

NATIONAL CENTRE FOR STUDENT EQUITY IN HIGHER EDUCATION

ANNUAL REPORT

2019

Make tomorrow better.

About the National Centre for Student Equity in Higher Education

The National Centre for Student Equity in Higher Education (NCSEHE) is a research and policy centre funded by the Australian Government Department of Education, Skills and Employment, and based at Curtin University. The NCSEHE provides national leadership in student equity in higher education, connecting research, policy and practice to improve higher education participation and success for marginalised and disadvantaged people. Diverse activities conducted by the Centre focus on strengthening Australia's research quality, capability and capacity to build a robust evidence base; and informing evidence-based policy design and implementation, and institutional best practice.

The NCSEHE conducts a broad scope of activities including:

- research-based projects both independently and in collaboration with other organisations, funded through external grants or through Centre resources
- the NCSEHE Research Grants Program
- equity policy and program evaluation
- Research Fellowships and Equity Fellowships
- student equity data analysis, online resources and briefing notes
- print and digital publications
- collaborative and independent events
- representation at national and international conferences
- an emphasis on effective communication through channels including: website, electronic newsletters, social media and general media exposure.

The Centre has established a strong national presence, engaging with key stakeholders and maintaining sector-wide partnerships to enhance outcomes and delivery of research and recommendations. The growing reputation and influence of the Centre has contributed to student equity becoming firmly incorporated into higher education policy.

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





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Director's Report

Professor Sue Trinidad

The NCSEHE has had another productive year in 2019—as evidenced here in our sixth Annual Report—continuing to provide a strong networking function between student equity policymakers, researchers and practitioners.

The Centre has—under the new contract from the Australian Government Department of Education, Skills and Employment (“the Department”) for 2019–21—continued its operations to provide ongoing national leadership in student equity in higher education by connecting research, policy and practice.

The Centre’s mission is to improve participation and success in higher education for marginalised and disadvantaged people. This is achieved through key priorities including 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.

With a focus on these priorities throughout 2019, the Centre managed and led research projects; provided leadership and commentary across the nation; provided universal access to student equity data; and continued to connect and engage with stakeholders through events and media communications.

Strengthening research quality, capability and capacity

As detailed in the Progress Report for the Department, the Forward Research Plan, and a number of Director’s Reports provided to the Advisory Board, the Centre has:

- continued its strong performance, meeting KPIs required to honour its contract with the Australian Government
- funded 15 external competitive research grants, as part of the NCSEHE Conditions of Grant, committing more than A\$500,000 (2019–20) to further intersectoral research
- been allocated additional projects through the 2018 round of the Australian Government’s

Higher Education Participation and Partnerships Program (HEPPP)-funded National Priorities Pool (NPP), to a total value of A\$6.9 million, including: refunding of the NCSEHE for three years (A\$4.5 million), continuation of the NCSEHE Equity Fellows Program 2019–20 (A\$1.5 million) and overseeing a competitive grants program to fund four projects in the area of low socioeconomic status (SES) students and careers (A\$900,000)

- continued to enhance the NCSEHE’s visibility and brand recognition with internal and external stakeholders, including awareness of the Centre nationally and internationally
- published and disseminated new research findings for 10 Research Grants Program projects and two NCSEHE Research Fellows, both on the NCSEHE website and in major reports
- continued providing supervision for two quality doctoral students, currently completing their studies full-time within the NCSEHE
- continued to collaborate with internal and external research staff and stakeholders.

During 2019, the Centre produced a number of important publications including *Informing Policy and Practice IV*. This features 13 research reports from the 2017–18 NCSEHE Research Grants Program funding round, as well as 2018 Research Fellow Professor Maria Raciti’s Fellowship report. As a peer-reviewed publication, this also includes expert comments from esteemed national researchers.

The other major publication, *My Story — Student Voice* is the fourth in the NCSEHE case studies series. It is a collection of online features published since 2017, celebrating individual students’ stories of overcoming disadvantage to achieve success. Many of these students benefitted from the support of HEPPP-funded initiatives, which are also profiled. The online features have received a total of over 15,000 views, to date.

Both publications were launched at the Equity Practitioners in Higher Education Australasia (EPHEA) and National Association of Enabling Educators in Australia (NAEEA) Conference, held in Wollongong in November 2019.

Other major projects were conducted under the NCSEHE Data Program. This included the launch of Stage One of an interactive student equity data resource, available on the NCSEHE website, and the 2019 student equity briefing note, providing stakeholders with comparative statistics from the 2018 Department dataset.

A major highlight throughout 2019 has been the facilitation of collaborative activities to support the Australian Government-funded Regional University Centres (formerly named Regional Study Hubs). All 16 community-owned Regional University Centres partner with universities and other providers to support students in regional and remote communities across Australia to undertake tertiary education. The first major event held at the Geraldton Universities Centre in June 2019 in Geraldton, Western Australia included representatives from 14 of the 16 Australia-wide Regional University Centres. The second symposium event was held at the Country Universities Centre in Cooma, New South Wales on 14 November and Jindabyne on 15 November 2019 in the Snowy Mountains. The NCSEHE provided a day of workshops with expert speakers on 14 November, followed by the 15 November public symposium event. The Hon. Dan Tehan MP, Minister for Education reinforced the importance of promoting positive student stories. We will continue to foreground the student voice in promoting the successful Regional University Centres.

Processes are underway for the selection of the next five Regional University Centres to be funded with a A\$53.2 million commitment from the Australian Government. A total of 21 community-owned Centres across regional Australia will help regional students access tertiary education from their communities.

The first in a series of NCSEHE impact reports has been approved by the NCSEHE Advisory Board, based on a project funded under the 2014 Research Grants Program. *Out of Care, Into University: Raising Higher Education Access and Achievement of Care Leavers*, led by Associate Professor Andrew Harvey from La Trobe University, investigated the higher education participation and outcomes of individuals who had spent time in out-of-home care. *Out of Care, Into*

University illustrates the capacity for sector-wide change stemming from NCSEHE-funded projects, having positively influenced policy and practice to change the lives of many care leavers in Australia.

The Equity Research and Innovation Panel met twice in Canberra during 2019 to discuss 2020 priorities in student equity research, offering direction to achieve more effective research outcomes across Australian universities and organisations. The Panel provides strategic advice to the Department of Education, Skills and Employment on Australian Government-funded research and trials on student equity in higher education conducted under the Department’s NPP program. The NCSEHE is represented on the Panel as well as providing ongoing secretariat services.

Building the evidence base and leadership capacity

2019 saw the unfolding outcomes from 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 World Access to Higher Education Day (WAHED) in November 2018 and published in early 2019.

The highly successful Equity Fellows Program, which has produced six major system-wide research reports of national significance, recommenced in 2019. Six new Equity Fellows, undertaking year-long national research projects, will become the next leadership group to create and inspire change.

The NCSEHE and staff produced a total of 60 publications including peer-reviewed journal articles; book chapters; research reports; conference papers; and briefing notes. The Centre contributed to a number of public submissions and panel meetings in 2019, including the *National Rural, Regional and Remote Education Strategy*; the *Review of Senior Secondary Pathways into Work, Further Education and Training*; the *Review of the Australian Qualifications Framework*; and the launch of a Productivity Commission report, *The demand driven university system: A mixed report card*.

Director's Report

Research excellence and leadership was also demonstrated by 2018 NCSEHE Research Fellow Professor Maria Raciti. Maria's final report, *Career construction, future work and the perceived risks of going to university for young people from low SES backgrounds*, was published in July 2019, followed by a webinar on 16 August.

One of the 2017–18 Research Grants Program projects was also presented as a webinar on 6 November, co-hosted by the NCSEHE and the Australian Disability Clearinghouse on Education and Training (ADCET). Eighty participants logged in to hear Wojtek Tomaszewski discuss findings from *Beyond graduation: Long-term socioeconomic outcomes among equity students*.

The NCSEHE hosted NCSEHE Visiting Professorial Fellow Professor Sally Kift during the week of 14–17 October 2019. Sally presented a public seminar on *Wrangling next-gen higher education excellence*. The presentation slides, along with Sally's reflections on the topic, are available on the NCSEHE website.

Connecting stakeholders

An important part of the NCSEHE's role is clarifying and prioritising the challenges and opportunities for equity in higher education by developing greater cohesion and consensus amongst our stakeholders. Networked communications and events secure the basis for progressive change and, as such, the Centre's online metrics were highly positive for 2019. The website attracted an average of 6,066 unique visitors per month



for the 2019 calendar year, featuring a total of 235 news items, publications, media releases and event listings from across the sector. Twitter followers increased from 1,673 in 2018 to 2,084 and 10 eNews editions were delivered to 2,650 subscribers — an increase of almost 25 per cent from 2018.

Events organised or participated in by NCSEHE staff continue to be a significant opportunity for connecting stakeholders. During 2019, the NCSEHE hosted/coordinated seven events, attended by a total of approximately 330 participants. These included webinars; workshops; seminars; and professional development days presented by both NCSEHE staff and visiting national and international experts.

Future intentions

This is my sixth, and final, Annual Report as I retire from a wonderful 30-year academic career, just short of seven years in the role of NCSEHE Director. I know that the NCSEHE will continue its important evidence-based commentary under the leadership of the new Director, informing the ongoing debate as higher education becomes more representative of wider socioeconomic Australia. It has been a pleasure to work with such a committed community of people who are all so passionate about student equity in higher education.

Once again, our coordinated activities and achievements illustrate the breadth and depth of a wide range of initiatives undertaken by the NCSEHE that combine to drive positive change across the education sector and improve equity and access in higher education. Collectively, we will continue to build the evidence base to secure the best outcomes for all individuals and the Australian society.

Professor Sue Trinidad
Director
National Centre for Student Equity in Higher Education

Advisory Board Chair's Report

Ms Erin Watson-Lynn

We have held three Advisory Board meetings during 2019. The NCSEHE hosted the first two meetings on 29 March and 26 July in Perth and the third was held in Wollongong 27 November. This included a visit to the University of Wollongong campus to view their student equity in higher education program.

Two new members joined the Advisory Board in 2019. Professor Marcia Devlin, as representative from Universities Australia, and Emeritus Professor Lesley Parker, Chair of the NCSEHE Advisory Committee and the Equity Fellows Selection and Reference Committee. In July, we said farewell to Mr Robert Latta from the Australian Government Department of Education, Skills and Employment and we welcomed the new Department representative Mr Rajan Martin to the Advisory Board in November. We thank Amanda Franzi for attending the 26 July meeting on behalf of the Department.

The Advisory Board continued to oversee the NCSEHE's business under a robust governance framework, which included reviewing all governance documents at the 29 March meeting. Our meetings have continued to draw on the Advisory Board members' commitment, depth of experience and knowledge to review the strategic direction of the NCSEHE and the progress of key initiatives, and to approve the fifth round of the NCSEHE's Research Grants Program.

The Student Equity in Higher Education Research Grants Program, along with other activities undertaken by the NCSEHE, continues to build a strong evidence base for research, policy and practice around student equity in higher education.

The Research Grants Program has been a significant achievement, having funded 62 external competitive research grants across Australia in areas of strategic importance since 2014, with a total investment of more than A\$2.4 million.

The Advisory Committee had the additional task this year of advising the NCSEHE on commissioning four projects under the NPP project, *Competitive grants to improve low SES student, low SES Indigenous student, and low SES regional and remote student and student influencer access to information about higher education study options, pathways, and careers*.

The work of the NCSEHE's Advisory Committee through the Chair Emeritus Professor Lesley Parker have reviewed proposals and subsequently recommended successful applications from these two competitive grants programs in 2019. This included recommending 15 small research grants (A\$534,779) and four large grants (A\$772,955) to the Advisory Board to be funded in 2019. On behalf of the Advisory Board members, I thank the Advisory Committee for its sustained efforts and dedication in 2019.

I also want to take this opportunity to thank the outgoing Director Professor Sue Trinidad and her team for all their work in 2019, and look forward to working with the new Director, Professor Sarah O'Shea.



Ms Erin Watson-Lynn
Chair of the Advisory Board
National Centre for Student Equity in Higher Education

Centre Structure



Governance

ADVISORY BOARD

The NCSEHE 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 University and the Australian Government Department of Education, Skills and Employment. The Advisory Board meetings during this reporting period were held on 29 March, 26 July and 27 November 2019.

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.

EQUITY FELLOWS SELECTION AND REFERENCE COMMITTEE

Through the Australian Government Department of Education, Skills and Employment's HEPPP-funded National Priorities Pool (NPP) program, the NCSEHE has funded 12 Equity Fellowships between 2016 and 2019. The Equity Fellows Selection and Reference Committee oversees the call for nominations and Fellow selection process, as well as monitoring the Equity Fellows' progress.



Members of the 2019 NCSEHE Advisory Board

Strategic Plan

Mission Statement:

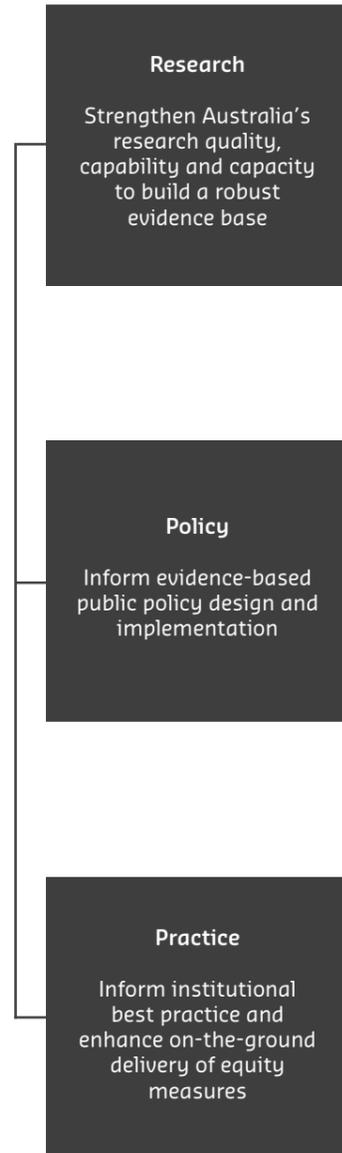
Inform public policy design and implementation, and institutional practice, to improve higher education participation and success for marginalised and disadvantaged people.

AUSTRALIAN GOVERNMENT CONTRACT AND INTENT

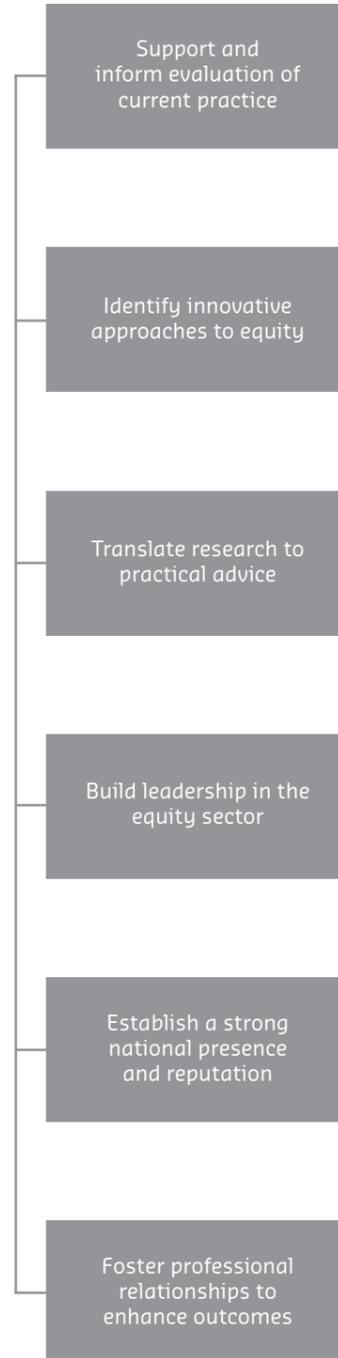
Continued provision of a national leadership role in improving the links between equity research, policy and practice, including evaluation.

Ongoing support for the Australian Government Priorities.

