



NCSEHE

National Centre for Student  
Equity in Higher Education



Curtin University

# NATIONAL CENTRE FOR STUDENT EQUITY IN HIGHER EDUCATION

ANNUAL REPORT

2018

Make tomorrow better.

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# Contents

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|                                 |    |
|---------------------------------|----|
| About the NCSEHE                | 2  |
| Director's Report               | 3  |
| Advisory Board Chair's Report   | 5  |
| Centre Structure                | 6  |
| Governance                      | 7  |
| Strategic Plan                  | 8  |
| Research Grants Program         | 14 |
| NCSEHE Research/Projects        | 16 |
| Equity Fellows Program          | 18 |
| 2018 NCSEHE Research Fellowship | 23 |
| Events                          | 24 |
| Conferences and Presentations   | 34 |
| NCSEHE Publications             | 40 |
| Publications                    | 41 |
| Media and Communications        | 44 |
| NCSEHE Research Team            | 48 |
| Doctoral Students               | 51 |
| Awards/Appointments             | 52 |
| Administration                  | 53 |
| Biographies                     | 54 |
| Acronyms                        | 60 |

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# About the National Centre for Student Equity in Higher Education

The National Centre for Student Equity in Higher Education (NCSEHE) began operation in 2008, hosted by the University of South Australia. In May 2013, Curtin University won the bid to take over the Centre and received funding to achieve its aim of informing public policy design and implementation and institutional practice, to improve higher education participation and success for marginalised and disadvantaged people.

The NCSEHE's objectives are:

- to be at the centre of public policy dialogue about equity in higher education
- to assist in closing the loop between equity policy, research and practice by:
  - > supporting and informing evaluation of current equity practice, with a particular focus on identifying good practice
  - > identifying innovative approaches to equity through existing research and the development of a forward research program to fill gaps in knowledge
  - > translating these learnings into practical advice for decision-makers and practitioners alike.

In keeping with its purpose, the NCSEHE is connecting student equity policy with the activities of higher education institutions and national equity outcomes. This is achieved through input into comparative assessment of institutional strategies, systemic assessments of policy achievements and assessments of national policymaking in view of this evidence.

The Centre's focus is based on three programs of research activity:

1. equity policy and program evaluation
2. equity policy and planning research
3. student equity data.

*Informing public policy design and implementation, and institutional practice, to improve higher education participation and success for marginalised and disadvantaged people.*



## Director's Report

Professor Sue Trinidad

The National Centre for Student Equity in Higher Education (NCSEHE) has been successfully promoting equity in higher education from its base at Curtin University since June 2013 and as such, has been recognised by securing a contract from the Australian Government Department of Education and Training (DET) to continue its operations for a further three years.

This will deliver continuity and stability in providing national leadership in student equity in higher education—connecting research, policy and practice—to improve participation and success in higher education for marginalised and disadvantaged people.

The Centre has had another busy year managing and leading research projects, providing leadership in equity across the nation, and connecting and engaging with stakeholders through events and communications. These coordinated activities continue to support a uniting of the collective voice for equity in higher education, clarifying future research priorities, and supporting an evidence-based approach to securing the best educational outcomes for all individuals and Australian society.

### Research

The Centre is currently working with researchers on finalising and publishing the 13 reports from the 2017-18 round of the NCSEHE Research Grants Program, which will bring the total number of projects funded over the past four rounds to 47.

The NCSEHE also conducts additional research-based projects both independently and in collaboration with other organisations, funded through external grants or through Centre resources.

Major projects completed include: *Widening regional and remote participation: Interrogating the impact of outreach programs across Queensland*; The Building Legacy and Capacity/*Student Equity 2030* project; *Economies of scale in supporting low SES and other disadvantaged students*; and several ongoing projects conducted under the NCSEHE Data Program.

An important development in student equity in higher education research was the NCSEHE's completion of a commissioned project to make available the funded National Priorities Pool (NPP) research projects from 2014 to 2016 on the Centre's website. Users are able to identify and engage with a broad range of content, using advanced search capabilities as well as navigate summaries and final NPP reports in accessible format.

2018 also saw the commencement of an Australian Government initiative to better prioritise student equity research; secure more efficiency in the research dollar spend; and achieve more effective research outcomes. The Equity Research and Innovation Panel was established with NCSEHE represented on the Panel as well as providing secretariat services.

### Leadership

Nurturing and facilitating the emergence of leaders in equity in higher education who create and inspire change is another critical function for the Centre. The highly successful Equity Fellows Program, which has produced six major system-wide research reports of national significance, has been evaluated and refunded to recommence in 2019.

Research excellence and leadership was also provided by the 2018 NCSEHE Research Fellow Dr Maria Raciti, who produced a significant research report, *Career construction, future work and the perceived risks of going to university for young people from low SES backgrounds*.

The Centre was also pleased to host the Australian hub conference for World Access to Higher Education Day (WAHED) on 28 November at Curtin University. The event attracted 138 delegates from across Australia, and concluded with a live link to launch the UK event at Aston University, Birmingham.

Conducted in partnership with the National Education Opportunities Network (NEON), the conference developed an international dimension to leadership. The overarching "student voice" theme was sustained by individual student speakers and a panel Chaired by

# Director's Report

Professor Sue Trinidad

Professor Sally Kift. The event also featured a keynote speech by Professor Glenn Withers, as well as talks from some of Australia's most prominent equity researchers.

The year also saw the unfolding of the *Student Equity 2030* project which united Australia's leading advocates for student equity in higher education through discussion and debate on a long-term vision for the future. The outcome was a report and policy statement, *The Best Chance For All*, launched at WAHED and published in early 2019.

## Connecting stakeholders

An important part of the Centre's role is clarifying and prioritising the challenges and opportunities for equity in higher education by developing greater cohesion and consensus among stakeholders. Networked communications and events secure the basis for progressive change.

The Centre's online metrics were all highly positive for 2018. The website attracted an average of almost 10,000 unique visitors per month for the calendar year 2018, featuring a total of 206 news items, publications, media releases and event listings. Twitter followers increased 35 per cent to 1,673 and 11 eNews editions were delivered to 2,022 subscribers, an increase of over 20 per cent from 2017.

The NCSEHE and staff produced a total of 48 publications including peer-reviewed journal articles, book chapters, research reports, conference papers, discussion papers, white papers and briefing notes.

Events organised or participated in by NCSEHE staff are also a significant opportunity for connecting stakeholders. NCSEHE staff gave 99 high-profile presentations both nationally and internationally. The Centre hosted a total of 16 NCSEHE public events (plus two panel events with invited experts) encompassing webinars, workshops, roundtables and feature presentations with an annual total of almost 400 recorded participants.

## Future intentions

Over the coming three years, the NCSEHE will continue to provide a strong networking function between student equity policymakers, researchers and practitioners to improve outcomes in access, participation, retention, success and completion rates.

The priorities for the Centre to achieve improvements in education outcomes will continue to be: strengthening Australia's student equity in higher education research quality, capability and capacity; supporting the building of a robust evidence base; informing institutional best practice and enhancing on-the-ground delivery of equity measures; and informing evidence-based public policy design and implementation.

We look forward to further collaborative work to secure improvements in educational outcomes for all students from disadvantaged backgrounds.

**Professor Sue Trinidad**  
Director

National Centre for Student Equity in Higher Education



# Advisory Board Chair's Report

Ms Erin Watson-Lynn

The Advisory Board has held 17 meetings since June 2013 to December 2018 during the operation of the National Centre of Student Equity in Higher Education (NCSEHE) at Curtin University funded by the Australian Government. The sustained funding for another three years will enable the NCSEHE to continue to build the evidence base through research and its activities, as well as disseminating findings and best practice on what works to support people from disadvantaged backgrounds to achieve their higher education goals.

I would like to sincerely thank the outgoing Advisory Board members Professor Kerri-Lee Krause and Professor Louise Watson for their valuable contributions to the NCSEHE Advisory Board as we continue our work under a strong governance framework.

During 2018 I have overseen three Advisory Board meetings. On 23 March 2018, we reviewed and updated the governance documents and reviewed progress from 2017 and the key initiatives for 2018. The second meeting, held on 13 July 2018, was in Ballarat where the Advisory Board undertook a field trip to Federation University to see firsthand the work one university

has undertaken in supporting a large cohort of equity students. The final meeting, held on the 28 November 2018, coincided with World Access to Higher Education Day (WAHED) and involved Advisory Board members discussing the ongoing strategic direction of the NCSEHE.

I take this opportunity to publically acknowledge the valuable work of the Director and her team, undertaken during this time, to enable the NCSEHE to function effectively as we move into our sixth year of operation at Curtin University. The Centre continues to grow its national and international reach with an active social media and web presence, including 83 editions of the eNews since June 2013, distributed to 2,022 subscribers. Followers of the NCSEHE on Twitter rose to 1,673—a 35 per cent increase over the year—which illustrates the NCSEHE's continued endeavours to collaborate with government, institutions and practitioners.

Again, I thank our Advisory Board members for their time, the valuable skills, depth of knowledge and expertise that they contribute, as well as their ongoing commitment in their role as the advisory group to the Director.

**Ms Erin Watson-Lynn**  
Chair of the Advisory Board

National Centre for Student Equity in Higher Education



# Centre Structure



# Governance

## ADVISORY BOARD

The NCSEHE's Advisory Board has an important role in the effective governance of the Centre and is a source of expert advice. It has no delegated authority from Curtin University to formally control the Centre, but wields significant influence through its involvement in the Centre's planning and budgeting.

The Advisory Board:

- assists in Centre strategy, risk management and compliance
- assists in identifying research and research income opportunities and expanding the range of stakeholders involved in, and aware of, the Centre
- assists during the preparation of long-term plans, budgets and appropriate performance measures and targets
- formally endorses plans, performance measures and targets, and Annual and Financial Reports.

The Advisory Board meets at least three times per year. Membership is comprised of stakeholder nominees from academia, government and industry, with one Curtin University representative. The Chair of the Advisory Board is appointed by mutual agreement between Curtin and the Australian Government Department of Education and Training. The Advisory Board meetings during this reporting period were held on 23 March, 13 July and 28 November 2018.

## ADVISORY COMMITTEE

The Advisory Committee provides advice and input from a wide range of stakeholders and supports the Advisory Board. The Committee is comprised of Advisory Board-approved delegates from across Australia, who have been at the forefront of establishing equity and outreach programs.

The Advisory Committee oversees the research and dissemination program, and meets via teleconference. The Committee also oversees the Student Equity in Higher Education Research Grants program, providing directions for the Call for Applications, and recommending proposals for approval by the Advisory Board.



Advisory Board meeting at Federation University Australia, Ballarat, with Vice-Chancellor and President Professor Helen Bartlett and Associate Professor Nina Fotinatos.

# Strategic Plan

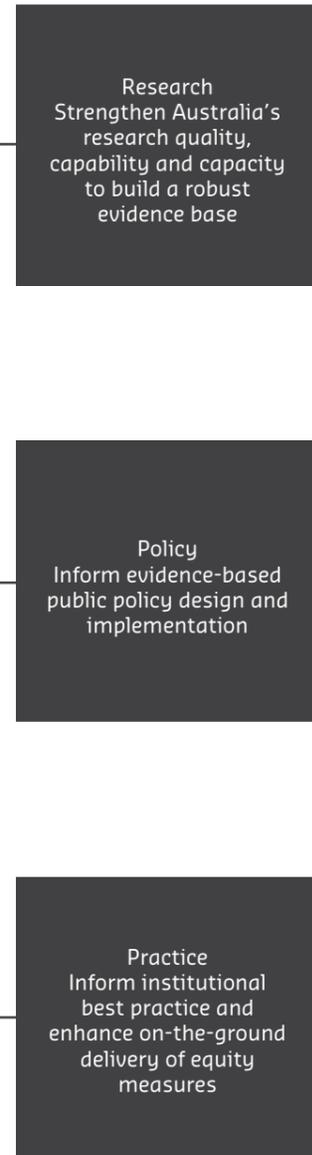
## Mission Statement:

Inform public policy design and implementation, and institutional practice, to improve higher education participation and success for marginalised and disadvantaged people.

### AUSTRALIAN GOVERNMENT CONTRACT AND INTENT

Continued provision of a national leadership role in improving the links between equity research, policy and practice, including evaluation.  
Ongoing support for the Australian Government Priorities.

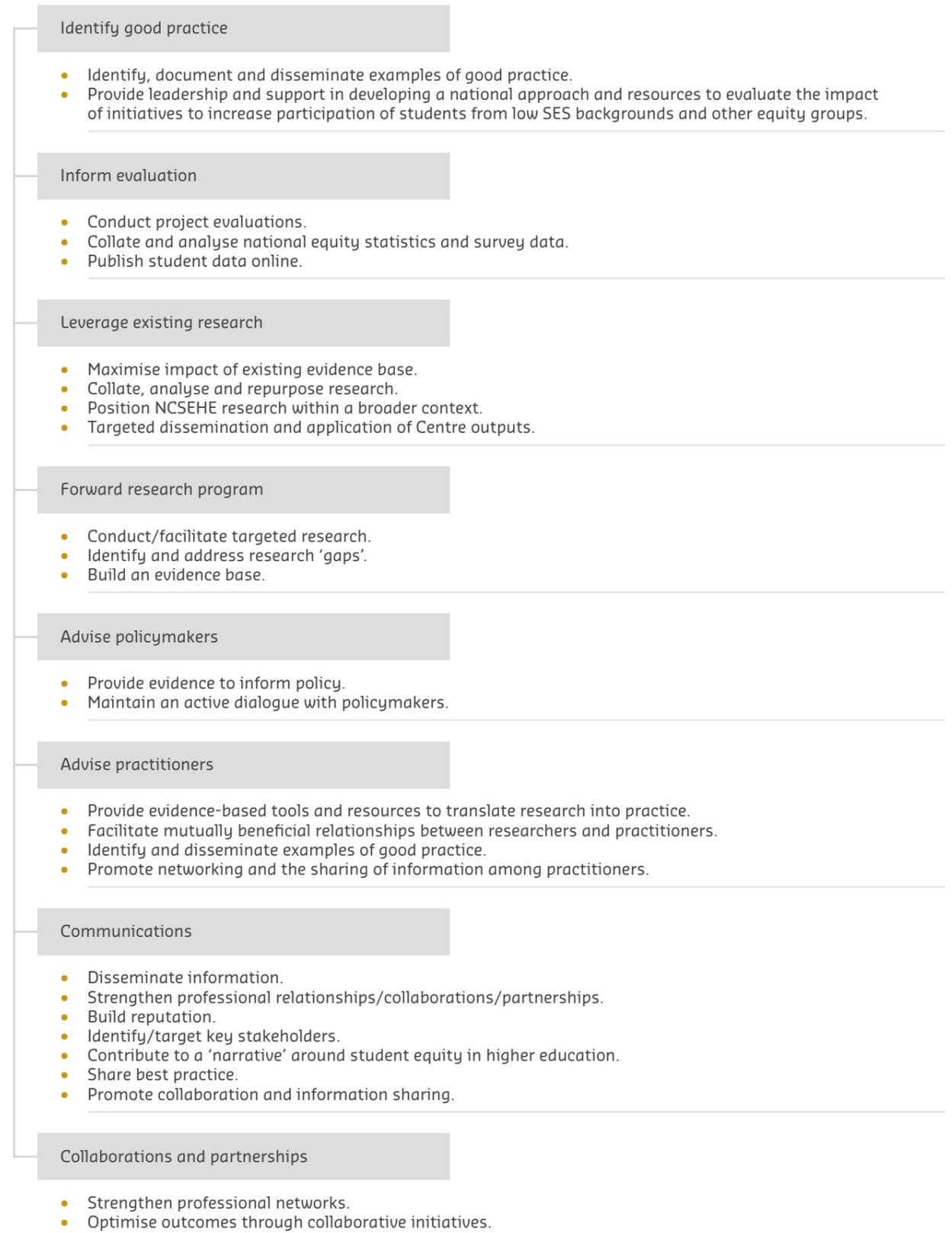
### OBJECTIVES



### PRIORITIES



### STRATEGIES



#### Identify good practice

- Identify, document and disseminate examples of good practice.
- Provide leadership and support in developing a national approach and resources to evaluate the impact of initiatives to increase participation of students from low SES backgrounds and other equity groups.

#### Inform evaluation

- Conduct project evaluations.
- Collate and analyse national equity statistics and survey data.
- Publish student data online.

#### Leverage existing research

- Maximise impact of existing evidence base.
- Collate, analyse and repurpose research.
- Position NCSEHE research within a broader context.
- Targeted dissemination and application of Centre outputs.

#### Forward research program

- Conduct/facilitate targeted research.
- Identify and address research 'gaps'.
- Build an evidence base.

#### Advise policymakers

- Provide evidence to inform policy.
- Maintain an active dialogue with policymakers.

#### Advise practitioners

- Provide evidence-based tools and resources to translate research into practice.
- Facilitate mutually beneficial relationships between researchers and practitioners.
- Identify and disseminate examples of good practice.
- Promote networking and the sharing of information among practitioners.

#### Communications

- Disseminate information.
- Strengthen professional relationships/collaborations/partnerships.
- Build reputation.
- Identify/target key stakeholders.
- Contribute to a 'narrative' around student equity in higher education.
- Share best practice.
- Promote collaboration and information sharing.

#### Collaborations and partnerships

- Strengthen professional networks.
- Optimise outcomes through collaborative initiatives.

