

NATIONAL CENTRE FOR STUDENT EQUITY IN HIGHER EDUCATION

ANNUAL REPORT
2021

Make tomorrow better.

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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 under the National Priorities Pool (NPP) component of the Higher Education Participation and Partnerships Program (HEPPP). 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.”

Director's Report

Building upon the work conducted by the NCSEHE in 2020, the Centre has continued to foreground educational equity across higher education policy, practice, and research. This eighth Annual Report details NCSEHE activities designed to build the connections between equity policymakers, researchers, and practitioners as well as provide a platform for innovative and timely research within the broad equity field.

The impacts of the pandemic continued throughout this year, but the NCSEHE team ensured that Centre activities addressed existing and emerging challenges across the higher education system. Despite disruptions caused by border closures, remote working conditions, university shutdowns, and ongoing uncertainty within the sector, 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 an extensive range of events and media communications.

Whilst the NCSEHE has been involved in an array of activities, of particular note are:

- working across commissioned research to translate findings to emerging areas of need including student mental health; equity responses to COVID-19; and supporting regional and rural students in their educational pursuits
- tripling staff publication outputs to ensure equity issues and research are foregrounded at an international scholarly level
- extending the program of online events including a webinar series designed to provide timely and accessible information relating to emerging and enduring equity issues
- working closely with Regional University Centres (RUCs) to create a national Network and online community of practice.

Alongside these activities, the Centre's core mission continued to be met; namely, to improve the participation and success in higher education for marginalised and disadvantaged people. Meeting this objective was 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.

Strengthening research quality, capability and capacity

As detailed in the *Progress Report* for the Australian Government Department of Education, Skills and Employment (DESE), the *Forward Research Plan*, and the 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
- finalised the funding of 17 external competitive research grants, as part of the NCSEHE Conditions of Grant, this marks the conclusion of the NCSEHE competitive grants which has committed over A\$1 million (2019–21) to produce collaborative and nationally-focused research
- concluded the 2019–20 NCSEHE Equity Fellows Program which saw six Fellowships awarded to researchers and practitioners across Australia to examine critical issues in relation to: Indigenous (Aboriginal and Torres Strait Islander) students (outreach work; participation in allied healthcare programs); regional and remote students (mental wellbeing among mature-aged students; student navigation through higher education); and students with disability (providing support to persons with disability in higher education; ensuring meaningful jobs for students with disability)

- completed a competitive grants program
- which funded four projects in the area of low socioeconomic status (SES) students and careers (A\$900,000)
- maintained the NCSEHE's visibility and reputation with internal and external stakeholders, including awareness of the Centre and its work both nationally and internationally
- invited researchers and equity practitioners (national and international) to contribute insights and blogs relating to key equity issues. This mix of practice- and research-based submissions was popular amongst end users due to the immediacy and transferability of the submissions
- continued to provide supervision for doctoral students, including the recruitment of a new PhD student.

Building the evidence base and leadership capacity

Throughout 2021, the Centre strove to ensure quality and timely research was conducted and that activities contributed to building capacity across the sector. Each of the Equity Fellows undertook research of national significance, producing progress and final reports as well as national and international dissemination activities.

During 2021, the Centre produced a number of key outputs, resources and publications including:

- leading the establishment of the RUC Network in collaboration with Geraldton Universities Centre (GUC) and the Country University Centre (CUC). The Network supports a community of practice amongst all RUCs in Australia, facilitating cooperation and ensuring Network activities
- are informed by the needs of RUC staff and stakeholders. In 2021, the network, under the leadership of the NCSEHE: 1) conducted a gaps analysis on the skills existing within the Network and developing supports that respond to these gaps; 2) provided training and developed bespoke support materials including targeted webinars for RUC staff; and 3) developed a RUC Network website for the RUCs and other stakeholders.
- Senior Research Fellow Dr Nicole Crawford published resources for staff and universities on supporting students' mental wellbeing. Nicole also worked with a variety of universities to embed these practices within their student support and teaching areas.
- The *Student Voice* project continued with updates from student participants. Over the last five years, this unique and important longitudinal study
- has documented the "lived experiences" of equity drawing upon student-curated narratives and vlogs. NCSEHE Adjunct Fellow Professor Maria Raciti published an editorial exploring possible futures
- for widening participation (WP) post-pandemic, beginning with changes to the language around WP.
- NCSEHE Equity Fellows produced additional outputs from Fellowships including a website, videos, podcasts, and presentations, all of which have been received positively across the sector.

Collaborations to inform institutional best practice

In addition to partnering with universities across the sector to conduct rigorous equity research, the NCSEHE also sustained ongoing collaborations with national organisations (the Australian Disability Clearinghouse on Education and Training [ADCET] and Equity

Practitioners in Higher Education Australasia [EPHEA] including partnering with EPHEA to again host World Access to Higher Education Day Australasia in November 2021.

WAHED was themed as a celebratory and congratulatory event for all equity practitioners, with a keynote delivered by NCSEHE Adjunct Fellow Maria Raciti, who tackled the question, "What's the next step to help low SES students navigate perceived risk during these volatile, uncertain, complex and ambiguous times?" The event also featured a disability practitioner and student panel, discussing important accessibility considerations when returning to an on-campus learning model. The popular Champions for Change initiative celebrated almost 150 nominees.

EPHEA and the NCSEHE also launched the Australasian Spotlight on Equity: Grants for Recognition of Impact, to recognise the impact of equity practitioners and researchers. This inaugural recognition was competitively awarded to two grant recipients: Career Success Program, RMIT University; and The Experiences of Students from Asylum-Seeking backgrounds in Higher Education initiative, Monash University. The recipients of these grants will undertake a series of activities throughout 2022 to inform evidence-based equity practices.

As universities plan to resume operations in 2022 with a return to on-campus activities, the NCSEHE will continue to adopt to new environments and challenges ensuring ongoing currency across the equity sector.

Professor Sarah O'Shea

Director

Advisory Board Chair's Report

The Advisory Board continued to provide a consistent role in supporting the governance of the NCSEHE throughout 2021 — a period which continued to present some challenges for the Centre and the higher education sector as a whole. Three virtual Advisory Board meetings were conducted during the year, on 26 March, 30 July and 19 November 2021.

The breadth of knowledge, experience and influence across the Advisory Board has come to the fore this year in providing informed recommendations on the strategic direction of the NCSEHE, as well as reviewing the progress of key activities and the Centre's governance framework.

The breadth of knowledge, experience and influence across the Advisory Board has come to the fore this year in providing informed recommendations on the strategic direction of the NCSEHE, as well as Professor O'Shea also provided regular updates on the progress of the research grants and Fellowships funded over the 2020/21 period, some of which were unexpectedly disrupted due to the pandemic.

As this Annual Report attests, the Centre also embarked on a variety of new initiatives and utilised diverse online platforms to ensure research- and policy-related outputs were disseminated widely in accessible formats.

I would like to thank my colleagues on the Advisory Board, the Advisory Committee, and the Centre's team for all their hard work over the last three years and I look forward to the exciting opportunities that will arise in 2022.

Dr Erin Watson-Lynn

Chair of the Advisory Board

National Centre for Student Equity in Higher Education

Centre Structure

AUSTRALIAN GOVERNMENT

DEPARTMENT OF EDUCATION, SKILLS AND EMPLOYMENT

Column one

NCSEHE ADVISORY BOARD

- Dr Erin Watson-Lynn (Chair)
- Professor Carmen Lawrence
- Professor Marcia Devlin
- Emeritus Professor Lesley Parker
- Mr Rajan Martin
- Associate Professor Buly Cardak
- Mr Paul Nicholls
- Ms Lara Rafferty
- Professor Gary Thomas

Column two

NCSEHE ADVISORY COMMITTEE

- Emeritus Professor Lesley Parker (Chair)
- Emeritus Professor Andrew Taggart
- Professor Sally Kift
- Associate Professor John Guenther
- Ms Amanda Franzi
- Ms Lara Rafferty

NATIONAL CENTRE FOR STUDENT EQUITY IN HIGHER EDUCATION

DIRECTOR

- Professor Sarah O'Shea

Column one

PROGRAM LEADER: EVALUATION

- Professor Sarah O'Shea

POSTDOCTORAL FELLOWS

- Dr Catherine Drane
- Dr Olivia Groves

ADJUNCT AND VISITING FELLOWS

- Associate Professor Cathy Stone
- Professor James A. Smith
- Professor Sally Kift

- Dr Matt Brett
- Ms Louise Pollard
- Professor Maria Raciti
- Dr Lynette Vernon
- Professor Sue Trinidad

DOCTORAL STUDENT

- Ms Jaimey Facchin

PROGRAM LEADER: RESEARCH

Ms Jaimey Facchin

Column two

PROGRAM LEADER: RESEARCH

- Professor John Phillimore

SENIOR RESEARCH FELLOW

- Dr Nicole Crawford

EQUITY FELLOWS

- Dr Nicole Crawford
- Dr Janine Delahunty
- Dr Katelyn Barney
- Associate Professor Tim Pitman
- Mr David Eckstein
- Dr Andrea Simpson

RESEARCH ASSISTANTS

- Ms Georgie Foley
- Ms Amy Coleman
- Mrs Trish Morton-Smith

Column three

PROGRAM LEADER: DATA ANALYSIS

- Dr Paul Koshy

MEDIA AND COMMUNICATIONS OFFICER

- Ms Nina-Marie Thomas

ADMINISTRATIVE OFFICER

- Ms Rebecca McKenzie

ADVISORY BOARD MINUTES SECRETARY

- Ms Suzanne Richards

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 formal delegated authority from Curtin University over the control of 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 as well as 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, including 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 26 March, 30 July and 19 November 2021.

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.

Strategic Plan 2021

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

Research

Strengthen Australia's research quality, capability and capacity to build a robust evidence base

Policy

Inform evidence-based public policy design and implementation

Practice

Inform institutional best practice and enhance on-the-ground delivery of equity measures

PRIORITIES

Support and inform evaluation of current practice

Identify innovative approaches to equity

Translate research to practical advice

Build leadership in the equity sector

Establish a strong national presence and reputation

Foster professional relationships to enhance outcomes

STRATEGIES

Identify good practice

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

Inform evaluation

- Conduct project evaluations.
- Collate and analyse national equity statistics and survey data. Publish student data online.
- Collect, collate and publish impact data for NCSEHE-funded research.

Leverage existing research

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

Forward research program

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

Advise policymakers

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

Advise practitioners

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

Communications

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

Collaborations and partnerships

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

Strategic Plan

Outcomes/Output 2021

IDENTIFY GOOD PRACTICE

Equity policy and program evaluation

National Priorities Pool (NPP) projects

- Finalised four competitive grants exploring career advice for students who are from low SES, regional and remote, and Indigenous backgrounds
- Provided support for dissemination of research funded by the NPP via the development of a Research Database as well as through symposia, webinars, blogs and related events

Print publications

Publications produced by the NCSEHE in print and digital formats

- *Snapshots* summary booklets produced for the six 2019–20 Equity Fellowship projects

Special projects

My Story — Student Voice series

- *Student Voice* participant updates published
- Two *Student Voice* feature articles focused on mental health and wellbeing

ADVISE POLICYMAKERS

Government submissions/invited responses

Submissions

- Discussion paper in response to the "Shergold Review of secondary education", related to the development of Learner Profiles. Paper authors (Crawford, Koshy, Groves, & Drane) applied an equity lens to the development of Profiles
- A/Prof. Tim Pitman worked on two disability- related projects in response to the 2020 Review of the *Disability Standards for Education 2005* (Both commissioned by the DESE)

Direct government engagement

Equity Fellows

- Equity Fellows presented findings to the DESE via online media

DESE Equity in Higher Education Panel

- NCSEHE Director remained a member of the Equity in Higher Education Panel during 2021

Sector-wide engagement

Research-informed publications and resources

- *Informing Policy and Practice* publication curated and designed (online and print publication scheduled for 2022)
- Design of resources related to Equity Fellows' research and activities

COLLABORATIONS AND PARTNERSHIPS

Projects

Collaboration with national and international organisations through projects and events

- Collaborations included ADCET; EPHEA; RUCs; NEON UK; ASIA-Europe Foundation (ASEF); OneHE (UK); and the Australian Collaborative Education Network (ACEN)

Networks of discussion and information sharing

Reciprocal distribution of research, resources, news, events, opportunities, good practice etc.

- eNews; equity group mailing lists; memberships of discussion groups and social media

Memberships

- EPHEA
- HERDSA
- Membership of editorial boards

INFORM EVALUATION

Data analysis

Raine Study project

- Raine–WA universities data linkage
- Continued engagement with the Education and Work Special Interest Group of Raine

Research on higher education participation in Australia

- Employability research
- Research on student persistence and learning during COVID-19
- Research on students who follow an early entry pathway to university

Collation and public dissemination of student equity data

Equity reporting in Australia

- Briefing note on equity participation in higher education published in 2019

Data website

- Data website was used to inform NCSEHE publications and presentations
- Access to data tools registered 4,863 visits during 2021

Impact reporting

Impact data

- Regular collection and compilation of impact data on NCSEHE-funded research
- Regular collection and compilation of data on NCSEHE staff publications, presentations and esteem factors

FORWARD RESEARCH PROGRAM

Commissioned research

Research Grants Program

- 2020–21 research grants projects finalised with all milestones achieved and reports submitted

National Priorities Pool research-based projects

Equity Fellows Program

- 6 projects completed and final reports submitted

Competitive grants program

- 4 projects finalised and final reports submitted

Doctoral students

Ms Jaimey Facchin — *Parental/carer influences of First-in-Family student experiences: A qualitative study*

- Completed all milestones according to Curtin University policy and PhD timelines

Postdoctoral Fellow

Dr Catherine Drane Dr Olivia Groves

- Publications
- Presentations
- Peer review academic journals
- Peer review NCSEHE-funded research
- Collaborative work on NCSEHE projects, reports and submissions
- Grant applications
- Collaborative projects with external partners.
- Editorial (Groves co-edited a scholarly book)

LEVERAGE EXISTING RESEARCH

Online resources

Research-informed commentary

- 5 research commentary pieces

Publications

Informing Policy and Practice

- Curated 1 publication featuring Research Grants Program reports and Equity Fellows' projects

Print submissions

Publications

- 113 publications by NCSEHE staff and affiliates.

Dissemination fora

Major NCSEHE fora

- National Careers Week online event
- Moving Into, Through and Beyond STEM Degrees: A Student Equity Perspective webinar
- NAFEA Conference panel on NCSEHE research

Online access to NCSEHE-funded research

Website development

- Research Database developed and launched on the NCSEHE website

ADVISE PRACTITIONERS

NCSEHE Fora

Informing stakeholders through NCSEHE fora

- WAHED Conference
- National Careers Week webinar RUC Network webinars
- "The Future of Work Integrated Learning (WIL): Diversity, Equity and Inclusion"

Webinars

Online webinars with invited expert presenters

- 23 webinars in 2020 and 2021

NCSEHE events

NCSEHE-hosted events

- 7 NCSEHE-hosted events

Presentations

- Presentations by NCSEHE representatives

Online dissemination of research

Website/eNews/ online media

- Continued online research dissemination
- Development and launch of advanced searchable research database on the NCSEHE website

COMMUNICATIONS

Online media

Website

- Dissemination of news, events, resources, data, research and good practice

eNews

- 10 issues sent to >3,700 subscribers

Social media

- Twitter and Facebook >3,000 followers

Reciprocal online publicity with universities and other organisations

- Newsletters, social media, and website features

General media

Mass media coverage

- Media coverage through national and local outlets

Co-branding

Co-branded events and resources

- 10 co-branded events, resources, and websites

Identifying/targeting key stakeholders

Analytics and campaign monitoring

- Periodic analysis of media metrics and stakeholder group identification

NCSEHE Equity Fellows

The Australian Government has funded an ongoing Equity Fellows Program, managed by the NCSEHE and funded under the National Priorities Pool (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. Between 2016–21, 12 Fellowships have been completed through the program.

The 2019/20 Equity Fellows, Mr David Eckstein, Associate Professor Tim Pitman, Dr Janine Delahunty, Dr Andrea Simpson, Dr Katelyn Barney, and Dr Nicole Crawford focused variously on regional and remote students, students with disability, and Aboriginal and Torres Strait Islanders.

The 12 NCSEHE Equity Fellows were:

- Andrea Simpson, La Trobe University (2020) — Indigenous students' journeys to and through allied healthcare programs
- Janine Delahunty, University of Wollongong (2020) — 'You going to uni?' Exploring how people from regional, rural and remote areas navigate into and through higher education
- David Eckstein, Swinburne University of Technology (2020) — Meaningful jobs for students with disability: From luck to business as usual
- Tim Pitman, Curtin University (2020) — Supporting persons with disabilities to succeed in higher education
- Katelyn Barney, University of Queensland (2020) — Building a stronger evidence base to support effective outreach strategies for Aboriginal and Torres Strait Islander students: Increasing impact and university participation
- Nicole Crawford, University of Tasmania (2019/20) — On the radar: Supporting the mental wellbeing of mature-aged students in regional and remote Australia
- Matt 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
- 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
- Nadine Zacharias, Deakin University (2016) — The Australian student equity program and institutional change: Paradigm shift or business as usual?

Photograph of NCSEHE Director Professor Sarah O'Shea with Professor Sue Trinidad and NCSEHE Equity Fellows.

NCSEHE Equity Fellowship

Dr Nicole Crawford, University of Tasmania

“On the radar”: Supporting the mental wellbeing of mature-aged students in regional and remote Australia

Mature-aged regional and remote students need to feel connected, appreciated, and supported in their everyday learning experiences to enhance their mental wellbeing and academic success.

This report by Dr Nicole Crawford identified proactive approaches and inclusive strategies for effective learning and teaching to counter common stressors and support students' mental wellbeing.

“Mature-aged students bring unique strengths and experiences, but often face competing commitments and stressors which can compromise their mental wellbeing and academic success.”

“To provide effective support, we must understand, and respond to, students' complex circumstances.”

Approximately 1,800 student participants, from all states and territories, were involved in the year-long Fellowship, building a clearer picture of mature-aged students in, and from, regional and remote Australia.

The findings highlight the diversity of this cohort and the ways demographic characteristics, equity group (and equity-like group) membership, and study experiences can intersect.

“A major theme emerging in the survey and subsequent interviews was the importance of the teaching and learning experience; that is, students'”

“The participants in this study did not request ‘feel-good’ initiatives, nor did they expect technological wizardry. They wanted ‘the basics’ to be done well; notably, effective communication, inclusive practices and course design, clear expectations around study load, relevant assessments, and a focus on online delivery.”

Access to technology and the internet was identified as a common challenge for students studying online in regional and remote Australia, while access to physical study facilities such as Regional University Centres (RUCs) enhanced their general wellbeing and academic success.

Guidelines that include proactive approaches for academic and professional staff are outlined in Dr Crawford's final report, as are recommendations to ensure the institution-wide take up of these ideas.

“Mental wellbeing is far more than an individual student's ‘problem’ or the sole responsibility of student support services; it must be considered at all layers and levels in the university ecosystem.”

Findings from Dr Crawford's Equity Fellowship were an essential resource in the universal shift to online delivery during COVID-19. This universal and timely research has relevance for all students, educators, and universities.

Read the final report: <https://www.ncsehe.edu.au/publications/nicole-crawford-equity-fellowship-mental-wellbeing-mature-students-regional-remote-australia/>

Dr Andrea Simpson, La Trobe University

Indigenous students' journeys to and through allied healthcare programs

Attracting more Indigenous students to healthcare professions has been recommended to improve health outcomes for Indigenous Australians.

Dr Andrea Simpson's Equity Fellowship report calls for stronger links between vocational and higher education to promote Indigenous participation in healthcare study.

“Indigenous people are less likely to use mainstream healthcare facilities, for reasons including cultural misunderstanding, which may be mitigated by the increased engagement of Indigenous health professionals.”

“This study found less than one per cent of medical professionals and allied healthcare professionals identify as Aboriginal or Torres Strait Islanders.”

Dr Simpson employed data analysis, surveys, and interviews to investigate the national profile of Indigenous students enrolled in select higher education allied health study, as well as institutional factors linked with success in access and retention.

The report noted Indigenous students made up less than two per cent of the Australian domestic student population in higher education and were substantially less likely to complete their studies than their non-Indigenous peers.

In contrast, the research found that Indigenous representation in vocational education and training (VET) was higher and completion rates in vocational healthcare qualifications were equivalent to the general student population.

“For the larger professions of social work and psychology, Indigenous students were seen to use previous VET qualifications as a means of admission into allied health study, although few students generally transitioned from VET to higher education.”

“Improved partnerships between the VET sector and higher education providers, and credit transfer arrangements for VET qualifications aligning with allied health curricula, would support higher degree participation among Indigenous students.”

Of the healthcare professions examined in the study, the only significant growth in Indigenous enrolment share over the past decade was in the larger professions of social work and psychology.

Future growth in Indigenous enrolment in higher education allied healthcare programs could be improved by strategic expansion of course offerings into regional areas and the provision of online and part-time study options.

Read the final report: <https://www.ncsehe.edu.au/publications/higher-degree-allied-health-indigenous-students/>

Dr Katelyn Barney, University of Queensland

Building a stronger evidence base to support effective outreach strategies for Aboriginal and Torres Strait Islander students: Increasing impact and university participation

Indigenous school students value the opportunity to build connections with their peers through university outreach camps, but more could be done to improve the delivery and evaluation of these programs.

Dr Katelyn Barney identified additional measures for university support to further enhance these initiatives.

“Most universities run outreach initiatives for Indigenous high school students including on- campus information sessions, workshops, and events to demystify university culture and cultivate a sense of belonging.”

“Outreach camps are part of a suite of outreach activities that many Indigenous students undertake while at school, but there has been little investigation into what works in these programs, and how that can be carried forward to further improve university outreach for Indigenous students.”

Working closely with an Aboriginal and Torres Strait Islander Advisory Group and Aboriginal research assistant Hayley Williams, the project mapped and evaluated outreach programs for Indigenous students, engaged with students and staff, and developed strategies to strengthen and improve outreach camps.

The study identified the need for improved post-camp engagement with students, as well as cultural aspects and Indigenous perspectives in the curriculum. More practical resources were also indicated to assist staff with program evaluation. Participants in the study noted one of the key success factors for outreach camps was the peer-to-peer connections formed among Indigenous students.

The research informed recommendations for universities and government to optimise the effectiveness of Indigenous outreach camps.

“University leadership needs to provide more training for outreach staff to effectively evaluate their programs and outreach staff and university leadership should work together to ensure clear, agreed-upon ‘measures for success’ in relation to outreach programs.”

“Additionally, university outreach staff should continue to engage post-camp with Indigenous students who participate in outreach activities so that students are supported beyond undertaking the camp, through the whole-of-student-life-cycle, from school, into university, and beyond.”

The report recommends the Australian Government could test the feasibility of including evaluation of Indigenous outreach programs as a specific part of the current investment in the Student Equity in Higher Education Evaluation Framework and the Widening Participation Longitudinal Study (WPLS).

Read the final report: <https://www.ncsehe.edu.au/publications/outreach-strategies-aboriginal-torres-strait-islander-students-university/>

Mr David Eckstein, Swinburne University of Technology

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

Improved training for university staff has the potential to inform and enhance career support for students with disability.

This study by Mr David Eckstein highlights opportunities and barriers in career support for university students with disability.

National surveys of university staff and students with disability, focus groups, email interviews, and a case study identified areas for refinement of career support that would help students with disability move beyond pre-determined and career-limiting frameworks.

"Instead of validating the concerns of students with disability and giving them the experience of inclusion, the current system may entrench disability as a powerful career-disabler."

"A lack of understanding of the ways students with disability think about careers may undermine attempts to provide targeted careers support and adequately address issues that concern students with disability."

"The lack of accredited specialist training for careers professionals and the persistence of outdated notions of career support in the broader university community indicate further service barriers."

The study found Disability Employment Service (DES) partnerships with university careers services are important; however, a new funding model may be required to ensure quality support.

"Existing DES funding arrangements mean that many have to restrict their services to students with disability who have graduated or are in their final year."

This report outlines the steps universities must take to ensure students with disability have access to inclusive careers opportunities.

Read the final report: <https://www.ncsehe.edu.au/publications/jobs-students-disability/>

Associate Professor Tim Pitman, Curtin University

Supporting persons with disabilities to succeed in higher education

A universal approach to accessible facilities, course delivery, and disability awareness will enhance participation and success for university students with disability, particularly those from regional areas. Associate Professor Tim Pitman identified opportunities to improve students' experiences and outcomes.

“Despite increases in participation over the last decade, people with disabilities remain underrepresented in higher education and lag national averages for retention, success and completion. These indicators are generally lower for regional students with disabilities than metropolitan students with disabilities.”

This Fellowship investigated differences between the experiences of regional and non-regional students with disabilities to assist stakeholders in understanding how they can support students in their studies.

The research explored how students with disabilities were supported in higher education by trained, professional disability support officers and the wider institutional community.

Students' voices were prioritised in the study which engaged over 1,700 students with disabilities, of which more than 550 were regional students. Many of these students reported social barriers regarding attitudes towards students; processes and procedures; the physical and built environment; communication and delivery of course content; and social inclusion in both curricular and extracurricular activities. Regional students with disability face additional issues concerning access to specialist health services; the digital divide; and the quality of support services at regional institutions.

Data analysis showed the overwhelming majority of students with disabilities also suffered from mental health issues.

“Mental illness is a recognised category of disability; however, it is very rare for students to advise universities that they have a mental health condition unless they are also advising them of another condition. This suggests that there are many students suffering from mental health issues that universities are in a position to support but are falling through the cracks.”

COVID-19 had a demonstrable effect on support levels, with both regional and metropolitan students with disabilities experiencing a decline in support in 2020.

The research informed recommendations for institutional practice and policy, including mandatory disability awareness training and the implementation of Universal Design for Learning (UDL).

“Higher education institutions should make greater efforts to adopt principles of UDL which ensure buildings, technology, products, and services can be used by virtually everyone.”

