



NCSEHE

National Centre for Student
Equity in Higher Education



Curtin University

NATIONAL CENTRE FOR STUDENT EQUITY IN HIGHER EDUCATION

ANNUAL REPORT

Jun 2016 - Dec 2017

Make tomorrow better.

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Director’s Report

Professor Sue Trinidad

This fourth Annual Report outlines the activities of the National Centre for Student Equity in Higher Education (NCSEHE) that continue to illustrate the breadth and depth of the ongoing initiatives undertaken to link with stakeholders — including academic researchers, policy analysts in government and education, and equity practitioners. In these endeavours we act as a key catalyst for connecting stakeholders and acquiring and disseminating the latest research and information to build a more equitable higher education system in Australia.

While the majority of our effort remains focused on the Australian education sector, we also engage directly with respected overseas research organisations, enabling us to incorporate news on international best practice though our reports, communications and presentations at international events. As a result of our collaborations, we have been invited to host the World Access to Higher Education Day in Perth, Australia in 2018.

We value our links with all of Australia’s universities and related educational institutions and we look forward to continuing to inform programs and policies in ways that make them more efficient and effective in maximising the engagement of equity students in higher education. We thank our stakeholders in being an important part of the ACIL Allen external evaluation of the NCSEHE undertaken during 2016, which has resulted in a new Strategic Plan development and direction.

Research

One of the key functions of the NCSEHE is identifying gaps in the sector’s knowledge of equity in higher education and funding research projects that shape progressive change in higher education. The Centre has continued to build a growing reputation for evidence-based research and policy in three major areas:

- Over the last four years the Centre has funded 47 external competitive research grants, committing \$1,945,733 to further inter-sectoral research, resulting in numerous policy recommendations to government, and communications publications that inform stakeholders in research, policy and practice.
- The Equity Fellows Program has seen a total of six Equity Fellows—three for each of 2016 and 2017—undertake major research projects, in collaboration

with other institutions with expertise in equity, with Fellows working for part of their project within the Australian Government Department of Education and Training (DET). The outcome has been world-class quality research projects of practical value that are shaping public policy in equity, while also providing leadership within the sector.

- The Centre has won, or participated in, a number of research projects funded by the Higher Education Participation and Partnerships Program (HEPPP).

Collaboration with Stakeholders

The NCSEHE has a strong ethos in networking and collaboration with stakeholders to develop policies and programs that will contribute towards a better and fairer education system in Australia.

We continue to forge, and strengthen, links wherever possible to achieve this and have engaged in a number of initiatives:

- In November 2016 the Centre organised a Facilitating an Innovative Future Through Equity forum, held at the National Press Club in Canberra. The forum developed the Ten Conversations which examined key issues in equity and the solutions for some of the challenges identified. Many of Australia’s leading equity specialists spoke at the Forum, accompanied by some prominent international experts on equity. The Minister for Education and Training gave an encouraging welcome address to participants about the importance of equity in our higher education system and how the NCSEHE and the Equity Fellows program have contributed to better understanding of critical issues.
- The Centre has also held strategic research exchange meetings with a number of centres and institutes across Australia to better coordinate and explore research issues. These have included: the Centre of Excellence for Equity in Higher Education, the Melbourne Centre for the Study of Higher Education, La Trobe University’s Centre for Higher Education Equity and Diversity Research, and the Mitchell Institute at Victoria University.
- The Centre also organised 13 events in 2017 including workshops, presentations and webinars.

- A new series of workshops, Building Legacy and Capacity, has been launched to synthesise, codify and disseminate findings from research and practice. Two workshops have been completed in 2017 and two more are planned for 2018, plus a suite of resources and webinars presented by workshop participants.

Communications

Communication plays a vital role in connecting and informing stakeholders and contributing to strategic objectives in promoting equity in higher education. Over the past 18 months, the communications function has continued to show some impressive gains in key indicators, with stakeholders responding positively to publications and other information initiatives. The following are indicators of performance measured between June and December 2016, against January to December 2017.

- The average number of website visits rose from 7,436 to 14,012 per month.
- Seven NCSEHE funded research reports published in the 2016 reporting period, and 13 during 2017, with 10,311 downloads of the 2017 reports.
- Followers of NCSEHE on Twitter rose from 917 in December 2016 to 1,236 in December 2017, with the number of interactions with Centre tweets increasing from an average of 14,047 to 25,661 per month.
- Subscribers to the monthly eNews increased from 1,358 in December 2016 to 1,648 in December 2017, with unique opens and average clicks both rising.
- Four events were conducted in the second half of 2016, and 13 during 2017.
- Mass media coverage was broadly successful including notable Centre publicity in *The Australian*, *The Age*, the *Sydney Morning Herald*, Triple J Sydney, *9News.com.au* and *Campus Morning Mail*.

Key publications have included:

- *Informing Policy and Practice II and III* – the second and third annual summaries of NCSEHE-sponsored research projects
- *Facilitating Student Equity in Australian Higher Education*
- *Higher Education Participation and Partnerships*

Program: Seven Years On — a case study of 35 initiatives funded under the HEPPP

- three online *NCSEHE Focus* reports offering insights and recommendations on three equity groups — Disability; Low SES; and Regional and Remote
- *Building Legacy and Capacity Workshop One: Summary of Outcomes and Recommendations* — a good practice guide and recommendations informed by the workshop and webinar
- *NCSEHE National Equity Fellows Forum: Synthesis of Group Discussion* — a collation of the directions for student equity in higher education raised by delegates at the 2017 NCSEHE National Equity Fellows Forum
- eleven monthly newsletters, *Equity Insights*, which inform subscribers of developments in research, policy and practice, as well as events and items of professional interest
- *Briefing Note: Equity Student Participation in Australian Higher Education: 2011 to 2016*.

Conferences and Presentations

The Centre’s professional staff have attended numerous conferences and seminars, giving keynote presentations at high-profile national events, including:

- The Equity Practitioners in Higher Education Australasia (EPHEA) Conference at Deakin University;
- The Australian Association for Research in Education (AARE) Conference in Fremantle.

In total, NCSEHE staff gave presentations at 25 external conferences and events in 2016 and 48 in 2017. The Centre also hosted 9 public events, delivered by NCSEHE staff and visiting national and international experts. Each presentation attracted on average 34 guests for a total of over 300 participants.

Policy Development

While the activities of the Centre feed into policymakers’ deliberations through many communications and reports, one formal process in which education policy is influenced is through submissions to public inquiries. The Centre has made submissions to the following inquiries:

2016

- *Education Evidence Base Inquiry* (Australian Government Productivity Commission).

Director’s Report

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- *ACIL Allen Consulting HEPPP Review.*
- *The Transparency of the University Admissions Process* (Higher Education Standards Panel).
- *Enabling Courses for SES Student Groups* (Higher Education Standards Panel).

2017

- *Recommendations for the Rural and Regional Enterprise Scholarships* (Australian Government Department of Education and Training).
- *Feedback on Recommendations for the Rural and Regional Enterprise Scholarships* (Australian Government Department of Education and Training).
- *Improving Retention, Completion and Success in Higher Education* (Higher Education Standards Panel).
- *Possible Key Elements of HEPPP Guidelines* (Student Inclusion – Indigenous and Equity Team, Australian Government Department of Education and Training).
- *Independent Review into Regional, Rural and Remote Education* (Australian Government Department of Education and Training).
- *The Review of Identified Equity Groups* (Institute for Social Science Research).

Notable policy implications directly arising from NCSEHE funded research were illustrated in the DET 2017 data release, *Selected Higher Education Statistics 2016*. A new measure of equity was integrated based on a student’s first address when entering higher education; this was as a direct result of research undertaken by Bully Cardak and Matt Brett under the 2016 NCSEHE Research Grants Program.

Evaluation, Performance and Future Development

The Centre has worked hard to continually improve its efficiency and effectiveness in meeting its objectives.

To this end, there were two significant developments over the last year:

- An independent report, *Evaluation of the National Centre for Student Equity in Higher Education*, was produced by ACIL Allen Consulting to evaluate the appropriateness, effectiveness and efficiency of the Centre and its activities. The key findings were positive and welcomed by the Centre, which had already begun to act on areas identified in the report and will implement other recommendations to further strengthen the Centre.
- A new Strategic Plan has been developed for the NCSEHE which will support the strengthening of institutional practices to achieve three objectives: promote leadership and innovation in the equity sector; strengthen the evidence base by informing research directions; and collaborate with stakeholders to be at the centre of public policy dialogue.

These initiatives will frame the continued and significant positive contribution that the NCSEHE makes to shaping a better higher education system in Australia.

Building a More Equitable Higher Education System

The NCSEHE is better placed than ever to inform research, policy and practice in order to improve higher education access, participation and success for marginalised and disadvantaged people. As part of this mission, the Centre will continue to assist in closing the loop between equity policy, research and practice through its three core programs of Equity Policy, Evaluation Program and Research Program. Increasingly, the activities of the Centre are likely to be focused on the changing nature of equity considerations as the worlds of work and education rapidly evolve. Equity is a driver for a better economy and society and the Centre looks forward with optimism in contributing to building a fairer Australia.

Professor Sue Trinidad
Director

National Centre for Student Equity in Higher Education



Chair’s Report

Ms Erin Watson-Lynn

The Board has held 14 meetings since June 2013 and the Director and her team are acknowledged for the valuable work undertaken during this time to enable the National Centre for Student Equity in Higher Education to function effectively as we move into our fifth year of operation at Curtin University. The Centre continues its work through strong governance and a growing active social media and web presence with over 1,600 eNews subscribers and over 1,200 Twitter followers.

As student equity in Australian higher education is a continuing issue, the Government needs evidence that equity initiatives are working. Through the ACIL Allen external evaluation review of both the National Centre and the Higher Education Participation and Partnerships Program (HEPPP), the subsequent reports and recommendations were important steps in better understanding the effectiveness, efficiency and appropriateness of the Program.

The Government, through its *Higher Education Reform Bill*, offers substantial changes for university funding. It is not yet known whether the proposed changes requiring legislation will be passed into law but it is clear that any, or all, of those changes may have equity implications. It will be part of the role of the National Centre to continue to examine these changes and to be a trusted source of information about their equity implications. The key to success in these endeavours is a collaborative approach among all stakeholders:

between government, institutions and practitioners. Collaboration will drive coherent change by ensuring that critical voices are heard in order to refine the policy focus and deliver strong results.

As the Chair in 2017 I have overseen three Board meetings. The first was held on 17 March, where we reviewed and updated the governance documents. In the second meeting on 14 July, the Board discussed the external evaluation process and endorsed the fourth round of competitive research grants funding 13 research projects and two commissioned projects to be undertaken in 2017-18. The final meeting, held on 20 November 2017, was in conjunction with the 2017 Equity Fellows Forum, which enabled us to approve the ongoing strategic direction of the NCSEHE and review progress of some of the key initiatives for 2017-18.

We thank outgoing Board members Professor Bruce Chapman, Professor Colleen Hayward and Mr David Fintan for their efforts on the Board. We continue under a strong governance framework where we have been fortunate to recruit a number of new high-profile and extremely experienced members to our Board, Professor Louise Watson, Associate Professor Bully Cardak, Ms Gabrielle O’Brien and Mr Robert Latta. I want to thank all of our Board members for their ongoing commitment and depth of knowledge. I am very grateful for the time and expertise of all Board members and the valuable skills they bring to the Board.

Ms Erin Watson-Lynn
Chair of the Board

National Centre for Student Equity in Higher Education



Centre Structure



External Evaluation of the NCSEHE

As a part of the agreement with the Australian Government, the NCSEHE commissioned an independent review in 2016-17 to evaluate the appropriateness, effectiveness and efficiency of the Centre and its activities. ACIL Allen was engaged to conduct the evaluation, covering the period from May 2013 to June 2016 (inclusive).

KEY FINDINGS

NCSEHE activities	Outputs for eight out of 10 recommended activities detailed in the Conditions of Grant were being fulfilled and were increasing with time.
The centre of the public policy dialogue objective	The NCSEHE has positioned itself in the public policy debate through its activities.
Supporting and informing evaluation of current equity practice	The NCSEHE is effective at bidding for evaluations. It works with contractors and partner organisations to attract and complete evaluations thereby bringing in experience and skills relevant to each individual evaluation.
Developing a forward research program	The NCSEHE conducts and facilitates research into equity in higher education, and each competitive grant round identifies priority themes for particular focus, based on current gaps in research.
Identifying innovative approaches to equity	The NCSEHE identifies innovative approaches to equity through existing research. Consistently high downloads from the NCSEHE website of research produced or funded by the NCSEHE is supportive of this assessment. This would indicate that the NCSEHE produces research of a quality that is desired by stakeholders.
Translating these learnings into practical advice	The role of the NCSEHE is to provide practical advice to practitioners and decision-makers, but does not extend to providing the tools for decision-makers to apply this knowledge. There is scope for more clarity around the role of the NCSEHE as a provider of advice, including advising practitioners and decision-makers of this role and the various types of outputs that it could be tasked with providing.
Conditions of grant efficiency key performance indicators (KPIs)	The KPIs established in the Conditions of Grant are largely related to the achievement of milestones or activities, but do not provide the basis from which an assessment of the overall efficiency of the NCSEHE can be made.
Performance against budget	Relative to its budget, the NCSEHE has underspent against most categories, with the exception of “Grants and Commissioned Research” and “Researcher conference attendance”. In not exceeding its annual budget, the NCSEHE meets the budget KPI set out in the Conditions of Grant.
Administrative costs efficiency	Overall, the NCSEHE has maintained tight controls over its expenses since commencing at Curtin in 2013. The variation in general administrative costs as a percentage of total costs largely reflects the trends in the expenditure related to grants, research and PhD student support, rather than variances in general administrative costs.
Research output efficiency	The research output per-FTE from the NCSEHE ranks favourably when measured against a comparable benchmark from the State of Australian University Research.
Efficiency of structure and funding arrangements of the NCSEHE	The structure and funding arrangements associated with the NCSEHE do not require change. Rather, focus should be directed to more efficiently using the available budget of the NCSEHE. The possibility of establishing a presence on the east coast of Australia should be further considered, in order to more efficiently engage with key stakeholders.
Student equity participation in higher education	Despite improvements in the participation of equity groups in higher education, there remains a low participation ratio for all the analysed equity groups. This suggests an ongoing need for equity, policy and practice to support the success of marginalised and disadvantaged people in higher education in Australia.
Need and support	A series of government reviews that have addressed equity in higher education have pointed toward the current need for policies that better support the inclusion of students from equity groups in higher education. Further, a survey of the sector found that all groups representing equity students in higher education thought that the need existed for a centre to address equity, policy and practice in higher education in Australia.
Appropriateness of the structure of the NCSEHE	The structure of the NCSEHE is appropriate however the terms of reference of the Board and Advisory Committee do not currently reflect the Conditions of Grant.