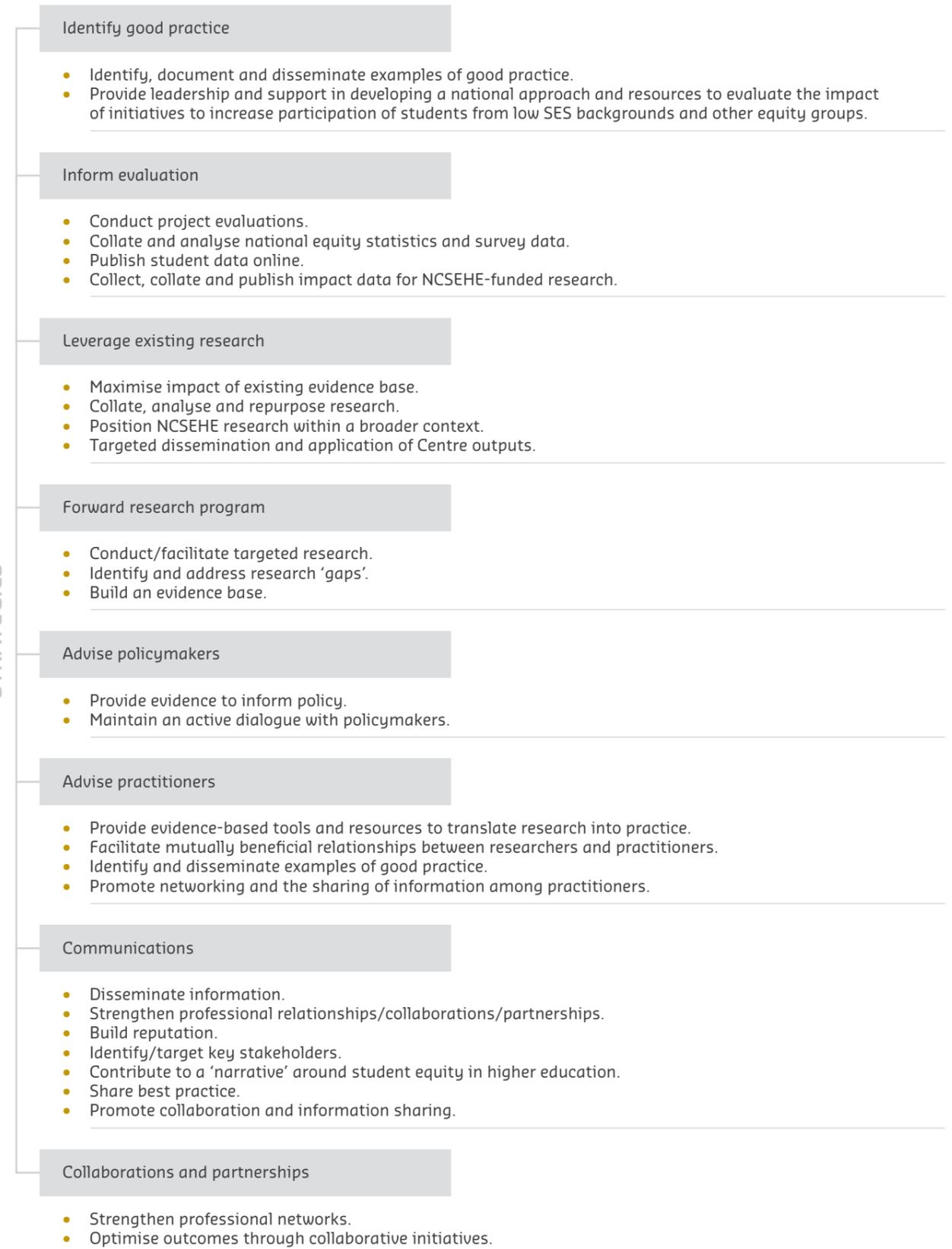
OBJECTIVES



PRIORITIES



STRATEGIES



Strategic Plan

Outcomes/Outputs		2019	2020 KPIs
IDENTIFY GOOD PRACTICE			
Case study publications	<i>My Story — Student Voice</i>	- 1 online and print publication	- N/A
Equity policy and program evaluation	<i>Student Equity 2030</i> project	- Final report release	- N/A
	National Priorities Pool projects	- <i>Economies of scale in supporting low SES and other disadvantaged students</i> — Final report completed	- Competitive grants to improve low SES student, low SES Indigenous student, and low SES regional and remote student and student influencer access to information about higher education study options, pathways, and careers
Special projects	<i>My Story — Student Voice</i> series	- 8 student stories published on the NCSEHE website - Total of 15,000 webpage views during 2017-19	- 5 online stories from individuals studying through Regional University Centres
INFORM EVALUATION			
Data analysis	Raine Study project	- Raine-TISC data linkage	- Raine-WA universities data linkage - Continued engagement with the Education and Work Special Interest Group of Raine
	Research on higher education participation in Australia	- Key publication: 'Constructing a ranking of higher education institutions based on equity: Is it possible or desirable?'; published in <i>Higher Education</i>	- Key Research projects: Higher education degrees at vocational institutions Retention and outcomes among higher education students and perceptions and attitudes to employability
Collation and public dissemination of student equity data	Equity reporting in Australia 2016-17	- Briefing note: <i>Equity student participation in Australian higher education: 2013-18</i>	- Briefing note: <i>Equity student participation in Australian higher education: 2014-19</i>
	Data website	- New data website Stage One completed and launched	- Linkage between briefing note and data website Stage Two
Impact reporting	Research impact reports	- 1 impact report completed and approved	- Publish 1 impact report - Collect/compile impact data on NCSEHE-funded research

Outcomes/Outputs		2019	2020 KPIs
COMMUNICATIONS			
Online media	Website	- Dissemination of news, events, data, research and good practice	- Dissemination of news, events, data, research and good practice
	eNews	- 10 issues delivered to >2,600 subscribers	- 12 issues delivered to >3,000 subscribers
	Social media	- Twitter and Facebook	- Twitter, Facebook and LinkedIn
	Reciprocal online publicity with universities and other organisations	- Newsletters, social media and website features	- Newsletters, social media and website features
	General media	Mass media coverage	- Media coverage through print, radio and online channels
Co-branding/sponsorship	Webinar and event co-branding	- 5 co-branded webinars and events	- 5 co-branded webinars and events
	Conference sponsorship	- EPHEA/NAEEA - STARS	- HERDSA - STARS
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
COLLABORATIONS AND PARTNERSHIPS			
Projects	Collaboration with national and international organisations through projects and events	- ACER - ADCET - BCEC - CHEEDR - CUC - EPHEA - GUC - NCUK - NEON - Regional University Centres	- ACER - ADCET - CEEHE - CEP - CUC - EPHEA - Regional University Centres - SPERA
Networks of discussion and information sharing	Reciprocal distribution of research, news and good practice	- eNews, equity group mailing lists, memberships of discussion groups and social media - Managing the Regional Study Hubs Network online discussion forum	- eNews, equity group mailing lists, memberships of discussion groups and social media
	Memberships	- RREAC - EPHEA - SPERA - HERDSA	- EPHEA

Strategic Plan

Outcomes/Outputs		2019	2020 KPIs
FORWARD RESEARCH PROGRAM			
Commissioned research	Research Grants Program	<ul style="list-style-type: none"> - 10 reports completed and published from 2017/18 funding round - 15 further projects commissioned 	<ul style="list-style-type: none"> - 10 projects completed and published from 2019/20 funding round - 2020/21 funding round projects commissioned
Centre research programs	Research Fellows	<ul style="list-style-type: none"> - Maria Raciti Fellowship report published - Sarah O'Shea Fellowship completed 	<ul style="list-style-type: none"> - Sarah O'Shea Fellowship report published
National Priorities Pool research-based projects	Equity Fellows Program	<ul style="list-style-type: none"> - 6 Equity Fellows recruited for 2019/20 - 1 project commenced 	<ul style="list-style-type: none"> - 1 Equity Fellowship completed and published
	Competitive grants to improve low SES student, low SES Indigenous student, and low SES regional and remote student and student influencer access to information about higher education study options, pathways, and careers	<ul style="list-style-type: none"> - 4 projects commissioned 	<ul style="list-style-type: none"> - 4 projects completed and published
Doctoral students	Don Boyd: <i>Knowledge and knowledge construction of higher education by regional secondary students: Making sense of university</i>	<ul style="list-style-type: none"> - Continued PhD 	<ul style="list-style-type: none"> - Continue PhD
	Ian Cunninghame: <i>Widening participation for a socially mobile world</i>	<ul style="list-style-type: none"> - Authored/co-authored 1 publication - Contributed to 1 Department submission 	<ul style="list-style-type: none"> - Author/co-author papers
	Additional doctoral students		<ul style="list-style-type: none"> - Advertise for 2 further PhD students
Postdoctoral Fellows	Lynette Vernon	<ul style="list-style-type: none"> - 5 publications - 4 presentations - Co-supervised 2 PhD students - Secretariat for Research and Innovation Panel - Co-Investigator on a WA Government report - Journal editorial board member - Peer reviews for 4 academic journals - Peer reviews for NCSEHE-funded research - Collaborative work on NCSEHE projects, reports and submissions 	<ul style="list-style-type: none"> - N/A
	Postdoctoral Fellow 2020-	<ul style="list-style-type: none"> - N/A 	<ul style="list-style-type: none"> - New Postdoctoral Fellow recruited - On board to Curtin University - Complete Curtin requisite procedures - Collaboration on NCSEHE projects

Outcomes/Outputs		2019	2020 KPIs
LEVERAGE EXISTING RESEARCH			
Online resources	Research-informed commentary	<ul style="list-style-type: none"> - 1 NCSEHE Focus report published online 	<ul style="list-style-type: none"> - 1 issues-based publication.
Publications	<i>Informing Policy and Practice</i>	<ul style="list-style-type: none"> - 1 online and print summary from the 2017/18 Research Grants Program 	<ul style="list-style-type: none"> - N/A
Print Submissions	Journal articles, book chapters and expert commentary	<ul style="list-style-type: none"> - 60 items online and in print by NCSEHE representatives 	<ul style="list-style-type: none"> - >50 items online and in print by NCSEHE representatives
Dissemination fora	Major NCSEHE fora	<ul style="list-style-type: none"> - NCSEHE Forum at EPHEA/NAEEA Conference 	<ul style="list-style-type: none"> - NCSEHE Equity Fellows Forum
ADVISE POLICYMAKERS			
Government submissions/invited responses	Submissions to panel	<ul style="list-style-type: none"> - National Regional, Rural and Remote Education Strategy 	<ul style="list-style-type: none"> - National Regional, Rural and Remote Education Strategy - AQF Review
Direct government engagement	Research Fellows	<ul style="list-style-type: none"> - Sarah O'Shea — secondments to the Department and seminar presentations 	<ul style="list-style-type: none"> - N/A
	Equity Fellows	<ul style="list-style-type: none"> - N/A 	<ul style="list-style-type: none"> - Multiple secondments to the Department and seminar presentations
	Equity Research and Innovation Panel	<ul style="list-style-type: none"> - Panel member and secretariat positions 	<ul style="list-style-type: none"> - Pending program funding renewal
ADVISE PRACTITIONERS			
NCSEHE Fora	Engaging with stakeholders through NCSEHE fora	<ul style="list-style-type: none"> - EPHEA Conference 	<ul style="list-style-type: none"> - Equity Fellows Forum
Webinars	Online webinars with invited expert presenters	<ul style="list-style-type: none"> - 1 independent - 1 with ADCET 	<ul style="list-style-type: none"> - 2 independent - 2 with ADCET - Focus on enhanced webinar strategy
Expert workshops	Conduct workshops with invited experts	<ul style="list-style-type: none"> - NCSEHE workshops at 2 Regional University Centres conferences 	<ul style="list-style-type: none"> - Workshops at NCSEHE Equity Fellows Forum
NCSEHE events	NCSEHE-hosted seminars/presentations/symposia/professional development days	<ul style="list-style-type: none"> - 7 events 	<ul style="list-style-type: none"> - 10 events
Presentations	Conference and other presentations by NCSEHE representatives	<ul style="list-style-type: none"> - 70 presentations at 46 events/conferences 	<ul style="list-style-type: none"> - >50 presentations at events/conferences
Online dissemination of research	Website/eNews/online media	<ul style="list-style-type: none"> - Continued online research dissemination 	<ul style="list-style-type: none"> - Continued online research dissemination

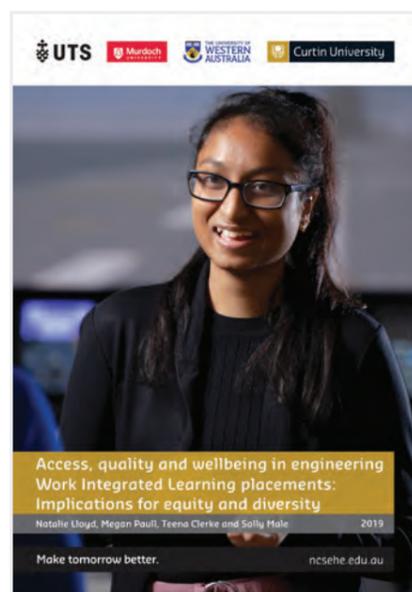
Research Grants Program

One of the main objectives of the NCSEHE is to build the evidence base through research informing policy and practice. One of the ways we have achieved this is through the NCSEHE Research Grants Program which has funded 47 projects since 2014, with a total research expenditure of A\$1,945,733. Fifteen projects are being undertaken during 2019/20. Progress reports and final publications will be published to the NCSEHE website during 2020–21.

RESEARCH GRANTS PROGRAM FIVE-YEAR SUMMARY

APPLICATIONS	2014	2015	2016	2017/18	2019/20
NUMBER OF APPLICATIONS	35	44	44	55	54
TOTAL FUNDS SOUGHT (A\$)	2,164,994	1,238,205	1,562,891	2,076,120	1,970,441
AVERAGE A\$ PER APPLICATION	61,857	28,141	35,520	37,748	36,489
LEAD APPLICANT – UNIVERSITIES	17	19	20	24	24
LEAD APPLICANT – OTHER ORGANISATIONS	2	2	0	6	4
TOTAL NUMBER OF RESEARCHERS	133	138	126	126	214

OUTCOMES	2014	2015	2016	2017/18	2019/20
NUMBER OF GRANTS FUNDED	12	12	10	13	15
FUNDING TOTAL (A\$)	741,328	342,819	360,307	501,279	534,779
AVERAGE A\$ PER APPLICATION	61,777	28,568	36,307	38,559	35,651
LEAD APPLICANT – UNIVERSITIES	8	10	9	10	9
LEAD APPLICANT – OTHER ORGANISATIONS	2	1	0	0	11
TOTAL NUMBER OF RESEARCHERS	43	46	31	49	67



Reports published under the 2017/18 Research Grants Program funding round

2017/18 RESEARCH GRANTS ROUND

The Centre received an unprecedented 55 submissions for the 2017/18 grants funding round. Thirteen successful projects were supported by the NCSEHE throughout 2018–19. Research priorities for this round were analysis of the impact of changes in student financial support; graduate outcomes; equity implications of the increase in postgraduate education; and the impact of local communities on equity participation.

CHIEF INVESTIGATOR	LEAD UNIVERSITY	PROJECT TITLE
Ian Li	University of Western Australia	Employment and study outcomes after graduation: An Australian higher education equity perspective https://www.ncsehe.edu.au/publications/postgraduate-study-graduate-employment-equity-groups/
Lisa Hartley	Curtin University	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/
Robin Barnes	University of Tasmania	Regional communities' influences on equity participation in higher education https://www.ncsehe.edu.au/publications/regional-communities-influences-on-equity-participation-higher-education/
Bernadette Walker-Gibbs	Deakin University	Success and failure in higher education on uneven playing fields https://www.ncsehe.edu.au/publications/success-failure-higher-education-uneven-playing-fields/
Jenny Gore	University of Newcastle	Community influence on university aspirations: Does it take a village...? https://www.ncsehe.edu.au/publications/community-influence-university-aspirations/
Sarah O'Shea	University of Wollongong	Shifts in space and self: Moving from community to university https://www.ncsehe.edu.au/publications/moving-from-community-to-university/
Wojtek Tomaszewski	University of Queensland	Beyond graduation: Long-term socioeconomic outcomes amongst equity students https://www.ncsehe.edu.au/publications/long-term-socioeconomic-outcomes-equity-students/
Ryan Naylor	La Trobe University	Structural inequality in higher education: Creating institutional cultures that enable all students https://www.ncsehe.edu.au/publications/structural-inequality-retention-equity-students/
Andrew Harvey	La Trobe University	Principles for equity in higher education performance funding https://www.ncsehe.edu.au/publications/principles-for-equity-in-higher-education-performance-funding/
Matt Brett	La Trobe University	Equity at and beyond the boundary of Australian universities https://www.ncsehe.edu.au/publications/equity-at-beyond-the-boundary-of-australian-universities/
Fiona Shalley	Charles Darwin University	Understanding completion rates of Indigenous higher education students from two regional universities https://www.ncsehe.edu.au/publications/completion-indigenous-higher-education-regional-universities/
Deanna Grant-Smith	Queensland University of Technology	Widening participation or widening the gap? Equity in postgraduate study https://www.ncsehe.edu.au/publications/widening-participation-or-widening-the-gap-equity-in-postgraduate-study/
Natalie Lloyd	University of Technology Sydney	Access, quality and wellbeing in engineering Work Integrated Learning placements: Implications for equity and diversity https://www.ncsehe.edu.au/publications/engineering-work-integrated-learning-placements/

Research Grants Program

2019/20 RESEARCH GRANTS ROUND

The fifth funding round of the NCSEHE Research Grants Program received 54 applications from 28 different lead organisations, with 15 projects awarded funding to a value of A\$534,779. The research priorities for this round included equity students and science, technology, engineering and mathematics (STEM); equity and mature age students; digital inclusion and student equity; study-life balance and student equity; “non-traditional” equity groups; and housing and student equity.

CHIEF INVESTIGATOR	LEAD ORGANISATION	PROJECT TITLE
Katie Ellis	Curtin University	Disability inclusion investment across the digital delivery continuum
Alexander Newman	Deakin University	Careers guidance for Culturally and Linguistically Diverse Migrants and Refugees (CALDM/R) students
Francisco Perales	ISSR, University of Queensland	Understanding the higher education experiences of humanitarian migrants in Australia
Lisa Andrewartha	CHEEDR, La Trobe University	Supporting carers to succeed in Australian higher education
Sarah Lambert	Deakin University	Open textbooks and social justice: A national scoping study
Sharron King	University of South Australia	Investigating transitions to university from regional South Australian high schools
Julie McMillan	Australian Council for Educational Research	STEM Pathways — The impact of equity, anxiety and prior achievement
James Smith & Jesse Fleay	Charles Darwin University	Higher education aspirations, participation and achievement of Australian Indigenous males
Amani Bell	University of Sydney	Exploring benefits and challenges of online Work Integrated Learning (WIL) for equity students
Jen Jackson	Mitchell Institute at Victoria University	Inside the black box of the Block Model: First-year STEM
Ben Wadham	Flinders University	Australian universities and educational equity for student veterans
Julia Cook	University of Newcastle	Housing matters: Understanding the housing experiences of undergraduate regional and remote students living outside the family home
Jonathan Bullen	Curtin University	Comfort with discomfort: Exploring Wadjella educators' engagement with Indigenous students
Bret Stephenson	CHEEDR, La Trobe University	An institutional study of 'ghost student' failure amongst equity cohorts outside the family home
Simon Leonard	University of South Australia	A novel approach to mapping the impact of informal STEM programs

2019/20 Competitive Grants

During 2019, the NCSEHE commissioned four large-scale projects to improve access to information about higher education study options, pathways and careers for disadvantaged students and those who influence them.

With a particular focus on low socioeconomic status (SES), regional and remote, and Indigenous students, the research projects are being conducted under the Australian Government Department of Education, Skills and Employment NPP program.

Four lead universities have been awarded grants including La Trobe University; Curtin University; the University of Tasmania; and the University of Wollongong. The projects will be conducted during 2019–20.