Read the final report: <https://www.ncsehe.edu.au/publications/persons-disabilities-higher-education/>

NCSEHE Equity Fellowship

Throughout their Equity Fellowship projects, the 2019/20 cohort have seized every opportunity to disseminate findings and develop research-informed resources to extend the impact of their work.

This has included publications, presentations, websites, podcasts, events, video resources, and mass media opportunities, to name a few. Below, we share some highlights from 2021.

Image descriptions

Photograph of Dr Katelyn Barney and Professor Tracy Bunda.

Caption reads: *Indigenous Success: Doing it, Thinking it, Being it* podcast series — Produced by Dr Katelyn Barney and Professor Tracy Bunda

Image of a snippet website.

Caption reads: Regional Student Futures website — Produced by Dr Janine Delahunty

Four images of a slideshow.

Caption reads: Video resources on aspects of evaluation for university outreach staff working with Aboriginal and Torres Strait Islander students — Produced by Dr Katelyn Barney

Five images of a document.

Caption reads: *Proactively supporting students' mental wellbeing: Guidelines and recommendations for staff and universities*. Produced by Dr Nicole Crawford.

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's NPP program. These projects were completed in 2021 and are pending publication in 2022.

PROJECT OVERVIEWS

Informing key influencers of low SES regional, rural and remote students' education and career pathway choices: A whole community approach

Led by Sue Kilpatrick, University of Tasmania

Regional, rural, and remote (RRR) communities feel more confident to inform students' career decisions when they can actively collaborate with university and industry partners.

This project found community-designed programs were most effective in equipping students' key influencers.

The research team shifted focus from students to those who influence them. A community-based participatory research (CBPR) approach was taken to select and implement interventions for families, employers, school staff, and community members.

“Working with three case study communities, we observed that whole-of-community approaches must be cognisant of local context and culture, and draw on local expertise.”

“Sustainable implementation of these programs is reliant upon community ‘ownership’, leadership and engagement; productive partnerships with external bodies; reliable resourcing; and flexibility in response to ongoing evaluation.”

Local “pathway brokers” and community working parties were key to the success of the pilot programs, as well as a strong community culture, and community members' skills and willingness to work with the researchers.

“Communities were left with a legacy of knowledge and skills that can be built upon, extending the model beyond the life of the project.”

“We recommend future partnerships identify and involve key stakeholders early; have a local institution employ a liaison; and be accessible in terms of time, place and delivery format.”

The research team identify authenticity, accessibility, and flexibility as three principles central to the project's success. These principles are exemplified in the CBPR methodology, reinforcing the potential to incorporate this method into future research.

Best-practice career education for students from low socioeconomic status backgrounds

Led by Kylie Austin, University of Wollongong

Career Development Learning (CDL) programs are particularly helpful for young people from low socioeconomic status (SES) backgrounds in making the transition from school to work.

This study worked to better comprehend the ways in which young people from low SES backgrounds consider their educational and vocational endeavours, whilst establishing best practices in career education.

The study critically investigated best-practice initiatives in career education for students from low SES backgrounds, including those in regional, rural, and remote areas of Australia.

The purpose of the study was to establish principles to guide career education provided to school students and non-school-leavers who are considering higher education and other pathways.

Studies have shown that students from low SES backgrounds often face inequity regarding education and employment in comparison to the rest of the population, and that career education is impartially delivered across schools.

“Quality career education shapes both society and the wellbeing of individuals within it, and helps all individuals reach their full potential. Thus, quality career education has the potential to lessen the gap in educational and employment outcomes between students from different socioeconomic backgrounds.”

This research found that career education was opportunistic, often incongruent with student expectations of these services. Two main approaches to partnerships within career education were discovered; however, it was found that a multi-stakeholder approach was the most supportive of a student reaching both career and educational goals.

“While students, parents, and teachers are recognised as ‘influencer’ groups of future career decisions, some groups acutely perceived the disabling tendencies of others, seeing them as problematic for effective career education. This has resulted in a culture of blame and a lack of ownership for career education within educational settings, such as primary and secondary schools.”

Support regarding flexibility and choice of students were found to be of importance, with the unique experience of regional, rural, and remote students particularly noteworthy.

Key recommendations for government include the consistent implementation of the concept and term “CDL”; the development of a CDL plan aimed at schools, parents and other stakeholders; collaboration with education departments on a state level; and the introduction of partnership practices within CDL.

The report also advises schools, universities, vocational education providers, industry and community organisations to design CDL programs in ways that are student-centred and place-based, and reflect the non-linear journeys that characterise the world of work.

Ameliorating disadvantage: Creating accessible, effective and equitable careers and study information for low socioeconomic status students

Led by Jane Coffey and Dawn Bennett, Curtin University

Comprehensive advice on careers and study pathways, delivered across the student life cycle, is essential to overcome the long-term impacts of disadvantage.

This report recommends a national commitment to developing contemporary resources for students from low socioeconomic status (SES) backgrounds, as well as their careers influencers.

The research team developed evidence-based recommendations to effectively deliver information about higher education study options, pathways, and careers to low SES students.

“Given the changing nature of work, the impact of disadvantage is significant and long lasting, impacting opportunities for career sustainability in the long term.”

“Engaging directly with career advisors and students from a diverse range of Australian schools and universities, we observed inequitable provision of career and study information throughout secondary education.”

While high SES students valued career information more in Year 12 and beyond, low SES students wanted guidance from Year 7 onward to allow for more informed subject selection and career-related advice.

Tertiary and secondary focus groups highlighted the impact of being assumptively streamed too early based solely on academic performance, citing a lack of quality information on the accessibility and availability of alternative post-school pathways.

“There were few ‘door openers’ but many ‘dream killers’, particularly for those from low SES, regional and remote schools.”

“The dream killers communicated rigid and restrictive study pathways, with limited options which had a profound impact on students’ self-belief and future goals.”

The report recommends a national approach and commitment to the provision of equitable, contemporary resources for both students and career influencers, including a central information repository.

Findings also indicated qualified career practitioners be recognised as critical to the core business of schools, working in conjunction with trained educators.

School students from low SES backgrounds may not have had the same exposure to careers and educational pathways as their more advantaged peers, although their aspirations are often equivalent.

The recommendations from this report support the provision of timely, relevant information so all students can pursue their goals through the most appropriate pathway.

A student-centred approach: Understanding higher education pathways through co-design

Led by Mollie Dollinger, La Trobe University

Regional students want early, relevant, and accessible information on university and careers, to visualise their post-school pathways.

The project team collaborated with school students to target inequities in university participation for the regional, rural and remote (RRR) cohort.

Co-design workshops and interviews with RRR students, school staff, and carers (e.g., parents and guardians) identified barriers and motivations around postsecondary pathways and career advice and informed a suite of new resources.

“Our co-design approach to this project recognised that RRR school students are experts in their own experiences.”

“In collaboration with students and their influencers, we developed tailored resources including a toolkit for teachers and carers, careers and pathways lesson plans and learning activities, and a template for school-university partnerships.”

Findings from the research indicated early-years (Years 7 and 8) university outreach would give RRR students and carers more time to consider options and connect with mentors and industry to support their postsecondary and career decision-making.

“Students need to be equipped at an early stage with accessible and clear information from universities, as well as Centrelink, to understand their study options and available supports.”

“Numerous participants expressed their frustration at confusing and ambiguous information, indicating a need to co-design comprehensive resources with diverse stakeholders.”

RRR communities also advocated for community-driven initiatives, embedding a positive narrative around country life and integrating hands-on experiences that are culturally aligned to how RRR students learn and live.

“Participants held perceptions that regional campuses or online study options were of lesser quality than metropolitan-based universities and that there was a pressing need to better communicate the value of a university degree.”

Another notable finding was the disparity between students’ and carers’ views on the barriers to university.

“Our study found that students frequently perceived major barriers to be related to academic difficulty or costs, while carers highlighted safety, distance, and cultural issues related to the transition from regional to metropolitan life.”

The project reinforces the efficacy of the students-as-partners approach, leading the way for further community-based programs to support students from disadvantaged backgrounds.

Research Grants Program

A key objective of the NCSEHE is to build the evidence base around student equity in higher education through research informing policy and practice. One of the ways this has been achieved is through the NCSEHE Student Equity Research Grants Program which has funded 79 projects since 2014, with a total research expenditure of A\$3,020,512. The NCSEHE identifies key research priorities each year; this came to the fore in the 2020 funding round (to be published in 2022), with many of the successful projects focusing on the impacts of COVID-19.

RESEARCH GRANTS PROGRAM SIX YEAR SUMMARY

| APPLICATIONS | 2014 | 2015 | 2016 | 2017 | 2019 | 2020 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| NUMBER OF APPLICATIONS | 35 | 44 | 44 | 55 | 54 | 103 |
| TOTAL FUNDS SOUGHT (A\$) | 2,164,994 | 1,238,205 | 1,562,891 | 2,076,120 | 1,970,441 | 3,885,077 |
| AVERAGE A\$ PER APPLICATION | 61,857 | 28,141 | 35,520 | 37,748 | 36,489 | 37,719 |
| LEAD ORGANISATION — UNIVERSITIES | 17 | 19 | 20 | 24 | 24 | 32 |
| LEAD ORGANISATION — OTHER | 2 | 2 | 0 | 6 | 4 | 4 |

| OUTCOMES | 2014 | 2015 | 2016 | 2017 | 2019 | 2020 |
|----------------------------------|---------|---------|---------|---------|---------|---------|
| NUMBER OF APPLICATIONS | 12 | 12 | 10 | 13 | 15 | 17 |
| FUNDING TOTAL (A\$) | 741,328 | 342,819 | 360,307 | 501,279 | 534,779 | 540,000 |
| AVERAGE A\$ PER APPLICATION | 61,777 | 28,568 | 36,307 | 38,559 | 35,651 | 31,765 |
| LEAD ORGANISATION — UNIVERSITIES | 8 | 10 | 9 | 10 | 10 | 11 |
| LEAD ORGANISATION — OTHER | 2 | 1 | 0 | 0 | 1 | 1 |
| TOTAL NUMBER OF RESEARCHERS | 43 | 46 | 31 | 49 | 67 | 85 |

Image descriptions

Photograph of three research report covers.

Caption reads: Research reports from the 2020 Research Grants Program funding round.

2020 RESEARCH GRANTS ROUND

The sixth funding round (2020) received 103 applications, representing an almost 50 per cent increase from 2019. A record 17 projects from 12 different lead organisations, including 85 investigators, were awarded funding to the total value of A\$540,000.

In response to the COVID-19 outbreak, a key focus for the 2020 funding round was the implications of the pandemic for disadvantaged students in higher education.

| CHIEF INVESTIGATOR | LEAD ORGANISATION | PROJECT |
|---------------------------|---|--|
| Ian Li | University of Western Australia | <i>Equity implications of non-ATAR pathways: Participation, academic outcomes, and student experience</i> |
| Lynette Vernon | Edith Cowan University | <i>Understanding wellbeing challenges for university students during crisis disruption</i> |
| Lisa Andrewartha | La Trobe University | <i>A balancing act: Supporting students who are parents to succeed in Australian higher education</i> |
| Sally Baker | University of New South Wales | <i>COVID-19 online learning landscapes and CALDMR students: Opportunities and challenges</i> |
| Tomasz Zajac | University of Queensland | <i>Investigating the relevance of mental health for the current equity groups framework: An analysis of multi-agency linked- administrative data</i> |
| Mary Teague | University of New South Wales | <i>University responses to enhancing equity in the post-COVID landscape</i> |
| Bronwyn Fredericks | University of Queensland | <i>Building the evidence to improve completion rates for Indigenous students</i> |
| Andrew Harvey | La Trobe University | <i>Success, retention, and completion of care leaver students in Australian higher education</i> |
| Megan O'Connell | RMIT University | <i>Pathways or goat tracks — non-ATAR university entrance</i> |
| Joanna Tai | Deakin University | <i>Re-imagining exams: How do assessment adjustments impact on inclusion?</i> |
| Beni Cakitaki | La Trobe University | <i>Equity off course: Mapping equity access across courses and institutions</i> |
| Lucy Mercer-Mapstone | University of Sydney | <i>Recommendations for equitable student support during disruptions to the higher education sector: Lessons from COVID-19</i> |
| Bret Stephenson | La Trobe University | <i>Towards an Inclusive Analytics for Australian higher education</i> |
| Zhou Jiang | Flinders University | <i>Supporting careers of LGBTQIA+ students in Australian universities</i> |
| Andrew O'Loughlin | Gippsland East Higher Education Study Hub | <i>Building bridges: Increasing WIL opportunities in Gippsland East's small businesses</i> |
| Felicia Jaremus | University of Newcastle | <i>Aspirations, equity and higher education course choice: The path travelled</i> |
| Bep Uink | Murdoch University | <i>Interrogating relationships between student support initiatives and Indigenous student progression</i> |

Research Grants Outputs & Impact

Since 2014, the NCSEHE has provided funding to a wide range of projects, contributing to the evidence base to support student equity in higher education, and seeding numerous further outputs from Australia-wide research teams.

Reported outputs 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.

SELECTED PRESENTATIONS, WORKSHOPS AND SPECIAL INTEREST GROUPS

- Coffey, J., & Bennett, D. (2021, November 25). *WIL as an 'add-on' to the real work of career education: Secondary students' experience of WIL and study pathways*. National Association of Field Experience Administrators (NAFEA) 2021 Conference.
- 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.
- Gillett-Swan, J., & Grant-Smith, D. (2016, July 3-6). *Managing the personal impact of practicum for pre-service teacher quality of life*. Australia Teacher Education Association (ATEA) Conference, Ballarat.
- Gillett-Swan, J., & Grant-Smith, D. (2018, 4–6 July). *Exploring supervisor perceptions of the student experience of professional experience*. ATEA and Teacher Education Forum of Aotearoa New Zealand (TEFANZ) Conference, Melbourne.
- Graham, C., King, S., Luzecky, 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.
- Grant-Smith, D. (2017, July 14-16). *Bridging the gap of student WIL wellbeing: The impacts of unpaid practicum on students* [Keynote]. NAFEA Conference, Adelaide.
- Grant-Smith, D. (2019, 15 May). *WIL wellbeing*. Work/ Industry Futures Research Seminar Series, Queensland University of Technology, Brisbane.
- Grant-Smith, D. (2019, July 24). *WIL wellbeing, equity and inclusion in WIL*. UQ WIL Network Seminar, University of Queensland, St Lucia.
- Grant-Smith, D. (2020, September) *Unpaid work*. QUT Centre for Justice Lightning Talks Series, Online.
- Grant-Smith, D. (2020, October 15). *Who cares for the carers? Safeguarding the wellbeing of academic and professional WIL support staff*. #WeWILAdapt: UQ Work Integrated Learning Symposium, University of Queensland, St Lucia.
- Grant-Smith, D. (2020, December 11). *Where to from here? Bracing for impacts of the Job-Ready Graduates Package Panel*. National Association of Enabling Educators of Australia (NAEEA) Symposium [Panel discussion]. Online.
- Grant-Smith, D., & de Zwaan, L. (2017, November 27). *Personal financial stressors and coping strategies for nursing students during unpaid practicum*. Personal Finance and Investment Symposium, Hobart.

- Grant-Smith, D., de Zwaan, L., Chapman, R., & Gillett-Swan, J. (2018, 4–6 July). *'It's the worst, but real experience is invaluable': Pre-service teacher perspectives of the costs and benefits of professional experience*. ATEA and Teacher Education Forum of Aotearoa New Zealand (TEFANZ) Conference, Melbourne.
- Grant-Smith, D., & Gillett-Swan, J. (2016, July 13–16). *Beyond the curriculum: External factors affecting student placements*. NAFEA Conference, Melbourne.
- Grant-Smith, D., & Gillett-Swan, J. (2016, August 22– 26). *Exploring WIL wellbeing through the practicum experiences of pre-service teachers*. European Conference on Educational Research, Dublin.
- Grant-Smith, D., & Gillett-Swan, J. (2017, July 5–7). *Financial stress, placement experiences and the pre-service teacher*. ATEA Conference, Brisbane.
- Grant-Smith, D., & Gillett-Swan, J. (2018, July 9–11). *Identifying placement challenges through use of shadowed data: What can we learn from administrator perspectives of student professional experience?*. World Federation of Associations of Teacher Education 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., 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., & 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. & Cakitaki, B. (2018, November 28–30). *The challenges of graduate employment as a performance criteria for Australian higher education*, Tertiary Education Quality and Standards Agency (TEQSA) Conference, Melbourne.
- 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*. AARE Conference, Melbourne.
- 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 (ACWA) Conference, Sydney.
- Harvey, A., & Tootell, N. (2018, October 8). *Invited presentation*. Victorian equity practitioners' meeting, Melbourne.
- Harvey, A., Tootell, N., Wilson, J., & Mendes, P. (2019, December 1–5). *Postsecondary education planning for children in out-of-home care*. 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.
- 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*. 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.
- Irmer, B., & Grant-Smith, D. (2020, September). *Widening participation or widening the gap in access to postgraduate education*. QUT Centre for Justice Lightning Talks Series. Online.
- Kilpatrick, S. (2021). [Symposium presentation] Australian Educational Research Association 2021 Conference.
- King, S. (2015, November 24–25). *Transformations: Exploring successful FIF students' experiences of higher education* [Paper presentation]. NAEAA 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., Luzecky, 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., Luzecky, A., & McCann, B. (2015, May 25). *First in Family students' experience of success at university* [Seminar]. Flinders University, Adelaide.
- King, S., Luzecky, A., & McCann, B. (2015, November 29–December 3). *Choosing and experiencing university: Student voices* [Paper presentation]. AARE Conference, Fremantle.
- King, S., Luzecky, A., McCann, B., & Graham, C. (2015, November 29–December 3). *Transforming the self: First in family students' experiences of success* [Paper presentation]. 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.
- Luzecky, A., Graham, C., McCann, B., & King, S. (2015, July 1–4). *First in family students: What they say about being at university* [Paper presentation]. STARS Conference, Melbourne.
- Mayes, R., & Grant-Smith, D. (2019, May 15). *Equity in postgraduate participation*. Work/Industry Futures Research Seminar Series, QUT, Brisbane.
- Mayes, R., & Grant-Smith, D. (2019, July 1–3) *Aboriginal and Torres Strait Islander equity in postgraduate education in Australia*. Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) National Indigenous Research Conference, Brisbane.
- 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*. 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]. 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*. 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*. EPHEA. Charles Darwin University, Casuarina [Campus.
https://www.youtube.com/watch?v=fZ_TLyDDI6M&feature=youtu.be](https://www.youtube.com/watch?v=fZ_TLyDDI6M&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*. AARE 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 (SNAIC) National Conference, Perth.

SELECTED FURTHER PUBLICATIONS

- Coffey, J., Bennett, D., & Li, I.W. (2021, May 21). *The Impacts of Socio-Economic Status of Access to Quality Study Pathways and Career Advice* National Careers Week Conference.
- Cook, J., Burke, P.J., Bunn, M., & Cuervo, H. (2021). Should I stay or should I go? The impact of the COVID-19 pandemic on regional, rural and remote undergraduate students at an *Australian University*. *Educational Review*. doi: 10.1080/00131911.2021.1958756
- 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. doi:10.1080/10371656.2018.1472909
- D'Angelo, B., & Dollinger, M. (2021). Provision of equitable careers education in Australia: The case for middle years outreach programmes. *Journal of Vocational Education & Training*, 1–21. doi: 10.1080/13636820.2021.1975798
- Dockery, A.M, Bawa, S, Coffey, J., & Li, I.W. (2021). Secondary students' access to careers information: the role of socio-economic background. *The Australian Educational Researcher* doi: 10.1007/ s13384-021-00469-1
- 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. doi: 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. doi: 10.1080/1475939X.2018.1490665

- Edwards, D., & McMillan, J. (2015). Completing university in Australia: A cohort analysis exploring equity group outcomes. Camberwell, VIC: Australian Council for Educational Research. doi: 10.3316/informit.132819949544181
- Fowler, S., Cutting, C., Kennedy, J., Leonard, S. N., Gabriel, F., & Jaeschke, W. (2021). Technology enhanced learning environments and the potential for enhancing spatial reasoning: A mixed methods study. *Mathematics Education Research Journal*, 1–24. doi: 10.1007/s13394-021-00368-9
- 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://novaajs.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. doi: 10.1177/0734282918783604
- Gillett-Swan, J., & Grant-Smith, D. (2017). Complex, compound and critical: Recognising and responding to the factors influencing diverse preservice teacher experiences of practicum. *Asia Pacific Journal of Teacher Education*, 45(4), 323–326. doi: 10.1080/1359866X.2017.1343590
- Gillett-Swan, J., & Grant-Smith, D. (2018). A framework for managing the impacts of work-integrated learning on student quality of life. *International Journal of Work-Integrated Learning*, 19(2), 129–140. https://www.ijwil.org/files/IJWIL_19_2_129_140.pdf
- Gillett-Swan, J., & Grant-Smith, D. (2020). Addressing mentor welling being in practicum placement mentoring relationships in initial teacher education. *International Journal of Mentoring & Coaching in Education*, 9(4), 393–409. doi: 10.1108/IJMCE-02-2020-0007
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Projects

The NCSEHE research team conduct large-scale projects, both independently and in collaboration with other organisations. Many of these are funded through external grants programs including the Australian Government Department of Education, Skills and Employment HEPPP NPP Program. Below is a selection of key activities.

NSCEHE PROJECTS CONDUCTED DURING 2021

NCSEHE student equity data

The NCSEHE student equity data program supports the collection, reporting, and analysis of student equity data at the national, institutional, and program level. Its core mission is to broaden access to equity data across Australian higher education, to assist practitioners, researchers, and administrators in their efforts to build evidence in support of equity initiatives.

Data linkage research on higher education

Two projects undertaken during 2021 used NCSEHE's experience in data linkage to focus attention on higher education participation: (i) equity status and higher education student perceptions of future employability and (ii) the impact of school background on student responses to the national Student Experience Survey (SES).

Employability

Work was ongoing using data from the EmployABILITY Tool, a national survey of university students' self-perceptions and thinking around employability issues. This work was undertaken in conjunction with Professor Dawn Bennett (Bond University), the developer of the EmployABILITY Tool, and Dr Ian Li (UWA). Publications from this program during 2021 focused on the impact of equity status on employability thinking, including a journal article on regional location and employability thinking and a forthcoming book chapter on the impact of equity status on employability in the Australian context.

School background and the Student Experience

Students' self-reporting of their university experience, as gauged by the SES, can differ markedly across institutions. A contributing factor to this outcome is the diversity in student cohorts at Australian universities.

The purpose of this project is to look at factors impacting on student responses to the SES, including equity status and academic performance, with a specific focus on the influence of school background (government, independent, or Catholic). The project, undertaken with Dr Ian Li (UWA) and Professor Denise Jackson (ECU) will analyse a national multi-university data set that includes SES response sets linked to administrative student records.

NCSEHE Equity Data

The NCSEHE Equity Data Webpage presents national data on the equity dimensions of student access, participation, and outcomes across Australia. The site allows users to generate data sets by equity group or the student population in aggregate, or by institution, grouping or state and territory. During 2021, the webpage received 4,863 page visits.

Visit the NCSEHE Equity Data webpage: https://www.ncsehe.edu.au/equity-data_home/

NCSEHE Research

Since 2013, the NCSEHE has conducted targeted research, projects, and data analysis to inform student equity policy and practice, as well as commissioning external research.

To navigate the wealth of material now available on the NCSEHE website, a new Research Database features advanced search capabilities to provide an accessible repository of publications, research, resources, journal articles, multimedia, and more.

The database is a valuable tool for researchers, practitioners, policymakers, and educators, as well as students and community members seeking information around student equity in higher education.

Visit the NCSEHE Research Database: <https://www.ncsehe.edu.au/research-database/>

Regional University Centres Network

2021 saw the establishment of the Regional University Centres (RUC) Network, led by the NCSEHE in collaboration with Country Universities Centre (CUC) and Geraldton Universities Centre (GUC).

RUCs support students in rural, regional and remote Australia to access, participate, and succeed in tertiary education without having to leave their communities. The RUC Network has been established to provide support to staff in RUCs and foster collaboration through a community of practice.

The Network was launched in June 2021 with an online information session for all RUC staff. Throughout the second half of the year, the Network held another five events which provided RUC staff with professional learning opportunities and information about the RUC program from the Australian Government Department of Education, Skills and Employment (DESE). Professional learning presentations and workshops which leveraged the knowledge and experience of both professional trainers and RUC staff were held on topics including financial reporting and management, funding, and governance.

During 2021, the RUC Network, led by the NCSEHE, created a dedicated website for the Network. The website, launched on 14 December, features public-facing pages and a Members' Portal. The home page of the website features a short video of all the RUCs, created by the NCSEHE team, which also provides an independent resource that can be used by RUCs.

The Members' Portal is a tailored space where members can see upcoming events and the latest RUC news, and access general and bespoke resources and professional development materials. It is populated with resources specifically created for the RUC Network, including nine RUC guides and four short videos. These resources were written by discipline specialists in the field of regional education and were designed to address requests submitted by RUC staff. The portal also includes an embedded discussion platform for direct discussion among RUC Network members.

The activity of the RUC Network is guided by the RUC Network Advisory Committee. The Committee was established in June and is made up of an RUC Manager from each state, network leads, and representatives of the DESE. The NCSEHE organised and chaired the inaugural meeting of the RUC Network Committee at which Natalie Nelmes of GUC was voted in as Chair.

NCSEHE staff Dr Olivia Groves (Project Manager) and Mrs Trish Morton-Smith (Project Officer), advised by Professor Sarah O'Shea and Dr Nicole Crawford, have been managing the RUC Network during 2021. Support was provided by media and communications personnel Ms Nina-Marie Thomas and Ms Suzanne Richards.

While physical networking was severely restricted during 2021 due to the pandemic, NCSEHE staff look forward to visiting and connecting with RUCs in person during 2022 and bringing RUC staff together face-to-face as a community.

Visit the Regional University Centres Network website, developed by the NCSEHE.