RECOMMENDATIONS

NCSEHE activities	Greater clarity around the definition and intent of the activities should be provided so that stakeholders and the NCSEHE have a greater understanding of the role and required outputs of the NCSEHE.
Forward research program	It would be good practice for a forward work program to be developed and published by the NCSEHE in its Annual Report, and should reflect the priorities established by the Advisory Committee and the Strategic Plan. The development and publication of the Forward Research Program should be a formal KPI of the NCSEHE.
Providing practical advice	There is scope to increase the amount of advice provided by the NCSEHE. Consideration should be given to working with HEPPP to assist in disseminating research produced by this Program and in identifying good practice and evidence produced by it.
Performance against budget	Further examination should be undertaken to determine where surplus funds could be spent in order to generate additional outputs and/or improved outcomes from the NCSEHE. Where the funding should be directed should be consistent with the Conditions of Grant, and guided by the NCSEHE’s strategic priorities that are guided by the Board and its Advisory Committees, and the overarching Strategic Plan. In relation to future reporting, it is recommended that the NCSEHE provide an annual report of its financial results against the annual budget, including the indirect support costs provided by Curtin University, to provide greater clarity in relation to its ongoing acquittal of the grant.
Efficiency of the structure and funding arrangements of the NCSEHE	The structure and funding arrangements associated with the NCSEHE do not require change. Rather, focus should be directed to more efficiently using the available budget of the NCSEHE. The possibility of establishing a presence on the east coast of Australia should be further considered, in order to more efficiently engage with key stakeholders.
Appropriateness of the structure of the NCSEHE	The Strategic Plan should be the basis from which linkages are made between inputs, outputs and outcomes, and should set out the KPIs from which the performance of the NCSEHE is to be assessed. Based on ACIL Allen’s assessment of the NCSEHE’s efficiency and effectiveness, there exists the opportunity to refine the Strategic Plan as part of its upcoming review in 2018. This should extend to: • providing greater clarity and definition of the objectives of the NCSEHE • considering an additional NCSEHE activity that promotes HEPPP funded research through the NCSEHE (depending on the outcomes of the current review of the HEPPP) • examining the core activities of the NCSEHE, and whether these activities could be further refined • developing a set of KPIs for each activity to assist in assessing the performance of the NCSEHE in meeting its overall objectives. There is a preference for the Terms of Reference of the NCSEHE Board and the Advisory Committee to reflect the Conditions of Grant.

RESPONSE TO RECOMMENDATIONS

The NCSEHE regards the ACIL Allen evaluation as an opportunity to further the activities of the Centre, notably in the clarification and expansion of its capacity to translate research into practical recommendations for policymakers and practitioners.

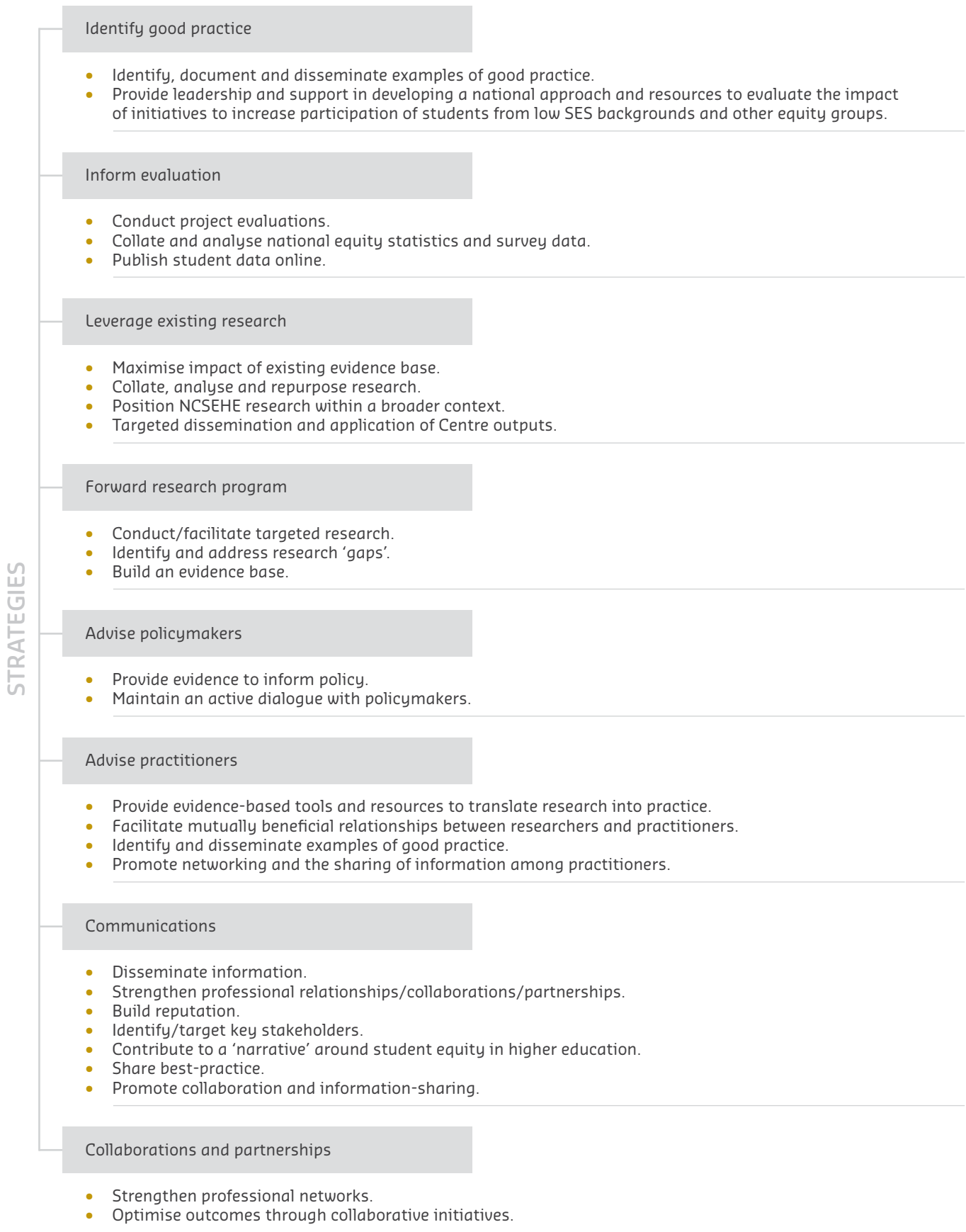
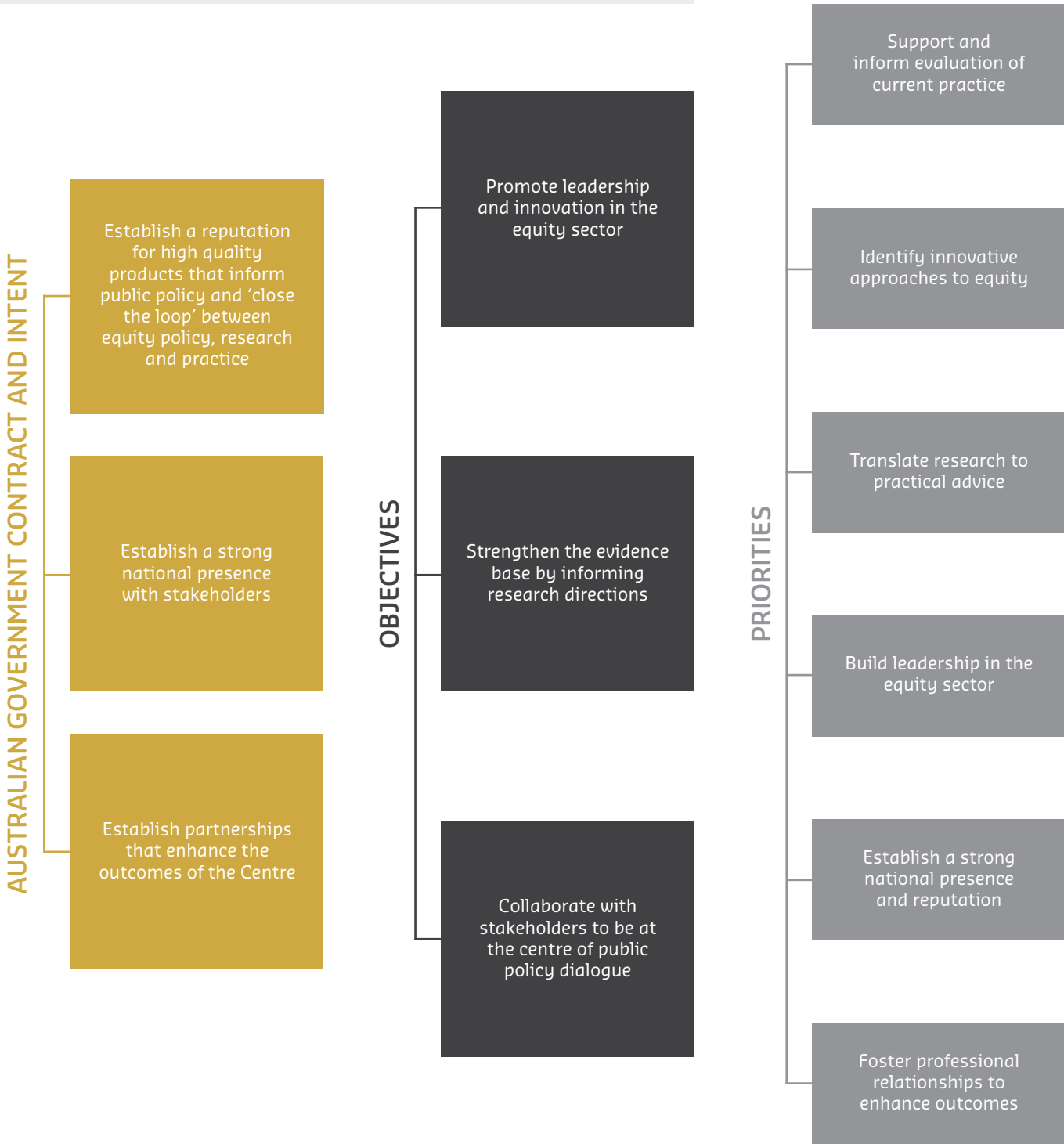
While this report offers useful guidelines to address areas of potential refinement and direction, we are pleased to identify proactive measures already undertaken by the Centre to enhance its operation and positive impact in alignment with the recommendations detailed by ACIL Allen.

Key activities from this reporting period are detailed in the Annual Report, including an updated Strategic Plan for 2018 with consideration for these recommendations. The Centre will be following through and implementing further recommendations in the upcoming period.

Strategic Plan

Mission Statement:

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



Strategic Plan

Outcomes — June 2016 to December 2017		Contribution to KPIs	2018
IDENTIFY GOOD PRACTICE			
Case study publications	<i>Higher Education Participation and Partnerships Program: Seven Years On</i>	- Online and print case study publication	- Fortnightly release of online case study
Equity policy and program evaluation	<i>Pathways to Higher Education: Findings of the enabling programs for disadvantaged student groups project</i>	- NPP funded project - Online and print publication	- Working on 2 NPP funded projects
Special projects	Building Legacy and Capacity project	- 2 workshops - 2 webinars - 1 online/print resource	- 2 workshops - 2 webinars - 3 online/print resources
	<i>My Story - Student Voice</i> series	- 8 student profiles published on NCSEHE website - >4,000 page views	- Additional 7 individual profiles published on NCSEHE website
INFORM EVALUATION			
Data analysis	2017 NCSEHE Data Linkage Project	- Development of a data set for each SA1 census area in Australia	- Stage 2 of project
	Equity Reporting in Australia 2016-17	- Updating previous work on recent (2016) outcomes for higher education participation in Australia among equity group students	- Publication
	The Measurement of Higher Education Disadvantage in Australia	- Examining future directions for the measurement of higher education disadvantage in Australia	
Online publication of student data	Providing access to sources for data and data-driven research	- Student data published at data.ncsehe.edu.au	- Scope stage 2
Briefing notes	- <i>Student Equity Performance in Australian Higher Education: 2008 to 2015.</i> (2016) - <i>Equity Student Participation in Australian Higher Education: 2011 to 2016.</i> (2017)	- 2 briefing notes published on the NCSEHE website	- 2018 briefing note published on NCSEHE website
COMMUNICATIONS			
Online media	Website	- Dissemination of news, events, data, research, good practice	- Dissemination of news, events, data, research, good practice

Outcomes — June 2016 to December 2017		Contribution to KPIs	2018
	eNews	- 11 issues delivered to >1,600 subscribers	- 11 issues delivered to >1,800 subscribers
	Social media	- Twitter and Facebook	- Twitter and Facebook
	Reciprocal online publicity with universities and other organisations	- Newsletters and website features	- Newsletters and website features
General media	Online and print media coverage	- Mass media coverage through print, radio, online channels	- Mass media coverage through print, radio, online channels
Co-branding/sponsorship	Webinar co-branding	- 2 co-branded webinars with ADCET and ATEND	- 2 co-branded webinars with ADCET and ATEND
	Conference sponsorship	- EPHEA - SPERA - STARS - AARE	- HERDSA - SPERA - World Access to Higher Education Day
Networking	National and international networking event attendances	- NCSEHE representation at 9 international and 73 national events	- NCSEHE representation at 5 international and 40 national events
Identifying/targeting key stakeholders and efficiently communicating information	Analytics and campaign monitoring	- Periodic analysis of media metrics and stakeholder group identification (eNews and webinars)	- Periodic analysis of media metrics and stakeholder group identification (eNews and webinars)
COLLABORATIONS AND PARTNERSHIPS			
Collaborative projects	- CEEHE - CHEEDR - ADCET - EPHEA		
	<i>Widening Regional and Remote Participation: Interrogating the Impact of Outreach Programs Across Queensland</i>	- NPP funded research project in collaboration with QUT, UWA and RMIT	- Completing projects and publishing outcomes
Networks of discussion and information sharing	Reciprocal distribution of research, news and good practice	- eNews, equity group mailing lists and memberships of discussion groups	- Establish online discussion forum for practitioners, researchers and policymakers
	Memberships	- EPHEA, SPERA and REAC	- AARE, HERDSA, STARS, SPERA and FACE
FORWARD RESEARCH PROGRAM			
Commissioned research	Research Grants Program	- 23 targeted research projects commissioned in 2016 and 2017 funding rounds - 10 research reports published online from 2016 funding round	- 13 projects completed and reports published