THEME 1			
Key influencers of low socioeconomic status (SES) students, low SES regional, rural and remote students, and low SES Indigenous students towards higher education pathways and career choices			
CHIEF INVESTIGATOR	LEAD UNIVERSITY	PROJECT TITLE	PROJECT SUMMARY
Professor Sue Kilpatrick	University of Tasmania	Informing key influencers of low SES regional, rural and remote students' education and career pathway choices: A whole of community approach https://www.ncsehe.edu.au/influencers-low-ses-regional-remote-students-education-careers/	The research team will support career and education pathway working parties within three case study communities to select and/or modify programs and interventions aligned with community needs.
Mollie Dollinger	La Trobe University	A student-centred approach: Understanding higher education pathways through co-design https://www.ncsehe.edu.au/student-centred-higher-education-pathways-co-design/	This project investigates high school students' and carers' ideas, experiences and perceptions around pathways to higher education. Tailored toolkits will be produced for parents, teachers, and other student influencers.
THEME 2			
Higher education careers advice for low SES students, including low SES Indigenous students and low SES regional, rural and remote students			
CHIEF INVESTIGATOR	LEAD UNIVERSITY	PROJECT TITLE	PROJECT SUMMARY
Kylie Austin	University of Wollongong	Higher education careers advice for low SES students, including low SES Indigenous students and low SES regional, rural and remote students https://www.ncsehe.edu.au/careers-advice-low-ses/	By developing best practice principles for career advice and a “Guide to Partnerships”, this project aims to enhance the educational and employment prospects for students from low SES backgrounds.
Dawn Bennett and Jane Coffey	Curtin University	Ameliorating disadvantage: Creating accessible, efficacious and equitable careers and study information for low SES students https://www.ncsehe.edu.au/careers-study-information-low-ses/	This project will address the critical need to understand and improve low SES students' access to, and the efficacy of, information about higher education study options, pathways and careers.

Research Grants Outputs & Impact

With four rounds of Research Grants Program projects now completed, the NCSEHE will be putting an increased focus on the unfolding impact of this Centre-funded research on policy, practice, future research directions, and student outcomes. While the full scope of impact may be immeasurable, the following sections highlight some of the key outcomes up to 2019, which will be expanded upon in 2020 and beyond.

Reported outputs stemming from Research Grants Program projects have included journal articles and citations; books and book chapters; professional commentary; presentations; events, workshops and special interest groups; websites; resources; subsequent research; and widening participation initiatives.

PRESENTATIONS, WORKSHOPS AND SPECIAL INTEREST GROUPS

- Cooper, G. (2017, September 27–29). *Access to higher education: Does distance impact students' intentions to attend university?* Society for the Provision of Education in Rural Australia (SPERA) Conference, Canberra.
- Graham, C., King, S., Luzeckyj, A., & McCann, B. (2015, July 1–4). *Beyond the economics, benefit and cost of higher education: First in family student perspectives* [Paper presentation]. Students, Transitions, Achievement, Retention & Success (STARS) conference, Melbourne.
- Harvey, A. (2015, September 4). *Access to higher education for young people leaving care*. [Invited keynote]. Access Monash Seminar 2015: Learning Families, Monash University, Melbourne.
- Harvey, A. (2018, May 17). *Care leavers in Australian higher education*. National Out of Home Care and Higher Education Symposium, University of Newcastle Australia, Newcastle.
- Harvey, A. (2019, February 13). *Consultations for performance-based funding for the Commonwealth Grant Scheme*. [Presentation to expert panel]
- Harvey, A. (2019, October 31). *Foster care: Let's make it better* [Panel discussion]. Mildura.
- Harvey, A. (2019, September 17). *Care leavers in Australian higher education* [Invited presentation]. Rees centre, University of Oxford, Oxford UK.
- Harvey, A., & Cakitaki, B. (2019, September 12). *Beyond the student life cycle: The extension of university accountability under performance-based funding models*. British Educational Research Association (BERA) Annual Conference, University of Manchester, Manchester UK.
- Harvey, A., & Tootell, N. (2018, October 8). *Invited presentation* [Invited presentation]. Victorian equity practitioners' meeting, Melbourne.
- Harvey, A., Brett, M., & Funston, A. (2015, November 29–December 3). *Assessing descriptors of academic program inherent requirements*. Australian Association for Research in Education (AARE) Conference, Fremantle.
- Harvey, A., Campbell, P., Andrewartha, L., & Wilson, J. (2016, November 27–December 1). *Attracting and supporting care leavers from low socio-economic status backgrounds in higher education*. Australian Association for Research in Education (AARE) Conference, Melbourne.
- Harvey, A., Tootell, N., Wilson, J., & Mendes, P. (2019, December 1–5). *Postsecondary education planning for children in out-of-home care*. Australian Association for Research in Education (AARE) Conference, Brisbane.
- Harvey, A., Wilson, J., & Andrewartha, L. (2018, October 2–5). *Beyond cultural capital: Strengths of care leavers in higher education*. European Scientific Association on Residential and Family Care for Children and Adolescents (EUSARF) Conference, Porto, Portugal.
- Harvey, A., & McNamara, P. (2014, August 18–20). *Pathways to higher education from out-of-home care: Improving outcomes through a national approach*. Association of Children's Welfare Agencies Conference, Sydney.
- Humphries, J., Harvey, A., Wilson, J., Goodwin-Burns, P., & Tootell, N. (2018, October 2–5). *Raising expectations: A cross-sectoral approach to increase university access for care leavers*. European Scientific Association on Residential and Family Care for Children and Adolescents (EUSARF) Conference, Porto, Portugal.
- Humphries, J., Tootell, N., Harvey, A., Reid, E., Kearns, C., McLellan, J., & Burley, P. (2018, June 27–29). *Raising educational expectations: Extending university outreach to flexible learning schools*. Doing School Differently Conference, Gold Coast.
- King, S. (2015, November 24–25). *Transformations: Exploring successful FiF students' experiences of higher education* [Paper presentation]. National Association of Enabling Educators of Australia (NAEEA) Conference, Sydney.
- King, S. (2017, April 28). *What does it mean to succeed in this place? Exploring students' experience of success and well-being at university* [Keynote]. International Association of University Student Health and Wellbeing webinar, Adelaide.
- King, S., Luzeckyj, A., & McCann, B. (2015, May 18). *I always wanted to be at university but I wasn't sure it was for me: First in Family students' experience of success at university* [Seminar]. University of Adelaide, Adelaide.

- King, S., Luzeckyj, A., & McCann, B. (2015, May 25). *First in Family students' experience of success at university* [Seminar]. Flinders University, Adelaide.
- King, S., Luzeckyj, A., & McCann, B. (2015, November 29–December 3). *Choosing and experiencing university: Student voices* [Paper presentation]. Australian Association for Research in Education (AARE) Conference, Fremantle.
- King, S., Luzeckyj, A., McCann, B., & Graham, C. (2015, November 29–December 3). *Transforming the self: First in family students' experiences of success* [Paper presentation]. Australian Association for Research in Education (AARE) Conference, Fremantle.
- Luckman, M., Harvey, A., McNamara, P., & Andrewartha, L. (2015, November 9–12). *Care leavers and higher education: Implications for equity practitioners*. Equity Practitioners in Higher Education Australasia (EPHEA) Conference, Geelong.
- Luzeckyj, A., Graham, C., McCann, B., & King, S. (2015, July 1–4). *First in family students: What they say about being at university* [Paper presentation]. Students, Transitions, Achievement, Retention & Success (STARS) conference, Melbourne.
- McNamara, P., & Harvey, A. (2014, September 2–5). *Access to tertiary education from out of home care in Australia: The case for a national framework*. European Scientific Association on Residential and Family Care for Children and Adolescents (EUSARF) Conference, Copenhagen.
- McNamara, P., Harvey, A., & Andrewartha, L. (2015, September 17–19). *Care leaver transition to university in Australia: Applying local and international evidence to improve participation*

- and retention. International Foster Care Research Conference, Siegen, Germany.
- Munn, B., Harvey, A., & Fuller, E. (2017, November 20). *Out of Home Care Leavers* [Special interest group]. Equity Practitioners in Higher Education Australasia (EPHEA) Conference, Brisbane.
- Ober, R., Frawley, J., Olcay, M., & Smith, J. (2016, November 27–December 1). *Indigenous students' experiences of higher education: Rippling stories of success*. Australian Association for Research in Education (AARE) National Conference, Melbourne.
- Shalley, F. (2019, January 23). *Understanding Indigenous student completions from two regional universities — What can cohort analysis tell us?* Shaping the Future: Better understanding and responding to the needs of regional and remote students in the Northern Territory. Supported by Equity Practitioners in Higher Education Australasia (EPHEA). Charles Darwin University, Casuarina Campus. https://www.youtube.com/watch?v=fZ_TLyDD16M&feature=youtu.be
- Smith, J., Pechenkina, E., Gunstone, A., & Frawley, J. (2016, November 27–December 1). *Identifying strategies for promoting VET to higher education transitions for Aboriginal and Torres Strait Islander learners*. Australian Association for Research in Education (AARE) National Conference, Melbourne.
- Walley, C., Harvey, A., McNamara, P., & Andrewartha, L. (2015, September 15–17). *Making tracks to tertiary education: In pursuit of better learning outcomes for Indigenous care leavers*. Secretariat of National Aboriginal and Islander Child Care (SNAICC) National Conference, Perth.

FURTHER PUBLICATIONS

- Cooper, G., Strathdee, R., & Baglin, J. (2018). Examining geography as a predictor of students' university intentions: A logistic regression analysis. *Rural Society*, 27(2), 83–93. <https://doi.org/10.1080/10371656.2018.1472909>
- Dreamson, N., Thomas, G., Lee Hong, A., & Kim, S. (2016). Policies on and practices of cultural inclusivity in learning management systems: Perspectives of Indigenous holistic pedagogies. *Higher Education Research & Development*, 36(5), 947–961. <https://doi.org/10.1080/07294360.2016.1263830>
- Dreamson, N., Thomas, G., Lee Hong, A., & Kim, S. (2018). The perceptual gaps in using a learning management system: Indigenous cultural perspectives. *Technology, Pedagogy and Education*, 27(4), 431–444. <https://doi.org/10.1080/1475939X.2018.1490665>
- Frawley, J., Ober, R., Olcay, M., & Smith, J. (2017). Indigenous student achievement in higher

- education: The influence of cultural factors on self-efficacy. *Journal of Australian Indigenous Issues*, 20(2), 17–30.
- Frawley, J., Smith, J., Gunstone, A., Pechenkina, E., Ludwig, W., & Stewart, A. (2017). Indigenous VET to higher education pathways and transitions: An integrative literature review. *International Studies in Widening Participation*, 4(1), 34–54. https://nova.ajs.newcastle.edu.au/ceehe/index.php/iswp/article/view/45/pdf_20
- Ganguly, R., & Perera, H. (2019). Profiles of psychological resilience in college students with disabilities. *Journal of Psychoeducational Assessment*, 37(5), 635–651. <https://doi.org/10.1177/0734282918783604>
- Hartley, L., Baker, S., Fleay, C., & Burke, R. (2019). 'My study is the purpose of continuing my life': The experience of accessing university for people seeking asylum in Australia. *Australian Universities' Review*, 61(2).

- Harvey, A., Andrewartha, L., & McNamara, P. (2015). A forgotten cohort? Including people from out-of-home care in Australian higher education policy. *Australian Journal of Education*, 59(2), 182–195. <https://doi.org/10.1177%2F0004944115587529>
- Harvey, A., Andrewartha, L., & Luckman, M. (2016). Care leavers in Australian higher education: Towards evidence-based practice. *Developing Practice: The Child, Youth and Family Work Journal*, 46, 6–18. <https://search.informit.com.au/fullText;dn=005508117527890;res=IELHSS>
- Harvey, A., Wilson, J. Z., & Andrewartha, L. (2019). Strengthening the evidence base to improve educational outcomes for Australians in out-of-home care. In P. McNamara, C. Montserrat, & S. Wise (Eds.), *Education in Out of Home Care: International Perspectives on Policy, Practice and Research*. Springer International Publishing.
- Harvey, A., McNamara, P. & Andrewartha, L. (2016). Towards a national policy framework for care leavers in Australian higher education. In Philip Mendes & Pamela Snow (Eds.), *Young people transitioning from out-of-home care: International research, policy and practice*. London: Palgrave Macmillan.
- King, S., Luzeckyj, A., & McCann, B. (2019). *The experience of being first in family at university: Pioneers in higher education*. Singapore: Springer.
- Li, I.W., & Carroll, D. (2019). Factors influencing dropout and academic performance: An Australian higher education equity perspective. *Journal of Higher Education Policy and Management*, 42(1), 14–30. <https://doi.org/10.1080/1360080X.2019.1649993>
- Luzeckyj, A., McCann, B., Graham, C., King, S., & McCann, J. (2017). Being first in family: Motivations and metaphors. *Higher Education Research and Development*, 36(6), 1237–1250. <https://doi.org/10.1080/07294360.2017.1300138>
- McNamara, P., Harvey, A., & Andrewartha, L. (2019). Passports out of poverty: Raising access to higher education for care leavers in Australia. *Children and Youth Services Review*, 97, 85–93. <https://doi.org/10.1016/j.childyouth.2017.07.015>
- Naylor, R., Terry, L., Rizzo, A., Nguyen, N., & Mifsud, N. (2019). Structural inequality in refugee participation in higher education. *Journal of Refugee Studies*, fez077. <https://doi.org/10.1093/jrs/fez077>
- O'Shea, S., Southgate, E., Jardine, A., & Delahunty, J. (2019). 'Learning to leave' or 'striving to stay': Considering the desires and decisions of rural young people in relation to post-schooling futures. *Emotion, Space and Society*, 32, 1–8. <https://doi.org/10.1016/j.emospa.2019.100587>
- Wilson J.Z., Harvey A., Goodwin-Burns P., & Humphries J. (2019). The "perfect score": The burden of educational elitism on children in out-of-home care. In P. McNamara, C. Montserrat & S. Wise (Eds.), *Education in Out of Home Care: International Perspectives on Policy, Practice and Research*. Springer International Publishing.
- Wilson, J., Harvey, A., & Mendes, P. (2019). Changing lives: Improving care leaver access to higher education. *Oxford Review of Education*, 45(4), 573–586. <https://doi.org/10.1080/03054985.2019.1596074>



Research Impact Case Study

A new impact report approved by the NCSEHE Advisory Board in 2019 (to be released in 2020) illustrates the capacity for ongoing sector-wide change stemming from NCSEHE-funded research.

In 2014–15, La Trobe University conducted a project funded through the NCSEHE Research Grants Program, entitled *Out of Care, Into University: Raising higher education access and achievement of care leavers*. Both directly and indirectly, this report has supported research, policy and practice to change the lives of individuals who have spent time in out-of-home care.

IMPROVING EQUITY FOR CARE LEAVERS IN HIGHER EDUCATION: TRACING THE IMPACT OF *OUT OF CARE, INTO UNIVERSITY*

Written by Kitty Drok for the NCSEHE

Introduction — *Out of Care, Into University: Examining care leavers and higher education in Australia*

In 2014, the NCSEHE provided funding to La Trobe University's Centre for Higher Education Equity and Diversity Research (CHEEDR; then known as the Access and Achievement Research Unit, or AARU) to map the Australian higher education sector in relation to people from out-of-home care backgrounds, including kinship care, foster care and residential care. At the time, care leavers were not specifically recognised as an equity group in higher education in Australia.

The A\$64,000 mixed-methods project was led by Associate Professor Andrew Harvey, Director of CHEEDR, and included a review of the national and international literature on out-of-home care and higher education; an examination of national data sets; an online survey of public universities in Australia; and interviews with senior representatives from major out-of-home care service providers.

The project sought to map higher education for care leavers (i.e. those who had spent time in out-of-home care prior to 18 years old and who had subsequently transitioned out of the system) to increase the visibility of this group, and to provide a strong information base for future policy and research.

Published in March 2015, the final report *Out of Care, Into University: Raising higher education access and achievement of care leavers* identified care leavers as a critically under-represented group in Australian higher education and a priority area for action.

As detailed in the report, around 40,000 children are estimated to require out-of-home care in Australia, and this number has risen every year over the past decade (Australian Institute of Health and Welfare (AIHW), 2014). These children are one of the most vulnerable and disadvantaged social groups, with many facing compound disadvantage. State-level data suggest that a large proportion of young people in out-of-home care are from low socio-economic status and regional backgrounds (State Government of Victoria, 2012). Young people with disabilities are also over-represented in care (Mendes, Snow, & Broadley, 2013). Nationally, the rate of Indigenous children in out-of-home care is 10.6 times the rate for non-Indigenous children (AIHW, 2014).

Children in care confront specific educational challenges from an early age, and their relatively poor school outcomes have been well documented (AIHW, 2007; AIHW 2011). Care leavers rarely transition to higher education. They are largely excluded from the level of education linked to lifetime advantages, such as improved employment opportunities and earning potential (Lomax-Smith, Watson, & Webster, 2011; Norton, 2012). Despite their extremely low university participation rates, there is no national agenda for improvement. Meanwhile, for those care leavers who have, against the odds, successfully transitioned to university, there was a paucity of Australian research on examining their experiences.

Out of Care, Into University identified the following three major reforms required to improve the access and achievement of care leavers in higher education:

1. The collection and publication of nationally-consistent data on higher education access and outcomes for care leavers is vital, and central to developing national policy on this issue. Existing data on the education of Australians in out-of-home care is limited, typically held at the State or Territory level within human services departments, and only up to the age of 18. There are no documented plans to collect educational data beyond

the age of 18, despite the stated priority of 'transitioning to independence' and an acknowledgement within documents supporting the *National Framework for Protecting Australia's Children 2009 – 2020* that the transition period continues up to age 25 (FaHCSIA, 2010; FaHCSIA 2011). This paucity of data limits policy and legislative reform, and institutional action.

