

HIGHLIGHTS AND KEY MESSAGES

- *Student Success* has updated its **AIGC** policy on the use on AI tools for the generation of content.
- The total number of citations of articles cited in policy documents and grey literature continues to increase (see **Overton** data).
- New members the **Advisory Board and the Editorial Board** we welcomed in 2025, as well as a new **editor**.

UPDATES TO JOURNAL POLICIES

The editorial team are pleased to share the updated [Artificial Intelligence Generated Content \(AIGC\) policy](#) so it remains fit for purpose. The new policy defines AI and automations as:

‘AI’ and ‘automation’ are not interchangeable - automation refers to rules-based software, and includes tools like spelling and grammar checkers, whereas Artificial Intelligence Generated Content (AIGC) refers to unique content created by tools using predictions made via machine learning from LLMs (large language models) or SMLs (small language models.)

The policy includes COPE’s guidance on the requirements for authorship and specific guidelines for authors, editors and peer reviewers. *Student Success* does not allow the use of AI tools in the peer review of manuscript. Appreciating that the field of artificial intelligence is changing rapidly, *Student Success* will review developments and COPE guidelines for AI use and update this policy to reflect the most current best practice. This policy was adapted with kind permission from the [Journal of Librarianship and Scholarly Communication](#).

QUALITY INDICATORS

CITATION DATA (PROVIDED BY OVERTON)

Overton is the world’s largest searchable index of policy documents, guidelines, think tank publications and working papers. Access to the Overton database, has been available through the QUT Library, allowing visibility of where the Journal’s articles have been cited in policy documentation.¹

Since 2017 the Journal has had a total of **59 citations in 15 different sources (across seven countries)** including think tanks (university affiliated and research centres), government documents, intergovernmental organisations and aggregators (like the Analysis and Policy Observatory). Figure 1 includes examples of sources citing journal articles. UNESCO continues to provide the highest number of citations in their reporting, followed by Australian Policy Online and the Australian Health Policy Collaboration. Of note, the highest number of citations to-date were during 2024.

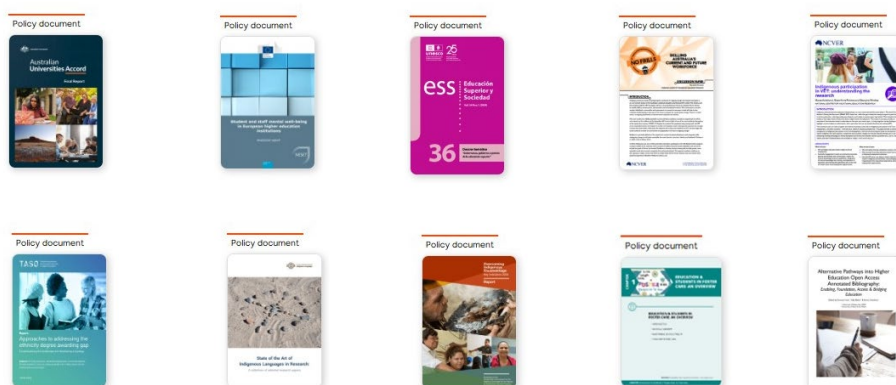
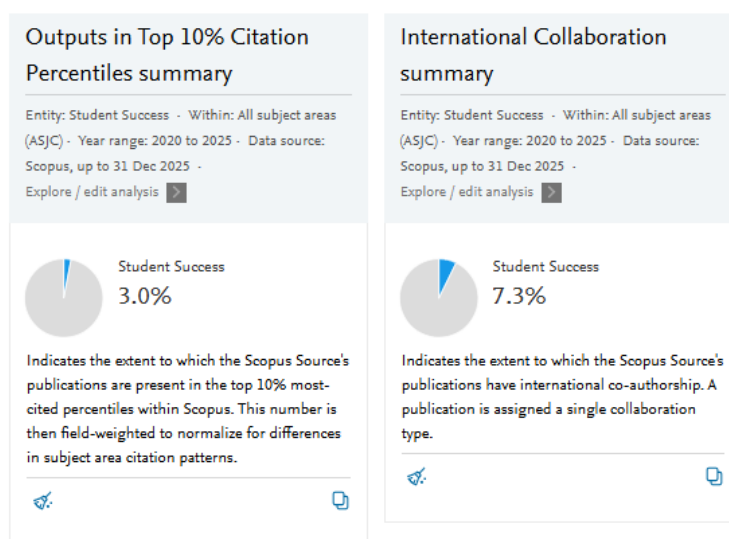


Figure 1: Journal article citations in recent policy documentation (2017-2025)

¹ Many thanks to Tanya Harden, Scholarly Impact Librarian, Office for Scholarly Communication, QUT for providing details.