Image descriptions

Photograph of the RUC website displayed on a phone, laptop and tablet.

Collaborative Projects

COLLABORATIVE PROJECTS CONDUCTED DURING 2021

Act-Belong-Commit

Throughout 2021, Dr Cathy Drane continued her collaboration with Act-Belong-Commit (A-B-C). The A-B-C campaign is a world-first comprehensive, population wide, community-based program that encourages people to take action to improve their mental health and wellbeing. This innovative evidence-based program has been operating in Western Australia since 2008 and was developed from research undertaken by Curtin University into people's perceptions of mental health and the behaviours they believed protected and promoted good mental health. The A-B-C campaign was adapted for the Western Australian school community and embedded within the classroom, school environment, and whole school community to boost the mental health and wellbeing of students and staff. The campaign has been culturally adapted and implemented in an Aboriginal and Torres Strait Islander community.

In 2021, A-B-C continued their collaboration with colleagues from the University of Copenhagen and the University of Southern Denmark. Together they co-authored a paper on the "lessons learnt" from the full-scale implementation and evaluation of the campaign in Western Australia, and its expansion nationally and internationally, along with the continuing and expanding evidence base for the campaign constructs. The paper presents 21 reasons why jurisdictions who wish to achieve the goals of the WHO and adopt the recommendations of the European framework on mental health and wellbeing should consider adopting or adapting A-B-C when implementing a public mental health promotion campaign.

Related publications

Donovan, R.J., Koushede, V.J., Drane, C.F., Hinrichsen, C., Anwar-McHenry, J., Nielsen, L., Nicholas, A., Meilstrup, C., & Santini, Z.I. (2021). Twenty- One Reasons for Implementing the Act-Belong- Commit— 'ABCs of Mental Health' Campaign. *International Journal of Environmental Research and Public Health*, 18, 11095. doi: 10.3390/ijerph182111095

Donovan, R.J., Drane, C.F., Owen, J., Murray, L., Nicholas, A., & Anwar-McHenry, J. (Under review). Stakeholder feedback on a cultural adaptation of a social and emotional wellbeing intervention in an Aboriginal community. *Australian Aboriginal Studies*.

Country University Centres

Dr Nicole Crawford (NCSEHE) and Associate Professor Cathy Stone (Adjunct Fellow, NCSEHE) have been involved in research with Country University Centres (CUC) Central staff, Monica Davis and Chris Ronan on the project: *Exploring the experience of regional students attending a Country University Centre in regional NSW, Queensland and Victoria*.

Building a rural workforce through identifying supports for rural, mature-aged nursing and allied health students

There is an undersupply of medical, nursing and allied health professionals in regional, rural, and remote Australia, and a need for action to address rural health workforce shortages.

In 2020, Dr Claire Quilliam, Rural Nursing and Allied Health Research Fellow at the University of Melbourne, initiated a collaboration with researchers in four University Departments of Rural Health in Victoria and Dr Nicole Crawford (NCSEHE). This interdisciplinary collaboration has seen the exchange of ideas between the disciplines of

rural health and equity in higher education. The endeavour to address the rural nursing and allied health workforce challenges has shifted focus from city students to the rurally-based, and from younger students to mature-aged.

The team commenced exploring the topic with Stage

1 — a systematic scoping review, resulting in a journal article published in the *Australian Journal of Rural Health* (Quilliam et al., 2021) and three conference presentations

Stage 2 commenced in 2021 and includes three aspects:

- mapping of nursing and allied health courses in Australia
- analysis of national student data
- understanding supports for rural, mature-aged nursing and allied health students: a mixed- methods study.

National Career Development Learning Hub for students with disability.

O’Shea, S. (Curtin); Austin, K. (UOW); Pitman, T. (Curtin); Groves, O. (Curtin); Bennett, D. (Curtin); Coffey, J. (Curtin); Dollinger, M. (La Trobe); Kilpatrick, S. (UTAS); Drane, C. (Curtin), Eckstein, D. (Swinburne) & O’Donnell, N. (UOW). National Career Development Learning Hub for students with disability. National Careers Institute (NCI) Partnership Grants, Department of Education, Skills and Employment. (\$411,656)

The NCI has funded a project to investigate best practice career support for students with disability. The primary output will be the first dedicated national Career Development Learning (CDL) Hub for students with disability.

The CDL Hub will include an accessible range of resources and practical examples of successful programs that address careers for students with disability across stages of the student experience. The Hub will assist others in developing bespoke and contextualised approaches to support the CDL of students with disability.

The aims of the project are to:

- investigate the range of resources and programs that exist to support the CDL of students with disability
- critically engage with existing good practice and consider its validity in the light of changed contexts and educational challenges
- collaboratively develop and pilot examples of best practice across the post-16 educational environment
- disseminate and showcase examples of best practice to complement existing practices.

Related Publications

Groves, O., O’Shea, S., Austin, K., & Lamanna, J. (2021). Best practice career education for students with disability – Creating a National Resource Hub [CDAA Blog](https://www.cdaa.org.au/Web/Blog/Posts/Best-practice-career-education-for-students-with-disability-creating-a-national-resource-hub.aspx).
<https://www.cdaa.org.au/Web/Blog/Posts/Best-practice-career-education-for-students-with-disability-creating-a-national-resource-hub.aspx>

Parental expectations of children’s higher education participation in Australia

This project, undertaken by Dr Paul Koshy (NCSEHE), Professor Mike Dockery (Curtin) and Dr Ian Li (UWA), examined the determinants of parental expectations about the likelihood of their children’s participation in higher education. It used longitudinal data from the Household, Income and Labour Dynamics in Australia (HILDA) Survey to do so, and also to analyse the adaptation of parental expectations over a four-year timeframe, and the link between parental expectations and eventual participation among their children.

The key finding from the study is that parental expectations of their children's attendance at university are generally stable across time, with perceptions of children's school achievement being the key influence in shaping expectations. Australian parents from non-English speaking backgrounds were more likely to form positive expectations of university participation by their children, consistent with studies from other countries. More generally, the observed positive effects of parental educational background and private school enrolment on parental expectations—over and above any effect attributable to school achievement—highlighted the influence of other socioeconomic factors, such as parental knowledge of the higher education system or school peer effects, as influential channels for intergenerational advantage in education.

Related publications (2021):

Dockery, A.M., Koshy, P., & Li, I. W. (In submission). Parental expectations of children's higher education participation in Australia. *British Educational Research Journal*.

Engagement with the Australian Disability Clearinghouse on Education and Training (ADCET)

Dr Nicole Crawford (NCSEHE) advised ADCET and National Disability Coordination Officer Program regions (NDCOs) on the online training course, Universal Design for Learning (UDL) in Tertiary Education. Nicole provided detailed feedback on the content and layout of the modules.

“Capitals and capabilities: Rethinking higher education persistence”: ARC Discovery Project

O'Shea, S. Capitals and Capabilities: Rethinking higher education persistence. Australian Research Council Discovery Project (DP170100705). (\$152,000)

During 2021, Professor Sarah O'Shea continued to work on her ARC Discovery Project which aims to increase understanding of how students who are first in their families (FiF) to attend university persist in their studies. These students represent over half the Australian higher education population, with enrolments steadily increasing. However, over a quarter consider leaving, often in their first year. This is more likely if they come from educationally disadvantaged circumstances. Getting students to "step into" university is only just the beginning — consideration must also be given to how to support them throughout their study so they are enabled to continue. It is important to acknowledge that these students bring with them strengths and capabilities drawn from life outside academia, which are not necessarily recognised by universities.

To better understand these strengths and capabilities, this project has explored how FiF students in the final stages of study had persisted to that point. Through the richness of their stories, the project has generated a much deeper understanding of how these learners drew on "internal capabilities" or strengths that enabled them to persevere in this higher education environment. This is a global study and participants were drawn from Australia, Ireland, the UK and Austria. Typical of the FiF cohort, all the participants were deeply intersected by multiple equity factors including demographic, social and cultural such as socioeconomic status, regional/rural locations, gender, disability, language background, refugee status, and Indigeneity. As such, the participants were representative of the diversity within the current higher education student population.

Related Publications (2021):

Brooks, R. & O'Shea, S. (Eds.) (2021). *Reimagining the Higher Education Student*. Oxford, Routledge.

O'Shea, S. (2021). Why does student retention and success matter? In M. Shah, S. Kift & L. Thomas (Eds.), *Student Retention and Success in Higher Education*. Palgrave Macmillan, UK.

O'Shea, S. (2021). 'Kids from here don't go to uni': Considering first in family students' belonging and entitlement within the field of higher education. *European Journal of Education Special Issue: Higher Education access, participation and progression: Inequalities of opportunity*, 56(1) 65–77.

Nairz-Wirth, E., O'Shea, S., & Lessky, F. (2021). Higher Education access, participation and progression: Inequalities of opportunity (editorial). *European Journal of Education Special Issue*, 56(1) 3–8.

Delahunty, J., & O'Shea, S. (2021). 'Don't let anyone bring me down again': Applying 'possible selves' to understanding persistence of mature-age first-in-family students. *Higher Education Research & Development*, 40(3), 461-475. doi: 10.1080/07294360.2020.1771682 (Q1)

Connecting Aboriginal and Torres Strait Islander ear and hearing health professionals and students: A pilot mentoring program

Led by Dr Andrea Simpson (Monash Health) and funded by Centre of Research Excellence in Ear & Hearing Health of Aboriginal and Torres Strait Islander Children.

This project provided support to Aboriginal and/or Torres Strait Islander audiology and speech pathology students and new graduates through the development of a pilot mentoring program.

A group of six Aboriginal students and graduates in audiology or speech pathology participated in the project. They were divided into two yarning circles of one mentor per two mentees. All participants were encouraged to work through the Indigenous Allied Health Australia (IAHA) mentoring program over the course of the project. Yarning interviews were used to evaluate the project, with participants identifying ongoing experiences of deficit discourse and racism during their studies.

The project stressed the importance of creating and maintaining connections and relationships between Aboriginal and/or Torres Strait Islander healthcare students and professionals.

Embedding the Disability Standards for Education 2005 (DSE) into higher education institution policies and practices across the student life cycle

Recommendation 6 from the 2020 *Review of the Disability Standards for Education 2005* (Standards), was:

That the Australian Government Minister for Education ask the Department of Education, Skills and Employment Equity in Higher Education Panel to examine ways to embed the Standards in higher education institution policies and practices across the student lifecycle (pre-access, access, participation, attainment, and transition out) at both an undergraduate and postgraduate level, as well as in workforce capability policies, as part of its development of the Student Equity in Higher Education Roadmap.

To assist the Panel in this task, the DESE commissioned the NCSEHE to prepare a discussion paper on the topic of supporting students with disabilities in higher education. This paper provides an overview of key issues identified in the 2010, 2015, and 2020 Review of the Standards, with associated discussion points.

Ungrading Teaching Circle team

Wollongong Academy of Tertiary Teaching & Learning Excellence (WATTLE), University of Wollongong

Dr Janine Delahunty joined two other University of Wollongong colleagues in a Teaching Circle team to explore the concept of "ungrading". The teaching circle was an innovative idea initiated by WATTLE in the last quarter of 2021 in which small groups formed around shared teaching-related interests. Given the short timeframe, identified outcomes needed to be realistically achievable. The Ungrading Teaching Circle collaboration outcomes included researching and presenting an overview of ungrading to staff at a WATTLE event, and co-authoring publication in *Teaching & Learning Inquiry*.

Related publication

Green, C.A., West, C., & Delahunty, J. (In press). Review of Ungrading: Why rating students undermines learning (and what to do instead). *Teaching & Learning Inquiry*.

Belonging to and beyond higher education in hybrid spaces

Gravett, K., Ajjawi, R., & O' Shea S. Belonging to and beyond higher education in hybrid spaces. UK Society for Research in Higher Education (SRHE) Research Award. (\$30,000)

This UK-funded project is being led by Dr Karen Gravett (Surrey University) and includes Associate Professor Rola Ajjawi (CRADLE at Deakin University). The grant was awarded in December 2021 by the SRHE and will explore students' experiences of belonging and non-belonging, and how these are negotiated through hybrid or blended approaches to learning, which have become prevalent within institutions across the globe.

The objectives of the proposed project are to understand:

- How is the concept of belonging understood within contemporary higher education?
- How has belonging, and the spaces in which students belong, changed as a result of the COVID-19 pandemic and the move to online and hybrid learning?
- How, and in what ways, should educators foster students' sense of belonging and engagement going forward?

Estimating disability support expenditure in the Australian higher education sector in 2019

Higher education institutions are required by law to ensure students with disabilities can access and participate in education on the same basis as other students. The Commonwealth Government provides some financial support to help institutions defray some of the associated costs. However, final responsibility, and overall financial cost, lies with the institution. In 1992, it was estimated that the average institutional cost (staff and related) was \$58,974 or \$349 per 100 students with disability. This estimate was given at a time when there were only approximately 5,000 students with disabilities enrolled in higher education, compared to more than 75,000 currently. There was also no central core of trained professional staff to support these students. A re-examination of these costs is therefore overdue, which this project, conducted with Tim Pitman (NCSEHE and Curtin), seeks to achieve.

Jindaola research

Jindaola is an educational development grants program at the University of Wollongong (UOW), facilitated by a local traditional Knowledge Holder and Yuin man, Jade Kennedy, Senior Lecturer in Indigenous Knowledges. Jindaola was established in 2017 in consultation with the local Aboriginal community and engages participants in an Aboriginal way towards

achieving Curriculum Reconciliation. Curriculum Reconciliation in a professional learning context describes a process of taking participants on an 18-month journey with Country to decolonise thinking and engage them in the negotiation of authentic knowledge-based relationships between Aboriginal Knowledges and their relevant disciplinary knowledges. Jindaola redresses higher education's reliance on inappropriate and ineffective "packages" of Aboriginal content dislocated from Country, rejecting tokenistic approaches that commodify Aboriginal Knowledges. Whilst Jindaola emphasises local knowledges and relationships situated within Yuin Country, Jindaola puts UOW on the world stage as leader in the developing practice of Curriculum Reconciliation and has received recognition through scholarly publications and international, national, and institutional awards for good practice and innovation. Dr Janine Delahunty has been involved in Jindaola as part of the original program design team and has had ongoing involvement in the governance and research of the program.

Jindaola has received national and local recognition, with ongoing research, dissemination and publications. In 2021, Janine participated in research team collaborations which included a special issue co-authored publication in *Teaching in Higher Education*; co-authoring a paper (in draft) with a cross-faculty group comprised of past and present Jindaola participants and the research team; and two successful competitive national award applications. Jindaola received an *Australian Financial Review* Teaching and Learning Excellence award and a prestigious 2021 Australian Awards for University Teaching (AAUT) Award for Programs that Enhance Learning.

Awards and related publication

- 2021 *Australian Financial Review* Teaching and Learning Excellence Award, Finalist Level 1.
- 2021 AAUT Award for Programs that Enhance Learning in the Curriculum Transformation and Innovative Pedagogy category.
- Kennedy, J., Percy, A., Thomas, L., Moyle, C., & Delahunty, J. (2021). Holding space for an Aboriginal approach towards Curriculum Reconciliation in an Australian university. *Teaching in Higher Education*, 26(7-8), 1060-1076. doi: 10.1080/13562517.2021.1953979

Kennedy, J., Percy, A., Thomas, L., Moyle, C., & Delahunty, J. (2021). Holding space for an Aboriginal approach towards Curriculum Reconciliation in an Australian university. *Teaching in Higher Education*, 26(7-8), 1060-1076. doi: 10.1080/13562517.2021.1953979

2021 Focus on Mental Wellbeing

As we moved into the second year of the COVID-19 pandemic, the impacts of isolation and rapid pivots to online teaching and learning highlighted flagging mental health and wellbeing within the higher education community.

Gaps were identified in how higher education staff and students were equipped to practice self-care regarding their own mental health, and how they could support and refer others experiencing mental health issues in respectful and appropriate ways. While information provided to the higher education community to allow for self-advocacy and triage did exist, it was not always readily available and easy to find in a crisis.

In an effort to address these gaps, the NCSEHE engaged our extensive network of researchers, equity practitioners, and academics in research, support initiatives, and developing resources to facilitate a consistent approach to mental health and wellbeing across the higher education sector. By promoting research from the broader community, and sharing mental health and wellbeing-focused events, we ensured our audience had timely access to emerging best practice, and practical and effective strategies to improve mental health and wellbeing in higher education.

GUIDELINES AND RECOMMENDATIONS FOR THE HIGHER EDUCATION SECTOR

Throughout 2019–20, Dr Nicole Crawford conducted a major NCSEHE Equity Fellowship project, *On the radar: Supporting the mental wellbeing of mature-aged students in regional and remote Australia*.

The study identified proactive approaches and inclusive strategies for effective learning and teaching to counter common stressors and support mental wellbeing of mature-aged students in, and from, regional and remote Australia.

Dr Crawford developed guidelines and recommendations for staff and institutions to help students feel connected, appreciated, and supported in their everyday learning experiences and to enhance their mental wellbeing and academic success.

While principally targeted at mature-aged regional and remote students, the guidelines have proved to be transferable across all cohorts.

— Access the full report, guidelines, and recommendations:

<https://www.ncsehe.edu.au/publications/nicole-crawford-equity-fellowship-mental-wellbeing-mature-students-regional-remote-australia/>

STUDENT VOICE

During 2021, the Centre called on *Student Voice* project participants to showcase mental health and wellbeing support and frameworks within higher education. Challenging stigma and championing access to mental health support services is a key component to changing perceptions and improving student experiences.

Ashley Willcox, one of the 2020 NCSEHE student vloggers, shared her practical knowledge as a higher education student to help university staff, and other students overcome the challenges presented by COVID-19.

— *Helping your students to look after their mental health:* www.ncsehe.edu.au/students-mental-health/

Saima Nazar Khan, a trained teacher and counsellor, shared her education journey and personal experiences with major depression, as well as contributing an insightful and challenging feature article.

— *Perspectives on disability and student learning*: <https://www.ncsehe.edu.au/student-voice-feature-perspectives-disability/>

Image description

Photograph of woman smiling.

Caption reads: Saima Nazar Khan.

NCSEHE EVENTS

In July 2021, the Centre partnered with the WA Chapter of Equity Practitioners in Higher Education Australasia (EPHEA) to host a webinar presented by Associate Professor Lydia Woodyatt.

Addressing the particular challenges facing equity practitioners and university staff during COVID-19, this event identified proactive measures to support ongoing mental wellbeing.

Lydia is a lecturer at Flinders University, leading the University's Retention and Success Strategy. Lydia sits on multiple advisory groups concerning wellbeing in higher education, and is the co-creator of the online course, *The Psychology of Surviving and Thriving*, which develops wellbeing and self-management skills.

— *View the recording: Mental wellbeing for equity practitioners and university staff*: <https://www.ncsehe.edu.au/lydia-woodyatt-mental-wellbeing-university-staff/>

NCSEHE STAFF PROJECTS AND PUBLICATIONS

Throughout 2021, Dr Catherine Drane continued her collaboration with Act-Belong-Commit (A-B-C).

The A-B-C campaign is a world-first program that encourages people to take action to improve their mental health and wellbeing. This innovative evidence-based program was developed from research undertaken by Curtin University.

In 2021, A-B-C continued their collaboration with colleagues from the University of Copenhagen and the University of Southern Denmark. Together, they co-authored a paper on the "lessons learnt" from the full-scale implementation and evaluation of the campaign in Western Australia, and its expansion nationally and internationally, along with the continuing and expanding evidence base for the campaign constructs.

— *Twenty-one reasons for implementing the Act-Belong-Commit - 'ABCs of Mental Health' campaign*:

www.ncsehe.edu.au/publications/act-belong-commit-mental-health-campaign/

Image description

Photograph of woman smiling.

Caption reads: Dr Catherine Drane.

DISSEMINATING RESOURCES AND INFORMATION

An ongoing role of the NCSEHE is to disseminate information and resources from across the sector. With mental wellbeing at the fore during 2021, the Centre republished and promoted timely national and international content including research, articles, case studies, information, and events.

NCSEHE Research Team Updates

Professor Sarah O'Shea

Director

At the beginning of 2021, I commenced as Co-Editor for the Routledge/SHRE series entitled *Research into Higher Education*. I have really enjoyed working with colleagues in the UK and ensuring the series is more international in focus. Indeed, collaborating internationally has been a theme of my work in 2021, during which I also co-edited a journal special issue entitled "Higher Education access, participation and progression: Inequalities of opportunity" with colleagues from Vienna, Belgium, and the UK. I also contributed to an international publication exploring global educational responses to COVID-19.

I was invited to speak at a number of international fora, including the EdutechAsia Conference and the Asia Europe Foundation, on topics related to educational equity.

Closer to home, I worked closely with NCSEHE affiliates and staff to ensure broad dissemination of research across the sector. This included hosting conference panels featuring NCSEHE speakers; editing the first NCSEHE-commissioned book publication (Springer, forthcoming); and facilitating various webinars and workshops designed to foreground NCSEHE work.

Finally, I have greatly enjoyed witnessing the NCSEHE research team go from strength to strength over this last year. The volume of publications, presentations, and contributions to the sector all exceed those of previous years — a wonderful achievement for all, particularly given the disruptions and challenges that were encountered.

Dr Paul Koshy

Research Fellow and Data Program Lead

This year saw my involvement in the completion of three research projects looking at various aspects of equity in higher education.

The first, Parental Expectations of Children's Higher Education Participation in Australia, with Professor Mike Dockery (Curtin) and Dr Ian Li (UWA), used the latest release from the Household, Income and Labour Dynamics in Australia (HILDA) Survey to examine patterns in the expectation of university participation in Australia. Parental expectations about their children's higher education participation were shown to be quite stable over time, with school performance being the most significant factor in (re)shaping their views.

A second project, with Professor Helen Cabalu (Curtin) and Dr Vicar Valencia (Indiana — South Bend), looked at the impact of higher education attainment on graduates' perceptions of the importance of major values such as family, work and religion. It used data from the World Values Survey (WVS) to provide evidence on an important aspect of the discussion around those shifts; namely, the influence of rising rates of higher education participation in the general population. The WVS findings demonstrate the impact of higher education long after graduation. The study is ongoing with an article under review with *Higher Education*.

Finally, I participated in a project looking at the impact of equity status on students' self-perceptions regarding employability and future work prospects.

This work was undertaken with Professor Dawn Bennett (Bond) and Dr Ian Li (UWA). A key finding from the work was that school-aged students from non-English speaking backgrounds and mature-aged students

with disabilities (an underreported equity sub-cohort in Australia), were two groups requiring support from universities and government.

Dr Nicole Crawford

Senior Research Fellow

Throughout 2021, I continued to disseminate findings from my NCSEHE Equity Fellowship research, engaging extensively with the sector via 14 conference and invited presentations. The Fellowship report was released in 2021, as were the report guidelines for universities and recommendations for staff. I have conducted further data analysis and prepared manuscripts for journal articles, and I am developing professional learning resources for staff.

With colleagues from university departments of rural health in Victoria, I am involved in the project, Building a rural workforce through identifying supports for rural, mature-aged nursing and allied health students.

With the NCSEHE team, I have been involved in the development of the Regional University Centres (RUC) Network, including the RUC Network website and resources for RUC staff.

Other contributions to the sector have included feedback for ADCET/NDCOs on the online training course, Universal Design for Learning (UDL) in Tertiary Education, and conducting research with Country University Centres (CUCs) colleagues. I have very much enjoyed supervising a PhD student, and I was thrilled to receive the *Higher Education Research and Development* journal Reviewer of the Year Award.

Dr Olivia Groves

Postdoctoral Research

2021 was a milestone year for me. Having worked in casual research positions for 11 years, 2021 saw me move into a permanent research-only role and gave me the opportunity to immerse myself in many rewarding research activities.

During 2021, I saw two journal articles which I had been working on published in high-ranking journals and another two progress through the review process. I

independently authored two chapters, co-wrote another two and, in conjunction with my colleagues, edited a book on *Career Development Learning and Sustainable Development Goals* for publishing with Springer in 2022. Another methodological chapter I wrote the year before was also published in an edited volume by Routledge.

I also co-authored four blog posts on career education which were published online.

Over the year, I was also very involved in online dissemination activities. I gave presentations at five international conferences and six domestic ones — a feat necessitated by COVID-19 and made possible through digital communication technologies. I received the 2021 Higher Education Research and Development Society of Australasia (HERDSA) Early Career Conference Grant but was unable to take this up due to travel restrictions.

The highlight of the year, however, was working with the inspirational team at the NCSEHE.

Dr Catherine Drane

Postdoctoral Research

2021 has been a year of collaboration as I continued, for example, my research with Mentally Healthy WA's Act- Belong-Commit campaign, an effective population-wide mental health promotion program designed to enhance people's understanding of the factors impacting mental health as well as empowering individuals to improve and maintain their mental health. Together, we published one paper, with three papers under review. Additional papers co-authored through the NCSEHE include

The implications of COVID-19 for student equity in Australian higher education.

As part of professional development, I completed an advanced course on categorical structural equation modelling, to further broaden my analytic skills and knowledge, so I'm better placed to provide solutions to complex data problems.

Reflecting on 2021, a particular strength of the NCSEHE team was our banding together through an ambiguous COVID-19 period, as we continue to wrestle with the reality of COVID-19's impact on humanity. *Resilience* has been a major theme; it will keep us going and carry us forward into next year.

I am grateful for the opportunities that have come my way through the NCSEHE this year and carry with me the lessons learnt, as well as the hope and possibilities of a new and better 2022.

