

Topic 1: Study Sessions (led by Alessia)

Question 1: How do students like to study; alone, in groups, etc?

- Depends on what kind of study is required.
- Group study is helpful if, for example, the student has issues focusing/procrastinating. Their peer group can help keep them on track.
- However, others find they need total silence and solitude to study.
- Group study is especially helpful if everyone is in the same class and you can use this as an opportunity to confirm you have understood the content/course material (or require clarification from the teaching staff).
- Location is important- ERC is a nice location to use if studying alone. The Bailleu can be very crowded.

Question 2: What additional study support do students need to feel successful in their studies?

- Rather than more resources it's more about the organisation of available resources. The library for example has been super helpful- but it does not feel like more are required and just clearer instruction on how to find what is already out there. There are barriers such as having to visit many different websites or not knowing where to find things.
- Students in a specific scholarship program (IAP) mentioned they have a lot of support through that, especially prior to the start of semester where there is an introduction to resources and study methods.
- Library resources- there is a disconnect between teaching staff and the library because major texts seem to be only available in limited quantities. Can coordinators not ensure that more copies of specific texts are available or can the library see what is being borrowed frequently and purchase more?
- In Psychology, before the semester even started students were asking each other if anyone had managed to obtain the required textbooks from the library as there were so few copies.
- There is a subject with over a thousand subjects but only 3 copies available to view online at any one time.

- This creates a huge barrier for students who cannot afford to purchase textbooks outright.
- It's great when subjects involve other resources e.g. listening to a podcast which you can do on the train or on a walk.
- One journalism subject requires students to subscribe to Adobe which is extremely expensive. Other subjects then require other subscriptions e.g. Photoshop. There are a few computers with these programs installed in John Medley but only a handful and it seems that the room with these computers is often booked out. More faculty support in this area would be really appreciated.

Topic 2: Mental Health Support for Students (led by Anastasia)

Question 1: Is there enough support offered to you in the faculty?

- The counselling and psychological services offered by the University are quite inaccessible because it's impossible to book them.
- Students who have been able to access these services find them helpful.
- Students who engage in faculty programs like the forum etc. feel connected and this helps their sense of wellbeing too.
- In the first semester especially it is challenging to integrate into Uni life and work out what support is available and how to access it.
- Accessing support such as extensions and further support with assessments when you are neurodivergent is difficult.
- There is a lack of sensitivity to discussing issues of racial violence in some disciplines e.g. Criminology. In one class students were required to view a movie scene of 'simulated violence' and the class was very well prepared with trigger warnings. Later in the same semester the class was also required to view real footage of lynchings and racially violent material, and there was seemingly no consideration or sensitivity for students safety.
- There needs to be support in place for students viewing material that can be distressing but also to teach students how to engage and discuss this material in a respectful way.
- Another student reported in one subject that a lecturer tried to force students to participate publicly in class in a subject against their will which caused a lot of distress to these students.

Question 2: For international students, did the Faculty assist in your transition to a new country & learning environment? What was the impact of this on your mental health?

- Not especially in the Faculty but the Peer Mentor program (MPMP) was helpful in helping to adjust. However participation in this program is not particularly high so it can still be difficult to connect with a lot of people through the program.
- From a mentor's perspective in MPMP, they would like more provided by the faculty (e.g. budget for snacks, etc) as this would increase the attendance of the mentees and have a positive impact on their transition to university.
- It would be good to have more inter-faculty activities within the MPMP program to enable students to connect with others outside their faculty.
- There should be a similar mentor program for Graduate students- especially the international students because although they are older it is still a big life adjustment.

Question 3: What mental health support can the Faculty offer specifically for Arts students?

- One idea is to connect graduate students to undergraduate so they can share their wisdom and tips.
- Getting involved in events and programs is helpful for sense of community and wellbeing.
- More focus on potential challenges communicated to students during O week- possible mental health workshop, how to get ready for the challenges ahead etc. Students need to be supported especially in first semester to transition.
- Students would like an accessible person in the faculty they can go to and ask their questions or find out where to go for specific issues.
- The university should do more to assist students financially. There are a lot of assumptions about the financial support that both international and domestic students already have. There are not a lot of domestic scholarships available. The university assumes it's something students manage themselves.
- Can there be more employment opportunities for students? University support for rent caps or raising the minimum wage?
- Something that exists that is very helpful are UMSU initiatives like frozen meals, union mart etc. The problem is they're too small for the amount of students requiring help.

There are still barriers to access e.g. if you cannot attend at the time it is open or live far away.

Topic 3: Engagement with Faculty & Schools (led by Anastasia).

Question 1: How do students want to engage with the Faculty and their discipline?

- Students want more opportunities like internships.
- The Arts Leadership Community (ALC) is a great way for students to socialise and enjoy workshops but could it be expanded to all Arts students?
- It would be good if there were more opportunities for all Arts students to meet people from different majors and take advantage of the generally valuable guest speakers or workshops that the ALC provides.
- Law School has different centres/research institutions where they have panels or book clubs- would this be something to be explored here?
- Feeling of disconnection to teaching staff and their areas of expertise outside the actual subject they teach- there seem to be barriers trying to learn more about the discipline and the expertise of teaching academics. Students would like to get to know their lecturers more.

Question 2: Would you like to see more extra-curricular activities offered through your discipline?

- Art History is great for always advertising screenings, exhibitions, meet experts on panels and so on. Often this is individual staff members that are sharing this information with students. They are a great way to engage with students and staff outside the classroom.
- Students have the opportunity to apply for Professional Development grant through which they can choose certain conferences to attend.
- The faculty/school should be communicating events and opportunities that are of interest to students.