



Mentor Benefits: International Student Mentor Perceptions of Interaction Opportunities from Broad-Scale Mentoring Program

Amanda Smith¹, Dr Jim Elliott²

1 Curtin University, Student Transition and Retention Team, GPO Box U 1987, PERTH, WA, 6845, Amanda.smith@curtin.edu.au

2 Curtin University, Student Transition and Retention Team, GPO Box U 1987, PERTH, WA, 6845

Curtin University in Perth, Western Australia, operates a large-scale opt-out group mentor program that links almost all new to course, first year, undergraduate students with a mentor. The Curtin student population is highly diverse, with a large percentage of international students. International students are, however, underrepresented as mentors in the mentor program.

This paper compares qualitative evaluation data received from both international and domestic student mentors in semester 1, 2012 and semester 1, 2013. A review of broad categories of the perceived benefits of mentoring indicates that international student mentors place value on the social and interactive opportunities embedded in the mentor program model.

Interviews with current international student mentors were undertaken in support of this discussion, with a focus on the opportunities for mentors to interact with a diverse range of students, and the importance that the mentors place on this interaction.

This paper will inform recruitment advertising strategies for attracting a higher percentage of international student mentors to the program, and provide evidence of how the international student experience can be enhanced by providing a group mentor program which provides opportunities for interaction between diverse groups of students.

Key Words

International students, mentor, interaction, internationalisation

INTRODUCTION

The international student education sector continues to be very important to the Australian economy and to many Australian universities. It is important, therefore, that international students have a satisfying student experience while in Australia. Although most international students do rate their student experience highly (Australian Government & AEI, 2010), research shows that their experience can be improved by increased interactions with other students from diverse multicultural backgrounds (Lawson, 2012). There appears, however, to be a tendency for students to mainly connect with other students from their own or similar cultural groups (Arkoudis et al., 2010; Leask & Carroll, 2011). Leask & Carroll (2011, p. 650) state that "International students suggest relatively low and infrequent interactions with those outside of the speaker's own language and cultural group in many and possibly even most universities in Australia."

Internationally and within Australia, substantial research has been undertaken regarding this lack of interaction between international and domestic students (Volet & Ang, 1998; Summers & Volet, 2008; Leask & Carroll, 2011; Cruickshank, Chen & Warren 2012; Wright & Schartner, 2013). While some universities promote the international nature of their campuses, this does not necessarily lead directly to opportunities for interaction with a diverse group of students – these opportunities must instead be purposefully created (Leask & Carroll, 2011; Gresham, Symons & Dooley, 2013). Cruickshank, et al. (2012, p. 798) point out that this research has "obvious implications for the educational outcomes of

international students and for the role of tertiary institutions in developing graduates with intercultural skills and international understanding.”

The Curtin university student population appears to reflect the trend regarding a lack of interaction between diverse groups of students (Gresham, et al, 2013) and international students are not necessarily receiving the intercultural experience they might expect upon acceptance of offer. Two of Curtin University’s graduate attributes (“Recognise and apply international perspectives” and “Demonstrate intercultural awareness and understanding”) indicate the importance placed on the internationalisation of the university environment. However there is doubt as to whether the internationalisation of the student experience is being achieved. Gresham, et al, (2013, p.1) note that “our universities need to promote – and ensure – that all students graduate with the requisite professional skills that will adequately prepare them for future employment in a globalised world.”

Curtin mentor program staff found that international students were underrepresented as mentors, and began to consider how a higher percentage of international students might be encouraged to participate as mentors. In light of this finding, and the current research discussed above, it was considered worthwhile reviewing the Curtin mentor program evaluation data to determine whether, in a large-scale opt-out mentor program such as this, international student mentors believe they are provided with opportunities to interact with domestic and other international students, and whether those interactions are a motivation for their participation.

Research shows that interaction with a diverse group of students is important to international students (Chalmers & Volet, 1997; Arkoudis et al., 2010; Leask & Carroll, 2011; Abdullah, Aziz & Ibrahim, 2013). Early investigation into the reasons for and benefits of mentoring for international students at Curtin would indicate that this is certainly true for this cohort. The need to create opportunities for intercultural interaction is clear (Leask & Carroll, 2011; Gresham, et al, 2013) and perhaps a student mentor program such as Curtin’s can provide such an opportunity.