Strategic Plan

Outcomes — June 2016 to December 2017		Contribution to KPIs	2018
National Priorities Pool research-based projects		- 12 reports published online from 2015 funding round	
	Equity Fellows Program	- 3 2016 Fellowship projects completed and published in 2017 - 3 2017 Fellowship projects completed, scheduled to be published in 2018	- Invited NCSEHE Fellow for 2018 - Publication of 2017 Equity Fellows' reports
	<i>Widening Regional and Remote Participation: Interrogating the Impact of Outreach Programs Across Queensland</i>	- NPP funded research project	- Project completed and published
	Publication of NPP funded research projects	- 84 NPP projects to be summarised and published as a searchable resource on the NCSEHE website (2017-18)	- Reports supplied and published
PhD students	Don Boyd: <i>Knowledge and Knowledge Construction of Higher Education by Regional Secondary Students: Making Sense of University</i>	- Thesis submitted December 2017 - Research disseminated through publications and presentations	
	Jenny De Vries: <i>University Student Equity Initiatives: An Examination of the Efficacy of Programs and Practices to Inform Best Practice</i>	- Thesis submitted October 2017	
	Ian Cunninghame: <i>Widening Participation for a Socially Mobile World</i>	- Candidacy awarded in September 2017	- 3 publications
Doctoral Fellow	Lyn Vernon: Working on a number of selected research projects and publications	- Wrote/co-wrote 3 publications over the reporting period	
LEVERAGE EXISTING RESEARCH			
Online resources	<i>NCSEHE Focus</i> reports	- 3 issues-based reports released online, based on collated NCSEHE research	- 2 additional issues-based reports
Publications	<i>Informing Policy and Practice</i> publications	- 2 online and print summaries of reports from 2015 and 2016 Research Grants Program	- Summaries of reports published online
Print submissions	Journal articles, book chapters and expert commentary	- 50 items online and in print by NCSEHE representatives	- 20 items online and in print by NCSEHE representatives

Outcomes — June 2016 to December 2017		Contribution to KPIs	2018
ADVISE POLICYMAKERS			
Government submissions/invited responses	Submissions to: - <i>Education Evidence Base Inquiry</i> - <i>ACIL Allen Consulting HEPPP Review</i> - Higher Education Standards Panel: <i>Consultation on the Transparency of University Admissions Processes</i> - Higher Education Standards Panel: <i>Consultation on Enabling Courses for SES Student Groups</i> - <i>Independent Review of Regional, Rural and Remote Education</i> - <i>HEPPP Review Evaluation Report</i> Responses to: - <i>Higher Education Standards Panel Discussion Paper</i> - <i>Draft Possible Key Elements of HEPPP Guidelines</i> - <i>The Review of Identified Equity Groups</i> Feedback on: - <i>Recommendations for the Rural and Regional Enterprise Scholarships</i>	- 10 evidence-based Centre submissions	- 2 evidence-based Centre submissions
Direct government engagement	- 2016-17 Equity Fellows	- Multiple secondments at the Department of Education and Training, including seminar presentations	- 1 secondment at the Department of Education and Training, including seminar presentations
ADVISE PRACTITIONERS			
NCSEHE Forums	2016 Research Forum and 2017 Fellows Forum	- 2 Centre coordinated forums	- World Access to Higher Education Day 2018
Webinars	Online webinars with invited expert presenters	- 2 independent - 2 with ADCET/ATEND	- 2 independent - 2 with ADCET/ATEND
Expert workshops	Building Legacy and Capacity Project workshops	- 2 workshops conducted	- 2 workshops conducted
NCSEHE events	NCSEHE hosted seminars/presentations/symposiums	- 6 public events	- 5 public events
External presentations	Conference and other presentations by NCSEHE representatives	- 97 presentations at 73 events/conferences	- 30 presentations at events/conferences
Online dissemination of research	Website/eNews/online media/ <i>NCSEHE Focus</i>		

Research Grants Program

The NCSEHE conducts an annual competitive research program, building an evidence base to improve access and outcomes for students from disadvantaged backgrounds. The Centre invites proposals from high quality researchers and equity practitioners to conduct policy-relevant research aimed at supporting and informing policy and practice on student equity in higher education.

The Centre received an unprecedented 55 submissions for the 2017 grants funding round, from which the Advisory Committee recommended 13 projects to be funded. The additional research priorities identified for this round were: analysis of the impact of changes in student financial support; graduate outcomes; equity implications of the increase in postgraduate education; and the impact of local communities on equity participation. The Centre is committed to research translation in order to ensure the ongoing significance and impact of its research program. To date, further outcomes reported in relation to NCSEHE funded grant projects include: peer-reviewed journal articles; conference and other presentations and seminars; citations including government reports/publications; subsequent external research grants; national media coverage; books; webinars; and mentoring of new equity researchers.

GRANTS PROGRAM FOUR YEAR SUMMARY

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

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



Three of the 10 completed research project reports from the 2016 grant round.

2016 GRANT ROUND

The National Centre for Student Equity in Higher Education funded 10 research grant proposals in the 2016 round, for a total sum of \$360,307.

The completed research projects are detailed in the table below.

CHIEF INVESTIGATOR	LEAD UNIVERSITY	PROJECT TITLE
Grant Cooper	RMIT University	Access to Higher Education: Does Distance Impact Students’ Intentions to Attend University? https://www.ncsehe.edu.au/publications/access-to-higher-education-does-distance-impact-students-intentions-to-attend-university/
Ian Li	The University of Western Australia	Factors Influencing University Student Satisfaction, Dropout and Academic Performance: An Australian Higher Education Equity Perspective https://www.ncsehe.edu.au/publications/factors-influencing-university-student-satisfaction-dropout-and-academic-performance-an-australian-higher-education-equity-perspective/
Jack Frawley	Charles Darwin University	Indigenous Achievement in Higher Education and the Role of Self-Efficacy: Rippling Stories of Success https://www.ncsehe.edu.au/publications/indigenous-achievement-in-higher-education-and-the-role-of-self-efficacy-rippling-stories-of-success/
James A. Smith	Charles Darwin University	Identifying Strategies for Improving VET to HE Transitions for Indigenous Learners. https://www.ncsehe.edu.au/publications/identifying-strategies-improving-vet-higher-education-transitions-indigenous-learners/
Buly Cardak	La Trobe University	Regional Student Participation and Migration https://www.ncsehe.edu.au/publications/regional-student-participation-and-migration-analysis-of-factors-influencing-regional-student-participation-and-internal-migration-in-australian-higher-education/
Susan Beltman	Curtin University	Mentoring Programs and Equity Groups: The Australian Story https://www.ncsehe.edu.au/publications/mentoring-programs-and-equity-groups-the-australian-story/
Penny Jane Burke	The University of Newcastle	It’s About Time: Working Towards More Equitable Understandings of the Impact of Time for Students in Higher Education https://www.ncsehe.edu.au/publications/its-about-time-working-towards-more-equitable-understandings-of-the-impact-of-time-for-students-in-higher-education/
Deanna Grant-Smith	Queensland University of Technology	WIL Wellbeing: Exploring Impacts of Unpaid Practicum on Student Wellbeing https://www.ncsehe.edu.au/publications/wil-wellbeing-impacts-of-unpaid-practicum-on-student-wellbeing/
Wojtek Tomaszewski	The University of Queensland	School Experiences, Career Guidance, and the University Participation of Young People from Three Equity Groups in Australia https://www.ncsehe.edu.au/publications/school-experiences-career-guidance-and-the-university-participation-of-young-people-from-three-equity-groups-in-australia/
Karen Nelson	University of the Sunshine Coast	Understanding the Completion Patterns of Equity Students in Regional Universities https://www.ncsehe.edu.au/publications/completion-patterns-of-equity-students-in-regional-universities/

Research Grants Program

2017 GRANT ROUND

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

Projects commenced in September 2017 and will be completed and published from October 2018. The successful applicants and their project titles are detailed in the table below.

CHIEF INVESTIGATOR	LEAD UNIVERSITY	PROJECT TITLE
Ian Li	The University of Western Australia	Postgraduate Study and Graduate Employment: How Do Equity Groups Perform?
Lisa Hartley	Curtin University	People Seeking Asylum: Access and Support in Higher Education
Robin Barnes	University of Tasmania	Regional Communities’ Influences on Equity Participation in Higher Education
Bernadette Walker-Gibbs	Deakin University	Success and Failure in Higher Education on Uneven Playing Fields
Jenny Gore	The University of Newcastle	Community Influence on University Aspirations: Does it Take a Village…?
Sarah O’Shea	University of Wollongong	Shifts in Space and Self: Moving from Community to University
Wojtek Tomaszewski	The University of Queensland	Beyond Graduation: Long Term Socioeconomic Outcomes Amongst Equity Students
Ryan Naylor	La Trobe University	Structural Inequality and Retention in Equity Students: Best Practice Models of Institutional Culture from Across the Sector
Andrew Harvey	La Trobe University	Designing Equitable Principles for Performance Based Funding
Matt Brett	La Trobe University	Equity at and Beyond the Boundary of Australian Universities
Fiona Shalley	Charles Darwin University	Understanding Completion Rates of Indigenous Higher Education Students from Two Regional Universities
Deanna Grant-Smith	Queensland University of Technology	Widening Participation or Widening the Gap? Equity in Postgraduate Study
Natalie Lloyd	Curtin University	Access to Work Integrated Learning: Influence of Communities of Practice



NCSEHE Research/Projects

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

PROJECTS CONDUCTED OVER CURRENT REPORTING PERIOD

Social Marketing Strategy for Low SES Communities (2015–17)
Program Lead: Mary Kelly

This project involved a collaboration between researchers at the NCSEHE, Curtin University, Queensland University of Technology, the University of the Sunshine Coast and James Cook University. Current knowledge about interventions for widening participation in tertiary education was reviewed, with the intention of mapping those findings to a social marketing strategy aimed at people who have not traditionally considered tertiary education as a career pathway. This project was novel as it synthesised two similar, yet different, domains: social marketing; and widening participation. The social marketing-widening participation nexus underpinning this project provides a more robust platform which will generate new insights and represents a different lens through which to view the issue of under-participation in tertiary education by people from low SES backgrounds.

Equity Reporting in Australia 2016–17
Program Lead: Paul Koshy

The NCSEHE releases an annual briefing note on student equity in Australian higher education. The 2017/18 update will be released upon receipt of student data from the DET in mid-2018.

Regional Students’ Transition to University (2017)
Program Lead: Sue Trinidad

The New South Wales Department of Education commissioned the NCSEHE to examine why qualified (ATAR >60) students from regional New South Wales appeared to be transitioning to university at a lower rate than students from Sydney and outer metropolitan Sydney.

Australian Higher Education Student Equity Ranking (2017–18)
Program Leads: Tim Pitman and Paul Koshy

The NCSEHE is involved in a National Priorities Pool (NPP) project at Curtin University to examine the feasibility of developing a student equity ranking indicator for Australian higher education.

Building Legacy and Capacity Beyond the Current Funding Period (2017–18)
Program Lead: Nadine Zacharias

The NCSEHE has built an impressive portfolio of high-impact equity research over the past five years and effectively tapped into the sector to inform the policy priorities for the medium term at its 2016 Forum in Canberra. A new strategy of synthesising, codifying and disseminating learnings from research and practice is expected to yield greater returns on investment and benefits to the NCSEHE’s key stakeholders. The NCSEHE’s core strengths are its national profile and positioning at the intersection of equity research, policy and practice. This project leverages these strengths and aims to improve the Centre’s function as a ‘connector’ between often unconnected evidence-based insights, institutional practices and policy conversations.

- The two components of the program are:
1. Topical workshops: integrated, expert workshops bring together up to 10 experts in research, practice, policy and/or community engagement relative to the chosen topic. Two successful workshops have been conducted during 2017, with a further two planned for 2018.
 2. Professional Development via webinar: chief investigators, and their teams where appropriate, facilitate a 60 minute session that is live-streamed and recorded for future use. Two successful webinars have been presented during 2017, with two more planned for 2018.

The outcomes of these discussions will be shared widely across the sector through a suite of open access resources.

NCSEHE Data Linkage Project (2017–18)
Program Lead: Paul Koshy

The NCSEHE Data Linkage project builds on recent developments in Australia in relation to data linkage in higher education equity reporting, and addresses specific issues raised at the November 2016 National Forum. The data project has a focus on the role of distance in affecting university participation. Stage 1 uses geocoded and mapping data to characterise the impact of ‘distance from campus’ in Australia, with the proposed Stage 2 building on this work to examine the impact of generated measures of distance on participation.

NCSEHE Research/Projects

The Measurement of Higher Education Disadvantage in Australia (2017–18) Program Lead: Paul Koshy

This project will examine future directions for the measurement of higher education disadvantage in Australia, using data from the forthcoming data release from Wave 16 of the Household, Income and Labour Dynamics in Australia (HILDA) survey.

Publication of National Priorities Pool Research (2017–18) Program Lead: Sue Trinidad

The NCSEHE has been commissioned by the Department of Education and Training to deliver a web resource that presents the findings of research projects funded under the HEPPP National Priorities Pool (NPP) since 2014.

Hosted on the NCSEHE’s website, the resource will improve public access to the reports with advanced search functionality, report abstracts and summaries, and a repository of links to the projects. This project

was commissioned under the National Priorities Pool 2017 funding round and commenced in November 2017, with an anticipated completion date of mid-2018.

Widening Regional & Remote Participation: Interrogating the Impact of Outreach Programs Across Queensland (2017–18) Program Lead: Sue Trinidad

The project explores the impact of HEPPP funded widening participation activities in schools serving low SES background regional and remote students, and builds on understanding the factors—both program-related and external—that affect their participation in higher education.

This project is conducted in collaboration with Curtin University, Queensland University of Technology and The University of Western Australia and involves the analysis of both quantitative and qualitative data gathered in Queensland to better understand the interplay between poverty, regionality, and widening participation that can better inform policy and practice into the future.



National Centre for Student Equity in Higher Education staff outside Curtin University building 100 (left to right): Mr Ian Cunninghame, Ms Rebecca McKenzie, Miss Marcia Schneider, Ms Nina Thomas, Professor Sue Trinidad, Dr Paul Koshy and Mr Paul Farnhill.

Equity Fellowship Program

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

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

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

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

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

Projects have also:

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

2016 FELLOWS



Dr Erica Southgate



Dr Cathy Stone



Dr Nadine Zacharias

2017 FELLOWS



Mr Matthew Brett



Ms Louise Pollard



A/Prof. James A. Smith

Equity Fellowship Program

DR ERICA SOUTHGATE

Fair Connection to Professional Careers: Understanding Social Difference and Disadvantage, Institutional Dynamics and Technological Opportunities



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

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

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

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



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

DR CATHY STONE

Opportunity Through Online Learning: Improving Student Access, Participation and Success in Online Higher Education



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

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

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

DR NADINE ZACHARIAS

The Australian Student Equity Program and Institutional Change: Paradigm Shift or Business as Usual?