SCIIVAL REPORTING

SciVal is a research performance assessment tool that allows analysis of the data from Scopus. The Scopus database covers over 30 million publications and updates weekly from Scopus. Inclusion of the Journal in Scopus allows for an overview of citations and research trends. Table 3 (*Appendix*) outlines the top cited articles indexed in Scopus (2020-2025).



The annual Scimago Journal Rankings were released in May. These annual rankings capture three years of citation activity from Scopus (2025 release is citation data from 2022, 2023, 2024). The Journal ranking has improved and is now **Q2 in Education** (was Q3 in 2024). In Australia, the Journal is ranked 6th in Education, 5th in open access journals. Internationally, the Journal is in the top 60 Diamond open access journals for Education.

There are many of ways to increase citations and these include but are not limited to: *continued promotion* of the Journal, author engagement with promotion of their *own* research and international contributions. Cited research also depends on the topical issues as well.

<https://www.scimagojr.com/journalsearch.php?q=21100906909&tip=sid&clean=0>

ABSTRACT VIEWS AND DOWNLOADS

Around **505,343** full article downloads have been recorded up to December 2025. Abstract views during this time have totaled over **629,853**. *Figure 2* indicates the abstract view and download profile since 2017. The high rate of abstract views in 2025 may be attributed to the increased activity of web scrappers and AI bots (as experienced and reported by other open access collections and journals globally, see, for example, <https://www.libraryjournal.com/story/ai-bots-swarm-library-cultural-heritage-sites-causing-slowdowns-and-crashes>)