This paper utilises data from Curtin student demographics; the semester one, 2012 and semester two, 2013 Mentor Program Evaluation Data, and subsequent interview data from international student mentors. The investigation of this data indicates that participating as a mentor within Curtin’s mentor program provides opportunities for interaction with a diverse range of students, and that this interaction is important to international student mentors.

THE CURTIN UNIVERSITY MENTOR PROGRAM

The Curtin University Mentor Program was introduced in 2008 as a key strategy to improve student retention. The program operates as an “opt-out” model – all new to course first year undergraduate students are linked to a student mentor (a senior student in the same course). This differs from the more common “opt-in” model of mentoring where a student must request a mentor. Previous evaluation responses from new first year students at Curtin have shown that many students do not request help ‘just in case’. Therefore they are not likely to request a mentor until they need help, by which time it may be too late (Beltman, Elliott, Smith & Lynch, 2013). Curtin University has chosen to ensure all new students are assigned a mentor upon commencement of their study. The mentors meet new students, usually during Orientation Week, and email them regularly throughout their first semester. It is then up to the individual student to engage with and utilise their mentor should they require support.

Each mentor will support between ten to twenty mentees, with some face-to-face meetings and substantial on-line contact. In 2011 the program was expanded across all five faculties situated on the Bentley campus of Curtin University. Currently, almost every undergraduate student in their first semester at the Curtin Bentley campus has access to a student mentor. This program, therefore, provides the opportunity to become a mentor to a large number of students, both domestic and international.

Any student who has successfully completed first year in their course can apply to be a mentor, and there are a significant number of international as well as domestic students who are mentors. Mentee groups are usually randomly assigned using enrolment lists. Consequently, each mentor could have a very diverse group of mentees, including international and domestic students, school leavers and mature age and even external students. Similarly, each School may have a very diverse group of mentors, who meet at training and during the semester and are strongly encouraged to interact and network with one another for resources and support.

In semester one, 2012, Curtin had 21.1 per cent international onshore students, as noted in Table 1 below. However, in that semester, only 14 per cent of mentors were international students. This indicates an underrepresentation of international students in the mentor program. This disparity lessened slightly in semester one 2013 where the international student percentage was 18.6 per cent compared to 16 per cent of mentors.

Curtin Bentley Campus Student Numbers Sem 1 2012		Mentor Program Mentor Numbers 2012 Sem 1		Curtin Bentley Campus Student Numbers Sem 1 2013		Mentor Program Mentor Numbers 2013 Sem 1	
Domestic	78.9%	Domestic	86%	Domestic	81.4%	Domestic	84%
International	21.1%	International	14%	International	18.6%	International	16%

Bentley Campus Student Headcount by Citizenship for Semester 1 for 2012 and 2013, Curtin University of Technology, delivered through BI Data Warehouse, September 2013

Table 1: Percentage of International Students and International Student Mentors

MENTOR PROGRAM EVALUATION DATA

Semester one is the largest new student cohort at Curtin, and a mentor program evaluation is carried out on this group to capture the largest data set. Ethics approval for use of this data has been obtained from the university and individual participants also give consent. In semester one, 2012, and semester one, 2013, a total of 732 (624 domestic and 108 international) mentors were surveyed regarding their experience of the mentor program.

The qualitative data captured regarding the perception of the significant benefits of mentoring by mentors was sorted into five broad categories, as influenced by Beltman & Schaeben (2012). The categories were Helping Others, Interaction, Curtin Knowledge, Skills Development and Confidence. See Table 2 below for descriptions of the categories and sample responses from mentors.

Category	Description/Example
Helping others	Intrinsic feelings of happiness and personal satisfaction that come from helping others <i>"Joy expressed by mentee when I am able to help them (sic)"</i>
Interaction	Interaction, understanding others, developing networks and connections <i>"Getting to meet a whole new batch of first years...and becoming friends with quite a few of them..."</i>
Curtin Knowledge	Learning more about Curtin and the support services and activities available to students <i>"I have learnt things about services at Curtin that I didn't know about before..."</i>
Skills Development	Developing skills such as leadership, communication, time management, patience and self-reflection <i>"I have been able to improve my leadership and communication skills..."</i>
Confidence	Developing confidence <i>"By being a mentor, I have built up my confidence..."</i>

Table 2: Categories of Perceived Benefits of Mentoring

The responses to the evaluation question, "What is the most significant way you have benefitted from mentoring?" were sorted against these five categories. The international student mentor responses can be seen in Table 3 and the domestic student mentor responses in Table 4 below.

