WELCOME TO THE CONFERENCE

EPHEA acknowledges the Traditional Custodians throughout Australia and recognises their continuing connection to land, waters and community. We pay our respects to them and their cultures; and to elders past, present and future.

EPHEA (Equity Practitioners in Higher Education Australasia) is the professional organisation for equity practitioners in Higher Education who work in Australia, New Zealand and the Pacific region. Equity practitioners develop and implement student and/or staff equity programs, manage organisational responsibilities under anti-discrimination legislation, lead and promote cultural change within institutions, and foster an environment which values and respects diversity.

2017 marks 30 years of excellence in equity. EPHEA was originally formed as the Equal Opportunity Practitioners in Higher Education (known as EOPHE) in Victoria in 1987. The organisation was expanded across Australia and New Zealand, with the ‘A’ for Australasia added to form EOPHEA. In 2012, as an incorporated association, it was renamed the Equity Practitioners in Higher Education Australasia and continues to strengthen the work of EPHEA, supporting members and working towards the organisation’s strategic goals.

This is the 14th EPHEA Conference and this year’s theme is ‘Re-imagining equity - now and in the future’ and it really comes at a time when there are many shifts in the way equity is embedded within the fabric of our institutions and our practice.

In both Australia and New Zealand the commitment by equity practitioners to promoting education as a transformative tool for diverse communities continues to be challenged by dwindling funding and resources. The gender pay gap remains a significant challenge and practitioners in this space are contending with increased casualisation of the workforce, deterioration in entitlements and the fast pace of technology. In an increasingly diverse staff and student body and working with tighter resources the question is ‘how do we re-imagine equity’ reflecting on where we have come and where we are going.

The 2017 EPHEA Conference program offers exciting keynotes and parallel sessions across a range of areas including First Peoples; access and widening participation; student retention and success; human rights, equity and social justice; disability, ability and accessibility; gender equity, gender diversity and sexuality. The program includes workshops and special interest groups which support professional development and build knowledge including presentations from Universities Australia’s ‘Respect. Now. Always.’ initiative; Science in Australia Gender Equity program; and the latest national and international research from the National Centre for Student Equity in Higher Education. None of this could have been achieved without the contributions of our 2017 EPHEA Conference Organising Committee and the EPHEA Executive Committee.

We are also pleased to be announcing our inaugural EPHEA Lifetime Members. These ten worthy equity practitioners have a wealth of experience in both staff and student equity realms in both Australia and New Zealand. Their contributions and influence is lasting and significant and we are proud to acknowledge their achievements.

Equity practitioners are persistent, agile, innovative, optimistic, strategic and ultimately passionate. This conference is a chance for us to reflect, renew, regroup, and re-imagine equity as we go forward into 2018 and beyond.

On behalf of the EPHEA Conference Organising Committee and the Executive we hope you enjoy the 2017 Conference.

Gabrielle O’Brien
President, EPHEA
# CONTENTS

WELCOME TO THE CONFERENCE ................................................................. 2

CONFERENCE COMMITTEE ........................................................................... 5

   The 2017 EPHEA Conference Organising Committee ................................. 5
   The 2017 EPHEA Executive Committee ...................................................... 5

SPONSORS .................................................................................................... 6

   Conference Dinner Sponsor .................................................................... 6
   Conference Satchel Sponsor .................................................................... 6
   Morning Tea & Afternoon Tea Sponsor ..................................................... 7
   Lanyard Sponsor ..................................................................................... 7
   Welcome Reception .................................................................................. 8
   NCSEHE Forum Sponsorship ................................................................... 8
   Conference Supporters ........................................................................... 8

CONFERENCE INFORMATION .................................................................... 9

   Registration Desk .................................................................................. 9
   Social Functions .................................................................................... 9
   Mobile Phones ...................................................................................... 9
   Lost Property ......................................................................................... 9

KEYNOTE SPEAKERS ................................................................................. 10

   Trudie McNaughton ............................................................................... 10
   Professor Penny-Jane Burke .................................................................. 10
   Professor Steven Larkin ......................................................................... 11
   Kylie Symonds ...................................................................................... 11
   Jax (Jacki) Brown ................................................................................ 12
   Dr Paul Harpur ..................................................................................... 12

PROGRAM .................................................................................................. 13

   Monday 20 November 2017 .................................................................. 13
   Tuesday 21 November 2017 - Morning ................................................ 14
   Tuesday 21 November 2017 - Afternoon ............................................... 15
   Tuesday 21 November 2017 - Afternoon contd. .................................... 16
   Wednesday 22 November 2017 - Morning .......................................... 17
   Wednesday 22 November 2017 - Afternoon ........................................ 18
   Wednesday 22 November 2017 - Afternoon contd. .............................. 19
   Thursday 23 November 2017 - Morning ............................................. 20
   Thursday 23 November 2017 - Afternoon ........................................... 21
   City Centre Free Loop Buses .................................................................. 22
   Brisbane Dining Precincts ...................................................................... 23
   QUT Gardens Point Campus Map ......................................................... 24
CONFERENCE HANDBOOK
CONFERENCE COMMITTEE

The 2017 EPHEA Conference Organising Committee

Gabrielle O’Brien (Chair) ● Manager, Student Diversity and Inclusion ● Griffith University (host uni)

Larissa Siliezar ● Manager, Student Equity and Wellbeing ● James Cook University

Marjorie Blowers ● Access and Diversity Officer ● University of the Sunshine Coast

Melanie Seal Moradi ● Equity Pathways Officer ● Australian Catholic University

Cate Rooney ● Coordinator, Inclusion and Accessibility ● Central Queensland University

Cathie Walsh ● Staff Equity Manager ● The University of Auckland

Marnie King ● Senior Manager (Equity and Diversity) ● The University of Queensland

Shane Barnes ● Director, GUMurrii Student Support Unit ● Griffith University

Kate Flynn ● Senior Project Officer, Equity Services ● Queensland University of Technology

Shaunaugh Brady ● Manager, Student Equity & Disability ● The University of Southern Queensland

The 2017 EPHEA Executive Committee

The Conference Organising Committee works closely with the EPHEA Executive to ensure the Conference aligns with EPHEA’s strategic objectives and support members. Your 2017 Executive Committee is:

Gabrielle O’Brien, President ● Griffith University, QLD

Dee Gibbon, Vice-President ● The University of Queensland, QLD

Lara Rafferty, Secretary ● RMIT, Victoria

Ruth Tregale, Treasurer ● Macquarie University, NSW

Joanna Leonard, Memberships Officer/Public Officer ● University of Technology Sydney, NSW

Keane Wheeler, Indigenous Rep and Ordinary member ● University of the Sunshine Coast, QLD

Cathie Walsh, Ordinary member and NZ representative ● University of Auckland, NZ

Juliet Nanai, Ordinary member ● AUT University, Auckland

Louise Pollard, Ordinary member ● UWA, Western Australia

Kate Flynn, Ordinary member ● Queensland University of Technology (QUT), QLD
SPONSORS

EPHEA Conference would like to thank this year’s conference Sponsors.

Conference Dinner Sponsor
Griffith University

Griffith University was created to be a different kind of university—challenging conventions, responding to trends and pioneering solutions through innovative teaching and research. Its high quality degrees are specifically designed to prepare students for the future, and are developed in consultation with industry, based on cutting-edge research, and taught by Australia’s most awarded teachers. Since its beginning, Griffith has been deeply connected to the Asian region, environmentally aware, open to the community and industry focused. Always ahead of its time, Griffith introduced Australia’s first degrees in a range of important areas, including modern Asian studies and environmental science. It is a recognised leader in online education, and has offered award-winning online programs for nearly 20 years. Today, Griffith ranks in the top three per cent of universities worldwide. At Griffith, students benefit from an extensive network of industry partners to gain the skills and confidence that employers want.

Griffith University is proud to be the host university of the 2017 EPHEA Conference.

Conference Satchel Sponsor
UniSuper

UniSuper is Australia’s dedicated superannuation fund for people working in the higher education and research sector. With more than 400,000 members and around $60 billion in net assets under management, we’re one of Australia’s largest super funds.

UniSuper is also one of Australia’s most awarded super funds, reflecting our ongoing commitment to deliver greater retirement outcomes for our members, by providing them with the best products and services, along with strong investment returns.

We are proud of the contribution the higher education sector makes in Australia and are thrilled to be supporting our university partners at the 2017 Equity Practitioners in Higher Education Australasia Conference.
Morning Tea & Afternoon Tea Sponsor

Monash University

Monash University is the largest university in Australia, ranked in the world’s top 100 and a member of the prestigious Group of Eight. We’re named after Sir John Monash, and fuelled by his desire for our students to leave here with a greater sense of purpose, and the skills and confidence to create positive change.

In under 60 years, we’ve grown from a single campus into an education and research powerhouse with a presence on four continents, committed to the challenges of the age.

Our work is making an impact all over the world, from bringing clean water to villages in Africa to creating new life-saving medicines. With four Australian campuses, one in Malaysia, and over 100 international partners, we’re making a difference on a global scale.

Morning Tea Sponsor

University of Sunshine Coast

USC is one of Australia’s fastest growing regional universities, and at just over 20 years of age is one of the world’s top 150 young universities.

USC offers flexible study options across more than 120 programs at a network of teaching locations between Brisbane and the Fraser Coast. Programs include a focus on practical, hands-on learning, with innovative teaching spaces and excellent staff-to-student ratios. Students consistently rate USC as one of the best universities in Australia for teaching quality and overall student experience.

USC’s international reputation for research is growing every year, with 14 research fields now rated at world standard or above. Leading research areas include environmental science and management, nursing and health sciences, biological sciences, ecology, agricultural and veterinary sciences, fisheries science and clinical sciences.

USC is currently progressing toward the opening of a new flagship campus in Moreton Bay. Expected to open in 2020, the new campus will cater for up to 10,000 additional students and will offer a comprehensive range of undergraduate, postgraduate and research programs.

Lanyard Sponsor

RMIT University

RMIT is a global university of technology, design and enterprise.

Since 1887, our inner-city campus has been a vital part of the City of Melbourne, from the 1880s boom through world wars, the Great Depression and renewed prosperity during the second half of the 20th century.
During the 1990s, the institution gained university status and developed campuses in Bundoora and Brunswick in the city’s northern suburbs, and later in Ho Chi Minh City and Hanoi in Vietnam. In 2013, RMIT opened a research and industry collaboration centre in Barcelona, Spain.

RMIT has a reputation for excellence in professional and vocational education, applied research, and engagement with the needs of industry and the community. As one of the world’s most globalised universities, we are committed to providing students with the learning, teaching and research training to excel in an open world economy.

We are committed to engaging students in active learning, and to fostering innovation in curriculum design so that students graduate with appropriate skills. Pathways between vocational and higher education offer students flexible entry opportunities, or the option of qualifications combining the best of both.

Inclusion is one of RMIT’s key values. We create life-changing opportunities for all, welcome students and staff from diverse backgrounds, honour the identity and knowledge of Aboriginal and Torres Strait Islander nations, and are an accessible and open institution dedicated to serving the needs of the whole community.

Welcome Reception

**University of Queensland**

The University of Queensland (UQ) is one of Australia’s leading research and teaching institutions. We strive for excellence through the creation, preservation, transfer and application of knowledge. For more than a century, we have educated and worked with outstanding people to deliver knowledge leadership for a better world.

**NCSEHE Forum Sponsorship**

Funded by the Australian Government Department of Education and Training, the National Centre for Student Equity in Higher Education (NCSEHE) aims to inform public policy design and institutional practice to improve higher education participation and success for marginalised and disadvantaged people.

The Centre provides national leadership in student equity in higher education, connecting practitioners, researchers and stakeholders through equity policy and program evaluation, equity policy and planning research, and the curation and dissemination of student equity data. Research funded by the NCSEHE contributes to a growing evidence base and informs discussion on the development of student equity policy and practice.

For more information, visit ncsehe.edu.au or contact the NCSEHE directly via email at ncsehe@curtin.edu.au.

Conference Supporters
CONFERENCE INFORMATION

Registration Desk

The conference registration desk will be located on level 5 of P Block and open at the following times:

- **Monday 20th November**  •  8:00am – 7:00pm
- **Tuesday 21st November**  •  8:00am – 5:00pm
- **Wednesday 22nd November**  •  8:00am – 5:00pm
- **Thursday 23rd November**  •  8:30am – 4:30pm

Social Functions

<table>
<thead>
<tr>
<th>Welcome Reception</th>
<th>Conference Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> Monday 20th November</td>
<td><strong>Date:</strong> Tuesday 21st November</td>
</tr>
<tr>
<td><strong>Time:</strong> 5:30pm – 7:00pm</td>
<td><strong>Time:</strong> 6:30pm – 10:30pm</td>
</tr>
<tr>
<td><strong>Venue:</strong> The Cube, Level 4, P Block</td>
<td><strong>Venue:</strong> Room Three Sixty, Level 10, Y Block, QUT Gardens Point.</td>
</tr>
<tr>
<td><strong>Dress:</strong> Smart Casual</td>
<td><strong>Dress:</strong> Smart Casual</td>
</tr>
</tbody>
</table>

Mobile Phones

As a courtesy to fellow delegates and speakers, please ensure your phone is switched off or is on silent during all conference sessions.

Name Badges

It is requested all delegates wear their name tags at the Conference. This will help other attendees identify who you are, and also provide a visual security check for the venue.

Catering may be refused if you are not wearing your name tag.

Internet Access

You will be allocated a username and password, located on your name badge, to access the QUT network. This username and password will give you access to the wireless network, if you have your own device. For information on accessing the wireless network on your laptop, please see staff at the registration desk.

ATMs (Cash points)

Machines can be found at V Block, Vending Podium (near M Block).

Lost Property

All lost property can be handed in/collected from the registration desk.
KEYNOTE SPEAKERS

Professor Penny-Jane Burke

Director, Centre of Excellence for Equity in Higher Education and Global Innovation Chair of Equity

Professor Penny Jane Burke is Global Innovation Chair of Equity and is Director of the Centre of Excellence for Equity in Higher Education at the University of Newcastle, NSW. She returned to study via an Access to Higher Education program and became passionate about women’s access to higher education. She was awarded a full-time Economic and Social Research Council (ESRC) PhD studentship from 1998-2001 to research this topic, and upon completion of her PhD (University of London), her first sole-authored book Accessing Education: effectively widening participation was published in 2002 by Trentham Books.

Following this, she has generated over $2,400,000 in research funding on equity and has published extensively in the field of widening participation. Her authored books include Reconceptualising Lifelong Learning: Feminist Interventions (2007, with Sue Jackson), The Right to Higher Education: Beyond widening participation (2012) and Changing Pedagogical Spaces in Higher Education (2016 with Gill Crozier and Lauren Ila Misiaszek).

As recipient of the prestigious UK Higher Education Academy’s National Teaching Fellowship award in 2008, Professor Burke has been deeply committed to the development of high quality educational opportunities for students from disadvantaged backgrounds through research, practice and professional development and she has been an invited and keynote speaker at numerous high profile events across the globe.

She is Editor of the Taylor & Francis international peer-reviewed journal Teaching in Higher Education. She served as a member of the Society for Research into Higher Education (SRHE) Governing Council and Publications Committee (2012-2016), and as a member of the editorial board of Gender and Education (2010 – 2014).

She was an ESRC panel member of the ‘Future of Higher Education’ steer for the ESRC Large Grant and Research Centre competition, and is an ongoing member of the ESRC Peer Review College. Professor Burke has also held the post of Professor of Education at University of Sussex and University of Roehampton and Reader in Education at the Institute of Education, University of London.

Professor Steven Larkin

Pro Vice-Chancellor Indigenous Education and Research, University of Newcastle

Professor Steven Larkin is a Kungarakany man from Darwin in the Northern Territory. He is one of Australia’s foremost Indigenous academic leaders, and is the University of Newcastle’s first Pro Vice-Chancellor Indigenous Education and Research. A role he has held since 2016.

In his current role Professor Larkin has a cross-institutional executive leadership role with responsibility for embedding and championing Indigenous education and research throughout the University, and for overseeing the work of UON’s flagship Wollotuka Institute.
Professor Larkin will join UON from Charles Darwin University (CDU), where he has led the Australian Centre for Indigenous Knowledges and Education and occupied the role of Pro Vice-Chancellor Indigenous Leadership since 2009.

Professor Larkin holds a Doctor of Philosophy (PhD) from the Queensland University of Technology, a Master’s degree in Social Science from Charles Sturt University and a Bachelor of Social Work degree from the University of Queensland.