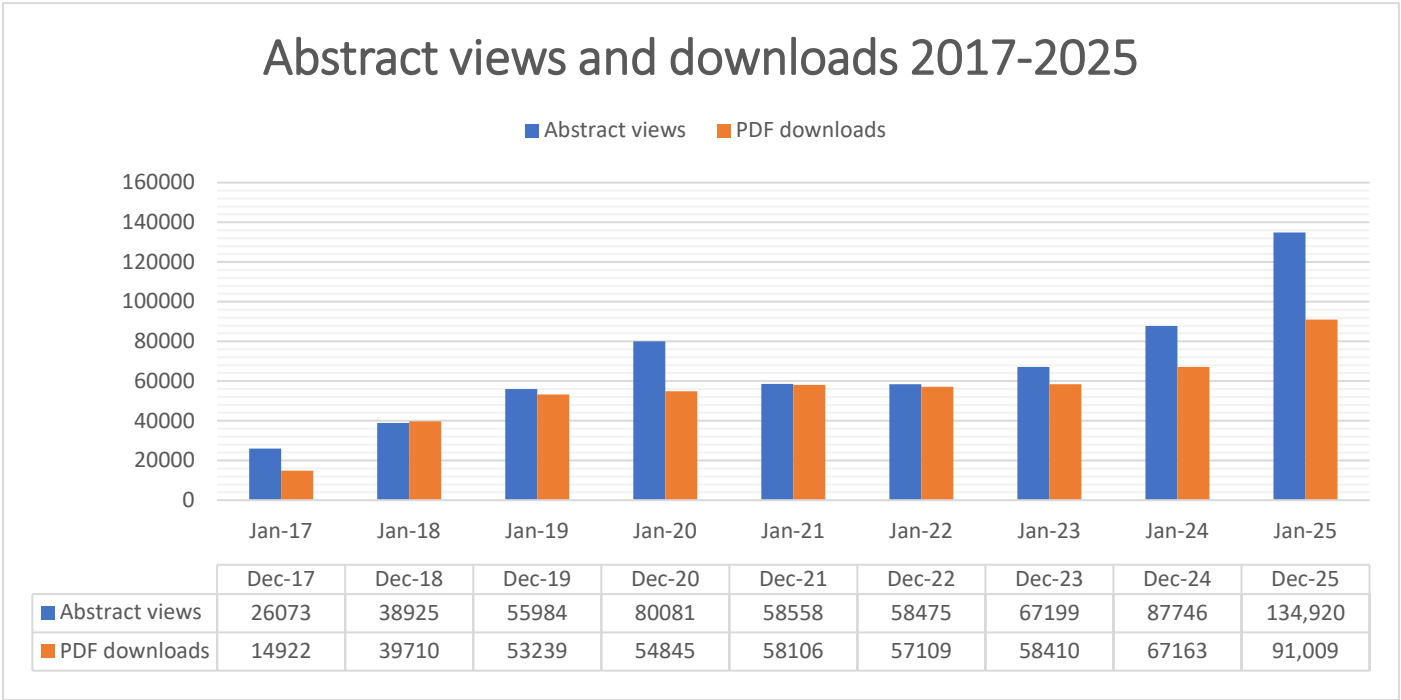


Figure 2: 2016-2024 Abstract views and PDF downloads

SUBMISSION RATES

Submission numbers continue to remain steady. 2025 statistics indicate that **rejections were at 86%** (84% in 2024). There has been a slight decline in overall submissions to the Journal since 2023 (Figure 3).

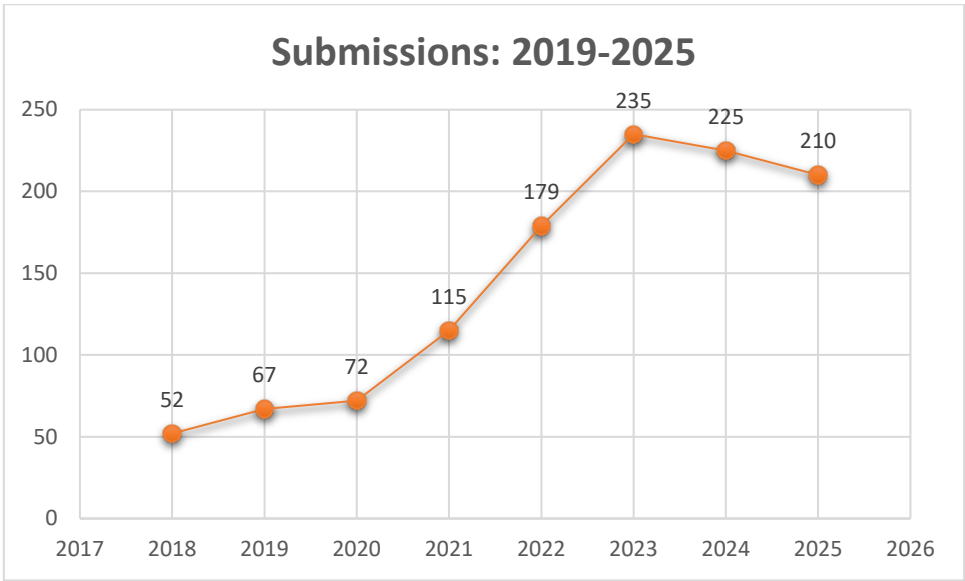


Figure 3: Number of submissions 2019-2025



Figure 4: Authors by county (excluding Australia)

Australian authors still dominate the number of accepted submissions. Just over **73% of all accepted papers since 2010 are authored by Australians**. UK authors make up 7.5% followed by US (7%) and NZ (6%). Countries of authorship also include Ireland, Canada, South Africa, Belgium, Germany, Taiwan, Pakistan, Italy, Malaysia and Singapore (Figure 4).

In 2025, **75%** of all authors were Australian.

Increasing the relevance of the Journal internationally requires sustained efforts to promote topicality, relevance, and the contributive nature of the publication.