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

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

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

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

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

Equity Fellowship Program

MR MATTHEW BRETT

Equity, Performance and Accountability

Growth of public investment in Australian higher education has sharpened the focus of policymakers on issues of performance and accountability. This Fellowship explores the distribution of accountabilities for student equity objectives across the higher education system, and how these objectives are defined and progressed across policy instruments, policy processes, and institutional planning systems. The perspectives of system stakeholders have also been surfaced through surveys and interviews. The Fellowship has found that the Australian higher education system has a strong, broadly distributed, and deeply embedded commitment to student equity. There is no crisis of accountability.

MS LOUISE POLLARD

Remote Student University Participation and Success: An Analysis of Policy and Practice

This 2017 Equity Fellowship focuses on remote students' participation in higher education, exploring issues relevant to these students and identifying ways in which they can be supported more effectively by the higher education sector and Australian Government. Good practice examples from across the sector have been examined and the Fellowship was informed by a study tour to Canadian universities and a secondment to the Department of Education and Training.

The Fellowship involves analysis of national datasets that have focused attention on the cohort of remote students in higher education in a new and innovative

way. This includes the development of a comprehensive summary of remote students engaged in university.

The demographic profile may challenge assumptions made about the cohort previously and will help the sector, and governments, to refine and target strategies to support remote students in accessing and succeeding in higher education. The good practice case studies include interviews with students from remote Australia and staff engaged in the delivery of programs and curriculum. They will provide insights into the extent to which existing practice addresses the unique challenges and needs of the remote student cohort.

ASSOCIATE PROFESSOR JAMES A. SMITH

Strengthening Evaluation within Indigenous Higher Education Contexts in Australia

Enhancing Indigenous pathways and transitions into higher education is a key equity priority in Australia. To do this effectively we need robust evidence assessing the process, impact and outcomes of Indigenous higher education policies and programs. This Fellowship investigates ways of strengthening evaluation in Indigenous higher education contexts in Australia.

Key research questions address: the quality and utility of evaluation; the current challenges and opportunities associated with planning and undertaking evaluation; the enablers and barriers associated with using evaluation evidence to inform policy and program development and reform to support Indigenous participation and achievement; and strategies that might be useful for strengthening evaluation. The multifaceted project has involved a scoping review of what is known about evaluation in Indigenous higher education contexts in

Australia. Additionally, primary research interviews have been conducted with 24 Indigenous scholars and thinkers working in Indigenous higher education contexts across all states and territories; and 15 policymakers working in Indigenous or equity-related higher education policy contexts within the Australian Government.

This work has also involved consultation with key national stakeholders including the National Aboriginal and Torres Strait Islander Higher Education Consortium and Universities Australia, resulting in the development of a conceptual model and accompanying evidence base to frame future strategies in this space. In particular, the Fellowship provides important baseline data to respond to multiple calls to Government and Australian universities to work towards the co-development of an Indigenous higher education performance, monitoring and/or evaluation framework.



Events

27 June 2016
NCSEHE
Workshop with Associate Professor Sarah O’Shea
(University of Wollongong)

“Wow, you must be really smart if you’re going to uni.” First-in-Family Learners and Higher Education Participation

This half-day workshop focused on First-in-Family students at university, including expectations about higher education environments the ways in which higher education participation is translated and understood by family members, and strategies employed by First-in-Family students to navigate the university environment.

3-8 July 2016
NCSEHE
CEEHE visit to the NCSEHE

Professor Penny Jane Burke, Professor Geoff Whitty, Belinda Munn, Maree Gruppetta and Liam Phelan from the Centre of Excellence for Equity in Higher Education (CEEHE) at the University of Newcastle visited the NCSEHE to continue work with the Centre in defining the research gaps in student equity in higher education in Australia to complete a ‘Student Equity Initiatives and Research Framework’.

7 September 2016
NCSEHE
Presentation by Dr Carla Houkamau
(The University of Auckland)
Unconscious Bias and Education — A Comparative Study of Māori and African American Students

Dr Carla Houkamau outlined the findings of a recent report she co-authored with Anton Blank (Oranui Ltd) and Dr Hautahi Kingi (Cornell University), exploring and comparing the experiences of Māori and African American children in education.

28 November 2016
NCSEHE
National Research Forum
Facilitating an Innovative Future Through Equity

This NCSEHE Forum at the National Press Club in Canberra brought together equity policymakers, researchers and practitioners to share ideas and contribute to shaping the future of equity in Australian higher education. Invited speakers included the Senator the Hon. Simon Birmingham, Emeritus Professor Lesley Parker, Professor Bruce Chapman, Professor Simon Marginson, and the

2016 NCSEHE Equity Fellows, with a recorded address by Professor Barney Glover. Master of Ceremonies was Ms Monica Attard OAM.

In a subsequent segment, a Pop-Up Panel led 10 groups in focused discussion on different equity issues from the ‘Ten Conversations’, and reported policy ideas back to the group. Forum attendees each received a copy of *Facilitating Student Equity in Australian Higher Education*, a supplementary research publication produced by the NCSEHE.

16 February 2017
NCSEHE
Presentation by Adjunct Professor Cathy Stone
(The University of Newcastle)
Improving Participation, Success and Retention in Online Higher Education

This presentation provided an interim overview of Cathy Stone’s Equity Fellowship project investigating the effectiveness of practices, supports and retention strategies in online learning at Australian universities and at the Open University UK.

9 March 2017
NCSEHE
Presentation by Associate Professor Seamus Fagan and Dr Anna Bennett
(The University of Newcastle)
Access and Widening Participation at the University of Newcastle: Synergies, Strengths and Challenges for Enabling Programs

This session provided a brief overview of the enabling programs and research projects about access and widening participation at the University of Newcastle. Participants discussed synergies, strengths and challenges for enabling programs and research about them, in order to identify collective areas of interest.



2016 NCSEHE Research Forum: Facilitating an Innovative Future Through Equity, held at the National Press Club, Canberra.



Events

28 April 2017
Curtin Corner: John Curtin Institute for Public Policy/ NCSEHE and Curtin University
Presentation by Dr Lynette Vernon and Professor Andrew Taggart
(Murdoch University)
Supporting the Aspirations of Low-SES Students to Attend University

Dr Lyn Vernon and Professor Andrew Taggart outlined the national, state and local contexts of MAP4U, an Australian project designed to build aspirations of students in low SES high schools to encourage greater university participation.

24 May 2017
NCSEHE
Presentation by Associate Professor Sarah O’Shea and Adjunct Professor Cathy Stone
(University of Wollongong and the University of Newcastle)
A Conversation About Translating Equity Practice Into Research

Drawing upon examples of their own research, Cathy Stone and Sarah O’Shea shared their own experiences as practitioners and researchers. The seminar generated a conversation about the ways in which student equity practice can inform research questions, methods and outcomes.

31 May 2017
ADCET, ATEND and NCSEHE
Webinar presented by Dr Ian Li
(The University of Western Australia)
Student Satisfaction and Academic Outcomes of Disadvantaged Students in Australian Higher Education

Dr Li presented the findings of his NCSEHE funded research, *Factors Influencing University Student Satisfaction, Dropout and Academic Performance: An Australian Higher Education Equity Perspective*, to 31 webinar participants.



Attendees of the first Building Legacy and Capacity Workshop, facilitated by Dr Nadine Zacharias.

28 September 2017
University of Canberra/NCSEHE
Workshop facilitated by Dr Nadine Zacharias
Building Legacy and Capacity Workshop 1: *Career Development for Students in Low SES or Regional/ Remote High Schools*

A panel of subject experts shared their perspectives on career development for students in low SES or regional/ remote high schools.

11 October 2017
NCSEHE
Building Legacy and Capacity Project Webinar:
Career Development for Students in Low SES or Regional/Remote High Schools

Co-presented by Dr Nadine Zacharias, Dr Andrew Harvey and Kate Duyvestyn, the webinar reported on the discussion generated during the Building Legacy and Capacity workshop held in September 2017.

16 October 2017
The University of Western Australia/NCSEHE
Louise Pollard Equity Fellowship Symposium
The Clever Country: The Importance of Investing in Regional and Remote Students

A panel of experts from across Australia were invited to discuss ways to support regional and remote students to succeed in higher education.

17 October 2017
The University of Western Australia/NCSEHE
Workshop facilitated by Dr Nadine Zacharias
Building Legacy and Capacity Workshop 2: *Higher Education Participation and Completion of Regional/ Remote Students*

A panel of subject experts shared their perspectives on higher education participation and completion for regional/remote students.

8 November 2017
ADCET, ATEND and NCSEHE
Webinar presented by Dr Mike Kent and Associate Professor Katie Ellis
(Curtin University)
Mainstreaming Captions for Online Lectures in Higher Education in Australia

The webinar reported on research findings assessing the usefulness of captioned recorded lectures as a learning tool.

14 November 2017
NCSEHE
Building Legacy and Capacity Project Webinar:
Higher Education Participation and Completion of Regional/Remote Students

Co-presented by Dr Nadine Zacharias, Adjunct Professor Cathy Stone and Professor Karen Nelson, the webinar reported on the discussion and insights generated during the Building Legacy and Capacity workshop held in Perth in October 2017.

16 November 2017
NCSEHE
Carrera de Ingeniería Electrónica (Bogota) visit

Director Ing. Alejandra González Correal PhD and colleagues met with Nadine Zacharias and four other Australian university representatives in Melbourne to discuss approaches to supporting high potential students from disadvantaged backgrounds.



20 November 2017
NCSEHE
National Research Forum
National Equity Fellows Forum 2017

The NCSEHE and Equity Practitioners in Higher Education Australasia (EPHEA) showcased the outcomes of the 2017 Equity Fellows at the Fellows Forum, presented at the 2017 EPHEA Conference in Brisbane. A panel session, chaired by Robert Latta (Manager of the Quality and Access Branch in the Higher Education Group in the Department of Education and Training), followed the Fellows’ individual presentations, engaging the brains trust of over 60 attendees in active discussion, sharing professional insights, experiences and ideas to work toward improving outcomes for disadvantaged students in Australian higher education.

2017 National Centre for Student Equity in Higher Education Equity Fellows Forum, held in conjunction with the 2017 Equity Practitioners in Higher Education Australasia annual conference at Queensland University of Technology, Brisbane.



Conferences and Presentations

29 June 2016–2 July 2016

2016 STARS (Students Transitions Achievement Retention & Success) Conference

- Cathy Stone: *Opportunity Through Online Learning: Improving Student Access, Participation and Success in Online Undergraduate Studies.*
- Nadine Zacharias: *Student Equity: Special Interest Group.*
- Erica Southgate and Shamus P. Smith: *Gamifying Adult Literacy Learning with Apps: Reflections on the ‘State-of-the-Art’ to the ‘State-of-the-Actual’.*
- Ian Cunninghame and Sue Trinidad: *The Role of Higher Education in Facilitating Social Mobility.*
- Diane Costello, Maria M. Raciti, Cathy Cupitt, Lynne Eagle: *Conceptualising a Social Marketing Approach to Widening Participation in Australian Higher Education.*

4–7 July 2016

Higher Education Research and Development Society of Australasia (HERDSA) 2016 Conference, Fremantle

- Cathy Stone: *Opportunity Through Online Learning: Improving Student Access, Participation and Success in Online Undergraduate Studies.*
- Nadine Zacharias: *An Act of Reason, Not ‘Faith’: Effective Scholarships for Equity Students.*

14 July 2016

The 2016 Asia Pacific Higher Education Summit, Melbourne

Cathy Stone: Keynote — *Opportunity Through Online Learning.*

28 July 2016

HERI Seminar, Department of Education and Training, Canberra

Nadine Zacharias: *Moving Beyond ‘Acts of Faith’: Effective Scholarships for Equity Students.*

August 2016

Department of Education and Training Research Seminar Series, Canberra

Cathy Stone.

17 August 2016

Student Equity Workshop, Brisbane

Nadine Zacharias.

31 August 2016

Student Equity Workshop, Perth

Nadine Zacharias.

31 August–1 September 2016

Curtin Business School Higher Degree by Research Students’ Colloquium, Curtin University

- Don Boyd: *Knowledge and Knowledge Construction of Higher Education by Regional Secondary Students: Making Sense of University.* (Best presentation Award — Law, Public Policy and Information Systems).
- Don Boyd: Poster Presentation — *What Might it be Like Going to University? University Knowledge Held by Young People in Regional Australia.*

September 2016

Presentation to Academic Staff at the University of New England, Armidale; Southern Cross University, Lismore; and The University of Tasmania, Launceston

Cathy Stone.

8 September 2016

University of Southern Queensland Social Justice Symposium, Toowoomba

Cathy Stone: *Opportunity Through Online Learning: Improving Student Access, Equity, Success and Retention in Online Higher Education.*

15 September 2016

Student Equity Workshop, Sydney

Nadine Zacharias.

19 September 2016

Webinar, AARE & AERA Rural Education Research Student Group

Don Boyd and Sue Trinidad: *Knowledge and Knowledge Construction of Higher Education by Regional Secondary Students: Making Sense of University.*

22 September 2016

National Association of Enabling Educators of Australia Conference, Auckland

Sue Trinidad: Keynote — *Accessing Higher Education: Research Informing Policy and Practice.*

28–30 September 2016

The Society for the Provision of Education in Rural Australia (SPERA) National Conference: Rethinking Rurality, Mackay

Don Boyd and Sue Trinidad: Keynote — *The Power of Knowledge: What do Young Regional People Really Know About University and What Additional Knowledge do They Need?*

6 October 2016

Student Equity Workshop, Melbourne

Nadine Zacharias.

7 October 2016

Monash University Scholarships Seminar

Nadine Zacharias: *Moving Beyond ‘Acts of Faith’: Effective Scholarships for Equity Students.*

25–27 October 2016

National Centre for Longitudinal Data Conference 2016, Canberra

Mike Dockery: *Does Private Schooling Pay? Evidence and Equity Implications for Australia.*

24–25 November 2016

University of Wollongong National Forum on First-in-Family Learners

Cathy Stone: *Online Learning.*

30 November–2 December 2016

Australian Tertiary Education Network on Disability (ATEND) Pathways 13 National Conference, Canberra

Ian Cunninghame, Diane Costello and Sue Trinidad: *Emerging Challenges for Students with Disability Participating in Higher Education: A Review of Six NCSEHE Funded Research Reports.*

2–3 December 2016

AARE Symposium, Melbourne

Cathy Stone: *Online Learning.*

5–7 December 2016

Australian and New Zealand Student Services Association Inc. (ANZSSA) Conference, Auckland

Cathy Stone: *Online Learning.*



NCSEHE staff in attendance at the 2016 Students Transitions, Achievement, Retention & Success (STARS) Conference.

