

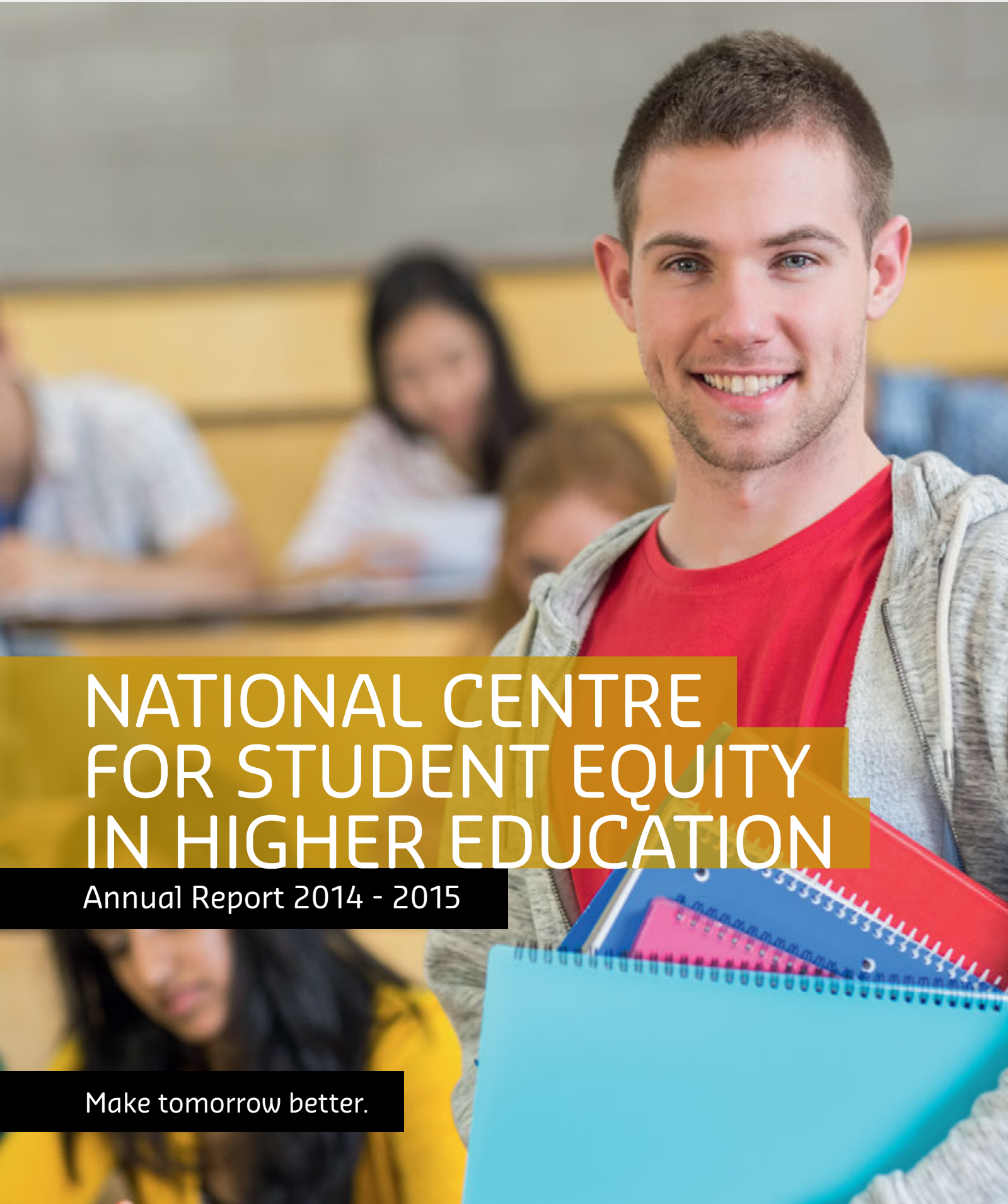


NCSEHE

National Centre for Student
Equity in Higher Education



Curtin University



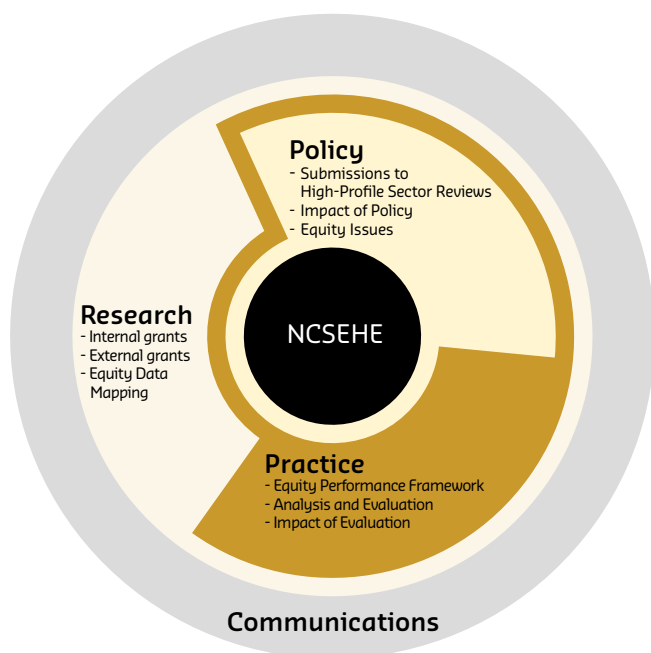
NATIONAL CENTRE FOR STUDENT EQUITY IN HIGHER EDUCATION

Annual Report 2014 - 2015

Make tomorrow better.

NCSEHE OBJECTIVES

The National Centre for Student Equity in Higher Education (NCSEHE) is a centre for equity policy, research and practice.



Aim:

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

Objectives:

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

Closing the loop with interlinked programs of activity:

- Research – sharing knowledge, providing evidence and foundations for policy and practice
- Practice – trialling, implementing and benchmarking research outcomes
- Policy – using research and practice outcomes to evaluate the impact of initiatives and advise on policy.



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DIRECTOR'S REPORT

The National Centre for Student Equity in Higher Education (NCSEHE) is dedicated to providing strong national leadership in student equity in higher education.

The NCSEHE generates and disseminates news and contemporary evidence and research in student equity in higher education. The impact of this proactivity is a more informed and better-equipped sector, able to implement evidence-based programs, policies, and practice, and engage in continuous improvement, enhancing the lives of students from disadvantaged backgrounds. In the first two years of our two and a half year funding cycle, the NCSEHE connected practitioners, researchers and stakeholders, achieving a key objective given to us by the Australian Government. Our partners and collaborators recognise the value of the NCSEHE as the key national organisation with the ability to bring together a range of stakeholders to engage in evidence-based progress to achieve student equity in higher education.

Our outreach and engagement metrics go some way in reflecting the impact the NCSEHE has made in a short period of time. Between 1 June 2014 and 31 May 2015, our website, ncsehe.edu.au, received 90,512 visits from 44,153 unique visitors. Our eNews subscribers number 642, and our Twitter followers exceed 530 people and organisations, many from overseas. Research reports and subsequent media attention are used to promote the NCSEHE's purpose of building our impact and reputation. Our collaborators include government agencies, universities and other research facilities, equity program managers and individual practitioners both across Australia and internationally.

As outlined in last year's Annual Report, Progress Report 3 for the Australian Government Department of Education and Training, the NCSEHE's Operational and Research Business Plan, and a number of Director's Reports provided to our Advisory Board, the NCSEHE has, with a staff of only 3.7 equivalent full-time employees:

- continued its strong performance, meeting all KPIs required to honour its contract with the Australian Government;
- in 2014, attracted additional research funding for five new projects totalling over \$520,000, which includes funding to develop the Equity Performance Framework for Australian Higher Education;

- in 2015, attracted additional research funding for \$1.72 million via the Australian Government's HEPP-funded National Priorities Pool programme;
- enhanced the NCSEHE's visibility and brand recognition with internal and external stakeholders, including awareness of the Centre nationally and internationally;
- published and disseminated new research findings;
- provided supervision for two high-quality Doctoral students currently completing their studies full-time within the NCSEHE; and
- continued to collaborate with internal and external research staff and visiting fellows, along with important stakeholders.

As a part of the NCSEHE's Conditions of Grant, the Centre funded 12 external competitive research grants in 2014, and another 12 for research to be conducted in 2015. This represents a financial commitment to further inter-sectoral research in excess of \$1.08 million over the Centre's two and a half year contract. In brief, in 2014, our research grants attracted submissions from 133 investigators from 34 institutions. A total of \$741,328 was committed to funding the 2014 grants. In 2015, the Centre received 44 proposals from 138 researchers and practitioners, nationally and internationally, from 19 institutions. A total of \$342,820 was subsequently committed.

At the end of 2014, the NCSEHE submitted six Expressions of Interest for the Australian Government's HEPP-funded \$9.5 million National Priorities Pool. Of the six submissions, the Centre was successful in securing funding for three projects. Two of these projects will be completed by the end of 2015: the Enabling courses for SES student groups project, the IT solutions project, and the Social marketing strategy to low-SES communities project (led by QUT and involving the NCSEHE and EPHEA as key reference group members and partners) will be completed by July 2016. An additional significant project gained by the NCSEHE, the Equity Fellows Programme, is worth \$1.54 million between 2015 and 2017. The Equity Fellows Programme is an exciting initiative that will fund six National Fellows over the course of the funding, three in January 2016 and three in January 2017. The

Fellows will work on equity-based research projects in collaboration with the Australian Government Department of Education and Training, the NCSEHE and selected institutions.

Further NCSEHE outputs generated during the 2014/15 reporting period are detailed in the Research Program and Outreach and Engagement sections of this Annual Report and include:

- 28 publications, including the case study publication, Partnerships in Higher Education. Another four papers are forthcoming and two are under review.
- eight published research and opinion pieces for the online website, The Conversation
- three online editorials
- 16 keynote and conference paper presentations
- 12 public forums, each of which attracts on average 40 guests, for a total of just under 500 total participants nation-wide, and
- 23 eNews editions, available online at <http://ncsehe.edu.au/news-events/newsletters/>

The degree and range of activity and intervention within the higher education sector makes strategic program evaluation and communication of the findings essential to capacity building. The NCSEHE has brought its unique capabilities in evaluation of equity programs to generate information and evidence to stimulate discussion and improve equity outcomes.

Finally, the development of the NCSEHE's five-year Strategic Plan allowed the team to reflect on its activities and outputs and refocus for the future. Based on feedback from our valued stakeholders, we know the NCSEHE's most significant contribution to date has been that of connecting and engaging the equity workforce (spanning the research, policy and practice domains), and equipping practitioners with the skills necessary to engage in 'evidence-translation' activities. The strategic objectives for the NCSEHE into the future include:

- conducting research and building a research community to produce high quality, national research and publications;

- improving outcomes at the program, institutional and national level;
- contributing to public discussion and providing evidence to inform government policy in the area of disadvantage in higher education;
- providing equity practitioners with resources, knowledge, best practice exemplars, informed advice and the evaluation of programs; and
- creating national and international linkages, partnerships and collaborations to build capacity to improve participation and success in higher education.

The National Centre for Student Equity in Higher Education is building a more detailed understanding of the unique needs of individual equity groups, the impact of which will result in the development and delivery of better-tailored programs and policies to meet the needs of these groups. The NCSEHE continues to build evidence to support systemic change in the promotion of student equity in higher education. In this way, the Centre seeks to fulfil its aim of improving higher education participation and success for marginalised and disadvantaged people.



Professor Sue Trinidad

Director
National Centre for Student
Equity in Higher Education



CHAIRMAN'S REPORT

The key to success continues to be a collaborative approach between all stakeholders: government, institutions and practitioners.

As outgoing Chair of the National Centre for Student Equity in Higher Education's Advisory Board, I wish the Board, the Director and her team well in continuing the work of providing a strong evidence base to close the loop between student equity policy, research and practice.

I am very grateful for the time and expertise provided by the Centre's high profile Board. Under a strong governance framework, we have been able to oversee the NCSEHE's business, and I am grateful for the Board members' commitment, depth of knowledge and experience.