Professor Larkin has served on numerous national advisory committees in Indigenous Affairs. He has chaired the Aboriginal and Torres Strait Islander Higher Education Advisory Council or ATSIHEAC (then Indigenous Higher Education Advisory Council) for three years (2009-2012); and continues to provide invaluable input as a member of several well-respected professional affiliations which include:

- National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC)
- Aboriginal and Torres Strait Islander Higher Education Advisory Council (ATSIHEAC)
- National Indigenous Research and Knowledges Network (NIRAKN)
- Batchelor Institute of Indigenous Tertiary Education
- The Healing Foundation
- Beyond Blue

Kylie Symonds

EPIC Assist

Currently Corporate Account Manager within EPIC’s New & Emerging Business and Education Assist teams. With qualifications in Marketing, HR & Disability, I have extensive experience in corporate and non-profit organisations.

My professional expertise include Marketing, PR, Recruitment, Project Management, Training, Business Development, Customer Service and Corporate Account Management. I am committed to supporting suicide prevention and contributing to the improvement of social inclusion for people living with disability and mental illness and in the local and the broader community. In addition to my professional experiences, I was a Board Director with Lifeline Gippsland for 4 years before returning to Qld.

I have been helping businesses employ people with disabilities in various capacities within the Disability Employment Services for more than 10 years. Additionally, I share the lived experience of being a personal carer of a loved one with a mental illness.

Since joining EPIC, I have introduced Disability Awareness workshops for business wanting to increase their disability recruitment confidence, candidate attraction and access and inclusion for their customers with disabilities. Additionally, I have instigated a partnership with mh@work® to deliver Managing Mental Health in the workplace to business wanting to better understand and manage mental health issues in the workplace, suicide prevention, and self-care.

These workshops have progressed with emerging diversity and inclusion trends. I work with an amazing team of EPIC RTO trainers, EPIC Mental Health Consultants and people with the lived experience of disability who are equipped to deliver this and other diversity related accredited and non-accredited training programs within EPIC’s scope.
Jax (Jacki) Brown
Disability and Queer Rights Activist

Jax Jacki Brown is a disability and LGBTIQ rights activist, writer, public speaker and disability sexuality educator. Jax was named one of the 25 LGBTI people to watch in 2015, in 2016 she made the Lesbians On The Loose (LOTL) Power List as an Agent of Change and in 2017 was appointed to the Victorian Ministerial Council on Women’s Equality. She also sits on the Victorian Human Rights and Equal Opportunity Commission’s Disability Reference Group and is graduate of Southern Cross University with a Bachelor of Arts in Cultural Studies and Communication, where she focused on disability and LGBTIQ studies.

Through her presentations at conferences and universities, and her extensive publications, she provides a powerful insight into the reasons why society needs to change, rather than people with disabilities.

Dr Paul Harpur
University of Queensland

Dr Paul Harpur’s research and teaching expertise are in the areas of disability rights, anti-discrimination laws, work health and safety laws and corporate social responsibility.

Dr Harpur has published widely in Australia, the United Kingdom and the United States on employment, anti-discrimination and human rights laws.

Dr Harpur has led a range of projects, including an International Labour Organization project assessing labour rights in the South Pacific, including a particular focus on the rights of persons with disabilities.

Dr Harpur has an extremely strong international reputation holding prestigious research fellowships with the Centre for Disability Law and Policy, Institute for Lifecourse & Society, National University of Ireland, Galway and with the Burton Blatt Institute, College of Law, Syracuse University, New York.


Dr Harpur’s academic profile page can be accessed here and details on his publications can be found on his Google Citation, SSRN and Orcid profiles.

Prior to academia Dr Harpur was a lawyer in private practice and a professional athlete with a disability, competing in the 2000 Sydney and 2004 Athens Paralympics, the 2002 Manchester and 2006 Melbourne Commonwealth Games and a range of other international competitions.
**PROGRAM**

**Monday 20 November 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 8.00am - 5.00pm | Registration Opens  
Level 5, P Block, QUT Gardens Point Campus                       |
| 9.00am - 10.30am | NCSEHE Fellows Forum  
Room: P512                                                           |
| 10.30am - 11.00am | MORNING TEA  
Level 5, P Block                                                  |
| 11.00am - 12.30pm | NCSEHE Fellows Forum (cont)  
Room: P512       
SAGE Workshop  
Room: P505                                             |
| 12.30pm - 1.30pm | LUNCH  
Level 5, P Block                                                       |
| 2.00pm - 3.00pm | Special Interest Groups  
Equity Evaluation in Higher Education  
Room: P512  
Domestic and Family Violence in the Workplace  
Room: P505  
Out of Home Care Leavers  
Room: P506       
Practical and effective support for students from refugee backgrounds in Australian and New Zealand Higher Education  
Room: P506A |
| 3.00pm - 3.30pm | AFTERNOON TEA  
Level 5, P Block                                                      |
| 3.30pm - 4.30pm | Special Interest Groups  
Equity Evaluation in Higher Education  
Room: P512  
Domestic and Family Violence in the Workplace  
Room: P505  
Out of Home Care Leavers  
Room: P506       
Practical and effective support for students from refugee backgrounds in Australian and New Zealand Higher Education  
Room: P506A |
| 4.30pm     | End of Day One                                                            |
| 5.30pm - 7.00pm | WELCOME RECEPTION  
The Cube, P Block, QUT Gardens Point Campus                       |
**Tuesday 21 November 2017 - Morning**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00am - 5.00pm</td>
<td>Registration Opens&lt;br&gt;Level 5, P Block, QUT Gardens Point Campus</td>
</tr>
<tr>
<td>9.00am - 9.10am</td>
<td>Welcome &amp; Acknowledgement of Country&lt;br&gt;Room: P514</td>
</tr>
<tr>
<td>9.10am - 10.00am</td>
<td>Keynote: Professor Penny-Jane Burke&lt;br&gt;University of Newcastle, Room: P514</td>
</tr>
<tr>
<td>10.00am - 10.30am</td>
<td>MORNING TEA&lt;br&gt;Level 5, P Block</td>
</tr>
<tr>
<td>10.30am - 11.20am</td>
<td>Keynote: Liam Downing&lt;br&gt;Charles Sturt University, Room: P514</td>
</tr>
<tr>
<td>11.30am - 12.30pm</td>
<td>Special Workshops&lt;br&gt;1.1 EO Online User Group&lt;br&gt;Lorraine Denny, University of Wollongong&lt;br&gt;Room: P512&lt;br&gt;1.2 Student equity policy, practice and research: where to next?&lt;br&gt;Dr Nadine Zacharias, National Centre for Student Equity in Higher Education&lt;br&gt;Room: P504&lt;br&gt;1.3 Respect. Now. Always&lt;br&gt;Universities Australia&lt;br&gt;Room: P505&lt;br&gt;1.4 Beyond Visibility: Achieving Substantive Gender &amp; Sexuality Diversity Inclusion&lt;br&gt;Rob Cumings and Katrina Alexander, Equity &amp; Diversity Office, Southern Cross University&lt;br&gt;Room: P506&lt;br&gt;1.5 State/Country Chapter catch-ups&lt;br&gt;Room: P506A&lt;br&gt;LUNCH&lt;br&gt;Level 5, P Block</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.30pm - 2.00pm</td>
<td>Parallel Session 1</td>
</tr>
<tr>
<td>1.30pm - 2.00pm</td>
<td>Parallel Session 2</td>
</tr>
<tr>
<td>1.30pm - 2.00pm</td>
<td>Parallel Session 3</td>
</tr>
<tr>
<td>2.00pm - 2.30pm</td>
<td>Parallel Session 1</td>
</tr>
<tr>
<td>2.00pm - 2.30pm</td>
<td>Parallel Session 2</td>
</tr>
<tr>
<td>2.00pm - 2.30pm</td>
<td>--</td>
</tr>
<tr>
<td>2.00pm - 2.30pm</td>
<td>Parallel Session 3</td>
</tr>
<tr>
<td>2.35pm - 3.00pm</td>
<td>Parallel Session 2</td>
</tr>
<tr>
<td>2.35pm - 3.00pm</td>
<td>--</td>
</tr>
<tr>
<td>2.35pm - 3.00pm</td>
<td>Parallel Session 3</td>
</tr>
<tr>
<td>2.35pm - 3.00pm</td>
<td>--</td>
</tr>
<tr>
<td>2.35pm - 3.00pm</td>
<td>Parallel Session 3</td>
</tr>
<tr>
<td>2.35pm - 3.00pm</td>
<td>--</td>
</tr>
<tr>
<td>3.00pm - 3.30pm</td>
<td>Parallel Session 2</td>
</tr>
<tr>
<td>3.00pm - 3.30pm</td>
<td>--</td>
</tr>
<tr>
<td>3.00pm - 3.30pm</td>
<td>Parallel Session 3</td>
</tr>
</tbody>
</table>
**Tuesday 21 November 2017 - Afternoon contd.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Details</th>
</tr>
</thead>
</table>
| 3.30pm - 4.00pm | **AFTERNOON TEA**  
Level 5, P Block |
|          | **Parallel Session 3**                                                           |
|          | 3.1 Access and widening participation  
Room: P512 | 3.2 Access and widening participation  
Room: P504 |
|          | 3.3 Student retention and success  
Room: P505 | 3.4 Access and widening participation  
Room: P506 |
|          | 3.5 Human rights, equity and social justice  
Room: P506A |  

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Details</th>
</tr>
</thead>
</table>
| 4.00pm - 4.30pm | Opening doors and expanding opportunities for asylum seekers in higher education.  
**Amanda Moors-Mailei**  
**University Of Technology Sydney** |
|          | Re-imagining widening participation programs to support Year 12 students to navigate the tertiary admissions process.  
**Clive May and Adam McNiven**  
**Queensland University Of Technology** |
|          | Opportunity through online learning: Improving student access, participation and success in higher education.  
**Cathy Stone**  
**University Of Newcastle** |
|          | Building meaningful partnerships in the delivery of Outreach activities.  
**Kylie Austin**  
**University Of Wollongong** |
|          | LGBTIQ+ Social Inclusion and Visability - Griffith University.  
**Kristy Apps**  
**Griffith University** |
| 4.30pm - 5.00pm | “I don’t really have a lot of experience, a lot of people telling me stories about it”: Access to higher education for prospective first in family students.  
**Sally Patfield**  
**University Of Newcastle** |
|          | Unleashing Learning within Community: Pathways to Higher Education.  
**Michele Oshan**  
**University Of Newcastle** |
|          | Positive graduate outcomes for all or for a few? Improving employment prospects for students from refugee backgrounds.  
**Martina Donaghy**  
**Griffith University** |
|          | Efforts to quantify the effectiveness of university widening access programs in the context of provincial NSW government schools.  
**Todd Walton**  
**University of New South Wales** |
|          | From strength to strength: The University of Sydney’s Ally Network  
**Louise Bannerman**  
**University of Sydney** |
| 6.30pm - late | **CONFERENCE DINNER**  
Room 360, QUT Gardens Point Campus |
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00am - 5.00pm</td>
<td>Registration Opens</td>
<td>Level 5, P Block, QUT Gardens Point Campus</td>
</tr>
<tr>
<td>9.00am - 9.10am</td>
<td>Welcome - Day 2</td>
<td>Room: P514</td>
</tr>
<tr>
<td>9.10am - 10.00am</td>
<td>Keynote: Professor Steven Larkin</td>
<td>University of Newcastle Room: P514</td>
</tr>
<tr>
<td>10.00am - 10.30am</td>
<td>MORNING TEA</td>
<td>Level 5, P Block</td>
</tr>
<tr>
<td>10.30am - 11.20am</td>
<td>Keynote: Kylie Symonds</td>
<td>EPIC Assist Room: P514</td>
</tr>
<tr>
<td>11.20am - 12.30pm</td>
<td>EPHEA Annual General Meeting</td>
<td>Room: P514</td>
</tr>
<tr>
<td>12.30pm - 1.30pm</td>
<td>LUNCH</td>
<td>Level 5, P Block</td>
</tr>
</tbody>
</table>
## Parallel Session 4

### 4.1 Access and widening participation
Room: P512

- **School, Family and Community: Learning for Life project.**
  - Nicola Cull, Australian Catholic University

### 4.2 Access and widening participation
Room: P504

- **A Mirror to Society? Achieving equity in health sciences study at the University of Otago.**
  - Zoe Bristowe, University Of Otago

### 4.3 Access and widening participation
Room: P505

- **Making Widening Participation Everybody’s Business: Successes, challenges and lessons learnt.**
  - Kate Sheppard, James Cook University

### 4.4 First Peoples
Room: P506

- **Indigenous Access to Higher Education.**
  - Shaan Hayward & Nathan Peckham, Charles Sturt University

## Parallel Session 5

### 5.1 Access and widening participation
Room: P512

- **Raising Aspiration and Achievement in regional schools through innovative online modules.**
  - Laurie Poretti, University Of Canberra

### 5.2 Access and widening participation
Room: P504

- **STEM in low-SES schools: future-proofing successful initiatives through cross-fertilisation of programs.**
  - Maria Barrett, Queensland University Of Technology

### 5.3 Student retention and success
Room: P505

- **Explore and Emerge: A scaffolded approach to widening participation.**
  - Sarah Glencross, University Of The Sunshine Coast

### 5.4 First Peoples
Room: P506

- **Stronger Smarter Schools Project - teachers as agents for change.**
  - Rebecca Mason, University Of Canberra

### 5.5 Disability, ability and accessibility
Room: P506A

- **Incorporating Inclusive Assessment and Universal Design within the curriculum.**
  - Dagmar Kminiak, University Of Sydney

---

**Wednesday 22 November 2017 - Afternoon**
### Wednesday 22 November 2017 - Afternoon contd.

| 3.30 pm - 4.00 pm | AFTERNOON TEA  
<table>
<thead>
<tr>
<th></th>
<th>Level 5, P Block</th>
</tr>
</thead>
</table>
| 6.1 Access and widening participation  
Room: P512 | Parallel Session 6 |
| 6.2 Access and widening participation  
Room: P504 |  |
| 6.3 Access and widening participation  
Room: P505 |  |
| 6.4 Human rights, equity and social justice  
Room: P506 |  |
| 6.5 Student retention and success  
Room: P506A |  |

<table>
<thead>
<tr>
<th>4.00 pm - 4.30 pm</th>
</tr>
</thead>
</table>
| **6.1 Access and widening participation**  
Room: P512 | Presence and proximity: A study of rural school students’ aspirations for higher education.  
Leanne Fray, University of Newcastle |
| **6.2 Access and widening participation**  
Room: P504 | Encouraging local support for continued investment into Widening Participation: How QTAC could help you make the case for future investment, through the provision of data.  
Sara Ardern, Queensland Tertiary Admissions Centre |
| **6.3 Access and widening participation**  
Room: P505 | To be seen and heard: the role of student voice in valuing education.  
Ian Cunninghame, Curtin University |
| **6.4 Human rights, equity and social justice**  
Room: P506 | Women in STEMM and SAGE Athena SWAN Program: QUT’s journey so far.  
Smitha Mandre-Jackson, Queensland University Of Technology |
| **6.5 Student retention and success**  
Room: P506A | Himilo Community Connect Project – Empowering youth and connecting community.  
John McDonald and Pamela Burley, La Trobe University |

<table>
<thead>
<tr>
<th>4.30 pm - 5.00 pm</th>
</tr>
</thead>
</table>
| **6.2 Access and widening participation**  
Room: P504 |  |
| **6.3 Access and widening participation**  
Room: P505 |  |
| **6.4 Human rights, equity and social justice**  
Room: P506 |  |
| **6.5 Student retention and success**  
Room: P506A |  |
| **6.1 Access and widening participation**  
Room: P512 | School outreach with a geographically distributed team… 1,300km of outreach.  
Sue Rogan, Charles Sturt University |
| **6.2 Access and widening participation**  
Room: P504 | Factors capable of influencing regional and remote students’ decisions about progressing to university.  
Franz Carrillo, University of New South Wales |
| **6.3 Access and widening participation**  
Room: P505 | ‘Parents as influencers’: implications for program designers from the findings of the Social Marketing Strategy for Low SES Communities project for the Australian Government Department of Education and Training.  
Kate Flynn, Queensland University Of Technology |
| **6.4 Human rights, equity and social justice**  
Tracie Conroy, University Of Technology Sydney |
| **6.5 Student retention and success**  
Room: P506A | HEADS UP – a program of academic skills development for students from a refugee, migrant and culturally and linguistically diverse backgrounds.  
Sanesie Dukuly, Griffith University |