27 Nov–1 December 2016

Australian Association of Research in Education (AARE) Conference, Melbourne

- Erica Southgate: *Transforming Student Equity Research into Policy and Practice: Featured Symposium.*
- Erica Southgate: *Travels in Extreme Social Mobility: Prestige, Professional Identity and the Price of the Ticket for First-in-Family Medical Students.*
- Nadine Zacharias: *NCSEHE Fellowship: High-Level Findings.*

29 November 2016

CSHE Research Seminar, University of Melbourne

Nadine Zacharias: *Moving Beyond ‘Acts of Faith’: Effective Scholarships for Equity Students.*

2 December 2016

National Forum: Conversations about Retaining and Engaging Learners in Higher Education, University of Wollongong

Erica Southgate: *Getting to be a Doctor: The Capacity to Aspire to Medical School for Students from First-in-Family and Low Socioeconomic Status Backgrounds.*

4–5 December 2016

Youth, Health and Practical Justice: An Interdisciplinary Conference, University of Technology Sydney

Erica Southgate and P. Aggleton: *Peer Education for Young Peoples’ Health and Wellbeing: From Rhetoric to Reality.*

18 January 2017

Case Study Universities: report back on findings

Nadine Zacharias: *Deliver at Scale.*

25 January 2017

Case Study Universities: report back on findings

Nadine Zacharias: *Principles and Partnerships.*

10 February 2017

Case Study Universities: report back on findings

Nadine Zacharias: *Targeted and Personalised.*

24 February 2017

Regional Student Participation and Migration Regional Office Planning Day, La Trobe University

Matt Brett.

Conferences and Presentations

2 March 2017

Universities Australia Conference 2017
Nadine Zacharias: *The Australian Student Equity Program and Institutional Change: Paradigm Shift or Business as Usual?*

9 March 2017

University of New South Wales Connections Seminar
Cathy Stone: *Improving Participation, Success and Retention in Online Higher Education.*

6–10 March 2017

HERI Bite Sized Seminar, Australian Government of Education and Training
James Smith: *Key Learnings from Whole of Community Engagement Initiative.*

18–22 March 2017

2017 IEEE VR Los Angeles
Erica Southgate: international invited presenter — *Asking Ethical Questions in Research Using Immersive Virtual and Augmented Reality Technologies with Children and Youth.*

4 April 2017

Staff seminar at the OU, Milton Keynes, UK
Cathy Stone.

7 April 2017

2017 Universities Association for Lifelong Learning UK Conference, York
Cathy Stone.

20 April 2017

HERI Bite-Sized Seminar, Australian Government Department of Education and Training
Matt Brett: *Equity Performance: What Counts? What Matters?*

21 April 2017

National Forum for ‘A Comparative Evaluation of the Efficacy of the Equity Strategies Employed by Australian Universities’: 2015 National Priorities Pool Project
Nadine Zacharias: panel discussant.

4 May 2017

Learning Breakfast Seminar, Teaching Innovation Unit, UniSA, Adelaide
Cathy Stone.

5 May 2017

Seminar for the South Australian branch of HERDSA, UniSA, Adelaide
Cathy Stone: *Opportunity Through Online Learning: Improving Student Access, Participation and Success in Online Higher Education.*

11 May 2017

The Higher Education Reform Package Idea of the University Reading Group, La Trobe University
Matt Brett.

16 May 2017

Regional Student Participation and Migration Widening Participation Forum, La Trobe University
Matt Brett.

25 May 2017

Networks Enhancing the Scholarship of Teaching (NEST) Workshop, Murdoch University
Cathy Stone: *Opportunity Through Online Learning: Improving Student Access, Participation and Success in Online Higher Education.*

30 May 2017

YouTube interview with Mike Bryant, Centre for University Teaching and Learning, Murdoch University
Cathy Stone: *Dr Cathy Stone Conversation.*

11–14 June 2017

CACUSS Conference, Ottawa, Canada
Louise Pollard: *How Students from Rural Australia are Supported to Access and Succeed at University.*

15 June 2017

Seminar, Wollongong Academy of Tertiary Teaching & Learning Excellence, University of Wollongong
Cathy Stone: *Improving Participation, Success and Retention in Online Higher Education.*



Anna Bennett, Catherine Burgess, Penny Jane Burke and Sue Trinidad at the 2017 HERDSA Conference in Sydney.

22 June 2017

Regional Student Participation and Migration Schools Partnership Program Planning Day, La Trobe University
Matt Brett.

27 June 2017

Australian Tertiary Education Network on Disability (ATEND) Inherent Requirements Symposium
Matt Brett: *From Masseurs to Mass Participation — Reasonable Adjustments and Inherent Requirements in Historical Context.*

28 June 2017

HERDSA Conference, Sydney

- Nadine Zacharias: *Leveraging Transformational Curriculum Change for Widening Participation: An Australian Success Story.*
- Nadine Zacharias, Mary Dracup and Robyn Everist: *Embedding Inclusive Curriculum: Working from the Ground Up.*

29 June 2017

FACE Annual Conference, Glasgow
Ian Cunninghame: *Widening Participation as a Key Policy Response in Australia: Is This Responsive to the Issues of Equity Students?*

2 July 2017–5 July 2017

2017 Students Transitions Achievement Retention & Success (STARS) Conference

- Sue Trinidad: *Facilitating Student Equity in Australian Higher Education.*
- Louise Pollard: *The Invisible Cohort? Investigating Strategies for Remote Students’ Success.*

16 July 2017

National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC) Caucus
James Smith.

19 July 2017

2016 Equity Fellowship Dissemination Workshop, University of Technology, Sydney
Nadine Zacharias.

26 July 2017

Education for Remote & Regional Australia, University of Western Australia Social Impact Festival 2017
Matt Brett: *Analysis of Factors Influencing Regional Student Participation and Internal Migration.*

24–28 July 2017

World Indigenous Peoples Conference on Education (WIPCE), Toronto
James Smith.

15 August 2017

Student Accommodation Development World 2017, Melbourne
Matt Brett and Bully Cardak: *Regional Student Migration — Implications for Student Accommodation.*

29–31 August 2017

Australasian Simulation Congress 2017, Sydney
Erica Southgate: industry panellist on *Serious Games.*

5 September 2017

Australasian Evaluation Society 2017 International Evaluation Conference, Canberra
James Smith: *What Do We Know About Evaluation in Indigenous Higher Education Contexts in Australia?*

11 September 2017

Presentation for Victorian branch of HERDSA, Australian Catholic University, Melbourne
Cathy Stone.

14 September 2017

Presentation for RMIT University, Melbourne
Cathy Stone.

26 September 2017

ACEN/HERDSA Rekindled Mini Conference, Monash University, Melbourne
Nadine Zacharias, Mary Dracup, Robyn Everist: *Embedding Inclusive Curriculum: Working from the Ground Up.*

27–29 September 2017

The Society for the Provision of Education in Rural Australia (SPERA) National Conference, Canberra

- Louise Pollard: *The Invisible Cohort? Investigating Strategies for Remote Students’ Success.*
- James Smith and Michael Bullot: *Maintaining Connection to Family, Culture and Community: Implications for High School Completion and Respective Aspirations to Pursue Higher Education in Remote Indigenous Contexts in Australia.*
- Ian Cunninghame and Sue Trinidad: *Accessing Higher Education and Informing Regional Policy and Practice Through Research.*

Conferences and Presentations

- Lynette Vernon and Andrew Taggart: *School–University Partnerships; Building Aspirations, Expectations, Engagement and Enrolment in Higher Education.*
- Don Boyd and Sue Trinidad: *Improving the Construction of University Knowledge: Listening to the Voice of Young Regional People.*
- Nadine Zacharias: *Careers Advice for Rural Students.*

6 October 2017
Presentation for ACT branch of HERDSA, Australian National University
Cathy Stone.

11 October 2017
Presentation to Australian Computer Society’s e-Learning Special Interest Group, Canberra
Cathy Stone.

13 October 2017
2016 Equity Fellowship Insights and Recommendations to the Sector, Universities Australia, DVC Academic meeting
Nadine Zacharias and Sue Trinidad.

26 October 2017
Presentation at UTAS, Hobart, for HERDSA and UTAS online learning Community of Practice
Cathy Stone.

3 November 2017
Presentation at Widening Participation Symposium: Towards an Inclusive University, Macquarie University
Sue Trinidad via video address.

9 November 2017
Interview with ABC AM Radio
Lyn Vernon: *Smartphone Use ‘A Leash’ Across Generations.*

20–23 November 2017
EPHEA Conference 2017, Brisbane

- Cathy Stone: *Opportunity Through Online Learning: Improving Student Access, Participation and Success in Higher Education.*
- Nadine Zacharias: *Workshop: Student Equity Policy, Practice and Research: Where to Next?*
- Nadine Zacharias: *The Complex Relationships between Institutional HEPPP Programs and Student Outcomes.*

- Nadine Zacharias: *Building Legacy and Capacity Workshop Series.*
- Sue Trinidad: *The National Centre for Student Equity in Higher Education Update.*
- Louise Pollard: *Learning from the Canadian Context: Equity Practitioners’ Findings and Inspirations from a Canadian Study Tour.*
- Ian Cunninghame and Lyn Vernon: *To be Seen and Heard: The Role of Student Voice in Valuing Education.*

26–30 November 2017
2017 AARE Conference

- Lyn Vernon: *University Enabling Programs: Supporting the Transition of Low-SES Students from High School to University.*
- James Smith: *Featured Symposium: Strategies for Strengthening Indigenous Higher Education.*
- Sue Trinidad, Nadine Zacharias, Matt Brett, Louise Pollard and James Smith: *Higher Education Policy and Practice: Translating Student Equity Research.*

29 November 2017
HERI Seminar, Australian Government Department of Education and Training
Sue Trinidad, Matt Brett, Louise Pollard and James Smith: *The Equity Fellowships: Translating Equity Research into Policy and Practice.*

30 November 2017
Building Legacy and Capacity Project — dissemination and discussion, Department of Education and Training
Nadine Zacharias.

6 December 2017
Australian and New Zealand Student Services Association Inc. (ANZSSA) Conference, Auckland
Cathy Stone and Ed Campbell: *Opportunity Through Online Learning: Improving Student Access, Participation and Success in Higher Education.*

6–8 December 2017
The Society for Research into Higher Education (SRHE) Conference, Wales, UK

- Nadine Zacharias and Graeme Atherton: *Building Capacity and Partnerships for Evaluations of Widening Participation Activities.*
- Nadine Zacharias: *Institutional Responses to the Australian Student Equity Program: The Importance of Strategic Intent.*

Publications

Throughout the 2016-17 period, the NCSEHE has produced various print and online publications as a means of collating, interpreting and disseminating research and good practice case studies. Developed in specific formats to target key stakeholder groups, these resources have contributed to a national narrative on the importance of equitable access to tertiary education. The open access publications are made available on the NCSEHE website, and in print by request.

Informing Policy and Practice II: 2015 Student Equity in Higher Education Research Grants Program Projects

2016 — Print and digital

Showcases the 12 research projects funded through the 2015 Student Equity in Higher Education Research Grants Program, with individual commentary from policy analysts, academics and practitioners. Launched at the 2016 HERDSA Conference.

Facilitating Student Equity in Australian Higher Education

2016 — Print and digital

A compendium of the NCSEHE’s 2016 Facilitating an Innovative Future Through Equity Forum, summarising key points from 24 NCSEHE funded research reports.

Informing Policy and Practice III: 2016 Student Equity in Higher Education Research Grants Program Projects

2017 — Print and digital

Includes summaries of the 10 commissioned research reports from the 2016 research grants funding round, and three projects from the inaugural NCSEHE Equity Fellows Program, accompanied by expert commentary. Launched at the 2017 STARS Conference.

NCSEHE Focus: Successful Outcomes for Low SES Students in Australian Higher Education

NCSEHE Focus: Successful Outcomes for Students with Disability in Australian Higher Education

NCSEHE Focus: Successful Outcomes for Regional and Remote Students in Australian Higher Education

2017 — Digital

An online series addressing issues, challenges, opportunities and recommendations for individual student equity groups, through analysis of NCSEHE funded research, government submissions and good practice case studies.

Higher Education Participation and Partnerships Program: Seven Years On

2017 — Print and digital

The third case study publication in the NCSEHE series tracking the diverse activities, partnerships, positive outcomes, and sustainable impacts of HEPPP programs over time. Launched at the 2017 EPHEA Conference.

NCSEHE National Equity Fellows Forum: Synthesis of Group Discussion

2017 — Digital

A collation of the directions for equity raised by Forum delegates in the *Shaping the Future of Australian Higher Education Equity Policy* session at the 2017 National Equity Fellows Forum.

Building Legacy and Capacity Workshop One: Career Development for Students in Low SES and Regional/Remote High Schools

2017 — Digital

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



NCSEHE Focus series

Publications

Baik, Chi, Wendy Larcombe, Abi Brooker, Johanna Wyn, Lee Allen, Matthew Brett, Rachael Field, and Richard James. 2017. *Enhancing Student Mental Wellbeing: A Handbook for Academic Educators*. Melbourne: The University of Melbourne. http://melbourne-cshe.unimelb.edu.au/__data/assets/pdf_file/0006/2408604/MCSHE-Student-Wellbeing-Handbook-FINAL.pdf.

Beltman, Susan, Shamim Samani, and Kate Ala'i. 2017. *Mentoring Programs and Equity Groups: The Australian Story*. Perth: National Centre for Student Equity in Higher Education. <https://www.ncsehe.edu.au/publications/mentoring-programs-and-equity-groups-the-australian-story/>.

Bennett, Anna. K., Erica Southgate, and Mahsood Shah. 2016. "Global Perspectives on Widening Participation: Approaches and Concepts." In *Widening Higher Education Participation: A Global Perspective*, edited by Anna. K. Bennett, Erica Southgate, and Mahsood Shah. Amsterdam: Elsevier Chandos.

Brett, Matt, and Andrew Harvey. 2017. "Advancing Equity in the Australian Higher Education System." In *Visions for Australian Tertiary Education*, edited by Richard James, Sarah French, and Paula Kelly. Melbourne: Melbourne Centre for the Study of Higher Education, The University of Melbourne. http://melbourne-cshe.unimelb.edu.au/__data/assets/pdf_file/0006/2263137/MCSHE-Visions-for-Aust-Ter-Ed-web2.pdf.

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Burke, Penny J., Anna K. Bennett, Catherine Burgess, Kim Gray, and Erica Southgate. 2016. *Capability, Belonging and Equity in Higher Education: Developing Inclusive Approaches*. Perth: National Centre for Student Equity in Higher Education. <https://www.ncsehe.edu.au/wp-content/uploads/2016/03/Capability-Belonging-and-Equity-in-Higher-Education-Developing-Inclusive-Approaches.pdf>.

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Case studies series



"This report details the findings of the enabling programs for disadvantaged student groups project, which was funded as part of the Australian Government Department of Education and Training National Priorities Pool funding 2014 round with the research undertaken in 2015."

