



NCSEHE

National Centre for Student
Equity in Higher Education



Curtin University



NCSEHE STUDENT EQUITY SNAPSHOTS FORUM: A week of lightning talks by the 2019/20 Equity Fellows

National Centre for Student Equity in Higher Education #NCSEHE_Snapshots
26-30 October 2020

Make tomorrow better.

NCSEHE Student Equity Snapshots Forum

You're invited to join us for an exciting series of lightning talks and online discussions presented by the 2019/20 Equity Fellows on 26–30 October 2020.

Since 2016, the NCSEHE has supported 12 Equity Fellows to conduct targeted research projects, advancing student equity research, policy and practice.

The 2019/20 cohort are each undertaking major year-long projects, variously focusing on regional and remote students, students with disability, mature age students, and Aboriginal and Torres Strait Islanders.

Participants at this year's Forum will gain unique insight into current student equity issues delivered by the six Fellows, followed by live online discussion around their projects.



[#NCSEHE_Snapshots](#)

Program

Monday 26 October 2020

WA 10:00 am–11:00 am
NT 11:30 am–12:30 pm
QLD 12:00 pm–1:00 pm
SA 12:30 pm–1:30 pm
NSW/ACT/VIC/TAS 1:00 pm–2:00 pm

Supporting student wellbeing: it's all about the teaching and learning!

Dr Nicole Crawford
NCSEHE

Tuesday 27 October 2020

WA 10:00 am–11:00 am
NT 11:30 am–12:30 pm
QLD 12:00 pm–1:00 pm
SA 12:30 pm–1:30 pm
NSW/ACT/VIC/TAS 1:00 pm–2:00 pm

Pathways to allied health: Insights from Indigenous health professionals

Dr Andrea Simpson
La Trobe University

Wednesday 28 October 2020

WA 10:00 am–11:00 am
NT 11:30 am–12:30 pm
QLD 12:00 pm–1:00 pm
SA 12:30 pm–1:30 pm
NSW/ACT/VIC/TAS 1:00 pm–2:00 pm

On footprints, the university experience and why we need to listen to regional students

Dr Janine Delahunty
University of Wollongong

Thursday 29 October 2020

WA 10:00 am–11:00 am
NT 11:30 am–12:30 pm
QLD 12:00 pm–1:00 pm
SA 12:30 pm–1:30 pm
NSW/ACT/VIC/TAS 1:00 pm–2:00 pm

Building a stronger evidence base to support effective outreach strategies for Indigenous students: Increasing impact and university participation

Dr Katelyn Barney
University of Queensland

Friday 30 October 2020

WA 9:00 am–10:00 am
NT 10:30 am–11:30 am
QLD 11:00 am–12:00 pm
SA 11:30 am–12:30 pm
NSW/ACT/VIC/TAS 12:00 pm–1:00 pm

Disability support in higher education: What our students are telling us

Associate Professor Tim Pitman
Curtin University

Friday 30 October 2020

WA 11:00 am–12:00 pm
NT 12:30 pm–1:30 pm
QLD 1:00 pm–2:00 pm
SA 1:30 pm–2:30 pm
NSW/ACT/VIC/TAS 2:00 pm–3:00 pm

'There's nothing inevitable about exclusion': Choices and issues in careers support for students with disability

Mr David Eckstein
Swinburne University of Technology

This is a free event. All presentations will be recorded and made available on the [NCSEHE website](#). Follow [#NCSEHE_Snapshots](#) for the latest updates.

Speakers



Dr Nicole CRAWFORD
NCSEHE

Prior to her role as NCSEHE Senior Research Fellow, Nicole Crawford was a NCSEHE 2019/20 Equity Fellow and Lecturer in Pre-degree Programs at the University of Tasmania (UTAS). Her research focuses on equity and inclusion in higher education, including enabling education; mature-aged students; regional and remote students; and student and staff mental wellbeing. She initiated UTAS's Social Inclusion Community of Practice, and the National Association of Enabling Educators of Australia (NAEEA) Special Interest Group on Mental Health.

Supporting student wellbeing: it's all about the teaching and learning!

In this lightning talk, Nicole will share a snapshot of her NCSEHE Equity Fellowship, which focused on how we (staff and universities) can proactively support the mental wellbeing of mature-aged university students in regional and remote Australia.



Dr Andrea SIMPSON
La Trobe University

Dr Andrea Simpson is the Head of Discipline for the Audiology program within the School of Allied Health at La Trobe University. She has worked as a clinician in Indigenous communities in Victoria, Queensland and the Northern Territory, a project officer in higher education student equity and services, an academic and, more recently, course coordinator and team leader. Her research is focused on the interplay between education and health outcomes.

Pathways to allied health: Insights from Indigenous health professionals

Why do indigenous students choose to study health? What is their student experience, and would they recommend their choice to others?

Closing the workforce "gap" between Indigenous and non-Indigenous Australians is an important national priority, one which feeds into an overarching policy of reducing evidenced socioeconomic disparities. Yet only 0.4 per cent of university-qualified allied health professionals identify as Indigenous. This Fellowship considered how Indigenous allied health professionals arrived at their chosen professions and explored their individual career narratives.