PUBLISHING UPDATES

The 2025 Special Issue [*A Generation of Transition Pedagogy: Looking Back, Looking Forward*](#) was guest edited by Professor Ryan Naylor (University of Sydney, Australia) and Associate Professor Jessica Marrington (UniSQ, Australia). Transition pedagogy, introduced through Sally Kift's Australian Learning and Teaching Council Fellowship nearly 20 years ago, has profoundly influenced higher education by addressing student transitions. From the [Guest Editorial](#):

Transition pedagogy emerged as a response to the complexities of student diversity and the persistent challenges of student retention and success, especially in the context of massified higher education systems and the increased recognition of the importance of student equity (Kift et al., 2010). The framework has since evolved beyond first-year transitions to respond to broader

challenges and incorporate post-pandemic priorities and lifelong learning (Kift, 2023). Kift (this volume 2025a, 2025b and 2025c) provides a triptych of reflective features, providing her assessment of where transition pedagogy came from (Kift, 2025a), its theoretical basis and consilience with other key constructs from the literature on the student experience (Kift, 2025b) and looks forward to “what’s next” for transition pedagogy and its three signature features: its anchoring in inclusive curriculum design; its advancement of whole-of-institution approaches; and its focus on enabling academic and professional partnerships with students (Kift, 2025c).

In this issue, further studies make their own contributions to this body of knowledge.

Student Success is listed in the following indexes, aggregators and databases:

- **Scopus** - the largest abstract and citation database of peer-reviewed literature
- **China National Knowledge Infrastructure (CNKI)** - the largest and most-used academic online library in China
- **DOAJ** – Global online directory that indexes and provides access to quality open access, peer-reviewed journals
- **EBSCO** – EBSCOhost Research Databases
- **ERIC** - an online library of education research and information, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education
- **Google Scholar** – a database that indexes websites and files of a scholarly nature
- **Informit (A+ Education)** – Australasian aggregator of bibliographic databases and journals
- **Paperity** – a multidisciplinary aggregator of open access journals and papers
- **ProQuest** – world’s largest, multidisciplinary full-text database
- **ScienceOpen**- a professional networking platform for scholars to enhance their research in the open, make an impact, and receive credit for it
- **Trove** (National Library of Australia) - an aggregation of metadata, and a growing repository of full text digital resources originally published and made publicly available in Australia
- **Ulrichsweb** - Ulrich's™ is an authoritative source of bibliographic and publisher information on more than 300,00 periodicals of all types academic and scholarly journals
- **Web of Science (Emerging Sources Citation Index)** - the world's largest collection of research data, publications, and patents.

SOCIAL MEDIA

Since July 2013 *Student Success* has had an X (Twitter) account which now has more than 2030 followers. The editorial team made the decision to delete the X account in late 2025 in response to concerns about the validity of safety of the platform.

A **LinkedIn** profile for the Journal was added in August 2024. <https://www.linkedin.com/company/student-success-journal/>



X and LinkedIn are used as an engagement tool for the Journal in the following way:

- Announce the publication of a new issue
- Promote individual articles (both new and previous)
- Share news regarding the Journal – appointment of Editorial Board members
- Promote interest in an upcoming issue
- Call for papers
- Promoting STARS events/news

STARS CONFERENCE AND NETWORKING

The annual [STARS Conference](#) remains the key opportunity to promote the Journal by publishing a special issue from the event. The [STARS LinkedIn](#) page is also utilised to announce new issues and to promote calls for special issues etc. The Journal editorial team have also been fortunate to receive promotion of the Journal via newsletters and blog posts from the National Association of Enabling Educators of Australia (NAEEA), ACES and the Equity Practitioners in Higher Education Australasia (EPHEA). This partnership has been strengthened with the STARS Conference renamed the **Student Success Conference** in 2024 and in 2025.



EDITORIAL TEAM UPDATES

Editorial team update:

The Journal continues to attract quality submissions, and it is with great pleasure that we welcome **Professor Ryan Naylor** as a new editor. The Editorial team are also pleased to announce that **Dr Cathy Stone** will be Managing Editor of *Student Success* from 2025. Managing Editor **Tracy Creagh** finished her role at the end of 2025 (after 15 years with the Journal).