In each of the Centre's three core programs of Evaluation, Research, and Data Analysis, the research team has been active in making comments both through the media, research reports and legislative submissions. The key to success continues to be a collaborative approach between all stakeholders: government, institutions and practitioners. Collaboration will drive coherent change by ensuring that critical voices are heard to refine the public policy focus and deliver results.

Over the course of the 2014-2015 year, three Board meetings have been held. On 18 July 2014, the Board reviewed the Centre's progress in terms of key initiatives. On 28 November 2014, the Board approved the five-year strategic direction of the NCSEHE. On 20 March 2015, the Board approved the second round of the Centre's competitive Student Equity in Higher Education Research Grants Program.

The Student Equity in Higher Education Research Grants Program has been a significant achievement in the NCSEHE's two years of operation at Curtin University. I thank our Advisory Committee and its Chair, Emeritus Professor Lesley Parker, for its work in reviewing the many research grant proposals and subsequently recommending applications to the Board for approval.

Over the past two years, the Board has approved 24 research projects for a total funding distribution of \$1.08 million - approximately one-third of the total funding the Centre received from the Australian Government. Along with the many other activities of the NCSEHE, this external research program ensures the Centre continues to act as a catalyst for wide-ranging discussion and research on issues affecting student equity in higher education in Australia.

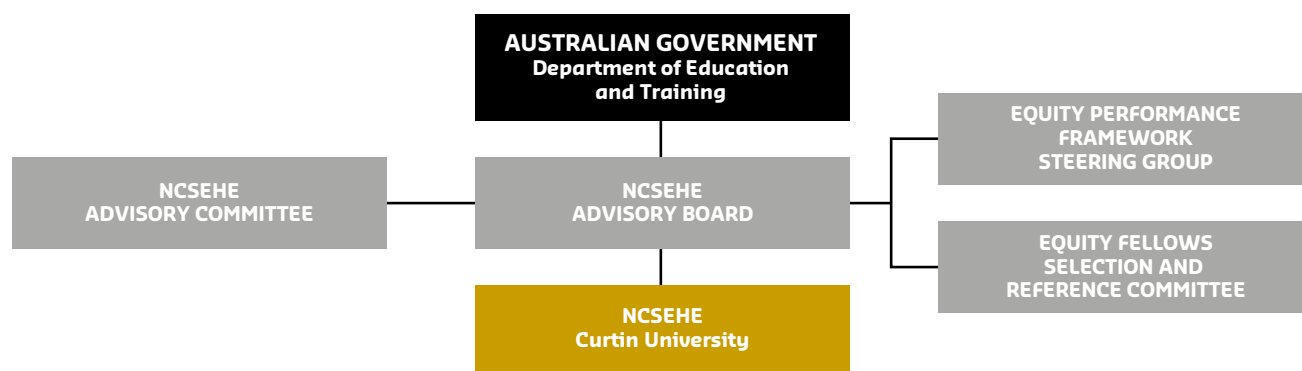
I extend my congratulations to the Director for her leadership of the Centre, and my best wishes for its continuing success.



Fred Chaney
Outgoing Chairman
NCSEHE Advisory Board

CENTRE STRUCTURE AND GOVERNANCE

The NCSEHE's Advisory Board has an important role in the effective governance of the Centre and is a source of expert advice.



The National Centre for Student Equity in Higher Education is situated within the John Curtin Institute of Public Policy (JCIPP) at Curtin University and is aligned with the Curtin Learning Institute. The \$3.25 million contract research program is majority funded by the Australian Government Department of Education and Training. Curtin University has committed to contributing \$876,573 in-kind and \$694,903 cash between 2013 and 2015.

NCSEHE Advisory Board

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

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

The Advisory Board meets at least three times per year. Membership is comprised of stakeholder nominees from academia, government and industry, with one Curtin University representative. The Chair of the Board is appointed by mutual agreement between Curtin and the Australian Government Department of Education and Training. The Advisory Board meetings during the 2014/15 reporting period were held on 18 July 2014, 28 November 2014 and 20 March 2015.

During this past year, the EPHEA representative, Ms Milly Fels, left the Board in late 2014. Her position was subsequently filled by Ms Louise Pollard.

The NCSEHE Board members are:

- The Hon. Fred Chaney, AO (Outgoing Chair);
- Professor Bruce Chapman, AM, Professor of Economics and Director, Policy Impact, Crawford School of Public Policy, Australian National University;
- Professor Carmen Lawrence, School of Psychology, University of Western Australia;
- Professor Colleen Hayward, AM, Head of Kurungkurl Katitjin, Centre for Indigenous Education and Research and Pro Vice-Chancellor (Equity and Indigenous), Edith Cowan University;
- Mr Paul Nicholls, Director, Strategic Projects, nominee of Curtin University Deputy Vice-Chancellor R&D, Professor Graeme Wright, Curtin University;
- Mr Craig Ritchie, Branch Manager of the Access and Participation Branch in the Research and Strategy Group of the Australian Government Department of Education and Training;
- Ms Milly Fels, EPHEA Nominee, Vice President, EPHEA and Manager of Student Equity and Diversity, Students Group, RMIT University;
- Ms Louise Pollard, EPHEA Nominee, Ordinary member, EPHEA and Manager of Aspire UWA, The University of Western Australia; and
- Professor Kerri-Lee Krause, Universities Australia Nominee and Provost and Professor of Higher Education, Victoria University.



NCSEHE Advisory Committee

An Advisory Committee that provides advice and input from a wide range of stakeholders supports the Advisory Board. The Advisory Committee is comprised of 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 tele-conference. The Advisory Committee oversees the Student Equity in Higher Education Research Grants program, providing directions for the call-for-applications, and recommending proposals for approval by the Board.

Current Advisory Committee members are:

- Emeritus Professor Lesley Parker, AM, FTSE (Chair), Curtin University;
- Professor Sarah Paddle, Faculty of Arts & Education, School of Humanities and Social Sciences, Deakin University;
- Professor Cindy Shannon, Pro Vice-Chancellor (Indigenous Education), University of Queensland;
- Associate Professor John Guenther, Principal Research Leader, Cooperative Research Centre (CRC) for Remote Economic Participation, Flinders University, Northern Territory; and
- Associate Professor Wendy Nolan, Director and Head of School Centre for Indigenous Studies, Charles Sturt University Dubbo, New South Wales.

Advisory Sub-Committee members are:

- Professor Richard James, Pro Vice-Chancellor (Academic) and Director, Melbourne Centre for the Study of Higher Education, The University of Melbourne;
- Professor Karen Nelson, Pro Vice-Chancellor (Students), University of the Sunshine Coast; and
- Dr Jane Cavanagh, Director of Widening Participation, University of Western Sydney.

Equity Performance Framework Steering Group

The Equity Performance Framework Steering Group provides oversight of the trial and production of the *Equity Performance Framework for Australian Higher Education*.

Current members are:

- Mr Craig Ritchie, Branch Manager of the Access and Participation Branch in the Research and Strategy Group of the Australian Government Department of Education and Training and NCSEHE Advisory Board member;
- Dr Fadwa Al-Yaman, Head, Indigenous and Children's Group, Australian Institute of Health and Welfare;
- Dr Andrew Taylor, Branch Manager of the Data and Analysis Branch of the Australian Government Department of Education and Training;
- Professor Ian Anderson, Chair, Aboriginal and Torres Strait Islander Higher Education Advisory Council;
- Ms Louise Pollard, EPHEA representative and NCSEHE Advisory Board member;
- Mr Myles Burleigh, Director, Australian Bureau of Statistics;
- Ms Sue Fergusson, General Manager, Statistics, National Centre for Vocational Education Research (NCVER);
- Mr Nathan Cassidy, Universities Australia representative; and
- Mr Alan Keith, Australian Council for Private Education and Training (ACPET).

NCSEHE Adjuncts

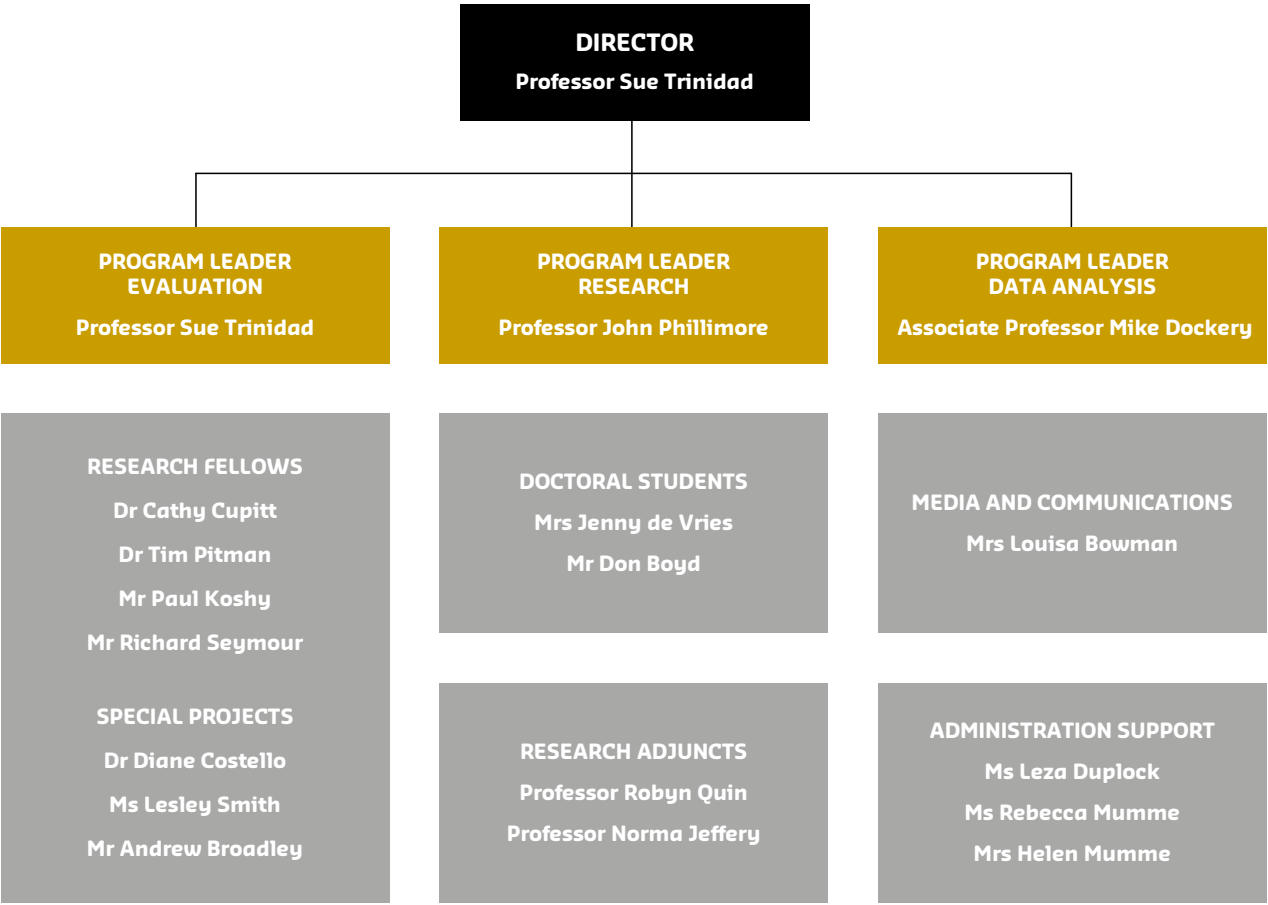
Two Adjunct Professors with the NCSEHE currently provide advice and conduct scholarly research on request:

- Adjunct Professor Robyn Quin, Higher Education Consultant; and
- Adjunct Professor Norma Jeffery, Higher Education Student Equity Consultant.

RESEARCH TEAM

The National Centre for Student Equity in Higher Education is home to a diverse group of researchers, students and professional staff.