Speakers



Dr Janine DELAHUNTY
University of Wollongong

Janine is a lecturer in Academic Development and Recognition, and project manager for various externally-funded research projects at the University of Wollongong. Her core interest is how the learning-teaching experience can be enhanced and the student experience improved, primarily through evidence-based resources and professional development to foster teaching and reflective practices. Her research has involved people from diverse backgrounds including First-in-Family, regional and Indigenous students, research degree students, and online educators and learners. Janine's motivations stem from her own venture into university study as a mature age student, studying part-time for many years and doing the family-study-work balancing act. She has published across linguistic, higher education and academic development journals.

On footprints, the university experience and why we need to listen to regional students

Deciding to go to university for regional people is often a complex process of considerations, that go far beyond which degree pathway to take. But what are these considerations, and how do we know what students are contending with once they begin their studies, unless we ask? Unless we take heed?



Dr Katelyn BARNEY
University of Queensland

Katelyn Barney is a Senior Lecturer in the Aboriginal and Torres Strait Islander Studies Unit at The University of Queensland. Her research focuses on facilitating pathways for Aboriginal and Torres Strait Islander students into and through higher education and collaborative research with Aboriginal and Torres Strait Islander women who perform contemporary music. She has published across these areas, co-edited a number of Special Issues of journals, and also edited the books *Collaborative Ethnomusicology: New Approaches to Music Research between Indigenous and non-Indigenous Australians* and *Musical Islands: Exploring Connections between Music, Place and Research*. She is also an Australian Learning and Teaching Fellow and Managing Editor of *The Australian Journal of Indigenous Education*.

Building a stronger evidence base to support effective outreach strategies for Indigenous students: Increasing impact and university participation

Many universities run outreach camps for Aboriginal and Torres Strait Islander school students and the case for these initiatives is strong as much data exists about the barriers Indigenous students face in entering university. However, the research and evidence base for these equity programs remains largely underdeveloped.

Drawing on findings from Katelyn's Equity Fellowship, this talk gives a snapshot of what makes outreach programs a "success" in this context and suggests strategies to improve and strengthen outreach programs.

Speakers



Associate Professor Tim PITMAN
Curtin University

Tim Pitman is a Senior Research Fellow at Curtin University in the School of Education. He has worked in the Australian higher education sector since 1996 and his PhD in Education was completed at The University of Western Australia in 2012. His research focus is on higher education policy, with a particular focus on increasing the representation of disadvantaged students. He has researched and published widely on these and other topics. In 2020 he joins the NCSEHE as an Equity Fellow. His Fellowship will focus on how universities can best support people with disability, who come from regional, rural and remote Australia, in their higher education studies.

Disability support in higher education: What our students are telling us

This year, Tim has been asking students with disability to rate the level of support they receive from their higher education institution. Already, more than 800 students have done so and the number keeps growing.

In this talk, Tim will give you an insight into what students are saying, about how they are being supported. This includes not only the physical infrastructure of the university but also its rules and processes, the attitudes of people, technology, communication, and its social life. Tim will also talk about how support is perceived by regional students, compared to their urban peers.



Mr David ECKSTEIN
La Trobe University

David is a careers education consultant in the higher education sector. His Fellowship project analyses the provision of targeted careers support for students with disability in Australian universities, and will result in open-access tools and guidelines for all universities to use. He recently established Swinburne University's AccessAbility Careers Hub — a specialist initiative for students with disability that received the 2019 National Association of Graduate Careers Advisory Services best practice award. His interests include student notions of professional self, employability in the curriculum, industry partnerships that progress disability confidence, discrimination and harassment, alternative dispute resolution, and the use of narrative methods to help people develop and implement meaningful workforce participation plans.

'There's nothing inevitable about exclusion': Choices and issues in careers support for students with disability

Universities want career development for students with disability, but resource constraints make things difficult. The good news is that readily available assets can be used to meet the needs of each university and its students.

This lightning talk will share highlights from national staff and student consultation including students' lived experience of disability and its impact on their career aspirations; service options; and open-access resources, a community of practice and an end-of-year summit for all universities.

NCSEHE Equity Fellows Program

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

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

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

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

Key findings and outputs from the Fellowships included:

- identification of equity issues in the Australian higher education system, and the development and facilitation of approaches to address these issues
- sector-wide leadership in promoting, enhancing and developing good practice
- development of a collaborative arrangement for the ongoing exchange of knowledge between the higher education sector and the Department to inform the delivery of government programs and policy around equity in higher education.

In 2019, the NCSEHE appointed a new cohort of six Equity Fellows. Mr David Eckstein, Associate Professor Tim Pitman, Dr Janine Delahunty, Dr Andrea Simpson, Dr Katelyn Barney and Dr Nicole Crawford are undertaking year-long projects focusing on regional and remote students, students with disability, and Aboriginal and Torres Strait Islanders.



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

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.

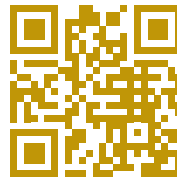


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For more information about 2020 events,
visit the NCSEHE website:

<https://www.ncsehe.edu.au/>



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