There is an urgent need for a national framework to track the educational outcomes of care leavers at post-secondary level, and extending the AIHW's remit on collecting out-of-home care status data in this area would be a valuable initiative to begin building this evidence base.

2. Policy reform is required within the higher education sector. There is urgent need for greater recognition of this under-represented student group.

The invisibility of care leavers within higher education is partly related to the nature of the national student equity framework, *A Fair Chance for All*, established in 1990. The framework identified six disadvantaged groups under-represented in higher education, including people from low socioeconomic areas, people from regional and remote areas, people with disabilities, people from non-English speaking backgrounds, Indigenous people, and women studying in non-traditional areas (Department of Education, Employment and Training, 1990). Over the years, university admissions policies and national funding have been directed to support the six groups, but no categories have been added to the framework since its foundation. While care leavers tend to fall within at least one of the six broad categories, the extent and nature of their often-compounded disadvantage requires tailored policies and specific data collection. Broader reform of the national equity framework could also be considered.

While there is often an assumption that care leavers will be included in broader equity categories, such as regional and low socio-economic status backgrounds, the existing evidence suggests that this is not, and will never be, enough. Few specific policies exist at the higher institutional level to improve access and achievement of the out-of-home care group. Individually, universities need to advocate for this group, providing stronger and more transparent support to raise university aspirations and increase the recruitment, access, and achievement of care leavers.

3. Further policy and legislative reform is required within the community service sector to support the transition of people from out-of-home care to adulthood. Current legislation within State and Territory jurisdictions does not typically mandate ongoing public support for care leavers once they have reached the age of 18. However, international research and the concerns of the community service sector agree that care leavers require support beyond the age of 18. Equally, community service organisations need access to greater individualised data, and increased capacity to provide education and training to carers and the related workforce. There is also an overarching need for cultural change, as this group is routinely underestimated and overlooked by others. In some cases, even those closest to care leavers are either unaware of educational possibilities for them, or unable to explore these possibilities.

The report set out a national agenda for improvement, and provided recommendations targeted to the Australian Government, State and territory governments, higher education institutions, and community service organisations.



NCSEHE Research & Projects

The NCSEHE conducts additional research and evidence-based projects, both independently and in collaboration with other organisations. These are funded through external grants (for example, the Australian Government Department of Education, Skills and Employment NPP program) or from NCSEHE resources.

SPECIAL PROJECTS CONDUCTED DURING 2019

Australian Higher Education Equity Ranking

This NPP project examined the feasibility of a ranking framework for institutional performance in equity student participation in Australian universities. It was completed in 2019, with the report submitted to the Department of Education, Skills and Employment. Dr Paul Koshy and Associate Professor Tim Pitman presented findings from this research at the European Access Network (EAN) Conference in Ghent, Belgium in October 2019, and there was considerable interest in this work in view of recent developments in European and UK policy. The report team also had a paper based on this research accepted by *Higher Education* ('Constructing a ranking of higher education institutions based on equity: is it possible or desirable?').

NCSEHE Data Project

The major project of the NCSEHE Equity Data Program in 2019 was extension work to the equity data interactive resource, culminating in the development of a new data page. The new page reports equity indicators across a number of higher education domains, including: Access, Participation, Retention, Success and Attainment. Users can generate national dashboard data and comparisons between institutions in relation to equity indicators over time. During 2019, the page was visited 3,577 times.

Equity Reporting in Australia (2017-18)

The work on Equity Reporting in Australia progressed over 2018-19 with the release of the latest issue of the briefing note, *Equity student participation in Australian higher education: 2013 to 2018*, as well as a report by Dr Paul Koshy and Dr Lynette Vernon on STEM participation by mature age students in Australia and Western Australia — *Mature age enrolment in higher education STEM in Australia and Western Australia: Access, participation and outcomes*.

Higher Education Participation Research

Research work in this program included:

- The completion of research into migrant children's performance on the PISA (Programme for International Student Assessment) tests in Australia, culminating in an article in *Australian Educational Researcher* ('Culture, migration and educational performance: A focus on gender outcomes using Australian PISA tests').
- A new project on higher education participation in vocational education and training (VET) institutions commenced in late 2019. This involves the analysis of data from the Longitudinal Survey of Australian Youth (LSAY) to examine the determinants of participation in bachelor degree programs within VET providers in Australia, as part of a collaboration between NCSEHE researchers and researchers on a Monash University Australian Research Council (ARC) Discovery Project on this topic (*Vocational Institutions, Undergraduate Degrees, Distinction or Inequality*).
- The linkage of data from a student survey, the EmployABILITY Tool—developed by Dawn Bennett of Curtin University—to Curtin administrative student records. This generated a new data set which will enable researchers to examine issues around student perceptions and capabilities in relation to employability, university participation and performance, and eventually, work integration and post-graduation employment outcomes.

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). In addition, Dr Paul Koshy and Dr Lynette Vernon became co-leaders of the Education and Work Special Interest Group in Raine.

Regional Study Hubs Network

The NCSEHE led the Regional Study Hubs Network throughout 2019, facilitating collaborative activities to support the Australian Government-funded Regional University Centres (formerly Regional Study Hubs) program. These activities included events, workshops and administration of an online Network discussion board.

The Regional Study Hubs Conference, hosted by the Geraldton Universities Centre (GUC) in June 2019, was the first opportunity to link with colleagues and introduce ongoing Network engagement activities. The *Best Practice in Regional Study Hubs Symposium* held at the Country Universities Centre (CUC), Cooma in November 2019, reconvened the Network and invited broader stakeholder involvement.

My Story — Student Voice

Since 2017, the NCSEHE has published the online *My Story — Student Voice* series. Over three years, 21 inspirational students have shared their accounts of overcoming significant challenges to achieve academic, personal and career successes. Hosted on the NCSEHE website, the series of *Student Voice* features have had widespread recognition, amassing more than 15,000 page views from 2017-19, being republished internationally, and being a central element of the 2018 World Access to Higher Education Day (WAHED) Conference. Seventeen of these students contributed to a 2019 case studies publication which was released at the 2019 EPHEA/NAEEA Conference. The online series will continue in 2020.

NCSEHE website development

Ongoing website developments have continued during 2019, with the aim of refining website aesthetic, accessibility and functionality, increase audience engagement and newsletter subscribers; and effectively present the scope of Centre outputs. To optimise access to the NCSEHE data projects and effectively present student equity data, a new interactive data resource provides an important platform for examining trends in equity in higher education with a view to sparking and sustaining debate in new and creative ways. This data resource will be expanded in 2020. Further website development will include a focus on optimising accessibility for users with disability.

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 HEPPP. The Panel's role is advisory, with decision-making responsibility resting with the Minister for Education.

The nine Panel members have brought together a wealth of expertise in higher education equity research or practice providing the Department of Education, Skills and Employment with relevant advice and technical expertise.

The Panel has advised 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/or the Department.

The Department then briefs the Minister for Education.

Economies of scale in supporting low SES and other disadvantaged students

The Department commissioned a research project to examine the costs of supporting students from low SES backgrounds in Australian universities. The project was funded under the NPP program. 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 NCSEHE Director Professor Sue Trinidad and Research Associate Dr Lynette Vernon from Curtin University, in collaboration with the ACER team: Dr Daniel Edwards, Dr Julie McMillian, and Dr Liang-Cheng Zhang and with Professor Glenn Withers, ANU and UNSW. The final report was presented to the Department in May 2019.

NCSEHE Equity Fellows Program

The Australian Government has funded an ongoing Equity Fellows Program, managed by the NCSEHE and funded under the NPP component of the Higher Education Participation and Partnerships Program (HEPPP). The Program supports Fellows to undertake strategic, high-impact, high-profile leadership projects targeted, sector-wide, at improving higher education access, participation and success for students from disadvantaged backgrounds. Six Fellowships have already been completed and a further six Fellows were appointed during the 2019–20 period.

Fellows spend a period of time working in, and with, the Department of Education, Skills and Employment. Bringing together higher education researchers with higher education policymakers and administrators is an innovative feature of the Equity Fellows Program, enabling both parties to learn from each other and to share different perspectives on student equity.

Two cohorts (2016; 2017) of three Fellows have already had direct influence and impact on equity in the higher education sector. The six 2016/17 Equity Fellows were:

- Nadine Zacharias, Deakin University (2016) — *The Australian student equity program and institutional change: Paradigm shift or business as usual?*
- Cathy Stone, The University of Newcastle (2016) — *Opportunity through online learning: Improving student access, participation and success in higher education*
- Erica Southgate, The University of Newcastle (2016) — *Fair connection to professional careers: Understanding social difference and disadvantage, institutional dynamics and technological opportunities*
- Matthew Brett, La Trobe University (2017) — *Equity, performance and accountability*
- Louise Pollard, The University of Western Australia (2017) — *Remote student university success: An analysis of policy and practice*
- James Smith, Charles Darwin University (2017) — *Strengthening evaluation in Indigenous higher education contexts in Australia*

Key findings and outputs from the Fellowships included:

- identification of equity issues in 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
- development of a collaborative arrangement for the ongoing exchange of knowledge between the higher education sector and the Department to inform the delivery of government programs and policy around equity in higher education.

Equity Fellowship projects have also:

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

2016–17 EQUITY FELLOWS' REPORT DISSEMINATION

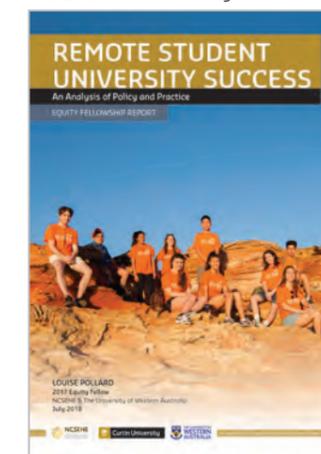
	Report Downloads	2017	2018	2019	
2016 Fellows	Cathy Stone — <i>Opportunity through online learning: Improving student access, participation and success in online higher education</i>	Full report	2,921	2,355	2,588
	Nadine Zacharias — <i>The Australian student equity program and institutional change: Paradigm shift or business as usual?</i>	National Guidelines	2,463	3,804	4,834
2016 Fellows	Nadine Zacharias — <i>The Australian student equity program and institutional change: Paradigm shift or business as usual?</i>	Full report	871	511	655
	Erica Southgate — <i>Fair connection to professional careers: Understanding social difference and disadvantage, institutional dynamics and technological opportunities</i>	Equity Initiatives Map	260	355	163
2016 Fellows	Erica Southgate — <i>Fair connection to professional careers: Understanding social difference and disadvantage, institutional dynamics and technological opportunities</i>	Full report	1,029	680	527
	James A. Smith — <i>Strengthening evaluation within Indigenous higher education contexts in Australia</i>	<i>Immersed in the Future</i> DICE Report	1,291	456	710
2017 Fellows	James A. Smith — <i>Strengthening evaluation within Indigenous higher education contexts in Australia</i>	Full report	N/A	1,593	1,031
	Matt Brett — <i>Equity, performance and accountability</i>	Full report	N/A	425	756
2017 Fellows	Louise Pollard — <i>Remote student university participation and success: An analysis of policy and practice</i>	Full report	N/A	871	1,413
Total hardcopy Fellowship reports distributed during 2017–19				1,735	



JAMES SMITH
NCSEHE & Charles Darwin University



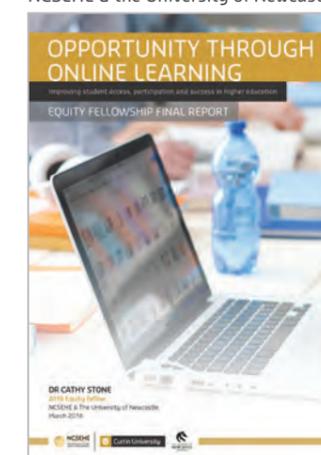
LOUISE POLLARD
NCSEHE & The University of Western Australia



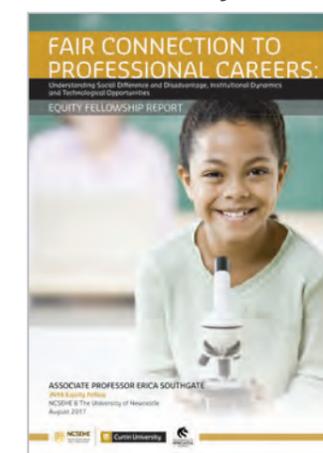
MATT BRETT
NCSEHE & La Trobe University



CATHY STONE
NCSEHE & the University of Newcastle



ERICA SOUTHGATE
NCSEHE & the University of Newcastle



NADINE ZACHARIAS
NCSEHE & Deakin University



2019/20 NCSEHE Equity Fellows

The NCSEHE has appointed six new Equity Fellows who will conduct targeted research projects throughout 2019/20 to advance student equity research, policy and practice.

Mr David Eckstein, Associate Professor Tim Pitman, Dr Janine Delahunty, Dr Andrea Simpson, Dr Katelyn Barney and Dr Nicole Crawford are undertaking year-long projects focusing on regional and remote students, students with disability, and Aboriginal and Torres Strait Islanders.

Progress bulletins and final reports will be published to the NCSEHE website during 2020, and the Fellows will present their findings through a NCSEHE forum to be held late in the year.



2020 Equity Fellows with NCSEHE Director Professor Sue Trinidad at the 2019 EPHEA and NAEAA Conference

Mr David Eckstein, Swinburne University of Technology

Meaningful jobs for graduates with disability: From luck to business as usual



Students with disability are more likely to be unemployed after completing university than graduates without disability. Also, students with disability that are employed are more likely to end up with work that does not use their skills or education (2018 Graduate Outcomes Survey). They also make up only two per cent of students taking part in employers' graduate programs (AAGE Graduate Survey, 2019) which are important employment pathways.

There is little argument that more Australian universities need to offer targeted careers support for students with disability to help address this inequity. However, it is not necessarily a straightforward thing to provide. Resource constraints and different operational contexts affect institutional ability to follow through on their desire to provide tailored services.

This Fellowship project aims to identify best practice initiatives and develop open-access tools and guidelines for all universities. A national community of practice will be created and an annual summit will help universities develop institutionally-specific strategies and support programs. Doing so will also help universities prepare to meet future funding-linked student employment targets.

This Fellowship is an opportunity to collaborate at scale and interrogate different approaches to helping students with disability get meaningful work after graduation. It's a chance to understand more about why particular approaches suit some contexts better than others, and what will realistically characterise future best practice in this fundamental aspect of student success.

More information: <https://www.ncsehe.edu.au/2020-ncsehe-equity-fellow-david-eckstein/>

Dr Andrea Simpson, La Trobe University

Articulating pathways to higher degree allied health coursework programs for Aboriginal and Torres Strait Islander people



Building Aboriginal and Torres Strait Islander workforce capacity in the allied health professions is a vital part of reducing the health and equity burden faced by Aboriginal and Torres Strait Islander people.

Compared with non-Aboriginal and Torres Strait Islander Australians, employed Aboriginal and Torres Strait Islander Australians are 1.5 times more likely to work in the health and social assistance sector. However, these largely represent VET sector qualifications. Remuneration for those holding health VET qualifications are amongst the lowest paid in both government and non-government organisations with little of the status or professional development opportunities awarded to their university-qualified allied health counterparts.

Depending on the profession, entry into allied health study can be competitive and based on academic achievement — factors known to limit student equity.

Many universities are choosing to offer specialisation into allied health only at postgraduate level which further restricts equitable access to these courses. Although, in theory, alternative entry pathways would seem to be a viable solution, particularly for those with industry experience, these are viewed as complex, time-consuming and confusing for both the applicant and institution. As a result, few resources have been invested into this space. This project aims to identify strategies which can act to strengthen the pipeline between VET sector health qualifications and higher degree allied health coursework programs.

More information: <https://www.ncsehe.edu.au/2020-ncsehe-equity-fellow-andrea-simpson/>

Associate Professor Tim Pitman, Curtin University

Supporting people with disability from regional, rural and remote Australia, to succeed in higher education



This Fellowship will focus on how universities can best support people with disability, who come from regional, rural and remote Australia, in their higher education studies. These students not only study in regional universities, they also relocate to cities, or study online. Currently, there are anywhere between 8,000–10,000 people from regional Australia, who identify as having disability, undertaking higher education studies. In this project, Tim will be working with students with disability, and the higher education staff who support them, to deepen our knowledge and understanding about what works, and what doesn't.

The Fellowship has two primary aims: (1) to engage with people with disability in and from regional, remote and rural Australia, undertaking higher education studies, to reveal particular barriers they face to succeeding in higher education; and (2) to work with higher education institutions to understand what they believe currently represents best practice for supporting people with disability in

and from regional, remote and rural areas, the ways in which these students can be actively recruited, and what evidence underpins these beliefs.

By synthesising the findings from these two aims, the Fellowship will help stakeholders to arrive at a better understanding of what higher education institutions are doing right, and what they need to do better, to support people with disability in and from regional, remote and rural Australia. The study will examine: the various modes in which students study, the built environment of the university, the technological environment, and the social environment.

More information: <https://www.ncsehe.edu.au/2020-ncsehe-equity-fellow-tim-pitman/>

2018 NCSEHE Research Fellowship

Professor Maria Raciti, USC

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



Maria Raciti's Research Fellowship, published in July 2019, found people from low socioeconomic status (SES) backgrounds may choose not to attend university based on assessment of perceived risks, rather than a lack of aspiration or ability.

In an era of increasing vocational uncertainty, navigating careers pathways is daunting, and this is amplified for students from disadvantaged backgrounds. Maria's Fellowship examined the relationships between perceived risk and university participation for low SES students.