Advisory Board update:

The *Student Success* journal has been publishing for 15 years and during this time has become a successful publication in terms of impact, rankings and best practice in open access publishing. The Journal's editors are conscious of the need to engage widely with the sector and for the regular renewal of team members. The editorial team believe it is timely for us to review membership of the Advisory Board as some members have left the sector. As well, there is value in bringing new members onto the board to support the Journal via the Terms of Reference. Any members retired from the Advisory Board will still appear as 'Editorial Team Alumni'.

In 2025 we were pleased to welcome three new members to the Journal **Advisory Board**:

- Professor Tracey Bunda, Professor of Indigenous Education, University of Queensland, Australia
- Professor Alf Lizzio, Australia
- Dr Emily McIntosh, Director of Student Success, University of West Scotland, United Kingdom

Editorial Board update:

Also joining in 2025, we welcomed new Editorial Board members:

- Professor Peter Anderson, University of New England, Australia
- Associate Professor Jessica Marrington, University of Southern Queensland, Australia
- Dr Cat Picton, University of the Sunshine Coast, Australia

Professor Karen Nelson, Editor-In-Chief

Professor Rachael Field, Editor

Professor Ron Oliver, Editor

Professor Jason Lodge, Editor

Professor Ryan Naylor, Editor

Dr Cathy Stone, Managing Editor

ADVISORY BOARD

Professor Sally Kift (Chair) – President, Australian Learning and Teaching Fellows, Australia
Professor Tracey Bunda, Professor of Indigenous Education, University of Queensland, Australia
Professor Marcia Devlin - CEO, Victorian Academy of Teaching and Leadership, Australia
Professor Kerrie-Lee Krause – Chief Commissioner of Tertiary Education Quality and Standards Agency (TEQSA), Australia
Professor Alf Lizzio, Australia
Dr Emily McIntosh, Chief Student Officer, Harper Adams University, United Kingdom
Professor Vincent Tinto – Syracuse University, United States
Professor Liz Thomas, University of York, United Kingdom

Founding Journal Advisory Board Members and Editorial Team Alumni:

Professor Mantz Yorke – Department of Educational Research, Lancaster University, United Kingdom
Professor Lorraine Stefani – Emeritus Professor, Learning, Development and Professional Practice, University of Auckland, New Zealand
Professor Nicolette Lee, Australia
Dr Jennifer Keup, Executive Director of the Coalition of Urban Serving Universities (USU) and Vice President of Urban Initiatives at the Association of Public and Land-grant Universities (APLU), United States
Professor Steve Larkin – Pro Vice-Chancellor Indigenous Engagement, The University of Adelaide, Australia
Professor Ruth Pickford – Director of the Centre for Learning and Teaching (CLT), Leeds Beckett University, United Kingdom
Professor John Clarke, Queensland University of Technology, Australia

EDITORIAL BOARD

Professor Peter Anderson, University of New England, Australia
Associate Professor Katelyn Barney, University of Queensland, Australia
Dr Abi Brooker, The University of Melbourne, Australia
Emerita Professor Andrea Chester, RMIT University, Australia
Professor Jacquelyn Cranney, UNSW Sydney, Australia
Dr Nicole Crawford, Deakin University, Australia
Professor Glenda Crosling, Sunway University, Malaysia
Professor Ruth Greenaway, Southern Cross University, Australia
Dr Alison Jaquet, University of Southern Queensland, Australia
Professor Sharron King, University of South Australia, Australia
Dr Madeleine Laming, Australia
Professor Jill Lawrence, University of Southern Queensland, Australia
Associate Professor Patricia Logan, Charles Sturt University, Australia
Associate Professor Jessica Marrington, University of Southern Queensland, Australia
Karin Medew, Monash University, Australia
Dr Rhian Morgan, James Cook University, Australia
Professor Ryan Naylor, The University of Sydney, Australia
Dr Johanna Nieuwoudt, Southern Cross University, Australia
Dr Diane Nutt, United Kingdom
Associate Professor Erin O'Connor, Queensland University of Technology, Australia
Dr Cat Picton, University of the Sunshine Coast, Australia
Dr Lynette Pretorius, Monash University, Australia
Professor Maria Raciti, University of the Sunshine Coast, Australia
Adjunct Associate Professor Gerald Rayner, Monash University; Swinburne University, Australia
Professor Thomas Roche, Southern Cross University, Australia
Associate Professor Jane Skalicky, University of Tasmania, Australia
Dr Judy Skene, Australia
Dr Masha Smallhorn, Flinders University, Australia
Professor Gary Thomas, RMIT University, Australia
Adjunct Associate Professor Kate Wilson, University of Canberra, Australia
Adjunct Professor Denise Wood AM, University of the Sunshine Coast, Australia