# Strategic Plan

| Outcomes/Outputs                     |   | 2018   | 2019 KPIs   |
|--------------------------------------|---|--|---|
| <b>IDENTIFY GOOD PRACTICE</b>        |   |  |   |
| Case study publications              | <i>Higher Education Participation and Partnerships Program: Seven Years On</i>                                  | - Fortnightly release of online case studies   | - N/A   |
|                                      | <i>Student Voice/careers case studies publications</i>  | - N/A  | - 1 online and print publication  |
| Equity policy and program evaluation | <i>Pathways to higher education: Findings of the enabling programs for disadvantaged student groups project</i> | - Chapter published  | - <i>Final Student Equity 2030</i> report release   |
|                                      | National Priorities Pool projects   | - <i>Economies of scale in supporting low SES and other disadvantaged students</i>                 | - 2 NPP-funded projects   |
| Special projects                     | Building Legacy and Capacity project  | - 2 workshops<br>- 2 webinars<br>- 3 online/print resources  | - Additional 7 individual profiles published on NCSEHE website  |
|                                      | <i>My Story - Student Voice</i> series  | - 7 student profiles published on NCSEHE website<br>- Total of 12,000 webpage views during 2017-18 | - Additional 7 individual profiles published on NCSEHE website  |
| <b>INFORM EVALUATION</b>             |   |  |   |
| Data analysis                        | NCSEHE Data Project   | - Development of a data set for each SA1 census area in Australia                                  |   |
|                                      | Equity reporting in Australia 2016-17   | - <i>Equity student participation in Australian higher education: 2012 to 2017</i>                 | - <i>Equity student participation in Australian higher education: 2012 to 2018</i><br>- Linkage of briefing note to data site   |
|                                      | Raine Study Project   | - Data from Raine Study participants linked to university applications data from TISC              | - Paper examining higher education participation in the Raine cohort<br>- Linkage of Raine data to university administrative data sets  |
|                                      | Research on higher education participation in Australia   | - 1 briefing note published on the NCSEHE website  | - A paper examining higher education participation in Australia since the introduction of the demand-driven funding system (with Curtin University and UWA).<br>- A paper examining parental higher education expectations for their children in Australia (with Curtin University and UWA) |

| Outcomes/Outputs   |   | 2018   | 2019 KPIs  |
|--|---|--|--|
| Online publication of student data   | NCSEHE website development  | - Development of online data resource  | - Publish online data page and complete Stage 2 of development                   |
| Collate and analyse student equity data for dissemination to stakeholders        | Briefing notes  | - 1 briefing note published on the NCSEHE website  | - 1 briefing note published on the NCSEHE website                                |
| <b>COMMUNICATIONS</b>  |   |  |  |
| Online media   | Website   | - Dissemination of news, events, data, research, good practice   | - Dissemination of news, events, data, research, good practice                   |
|  | eNews   | - 11 issues delivered to >2,000 subscribers  | - 11 issues delivered to >2,500 subscribers                                      |
|  | Social media  | - Twitter and Facebook   | - Twitter and Facebook   |
|  | Reciprocal online publicity with universities and other organisations                       | - Newsletters and website features   | - Newsletters and website features   |
| General media  | Mass media coverage   | - Media coverage through print, radio, online channels   | - Media coverage through print, radio, online channels                           |
| Co-branding/sponsorship  | Webinar and event co-branding   | - 1 co-branded webinar with ADCET<br>- World Access to Higher Education Day  | - >2 co-branded webinars and events  |
|  | Conference sponsorship  | - World Access to Higher Education Day<br>- SPERA  | - EPHEA/NAEEA<br>- STARS   |
| Networking   | National and international networking event attendances                                     | - NCSEHE representation at 12 international and 63 national events   | - NCSEHE representation at 5 international and 40 national events                |
| Identifying/targeting key stakeholders and efficiently communicating information | Analytics and campaign monitoring   | - Periodic analysis of media metrics and stakeholder group identification  | - Periodic analysis of media metrics and stakeholder group identification        |
| <b>COLLABORATIONS AND PARTNERSHIPS</b>   |   |  |  |
| Projects   | Collaboration with national and international stakeholders through projects and events      | - ACER<br>- RMIT<br>- VU<br>- ANU<br>- NEON<br>- NCUK  | - ACER<br>- VU<br>- CHEEDR<br>- Project work with stakeholders in the UK and USA |
|  | Major collaborative projects<br>Reciprocal distribution of research, news and good practice | - Publication of <i>Widening regional and remote participation: Interrogating the impact of outreach programs across Queensland: NPP-funded research project in collaboration with QUT, UWA and RMIT</i> | - EOIs submitted   |

# Strategic Plan

| Outcomes/Outputs                                 |  | 2018  | 2019 KPIs   |
|--|--|---|---|
| Networks of discussion and information sharing   | Reciprocal distribution of research, news and good practice  | - eNews, equity group mailing lists and memberships of discussion groups                                      | - eNews, equity group mailing lists and memberships of discussion groups  |
|  | Memberships  | - RREAC<br>- EPHEA<br>- SPERA<br>- HERDSA   | - RREAC<br>- EPHEA<br>- SPERA   |
| <b>FORWARD RESEARCH PROGRAM</b>                  |  |   |   |
| Commissioned research                            | Research Grants Program  | - 2 reports completed and published from 2017/18 funding round  | - 11 further reports published from 2017/18 funding round (to a total of 13 reports)<br>- Projects commissioned for 2019 funding round                  |
| Centre research programs                         | Research Fellows   | - Research Fellowship project completed by Maria Raciti   | - 2018 Research Fellowship report published<br>- Research Fellowship by Sarah O'Shea  |
| National Priorities Pool research-based projects | Equity Fellows Program   | - 3 2017 Equity Fellowship projects completed and published   | - 2019/20 Equity Fellowships commenced  |
|  | <i>Widening regional and remote participation: Interrogating the impact of outreach programs across Queensland</i>                             | - Project completed and published   | - N/A   |
|  | Publication of NPP-funded research projects  | - 69 NPP projects to be summarised and published as a searchable resource on the NCSEHE website (2017-18)     | - Publish ongoing NPP reports as appropriate  |
| Doctoral students                                | Don Boyd: <i>Knowledge and knowledge construction of higher education by regional secondary students: Making sense of university</i>           | - Ongoing   | - Ongoing   |
|  | Jenny De Vries: <i>University student equity initiatives: An examination of the efficacy of programs and practices to inform best practice</i> | - PhD awarded December 2018   | - N/A   |
|  | Ian Cunninghame: <i>Widening Participation for a Socially Mobile World</i>   | - Authored/co-authored papers   | - Authored/co-authored papers   |
| Postdoctoral                                     | Lyn Vernon   | - Authored/co-authored 6 publications<br>- Delivered 6 presentations at conferences<br>- Work on NPP projects | - Author/co-author 4 publications<br>- Deliver presentations at 2 conferences<br>- Continue collaborative work on NPP and other projects<br>- Mentoring |

| Outcomes/Outputs                         |  | 2018   | 2019 KPIs  |
|--|--|--|--|
| <b>LEVERAGE EXISTING RESEARCH</b>        |  |  |  |
| Online resources                         | <i>NCSEHE Focus</i> reports                                  | - 1 issues-based report released online, based on collated NCSEHE research   | - 2 additional reports   |
| Publication                              | <i>Informing Policy and Practice</i> publications            | - N/A  | - 1 online and print summary of reports from the 2017/18 Research Grants Program   |
| Print Submissions                        | Journal articles, book chapters and expert commentary        | - 50 items online and in print by NCSEHE representatives   | - 50 items online and in print by NCSEHE representatives   |
| <b>ADVISE POLICYMAKERS</b>               |  |  |  |
| Government submissions/invited responses | Submissions to panel   | - National Regional, Rural and Remote Education Strategy   | - National Regional, Rural and Remote Education Strategy<br>- AQF Review   |
| Direct government engagement             | Research Fellows   | - Maria Raciti — secondments to the DET, including seminar presentations   | - Sarah O'Shea — secondments to the DET, including seminar presentations   |
|  | Equity Fellows   | - N/A  | - Multiple secondments to the DET, including seminar presentations   |
|  | Equity Research and Innovation Panel                         | - Provided strategic advice on Australian Government-funded research (and trials) conducted under the NPP — Panel member and secretariat positions | - Provided strategic advice on Australian Government-funded research (and trials) conducted under the NPP — Panel member and secretariat positions |
| <b>ADVISE PRACTITIONERS</b>              |  |  |  |
| NCSEHE Forums                            | Engaging with stakeholders through NCSEHE forums             | - World Access to Higher Education Day   | - EPHEA Conference   |
| Webinars                                 | Online webinars with invited expert presenters               | - 2 independent<br>- 1 with ADCET/ATEND  | - 1 independent<br>- 1 with ADCET/ATEND  |
| Expert workshops                         | Building Legacy and Capacity Project                         | - 2 workshops conducted<br>- 10 roundtable discussions   | - N/A  |
| NCSEHE events                            | NCSEHE hosted seminars/presentations/symposiums              | - 16 public events   | - 10 public events   |
| External presentations                   | Conference and other presentations by NCSEHE representatives | - 78 presentations at 62 external events/conferences   | - >30 presentations at events/conferences  |
| Online dissemination of research         | Website/eNews/online media/ <i>NCSEHE Focus</i>              | - Continued online research dissemination  | - Continued online research dissemination  |

# Research Grants Program

The NCSEHE conducts an annual competitive research program, building an evidence base to improve access and outcomes for students from disadvantaged backgrounds.

The Centre invites proposals from high quality researchers and equity practitioners to conduct policy-relevant research aimed at supporting and informing policy and practice on student equity in higher education. An Advisory Committee—including academics, senior managers and equity practitioners—assists with the selection process.

The Centre is committed to research translation in order to ensure the ongoing significance and impact of its research program. To date, further outcomes reported in relation to NCSEHE funded grant projects include: peer-reviewed journal articles; conference and other presentations and seminars; citations including government reports/publications; subsequent external research grants; national media coverage; books; webinars; and mentoring of new equity researchers.

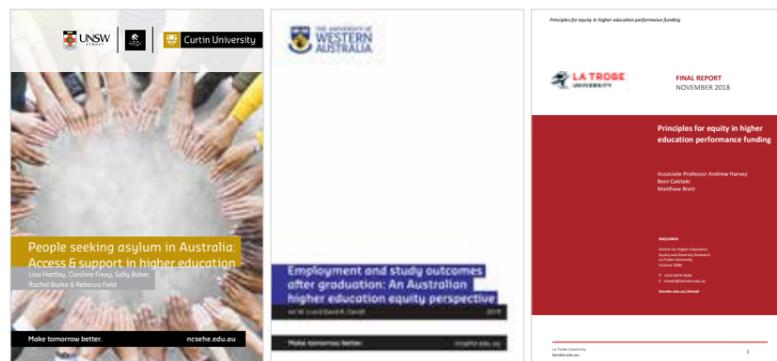
The Research Grants Program will continue with a funding round in 2019.

## GRANTS PROGRAM FOUR YEAR SUMMARY

| APPLICATIONS                         | 2014      | 2015      | 2016      | 2017      |
|--------------------------------------|-----------|-----------|-----------|-----------|
| NUMBER OF APPLICATIONS               | 35        | 44        | 44        | 55        |
| TOTAL FUNDS SOUGHT (\$)              | 2,164,994 | 1,238,205 | 1,562,891 | 2,076,120 |
| AVERAGE \$ PER APPLICATION           | 61,857    | 28,141    | 35,520    | 37,748    |
| LEAD APPLICANT – UNIVERSITIES        | 17        | 19        | 20        | 24        |
| LEAD APPLICANT – OTHER ORGANISATIONS | 2         | 2         | 0         | 6         |
| TOTAL NUMBER OF RESEARCHERS          | 133       | 138       | 126       | 126       |

| OUTCOMES                             | 2014    | 2015    | 2016    | 2017    |
|--------------------------------------|---------|---------|---------|---------|
| NUMBER OF GRANTS FUNDED              | 12      | 12      | 10      | 13      |
| FUNDING TOTAL (\$)                   | 741,328 | 342,819 | 360,307 | 501,279 |
| AVERAGE \$ PER APPLICATION           | 61,777  | 28,568  | 36,307  | 38,559  |
| LEAD APPLICANT – UNIVERSITIES        | 8       | 10      | 9       | 53      |
| LEAD APPLICANT – OTHER ORGANISATIONS | 2       | 1       | 0       | 2       |
| TOTAL NUMBER OF RESEARCHERS          | 43      | 46      | 31      | 49      |



Three reports published under the NCSEHE Research Grants Program

## 2017-18 GRANT ROUND

The National Centre for Student Equity in Higher Education funded 13 research projects led by 10 Australian universities under the 2017 Research Grants Program, for a total sum of \$501,279.

Projects commenced in September 2017 and commenced publication from November 2018. The successful applicants and their project titles are detailed in the table below.

| CHIEF INVESTIGATOR      | LEAD UNIVERSITY                     | PROJECT TITLE  |
|-------------------------|-------------------------------------|--|
| Ian Li                  | The University of Western Australia | Employment and study outcomes after graduation: An Australian higher education equity perspective  |
| Lisa Hartley            | Curtin University                   | People seeking asylum in Australia: Access and support in higher education <a href="https://www.ncsehe.edu.au/publications/people-seeking-asylum-in-australia-access-and-support-in-higher-education/">https://www.ncsehe.edu.au/publications/people-seeking-asylum-in-australia-access-and-support-in-higher-education/</a> |
| Robin Barnes            | University of Tasmania              | Regional communities' influences on equity participation in higher education   |
| Bernadette Walker-Gibbs | Deakin University                   | Success and failure in higher education on uneven playing fields   |
| Jenny Gore              | The University of Newcastle         | Community influence on university aspirations: Does it take a village...?  |
| Sarah O'Shea            | University of Wollongong            | Shifts in space and self: Moving from community to university  |
| Wojtek Tomaszewski      | The University of Queensland        | Beyond graduation: Long-term socioeconomic outcomes amongst equity students  |
| Ryan Naylor             | La Trobe University                 | Structural inequality in higher education: Creating institutional cultures that enable all students  |
| Andrew Harvey           | La Trobe University                 | Designing equitable principles for performance based funding <a href="https://www.ncsehe.edu.au/publications/principles-for-equity-in-higher-education-performance-funding/">https://www.ncsehe.edu.au/publications/principles-for-equity-in-higher-education-performance-funding/</a>                                       |
| Matt Brett              | La Trobe University                 | Equity at and beyond the boundary of Australian universities <a href="https://www.ncsehe.edu.au/publications/equity-at-beyond-the-boundary-of-australian-universities/">https://www.ncsehe.edu.au/publications/equity-at-beyond-the-boundary-of-australian-universities/</a>   |
| Fiona Shalley           | Charles Darwin University           | Understanding completion rates of Indigenous higher education students from two regional universities  |
| Deanna Grant-Smith      | Queensland University of Technology | Widening participation or widening the gap? Equity in postgraduate study   |
| Natalie Lloyd           | Curtin University                   | Accessing and succeeding in engineering Work Integrated Learning: A study of paid and unpaid engineering WIL placements  |

# NCSEHE Research/Projects

The NCSEHE conducts additional research-based projects both independently and in collaboration with other organisations. These are funded through external grants, or through Centre resources.

## PROJECTS CONDUCTED OVER THE CURRENT REPORTING PERIOD

### Building Legacy and Capacity project (2017–18)

The Building Legacy and Capacity workshop series and associated webinars continued in 2018. Workshops three and four were held on 6 April in Sydney (*Evaluation in Indigenous higher education*) and on 14 June in Melbourne (*Equity 2030: A long-term strategic vision for student equity in higher education*). The associated webinars were broadcast live on 18 April and 28 June with record participation of 41 people for the final webinar. The final workshop was extended to a comprehensive stakeholder consultation process under the banner of *Student Equity 2030*. It culminated in a proposed student equity policy statement for Australian tertiary education, *The Best Chance for All*, released at the inaugural WAHED event in November.

The workshop series is now complete. It proved to be an effective format for productive conversations about complex issues at the national level. The contributions by the NCSEHE Equity Fellows provided conceptual and empirical depth with Nadine Zacharias leading the project and James Smith and Matt Brett acting as co-facilitators for the 2018 workshops.

### Publication of National Priorities Pool research (2017–18)

In 2017–18, the NCSEHE was commissioned by the DET to deliver a web resource that presents the findings of research projects funded under the HEPPP National Priorities Pool (NPP)

Sixty-nine projects from Australia-wide universities, conducted under the NPP, were published to the online database (located on the NCSEHE website) initially spanning the 2014–16 funding rounds.

Users are able to identify and engage with a broad range of content, from research reports to widening participation programs, using advanced search and filtering capabilities as well as easy-to-navigate summaries and final reports in accessible format. We look forward to the continued publication of NPP projects to the online database.

### Widening regional and remote participation: Interrogating the impact of outreach programs across Queensland (2017–18)

The NCSEHE led a NPP project titled *Widening regional and remote participation: Interrogating the impact of outreach programs across Queensland*, bringing together researchers in four universities and the Queensland Department of Education and Training. The comparative study used a mixed methods design to examine whether widening participation programs delivered in urban and regional schools across Queensland had the same impact on application rates to university and sought to determine the key factors responsible for any difference.

This research built upon knowledge and insights gained from the landmark Queensland Widening Tertiary Participation Consortium (the Queensland Consortium) initiative. The research found that the approach taken by Queensland universities has proved effective where the widening participation program has been fully implemented and sustained at the school level. Recommendations to the DET as well as universities are made to frame solutions which would enable sustained implementation of widening participation programs, especially in regional and remote schools.

### Australian Higher Education Equity Ranking

This NPP project examines the feasibility of a ranking framework for institutional performance in equity student participation in Australian universities. As a starting point, important domains have been identified, including: access and participation; first year experience; progress during higher education; and graduate outcomes. From this, a methodology has been developed to identify, assess and quantify key measures across these domains. Suitable approaches, either analytical or via expert systems, are being evaluated in relation to the combining and weighting of measures for inclusion in a series of equity performance indicators. The ultimate aim of the project is to determine the extent to which such indicators can enable a transparent, relevant and comparative ranking of each institution's performance.

### NCSEHE Data Project

This project included two core activities in 2018:

- the development of a data set for each SA1 Census area in Australia which includes: a measure of distance to “nearest university campus,” along with data on remoteness, socio-demographic and higher education participation
- the development of a student equity data site allowing users to construct comparisons between Australian institutions on the basis of equity group access, participation, retention and completion.

### Equity Reporting in Australia (2017–18)

The work on Equity Reporting in Australia progressed over 2017–18 with the release of the latest issue of the briefing note, *Equity student participation in Australian higher education: 2012 to 2017*, and the work undertaken for this project in conjunction with the development and rollout of the new equity data site. The latter work in particular will provide a basis for the future development of an online resource which will incorporate features of the briefing note series and allow users to undertake queries of Australian higher education equity data.

### Raine Study Project

The Raine Study Project involves research into higher education participation among the Raine longitudinal birth cohort in Western Australia (reporting since 1989). The NCSEHE team have successfully linked data from Raine Study participants to university applications data for the last decade from the WA Tertiary Institutions Service Centre (TISC). This linked data set is currently being analysed, using the extensive collection of early childhood, family background and school experience variables in Raine to explain patterns in higher education participation in the Study's cohort.