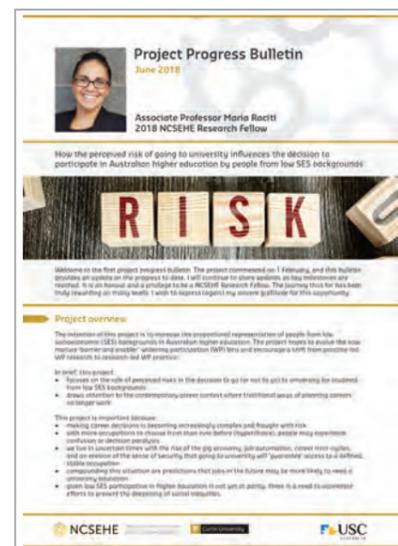
The research identified 10 types of risk that people from low SES backgrounds perceived as being associated with the decision to go (or not to go) to university. These included financial risks; social and psychological risks; and risks impacting career advancement (for example, forgoing alternative opportunities and

committing extended periods of time to a degree with no guarantee of employment). By understanding the different ways students express these perceived risks, schools can better help them make informed decisions. Responsive online resources could promote self-awareness and help identify and address the concerns of students as well as their parents. Parents could also benefit from engagement in university-led widening participation activities and being given tools to support their children.

The study found low SES high school students responded in three different ways to the dilemma of whether or not to go to university. Students may shortcut the decision-making process; postpone or avoid making a decision; or engage in "satisficing," where trade-offs are made to arrive at a "good enough" solution. Risk tolerance was identified as a characteristic influencing students' responses to decision dilemmas. People vary in terms of how they approach risk. Some low SES students are risk averse, some are risk neutral and others are risk seekers.

A 'University Participation Decision-Making Model' was developed through the project, which compared the influence of perceived risks on students from low SES backgrounds with those from other SES backgrounds and identified areas for widening participation interventions.

Final report: <https://www.ncsehe.edu.au/publications/perceived-risks-of-going-to-university/>



Professor Maria Raciti's Research Fellowship report, media and progress bulletin

Article source: <https://www.theaustralian.com.au/higher-education/risk-fears-deter-poorer-students-enrolling-at-uni/news-story/57d543fe2ba231c670c7491d464fdbc6>

2019 NCSEHE Research Fellowship

Professor Sarah O'Shea, University of Wollongong

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree



This NCSEHE Research Fellowship explored the post-graduation experiences and outcomes of students who were the first in their families to attend university (First-in-Family students). The project was conducted in collaboration with the Centre for Higher Education Equity and Diversity Research (CHEEDR) at La Trobe University. Students, graduates and other stakeholders from Australia and the United Kingdom were interviewed and surveyed to support data analysis and a literature review.

The First-in-Family graduates reported greater difficulty finding employment than their second- and third-generation peers. They were, comparatively, more likely to be "underemployed," working fewer hours than desired, or not securing professional roles in their areas of study. Some graduates and alumni in the study attributed their limited employment prospects to differences in social and academic identity, or a perceived inability to "fit in" with organisational cultures.

Sarah found more work could be done by universities to ensure that students have realistic post-graduation expectations, while peak bodies could present cost-benefit analyses so individuals can make informed decisions about different study and career pathways. The report recommended students be well prepared for a competitive labour market, with an emphasis on the value of internships and work-related activities. Financial subsidies and alternative delivery methods—including virtual reality experiences—could improve access for all students.

University graduates in the study commonly expressed the need for ongoing university support as they moved into the workforce. This support could be provided across diverse mediums, including social media, and timed to critical stages in the post-graduation journey.

The research also found a more in-depth understanding of graduate trajectories and labour market conditions could be achieved through refinement of the Australian Graduate Outcomes Survey (GOS) and collaboration within the Australian Government to link relevant statistics.

Final report: <https://www.ncsehe.edu.au/publications/post-graduation-outcomes-first-family-university/>



Professor Sarah O'Shea's Research Fellowship context paper, overview and progress bulletin

Events

29 January
NCSEHE & EPHEA WA
Professional development day
Curtin University, Perth WA

The NCSEHE and the Western Australian chapter of Equity Practitioners in Higher Education Australasia (EPHEA) hosted over 50 participants for a professional development day at Curtin University.

Delivered by experts in the field, sessions revolved around high school performance and standards and the relationship to access and participation in higher education, looking at the current situation and visions for the future. NCSEHE 2017 Equity Fellow Louise Pollard outlined her Fellowship findings on remote student engagement in higher education, Allan Blagaich and Patrick Garnett from the Western Australian School Curriculum and Standards Authority (SCSA) discussed *Student achievement and trends: Western Australian Secondary education*, and Peter Noonan, Director of Tertiary Education and Policy — Mitchell Institute at Victoria University, presented *Future scenarios for tertiary education in Australia*.

EPHEA WA also convened the first chapter meeting for the year to conclude the day.



Russell Dyer, Patrick Garnett and Allan Blagaich at the NCSEHE



Sally Kift presenting a public seminar at the NCSEHE

12–14 June
NCSEHE & Geraldton Universities Centre
Regional Study Hubs Network Conference
Geraldton Universities Centre, Geraldton WA

This conference brought together the Regional Study Hubs Network, led by the NCSEHE, with support from the Australian Government Department of Education, Skills and Employment.

The event, hosted by the Geraldton Universities Centre (GUC) in Geraldton, Western Australia, united representatives from Australia-wide Regional University Centres (formerly named Regional Study Hubs), supported by the Australian Government. The community-owned Regional University Centres are partnering with universities to support students in regional and remote communities across Australia to undertake tertiary education.

Regional University Centre representatives at the Conference heard about strategies in the successful programs at the GUC and the Country Universities Centre (CUC) in New South Wales.

A full overview can be found in the following section.

16 August
NCSEHE
Webinar with NCSEHE Research Fellow Maria Raciti
— Career construction, future work and the perceived risks of going to university for young people from low SES backgrounds
Online webinar

During 2018/19, the NCSEHE supported Professor Maria Raciti to conduct a Research Fellowship project examining the relationships between perceived risk and university participation for low socioeconomic status (SES) students.

In this webinar, Maria provided an overview of her project and key findings, including a *University participation decision-making model* comparing the influence of perceived risks on students from low SES backgrounds with those from other SES backgrounds and identifying specific areas for widening participation interventions.

Webinar participants were given the opportunity to contribute through a Q and A segment and feedback was welcomed on ongoing opportunities to engage with students, teachers, parents and communities to apply the research.

16 October
NCSEHE
Seminar with Professor Sally Kift — Wrangling next-gen higher education excellence
Curtin University, Perth WA

We had the pleasure of hosting NCSEHE Visiting Professorial Fellow Professor Sally Kift in October 2019.

Sally curated the “current frenzy of education-system reviews” in a public seminar which attracted over 40 attendees from Western Australian universities.

The presentation slides are available on the NCSEHE website, having had over 600 views during 2019. These are invaluable resources for those at the coalface of tertiary teaching practice, student support and student experience innovation.

6 November
NCSEHE & ADCET
Webinar with Dr Wojtek Tomaszewski — Beyond graduation: Long-term socioeconomic outcomes amongst equity students
Online webinar

The Australian Disability Clearinghouse on Education and Training (ADCET) in partnership with the NCSEHE presented this webinar by Dr Wojtek Tomaszewski from the University of Queensland. Wojtek detailed the outcomes from recent NCSEHE-funded research on trends in equity students’ post-university outcomes, including measures of health and wellbeing, as well as employment and financial status.

The webinar presented findings on the short and long-term socioeconomic trajectories of Australian university graduates from equity groups and compared them with outcomes for non-equity students across multiple domains. The equity groups investigated in the analysis included: students from low SES backgrounds, non-English-speaking background students, students from regional/remote areas, Aboriginal and Torres Strait Islander students, and students with disability.

14–15 November
NCSEHE & Country Universities Centre
Best Practice in Regional Study Hubs Symposium 2019
Country Universities Centre, Cooma and Lake Crackenback Resort, Jindabyne NSW

The Best Practice in Regional Study Hubs Symposium convened the Regional Study Hubs Network for the second time in 2019.



Peter Noonan presenting at a NCSEHE and EPHEA WA Professional Development day

The Symposium was opened by Minister for Education The Hon. Dan Tehan, and included presentations; panel discussions and workshops.

NCSEHE workshops, attended by 37 Regional University Centre representatives, were held on 14 November at Country Universities Centre Cooma, followed by the public symposium on 15 November at Lake Crackenback Resort, Jindabyne.

A full overview can be found in the following section.

9 December
NCSEHE & EPHEA WA
Professional development day
The University of Western Australia, Perth WA

The NCSEHE and the Western Australian Chapter of EPHEA conducted a second professional development day on 9 December 2019 at The University of Western Australia (UWA).

Two presentations by Professor Maria Raciti included findings from her 2018 NCSEHE Research Fellowship. The event was followed by the final EPHEA WA Chapter meeting for 2019 which was well-attended by representatives from UWA, Curtin University, Murdoch University, Edith Cowan University and the NCSEHE.

Events

REGIONAL STUDY HUBS NETWORK CONFERENCE

The inaugural Regional Study Hubs Network Conference, led by the NCSEHE with support from the Australian Government Department of Education, Skills and Employment, was hosted by the Geraldton Universities Centre (GUC).

This event brought to Geraldton 37 representatives from 14 of the 16 Regional University Centres (formerly named Regional Study Hubs) situated across 23 Australia-wide locations.

Based on the successful models of the Geraldton Universities Centre in WA and the Country Universities Centre in New South Wales (NSW), the community-owned Regional University Centres partner with universities to facilitate access to tertiary education for students in regional and remote communities across Australia.

Participants were given a tour of the GUC facilities, with commentary from Director Natalie Nelmes and Board Chair Steve Douglas. Natalie and Steve also presented on the unique experience provided to students in Geraldton and surrounding regions as an important part of their mission.



Delegates at the Regional Study Hubs Network Conference



Conference attendees on a tour of the Geraldton Universities Centre

A highlight of the event was hearing two students' perspectives on the invaluable opportunities provided by the Geraldton Universities Centre.

Country Universities Centre CEO Duncan Taylor also spoke on the unique experience that the Country Universities Centre offers students in regional NSW.

Minister for Education, The Hon. Dan Tehan introduced the conference through a video address, and guest speakers included Professor Andrew Taggart and Dr Cathy Stone, representing the NCSEHE; Meredith Wills, Panel member of the National Regional Rural and Remote Education Strategy; Geraldton Universities Centre staff, Board members and students; and university representatives from CQUniversity and Curtin University.

Workshops and roundtables led by the Geraldton Universities Centre and the NCSEHE facilitated information sharing among the group, while networking opportunities forged connections to support long-term success across all of the Regional University Centres.

Delegates were guided through the new Network online Discussion Board. Managed by the NCSEHE, this platform has facilitated ongoing professional discussion, including individual Regional University Centre updates, relevant news items, resources and event outputs.



Student representatives from Geraldton Universities Centre

Events

BEST PRACTICE IN REGIONAL STUDY HUBS SYMPOSIUM 2019

Members from 16 Federally-funded Regional University Centres convened in the Snowy Mountains to collaborate, engage with higher education experts, and share examples of best practice with the aim of ensuring students from regional, rural and remote communities across Australia receive better access to higher education and to improve student success.

NCSEHE workshops were held on 14 November at Country Universities Centre Cooma, followed by a public symposium on 15 November at Lake Crackenback Resort, Jindabyne.

The inaugural Best Practice in Regional Study Hubs Symposium was opened by The Hon. Dan Tehan, and included: workshops, discussion panels, expert subject matter presentations and addresses from federal and state ministers and from the Department of Education, Skills and Employment.



Key discussions at the Symposium around student and Regional University Centres support included:

- assistance for First-in-Family students
- supporting the mental wellbeing of mature age online students
- increased support for improved success of Indigenous students
- building a learning culture in regional Australia
- the shape and composition of future regional workforces.

University academics and staff from across Australia with a keen interest in regional tertiary education, including CQUniversity, Charles Sturt University, the University of New England, Curtin University and Macquarie University attended and provided insight into best practice areas.

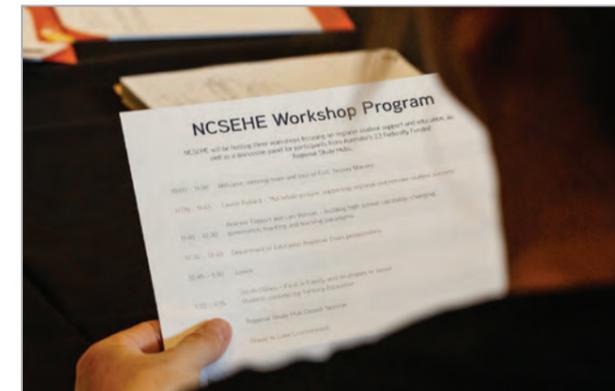
The Symposium was organised by the Country Universities Centre with the support of, and funding from, the Australian Government through the NCSEHE and Destination NSW.



NCSEHE Research Fellow Professor Sarah O'Shea



NCSEHE Director Professor Sue Trinidad addressing workshop participants at the Best Practice in Regional Study Hubs Symposium



Minister for Education, Skills and Employment The Hon. Dan Tehan

Photographs courtesy of Hayden Brotchie Photography

Conferences and Presentations

During 2019, NCSEHE staff gave a total of 70 presentations at 40 national, four international and two online events, extending the reach of the Centre's outputs to a diverse, worldwide audience.

Each of these appearances was an opportunity to engage key stakeholders, disseminate information, foster collaboration, shape discussion, and build upon the reputation and leadership capacity of the NCSEHE and its team.

23 January

Shaping the Future: Learning from Indigenous higher education research in the NT, Darwin

- Kim Robertson, James Smith and Kellie Pollard — *Barriers to, and facilitators of, Indigenous student success: Perspectives from the frontline*
- James Smith, Kellie Pollard and Kim Robertson — *Strengthening evaluation in Indigenous higher education contexts in Australia*
- James Smith and Donna Stephens — *Evidence-based actions to support remote Indigenous participation in higher education: What do we know and where to next?*

29 January

EPHEA WA and NCSEHE professional development day, Curtin University, Perth

- Louise Pollard — *The whole picture: Supporting a successful university experience for remote students*

12 February

Invited presentation, Massey University, New Zealand

- Cathy Stone — *Improving student outcomes in online learning: the development of National Guidelines in Australia*

7 March

National Summit on Micro-credentials and Professional Accreditation, The Australian Council of Professions, Melbourne

- Glenn Campbell, Sally Kift, E. Moore, Peter Noonan and Zlatko Skrbis — *Success stories, failures and emerging best practices in micro-credentials.*

25 March

University of Canberra/TAFE Queensland Graduation, Brisbane

- Sally Kift — Occasional address

16 April

Invited presentation, Endeavour College, Sydney

- Cathy Stone — *Improving student outcomes in online learning: The development of National Guidelines in Australia*

19 April

5th Annual Enhancing Student Experience Conference: Building a seamless end-to-end positive student journey, Victoria University, Melbourne

- Lynette Vernon — *Research Informing Policy and Practice: Facilitating student equity in Australian higher education* [Interactive session]

3 May

Higher Education Private Provider Quality Network, Sydney

- Matt Brett — *Equity beyond the university boundary*

9 May

USC Boardroom Breakfast with Principals, USC Moreton Bay

- Maria Raciti — *Career construction, future work and the concerns young people have about going to university*

16 May

Global Accessibility Awareness Day at Blackboard, Follow-the-Sun webinar

- Matt Brett — *From awareness to action — Disability inclusion in higher education*

Legal Education Summit, College of Law, Sydney

- Sally Kift — *The importance of SOTL to modern professional education and its stakeholders*

23 May

USC Boardroom Breakfast with Principals, Sippy Downs

- Maria Raciti — *Career construction, future work and the concerns young people have about going to university*

27 May

Centre for Research in Assessment and Digital Learning (CRADLE) Cloud First Workshop for Faculty of Business and Law, Deakin University, Melbourne

- Sally Kift — *Building a profile as a higher education scholar: The scholarship of teaching and learning*

29 May

USC Learning and Teaching Showcase Series, Sippy Downs

- Maria Raciti — *The last hurrah: A bespoke magnet capstone course inculcating habits of mind and crystallising professional identity*

30 May

2019 Australian Independent Higher Education Members Seminar, Sydney

- Matt Brett — *Equity and inclusion in independent higher education*

25 June

USC Student Services and Engagement, USC Sippy Downs

- Maria Raciti — *'Just in time' career construction for students from disadvantaged backgrounds*

12-14 June

Regional Study Hubs Network Conference, Geraldton Universities Centre, Geraldton

- Cathy Stone — *Understanding the online student experience*
- Sue Trinidad — *Workshop presenter*

17 June

Productivity Commission report launch, Melbourne

- Sue Trinidad — *The ripple effect: Student voices and evidence-based research informing policy and practice.* In Productivity Commission, Higher Education Access and Outcomes panel discussion

17-19 June

European First Year Experience (EFYE) Conference, Cork, Ireland

- Sally Kift — *Transition Pedagogy for first year student success: From theory and policy to practice and impact*

July 7-10

Students, Transitions, Achievement, Retention & Success (STARS) Conference, Melbourne

- Sally Kift, Ron Oliver, Linda Leach and Nick Zepke — *Anchor points and blue skies thinking: A conversation in four parts*
- Sally Kift and Nadine Zacharias — *Student Equity Network: The Best Chance for All*
- Abi Brooker, Rachael Field, Samuel Howe, N. James, Sally Kift and S. Maddison — *University staff well-being: Fitting your own oxygen mask first*
- Cathy Stone — *Online learning in Australian higher education: Opportunities, challenges and transformations*
- Cathy Stone — *First-in-Family network session* [Facilitator]
- Trina Jorre de St Jorre, Madelaine-Marie Judd, Sally Kift, Shelley Kinash, Megan Paull and Amanda White — *TEN STARS Network*

30 July

University of Tasmania, Hobart

- Cathy Stone — *Launch of Final Report on "Student View" research.* In Student View Research Team, *The student experience of online learning: outcomes from a pilot study*



Elisa McGowan, Jasmin Norris, Professor Grady Venville, Professor Maria Raciti and Professor Sue Trinidad at The University of Western Australia for a NCSEHE and EPHEA WA professional development day

Conferences and Presentations

8–9 August

Australian Market and Social Research Society 2019 National Conference, Sydney

- Maria Raciti — *Embedding Indigenous knowledges and perspectives in research, business, science and innovation* [Conference panel Chair]