Table 1: Five most accessed articles (as of 31 December 2025) – Abstract views counted as primary

<i>Issue</i>	<i>Author (country)</i>	<i>Article</i>	<i>Abstract views/PDF downloads</i>
Vol 14(2) Conference Issue	Davis et al. (AU)	<i>Benchmarking Australian Enabling Programs for a National Framework of Standards</i>	18,977/950
Vol 8(2) Conference Issue	Vincent Tinto (US)	<i>Reflections on Student Persistence</i>	18,155/16,499
Vol 7(1) General Issue	Katelyn Barney (AU)	<i>Listening to and learning from the experiences of Aboriginal and Torres Strait Islander students to facilitate success</i>	14,500/10,610
Vol 8(1) General Issue	Abi Brooker, Sarah Brooker, Jeanette Lawrence (AU)	<i>First year students' perceptions of their difficulties</i>	12,094/18,560
Vol 10(3) Special Issue	Abi Brooker, Meredith McKague, Lisa Phillips (AU)	<i>Implementing a Whole of Curriculum Approach to Student Wellbeing</i>	9750/1305

Table 2: Five most downloaded articles (as of 31 December 2025)

<i>Issue</i>	<i>Author (country)</i>	<i>Article</i>	<i>PDF downloads</i>
Vol 9(2) General Issue	Karen Sutherland, Cindy Davis, Uwe Terton, Irene Visser (AU)	<i>University student social media use and its influence on offline engagement in higher educational communities</i>	23,386
Vol 8(1)	Abi Brooker, Sarah Brooker, Jeanette Lawrence (AU)	<i>First year students' perceptions of their difficulties</i>	18,560
Vol 8(2) Conference Issue	Ella Kahu, Karen Nelson, Catherine Picton (NZ/AU)	<i>Student interest as a key driver of engagement for first year students</i>	17,118
Vol 8(2) Conference Issue	Vincent Tinto (US)	<i>Reflections on student persistence</i>	16,499
Vol 6(2) Conference Issue	Masha Smallhorn, Jeanne Young, Narelle Hunter, Karen Burke da Silva (AU)	<i>Inquiry based learning to improve student engagement in a large first year topic (Emerging Initiative)</i>	15,452

Table 3: SciVal Top five publications in SSJ by number of citations (2020-2025)

Most cited publications		
Entity: Student Success • Within: All subject areas (ASJC) • Year range: 2020 to 2025 • Data source: Scopus, up to 31 Dec 2025 • Explore / edit analysis 		
Publication	Citations	Field-Weighted Citation Impact
Exploring the Complexity of First-Year Student Belonging in Higher Education: Familiarity, Interpersonal, and Academic Belonging. Kahu, E.R., Ashley, N., Picton, C. (2022) Student Success, 13 (2), pp. 10-20.	45	5.51
Block mode study: Opportunities and challenges for a new generation of learners in an Australian university. Samarawickrema, G., Cleary, K. (2021) Student Success, 12 (1), pp. 13-23.	34	2.66
“Shining a light” on mature-aged students in, and from, regional and remote Australia. Crawford, N., Emery, S. (2021) Student Success, 12 (2), pp. 18-27.	26	2.15
“My Uni Experience Wasn’t Completely Ruined”: The Impacts of COVID-19 on the First-Year Experience. McKay, L., O’bryan, S., Kahu, E.R. (2021) Student Success, 12 (3), pp. 1-13.	22	2.02
Pastoral care and the caring teacher – value adding to enabling education. Seary, K., Willans, J. (2020) Student Success, 11 (1), pp. 12-21.	22	1.31