Organisational chart as at 30 June 2015





Professor Sue Trinidad

Director and Program Leader

Prior to becoming the Centre's Director, Professor Trinidad was Deputy Pro Vice-Chancellor and Dean of Teaching and Learning in the Faculty of Humanities at Curtin during 2007–2012. In these roles she provided academic leadership

for five schools and led the Higher Education Equity Participation Program for a large faculty which had many low socio-economic status, Indigenous and regional students. Sue is an established scholar in the areas of higher education pedagogy and change management, the use of technology and student learning. Her research covers higher education and leadership, including the use of technology for regional, rural and remote areas to provide equity access to all students regardless of their geographical location. Sue has also been involved in consultancies, research projects and grants both in Australia and internationally, including Australian Research Council and Office for Learning and Teaching funded research. She currently sits as an advisor to the Western Australian Minister of Education on the Regional and Remote Advisory Council (RREAC). Her teaching, learning and research have been acknowledged by a number of awards including the 2001 Life Membership Award for the Educational Computing Association of Western Australia for her work with teachers, two best research paper awards in 2004 and 2006, the Vice-Chancellor's Award for Excellence and Innovation in Higher Education in 2010, the 2014 PTCWA Outstanding Professional Service Award, and an Office for Learning & Teaching Citation for Outstanding Contributions to Student Learning in 2014.



Professor John Phillimore

Program Leader

Professor Phillimore is the Executive Director of the John Curtin Institute of Public Policy (JCIPP) at Curtin University and works on a range of public policy issues including federalism, higher education policy, public sector

management, innovation and technology policy, and the Australian welfare state. John is NCSEHE Program Leader for Program 2 – Equity Policy and Research Program and oversees the NCSEHE's Student Equity in Higher Education Research Grants Program.



Associate Professor Mike Dockery

Program Leader

Associate Professor Mike Dockery is Principal Research Fellow with the JCIPP, NCSEHE Program Leader for Program 3 – Student Equity Data and Analysis, and leads the CRC for Remote Economic Participation's

project on Indigenous mobility. Mike is also part of the research team at the Bankwest Curtin Economics Centre, where his research pursuits include the school-to-work transition, the effects of work and other labour market experience on happiness and wellbeing, and Indigenous labour market and social outcomes.



Dr Tim Pitman

Senior Research Fellow

Dr Tim Pitman has worked in higher education since the mid-1990s and has extensive experience in research and student administration. His current area of research is in higher education policy with a focus on access and social

inclusion in higher education. Tim also conducts research in the areas of approaches to lifelong learning, experiential learning and the recognition and credentialing of prior learning. He is a regular contributor to higher education policy debate in print, online and on radio.



Dr Cathy Cupitt

Research Fellow

Dr Cathy Cupitt has worked in higher education for the last eighteen years. In the past, she has coordinated large-cohort, multiple-mode units at The University of Western Australia and Curtin University. Cathy is currently

researching student access, retention and success in higher education, focusing on online education, and developing a theory/praxis equity framework for use in the higher education sector.



Mr Paul Koshy
Research Fellow

Mr Paul Koshy is the co-manager of the Equity Performance Framework project, and works within the Centre's Equity Policy and Research Program area looking at education, and participation and outcomes. He has extensive experience in applied labour market and higher education research and has participated in over fifty contract research projects for state and national government agencies, private sector organisations, and international agencies. His recent work has included policy research into geographic measures of socio-economic status and higher education policy. Paul is currently completing a PhD on the socio-economic determinants of higher education participation.



Mr Richard Seymour
Research Fellow

Mr Richard Seymour has over nine years of experience in labour market economics, and has worked on a number of research projects for the Western Australian Department of Training and Workforce Development, the CRC for Construction Innovation, the Australian Fair Pay Commission, the Bankwest Curtin Economics Centre, and the Victorian Department of Innovation, Industry and Regional Development. Richard also has over 10 years of experience in information technology, with extensive experience in software and database development and recently completed his PhD thesis.



Dr Diane Costello
Research Officer

Dr Diane Costello has over 14 years of experience in the higher education sector, undertaking a variety of research projects, consultancies and teaching in the field of community psychology. The vast majority of her projects involved applied research with Indigenous, regional and remote communities, guided by a social justice analytical framework. After completing her contract as a Research Fellow in the field of social sustainability with the Faculty of Humanities, Diane joined the NCSEHE in 2014, where she is currently involved in undertaking research activities in projects related to access, attrition and retention of equity students, including an evaluation of Australian higher education enabling programs.



Ms Lesley Smith
Higher Education Consultant

Ms Lesley Smith is an experienced strategic planner and policy analyst who worked for the Western Australian and Victorian governments before joining Curtin University as Director, Strategic Planning. She has substantial experience in policy development and implementation for services for people with disabilities, and works part-time with the Centre while completing her PhD.



STRATEGIC PLAN

The development of the NCSEHE’s five-year Strategic Plan allowed the team to reflect on its activities and outputs and refocus for the future.

Australian Government Contract and Intent		Establish a reputation for high quality products that inform public policy and ‘close the loop’ between equity policy and practice.	
Strategic Priorities		Fostering Research	Evaluating Progress
Strategic Objectives		Facilitate and conduct research and build a research community to produce high quality research and publications.	Contribute to improved equity outcomes at the program, institution and national level.
Key Initiatives		• External commissioned research • Internal research • National competitive grants scheme • Relevant publications and dissemination and engagement activities.	• Conduct project evaluations • Collate and analyse national equity statistics and survey data, including about those excluded from participation • Establish online site for the collection and analysis of student data from education institutions and tertiary applications centres • Develop and trial a framework for measuring equity performance in Australian Higher Education.
Outcomes	12 months	Quality research outputs, papers, briefing papers, distribution of finalised reports for a national research network.	Quality research outputs, papers, briefing papers, distribution of finalised reports for a national research network.
	1 - 3 years	• Invitations to collaborate in international research • Nationally competitive research process producing estimable research.	• Accessible data and resource analysis tools via NCSEHE website for research and equity practitioners • Evaluation capacity and expertise.

		Establish a strong national presence with key stakeholders	Establish partnerships that enhance the outcomes of the centre
	Informing Policy	Translating research into practice	Strengthening Partnerships
	Contribute to public discussion and provide evidence to inform government policy in the area of disadvantage in higher education.	Provide equity practitioners with resources, knowledge, best practice exemplars, informed advice and the evaluation of programs.	Create national and international linkages, partnerships and collaborations to build capacity to improve participation and success in higher education.
	- Disseminate information on equity groups' access and participation - Appropriately communicate high quality research to policy makers - Engage policy makers in discussion on higher education policy and practice.	- Identify and share current practice - Evaluate current sector initiatives - Assist in the evaluation of equity initiatives - Share associated tools and resources across the sector.	- Provide appropriate information to the wider community - Establish links with international organisations with similar objectives to foster comparative analysis and collaborate on issues of mutual interest.
	Submissions to high profile reviews within the sector.	- National forums and events - Publications, dissemination via web.	- Partners actively engaged - Established networks of researchers, practitioners, policy makers and university executives.
	Evidence-based public policy commentary and analysis.	The Australian Government and higher education community understand the role and have confidence in the NCSEHE.	

RESEARCH PROGRAM

The Centre's focus is based on three programs of research activity: Equity Policy and Program Evaluation, Equity Policy and Research, and Student Equity Data and Analysis.

The NCSEHE's key purpose is "to inform public policy design and implementation, and institutional practice, to improve higher education participation and success for marginalised and disadvantaged people."

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

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

- **Equity Policy and Program Evaluation**
The Centre is providing leadership and support in developing a national approach and resources to evaluate the impact of initiatives to increase participation of people from low socio-economic status backgrounds and other equity groups in higher education.
- **Equity Policy and Research**
The Centre is furthering equity policy and planning in Australia, sharing knowledge and capabilities developed in Australia, and providing evidence on the impact of policy on equity outcomes in the system. By enabling national research and engagement on higher education policy and practice, the Centre ensures its research includes analysis of all student equity groups, including people with disability and people from low socio-economic status, Indigenous and rural and remote communities.
- **Student Equity Data and Analysis**
The Centre provides a central repository for the analysis and availability of national datasets on student equity in higher education. This encompasses:
 - compiling and analysing national equity data and survey data on student transition to higher education;
 - managing a central online website data.ncsehe.edu.au, for presenting data on student equity performance in higher education; in particular, the mapping of higher education participation data in Australia; and
 - providing access to sources for data and data-driven research on equity policy and programs from around Australia and the world.

PROGRAM 1 – EQUITY POLICY AND PROGRAM EVALUATION Program Leader Professor Sue Trinidad

The Equity Policy and Program Evaluation program is focused on evaluating current sector initiatives and identifying best practice; developing a National HEPP Evaluation approach; and sharing associated tools and resources across the higher education sector.

The NCSEHE continues to undertake leadership and support in the important areas of equity policy and program evaluation by providing assistance with the evaluation of programs and working on relevant projects and the promotion of such projects.

Projects completed in 2014 include sector reports for four HEPP-funded groups at the national level, and one at a state level. The NCSEHE's Advisory Board also requested that the Centre investigate the types of equity (or 'needs-based') scholarships available to students in Australian universities. This latter project resulted in the production of a decision-making grid and a discussion paper based on the research, both of which were presented to stakeholders at a forum held at the University of Canberra in early February 2015.

During 2014, the Centre also published a second case study publication, Partnerships in Higher Education. Partnerships in Higher Education brought together current practice examples of the partnerships developed by Australia's 37 public universities. Copies were posted to all 37 public universities' Chancellors and Vice-Chancellors, along with an information package that included a copy of the NCSEHE's 2015 Student Equity in Higher Education Research Grants Program application and guideline documentation (see Program 2). Additional case study publication copies continue to be mailed out on request. Since December 2014, the NCSEHE website, ncsehe.edu.au, has featured a new case study publication on its homepage every week.

A number of projects are ongoing in 2015 and further described in the staff section, including those of the Centre's two Doctoral students and one led by the Centre's Post-Doctoral Research Fellow, Dr Cathy Cupitt. In 2014, and using Curtin University as a case study, Doctoral student Mrs Jennifer de Vries gathered baseline data on various student equity initiatives. The data she gathered

resulted in the development of an evaluation framework that provides 'Indicators of Success' recommendations for an initiative after one year of its operation. Doctoral student, Mr Don Boyd, is working on investigating the transition into higher education by regional students in Western Australia and Queensland. Don commenced collecting data from Year 9 and 10 students in early 2015. Both students are on track to complete their respective theses by the end of 2016.

Post-Doctoral Research Fellow, Dr Cathy Cupitt, continues her work on the Online Learner Engagement Survey and Personas Project and Data Mining project, an increasingly important study as more universities move to provide their courses online to off-campus cohorts. The project has involved two parts. The first uses learner analytics and data mining techniques to interrogate a large data set (51,000 students) to investigate how Curtin University might better cater for its equity students. The second part tracks current students undertaking study in all types of online modes to understand better the motivation and engagement issues faced by, and consequently the support needed for, these students to succeed. In 2015, 1,004 students completed an online survey about their studies. The data derived from the study has led to the development of equity profiles (or 'personas'), as well as a number of publications. Third party institutions, including those based in the UK, Canada and the US, have expressed interest in collaborations, post-Curtin trial.

The other significant project the NCSEHE continued work on in 2015 concerns the development and trial of the Equity Performance Framework for Australian Higher Education, funded by the Australian Government Department of Education and Training. The Equity Performance Framework will measure progress at the level of outcomes, systems and broader determinants of participation in higher education. Its primary purpose is to provide a mechanism to identify relevant data and statistics for analysis by which student equity performance in the higher education system may be monitored. The Equity Performance Framework Steering Group oversees this work, and the project is on track to be completed by December 2015.

Finally, the NCSEHE has continued to establish a profile and reputation over the second year of its operation in the Equity Policy and Program Evaluation area. By providing leadership and support via research and resources, the Centre is working towards a national approach for evaluating the impact of initiatives to increase participation of people from disadvantaged backgrounds in higher education.



RESEARCHER PROFILE Mr Andrew Broadley

I have over 20 years of experience working in project, operational and management consulting roles in Australia and overseas. I have worked for both public and private organisations, including mining, gas, law enforcement, health and higher education. I am currently part-time with the Centre, managing the Equity Performance Framework for Australian Higher Education project, whilst also completing my PhD.