Research Team Outputs

OUTPUTS DURING 2019-21

Total scholarly publications

| | 2019 | 2020 | 2021 |
|---|---|---|---|
| | 3 Full time (equivalent) academic staff members | 3.3 Full time (equivalent) academic staff members | 4 Full time (equivalent) academic staff members |
| Scholarly Publications | 6 | 9 | 27 |
| Books and book chapters | | 2 | 9 |
| Scholarly journal articles | 6 | 7 | 18 |
| Average publications per full time (equivalent) academic staff member | 2 | 3 | 7 |

Percentage increase across the years

| | 2019 | 2020 | 2021 |
|-----------------------------|------|-------|-------|
| Scholarly Publications | | +50% | +200% |
| Peer-reviewed Presentations | | +100% | +183% |

DISSEMINATION DURING 2019-21

| | 2019 | 2020 | 2021 |
|--|------|------|------|
| Total peer-reviewed presentations | 6 | 12 | 34 |
| Training & development courses for the sector | | 7 | 7 |
| Invited online publications (i.e. blogs or editorials) | | 10 | 12 |

Webinars 2020-2021

- 23
- +3,500 downloads
- +3,500 attendees

Publication downloads

NCSEHE & staff publications

| | 2019 | 2020 | 2021 |
|-------------------------------|--------|--------|--------|
| Downloads from NCSEHE website | 20,773 | 21,037 | 26,583 |

Awards

- **HERDSA** Early Career Conference Award (Groves)
- **HERD** Journal Reviewers of the Year (Crawford)

Editorial

O'Shea: **Series Editor**, Routledge/SRHE 'Research into Higher Education' international book series

O'Shea & Groves, **Editors**, Springer: *Career development learning and sustainability goals: Considerations for research and practice* (2022)

O'Shea: **Co-Editor**, European Journal of Education Special Issue: Higher Education access, participation and progression: Inequalities of opportunity (2021)

NCSEHE Fellows' Updates

Dr Janine Delahunty

Equity Fellow

The first half of 2021 was spent completing the COVID- 19-disrupted activities from my 2020 Fellowship, including the final report. I am very much looking forward to the release of this and the other Fellowship reports sometime next year. 2021 was also a year of transitioning — returning to and negotiating a radically changed, and changing, workplace post-COVID-19.

September 2021 saw the launch of the Regional Student Futures website, an exciting output of the Fellowship (www.regionalstudentfutures.org.au). The website draws inspiration from the insights of Fellowship participants collected during the 2020 project. I have tried to keep these voices centre stage throughout, using direct quotes where possible and creating vignettes that highlight relevant aspects of the regional, rural and remote experience that contribute to a collective story. The reflective tool resources are complemented by original work by an artist and art therapy student from regional Victoria. The website has attracted interest from widening participation practitioners nationally, as well as in the UK.

Throughout the year, I presented implications of the Fellowship to a range of audiences including Data Insights seminar (Department of Education, Skills and Employment), the STARS Conference, CQUniversity Student Retention Community of Practice, and co-presented at a Western Sydney University staff Learning and Teaching Day. I anticipate that a paper under review will be published in the near future.

Professor Maria Raciti

Adjunct Fellow

For much of 2021, my focus was on establishing the important foundational work of our ARC Discovery project, Implementing Indigenous knowledge approaches in doctoral education. This exciting and important equity project aims to increase Indigenous and transcultural (e.g., migrant, refugee) participation and success in doctoral studies in Australia. The interdisciplinary nature of the project team and research approach has introduced me to a range of perspectives and methodologies such as arts-based designs. Like others, I took the opportunity in 2021 to produce publications from my previous equity projects, including the HEPPP-funded Widening regional and remote participation project. Numerous digital artefacts, guest presentations, and all-important practitioner outputs including a blog and podcast, rounded out what was a very productive year.

Dr Matt Brett

Adjunct Fellow

Reflections about 2021 cannot be separated from reflections about the pandemic. Pride in accomplishment and optimistic hopes for the future were tempered by sadness for those whose lives, health, and livelihoods have been impacted by COVID-19.

On a personal level, an important achievement was the conferral of my doctorate. Emblematic of the creativity and innovation catalysed by the pandemic across the sector, an improvised graduation ceremony delivered in Auslan struck a chord with many, viewed and shared thousands of times across social media.

The bulk of 2021 was spent working from home, supporting staff and colleagues at a distance.

A specific highlight was chairing of a taskforce and action group to progress Deakin University's *Student Mental Health and Wellbeing Strategy*. I consider Deakin's approach to be sector-leading and was delighted that we could call upon the NCSEHE's Dr Nicole Crawford as guest presenter to lead discussion on mental health and wellbeing for regional and remote student populations.

Working from home places significant challenges to collaboration. I was pleased that papers and projects found their way into print, each co-authored with cross-institutional colleagues affiliated with the NCSEHE, and each leveraging and building upon research projects funded by the NCSEHE.

Professor James Smith

Adjunct Professorial Fellow

Throughout 2021, I have been leading a collaborative NCSEHE research project relating to the aspirations and achievements of Indigenous males in higher education, and the adaptation of an online social and emotional wellbeing education and support programs for young Indigenous males.

I have also been leading a range of projects relating to the social and emotional wellbeing of vulnerable populations and supervising a PhD research project relating to Northern Territory Indigenous higher education policy development and implementation.

Dr Cathy Stone

Adjunct Fellow

During 2021, I continued working with a research team, led by Professor Sharron King from the University of South Australia, investigating barriers to transition to university for regional high school students in South Australia. This project was funded under the NCSEHE Research Grants Program. It was completed in July with the final report submitted to NCSEHE in September.

In my consultancy role, I assisted the NCSEHE in developing training resources for the new Regional University Centres Network website. I also continued to provide advice to the Country Universities Centre (CUC) regarding the CUC Learning Skills Advisory (LSA) Program and the development of the CUC Wellbeing Strategy.

In collaboration with the NCSEHE, I was Chief Investigator for the CUC evaluation research project. Funded by the CUC, this received ethics approval from Curtin University and the findings will be published in 2022.

My writing has continued, with three book chapters and a journal article published during 2021, relating to previous research with both online and mature-aged students.

This year, I also joined the Editorial Board for the *Journal of Continuing Higher Education*, a USA-based publication seeking to expand its international profile, in part by recruiting Editorial Board members from other countries whose research and publications align with its scope.

Professor Sally Kift

Visiting Professorial Fellow and Advisory Committee

Despite the challenges that COVID-19 continued to present over 2021, the year provided some interesting new opportunities for diverse forms of dissemination and modes of engagement with a wide variety of audiences.

A jointly edited collection, *Student Retention and Success in Higher Education* (Thomas, Kift, & Shah, 2021) was published which included chapters by three NCSEHE colleagues. Another highlight was a co-authored article in *Student Success* with Nadine Zacharias and Dr Matt Brett discussing NCSEHE's policy roadmap, *The Best Chance for All*, in the context of post-pandemic rebuilding. NCSEHE Fellows and other equity practitioners and researchers contributed 16 pieces to the series I curate for *Campus Morning Mail (CMM)* on "What learning and teaching needs now/next". Contributors and topics included: Andrea Simpson and Kim Alley (cultural safety); Janine Delahunty (regional and remote students); Tim Pitman (students with disability); Victoria Fielding, Danielle Stevens with Sarah Hattam and Anthea Fudge, Pranit Anand and Suzi Syme and Liz Goode (Enabling education); David Eckstein (careers for students with disability); Angela Hill, Braden Hill, Fiona Navin and Michelle Rogers (coercive control and domestic violence); Nicole Crawford and Sherridan Emery (mental wellbeing); Lisa Andrewartha (students who are carers; students who are parents); Susan Webb, Elizabeth Knight, Steven Hodge and Shaun Rawolle (bachelor degrees from TAFEs); Amani Bell (online Work Integrated Learning for equity students); and Chris Ronan (Country Universities Centre).

A number of keynotes and other invited contributions were delivered online, while 2021 also saw a collaboration with *CMM* editor Stephen Matchett and Twig Marketing for two online conferences—Needed Now (May 2021) and Reimagining the Lives of the Lectured (October 2021)—which also canvassed educational equity issues throughout.

I was particularly pleased to contribute to the international collection for World Access to Higher Education Day (WAHED) and to help facilitate the STARS Conference Student Equity Network: Job-ready Graduates and COVID in June with EPHEA's Kylie Austin and Swinburne University of Technology's Nadine Zacharias.

Mr David Eckstein

Equity Fellow

After submitting my Fellowship report, I returned to an expanded role at Swinburne and have continued dissemination of the Fellowship report's main themes. This included convening meetings of the project's Disability CDL Community of Practice and providing professional development for National Association of Graduate Careers Advisory Services (NAGCAS) members, where I am also national Treasurer.

Other highlights included providing an article that discussed key aspects of the student experience in Professor Sally Kift's feature series in *CMM*, making a keynote presentation for The Employability Network through a STARS meeting, and presenting findings at the National Association of Field Experience Administrators (NAFEA) conference.

My collaboration with Country and Regional University Centres culminated in a national forum which explored the impact of COVID-19 on regional graduate employment. I also contributed to the NSCEHE-led project which will create a national Career Development Learning Hub for students with disability. Further advocacy for students included working with colleagues in ACEN to create an ACEN–NAGCAS collaboration and participating in a national NDCO professional development conference targeting Disability Employment Service provider partnerships with universities.

At Swinburne, I was able to use the Fellowship to contribute to the University's WIL accessibility project, and further embed a business-as-usual approach to disability-inclusive careers education.

Plans for 2022 include implementing an inclusive careers education program for regional students with the Country and Regional University Centres and developing the ACEN–NAGCAS collaboration.

Dr Andrea Simpson

Equity Fellow

In 2021, I was fortunate to build on my 2020 NCSEHE Equity Fellowship work on Indigenous students' journeys to and through allied healthcare programs. My Fellowship found regional offerings for certain allied healthcare professions lacking. It also recommended additional support for First Nations students in the form of mentoring. In early 2021, I worked on two funded research projects. The first of these was a partnership with Monash Health funded through the Centre of Research Excellence in Ear and Hearing Health of Aboriginal and Torres Strait Islander Children to create a mentoring program for First Nations ear and hearing health professionals and students. For the second project I was a co-investigator on a NCSEHE-funded grant with Lisa Andrewartha and colleagues at La Trobe University and Victoria University, to explore ways to support student parents in higher education. In July, I received an offer to establish an audiology program at Charles Darwin University, which I commenced in September. I'm so pleased to be part of the program's development as this would be the first regionally-based audiology program in Australia, with the specific aim of supporting a more diverse audiology profession.

Dr Katelyn Barney

Equity Fellow

In 2021, I continued to work on developing resources from my 2020 NCSEHE Equity Fellowship. This included launching a podcast co-hosted with my colleague Professor Tracey Bunda titled, "Indigenous Success: Doing it, Thinking it, Being it". Each episode is an interview with an Indigenous staff member or university student about aspects of effective outreach programs and focuses on key findings from the Fellowship. I also developed and launched a series of video resources for outreach practitioners focusing on aspects of evaluation with key Indigenous and non-Indigenous experts in evaluation. In addition to this, I worked on a NCSEHE-funded project led by Professor Bronwyn Fredericks. Through collaboration with an expert Indigenous reference group and staff at universities, we identified and analysed the multifaceted dimensions and range of strategies used at five universities to support Indigenous student completions. I also continued my role as Managing Editor of *The Australian Journal of Indigenous Education*. Working closely with the editors Professor Martin Nakata and Professor Bronwyn Fredericks we successfully shifted the journal to a new open access platform.

Associate Professor Tim Pitman

Equity Fellow

2021 was a year where I continued focusing my research on persons with disabilities. Over the last decade we have seen a significant increase in participation rates, with higher education enrolments doubling to over 75,000. However, we are still not seeing a comparable improvement in other indicators of success, such as retention and completion rates, and post-graduation employment outcomes.

I have been increasingly focusing my research on Universal Design for Learning (UDL) principles, to ensure that buildings, technology, products, and services can be used by virtually everyone, regardless of ability. The greater the level of accessibility, the greater the number of students who will not need adjustments made to their educational experience. This should be a focus for the increasing use of online and remote learning technologies. Given the ubiquity of web-based teaching and learning, uniform accessibility standards must be adopted. Accessibility includes using graphics with alternative text (alt text); audio; the need for a mouse or scroll bar; problems with large files hampering download speeds, refresh rates, and other computer functions; and disorganised text causing problems for users with a non-English speaking background or learning disabilities. Adopting minimum standards will benefit all students, particularly those studying online, where regional students with disabilities are overrepresented. As understanding and awareness of disabilities are still developing, training should be refreshed regularly to ensure best practice is maintained. Retraining should occur at least once every three years. While the responsibility for training lies with the higher education provider, there is scope for the Federal Government to contribute; for example, by funding a national training strategy.

Dr Lynette Vernon

Adjunct Fellow

A highlight for 2021 was analysing the national data with Kathryn Modecki (Griffith University) and Kylie Austin (UOW) from the Understanding Wellbeing Challenges for University Students During Crisis Disruption survey. Over 1,400 students from 39 universities across Australia completed the online survey and told us *what was missing and what they liked* during the challenges of 2020. The report has been finalised for publication with papers in the pipeline.

Three PhD students completed their confirmation of candidature, with one student publishing in the *Human Behavior and Emerging Technologies* journal. I supervise three Masters students, with one examining barriers and enablers for preservice teachers to complete their practicums in rural Australia.

I continued collaboration with Professor Marcia Devlin and the NPP (2017) team to publish on the costs of, and economies of scale in, supporting students from low SES backgrounds in Australian higher education (accepted in *Higher Education Research and Development*).

At the Edith Cowan University southwest campus, I enjoyed engaging with 50 second year preservice teachers as they progressed along their undergraduate degree within the unit on classroom management.

I have attended online conferences including the Australasian Human Development Association (Griffith University) and the Australian Association for Research in Education conferences. Additionally, I have enjoyed learning R programming and using this in statistical analysis and publishing.

Publications

NCSEHE researchers and Fellows publish prolifically through peer-reviewed journal articles; book chapters; research reports; conference papers; professional commentary pieces; discussion papers; editorials; and briefing notes. The Centre also publishes a diverse range of material from internal and external academics, including NCSEHE-funded research reports. During 2021, the Centre, and its staff and Fellows produced a total of 113 publications:

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- Austin, K., **O'Shea, S.**, **Groves, O.**, & Lamanna, J. (2021). *Best-practice principles for career development learning for students from low socioeconomic (LSES) backgrounds*. University of Wollongong and NCSEHE. <https://www.ncsehe.edu.au/wp-content/uploads/2022/05/UOW-Best-practice-principles.pdf>
- Austin, K., **O'Shea, S.**, **Groves, O.**, & Lamanna, J. (2020). *Career development learning for students from low socioeconomic backgrounds: Desktop Audit*. University of Wollongong and NCSEHE. <https://www.ncsehe.edu.au/wp-content/uploads/2022/05/UOW-Career-development-learning.pdf>
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- Andrewartha, L., & Harvey, A. (2021). *Supporting carers to succeed in Australian higher education*. Perth: NCSEHE, Curtin University. <https://www.ncsehe.edu.au/publications/supporting-carers-australian-higher-education/>
- Barney, K.**, & Williams, H. (2021) "A stepping stone that just pushed me further into wanting to go to university": Student perspectives on 'what works' for effective outreach strategies for Indigenous students. *Student Success*, 12(2), 8–17. doi: 10.5204/ssj.1913

- Bell, A., Bartimote, K., Mercer-Mapstone, L., Moran, G., Tognolini, J., & Dempsey, N. (2021). *Exploring benefits and challenges of online Work Integrated Learning for equity students*. Perth: **NCSEHE**, Curtin University. <https://www.ncsehe.edu.au/publications/online-work-integrated-learning-equity-students/>
- Bennett, D., Knight, E., **Koshy, P.**, & Li, I. (2021). Does Regionality Influence Students' Perceived Employability and Career Orientation? *Australian and International Journal of Rural Education*, 31(3), 61–80. <https://journal.spera.asn.au/index.php/AIJRE/article/view/305>
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NCSEHE Events

15 April

Webinar — “Ghost student” failure among equity cohorts: Towards understanding non-participating enrolments

Dr Bret Stephenson, Michael Luckman and Beni Cakitaki (Centre for Higher Education Equity and Diversity Research, La Trobe University)

An audience of over 150 joined us for this webinar, presenting NCSEHE-funded research led by Dr Bret Stephenson on non-participating enrolments in higher education.

The research found a quarter of university fail grades represent “ghost students”, who remain enrolled in undergraduate units but show no evidence of participation. In this overview of the project, the research team called for improved identification and support for “ghost students”, particularly Indigenous students who are at a high risk of ghosting behaviours.

<https://www.ncsehe.edu.au/event/ncsehe-webinar-ghost-student-failure/>

20 May

ACEN & NCSEHE online discussion — Equity and Access in Work Integrated Learning

The NCSEHE partnered with the Australian Collaborative Education Network (ACEN) to present an online discussion on 20 May, featuring NCSEHE-funded research on online Work Integrated Learning (WIL) for equity students.

In this online session, discipline groups were encouraged to reflect on challenges and enablers of equity and access in WIL.

The session included a student speaker and a presentation by Associate Professor Amani Bell (University of Sydney) on the NCSEHE Research Grants Program project, *Exploring benefits and challenges of online WIL for equity students*.

<https://www.ncsehe.edu.au/event/acen-critical-conversations-equity-access-wil/>

21 May

National Careers Week webinar — Careers and student equity: Key influencers and careers advice for students from disadvantaged backgrounds

Dr Jane Coffey (Curtin University), Prof. Dawn Bennett (Bond University), Dr Ian Li (The University of Western Australia), Prof. Sue Kilpatrick (University of Tasmania), Kylie Austin (University of Wollongong), Dr Olivia Groves (NCSEHE) and Dr Mollie Dollinger (La Trobe University)

As part of National Careers Week 2021, the NCSEHE hosted a virtual event attended by 180 national and international guests. The webinar showcased major NCSEHE-commissioned research on key influencers and careers advice for equity students.

Three research teams presented key findings, outcomes, and recommendations from the year-long projects, followed by audience Q & A. Presentations included:

- *The impacts of socioeconomic status on access to quality study pathways and career advice*
- *Jobs of the future and the journey of toast*
- *Best practice principles for Career Development Learning for diverse student groups*
- *Harnessing participatory design towards context-specific careers resources*

<https://www.ncsehe.edu.au/event/national-careers-week-webinar-careers-and-student-equity-key-influencers-and-careers-advice-for-students-from-disadvantaged-backgrounds/>

3 June

Regional University Centres (RUC) Network webinar — Information session for all staff

Prof. Sarah O'Shea (NCSEHE); Rajan Martin & Kristie van Omme (DESE; URBIS & CIR)

This webinar introduced the RUC Network, what it hoped to achieve, and how members could be involved. Presentations were delivered from the DESE and the team evaluating the RUCs, with opportunities for Q & A.

9 July

Presentation by Lydia Woodyatt — *Mental wellbeing for equity practitioners and university staff*

The NCSEHE and the WA Chapter of Equity Practitioners in Higher Education Australasia (EPHEA) hosted a special presentation by Associate Professor Lydia Woodyatt. Lydia is an award-winning lecturer at Flinders University, leading the University's Retention and Success strategy.

For this event, Lydia addressed the particular challenges facing equity practitioners and university staff during COVID-19, and identified proactive measures to support ongoing mental wellbeing.

<https://www.ncsehe.edu.au/event/ncsehe-ephea-presentation-lydia-woodyatt-mental->

27 August

Webinar — Moving into, through and beyond STEM degrees: A student equity perspective

A/Prof. Simon Leonard and Dr John Kennedy (University of South Australia), A/Prof. Jen Jackson (Mitchell Institute at Victoria University), Dr Daniel Edwards and Dr Sarah Buckley (Australian Council for Educational Research) and Dr Sheldon Rothman

The NCSEHE hosted a webinar on Friday 27 August, drawing on new research to improve support for equity students moving into, through and beyond science, technology, engineering, and mathematics (STEM) degrees.

For this event, Lydia addressed the particular challenges facing equity practitioners and university staff during COVID-19, and identified proactive measures to support ongoing mental wellbeing.

Researchers from the University of South Australia, the Mitchell Institute at Victoria University, and the Australian Council for Educational Research (ACER) presented fresh insights to help students from disadvantaged backgrounds realise their potential through STEM pathways.

This body of research funded by the NCSEHE has sought to identify new opportunities, at critical touchpoints across the educational journey, to better support disadvantaged students in achieving fulfilling employment in STEM fields.

This body of research funded by the NCSEHE has sought to identify new opportunities, at critical touchpoints across the educational journey, to better support disadvantaged students in achieving fulfilling employment in STEM fields.

In this webinar, three research teams funded through the 2019–20 NCSEHE Research Grants Program funding round presented selected findings from their projects, providing recommendations for policy and practice targeting key stages of the student life cycle, as mapped in the Equity Initiatives Framework (Bennett et al., 2015).

The audience were given the opportunity for live Q & A during the session.

<https://www.ncsehe.edu.au/event/ncsehe-webinar-stem-student-equity/>

13 September

RUC Network webinar — Finance for Beginners

Angela Andrews (Institute of Community Directors Australia [ICDA])

This professional development session covered key financial considerations for RUC staff.

13 September

RUC Network webinar — Q&A session

This supplementary session provided an extended Q & A opportunity for Network representatives. DESE representatives answered questions in relation to Conditions of Grant and reporting requirements.

7 October

RUC Network webinar — Intermediate finance

This professional development session covered more advanced financial areas for RUC staff.

5 November

RUC Network webinar — Reflections on running an RUC from three RUC managers

Natalie Nelmes (Geraldton Universities Centre), Adam Gowan (Country Universities Centre Southern Shoalhaven), Anita Crisp (Copper Coast RUC)

Early, mid, and experienced RUC managers shared their learnings of running an RUC, discussing topics such as:

- working with a board of directors
- organisational performance
- stakeholder engagement
- organisational culture and HR management.

17 November

NCSEHE & EPHEA event: World Access to Higher Education Day (WAHED) Australasia

Professor Maria Raciti (USC), Anthony Gartner (La Trobe University), Erica Schulz (La Trobe University), Darren Britten (Australian Disability Clearinghouse on Education and Training) and Yasmin Parsons (University of Wollongong)

The NCSEHE and EPHEA welcomed nearly 200 national and international guests for WAHED Australasia 2021.

This year's event featured a keynote from Professor Maria Raciti on navigating heightened risk among low SES students in VUCA times, and a disability practitioner and student panel discussing important accessibility considerations when returning to an on-campus learning model.

The 2021 Champions for Change nominees were announced on the day, as well as the two recipients of *Australasian Spotlight on Equity: Grants for recognition of impact*.

1 December

RUC Network webinar — Interactive workshop hosted by Institute of Community Directors Australia

This interactive workshop focused on how the sources of funding for RUCs might be expanded through considering the "seven pillars of funding". Examples of successful RUC funding programs were given as well as opportunities to share successes and lessons learnt.

Image descriptions

Photograph of eight people talking on at webinar on Zoom.

Caption reads: Moving into, through and beyond STEM degrees: A student equity perspective (L-R, top to bottom) Dr John Kennedy, Nina-Marie Thomas, Prof. Sarah O'Shea, A/Prof. Simon Leonard, Dr Daniel Andrews, A/Prof. Jen Jackson, Dr Sheldon Rothman and Dr Sarah Buckley

Photograph of an adult male on zoom, he is smiling and wearing headphones.
Caption reads: Beni Cakitaki

Photograph of a smiling adult female on zoom, there is photograph of farm in the background.
Caption reads: Prof. Sue Kilpatrick

Photograph of a smiling adult male on zoom.
Caption reads: Dr Bret Stephenson

Photograph of a two females on zoom and a slide show for national careers week.
Caption reads: Prof. Sarah O'Shea and Mollie Dollinger

Photograph of a four females and one male on zoom.
Caption reads: RUC Network webinar presenters

Photograph of a of smiling female wearing headphones on zoom.
Caption reads: Prof. Dawn Bennett

WAHED 2021

WORLD ACCESS TO HIGHER EDUCATION DAY (WAHED)

WAHED is an annual event, raising worldwide awareness around inequalities in access and success in higher education and acting as a catalyst for international, regional, and local action.

The theme for 2021 was "Equitable access and success through and post the pandemic".

WAHED Australasia 2021 — Overview

The NCSEHE and Equity Practitioners in Higher Education Australasia (EPHEA) welcomed nearly 200 participants from Australia, New Zealand and further afield for WAHED Australasia 2021.

This year's event featured a keynote from Professor Maria Raciti (USC), who tackled the question, *What's the next step to help low SES students navigate perceived risk during these volatile, uncertain, complex and ambiguous times?*

We also heard from a disability practitioner and student panel, discussing important accessibility considerations when returning to an on-campus learning model.

Following an overwhelming response in 2020, we were thrilled to celebrate our 2021 WAHED *Champions for Change*. WAHED 2021 also marked the introduction of the *Australasian Spotlight on Equity: Grants for recognition of impact*.

Keynote — Navigating heightened risk among low SES students in VUCA times: What's the next best step?

There is no doubt that the pandemic has transformed higher education globally. Despite experiencing a paradigm shift of proportions unseen for decades, Australia's widening participation (WP) community and its agenda remains resolute and committed to righting the wrongs of educational inequality. WP, however, is currently in the eye of the perfect storm.

The perceived risk of going to university for students from low SES communities has been heightened during these VUCA times where *Volatility, Uncertainty, Complexity, and Ambiguity* make it challenging to predict career outcomes. Shifting course delivery models and looming future work scenarios also fuel these perceived risks. It would seem now is the time for the WP community to come together, reset the compass, and ask the hard question: *What's the next best step?*

Disability practitioner and student panel — Accessibility considerations when returning to an on-campus learning model

Just as online learning due to COVID-19 has brought challenges and opportunities for students with disability, so too will the return to in-person delivery. In this expert panel, disability practitioners and students discussed important accessibility considerations when returning to an on-campus learning model.