End of Day Three
# Thursday 23 November 2017 - Morning

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00am - 5.00pm</td>
<td>Registration Opens&lt;br&gt;Level 5, P Block, QUT Gardens Point Campus</td>
</tr>
<tr>
<td>9.00am - 9.10am</td>
<td>Welcome - Day 3&lt;br&gt;Room: P514</td>
</tr>
<tr>
<td>9.10am - 10.00am</td>
<td>Keynote: Jax (Jackie) Brown&lt;br&gt;Disability and Queer Rights Activist, Room: P514</td>
</tr>
<tr>
<td>10.00am - 10.30am</td>
<td>MORNING TEA&lt;br&gt;Level 5, P Block</td>
</tr>
<tr>
<td>10.30am - 11.20am</td>
<td>Keynote: Dr Paul Harpur&lt;br&gt;The University of Queensland, Room: P514</td>
</tr>
<tr>
<td>11.30am - 12.30pm</td>
<td>Parallel Session 7&lt;br&gt;Room: P512, P504, P505, P506, P506A</td>
</tr>
</tbody>
</table>

### Parallel Session 7

**7.1 Access and widening participation<br>Room: P512**
- Through Pacific lens to empower success in contemporary tertiary education environments.<br>**Juliet Boon-Nanai and Vaiova Ponton, Auckland University of Technology**

**7.2 Access and widening participation<br>Room: P504**
- Improving the beaten track: investigating alternative pathways to increase higher education participation for mature-aged students in regional and remote Australia.<br>**Bronwyn Relf, University Of Newcastle**

**7.3 Access and widening participation<br>Room: P505**
- Developing the Whole Student through Outreach.<br>**Kylie Austin, University Of Wollongong**

**7.4 First peoples<br>Room: P506**
- Stacking the Hui: Developing Training Modules for Academic Staff Grounded in Indigenous Values.<br>**David Mayeda, University of Auckland**

**7.5 Disability<br>Room: P506A**
- Discrimination, Copyright and Equality.<br>**Dr Paul Harpur, Thomas Palmer and Pam Schindler, The University of Queensland**

**7.6 Access and widening participation<br>Room: P504**
- Mentors Matter – a case study of mentors’ contribution to the success of lower SES students at UWA.<br>**Umneea Khan, University Of Western Australia**

**7.7 Access and widening participation<br>Room: P505**
- Designing Digital Literacy Professional Learning Workshops for Teachers in Regional and Remote High Schools.<br>**Maimuna Musarrat and Rebecca Turnbow, Macquarie University**

**7.8 Access and widening participation<br>Room: P506**
- QUT Equity Scholarships Scheme: Managing a high volume, needs based scholarships scheme. What works and what are the challenges?<br>**Darren Mcauliffe, Queensland University Of Technology**

**7.9 First peoples<br>Room: P506A**
- Where to from here? The journey from 2013 to 2017 with QUT’s cultural competence program.<br>**Margaret Ridley, Queensland University Of Technology**
### Thursday 23 November 2017 - *Afternoon*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.30pm - 1.30pm</td>
<td><strong>LUNCH</strong>&lt;br&gt;Level 5, P Block</td>
</tr>
<tr>
<td>1.30pm - 2.30pm</td>
<td><strong>Conference summary session</strong>&lt;br&gt;Room: P514</td>
</tr>
<tr>
<td>2.30pm - 4.30pm</td>
<td><strong>Special Interest Groups</strong></td>
</tr>
<tr>
<td></td>
<td>- Anchoring Accessibility for the long term&lt;br&gt;Room: P504</td>
</tr>
<tr>
<td></td>
<td>- Mentoring programs for equity groups&lt;br&gt;Room: P505</td>
</tr>
<tr>
<td></td>
<td>- Gender Equity Strategy Group&lt;br&gt;Room: P506</td>
</tr>
<tr>
<td></td>
<td>- UoN Writing Program for Equity Practitioners&lt;br&gt;Room: P506A</td>
</tr>
</tbody>
</table>

**END OF CONFERENCE**
IMPORTANT INFORMATION

City Centre Free Loop Buses

Schedule

**Clockwise Loop** – service departs QUT every 15 minutes between 7:00am and 6:00pm

**Anticlockwise Loop** - service departs QUT every 15 minutes between 7:05am and 6:05pm
Taxis

Black and White Taxis • 13 19 24
Yellow Cabs • 13 32 22

Brisbane Dining Precincts

Brisbane City

There are many exciting eating establishments, which are scattered across the CBD. For easy reference the two main areas are:

Queen Street Mall

Offers numerous food courts for quick, casual meals, open air cafes for those who prefer to take their time or a number of different restaurant & bars spread from one end of the mall to the other.

Riverside/Eagle Street Pier

Is the heartland of the city’s dining precinct. In this prime riverfront location, there are literally dozens of places to eat with many of the restaurants making the most of the stunning river views for alfresco, relaxed dining.

Fortitude Valley

‘The Valley’, as it is known by the locals, is full of an energy and individualism that makes it one of the most exciting dining areas in Brisbane. This vibrant dining locale offers everything from quality Asian to distinctive European and Middle Eastern cuisine. The main dining precincts are the Brunswick Street precinct (Brunswick Street, the Brunswick Street Mall, Central Brunswick and Chinatown), the James Street precinct and the Emporium precinct.

South Bank

Eating out at Brisbane’s South Bank gives diners so many options. There are restaurants and cafes in South Bank Parklands but the precinct also extends to nearby Little Stanley Street and Grey Street. This is a heartland of Brisbane’s dining scene, offering cuisines from around the world and for all budgets. It’s also a dynamic place, with new places opening regularly.

West End

West End has so many eating options on Boundary Street from Vulture Street to Melbourne Street. You’ll also find other dining areas on Hardgrave Road and a small selection further down Vulture Street or on Melbourne Street, towards South Brisbane.

West End is known as the place to cruise the cafes, rather than dine in formal restaurants. There are always footpaths overflowing with patrons. There are all-night places to buy pizza or kebabs and early morning joints for strong coffee interspersed amongst the real and living village.
QUT Gardens Point Campus Map

View an interactive version with full accessibility details online at
ABSTRACTS
ABSTRACTS

An investigation of Samoan student experiences in two homework study groups in Melbourne. .......................... 28
A Mirror to Society? Achieving equity in health sciences study at the University of Otago .................................. 29
ASPIRE UNSW: An innovative approach to mentoring using online technologies .............................................. 30
Building meaningful partnerships in the delivery of Outreach activities ............................................................ 31
Capacity to aspire to higher education of school students from low-SES backgrounds: An empirical study ............ 32
Demystifying Higher Education for LSES regional schools through an engagement framework partnership - a practical approach ........................................................................................................................................... 33
Designing Digital Literacy Professional Learning Workshops for Teachers in Regional and Remote High Schools. .................................................................................................................................................. 34
Developing the Whole Student through Outreach .................................................................................................. 35
Digital Outreach Project – “Reach Further” ................................................................................................................. 36
Digitising Note taking Accommodations: Revolutionising the Way Students Work with Spoken Information ........ 37
Efforts to quantify the effectiveness of university widening access programs in the context of provincial NSW government schools .................................................................................................................................................. 38
Encouraging local support for continued investment into Widening Participation: How QTAC could help you make the case for future investment, through the provision of data .................................................... 39
Enhanced demographic and impact reporting of equity cohorts ........................................................................ 40
Equity on the Smell of an Oily Rag ............................................................................................................................ 42
Explore and Emerge: A scaffolded approach to widening participation ................................................................ 43
Free online resources and courses for non-privileged learners: the vision and the reality .................................. 45
From strength to strength: The University of Sydney’s Ally Network ....................................................................... 46
Gender Equity in Research ........................................................................................................................................ 47
HEADS UP – a program of academic skills development for students from a refugee, migrant and culturally and linguistically diverse backgrounds ............................................................................................................ 48
Himilo Community Connect Project – Empowering youth and connecting community ........................................ 50
“I don’t really have a lot of experience, a lot of people telling me stories about it”: Access to higher education for prospective first in family students ................................................................................................................. 51
Improving Academic Performance for students with Disability (iMAP): A new approach to disability support services in higher education ......................................................................................................................... 52
Improving the beaten track: investigating alternative pathways to increase higher education participation for mature-aged students in regional and remote Australia ........................................................................ 53
Incorporating Inclusive Assessment and Universal Design within the curriculum .................................................. 55
Increasing STEM success: the equaliser of the future ............................................................................................... 56
Indigenous Access to Higher Education ................................................................................................................ 57
Intersections and roundabouts: Re-routing cultural competence in higher education ............................................. 57
Learning from the Canadian context: equity practitioners’ findings and inspirations from a Canadian study tour ........................................... ................................................................................................................................. 58
LGBTIQ+ Social Inclusion and Visibility ................................................................................................................ 59
Making Widening Participation Everybody’s Business: Successes, challenges and lessons learnt .................... 61
Mentors Matter – a case study of mentors’ contribution to the success of lower SES students at UWA ................ 63
NCSEHE’s Building Legacy and Capacity Workshop Series .................................................................................... 64
Next steps: enhancing success for students with disabilities in graduate employment ........................................ 65
Not just fixing the women: an evaluation of the UTS Research Equity Initiative 2013-2017 .................................. 67
Opening doors and expanding opportunities for asylum seekers in higher education. ......................................................... 68
Opportunity through online learning: Improving student access, participation and success in higher education. ................................................................. 69
‘Parents as influencers’: implications for program designers from the findings of the Social Marketing Strategy for Low SES Communities project for the Australian Government Department of Education and Training. ................................................................. 71
Peer to Peer Mentoring and its multi facet benefits: Lessons learnt from mentors and mentees on the LEAP-Macquarie Mentoring (Refugee Mentoring) Program ................................................................. 73
Positive graduate outcomes for all or for a few? Improving employment prospects for students from refugee backgrounds, ................................................................. 74
Possible but not desirable: Higher education aspirations of Australian Indigenous school students, ................................................................. 75
Presence and proximity: A study of rural school students’ aspirations for higher education, ................................................................. 76
Progress on Gender Equity in the University?
A practitioner’s view. .......................................................................................................................................................................................... 77
QUT Equity Scholarships Scheme: Managing a high volume, needs based scholarships scheme. What works and what are the challenges? ........................................................................................................................................... 78
Raising Aspiration and Achievement in regional schools through innovative online modules, ................................................................. 79
(Re)claiming social capital: improving language and cultural pathways for Students from Refugee Backgrounds (SfRBs) into Australian higher education, ........................................................................................................................................... 80
School outreach with a geographically distributed team... 1,300km of outreach ........................................................................................................................................... 83
School, Family and Community: Learning for Life project ........................................................................................................................................... 85
Stacking the Hui: Developing Training Modules for Academic Staff Grounded in First People’s Values, ........................................................................................................................................... 86
STEM in low-SES schools: future-proofing successful initiatives through cross-fertilisation of programs, ........................................................................................................................................... 87
Stronger Smarter Schools Project - teachers as agents for change. ........................................................................................................................................... 88
Supporting University Students with Disability through the Stepping Into Program: The University as the Employer. Sharing the University of Sydney experience of hosting Stepping Into internships, ........................................................................................................................................... 90
The complex relationships between institutional HEPPP programs and student outcomes, ........................................................................................................................................... 92
The inedito viavel (untested feasibility) of practitioner imaginations: strategies arising from equity and widening participation dialogic praxis, ........................................................................................................................................... 93
The National Centre for Student Equity in Higher Education Update, ........................................................................................................................................... 94
The Values of Inclusion, .......................................................................................................................................................................................... 95
Through Pacific lens to empower success in contemporary tertiary education environments, ........................................................................................................................................... 96
To be seen and heard: the role of student voice in valuing education, ........................................................................................................................................... 97
Unconscious Bias Interventions: What Works? ........................................................................................................................................... 98
Universities as Public Purpose Institutions – the UTS Social Impact Framework, ........................................................................................................................................... 99
Unleashing Learning within Community: Pathways to Higher Education, ........................................................................................................................................... 101
Where to from here? The journey from 2013 to 2017 with QUT’s cultural competence program, ........................................................................................................................................... 102
Widening Regional and Remote Participation: findings from qualitative research, ........................................................................................................................................... 103
Women in STEMM and SAGE Athena SWAN Program: QUT’s journey so far ........................................................................................................................................... 105
Work Placements: What About Us? Supporting students living with disability, long term illness or mental health conditions to succeed in Work Integrated Learning. ........................................................................................................................................... 107
An investigation of Samoan student experiences in two homework study groups in Melbourne.

Dr Vaoiva Ponton, Auckland University of Technology

Abstract

This research examines Samoan student experiences in two Homework Study Groups in Melbourne using a researcher-practitioner approach. The study highlights the need for teachers to acknowledge students’ preferred learning methods, especially those of minority backgrounds like the Samoan participants in this study. Samoan symbolic meanings from traditional tattoos and decorative ornaments are used as metaphors to describe the positive responses provided by participants in this study. Similar to the way in which the tatau (tattoo) symbols used in ritual tattooing for Samoan men and women represented readiness to serve one’s family and extended community, educational aspirations and employment pathways are explored from a participant perspective as a way of serving and supporting their migrant families in Melbourne. Through a detailed investigation of the experiences of students in two homework study groups in Melbourne, this study finds families place a high priority on learning and the maintenance of cultural practices. Finding a balance to embrace both was paramount in this research. The homework study group provided a social space in which students could ask the teacher questions without fear of appearing foolish, and in which they could apply themselves to study. It provided a physical study space away from the demands that Samoan families place on their young people, and it provided a cultural space in which the students could learn according to fa’aSamoa (traditional values and beliefs).

This study makes a contribution to an understanding of the motivations of Melbourne-based Samoan students to learn, of what concerns them, and of impediments to their educational success. It also offers insight into the benefits that setting up a specific space for students offers, when its specific intent is influencing the merging of traditional Samoan and Western ideas to further learning and understanding. Participants in this study indicated that Homework Study Groups provided structure and learning strategies that improved academic outcomes. It was not only a space in which participants felt they could seek assistance and support from a teacher/researcher who understood the importance of their cultural values and beliefs, it was also a space where participants felt safe to share the highs and lows of their educational experiences.

Biography

Dr Vaoiva Ponton has recently relocated to New Zealand to commence an emerging academic position at AUT, after 16 years of teaching as a high school teacher and leader in Melbourne high schools. Her PhD in education highlighted the need for educators to create pedagogy catering to Pacific learners; utilising Samoan methodology to engage community members (parents and leaders) to empower students to navigate the Australian education system successfully.
A Mirror to Society? Achieving equity in health sciences study at the University of Otago

Zoe Bristowe, University of Otago

Abstract

In 2010 the Maori Health Workforce Development Unit (MHWDU) was established at the University of Otago to increase Maori student recruitment, retention and achievement in Health Sciences study. Since 2010 a number of support programmes have been developed and delivered by the MHWDU to achieve this goal.

In 2016 the University of Otago graduated over 45 Maori doctors, a 10% increase in the existing Maori medical workforce in New Zealand. The number of Maori students progressing successfully through the demanding Health Sciences First Year and into difficult to enter health professional programmes at Otago (medicine, dentistry, physiotherapy, pharmacy and medical laboratory science) has increased by more than 50% the past 7 years. Outcomes for Māori health sciences students from lower socio-economic backgrounds are also improving compared to previous years.

This presentation provides an overview of MHWDU programmes and maps the positive shift in academic and equity outcomes for Maori students. The presentation explores ‘what’ is making a difference for students (based on student feedback). It also describes quantitative findings about student outcomes 2008-2016, highlighting the impact of MHWDU interventions. The presentation highlights identified critical success factors of MHWDU practice and some of the challenges encountered to produce more equitable outcomes for Māori students in tertiary study.

Biography

Zoe Bristowe (Ngapuhi and Ngati Porou descent) is the Programmes Manager for the Maori Health Workforce Development Unit (MHWDU) at the University of Otago. The MHWDU deliver a range of programmes targeted to increase indigenous student recruitment, retention and achievement in health sciences study. The focus of the MHWDU is to increase the number of Maori health professionals in New Zealand. MHWDU programmes have directly contributed to an increase in the number of Maori entering into health sciences study and graduating as qualified health professionals. Zoe manages the development and delivery of MHWDU programmes and the evaluation of each programme. Zoe is also a doctoral student researching the impact of a student support programme to ascertain whether the programme has improved equity outcomes for Maori students (including those from lower-socioeconomic backgrounds).
ASPIRE UNSW: An innovative approach to mentoring using online technologies

Tamsyn Richards & Ada Yueng, ASPIRE UNSW Sydney

Abstract

Mentoring has been an important strategy internationally in addressing the lack of relevant social capital, identified by researchers such as Reay (2001) as the key reason for poor progression rates for students from low social-economic (SES) backgrounds. Mentoring, particularly using university students, has been a common feature of widening participation initiatives internationally. Face to face mentoring is often found in metropolitan schools, however it is much more difficult to provide for regional and remote schools because of distance and cost.