### NCSEHE website development

Further to the completion of the NPP online publishing project, a suite of new website developments have been completed during 2018, with stage three of the project to continue into 2019. The primary aims of the project were to improve website aesthetic, accessibility and functionality; refine the site-wide search function including an advanced search facility; better present the scope of Centre outputs; and increase newsletter subscribers. The updates have been successful, with indicators including doubled average subscribers per month.

### Economies of scale in supporting low SES and other disadvantaged students

The DET commissioned a research project to examine the costs of supporting students from low SES backgrounds in Australian universities. The project was funded by the NPP. The aim of the research was to investigate whether there are economies or diseconomies of scale in supporting low SES students in universities. Specifically, the research investigated the impact of low versus high proportions of low SES students in universities' student bodies and whether this leads to lower or higher per-student costs. The project was led by Professor Marcia Devlin of Victoria University and managed by the NCSEHE Director Professor Sue Trinidad, and Research Associate Dr Lynette Vernon, Curtin University in collaboration with the ACER research team: Dr Daniel Edwards, Dr Julie McMillian, and Dr Liang-Cheng Zhang; and with Professor Glenn Withers, ANU and UNSW, Canberra.

### The Equity Research and Innovation Panel

The Equity Research and Innovation Panel's responsibility is to provide strategic advice on Australian Government funded research (and trials) on student equity in higher education conducted under the National Priorities Pool component of the Higher Education Participation and Partnerships Program (HEPPP).

The Panel's role is advisory with decision-making responsibility resting with the Minister for Education and Training. The nine panel members bring together a wealth of expertise in higher education equity research or practice providing the Department of Education and Training with relevant advice and technical expertise.

The Panel will advise the Department on:

- a strategic and whole-of-sector approach to equity research in higher education
- areas of national strength in equity research and current and future capability and need
- opportunities to improve the impact, focus, prioritisation and quality of Australia's investment in equity research, including advice on national priorities for equity research
- matters as requested by the Minister for Education and Training, and/or the Department of Education and Training.

The Department of Education and Training will then brief the Minister for Education and Training.

# Equity Fellows Program

The NCSEHE Equity Fellows Program has supported Fellows to undertake strategic, high-impact, high-profile leadership projects targeted, sector-wide, at improving the access, participation and success in higher education of students from disadvantaged backgrounds.

As part of their Fellowships, Fellows spend a period of time working in, and with, the Australian Government Department of Education and Training (DET) in Canberra facilitating mutually beneficial engagement between the Department and the sector as a way of exchange and leadership opportunities.

Bringing together higher education policymakers and administrators, and higher education research practitioners is an innovative and creative feature of the Equity Fellowships, enabling us to learn from each other and to share different perspectives on student equity.

The Equity Fellows have had direct influence and impact on equity in the higher education sector through:

- identification of equity issues that affect the Australian higher education system, and the development and facilitation of approaches to address these issues
- sector-wide leadership in promoting, enhancing and developing good practice in improving access, participation and success in higher education for students from disadvantaged backgrounds
- the development of a collaborative arrangement for the ongoing exchange of knowledge between the sector and the DET to inform the delivery of government programs and policy concerned with equity in higher education.

Projects have also:

- raised the profile in higher education institutions of efforts to widen participation among students from disadvantaged backgrounds
- established and built on national and international partnerships in widening participation.

## 2016 FELLOWS



Dr Erica Southgate



Dr Cathy Stone



Dr Nadine Zacharias

## 2017 FELLOWS



Mr Matthew Brett



Ms Louise Pollard



A/Prof. James A. Smith

## DR ERICA SOUTHGATE

**Fair connection to professional careers: Understanding social difference and disadvantage, institutional dynamics and technological opportunities**



This Fellowship provided a targeted and theoretically informed examination of factors that impede access to high-status degrees for students from disadvantaged backgrounds. It comprehensively analysed data from students in contexts where disadvantage was evident, and canvassed the perspectives of key stakeholders from Australian peak professional bodies, universities, educational policymakers and experts in career education.

A placement within the Department of Education and Training (DET) Equity Policy and Programs team situated the research within the broader groups and directorates. Erica conferred with policy officers and managers with expertise in areas of disability, Indigenous higher education policy, higher education and equity policy, big data and statistics and school policy including digital literacy and the curriculum. The placement offered an insight into the development of policy and its operational implementation across a range of areas, and across time.

Erica has produced a roadmap on new technologies that might be used to spark interest in disciplines and allow young people the opportunity to experience, through virtual and augmented reality, the professions in question. It is the first comprehensive and accessible primer for teachers and career advisors on what the future will hold, and is a call to action for more interdisciplinary work around equity with a focus on creative and dynamic technological solutions.

The final report can be found at: <https://www.ncsehe.edu.au/publications/fair-connection-professional-careers-understanding-social-difference-disadvantage-institutional-dynamics-technological-opportunities/>

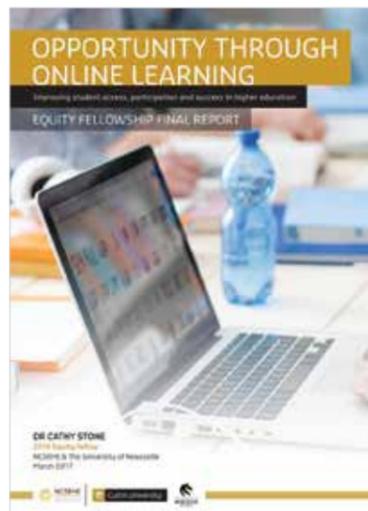


The Minister for Education and Training Senator the Hon Simon Birmingham, accompanied by NCSEHE Director Professor Sue Trinidad, Emeritus Professor Lesley Parker AM, and the six 2016 and 2017 Equity Fellows Dr Erica Southgate, Dr Cathy Stone, Dr Nadine Zacharias, Associate Professor James A. Smith, Ms Louise Pollard and Mr Matthew Brett at the 2016 NCSEHE Forum.

# Equity Fellows Program

## DR CATHY STONE

Opportunity through online learning: Improving student access, participation and success in online higher education



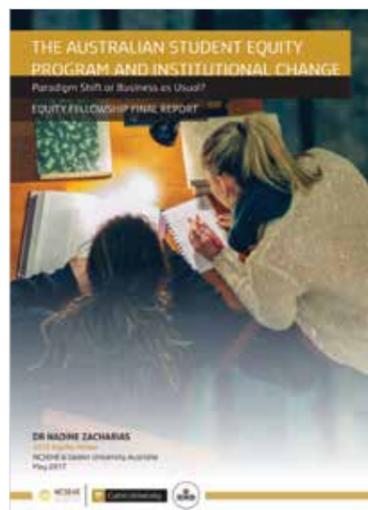
Under the 2016 Equity Fellows Program, the NCSEHE funded a national project to investigate the range of practices, supports and retention strategies being used within online undergraduate learning both in Australia and the United Kingdom. Many thousands of Australian students embark upon online university studies each year, often under very difficult circumstances and while managing other significant responsibilities such as caring for family and paid work. The aim of the Fellowship research was to determine which types of strategies are required to meet the different and complex needs of this diverse range of students, and hence, ultimately improve their participation and academic success.

Through qualitative interviews with 151 members of staff across 15 higher education institutions (14 in Australia plus the Open University UK) this research led to seven key findings as well as a set of 10 national guidelines for institutions, informed by research evidence, for improving the access, academic success and retention of online undergraduate students. Through the dissemination of these findings and guidelines, the research aims to significantly improve student success and retention in online undergraduate education.

The final report, including the seven key findings and the national guidelines was published in March 2017 and can be found at: <https://www.ncsehe.edu.au/publications/opportunity-online-learning-improving-student-access-participation-success-higher-education/>

## DR NADINE ZACHARIAS

The Australian student equity program and institutional change: Paradigm shift or business as usual?



This Fellowship examined how the Higher Education Participation and Partnerships Program (HEPPP) was operationalised by universities, and to what extent the vision of a more equitable Australian higher education system has been realised through the program.

Through the analysis of annual HEPPP progress reports and the collation of institutional case studies, the Fellowship has produced a typology and three in-depth examples of how universities responded to policy and program objectives. In doing so, the Fellowship research presents a rich and complex view of Australia's national equity program and its implementation in deliberately different institutions and geographic locations.

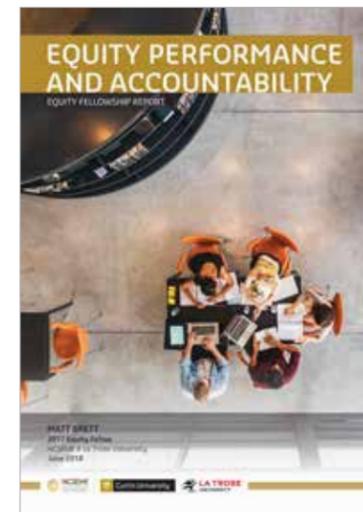
The first two phases of data collection were conducted during a four-week placement with the DET and three follow-up visits. These visits included formal and informal meetings with the Equity Programs team and other relevant experts in the Department as well as a presentation on equity scholarships research.

While the focus of the Fellowship research was on universities' responses to the HEPPP, it also provided a conversation starter about whether the HEPPP in its current form is the optimal national equity program for Australian higher education. Recommendations have been provided to the Department of Education and Training for that purpose.

The final report can be found at: <https://www.ncsehe.edu.au/publications/the-australian-student-equity-programme-and-institutional-change-paradigm-shift-or-business-as-usual/>

## MR MATTHEW BRETT

Equity, performance and accountability



The Commonwealth Government currently invests around 300 million dollars annually in direct equity student support. In addition, equity students—like non-equity students—also benefit from billions of dollars in other forms of public support, including student base funding, deferred income-contingent student loans and student income assistance.

The Research Fellowship sought to investigate at a system level how student equity goals are described, set and advanced, and who is accountable for them. It aimed to identify weaknesses in accountability for equity performance in Australian higher education and was motivated by an assumption that equity goals are more readily achieved if aligned with effective accountability practices.

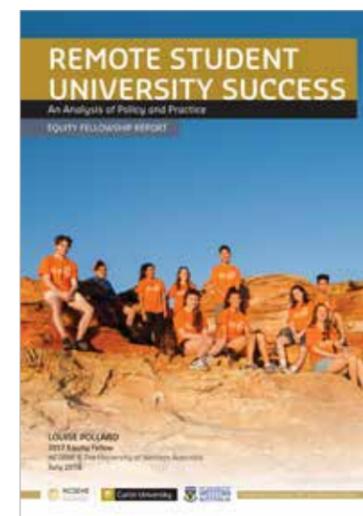
The report was based on four sets of investigations: theoretical perspectives on equity and accountability; analysis of secondary data from policy and institutional reference points such as legislation, regulation, higher education statistics, strategic plans and annual reports; interviews with leaders from across the sector; and surveys of managers from across the sector.

A number of issues and challenges for accountability in equity in higher education were identified, and four strategic priorities for change included: refining equity goals; improving information management; embedding student equity goals across the higher education system; and analysing, reporting and communicating outcomes.

The final report can be found at: <https://www.ncsehe.edu.au/publications/equity-performance-accountability/>

## MS LOUISE POLLARD

Remote student university participation and success: An analysis of policy and practice



This Fellowship explored ways in which universities and public policy could support remote students' access, participation and success. A mixed methods approach was taken. National data sets were analysed to identify the unique characteristics of the remote cohort; case studies on three universities identified ways that government and universities could better support remote students; interviews were conducted with 14 remote students and 13 staff members; institutional strategies were examined; and findings from a tour of Canadian universities were incorporated.

Identifying the unique characteristics of the remote student cohort is critical for providing more nuanced support and the Fellowship identified two sub-groups: students who relocate (generally school leavers who study full-time and on campus); and students who study online (mainly part-time students of mature age who continue to live in remote locations). These profiles challenge some commonly held assumptions and the consequent focus and priorities for support.

Enhancing remote students' university success was a second focus of findings. This stemmed from the characteristics cited above and led to the recommendation of a student-centred approach to support. Six principles to enhance student success were developed and recommendations were provided for policy, research and practice.

The final report can be found at: <https://www.ncsehe.edu.au/publications/remote-student-university-success-analysis-policy-practice/>

# Equity Fellows Program

## ASSOCIATE PROFESSOR JAMES A. SMITH

Strengthening evaluation within Indigenous higher education contexts in Australia



This Fellowship asked questions about the current challenges and opportunities associated with undertaking evaluation in higher education; the enablers and barriers associated with using evaluation in policy and programs; and ways to strengthen evaluation.

Three themes emerged from the thematic analysis: conceptualising “evaluation” as a broad term; a greater appreciation of qualitative evidence; and greater accountability.

Research identified 14 key enablers and drivers of evaluation in Indigenous higher education: Indigenous leadership; funding and resources; strategy development; policy development; implementation and reform; transformation, change and quality improvement; addressing white privilege and power; improving student outcomes; valuing Indigenous knowledges; promoting cultural competence; towards a political endeavour; towards cultural standards and accreditation; improving curricula; and recognising sovereign rights.

Research analysis demonstrated that the key enablers were related to one of three domains of control — Indigenous, government and university. The report proposed

that moving towards a greater synergy between these domains of control.

The project developed a conceptual model of potential performance parameters to strengthen Indigenous higher education monitoring and evaluation in Australia. The model has four spheres, each relating to the other: students; families and communities; schools and organisations; and universities. The model can be used in multiple ways by practitioners, policymakers and researchers to monitor and evaluate performance in equity issues.

The final report can be found at: <https://www.ncsehe.edu.au/publications/strengthening-evaluation-within-indigenous-higher-education-contexts-australia/>



2017 Fellows, Associate Professor James A. Smith, Mr Matthew Brett and Ms Louise Pollard with NCSEHE Director Professor Sue Trinidad and Mr Robert Latta.

# 2018 NCSEHE Research Fellowship

## Associate Professor Maria Raciti Fellowship overview

Career construction, future work and the perceived risks of going to university for young people from low SES backgrounds



This Fellowship focused on the role of perceived risks in the decision to go (or not to go) to university for students from low SES backgrounds, and drew attention to the contemporary career context where traditional ways of planning careers no longer work.

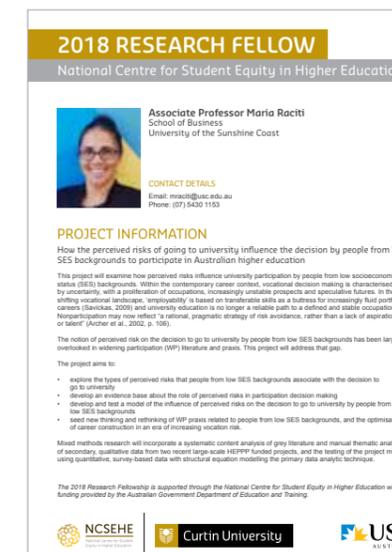
People vary in terms of their risk preference (risk averse versus risk seekers), and this risk preference is known to be context-dependent. That is, a person may be a risk seeker in social contexts and quite bold in making new friendships, but the same person may be risk averse in financial contexts, being conservative with their spending or hesitant to get into debt.

Perceived risks are subjective judgements, which are assessed in the pre-access stage when evaluating post-school alternatives.

Furthermore, there are many different types of perceived risks such as financial risk (e.g., expenses associated with going to university, incurring debt); functional risk (e.g., the degree will not help them to get a job in their area of interest); and temporal risk (e.g., length of time to undertake a degree could be time spent earning an income).

The Fellowship considered opportunity costs, which are a type of risk, in that by choosing to go to university people are forgoing other post-school options. Identity risk was also explored. Identity risk is the risk associated with changing social class identity as a result of higher education participation.

The purpose of the Fellowship was to drill down into the role of perceived risks, and potentially identify new types of perceived risk prevalent for people from low SES backgrounds, which may include Indigenous Australians, people from culturally and linguistically diverse backgrounds and/or people with disability.



Associate Professor Maria Raciti Research Fellowship project overview and bulletins.

# Events

6 April 2018  
NCSEHE

NCSEHE Building Legacy and Capacity workshop three  
(The University of Sydney)

*Towards data sovereignty: A national consultation about strengthening evaluation in Indigenous higher education contexts in Australia*

The third workshop in the NCSEHE Building Legacy and Capacity series was conducted at the University of Sydney. An invited panel joined co-facilitators James Smith and Kim Robertson (Charles Darwin University), contributing their perspectives to what was a very productive discussion.

Preliminary outcomes from the workshop were presented through a subsequent webinar. Further refinement through expert consultation consolidated a set of recommendations for practice and policy, good practice principles, and recommendations for future research.

18 April 2018  
NCSEHE

NCSEHE Building Legacy and Capacity webinar three  
(Online webinar)

*Indigenous perspectives on evaluation in indigenous higher education*

A webinar presented by James Smith and Kim Robertson shared the insights from the Building Legacy and Capacity workshop in Sydney with a wider audience. There were some excellent questions and suggestions from participants; webinar discussion confirmed that conversations about data sovereignty and strengthening evaluation in Indigenous higher education contexts in Australia are active in many universities.



Ross Renton and David Green (University of Worcestershire) with NCSEHE staff; WA EPHEA Chapter; and Professor Sally Kift.

9 May 2018  
NCSEHE

NCSEHE Visiting Fellow seminar series  
(NCSEHE, Curtin University)

*Maintaining the momentum: Transition pedagogy to sustain widening participation and student success*

We were pleased to welcome 2018 NCSEHE Visiting Fellow Professor Sally Kift to the Centre in May.

As well as conducting collaborative project work with the NCSEHE team, Sally presented a seminar on *Maintaining the momentum: Transition pedagogy to sustain widening participation and student success*. Sally discussed transition pedagogy, and its framing around six First Year Curriculum Principles, and facilitated consideration of examples and strategies to promote inclusion and retention of non-traditional students.

9 May 2018  
NCSEHE

EPHEA WA chapter meeting  
(NCSEHE, Curtin University)

The NCSEHE hosted the Western Australian Chapter of EPHEA for a chapter meeting on 9 May. The meetings are a valuable opportunity to share and promote good practice, to further professional knowledge and to network with associates from across Western Australia.