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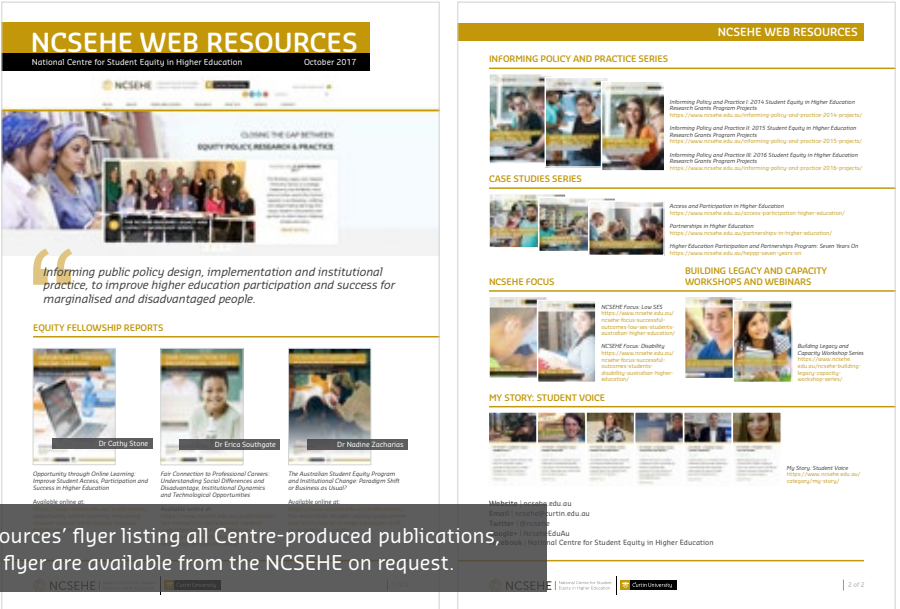
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In October 2017 the NCSEHE released a 'web resources' flyer listing all Centre-produced publications, as well as the direct URLs to each. Copies of this flyer are available from the NCSEHE on request.



Submissions/Invited Responses

2016	2017
- Submission to <i>Education Evidence Base Inquiry</i> (Australian Government Productivity Commission). - Submission to <i>ACIL Allen Consulting HEPPP Review</i>. - Submission to the Higher Education Standards Panel: <i>Consultation on the Transparency of University Admissions Processes</i>. - Submission to the Higher Education Standards Panel: <i>Consultation on Enabling Courses for SES Student Groups</i>.	- Feedback on <i>Recommendations for the Rural and Regional Enterprise Scholarships</i> (Australian Government Department of Education and Training). - Response to <i>Improving Retention, Completion and Success in Higher Education: Higher Education Standards Panel Discussion Paper</i> (Australian Government Department of Education and Training). - Response to draft <i>Possible Key Elements of HEPPP Guidelines</i> (Student Inclusion – Indigenous and Equity team, Australian Government Department of Education and Training). - Submission to the <i>Independent Review into Regional, Rural and Remote Education</i> (Australian Government Department of Education and Training). - Submission to the <i>HEPPP Review Evaluation Report</i>. - Response to <i>The Review of Identified Equity Groups</i> (Institute for Social Science Research).

Citations in Government and Other Policy Documents

DOCUMENT WORK WAS CITED IN	WORK CITED
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ACIL Allen Consulting. 2017. <i>Evaluation of the Higher Education Participation and Partnerships Program</i> . Melbourne.	Zacharias, Nadine, et al. 2016. <i>Moving Beyond ‘Acts of Faith’: Effective Scholarships for Equity Students</i> .
Equity Practitioners in Higher Education Australasia. 2017. <i>Feedback on Draft Implementation Plan for Improving Higher Education Admissions Transparency</i> .	Koshy, Paul. 2016. <i>Student Equity Performance in Australian Higher Education: 2008 to 2015</i> .
Australian Government Department of Education and Training. 2017. <i>Improving Retention, Completion and Success in Higher Education: Higher Education Standards Panel Discussion Paper, June 2017</i> .	Zacharias, Nadine, et al. 2016. <i>Moving Beyond ‘Acts of Faith’: Effective Scholarships for Equity Students</i> . Stone, Cathy. 2017. <i>Opportunity Through Online Learning, Improving Student Access, Participation and Success in Higher Education, National Guidelines</i> . Li, Ian, and David Carroll. 2017. <i>Factors Influencing University Student Satisfaction, Dropout and Academic Performance: An Australian Higher Education Equity Perspective</i> .
Institute for Social Science Research. 2017. <i>Review of Identified Equity Groups Consultation Paper</i> .	Pitman, Tim, and Paul Koshy. 2014. <i>A Framework for Measuring Equity Performance in Australian Higher Education – Draft Framework Document</i> .
Australian Government Department of Education and Training. 2017. <i>Selected Higher Education Statistics 2016</i> . [New measure integrated based on research report].	Cardak, Buly, et al. 2017. <i>Regional Student Participation and Migration: Analysis of Factors Influencing Regional Student Participation and Internal Migration in Australian Higher Education</i> .

Media and Communications

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

PRINCIPAL MEDIA AND COMMUNICATION STRATEGIES

- A Disseminate information
- B Strengthen professional relationships/collaborations/partnerships
- C Build reputation
- D Identify/target key stakeholders
- E Contribute to a ‘narrative’ around student equity in higher education
- F Share best practice
- G Promote collaboration and information-sharing

					Principal Strategies						
					A	B	C	D	E	F	G
	OUTPUTS	OUTCOMES	6/16-12/16	1/17-12/17							
Social media	Twitter	# followers (end of period)	917	1,236	x	x	x	x	x	x	x
		Ave # impressions p/mth	14,047	25,661							
		Ave # profile visits p/mth	411	900							
	Facebook (est. June 2017)	# followers (end of period)	N/A	61	x	x	x	x	x	x	x
		Ave # reached p/mth	N/A	1,092							
Website	Student Voice	# students featured	N/A	8	x	x	x		x	x	x
		Total # page views	N/A	4,035							
	News items	Ave # items p/mth	4.1	7	x	x	x		x	x	x
	Website visits	Ave # visits p/mth	7,436	14,012	x	x	x		x	x	x
		Ave # visitors p/mth	4,063	9,510							
	Event listings	Ave # events listed p/mth	0.7	4	x	x	x		x		x
	NCSEHE research reports	# reports published	7	13	x	x	x		x	x	x
		# downloads (reporting period)	4,316	10,311							
Media releases	# published/distributed	1	16	x	x	x	x	x	x	x	
Mass media	ASR/AVE	\$	279,851	501,918	x		x		x	x	x
eNews	Newsletters	# issues	12	11	x	x	x	x	x	x	x
		# subscribers (end of period)	1,358	1,648							
		Ave # unique opens	470	524							
		Ave # link clicks	272	374							
Sponsorships	Sponsored events	# events	4	3		x	x				x
Co-branding	Webinars	# co-branded webinars	1	3	x	x	x	x	x	x	x
	Events	# co-branded events	4	3	x	x	x	x	x	x	x
Analytics	eNews/Focus reports	Ptcpt. ID & analytics cmplt'd.*	N/A	4 analysed				x			
	Webinars	Ptcpt. ID & analytics cmplt'd.*	N/A	2 analysed				x			
Events and presentations	NCSEHE events	# events	4	13	x	x	x	x	x	x	x
	Presentations at external events	# presentations	33	64	x	x	x	x	x	x	x
		Presentations at # events	25	48							
Publications	NCSEHE publications (print and online)	# publications released	2	2	x	x	x	x	x	x	x
		# downloads (reporting period)	405	1,755							
		# print copies distributed	Unrecorded	435							
	NCSEHE Focus reports	# published	N/A	3	x	x	x	x	x	x	x
		# downloads	N/A	1,722							
	Other NCSEHE feature publications (online)	# published	N/A	5	x	x	x	x	x	x	x
		# downloads	N/A	1,984							

*Participant identification and analytics completed

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 National Centre for Student Equity in Higher Education

Media and Communications

The NCSEHE’s established Communications Strategy provides a solid base for the Centre’s media and communications activities, with ongoing, responsive refinements to optimise performance. Some of the new media initiatives undertaken during 2016-17 include: a re-examination and renewed approach to the eNews; the introduction of the *NCSEHE Focus* series — periodical digital publications collating and disseminating NCSEHE research; the application of additional reporting metrics to identify and address trends and opportunities; targeted website campaigns and features, including the 2017 series, *My Story — Student Voice*; and the launch of a new NCSEHE Facebook page.

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

KEY INITIATIVES

AIMS	ACTIONS	FUTURE AIMS/INITIATIVES
Monthly eNews		
Optimise eNews performance to reflect its significance as a primary communication medium.	- Format redesign to improve visual accessibility and reader interaction. - More ‘calls to action’ and items immediately relevant to the readership to increase click rates. - eNews and mailing list subscription promoted on social media to broaden audience base. - Email subject line adjusted to increase open rates. - Moved to an independent account. - Segmented resend strategy to increase exposure.	- Establishment of reciprocal eNews promotion with other organisations to improve subscription figures. - External review and professional refinement of eNews strategy and structure including A/B testing. - Segmented eNews campaigns to optimise content in response to audience behaviour.
Social Media		
- Establish a strong online presence and reputation. - Actively contribute to a ‘narrative’ on student equity. - Disseminate news and information. - Foster professional networks.	- Facebook account established. - Increased frequency of Tweets, particularly in relation to NCSEHE activities. Flow-on effects include increased website traffic and subscriber numbers. - Consistently supporting sector-wide associates and fostering mutual support. - Focusing on consistency of voice and relevance of content. - Cohesion of content between social media platforms, eNews and website.	Promote the NCSEHE’s Facebook profile through boosted posts and increased networking.
Website		
- Provide high quality content in an accessible format to engage key stakeholders and effectively communicate information. - Increase website visitors and translate visits into interactions including research downloads, subscriptions and engagement with news and events.	- Research reports moved to a more prominent position to improve access and visibility. - Increased frequency of content from the Centre and associates to achieve consistent, increasing website visits and repeat visitors.	- A review of the site functionality and further development to maximise usability. - Professional review of SEO strategy. - Publication of NPP funded projects, commissioned by the Department of Education and Training under the 2017 NPP grants program.

AIMS	ACTIONS	FUTURE AIMS/INITIATIVES
NCSEHE Focus Digital Resource Series		
Inform policy and practice by collating NCSEHE funded research for education practitioners and policymakers, in a universally accessible format.	- A periodical digital resource distributed to all eNews subscribers, promoted through social media, published on the NCSEHE website and emailed to equity group representatives. - Each peer reviewed publication collates and translates research on an equity group, offering expert commentary and recommendations. - Campaign monitoring enables subscriber engagement to be analysed.	This series will continue into 2018.
Key Stakeholder Identification and Engagement		
Identify the National Centre’s key stakeholders and deliver tailored content through the appropriate channels.	- Analysis of eNews and <i>NCSEHE Focus</i> activity to map the readership demographic and their interaction with content. - Analysis of webinar participants.	Continued analysis, and refinement of content for appropriate sub-groups.
General Media		
Direct NCSEHE research, news and resources effectively to key stakeholders to maximise exposure and enhance outcomes.	- Distributing media content to mainstream media in conjunction with participating universities as appropriate. - Producing all media releases internally for externally commissioned research to moderate content. - Continue to foster productive and positive relationships with select journalists including Stephen Matchett and Darragh O’Keefe.	- Tailored communications and engagement strategies executed for each report release. - Pitches to mass media in accordance with Nadine Zacharias’s Building Legacy and Capacity Project. - Build upon media contacts to allow broader distribution of Centre outputs.
Promoting the HEPPP		
To promote Higher Education Participation and Partnerships Program initiatives.	<i>My Story: Student Voice</i> — a monthly feature on the NCSEHE website including individual testimonials from successful students who were assisted by HEPPP funded enabling programs. <i>Higher Education Participation and Partnerships Program: Seven Years On</i> — a print and online case study publication profiling HEPPP funded initiatives from 35 Australian universities. - HEPPP funded enabling programs re-posted on the NCSEHE website. - An online feature written for the NCSEHE by representatives from the AIME Research Partnership — <i>Virtual Mentoring Potential: exploring possibilities for extending the reach of campus-based mentoring programs</i>.	The Centre will continue to promote the HEPPP through ongoing initiatives reflexive to further developments in the administration of the Program.

Media and Communications

2016-17 REPORT/PUBLICATION DOWNLOADS FROM WEBSITE

TITLE	TOTAL	2017		
		DEC	NOV	OCT
Identifying Strategies for Promoting VET to Higher Education Transitions for Indigenous Learners	119	23	19	49
Immersed in the Future: A Roadmap of Existing and Emerging Technologies for Career Exploration	642	42	68	90
Fair Connection to Professional Careers	1,029	125	68	184
WIL Wellbeing: Exploring Impacts of Unpaid Practicum on Student Wellbeing	225	10	29	31
Understanding the Completion Patterns of Equity Students in Regional Universities	318	106	42	51
The Australian Student Equity Program and Institutional Change – FULL REPORT	863	35	40	45
The Australian Student Equity Program and Institutional Change – EQUITY INITIATIVES MAP	257	19	23	21
Indigenous Achievement in Higher Education and the Role of Self-Efficacy	540	29	39	47
Mentoring Programs and Equity Groups	482	28	38	63
It’s About Time	217	20	20	26
School Experiences, Career Guidance, and the University Participation of Young People ...	342	35	31	28
Opportunity Through Online Learning – FULL REPORT	2,967	130	198	321
Opportunity Through Online Learning – NATIONAL GUIDELINES	3,299	231	272	263
Factors Influencing University Student Satisfaction, Dropout and Academic Performance	1,150	93	182	206
Regional Student Participation and Migration	771	44	57	67
NCSEHE National Equity Fellows Forum: Synthesis of Group Discussion	196	196		
Briefing Note: Equity Student Participation in Australian Higher Education: 2011 to 2016	73	73		
Building Legacy and Capacity Workshop One: Summary of Outcomes and Recommendations	119	66	53	
HEPPP: Seven Years On	969	476	493	
Access to Higher Education: Does Distance Impact Students’ Intentions to Attend University?	1,288	41	365	206
Informing Policy and Practice III	786	52	59	66
NCSEHE Focus: Successful Outcomes for Students with Disability in Australian Higher Education	507	20	33	34
NCSEHE Focus: Successful Outcomes for Low SES Students in Australian Higher Education	63	15	44	63
NCSEHE Focus: Successful Outcomes for Regional/Remote Students in Australian Higher Education	634	226	398	10
Capability, Belonging and Equity in Higher Education: Developing Inclusive Approaches	591	27	35	55
Labour Market Outcomes of Australian University Graduates from Equity Groups	1,162	44	47	61
Not There Yet: An Investigation Into the Participation of Students of Refugee Backgrounds ...	1,708	73	78	94
Exploring the Experience of Low SES Students Via Enabling Pathways	430	28	32	27
Access and Barriers to Online Education for People With Disabilities	1,526	43	71	72
Moving Beyond ‘Acts of Faith’: Effective Scholarships for Equity Students	1,213	41	51	43
Supporting Students with Autism Spectrum Disorder in Higher Education	3,170	220	208	297
The Role of Inherent Requirement Statements in Australian Universities	1,406	100	145	167
Culturally Inclusive Learning for Indigenous Students in a Learning Management System	652	42	73	86
Best Practice In Supporting Indigenous Students With Disability In Higher Education	664	30	55	44
Investigating the Relationship Between Equity and Graduate Outcomes in Australia	568	24	25	37
Exploring the Retention and Success of Students with Disability	1,306	40	54	54
Informing Policy and Practice II	623	32	36	36
Facilitating Student Equity in Australian Higher Education (full publication downloads)	287	19	33	44
Pathways to Higher Education	4,108	97	146	158