ASPIRE UNSW is piloting the use of digital technologies with low SES schools in regional NSW to explore the potential of online mentoring programs. Read With Me aims to support literacy skills by offering primary students the opportunity to read aloud to an online mentor on a regular basis. Click-on Mentoring is a program for Year 9 students aimed at increasing awareness of post school pathways and career options through online discussions with UNSW student mentors. Despite the geographical differences, both programs use technology to bring students and mentors together to address the issues of access and widening participation in higher education. This presentation will share the learnings from these programs; the use of technology, issues to be aware of and the potential it has for the sector.

References


Biography

Tamsyn is a Senior Project Officer with ASPIRE, UNSW Sydney. Tamsyn’s current role is developing a number of mentoring programs to compliment the current suite of ASPIRE outreach work across Sydney and regional NSW.

Tamsyn is an experienced widening participation practitioner with over 8 years’ experience of working in the equity and widening participation sector with a passion for social inclusion in higher education.

Ada Yeung is a Project Officer with ASPIRE, UNSW Sydney. Ada’s is responsible for the development and delivery of an innovative online mentoring program which offers regional students the opportunity to connect with university student volunteers to explore career aspirations and post school options.

Ada brings a wealth of experience to her role, having facilitated successful mentoring programs in the not for profit, corporate and higher education sector. Ada hopes that with her passion for mentoring and social justice, she can support students to unlock and fulfil their potential!
Building meaningful partnerships in the delivery of Outreach activities

Kylie Austin, University of Wollongong

Abstract

The Federal Government has necessitated partnerships between universities and schools through the provision of the partnerships component of HEPPP funding agenda. HEPPP provides seed and competitive funding to universities to develop partnerships and outreach activities with schools, VET providers, and community groups. The intention of these partnerships is to build the aspirations and capacity of people from underrepresented groups to participate in higher education (DEEWR 2011, www.deewr.gov.au).

This lightening presentation will explore how partnerships have been developed by the Outreach & Pathways Team at UOW. UOW’s Outreach & Pathways Team engages with individuals in targeted schools and communities to build aspirations, awareness and attainment toward higher education. Partnering with the Department of Education, Catholic Education Office, TAFE and RTO’s, O&P activities focus on lifelong learning and engagement with education, whilst providing tangible outcomes for individuals.

This presentation will explore how both internal and external partnerships have been developed to implement a whole of institution, whole of region approach to outreach. Through a model of distributed leadership, collaboration has occurred across UOW’s seven regional and metropolitan campuses to meet the diverse needs of different locations where articulation to university is low. Through this program, over 150 school partnerships have been established and fostered over the last eight years. In addition to this, UOW staff in Faculties and Departments outside of the Widening Participation team have dedicated over 100,000 hours to Outreach and Pathways activities. This presentation will explore the factors that have contributed to these mutually rewarding partnerships and will invite feedback and input from the conference participants.

Biography

Kylie Austin is the Outreach and Pathways Manager at the University Wollongong. In addition, Kylie is also completing her PhD in exploring the role of partnerships and their impact on Widening Participation activities. Since 2008, Kylie has been involved in establishing a collaborative approach to the design, implementation and evaluation of outreach activities to increase the impact of these activities with underrepresented groups of students.
Capacity to aspire to higher education of school students from low-SES backgrounds: An empirical study

Leanne Fray, Jenny Gore, Sally Patfield & Adam Lloyd, University of Newcastle

Abstract

Despite government adoption of the widening participation agenda in Australia, students from low-SES backgrounds continue to be underrepresented in higher education. Much of the research treats students from low-SES backgrounds as a homogeneous group and few studies account for variability within the category. Recognising differences among students from low-SES backgrounds, this paper brings new insight to ameliorating the underrepresentation of this equity target group in higher education. Drawing on survey data from a longitudinal study involving 6492 students from government schools and focus groups with 553 students, we explore how student background and school level variables impact on student aspirations for higher education. We highlight differences among students from low-SES backgrounds by comparing two groups of low-SES students: those with aspirations for careers requiring university education and those with aspirations for careers requiring no further education beyond high school. Analysis of focus group data indicated that students from both groups faced similar circumstances in relation to considering higher education. Social capital was a key indicator of interest in and aspirations for higher education, particularly for high-aspiring students. Outreach activities designed to widen participation in higher education should take account of differing aspirations among students from low-SES backgrounds and how they are influenced by gender, prior academic achievement, self-perception, and social and cultural capital. We argue that targeted equity initiatives should reach beyond the classroom and include improved access to information for students and their parents/carers.

Biography

After working as a teacher in public schools following her undergraduate training in teaching and social science, Dr Leanne Fray completed her PhD in 2013. Her thesis examined the sociological construction of risk in relation to the organised out-of-school activities of children in Australia since the 1950s. Leanne has worked on other research projects at the University across such disciplines as health and social sciences, including the Australian Longitudinal Study on Women’s Health. Leanne has extensive experience in qualitative research methods including focus group facilitation, data analysis, and the use of NVivo qualitative software. She has provided substantial and sustained research support to the Aspirations Longitudinal Study and has recently managed a number of HEPP-funded projects investigating the aspirations of students for specific higher education fields of study. Dr Fray is a member of the Teachers and Teaching Research Centre at the University of Newcastle.
Demystifying Higher Education for LSES regional schools through an engagement framework partnership - a practical approach

John McDonald & Pamela Burley, La Trobe University

Abstract

This session will showcase the La Trobe University’s School Partnerships Program to engage with schools in disadvantaged regional areas of Victoria. Through a practical, hands on approach that aims to inform aspirations and demystify Higher Education, the Program builds a sequential engagement framework with each partner school. Working closely with senior management within the schools, an Activity Plan for the year is developed to provide value-add touchpoints from Year 7. Critical to the success is to have the touch points integrated into the school curriculum with pre and post touch point engagement by the school. The session will also reference some of the issues faced by regional students in connecting with HE and understanding its value. In addition the session will outline our evaluation approach, including both summative and formative surveys. Post event activity surveys focus on the learning outcomes and attitudinal change towards HE, while a longitudinal biennial survey of both students and teachers is used to assess progress to meeting the program aims and tracking change in school cohort attitude and influencers.

Biography

John has 30 years’ experience working in education. From a start point of being a secondary school teacher, he moved into the HE sector 15 years ago. During this time he has established an effective and continuing STEM mentoring program for which he was awarded an ALTC Citation for Outstanding Contribution to Student Learning. John was the inaugural director of the Learn, Experience, Access Professions program in Victoria, a collaboration of the Victorian universities and funded under the HEPPP competitive grants program. In his current role he has developed La Trobe University’s School Partnerships Program into an efficient and effective engagement HEPPP initiative.
Designing Digital Literacy Professional Learning Workshops for Teachers in Regional and Remote High Schools

Rebecca Turnbow & Maimuna Musarrat, Macquarie University

Abstract

Researchers describe the digital divide among communities as having two components – 1) access and connection to technology and 2) knowledge and skills to use it in a meaningful way (OECD, 2010). As practitioners, we must address both levels with equal importance when designing and delivering programs. Macquarie University’s Widening Participation Unit was awarded a National Priorities Pool (NPP) grant to design a digital literacy program to enhance the digital literacy skills of teachers and students in regional and remote schools in New South Wales. The presentation will showcase how digital literacy workshops have been developed and tailored for target communities based on key research findings that have emerged from original research conducted in the development phase of this program. It will also explore the challenges and opportunities faced while developing a program that considers both levels of the divide. We welcome and look forward to encouraging meaningful discussion with participants joining our presentation.

References

OECD (2010). Are the New Millennium Learners Making the Grade?: Technology Use and Educational Performance in PISA 2006

Biography

Rebecca administers the LEAP-Links Digital Literacy program for the Widening Participation Unit under the DVC (Academic) at MQU. This program is a federally funded project aimed to provide enhanced support to teachers and students in regional and remote secondary schools in developing ICT competencies (digital literacy) in the classroom. Rebecca has over 10 years of experience running state-wide educational programs in secondary schools and has managed multiple state and federal grant-funded projects in the public education and public health realm. Her expertise lies in project management and training design and delivery. She holds a Bachelor of Science degree from Texas A&M University and Master Certificate in Public Health from University of Texas. She hails from Texas, approximately the same geographical size as NSW, and enjoys discussing the similarities of the rural-urban dichotomy of the two states.
Developing the Whole Student through Outreach

Kylie Austin, University of Wollongong

Abstract

UOW’s Outreach & Pathways Team engages with individuals in targeted schools and communities to build aspirations, awareness and attainment toward higher education. Committed to a ‘Whole Journey’ approach to progression of students towards higher education, UOW’s Outreach Team has developed a series of programs in collaboration with the Department of Education (DoE) and Catholic Education Office (CEO) based on AIME Higher’s Learner Progression Framework.

Through the development of these Outreach activities, UOW has placed a strong emphasis on developing the cognitive, non-cognitive and socio-emotional skills of students over time. (MacCraith, 2016; Bandura et al. 2001). It is these three fundamental skills working together than can increase the progression of students to higher education and their post-school outcomes. This lightening presentation will showcase a number of case studies that outlines both the content of individual outreach programs and the impact that they have had from the perspective of the student participants. This presentation will also invite participation from conference participants about how cognitive, non-cognitive and socio-emotional skills can be further embedded to enrich the learning experiences for individuals from underrepresented backgrounds in higher education.

Biography

Kylie Austin is the Outreach & Pathways Manager at the University of Wollongong and PhD student. Kylie has worked on widening participation activities over the last nine years.

Shannon Archer is the Schools Outreach Coordinator at the University of Wollongong. Over the last four years, Shannon has been responsible for the design, implementation and evaluation of outreach activities in the Wollongong region.

Wendy Firth is a Project Officer in the Outreach and Pathways Team and is also a Tutor at the University of Wollongong. Wendy is responsible for the design of educational content that supports the delivery of outreach activities across the region.

Keirin McCormack is the Pathways Coordinator at the University of Wollongong. Keirin is responsible for the design, implementation and evaluation of outreach to community groups and non-school leavers.
Digital Outreach Project – “Reach Further”

Victoria Smith & Imelda Cooney, RMIT University

Abstract

Regional low SES students remain under-represented in higher education for a variety of reasons related to educational aspirations and awareness, school achievement, distance from tertiary institutions, and costs related to transport, relocation and housing.

The ‘Reach Further’ project aims to build regional secondary students’ awareness, aspiration, and preparedness for higher education by engaging them through digital methods. On-campus university experiences effectively build awareness and aspiration. However, only limited numbers can participate, and participation is even more challenging for regional schools due to issues including distance, curriculum demands, and costs associated with travel and transport.

Responding to these issues, this project aims to support senior regional and low SES secondary school students’ access to tertiary education through the delivery of targeted digital content to build aspiration and awareness. Content will include interactive digital delivery of workshops, and downloadable artefacts (including videos and booklets) that can be accessed many times by students, parents, and carers, broadening the reach of project outcomes. An important aspect of the work is the use of current university students to both develop and deliver content.

Working in digital engagement has brought its challenges. Secondary schools have very different needs for content delivery as well as varying levels of access to, and familiarity and confidence with using technology. It has been important to trial various methods of delivery to understand what works best for schools. The showcase will present the program content that was developed and delivered in consultation with schools, as well as discussion around the challenges and learnings from the project.

Biography

Victoria Smith is the Senior Coordinator, SNAP Partnerships and works as part of the Equity and Diversity Unit at RMIT. Since 2012, she has worked closely with RMIT’s social inclusion programs for students which aim to increase access to further education, build a more diverse student population, and provide an equitable and inclusive experience for all students. Her key successes include the development and delivery of a range of programs as part of I Belong; a suite of on-campus experiences for selected partnership secondary school students designed to increase aspiration for tertiary education.
Digitising Note taking Accommodations: Revolutionising the Way Students Work with Spoken Information

Jim Sprialis, Sonocent

Abstract

Studies indicate that creating and reviewing notes effectively is directly related to student academic success. Better notes lead to improved retention of course material and, ultimately, better learning outcomes. However, notetaking is a highly complex task that places significant cognitive demands on memory and processing, making it one of the biggest challenges for students with disability or learning differences such as dyslexia.

This presentation will describe how students who require digital note taking accommodations are utilising Sonocent Audio Notetaker for Windows and Mac to address their barriers to taking effective notes. You will hear how the technology enables students of all abilities to access, capture, manipulate, re-purpose and organise spoken information from lectures, tutorials, webinars and flipped content. And you will learn how the software has enabled students, many of whom were previously dependent on peer notetakers, to move beyond accommodations to take considered, comprehensive notes independently, applying strategies designed to encourage active listening.

In evidencing how the software has created learning independence, supported retention, and raised academic attainment, reference will be made to staff and student feedback gathered from a survey of over 3,000 end-users worldwide, and to pilot studies carried out with US universities, including the University of Nevada, Reno, where 80% of students allocated the software experienced an average 2-point GPA increase across a single semester. Preliminary data from tertiary education institutions in Australia who have recently piloted the software to support students with note-taking will also be presented.

Biography

Jim Sprialis is a leading influence in the field of technology and inclusion. He has been an educator for 28 years and during the past decade, managed the South Australian Education Department’s Inclusive Technology Service. Jim now offers expert advice, presentations, professional development programs and training and support in a broad portfolio of inclusive technology solutions to schools, the tertiary sector and workplaces. With a specialist knowledge base around disability and learning difficulties such as dyslexia, he is passionate about promoting inclusive technologies and universal design approaches that can benefit everyone in their productivity and lifelong learning. Jim has been working with Disability Advisers from several Australian Universities to implement Sonocent Audio Notetaker as a notetaking accommodation.
Efforts to quantify the effectiveness of university widening access programs in the context of provincial NSW government schools

Todd Walton, UNSW Sydney

Abstracts

This presentation will discuss efforts to investigate whether Australian university widening participation initiatives are addressing the attainment gap that exists for low SES students in regional and remote NSW government schools. In particular, the presentation will dissect the applicability of quantitative measures of program effectiveness. This will be discussed in the context of a mixed-methodology that was engaged to assess university outreach success as part of a current Department of Education National Priorities Pool (NPP) project. The academic attainment gap that exists particularly for regional and remote low SES students is known and acknowledged. Widening participation programs appear to be one way of assisting schools in addressing this major barrier to university study. This is acknowledged for example by the number of successful NPP projects in 2015 that had a focus on improving academic attainment. The outcomes of this work using data such as high school median ATAR and applications, offers and enrolments to university as measures of success are not well documented. The use of these data, and others, to quantify widening access success will be discussed and results from the current project will be highlighted. Implications for the future of widening access evaluation will also be mentioned. Practitioners may draw on the use of these methods for other evaluation efforts.

Biography

Todd Walton has three years experience working in the field of higher education equity analysis at UNSW Sydney. In this time he has produced four research articles in equity support and analysis, was a full-time contributor to the 2014 National Priorities Pool project ‘A picture of success’ and is the current CI on the 2016 project ‘Mind the gap’. Much of the analytic work Todd has performed has involved utilising a mixed-method approach that incorporates big data analytics, high-level statistical modelling in the form of hierarchical linear modelling and survey/interview methods. Todd’s background in his PhD field of human geography has provided him with many of the skills required to formulate and conduct the interdisciplinary and integrative methods he now applies to researching university support and widening access services.
Encouraging local support for continued investment into Widening Participation: How QTAC could help you make the case for future investment, through the provision of data.

Sara Ardern, Queensland Tertiary Admissions Centre (QTAC)

Abstract

The investments being made in Widening Participation are significant and long term – in many cases, universities are planting seeds for trees that will provide shade to the next generation of university leaders.

When government funding for widening participation is plentiful, this investment is easy to justify – the social benefit of this investment at a national level can be easily demonstrated.

But as government funding ebbs and flows – as it inevitably does – there needs to be local encouragement for universities to continue to invest in programs that benefit the wider community but may not show measurable impact to the bottom line of any one university.

Many equity leaders will already know that this local encouragement can be significantly bolstered by the provision of data. Data helps make social good arguments accessible to university leaders.

But data in relation to equity can be hard to obtain and it can be difficult to interpret. One of the problems is that the data is held by different entities, some of it is deeply personal, and the resources required to gather and analyse this data is beyond the budgets of many equity sections.

QTAC would like to start a conversation with equity practitioners about data – how it is currently used in the field, what exists and what does not, and what might be useful. We have both access to some data ourselves, and the necessary infrastructure to analyse data collected from disparate sources. These sources could include interstate data collected in collaboration with other Tertiary Admissions Centres, with the view to provide equity leaders and practitioners with the data required to make the case for investment in the future.