International Student Mentor Responses: "What is the most significant way you have benefitted from mentoring?"

Category	2012 S1		2013 S1	
	Number Responses	Percentage	Number Responses	Percentage
Helping others	13	30%	13	22%
Interaction	13	30%	12	21%
Curtin Knowledge	1	2%	5	9%
Skills Development	14	32%	25	43%
Confidence	3	7%	3	5%
Total Responses	44	100%	58	100%

Table 3: Perceived Benefits of Mentoring: International Student Responses

Domestic Student Mentor Responses to "What is the most significant way you have benefitted from mentoring?"

Category	2012 S1		2013 S1	
	Number Responses	Percentage	Number Responses	Percentage
Helping others	118	42%	36	36%
Interaction	38	14%	13	13%
Curtin Knowledge	19	7%	10	10%
Skills Development	90	32%	34	34%
Confidence	15	5%	8	8%
Total Responses	280	100%	101	100%

Table 4: Perceived Benefits of Mentoring: Domestic Student Responses

In 2012 semester one, 30 per cent of international student mentors felt that interaction was the most significant benefit gained from mentoring – the second most noted gain after skills development and equal to helping others (see Table 3). The results are similar for 2013 international mentors. This compares to only 14 per cent (2012) and 13 per cent (2013) of domestic student mentors, who noted helping others and skills development as the top two benefits (42 and 32 per cent respectively).

Previous research has indicated that domestic students involved in university group programs do not place as much importance on interaction with a diverse group of students as international students do (Volet & Ang, 1998; Wright & Schartner, 2013). It could be inferred from Tables 3 and 4 that the domestic student mentors do not see interaction as a particular benefit of mentoring, but that international students may be looking for opportunities to interact more with a diverse group of students. This idea is supported by responses from the international student mentors such as *"I get to meet more people out of my own circle of friends"* and *"A good opportunity for me to meet new people from all around the world, gain experience and improve my public relations with others through this program."* Beltman and Schaeben (2012, p. 41) found that "[b]uilding friendships and lasting relationships with people they would not have met otherwise was also an important part of the mentor's experience in some programs."

These international students found benefit in being grouped with a diverse range of students they would not necessarily meet through the standard student experience of simply attending classes. Anderson (2008) suggests that universities should be cautious about referring to interaction between students only in terms of domestic/international students, as opposed to the interaction that can also occur between international students from different countries. Clearly some of the mentors acknowledge the benefit of dealing with both domestic students and international students from countries other than their own by commenting, *"A good opportunity for me to meet new people from all around the world"* and *"Help me deal with people from different backgrounds (sic)."*

A subsequent question in the mentor evaluation survey requests that mentors provide suggestions as to how the mentor program can be improved. Again, these responses were sorted into five main categories: Mentor Role, Program Structure, Social Events, Communication and Training Changes. A description of the category and example responses can be seen in Table 5 below.

Category	Description/Example
Mentor Role	Tasks mentors undertake, role boundaries, meetings with staff members, support information provided <i>"Let mentees know that mentors...don't help with academic matters "</i>
Program Structure	Opt-in instead of opt-out, when and how mentees are assigned to mentors, mentor/mentee meetings, orientation activities, mentee numbers <i>"Perhaps providing us access to the students at an earlier date before the beginning of semester started..."</i> <i>"Perhaps allocating less mentees to each mentor."</i>
Social Events	Social and networking events <i>"A mentor organised dinner with the whole first year and mentors,..."</i>
Communication	Mentee responses, emails to mentors from mentor coordinator, advertising and PR <i>"At the start of semester get all the new students to send an email to their mentor."</i>
Training Changes	Changes to the mentor training both face to face and online <i>"Bit more role playing and real life situations in the training."</i>

Table 5: Categories of Suggestions for Improvement to Mentor Program

The responses were then sorted into international and domestic student group in Tables 6 and 7 below. As seen in Table 6, only approximately 39 per cent of international student mentors offered suggestions for improvement of the program in both 2012 and 2013. Of those, 44 per cent (2012) and 42 per cent (2013) suggested changes to the program structure, and 22 per cent (2012) and 29 per cent (2013) expressed a desire for organised social events and changes to communication channels.

International Student Mentor Responses to "Do you have any suggestions/comments on how we can improve the Mentor Program?"