2017									2016						
SEPT	AUG	JUL	JUN	MAY	APR	MAR	FEB	JAN	DEC	NOV	OCT	SEPT	AUG	JUL	JUN
28															
442															
652															
55	64	66													
37	35	47													
32	69	101	541												
13	26	59	96												
52	62	51	220	40											
30	70	30	62	161											
19	22	18	22	70											
42	44	20	70	33	39										
215	249	203	298	389	574	390									
334	323	260	295	389	519	343									
151	98	71	60	79	56	154									
50	78	69	60	62	66	150	68								
241	129	42	50	64	55	63	32								
127	76	406													
27	30	61	75	227											
54	101	304													
25	38	47	27	18	33	20	20	25	27	22	31	28	37	36	40
69	73	68	81	64	41	59	50	76	46	50	75	82	61	55	60
84	92	84	79	86	98	62	53	48	55	61	122	160	379		
14	26	18	20	18	15	26	21	21	72	92					
66	89	70	62	82	85	42	55	17	79	54	84	51	106	127	271
56	18	14	36	42	6	55	43	314	161	43	35	96	52	53	54
226	191	207	174	213	182	210	166	141	196	153	99	69	75	65	78
90	78	115	63	45	34	72	43	56	59	125	51	99	64		
76	66	31	29	38	33	45	17	18	26	30	42				
59	57	49	53	79	45	29	17	22	23	23	47	32			
35	36	25	20	31	17	22	66	30	15	16	35	29	31	34	40
74	98	70	137	40	35	64	47	31	35	44	60	29	75	104	215
19	29	13	10	19	21	0	14	21	10	16	16	16	58	257	
16	24	14	21	20	12	20	23	11	15	15					
173	154	163	171	302	94	126	84	131	88	80	124	180	1,012	897	

NCSEHE Research Team

Dr Paul Koshy

Research Fellow and Policy Analysis Program Leader

Research Fellow Paul Koshy has undertaken four major projects during the 2016-17 period. The 2017 NCSEHE Data Project is developing of a data set for each SA1 census area in Australia which includes: a measure of distance to ‘nearest university campus’, along with data on remoteness, socio-demographic and higher education participation. This work will help facilitate research into the role of distance and socioeconomic characteristics in the probability of attending university and participation patterns in general. Equity Reporting in Australia 2016-17 updates previous work on recent (2016) outcomes for higher education participation in Australia among equity group students. The Measurement of Higher Education Disadvantage in Australia examines future directions for the measurement of higher education disadvantage

Dr Nadine Zacharias

Senior Research Fellow

Nadine Zacharias joined the NCSEHE in February 2017 and was initially focused on the dissemination of findings and recommendations from the Equity Fellowship. These included conferences, a panel discussion and invited presentations as well as media opportunities. She received positive feedback from practitioner colleagues that the research is useful to their practice and has informed strategic review processes of equity programs across many universities. In the second half of the year, Nadine designed and commenced implementation of the Building Legacy and Capacity Workshop Series, a strategic initiative by the NCSEHE to explore, in depth, four topics chosen from the

Dr Diane Costello

Research Officer

Diane Costello has been involved in several key equity-based research projects, the first of which was *Pathways to Higher Education* which examined the efficacy of enabling programs in supporting equity students’ transition to university. The project has now received Departmental approval for public circulation. The second project, Social Marketing Strategy for Low SES Communities, involved a working partnership with Dr Cathy Cupitt and collaboration with research staff from QUT, James Cook University, University of the Sunshine Coast, and the Department of Education and Training, to complete the project’s position paper. The project involved an in-depth literature review of widening participation in higher education and the programs that

in Australia, using data from the forthcoming data release from Wave 16 of the Household, Income and Labour Dynamics in Australia (HILDA) survey. Widening Regional & Remote Participation interrogates the impact of outreach programs across Queensland and is being conducted in collaboration with Curtin University, Queensland University of Technology and The University of Western Australia. Paul has collaborated on two NCSEHE submissions, notably the Submission to *Education Evidence Base Inquiry* (2016) and NCSEHE Submission to the *Independent Review of Regional, Rural and Remote Education* (2017). Paul submitted his PhD Thesis *Higher Education Participation in Australia: The Impact and Measurement of Socioeconomic Status* in August 2017.

‘Ten Conversations’ conducted during the NCSEHE Forum in November 2016. The project responds to the aspiration of the Board to further extend the NCSEHE’s capacity in synthesising, codifying and disseminating learnings from research and practice and use them to inform future initiatives, studies and policy.

The first two workshops, and associated webinars, took place in 2017 and focused on Career Development for Students in Low SES or Regional/Remote Schools and Higher Education Participation and Completion of Regional and Remote Students respectively. The project will continue into 2018.

have been implemented within the Australian sector, and findings were mapped to develop innovative social marketing approaches. This paper was accepted for presentation at the STARS 2016 conference.

Currently, Diane is involved in the Widening Regional and Remote Participation: Interrogating Outreach Programs across Queensland project, evaluating the effectiveness of equity programs implemented by eight Queensland Widening Participation Consortium universities. Diane is NVivo coding the qualitative data and assisting with data analysis and report write-up. Diane also works collaboratively with colleagues in writing submissions, funding applications and publications for the NCSEHE.

Dr Sarah O’Shea

Visiting Research Fellow

Sarah’s time as a Visiting Research Fellow of the Centre has been productive, and has resulted in the following:

- Data collection with First-in-Family students at Curtin University, collected in conjunction with the ARC Discovery Project (DP170100705) which is exploring persistence behaviours amongst graduating students. The Research Fellowship provided the necessary networks to enable this data collection to occur.
- One co-authored article (with Cathy Stone) on the retention and success of online students, which deeply examined the nature of the online student experience with a focus on those aged 25 and over who are the first in their families to embark on university studies. The article is currently under review with the key journal: *Australasian Journal*

Dr Cathy Stone

Visiting Research Fellow

As a 2016 NCSEHE Equity Fellow, Cathy was particularly delighted to have the opportunity to be taken on as a 2017 Visiting Research Fellow as it meant she was able to stay closely affiliated with the NCSEHE while concentrating on disseminating the findings from her Equity Fellowship. She was able to also contribute to the work of the Centre thanks to this affiliation.

Cathy ran a forum at the NCSEHE in February, attended by staff from several WA universities, to discuss the findings from her 2016 Equity Fellowship research.

Mr Ian Cunninghame

Research Assistant and Doctoral Student

In preparation for the 2016 NCSEHE National Research Forum in late 2016, Ian Cunninghame reviewed the 2014-16 Research Grants Program reports, and co-authored policy recommendation publications for dissemination alongside Diane Costello, Sue Trinidad and Mike Dockery.

In 2017, Ian’s PhD candidacy proposal for his project, Widening Participation for a Socially Mobile World, was approved to be completed by publication. In addition to preparing the candidacy, Ian has represented the NCSEHE as a delegate and presenter at various conferences. In 2016 he attended the Students, Transitions, Achievement, Retention & Success (STARS) Conference to present the findings of the Centre’s scoping study into social

- *of Educational Technology* which is ranked 86/1066 (Educational Technology) with a SJR Impact Factor of 1.327.
- One presentation entitled: A Conversation About Translating Equity Practice Into Research, which attracted practitioners from a range of higher education institutions in WA and encouraged them to reflect on the ways that their practice might be negotiated as research outputs.
- Mentoring and critical commentary on Erica Southgate’s NCSEHE Fellowship which included a written commentary on the Fellowship for the NCSEHE publication *Informing Policy and Practice III*.
- An invited review for the NCSEHE publication on funded research on university students from low socioeconomic backgrounds and approaches to supporting and retaining this cohort.

In May she ran a joint seminar with Sarah O’Shea from the University of Wollongong, also a Visiting Research Fellow, titled Translating Equity Practice into Research. Again this was well attended by staff from WA universities, particularly professional staff who are knowledgeable about effective practice in their field, yet can be less confident about evaluation through research.

Later in 2017, Cathy contributed to a panel discussion at the NCSEHE Workshop on Higher Education Participation and Completion of Regional/Remote Students.

mobility in higher education, and co-presented a keynote at the Pathways 13 conference in Canberra. In June 2017 he travelled to Glasgow, Scotland to present the Centre’s enabling project report and some of his own initial research at the Forum for Access and Continuing Participation (FACE) 2017 Conference.

Later in 2017, he presented research on the impact of distance on regional student transition to university in NSW at the Society for the Provision of Education in Rural Australia (SPERA) Conference in Canberra, and in November presented with Lynette Vernon on student value of higher education at the Equity Practitioners in Higher Education Australasia (EPHEA) Conference 2017.

Doctoral and Postdoctoral

Curtin University funds the Centre’s three Doctoral students, Ian Cunninghame (see previous page), Jenny de Vries and Don Boyd. In 2017, Lynette Vernon joined the Centre in the capacity of Postdoctoral Fellow.

Mr Don Boyd

Doctoral Student

Don Boyd’s Doctorate study titled *Knowledge and Knowledge Construction of Higher Education by Regional Secondary Students: Making Sense of University* investigates the information young regional people would like to have about university. Findings are drawn from quantitative and qualitative data collected from Year 9 and 10 students in regional Queensland and Western Australia. The aim is to provide recommendations as to how university regional outreach programs could be enriched, and to suggest ways in which university/ regional school/community partnerships could be developed to support the construction of university knowledge. Analysing data and drafting the thesis has continued with submission anticipated in December 2017. During 2016–17 Don has given presentations

at Curtin Business School Higher Degree by Research Students’ Colloquium (Best presentation Award — Law, Public Policy and Information Systems), and the 2016 and 2017 SPERA conferences, as well as co-presenting a webinar with Professor Sue Trinidad.

He met with the Manager, Education Portfolio Projects on two occasions to provide input for the Project’s regional initiatives. Don represented the Centre in 2016 at the STARS and HERDSA conferences, as well as through a feature in Curtin University’s *R&D Magazine*, and regularly contributes expert input to Centre activities. Don is an Executive Member of SPERA, and was conferred as a Life Member at the Society’s National Conference in 2016.

reporting practices for equity programs seeking to widen participation in higher education by disadvantaged groups within the community.

This research has produced an Indicators of Success framework and good practice model, at a time of heightened discussion about the evaluation of HEPPP funded programs. The thesis is currently being examined.

use of longitudinal data sets for trajectories in aspirations and outcomes to Higher Education.

Lyn’s appointments have included: Research Officer for the NPP project, Economies of Scale in Supporting Low SES Students; member of the External Reference Group for the Australian Research Council Discovery Project: Vocational Institutions and Undergraduate Degrees External Reference Group to Represent Your Organisation; Member of the Peel Workforce Development Alliance — university representative; Member of Rockingham Education and Training Committee — university representative; and Board member of Comet Bay College.

Mrs Jenny De Vries

Doctoral Student

Doctoral student Jenny de Vries completed her thesis *University Student Equity Initiatives: An Examination of the Efficacy of Programs and Practices to Inform Best Practice* in October 2017. The thesis identifies ‘Indicators of Success’ for university student equity programs funded through the Higher Education Participation and Partnerships Program (HEPPP). This research focused on practitioner perspectives of evaluation and

Dr Lynette Vernon

Postdoctoral Fellow

Postdoctoral Fellow Lynette Vernon joined the NCSEHE in 2017. Lyn’s activities during the year have included preparing three HEPPP submissions, of which Pathways to STEM in the Wheatbelt, Great Southern and Peel regions was successful.

She secured a grant for technology equipment for Byford and Halls Head Schools (low SES government schools) under the Royalties for Regions scheme and collaborated to secure ‘STEM for Girls’ funding. Lyn conducted a smartphone survey in collaboration with the ABC, with outcomes for regional and remote residents to be investigated in relation to education. Additionally, she attended the Raine Cohort data workshop investigating

Awards/Appointments

Mr Don Boyd

- Life Member, SPERA 2016.
- Best Presentation Award from the Curtin Business School: Law, Public Policy and Information Systems.

Mr Paul Koshy

Best Economic Analysis and Policy Paper for 2017, Economic Society of Australia.

Dr Sarah O’Shea

- Principal Fellowship of the Higher Education Authority (UK).
- Churchill Fellowship Award to conduct a study tour overseas in relation to First-in-Family research.

Dr Erica Southgate

- Finalist for the 2016 Australian and New Zealand Internet Awards in the ‘Innovation’ category.
- Finalist for the 11th annual International Writers’ Award for *New Philosopher* Journal.
- Appointed member of editorial board for international journal *Taboo: The Journal of Culture and Education*.
- ASCILITE 2017 Innovation Award.

Professor Sue Trinidad

- Life Member, SPERA 2017.
- Lifetime Membership Award, EPHEA 2017.



Sue Trinidad was awarded SPERA life membership in 2017, pictured here with her National Centre for Student Equity in Higher Education colleagues Ian Cunninghame, Nadine Zacharias, Lyn Vernon, Louise Pollard, James Smith and Rebecca McKenzie.



Lyn Vernon accepting the Early Career Researcher Award at the 2017 AARE Conference.

Dr Lynette Vernon

Early Career Researcher Award, Australian Association for Research in Education (AARE) 2017.

Miss Marcia Schneider

Commendation Award at the 2017 Western Australian State Heritage Awards for the Curtin HIVE Historical Panoramas Virtual Tour project.

Associate Professor James Smith

- Nominated for the 2017 CDU Vice-Chancellor’s Award for Exceptional Performance in Research — both individual and team categories. Outcomes yet to be announced.
- Application for Adjunct Professorial status with University of Saskatchewan in-train as a direct result of his international visit in July.
- Consulting Editor for the *Australian and International Journal of Rural Education*.
- Invited by Universities Australia to join the Indigenous Strategy Reporting Working Party.

Dr Cathy Stone

Finalist in the Universities Association for Lifelong Learning (UALL) awards in the international category.

Dr Nadine Zacharias

Member of the panel reviewing Curtin University’s Equity, Ethics and Social Justice Unit.