Biography

Sara is currently the Customer Service Manager – Assessment with the Queensland Tertiary Admissions Centre (QTAC). She has worked in the higher education sector for over 15 years in student support roles, and more recently in managing university admissions and assessment. In her current role, Sara is responsible for the management of the assessment of applications on behalf of participating institutions with QTAC, which includes the assessment of applicants through the Educational Access Scheme (EAS). Sara is a passionate advocate for supporting initiatives which provide opportunities to people to pursue pathways to tertiary study, with a particular emphasis on admissions schemes that support Widening Participation and Outreach programs.
Enhanced demographic and impact reporting of equity cohorts

Smitha Mandre-Jackson & Syed Gafoor, Queensland University of Technology

Abstract

QUT’s Student Equity Reporting Project, which was successfully implemented in mid-2016, integrated information from multiple data sources to make equity cohorts’ access, participation and success data readily available to the QUT community. The data informs QUT interventions across the student lifecycle in the areas of access (outreach to schools and communities, recruitment, selection and marketing), participation (transition of the first year cohort and retention by reducing attrition) and success (progress, success and GPA). Capturing meaningful in-time data about commencing and continuing students from disadvantaged backgrounds assists with the continuous improvement of services so that these students have successful and positive experiences.

The Federal Department of Education’s national collection and published statistics provide a platform for institutions to understand their performance; track change over time; and compare their performance to that of similar institutions and to desired targets.

It is less common for performance data to be used to assess impact at the level of institution’s student support services, which more typically rely on client satisfaction surveys. This presentation, which will include a demonstration of the data system, will outline how QUT’s ‘re-imagined’ use of equity cohort data has enabled a wide range of users to gain easy access to information about the impact of their support services for these cohorts. Participants will be encouraged to discuss how their institutions might more effectively use their data sources to develop a holistic picture of the student experience.

Biography

I have worked in the Equity Services Department since 2009 and have more than 18 years higher education experience. My areas of responsibility include equity scholarships, gender equity, compliance, data analysis, policy and reporting. I have an undergraduate qualifications in journalism, english literature and psychology and a Master of Education (Career Guidance major).

I combine expert project management skills with a comprehensive mastery of staff and student data across QUT (as well as QTAC and the Commonwealth). Along with my deep understanding of social justice issues, I have used this combined skill set to improve and reform several strategic areas of QUT, including equity scholarships (which has a unique, best-practice purpose-built system); student equity reporting (which has enabled all service-providers in all faculties and divisions to easily access demographic and outcomes information about their students); and gender equity (developing the reports underpinning Workplace Gender Equity Agency work and the SAGE Women in STEMM program). My work is agile, partnership-based, and crosses multiple organisational borders. I bring people along with me through my inclusive and collaborative approach. I am multi lingual and speak five languages.
My publications include:


Syed has worked as an Information Analyst on the Student Equity Reporting Project at QUT. Syed has 13 years of experience in analytics, reporting, big data, data mining, business analysis and project management, in various industries including the higher education sector. Syed is currently project managing the Disability Services Project at QUT. He has a Master of Business Process Management and Bachelor of Technology in Information Technology. Syed has lived and worked in four different continents and is multi-lingual and proficient in five languages. Syed has a passion for social inclusion, diversity, human rights and equity.
Equity on the Smell of an Oily Rag

Chris Jenkin, Auckland University of Technology

Abstract

In Aotearoa New Zealand government funding is allocated to tertiary institutions for Maori and Pasifika students. Tertiary institutions designate how best to spend this equity funding. In the last 2 years it was decided at AUT to fund projects centrally. As a result faculty money decreased from $70,000 to $40,000 to nothing forecasted in 2018. The Faculty of Culture and Society retained an academic equity leader in 3 of our 4 schools for 1 day each week. Despite this decrease there is an expectation we continue the same level of support to Maori and Pasifika students. Our strategy in 2016-17 has been to focus on staff development, celebrating Maori and Pasifika students’ success, encouraging postgraduate studies, bringing Maori and Pasifika perspectives to the forefront in curriculum reviews. We also put effort into papers with the poorest results. We have been monitoring the success of our approaches utilising statistical analysis of pass rates for Maori and Pasifika students. Coordinated plans were developed for working with individual Maori and Pasifika students. Additionally, workshops and professional development opportunities evoked conversations with academic staff. They requested curriculum support to provide programmes and papers inclusive of Maori and Pasifika world views. When funding disappears in 2018 we have three strategies to pursue. Applying for central funding for a specific Maori leader position; strengthening relationships for collaborative approaches and thirdly, increasing the allowance for the academic equity leaders in each school. These initiatives may be useful for other equity practitioners facing similar funding issues.

Biography

Chris has been involved in Education for 45 years, the last 21 years as a lecturer interested in Equity, gender, and human rights. Since 2003 she has worked with enhancing success for students of Maori and Pacific descent.
Explore and Emerge: A scaffolded approach to widening participation

Sarah Glencross, Bartholomew Stanford & Belinda Chapman, University of the Sunshine Coast

Abstract

USC is committed to a wide range of school outreach programs. In 2016, USC’s primary programs were redeveloped and a new secondary program was added creating a scaffolded suite of lessons and on-campus experiences. These strengths-based programs take a long-term view to building career aspirations throughout primary and secondary school.

Explore takes a creative approach to building career aspirations and improving primary students’ awareness of higher education as a viable post-school option. The program offers lessons for Years 4, 5 and 6 based on themes of adventure and discovery. Students in Year 5 attend a careers expo at their local USC campus which provides hands-on experiences of a wide range of jobs and information about career pathways.

EMERGE is an immersive day module which builds on the skills developed by Explore. It engages Year 8 students in activities and conversations that raise awareness of personal values, strengths, skills and aspirations. This empowers students to approach the Senior and Education Training (SET) planning process as informed designers of their own post-school pathway, which may include further study at TAFE or university.

Lessons plans and teaching resources for both programs complement the Australian Curriculum and are available online so they can be accessed independently by teachers, students and their parents. By the end of 2017, 20 schools in USC’s region will have participated in the programs and over 1000 students will have attended on-campus expos and workshops. Explore and Emerge comprise a cost-effective, sustainable package which is readily transferable to other institutions.

Biography

Sarah Glencross has completed a Bachelor of Geography with Primary Teaching (Honours) and a Bachelor of Psychology (Honours). She is currently working towards a PhD examining the use of assistive technology to support internet access for people with disabilities. She is registered as a teacher with the Department for Education in the UK and the Queensland College of Teachers in Australia. She spent 15 years teaching at primary schools in London, during that time she gained a broad experience of working with children from a wide range of backgrounds. She also spent several years working as a school principal and as part of that role was the designated child protection officer for the school. Her work in the Access and Diversity Unit at USC has primarily focussed on widening participation initiatives, over the past year she has been involved in the development of the Explore program and more recently she has worked on the evaluation of widening participation and equity initiatives. She has also recently worked on three National Priority Pool projects which examined success factors for regional students from low SES backgrounds and as a student representative on a project focussing on student partnerships and the development of a new feedback tool for teaching and learning.
Factors capable of influencing regional and remote students’ decisions about progressing to university

Franz Carrillo, UNSW Australia

Abstract

Factors capable of influencing regional and remote students’ decisions about progressing to university.

The presentation will consider the factors that influence regional and remote high school students’ intentions to progress to university, under a project funded by the National Priorities Pool. Extant literature indicates that factors that play an important role shaping this intention are usually related to the way students perceive their academic ability, the availability of resources (affordable housing, transport and university fees), gender stereotypes, level of attachment to their communities, managing feelings of isolation when relocating and the level of support received from parents and teachers, amongst others. The identification, understanding and quantification of the power of relevant factors, the way they are perceived by students and how they can guide the development of initiatives to improve access to university will also be discussed.

The presenter will exhibit a scheme for classifying these factors based on the Theory of Planned Behaviour. The extent to which these groups of factors shape students’ intentions to progress to university has been assessed using a sample of nearly 650 students attending regional and remote schools in New South Wales, Australia. The results will be discussed and implications for widening participation practitioners put forward. Outcomes on the development and presentation of a survey instrument to assess students’ perceptions in relation to the factors will also be discussed. This instrument has the potential for educational institutions to track and monitor any changes to students’ perceptions after the implementation of widening participation strategies.

Biography

Dr Franz Carrillo is an Industrial Civil Engineer, Master in Engineering Sciences with a PhD in Business and Economics awarded by Monash University. Dr Carrillo has extensive experience in quantitative research methodologies, working in the field of higher education equity and support (AimHigh) at UNSW Sydney. His current role is Chief Investigator for the 2016 National Priorities Pool project ‘Power of Perceptions’, also designed by him. In addition, Dr Carrillo has worked in the design of the UNSW contextual admissions scheme ‘Gateway’, aimed to improve university access to socially disadvantaged students.
Free online resources and courses for non-privileged learners: the vision and the reality

Sarah Lambert, Deakin University

Abstract

The Open Education movement is engaged in the provision of free digital learning resources and courses such as Massive Open Online Courses (MOOCs). The Open Education movement’s aspirations of broadening access to education and knowledge for a range of personal and economic ends have some parallels to the widening participation agenda.

Higher education institutions globally have been involved in Open Education for over a decade, particularly those from open or regional universities already invested in eLearning or distance education – which often flow from strategic agendas for widening participation with non-traditional and non-privileged learners.

Since they first emerged in 2012, Massive Open Online Courses (MOOCs) have attracted significant investment, and ignited hopes of free learning opportunities for any worldwide learner. However, subsequent research frequently criticised the first wave of MOOCs for providing free education to the already privileged and educated.

As part of a wider PhD research project on the topic, a systematic review of the literature was conducted to discover the nature and diversity of global Open Education Programs aimed at Student Equity or Social Inclusion.

The review found evidence of a vibrant global practice, less so in Australia where Open Education practice lags other parts of the world and is often developed by educational technology rather than student equity units. Nevertheless, potential exists to collaborate and utilise Open Education for access and widening participation, as well as community social inclusion. Highlights from the results will be presented including:

- A snapshot of the global projects by types of Widening Participation audiences
- An overview of the free/low cost technologies used and the outcomes

Biography

Sarah’s PhD research explores how open education programs (including use of open technologies) can be used to support the access, progress and success of non-privileged students.

Sarah’s research builds on 16 years practice in technology-enhanced learning within higher education settings. Motivated by equity and social justice concerns, she has developed MOOCs and open education programs including: science-based medical information about our most common medical problems; lessons to support stressed maths learners transitioning to higher education; and digital literacies training as preparation for online study in higher education. Sarah also provides consultancy on the strategic development of distance education (online) programs.
From strength to strength: The University of Sydney’s Ally Network

Louise Bannerman, University of Sydney

Abstract

The University of Sydney’s Ally Network was launched in March 2015 but in just over two years it has seen exceptional growth and engagement for a staff and student network. The engagement at a workplace level has provided an opportunity for staff to:

- celebrate who they are in their workplace (through significant events).
- create and contribute formally to the dialogue of key issues affecting the LGBTIQ community on campus.
- provide informal support networks.

Involvement in the Sydney Gay and Lesbian Mardi Gras has been one of the most significant events for the University’s Ally Network and LGBTIQ community. Participating in the event saw unprecedented engagement between the University and its LGBTIQ staff and students and was also a symbolic shift in the conservative culture typically associated with the University. The enthusiasm was award winning, with the University taking the award for Best Choreography in 2016 and in 2017 the University was awarded ‘Best General Stall” for its first ever participation at Fair Day, one of the biggest LGBTIQ events in NSW.

This lightening presentation will explore how Ally Networks provide crucial opportunities to engage with LGBTIQ staff and students, the effect on engagement from participating in events like Mardi Gras, the challenges of engagement particularly with students and women and what makes a network successful.

Biography

Louise Bannerman, is a diversity and inclusion specialist who has worked extensively in the establishment of the University of Sydney’s diversity networks including the award-winning Ally Network. Louise has worked in community development within NSW Local Government and in the Tertiary Education sector over the last decade. She obtained a Bachelor of Arts majoring in Sociology from the University of Sydney in 2006 and is passionate about Human Rights and Social Justice.
Gender Equity in Research

Natasha Weir, La Trobe University

Abstract

Because of the gendered nature of caring work and the realities of women’s reproductive bodies - women face barriers at all stages of their academic careers. Research shows that during their PhD women are afforded fewer opportunities and less support than their male peers. For many women, completion of a PhD coincides with their peak fertility period meaning many early career researchers are simultaneously starting a family and establishing their track record. If women do gain tenure they are still disadvantaged by the persistent idea of the ‘ideal academic’ who has enjoyed a full-time and uninterrupted career in the academy– who is unencumbered by caring or domestic responsibilities and can dedicate 24 hours a day to their research. Later in their careers, when their male peers are going for promotion or stepping into leadership positions, women often find themselves caring for elderly parents and/or grandchildren or facing menopause. La Trobe University is committed to achieving gender equality in higher education, and equity in research is essential. This paper discusses recent La Trobe initiatives and suggests some ways forward.

Biography

Tasha holds a PhD in History and Gender Studies and has worked in both academic and professional roles at La Trobe University over the last fifteen years. She is the author of From Superwomen to Domestic Goddesses: The Rise and Fall of Feminism (Peter Lang, 2009), and a number of other publications. She currently manages La Trobe University’s Athena Swan Program and various gender equity related initiatives.
Abstract

Research demonstrates that students from refugee, migrant and culturally and linguistically diverse (CALD) backgrounds who are first-in-family to attend university frequently find university culture alienating and may experience difficulties in navigating the university system successfully (Earnest et al, 2010).

The diversity of the current student body in higher education, poses new challenges in regard to the engagement of students for whom the university may be a foreign environment to navigate (Krause et al, 2005, p.3).

Engagement at university can have a transformative effect for refugee, migrant and CALD students who may experience additional difficulties linked to English language and academic skills, ability to connect with other students, and competing family and community responsibilities (Elliott, 2002, p. 2). With appropriate support, refugee, migrant and CALD students are able to achieve outstanding learning milestones during their university experiences.

The university experiences of students from a refugee, migrant and CALD backgrounds remains a central concern for the tertiary sector’s commitment to principles of equity and social justice. Griffith University has a long history of working with students from refugee, migrant and CALD backgrounds, with engagement and support programs to help transition to university and settle into study.

Griffith University’s HEADS UP program was established to provide additional academic support to this group of students. The program also dovetails with other transition and support programs and the University’s key retention strategies to assist in improving retention and success at university. The program combines specialised academic skills development over three days facilitated by a TESOL (Teaching English to Speakers of Other Languages) expert covering topics such as active reading strategies, notetaking and paraphrasing, academic writing, vocabulary strategies and making topic sentences more sophisticated. Early program evaluation shows increased academic achievement and improved engagement by students who have participated in this program which will be shared with conference participants.

References


**Biography**

Sanesie is coordinator of Griffith University’s Student Diversity and Inclusion, Transition and support programs including the Uni-Key Mentoring Program for 1st year students from equity backgrounds. He’s the founder and former president of the Griffith University Refugee Students Association (GURSA). Sanesie is a passionate advocate for social justice issues, has volunteered for both government and non-government organisations including, Logan City Council Cultural Leaders’ Advisory Group, Department of Aboriginal and Torres Strait Islander and Multicultural Affairs (DATSIMA) Cultural Leaders Connect Forum, former Public Relations officer for the Queensland African Communities Council (QACC), Logan City Council’s African Leaders Advisory Group and Brisbane City Council’s Strategy for Young People Reference Group.
Himilo Community Connect Project – Empowering youth and connecting community

Pamela Burley & John McDonald, La Trobe University

Abstract

This session will explore a strengths based approach to engaging with disadvantaged youth and communities facing significant educational barriers. We will examine how a flexible, dynamic framework of activities can be applied to successfully meet diverse and complex needs of a community to provide for authentic and effectual outcomes.

As a part of La Trobe’s overall commitment to economic and social growth and welfare of our surrounding communities the School Partnerships Program became a key partner of the Himilo Community Connect Project; a government funded, community-led initiative underpinned by social cohesion themes of belonging, social justice, participation, acceptance and worth. This initiative aims to build capacity of young Australian-Somalis within the northern metro region of Melbourne to fulfil their potential in achieving higher education and employment outcomes.

Our work has been shaped by a strong emphasis on whole community involvement and empowerment of young people. Planned activities have included a Homework Club Program, community events on campus, career pathway workshops for students and parents and challenge based learning opportunities where young people contribute positively to community. Current university students (including identified Australian-Somali students) have been developed to act as Facilitators and Tutors to support in the delivery of activities, strengthening employability skills and leadership while normalising and inspiring success in the broader community.

While in its early stages, this approach and partnership has strengthened our methodology and capacity to increase participation rates of disadvantaged young people in higher education.

Biography

Pam Burley is an Educational Partnerships Officer with the School Partnerships Program at La Trobe University. She works with identified schools and organisations to deliver programs designed to increase engagement of disadvantaged young people in higher education.