STAFF PROFILE Ms Rebecca Mumme

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

PROGRAM 2 – EQUITY POLICY AND RESEARCH

Program Leader Professor John Phillimore

By enabling high-quality national research and engagement on higher education policy and practice, the Centre ensures its research includes analysis of all student equity groups including people from LSES, Indigenous, remote and rural communities, and people with disability. The Centre also works on producing and disseminating relevant publications and conducting outreach and engagement activities.

Research covers three broad streams of interest:

- national policy-making and target-setting;
- access, participation and outcome patterns among the equity groups; and
- comparative evidence on strategies to meet equity participation and outcome targets.

The Equity Policy and Research Program not only draws on the resources of the Equity Policy and Program Evaluation Program and the Data and Analysis Program, but it also informs activities in both areas. The program recognises the NCSEHE's need to involve and partner with researchers from around the country to ensure that the Centre can tap into relevant research excellence that exists within Australian universities and related research institutions. As a result, the Equity Policy and Research Program involves three elements:

- in-house research by Centre staff;
- a Student Equity in Higher Education Research Grants Program; and
- specially commissioned research projects.

In-house Research

Research work by NCSEHE staff includes the following:

- A briefing note by Research Fellows Paul Koshy and Richard Seymour in December 2014 provides an update on domestic undergraduate student enrolment and equity outcomes from 2007 to 2013.
- An expert summary by Adjunct Professor Peter Wilkins and NCSEHE Doctoral student Mrs Jennifer de Vries was released in December 2014, aimed at assisting practitioners who are commissioning, planning or commencing evaluations of equity initiatives in higher education by identifying key issues for consideration and outlining key sources of guidance on the planning and implementing of evaluation.

- In January 2015, NCSEHE Director Sue Trinidad co-authored a report with Professor Gail Whiteford, formerly from Macquarie University, on equity scholarship provision in Australian universities.
- A number of academic journal articles by NCSEHE research staff were also published during the 2014/15 year, the details for which are provided in the Outreach and Engagement section of this Annual Report.

Student Equity in Higher Education Research Grants Program

Two final reports funded by the 2014 Research Grants program were published during 2014-15: Dr Andrew Harvey's report on university access and achievement of people from out-of-home care backgrounds, and Professor Trevor Gale's report on student preferences for Bachelor degrees at TAFE. Both reports received national media coverage. The remaining ten 2014 grants are proceeding smoothly, with reports due in the second half of 2015.

The NCSEHE's Advisory Board agreed in November 2014 that a second round of competitive research grants would be conducted in 2015, and accordingly approved revised 'Instructions to Applicants' and 'Application Templates' documents. The significant differences between the 2014 and 2015 rounds included reducing the maximum grant from \$70,000 to \$30,000; to seek projects of shorter duration which must be completed by the end of 2015; to encourage cross-disciplinary and inter-sectoral collaborations; to encourage participation by equity practitioners; and to amend the research priorities, placing an emphasis on research on students with disability.

Applications for the 2015 Student Equity in Higher Education Grants Program opened on 8 December 2014 and closed on 6 February 2015. Information about the grants was distributed to all universities, subscribers to the NCSEHE email newsletter, followers of the Centre's various social media channels, and posted on the Community of Science grants website.

The tables immediately below summarise the applications received and compares them with the 2014 grants round. The table also summarises the Advisory Board's decisions, which were made following advice from the NCSEHE's Advisory Committee.

APPLICATIONS	2014 ROUND	2015 ROUND	OUTCOMES	2014 ROUND	2015 ROUND
Number of applications	35	44	Number of grants	12	12
Funds sought	\$2,164,994	\$1,238,205	Funding	\$741,328	\$342,819
\$ per application	\$61,857	\$28,141	\$ per application	\$61,777	\$28,568
Lead applicant – universities	17	19	Lead applicant – universities	8	10
Lead applicant – other orgs	2	2	Lead applicant – other orgs	2	1
Participant unis and orgs only	15	7	Participant unis and orgs only	5	4
Total number of researchers	133	138	Total number of researchers	43	46

The list of grants funded under the 2015 Student Equity in Higher Education Grants Program is provided in the table below. Discussions have been held with all grant recipients and contracts have been signed. Projects span six months, with the first research reports expected in October 2015.

PROJECT TITLE	LEAD UNIVERSITY	CHIEF INVESTIGATOR	URL
Exploring the retention and performance of students with disability	University of Tasmania	Professor Sue Kilpatrick	ncsehe.edu.au/exploring-the-retention-and-performance-of-students-with-disability/
Investigating the relationship between equity and graduate outcomes in Australia	Australian Council for Educational Research	Dr Sarah Richardson	ncsehe.edu.au/investigating-the-relationship-between-equity-and-graduate-outcomes-in-australia/
Employment Outcomes of Disadvantaged University Students	University of Western Australia	Assistant Professor Ian Li	ncsehe.edu.au/employment-outcomes-of-disadvantaged-university-students/
The digital divide for Indigenous students in Learning Management Systems	Queensland University of Technology	Dr Neal Dreamson	ncsehe.edu.au/the-digital-divide-for-indigenous-students-in-learning-management-systems/
Best practice in supporting Indigenous students with disability in higher education	University of Canberra	Associate Professor Michele Fleming	ncsehe.edu.au/best-practice-in-supporting-indigenous-students-with-disability-in-higher-education/
Assessing descriptors of academic program inherent requirements	La Trobe University	Dr Andrew Harvey	ncsehe.edu.au/assessing-descriptors-of-academic-program-inherent-requirements/
A national review of the participation of people of refugee background in higher education	The University of Melbourne	Dr Les Terry	ncsehe.edu.au/a-national-review-of-the-participation-of-people-of-refugee-background-in-higher-education/
Capability, Belonging and Equity in Higher Education: Developing Inclusive Approaches	University of Newcastle	Professor Penny Jane Burke	ncsehe.edu.au/capability-belonging-and-equity-in-higher-education-developing-inclusive-approaches/
Exploring the experience of low-SES students via enabling pathways	The University of Adelaide	Dr Chad Habel	ncsehe.edu.au/exploring-the-experience-of-low-ses-students-via-enabling-pathways/
Supporting students with Autism Spectrum Disorder in Higher Education	University of Tasmania	Dr Ceridwen Owen	ncsehe.edu.au/supporting-students-with-autism-spectrum-disorder-in-higher-education/
Moving beyond "acts of faith": effective scholarships for equity students	Deakin University	Dr Nadine Zacharias	ncsehe.edu.au/moving-beyond-acts-of-faith-effective-scholarships-for-equity-students/
Access and Barriers to Online Education for People with Disabilities	Curtin University	Dr Mike Kent	ncsehe.edu.au/access-and-barriers-to-on-line-education-for-people-with-disabilities/

Commissioned Research

While the Student Equity in Higher Education Research Grants Program drives the bulk of the Centre's national equity research program, the program also commissioned a number of research projects aimed at particular areas of interest. Of particular note were the following:

- Curtin University's Professor Rhonda Oliver led a research team investigating the retention of Indigenous students at university. Her team is publishing a paper in the *Australian Journal of Indigenous Education* based on this research.
- Dr George Messinis and Professor Peter Sheehan from Victoria University in Melbourne published a report in April 2015 examining the academic performance of students at Victoria University by entry score and socio-economic status. This research has been reported in several national media outlets.
- A project conducted by University of Western Australia researcher Assistant Professor Ian Li, from the School of Population Health, and NCSEHE's Associate Professor Mike Dockery, looked at the relationship between socio-economic status of schools and university academic performance. Published in December 2014, the report has also featured prominently in media around the nation, as well as internationally.

Looking Forward

Over the period to 31 December 2015, we anticipate regular publication of research reports arising from the range of projects funded by the Centre, as well as from research conducted by Centre staff.

The results from several research reports funded by the Centre will be presented at the Australian Association for Research in Education (AARE) Conference to be held in Fremantle from 29 November to 3 December 2015.



RESEARCHER PROFILE Dr Tim Pitman

I have worked in higher education since 1996, and in 2012 I completed my PhD in Education at The University of Western Australia.

My PhD looked at the ways in which universities recognised non-traditional types of learning (such as work and life experience) for the purposes of credit and admission requirements, and whether or not this made them more accessible for non-traditional students. Post PhD, my research focus has remained on ways in which universities can become more accessible and equitable to disadvantaged students. Influencing public policy remains a critical goal for my research.



PROGRAM 3 – STUDENT EQUITY DATA AND ANALYSIS

Program Leader Associate Professor Mike Dockery

The key objective of the Student Equity Data and Analysis Program is to collate and analyse national equity statistics and survey data. The NCSEHE undertakes to:

- ensure that comprehensive statistics on the current status and historical trends in higher education equity for each of the equity target groups are accessible through the Centre; and
- facilitate research on key equity issues.

The program provides information on, and linkages to, datasets held by third parties, as well as housing a number of key datasets. Importantly, the program's contributors undertake in-house analyses to address priority research questions. The activities of the program are carried out by Research Fellows Paul Koshy (0.6 FTE allocation to the program) and Richard Seymour (0.2 FTE), overseen by Program Leader Associate Professor Mike Dockery (0.2 FTE).

A number of datasets have been identified as having the potential to inform policy and practice in the area of student equity in higher education. These include the Australian Government's Higher Education collections, university admissions data from the Tertiary Institutions Service Centre (TISC), the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Household, Income and Labour Dynamics in Australia (HILDA) Survey, the Longitudinal Studies of Australian Youth (LSAY), the Western Australian Pregnancy Cohort Study (the Raine study), the Census and other Australian Bureau of Statistics collections, plus administrative data collected by individual universities. The team is working on developing an overarching conceptual framework that will link the wide range of relevant datasets to informational needs and research questions in the area of higher education equity.

Efforts to enhance the capacity for data to inform policy have been made through linking variables. Examples include an evaluation of the area-based measure for assessing student socio-economic status by linking this measure to the HILDA data via postcode, and an assessment of the effect of school socio-economic status on student performance at university which was facilitated by linking ACARA data to university student records. Steps are also underway to link ATAR and NAPLAN scores to data from the Raine Study to enable an analysis of trajectories in educational outcomes from early childhood through to higher education.

The researchers are currently working on projects relating to parental aspirations for higher education, the labour market returns associated with graduating from different sectors within the higher education system (both using HILDA data), the effects of early childhood development outcomes and experiences on educational outcomes (Raine data), the effects of geographical location on choice of institution attended, plus a range of collaborative projects with researchers from other institutions. A further project, of which stage one was concluded in early 2015, enables users to view a map with distributions of the student populations for each institution. The URL is data.ncsehe.edu.au.

The program team also produces a regular briefing note on student equity performance based on updates of the Australian Government's higher education collection, and has published several other studies documented in the Outreach and Engagement section of this Annual Report.



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RESEARCHER'S REPORTS

NCSEHE's Research Fellows provide an update on their activities over the past twelve months

DR CATHY CUPITT

Online Learner Engagement Survey and Personas Project

The Online Learner Engagement Survey and Personas Project is a research project focused on understanding what helps online students stay motivated and engage in learning. Previous research has shown that it is difficult to learn if a student is not motivated to learn or does not have long term goals defined (Duckworth et. al, 2007).

A significant aspect of this project involved a Qualtrics survey which asked students about their online learning experience and goals. The survey of online students closed on 30 March 2015. The final number of participants was 1,004, comprising students from MOOCs, Open University, Curtin Online, UniReady and ITEC (Indigenous Tertiary Enabling Course). The majority of respondents were mature-aged women, nearly half were the first in their family to attend university, more than one quarter were from low socio-economic status backgrounds, and almost a quarter from regional or remote areas.

In collaboration with Nargess Golshan, from Curtin University, I have written up a preliminary analysis of the data, which will be presented at the upcoming STARS conference (Students Transitions Achievement Retention & Success, unistars.org) and published in the Conference Proceedings. Three additional papers and the final report are in progress now, and will be completed over the next six months.

Our current analysis of the data tackles the more difficult questions of how student motivations to study and self-identified hardships map to students' grit scores (based on Duckworth et al.'s 2007 work). Grit has been found to be a strong indicator of student completion. Our findings will inform the development of student personas, which are profiles of archetypal students that can be used as stand-ins for real students. Using personas means that students' personal data is not compromised. Personas also provide an aggregate of common issues and concerns which map to students belonging to particular demographics, and enable better informed and targeted problem solving and deployment of resources by service providers.

