Each One Teach One' Award was established and first presented at Weerona in 1995. It is based on two simple, universal and powerful principles of mentoring.

The first is that, without the benevolent interference of others, students help and support each other in their academic progress. This happens everywhere but especially in residential colleges like Weerona.

The second principle is that mentors can only be recognized by those whom they mentor. The ultimate selection of a mentor cannot be done by somebody else.

Therefore, the 'Each One Teach One' Award concept **simply sets out to recognize what happens anyway** – residents offering academic support to other residents simply because they are friends together in college – thereby encouraging and fostering 'more of it'.

A unique and fundamental feature of the award is that nominations are instigated by those who receive rather than those who give academic assistance.

#### **Eligibility**

Nominees are measured against established criteria that ensures they have made a significant contribution to improving their nominator's academic progress through better results, enhanced skills and improved outlook.

#### **This Awardee has shown that he/she ...**

- is highly competent,
- is hard working,
- is able to communicate and share their competency,
- is generous with their time,
- is team oriented,
- is interested in the welfare and progress of their fellows,
- is naturally given to sharing their knowledge,
- believes in helping others and is approachable by nature.

Philip L Dutton, BA, Med, MACE, MACEA, JP.  
 Head  
 Weerona College  
 University of Wollongong

**Appendix L**

**Weerona College**

**Academic Support Experience  
Survey**

**July, 1999**

THE CONTENTS OF THIS APPENDIX HAVE BEEN REMOVED DUE TO  
COPYRIGHT RESTRICTIONS









**Appendix M**

**Weerona College**

**Questions on Expectations of Parents  
of Applicants for University College Residence**

**February, 2001**

### **Deciding to Apply for College**

As part of my own research, may I request some feedback from you regarding your son's or daughter's choice to apply to live in college upon entering university.

I am interested to know about how and why decisions are made to apply for College. Whilst we treat our residents as free decision makers, at the point of entry to university it is understood that parents are very often involved in early or 'establishment' decisions.

My thesis is looking at support models in university residences.

There are just a few questions below if you do not mind a few minutes spent this way.

I hope you may be able to help.

Thanks

Philip Dutton  
Head  
Weerona College

7 February 2001

#### Questions to Parents and Guardians

---

- 1      What were the key factors in the decision to apply to live in College at university?
  
  
  
  
  
  
  
  
  
- 2      To what extent are you pleased with your decision in hindsight?
  
  
  
  
  
  
  
  
  
- 3      What did you know about College life as a basis for that decision?
  
  
  
  
  
  
  
  
  
- 4      Are there special needs or habits that made you think that College life was especially suitable?

**Appendix N**

**Weerona College**

**Repeat of Question on Expectations of Parents  
of Applicants for University College Residence under  
Designated Categories**

**January, 2003**

**What are the important factors in your son's/daughter's application to live in college?**

---

**Please mark each box with a tick.**

<b>Factor</b>	<b>Imperative</b>	<b>Important</b>	<b>Not So Important</b>	<b>Unimportant</b>
Distance from home				
Convenience				
Meeting students				
Academic Support				
Community lifestyle				
Easier transition				
Proximity to university				
Peer support				
Safety and Security				
Other (please comment below)				

**Further**

**Comments**

.....  
 .....  
 .....  
 .....