Having worked with disengaged and disadvantaged young people in a variety of contexts for over ten years, Pam’s work reflects a positive youth development approach to empowering young people for authentic and effectual change. Pam is currently working closely with the Australian-Somali community in Melbourne’s North and low SES and flexible learning options schools to increase capacity, confidence and motivation of young people and their communities.
“I don’t really have a lot of experience, a lot of people telling me stories about it”: Access to higher education for prospective first in family students

Sally Patfield, Jennifer Gore, Leanne Fray I & Adam Lloyd, University of Newcastle

Abstract

In recent decades, discourses of widening participation and aspiration have become prominent themes within the higher education sectors of many OECD countries. In Australia, the push to widen participation is not a new phenomenon, however the first in family (FiF) entrant to university has been overlooked as an official equity target group within the current agenda to ‘widen participation’ to non-traditional students. For those students who possess no parental experience of higher education, the pathway to university can encompass many challenges in comparison to those who benefit from intergenerational knowledge and access to cultural and social resources associated with this pathway. Drawing on focus group data from a larger research project involving primary and secondary school-aged students (N = 553) enrolled in New South Wales government schools, this study examines aspirations for higher education among prospective FiF students. The analysis highlighted the salience of FiF status, which manifested in two distinct ways; for some, FiF status acted as a catalyst; however for others, limited access to the ‘right kinds’ of cultural and social resources acted as a constraint. While some students were able to rely on familial and non-familial connections to navigate the pathway towards university, schools and universities were often critical mechanisms to inform and shape aspirations. We argue that it is not only vital to acknowledge FiF entrants to higher education within Australia, but also critical for schools and universities to consider how to facilitate their access to higher education.

Biography

Sally Patfield is a PhD candidate and research assistant in the Teachers and Teaching Research Centre at the University of Newcastle. With an interest in equity research and practice, her PhD investigates the aspirations for university of school students who would be the first in their families to enter higher education
Improving Academic Performance for students with Disability (iMAP): A new approach to disability support services in higher education.

Maggie Scorey & Shelley Odewahn, Southern Cross University

Abstract

Whilst there has been significant improvements in legislative protections and equity based funding systems within the sector, the participation rates of students with disability in higher education are still disproportionately low when considered in the context of the prevalence of disability within society (ABS, 2009; Ryan, 2011). While a recent study conducted by Kilpatrick et al. (2016) identified a 37% increase in the number of commencing students with disability in Australian universities between 2007 and 2013, only 5.58% of the 2015 commencing domestic cohort self-identified as having a disability (DET, 2015). At Southern Cross University (SCU), students with disability account for 8.5% of all students, the fifth highest percentage within the sector (DET, 2015). In recognition of these statistics, SCU conducted a project in 2016 to review the impact that university disability supports had on the retention and success of students with a disability. The project identified a limited capacity for traditional disability support services to address the underlying functional impacts of a student’s disability on academic performance. Consequently, SCU has developed an inter-professional student-led OT and Speech Pathology clinic, iMAP (Improving Academic Performance), which seeks to provide free, supplementary, specialist support services to students registered with Student Access & Inclusion. Working collaboratively with Student Access & Inclusion, the iMAP Clinic provides a unique opportunity for students with a disability to engage with OT and Speech Pathology services in the academic environment.

Biography

Maggie Scorey has been the Professional Experience Lecturer in Occupational Therapy at Southern Cross University for 6 years. She has a background of working as an Occupational Therapist in Australia and in the United Kingdom for 7 years and her clinical specialty is in Neurosciences. She is currently completing her Master of Science, researching professional surfers and their rehabilitation experiences. Maggie’s particular area of interest is improving occupational therapy students’ practice education experiences.
Improving the beaten track: investigating alternative pathways to increase higher education participation for mature-aged students in regional and remote Australia.

Bronwyn Relf, Nicole Crawford, John O’Rourke, Emma Hamilton & Helen Cameron, University of Newcastle

Abstract

Over the past 25 years there has been little increase in the number of students from regional and remote areas who participate in higher education. Most programs and research into enhancing tertiary access for students in regional and remote locations has focussed on school leavers and Indigenous Australians. Few programs have examined increasing access for mature-aged students, despite the fact that 41% of all university enrolments are mature-aged. Further, there is a lack of research into what is needed to access higher education for mature-aged students in regional and remote Australia and related to this, how effective are the access pathways to higher education that currently exist. Given that mature-aged students are less likely to relocate for tertiary study, supporting their pathways is equally as important as school leavers in regional and remote areas.

This paper presents the preliminary results of an Australian Government HEPPP funded project aims to better understand and challenge the opportunities available; relate these perspectives to the persistent gap in participation rates for these students; and, explore the place of low stakes, open access tertiary preparation programs for mature-aged people from regional and remote communities when entering higher education. Surveys and interviews were conducted with mature aged people in regional and remote areas allowing them to articulate their higher education access needs, establishing an evidence based set of principles that adults in regional and remote communities need for equity of access to higher education.

Biography

Dr Bronwyn Relf is responsible for coordinating and teaching the ‘Science for Nursing and Midwifery’ courses in the Open Foundation Program at the University of Newcastle. Bronwyn’s research interests include curriculum design and equity in access to higher education for mature aged students. She recently lead an Australian Government Office for Learning and Teaching project investigating curriculum design principles in enabling programs. Currently she is the project leader on a Higher Education Participation and Partnerships Program grant investigating the role of tertiary preparation programs in increasing access to university for mature aged students in regional and remote areas to university.

Dr John O’Rourke is a Senior Lecturer in the School of Education at Edith Cowan University and a previous coordinator of the UniPrep program. He is presently involved in research focussed on the implementation of online digital technologies to provide professional learning opportunities for classroom teachers in rural and remote communities. Dr O’Rourke’s other
academic and research interests include: structures and protocols that enhance inclusion, happiness and wellbeing of school aged students, school-based games technology, and interactive multimedia in university settings. He was Chief Investigator on several related projects and has published widely in these areas.
Incorporating Inclusive Assessment and Universal Design within the curriculum.

Dagmar Kminiak & Stephanie Palermo, The University of Sydney

Abstract

Universal Design within education refers to developing course content, assessment, teaching materials and delivery methods to be accessible by all students including students with disability.

The goal of applying UD design principles to assessments is to design and develop assessments that allow participation & success for all students.

There is limited focus on inclusive assessment within the current assessment regime, which mainly consists of traditional assessment practices such as examinations and essays.

This presentation will introduce the broad principles of Universal Design in assessment as covered in literature and the importance of incorporating multiple means of representation, action, expression and engagement within assessments.

The presentation will explore how incorporating Universal Design principles within the curriculum can improve outcomes for students and reduce faculty workload.

We will provide an overview of the practical steps, which we have taken at Sydney University to begin the transformation of assessment planning to ensure that universal design principles are incorporated in the process.

Biography

Dagmar is responsible for the effective provision of support to students with disabilities to enhance their ability to participate fully within the University community. A management professional with a psychology and rehabilitation counselling background, Dagmar has over 10 years experience in the Disability Services field and extensive experience in implementing diversity and inclusion initiatives, programs and policies. Dagmar has been the Manager of Disability Services at the University of Sydney since 2011.

Stephanie Palermo is the Senior Disability Officer within Disability Services at the University of Sydney. Stephanie has over 13 years experience working within the Disability Services field, 7 of which have been within the tertiary education sector, along with Post Graduate Qualifications in both Psychology and Counseling. Stephanie has directed both her Education and Employment Careers into further developing the skills to best support those living with a Disability, and to contribute to creating change and an Inclusive Educational Environment for students.
Increasing STEM success: the equaliser of the future.

Elisa McGowan, Clare Senior & Jasmine Chan, ASPIRE NSW The University of Western Australia

Abstract

Inspiring and supporting regional and remote students to study Science, Technology, Engineering and Maths (STEM) subjects is a key government priority and strategy for increasing their participation in higher education, as problem solving skills, numeracy skills and digital literacy will be essential for future success.

Connecting into established relationships with schools, Aspire UWA has developed an engagement framework that increases aspirations and supports academic attainment to study STEM subjects. The framework targets regional and remote students and their key influencers including parents and teachers, demonstrating clear links between STEM subjects, university and career pathways.

Throughout 2017 students have been engaged through a suite of locally delivered inquiry-based activities, academic support sessions, and Perth based Year 11 STEM camps. The intensive camps allowed students to experience the practical application of STEM skills in a variety of careers through hands-on university based activities, visits to industry partners and career workshops. Evaluation data indicates a significant increase in awareness of STEM career opportunities, motivation to work harder at school and the number of students considering attending university.

Professional development sessions have engaged teachers and provided schools with extension materials, physical and electronic resources to encourage ongoing STEM inquiry within the classroom. Community events and resource packs addressing common university queries have provided practical methods for parents to support STEM studies. Key findings, lessons learnt and the national relevance of the project will be shared, with time for participants to reflect on the adaptation of project resources into other contexts and programs.

Biography

Elisa McGowan manages Equity Outreach at The University of Western Australia, overseeing Aspire and Fairway UWA, which raises aspirations and supports students from disadvantaged backgrounds to succeed at University. Elisa has an Honour Degree in Science, a Masters of Teaching, and extensive experience supporting the educational journeys of regional, remote and Indigenous students. She previously worked with the UWA School of Indigenous Studies and managed the Scitech Aboriginal Education Program, and regularly tutors pre-service teachers in Aboriginal Education.
Indigenous Access to Higher Education

Shaarn Hayward & Nathan Peckham, Charles Sturt University

Abstract

Charles Sturt University’s (CSU) Indigenous Access Program (IAP) is aimed at providing an alternative pathway into a range of CSU Bachelor courses for Indigenous students, and also develops participants’ skills related to higher education success. Between its pilot and full scale rollout, the program was able to markedly improve rates of access and success among commencing Indigenous students. A key element of this success was using evaluation to inform improvements to the program.

This presentation will outline the IAP’s evaluation practice and its role in the Program, specifically around how it informed considerable improvements in the success of the program between its pilot and scaled stages. The presenters will describe three key elements that have enabled this: (1) Organisational investment in and support of evaluation; (2) engagement with the evaluation profession; and (3) drawing upon embedded evaluation expertise within the organisation.

In the context of James Smith’s NCSEHE Fellowship investigating evaluation in Indigenous higher education programs, and the increasing emphasis on evaluation across the equity space, it is vital that the application of evaluation practice within equity programs is a component of re-imagining equity. This presentation will provide a working example of practice in this context.

Biography

Both Shaarn and Nathan have been working with CSU for around 4 years each and have worked primarily in the Indigenous education sector with a focus on aspiration, access, and retention. Currently working as Indigenous Academic Success Coordinator (Shaarn) and Manager Indigenous Student Centres (Nathan). Both roles provide the opportunity to work closely with Indigenous students in the higher education space providing support and guidance as they work toward the completion of their studies.
Intersections and roundabouts: Re-routing cultural competence in higher education

Melanie Syron & Andrew Fa’avale, Queensland University of Technology

Abstract

First Nations Peoples’ performance within higher education has been a major focus of equity practitioners; often critiquing the current and tried again models to ensure the access, retention and success rates for this cohort are improving or on par with non-Indigenous students.

This presentation explores the interface and intersection of indigeneity through the lens of Aboriginal and Torres Strait Islander peoples as hosts, and Pasifika peoples as guests within Australia. It highlights the critical importance of ‘connection’ for our peoples. These connections include intracultural and intercultural connections, as well as connections with the sector.

As Indigenous staff at QUT we are currently re-imagining our approach and developing a new model centred on our own ontologies and driven by our strengths and abilities which recognises that connection to community is critical for our collective success. This model reimagines the ethos of equity within higher education and re-examines the underpinnings and connotations of what it means to be considered an ‘equity group’.

As part of this discussion we will explore models of cultural competence and safety, and question whether our institutions are practicing in a culturally responsive way. Participants will be encouraged to reflect on how they might re-imagine their institutional models for First Nations Peoples’ higher education performance to incorporate some of the approaches outlined in the presentation.

Biography

Melanie is an Aboriginal woman originally from Newcastle, New South Wales. Since completing a Bachelor of Aboriginal Studies at Wollotuka, The School of Aboriginal Studies at the University of Newcastle, she has worked in Indigenous education units within the tertiary sector and as an academic coordinating an undergraduate Indigenous Studies Unit.

Prior to taking on the training role at QUT, Melanie worked for community and government organisations in addition to her academic and professional positions.

Andrew Fa’avale is the QUT Pasifika Project Officer. He works with Pasifika students in high schools in Brisbane’s northern corridor, as well as with current QUT students to support access, retention and success.
Learning from the Canadian context: equity practitioners’ findings and inspirations from a Canadian study tour

Louise Pollard, National Centre For Student Equity In Higher Education, Melinda Mann, Central Queensland University & Nicole Crawford, University of Tasmania

Abstract

Louise Pollard, 2017 NCSEHE Equity Fellow, hosted by The University of Western Australia, has spent the year investigating how the higher education sector and the Department of Education and Training can effectively support remote students overcome the barriers impeding university success. An integral part of the Fellowship was a Canadian study tour to visit universities and participate in the national Student Services conference. In undertaking this tour, Louise recruited two practitioners and EPHEA members as Associate Fellows, Melinda Mann (Central Queensland University) and Dr Nicole Crawford (University of Tasmania).

Over the two-week period, the trio met with Student Experience staff from a diverse range of institutions across the country. They discussed effective student success strategies; reflected on different approaches to supporting regional and remote students; and considered innovative ways to engage those in most need.

During this presentation, Melinda, Nicole and Louise will all share their respective learnings and reflections. They will showcase effective initiatives, along with some of the resources and ideas they were inspired by during their visits to the University of Alberta, Athabasca University, Simon Fraser University and the University of British Columbia.

The trio will also explore how their respective learnings and reflections can shape the way Australian universities engage and support regional and remote students now and in the future.

Biography

Louise is a 2017 Equity Fellow with the National Centre for Student Equity in Higher Education. Prior to this, she managed Aspire UWA, The University of Western Australia’s nationally recognised widening participation program that works with 63 schools across Western Australia. Louise is a qualified and experienced teacher with 20 year’s community development and education program management experience in Australia and internationally; and is a member of the Executive Committee for Equity Practitioners in Higher Education Australasia.
LGBTIQ+ Social Inclusion and Visibility

Kristy Apps, Griffith University

Abstract

For LGBTIQ+ students, visibility and a sense of belonging are very important features of a positive university experience with successful academic and social outcomes (Squire & Norris, 2014, p. 203). A multitude of research has found LGBTIQ+ students face higher levels of discrimination and allegiance to the LGBTIQ community helps offset the effects of stigmatisation (Alderson, 2014, p. 195). For first year students who identify as LGBTIQ+ common concerns include difficulties adjusting to university; making friends; lack of community; not having a safe space on campus; and fear of transphobia or homophobia. These issues also impact the health and mental well-being of LGBTIQ+ including social isolation, anxiety, depression and suicide (Queensland Government, 2016). New research also suggests that the diversity within the LGBTIQ+ community creates a more challenging landscape for first year students as they navigate their own sexuality and/or gender diversity and potentially face exclusion from within.

With this research, and practitioner expertise, in mind Griffith University’s Student Diversity and Inclusion Transition and Support team have developed a program to support this cohort. The program fits within broader equity transition and support strategies and the University’s Pride Strategy. LGBTIQ Coffee Catch Ups were designed to increase social inclusion, sense of belonging, and retention. This simple but effective model is designed to be fluid and casual with peer mentors and Program Officers facilitating discussion and listening to concerns, experiences and ideas of students, working with them to create positive and inclusive experiences. In collaboration with the Griffith ALLY network students can also access support of LGBTIQ+ staff and get involved in inclusive events and activities. The ultimate aim of the program is for this program to be peer-led and early evaluation shows program objectives are being met.

References


Biography

Kristy Apps has worked in Student Equity environments for 10 years and is currently a Transition and Support Program Officer with Student Diversity and Inclusion - Griffith University.
Making Widening Participation Everybody’s Business: Successes, challenges and lessons learnt.

Kate Sheppard & Larissa Siliezar, James Cook University

Abstract

Widening student access to and participation in higher education has been a focus of successive Australian governments since the 1950s. Despite the existence of clear widening participation policies for over seventy years, limited progress has been made towards achieving educational equity (Gale, 2014; Gale & Tranter, 2011). Most recently, widening participation targets have been articulated in the Bradley Review (Bradley, Noonan, Nugent, & Scales, 2008) which calls for a significant shift in University widening participation rates, particularly for equity group students. Attainment of these targets will requires a significant effort by universities to support equity group students to access and participate in higher education.

Universities and educators must navigate a complex terrain when enacting widening participation within a neo-liberal context. This presentation will explore the work of a regional university on the delivery of a new open access pathways programs – in northern Australia and South-East Asia. In this program, an ‘intentional, structured, and proactive set of strategies’ is being utilised to enhance engagement and success of students. This presentation will provide an overview of the whole of institution approach to widening participation in these programs, including the deliberate inclusion of student support measures, professional and academic staff collaboration and embedding wellbeing in the curriculum. Preliminary evaluations of this approach that draw on student engagement and achievement data over a three year period will also be presented to demonstrate the impact of a whole of institution approach on student learning. In doing so, this presentation will identify and describe the organisational structures, drivers and processes that act as barriers and enablers for regional institutions trying to enact widening participation.