22 May 2018  
NCSEHE

NCSEHE hosts visiting international PhD student  
Amandip Bisel

(Curtin University)

On 22 May 2018, NCSEHE staff Paul Koshy, Ian Cunninghame and Nina-Marie Thomas met with visiting Imperial College London PhD student Amandip Bisel.

Amandip was looking at the challenges of widening access to medical education, and was undertaking a two-month study visit in Australia, based at the CEEHE at the University of Newcastle.

The group was joined by David Cameron, Sally Sandover and Vicki Larkins (Curtin Medical School), and Norma Jeffrey (Curtin Learning and Teaching), and was able to provide Amandip with insights and resources to support her project.

14 June 2018  
NCSEHE

NCSEHE Building Legacy and Capacity workshop four  
(Quest Docklands, Melbourne)

*Student Equity 2030 — A long-term strategic vision for student equity in higher education*

The final workshop in the Building Legacy and Capacity Series was co-facilitated by Matt Brett and Nadine Zacharias with guest presenter Sally Kift.

Twenty-eight researchers, practitioners, policymakers and community partners contributed their insights as subject matter experts.

The *Equity 2030* workshop included a critical examination of the legacy of *A Fair Chance for All*, as well as possible alternatives, and marked the commencement of the NCSEHE *Student Equity 2030* project.

28 June 2018  
NCSEHE

NCSEHE Building Legacy and Capacity webinar four  
(Online webinar)

*Student Equity 2030: A long-term strategic vision for student equity in higher education*

This webinar synthesised discussions from the Building Legacy and Capacity *Student Equity 2030* workshop with an emphasis on what a new long-term vision for student equity might include; how this vision can be integrated in policy and practice; and the evidence required to enhance the quality of access, participation and learning outcomes.

Over 50 participants joined presenters Matt Brett, Daniel Edwards (ACER), Sally Kift and Nadine Zacharias for the presentation and discussion.

25 September – 25 October 2018  
NCSEHE

*Student Equity 2030 roundtable discussions*

(Curtin University; University of South Australia; University of Canberra; University of Technology Sydney; RMIT University; La Trobe University; University of Tasmania; Queensland University of Technology; and Charles Darwin University)

As a component of the *Student Equity 2030* project, the NCSEHE conducted a series of 10 roundtable discussions, exploring key concepts and challenges associated with achieving student equity in higher education.

Over 110 participants discussed key questions raised in the *Student Equity 2030 Discussion Paper* to collaboratively shape a long-term vision for student equity in Australian higher education. A broad spectrum of stakeholders were engaged in the public events, held in Australian capital cities and regional centres.

12 October 2018  
NCSEHE

Visiting delegates from the University of Worcester, UK  
(NCSEHE, Curtin University)

We welcomed University of Worcester Vice-Chancellor Professor David Green and Ross Renton, Pro Vice-Chancellor Students, and Forum for Access and Continuing Education Vice-Chair, to the NCSEHE in October.

It was a great pleasure to share international perspectives with two individuals so committed to student equity in higher education.

Professor David Green is one of the longest serving VCs in the United Kingdom and has been a pioneer in building an inclusive campus. Ross Renton has been re-appointed as the Widening Participation Expert for the Subject Level Teaching Excellence Framework in the UK, and is Chair of Widening Participation for GuildHE (32 small and specialist higher education institutions).

*Event summaries, PowerPoint presentations, audio recordings and transcripts for NCSEHE events are available at [ncsehe.edu.au](http://ncsehe.edu.au).*

# Events

## WORLD ACCESS TO HIGHER EDUCATION DAY

### ABOUT WAHED

World Access to Higher Education Day (WAHED), led by the National Education Opportunities Network (NEON), and supported by NCUK, networked multiple conferences globally to focus the attention of stakeholders from across the world on the issues of access and diversity in higher education.

The NCSEHE was proud to represent Australia for the inaugural WAHED on 28 November 2018, positioning Australian advances in student equity research, policy and practice within an international context.

World Access to Higher Education Day had the following objectives:

- engage stakeholders from across the public and private sector in equitable access to higher education
- act as a global platform that can add value to work being undertaken at local level, and also can lever in greater support for equitable access work at national and international level
- establish goals to orientate action to make access to higher education equitable across the world
- launch a new global Higher Education Access & Diversity consortium
- articulate 'access to higher education' as including the completion of quality higher education and progression into post-higher education study/work for learners from underrepresented groups.

### WAHED components

- *A network of international conferences occurring on WAHED 2018* — Worldwide organisations/institutions will host events on WAHED 2018.
- *Worldwide 'access & diversity slam'* — Individual countries will showcase innovative access and diversity activities in their own countries.
- *Global student voices campaign* — Bringing together the voices of students from diverse communities and their stories from across the world.
- *Launch of the Global Higher Education Access & Diversity Consortium* — It is envisaged such a consortium will focus in particular on building the evidence base and using this to advocate for change and driving forward innovation in practice.



Professor Sue Trinidad addressing attendees through a live cross to the UK during the WAHED conference 2018.

Attendees and speakers at the WAHED conference 2018.



### Event Welcome

#### Professor Sue Trinidad

The NCSEHE is proud to be part of a new global initiative, hosting the inaugural WAHED event at Curtin University, Perth, Western Australia.

National and international stakeholders are networking to positively impact worldwide equitable access to higher education. One hundred and thirteen organisations from over 30 countries are engaged with WAHED, with a total of 21 events held, as well as 24 registered supporters.

Here in Australia, and across the world, this event brings together a wonderful network of passionate people who care about higher education access, participation and completion for all who have the ability to do so. All students should be given the opportunity to successfully gain a higher education degree no matter their circumstances.

Today we hear many stories of where investing in equity in education has tremendous life-changing benefits and long-term dividends. Equity in education—defined as the extent to which economic, social, and cultural status influences student outcomes—varies significantly across the world.

It is more crucial than ever that a more concerted effort is made to make access to education more equitable. As the WAHED event clearly illustrates across the world, to reach this goal we need innovations in thinking and practice, and the engagement of new stakeholders from within, and outside, higher education. The WAHED event is the start of something truly amazing in connecting us globally and I do hope you enjoy; as we all know 'EQUITY MATTERS'.

As with any event, there are many people to acknowledge and sincerely thank — from the presenters, to the NCSEHE staff and Adjunct Fellows who have all worked tirelessly to bring together such a wonderful event, to the 138 delegates from around Australia.

Thank you to Professor John Cordery (Curtin University Provost) for his welcome, and Professor Glenn Withers (Professor of Economics, Research School of Economics, College of Business and Economics, Australian National University) for his keynote speech on the value and benefits of Australian universities.

It is wonderful to hear the student voice in an inspiring session chaired by Professor Sally Kift (President, Australian Learning and Teaching Fellows) where the students share their personal stories of overcoming barriers to success as these are at the heart of student equity in higher education.

My sincere thanks to Professor Lesley Parker, Chair of the NCSEHE Advisory Committee and the Equity Fellows program, and the 2018 NCSEHE Research Fellow Maria Raciti (University of the Sunshine Coast). Maria has been a wonderful addition to the NCSEHE during 2018, researching *How the perceived risks of going to university influence the decision by people from low SES backgrounds to participate in Australian higher education*.

Thank you to Matt Brett (2017 NCSEHE Equity Fellow and 2018 Visiting Fellow) and Nadine Zacharias (2016 NCSEHE Equity Fellow and 2017/18 Senior Research Fellow) for their lead in the process of collating and presenting *Student Equity 2030: The Best Chance for All*. This important work provides strategic directions and recommendations that will inform public policy to shape a stronger and more equitable higher education sector for 2030 and beyond.

Finally, we are pleased to participate in the live link to Aston University, Birmingham to join the official launch of WAHED UK 'Beyond Borders' — Widening access to higher education through international co-operation. Thank you for joining us to celebrate World Access to Higher Education Day 2018.

# Events

## WAHED SUMMARY

The NCSEHE hosted the Australian WAHED hub conference at Curtin University, Perth, attracting 138 delegates.

The event was opened by Curtin University Provost Professor John Cordery and Minister The Hon. Dan Tehan MP (via video link).

### Student Voice: Individual student stories and panel discussion

Chaired By Professor Sally Kift

The “student voice” was a central theme of the WAHED Australia conference. Nine inspirational students told their stories of overcoming barriers to higher education, through individual presentations and a student panel Chaired by Professor Sally Kift. We were privileged to host this group, selected from the online NCSEHE *My Story — Student Voice* series.



Speakers Professor Glenn Withers, Mr Matt Brett, Dr Nadine Zacharias and Ms Tahlia Danks.

Conference delegates shared in celebrating the students’ personal and academic achievements despite challenges presented by backgrounds including low socioeconomic status (SES), Indigenous, care-leaver, mature age, regional and remote, and disability. Encompassing the full spectrum of the student journey—from first year to post-graduation and employment—they offered unique insights into the motivations, barriers, and support needs of individuals facing complex, and often compounding, disadvantage.

A feature display of life-sized cut outs complemented the *Student Voice* element of the conference. This visual representation of the diverse cohort was highly commended by delegates who were able to read excerpts from each student’s personal story, accompanying their likeness. Connections were forged between sector professionals and students during a meet-and-greet session, opening mutually-beneficial conversations on student equity in higher education.

### Keynote

Professor Glenn Withers

Keynote speaker Professor Glenn Withers (Australian National University and the University of New South Wales Canberra) spoke on *Universities: Who needs them? Value and benefit of Australian universities*. Professor Withers helped to establish the Productivity Commission, the Crawford School, Australia and New Zealand School of Government (ANZSOG) and was founding CEO of Universities Australia.

His speech addressed common areas of criticism for Australian universities, and the countervailing considerations for each, while commending university innovation in the face of funding challenges. Professor Withers concluded with comments on what can be done better—with a particular focus on equity students—providing a summary of policy recommendations.

### 2018 Research Fellowship

Associate Professor Maria Raciti

Emeritus Professor Lesley Parker delivered an overview of the NCSEHE Equity Fellows Program, before introducing 2018 NCSEHE Research Fellow Associate Professor Maria Raciti. Associate Professor Raciti shared the findings from her project, *How the perceived risks of going to university influence the decision by people from low SES backgrounds to participate in Australian higher education*.

Making career decisions is becoming increasingly complex and fraught with risk. Perceived risks are



endemic in the decision to go to university and Maria’s Fellowship drilled down into the role of perceived risks in light of the contemporary career context where traditional ways of planning careers no longer work. With more occupations to choose from than ever before, young people experience confusion or even decision paralysis. With predictions that jobs in the future are more likely to need a university education, there is a need to accelerate efforts to increase participation of people from low SES backgrounds to prevent the further deepening of social inequalities.

The project provided practical ways to translate project insights into impact for both upstream stakeholders (for example, government) and downstream stakeholders (for example, universities and schools). The Fellowship report will be published by the NCSEHE in 2019.

### Student Equity 2030 — The Best Chance for All

Mr Matt Brett (2017 NCSEHE Equity Fellow and 2018/19 Visiting Fellow) and Dr Nadine Zacharias (NCSEHE 2017/18 Senior Research Fellow) presented *A vision for student equity 2030*.

During 2017–18 the NCSEHE conducted a series of workshops and webinars through the Building Legacy and Capacity Project — a strategic initiative to further extend the Centre’s capacity in synthesising, codifying and disseminating learnings from student equity research and practice to inform future initiatives, studies and policy.

The final workshop in the Building Legacy and Capacity series brought together researchers, practitioners, policymakers and policy influencers to advance a national conversation on *Equity 2030 — A long-term strategic vision for student equity in higher education*.

The 2018 *Student Equity 2030 Discussion Paper* built upon the existing work of the NCSEHE and the Building Legacy and Capacity Project, outlining key



Speakers left to right: Professor John Cordery, Professor Sue Trinidad, Associate Professor Maria Raciti, and Ms Gabrielle O’Brien

concepts, challenges and contradictions associated with achieving student equity in higher education in an era of near universal participation. Written responses were complemented by 10 roundtable discussions held in major Australian capital cities and regional centres. A final report, *The Best Chance for All*, informed by feedback from written submissions and face-to-face workshops, will soon be published by the NCSEHE.

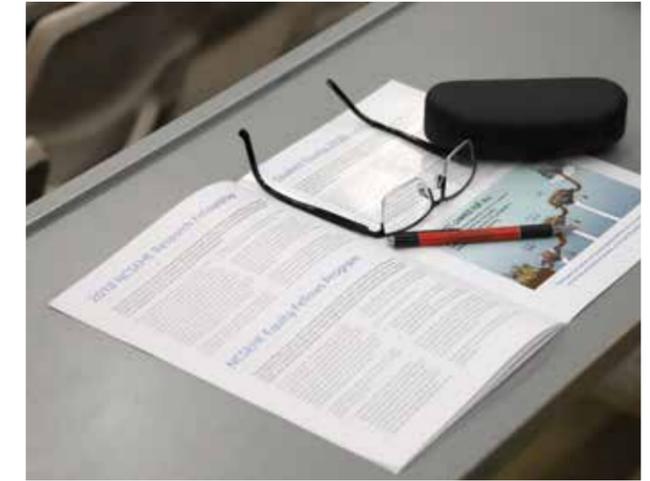
### Live cross to launch WAHED UK

WAHED Australia concluded with a live cross to Dr Graeme Atherton and Professor Helen Higson to launch the UK event at Aston University, Birmingham. We were able to share the Australian program and outcomes, as well as outlining the diverse work of the NCSEHE.

### Social reception and SPERA Conference welcome

The evening social event was the launch of the first of the 2017 NCSEHE Research Grants Program reports, *People seeking asylum in Australia: Access and support in higher education*, and the official opening of the 2018 Society for the Provision of Education in Rural Australia (SPERA) Conference.

# Events



World Access to Higher Education Day Australia, Curtin University.

# Events

## 34th National SPERA Conference — Access for All: Equity Matters

The Society for the Provision of Education in Rural Australia (SPERA), in partnership with the NCSEHE, held the 34th National SPERA Conference on 28-30 November 2018 at Curtin University, Perth.

The Conference included a welcome reception on Wednesday 28 November, with a full program over Thursday 29 and Friday 30 November, including a whole-of-sector symposium addressing the Independent Review into Regional, Rural and Remote Education government response.

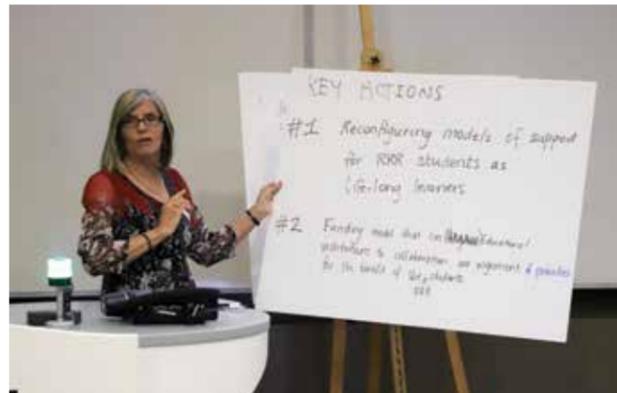
### Themes

Conference sub-themes were based on John Halsey's 2018 Independent Review into Rural, Regional and Remote Education (IRRRRE):

- global directives (OECD & UN SDG4)
- asset-driven place-based innovations (international, national, local)
- more than IT solutions (creative alternatives)
- ESL, language and learning (cultural and linguistic competency; Aboriginal Curriculum Framework)
- poverty and power (general capabilities; enablers; disrupting discourse)
- system-level equity (showcasing WA RRR DET, AISWA, Catholic, TAFE).



34th National SPERA Conference — Access for All: Equity Matters.



### Guest speakers

- Keynote Address: *The National Regional, Rural and Remote Education Strategy* — Emeritus Professor Andrew Taggart (Murdoch University)
- Keynote Address: *The important role of place and partnerships in US rural education* — Dr Jayne Downey (Montana State University, Bozeman, Montana, USA)
- Keynote Address: Emeritus Professor John Halsey (IRRRRE) — *Overview of the Independent Review into Regional, Rural and Remote Education (IRRRRE) government response*
- Panel Overview: *Regional, rural, remote case studies from across the sector*
  - » Emeritus Professor John Halsey (IRRRRE)
  - » Ms Denyse Ritchie (THRASS)
  - » Ms Kate Reitzenstein (AISWA)
  - » Ms Sabine Winton MLA (Member for Wanneroo)
  - » Chair: Dr Sue Ledger (SPERA)
- Twenty-one conference presentations over three parallel sessions.

### Symposium Session: Future-focused Regional, Rural and Remote Education Strategy

Emeritus Professor John Halsey, Mr Phil Brown (CEP), Dr Sue Ledger and Professor Sue Trinidad jointly prepared a communiqué based on the collective wisdom of symposium participants. This has contributed to a response to the Australian Government National Regional, Rural and Remote Education Strategy.

Symposium open discussions explored key areas highlighted within the IRRRRE report:

- workforce capacity (teachers and education leadership)
- equity and curriculum breath (rural schools and their significant role in community/economic development; Improving learning access and breadth, and the use of technology)
- transitions and rural youth aspirations.

# Conferences and Presentations

**22–24 January 2018**

Hong Kong International Conference on Education, Psychology and Society (HKICEPS) 2018, Hong Kong

- Cathy Stone — Poster Presentation

**23 February 2018**

Open Colleges Advisory Board, Sydney

- Cathy Stone — Presentation

**26 February 2018**

WSU College, Western Sydney University, Sydney

- Sally Kift — Transition Pedagogy: *An integrative framework for student success*

**27 February 2018**

Australian Government Department of Education and Training, Canberra

- Matt Brett and Andrew Harvey — *Equity projects update*

**2 March 2018**

Higher Education Quality Network (HEQN) Hot Topics Panel, Canberra

- Sally Kift (panel member) — *Student wellbeing*

**4–5 April 2018**

Cultural Competence in the National Centre for Cultural Competence Conference, Sydney

- James Smith and Kim Robertson — *Evaluating cultural competence in Indigenous higher education contexts in Australia: A challenge for change*

**6 April 2018**

NCSEHE Building Legacy and Capacity workshop three, The University of Sydney

- James Smith and Kim Robertson — *Towards data sovereignty: A national consultation about strengthening evaluation in Indigenous higher education contexts in Australia*

**18 April 2018**

RMIT Online, Melbourne

- Cathy Stone — Presentation.
- Online webinar reporting on outcomes and recommendations from Building Legacy and Capacity workshop 3
- James Smith and Kim Robertson — *Indigenous perspectives on evaluation in Indigenous higher education*

**26 April 2018**

2018 Widening Participation Conference, Open University, Milton Keynes, UK

- Cathy Stone — Presentation
- Tertiary Education Quality and Standards Agency (TEQSA)
- Matt Brett and Andrew Harvey — *Emerging challenges for student equity in higher education*

**9 May 2018**

NCSEHE Visiting Fellow Seminar Series, NCSEHE, Curtin University

- Sally Kift — *Maintaining the momentum: Transition pedagogy to sustain widening participation and student success*

**11 May 2018**

La Trobe University, Melbourne

- Matt Brett — *Evidence and education policy reform*

**18 May 2018**

Murdoch University School of Psychology and Exercise Science Seminar Series, Murdoch University, Perth

- Lynette Vernon — *The role of problematic technology use for adolescents: The importance of sleep for wellbeing and translating scientific research*

**23 May 2018**

Reforming the Transition from Secondary to Tertiary Education Forum, Mitchell Institute and Australian Learning Lecture, Melbourne

- Sally Kift — *Pathways*

**24 May 2018**

Macquarie University International College Professional Development Series, Macquarie University, Sydney

- Sally Kift — *Transition pedagogy for international and domestic student success*



Adjunct Associate Professor Cathy Stone presenting at the 2018 Association for Tertiary Education Management Conference.