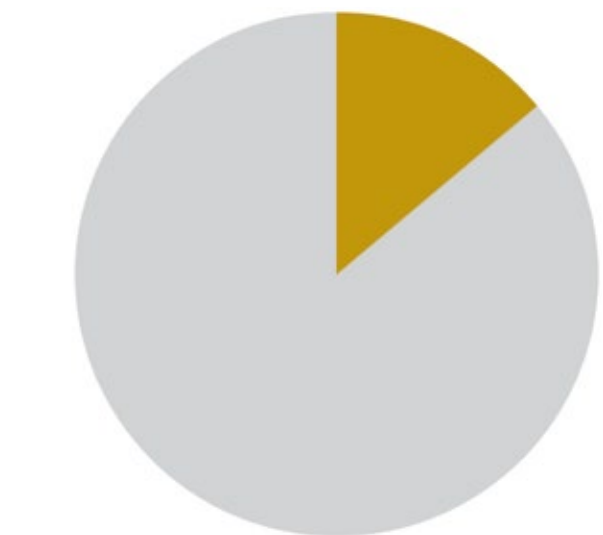
Administration

SUMMARY OF FUNDING SOURCES

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

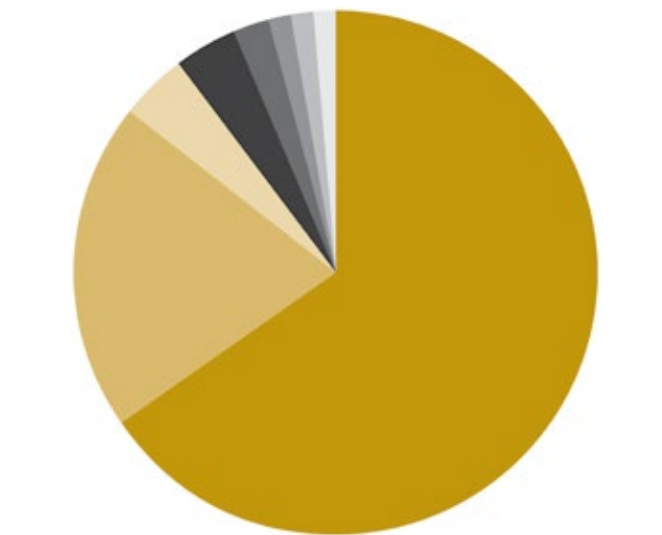
INCOME AND EXPENDITURE

Income Breakdown



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

Expenditure Distribution



- Salaries (65.55%)
- Grants and commissioned projects (20.14%)
- Running costs: travel, conferences, meetings (4.09%)
- Events and communications (3.86%)
- Scholarships (2.27%)
- NCSEHE evaluation (1.44%)
- Data purchases (1.36%)
- 2016 NCSEHE Forum (1.29%)

Biographies



Mr Don BOYD
Doctoral Student
Don has extensive experience in regional and remote school education, in particular policy development associated with equity issues, distance education and the use of IT to overcome geographic disadvantage. Don’s research interests include the use of technology to build teacher and school leadership capacity in non-metropolitan locations, attracting and retaining quality teachers to country schools, and access and participation by regional and remote residents in higher education.



Mr Matthew BRETT
2017 Equity Fellow
Mr Matt Brett is based at La Trobe University, and has experience as a policy adviser, university manager, equity practitioner, and academic researcher. Matt has worked in equity policy across multiple Australian institutions, and has specific interests in regional, disability and mental health issues. He convened the National Summit on the Mental Health of Tertiary Students in 2011, and was co-editor of *Student Equity in Australian Higher Education: Twenty-Five Years of A Fair Chance for All*. Matt is also currently a doctoral candidate undertaking research into financing policy reform.



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



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



Professor Bruce CHAPMAN
Advisory Board Member
Bruce Chapman is currently employed as a professor at the College of Business and Economics, Australian National University. He is a renowned expert in the economics of higher education and acknowledged as the ‘father’ of the Higher Education Contribution Scheme (HECS). In 2001, he became a Member of the Order of Australia and in 2007 was appointed the inaugural Sir Roland Wilson Chair of Economics.



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



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



Mrs Jenny DE VRIES
Doctoral Student
Jenny is a PhD Student with a Bachelor of Education (Hons). She works as a relief teacher in the primary education sector, both independent and government systems. Her previous research related to the integration of technology into the classroom following in-service teacher training, and she presented her Honours research at the Association for the Advancement of Computers in Education EdMedia 2013 Conference. Jenny completed her thesis *University Student Equity Initiatives: An Examination of the Efficacy of Programs and Practices to Inform Best Practice* in October 2017.

Biographies



Mr Paul FARNHILL
Policy Analyst

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



Mr David FINTAN
Advisory Board Member

David works at the Department of Education and Training as Branch Manager, VET Student Loans. He has substantial private sector experience, and a reputation for combining technical excellence with simple and helpful advice. He is also interested in leadership and improvement and specialises in: governance; risk management, audit and assurance; strategy and business planning; administrative and public law; regulatory schemes; information law; program and policy design; legislation development; and machinery of government and financial frameworks.



Professor Michele FLEMING
Advisory Committee Member

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



Associate Professor John GUENTHER
Advisory Committee Member

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



Professor Colleen HAYWARD
Advisory Board Member

Professor Colleen Hayward joined ECU in early 2009 as Head of Kurungkurl Katitjin, ECU's Centre for Indigenous Education and Research. She is Pro-Vice-Chancellor (Equity and Indigenous) at ECU, prior to which, she was Manager of the Kulunga Research Network at the Telethon Institute for Child Health Research. For more than 30 years, Professor Hayward has provided significant input to policies and programs on a wide range of issues, reflecting the needs of minority groups at community, state and national levels.



Professor Norma JEFFERY
Research Adjunct

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



Dr Paul KOSHY
Research Fellow, Program Leader: Data Analysis

Paul Koshy works within the Centre's Equity Policy and Research Program area, specifically looking at issues in higher education participation and student equity data collections. His current research focus is on the socioeconomic determinants of higher education access, participation and performance, and the translation of research in this area into policy formation and reporting in Australian higher education.



Professor Kerri-Lee KRAUSE
Advisory Board Member

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



Mr Robert LATTA
Advisory Board Member

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



Professor Carmen LAWRENCE
Advisory Board Member

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



Ms Rebecca MCKENZIE
Research Assistant

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



Mr Paul NICHOLLS
Advisory Board Member

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



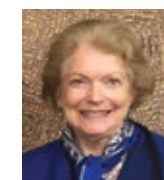
Dr Sarah O'SHEA
2017 Visiting Fellow

Sarah leads the Adult, Vocational and Higher Education discipline in the School of Education, Faculty of Social Sciences at the University of Wollongong. She has over 20 years' experience teaching in universities as well as the VET and Adult Education sector and has published widely on issues related to educational access and equity. Since 2011, Sarah has focused her research on educational equity in higher education, most recently exploring the persistence and retention of students who are the first in their families to attend university.



Ms Gabrielle O'BRIEN
Advisory Board Member

Ms O'Brien is the President of Equity Practitioners in Higher Education Australasia (EPHEA), a position she has held for over 2 years. She has been on the EPHEA Executive Committee since 2013 and a member since 2007. Ms O'Brien has worked in both staff and student equity roles in a number of Queensland universities with particular focus on widening participation, access and retention for equity groups, gender equity, diversity training and disability. She is currently the Manager, Student Diversity and Inclusion at Griffith University.



Emeritus Professor Lesley PARKER
Advisory Committee Chair

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



Professor John PHILLIMORE
Program Leader: Research

Professor John 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 — the Equity Policy and Research Program and he oversees the NCSEHE's Student Equity in Higher Education Research Grants Program.

Biographies



Ms Louise POLLARD
2017 Equity Fellow

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



Professor Robyn QUIN
Research Adjunct

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



Ms Lara RAFFERTY
Advisory Committee Member

Lara is currently Manager of the Equity and Diversity Unit within the Students Group at RMIT University, a post she's held for 3 years now. Prior to this, she was Manager, Fairness and Diversity at the University of Melbourne. She also holds the position of Board Director of Women's Health West.



Miss Marcia SCHNEIDER
Web and Graphic Designer

Marcia is currently completing her Bachelor of Arts: Creative Advertising and Graphic Design, with a minor in Internet Design. She is responsible for designing the numerous publications and print materials produced by the Centre, and assists with the NCSEHE website. Marcia also works part-time as a Research Assistant with the Hub for Immersive Visualisation and e-Research (HIVE) facility at Curtin University.



Associate Professor James A. SMITH
2017 Equity Fellow

Prior to his role as an Equity Fellow, James was the Program Manager for the Whole of Community Engagement initiative within Office of the Pro Vice-Chancellor – Indigenous Leadership at Charles Darwin University. James has previously worked in a variety of executive and senior management roles in both the health and education sectors and has developed a strong background in health promotion and Indigenous affairs. He is the Editor-in-Chief and Consulting Editor of two major Australian journals and holds adjunct research positions at Curtin University, University of Sydney and University of Saskatchewan.



Dr Erica SOUTHGATE
2016 Equity Fellow

Associate Professor Erica Southgate of the School of Education at the University of Newcastle, has conducted extensive research into social disadvantage in the fields of health and education. Her most recent publications include an edited book and a number of scholarly articles on access to high-status degrees for people who would be the first in their family to attend university. She is an app developer with an interest in the use of digital technology for learning and the pedagogies of immersive virtual reality.



Dr Ann STEWART
Research Adjunct

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



Dr Cathy STONE
2016 Equity Fellow, 2017 Visiting Fellow

Dr Cathy Stone is a Conjoint Senior Lecturer in Social Work with the School of Humanities and Social Science at the University of Newcastle. Cathy has had many years' experience in developing and managing strategies to improve student success and retention in higher education, with her research and publications focusing mainly on the experiences of mature age, First-in-Family and online students.



Ms Nina-Marie THOMAS
Media and Communications Officer

Prior to her current position, Nina worked as Web Editor for *Westerly Magazine*, based at The University of Western Australia, and as Brand and Marketing Manager for Challenger Veterinary Hospital, Western Australia. Alongside her role in media and communications, Nina is responsible for managing the production of the Centre's print and online publications. She recently completed a Bachelor of Arts: Professional Writing and Publishing with a Photography minor at Curtin University.



Ms Ruth TREGALE
Advisory Committee Member

Ms Ruth Tregale is Director of the Widening Participation Unit at Macquarie University. She holds a Postgraduate Diploma in Community and Youth Work and a Masters Degree in Sustainable Development. Ruth is currently Treasurer for Equity Practitioners in Higher Education Australasia (EPHEA).



Professor Sue TRINIDAD
NCSEHE Director

An established scholar in the areas of higher education pedagogy and change management, the use of technology and student learning, Sue's research covers higher education and leadership including the use of technology for regional and remote areas to provide equity access to all students regardless of their geographical location. Prior to becoming the NCSEHE's Director, Sue was Deputy PVC and Dean of Teaching and Learning in the Faculty of Humanities at Curtin during 2007-12.



Dr Lynette VERNON
Postdoctoral Fellow

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



Professor Louise WATSON
Advisory Board Member

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



Ms Erin WATSON-LYNN
Advisory Board Chair

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



Professor Denise WOOD
Advisory Committee Member

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



Dr Nadine ZACHARIAS
2016 Equity Fellow, 2017/18 Senior Research Fellow

Nadine's research interests and expertise are at the intersection of equity research, practice and policy at institutional and national levels. She has led applied research projects in the fields of equity policy and program management, inclusive teaching and learning and gender equity in employment. Nadine was Director, Equity and Diversity at Deakin University from 2011-16 where she led one of the most integrated and effective Equity teams in Australian higher education.

Acronyms

A/Prof.	Associate Professor	IT	Information technology
AARE	Australian Association for Research in Education	JCIPP	John Curtin Institute of Public Policy
ABC	Australian Broadcasting Corporation	KEL-VAR	K-12 Embodied Learning through Virtual and Augmented Reality
ACEN	Australian Collaborative Education Network	KPI	Key Performance Indicator
ACT	Australian Capital Territory	LGBT	Lesbian, gay, bisexual and transgender
ADCET	Australian Disability Clearinghouse on Education & Training	LMS	Learning Management System
AERA	American Educational Research Association	MAP4U	Murdoch Aspirations and Pathways for University
AIME	Australian Indigenous Mentoring Experience	N/A	Not applicable
AISHE	All India Survey on Higher Education	NCSEHE	National Centre for Student Equity in Higher Education
AM	Member of the Order of Australia	NEON	National Education Opportunities Network
ANZSSA	Australian and New Zealand Student Services Association	NEST	Networks Enhancing the Scholarship of Teaching
AO	Officer of the Order of Australia	NPP	National Priorities Pool
ARC	Australian Research Council	NSW	New South Wales
ASR	Advertising Space Rates	OAM	Medal of the Order of Australia
ATAR	Australian Tertiary Admission Rank	OU	Open University
ATEND	Australian Tertiary Education Network on Disability	PhD	Doctor of Philosophy
AVE	Advertising Value Equivalent	Prof.	Professor
CDU	Charles Darwin University	PVC	Pro Vice-Chancellor
CEEHE	Centre of Excellence for Equity in Higher Education	QUT	Queensland University of Technology
CERIPH	Collaboration for Evidence, Research, and Impact in Public Health	R&D	Research and development
CHEEDR	Centre for Higher Education Equity and Diversity Research	RMIT	Royal Melbourne Institute of Technology
Dept.	Department	RREAC	Rural and Remote Education Advisory Council
DET	Australian Government Department of Education and Training	SA1	Statistical Area Level 1
DICE	Digital, Innovative, Creative and Entrepreneurial	SEO	Search engine optimisation
DVC	Deputy Vice-Chancellor	SES	Socioeconomic status
ECU	Edith Cowan University	SPERA	Society for the Provision of Education in Rural Australia
EPHEA	Equity Practitioners in Higher Education Australasia	SRHE	Society for Research into Higher Education
FACE	Forum for Access and Continuing Education	STARS	Students Transitions Achievement Retention and Success
FTE	Full-time equivalent	STEM	Science, technology, engineering and mathematics
HE	Higher education	TAFE	Technical and further education
HECS	Higher Education Contribution Scheme	TALE	Teaching, Assessment and Learning for Engineering
HEPPP	Higher Education Participation and Partnerships Program	UALL	Universities Association for Lifelong Learning
HERDSA	Higher Education Research and Development Society of Australasia	UK	United Kingdom
HERI	Higher Education Research Institute	UniSA	University of South Australia
HILDA	Household, Income and Labour Dynamics in Australia	UTAS	University of Tasmania
HIVE	Hub for Immersive Visualisation and eResearch	UTS	University of Technology Sydney
Hon.	Honourable	UWA	The University of Western Australia
Hons.	Honours	VET	Vocational Education and Training
IEEE	Institute of Electrical and Electronics Engineers	VR	Virtual reality
		WA	Western Australia
		WIL	Work Integrated Learning

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