References


Biography
Kate Sheppard is the Head of Pathways Programs at JCU. This role oversees a range of open access university pathway programs in a large regional centre. Her research is largely concerned with rethinking organisational approaches to widening participation.

Larissa Siliezar is the Manager of Student Equity and Wellbeing at James Cook University. Larissa’s research interests includes whole of institution approaches to student wellbeing and mental health promotion.
Mentors Matter – a case study of mentors’ contribution to the success of lower SES students at UWA.

Umneea Khan, The University of Western Australia

Abstract

Fairway UWA, an equity access program at The University of Western Australia (UWA) offers academic and social support to students who have faced challenging circumstances, from their final year of secondary school to the completion of their studies at UWA.

Fairway UWA has an outstanding retention rate of above 90 percent for its university students. This is extraordinary given that all Fairway students face financial hardship, 41.60% are First in the Family (FiF) and 75.84% are from Culturally and Linguistically Diverse (CALD) backgrounds. The unique mentoring model of Fairway UWA is a major contributing factor for the successful transition into university, high success and retention rates of Fairway students.

Tertiary students from low socio-economic and minority backgrounds face a wide array of challenges, including high academic requirement for university entry, need for informed networks, support and mentoring. Fairway UWA developed an active mentoring model that supports students from Year12 and continues through to the completion of their undergraduate studies. Most mentees progress to being a mentor, develop leadership skills and make a valuable contribution to the success of the program. This presentation is a case study of the Fairway Mentoring Model, traces its development from conception and presents the unique mentee-mentor cycle. The presentation will also report on the challenges faced by the Fairway university students, their academic performance and graduate outcomes.

Biography

Dr Umneea Khan is the manager of the Fairway UWA program at the University of Western Australia. Her main field of work is to provide comprehensive support to students from low SES backgrounds and minority groups. Her research interests equity in higher education, youth behaviour, violence and aggression and psychopathic like traits are related to improving the educational outcomes of young people.
NCSEHE’s Building Legacy and Capacity Workshop Series

Nadine Zacharias, Curtin University

Abstract

This presentation will profile the Building Legacy and Capacity Workshop Series and share key insights from the first two workshops and webinars. These explored the inter-related topics of Career development for students in low SES or regional and remote schools and Higher education participation and completion of regional and remote students.

The Workshop Series is a strategic initiative by the National Centre for Student Equity in Higher Education (NCSEHE) to explore in depth four topics chosen from the ‘Ten Conversations’ conducted during the NCSEHE Forum in November 2016. This new strategy aims to further extend the NCSEHE’s capacity in synthesising, codifying and disseminating learnings from equity research and practice and use them to inform future initiatives, evaluations and policy.

The objectives of the workshops are to:

- define a collective knowledge base informed by research and practice
- engage in strategic and action planning to guide institutional practice and future research
- develop evidence-informed policy advice.

Each workshop consists of a small group of about 10 participants, including researchers, practitioners, policymakers and community partners, who contribute their insights as subject matter experts. Taking recent research findings and case studies of good practice as the starting point, the workshops are structured around high-level questions which frame the group discussion. Instead of presenting the details of individual research reports and case studies, workshop participants are encouraged to draw on their insights and experiences to advance a national conversation at the intersection of equity research, practice and policy. The outcomes of these discussions are being shared widely across the sector, including via a webinar, written materials, professional illustrations and this presentation.

Biography

Dr Nadine Zacharias is the Senior Research Fellow at the National Centre for Student Equity in Higher Education (NCSEHE) and was an inaugural Equity Fellow in 2016. 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 to 2016 where she led one of the most integrated and effective Equity teams in Australian higher education.
Next steps: enhancing success for students with disabilities in graduate employment

Gabrielle O’Brien, Alisha Larkin, Cathy Easte, Natalie Searson & Jenny O’Neill, Griffith University

Abstract

Research shows the national enrolment share for students with disabilities (SWD) was 4.4% in 2008 rising to 6.2% in 2015 (Koshy, 2015). This equates to 60,019 domestic students, of which 21,111 where commencing students. Researchers suggest increases are explained by greater awareness of students about access and pathways, increased support for students while studying (Koshy, 2015, p. 10), and greater flexibility in learning modes (Kent, 2015). This also means more SWD seeking graduate employment.

However, graduating SWD can experience greater challenges in securing employment. The 2015 Graduate Destinations Report (2016) showed graduates with a disability in full-time employment at 56.2% compared with those without a disability at 68.8%. Barriers include negative employer attitudes, lack of accessibility (e.g. built and digital environments); and lack of appropriate specialised employment services (WHO, 2011). Anecdotally, lack of student awareness of university careers services and Disability Employment Services may also be a factor.

The University Specialist Employment Partnership (USEP) in the Gold Coast is a tripartite collaboration between the National Disability Coordination Program, Mylestones Employment and Griffith University being trialled in 2017. The program provides currently enrolled university students, and recent graduates with disability, specialist support from a USEP consultant to find employment.

The trial has several aims: to connect students with employment opportunities through timely and appropriate support from an on-campus USEP consultant; promote strong linkages between partners, and for students; and foster cross-training and upskilling of university careers advisors and Disabilities Services Officers around the types of supports available within the employment environment.

The project will track the project’s efficacy through qualitative feedback and quantitative analysis. In particular monitoring the outcomes for clients in terms of their interactions with stakeholders is key. This presentation will discuss the early learnings from this project to date and answer questions for practitioners who may be considering similar programs.

References


**Biography**

The combined experience of the presenters represents many decades of expertise in fields such as equity, disability, disability employment, and career development. The involvement of the presenters in the University Employment Specialist Program - a partnership with the NDCO, Griffith University and Mylestones Employment has been crucial in managing this project.

Ms Gabrielle O’Brien has over 20 years of experience in Higher Education across various areas and is currently the Manager, Student Diversity and Inclusion at Griffith University and the President of EPHEA.

Ms Alisha Larkin is a Senior Policy Officer with the Department of Education and Training (Queensland) and previously worked with the National Disability Coordination Officer Program.

Ms Cathy Easte is the Coordinator, Disabilities Service at Griffith University and also has previous experience as a disability consultant at TAFE.

Ms Natalie Searson is a Job Development Officer with Mylestones Employment which focuses on recruitment and employment of people with disabilities. She is currently working as a University Specialist Recruitment Consultant in the 12 month trial with Griffith University.

Ms Jenny O’Neil is Branch Manager of UniTemps Griffith and Manager of Griffith University’s Employer Liaison and Graduate Program within Griffith’s Careers and Employment Service.
Not just fixing the women: an evaluation of the UTS Research Equity Initiative 2013-2017

Tracie Conroy, University of Technology Sydney

Abstract

The UTS Research Equity Initiative (REI), launched in 2013, arose in response to a 2012 UTS Women in Research Report findings of a significant gender gap in research engagement across the university and in some disciplines. The development and implementation of the Initiative represented one of the most comprehensive research equity strategies in an Australian university at the time.

The review was undertaken to evaluate the Initiative’s effectiveness in promoting gender equity and inclusion in research at UTS over the past four years; to identify key challenges to the REI meeting its goals and to explore action required to maintain the momentum of the program.

At a time when UTS is asking researchers to step-up to ever more ambitious research goals, and Athena SWAN is driving up the competitive value of women researchers across the sector, this review points to the critical role the REI program can play in building capacity, in lifting research engagement, and in developing workplace cultures which nurture and help retain productive women researchers.

This presentation at the EPHEA conference will highlight the recommendations from the review with the overarching aim of providing an overview of the UTS experience, so that it may assist others in the sector with similar initiatives.

Biography

Tracie Conroy is currently the Director of the Equity & Diversity Unit at UTS. Tracie has over 20 years experience working in social justice and equality in education. Moving from domestic violence services in the 1990’s, Tracie spent 11 years in the South Australian TAFE sector before commencing at UTS in 2005. In TAFE SA she was instrumental in the ongoing success of the Certificate IV in Women’s Education, the only one of its kind in Australia. She moved on to equal employment opportunity management in TAFE before relocating into student services and the Equity and Diversity Unit at UTS. She has extensive experience in policy development, training and facilitation, strategic planning and authentic engagement of staff and students in safety and respect initiatives.
Opening doors and expanding opportunities for asylum seekers in higher education.

Amanda Moors-mailei, University of Technology Sydney

Abstract

The higher education sector is in a unique position to address refugee issues through its role in shaping public dialogue and values. UTS have created an intellectual and university culture which fosters community engagement and discussion around the plight of refugees and asylum seekers in Australia through both staff and student led advocacy and activism.

Asylum seekers in Australia have very little access to mainstream welfare benefits, they are ineligible for Commonwealth Supported Places and HECS-HELP, and treated as full-fee paying international students should they wish to enter university. The Humanitarian Support Package at UTS is a university wide commitment to human rights, equity and social justice in the higher education sector and offers equitable access including full tuition scholarships, transition support and targeted services for students from a refugee and asylum seeker background.

This showcase presentation will explore opportunities for how universities can advocate for and support asylum seekers and refugees to access, participate and succeed in higher education. In the presentation you will learn about the UTS Humanitarian Support Package and the establishment of the UTS Humanitarian Scholarship for Asylum seekers and holders of temporary protection and bridging visas. You will also learn about UTS student and staff led projects and initiatives that support refugees and asylum seekers on campus and in the wider community. You will also learn about students who have successfully accessed UTS through the UTS Humanitarian Access Package.

Biography

Amanda Moors-Mailei, Student Equity Project Officer, Equity and Diversity Unit, University Technology Sydney.

Amanda works in Widening Participation initiatives at UTS with a particular focus on projects that support the development and diversification of pathways and access schemes to UTS. Amanda’s research interests are in international and community development and her project experiences include the coordination of community based initiatives and activities that promote social inclusion and engagement for disadvantaged community groups in Australia and New Zealand.
Opportunity through online learning: Improving student access, participation and success in higher education

Cathy Stone, University of Newcastle

Abstract

Online learning has become a well-recognised part of the broader landscape of higher education. It is also proving to have a critical place in widening access and equity within this landscape. Increasing numbers of students from backgrounds historically under-represented at university are taking the opportunity to begin undergraduate study online, including through open-entry and alternative-entry pathways (Stone, O’Shea, May, Delahunty & Partington, 2016). However, retention in online undergraduate programs has been shown to be at least 20% lower than in face-to-face programs (Greenland & Moore, 2014) with an Australian Government Department of Education and Training report (DET, 2017) finding that only 46.6% of fully external, online students, compared with 76.6% of on-campus, face-to-face students, completed their undergraduate degrees over a 9-year period.

This presentation provides an overview of a national research project funded by the Australian Government DET under the 2016 NCSEHE Equity Fellows Program, in which 151 members of staff involved in online education were interviewed, across 15 Australian higher education institutions and the Open University UK. The interviews investigated the types of practices, supports and retention strategies being developed and implemented within these institutions, by academic and professional staff, with the aim of improving student retention and academic success. Together with evidence from the international literature, the research findings have informed a set of National Guidelines for Australian institutions for improving student outcomes in online learning. The full report and National Guidelines can be accessed at: https://www.ncsehe.edu.au/publications/opportunity-online-learning-improving-student-access-participation-success-higher-education/

References


Biography

Dr Cathy Stone, is a Conjoint Associate Professor with the School of Humanities and Social Science at the University of Newcastle. She is also a 2016 Equity Fellow and a 2017 Visiting Research Fellow with the NCSEHE. 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 on the experiences of mature-age, first-in-family and online students. Cathy’s work with Open Universities Australia between 2011-2014 developed her particular interest in researching the online student experience and ways in which to improve outcomes for these diverse cohorts.
‘Parents as influencers’: implications for program designers from the findings of the Social Marketing Strategy for Low SES Communities project for the Australian Government Department of Education and Training

Kate Flynn, Queensland University of Technology

Abstract

“I want more parent/child activities so we can find out together.”

(Parent interview)

The most effective widening participation outreach programs are those which disrupt deficit notions about students, are tailored to local needs, and involve community-wide capacity-building (Behrendt et al., 2012; Gale, 2011; Stewart 2010). The Social Marketing project findings reinforced the importance of ‘influencers’ – particularly parents as influencers. As universities do not directly influence students’ post-school decisions, we must work in partnership with those who do by providing support and assistance, including supporting parents’ own needs in terms of exercising that influence well. Building confidence and capacity, and recognising the existing cultural capital in individuals and within communities to assist others in career and study choices is a huge challenge, and one which the sector could grapple with more effectively.

Informed by extensive secondary and field research in urban, regional and remote Australian schools and communities, this project developed personas based on key motivations as a way to establish a ‘shared value’. In this way, strategies and tactics are co-created around value propositions rather than broad cohort demographics which are a convenient but imprecise way to design engaging strategies. The ability to differentiate messages and engagement according to self-identified motivation is a significant strength as it has, what social marketing research calls, ‘emotional resonance’; and involves strengths-based partnerships.

Participants will be encouraged to reflect on how they might ‘reimagine’ their parental engagement activities to empower the real influencers.

Biography

As an equity practitioner and learning designer, involved in practice-led research projects, I know a learning environment can only be effective if it gives individuals permission to be themselves, know themselves and become their best selves. My aim is to deepen our shared understanding of the student experience:

- to help prospective students use their existing cultural capital to aid their choice-making, their learning and their educational experience;
- to contribute to the knowledge around the all-important first year by designing projects and resources that contribute to all students’ sense of belonging, that enable diverse voices to be
heard to the benefit of all learners, and to normalise ‘help-seeking’ behaviours; and

- to use this combination of new and existing knowledge to reshape approaches to teaching, learning and supporting all students, and to anticipate and meet the particular needs of low SES students.

In simple terms, universities can’t expect to ‘get them in’ and ‘keep them in’ without first understanding who ‘they’ are.

To this end, my work, especially my work in the pre-tertiary space uses a strengths-based approach to co-create innovative, people-rich, narrative-based, youth-oriented initiatives for low-income and Indigenous school students and adults. I plan and design to allow learners to make meaning of themselves, their choices, their environment and their future through immersion in narrative and intentional activities requiring them to deconstruct their existing point of view; knowing that the space created for imagination, questioning and discussion is where the real learning happens.
Peer to Peer Mentoring and its multi facet benefits: Lessons learnt from mentors and mentees on the LEAP- Macquarie Mentoring (Refugee Mentoring) Program

Mary Taiwo, Sonal Singh, Macquarie University

Abstract

This paper explores the impact of the LEAP-Macquarie Mentoring (Refugee Mentoring) Program on high school students from refugee backgrounds (mentees) and University students (mentors) who have participated on the program. The program engages university student mentors, some of whom are from migrant or refugee backgrounds themselves, to mentor students from refugee backgrounds who are between Years 9 to 12 in high school. The LEAP program is run in partnership with schools across Sydney and it is aimed at supporting students’ Learning, Education, Aspiration and Participation (LEAP) into and in higher education. In this paper, we explore the multifaced benefits of the program from the mentees’ and mentors’ perspectives. Data was generated using focus groups and pre-post session questionnaires. There were 6 focus group sessions with mentors, 6 focus groups with mentees and a total of 226 responses to pre-and post-survey responses. Data was generated as part of the ongoing program evaluation between March 2016 to June 2017. All focus groups discussions were transcribed and thematically analysed. Survey responses were analysed with outcomes determined based on the differences between pre-and post-program survey results. On the one hand, findings reveal that because of the mentoring experience, mentors developed more cultural awareness and the ability to be flexible in dealing with difficult situations. On the other hand, mentees developed knowledge on university education, pathways into university and became more aware of the long-term benefits of a university education. Experiences from this program have indicated that mentoring programs can be developed and geared towards ensuring that not only the mentees, but also mentors become more deliberate in the skills and knowledge that they develop through the mentoring experience. This research is relevant to practitioners involved with equity programs at all stages of design, implementation, evaluation and policy development within the higher education sector.

Biography

Mary works as the Widening Participation Research Officer at Macquarie University, Sydney. As part of her role, Mary carries out various research activities that involves working with high school and university students from refugee background and/or other disadvantaged backgrounds as they aspire to pursue higher education in Australia. Mary holds a BSc, MPhil and PhD in Special and Inclusive education. Prior to joining Macquarie University, her research focused on understanding the development of effective inclusive educational practices and teacher education. Her past experiences include being a teacher educator, a research assistant and an administrative/support staff all within different higher education systems.
Positive graduate outcomes for all or for a few?
Improving employment prospects for students from refugee backgrounds

Martina Donaghy, Griffith University

Abstract

With ‘employability’ as a new national focus, universities need to reimagine and reexamine their approaches to employment for graduates. Are students from refugee backgrounds getting graduate jobs? Is HEPPP funding improving graduate outcomes for refugee, low income, culturally diverse and ‘first in family’ students? Innovative and targetted strategies are needed to engage with the diverse cohorts to improve graduate outcomes for all.