16 August

NCSEHE webinar

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

20 August

USC Business School Research Conversations, USC

- Maria Raciti — *Getting external grants: Does 'winging it' actually work?*

13 September

University of New England, Law School Retreat, Armidale

- Sally Kift — *Trends in legal education*

16 September

Equity Practitioners' Forum, University of South Australia, Adelaide

- Cathy Stone — *Regional transitions to university: Regional students' post-school intentions, opportunities and challenges*

16–18 September

International Conference of the Australian Evaluation Society, Sydney

- James Smith, Donna Stephens, Kim Robertson and Kalinda Griffiths — *Navigating Indigenous evaluation contexts: A time for critical reflection*



Professor Sally Kift at the Research Centre for Tertiary Education and Qualifications (RTEQ), Kyushu University, Fukuoka, Japan

16 October

NCSEHE Seminar, Curtin University, Perth

- Sally Kift — *Wrangling next-gen higher education excellence*

17 October

Invited seminar, Curtin University Faculty of Business and Law, Perth

- Sally Kift — *Transition pedagogy for student learning, success and retention*

18 October

Australian Council of Professions Education and Employability for Australia's "Industry 4.0", Sydney

- Sally Kift — *The best chance for all: Beneficial lifelong learning*
- Sally Kift and B. Oliver — *Drafting a Statement of Principles*

4 October

UOW Big Ideas Festival, University of Wollongong Australia, Wollongong

- Sarah O'Shea — *Educating the masses: Higher education access for all?*

29 October

La Trobe Student Success Conference, Albury Wodonga

- Sarah O'Shea — *"I actually do know a little bit!": Leveraging the cultural strengths and capabilities of older university students*

28–30 October

European Access Network (EAN) Conference, Ghent, Belgium

- Paul Koshy and Tim Pitman — *An equity performance ranking for Australia*

30 October

Inclusive Education Community of Practice, Deakin University, Melbourne

- Sarah O'Shea — *Retaining, supporting and understanding first-in-family students: Research and practical strategies for academic 'success'*

1 November

La Trobe University Student Success Summit, Bundoora

- Sarah O'Shea — *'Kids from here don't go to uni': How sense of 'belonging' and 'entitlement' may inform understandings of success for first in family students* [Invited keynote]
- Matt Brett — *Where does student equity fit within the Australian idea of the university?*

8 November

2nd Annual UniSA Learning and Teaching Symposium, Adelaide

- Sally Kift — *Connectedness 2.0: Towards a theory of HE connectedness for the best chance for all*



Dr Cathy Stone at the STARS Conference

11–13 November

National Conference of the Australian Association for Institutional Research, Hobart

- James Smith and Kim Robertson — *"They just don't tick and flick": Indigenous viewpoints about evaluation in Indigenous higher education*

13–14 November

Best Practice in Regional Study Hubs Symposium, Cooma

- Nicole Crawford — *Enhancing student success: Supporting the mental wellbeing of mature-aged undergraduate university students from regional and remote Australia*
- Sarah O'Shea — *First in Family and strategies to assist students considering tertiary education*
- Louise Pollard — *The whole picture: Supporting regional and remote student success*
- Sue Trinidad — *NCSEHE workshops*
- Lynette Vernon and Andrew Taggart — *Building high school capability: Changing governance, teaching and learning paradigms*



Dr Lynette Vernon at the 5th Annual Enhancing Student Experience Conference



Professor Sarah O'Shea at the UOW Big Ideas Festival

Conferences and Presentations

15 November

Widening Tertiary Participation Consortium Seminar, University of Queensland, Brisbane

- Maria Raciti — *Ten insights for widening participation impact*

18 November

Higher Education Research and Development Society of Australasia (HERDSA) Queensland on Show Symposium, Brisbane

- Sally Kift — *Higher education 2019: Connectivity and connectedness*

24–27 November

Equity Practitioners in Higher Education Australasia (EPHEA) and National Association of Enabling Educators of Australia (NAEEA) Conference, University of Wollongong, Wollongong

- Sally Kift — *The Best Chance for All: Enabling pathways and pedagogy for student success*
- Lynette Vernon — *University or vocational education? Career information to support and broaden aspirations* [Poster presentation]
- Elisa McGowan and Lynette Vernon — *Aspire UWA Case Study: Participation in outreach programs*

supports confidence and awareness of opportunities for high school students

- Sarah O'Shea, Kylie Austin, Olivia Groves and Jodi Lamanna — *Higher education careers advice for low SES students, including low SES Indigenous students and low SES regional and remote students*
- Sarah O'Shea, Steven Howard, Kylie Lipscombe, Kellie Buckley-Walker and Verity Firth — *Creating a 'bespoke' and holistic evaluation framework for student equity programs*
- Nicole Crawford, Marguerite Westacott, Helen Scobie, Angela Jones, Kate Hansen and Juliette Subramaniam — *On our radar: Supporting student and staff mental wellbeing in enabling education*
- Nicole Crawford — *Enhancing student success: Supporting the mental wellbeing of mature-aged undergraduate university students from regional and remote Australia*
- Louise Pollard — *The invisible cohort: Remote students' engagement and success in higher education*
- Sarah O'Shea — *International perspectives and approaches to supporting and retaining First-in-Family students* [Special interest group]
- Sue Trinidad, Sarah O'Shea and Nicole Crawford — *2019–20 NCSEHE Research and Equity Fellows*



Professor Sally Kift at the Australian Council of Professions Education and Employability for Australia's "Industry 4.0", Sydney



Panel members Mr Michael Brennan, Ms Megan O'Connell, Professor Sue Trinidad and Mr Andrew Norton at the Productivity Commission report launch — *The demand driven university system: A mixed report card*
Image © Dallas Bland

27 November

Tertiary Education Quality and Standards Agency (TEQSA) Conference, Melbourne

- Matt Brett — *Equity as a function of quality*
- Maria Raciti, Denis Naphine and Helen Bartlett — *Advancing regional, rural and remote tertiary education* [Conference panel]

2 December

University of Tasmania Inclusive Practices Workshop, Hobart

- Nicole Crawford — *Creating an inclusive learning environment: Supporting students experiencing mental health challenges and other conditions that affect their learning*

2–3 December

Beyond Year 12 Conference, Australian National University, Canberra

- Maria Raciti — *The road less travelled: The concerns young people from low SES backgrounds have about going to university*

9 December

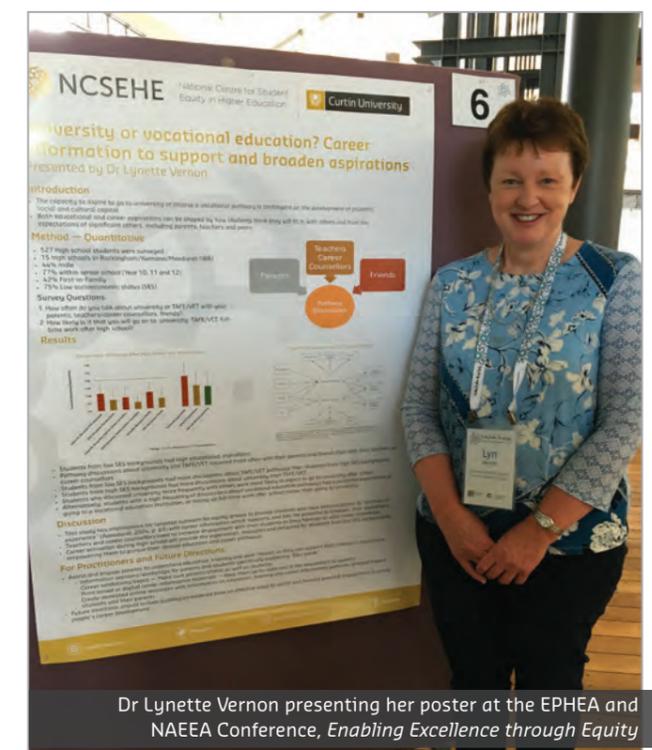
Equity Practitioners in Higher Education Australasia (EPHEA) WA and NCSEHE professional development day, The University of Western Australia, Perth

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

12–13 December

Global movements toward NQF and the feasibility in Japan, Research Centre for Tertiary Education and Qualifications (RTEQ), Kyushu University, Fukuoka, Japan

- Sally Kift — *An Australian Qualifications Framework*



Dr Lynette Vernon presenting her poster at the EPHEA and NAEEA Conference, *Enabling Excellence through Equity*

NCSEHE Publications

Throughout 2019, 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.

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

January 2019 — Digital

In June 2018, the NCSEHE set out to develop a long-term strategic vision for student equity in Australian higher education through a national collaborative process under the banner of *Student Equity 2030*. The core outcome of the 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* represented the synthesis of feedback from stakeholders closest to student equity policy, research and practice obtained through a comprehensive consultation process.

NCSEHE Focus — The National Priorities Pool Program: Past trends and future opportunities

July 2019 — Digital

In 2017–18, the NCSEHE was commissioned by the Department of Education, Skills and Employment to deliver a web resource providing open access to a diverse collection of National Priorities Pool (NPP) research and projects. The fifth in the *NCSEHE Focus* series, this report built upon the online resource to analyse trends and outline future directions for the NPP program. The report analysed NPP project characteristics; the development and effectiveness of NPP projects; lessons learned from the NPP projects; individual NPP projects from 2014–16; the developing policy and program environment; government initiatives; upcoming NPP projects; and NCSEHE initiatives.

My Story — Student Voice

November 2019 — Print and digital

Since 2017, the NCSEHE has published the online *My Story — Student Voice* series. Over three years, 21 inspirational students have shared their accounts of overcoming significant challenges to achieve academic, personal and career successes. Seventeen of those

students featured in this print and online publication which challenged the notion of deficit and collectively celebrated these students' outstanding qualities and achievements. Continuing the NCSEHE case studies series, this compilation also presented good practice in widening participation in higher education, with a particular focus on programs funded through the Higher Education Participation and Partnerships Program (HEPPP).

Informing Policy and Practice IV

November 2019 — Print and digital

The fourth publication in the NCSEHE *Informing Policy and Practice* series was released at the EPHEA & NAEAA Conference, reviewing outcomes from the 2017/18 NCSEHE Research Grants Program projects. The publication also incorporated Professor Maria Raciti's 2018 NCSEHE Research Fellowship on the perceived risks of going to university for students from low socioeconomic status backgrounds. The *Informing Policy and Practice* series features individual expert commentary alongside concise summaries of the projects and their outcomes.

NCSEHE briefing note: Equity student participation in Australian higher education 2013–2018

December 2019 — Digital

The NCSEHE publishes an annual briefing note, compiled from 2019 Australian Government Department of Education, Skills and Employment data. The briefing notes report on trends in undergraduate participation in Australian higher education across student equity groups. In keeping with previous editions, this briefing note reported across a six-year window, starting in 2013 through to 2018.

It reported on participation patterns among domestic undergraduates across both Table A Providers (major public universities) and Table B Providers (four private institutions), with system totals ('National') applying across both groups.



General Publications

During 2019, the NCSEHE and staff produced a total of 60 publications including peer-reviewed journal articles; book chapters; research reports; conference papers; professional commentary pieces, and briefing notes.

The Centre also contributed a number of submissions in 2019, including the *National Rural, Regional and Remote Education Strategy*; the *Review of Senior Secondary Pathways into Work, Further Education and Training*; and the *Review of the Australian Qualifications Framework*.

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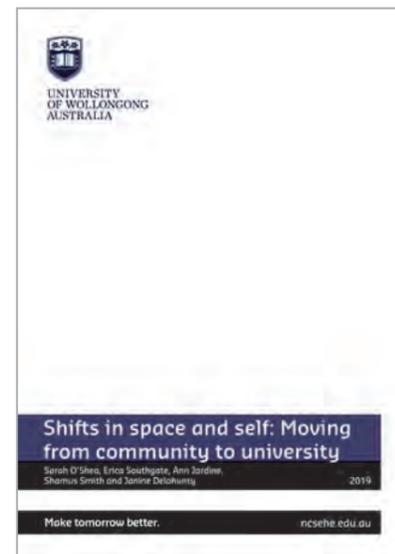
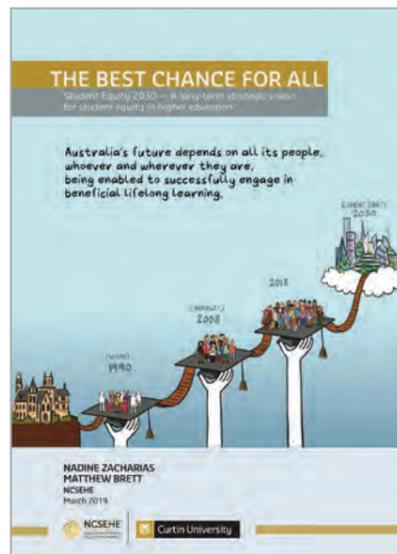
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Media and Communications

2019 MEDIA AND COMMUNICATIONS HIGHLIGHTS



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 Australian higher education.

During 2019, the NCSEHE released 15 reports, including Centre-funded research; a *NCSEHE Focus* report; *The Best Chance for All* policy statement; Maria Raciti's Research Fellowship; and the student equity briefing note. These have been well received by stakeholders and media — exemplified by Professor Raciti's report which amassed an Advertising Space Rate (ASR) of over A\$400,000. High-profile coverage included Triple J, ABC Radio National and *The Australian*. Other mass media for 2019 included items in *Times Higher Education*, the *Sydney Morning Herald*, ABC radio and online, *Wonkhe*, *sbs.com.au* and *Campus Morning Mail*.

The NCSEHE continues to broaden modes of communication with the sector, including increased multimedia content and a dedicated in-person presence at key events. In this respect, a highlight for 2019 was the Centre sponsorship and promotion at the STARS Conference in July. NCSEHE representatives communicated the work of the Centre with a focus on the NCSEHE Equity Fellows Program. Well over 400 print publications were distributed, and active networking yielded opportunities for future collaborations.

A core activity of the Centre continues to be the production of major publications, in print and online formats. On 27 November, two major print/online publications were launched. *Informing Policy and Practice IV* includes summaries, expert commentary and links for all of the projects from the 2017/18 NCSEHE Research Grants Program as well as Maria Raciti's Research Fellowship. *My Story — Student Voice* is the fourth in the NCSEHE case studies publications series. It is a collection of online features published since 2017, celebrating students' stories of overcoming disadvantage to achieve success with the support of HEPPP-funded initiatives, which are also profiled.

Two exciting milestones were reached in 2019 for the NCSEHE media channels as the Centre surpassed 2,500 eNews subscribers and 2,000 Twitter followers.

With an updated *Media and Communications Strategy* taking effect in 2020, the NCSEHE will continue to build upon these—and other—key metrics. Moving forward, a significant focus will be on recording and reporting the unfolding *impact* of NCSEHE activities and outputs.

2019 MEDIA AND COMMUNICATIONS OUTPUTS AND OUTCOMES

	OUTPUTS	OUTCOMES	2018	2019
Social media	Twitter	# followers (end of period)	1,673	2,084
	Facebook	Average # impressions p/month	45,775	50,850
eNews	Newsletters	# followers (end of period)	102	163
		# issues	11	10
		# subscribers (end of period)	2,022	2,650
		Average # unique opens	727	974
Website	Website traffic	Average # link clicks	697	1045
		Average # visits p/month	11,542	10,136
		Average # visitors p/month	9,597	6,066
		Average # items p/month	9	8
		Average # events listed p/month	5	7
Other online engagement	News/feature items	# reports published	6	12
		# published/distributed	9	18
Mass media	Media releases	# item views	947	2,652
		# item views	144	178
Co-branding	Advertising Space Rate (ASR)	# media mentions	50	135
		A\$	7,575,421	7,483,530
Publications	Events	# co-branded webinars	1	1
		# other co-branded events	3	4
Events and presentations	Webinars	# total publications produced	5	3
		# print publications distributed	974	1420
		# events	18	7
Events and presentations	NCSEHE events	# total participants	398	330
		# presentations	78	70
		Presentations at # events	62	46
		NCSEHE staff presentations		

NCSEHE PUBLICATION DOWNLOADS DURING 2019

Publication/report title	Downloads
<i>National guidelines for improving student outcomes in online learning</i> https://www.ncsehe.edu.au/publications/opportunity-online-learning-improving-student-access-participation-success-higher-education/	4,834
<i>Supporting students with Autism Spectrum Disorder in higher education</i> https://www.ncsehe.edu.au/publications/supporting-students-with-autism-spectrum-disorder-in-higher-education/	4,772
<i>Issues and trends for students with disability: Review of NCSEHE-funded research</i> https://www.ncsehe.edu.au/publications/issues-trends-students-disability-review-ncsehe-funded-research/	2,976
<i>Educational outcomes of young Indigenous Australians</i> https://www.ncsehe.edu.au/publications/educational-outcomes-of-young-indigenous-australians/	2,843
<i>Opportunity through online learning: Improving student access, participation and success in higher education</i> https://www.ncsehe.edu.au/publications/opportunity-online-learning-improving-student-access-participation-success-higher-education/	2,588
<i>Culturally inclusive learning for Indigenous students in a Learning Management System</i> https://www.ncsehe.edu.au/publications/culturally-inclusive-learning-for-indigenous-students-in-a-learning-management-system/	2,299
<i>The role of Inherent Requirement Statements in Australian universities</i> https://www.ncsehe.edu.au/publications/the-role-of-inherent-requirement-statements-in-australian-universities/	2,205
<i>Factors influencing university student satisfaction, dropout and academic performance: An Australian higher education perspective</i> https://www.ncsehe.edu.au/publications/factors-influencing-university-student-satisfaction-dropout-and-academic-performance-an-australian-higher-education-equity-perspective/	2,154
<i>People seeking asylum in Australia: Access and support in higher education</i> https://www.ncsehe.edu.au/publications/people-seeking-asylum-in-australia-access-and-support-in-higher-education/	2,008
<i>Higher Education Participation and Partnerships Program: Seven Years On</i> https://www.ncsehe.edu.au/publications/higher-education-participation-and-partnerships-program-seven-years-on/	1,856

Media and Communications

NCSEHE WEBSITE AND ENEWS

The screenshot shows the NCSEHE website homepage with the following sections:

- Navigation:** HOME, ABOUT, NEWS/EVENTS, RESEARCH/PUBLICATIONS, EQUITY DATA, PRACTICE/POLICY, HELP/FIND PROJECTS, CONTACT.
- JOIN OUR MAILING LIST:** A field for entering an email address.
- CONNECTING EQUITY POLICY, RESEARCH & PRACTICE:** A featured article titled "STUDENT EQUITY DATA — NCSEHE INTERACTIVE RESOURCE" dated 17 DECEMBER 2019.
- NEWS:** A grid of news items including:
 - NCSEHE RESEARCH PROJECT UPDATE — INFORMING KEY INFLUENCERS OF LOW SES REGIONAL, RURAL AND REMOTE STUDENTS' EDUCATION AND CAREER PATHWAY CHOICES (4 MARCH 2020)
 - IMPACT REPORT: IMPROVING EQUITY FOR CARE LEAVERS IN HIGHER EDUCATION (28 MARCH 2020)
 - LECTURE RECORDING: EQUITY FOR SOCIAL JUSTICE YOUTH ON THE INSIDE (28 FEBRUARY 2020)
- RESEARCH / PUBLICATIONS:**
 - TRACING THE IMPACT OF OUT OF CARE, INTO UNIVERSITY: RAISING HIGHER EDUCATION ACCESS AND ACHIEVEMENT OF CARE LEAVERS (4 MARCH 2020)
 - TRAVERSING THE TERRAIN OF HIGHER EDUCATION: EXPERIENCES OF REFUGEE YOUTH ON THE INSIDE (27 FEBRUARY 2020)
 - IMPROVING EMPLOYMENT AND EDUCATION OUTCOMES FOR SOMALI AUSTRALIANS (28 FEBRUARY 2020)
- EVENTS:**
 - CAN WE RANK UNIVERSITIES BASED ON PRINCIPLES OF FAIRNESS AND EQUITY? AND IF SO, SHOULD WE? (19 MARCH 2020)
 - ENHANCING GRADUATE EMPLOYMENT OUTCOMES CONFERENCE (24-25 MARCH 2020)
 - 2020 ROUND TABLE CONFERENCE: INFORMATION ACCESS — INNOVATION AND COLLABORATION (2-5 MAY 2020)
- LATEST TWEETS:** Three tweets from @CurUniv, @WorldAutismMonth, and @4040t_edu_au.
- Footer:** ABOUT, NEWS/EVENTS, PUBLICATIONS, EQUITY DATA, PRACTICE/POLICY, PHONE (08) 9296 1573.