Category	2012 S1		2013 S1	
	Number Responses	Percentage	Number Responses	Percentage
Mentor Role	2	11%	0	0%
Program Structure	8	44%	10	42%
Social Events	4	22%	7	29%
Communication	4	22%	7	29%
Training Changes	0	0%	0	0%
Total Responses	18	100%	24	100%

Table 6: Suggested Improvements to the Mentor Program: International Student Responses

Only 43 per cent (2012) and 19 per cent (2013) of domestic student mentors suggested possible improvements to the mentor program (see Table 7). In contrast to the international students, only 6 per cent of domestic student responses in 2012 and 13 per cent in 2013 suggested more social events would be beneficial. In general, domestic students felt that changes to the program structure (numbers of mentees, meeting their mentees at orientation) were more pressing (54 per cent in 2012

and 40 per cent in 2013) than all other categories, and that communication with their mentees and between mentors could also be improved (30 per cent in 2012 and 25 per cent in 2013).

Domestic Student Mentor Responses to "Do you have any suggestions/comments on how we can improve the Mentor Program?"

Category	2012 S1		2013 S1	
	Number Responses	Percentage	Number Responses	Percentage
Mentor Role	5	3%	1	2%
Program Structure	79	54%	25	40%
Social Events	9	6%	8	13%
Communication	44	30%	16	25%
Training Changes	9	6%	13	21%
Total Responses	146	100%	63	100%

Table 7: Suggested Improvements to the Mentor Program: Domestic Student Responses

The data provided in Tables 6 and 7 indicates that international student mentors are more concerned with improving the social aspect of mentoring and the opportunities to interact than the domestic student mentors. Domestic student mentors note communication as an area requiring improvement far in advance of the request for additional social events (30 per cent compared to 6 per cent (2012) and 25 per cent compared to 13 per cent (2013)). Interestingly, however, international students suggested improvements to communication and social events at the same rate (22 per cent for both in 2012 and 29 per cent for both in 2013). These data suggest a need for further study into how international students and domestic students see the difference between communication and social interaction within a mentor program.

SUBSEQUENT INTERVIEW DATA: INTERNATIONAL STUDENT MENTOR SURVEY

Qualitative data were sought in 2013 from international students who were mentors for one or more semesters. Data from these students are summarised below, and discussed within the context of some of the wider quantitative data.

International student mentors from a range of Asian, Pacific and African countries responded to a short survey regarding their reasons for mentoring and what engagements they experienced as a result of being a part of the program. These mentors gave various reasons for initially volunteering to become a mentor, most of which fell into the previously mentioned categories of a desire to help others and improve their interpersonal and leadership skills. There was, however, one student who volunteered to mentor specifically because of a desire for more opportunity for interaction with other students.

"...my first year lecturer...encouraged me to participate in this Mentor Program. He believed that I would be benefit from the program, as I would have the chance to interact with more domestic and international students."

Although only one respondent volunteered to be a mentor specifically because of the possibility of interaction with a diverse range of students, 100 per cent of respondents confirmed that in their role as a mentor, they did in fact interact with both domestic and international students. The mentors

were questioned as to whether this interaction was valuable to them and 87 per cent of respondents said yes. The respondents appeared to place value on dealing with and learning from a diverse group of acquaintances, with responses such as, *“It assisted in improving my interpersonal skills with people of a different background from mine”* and *“Yes. It is because I learn different cultures from others.”* Other mentors placed the value in meeting a more diverse group of friends; *“I met a bigger diversity of friends and friends are the most important people when I am away from my family.”*

The respondents were questioned further as to whether or not they considered interaction with both domestic and international students a valuable part of their university experience, with 94 per cent responding positively. The mentors appeared to place a high value on assisting other international students with their cultural transition into Australia, and on learning about other cultures with comments such as, *“Yes, being able to speak to international students, I could relate my experiences to them. Being able to interact with domestic students allows me to learn about their culture and their knowledge.”* Similarly, *“I believe that it is important that international and domestic students mix with each other, and university is one of the easiest places to meet people from different places. The mixing allows each party to learn more about a new culture whilst realizing that despite differences in culture and race, many people are similar in terms of personality, morality and behaviour.”* Only one mentor stated that they did not consider this interaction valuable.