Disability practitioner and student panel members:

- Anthony Gartner — Manager, AccessAbility, La Trobe University
- Erica Schulz — Bachelor of Arts Student, La Trobe University
- Darren Britten — National Assistive Technology Office, Australian Disability Clearinghouse on Education and Training (ADCET)

- Yasmin Parsons — 2nd year Bachelor of Psychological Science — Bachelor of Social Science, University of Wollongong
- Australasian Spotlight on Equity: Grants for Recognition of Impact

Australasian Spotlight on Equity: Grants for Recognition of Impact

EPHEA and the NCSEHE partnered to provide grants that recognised and rewarded the outstanding contributions of practitioners and researchers in delivering social justice, fairness, and inclusion initiatives for both staff and students. This recognition took the form of an official commendation and sponsorship opportunity for those engaged in equity research and/or practice activities. The grants aim to:

- raise awareness and the profile of equity programs and research at an institutional level
- provide an avenue for staff and student equity programs and equity researchers to receive grant funds to assist in maximising impact of activities
- offer a funding source to provide practitioners the opportunity to disseminate their practice/research or undertake ongoing professional development nationally and internationally.

The 2021 grant recipients were:

- Career Success Program, RMIT University
- The Experiences of Students from Asylum-Seeking backgrounds in Higher Education initiative, Monash University

Champions for Change

The *Champions for Change* initiative was introduced in 2020 to recognise and celebrate the dedication and outstanding work done by Australasian equity practitioners each and every day.

Just under 150 nominees were recognised in 2021 for going above and beyond to make the Australasian tertiary education landscape more inclusive and accessible for everyone. Congratulations to all of the 2021 Champions!

Image descriptions

Photograph of smiling female wearing headphones.

Caption reads: Keynote speaker Prof. Maria Raciti

Photograph of an smiling male wearing headphones with WAHED logo in corner as well as two separate zoom images of females.

Caption reads: Panel members: Darren Britten, Erica Schulz and Yasmin Parsons

Slide image of RMIT Career Success team, shows photograph of seven people.

Caption reads: Australasian Spotlight on Equity grant recipients, the Career Success Program team from RMIT University

Photograph of transcript and slides.

Top caption reads: Kylie Austin announces the 2021 *Champions for Change* nominees

Bottom caption reads: The recording, transcript and slides from WAHED Australasia 2021 are available on the NCSEHE website: <https://www.ncsehe.edu.au/ncsehe-ephea-world-access-higher-education-day-wahed2021/>

Presentations

A critical means of disseminating research, sharing expertise, and networking within the sector is through presentations (encompassing professional development sessions, keynotes, interviews, instructional videos, podcasts, and more). While some face-to-face opportunities arose in 2021, the majority of these appearances were online, offering unprecedented access to national and international audiences. NCSEHE staff and Fellows conducted a total of 94 presentations during the year.

Austin, K., & **Groves, O.** (2021, July 8). *Best practice career education for students from low socioeconomic backgrounds* [Video paper presentation]. Higher Education Research and Development Society of Australasia (HERDSA).

Austin, K. & **Groves, O.** (2021, November 25). *Partnership as a model to enhance WIL opportunities for RRR students*. National Association of Field Experience Administrators (NAFEA) Conference.

Austin, K., **Kift, S.**, & Zacharias, N. (2021, June 22). *Student Equity Network: Job-ready Graduates and COVID*. Students Transitions Achievement Retention & Success (STARS) Conference. <https://www.ncsehe.edu.au/event/stars-2021-online/>

Austin, K., **O'Shea, S.**, **Groves, O.**, Lamanna, J., Cull, N., Poretti, L., Roberts, P., Singh, S., & Kilpatrick, S. (2021, July 7). *Effective career advice for students from LSES backgrounds: A multi-institutional pilot putting principles into practice* [Paper presentation]. STARS Conference.

Baik, C., Crawford, N., Field., Hickie, I., **Kift, S.**, & Veness, B. (2021, May 27). *Student mental health & wellbeing: No longer under the radar*. Campus Morning Mail (CMM) 'Needed Now' Conference. <https://www.youtube.com/watch?v=SAk0duTZ2fg>

Baré, E., Bowman, S., Kennedy, G., **Kift, S.**, & Matthews, K. (2021). *I used to lecture, but it's all over now: what's next for the lecturer*. Campus Morning Mail 'Reimagining the lives of the lectured'.

Barney, K. (2021, February 12). *Success factors of outreach camps for Aboriginal and Torres Strait Islander students*. Australian Studies Research Network — Inaugural Lightning Talks Day. <https://hass.uq.edu.au/event/session/9034>

Barney, K., & Williams, H. (2021, July 6). "A stepping stone that just pushed me further into wanting to go to university": *Understanding 'what works' for effective outreach strategies for Indigenous students*. STARS Conference. <https://unistars.org/papers/STARS2021/03D.pdf>

Barney, K. (2021). "University is such as white space" but "I felt safe" on the camp: *Improving the evidence about 'what works' for effective outreach strategies for Indigenous students*. Presentation to the Department of Education, Skills and Employment (DESE).

Barney, K., and Williams, H. (2021, December 1). *Connections, confidence and culture: Indigenous student and parent perspectives on reimagining outreach camps*. Australian Association for Research in Education (AARE) Conference. <https://www.aareconference.com.au/>

Barney, K., Bunda, T., & Williams, H. (2021). *Connections, culture and collaboration: Exploring success factors of outreach program for Aboriginal and Torres Strait Islander students*. Queensland Widening Tertiary Participation Consortium Forum.

Barney, K., & Bunda, T. (2021). *Indigenous Success: Doing it, Thinking it, Being it*. [Podcast series]. <https://indigenoussuccess.podbean.com/>

Bennett, D., Healy, M., **Kift, S.**, Vanderlelie, J., & Williams, T. (2021, May 27). *Employability: What, when, where, how and for whom?*. CMM Conference.

https://www.youtube.com/watch?v=u4xXDYDpF_s

Bennett, D., Lowe, I., & **Kift, S.** (2021, July 1). Keynote Discussion Panel. CAPHIA Annual Teaching & Learning Forum.

Brett, M., & Harvey, A. (2021). *Assessment for inclusion: Ensuring requirement becomes the reality. What is assessment for inclusion? Problematising inclusion, equity, and access in higher education assessment*. Centre for Research in Assessment and Digital Learning (CRADLE) International Symposium 2021. Deakin University.

Coaldrake, P., **Kift, S.**, & Matchett, S. (2021, May 28). *Needed now in teaching and learning: catching up, getting ahead*. CMM Conference.

<https://www.youtube.com/watch?v=435TUnE9jFU>

Cornwell, A., **Kift, S.**, & Richardson, M-L. (2021, August 20). *Regulation: Innovation Friend or Foe?*. EduGrowth 2021 Melbourne EdTech Summit - Amplifying Education Innovation: Visionaries accelerating education.

Crawford, N. (2021, February 17). *Supporting students' mental wellbeing: what can we do in our teaching and support roles?* [Keynote panel]. Western Sydney University, The College, Teaching and Learning and Teaching Day.

Crawford, N. (2021, March 27). *Supporting the mental wellbeing of mature-aged students in regional and remote Australia: what can we learn for AAAE members connecting online?*. Australian Alliance of Associations in Education (AAAE) members' forum.

Crawford, N. (2021, May 24). *Equity Fellows Panel Discussion* [Speaker and Co-Chair]. 2021 National Conference for Regional, Rural and Remote Education (NCRRE).

<https://ncrrre.org/>

Crawford, N. (2021, May 27). *Student mental health & wellbeing: No longer under the radar* [Panel]. CMM Conference. www.needednow.com.au/student-mental-health-wellbeing-no-longer-under-the-radar/

Crawford, N., Emery, S., Baird, A., & Burns, G. (2021, July 5). *On the radar: supporting university students' mental wellbeing*. STARS Conference.

<https://unistars.org/papers/STARS2021/02A.pdf>

Crawford, N., Emery, S., Baird, A., & Burns, G. (2021, July 6). *Who are they and what are their needs? Understanding mature-aged students in, and from, regional, rural and remote Australia*. STARS Conference. <https://unistars.org/papers/STARS2021/04B.pdf>

Crawford, N., Quilliam, C., McKinstry, C., Wong Shee, A., Glenister, K., Harvey, P. & Sutton, K. (2021, July 7). *Supporting mature-aged, rural nursing and allied health students: an interdisciplinary collaboration to build the rural health workforce*. STARS Conference.

<https://unistars.org/papers/STARS2021/07A.pdf>

Crawford, N. (2021, August 20). *"On the radar": supporting university students' mental wellbeing*. Mental Health and Wellbeing Strategy Taskforce and Academic Action Group. Deakin University.

Crawford, N., (2021, September 7). *Proactively supporting university students' mental wellbeing: what can we do in teaching and learning?*. Festival of Learning. Curtin University.

<https://www.curtin.edu.au/festival-of-learning/>

Crawford, N. (2021, October 25–26). *Assessment experiences of mature-aged students in regional and remote Australia*. CRADLE Symposium 2021: Inclusion, equity, and access in assessment. <https://lx.uts.edu.au/blog/2021/10/05/cradle-symposium-2021-inclusion-equity-and-access-in-assessment/>

Crawford, N. (2021, November 19). *Supporting university students' mental wellbeing: what can academic language and learning practitioners do?*. Association for Academic Language and Learning (AALL) Conference. <https://aallconference2021.cdu.edu.au/>

Crawford, N. (2021, December 2). *"On the radar": proactively supporting university students' mental wellbeing*. AARE Conference. <https://www.aareconference.com.au/>

Delahunty, J. (2021, April). *On footprints, the university experience and why we need to listen to RRR students*. Student Retention Community of Practice session, CQUniversity.

Delahunty, J. (2021, July 8). *Supporting regional, rural and remote (RRR) students to stay at university using self-reflection as a tool*. STARS Conference.

Delahunty, J. (2021, July). *Looking ahead: the role that the future plays now for university students from regional and remote areas*. Department of Education, Skills and Employment Data Insights at DESE (DIAD) seminar.

Delahunty, J., & Crawford, N. (2021, February 17). *The first Year Experience in The New Normal* [Keynote]. Learning and Teaching Day, University of Western Sydney.

Eckstein, D. (2021, June). *Meaningful jobs for students with disability*. Department of Education, Skills and Employment DIAD seminar.

Eckstein, D. (2021, June). *Challenging employability exclusion factors for university students with disability* [Keynote]. Employability Network TEN STARS meeting.

Eckstein, D. (2021, June). *Investigating issues and choices in Disability Career Development Learning* [Professional development webinar]. National Association of Graduate Careers Advisory Services (NAGCAS).

Eckstein, D. (2021, July). *Meaningful jobs for students with disability: From luck to business as usual* [Roundtable]. DESE.

Eckstein, D. (2021, August). *Who are students with disability?* [Consultant training program]. University Specialist Employment Partnership (USEP).

Eckstein, D. (2021, November). *Why we hesitate: Students with disability and WIL*. National Association of Field Experience Administrators (NAFEA) Conference. <https://nafea.org.au/conferences/2021-conference/>

Eckstein, D. (2021, November). *COVID and Regional Graduate Employment*. [Convened and moderated panel discussion]. Country Universities Centre, Bass Coast.

Eckstein, D. (2021, December). *To DES or not DES? Choices and opportunities in Disability Employment Service Partnerships*. NAGCAS Conference. <https://www.nagcas.org.au/conference>

Field, C., Huntly, H., **Kift, S.**, Lilly, M., & Oliver, B. (2021, May 26). *Future work and learning in disrupted world: 'The Best Chance for All' — Building and aligning the educational infrastructure*. CMM Conference. <https://www.youtube.com/watch?v=l-8L2b5Jnvk&feature=youtu.be>

Field, C. & **Kift, S.** (2021, July 19). *Sally Kift answers all your AQF Review questions* [Podcast]. What now? What next? Insights into Australia's tertiary education sector. Episode 47. <https://whatnowwhatnext.buzzsprout.com/345782/8885733-sally-kift-answers-all-your-aqf-review-questions>

Firth, V., Harvey, A., Hill, B., **Kift, S.**, & **O'Shea, S.** (2021, May 25). *Learning Rights: Why equity is not an optional extra*. CMM Conference. <https://www.youtube.com/watch?v=bsORTsqr7mE>

Foley, G. (2021, November 25). *Valuable learnings: The quest for the authentic student voice* [Panel]. TEQSA 2021 Conference.

Groves, O. (2021, June 11). *The diary method and its power to record the routine and forgettable in the language lives of international students*. Society for Research in Higher Education (SRHE) 'Exploring Diary Methods in Higher Education Research' Book Launch Symposium.

Groves, O. (2021, June 18). *"This is my beautiful artwork": 'Creating' rich and reflective data using visual mapping in qualitative research interviews* [Paper presentation]. 27th USQ Post Graduate Early Career Researcher (PGEER) Group Research Symposium.

Groves, O. (2021, July 8). *The diary method and its power to record the routine and forgettable in the language lives of international students*. HERDSA.

Groves, O. (2021, July 9). *Crossing cultures: Researching international students' language learning through the diary method* [Panel session]. Im-mobile lives in turbulent times: methods and practices of mobilities research, Northumbria University.

Groves, O. (2021, December 8). *Supporting participation in higher-education equity research through the visual mapping method*. Society for Research into Higher Education (SRHE) International Conference on Research into Higher Education 2021.

Groves, O., Austin, K., Cull, N., Poretti, L., & Roberts, P. (2021, October 28). *Best practice career education for middle-school students from low socioeconomic backgrounds: Two case studies*. OECD 'Career Readiness' Conference.

Kift, S. (2021, December 3). *Australian Legal Education & Training: Trends & opportunities* [Keynote]. Australasian Professional Legal Education Council Executive Committee Strategic Planning Workshop.

Kift, S. (2021, November 17–19). *Mediating first year student success and wellbeing: Pedagogy and practice in a pandemic* [Keynote]. 15th Biennial AALL Conference — Diversity, Distance, Digitalisation: Inclusive and supportive practices in ALL, Charles Darwin University.

Kift, S. (2021, November 3). *Laying the Foundations: Transition Pedagogy & #How2Uni* [Keynote]. Australian National University Orientation & Transition Symposium.

Kift, S. (2021, October 28). *What's #NeededNow: Leading Learning and Teaching* [Keynote]. Council of Australasian University Leaders in Learning and Teaching (CAULLT) Leading — Higher Education: Near and Far Horizons.

Kift, S. (2021, July 1). *Professional and Lifelong Learning: Opportunities in a Time of Disruption* [Keynote]. CAPHIA Annual Teaching & Learning Forum.

Kift, S. (2021, July 1). *(Re)Focussing on Student Success: Lessons from the Pandemic* [Keynote]. 21C Transforming Teaching, Western Sydney University. <https://westernsydney.ap.panopto.com/Panopto/Pages/Embed.aspx?id=ea2923ec-5211-4003-9fd3-ad7a00445d1a>

- Kift, S.** (2021, June 15). *Transition Pedagogy and the First Year Experience* [Keynote]. RMIT College of Business and Law AT HOME WITH... Professional Learning Series.
- Kift, S.** (2021, April 13). *LSES Transition Support — Widening Participation Strategy* [Keynote]. University of Technology Sydney Widening Participation Strategy Ideation Workshop Webinar.
- Kift, S.** (2021, December 8). *Transition Pedagogy Workshop*. Flinders University, Centre for Innovation in Learning and Teaching.
- Kift, S.** (2021, October 29). *Q&A with Professor Sally Kift*.
Monash Faculty of Law — All Staff Planning Day.
- Kift, S.**, Macken, C., McKimmie, B., Missingham, R., & Simpson, C. (2021, October 21). *What's next for the text: is there life in the old book yet?*
- CMM Reimagining the lives of the lectured: New directions for students on campus post COVID. <https://www.youtube.com/watch?v=Bhg2antq164>
- Kift, S.** (2021, October 15). *Reimagining the Regulation of Australian Legal Education Project*. Council of Australian Law Deans (CALD) Meeting.
- Kift, S.** (2021, August 9). *The University setting, careers and employability*. USEP Consultant Training: National Disability Coordination Officer Program.
- Kift, S.** (2021, July 22). *Assuring Professional Competence: The Regulation of Legal Education in Australia*. Twilight Seminar, Bond Law School.
- Kift, S.**, & Murray, K. (2021, June 2). *Legal Education Now and Then*. University of Wollongong 30 Years of Law Celebration podcast.
- Kift, S.**, Matchett, S., & Winkler, T. (2021, May 24).
Educational Infrastructure — What's needed now; What's needed next. CMM Conference. <https://www.youtube.com/watch?v=S4EuwrXF5do>
- Kift, S.**, Lilly, M., Robertson, C., Whitelaw, P., & Williamson, A. (2021, April 23). *Where VET Fits* [Panel Session]. Australasian VET Research Association (AVETRA) 21 Virtual Conference.
- Kift, S.**, & Murray, K. (2021, June 16). *In Conversation: Celebrating 30 Years of Law at the University of Wollongong*. UoW School of Law. <https://www.youtube.com/watch?v=ZS1HnAd-MOo>
- Kift, S.** (2021, April 7). *The AQF Review: Skills and General Capabilities*. James Cook University Capstone Experience Stakeholders webinar.
- Kift, S.**, Prynne, M., Stevenson, J., & Woolley, D. (2021, March 4). *Understanding attrition: What can be done to reduce student dropouts post pandemic?* THE Campus. <https://www.timeshighereducation.com/campus/understanding-attrition-what-can-be-done-reduce-student-dropouts-post-pandemic>
- Manathunga, C., Qi, J., **Raciti, M.**, Gilbey, K., Stanton, S., & Singh, M. (2021, November 22–26). *De-homogenising Australian doctoral education beyond/within the pandemic: foregrounding Indigenous knowledges, a decolonial approach*. 3rd Biennial SoTL in the South Conference.
- Manathunga, C., Qi, J., **Raciti, M.**, Gilbey, K., Stanton, S., & Singh, M. (2021, November 28–December 2). *Implementing Indigenous knowledge approaches in Australian doctoral education: policy findings*. AARE. RMIT University and online.

McKinstry, C., Quilliam, C., & **Crawford, N.** (2021, October 6–7). *Access to Health Courses for Rural Australian Students*. 8th Rural and Remote Health Scientific Symposium. <https://www.ruralhealth.org.au/8rrhss/>

McKinstry, C., Quilliam, C., **Crawford, N.**, Wong Shee, A., Harvey, P., Glenister, K., & Sutton, K. (2021, August 9–12). *Supporting Rural Mature-Aged Nursing and Allied Health Students: A systematic scoping review*. 14th National Allied Health Conference.

O’Shea, S. & **Groves, O.** (2021, January 19). ‘*Mind the Gap!*’ *Exploring the post-graduation outcomes for individuals who are first in their family to complete a university degree* [Invited Presentation]. Data Policy & Analysis Section | Economics Branch, DESE.

O’Shea S., **Crawford, N.**, & **Delahunty, J.** (2021, February 17). *Creating equitable learning environments, fostering community, and supporting students’ mental wellbeing: Findings and strategies from NCSEHE research projects* [Invited Keynote]. Western Sydney University: Teaching and Learning Day.

O’Shea, S. (2021, May 25). *Learning Rights: Why equity is not an optional extra* [Invited Panellist]. CMM Conference.

O’Shea, S. (2021, November 10). *Making higher education more accessible and inclusive for all: Ensuring access to high-quality and equitable education* [Invited panellist]. EduTechAsia, Singapore.

O’Shea, S. (2021, November 25). ‘*I assumed the degree would be all I needed...*’ *First in family equity student experiences during the quest for ‘employability’* [Invited keynote]. National Association of Field Administrators Conference.

O’Shea, S. (2021, December 9). *Considering the impact of ‘entitlement’ and ‘belonging’ on student persistence within the pandemic university*. Society for Research in Higher Education, UK.

O’Shea, S. (2021, December 10). *Considering Equity in Education* [Invited Keynote]. Equity Seminar, Australian Catholic University, Strathfield, NSW.

O’Shea, S. & **Delahunty, J.** (2021, October 26). *How do we assess for ‘success’? Challenging assumptions of success in the pursuit of inclusive assessment* [Invited presentation]. CRADLE Symposium: Assessment for Inclusion.

Pitman, T. (2021, May 24). NCSEHE Panel Discussion. NCRRE Conference.

Pitman, T. (2021, June). *What is reasonable in Reasonable Adjustment?*. ADCET webinar. <https://www.adcet.edu.au/resource/10614/adcet-webinar-what-is-reasonable-in-reasonable-adjustment>

Pitman, T. (2021, October). *Disclosing disability in higher education. What’s in it for the student?* ADCET Critical Conversations. <https://www.adcet.edu.au/resource/10765/critical-conversations-disclosing-disability-in-higher-education-what-s-in-it-for-the-student>

Pitman, T. (2021). [Keynote address]. University of Tasmania Teaching Matters Conference.

Smith, J. (2021, December 10). *Unmasking inequalities: Minority and marginalised community responses to COVID-19: recognition and resilience* [Invited panellist]. Fulbright East Asia and the Pacific.

Stone, C. (2021, May 18). *How do you measure student engagement?* [Training video]. <https://youtube/4ljuTqfmnwc>

Stone, C. (2021, May 26). *Online learning — what we have learned?* [Panellist]. CMM Conference. <https://www.needednow.com.au/online-learning-what-we-have-learned/>

Stone, C., King, S., & Ronan, C. (2021, July 5). *Regional transitions to university: developing a national understanding of regional students' post-school education intentions, opportunities and barriers*. STARS Conference.
<https://unistars.org/papers/STARS2021/01B.pdf>

Stone, C. (2021, October 1). *TEL Leaders Panel: Using learning technologies to enhance your curriculum* [Panellist]. 2021 Educator Scholar Summit, [University of Notre Dame](https://researchonline.nd.edu.au/es/2021/expert_panel/1/).
https://researchonline.nd.edu.au/es/2021/expert_panel/1/

Stone, C. (2021, November 4). *Bridging the distance: bringing belonging and connectedness into the online classroom* [Keynote]. Kaplan 2021 Scholarship of Learning and Teaching (SoLT) Higher Education Symposium.

Vernon, L., Morris, J., Jefferson, S., & Johnson, N. F. (2021, June 3). *Research Practices: Early Career Teachers and Veteran Teachers - How Schools Use Data?* Edith Cowan University, School of Education, Teacher Education Conversations.

Image descriptions

Photograph of three smiling female standing outside.

Caption reads: Taree Universities Campus (TUC) 'First Birthday' Event. Donna Ballard, TUC CEO; Dr Olivia Groves, RUC Network Project Manager; Dr Alison McIntosh, TUC Chair.

Photograph of six people on a zoom platform.

Caption reads: Prof. Sarah O'Shea presents at EduTechAsia, Singapore

Photograph of two people on a zoom platform.

Caption reads: Dr Katelyn Barney presenting to the Department of Education, Skills and Employment

Photograph of a female on a video platform.

Caption reads: Georgie Foley presenting at the TEQSA Conference 2021

Photograph of a female wearing headphones on a video platform with a NCSEHE background.

Caption reads: Dr Nicole Crawford presenting at the 2021 National Conference for Regional, Rural and Remote Education (NCRRE)

Photograph of a student drawing on a video platform. A female presenter is shown in a small thumbnail in the top right corner.

Caption reads: Dr Olivia Groves at the OECD Conference

Photograph of a three women standing in front of a pinup board.

Caption reads: A/Prof. Ashleigh Lin, Dr Bep Uink and Dr Catherine Drane at The Raine Study Annual Scientific Meeting 2021

Awards & Appointments

Professor Sally Kift

- President, Australian Learning and Teaching Fellows
- Vice-President Australia and Member of Executive Board, International Federation of National Teaching Fellows (IFNTF)
- Member, Council of Australian Law Deans (CALD) Australian Law School Standards Committee
- Non-Executive Director, Corporate Board, Study Group Australia Pty Ltd
- Chair, Australian Awards for University Teaching (AAUT), Career Achievement Award
- Vice-Chancellor's Fellow, Victoria University
- Adjunct Professor, School of Education, College of Arts, Social Sciences & Commerce, La Trobe University Adjunct Professor, College of Business, Law and Governance, James Cook University
- Adjunct Professor, Faculty of Law, Queensland University of Technology
- Commissioning Editor, *Campus Morning Mail*
- Member, International Planning Committee for the Inaugural Global Forum on Student Success
- Member, NCSEHE Advisory Committee
- Member, Universities Australia Learning and Teaching Repository — Content Advisory Group
- Chair, *Student Success* journal Advisory Board TEQSA Expert
- Appointed Specialist, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)
- Member, Studiosity Academic Advisory Board
- Member, Research Panel advising the Learning Creates Australia Social Lab
- STARS Fellow
- Member, Curtin Academy Advisory Board
- Member, Advisory Committee, HES Academic Quality Forum
- Panel Chair, Review of Institute for Teaching and Learning Innovation (ITaLI), University of Queensland
- Member, Clayfield College Council, Clayfield College Brisbane;
- Member, Clayfield College Audit and Risk Committee Member

Professor Sarah O'Shea

- Series Editor, Society for Research in Higher Education/Routledge Series *Research in Higher Education*, UK
- Professorial Fellow, Faculty of Social Sciences, University of Wollongong
- Member, Equity in Higher Education Panel, Australian Government
- TEQSA Expert Panel Member
- ERA Peer Reviewer, Australian Research Council
- Expert Project Steering Member, Fellowship on risks of going to university for those from low SES backgrounds. University of the Sunshine Coast.
- Visiting Professor, Education Sciences Unit, Vienna University, Austria
- Expert Panel Member, Higher Education Standards Panel, Australian Government, Department of Education, Canberra
- Expert Project Steering member, Student Failure and Persistence study - Research for Educational Impact, CRADLE Deakin University

- Member Editorial Board, *Student Engagement in Higher Education* Journal (UK).
- Member Editorial Board, *International Studies in Widening Participation*
- Network convener for the national First in Family Student network affiliated with International STARS conference
- National Australian Teaching and Learning Fellow. This is the highest teaching recognition within Australia and acknowledges those who have been making an ongoing and strategic contribution nationally to the Australian university teaching and learning sector (\$90,000)

Professor James Smith

- Deputy Chair, Association for Alcohol and Other Drugs Agencies, Northern Territory (NT)
- Deputy Chair, Community Advisory Council, Northern Territory Primary Health Network (NTPHN)
- Deputy Dean Rural and Remote Health; and Professor of Health and Social Equity, Flinders University (to commence in 2022)
- Winner, NT People's Choice Award, Men's Health — Australian Men's Health Forum
- Runner-up, National Men's Health Research Award— Australian Men's Health Forum
- 2021 Excellence in Harm Reduction Award — Association for Alcohol and Other Drugs Agencies NT

Dr Nicole Crawford

- *Higher Education Research and Development* (HERD) Reviewer of the Year Award

Dr Olivia Groves

- HERDSA Early Career Conference Grant
- Regional Universities Centre (RUC) Network Advisory Committee

Professor John Phillimore

- Appointed to Ministerial Expert Committee on Electoral Reform

Dr Paul Koshy

- Education and Work Special Interest Group (SIG) Leader, Raine Study.