Ten issues of the NCSEHE Equity Insights newsletter were distributed to 2,650* subscribers worldwide. (*December 2019)

The screenshot shows the "EQUITY INSIGHTS: NEW DEVELOPMENTS IN HIGHER EDUCATION" newsletter. It includes:

- TABLE OF CONTENTS:**
 - EQUITY INSIGHTS: NEW DEVELOPMENTS IN HIGHER EDUCATION
 - Country Universities Centre Best Practice in Regional Study Hubs Symposium 2019
 - NCSEHE publication: My Story — Student Voice
 - NCSEHE Publication: Informing Policy and Practice IV
 - 2019/20 NCSEHE Research Grants Program projects announced
 - NCSEHE 2020 Equity Fellows announced
- IN OTHER NEWS:**
 - Applications open for the University of Newcastle 2020 National Writing Program
 - The NCSEHE will host the Writing Program for Equity and Widening Participation Practitioners in 2020.
 - Now in its fourth year, the program is led by the Centre for Excellence for Equity in Higher Education (CEEHE) at the University of Newcastle, Australia in conjunction with Sheffield Hallam University, UK and the Office for Fair Access, UK.
 - More details.
 - ADCET & NCSEHE webinar recording — Beyond graduation: Long-term socioeconomic outcomes amongst equity students
 - The Australian Disability Clearinghouse on Education and Training (ADCET) and the NCSEHE presented a webinar by Wojtek Tomaszewski on 6 November. A summary
- Article Details:**
 - EQUITY INSIGHTS: NEW DEVELOPMENTS IN HIGHER EDUCATION**
News, information and research on student equity in higher education from the NCSEHE Director, Professor Sue Trinidad.
 - Country Universities Centre Best Practice in Regional Study Hubs Symposium 2019**
Throughout 2019, the NCSEHE has led a Network of Australian Regional Study Hubs, facilitating collaborative activities to support the Australian Government-funded Regional University Centres program.
The Best Practice in Regional Study Hubs Symposium—held at the Country Universities Centre (CUC), Cooma on 14-15 November—convened the Network for the second time this year. The Symposium was opened by Minister for Education, The Hon Dan Tehan, and included presentations; panel discussions and NCSEHE workshops.
Conference roundup, event photographs and poster showcase
(Photograph courtesy of Hayden Brochie Photography; Minister for Education The Hon Dan Tehan and Professor Sue Trinidad.)
 - NCSEHE publication: My Story — Student Voice**
It was with great pleasure that we officially launched a new NCSEHE print and online case studies publication at the EPHEA & NAAEEA Conference on 26 November, entitled *My Story — Student Voice*.
Seventeen student narratives offer unique insights into the motivations, barriers, and support needs of individuals facing complex—and often compounding—disadvantage. The *Student Voice* series challenges the notion of deficit and collectively celebrates these students' outstanding personal and academic qualities and achievements.
Continue reading...
 - NCSEHE Publication: Informing Policy and Practice IV**
The fourth publication in the NCSEHE *Informing Policy and Practice* series was released at the EPHEA & NAAEEA Conference on 27 November, reviewing outcomes from the 13 2017/18 Research Grants Program projects.



NCSEHE publications on display at the Students, Transitions, Achievement, Retention & Success (STARS) Conference, Melbourne

NCSEHE Research Team Updates

Dr Lynette Vernon

Postdoctoral Fellow

A highlight for 2019 has been my involvement in the two symposia for the Regional University Centres program. I valued the opportunity to present and network with representatives from Australia-wide study hubs who are bringing accessible tertiary education to our regions. I have also presented at conferences including the EPHEA/NAEEA Conference and the 5th Annual Enhancing Student Experience Conference: Building a seamless end-to-end positive student journey. I had the pleasure of co-supervising two PhD students, Mr Don Boyd and Mr Charles Flodin, and have continued to work with NCSEHE PhD student Ian Cunningham. For the last two years, I have sat

on the external reference group for an Australian Research Council (ARC) Discovery Project, *Vocational institutions, undergraduate degrees* and performed ongoing secretariat duties for the Equity Research and Innovation Panel. Since 2018, I have sat on the Editorial Board for *Human Behaviours and Emerging Technologies* and have been a peer reviewer for the *British Educational Research Journal*, *The Australian Educational Researcher*, *Journal of Adolescence* and *Australian and International Journal of Rural Education*. I was also Co-Investigator on a WA Government report on mature age students in STEM and have published widely throughout the year.

Dr Paul Koshy

Research Fellow and Program Leader: Data Analysis

My work in 2019 centred around three key projects:

- The first examined the possibility of an equity performance ranking for universities in Australia in relation to student participation, retention and outcomes. The key finding from this work was the inherent difficulty in establishing an institutional ranking. One issue which emerged is the tension between equity student participation and outcomes, with universities with higher rates of participation seeing a less favourable ranking in terms of outcomes (for example, graduate employment).
- The second project was the extension work to the

NCSEHE data website. The site, which is currently in beta testing, reports equity indicators across a number of domains, including: access, participation, retention, success and attainment. The new site will allow users to generate comparisons between institutions in relation to these indicators over time.

- The third project involved the collection and linkage of educational data sets, such as ABS census data, Raine Study, and the employABILITY tool, to university administrative data sets. The data sets created will allow for the future analysis of the key drivers of education performance.

Professor Sally Kift

Advisory Committee Member and 2019 Visiting Professorial Fellow

In my 2019 position as Visiting Professorial Fellow, I focused on the following NCSEHE initiatives:

- Consultant on the Building Legacy and Capacity project, contributing to the finalisation of the vision statement and subsequent dissemination and promotion of the 2019 NCSEHE publication, *Student Equity 2030: The Best Chance for All*.
- NCSEHE Visiting Fellow seminar series: I presented a NCSEHE seminar in October — *Wrangling next-gen higher education excellence*. I also shared my work on Transition Pedagogy—which has proven to be extremely effective in enabling holistic support of equity group students—in an Invited Seminar for the Curtin Faculty of Business and Law.
- Supporting and engaging with collaborative research work with NCSEHE Fellows, projects and

business such as: member of the NCSEHE Advisory Committee; Appointment Panel for the new NCSEHE Director; Critical Friend advice on Centre publications; Advisory Group Member for Dr Nicole Crawford's Research Fellowship; Reference Group Member for *co-designing toolkits for key influencers of student choice* (La Trobe University lead).

Other notable 2019 contributions include: Member of AQF Review Expert Panel, Keynote at EFYE Conference in June (Ireland), Keynote at the EPHEA/NAEEA *Excellence Through Equity* Conference in November (Wollongong), co-facilitation of Australian Council of Professions Education and Employability for Australia's "Industry 4.0" in October (Sydney).

Mr Matt Brett

2019 Adjunct Fellow

The start of 2019 was spent fine tuning landmark NCSEHE reports. *The Best Chance For All* was released in March. There are promising signs that its core ideas are being integrated within policy and practice.

The NCSEHE-funded *Equity at and beyond the boundary of Australian universities* was also released in March and catalysed significant interest from non-university providers. Invitations to address the Higher Education Private Quality Network and Australian Independent Higher Education conferences followed, with some providers now more consciously attuned to equity issues than ever before.

Dr Cathy Stone

2019 Visiting Fellow

2019 has been an exciting year, with opportunities to work with other university colleagues in Australia and New Zealand, as well as with the Regional Study Hubs Network, on issues relating to student diversity, student success and supporting distance students. This includes working with research teams at the University of Tasmania and the University of South Australia on issues impacting on regional students at both university and high school. Representing the NCSEHE at the STARS conference, along with Nina-Marie Thomas, was one of the year's highlights. It gave me the opportunity to meet with colleagues from far and wide; to present my

The year has primarily been one of transition, and coming to terms with a new role at Deakin University. This has opened opportunities to integrate my knowledge of equity, and NCSEHE Equity Fellowship findings within the policy and governance of a university that aims to be recognised as Australia's most progressive. Preliminary experiences of embedding equity in quality systems were described in a presentation at the November Tertiary Education Quality and Standards Agency (TEQSA) Conference. In what I am now considering a tradition, I had the pleasure of leading participants in a signed welcome to World Access to Higher Education Day. The final stages of 2019 will see me making incremental progress towards my PhD completion.

and colleagues' latest research; to attend networking sessions; and to facilitate the FiF networking session, on behalf of Professor Sarah O'Shea. Another highlight was attending and presenting at the Regional Study Hubs Symposium at Geraldton Universities Centre, where I was introduced to the concept of the Hubs and their potential to make it possible for more students to participate and persist in university studies, without having to leave home; thus, reducing one of the most significant barriers. As a direct outcome of this, I look forward to working more closely in 2020 with the Country Universities Centre.

Professor James Smith

2019 Adjunct Professorial Fellow

I have continued to support the NCSEHE as an Adjunct Professorial Fellow through my involvement in a range of Indigenous higher education-focused activities throughout 2019. This has included the preparation and delivery of the *Shaping the Future* forum about understanding and responding to the needs of regional and remote Indigenous higher education students in the Northern Territory; presenting my NCSEHE Equity Fellowship work at the 2019 Australian Association of Institutional Research National Conference in Hobart; submitting my final Equity Fellowship report to the Productivity Commission inquiry into Indigenous evaluation for consideration as part of the development of a national Indigenous evaluation strategy; co-authorship on a NCSEHE report relating to

completion rates of Indigenous students at two regional universities; commencing as co-lead on a NCSEHE grant relating to Indigenous male aspirations for, and participation in, higher education; and supervision of a PhD project about markers of success associated with Indigenous higher education policy in the Northern Territory. I will be heading to the United States on a Fulbright Senior Scholar Award throughout the first half of 2020, and I anticipate visiting a number of universities and colleges with an interest in Indigenous higher education, including University of Michigan, Kansas State University and Northwest Indigenous College. I will also be visiting the University of Guelph, and retuning to the University of Saskatchewan, in Canada for a month in July 2020.

NCSEHE Research Team Updates

Professor Sarah O'Shea

2019 Research Fellow

The last year has been a very busy one — I was awarded a 2019 NCSEHE Research Fellowship, investigating the post-graduation employment outcomes for First-in-Family students. Much of the year was spent interviewing and surveying staff, students and alumni across Australia with the final report and recommendations to be published in early 2020. Aside from this research, I was also successful in a number of major grants across the sector. I was invited to participate in an international

research consortium with European sociologists and attended our first meeting at Vienna University in July. Closer to home, I was included on the TEQSA expert lists, and Dr Janine Delahunty and I won the *Higher Education Research & Development* Journal Best Article of the Year Award for 2019. I ended the year on a high note, being inducted as a lifetime member of EPHEA in recognition of long-term and significant contribution to equity in universities and TAFE.

Professor Maria Raciti

Adjunct Fellow

I achieved several milestones in 2019. First, my NCSEHE Research Fellowship report, booklet and information sheets were released in July, generating significant media interest. Of note, I was interviewed for an article in *The Australian* as well as Radio National Breakfast with Fran Kelly. My Fellowship webinar was well received, and I received invitations to be a guest presenter at national conferences such as the ANU Beyond Year 12 Conference and the TEQSA annual conference. From January to the end of June

2019, I was seconded to the Australian Government Department of Education, Skills and Employment to assist with the National Regional, Rural and Remote Tertiary Education Strategy. The Minister approved the Strategy recommendations and actions. As such, my work on both the Fellowship and Strategy produced meaningful and impactful outcomes. I continued with regular academic duties across 2019, including thesis examination, PhD supervision, publishing and program leadership and teaching.

Louise Pollard

Adjunct Fellow

2019 was a busy year as I transitioned into the role of Director of Admissions and Student Services at The University of Notre Dame, where I was able to apply many of the findings from my 2017 NCSEHE Equity Fellowship. The 2019 NCSEHE Adjunct Fellowship afforded me numerous opportunities in the dissemination of my findings and in the advocacy of remote students and the challenges they face in achieving their higher education goals. Over the year, I presented my findings to audiences in Western

Australia, at the EPHEA and NAEAA Conference, and at the Best Practice in Regional Study Hubs Symposium; and co-authored a book chapter for *Ruraling Education Research: Connections between Rurality and the Disciplines of Educational Research*, due for release in 2020. I was also privileged to be a member on the advisory boards for different research projects. I look forward to continuing my Adjunct Fellowship into 2020, advocating for students from remote Australia and further disseminating the findings from my Fellowship.

DOCTORAL STUDENTS

Mr Ian Cunninghame

Doctoral Student

2019 has been a busy year, primarily spent submitting publications to share the findings of my doctoral studies at the NCSEHE. I also contributed to the Centre's submission to the Federal Government's review of the Australian Qualifications Framework. With a couple of publications out and a couple more in the stages of review, I look forward to sharing the findings with the sector through the NCSEHE.

Mr Don Boyd

Doctoral Student

Through my Doctoral study, I have continued to investigate the information young regional people would like to have about university. 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.