**29 May 2018**

National Forum on Indigenous Higher Education, CQUniversity, Brisbane

- James Smith and Kim Robertson — *Strategies for improving Indigenous outcomes in higher education: Case Study 1*

**5 June 2018**

National Education Opportunities Network (NEON) Summit: Data and widening access to higher education, London

- Nadine Zacharias — *Data, access, and success in higher education: The Australian experience*

**6 June 2018**

University of Melbourne Teaching Forum — Student Engagement: Meeting the Challenge

- Sally Kift — *The quest for the holy grail of student engagement: Are we there yet?*

Learning Leaders in Higher Education, Melbourne

- Sarah O'Shea: *Building leadership and legacy in the post-OLT era: The role of the Teaching and Learning Academy*

**8 June 2018**

Higher Education Quality Network (HEQN) Conference: Assessment, Integrity, Review, Melbourne

- Sally Kift — *Cultivating assessment literacy in students (and staff)*

**14 June 2018**

NCSEHE Building Legacy and Capacity workshop four, Quest Docklands, Melbourne

- Matt Brett and Nadine Zacharias — *Equity 2030 — A long-term strategic vision for student equity in higher education*
- Sally Kift — *Context*

**15 June 2018**

2018 Association for Tertiary Education Management (ATEM) Conference, Adelaide

- Cathy Stone — Keynote address

**28 June 2018**

Online webinar reporting on outcomes and recommendations from NCSEHE Building Legacy and Capacity workshop four

- Matt Brett, Nadine Zacharias, Sally Kift and Daniel Edwards — *Student Equity 2030 — A long-term strategic vision for student equity in higher education*

**2–5 July 2018**

2018 Higher Education Research and Development Society of Australasia (HERDSA) Conference, Adelaide

- Cathy Stone — Pre-conference workshop.
- Lynette Vernon and Andrew Taggart: *High school students from low socioeconomic status backgrounds (re)value higher education: Via university enabling programs.*
- Sarah O'Shea: Invited workshop — *Investigating conflicts and freedoms in the higher education environment: Unpacking the capabilities and capitals of first-in-family learners*

**8–11 July 2018**

Student Transitions Achievement Retention and Success (STARS), Auckland, New Zealand

- Lynette Vernon, Andrew Taggart, Stuart Watson and Sarah Seddon — *Pathways to tertiary education: Studying university enabling programs while still at high school*
- Sally Kift — Plenary Panel member. *Employment — Higher education employability and careers: OUT with whether & why, and IN with when & how*
- Sally Kift — 2018 First Year Experience Network
- Sarah O'Shea, Erica Southgate, Ann Jardine and Janine Delahunty — *Applying digital story-telling methodology to the field of university student transition and retention*
- Nadine Zacharias, Anna Bennett, Elisa McGowan and Louise Pollard — *Utilising the Equity Initiatives Framework for widening participation program design and evaluation: Concept and application*
- Nadine Zacharias — Plenary panel: Q&A with senior university leaders
- Nadine Zacharias — Student Equity Network: Equity program evaluation

**12 July 2018**

English Language and Foundation Studies (ELFS), the University of Newcastle

- Cathy Stone — Workshop

**18 July 2018**

25th Biennial meeting of the International Society for the Study of Behavioural Development (ISSBD), Gold Coast, Queensland

- Lyn Vernon — Symposium panel member: *The role of the smartphone for work after-work and life stress: Does age matter. In Impact of smartphones on offline relationships*

# Conferences and Presentations

23 July 2018

CQUniversity RHD Training Intensive II - Indigenous research session

- Maria Raciti — Guest speaker — *The journey: In, out and beyond the Research Higher Degree*

26 July 2018

Centre of Excellence for Equity in Higher Education (CEEHE) at the University of Newcastle, Writing Program for Equity and Widening Participation Practitioners.

- Nadine Zacharias — Mentoring

6 August 2018

ASCILITE Consultation workshop

- Cathy Stone — Invited participant

9 August 2018

Planning and Performance Network. La Trobe University, Melbourne

- Matt Brett — *Planning and ambiguity*

17 August 2018

Widening Tertiary Participation Practitioner Seminar, Queensland University of Technology, Brisbane

- Maria Raciti — *Should I stay, or should I go? Indecision about going to university among people from low SES backgrounds*
- Nadine Zacharias and Geoffrey Mitchell — *Widening regional and remote participation — Interrogating the impact of outreach programs across Queensland*

28 August 2018

Blackboard Leaders' Summit, Brisbane

- Matt Brett — *The long arc of history*



Professor Sarah O'Shea at the University of Georgia.

3-7 September 2018

European Conference of Educational Research, Bolzano, Italy

- Sarah O'Shea — *Walking with Sen and Bourdieu: Exploring the persistence behaviours of older First-in-Family university students. Invited symposium presentation: Capability and habitus: Critical perspectives on widening participation, social mobility and student persistence within global higher education settings*

3-7 September 2018

Victoria University of Wellington Teaching and Learning Conference

- Sally Kift — *First year experience: Transitions, engagement and partnerships*

6 September 2018

Victoria University of Wellington

- Sally Kift — Workshop — *Transition pedagogy for faculties: Moving from theory to action*

7 September 2018

European Conference of Educational research, Bolzano, Italy

- Sarah O'Shea, Janine Delahunty and Sally Varnham — *Notions of success and failure: How do students reflect upon academic achievement in the neo-liberal university?*

10 September 2018

Visiting Scholars Lunchtime Seminar, Manchester Metropolitan University, UK

- Sarah O'Shea — Invited presentation — *Crossing boundaries and navigating borders: Exploring how first in family students move through the university landscape*

12 September, 2018

University of Macau Faculty development workshop, Macau

- Sally Kift — *Transition pedagogy: Making a success of first year*

19-21 September 2018

Australasian Evaluation Society International Conference, Launceston

- James Smith and Kim Robertson — *It's about involving Aboriginal people in every aspect of decision-making: Understanding the enablers and drivers of evaluation in Indigenous higher education in Australia*

24 September 2018

HERDSA ACEN Snapshot

- Matt Brett — *Mental health plans for all: The genesis of university mental health plans and implications for institutional research*

25 September 2018

NCSEHE Student Equity 2030 roundtable, NCSEHE, Curtin University, Perth

- Sue Trinidad — Facilitator

26 September 2018

NCSEHE Student Equity 2030 roundtable, University of South Australia, Adelaide

- Matt Brett — Facilitator
- Seminar on Teacher Presence in Online Learning for Faculty of Arts and Social Sciences, University of Technology Sydney
- Cathy Stone — *Interactivity, connectedness and teacher presence: Engaging and retaining students online*



Attendees at the HERDSA 2018 Conference; Universities Australia Higher Education Conference 2018; Hong Kong International Conference on Education; Psychology and Society (HKICEPS) 2018 and the Building Legacy and Capacity workshop two.

27 September, 2018

National Association of Enabling Educators of Australia (NAEEA), the University of Newcastle

- Lynette Vernon — *Practice: Enabling philosophies and practices that matter to students and educators*
- Nadine Zacharias — Symposium. *Policy: What matters for future enabling policy?*

28 September 2018

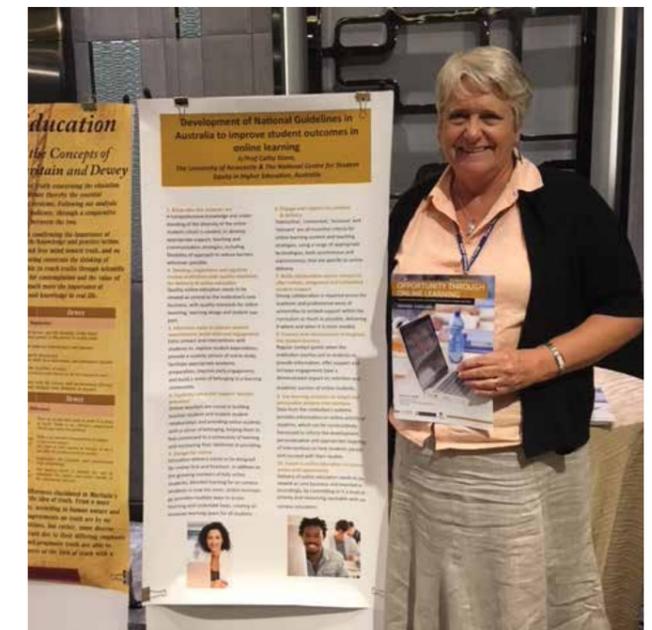
Queensland University Educators Showcase, QPEN, University of the Sunshine Coast, Sippy Downs

- Sally Kift — *Not drowning, waving: Sustaining the learning and teaching focus in a post-OLT world*

3 October 2018

Deakin Inclusive Education Project, Melbourne

- Sally Kift — *A decade of transition pedagogy: Maintaining the momentum*



# Conferences and Presentations

8 October 2018

Hallam Guild International Visiting Scholar's Seminar, Sheffield Hallam University, UK

- Sarah O'Shea and Janine Delahunty — Invited presentation — *Notions of success and failure: How do students reflect upon academic achievement in the neo-liberal university?*

10 October 2018

University of Southern Queensland

- Cathy Stone — Workshop — *Development of National Guidelines in Australia for Improving Student Outcomes in Online Education*

Academic Board, La Trobe University

- Matt Brett — *Disability @ La Trobe*
- NCSEHE Student Equity 2030 roundtable, University of Canberra
- Nadine Zacharias — Facilitator.

11 October 2018

University of the Sunshine Coast FYE Forum, Sippy Downs

- Sally Kift — *Transition pedagogy: Six first year curriculum principles for student success*
- NCSEHE Student Equity 2030 roundtable, University of Technology Sydney
- Nadine Zacharias — Facilitator of two discussions

15 October 2018

Critical Perspectives on Transitions Into, Through and Beyond Higher Education. University of Sussex, UK

- Sarah O'Shea — Invited Keynote — *Older and first: Navigating the transitions of older students who are the first in their family to attend university*

NCSEHE Student Equity 2030 roundtable, RMIT University, Melbourne

- Nadine Zacharias — Facilitator
- NCSEHE Student Equity 2030 roundtable, La Trobe Albury-Wodonga Campus, Wodonga
- Matt Brett — Facilitator

17 October 2018

NCSEHE Student Equity 2030 roundtable 2, University of Tasmania, Launceston

- Matt Brett — Facilitator

18–19 October 2018

Regional Universities: Anchor Institutions Transforming their Regions, Gold Coast

- Sally Kift — *Optimising transition and the first year experience: What works*
- Sally Kift — Student experience workshop

22 October 2018

NCSEHE Student Equity 2030 roundtable 1, Brisbane

- Sally Kift — Facilitator

23 October 2018

NCSEHE Student Equity 2030 roundtable 2, Brisbane

- Sally Kift — Facilitator

25 October 2018

NCSEHE Student Equity 2030 roundtable, Charles Darwin University, Darwin

- James Smith — Facilitator

26 October 2018

TAFE Qld October VET, Southbank

- Sally Kift — *Student success and retention: What it means for TAFE Qld*
- Sally Kift: Keynote's workshop — *A retention strategy for TAFE Qld*

The Inclusive Education Summit, Geelong

- Nadine Zacharias and Mary Dracup — *From the margins to business as usual: Inclusive education as routine practice*

29 October 2018

EdTechPosium 2018 Conference, Canberra

- Cathy Stone — Keynote address

31 October 2018

La Trobe University Albury-Wodonga Campus Professional Development Conference, Albury

- Sally Kift — *Transition pedagogy: Designing the student experience for learning, wellbeing and success*
- Sally Kift — Keynote's workshop — *Workshopping transition pedagogy's first year curriculum principles*



Professor Sarah O'Shea presenting at the Manchester Metropolitan University

2 November 2018

La Trobe University, Student Success Summit, La Trobe University, Melbourne

- Sally Kift — *Transition pedagogy: Not leaving student success to chance*

6–7 November 2018

Murdoch L&T Forum, Murdoch University, Perth

- Sally Kift — *Transition pedagogy: An integrative framework for student success*
- Sally Kift: Keynote's workshop — *Workshopping transition pedagogy: Designing an intentional first year experience*

8 November 2018

2018 Australasian Evaluation Society and Australian Market and Social Research Society Joint Symposium, Griffith University

- Maria Raciti — Keynote presentation — *Career speculation and the risky business of going to university for people from low SES backgrounds*

21 November 2018

Australasian Association for Institutional Research (AAIR) Forum, University of Canberra

- Matt Brett — *Mental health plans for all: The genesis of university mental health plans and implications for institutional research*

26 November 2018

USC Research Seminar, Sippy Downs

- Maria Raciti — *Career construction in the 21st Century: The interplay between future work and the perceived risks of going to university for young people from low socioeconomic (SES) backgrounds*

28 November 2018

World Access to Higher Education Day (WAHED) Australia, NCSEHE, Curtin University, Perth

- Sally Kift — Chair — *Student Voice*
- Maria Raciti — *The perceived risks of going to university by people from low SES backgrounds*
- Sue Trinidad — Overview and video link to WAHED UK
- Matt Brett and Nadine Zacharias — *The Best Chance for All — Launch of the proposed student equity policy statement and summary presentation from the Student Equity 2030 project*

29 November 2018

34th National SPERA Conference, Curtin University, Perth

- Lynette Vernon — *Supporting mathematics pathways*

to STEM careers for regional students in high schools

- Maria Raciti — *Swimming upstream: The dilemmas faced by regional, rural and remote students who decide to go to university*
- Nadine Zacharias and Geoffrey Mitchell — *The importance of highly engaged school-university partnerships in rural widening participation outreach*
- Cathy Stone — *Flexibility within online education — equal or equitable?*
- Sarah O'Shea — *'Life beyond the school gate': Young people's digital story narratives about post-schooling options and realities*

30 November 2018

TEQSA Conference, Melbourne

- Matt Brett and Naomi Tootell — *Equity at and beyond the boundary of the Australian university: Student demographics and learning outcomes in third party delivery*

10 December 2018

Curriculum Embedded Communication and Language Development (CECLD) Conference, University of Sydney

- Sally Kift — *Transition pedagogy to develop 21st century communication skills. In transition: Supporting students to develop the graduate quality of communication*

13 December 2018

Deakin University Faculty of Business and Law

- Sally Kift — *First year assessment*

18 December 2018

University of the Sunshine Coast (USC) Media and Marketing Staff Seminar, USC, Sippy Downs

- Maria Raciti — *Showcase for impact: Fellowship and widening participation project outcomes to improve practice at USC*



Dr Mollie Dollinger, Professor Sue Trinidad and Dr Ryan Naylor.

# NCSEHE Publications

Throughout 2018, the NCSEHE has continued to produce a suite of print and online publications which are made available on the NCSEHE website and distributed in hardcopy to targeted stakeholders. Centre publications are an effective means of collating, interpreting and disseminating student equity research, data and good practice, as well as summarising outcomes from Centre initiatives. Developed in specific formats to target key stakeholder groups, these resources have contributed to a national narrative on the importance of equitable access to tertiary education.

## 2017 Equity Fellows final reports

- Matt Brett — *Equity Performance and Accountability*
- Louise Pollard — *Remote Student University Success: An Analysis of Policy and Practice*
- James Smith — *Strengthening Evaluation within Indigenous Higher Education Contexts in Australia*

## 2018 — Print and digital

The three final reports from the 2017 Equity Fellows projects were published online and in print, to be distributed at key conferences and events including World Access to Higher Education Day.

### **Building Legacy and Capacity workshop two: Summary of outcomes and recommendations — Higher education participation and completion of regional and remote students**

#### May 2018 — Digital

Insights generated from the second Building Legacy and Capacity workshop and webinar informed a good practice guide for the student equity sector, as well as a set of recommendations for policymakers and future research.

### **Building Legacy and Capacity workshop three: Summary of outcomes and recommendations — Indigenous perspectives on evaluation in Indigenous higher education**

#### July 2018 — Digital

This summary publication set out priority actions that may be implemented by researchers, practitioners and policymakers across the sector.

### **Student Equity 2030: A long-term strategic vision for student equity in higher education — Discussion Paper**

#### September 2018 — Digital

Based on the themes, strategic priorities and open questions identified through Building Legacy and Capacity workshop four, a discussion paper and student equity vision statement were drafted. Eight questions

were put forward for discussion and open-ended feedback was sought on the draft vision through a process of written submissions and roundtable discussions.

### **NCSEHE Focus — The future of Australian higher education: A synthesis of recent research and policy reports with implications for student equity**

#### October 2018 — Digital

As change in higher education unfolds rapidly, equity issues need to be understood, communicated and incorporated into change processes.

This publication included: a synthesis of the drivers of change in equity in higher education based on high-level findings from 14 selected reports; summaries of the reports with a focus on key trends, facts, ideas and recommendations; and a synthesis of the ways in which higher education may need to evolve.

### **The Best Chance for All: Student Equity 2030 — A long-term strategic vision for student equity in higher education**

#### Launched November 2018 — Digital

The core outcome of the NCSEHE *Student Equity 2030* project was *The Best Chance for All*, a proposed national policy statement for student equity in Australian tertiary education. *The Best Chance for All* represents the synthesis of feedback from stakeholders closest to student equity policy, research and practice obtained through a comprehensive consultation process.