Dr Lynette Vernon

- 2021(November). Edith Cowan University — School of Education — Most influential paper
- Rockingham Education and Training Advisory Committee (RETAC)
- Warnbro Community High School Board Greenbushes Primary School Board ModernLife Study Founding board member
- Editorial Board Member, *Human Behaviors & Emerging Technologies* — Editor Associate Professor Zheng Yan University of Albany NY — Wiley Journal.

Image descriptions

Photograph of a female and male on a slide with the heading 2021 HERD Journal Awards. Caption reads: Dr Nicole Crawford and A/Prof. Tim Pitman, *Higher Education Research and Development* journal awards

Media & Communications

Media and communications underpins all NCSEHE activities, playing a central role in the collation, "translation", and dissemination of research, resources, student equity data, and good practice in supporting equity students.

Highlights during 2021 have included:

- development of an online Research Database, recording over 3,000 visits from August to December
- mass media exposure including *The Australian*; *Times Higher Education*; *Australian Financial Review*; ABC radio and online; *Campus Review*; *Campus Morning Mail*; and *The Conversation*
- continuation of the *Student Voice* series, including topical feature articles from participating students
- social media followers exceeding 3,000
- print and online publication of Equity Fellows *Snapshots* booklets, showcasing the work of the 2019/20 Fellows
- twelve independent and collaborative events, engaging and connecting researchers, practitioners, policymakers and other stakeholders
- staff have prolifically engaged with the sector through articles, publications, and 94 presentations.

KEY MEDIA AND COMMUNICATIONS OUTPUTS AND OUTCOMES

| | OUTPUTS | OUTCOMES | 2021 |
|---------------------------|--|---|---------|
| Social media | Twitter | Followers (end of period) | 2,968 |
| | Twitter | Average impressions p/month | 63,850 |
| | Facebook | Followers (end of period) | 289 |
| eNews | Newsletters | Issues | 10 |
| | Newsletters | Subscribers (end of period) | 3,720 |
| | Newsletters | Average unique opens | 1,307 |
| | Newsletters | Average link clicks | 1,692 |
| Website | Website traffic | Average visits p/month | 11,889 |
| | Website traffic | Average visitors p/month | 6,869 |
| | News/feature items | Average items p/month | 7 |
| | Event listings | Average events listed p/month | 6 |
| | NCSEHE research | Reports published | 10 |
| | Media releases | Media releases published/distributed | 15 |
| | Research database | Average visits p/month | 619 |
| | Equity data page | Average visits p/month | 405 |
| Other online engagement | SlideShare | Item views | 1,723 |
| | YouTube/Twitter videos | Item views | 6,175 |
| Mass media | Advertising Space Rate (ASR) | A\$ | 531,553 |
| | Media mentions | Media mentions | 88 |
| Publications | General publications | Publications by NCSEHE staff ¹ | 113 |
| NCSEHE print publications | Print publications (also published in digital formats) | Total print publications produced | 7 |
| | Print publications (also published in digital formats) | Print publications distributed | 1,540 |
| Events and presentations | NCSEHE events/webinars | NCSEHE events | 12 |
| | Event participants | Average participants | 82 |
| | NCSEHE staff presentations | Staff presentations | 94 |

¹Publications include peer-reviewed journal articles; book chapters; research reports; literature reviews; conference papers; professional commentary pieces; and briefing notes.

2021 MEDIA AND COMMUNICATIONS HIGHLIGHTS

Newsletter

- 10 issues.
- 3,720 subscribers (exceeding last year by 6%).

Social media

- 3,257 combined Twitter and Facebook followers.
- 63,850 average impressions per month.

Publications

- 31,109.
- Top 10 NSCEHE publication downloads increased since 2020 (4,390).

Website

- 11,889 website traffic.
- 10 NCSEHE research reports published (increased by 50%).

Media engagement

- 88 mass media mentions.
- 1,018,290 audience.

NCSEHE WEBSITE AND ENEWS

Image descriptions

Screenshot of the NCSEHE website.

Caption reads: The NCSEHE website recorded an average of 11,889 visits from 6,870 unique visitors per month during 2021.

Screenshot of the NCSEHE e-newsletter.

Caption reads: Ten issues of the NCSEHE Equity Insights newsletter were distributed to 3,720* subscribers worldwide. (*end of 2021)

TOP 10 NCSEHE-FUNDED PUBLICATION DOWNLOADS DURING 2021

The NCSEHE website is recognised across the higher education sector as a reputable source of high-quality open- access research, publications, and resources around student equity in higher education.

Below are the top 10 NCSEHE publications accessed during 2021, including research conducted by Centre staff and Equity Fellows as well as research conducted externally under the NCSEHE Research Grants Program.

| PUBLICATION AND LEAD AUTHOR | DOWNLOADS |
|---|---------------|
| <i>The impact of 'learning at home' on the educational outcomes of vulnerable children in Australia during the COVID-19 pandemic</i> , Catherine Drane (NCSEHE) http://ncsehe.edu.au/wp-content/uploads/2020/04/NCSEHE_V2_Final_literaturereview-learningathome-covid19-final_30042020.pdf | 12,033 |
| <i>Supporting students with Autism Spectrum Disorder in Higher Education</i> , Ceridwen Owen (University of Tasmania) http://ncsehe.edu.au/wp-content/uploads/2016/03/Supporting-Students-with-Autism-Spectrum-Disorder-in-Higher-Education.pdf | 5,037 |
| <i>Opportunity through online learning: Equity Fellowship Final Report</i> , Cathy Stone (NCSEHE/University of Newcastle) http://ncsehe.edu.au/wp-content/uploads/2017/03/CathyStone_EQUITY-FELLOWSHIP-FINAL-REPORT.pdf | 2,506 |
| <i>Opportunity through online learning: National guidelines</i> , Cathy Stone (NCSEHE/University of Newcastle) http://ncsehe.edu.au/wp-content/uploads/2017/03/CathyStone_NATIONAL-GUIDELINES-1.pdf | 2,215 |
| <i>Culturally Inclusive Learning for Indigenous Students in a Learning Management System</i> , Neal Dreamson (QUT) http://ncsehe.edu.au/wp-content/uploads/2016/08/Culturally-Inclusive-Learning-for-Indigenous-Students-in-a-Learning-Management-System-LMS.pdf | 1,975 |
| <i>"On the radar": Supporting the mental wellbeing of mature-aged students in regional and remote Australia</i> , Nicole Crawford (NCSEHE/University of Tasmania) http://ncsehe.edu.au/wp-content/uploads/2021/04/Crawford-Equity-Fellowship-Report_FINAL.pdf | 1,818 |
| <i>Successful outcomes for low SES students in Australian higher education</i> (NCSEHE) http://ncsehe.edu.au/wp-content/uploads/2017/07/NCSEHE-Focus-low-SES.pdf | 1,715 |
| <i>Educational Outcomes of Young Indigenous Australians</i> , Stéphane Mahuteau (Flinders University) http://ncsehe.edu.au/wp-content/uploads/2015/11/Educational-Outcomes-of-Young-Indigenous-Australians-Report.pdf | 1,349 |
| <i>Understanding evaluation for equity programs: A guide to effective program evaluation</i> , Ryan Naylor (The University of Melbourne) http://ncsehe.edu.au/wp-content/uploads/2015/06/Understanding-Evaluation-for-Equity-Programs-A-guide-to-effective-program-evaluation.pdf | 1,282 |
| <i>Artificial intelligence, ethics, equity and higher education: A 'beginning-of-the-discussion' paper</i> , Erica Southgate (University of Newcastle) http://ncsehe.edu.au/wp-content/uploads/2020/07/Southgate_AI-Equity-Higher-Education_FINAL.pdf | 1,209 |
| TOTAL DOWNLOADS | 31,109 |

| SOCIAL MEDIA ICON | ADDRESS |
|------------------------------|--|
| Website | ncsehe.edu.au |
| Twitter | @ncsehe |
| Email | ncsehe@curtin.edu.au |
| Facebook | @ncsehe |

Administration

INCOME AND EXPENDITURE

Income

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

2021 Expenditure

- Salaries and on costs (68.7%)
- Grants and commissioned projects (26.5%)
- Running costs: travel, conferences, meetings (1.9%)
- Events and communications (1.7%)
- Scholarships (0.9%)
- Data purchases (0.3%)

Acronyms

| | |
|----------|---|
| AAUT | Australian Awards for University Teaching |
| ACT | Australian Capital Territory |
| ADCET | Australian Disability Clearinghouse on Education and Training |
| ALTF | Australian Learning and Teaching Fellows |
| ANU | Australian National University |
| AQF | Australian Qualifications Framework |
| ARC | Australian Research Council |
| ASCILITE | Australasian Society for Computers in Learning in Tertiary Education |
| ASR | Advertising Space Rate |
| ATAR | Australian Tertiary Admission Rank |
| CALDM/R | Culturally and Linguistically Diverse Migrants and Refugees |
| CDL | Career Development Learning |
| CHEEDR | Centre for Higher Education Equity and Diversity Research |
| CQU | CQUniversity |
| CRADLE | Centre for Research in Assessment and Digital Learning |
| CSHE | Centre for the Study of Higher Education |
| CU | Country Universities Centre |
| DESE | Department of Education, Skills and Employment |
| DET | Department of Education and Training |
| EPHEA | Equity Practitioners in Higher Education Australasia |
| ERA | Excellence in Research for Australia |
| FAAL | Fellow of the Australian Academy of Law |
| GAICD | Graduate of the Australian Institute of Company Directors |
| HEPPP | Higher Education Participation and Partnerships Program |
| HERDSA | Higher Education Research and Development Society of Australasia |
| HILDA | The Household, Income and Labour Dynamics in Australia |
| HKCAAVQ | Hong Kong Council for Accreditation of Academic and Vocational Qualifications |
| IML ANZ | Institute of Managers and Leaders Australia New Zealand |
| ISSR | Institute for Social Science Research |
| LGBTQIA+ | Lesbian, gay, bisexual, transgender, queer/ questioning, intersex, asexual and more |

| | |
|--------|--|
| LSAY | Longitudinal Survey of Australian Youth |
| NAFEA | National Association of Field Experience Administrators |
| NAGCAS | National Association of Graduate Careers Advisory Services |
| NCSEHE | National Centre for Student Equity in Higher Education |
| NEON | National Education Opportunities Network |
| NHMRC | National Health and Medical Research Council |
| NPP | National Priorities Pool |
| NT | Northern Territory |
| NTPHN | Northern Territory Primary Health Network |
| PFHEA | Principal Fellow of the Higher Education Academy |
| QAA | Quality Assurance Agency for Higher Education, Scotland |
| QILT | Quality Indicators for Learning and Teaching Committee |
| QUT | Queensland University of Technology |
| RUC | Regional University Centre |
| SES | Socioeconomic status |
| SPERA | Society for the Provision of Rural Education in Australia |
| SRHE | Society for Research into Higher Education |
| STARS | Students, Transitions, Achievement, Retention & Success |
| STEM | Science, Technology, Engineering and Mathematics |
| TAFE | Technical and Further Education |
| TEQSA | Tertiary Education Quality and Standards Agency |
| TISC | Tertiary Institutions Service Centre |
| UA | Universities Australia |
| UK | United Kingdom |
| UoN | The University of Newcastle Australia |
| UOW | University of Wollongong |
| USA | United States of America |
| USC | University of the Sunshine Coast |
| USQ | University of Southern Queensland |
| USYD | University of Sydney |
| UTAS | University of Tasmania |
| UTS | University of Technology Sydney |
| UWA | The University of Western Australia |

| | |
|-------|--------------------------------------|
| VET | Vocational Education and Training |
| VU | Victoria University |
| WA | Western Australia |
| WAHED | World Access to Higher Education Day |
| WHO | World Health Organisation |
| WIL | Work Integrated Learning |
| WPO | Widening Participation Outreach |

Biographies

Dr Katelyn Barney

Equity Fellow

Katelyn Barney is a senior lecturer in the Aboriginal and Torres Strait Islander Studies Unit at the University of Queensland. Her research focuses on improving pathways for Indigenous students into and about the role of collaborative research and music making between Indigenous and non-Indigenous people. Katelyn was a 2020 Equity Fellow with the NCSEHE and her Fellowship explored effective evaluation of university outreach with Indigenous secondary school students.

Dr Matt Brett

Adjunct Fellow

Matt Brett is Director of Academic Governance and Standards at Deakin University as well as President and non-executive Director of Melba Support Services. His longstanding commitment to student equity has spanned roles in research, policy, and practice. He has been involved in over \$1M of externally- funded competitive research grants, convened the 2011 National Summit on the Mental Health of Tertiary Students, and co-edited *Student equity in Australian higher education: 25 years of A Fair Chance For All*.

Associate Professor Buly Cardak

Advisory Board member

Buly Cardak is an Associate Professor of Economics at the La Trobe Business School. His expertise is in the economics of education, publishing papers and research 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.

Ms Amy Coleman

Research Assistant

In 2021, Amy Coleman is working towards an Honours in Psychology at Curtin University. Alongside part-time study, Amy furthered her skills through her role as research assistant with the NCSEHE. Amy's dissertation explores moral and behavioural factors associated with online shaming.

Dr Nicole Crawford

Senior Research Fellow

Prior to her current role, Nicole Crawford was a 2019/20 NCSEHE Equity Fellow. Before undertaking the Fellowship, Nicole was a lecturer in Pre-degree Programs at the University of Tasmania (UTAS). She initiated UTAS's Social Inclusion CoP, and the National Association of Enabling Educators of Australia Special Interest Group on Mental Health.

Dr Janine Delahunty

Equity Fellow

Janine Delahunty's longstanding interest in educational equity has been fostered through her involvement in a range of equity-focused projects including with First-in-Family students; people from regional, rural and remote areas; Indigenous students and staff; and online learners and teachers. She particularly values the richness and diversity of perspectives as told by research participants. In 2021, Janine worked in Academic Development and Recognition at the University of Wollongong.

Professor Marcia Devlin

Advisory Board member

Marcia Devlin is the former Senior Deputy Vice-Chancellor and a Professor in Learning Enhancement at Victoria 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 HKCAAVQ, a Fellow of the IML ANZ and a Lifelong Fellow of the UK-based SRHE.

Dr Catherine Drane

Postdoctoral Research Fellow

Catherine Drane's work focuses on students' mental health and wellbeing, including the impact of COVID-19. fields of education, psychology, and public health, with an emerging citation rate and impact factor. Catherine contributes to the Centre's ongoing activities, collaborating on policy reviews and submissions, invited responses, and discussion papers. Catherine's external collaborations and diverse research activities bring a necessary multidisciplinary lens to higher education.

Mr David Eckstein

Equity Fellow

David Eckstein is Career Consultant at Swinburne University of Technology and leads the AccessAbility Careers Hub—Swinburne's specialist careers service for university students with disability—which received the 2019 National Association of Graduate Careers Advisory Services (NAGCAS) Best Practice Award, and a 2020 Honorable Mention from the US National Association of Colleges and Employers. He is NAGCAS National Treasurer and leads a Disability Career Development Learning community of practice for Australian university staff.

Ms Jaimey Facchin

PhD student

Jaimey Facchin is Manager of the University of Wollongong's Regional campus in Batemans Bay, NSW. Jaimey has previously coordinated both the Batemans Bay In2Uni Outreach and Community Engagement programs, receiving multiple awards and recognition for her work in the Indigenous community engagement space. She has been an executive member of the Society for the Provision of Education in Rural Australia since 2019, and has presented at

national and international conferences. Jaimey holds a Master of Higher Education and Bachelor of Arts — Sociology, Community, Culture and Environment (Honours).

Ms Georgie Foley

Research Assistant

During 2021, Georgie Foley has been completing her final year of a Master of Arts majoring in Social and Cultural Inquiry at Curtin University. As part of her degree, Georgie is writing a thesis on young women's sexual identity formation and the impact that one's high school education has on this development.

Ms Amanda Franzi

Advisory Committee member

In 2021, Amanda Franzi managed the Equity Policy Team in the Higher Education Group within the DESE. Amanda manages the development 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 NPP program.

Dr Olivia Groves

Postdoctoral Research Fellow

Olivia Groves is an early-career researcher and experienced educator. Olivia spent 15 years teaching diverse learners in primary, language education, and tertiary settings internationally and now researches how student equity can be achieved in the higher education sector and beyond. Olivia is also Project Manager for the Regional University Centres (RUC) Network, which provides support and fosters collaboration amongst RUC staff across Australia.

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.

Professor Sally Kift PFHEA FAAL ALTF GAICD

Visiting Professorial Fellow and Advisory Committee Member

Sally Kift is a Principal Fellow of the Higher Education Academy, a Fellow of the Australian Academy of Law and President, Australian Learning and Teaching Fellows. She has held several university leadership positions, including Deputy Vice-Chancellor (Academic) at James Cook University. Sally is a national Teaching Award winner, a Discipline Scholar (Law) and serves on many tertiary education boards. In 2017, Sally received an Australian University Career Achievement Award for her contribution to Australian higher education.

Dr Paul Koshy

NCSEHE Research Fellow

Paul Koshy works in the NCSEHE's research program area looking at education and participation and outcomes. He manages the Student Equity Data Program, including data linkage project work, the annual *Briefing Note*, and the student equity data webpage. His recent work has included policy research into the impact of equity status on higher education participation and outcomes, the formulation and impact of equity policy, and the potential for using equity rankings in higher education.

Mr Rajan Martin

Advisory Board member

Rajan Martin is Branch Manager of the Governance, Quality and Access Branch within the DESE. As part of this role, 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. He has undergraduate degrees in arts and science as well as a Master of Medical Sciences. Rajan is a Member of the Australian Institute of Company Directors (AICD).

Ms Rebecca McKenzie

Administrative Officer

Rebecca McKenzie has many years of administrative experience and more than 10 years' operational and Western Australia's agriculture/biosecurity public sector, working on a nationally significant pest incursion project. Rebecca assists the Centre in various administrative and research-related activities including the Centre's valuable project work in areas such as Equity Scholarships, Fellowships and the Equity Performance Framework in Australian Higher Education project.

Mrs Trish Morton-Smith

Research Assistant

Trish Morton-Smith is a dedicated professional with diverse experience and strong creative flair. Trish has project, and research support in the fields of health and higher education, as well as skills in digital content development and management and information management. Outside of work, Trish enjoys pursuing her interests in visual art and design.

Mr Paul Nicholls

Advisory Board member

In 2021, Paul Nicholls was the Director of Research Partnerships at Curtin University and was responsible for Driven" research strategy across the university. Paul sits on a number of diverse boards and committees and held responsibility for research institutes and centres at Curtin. Paul has been responsible for enabling the university strategy around computational and data sciences.

Professor Sarah O'Shea

Director and Program Leader

Sarah O'Shea has spent over 25 years working to improve higher education access and participation for equity students. Sarah has published extensively and has been awarded over A\$3 million in grant funding since 2009. She is an Australian Learning and Teaching Fellow, a Principal Fellow of the Higher Education Academy (PFHEA), and a Churchill Fellow. Sarah took up the role of Director, NCSEHE in 2020 after a decade as a teaching/research academic at the University of Wollongong.

Emeritus Professor Lesley Parker

Advisory Committee Chair and Advisory Board 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

Research Program Leader

John Phillimore has been the Executive Director of the John Curtin Institute of Public Policy (JCIPP) at Curtin University since 2007. John has been NCSEHE Program Leader for Program 2 — Equity Policy and Research Program since the NCSEHE's establishment at Curtin, where he oversees the Centre's Research Grants Program. He is also the leader of the Curtin Future of Work Institute's Public Policy in a Digital Age research program.

Associate Professor Tim Pitman

2020 Equity Fellow

Tim Pitman is a researcher of higher education policy at Curtin University. His research has a focus on widening access and participation for groups of students historically underrepresented in higher education. This includes persons from low socioeconomic status backgrounds, Indigenous persons, persons with disability, people from non-English speaking backgrounds, and people from regional and remote parts of Australia.

Ms Louise Pollard

Adjunct Fellow

Louise Pollard is the Deputy Director, Student Life, at The University of Notre Dame Australia, and is responsible for university residences and leading the national student engagement initiatives including Orientation, Sports, and Mentoring. She completed a 2017 Equity Fellowship through the NCSEHE; was previously Manager of Aspire UWA, a nationally- recognised widening participation program at The University of Western Australia; and has 20 years' experience in secondary and tertiary education.

Professor Maria Raciti

Adjunct Fellow

Maria Raciti is a social marketer who is dedicated to social justice and positive behaviour change. Maria is Co-Director of the USC Indigenous and Transcultural Research Centre, an Adjunct Fellow with the National Centre for Student Equity in Higher Education, and was part of an Australian Government "Naphthine Review" taskforce. Maria is a Principal Fellow of the Higher Education Academy (UK) and is regularly engaged as an expert advisor.

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. Ms Rafferty has served on 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 EPHEA for the last seven years.

Ms Suzanne Richards

Graphic Designer

Suzanne Richards is a graphic designer and assists with the production of digital and print publications, design, infographics, and communications material. Suzanne has a bachelor degree in Creative Advertising and Graphic Design, Photography and Illustration Design from Curtin University. Suzanne has worked previously as a freelancer in digital marketing, graphic design and illustration.

Dr Andrea Simpson

2020 Equity Fellow

Andrea Simpson is a clinical audiologist and academic lecturer and researcher. She was selected as one of six NCSEHE Equity Fellows in 2020.

Professor James Smith

Adjunct Professorial Fellow

James Smith is Director of the Freemasons Centre for Male Health and Wellbeing — Northern Territory at Menzies School of Health Research. He has led multiple research projects relating to Indigenous higher education in Australia. He is a former Equity Fellow and current Adjunct Fellow with NCSEHE.

Dr Cathy Stone

Adjunct Fellow

Cathy Stone is a consultant and researcher in higher education student equity, retention, and success who focuses on improving the experience of mature-aged, First-in-Family, regional, and online students. She is a Conjoint Associate Professor, School of Humanities and Social Science at the University of Newcastle, and an Adjunct Fellow with the NCSEHE. Cathy has many years' experience in developing student support and success programs, both on-campus and online, and researching ways these can be improved.

Emeritus Professor Andrew Taggart

Advisory Committee member

Andrew Taggart received his PhD in Education from Ohio State University and was previously Pro Vice-Chancellor Engagement at Murdoch University. In this role, he had the responsibility of building broad-ranging research and teaching relationships with key stakeholders. Research and teaching partnerships with India and the sub-continent have also been a special focus. Professor Taggart has also held senior positions at Edith Cowan University, Curtin University, and The Ohio State University.

Professor Gary Thomas

Advisory Board

In 2021, Gary Thomas was Dean of Indigenous Education and Engagement at the University of the Sunshine Coast. Professor Thomas was the National Secretary of the National Aboriginal and Torres Strait Islander Higher Education Consortium and member of the Academic and Research Journal Working Groups for the World Indigenous Nations Higher Education Consortium. He is a Registered Expert for the Tertiary Education Quality and Standards Authority and, in 2016, Professor Thomas became the first Indigenous Australian to be awarded Principal Fellow of the Higher Education Academy (UK).

Ms Nina-Marie Thomas

Media and Communications Officer

Prior to her current position, Nina-Marie Thomas worked as Web Editor for *Westerly* magazine, based at the University of Western Australia and as Brand and Marketing Manager for Challenger Veterinary Hospital, WA. 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 the Centre website, events, and special projects. She has a degree in Professional Writing and Publishing from Curtin University.

Professor Sue Trinidad

Adjunct Fellow

Sue Trinidad was NCSEHE Director for seven years. Sue was Deputy Pro Vice-Chancellor and Dean of Teaching and Curtin University from 2007–12. Sue is an established scholar and researcher in the area of higher education and has led the NCSEHE team on numerous research projects to build the evidence base in the area of student equity in higher education.

Dr Lynette Vernon

Adjunct Fellow

Lynette Vernon is a Senior Research Fellow for the School of Education at Edith Cowan University. Lynette has a background in school teaching, mainly in the STEM area, with a tertiary focus in developmental psychology. Lynette's quantitative research interests examine the implications for adolescent wellbeing, schooling, and sleep when using technology at night. Additionally, Lynette uses an equity lens to examine the impact of disruptions on the wellbeing of students in higher education.

Dr Erin Watson-Lynn

Advisory Board Chair

Erin Watson-Lynn has served as Chair of the NCSEHE Advisory Board since 2017. Erin has over 13 years' experience in the higher education sector in both academic and professional roles. During her time in higher education, Erin has served on various committees including the Monash Equal Opportunity for Women Committee. Erin is a Special Advisor to the G20 Women Summit (W20) Australia delegation. Erin

completed her PhD at Monash University in 2021, with a research focus on gender, migration and the economy.

Appendix: NCSEHE Staff Profiles

PROFESSOR SARAH O'SHEA

Qualifications

BA(Hons), MA, MAppLing, PhD

H-Index (Career)

25 (Source: Google Scholar)

Total Citations

2,116 (Source: Google Scholar)

SUMMARY

Sarah O'Shea was appointed to the role of Director, NCSEHE in January 2020 — a role held alongside being an Honorary Professorial Fellow in the Faculty of the Arts, Social Sciences and Humanities at the University of Wollongong. Sarah has over 25 years' experience teaching and researching in universities as well as the VET and Adult Education sectors, she has also published widely on issues related to educational access and equity. She has co-authored over 60 scholarly publications — her work has also featured in *The Conversation*, *University World News*, *Campus Review*, and *The Australian*. Currently (2022), her Google Scholar profile lists more than 2,100 citations with a h-index of 25. Her SCOPUS h-index is 14.