Awards & Appointments

Mr Matt Brett

- Graduate of Australian Institute of Company Directors
- Non-Executive Director, Melba Support Services
- Research Committee member, Specific Learning Difficulties Association Victoria

Dr Nicole Crawford

- University of Tasmania Teaching Award (individual): 'Citation for Outstanding Contributions to Student Learning'. Citation: For implementing and enabling an inclusive, student-centred and holistic approach to student learning that fosters engagement and wellbeing, and provides proactive supports for all students

Professor Sally Kift

- Vice-President Australia and Member of Executive Board, International Federation of National Teaching Fellows (IFNTF)
- Commissioning Editor, *Campus Morning Mail* Series: What we need now in teaching and learning
- Member, Australian Awards for University Teaching (AAUT) Program Awards Committee
- Non-Executive Director, Corporate Board, Study Group Australia
- TEQSA Expert
- Panel Chair, Monash Law School LLB & JD Review Panel Member, University of Wollongong Review of Learning, Teaching and Curriculum (LTC) Division Member, NCSEHE Advisory Committee
- Member, Law Admissions Advisory Committee (LACC) Steering Committee for Redrafting the Academic Requirements for Admission
- Ministerial appointment; Member, Australian Qualifications Framework (AQF) Review Panel Advisor, Applied Inspiration UK
- Chair, *Student Success* Journal Advisory Board (2017–ongoing)
- Appointed Specialist, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)
- Higher Education Advisor to TAFE Queensland Academic Board
- Member, Studiosity Academic Advisory Board
- Vice-Chancellor's Fellow, Victoria University
- Adjunct Professor, School of Education, College of Arts, Social Sciences & Commerce, La Trobe University
- Adjunct Professor, College, Business, Law and Governance, James Cook University
- Board Member, Centre for Professional Legal Education Advisory Board (Bond University)

Dr Paul Koshy

- Expert Advisory Group member — Investigating the effects of cumulative factors of disadvantage (National Priorities Pool project being undertaken by The University of Queensland)

Professor Sarah O'Shea

- Best Article of the Year (2018-2019): *Higher Education Research and Development (HERD)* Journal Winner, University of Wollongong Impact Award for an impact narrative on Professor O'Shea's research and community activity related to higher education access for all.
- Equity Practitioners of Higher Education Australasia (EPHEA) Lifetime Achievement Award for Contribution to Equity: in recognition of long-term and significant contribution to equity in universities and TAFE

Professor James Smith

- Australia Rural Education Award (Team Award). Awarded by the Society for the Provision of Rural Education in Australia (SPERA) — Co-Lead, Indigenous Leadership Research and Evaluation Network that managed the research projects
- 2019 Northern Territory Fulbright Award, Australian-American Fulbright Commission

Dr Cathy Stone

- Member of the Education and Training Advisory Board, Open Colleges
- Independent consultant, Massey University, New Zealand
- Consultant to the online initial teacher education research team (University of Tasmania), developing Principles and Check-list for Good Practice in Online Initial Teacher Education
- Consultant to RMIT Online on developing a clearer understanding of the online student cohort

Dr Lynette Vernon

- Wiley Publishing 'Top Downloaded Article' 2017–18 — *Child Development*

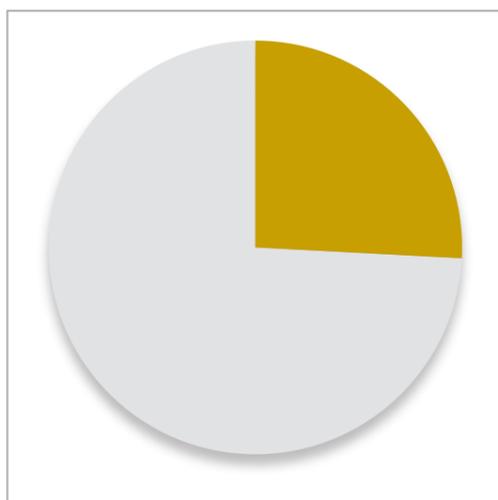
Administration

SUMMARY OF FUNDING SOURCES

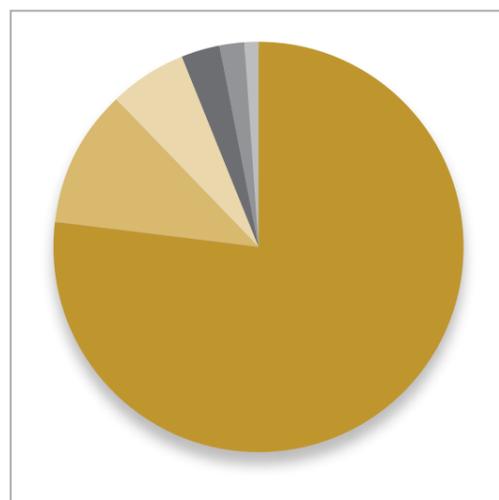
YEAR	CURTIN IN-KIND CONTRIBUTION	CURTIN CASH CONTRIBUTION	DEPARTMENT GRANT FOR PROJECT	TOTAL
2019	\$333,278	\$185,192	\$1,509,669	\$2,028,139
2020	\$317,456	\$185,799	\$1,490,626	\$1,993,881
2021	\$328,797	\$186,413	\$1,218,672	\$2,014,915
2022	\$16,000	\$33,517	-	\$49,517
TOTAL (excl. GST)	\$995,531	\$590,921	\$4,500,000	\$6,086,452

INCOME AND EXPENDITURE

Income Breakdown



Expenditure Distribution



- Curtin University (26%)
- Australian Government (74%)

- Salaries (77%)
- Grants and commissioned projects (11%)
- Running costs: travel, conferences, meetings (6%)
- Events and communications (3%)
- Scholarships (2%)
- Data purchases (1%)

Biographies



Mr Don Boyd Doctoral Student

Don Boyd 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 Matt Brett 2019 Adjunct Fellow

Matt Brett is Director of Academic Governance and Standards at Deakin University. He was a 2017 Equity Fellow and is now an Adjunct Fellow with the NCSEHE. Both Matt's parents were Deaf giving him lifelong experience of disability and catalysing over two decades of commitment to equity in higher education. Notable achievements include an Australian Learning and Teaching Citation for outstanding contributions to student learning and co-authorship of NCSEHE's *The Best Chance For All*.



Associate Professor Buly Cardak Advisory Board Member

Buly Cardak is an Associate Professor of Economics at the La Trobe Business School and a member of the NCSEHE Advisory Board. His expertise is in the economics of education, publishing papers and grant-funded research reports on the impact of disadvantage on university participation. Important research contributions include the impact of ability to pay on university participation and completion in Australia and the importance of first recorded home address in understanding mobility and university participation of Australian regional students.



Dr Nicole Crawford 2019/20 Equity Fellow

Nicole Crawford is a lecturer in Pre-degree Programs at the University of Tasmania (UTAS). She is a passionate educator and the recipient of several national research grants. She leads UTAS's Social Inclusion Community of Practice and is the facilitator of the National Association of Enabling Educators of Australia (NAEEA) Special Interest Group on Mental Health. Nicole's research interests include enabling education; student and staff wellbeing; and equity and inclusion in higher education.



Mr Ian Cunninghame Doctoral Student

Ian has been with the centre since 2015, assisting with reviewing NCSEHE research reports and contributing to the Centre's policy submissions. He is currently undertaking a doctoral project with the NCSEHE on social justice and social mobility in higher education policy. Ian has a Masters degree majoring in professional writing and publishing and a Bachelor of Arts majoring in internet communications.



Professor Marcia Devlin Advisory Board Member

Marcia Devlin is Senior Deputy Vice-Chancellor and a Professor in Learning Enhancement at Victoria University (VU). Her research—in the areas of teaching and learning, leadership and equity—is widely read and highly cited. A graduate member of the Australian Institute of Company Directors, Professor Devlin serves on a number of boards including the NCSEHE Advisory Board; Education and Training Advisory Board of Open Colleges; the VU Online Board; and the Victorian Curriculum and Assessment Authority and its Executive and Audit Committees. Professor Devlin is a Specialist for the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, a Fellow of the Institute for Managers and Leaders Australia and New Zealand and a Lifelong Fellow of the UK-based Society for Research in Higher Education.



Mr Paul Farnhill Policy Analyst

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



Ms Amanda Franzi Advisory Committee Member

Amanda Franzi manages the Equity Policy Team in the Higher Education Group within the Australian Government Department of Education, Skills and Employment. In this role, she manages the development of policy that helps people from disadvantaged backgrounds and Indigenous people to access, participate and succeed in higher education, by developing and implementing changes to the Higher Education Participation and Partnerships Program and managing the National Priorities Pool program.

Biographies



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 at Flinders University. John has worked as a researcher and evaluator in remote Australian contexts—particularly the Northern Territory—for the last 10 years on issues related to education, training, families and children, justice, child protection and domestic violence.



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

Norma Jeffery has over 40 years' 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
Advisory Committee Member and 2019 Visiting Professorial Fellow

Sally Kift is a Principal Fellow of the Higher Education Academy (PFHEA), a Fellow of the Australian Academy of

Law (FAAL), and President of the Australian Learning and Teaching Fellows (ALTF). She has held several university leadership positions, most recently Deputy Vice-Chancellor (Academic) at James Cook University. Sally is a national Teaching Award winner, a national Program Award winner and a national Senior Teaching Fellow on the First Year Experience. In 2010, she was appointed an Australian Discipline Scholar in Law. In 2017, Sally received an Australian University Career Achievement Award for her contribution to Australian higher education.



Dr Paul Koshy
Research Fellow and Program Leader: Data Analysis

Paul Koshy manages the student equity data program, including the annual briefing note and the Student Equity

Data Website. His current area of research focus is on education participation and geographic measures of socioeconomic status in higher education policy. His recent research work has included policy research into the use of equity performance ranking measures in higher education policy.



Mr Robert Latta
Advisory Board Member (outgoing)

Robert Latta managed the Governance, Quality and Access Branch in the Higher Education Group within the Australian Government Department of Education

and Training. In this role, he managed equity and access programs, governance and system design. Mr Latta has held various positions in the Department, including 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).



Professor Carmen Lawrence
Advisory Board Member

Carmen Lawrence entered politics in 1986, serving at both State and Federal levels for 21 years, including as Premier and Treasurer of Western Australia.

She retired from politics in 2007 and is now Professor Emerita in the School of Psychological Science at the University of Western Australia.



Mr Rajan Martin
Advisory Board Member

Rajan Martin is Branch Manager of the Governance, Quality and Access Branch within the Department of Education, Skills and Employment. As part of this

role, he is responsible for quality, equity, infrastructure and regional, rural and remote initiatives in higher education. He has worked in the public sector in senior policy and program implementation roles for over 20 years including in areas of aged care, Indigenous health, and hearing and disability care. He has undergraduate degrees in arts and science as well as a Master of Medical Sciences and is a Member of the Australian Institute of Company Directors.



Ms Rebecca McKenzie
Administrative Officer

Rebecca provides general administrative support to the Centre and provides personal assistance to the Centre Director. Rebecca has many years of

administrative experience both at Curtin University and in the public and private sector. Prior to commencing at Curtin, Rebecca worked within the public sector for more than 10 years in regulatory, operational and project management roles. Rebecca worked extensively in Western Australia's agriculture/biosecurity sector on a nationally significant pest incursion project.



Mr Paul Nicholls
Advisory Board Member

Paul Nicholls is the Director of Research Partnerships at Curtin University and is responsible for supporting and enabling the "Demand

Driven" research strategy across the university. This involves capability development, strategic planning, collaborative initiatives with industry and government and improving the "permeability" of the university by external stakeholders. Paul sits on a number of diverse boards and committees, and holds the responsibility for Curtin's research Institutes and Centres that generate the majority of Curtin's research outputs. Paul has been responsible for enabling the university strategy around computational and data sciences particularly focused on the Square Kilometre Array, Pawsey Supercomputing Centre, the Curtin Institute for Computation and Innovation Central Perth, a partnership between Cisco, Woodside Energy, Data61 and Curtin.



Professor Sarah O'Shea
2019 Research Fellow

Sarah O'Shea has spent over 25 years working to effect change within the higher education sector through research focusing on the access

and participation of students from identified equity groups. Her research advances understanding of how underrepresented student cohorts enact success within university, navigate transition into this environment, manage competing identities and negotiate aspirations for self and others. Sarah has published extensively in the field and has been awarded over A\$3 million in grant funding since 2009. She is also an Australian Learning and Teaching Fellow, a Principal Fellow of the Higher Education Academy (PFHEA) and a Churchill Fellow. For the last 10 years, Sarah has worked as a teaching/research academic at University of Wollongong.



Emeritus Professor Lesley Parker
Advisory Board Member and Advisory Committee Member

Lesley 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 awarded the Order of Australia in 1998.



Professor John Phillimore
Program Leader: Research

John Phillimore has been the Executive Director of the John Curtin Institute of Public Policy (JCIPP) at Curtin University since 2007. John oversees the NCSEHE

Research Grants Program. He is the leader of the Curtin Future of Work Institute's 'Public Policy in a Digital Age' research program. For the past 30 years, he has worked either as an academic or as a senior adviser in the Western Australian Government. He has conducted research and written on public policy issues, including intergovernmental relations, higher education, public sector management, the Australian welfare state, regional policy, and Australian politics.



Ms Louise Pollard
2019 Adjunct Fellow

Louise Pollard is Director, Admissions and Student Services, at The University of Notre Dame Australia (Fremantle), having completed a 2017 Equity

Fellowship through the NCSEHE. Prior to this, she was the Manager of Aspire UWA, a nationally-recognised widening participation program at The University of Western Australia and has over 18 years' experience in developing, implementing and reviewing a range of education and community development projects in a range of contexts in Australia and internationally.



Professor Robyn Quin
2019 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.



Professor Maria Raciti
2019 Adjunct Fellow

Maria Raciti uses marketing tools and techniques for the greater good — being the active pursuit of equity, social justice and betterment. Her main research areas are social marketing, services marketing and higher education. Maria is a 2019 Adjunct Fellow with the NCSEHE and is part of a 2019 Departmental Taskforce with the Australian Government Department of Education, Skills and Employment. Maria is a Principal Fellow of the Higher Education Academy (UK), was the 2018 Research Fellow with the NCSEHE, and is co-leader of two research groups being the USC Indigenous Studies Research Theme and the USC Transcultural and Indigenous Pedagogies Research Group.



Ms Lara Rafferty
Advisory Board Member and
Advisory Committee Member

Lara Rafferty has over 20 years' experience in student and staff equity, diversity and inclusion in several tertiary education institutions. She is Assistant Director, Student Diversity and Inclusion at RMIT University where she leads the development and implementation of RMIT strategy and programs. Ms Rafferty has served on a number of Boards for organisations in the not-for-profit sector engaged in service provision and advocacy related to gender equity, people with disabilities, cultural diversity and family violence. Ms Rafferty has been Secretary of Equity Practitioners in Higher Education Australasia for the last five years.



Professor James A. Smith
2019 Adjunct Professorial Fellow

James Smith is a Father Frank Flynn Fellow at Menzies School of Health Research. He was a 2017 NCSEHE Equity Fellow and has remained with the Centre as 2019 Adjunct Professorial Fellow. James was Co-Lead of the Indigenous Leadership Research and Evaluation Network, and Program Manager for the Whole of Community Engagement Initiative at Charles Darwin University, receiving a SPERA Australian Rural Education Award for the program in 2018.



Dr Ann Stewart
2019 Research Adjunct

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
2019 Visiting Fellow

Cathy Stone is an independent consultant and researcher in post-secondary student equity, retention and success. She has been a Conjoint Associate Professor in Social Work at the University of Newcastle, Australia since 2011 and was an inaugural 2016 NCSEHE Equity Fellow, developing national guidelines to improve student outcomes in online learning. Cathy's research and publications focus particularly on the experiences of mature age, First-in-Family, regional and online students.



Emeritus Professor Andrew Taggart
Advisory Committee Member

Andrew Taggart was Acting Vice-Chancellor at Murdoch University (2014–16) and Provost (2016–18). He has an extensive research portfolio in teacher education, health, physical and sport education and led the recruitment of low SES/First-in-Family students to attend university. He holds Board positions at the Peel Development Commission, Australia Data Institute and Chairs the Educational Advisory Committee of the WA Cricket Association.



Ms Nina-Marie Thomas
Media and Communications Officer

Prior to her current position, Nina worked as Web Editor for *Westerly* Magazine, based at the University of Western Australia, 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 website, events and special projects. She has a degree in Professional Writing and Publishing from Curtin University.



Professor Sue Trinidad
NCSEHE Director and
Program Leader: Evaluation

Sue Trinidad has been Director of the NCSEHE since 2013, prior to which she was Deputy Pro Vice-Chancellor and Dean of Teaching and Learning in the Faculty of Humanities at Curtin University from 2007–12. Her role included overseeing the academic programs and leading the Higher Education Participation and Partnerships Program (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 on numerous research projects that are building the evidence base in this important area of student equity in higher education in Australia.



Dr Lynette Vernon
Postdoctoral Fellow

Prior to her current appointment, Lynette worked as Project Manager for a Murdoch University program which aimed to widen access and improve participation in higher education. Her Doctor of Philosophy is in Psychology leading to research interests in the developmental implications of using technology at night. Lynette has a Bachelor of Science from the University of Western Australia and Diploma in Education from Edith Cowan University. She has taught for the Department of Education for over 20 years, and while teaching completed her Graduate Diploma in Psychology at Charles Sturt University. In 2009, Lynette completed her Honours in Psychology at Murdoch University, and has also tutored at Murdoch University in program evaluation.



Ms Erin Watson-Lynn
Advisory Board Chair

Erin Watson-Lynn has served as the Chair of the NCSEHE Advisory Board since 2017. Erin is also Head of Programs at the foreign policy think tank, the Perth USAsia Centre, based at The University of Western Australia. Prior to joining Perth USAsia Centre, Erin was Director of Asialink Diplomacy at the University of Melbourne, and previously was appointed at Monash University, United Nations ESCAP and Swinburne University of Technology. While her early research focused primarily on gender and South Asia, Erin has developed broader expertise in Australia's engagement with the Indo-Pacific and track II multilateralism including ASEAN and the G20.

Acronyms

AAGE	Australian Association of Graduate Employers
AAUT	Australian Awards for University Teaching
ACER	Australian Council for Educational Research
ADCET	Australian Disability Clearinghouse on Education and Training
AIHW	Australian Institute of Health and Welfare
ALTF	Australian Learning and Teaching Fellows
AQF	Australian Qualifications Framework
ARC	Australian Research Council
ASR	Advertising Space Rate
BCEC	Bankwest Curtin Economics Centre
CALDM/R	Culturally and Linguistically Diverse Migrants and Refugees
CEP	Country Education Partnership
CHEEDR	Centre for Higher Education Equity and Diversity Research
CRADLE	Centre for Research in Assessment and Digital Learning
CUC	Country Universities Centre
EAN	European Access Network
EFYE	European First Year Experience
EPHEA	Equity Practitioners in Higher Education Australasia
FAAL	Fellow of the Australian Academy of Law
GOS	Graduate Outcomes Survey
GUC	Geraldton Universities Centre
HEPPP	Higher Education Participation and Partnerships Program
HERD	Higher Education Research and Development
HERDSA	Higher Education Research and Development Society of Australasia
HKCAAVQ	Hong Kong Council for Accreditation of Academic and Vocational Qualifications
HUM	Humanities
IFNTF	International Federation of National Teaching Fellows
JCIPP	John Curtin Institute of Public Policy
LACC	Law Admissions Advisory Committee
LSAY	Longitudinal Survey of Australian Youth
LTC	Learning, Teaching and Curriculum
NAEEA	National Association of Enabling Educators of Australia
NCSEHE	National Centre for Student Equity in Higher Education
NCUK	The Northern Consortium
NEON	National Education Opportunities Network
NPP	National Priorities Pool
PFHEA	Principal Fellow of the Higher Education Academy
PISA	Programme for International Student Assessment
RREAC	Rural and Remote Education Advisory Council
RTEQ	Research Centre for Tertiary Education and Qualifications
SES	Socioeconomic status
SPERA	Society for the Provision of Rural Education in Australia
STARS	Students, Transitions, Achievement, Retention & Success
STEM	Science, technology, engineering and mathematics
TEQSA	Tertiary Education Quality and Standards Agency
TISC	Tertiary Institutions Service Centre
UK	United Kingdom
UTAS	University of Tasmania
UWA	The University of Western Australia
VET	Vocational education and training
VU	Victoria University
WAHED	World Access to Higher Education Day
WIL	Work Integrated Learning

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