### **Briefing note: Equity student participation in Australian higher education: 2012 to 2017**

#### December 2018 — Digital

This NCSEHE briefing note reported on domestic undergraduate equity student participation in Australian higher education from 2012 to 2017. It focused on trends among domestic undergraduate enrolments in Table A provider institutions in identified equity groups.

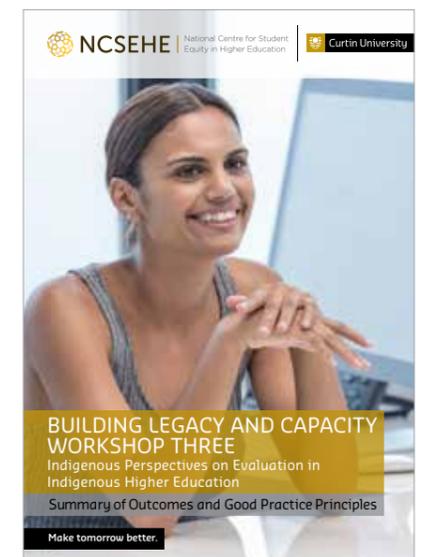
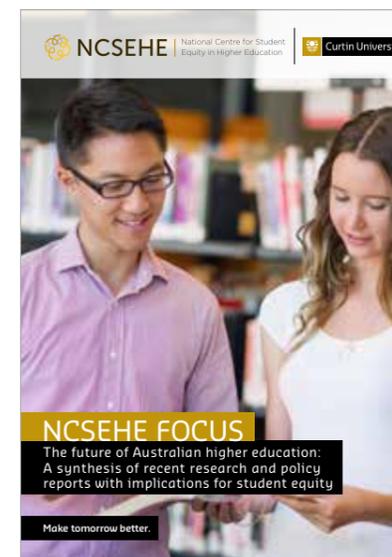
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# Publications

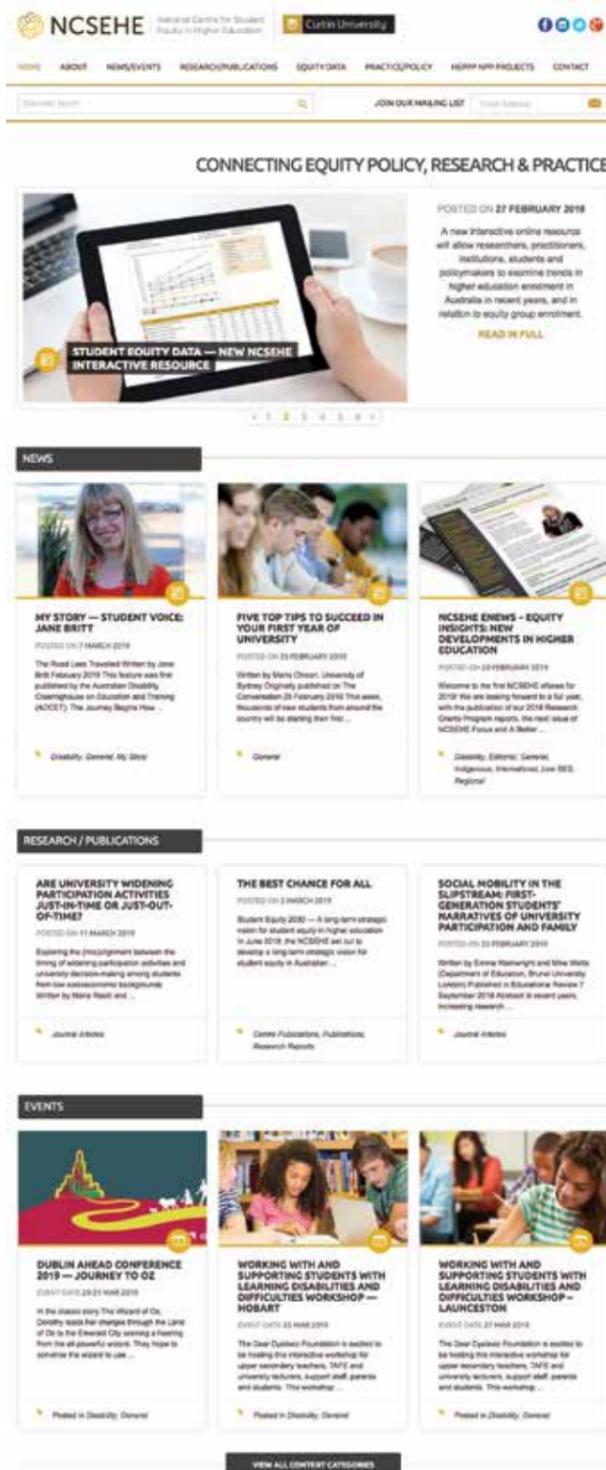
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NCSEHE Focus publication and Building Legacy and Capacity workshops two and three.

# Media and Communications

## 2018 MEDIA AND COMMUNICATIONS HIGHLIGHTS



NCSEHE website: [ncsehe.edu.au](http://ncsehe.edu.au)

Effective stakeholder engagement is critical in establishing a strong national presence, from which the NCSEHE can inform and promote positive outcomes for disadvantaged students in higher education.

A suite of new website developments were completed during 2018 (pictured). The primary aims of the project were to: improve aesthetic, accessibility and functionality; refine the site-wide search function; better present the scope of Centre outputs; and promote eNews subscription.

Another milestone was reached in June, with the launch of the HEPPP NPP Projects database on the NCSEHE website. Sixty-nine projects are currently live on the DET-commissioned resource, with more to be added in the future.

Website features have included interviews, case studies, research project reports/overviews, and selected resources from the Centre and associates. The 2017 Equity Fellows' reports were published, alongside outputs from the *Student Equity 2030* project and the first of the 2017 NCSEHE Research Grants Program projects. Interaction with the site was very encouraging, with an unprecedented 15,000 independent visitors and 20,000 visits during March 2018.

NCSEHE items have generated broad media and professional commentary, including coverage through *The Australian*, *University World News*, ABC radio and online, *Campus Morning Mail*, *WonkHE*, WIN, *Australian Financial Review* and *The Conversation* to the value of \$A7,575,421.

The ongoing *My Story: Student Voice* series has been universally well received as a powerful contribution to the narrative around student equity. A total of 14 students have featured in the online series, attracting a total of 12,000 page views to date. During 2018, selected case studies were reproduced internationally on websites including myfuture (DET) and the WAHED UK site and students participated in online features on ABC Life and Curtin Life Australia.

The "student voice" was central to the WAHED Australia hub conference hosted by the NCSEHE. Representatives from the series addressed delegates through a panel and four individual presentations. A fitting sign-off for WAHED Australia was delivered by Indigenous student Jed Fraser, live via video link to the UK conference at Aston University, Birmingham.

## MEDIA AND COMMUNICATION OUTPUTS AND OUTCOMES

|   | OUTPUTS                            | OUTCOMES   | 2017   | 2018                      |                 |
|---|------------------------------------|--|--|---------------------------|-----------------|
| Social media                                  | Twitter                            | # followers (end of period)<br>Average # impressions p/month<br>Average # profile visits p/month | 1,236<br>25,661<br>900                                 | 1,673<br>45,775<br>1,301  |                 |
|   | Facebook                           | # followers (end of period)  | 61   | 102                       |                 |
| eNews   | Newsletters                        | # issues<br># subscribers (end of period)<br>Average # unique opens<br>Average # link clicks     | 11<br>1,648<br>524<br>374                              | 11<br>2,022<br>727<br>697 |                 |
|   | Website                            | Website traffic  | Average # visits p/month<br>Average # visitors p/month | 14,012<br>9,510           | 11,542<br>9,597 |
|   |                                    | News/feature items   | Average # items p/month                                | 7                         | 9               |
|   |                                    | Event listings   | Average # events listed p/month                        | 4                         | 5               |
| NCSEHE research                               |                                    | # reports published  | 13   | 6                         |                 |
| Other online engagement                       | Media releases                     | # published/distributed  | 16   | 9                         |                 |
|   | SlideShare                         | # item views   | 839  | 947                       |                 |
| Mass media                                    | YouTube                            | # item views   | 19   | 144                       |                 |
|   | ASR/AVE                            | A\$  | 501,918  | 7,575,421                 |                 |
| Co-branding                                   | Webinars                           | # co-branded webinars  | 3  | 1                         |                 |
|   | Events                             | # co-branded events  | 3  | 3                         |                 |
| Publications                                  | Centre-produced (print and online) | # total publications produced<br># print publications distributed                                | 8<br>435   | 5<br>974                  |                 |
|   | Events and presentations           | NCSEHE events  | # events   | 13                        | 18              |
| Event participants                            |                                    | # total participants   | 300  | 398                       |                 |
| NCSEHE staff presentations at external events |                                    | # presentations<br>Presentations at # events   | 64<br>48   | 78<br>62                  |                 |

### Top 10 NCSEHE report downloads during 2018

|  |       |
|--|-------|
| <a href="http://www.ncsehe.edu.au/publications/opportunity-online-learning-improving-student-access-participation-success-higher-education/">National guidelines for improving student outcomes in online learning</a>   | 3,804 |
| <a href="http://www.ncsehe.edu.au/publications/issues-trends-students-disability-review-ncsehe-funded-research/">Issues and trends for students with disability: Review of NCSEHE-funded research</a>  | 3,313 |
| <a href="http://www.ncsehe.edu.au/publications/supporting-students-autism-spectrum-disorder-higher-education-2/">Supporting students with Autism Spectrum Disorder in higher education</a>   | 3,101 |
| <a href="http://www.ncsehe.edu.au/publications/opportunity-online-learning-improving-student-access-participation-success-higher-education/">Opportunity through online learning: Improving student access, participation and success in higher education</a>  | 2,355 |
| <a href="http://www.ncsehe.edu.au/publications/the-role-of-inherent-requirement-statements-in-australian-universities/">The role of Inherent Requirement Statements in Australian universities</a>   | 2,276 |
| <a href="http://www.ncsehe.edu.au/publications/factors-influencing-university-student-satisfaction-drop-out-and-academic-performance-an-australian-higher-education-equity-perspective/">Factors influencing university student satisfaction, dropout and academic performance: An Australian higher education perspective</a> | 1,942 |
| <a href="http://www.ncsehe.edu.au/publications/higher-education-participation-and-partnerships-program-seven-years-on/">Higher Education Participation and Partnerships Program: Seven Years On</a>  | 1,784 |
| <a href="http://www.ncsehe.edu.au/publications/educational-outcomes-of-young-indigenous-australians/">Educational outcomes of young Indigenous Australians</a>   | 1,585 |
| <a href="http://www.ncsehe.edu.au/publications/pathways-to-higher-education-the-efficacy-of-enabling-and-sub-bachelor-pathways-for-disadvantaged-students/">Pathways to higher education: The efficacy of enabling and sub-bachelor pathways for disadvantaged students</a>  | 1,475 |
| <a href="http://www.ncsehe.edu.au/publications/culturally-inclusive-learning-for-indigenous-students-in-a-learning-management-system/">Culturally inclusive learning for Indigenous students in a Learning Management System</a>   | 1,134 |

✉ [ncsehe@curtin.edu.au](mailto:ncsehe@curtin.edu.au)

f NCSEHE

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🌐 [ncsehe.edu.au](http://ncsehe.edu.au)

# Media and Communications

The NCSEHE's established Communications Strategy provides a solid base for the Centre's media and communications activities, with ongoing, responsive refinements to optimise performance.

An emphasis on identifying and effectively engaging key stakeholders is an important facet of the ongoing media strategy, tailoring content and delivery to maximise the Centre's influence across the sector.

Collaborative initiatives and reciprocal dissemination of information are also central to the NCSEHE's objectives. These activities extend the scope and impact of advancements in student equity research, practice and policy.

## KEY INITIATIVES

| AIMS  | 2018 ACTIONS   |
|---|--|
| <b>Monthly eNews</b>  |  |
| <ul style="list-style-type: none"> <li>Optimise eNews performance to reflect its significance as a primary communication medium.</li> </ul>   | <ul style="list-style-type: none"> <li>Establishment of reciprocal eNews promotion with associate organisations.</li> <li>Implementation of A/B testing to optimise open rates.</li> <li>Direct distribution through equity-related groups</li> <li>Front page website feature for each issue.</li> <li>Enhanced social media promotion.</li> <li>Resend strategy implemented.</li> <li>Website upgrades to promote subscriptions.</li> </ul>  |
| <b>Social Media</b>   |  |
| <ul style="list-style-type: none"> <li>Establish a strong online presence and reputation.</li> <li>Actively contribute to a "narrative" on student equity.</li> <li>Disseminate news and information.</li> <li>Foster professional networks.</li> </ul>   | <ul style="list-style-type: none"> <li>Facebook account established.</li> <li>Refinement of social media outputs. Flow-on effects include increased website traffic and subscriber numbers.</li> <li>Consistently supporting sector-wide associates and fostering mutual support.</li> <li>Cohesive content across social media platforms, eNews and website.</li> </ul>   |
| <b>Website</b>  |  |
| <ul style="list-style-type: none"> <li>Provide high-quality content in an accessible format to engage key stakeholders and effectively communicate information.</li> <li>Increase website visitors and translate visits into interactions including research downloads, subscriptions and engagement with news and events.</li> </ul> | <ul style="list-style-type: none"> <li>A suite of new website developments have: improved website aesthetic, accessibility and functionality; refined the site-wide search functionality including an advanced search facility; better presented the scope of Centre outputs; and increased newsletter subscribers.</li> <li>Publication of 69 NPP funded projects to an online database through a project commissioned by the DET under the 2017 NPP grants program.</li> <li>Development of the new NCSEHE Equity Data interactive resource to replace the previous student equity data site.</li> </ul> |
| <b>General Media</b>  |  |
| <ul style="list-style-type: none"> <li>Direct NCSEHE research, news and resources effectively to key stakeholders to maximise exposure and enhance outcomes.</li> <li>Reinforce the NCSEHE's reputation for excellence both nationally and internationally.</li> </ul>  | <ul style="list-style-type: none"> <li>Distributing media content to mainstream media in conjunction with participating universities as applicable.</li> <li>Fostering productive interaction with external media.</li> </ul>  |

| AIMS  | 2018 ACTIONS  |
|---|---|
| <b>Special Projects</b>   |   |
| <ul style="list-style-type: none"> <li>Engage and inform a broad spectrum of stakeholders through a range of formats across a variety of platforms.</li> <li>Inform research, policy and practice by collating recent research and good practice case studies in universally accessible formats.</li> <li>Identify and effectively target stakeholder groups.</li> </ul>  | <ul style="list-style-type: none"> <li><i>NCSEHE Focus series</i> — A periodical digital resource distributed to all eNews subscribers, promoted through social media, published on the NCSEHE website and emailed to equity group representatives. Each peer-reviewed publication collates and translates research on a specific equity group or topic, offering expert commentary and recommendations.</li> <li><i>My story: Student Voice</i> — Personal stories of overcoming barriers to achieve success. The series was expanded upon in 2018 to include students in Ireland as a component of WAHED.</li> <li><i>Higher Education Participation and Partnerships Program: Seven Years On</i> — Thirty-five case studies of HEPPP funded initiatives were published individually to the NCSEHE website during 2018.</li> <li>Website articles have included interviews, case studies, events, research project overviews/updates and featured resources from the Centre and associates.</li> </ul>  |
| <b>Events</b>   |   |
| <ul style="list-style-type: none"> <li>Engage and inform stakeholders through inclusive, high-profile public events.</li> <li>Facilitate professional networking to promote discussion, collaboration and information sharing.</li> <li>Collaborate with national and international organisations to maximise potential audience and impact, and position Australian advances in student equity research, policy and practice within an international context.</li> </ul> | <ul style="list-style-type: none"> <li>World Access to Higher Education Day (WAHED) — The NCSEHE hosted the Australian hub conference for the inaugural international event at Curtin University, attracting 138 delegates. National and international stakeholders networked on 28 November to positively impact worldwide equitable access to higher education.</li> <li>The NCSEHE partnered with SPERA for the 34th National SPERA Conference at Curtin University. The Conference included a full program over 29–30 November, including a whole-of-sector symposium addressing the Independent Review into Regional, Rural and Remote Education government response.</li> <li>Building Legacy and Capacity/<i>Equity 2030</i> workshops, webinars and roundtables — Workshop discussions with invited experts were complemented by webinars and roundtable discussions open to all stakeholders. Complex and intersecting topics around student equity in higher education were explored through presentations and collaborative discussions. During 2018, the events engaged a total of 228 participants.</li> <li>The NCSEHE hosted the Western Australian Chapter of EPHEA for a chapter meeting on 9 May. The meetings are a valuable opportunity to share and promote good practice, to further professional knowledge and to network with associates from across Western Australia.</li> <li>NCSEHE Visiting Fellow seminar series — Thirty-five participants gathered at the NCSEHE in May for a presentation by 2018 Visiting Fellow Professor Sally Kift: <i>Maintaining the momentum: Transition pedagogy to sustain widening participation and student success.</i></li> </ul> |

# NCSEHE Research Team

## Dr Paul Koshy

Research Fellow; Program Leader: Data Analysis

In 2018, my work centred on educational data and policy analysis and related project activities.

The first part of the year saw the completion of a project with Flinders University to calculate “line of sight” to university measures for each SA1 and SA2 area in Australia. This provides a measure of each area’s geographical distance from the nearest main and non-main campus, estimates which can be utilised in studies of university access and participation.

The latter part of 2018 saw the commencement of the design of a new student equity data website, which in the first instance will allow users to access equity data for a given institution and make comparisons across institutional groupings and states and territories.

In terms of data set construction, the NCSEHE initiated the linkage between WA’s Raine Study data set and applications data from WA’s Tertiary Institutions Services Centre (TISC). Research work has now commenced on this data set, which will allow us to study applications to university in view of a rich longitudinal

## Dr Nadine Zacharias

Senior Research Fellow

My work in 2018 continued to focus on research production and translation. I was the Qualitative Research Lead on the NPP-funded project *Widening regional and remote participation: Interrogating the impact of outreach programs across Queensland* completed in March, with key results presented at practitioner and academic conferences. I delivered numerous invited presentations during the year, including contributions to panel discussions.