Reports to the Sector

With my colleague Dr Diane Costello, two reports on widening participation have been completed. The *Bridges to Higher Education Literature Review*, and *Widening Tertiary Participation Queensland: Student Ambassador Investigations*.

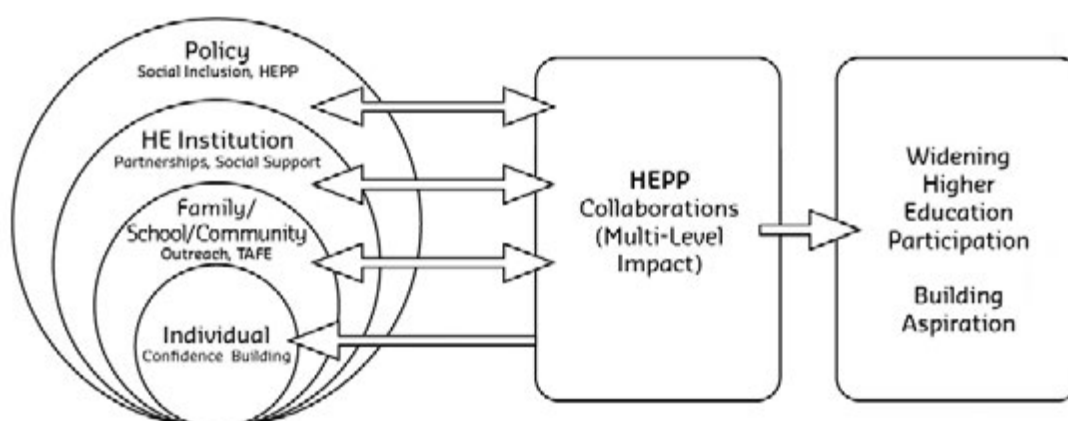
The Bridges to Higher Education report considered current best practice in higher education widening participation programs, as reported in the literature. It was well received, and the preparatory work has proven useful in several other projects. In particular, this project enabled the creation of the Social Ecological Model, which the Centre now uses as an analytic tool in the widening participation arena. These projects have provided a substantial themed library of current literature. Currently underway is the development of bibliographies for use within the Centre and potentially further afield.

The Student Ambassador Investigations report has just been completed, and considered the Queensland Consortium's Student Ambassador widening participation program in terms of its effects on the Ambassadors themselves. It has also been well received.

What is Widening Participation and Why Does it Matter? International Perspectives and Evidence

This book chapter is currently in progress for *Bridges, Pathways and Transitions: International Innovations in Widening Participation*, edited by Associate Professor Mahsood Shah, the University of Newcastle, Australia, and Professor Gail Whiteford, University of Canberra, Australia. The book's focus is on innovative courses, programs and strategies being employed worldwide in order to enable students to access and participate in higher education.

The chapter is an overview of the current policy and practice implications of widening participation, and covers definitions of widening participation, why it matters, and strategies currently considered international best practice. These include building aspiration and community collaboration, alternative pathways and opportunities, and enabling success via student support.



Social Ecological Model of HEPP Collaboration on Widening Participation (Costello and Trinidad, 2015)

DR TIM PITMAN

In 2014 and 2015, work on the Equity Performance Framework for Australian Higher Education project continued. The purpose of the Equity Performance Framework is to provide a mechanism to identify relevant data and statistics for analysis by which student equity in the higher education system can be monitored. Working with Paul Koshy, we have proposed a holistic approach to equity; one which considers the influences and effects of pre-higher education experiences all the way back to the early childhood learning environment of the individual. Higher education equity also extends to consider the post-graduate destination of the student, their graduate earnings and engagement and further education and training.

In early 2015, Professor Sue Trinidad and I, with interstate university colleagues, were successful in obtaining funding of \$155,000 from the HEPP-funded National Priorities Pool for a research project on enabling programmes. The brief is to undertake a review of current enabling programmes and report on the extent to which enabling courses offered by Australian higher education providers are an effective means of increasing access to, and participation and success in, undergraduate courses for domestic students from disadvantaged groups. The key questions driving the project team are:

- Are enabling programs effective for widening participation for disadvantaged students in their own right?; and
- Are enabling programs less or more effective than other alternative pathways to higher education, for disadvantaged students?

In the project, the issue of 'effectiveness' will be examined through multiple lenses. Quantitatively, we look at first-year retention and success rates for students in their undergraduate degree, after their transition from an alternative pathway into higher education. There are also more qualitative considerations drawn from a national survey, in which we ask the students themselves about their experience in using the pathway into higher education.

The project team comprises six researchers from four institutions:

- Dr Tim Pitman, Chief Investigator, Research Fellow, NCSEHE;
- Professor Sue Trinidad, Director, NCSEHE;
- Professor Marcia Devlin, Deputy Vice Chancellor (Learning and Quality), Federation University;
- Dr Andrew Harvey, Director of the Access and Achievement Research Unit, La Trobe University;
- Mr Matthew Brett, Senior Manager, Higher Education Policy at La Trobe University; and
- Dr Jade McKay, Research Fellow, Deakin University.

MR PAUL KOSHY

The last year has seen the NCSEHE move into full swing as a peak centre for equity in higher education in Australia. I am impressed by what has been accomplished in so short a time and it is a testament to the tireless efforts of Sue and the team that so much has been achieved over NCSEHE's first two years at Curtin. I think this has been a very rewarding time for all of us and I didn't imagine that we would establish the track record we have since commencement.

The last two years have also been particularly fulfilling from a personal point of view. I came into the NCSEHE seeking the opportunity to work in an area directly related to my PhD studies on socio-economic disadvantage and higher education participation, with particular emphasis on the measurement of performance with a view to informing policy. I have a background looking at economic issues in education institutions and labour markets and found that the work I thought was most beneficial involved policy analysis that tackled the big questions and substantially informed people's thinking about policy. In education there is no bigger question than 'What determines a person's educational experience and participation?' and that is precisely the question the NCSEHE seeks to address in relation to the most vulnerable segments of our community. I feel we have begun to undertake important work which contributes to this discussion, starting with connections the NCSEHE has made between higher education equity practitioners, policymakers and academic researchers. Sue and Louisa deserve the credit for ensuring these channels of communication are open and operate through the NCSEHE, be it through the two national publications on intervention programs, the hosting of seminars, conferences, and research fellows, or the maintenance of our social media channels.

Much of my focus has been on the research questions in this area. Together with Mike and Richard, I have had the opportunity to provide some partial answers in relation to the way we measure socio-economic disadvantage in Australia and implications this has for public policy. Our work using data from the Household, Income and Labour Dynamics in Australia (HILDA) survey demonstrates that there is a substantial discrepancy between assigning socio-economic status ("high"; "medium"; or "low") to a student on the basis of ABS Census measures for the neighbourhood of their home address (so-called 'area measure'), as opposed to constructing a measure which is based around information from their household.

Students are often misclassified as being disadvantaged given where they live, or worse, disadvantaged students are often assumed to come from households with similar socio-economic characteristics to those of the area in which they reside. This confirms for low SES students what practitioners have always known for equity students: that each student is unique and institutions have to be flexible and sensitive enough to deal with difference. What holds for low socio-economic students also applies to Indigenous students, students with disability, students from regional and remote areas, and students from non-English speaking backgrounds. I know that the work of Tim and Cathy, undertaken in a different context, confirms this view.

That finding is also flowing from my work with Tim and Sue on the Equity Performance Framework, which deals with reporting and performance assessment of institutions using aggregate data. This project has provided me with a chance to see how Australia's higher education reporting can affect policy and how seemingly unconnected data collections and research work can be integrated into a holistic assessment of how changes are impacting on the opportunities available to students from disadvantaged backgrounds. Most importantly, I can now appreciate the true complexity of translating evidenced-based policy into practice.

I think the last two years have given us all a 'big picture' view (as Sue would say) of how the system has been operating at what is an historically significant period in Australian higher education – one, which has made this work challenging, but also rewarding for those undertaking it, and hopefully, those affected by it.

MR RICHARD SEYMOUR

Over the past twelve months I have been working on a number of journal articles, conference papers, and projects for the Centre. One project I am working on is the HEPP-funded National Priority Pool IT Solutions project. The IT Solutions project involves the development of a software program to identify the SA1 area (Statistical Area Level 1) for each home address in Curtin University's student database, which will allow Curtin to identify low SES students on the basis of their SA1 location, rather than their area's postcode, and provide an estimate of low SES student numbers which is comparable to that sought by the Australian Government.

The socio-economic status (SES) of university students is determined by the location of their home address. Typically, the postcode area of a student's permanent address is used as a proxy for their SES status, with census estimates for the area being used to generate an estimate of the average socio-economic status of all households in the postcode. This is done by using the Australian Bureau of Statistics' (ABS) calculation of the "SEIFA index of socio-economic disadvantage" for each postcode and then ranking all Australian postcodes from top to bottom, with the bottom 25% of postcodes being classified as low SES. Students with permanent addresses in low SES postcodes are accordingly classified as low SES students.

The Australian Government is looking to refine the postcode measure to align with a smaller geocoding area – the SA1 – which provides a more accurate assessment of the student's position where postcodes have a distribution of households from across the SES spectrum. For this

reason, the SA1 measure typically results in a lower count of low SES students as the smaller area of the SA1 reduces the chance of students in the top 75% of SES ranking being classified as low SES on the basis of their home address alone.

As part of the project, it is also proposed that the data from the first stage of the project will be mapped to allow Curtin University to visually analyse the data. In particular, it will allow Curtin to visually analyse the states, areas, socio-economic status of the areas, and remoteness of the areas from which they draw their domestic student population from. In addition, it will also allow the university to visually analyse the low socio-economic status areas from which it does not currently draw its student population. It will also allow for the analysis of the average distance travelled by, and estimated travel time of, students at Curtin. It has been proposed that the mapped student data could be overlaid onto road and railway details to allow for a visual analysis of the transport corridors used by students attending the university.

Twelve additional public Australian universities, including Edith Cowan University, the University of Canberra and James Cook University, have been granted funds via the National Priorities Pool in order to achieve similar outcomes.



DOCTORAL STUDENTS

Curtin University funds the Centre's two mature-age Doctoral students, both of whom are on track to complete their studies in 2016.



MRS JENNY DE VRIES

I am the first person in my family to attend university and currently hold a Bachelor of Education (Primary) (Hons) degree. My professional background includes primary education and banking and finance.

I am currently halfway through my Doctoral degree (enrolled full-time) which aims to develop a framework of measures or indicators which can be used to evaluate equity programs within the higher education sector. My previous research examined the relationship between professional learning of in-service teachers and the integration of information and communications technology in the classroom.

In conjunction with Dr Ryan Naylor (NCSEHE Visiting Fellow and Senior Lecturer in Higher Education at the Melbourne Centre for the Study of Higher Education at The University of Melbourne), I have planned and will deliver the Monitoring and Evaluation forum at RMIT University on 29 June 2015.

Over the last 12 months I have completed the following:

- co-authored with Adjunct Professor Peter Wilkins an Expert Summary published on the NCSEHE website: *Monitoring and Evaluation of Higher Education Equity Initiatives*;
- commenced my Doctoral thesis research after completing candidacy;
- completed my data collection, which included interviews with a number of Curtin University equity practitioners;
- developed an initial draft framework;
- attended Monitoring and Evaluation workshops conducted by Clear Horizon and commissioned by the NSCEHE;
- attended the professional learning workshop, *Qualitative Work in Evaluation: Why? When? And How? For the World We Want*, presented by Dr Cynthia Tananis at the Canadian Evaluation Society Conference, Montreal, Canada;
- presented at the Canadian Evaluation Society Conference in Montreal, Canada, *Sustainable Outreach, Access and Support Programs in Higher Education*; and
- attended the professional learning seminar hosted by the Australasian Evaluation Society, *Evaluating Research Impact*.