ACADEMIC PUBLICATIONS: 2015 TO 2022

Books

O'Shea, S., Groves, O., Austin, K., & Lamanna, J. (Eds.). (In press, 2022). *Considering Career Development Sustainability: Implications for Research and Practice*. Springer, UK

Brooks, R., & O'Shea, S. (Eds.). (2021). *Reimagining the Higher Education Student*. Oxford: Routledge.

Harwood, V., Hickey Moody, A., McMahon, S., & O'Shea, S. (2017). *The Politics of Widening Participation: Making Educational Futures*. Oxford: Routledge.

O'Shea, S., May, J., Stone, C., & Delahunty, J. (2017). *First-in-Family Students, University Experience and Family Life: Motivations, Transitions and Participation*. London: Palgrave Macmillan.

Refereed Book Chapters

O'Shea, S. (2022). Negotiating Embodied Aspirations: Exploring the emotional labour of higher education persistence for female caregivers. In M-P. Moreau, G. Hooks, & R. Brooks (Eds.), *Student Carers in Higher Education*. Routledge, UK.

O'Shea, S. (2021). Why does student retention and success matter? In S. Mahsood, S. Kift, & L. Thomas (Eds.), *Student Retention and Success in Higher Education*. Palgrave Macmillan, UK

O'Shea, S. Delahunty, J., & Gigliotti, A. (2021). Consumer or collaborator: Exploring a 'students as partners' approach to delivering effective support and outreach programs. In Megan Kek, & Henk Huijser (Eds.), *Student Support Services: Exploring impact on student engagement, experience and learning*. Springer, UK.

- Stone, C., & O'Shea, S. (2021). Women with caring responsibilities – is there a genuine place for them at university? In N. Simmons, & J. Szpara (Eds.), *Adults in the Academy*. Netherlands: Brill Publishing.
- O'Shea, S., & Groves, O. (2020). "I have had to tap around in the dark": Exploring how first in family students navigate the transition out of university and into employment. In W. Ashall, & W. Garnham (Eds.), *Transitions Into, Through and Out of Higher Education: Supporting Students*. SEDA Publications, UK.
- O'Shea, S. (2020). *Rethinking diversity: Combining Sen and Bourdieu to critically unpack higher education participation and persistence*. In J. Huisman, & M. Tight (Eds.), *Theory and Method in Higher Education*. Emerald Publishing, UK
- O'Shea, S., & Delahunty, J. (2019). "That working-class ethic ... where there's a will there's a way": A strengths-based approach to developing employable scholars. In Diver, A. (Ed.), *Employability via Higher Education: Sustainability as scholarship*, 155-170. Springer, UK.
- O'Shea, S. (2018). Considering the cultural strengths of older first-generation university students. In A. Bell, & L.J. Santamaria (Eds.), *Understanding Experiences of First Generation university students: Culturally responsive and sustaining methodologies*. Bloomsbury Publishing, UK.
- O'Shea, S. (2015). "It [university] wasn't spoken about at home, it was just assumed that we would start working...." First in family students, family capital and higher education participation. In M. Hill, T. Hudson, S. McKendry, N. Raven, D. Saunders, J. Storan, & T. Ward (Eds.), *Collaborate to Widen Participation: to, through and beyond Higher Education*, (223–228) London: FACE Publications.

Peer-Reviewed Journal Publications

- O'Shea, S., Koshy, P., & Drane, C. (2021). The Implications of COVID-19 for Student Equity in Australian Higher Education. *Journal of Higher Education Policy and Management*. (Online First) (Q1)
- Groves, O., Austin, K., O'Shea, S., & Lamanna, J. (2021). 'One student might get one opportunity and then the next student won't get anything like that': Inequities in Australian career education and recommendations for a fairer future. *The Australian Educational Researcher*. doi: 10.1007/s13384-021-00468-2 (Q1)
- O'Shea, S., Groves, O., & Delahunty, J. (2021). '...having people that will help you, that know the ropes and have walked that road before you': How does first in family status impact graduates in the employment field? *Journal of Teaching and Learning for Graduate Employability*, 12(2) 36-50.
- O'Shea, S., (2021). 'Kids from here don't go to uni': Considering first in family students' belonging and entitlement within the field of higher education. *European Journal of Education*. (Q2)
- Drane, C, Vernon, L & O'Shea, S., (2020). Vulnerable learners in the age of COVID-19: A scoping review. *Australian Educational Researcher*. (Q1)
- Delahunty, J & O'Shea, S., (2020). Don't let anyone bring me down again": Exploring persistence of older first-in- family students through 'possible selves'. *Higher Education Research and Development*. (Q1)
- Stone, C., & O'Shea, S. (2019). 'My children... think it's cool that Mum is a uni student': Women with caring responsibilities studying online. *Australasian Journal of Educational Technology*, 35(6), 97-110. (Q1)

- Groves, O. & O'Shea S. (2019). Learning to 'be' a university student: First in family students negotiating membership of the university community. *International Journal of Educational Research*, 98, 48-54. (Q1)
- 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. (Q1)
- Delahunty, J., & O'Shea, S. (2019). 'I'm happy, and I'm passing. That's all that matters!': Exploring discourses of university academic success through linguistic analysis. *Language and Education*, 33(4), 302-321. (Q1)
- Stone, C., & O'Shea, S. (2019). Older, online and first: Recommendations for retention and success. *Australasian Journal of Educational Technology*, 35(1), 58-69. (Q1)
- O'Shea, S., & Delahunty, J. (2018). Getting through the day and still having a smile on my face! How do students define success in the university learning environment? *Higher Education Research and Development*, 37(5). doi: 1062-1075. (Q1)
- O'Shea, S., Stone, C., Delahunty, J., & May, J. (2018). Discourses of betterment and opportunity: Exploring the privileging of university attendance for first-in-family learners. *Studies in Higher Education*. 43(6). doi: 1020- 1033. 10.1080/03075079.2016.1212325. (Q1)
- O'Shea, S., Bennett, S., & Delahunty, J. (2017). Engaging 'students as partners' in the design and development of a peer-mentoring program. *Student Success*, 8(2), 113-116. doi: 10.5204/ssj.v8i2.390
- McMahon, S., Harwood, V., Bodkin-Andrews, G., O'Shea, S., McKnight, A., Chandler, P., & Priestly, A. (2017). Lessons from the AIME approach to the teaching relationship: Valuing biepistemic practice. *Pedagogy, Culture and Society*, 25(1), 43-58. (Q1)
- Nielsen, W., Mena, J., Clarke, A., O'Shea, S., Hoban, G., & Collins, J. (2017). Australia's supervising teachers: Motivators and Challenges to Inform Professional Learning. *Asia-Pacific Journal of Teacher Education*, 45(4), 346-368. (Q1)
- O'Shea, S. (2016). First-in-family learners and higher education: Negotiating the 'silences' of university transition and participation. *HERDSA Review of Higher Education*, 3, 5-23. www.herdsa.org.au/herdsa-review-higher-education-vol-3/ (Q1)
- O'Shea, S. (2016). Navigating the knowledge sets of older learners: Exploring the capitals of first-in-family mature age students. *Widening Participation and Lifelong Learning*, 18(3), 34-54. doi: 10.5456/WPLL.18.3.34
- May, J., Delahunty, J., O'Shea, S. & Stone, C. (2016). Seeking the passionate career: first-in-family enabling students and the idea of the Australian university. *Higher Education Quarterly*, 70(4), 384-399. (Q1)
- Stone, C., O'Shea, S., May, J., Delahunty, J & Partington, Z. (2016). Opportunity through online learning: experiences of first-in-family students in online open-entry higher education. *Australian Journal of Adult Learning*, 56(2), 146-169. (Q1)
- O'Shea, S. (2016). Avoiding the manufacture of "sameness": First-in-family students, cultural capital and the higher education environment. *Higher Education*, 72(1), 59-78. (Q1)
- O'Shea, S., McMahon, S., Bodkin-Andrews, A., Priestly, A., & Harwood, V. (2016). 'We are history in the making and we are walking together to change things for the better....' Exploring the flows and ripples of learning in a mentoring program for Indigenous young people. *Education as Change*, 20(1). 59-84. doi: 10.1080/16823206.2015.1024150. (Q3)

- O'Shea, S., Lysaght, P., Roberts, J., & Harwood, V. (2015). Shifting the blame – academic staff, social inclusion and inclusive teaching practices. *Higher Education Research and Development*, 35(2), 322-336. (Q1)
- O'Shea, S. (2015) "I generally say I am a Mum first... but I'm studying at uni": The narratives of first in family, female caregivers moving into an Australian university. *Journal of Diversity in Higher Education*, 8(4), 243- 257. doi: 10.1037/a0038996 (Q1)
- O' Shea, S. (2015). Arriving, Surviving and Succeeding-First-in-Family women and their experiences of transitioning into the first year of university. *Journal of College Student Development*, 56(5), 497–515. (Q1)
- Harwood, V., McMahon, S., O'Shea, S., Bodkin-Andrews, A., & Priestly, A. (2015). Recognising Aspiration: The AIME program's effectiveness in inspiring Indigenous young people's participation in schooling and opportunities for further education and employment. *Australian Educational Researcher*, 42(2), 217-236. (Q1)
- O'Shea, S., Stone, C., & Delahunty, J. (2015). "I 'feel' like I am at university even though I am online." Exploring how students narrate their engagement with higher education institutions in an online learning environment. *Distance Education*, 36(1), 41–59. (Q1)

Under Review

- Groves, O., O'Shea, S., & Delahunty, J. (under review), 'I don't understand it': Tensions and transitions in moving from university to employment for first in family graduates. *Journal of Education and Work*. (Q1)

Invited or Commissioned Publications

- O'Shea, S. (2022). Constructing Vignettes from Online Interviews and Surveys with Students from Equity Backgrounds [Invited contribution]. *SAGE Qualitative Doing Research Online*.
- Groves, O., O'Shea, S., Austin, K., & Lamanna, J. (2021). Best Practice Career Education for Students with Disability – Creating a National Resource Hub [Invited Article]. *CDAABlog*. <https://www.cdaa.org.au/Web/Blog/Posts/Best-practice-career-education-for-students-with-disability-creating-a-national-resource-hub.aspx>
- Drane, C., Vernon, L., & O'Shea, S. (2020). *The impact of 'learning at home' on the educational outcomes of vulnerable children in Australia during the COVID-19 pandemic: Literature Review Prepared by the National Centre for Student Equity in Higher Education*. Perth: NCSEHE, Curtin University. <https://www.ncsehe.edu.au/publications/learning-at-home-educational-outcomes-vulnerable-children-australia-covid-19/>
- Koshy, P., Henry, M., Crawford, N., O'Shea, S., Brett, M., & Drane, C. (2020). *Submission to the Job-ready Graduates Package draft legislation consultation*.
- O'Shea, S. (2020). Invited Contribution. Rethinking 'widening participation' in higher education. P.J. In Burke, M. Bunn, & M. Lumb (Eds.), *An invitation to reconceptualise Widening Participation through praxis*. Newcastle: Centre of Excellence for Equity in Higher Education, University of Newcastle. <https://www.newcastle.edu.au/ceehe/>
- O'Shea, S. (2018). Invited Editorial: Moving beyond just 'Widening Participation': A Students as Partners Approach. *International Journal for Students as Partners*, 2(2).
- O'Shea, S. (2017). Introduction and critical review of the publication: *Informing Policy and Practice III: 2016 Student Equity in Higher Education Research Grants Program Projects*. Perth, WA: NCSEHE, Curtin University.

- O'Shea, S. (2017). Democratisation of Education [Invited editorial]. *Palgrave Macmillan*.
- O'Shea, S. (2016, December). Engaging first-in-family university learners [Invited editorial]. *University World News*.
<http://www.universityworldnews.com/article.php?story=20161129232613901>
- O'Shea, S. (2016). Supporting and engaging students who are the first in their families to attend university: A practise paper [Invited article]. *Journal of All-Ireland Society for Higher Education (AISHE)*, 8(2). <http://ojs.aishe.org/index.php/aishe-ij/issue/view/23>

Commissioned Reports

- O'Shea, S. (2020). 'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree: Final Report. Perth: NCSEHE, Curtin University.
<https://www.ncsehe.edu.au/publications/post-graduation-outcomes-first-family-university/>
- O'Shea, S. (2019). Engaging and retaining students who are the first in their family to attend university. Churchill Fellowship Report. UK: Churchill Trust. m
- O'Shea, S. (2016). 'Engaging Families to Engage Students': Exploring how university outreach activities can forge productive partnerships with families to assist first-in-family students navigate their higher education journey. Final Fellowship report.
<http://www.firstinfamily.com.au/OLT.php>
- O'Shea, S., Harwood, V., Howard, S., Cliff, K., & Delahunty, J. (2016). Final Report: Investigating the effectiveness of the In2Uni Year 12 University Preparation Program (UPP).
- O'Shea, S., May, J., Stone, C., & Delahunty, J. (2015). Breaking the Barriers: supporting and engaging mature age first-in-family university learners and their families.
<http://firstinfamily.com.au/report.php>

Media/Blogs

- O'Shea, S., Koshy, P., & Drane, C. (2021). Challenges to access and equity in higher education across the world in the context of COVID: An Australian perspective. In G. Atherton (Ed.), *Perspectives on the Challenges to Access and Equity in Higher Education across the World in the Context of COVID*.
- Drane, C., Vernon, L., & O'Shea, S. (2020). More help needed for vulnerable learners in the age of COVID-19 school closures. *Australian Association for Research in Education (AARE) EduResearch Matters*. <https://www.aare.edu.au/blog/?p=8064>
- O'Shea, S., & Groves, O. (2020). Changes to career advice needed now more than ever. *Australian Association for Research in Education (AARE) EduResearch Matters*.
<https://www.aare.edu.au/blog/?p=7202>
- Delahunty, J., & O'Shea, S. (2020). Immeasurable aspects of success. *HERDSA Connect*, 42(3), 21–22.
- O'Shea, S., & Groves, O. (2020). Changes to career advice needed now more than ever. *Australian Association for Research in Education (AARE) EduResearch Matters*.
<https://www.aare.edu.au/blog/?p=7202>
- O'Shea, S. (2019, June 3–7). Needed Now: Student equity that is more than an add on [Invited editorial]. *Campus Morning Mail*. <https://campusmorningmail.com.au/news/what-the-sector-does-need-now/>
- O'Shea, S., & Delahunty, J. (2019). What does success mean to you? Be surprised what it means to our uni students [Invited contribution]. *Australian Association for Research in Education (AARE) EduResearch Matters*. <https://www.aare.edu.au/blog/?p=4432>

O'Shea, S. (2016). "I worked really hard to get here. I wouldn't want to go back." Exploring the narrative of one first- in-family nursing student during their university transition [Invited blog]. *Educating Nurses ... Transforming Lives*.

O'Shea, S., Harwood, V., & Chandler, P. (2015, September 25). 'Getting students into uni is one thing, but how to keep them there?'. *The Conversation*.
<http://theconversation.com/getting-students-into-uni-is-one-thing-but-how- to-keep-them-there-47933>

PROFESSOR JOHN PHILLIMORE

Qualifications

BA (W.Aust), BA (Oxon), MSc, DPhil (Sussex)

H-Index (Career)

16 (Source: Google Scholar)

Total Citations

1,330 (Source: Google Scholar)

SUMMARY

John Phillimore has held the role of Research Program Leader (.2 FTE) at the NCSEHE since the Centre's inception at Curtin University. Alongside this role, John has been Executive Director of the John Curtin Institute of Public Policy (JCIPP) since 2007 and leads the Public Policy in a Digital Age research theme for the Future of Work Institute. John is a Professorial Fellow at the Bankwest Curtin Economics Centre. Prior to these academic roles, John held senior positions in the Western Australian (WA) Government, including as chief of staff to government ministers and as Director of Intergovernmental Relations in the Department of the Premier and Cabinet.

John's research is multi-disciplinary in nature, spanning political science (FOR 1606), public policy (1605), economics (1402), and education (1301). John has a h-index of 16 (Google Scholar) or 9 (Scopus) with over 1,300 citations of his work. An article with Tim Pitman and Paul Koshy on the impact of increasing access on quality in higher education has had 36 citations (Google Scholar). A co-authored article on ADHD and relative age in schools has an Altmetric score (for quality and quantity of online attention) of 838, ranking it in the top 0.1 per cent of all articles ever tracked.

He is a regular media commentator and heavily involved in engagement. In the past three years, John:

- won Curtin's Faculty of Business and Law Research Impact Award 2019
- was appointed by the WA Minister for Local Government to be a member of the Local Government Act Review Panel (2019-20, reported in May 2020)
- chaired three half-day COVID-19 roundtable events for the WA Department of Premier and Cabinet in June 2020 chaired five industry roundtables in 2019 for the WA Government
- was invited to be the inaugural chair of the Australia and New Zealand School of Government (ANZSOG)'s Academic Advisory Council in 2020
- became a member of the Advisory Board of the Stretton Institute at the University of Adelaide
- was appointed to a Ministerial Expert Committee on Electoral Reform in 2021 by the WA Government; the Committee's report led to legislation that changed the "WA Constitution and Electoral Act", to reform the electoral system for the Legislative Council.

ACADEMIC PUBLICATIONS: 2015 TO 2021

Scholarly Books

Wilkins, P., Phillimore, J., & Gilchrist, D. (2015). *Working Together: Evidence on collaboration from the reports of independent watchdogs*. Melbourne: Australia and New Zealand School of Government.

Scholarly Book Chapters

- Fenna, A., Phillimore J., & Ramamurthy, V. (2021). Australian Health-Care Federalism: beyond the logic of autonomy. In T. B. Fenwick, & A. C. Banfield (Eds.), *Beyond Autonomy: Practical and Theoretical Challenges to 21st Century federalism* (pp.37-157). Leiden, The Netherlands: Brill.
- Phillimore, J., & Leong, K. (2016). Economic Diversification in Australia. In S. Mahroum, & Y. Al-Saleh (Eds.), *Economic Diversification in Natural Resource Rich Economies* (pp. 148-174). Routledge.
- Phillimore, J., & Arklay, T. (2015). Policy and Policy Analysis in Australian States, in B. Head and K. Crowley (Eds.), *Policy Analysis in Australia: The State of the Art* (pp. 87-103). Policy Press.
- Phillimore, J., & Harwood, J. (2015). Intergovernmental Relations in Australia: Increasing Engagement within a Centralizing Dynamic. In J. Poirier, C. Saunders, & J. Kincaid (Eds.), *Intergovernmental Relations in Federal Systems: Comparative Structures and Dynamics* (pp. 42-80). Ontario: Oxford University Press.
- Fenna, A., & Phillimore, J. (2015). Intergovernmental Relations in Australia: New Modes, Old Realities. in F. Palermo, & E. Alber (Eds.), *Federalism as Decision Making: Changes in Structures, Procedures and Policies* (pp. 192-212). Leiden: Brill.
- Harwood, J., & Phillimore, J. (2015). National Competition Policy and Cooperative Federalism. In J. Wanna, E. Lindquist, & P. Marshall (Eds.), *New Accountabilities, New Challenges* (pp. 243-263). Canberra: ANU E Press.

Journal Articles

- Whitely, M., Phillimore, J., & R. Moorin. (2021). The effect of a child's relative age on numeracy and literacy test results: an analysis of NAPLAN in Western Australian government schools in 2017. *The Australian Educational Researcher*, 48(2), 249–265. doi: 10.1007/s13384-020-00399-4
- Wilkins, P., Gilchrist, D., & Phillimore, J. (2021). Independent review of emergency economic stimulus measures: Global Financial Crisis and COVID-19. *Australian Journal of Public Administration*, 80(1), 12–28. doi: 10.1111/1467-8500.12437
- Dockery, A. M., Phillimore, J., & Bawa, S. (2021). Changing demand for STEM skills in Australia and gender implications. *Australian Journal of Labour Economics*, 24(1), 71–110. <https://bcec.edu.au/assets/2021/07/AJLE241dockery.pdf>
- Drum, M., Murray, S., Phillimore, J., & Reilly, B. (2021). The Long, Long Road: Western Australian Electoral Reform. *Australian Parliamentary Review*, 36(1), 41–60. https://api.research-repository.uwa.edu.au/ws/portalfiles/portal/121706053/The_Long_Long_Road_APR_2021.pdf
- Phillimore, J., & Fenna, A. (2020). Road or Rail? The partisan politics of urban transport policy in the Australian States. *Australian Journal of Politics and History*, 66(1), 50–62. doi: 10.1111/ajph.12642
- Whitely, M., Raven, M., Timimi, S., Jureidini, J., Phillimore, J., Leo, J., Moncrieff, J., & Landman, P. (2019). Attention deficit hyperactivity disorder late birthdate effect common in both high and low prescribing international jurisdictions: a systematic review. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 60(4), 380–391. doi: 10.1111/jcpp.12991
- Butcher, J., Gilchrist, D. J., Phillimore, J., & Wanna, J. (2019). Attributes of effective collaboration: insights from five case studies in Australia and New Zealand. *Policy Design and Practice*, 2(1), 75–89. doi: 10.1080/25741292.2018.1561815

- Whitely, M., Lester, L., Phillimore, J., & Robinson, S. (2017). Influence of birth month on the probability of Western Australian children being treated for ADHD. *The Medical journal of Australia*, 206(2). doi: 10.5694/ mja16.00398
- Wilkins, P., Phillimore, J., & Gilchrist, D. J. (2017). Collaboration by the Public Sector: Findings by Watchdogs in Australia and New Zealand. *Public Money and Management*, 37(3), 217–224. doi: 10.1080/09540962.2017.1282249
- Wilkins, P., Phillimore, J., & D. Gilchrist. (2017). Benefits and risks of collaboration between watchdogs: the Western Australian experience. *Policy Studies*, 38(4): 291-310. doi: 10.1080/01442872.2017.1301414
- Phillimore, J., & Fenna, A. (2017). Intergovernmental councils and centralization in Australian federalism. *Regional and Federal Studies*, 27(5), 597–621. doi: 10.1080/13597566.2017.1389723
- Pitman, T., Koshy, P., & Phillimore, J. (2015). Does accelerating access to higher education lower its quality? The Australian experience. *Higher Education Research & Development*, 34(3), 609–623. doi: 10.1080/07294360.2014.973385
- Tapper, A., Fenna, A., & Phillimore, J. (2015). Middle-Class Welfare and Vertical Redistribution in Australia: A Fiscal Incidence Analysis. *The Australian Economic Review*, 48(3), 258–272. doi: 10.1111/1467-8462.12118
- Phillimore, A., & McMahon, L. (2015). Moving Beyond 100 Years: The “WA Approach” to National Party Survival. *Australian Journal of Politics and History*, 61(1), 37–52. doi: 10.1111/ajph.12085

Commissioned Reports

- Cassells, R., Duncan, A., Mavisakalyan, A., Phillimore, J., Seymour, R., & Taverdi, Y. (2018, April). *Future of Work in Australia: Preparing for Tomorrow’s World*. Bankwest Curtin Economics Centre, Focus on the States Series, Issue #6. <http://bcec.edu.au/assets/BCEC-Future-of-Work-in-Australia-Report.pdf>
- Duncan, A., Kiely, D., Leong, K., Phillimore, J., & Seymour, R. (2016, November). *Western Australia’s International Education Sector: Performance and Prospects*. Bankwest Curtin Economics Centre. <http://bcec.edu.au/publications/western-australias-international-education-sector/>
- Cassells, R., Duncan, A., Phillimore, J., & Taverdi, Y. (2015, November). *Beyond the Bottom Line: Government Debt in Australia*. Bankwest Curtin Economics Centre, Focus on the States Series, Issue #3. https://bcec.edu.au/assets/083901_BCEC-Beyond-the-bottom-line_WEB-v2.pdf

Online and Newspaper Articles

- Phillimore, J. (2021, March 15). Landslide in the West. *Inside Story*. <https://insidestory.org.au/landslide-in-20the-west/>
- Phillimore, J. (2021, March 9). Meet Mark McGowan: the WA leader with a staggering 88% approval rating. *The Conversation*. <https://theconversation.com/meet-mark-mcgowan-the-wa-leader-with-a-staggering-88-personal-approval-rating-156293>
- Reilly, B., Phillimore, J., Murray, S., & Drum, M. (2021, February 23). “An affront to anyone who believes in democracy”. *Inside Story*. <https://insidestory.org.au/an-affront-to-anyone-who-believes-in-democracy/>
- Wilkins, P., Phillimore, J., & Gilchrist, D. (2020, May 5). How Australia’s pandemic economic stimulus measures will be viewed in hindsight. *The Mandarin*. <https://www.themandarin.com.au/132650-how-australias-pandemic-economic-stimulus-measures-will-be-viewed-in-hindsight/>

- Drum, M., & Phillimore, J. (2019, February 21). The four changes needed to bring WA's political system up to scratch. *WA Today*.
<https://www.watoday.com.au/national/western-australia/the-four-changes-needed-to-bring-wa-s-political-system-up-to-scratch-20190220-p50z5n.html>
- Wilkins, P., & Phillimore, J. (2019, February 18). What are the merits of royal commissions and other forms of inquiry?. *The Mandarin*. <https://www.themandarin.com.au/104199-what-are-the-merits-of-royal-commissions-and-other-forms-of-inquiry/>
- Wilkins, P., & Phillimore, J. (2019, February 6). Royal commission recommendations: processes to ensure they are implemented. *The Mandarin*.
<https://www.themandarin.com.au/103724-royal-commission-recommendations-processes-to-ensure-they-are-implemented/>
- Wilkins, P., Coulson, K., & Phillimore, J. (2018, June 19). Central Agencies: Part of the problem or part of the solution?. *The Mandarin*. <https://www.themandarin.com.au/94547-central-agencies-part-of-the-problem-part-of-the-solution/>
- Cassells, R., Duncan, A., Mavisakalyan, A., Phillimore, J., & Taverdi, Y. (2018, April 13). Precarious employment is rising rapidly among men. *The Conversation*.
<https://theconversation.com/precarious-employment-is-rising-rapidly-among-men-new-research-94821>

DR OLIVIA GROVES

Qualifications

B. Commerce, B. Teaching, M. Education, PhD

H-Index (Career)

4 (Source: Google Scholar)

Total Citations

62 (Source: Google Scholar)

SUMMARY

Olivia Groves is an Early Career Researcher who joined the NCSEHE team in February 2021 as a Postdoctoral Fellow (0.5 FTE). Olivia brings to the Centre a wealth of research and applied experience in education-related studies. Since 2018, Olivia has published three journal articles (Q1 & Q2) as well as a refereed book chapter, scholarly monograph, two edited conference papers, and a blog post. She has a further two education-related articles in submission with Q1 ranked journals. Olivia's work relates to the 39 FoR Code and she also has published and researched in the 47 FoR code.