I led the co-development and implementation of two Building Legacy and Capacity workshops on *Indigenous perspectives on evaluation in Indigenous higher education in Australia* (with James Smith and Kim Robertson) and *Equity 2030 — A long-term strategic*

data series from a study which has tracked participants since birth.

The policy-related work was bookended by two National Priorities Pool projects — *Widening regional and remote participation: Interrogating the impact of outreach programs across Queensland* (“the Queensland project”), which was finalised in April, and an Australian Higher Education Equity Ranking which was finalised in December.

The Queensland project provided a mixed methods analysis of the school outreach work of the multi-university Widening Participation Consortium in that state. As Quantitative Research Lead, I undertook a quantitative analysis of school-level applications data.

The equity ranking project sought to develop a ranking methodology for Australian higher education equity performance, encompassing outcome measures for each major equity group across a number of domains, including: access/participation; retention; completion; and post-graduation outcomes.

*vision for student equity in higher education* (with Matt Brett). These workshops and associated webinars continued the successful series commenced in 2017. The final workshop was extended to a comprehensive stakeholder consultation process under the banner of *Student Equity 2030*. It culminated in a proposed student equity policy statement for Australian tertiary education, *The Best Chance for All*, the first such statement produced in nearly 30 years and released to universal acclaim at the inaugural WAHED event in November.

I have built an effective NCSEHE consultancy offering, providing strategic advice and support to institutional leaders and facilitating workshops on student equity strategy, program design and evaluation.

## Dr Lynette Vernon

Postdoctoral Fellow

During 2018, I have continued to work as a Postdoctoral Fellow for NCSEHE. My activities were concentrated on the National Priorities Pool *Economies of Scale* project, researching the costs of supporting students from low SES backgrounds in higher education.

I attended three back-to-back conferences in July, starting with presenting research on revaluing education through enabling programs at HERDSA (Higher Education Research and Development Society of Australasia) in Adelaide; contributed to a conference paper for the proceedings at the STARS (Student Transitions Achievement Retention and Success) conference in Auckland, New Zealand; then presented findings from Australia’s Biggest Smartphone Survey at ISSBD

## Professor James Smith

Adjunct Professional Fellow

In January 2018, I completed my NCSEHE Equity Fellowship relating to strengthening evaluation in Indigenous higher education contexts in Australia. This included the release of the final report, which attracted significant national media coverage. I have presented my findings to a range of audiences including the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC) caucus; the National Centre for Cultural Competence Conference; the Australasian Evaluation Society International Conference, the National Aboriginal and Torres Strait Islander Education (NATSIEC) Conference, and the Tertiary Education Quality Standards Agency (TEQSA) National Conference.

## Mr Matt Brett

Visiting Fellow

I’m confident that 2018 will mark a major milestone in my higher education career. After completing my NCSEHE Equity fellowship in 2017 I was asked to act in the role of Director of Planning and Institutional Performance at La Trobe University. This provided an opportunity to translate insights from the Fellowship into University planning. The highlights of the year have been the publication of the 2017 NCSEHE Fellows reports. I am pleased that Louise Pollard, James Smith and I were able to produce work of exceptional quality and immediate impact. The *Student Equity 2030* Building Legacy and Capacity workshop and *Student Equity 2030*

(International Society for the Study of Behavioural Development) on the Gold Coast. In September I presented at the NAEAA Conference in Newcastle with comments on the research on students studying enabling programs when still in school. My appointments have also included: Secretariat for the Equity Research and Innovation Panel; member of the External Reference Group for the Australian Research Council Discovery Project, *Vocational institutions and undergraduate degrees*; Member of Peel Workforce Development Alliance; and Board member for Warnbro Community High School. I have commenced research on higher education pathways using the Raine Cohort data and am examining mature age student participation in STEM subjects in higher education.

I have continued to support NCSEHE through the co-facilitation of a Building Legacy and Capacity workshop about data sovereignty in the context of evaluation in Indigenous higher education, and also assisted with the co-facilitation of a jurisdictional workshop feeding into a national process about a vision for student equity in 2030. I have also published academic work relating to Indigenous student success in collaboration with a range of other institutions across Australia. In addition to my contributions to equity and higher education, I have embarked on a range of research projects relating to youth justice reinvestment, health literacy, and alcohol harm minimisation.

*discussion paper* have supported a wider conversation around the long-term vision for equity. This conversation is central to the findings of my Fellowship recognising that accountability is enhanced if aligned with a clear bipartisan equity goal. I look forward to the finalising the final *Student Equity 2030* report and vision statement in collaboration with Nadine Zacharias, and its launch at World Access to Higher Education Day. As 2018 winds down, I embark in the next stage of my career as Director of Academic Governance and Standards at Deakin University which provides opportunities to embed equity within a university’s policy architecture.

# NCSEHE Research Team

## Associate Professor Sarah O'Shea

### Visiting Research Fellow

Both personally and professionally, 2018 has been both busy and rewarding, resulting in new research insights, data collection across Australia and beyond, as well as practical and scholarly outputs. In late 2017, I received notification that I had received funding from the NCSEHE Research Grants Program which included leading the project *Shifts in space: Moving from community to university*. This study involved making digital stories with Year 11 students who were contemplating their post-schooling futures, so we travelled to Dubbo and had a wonderful three days creating stories with these

young people. Dubbo was not my only destination this year, thanks to a Churchill Fellowship. I received funding to travel to the UK, Canada and the US exploring how First-in-Family (FiF) students are supported and engaged in their higher education journeys. As part of this trip I also interviewed FiF students in Ireland, UK and Austria to enrich the data I collected as part of an Australian Research Council grant. This work is underpinning a capabilities-based persistence framework I am currently theorising and has informed my 2019 NCSEHE/CHEEDR Fellowship that commences in January 2019.

## Dr Cathy Stone

### Visiting Research Fellow

During 2018, I continued to disseminate the findings from my 2016 Fellowship. I worked with the NCSEHE on a research project commissioned by the NSW Department of Education, led by Professor Robyn Quin, on factors impacting NSW regional students' transitions to university. This report has now been released to universities, with the DET offering funding for programs addressing factors inhibiting regional students from continuing to university. In June, I participated in the NCSEHE Building Legacy and Capacity workshop four in Melbourne, followed by the NCSEHE World Access to Higher Education Day at Curtin University in November. At the start of the year, I was invited to join a research team at the University

of Tasmania, led by Associate Professor Janet Dymont, exploring student engagement in online teacher education programs. A paper which I presented at the 2018 SPERA Conference on preliminary findings from this research is currently under review for publication, along with another paper by the research team. I participated as a mentor in a writing program offered by CEEHE at the University of Newcastle, mentoring student equity professionals in scholarly writing for publication. In my own consultancy work, I continued to sit on the Open Colleges Advisory Board and have provided consultation during 2018 to the University of Tasmania, RMIT University, University of the Sunshine Coast and the University of Sydney.

## Professor Sally Kift

### Visiting Fellow

In 2018, Sally was an NCSEHE Visiting Research Fellow, with a focus on three key NCSEHE initiatives:

- *Student Equity 2030*: Sally provided a context setting session for the June 2018 Building Legacy and Capacity workshop four and contributed to the corresponding *Equity 2030* webinar. Sally was the Project Consultant on *Student Equity 2030* and assisted with crafting the subsequent vision statement — *The Best Chance for All*.
- NCSEHE Visiting Fellow seminar series: In May, Sally presented a NCSEHE seminar — *Maintaining the momentum: Transition pedagogy to sustain widening participation and student success*. She also shared her experiences as an equity student

and long-term advocate for widening participation in an NCSEHE online feature — *In conversation with NCSEHE Visiting Fellow Sally Kift*.

- World Access to Higher Education Day (WAHED): Sally assisted with planning for the inaugural NCSEHE Forum held in conjunction with WAHED on 28 November 2018 and moderated a *Student Voice panel* at the event.

At various times, Sally also engaged in collaborative project work with NCSEHE researchers: for example, as Critical Friend on the *Economies of scale in supporting low SES students* project and as a Reference Group Member for Associate Professor Maria Raciti's Research Fellowship.

# Doctoral Students

Curtin University funds the Centre's three Doctoral students, Ian Cunninghame, Jenny de Vries and Don Boyd.

## Dr Jenny De Vries

### Doctoral Student

Jenny De Vries was awarded her PhD in December 2018 for her thesis, *University student equity initiatives: An examination of the efficacy of programs and practices to inform best practice*. This identified "Indicators of Success" for university student equity programs funded through the HEPPP. The research focused on practitioner perspectives of evaluation and reporting practices for equity programs seeking to widen participation in higher education by disadvantaged groups within the community.

An Indicators of Success framework and good practice model were presented, at a time of heightened discussion about the evaluation of HEPPP funded programs.

## Mr Don Boyd

### Doctoral Student

Don Boyd's Doctorate study titled *Knowledge and knowledge construction of higher education by regional secondary students: Making sense of university* investigates the information young regional people would like to have about university.

Findings are drawn from quantitative and qualitative data collected from Year 9 and 10 students in regional Queensland and Western Australia. The aim is to provide recommendations as to how university regional outreach programs could be enriched, and to suggest ways in which university/regional school/community partnerships could be developed to support the construction of university knowledge.

## Mr Ian Cunninghame

### Doctoral Student

During 2018, Ian Cunninghame has focused on collecting data and submitting publications toward his doctoral project. Ian has collected and analysed the core data sources for his project throughout the year and looks forward to sharing the findings in 2019.

Ian had a number of productive meetings through the process of this second year of his doctorate, meeting with the Director of Equity Policy and Programs Vicki Ratliff at the DET in April, and Andrew Norton and William Mackey at the Grattan Institute in June. He also participated in Curtin's first Thesis Boot Camp held in September.



NCSEHE Director, Professor Sue Trinidad attending Doctoral student Jenny De Vries's graduation at Curtin University.

# Awards/Appointments

## Professor Sue Trinidad

- Australian Government Department of Education and Training Equity Research and Innovation Panel member.
- Member of the Steering Committee for the Universities Australia's *Student Finances Survey* Project.

## Professor Sally Kift

- Australian University Career Achievement Award for contribution to Australian higher education
- Member, Australian Qualifications Framework (AQF) Review Panel (Ministerial appointment)
- Women Lawyers Association of Queensland (WLAQ) INSPO LIST: 2018 List of women who have inspired
- Vice Chancellor's Fellow, Victoria University
- Adjunct Professor, Learning and Teaching Unit, Chancellery, QUT
- Adjunct Professor, College, Business, Law and Governance, James Cook University
- Adjunct Professor, School of Education, College of Arts, Social Sciences and Commerce, La Trobe University
- Appointed Specialist, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)
- Higher Education Advisor to TAFE Queensland Academic Board
- Chair, *Student Success* Journal Advisory Board

## Dr Lynette Vernon

- July 2018: Early Career Research Travel Award — International Society for the Study of Behavioural Development (ISSBD)
- October 2018: Higher Degree by Research Prize — Psychology for top publication by a Higher Degree by Research student in Psychology.
- Editorial Board member: *Human Behaviors & Emerging Technologies* — Editor-in-Chief: Professor Zheng Yan University of Albany NY (Wiley)
- Australasian Human Development Association (AHDA) WA Representative
- Rockingham Education and Training Advisory Committee (RETAC) member — three-year term to August 2018
- Peel Workforce Development Alliance
- School Board member, Comet Bay College — three-year term to June 2018
- School Board member, Warnbro Community High School — started three-year term June 2018
- External Reference Group member for the Australian Research Council Discovery Project (DP170101885)
- Special Interest Group — Student Transition Achievement Transition and Success (STARS) STEM Learning Network

## Professor James Smith

- Promoted from Associate Professor to Professor in January 2018
- Father Frank Flynn Fellow (Harm Minimisation), Menzies School of Health Research
- Adjunct Professor, University of Saskatchewan
- Honorary Professorial Research Fellow, Charles Darwin University
- Honorary Professorial Research Fellow, NCSEHE, Curtin University
- Editor-in-Chief, *Health Promotion Journal of Australia*
- Awarded 2019 NT Fulbright Award, Australian-American Fulbright Commission

## Dr Nadine Zacharias

- Appointed member of editorial team for the *Journal of International Studies in Widening Participation*
- External Chair of the Associate Degree of Education Advisory Board, Deakin University
- Member of the Inclusive Education Reference Group, Deakin University

## A/Prof Sarah O'Shea

- ERA 2018 Peer Reviewer, Australian Research Council
- Expert Project Steering Member, 2018 NCSEHE Research Fellowship (Maria Raciti)

## Dr Paul Koshy

- Member of the Steering Committee for the Universities Australia's *Student Finances Survey* Project.
- AusAID Advisory Panel Research — Service Level 2 Contractor.



Dr Lynette Vernon receiving the Higher Degree by Research Award

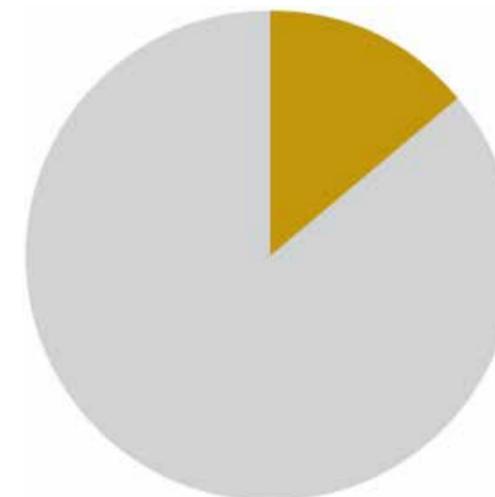
# Administration

## SUMMARY OF FUNDING SOURCES

| YEAR                    | CURTIN IN-KIND CONTRIBUTION | CURTIN CASH CONTRIBUTION | DET GRANT FOR PROJECT | TOTAL              |
|-------------------------|-----------------------------|--------------------------|-----------------------|--------------------|
| 2013                    | \$204,598                   | \$192,213                | \$865,127             | \$1,261,938        |
| 2014                    | \$312,134                   | \$224,230                | \$1,166,201           | \$1,702,565        |
| 2015                    | \$324,069                   | \$204,230                | \$1,218,672           | \$1,746,971        |
| 2016                    | \$310,852                   | \$162,732                | \$1,171,594           | \$1,645,178        |
| 2017                    | \$325,109                   | \$163,787                | \$1,197,454           | \$1,686,350        |
| 2018                    | \$336,833                   | \$164,862                | \$1,230,952           | \$1,732,647        |
| 2019                    | \$16,000                    | \$32,980                 | \$0                   | \$48,980           |
| <b>TOTAL (exc. GST)</b> | <b>\$1,829,595</b>          | <b>\$1,145,034</b>       | <b>\$6,850,000</b>    | <b>\$9,824,629</b> |

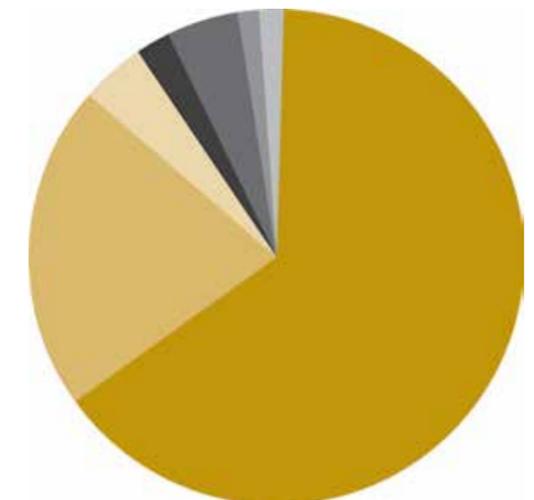
## INCOME AND EXPENDITURE

### Income Breakdown



- Curtin University (14%)
- Australian Government (86%)

### Expenditure Distribution



- Salaries (58.7%)
- Grants and commissioned projects (26.7%)
- Running costs: travel, conferences, meetings (4%)
- Events and communications (3.2%)
- Scholarships (4.7%)
- NCSEHE evaluation (1.3%)
- Data purchases (1.4%)

# Biographies



**Mr Don BOYD**  
**Doctoral Student**

Don has extensive experience in school education with a focus on regional and remote delivery, in particular policy development associated with equity issues, distance education and the use of ICT to overcome geographic disadvantage. Don's research interests include the use of technology as a means of building teacher and school leadership capacity in non-metropolitan locations, attracting and retaining quality teachers to country schools, and access and participation by regional and remote residents in higher education.



**Mr Matthew BRETT**  
**2018 Visiting Fellow**

Matt Brett is the Director of Academic Governance and Standards at Deakin University. He was a 2017 Equity Fellow with NCSEHE and has continued with the NCSEHE as a Visiting Research Fellow in 2018. Prior to commencing with Deakin University Matt worked at La Trobe University in policy and planning roles and the University of Melbourne in student service and policy roles. Matt has published widely on student equity issues.



**Professor Liz CAMERON**  
**Advisory Committee Member**

Professor Liz Cameron is Director of the Koorie Institute at Deakin University. Liz has a strong background in Indigenous higher education leadership, with experience in developing key strategies at a senior management level. She is skilled in applying qualitative/quantitative research, and has extensive experience in operational community development management and higher educational leadership.



**Dr Buly CARDAK**  
**Advisory Board Member**

Dr Cardak is an Associate Professor in the Department of Economics and Finance, and Honours Coordinator for the Bachelor of Commerce Honours program in the La Trobe Business School. He is a member of two research focus areas: Building Healthy Communities and La Trobe's Transforming Human Society, on which he also sits on the executive committee. Dr Cardak held a postdoctoral position at the Department of Economics, Hebrew University of Jerusalem, before which he was lecturer in the School of Economics, Deakin University.



**Dr Diane COSTELLO**  
**Research Officer**

Dr Diane Costello has over 14 years of experience in the higher education sector. During this time, she has undertaken a variety of research projects, consultancies and teaching positions in the field of community psychology. The majority of Diane's projects have involved applied research with Indigenous, regional and remote communities, guided by a social justice analytical framework, and much of her work addresses the systemic impediments to equity in higher education.



**Mr Ian CUNNINGHAME**  
**Research Assistant, Doctoral Student**

Ian has a Masters degree majoring in professional writing and publishing and a Bachelor of Arts majoring in Internet Communications. He is currently assisting the NCSEHE with the cataloguing of its past and present research to a referencing database, and assisting in gathering research relating to social mobility through higher education. In 2017, Ian's PhD candidacy proposal for his project, Widening Participation for a Socially Mobile World, was approved to be completed by publication.