MR DON BOYD

I am currently working on my Doctoral studies full-time within the NCSEHE. My research interests include public policy related to regional, rural and remote education, the attraction and retention of quality teachers to rural and remote locations, school effectiveness, disengaged youth, and school leadership in challenging contexts. I have co-authored research papers, mainly in the fields of preparing pre-service teachers for working and living in non-metropolitan locations, and the use of technology to reduce education disadvantage caused by geographic distance and isolation.

I am an Executive member of the Society for the Provision of Education in Rural Australia (SPERA), and represent SPERA on, and provide a rural and remote education perspective to, the Australian Institute for Teaching and School Leadership (AITSL) Focus Group of the Profession. I am also a member of the Australian Council for Educational Leaders.

Once I complete my Doctoral thesis, I intend to return to my education consultancy work, specialising in regional and rural education.

Over the last 12 months I have:

- commenced my Doctoral thesis research after completing candidacy;
- undertaken research across two public education systems (Queensland and Western Australia), establishing positive links between the NCSEHE and stakeholders;
- developed and trialled the quantitative instrument for phase one of my mixed method research design, which ran parallel with completing the necessary ethics and approval processes;
- commenced collection of quantitative data in Queensland and Western Australia schools, surveying Year 9s and 10s on the knowledge they have about university;
- co-edited the conference proceedings for the 2014 SPERA National Conference; and
- participated in the Curtin Business School Higher Degree by Research workshop series and writing circle activities focused on improving academic writing skills.

OUTREACH AND ENGAGEMENT

Two years into the Centre's tenure at Curtin,
I'm pleased to say that we are now firmly in the
"Provide Value" phase of our communications strategy.

Establish
Centre Profile

Generate
Support

Provide
Value

Media

In the past year, we have posted 115 news and events items, and 44 publications to our website. Our online presence has already grown to 90,512 website visits from 44,153 unique visitors, up from 30,423 and 17,175 respectively last year. Our eNews subscriber list has grown to 642 subscribers, up from 295 last year. The Centre publishes an eNews edition twice a month and has published 23 editions in the past year, all of which are available online at ncsehe.edu.au/news-events/newsletters/

The Centre's website continues to be featured on a number of third party sites, including:

- Australian Association for Research in Education: aare.edu.au/blog/?p=1020
- Australian Disability Clearinghouse on Education and Training adcet.edu.au/resource/8918/ncsehe-roundup/
- Equity Practitioners in Higher Education Australasia: ephea.org/#!current-issues/c144f
- First in Family: firstinfamily.com.au/teaching-7.php
- Grattan Institute: grattan.edu.au/news/the-atar-debate-students-need-to-be-able-to-finish-uni-not-just-start-it/
- Wikipedia: en.wikipedia.org/wiki/Educational_equity#Reputable_research_centers_and_associations

In terms of broadcast and print media, the NCSEHE has been featured on ABC Radio, Radio Adelaide and 2SER FM, and in The Australian (both print and online), the Australian Financial Review (print), The Age (both print and online), X-press Magazine (print), The West Australian (both print and online), The Courier Mail (both print and online), and Campus Review (both print and online). News of our work is estimated to have reached an audience of over 1.15 Million people, with a projected advertising value exceeding \$127,000 (iSentia mediaportal).

The Centre's social media accounts include:

- Twitter: @NCSEHE
- Google+: plus.google.com/+NcseheEduAu/
- LinkedIn: group.linkedin.com/groups/National-Centre-Student-Equity-in-5101326
- LinkedIn: company page linkedin.com/company/national-centre-for-student-equity-in-higher-education/
- Slideshare: slideshare.net/NCSEHE.



STAFF PROFILE Mrs Louisa Bowman

I have been the Centre's Media and Communications Officer for two years now. I was the first person in my family to attend university in 2004 and now hold two bachelor degrees, one in marketing and one in accounting and taxation. I have over 13 years of professional experience in marketing and communications, business development and tax accounting. In 2014, I became Treasurer for the Society for the Provision of Education in Rural Australia (SPERA) and in 2015 was asked to be an iAwards judge. In addition to my media and communications responsibilities, I continue assisting the team with the Equity Performance Framework project.

Top 10 downloads from NCSEHE website

	TITLE	AUTHOR/S	URL
1	Crossing Cultural Borders – A Journey Towards Understanding and Celebration in Aboriginal and Non-Aboriginal Australian Contexts (PhD Thesis)	Dr Marianne McLaughlin	ncsehe.edu.au/publications/crossing-cultural-borders/
2	The Effect of the 2014–15 Federal Budget's Higher Education Proposals on Students	Mr Paul Koshy, Dr Tim Pitman and Professor John Phillimore	ncsehe.edu.au/effect-2014-15-budgets-higher-education-proposals-students
3	Overcoming Adversity Among LSES Students: A Study of Strategies for Retention	Ms Ameera Karimshah, Dr Marianne Wyder, Associate Professor Paul Henman, Mr Dwight Tay, Ms Elizabeth Capelin and Dr Patricia Short	ncsehe.edu.au/publications/overcoming-adversity-among-low-ses/
4	Partnerships in Higher Education	NCSEHE	ncsehe.edu.au/partnerships-in-higher-education/
5	Access and Participation in Higher Education: Outreach Access Support	NCSEHE	ncsehe.edu.au/access-participation-higher-education/
6	Widening Participation in Australian Higher Education	Professor Trevor Gale and Dr Stephen Parker	ncsehe.edu.au/publications/widening-participation-australian-higher-education/
7	Student Equity in Higher Education Research Grants Program 2015 Funding Round: Instructions for Applicants and Proposal Template	NCSEHE	ncsehe.edu.au/grants/2015-funding-round/
8	Student Equity Performance in Australian Higher Education: 2007 to 2013	Mr Paul Koshy and Mr Richard Seymour	ncsehe.edu.au/publications/student-equity-performance-australian-higher-education-2007-2013/
9	Choices, challenges and changes: Exploring transition, persistence and engagement for first generation, female university students	Dr Sarah O' Shea	https://www.ncsehe.edu.au/publications/choices-challenges-changes-exploring-transition-persistence-engagement-first-generation-female-university-students/
10	European Access Network World Congress 2015 Post-Doctoral Scholarship Programme	European Access Network	ncsehe.edu.au/european-access-network-world-congress-2015-post-doctoral-scholarship-programme/

Partnerships

Connecting researchers and practitioners continues to be invaluable as we progress our work.

In late 2014, we produced a follow-up publication to last year's successful, *Access and Participation in Higher Education: Outreach | Access | Support. Partnerships in Higher Education* showcases 33 partnerships that emerged as a result of the Australian Government's *Higher Education Participation and Partnerships Programme*. The publication has been very well received, and we are again grateful to the many people who contributed case studies, photographs and expertise.

Work has already begun on a publication of a different kind for launch at the Australian Association for Research in Education (AARE) Conference in Fremantle later this year. *Informing Policy and Practice*, which will present the research reports from the 12 research projects funded via the 2014 Student Equity in Higher Education Research Grants Program, aims to bring together the Centre's core functions: research, policy and practice. The publication will be made available in two versions: an expanded digital version which will be hosted on the NCSEHE website, and an abridged print edition which we will forward to stakeholders across the country.

In February 2015, we held a forum at the University of Canberra to present and discuss research the NCSEHE had conducted into scholarship provision in Australian universities. The forum, *Equity Scholarship Provision in Australian Universities: Insights and Directions*, provided practitioners and administrators with an opportunity to consider, reflect upon, and contribute to proposed best practice guidelines for a potential Commonwealth Scholarships Scheme. Many of the attendees were eager to take the research findings back to their respective institutions and thanked us for the opportunity to participate.

Locally, we have been fortunate to attend a number of WA EPHEA Chapter meetings: at The University of Western Australia in July 2014, at Curtin University in October 2014, and at Edith Cowan University in February 2015. The meetings are an excellent opportunity to network with equity practitioners and another channel through which the NCSEHE can disseminate news and information. In November 2014, we held the first in a series of Monitoring and Evaluation Forums at Curtin for our Western Australian and Northern Territory colleagues. The forum was facilitated by Dr Ryan Naylor, one of our visiting fellows, Mrs Jenny de Vries, one of our Doctoral

students, and Dr Shamim Samani, a Curtin University Ethics, Equity and Social Justice practitioner. The feedback we received on the day was so positive, we have planned two additional forums; one will be held at RMIT University in late June 2015 and another will be held at Queensland University of Technology in late September or early October 2015. We are also in the early stages of organising with EPHEA to conduct a Special Interest Group session on Monitoring and Evaluation at EPHEA's 2015 conference, being held at Deakin University's Geelong Waterfront campus.

Internationally, our relationships remain strong. In late June and early July 2014, Professor Sue Trinidad attended the Forum for Access and Continuing Education (FACE) Conference at the University of Salford in Manchester, where she reconnected with Continuum Research Centre Director, Professor John Storan. While in the UK, she also visited Wales Centre for Equity in Education Director David Egan and Lizzie Swaffield at the University of Wales Trinity Saint David, before heading to Scotland to meet with staff at the Robert Owen Centre for Educational Change at the University of Glasgow. As a result of meeting at the FACE Conference and then again in Glasgow, Dr Bernadette Sanderson, Director of FOCUS West (Focus on College and University Study) has joined the NCSEHE as a 2015 Visiting Fellow. Dr Sanderson will visit the Centre in July 2015. We are looking forward to seeing her here in Perth and working on common research interests between the two countries. We will have a presence at the FACE Conference again this year. Mr Paul Koshy will be attending and presenting to our international colleagues the details of his and Dr Tim Pitman's work on the Equity Performance Framework project.

Collaborations and meetings during our second year of operation have included a number of important meetings including:

- Professor Peter Noonan on two occasions, 15 October 2014 and 28 May 2015, to discuss research projects
- Dr Don Markwell, Senior Advisor on Higher Education, 2 February 2015 and again 11 February 2015, at the Albury-Wodonga Forum on Regional and Rural Higher Education and the Equity Scholarship Provision in Australian Universities Forum
- Senator Zhenya "Dio" Wang's Chief of Staff, Dr Chamonix Terblanche, and Research Analyst, Dr David Forbes, 20 February 2015, regarding the Advancement Via Individual Determination (AVID) Australia project
- Senator Kim Carr, 1 April 2015, to discuss access and participation in higher education

- Ms Lin Martin, 13 April 2015, at the University of Melbourne, to discuss the Martin indicators and common interests, and
- Professor William Lacy, from the Department of Human Ecology at the University of California, Davis, 11 May 2015, to discuss the opportunities, challenges and issues for Australian higher education in the 21st century.

Looking forward, we continue to focus on providing value for our stakeholders, further developing strategic links, and, of course, work to close the loop between equity policy, research and practice.

Online Editorials

1. Devlin, M. (2015), "The 'truth' about ATARs" ncsehe.edu.au/truth-about-atars/ 19 January 2015.
2. Koshy, P. (2014), "Deregulation in Higher Education Conference" ncsehe.edu.au/deregulation-in-higher-education-conference/ 7 October 2014.
3. Trinidad, S., "Albury-Wodonga Forum on Regional and Rural Higher Education" ncsehe.edu.au/albury-wodonga-forum-regional-rural-higher-education/ 4 February 2015.