It is clear, therefore, that while these international students did not necessarily volunteer to become mentors because of a desire or perceived opportunity for interaction with a diverse group of students, that interaction is a very common and highly valued benefit of mentoring. One mentor noted *“It was a great experience to meet people from different backgrounds and cultures. I was so glad that we had the chance to share our opinions and learning experiences together”* while another pointed out, *“I gained something that I won’t get from my academic classes.”*

One mentor reported that because he, personally, is an outgoing person with a highly international background, he would have met and interacted with students from different countries regardless of undertaking a mentor role. However, he felt that many international students do value programs within their universities that enable more interaction with a diverse group of students: *“Yes – it’s important to provide opportunities for them (international students) to know others. I mean, you can’t talk in class!”*

CONCLUSIONS AND RECOMMENDATIONS

This research indicates that international students at Curtin are likely to place more importance on the opportunities for social interaction within a mentor program than domestic students, and that in order to improve the mentoring experience of international students, Curtin would be well placed to trial more social events during the semester for mentors and mentees to interact informally. Both international and domestic students benefit from interactions with other cultural groups in a number of ways (Volet & Ang, 1998; Summers & Volet, 2008; Leask & Carroll, 2011) and so creating more ‘spaces’ such as this for intercultural engagement (Gresham, et al, 2013) could be of benefit to all students involved in the mentor program.

This research provides support for the inclusion of the social interaction opportunities of mentoring in recruitment advertising material targeted at international students. The Curtin mentor program will expand in 2014. This expansion will involve providing all new to Curtin undergraduate students entering at any year of their course through Bentley and Kalgoorlie campuses with a mentor. Many



students entering into second year with credit for recognised learning are likely to be international students entering the university through articulation agreements. The mentor program will therefore need more mentors overall, but certainly the program will benefit from raising the percentage of international student mentors to better reflect their numbers in the overall student cohort.

The Mentor Program provides significant benefits to Curtin as a university that go beyond the benefits to the program participants. Mentor program evaluation data since 2008 consistently demonstrates that the program not only meets its retention goals but also significantly improves the student experience for all participants. Mentor evaluation survey results relating to mentor satisfaction and skills development have been a key part of the case made to senior management for the continuation and expansion of the program. This research shows that the international student mentors interviewed believe that mentoring provides them the opportunity to interact with a diverse range of students, which appears to improve their student experience. This interaction can also assist in preparing graduates for careers in an increasingly internationalised workforce, both in Australia and overseas. Summers & Volet (2008, p. 367) note that past experiences with diverse cultures encourage and facilitate future interactions and collaboration with people from other cultures "...highlighting the importance of increasing students' intercultural experiences at university." Utilising this information in reports, funding applications and advertising and recruitment material could benefit the program.

There are limitations to this study in that the analyses are very broad and differences between academic years, course cohorts, genders and cultural groups were not examined. What is revealed is the need for further research into how international students may benefit from a program such as this. This is an early investigation based on the limited data that could be extracted from Curtin's regular mentor program evaluation in combination with the additional survey to a small group of international students. Similar to much research in this area there has also been a focus on the benefits that international students receive from interacting with a diverse student group, rather than the benefits that domestic students receive from interacting with international students (Luo & Jamieson-Drake, 2013). A strong recommendation is made for further research that could benefit mentor programs and students, both international and domestic, across Australia.

Such research may encourage other universities to implement large-scale opt-out models similar to the Curtin model. This model not only supports the majority of new students in their transition to university, but it also provides a large number of students from many backgrounds with the opportunity to mentor. Therefore, the program provides more opportunities for interaction between students from diverse backgrounds, which appears to improve, in particular, the international student experience.