**Dr Jenny DE VRIES**  
**Doctoral Student**

Jenny was awarded her PhD in December 2018 for her thesis, *University student equity initiatives: An examination of the efficacy of programs and practices to inform best practice*. She holds a Bachelor of Education (Hons). She works as a relief teacher in the primary education sector, both independent and government systems. Her previous research related to the integration of technology into the classroom following in-service teacher training, and she presented her Honours research at the Association for the Advancement of Computers in Education EdMedia 2013 Conference.



**Mr Paul FARNHILL**  
**Policy Analyst**

Paul is an Economist and Policy Analyst with wide experience in policy issues in government and industry. Prior to his current appointment, Paul was employed by the Western Australian Government in a range of roles in economic development and policy analysis. He has worked for the *Financial Times* newspaper in London, and has also been a political speech writer and advisor to ministers and premiers.



**Professor Michele FLEMING**  
**Advisory Committee Member**

Professor Michele Fleming is the Dean of Students and Director, Student Engagement Directorate at the University of Canberra. Michele's role encompasses the development of initiatives, programs and policies designed to support and improve the student experience. Michele is also responsible for the University's Student Support services and its Widening Participation Strategy and programs.



**Associate Professor John GUENTHER**  
**Advisory Committee Member**

John Guenther is the Principal Research Leader for the Remote Education Systems project with the Cooperative Research Centre for Remote Economic Participation. Over the last 12 years he has managed a number of research and evaluation projects in remote parts of Australia with an emphasis on education and training, family services, justice, child protection and family violence. Most of these projects have included work in remote Aboriginal communities or in regional contexts where Aboriginal and Torres Strait Islander stakeholders have been involved.



**Miss Sian HODGSON**  
**Graphic Designer**

Sian is currently completing her Masters in Marketing after studying a Bachelor of Arts in Creative Advertising and Graphic Design. Prior to her position with the Centre she was responsible for creating material for two of Perth Legacy's donation appeal campaigns. She assists in the production of numerous print publications produced by the Centre annually.



**Professor Norma JEFFERY**  
**Research Adjunct**

Professor Norma Jeffery has over 40 years of experience as an educator, including as the Chief Executive Officer of the Curriculum Council in Western Australia, and later a senior executive position with the Western Australian Department of Education with responsibility for policy, planning, and accountability for government schools. Seconded to Curtin University in 2009 to undertake research projects, her work encompasses equity and social inclusion issues for all years of schooling, with a particular focus on the impact of disadvantage on the transition from school to further education.



**Professor Sally KIFT**  
**Visiting Fellow**

Professor Sally Kift PFHEA FAAL GAICD is President of the Australian Learning and Teaching Fellows (ALTF). She has held several university leadership positions, most recently at James Cook University, where she was Deputy Vice-Chancellor (Academic). Sally is a national Teaching Award winner, a Senior Teaching Fellow and a Discipline Scholar, Law. In 2017, she received an Australian University Career Achievement Award for her contribution to Australian higher education.



**Dr Paul KOSHY**  
**Research Fellow, Program Leader: Data Analysis**

Dr Paul Koshy is a Research Fellow at NCSEHE. Paul manages the student equity data program, including the annual briefing note and the Student Equity Data site. His current area of research focus is on education participation and geographic measures of socioeconomic status in higher education policy. In 2018, he completed a PhD at Curtin on the determinants of higher education participation in Australia and the implications for equity policy.



**Professor Kerri-Lee KRAUSE**  
**Advisory Board Member**

Professor Kerri-Lee Krause commenced as Deputy Vice-Chancellor (Academic) at La Trobe University in July 2017. Prior to commencing at La Trobe, Professor Krause was Deputy Vice-Chancellor and Provost at Victoria University. She is internationally recognised for her research on the contemporary undergraduate student experience and implications for quality and standards in institutional settings.



**Mr Robert LATTA**  
**Advisory Board Member**

Mr Latta manages the Governance, Quality and Access Branch in the Higher Education Group within the Department of Education and Training. In this role, he manages equity and access programs, governance and system design. Mr Latta has held various positions in the department, including in parliamentary coordination, business improvement, the management of financial and corporate systems and international education. Earlier employment includes various roles in the private sector (largely IT focused) and the higher education sector (with a particular focus on international education).

# Biographies



**Professor Carmen LAWRENCE**  
**Advisory Board Member**

From 1983 until her election to parliament in 1986 where she served at both state and federal levels, Dr Lawrence was employed in the Research and Evaluation Unit of the Psychiatric Services Branch of the Department of Health of Western Australia. She became the first directly elected Federal President of the Australian Labor Party in 2003, and later retired from parliament in November 2007. She is now Director of the Centre for the Study of Social Change in the School of Psychology at the University of Western Australia and Chair of the Australian Heritage Council.



**Ms Rebecca MCKENZIE**  
**Research Assistant**

Rebecca has many years of administrative experience and more than 10 years operational and project management experience in Western Australia's Agriculture/Biosecurity public sector working on a nationally significant pest incursion project. Rebecca is currently assisting the centre in various administrative and research related activities including the centre's valuable project work in areas such as Equity Scholarships, Fellowships and the Equity Performance Framework in Australian Higher Education project.



**Mr Paul NICHOLLS**  
**Advisory Board Member**

Mr Nicholls is Director, Strategic Projects (R&D) at Curtin University. He has a strong interest in developing outcomes-focused working relationships between education stakeholders and also the development of evidence based policy and programs that support all Australian students to achieve their full potential.



**Professor Sarah O'SHEA**  
**Visiting Fellow**

Professor Sarah O'Shea has spent over two decades teaching and researching in the higher education field. Her research (\$1.6 million+) advances understanding about how underrepresented student cohorts enact success within university, manage competing identities and negotiate aspirations for self and others. In 2016 she received an ARC Discovery Project exploring the persistence behaviours of First-in-Family students and in 2017, obtained a Churchill Fellowship to explore international best practice in support strategies for diverse student cohorts.



**Ms Gabrielle O'BRIEN**  
**Advisory Board Member**

Ms O'Brien is the President of Equity Practitioners in Higher Education Australasia (EPHEA). She has been on the EPHEA Executive Committee since 2013 and a member since 2007. Ms O'Brien has worked in both staff and student equity roles in a number of Queensland universities with particular focus on widening participation, access and retention for equity groups, gender equity, diversity training and disability. She is currently the Manager, Student Diversity and Inclusion at Griffith University.



**Emeritus Professor Lesley PARKER**  
**Advisory Committee Chair**

Professor Parker has dedicated many years to leadership, research, teaching and policy development in higher education. As well as serving as a member or Chair of the councils of numerous schools, colleges and industry bodies, Lesley has authored many publications, especially in the area of gender equity in science and mathematics education, and was appointed as a Member of the Order of Australia in 1998.



**Professor John PHILLIMORE**  
**Research Grants Program Leader and Executive Director JCIPP**

Professor John Phillimore has been the Executive Director of the John Curtin Institute of Public Policy (JCIPP) since 2007. A Rhodes Scholar, for the past 30 years he has worked as an academic or as a senior adviser in the Western Australian government. John is also the leader of the Future of Work's "Public Policy in a Digital Age" thematic research program and Research Program Leader for the NCSEHE.



**Ms Louise POLLARD**  
**2017 Equity Fellow**

Prior to her current appointment, Ms Pollard was the Manager of Aspire UWA, UWA's nationally recognised widening participation program. Ms Pollard is also a member of the EPHEA Executive Committee and was previously the peak body's representative on the NCSEHE Advisory Board. Prior to joining UWA, Louise was a teacher and Student Services coordinator at a WA Department of Education secondary school. She also has extensive community development and education program management experience.



**Professor Robyn QUIN**  
**Research Adjunct**

Robyn Quin is an Adjunct Professor at Curtin University, having previously held the position of Deputy Vice-Chancellor (Education). Prior to her time at Curtin, Robyn was Pro Vice-Chancellor at Edith Cowan University. She has had a career-long commitment to student equity and currently works for the NCSEHE as a researcher, writer and consultant. She has been the project leader on some major NCSEHE studies in Victoria and New South Wales. Her research interests and publications are in the fields of educational reform, communications and cultural studies.



**Dr Maria RACITI**  
**2018 Research Fellow**

Associate Professor Maria Raciti is the 2018 Research Fellow with the NCSEHE, a Principal Fellow of the Higher Education Academy (UK) and co-leader of the University of Sunshine Coast Indigenous Studies Research Theme as well as the Transcultural and Indigenous Pedagogies Research Group. Maria's discipline area is marketing, and she uses marketing tools for the greater good, being the pursuit of equity, social justice and betterment.



**Ms Lara RAFFERTY**  
**NCSEHE Advisory Board and Advisory Committee Member**

Lara has been Manager of the Equity and Diversity Unit within the Students Group at RMIT University for four years. Prior to this, she was Manager, Fairness and Diversity at the University of Melbourne. She also holds the position of Board Director of Women's Health West.



**Miss Marcia SCHNEIDER**  
**Web and Graphic Designer**

Marcia graduated with Distinction from Curtin University in mid-2018 with a Bachelor of Arts (Creative Advertising and Graphic Design). Over the course of the year she produced much of both the traditional and digital design collateral for the National Centre for Student Equity in Higher Education. Having also studied a Minor in Internet Design, Marcia worked closely with Paul Koshy engineering the NCSEHE Equity Data web resource, which is now live on the NCSEHE website.



**Professor James A. SMITH**  
**Adjunct Fellow**

Professor James Smith is currently the Father Frank Flynn Fellow at Menzies School of Health Research. He has retained honorary academic appointments at Curtin University, Charles Darwin University and the University of Saskatchewan and remains actively engaged in equity and higher education discussions across Australia, particularly those relating to Indigenous higher education. He sees great potential in working at the health-education nexus to address health and social inequities.



**Dr Ann STEWART**  
**Research Adjunct**

Dr Ann Stewart has held senior roles in education in New Zealand, the UK and Australia, spanning across the schools sector in special, Aboriginal and higher education. Ann was Director of Equity at the University of Queensland for almost 12 years, following which she established her own consultancy. Prior to her retirement in March 2016, she was Head of Student Access, Equity and Diversity at the University of the Sunshine Coast.



**Dr Cathy STONE**  
**Visiting Fellow**

Dr Cathy Stone is an independent consultant and researcher in the field of post-secondary student equity, retention and success. She is a Conjoint Associate Professor in Social Work at the University of Newcastle, Australia, and an NCSEHE Adjunct Fellow. As an active researcher, Cathy's publications focus particularly on the experiences of mature-age, first-in-family and online students. In 2016, as an NCSEHE Equity Fellow, Cathy undertook a national research project into improving outcomes for online students.



**Ms Nina-Marie THOMAS**  
**Media and Communications Officer**

Prior to her current position, Nina worked as Web Editor for *Westerly* Magazine, based at UWA, and as Brand and Marketing Manager for Challenger Veterinary Hospital, Western Australia. Alongside her role in media and communications, Nina is responsible for managing the production of the NCSEHE's print and online publications, as well as Centre events and projects. She has a degree in Professional Writing and Publishing from Curtin University.



**Professor Sue TRINIDAD**  
**NCSEHE Director**

Prior to becoming the NCSEHE Director, Professor Sue Trinidad was Deputy Pro-Vice Chancellor and Dean of Teaching and Learning in the Faculty of Humanities at Curtin during 2007–12. Her role included overseeing the academic programs and leading the Higher Education Participation and Partnerships Programme (HEPPP) for a large faculty with many Low SES, Indigenous and regional students. Professor Trinidad is an established scholar and researcher in the area of higher education and currently leads the NCSEHE team and various research projects.



**Professor Denise WOOD**  
**Advisory Committee Member**

Professor Denise Wood is Professor of Learning, Equity, Access and Participation at CQUniversity Australia. Denise's research focuses on strategies for increasing the social and educational participation of people from disadvantaged backgrounds. Over the last five years she has worked on projects involving participatory action research with children and young people with disability, and Indigenous youth from regional and remote locations.



**Dr Lynette VERNON**  
**Postdoctoral Fellow**

Dr Lynette Vernon obtained her Doctor of Philosophy in Psychology from Murdoch University with research interests in the developmental implications of using technology at night. Lyn taught in schools for the Department of Education WA for 20 years. From 2012-16 she managed a \$5 million equity project to support university aspirations for low SES students. Lyn's role at the NCSEHE includes collaboration with many universities on NPP projects, and conducting research related to student aspirations for university.



**Dr Nadine ZACHARIAS**  
**Senior Research Fellow**

Dr Nadine Zacharias is the NCSEHE's Senior Research Fellow and was an inaugural Equity Fellow in 2016. She co-developed, with Matt Brett, The Best Chance for All, a proposed policy statement for student equity in Australian tertiary education. Nadine's research interests and expertise are at the intersection of equity research, practice and policy with a focus on equity program design and management as well as inclusive teaching and learning.



**Professor Louise WATSON**  
**Advisory Board Member**

Professor Watson is an education policy researcher and Director of the Education Institute. She is a member of several public policy committees, including the expert panel to review Base Funding for Higher Education. Louise has expertise in education policy; early childhood education; VET, TAFE and universities; private and public/government schooling; schools funding; academic literacy; professional standards for teachers; federal-state relations; and behaviour management.



**Ms Erin WATSON-LYNN**  
**Advisory Board Chair**

Ms Erin Watson-Lynn is Director, Asialink Diplomacy, at the University of Melbourne and a PhD Candidate in South Asia studies at Monash University. Prior to joining Asialink, Erin was a lecturer at Monash University in entrepreneurship, and conducted research into entrepreneurship and employment in the Indian diaspora. She is the co-founder of DICE Kids. Ms Watson-Lynn is also the founder of Generate Worldwide, which delivers Work Integrated Learning opportunities in India.



# Acronyms

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|         |   |         |  |
|---------|---|---------|--|
| A/Prof. | Associate Professor   | IRRRRE  | Independent Review into Regional, Rural & Remote Education     |
| AARE    | Australian Association for Research in Education                        | ISSBD   | International Society for the Study of Behavioural Development |
| ABC     | Australian Broadcasting Corporation                                     | JCIPP   | John Curtin Institute of Public Policy                         |
| ACEN    | Australian Collaborative Education Network                              | KPI     | Key Performance Indicator                                      |
| ACER    | Australian Council for Educational Research                             | N/A     | Not applicable   |
| ACT     | Australian Capital Territory  | NAEEA   | National Association of Enabling Educators of Australia        |
| ADCET   | Australian Disability Clearinghouse on Education & Training             | NCSEHE  | National Centre for Student Equity in Higher Education         |
| AERA    | American Educational Research Association                               | NEON    | National Education Opportunities Network                       |
| AHDA    | Australasian Human Development Association                              | NPP     | National Priorities Pool                                       |
| AIME    | Australian Indigenous Mentoring Experience                              | NSW     | New South Wales  |
| AISWA   | Association of Independent Schools of Western Australia                 | OECD    | Organisation for Economic Co-operation and Development         |
| ANU     | Australian National University  | OLT     | Office for Learning and Teaching                               |
| AM      | Member of the Order of Australia  | OU      | Open University  |
| ANZSOG  | Australia and New Zealand School of Government                          | PhD     | Doctor of Philosophy   |
| AO      | Officer of the Order of Australia                                       | Prof.   | Professor  |
| AQF     | Australian Qualification Framework                                      | PVC     | Pro Vice-Chancellor  |
| ARC     | Australian Research Council   | QUT     | Queensland University of Technology                            |
| ASR     | Advertising Space Rates   | R&D     | Research and development                                       |
| ATAR    | Australian Tertiary Admission Rank                                      | RETAC   | Rockingham Education and Training Advisory                     |
| ATEND   | Australian Tertiary Education Network on Disability                     | RMIT    | Royal Melbourne Institute of Technology                        |
| AusAID  | Australian Agency for International Development                         | SA1     | Statistical Area Level 1                                       |
| AVE     | Advertising Value Equivalent  | SEO     | Search engine optimisation                                     |
| CDU     | Charles Darwin University   | SES     | Socioeconomic status   |
| CEEHE   | Centre of Excellence for Equity in Higher Education                     | SPERA   | Society for the Provision of Education in Rural Australia      |
| CEP     | Country Education Profiles  | STARS   | Students Transitions Achievement Retention and Success         |
| CHEEDR  | Centre for Higher Education Equity and Diversity Research               | STEM    | Science, technology, engineering and mathematics               |
| Dept.   | Department  | TAFE    | Technical and further education                                |
| DET     | Australian Government Department of Education & Training                | TISC    | Tertiary Institutions Service Centre                           |
| DICE    | Digital, Innovative, Creative and Entrepreneurial                       | TEQSA   | Tertiary Education Quality and Standards Agency                |
| DVC     | Deputy Vice-Chancellor  | THRASS  | Teaching, Handwriting, Reading and Spelling Skills             |
| ECU     | Edith Cowan University  | UK      | United Kingdom   |
| EPHEA   | Equity Practitioners in Higher Education Australasia                    | UniSA   | University of South Australia                                  |
| ERA     | Excellence in Research for Australia                                    | UN SDG4 | United Nations Sustainable Development Goal 4                  |
| ESL     | English as a Second Language  | UNSW    | University of New South Wales                                  |
| FACE    | Forum for Access and Continuing Education                               | USA     | United States of America                                       |
| HE      | Higher education  | USC     | University of Sunshine Coast                                   |
| HEPPP   | Higher Education Participation and Partnerships Program                 | UTAS    | University of Tasmania   |
| HERDSA  | Higher Education Research and Development Society of Australasia        | UTS     | University of Technology Sydney                                |
| HERI    | Higher Education Research Institute                                     | UWA     | The University of Western Australia                            |
| HKICEPS | Hong Kong International Conference on Education, Psychology and Society | VET     | Vocational Education and Training                              |
| Hon.    | Honourable  | VR      | Virtual reality  |
| Hons.   | Honours   | WAHED   | World Access to Higher Education Day                           |
| ICT     | Information Communication Technology                                    | WA      | Western Australia  |
|         |   | WA RRR  | Western Australia Rural, Regional and Remote                   |
|         |   | WIL     | Work Integrated Learning                                       |

## DISCLAIMER

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