Keynotes and Conference Presentations

1. Boyd, D. (2014). "Going to University: What Does it Really Mean for Regional Students?" *CBS HDR Students' Colloquium 2014*, 2-3 October, Curtin University, Perth.
2. Boyd, D., Trinidad, S. & Fletcher, S. (2014), "Regional Secondary School Students Study Choices: Planning Future Directions," *CBS HDR Students' Colloquium 2014*, 2-3 October, Curtin University, Perth.
3. Cupitt, C. (2015), "More than just extra Umlats: Names and naming conventions in SF/F" (Conference Panel), *Swancon*, 5 April, Pan Pacific Perth, Perth.
4. Cupitt, C. & Trinidad, S. (2014), "Reaching kids in the bush: Student engagement, aspiration and motivation to go to university. *30th National SPERA Rural Education Conference, 3 Decades on: Reflections upon Rural Education - Achievements, Challenges and Future Directions*, 1-3 October, University of New England, Armidale.
5. de Vries, J. (2015), "Sustainable Outreach, Access and Support Programs in Higher Education," *Canadian Evaluation Society 2015 Conference*, 24-27 May, Montreal, Canada.
6. Dewar, J. (2015), "The Context," *Equity Scholarship Provision in Australian Universities Forum*, 11 February, University of Canberra, Canberra.
7. Kelly, M. (2015), "The Future," *Equity Scholarship Provision in Australian Universities Forum*, 11 February, University of Canberra, Canberra.
8. Li, I. and Dockery, A.M. (2014), 'Socio-economic Status of Schools & University Academic Performance: Implications for Australia's Higher Education Expansion', Honouring Paul Miller: A celebration of his life and work, 11-12 November, Fremantle.
9. Rowland, E. & Goerlach, J. (2015), "The Impact of Equity Scholarships," *Equity Scholarship Provision in Australian Universities Forum*, 11 February, University of Canberra, Canberra.
10. Seymour, R., Dockery, A. M. & Koshy, P. (2014), "Promoting low socio-economic participation in higher education: A comparison of area based and individual measures," Paper presented at the *25th Australian Labour Market Research Workshop*, 10 November 2014, The Esplanade Hotel, Fremantle, Western Australia.
11. Trinidad, S. (2014), "Australia Collaborating to Widen Participation: To, through & beyond HE," *Forum for Access and Continuing Education (FACE) 2014 Annual Conference Collaborate to Widen Participation: to, through and beyond HE*, 2-4 July, The University of Salford, Manchester, UK.
12. Trinidad, S. (2014), "Closing the Loop between Equity Policy, Research and Practice in Australia," *Pathways 12: Navigating New Frontiers*, 5 December, Esplanade Hotel, Fremantle.
13. Trinidad, S. (2015), "Considering Regional Students in the Proposed Higher Education Reforms," *Albury-Wodonga Forum on Regional and Rural Higher Education*, 2 February, La Trobe University, Albury-Wodonga.
14. Trinidad, S. (2015), "Outreach, Access and Support: Strategies for student recruitment and retention in higher education," *Student Recruitment and Retention Forum*, 2 March, Sydney Harbour Marriott Hotel, Sydney.
15. Trinidad, S. & Whiteford, G. (2015), "The Research: Equity Scholarship Provision in Australian Universities," *Equity Scholarship Provision in Australian Universities Forum*, 11 February, University of Canberra, Canberra.
16. Trinidad, S., Boyd, D. & Fletcher, S. (2014), "Regional Secondary School Students Study Choices: Planning Future Directions," *30th National SPERA Rural Education Conference, 3 Decades on: Reflections Upon Rural Education - Achievements, Challenges and Future Directions*, 1-3 October 2014, University of New England, Armidale.

Invited Speakers and NCSEHE Presentations

1. Calzoni, C. (Clear Horizon WA) (2014), "Introduction to Monitoring and Evaluation," 4 June, Curtin University.
2. de Vries, J. (NCSEHE) (2014), "Evaluation Checklist: Facilitated discuss and Q&A," 12 November, Curtin University.
3. Dockery, A. M. (NCSEHE) (2015), "'Promoting low socio-economic participation in higher education: a comparison of area based and individual measures', School of Economics and Finance Seminar Series, 2 April, Curtin Business School, Curtin University, Perth.
4. Law, H. (Hong Kong Polytechnic University) (2014), "Equity issues in an apparently homogenous population of health care students in Hong Kong," 17 July, Curtin Executive Briefing Centre.
5. Li, I. W. (University of Western Australia) (2015), "Schools' SES and University Academic Performance," 13 March, Curtin Executive Briefing Centre, slideshare.net/NCSEHE/schools-ses-and/.
6. Naylor, R. (Melbourne Centre for the Study of Higher Education at The University of Melbourne) (2014), "Evaluation for Equity Programs," 12 November, Curtin University Training Room 309.
7. Naylor, R. (Melbourne Centre for the Study of Higher Education at The University of Melbourne) (2014), "The First Year Experience Survey 2014," 12 November, Curtin University Council Chambers, slideshare.net/NCSEHE/first-year-experience-survey-2014-initial-findings/.
8. Ryan Gadsden, G. (The Smith Family) (2014), "It Takes a Village to Bring up a Child – How the Village Works Together," 8 August, Curtin Executive Briefing Centre, ncsehe.edu.au/greg-ryan-gadsden-presents-takes-village-bring-up-a-child/.
9. Samani, S. (Curtin University) (2014), "Program Logic," 12 November, Curtin University.
10. Schaper, M. (Australian Competition & Consumer Commission) (2014), "Competition Law, Consumer Rights and The Changing Tertiary Marketplace: What Does It Mean For Australian Universities?," 14 November, Curtin Executive Briefing Centre, slideshare.net/NCSEHE/competition-law-consumer-rights-and-the-changing-tertiary-marketplace/.
11. Smith, J. (Charles Darwin University) (2015), "Negotiating respectful community engagement approaches to promote higher education pathways among remote Indigenous communities: experiences from the Whole of Community Engagement initiative," 27 May, Curtin Executive Briefing Centre, slideshare.net/NCSEHE/negotiating-community-engagement/.
12. Trinidad, S. (NCSEHE) (2014), "Closing the Gap between Equity Policy, Research and Practice," 24 September, Murdoch University, Rockingham.



VISITING FELLOWS

These recognised student equity and higher education experts visit the NCSEHE to collaborate with the Centre's researchers to progress specific projects.



Dr Ryan Naylor from the Melbourne Centre for the Study of Higher Education (MCSHE) at The University of Melbourne is again in 2015 one of the NCSEHE's visiting fellows. Dr Naylor is a graduate of the MCSHE's Graduate Certificate of University Teaching. He holds Bachelor degrees in Arts and Science, majoring in Philosophy, Linguistics and Biochemistry, an Honours degree in Biochemistry and a PhD in Pathology from The University of Melbourne. He is currently coordinator of the Melbourne Teaching Certificate, a cohort-based professional development course for teaching staff at the University.

Dr Naylor's current research focuses primarily on student equity and the student experience. Major projects he is currently undertaking include the OLT-funded 21st Century Student Experience, which investigates student identity, conceptions of success and the student experience; the First Year Experience Survey, a national survey of first year university students that has been operating for 20 years; and the Critical Interventions Framework II, which builds on his previous work in developing the original framework for the Australian Government. He is also involved in strengthening outcomes for Indigenous learners in the Shepparton area through a partnership with GOTAFE and local community groups.

Dr Naylor returned to Perth for a week in November 2014, during which time he co-facilitated an NCSEHE-hosted Monitoring and Evaluation Forum, gave a presentation on early findings from the 2014 First Year Experience Survey, and continued work on a project-level evaluation guide for equity practitioners. As part of Dr Naylor's ongoing visiting fellowship, he will co-facilitate three additional Monitoring and Evaluation Forums in 2015, all of which are scheduled to be held in the Eastern states in the second part of 2015.



Associate Professor James Smith is the Program Manager for the HEPPP-funded Whole of Community Engagement initiative within the Office of the Pro Vice-Chancellor for Indigenous Leadership at Charles Darwin University. His role involves working with six remote Indigenous communities to build aspiration, expectation and capacity to participate in higher education. Prior to his current appointment, Associate Professor Smith worked in a variety of executive and senior management roles in the Northern Territory in both the health and education sectors and has developed a strong background in health promotion and community development. He is a Fellow of the Australian Health Promotion Association and Associate Editor of the Health Promotion Journal of Australia and the International Journal of Men's Health, as well as an Adjunct Research Fellow with the Collaboration of Evidence, Research and Impact in Public Health (CERIPH) at Curtin University.

Associate Professor Smith visited the Centre in May 2015 to explore the nuances and relationships between the broader student equity in higher education agenda in Australia and the more specific Indigenous student higher education agenda. While in Perth, he gave a presentation on negotiating respectful community engagement approaches to promote higher education pathways among remote Indigenous communities, attended a number of National Reconciliation Week events hosted by Curtin's Centre for Aboriginal Studies, and begun work on a book chapter with NCSEHE Director Professor Sue Trinidad. Associate Professor Smith will return to Perth for a second week in late November and early December with a view to attending the 2015 AARE Conference in Fremantle.



Dr Bernadette Sanderson is the Director of the Schools for Higher Education Programme in the West of Scotland (FOCUS West), based at the University of Glasgow, in Scotland, in the UK. The FOCUS West Programme is a government-funded, long-term initiative, which is designed to widen access to higher education for under-represented groups. Its network and partnership includes eight universities, nine colleges of further education, 40 secondary schools and a number of government agencies. Prior to undertaking this role, Dr Sanderson worked as Director of the West of Scotland Wider Access Forum, which developed research and practical projects supporting routes to higher education for a large variety of under-represented groups, including adult returners to degree study, and students articulating from college to university. Dr Sanderson has also worked as a Research Fellow in higher education, and as a secondary school teacher and lecturer/ Head of Department in the college/ further education (vocational) sector. She has also contributed to published research in the area of widening access to higher education and has delivered papers in this area both in the UK and internationally.

Dr Sanderson will visit the Centre in July 2015 to learn about Australia's widening participation efforts, share details on a number of widening participation innovations Scotland has underway, and present on the topic, "University Partnerships for Community and School System Development".



Dr Helen Law graduated in physiology and developed her research interests in infection, and immunity. In 2011, she joined the Department of Health Technology & Informatics within the Faculty of Health and Social Sciences (PolyU) as Assistant Professor. Dr Law currently teaches Human Anatomy for all first year health care students and other courses in Medical Imaging. She is also the Year Tutor for first year radiography students.

Students who are struggling often seek help from Dr Law. As a result, upon her visit to the Centre in July 2014, she gave an interesting presentation on the equity issues faced by an apparently homogenous population of health care students in Hong Kong. She also met with a number of equity practitioners from Western Australian universities as part of a regular networking event, and liaised with Curtin Health Science staff, particularly Dr Janice McKay in Radiography, about local teaching practices.

ADJUNCT PROFESSORS

Professor Robyn Quin and Professor Norma Jeffery were appointed as the Centre's Adjunct Professors for 2014–2015. Adjunct Professors contribute their specific expertise to the NCSEHE

through consulting with staff and stakeholders as required, and advising on and contributing to particular activities in their areas of interest.



Professor Robyn Quin was Deputy Vice-Chancellor (Education) at Curtin University from May 2007 until July 2012. Her major responsibilities included teaching and learning, student administrative services, support services, equity and social justice, distance and E-learning, Indigenous studies, library services and the Curtin Vocational Education and Training Centre. She was previously Pro Vice-Chancellor (Engagement) at Edith Cowan University (ECU) and was responsible for community engagement, public relations, corporate communications, marketing, student recruitment, alumni relations, graduations and philanthropy. Prior to that appointment she was Executive Dean, Faculty of Education and Arts, ECU, responsible for teaching, research and outreach for the Western Australian Academy of Performing Arts, School of Education, School of Humanities, School of Communications and Multimedia, and School of Contemporary Arts. She is currently a consultant in higher education.

While at ECU she secured an equity grant from the then Department of Employment, Education and Training to raise awareness in LSES students in the ECU catchment area of university courses, study and life. During this period she addressed the Federation of Ethnic Councils of Australia on equity issues related to students with English as a second or other language.

At Curtin University she prepared the institution's successful submissions for HEPPP funding and led the equity initiatives from 2010–2012.

In 2014 in conjunction with the NCSEHE she managed the evaluation of the combined Victorian universities HEPPP-funded equity initiative, LEAP (see details available on the NCSEHE website at [ncsehe.edu.au/learn-experience-](http://ncsehe.edu.au/learn-experience-access-professions/)



[access-professions/](http://ncsehe.edu.au/learn-experience-access-professions/) and ncsehe.edu.au/learn-experience-access-professions-leap/). In 2015, Professor Quin provides the Centre with valuable support by way of being one of a number of external reviewers called upon to review research reports submitted to the NCSEHE by Student Equity in Higher Education Research Grants Program grants recipients.