Olivia has also project managed a number of large national grants that include the National Career Development Learning Hub for students with disability project, *Higher Education career advice for low SES students*, and *"Mind the Gap!" Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree*. Prior to these roles, Olivia worked as a research assistant on four projects in the field of equity in higher education; five projects in the area of English language education; and two research projects examining aspects of primary education.

ACADEMIC PUBLICATIONS

Refereed Book Chapters

Published

Groves, O. (2021). The diary method and its power to record the routine and forgettable in the language lives of international students. In Cao, X. and Henderson, E.F. (Eds.), *Exploring Diary Methods in Higher Education Research: Opportunities, Choices and Challenges*. London; New York, NY: Routledge.

Under review

Groves, O. (under review). "It's very reflective, looking back on what decisions were made and where the end result kind of came from": Visual mapping in career education research. In O'Shea, S, Groves, O, Austin, K, and Lamanna, J. (Eds.), *Considering Career Development Sustainability: Implications for Research and Practice*. Springer.

Journal Articles

Published

Groves, O., Austin, K., O'Shea, S., & Lamanna, J. (2021). 'One student might get one opportunity and then the next student won't get anything like that': Inequities in Australian career education and recommendations for a fairer future. *The Australian Educational Researcher*. doi: 10.1007/s13384-021-00468-2. (Q1)

- O'Shea, S., Groves, O., & Delahunty, J. (2021). '...having people that will help you, that know the ropes and have walked that road before you': How does first in family status impact graduates in the employment field? *Journal of Teaching and Learning for Graduate Employability*, 12(2) 36-50. doi: 10.21153/jtlge2021vol12no2art982 (Q2)
- Groves, O., Austin, K., O'Shea, S., & Lamanna, J.(2021). 'One student might get one opportunity and then the next student won't get anything like that': Inequities in Australian career education and recommendations for a fairer future. *The Australian Educational Researcher*. doi: 10.1007/s13384-021-00468-2 (Q1)
- O'Shea, S., Groves, O., & Delahunty, J. (2021). "...having people that will help you, that know the ropes and have walked that road before you": How does first in family status impact graduates in the employment field? *Journal of Teaching and Learning for Graduate Employability*, 12(2), 36-50. (Q2)
- Groves, O, Chen, I, & Verenikina, I (2020) "Actually in my culture..." Identity, positioning, and intersubjectivity in cross-cultural research. *Australian Review of Applied Linguistics*, (online first). (Q1)
- Groves, O, & O'Shea, S (2019) Learning to 'be' a university student: First in family students negotiating membership of the university community. *International Journal of Educational Research*, 98, 48-54. (Q1)

Under review

- Groves, O., O'Shea, S., & Delahunty, J. (under review), 'I don't understand it': Tensions and transitions in moving from university to employment for first in family graduates. *Journal of Education and Work*. (Q1)

Scholarly Monographs

- O'Shea, S., & Groves, O., (2020), "I have had to tap around in the dark": Exploring how first in family students navigate the transition out of university and into employment. In Ashall, W & Garnham, W, (Eds.), *Transitions into, through and out of higher education: Supporting students*. SEDA Special 44, London, SEDA.

Edited Conference Papers

- Austin, K., O'Shea, S., Groves, O., & Lamanna, J. (2020). ICED 2020 Proceedings: Partnerships and career development learning: Creating equitable shared futures. *ETH Learning and Teaching Journal*, 2(2), 34-38.
- O'Shea, S., Delahunty, J., & Groves, O. (2020). ICED 2020 Proceedings: "Universities just pretend that getting that piece of paper is all you need, like they are selling ice cream." Supporting diverse graduate to achieve post- graduation goals. *ETH Learning and Teaching Journal*, 2(2), 87-92.

Other Articles

- Austin, K., O'Shea, S., Groves, O., & Lamanna, J. (2020). ICED 2020 Proceedings: Partnerships and career development learning: Creating equitable shared futures. *ETH Learning and Teaching Journal*, 2(2), 34-38.
- O'Shea, S., Delahunty, J., & Groves, O. (2020). ICED 2020 Proceedings: "Universities just pretend that getting that piece of paper is all you need, like they are selling ice cream." Supporting diverse graduate to achieve post- graduation goals. *ETH Learning and Teaching Journal*, 2(2), 87-92.

DR NICOLE CRAWFORD

Qualifications

PhD; BA (Hons); BSc; Graduate Certificate in University Learning and Teaching

H-Index (Career)

8 (Source: Google Scholar)

Citations

179 (Source: Google Scholar)

SUMMARY

Nicole Crawford joined the NCSEHE in July 2020 as a Senior Research Fellow. Nicole has previously worked at the University of Tasmania (UTAS) in the field of enabling education. She has an H-index of 9 with 179 citations. Research publications include: 10 peer-reviewed journal articles, one book chapter, three peer-reviewed conference papers, and four research reports. She currently has two journal articles under review. Her 2018 journal article, "An academic's role? Supporting student wellbeing in pre-university enabling programs", received 1,614 downloads. Her top three Fields of Research are: Other education (139999); Higher education (130103); and Curriculum and pedagogy (130299). Competitive research funding includes an Office for Learning and Teaching (OLT) seed grant; a Department of Education and Training HEPPEP grant; a NCSEHE research grant; and a NCSEHE Equity Fellowship. Nicole engages extensively with the sector, evidenced by 15 online presentations in 2020 and 14 in 2021. She has received teaching awards including the University of Tasmania Teaching Award: Citation for Outstanding Contributions to Student Learning in 2019 and the UTAS Vice-Chancellor's Award for Programs that Enhance Learning in 2015. In 2021, she received the *Higher Education Research and Development* international journal Reviewer of the Year Award.

ACADEMIC PUBLICATIONS

Book Chapter

Crawford, N., Kift, S., & Jarvis, L. (2019). Supporting student mental wellbeing in enabling education: practices, pedagogies and a philosophy of care. In A. Jones, A. Olds, & J. G. Lisciandro (Eds.), *Transitioning Students in Higher Education: Philosophy, Pedagogy and Practice* (pp. 161-170). Routledge.

Journal Articles

Crawford, N., & Emery, S. (2021). Shining a light on mature-aged students in, and from, regional and remote Australia. *Student Success*, 12(2), 18-27. doi: 10.5204/ssj.1919

Quilliam, C., Crawford, N., McKinstry, C., Wong Shee, A., Glenister, K., Harvey, P., & Sutton, K. (2021). Building a rural workforce through identifying supports for rural, mature-aged nursing and allied health students: A systematised scoping review. *Australian Journal of Rural Health*. doi: 10.1111/ajr.12788

O'Rourke, J. A., Relf, B., Crawford, N., & Sharp, S. (2019). Are we all on course? A curriculum mapping comparison of three Australian university open-access enabling programs. *Australian Journal of Adult Learning*, 59(1), 7-26.

Crawford, N., & Johns, S. (2018). An academic's role? Supporting student wellbeing in pre-university enabling programs. *Journal of University Teaching & Learning Practice*, 15(3), 1-21. <https://ro.uow.edu.au/jutlp/vol15/iss3/2/>

- Crawford, N., Olds, A., Lisciandro, J., Jaceglav, M., Westacott, M., & Osenieks, L. (2018). Emotional labour demands in enabling education: A qualitative exploration of the unique challenges and protective factors. *Student Success*, 9(1), 23-33. doi: 10.5204/ssj.v9i1.430
- Johns, S., Crawford, N., Hawkins, C., Jarvis, L., Harris, M., & McCormack, D. (2016). Unlocking the potential within: A preliminary study of individual and community outcomes from a university enabling program in rural Australia. *Australian journal of adult learning*, 56(1), 69-88. <https://eric.ed.gov/?id=EJ1097534>
- Crawford, N. (2014). Practical and profound: multi-layered benefits of a university enabling program and implications for higher education. *International Studies in Widening Participation*, 1(2), 15-30. <https://nova.ajs.newcastle.edu.au/ceehe/index.php/iswp/article/view/11>

Reports

- Crawford, N. (2021). *“On the radar”: supporting the mental wellbeing of mature-aged students in regional and remote Australia*. Perth: National Centre for Student Equity in Higher Education, Curtin University. https://www.ncsehe.edu.au/wp-content/uploads/2021/04/Crawford-Equity-Fellowship-Report_FINAL.pdf
- Crawford, N. (2021). *“On the radar”: supporting the mental wellbeing of mature-aged students in regional and remote Australia — Guidelines and Recommendations*. Perth: National Centre for Student Equity in Higher Education, Curtin University. https://www.ncsehe.edu.au/wp-content/uploads/2021/11/NicoleCrawford_Guidelines_final-bound_Digital.pdf
- Katersky Barnes, R., Kilpatrick, S., Woodroffe, J., Crawford, N., Emery, S., Burns, G., & Noble, M. (2019). *Regional communities’ influences on equity participation in higher education*. Perth: National Centre for Student Equity in Higher Education, Curtin University.
- Relf, B., Crawford, N., O’Rourke, J., Sharp, S., Hodges, B., Shah, M., & Katersky Barnes, R. (2017). *Lighting the path(way): articulating curriculum design principles for open access enabling programs*. https://ltr.edu.au/resources/SD15-5063_NEWC_Relf_Final%20Report_2017.pdf
- Johns, S., Crawford, N., Harris, M., Hawkins, C., Jarvis, L., & McCormack, D. (2014). *“A Turning Point”: Impact of participation in the University Preparation Program (UPP) on Cradle Coast students*.

Peer-reviewed Conference Papers

- Crawford, N., Lisciandro, J., Jones, A., Jaceglav, M., McCall, D., Bunn, R., Cameron, H., Westacott, M., & Andersen, S. (2016). *Models of support for student wellbeing in enabling programs: comparisons, contrasts and commonalities at four Australian universities*. 2016 FABENZ Conference.
- Olds, A., Jones, A., Crawford, N., & Osenieks, L. (2018). *Reflective encounters for enabling educators: The role of debriefing in building psychological capital*. 2018 Foundation and Bridging Educators New Zealand Conference (FABENZ).
- Crawford, N., Johns, S., Jarvis, L., Hawkins, C., Harris, M., & McCormack, D. (2015). *Foundations for change, confidence, and new opportunities: impacts of a university enabling program in north-west Tasmania* [Refereed paper]. Students, Transitions, Achievement, Retention & Success (STARS), Melbourne. <http://www.unistars.org/papers/STARS2015/02A.pdf>

Journal Articles Under Review

- Crawford, N., & McKenzie, L. (under review). Localised learning: mobilising belonging among mature-aged students in low socio-economic status regional and remote areas.
- Crawford, N., Emery, S., & Stone, S. (under review). An ecological systems perspective of mature-aged students' experiences learning online in regional and remote Australia.

DR CATHERINE DRANE

Qualifications

PhD (Griffith university); B. Psych (Hons) (Murdoch University)

H-Index (Career)

4 (Source: Google Scholar)

Total Citations

162 (Source: Google scholar)

SUMMARY

Catherine Drane is an Early Career Researcher who was appointed as a Postdoctoral Fellow with NCSEHE in February 2020. Her current work focuses on the mental health and wellbeing of students, including the impact of COVID-19. In 2020, Cathy was lead author on a Department of Education, Skills and Employment submission on vulnerable learners. This report was one of the earliest investigations of the educational implications of COVID-19 and has been downloaded over 11,500 times since going online. Cathy's research experience includes the analysis of complex quantitative data using advanced statistical techniques such as structural equation modelling, and expertise in the development and implementation of longitudinal surveys. Beyond her NCSEHE research activities and responsibilities, Catherine continues to collaborate externally; for example, with Act-Belong-Commit — a population-wide mental health promotion program designed to enhance people's understanding of the factors impacting mental health as well as empower individuals to improve and maintain their mental health.

Catherine has published in the fields of psychology, education, and public health, with an emerging citation rate and impact factor. Her external collaborations and diverse range of research activities enable her to bring a necessary multidisciplinary lens to higher education. Cathy was also the recipient of a Vice-Chancellor's Award for Teaching Excellence in 2016.

ACADEMIC PUBLICATIONS

Journal Articles

- Donovan, R.J., Koushede, V. J., Drane, C.F., Hinrichsen, C., Anwar-McHenry, J., Nielsen, L., Nicholas, A., Meilstrup, C., & Santini, Z.I. (2021). Twenty-One reasons for implementing the Act-Belong-Commit - 'ABCs of Mental Health' Campaign. *International Journal of Environmental Research and Public Health*, 18, 11095. (Q2)
- Pettigrew, S., Dana, L.M., McAleese, A., Bastable, A., Drane, C., & Sapountsis, N. (2021). Brief Report: A latent class analysis of guideline compliance across nine health behaviors. *International Journal of Behavioral Medicine*. (Q2)
- O'Shea, S., Koshy, P., & Drane, C. (2021). The implications of COVID-19 for student equity in Australian higher education. *Journal of Higher Education Policy and Management*. (Q1)
- Vernon, L., & Drane, C.F. (2021). Influencers: The importance of discussions with parents, teachers and friends to support vocational and university aspirations. *International Journal of Training Research*, 18(2), 155-173. (Q2)
- Booth, L., Jongenelis, M., Drane, C., Miller, P., Chikritzhs, T., Hasking, P., Hastings, G., Thorn, M., & Pettigrew, S. (2021).

- Attitudinal Factors Associated with Drink Counting. *Drug and Alcohol Review*. doi: 10.1111/dar.13277 (Q1) Anwar-McHenry, J., Drane, C.F., Joyce, P., & Donovan, R.J. (2020). Impact on staff of the Mentally Healthy Schools Framework. *Health Education*, 120, 289–296. doi: 10.1108/HE-07-2020-0052 (Q2)
- Drane, C.F., Vernon, L., & O’Shea, S. (2020). Vulnerable learners in the age of COVID-19: A scoping review. *The Australian Educational Researcher*, 48, 585–604 . 10.1007/s13384-020-00409-5 (Q1)
- Drane, C.F., Jongenelis, M., Hasking, P., & Pettigrew, S. (2019). The potential individual-and population-level benefits of encouraging drinkers to count their drinks. *Addictive behaviors reports*. doi: 10. 100210. (Q2)
- Drane, C.F., Modecki, K.L., & Barber, B.L. (2017). Disentangling development of sensation seeking, risky peer affiliation, and binge drinking in adolescent sport. *Addictive Behaviors*, 66, 60-65. doi: 10.1016/j. addbeh.2016.11.001 (Q1)
- Drane, C.F., & Barber, B.L. (2016). Who gets more out of sport? The role of value and perceived ability in flow and identity-related experiences in adolescent sport. *Applied Developmental Science*, 20(4), 267-277. doi: 10.1080/10888691.2015.1114889 (Q1)

Under review

- Drane, C.F., Jalleh, G., Lin, C., & Donovan, R.J. (under review). Impact of the Act-Belong-Commit Campaign on mental health help-seeking behaviour. *Health Promotion Journal of Australia*. (Q2)
- Jongenelis, M., Drane, C.F., Hasking, P., Chikritzhs, T., Miller, P., Hastings, G., & Pettigrew, S. (under review).
- Development and validation of the Protective Behavioural Strategy Attitude Scale. *Addictive Behaviors*. (Q1)
- Booth, L., Jongenelis, M., Drane, C.F., Brennan, E., Wakefield, M., Chikritzhs, T., Hasking, P., & Pettigrew, S. (under review). Understanding and overcoming barriers to drink counting. *Substance Use and Misuse*. (Q2)
- Anwar-McHenry, J., Owen, J., Murray, L., Drane, C.F., Nicholas, A., & Donovan, R.J. (under review). Impact on community members of a culturally appropriate adaptation of a social and emotional wellbeing intervention in an Aboriginal community. *Journal of Public Mental Health*. (Q3)
- Donovan, R.J., Drane, C.F., Owen, J., Murray, L., Nicholas, A., & Anwar-McHenry, J. (under review). Stakeholder feedback on a cultural adaptation of a social and emotional wellbeing intervention in an Aboriginal community. *Australian Aboriginal Studies*. (Q1)

Submissions

- O’Shea, S., Koshy, P., & Drane, C. (2021). Challenges to access and equity in higher education across the world in the context of COVID: An Australian perspective. In G. Atherton (Ed.), *Perspectives on the challenges to access and equity in higher education across the world in the context of COVID*.
- Crawford, N., Groves, O., Koshy, P., & Drane, C. (2021). *Response to the Learner Profile discussion paper*.
- Drane, C., Vernon, L., & O’Shea, S. (2020). *The impact of ‘learning at home’ on the educational outcomes of vulnerable children in Australia during the COVID-19 pandemic, Literature Review Prepared by the National Centre for Student Equity in Higher Education*. Perth: National Centre for Student Equity in Higher Education, Curtin University. <https://www.ncsehe.edu.au/publications/learning-at-home-educational-outcomes-vulnerable-children-australia-covid-19/>

Koshy, P., Henry, M., Crawford, N., O'Shea, S., Brett, M., & Drane, C. (2020). *Submission to the Job-ready Graduates Package draft legislation consultation*.

Koshy, P., Drane, C., & Brett, M. (2020). *Submission to the 2020 Review of the Disability Standards for Education 2005*. <https://www.ncsehe.edu.au/research-database/ncsehe-submission-to-the-job-ready-graduates-package-draft-legislation-consultation/>

Koshy, P., Drane, C., Crawford, N., & Brett, M. (2020). *Discussion Paper on the 2020 Review of The Disability Standards for Education 2005*. https://www.ncsehe.edu.au/wp-content/uploads/2020/09/NCSEHE_Discussion-Paper_DSE-Review_FINAL_23092020-FINAL.pdf

Media/blogs

Drane, C., Vernon, L., & O'Shea, S. (2020). More help needed for vulnerable learners in the age of COVID-19 school closures. *Australian Association for Research in Education*. <https://www.aare.edu.au/blog/?p=8064>

Vernon, L., & Drane, C.F. (2020). Making career decisions: How influencers can help. Myfuture career insight series. *Education services Australia*. <https://myfuture.edu.au/docs/default-source/insights/making-career-decisions-how-influencers-can-help.pdf>

Reports

Anwar-McHenry, J., Joyce, P., Drane, C.F., & Donovan, R.J. (2018). *Mentally Healthy WA's Act-Belong-Commit Schools Initiative: Impact Evaluation Report*. Mentally Healthy WA, Curtin University.

Anwar McHenry, J., Donovan, R., Murray, L., Drane, C., & Nicholas, A. (2018). *Mentally Healthy WA's Social and Emotional Wellbeing Project in Roebourne: 2017 Community Survey Evaluation Report*. Mentally Healthy WA, Curtin University.

DR PAUL KOSHY

RESEARCH FELLOW AND PROGRAM LEADER: DATA

Qualifications

BCom (Econ) (Hons) (Curtin), MEd (Western Australia), PhD (Curtin)

H-Index (Career)

14 (Source: Google Scholar)

Total Citations (2015 to 2020 in Education)

223 (Source: Google Scholar)

SUMMARY

Paul Koshy is an Early Career Researcher who has worked at the NCSEHE since 2014, completing his PhD in 2018. Since 2015, he has had six education-related publications in Q1 ranked journals and one in a Q2 journal, with a further two articles currently submitted to Q1 and Q2 journals.

Other publications include a refereed book chapter, a publicly released report (with another in submission), and a briefing note series, *Student Equity Performance in Australian Higher Education* (2014 to present), the most cited of which (the 2015 issue) attracted 44 citations. In total, his education-related output over this period has attracted a total of 223 citations.

Paul has also published in non-education areas (climate change policy, female immigrant work patterns) which have attracted a total of 48 citations.

ACADEMIC PUBLICATIONS: 2015 TO 2021

Refereed Book Chapters

Bennett, D., Koshy, P., & Li, I. (in submission). Are higher education students from disadvantaged backgrounds more or less confident than their peers? A study of perceived employability with first year students at an Australian university. In *SAGE Handbook of Graduate Employability*.

Koshy, P. (2016). Equity policy in Australian higher education: Past, present and prospective. In Hill, M., Hudson, A., Mckendry, S., Raven, N., Saunders, D., Storan, J., & Ward, T. (Eds.), *Closing the Gap: Bridges for Access and Lifelong Learning*. London: Forum for Access and Continuing Education (pp. 277–302).

Journal Articles

Published

O'Shea, S., Koshy, P., & Drane, C. (2021). The Implications of COVID-19 for Student Equity in Australian Higher Education. *Journal of Higher Education Policy and Management*. (Online First) (Q1)

Bennett, D., Knight, E., Koshy, P., & Li, I. (2021). Does Regionality Influence Students' Perceived Employability and Career Orientation?. *Australian and International Journal of Rural Education*, 31(3), 61-80.
<https://journal.spera.asn.au/index.php/AIJRE/article/view/305>

Koshy, P., Webb, S., Dockery, A.M., & Knight, E. (2020). Bachelor degree participation in vocational institutions: examining the determinants of participation. *International Journal of Training Research*, 18(2), 106-120. doi: 10.1080/14480220.2020.1830838 (Q2)

- Pitman, T., Edwards, D., Zhang, L., Koshy, P., & McMillan, J. (2020). Constructing a ranking of higher education institutions based on equity: is it possible or desirable? *Higher Education*, 80, 605–624. doi: 10.1007/s10734-019-00487-0 (Q1)
- Dockery, A. M., Li, W., & Koshy, P. (2020). Culture, migration and educational performance: a focus on gender outcomes using Australian PISA tests. *Australian Educational Researcher*, 47, 1-21. doi: 10.1007/s13384-019-00321-7 (Q1)
- Koshy, P., Dockery, A.M., & Seymour, R. (2019). Parental expectations for young people's participation in higher education in Australia. *Studies in Higher Education*, 44(2), 302-317. doi: 10.1080/03075079.2017.1363730 (Q1)
- Dockery, A.M., Seymour, R., & Koshy, P. (2016). Promoting low socioeconomic participation in higher education: A comparison of area-based and individual measures. *Studies in Higher Education*, 41(9), 1692–1714. doi: 10.1080/03075079.2015.1020777 (Q1)
- Koshy, P., Seymour, R., & Dockery, A.M. (2016). Are there institutional differences in the earnings of Australian higher education graduates? *Economic Analysis and Policy*, 51(Sept), 1–11. doi: 10.1016/j.eap.2016.05.004 (Q1)
- Pitman, T., Koshy, P., & Phillimore, J. (2015). Does accelerating access to higher education lower its quality? The Australian experience. *Higher Education Research & Development*, 34(3), 609-623. doi: 10.1080/07294360.2014.973385 (Q1)

In Submission

- Dockery, A.M., Koshy, P., & Li, I. W. (in submission). Parental Expectations of Children's Higher Education Participation in Australia. *British Educational Research Journal*. (Q1)
- Koshy, P., Cabalu, H., & Valencia, V. (in submission). Higher Education and the Importance of Values: Evidence from the World Values Survey. *Higher Education*. (Q1)

Other Cited Publications of Note

- Bennett, D., Coffey, J., Bawa, S., Carney, D., Dockery, A.M., Franklyn, K., Koshy, P.M., Li, I.W., Parida, S., & Unwin, S. (2020). *Ameliorating Disadvantage: Creating accessible, effective and equitable careers and study information for low SES students*. Submitted to the Australian Government Department of Education, Skills and Employment.
- Zacharias, N., Mitchell, G., Raciti, M., Koshy, P., Li, I., Costello, D., & Trinidad, S. (2018). *Widening Regional and Remote Participation: Interrogating the impact of outreach programs across Queensland*. Perth: National Centre for Student Equity in Higher Education, Curtin University. <https://www.ncsehe.edu.au/project/20widening-regional-remote-participation-interrogating-impact-outreach-programs-across-queensland/>
- Koshy, P., & Seymour, R. (2015). *Student Equity Performance in Australian Higher Education: 2007 to 2014. NCSEHE Briefing Note*. National Centre for Student Equity in Higher Education: Perth, Western Australia. [Cited issue in the annual briefing note series]. <https://www.ncsehe.edu.au/publications/student-equity-performance-in-australian-higher-education-2007-to-2014/>

Other Journal Articles (Non-Education)

- Cabalu, H.J., Koshy, P., Corong E., Rodriguez U., & Endriga, B. (2015). Modelling The Impact Of Energy Policies On The Philippine Economy: Carbon Tax, Energy Efficiency, And Changes In The Energy Mix. *Economic Analysis and Policy*, 48, 222-237. doi: 10.1016/j.eap.2015.11.014. (Q1)
- Mayes, R., & Koshy, P. (2018). Transnational labour migration and the place of reproductive labour: trailing wives and community support in Boddington. *Work, Employment and Society*, 32(4), 670–686. doi: 10.1177/0950017017702602 (Q1)

We acknowledge this place called Curtin is on Whadjuk Noongar lands. We wish to pay our deepest respects to all their ancestors and members of their communities, past, present, and to their emerging leaders. Our passion and commitment to work with all Australians and peoples from across the world, including our First Nations peoples are at the core of the work we do, reflective of our institutions' values and commitment to our role as leaders in the Reconciliation space in Australia.

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