REFERENCES

- Abdullah, D., Aziz M. I. A., & Ibrahim, A. L. M. (2013). A “research” into international student-related research: (Re) Visualising our stand? *The International Journal of Higher Education Research*, July 2007, 1-19. doi: 10.1007/s10734-013-9647-3
- Anderson, V. (2008). Re-imagining ‘interaction’ and ‘integration’: Reflections on a university social group for international and local women. *Proceedings from 19th ISANA International Education Conference “Promoting Integration and Education”, Auckland, New Zealand, 2 - 5 December 2008*. Retrieved from: http://www.isana.org.au/files/2008%20Conference%20Proceedings/paper_Anderson.pdf
- Arkoudis, S., Yu, X., Baik, C., Borland, H., Chang, S., Lang, I., Lang, J., Pearce, A., & Watty, K. (2010). *Finding Common Ground: Enhancing interaction between domestic and international students, Guide for Academics*. Retrieved from: http://www.cshe.unimelb.edu.au/research/experience/enhancing_interact.html
- Australian Government, Australian Education International. (2010). *International Student Survey 2010 Overview Report*. Retrieved from: www.aei.gov.au
- Australian Government, Australian Education International, & Lawson, C. (2012). *Student Voices: Enhancing the experience of international students in Australia*. Retrieved from: <https://aei.gov.au/research/Publications/Documents/Student%20voices%20-%20FINAL.pdf>
- Beltman, S., Elliott, J., Smith, A., & Lynch, E. (2013). Curtin University mentor programme: Connecting every beginning student to a mentor, *Compendium of effective practice in higher education: Volume 2*, 113-116. Retrieved from: http://www.heacademy.ac.uk/assets/documents/retention/Compendium_2_rc_ja_Final.pdf
- Beltman, S., & Schaeben, M. (2012). Institution-wide peer mentoring: Benefits for mentors. *The International Journal of the First Year in Higher Education*, 3(2), 33-44. doi: 10.5204/intjfyhe.v3i2.124
- Chalmers, D., & Volet, S. (1997). Common Misconceptions about Students from South-East Asia Studying in Australia, *Higher Education Research & Development*, 16:1, 87-99. doi: 10.1080/0729436970160107
- Cruikshank, K., Chen, H., & Warren, S. (2012). Increasing international and domestic student interaction through group work: a case study from the humanities, *Higher Education Research & Development*, 31:6, 797-810. doi: 10.1080/07294360.2012.669748
- Elliott, J. (2012). Does focusing on retention make a difference? The impact of Curtin's retention plan. In creating an inclusive learning environment: Engagement, equity, and retention. *Proceedings of the 21st Annual Teaching Learning Forum, Perth, Western Australia, 2-3 February 2012*. Retrieved from: <http://otl.curtin.edu.au/tlf/tlf2012/refereed/elliott.html>

- Gresham, C., Symons, C., & Dooley, P. (2013). Nice to meet you: Creating a space for intercultural engagement. *Proceedings of the 16th International First Year in Higher Education Conference, Wellington, New Zealand, 7 – 10 July 2013*. Retrieved from: http://fyhe.com.au/past_papers/papers13/fyhe13_proceedings.pdf
- Leask, B., & Carroll, J. (2011). Moving beyond 'wishing and hoping': internationalisation and student experiences of inclusion and engagement, *Higher Education Research & Development*, 30:5, 647-659. doi: 10.1080/07294360.2011.598454
- Luo, J., & Jamieson-Drake, D. (2013). Examining the educational benefits of interacting with international students, *Journal of International Students*, 3:2, 85-101.
- Lynch, E., & Elliott, J. (2011). 2011 Semester 1 START Mentor Program Evaluation Report. Retrieved from: <http://mentoring.curtin.edu.au/local/docs/evaluation/2011%20Mentor%20Program%20Evaluation%20Report%20-%20Final.pdf>
- Myers, J. (2013). Why support students? Using the past to understand the present, *Higher Education Research & Development*, 32:4, 590-602. doi: 10.1080/07294360.2012.700509
- Smith, A., & Elliott, J. (2012). Inspire, Support, Connect – START Mentor Program Evaluation Report Semester 1, 2012. Retrieved from: <http://mentoring.curtin.edu.au/local/docs/evaluation/2012%20S1%20Mentor%20Program%20Report.pdf>
- Summers, M., & Volet, S. (2008). Students' attitudes towards culturally mixed groups on international campuses: impact of participation in diverse and non-diverse groups, *Studies in Higher Education*, 33:4, 357-370. doi: 10.1080/03075070802211430
- Volet, S., & Ang, G. (1998). Culturally Mixed Groups on International Campuses: an opportunity for Inter-cultural Learning, *Higher Education Research & Development*, 17:1, 5-23. doi: 10.1080/0729436980170101
- Wright, C., & Schartner, A. (2013). "I can't...I won't?" International students at the threshold of social interaction, *Journal of Research in International Education*, 0 (0), 1-16. doi: 10.1177/1475240913491055

Thanks to Kate Gresham, Mentor Program Coordinator and Ebonee Lynch, Senior Mentor Program Coordinator, Curtin University for their support and guidance.