Adjunct Professor Norma Jeffery was seconded to Curtin University in 2009 from the Western Australian Department of Education, to undertake research projects of mutual benefit and interest to the Western Australian Department of Education and Curtin University. The central theme of these has been equity and social inclusion issues for all years of schooling, with a particular focus on the impact of disadvantage on the transition from school to further education. The negative impact on achievement in schools with high concentrations of students from LSES backgrounds has underpinned research papers examining the factors that influence student access to university, strategies for improving eligibility for university entrance of students from LSES communities and equity issues and alternatives for university selection criteria.

Prior to that, Adjunct Professor Jeffery has had 40 years experience as an educator, including as the Chief Executive Officer of the Curriculum Council in Western Australia, leading the review of post-compulsory education and the development of the curriculum framework, and as acting Chief Executive Officer of the Western Australian Department of Education Services. She later had a senior executive position with the Western Australian Department of Education with responsibility for policy, planning and accountability for government schools.

AWARDS AND RECOGNITION



Professor Sue Trinidad was awarded a Citation for Outstanding Contributions to Student Learning at the Australian Government's 2014 Office for Learning and Teaching Australian Awards for University Teaching.

Citations recognise and reward the diverse contributions made by individuals and teams to the quality of student learning. They are awarded to those who have made a significant contribution to the quality of student learning in a specific area of responsibility over a sustained period.

Professor Sue Trinidad was also awarded an Outstanding Professional Service Award at the Professional Teaching Council of Western Australia's (PTCWA) 2014 Presentation Ceremony.

PTCWA awards for Outstanding Professional Service recognise the contribution to education in Western Australia, made by individual members, in a voluntary capacity, to their professional teachers' association.

Associate Professor Mike Dockery was nominated as an assessor for the Australian Research Council, proposals for Discovery Projects 2015. His work in that capacity is ongoing.

Associate Professor Mike Dockery was also offered a visiting research post with the prestigious WZB (Berlin Social Research Centre) in Germany.

Mr Richard Seymour's Doctor of Philosophy thesis has passed, subject to revisions. His thesis explores gender differences in promotion of female and male academics, including the development of programs for analysing 'interaction effects' between independent variables.

Mrs Louisa Bowman was a 2015 iAwards Judge.

The iAwards honours companies at the cutting edge of technology innovation and recognises the achievements of home-grown Australian innovators.

ncsehe.edu.au was nominated for a 2014 Australian Web Award.

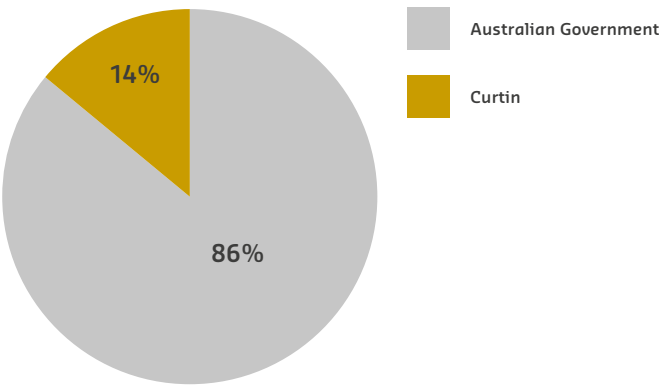
The Australian Web Awards showcase outstanding work, champion web standards, acknowledge excellence and provide a marketing advantage to organisations working at the highest level.

ADMINISTRATION

The NCSEHE receives its funding from the Australian Government Department of Education and Training in stages. This funding is contingent on the successful attainment and completion

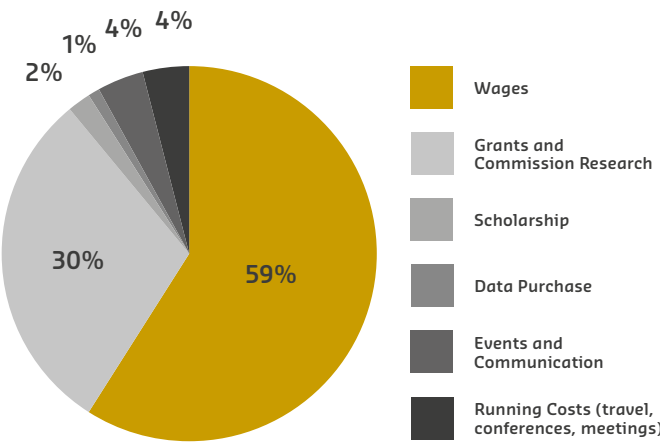
of various key performance indicators and milestones, detailed in reports prepared by the Centre’s Director Professor Sue Trinidad with the assistance of the Curtin University finance staff.

INCOME RECEIVED BY THE NCSEHE IN THE TWO YEARS TO 30 JUNE 2015



Income received by the Centre in the two years it has been hosted by Curtin University has amounted to \$3,910,084. This total includes a cash contribution from Curtin.

EXPENDITURE IN THE TWO YEARS TO 30 JUNE 2015



During this same time period, the Centre has expended \$2,608,815, comprising staff remuneration, initial instalment payments for grants and commissioned research, Doctoral scholarship payments, events and communications expenses, and day-to-day operational costs.

The NCSEHE operates with the equivalent of 3.7 full-time research employees, 1.0 full-time media and communications employee, and the equivalent of a 0.2 full-time administration employee.

Curtin University funds the Centre’s two Doctoral students and one Post-Doctoral Research Fellow.

On Curtin University’s Bentley campus, the NCSEHE is located within Building 100 (Vice-Chancellorry) and has the use of a dedicated set of offices and meeting space.



MEMBERS OF THE BOARD

The NCSEHE Advisory Board has an important role in the effective governance of the centre and is a source of expert advice. Membership

is comprised of stakeholder nominees from academia, government and industry, with one Curtin University representative.



The Hon. Fred Chaney, AO (Outgoing Chair) served in the Senate until 1990 and was leader of the Opposition in the Senate from 1983–1990. He was Deputy President of the National Native Title Tribunal from 2000–2007, and served as Co-Chair of Reconciliation Australia Ltd from 2000–2005. Mr Chaney was appointed as Officer of the

Order of Australia in 1997 “for service to the Parliament of Australia and to the Aboriginal community through his contribution to the establishment of the Aboriginal Legal Service of Western Australia and mediating with the National Native Title Tribunal.”



Professor Bruce Chapman, AM Professor of Economics and Director, Policy Impact, Crawford School of Public Policy, Australian National University. Professor Chapman is a renowned labour and education economist. His policy experience includes designing the Higher Education Contribution Scheme in 1988, as a senior economic

adviser to Prime Minister Paul Keating from 1994–1996, and as a consultant to the Organisation for Economic Cooperation and Development and the World Bank. In 2001 Professor Chapman was appointed a Member of the Order of Australia for “contributions to the development of economics, labour market and social policy.”



Professor Carmen Lawrence, School of Psychology, University of Western Australia. Dr Lawrence served in both State and Federal politics over a period of 21 years, including as the Western Australian Minister for Education and Aboriginal Affairs, and as the first woman Premier and Treasurer of a State government. At the federal level she

was Minister for Health and Human Services, and Minister assisting the Prime Minister on the Status of Women. She was elected national President of the Labor Party in 2004. She is now Director of the Centre for the Study of Social Change at The University of Western Australia, and Chair of the Australian Heritage Council.



Professor Colleen Hayward, AM Head of Kurongkurl Katitjin, Centre for Indigenous Education and Research and Pro Vice-Chancellor (Equity and Indigenous), Edith Cowan University. Professor Hayward’s policy and program activities always reflect the needs of minority groups at community, state and national levels. She received the

Premier’s Multicultural Ambassador’s Award in 2006, and the National NAIDOC Aboriginal Person of the Year Award in 2008. In 2012 she was appointed a Member of the Order of Australia for “service to tertiary education through administrative and research roles, to the advancement of the rights of Indigenous people, particularly in the areas of social welfare, law and justice and children’s health”.



Mr Paul Nicholls, Director, Strategic Projects, nominee of Curtin University Deputy Vice-Chancellor R&D, Professor Graeme Wright. Mr Nicholls has a strong interest in developing outcomes-focused working relationships between education stakeholders and also in the development of evidence-based policy and programs that support all

Australian students to achieve their full potential. In his previous role as Director Science Partnerships at Scitech, Mr Nicholls established equity-related science education programs in LSES and remote and regional communities. In his current role, he has responsibility for ensuring that appropriate governance arrangements are in place for Curtin University research institutes and centres. Mr Nicholls is a Fellow, Leadership Western Australia and a graduate of the Australian Institute of Company Directors.



Mr Craig Ritchie is the Branch Manager of the Access and Participation Branch in the Research and Strategy Group of the Australian Government Department of Education and Training. He has also held positions at the Awakabal Newcastle Aboriginal Co-operative, and served on the Boards of the Aboriginal Health and Medical Research Council of

NSW and the National Aboriginal Community Controlled Health Organisation. From 1999–2002 he was the Chief Executive Officer of the National Aboriginal Community Controlled Health Organisation.



Ms Milly Fels, past Vice-President, EPHEA, was Manager of Student Equity and Diversity, Students Group, at RMIT University. She was responsible for the university's Equity and Social Inclusion Plan, the embedding of inclusive strategies and systems supporting access and participation across RMIT, and the development of scaled and systemic social inclusion partnerships and impact analysis.



Ms Louise Pollard, Ordinary member, EPHEA, is Manager of Aspire UWA, The University of Western Australia's nationally recognised widening participation program that works with 52 schools in Perth and regional Western Australia to raise aspirations for higher education.



Professor Kerri-Lee Krause, University Australia Nominee, Provost and Professor of Higher Education, Victoria University. Professor Krause has senior executive portfolio responsibility for higher education learning and teaching, research and community and industry engagement at Victoria University, Melbourne. She is internationally recognised for her research on the contemporary undergraduate student experience and implications for quality and standards.

ACRONYM LIST

AARE	Australian Association for Research in Education
ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACPET	Australian Council for Private Education and Training
AITSL	Australian Institute for Teaching and School Leadership
AM	Member of the Order of Australia
ANU	Australian National University
AO	Officer of the Order of Australia
AVID	Advancement Via Individual Determination
CERIPH	Collaboration for Evidence, Research and Impact in Public Health
CRC	Cooperative Research Centre
ECU	Edith Cowan University
EPHEA	Equity Practitioners in Higher Education Australasia
FACE	Forum for Access and Continuing Education
FOCUS West	Focus On College and University Study, West of Scotland
FTE	Full-Time Equivalent
FTSE	Fellow of the Australian Academy of Technological Sciences
GOTAFE	Goulburn Ovens Institute of Technical And Further Education
HEPP	Higher Education Participation Programme
HEPPP	Higher Education Participation and Partnerships Programme
HILDA	Household Income and Labour Dynamics in Australia
IT	Information Technology
ITEC	Indigenous Tertiary Enabling Course
JCIPP	John Curtin Institute of Public Policy
LEAP	Learn, Experience, Access Professions
LSAY	Longitudinal Survey of Australian Youth
LSES	Low Socio-Economic Status
MCSHE	Melbourne
MOOC	Massively Open Online Course
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program – Literacy And Numeracy
NCSEHE	National Centre for Student Equity in Higher Education
NCVER	National Centre for Vocational Education Research
OLT	Office for Learning & Teaching
PhD	Doctor of Philosophy
PTCWA	Professional Teaching Council of Western Australia
QUT	Queensland University of Technology
R&D	Research and Development
RMIT	RMIT University
RREAC	Rural and Remote Education Advisory Council

SA1	Statistical Area Level 1
SEIFA	Socio-Economic Indexes for Areas
SPERA	Society for the Provision of Education in Rural Australia
STARS	Students Transitions Achievement Retention & Success
TAFE	Technical And Further Education
TISC	Tertiary Institutions Service Centre
UK	United Kingdom
URL	Uniform Resource Locator
UWA	The University of Western Australia
WA	Western Australia
WZB	Wissenschaftszentrum Berlin für Sozialforschung

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Curtin University is widely recognised for practical research that is firmly focused on solving real-world problems. Underpinning Curtin's research endeavours are strong partnerships with industry, business and government, which result in outcomes that greatly benefit the broader community locally, nationally and globally. Curtin has been ranked in the top 2 per cent of universities worldwide in the Academic Ranking of World Universities 2015, improving more than 150 places in the past two years. Our globally relevant research has been a major driver for this improvement.

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