For people from refugee backgrounds, meaningful employment is the key to a positive resettlement experience and successful integration into Australian society (Correa- Velez: 2013; Lenette and Ingamelles: 2013, Piper: 2016). Students from refugee backgrounds are a unique group with specific and additional barriers to employment that do not exist for mainstream students. The Australian Graduate Survey (AGS) data indicate that domestic students from English as a second language backgrounds have lower graduate employment outcomes. Therefore, accurate understandings of and experience in the Australian workplace are critical for how students position themselves competitively during their degree. Visibility of difference for culturally diverse, African and Muslim students interact in complex ways that contribute to additional barriers for employment.

Griffith University operates in a significantly low SES, ethnically and culturally diverse catchment. In response to a graduate’s request to address graduate unemployment amongst refugee groups, a collaborative equity and careers program was developed in consultation with refugee alumni. Stepping Out was trialled in 2016 and funded again in 2017. Positive evaluation feedback suggests the necessity of such initiatives for this cohort. This presentation will identify program features and approaches that support refugee and other equity groups prepare for employment now and into the future.

Biography

Martina Donaghy has worked in higher education for last decade working in all areas of the student lifecycle. She has developed targeted equity programs that cover outreach, access, transition, retention and employment. She has pioneered new equity initiatives and programs for students from refugee and Pacific Islands backgrounds. Martina has a keen interest for international and community development.
Possible but not desirable: Higher education aspirations of Australian Indigenous school students

Jenny Gore, Sally Patfield, Leanne Fray, Adam Lloyd, Maree Gruppetta, Kath Holmes and Max Smith, Macquarie University

Abstract

Indigenous students remain vastly under-represented within higher education in Australia. While aspirations have been a key focus of the widening participation agenda, the aspirations of Indigenous students have largely been overlooked. Drawing on survey (n=6492) and focus group (n=553) data collected as part of a mixed methods longitudinal study conducted with students in Years 3 to 12 from New South Wales government schools, this study investigated the occupational and educational aspirations of 432 Indigenous school students. While we found that Indigenous and non-Indigenous students held similar occupational aspirations, Indigenous students were much less likely to aspire to attend university. Most starkly, high-achieving Indigenous students were significantly less likely to aspire to university than their high-achieving non-Indigenous peers. Analysis of focus group data demonstrate the crucial role played by family and community in providing support and advice, particularly those with experience of higher education. We argue that school-university equity initiatives must move beyond a sole focus on the individual to actively involve family and community in the support of aspirations. Furthermore, both the possibility and desirability of higher education must be addressed if the widening participation agenda is to meet equity targets for Indigenous students.

Biography

Adam has a diverse background from working as an engineer to teaching in a broad range of schools, and researching child lifestyle behaviours. He completed a Masters degree at the University of Melbourne (2006), and completed his PhD at the University of Newcastle (2015). He has published work in international journals and also presented at national and international conferences. With a particular interest in STEM, his current research focuses on Quality Teaching, student aspirations in the middle years of schooling, and improving equity and access in education. Dr Lloyd is a member of the Teachers and Teaching Research Centre at the University of Newcastle.
Presence and proximity: A study of rural school students’ aspirations for higher education

Leanne Fray L, Jenny Gore, Sally Patfield, Jess Harris, Adam Lloyd, Geoff Whitty and Max Smith, Macquarie University

Abstract

Access to higher education for students from rural areas remains an enduring concern in many parts of the world. In Australia, their under-representation is amplified by both vast distances and a preference among students to enrol in local universities. With the majority of Australian universities located in urban centres, students in rural areas face particular challenges. Drawing on data involving 6492 students in Years 3-12 this study uses Bourdieu’s concepts of social and cultural capital and Appadurai’s ‘capacity to aspire’ to compare the university aspirations of students living in rural and urban areas. Logistic regression analysis showed that gender was a significant predictor of university aspiration in inner and outer regional areas, but not in major cities. While prior achievement was significant in all regions, the effect was stronger the further students were from a major city. The role of social capital in students’ aspirations to pursue university studies was clear in the qualitative data, particularly the influence of significant others with university experience. While proximity to university was important, university equity initiatives increased exposure to and familiarity with higher education. We argue that university presence in rural areas is critical to supporting students from these areas to access higher education, not just in relation to physical campuses. The analysis provides important insight into the early formation of aspirations and need for targeted outreach to support the aspirations of students in rural areas.

Biography

After working as a teacher in public schools following her undergraduate training in teaching and social science, Leanne completed her PhD in 2013. Her thesis examined the sociological construction of risk in relation to the organised out-of-school activities of children in Australia since the 1950s. Leanne has worked on other research projects at the University across such disciplines as health and social sciences, including the Australian Longitudinal Study on Women’s Health. Leanne has extensive experience in qualitative research methods including focus group facilitation, data analysis, and the use of NVivo qualitative software. She has provided substantial and sustained research support to the Aspirations Longitudinal Study and has recently managed a number of HEPP-funded projects investigating the aspirations of students for specific higher education fields of study. Dr Fray is a member of the Teachers and Teaching Research Centre at the University of Newcastle.
Progress on Gender Equity in the University? A practitioner’s view.

Trudie McNaughton, Pro Vice-Chancellor (Equity), The University of Auckland

Abstract

Universities around the world are working to define, measure and report on their impact, particularly that of research and teaching.

Equity practitioners are key to enhancing universities’ impact and for us “impact” has multiple lenses.

We inherit and deal with the impact of societal inequities on our universities. The consequences of pervasive, corrosive, direct and indirect discrimination impact participation and success of indigenous peoples and equity groups in New Zealand and internationally.

Equity practitioners also impact on university success and are increasingly measuring and reporting this impact in both student and staff equity.

And we impact on society by reducing inequity.

I have used this conference as an opportunity to reflect on progress in gender equity at the University of Auckland over the last 30 years. While the glass is inevitably half full and half empty, I will refer to our current work in family violence as an example of enhancing our impact in the university and on society’s wellbeing.

Biography

Trudie McNaughton, Pro Vice-Chancellor (Equity) at the University of Auckland, leads the Equity Office and is a member of the University Senior Leadership Team.

Trudie advises the Vice-Chancellor and Council on fulfilling the University’s commitment to equity in employment and education.

Her previous roles and experience include Executive Director of the New Zealand Equal Employment Opportunities Trust, membership of the Human Rights Review Tribunal, Career Services Board, ministerial advisory groups including on gender and immigration, and international think-tanks including on work and life balance.
QUT Equity Scholarships Scheme: Managing a high volume, needs based scholarships scheme. What works and what are the challenges?

Darren McAuliffe, Ramziya Asanalishoeva & Helene Micale, Queensland University of Technology

Abstract

The QUT Equity Scholarship Scheme commenced in 1999 with 10 bursaries and has since grown into one of the largest needs based scholarship schemes in Australia. It now provides approximately $5.0m in scholarships and bursaries each year to over 2000 recipients. Since 2013 the scheme has received over 3000 individual applications annually, increasing to over 4000 since 2016. The scheme is conceived of as a learning program, not a welfare program and won a 2009 Australian Learning and Teaching Council Award for ‘Programs that Enhance Learning – Services Supporting Student Learning’. Acknowledging the role disadvantage plays in restricting educational opportunity, it plays a key part in QUT’s efforts to increase the recruitment, retention and success of low-income students.

The QUT Equity Scholarships scheme operates with limited human resources. Three full-time equivalent staff members assess eligibility, provide individual outcomes to each applicant, and facilitate payment to successful recipients. These activities occur twice a year during a combined eight month period of the calendar year. Four key factors have been identified as playing a crucial role in successfully administering a large scale needs based scholarship scheme with limited time and staff allocations. These factors are, IT systems integration and automation; procedural maturation; institutional buy-in; and a committed and diverse scholarships team. In looking to the future, complexity, both within the scheme and the broader policy context are key challenges to maintaining the current level of scholarships service.

Participants will be encouraged to reflect on how they might ‘reimagine’ their institution’s scholarship schemes in light of the QUT experience.

Biography

Darren McAuliffe is currently an Equity Officer within Equity and Student Counselling at QUT, where he has worked for 3 years. Amongst his responsibilities are the co-ordination of the QUT Equity Scholarship Scheme. Prior to joining Equity and Counselling Services Darren spent 7 years working within university admissions. Darren has an interest in social justice and supporting students from low income backgrounds.
Raising Aspiration and Achievement in regional schools through innovative online modules

Laurie Poretti and Rebecca Mason, University of Canberra

Abstract

Compared to their urban counterparts, young rural Australians are less likely to complete Year 12 and are less likely to go on to higher education. The Raising Aspiration and Achievement project aims to break down barriers for high school students in years 9 to 12 from low socio-economic status (SES) backgrounds from regional NSW and regional Queensland through the development of a series of online modules. Literacy, numeracy, assignment writing and time-management modules have been developed as part of the project. The modules incorporate videos and interactive activities to raise aspiration and break down barriers to higher education by providing information, resources, motivational activities and real-life stories. The flexible design of modules enables them to be made available to schools for delivery to students at their convenience and also provides opportunities for students to connect with peers in NSW and Queensland. Working in collaboration with TAFE Queensland, the modules were made available online to a total of 40 schools in regional NSW and Queensland which were identified as having large cohorts of students from financially disadvantaged backgrounds enrolled. An evaluation of the project has been undertaken and it is anticipated that the programme will be offered on a wider scale in future. Findings from the delivery and implementation of the Project will be examined to determine the success of the individual modules in their appeal to students through innovative technology and presentation as well as the impact the modules had on assisting students to further develop their understanding of higher education.

Biography

Laurie Poretti is Manager, Widening Participation at the University of Canberra. She has a wide range of experience designing, implementing and managing Student Equity programs provided by the University under the Commonwealth’s Higher Education Participation and Partnership Program (HEPPP) since 2009.

Laurie has played a pivotal role in establishing a network of 30 key schools and communities engaged as part of the Aspire UC program which focuses on breaking down barriers to higher education for Aboriginal and Torres Strait Islander peoples and people from low socio-economic backgrounds. In addition, Laurie has played a pivotal role in the design, delivery, implementation and evaluation of numerous HEPPP funded programs, including the UC Stronger Smarter Schools Project; the UC Aurora Partnership- The Aspiration Initiative Project; the ACT-Indigenous Success Project and a number of smaller outreach programs, including the popular UC 4 Yourself expos and the delivery of a highly successful Aspire UC Professional Learning Forum.
(Re)claiming social capital: improving language and cultural pathways for Students from Refugee Backgrounds (SfRBs) into Australian higher education

Mary Taiwo and Sonal Singh, Macquarie University, Sally Baker and Evonne Irwin, The University of Newcastle & Jaya Dantas and Shelley Gower, Curtin University

Abstract

At a time of unprecedented global migration, with over 65.6 million people having been forcibly displaced (UNHCR, 2017), and with Australia’s recent commitment to resettle an additional 12,000 Syrian humanitarian entrants, contributing robust understandings of the experiences of refugees is vital. This presentation will offer an overview of the major outputs and findings from an Office for Learning and Teaching-funded longitudinal exploration of Students from Refugee Backgrounds (SfRBs) and their transitions into, through and out of higher education. By following students from three different ‘departure points’ – TAFE or enabling education, school, and Intensive English Centres – into higher education, we have sought to explore the challenges and facilitating factors that constituted the students’ individual experiences. In particular we focus on the language and cultural aspects of transition. Our project adds to the growing body of international research that addresses the educational and sociocultural expectations and experiences of young SfRBs in the Australian context, as well as adding to the limited international literature on the experiences of adult SfRBs. In these interlinked areas, there is limited explicit theorisation of transition in the context of students who have cultural and linguistically diverse backgrounds. Moreover, there is very little discussion of how to engage in transitions research with students undergoing the processes of resettlement and highlights the strengths and strategies of SfRBs who try to achieve against great odds.

In our presentation, we will offer an overview of the entire project and discuss common themes that emerged in each of our projects. We will also present a key output: the first national audit of pathways available to SfRBs. The research presented in this presentation has significant implications for school, VET and university educators and policy-makers both nationally and globally, not only for students from refugee backgrounds, but also for all other ‘equity’ students whose cultural and linguistic backgrounds inhibit their meaningful and parable participation in higher education.

Biography

Mary works as the Widening Participation Research Officer at Macquarie University, Sydney. As part of her role, Mary carries out various research activities that involves working with high school and university students from refugee background and/or other disadvantaged backgrounds as they aspire to pursue higher education in Australia. Mary holds a BSc, MPhil and PhD in Special and Inclusive education. Prior to joining Macquarie University, her research focused on understanding the development of effective inclusive educational practices and teacher education. Her past experiences include being a teacher educator, a research assistant and an administrative/support staff all within different higher education systems.
Re-imagining widening participation programs to support Year 12 students to navigate the tertiary admissions process

Adam McNiven & Clive May, Queensland University of Technology

Abstract

Research has demonstrated that students from low SES backgrounds are hindered in their efforts to participate in higher education because they are less strategic than their peers in navigating the TAC process. Cardak, Bowden & Bahtsevanoglou (2015) found that, compared with high SES students, low SES students list fewer preferences and make fewer strategic changes after receiving their ATAR. They concluded that low SES students need information about the TAC process as they prepare to make their applications and, importantly, targeted support with respect to changing their preferences after their ATAR’s are announced.

This presentation outlines how QUT’s Widening Participation program supports Year 12s to make their initial TAC choices when applying for tertiary study and the support offered once they receive their ATAR. The program information, delivered to approximately 1,700 students annually, highlights post-school options, in-schools during class-time for ALL Year 12s at participating schools. Sessions are delivered by career counsellors and current tertiary students, many from the same schools as the audience, using their own experiences with the TAC process to reinforce key messages. Demand for these sessions reflects the trust established with schools who know the career advice is unbranded. Year 12s are also given the option of contacting career counsellors with respect to changing their preferences after they receive their ATAR scores.

Presentation participants are encouraged to reflect on how their widening participation programs might enhance support for Year 12 students navigating the TAC process.

Biography

Adam has been employed in higher education for over 20 years. He was with the QUT Student Guild for 10 years working in event and project management. Adam started with QUT Equity Services in 2006 and has worked in various roles related to student outreach and engagement. Currently, he provides a leadership and mentoring role within the Explore Uni Team to approximately 70 student ambassadors and professional staff. In 2013, the Explore Uni program was recognised by the Office for Learning and Teaching, winning a national AAUT Citation for Outstanding Contribution for Student Learning.

Each year, the Explore Uni team facilitates on-campus activities for around 8000 students; they distribute 640 encouragement awards in 25 schools and deliver Post-School Options workshops to all year 12 students in QUT’s WP partnership schools. During his own schooling Adam attended one of QUT’s WP partnership schools.

Adam has qualifications in Business and Project Management and his areas of interest include coaching teams/individuals, facilitating group work and building/maintaining operational relationships with key internal and external partners.
Re-imagining widening participation student ambassador programs as retention and success strategies

Alison Green, Queensland University of Technology

Abstract

This presentation invites equity practitioners to re-imagine their university’s widening participation student ambassadors’ program to include its contribution to student retention and success. It is well recognised that student ambassadors from equity backgrounds play a pivotal role in widening participation outreach programs, acting as aspirational role models and trusted sources of knowledge. Studies have also demonstrated benefits to the university student ambassadors themselves such as an enhanced sense of belonging and graduate capability development (Cupitt, Costello & Mitchell, 2015). Kahu and Nelson (2017) have argued that a sense of belonging influences student retention and also influences student success through its impact on engagement. However there has been little, if any, exploration of the ambassador role’s influence on retention and success. This paper reports outcomes of a QUT WP student ambassador research project exploring (1) the influence the role has on the ambassadors’ sense of belonging, engagement, retention and success; and (2) the factors that lead to this positive effect. The study used Kahu and Nelson’s (2017) conceptual framework which suggests that four psychosocial constructs – self-efficacy, positive emotions, sense of belonging, and a sense of well-being – influence student outcomes.

This discussion is timely as the Australian higher education sector is increasingly focused on improving students’ retention, completion and success, as evident from the recently commissioned Higher Education Standards Panel’s examination of strategies universities can implement to support completion and success. This presentation identifies good practice in QUT’s WP ambassador program that contributes to improved low-SES retention and success.

Biography

Dr Alison Green has worked in a variety of higher education teaching, research, evaluation and policy roles, in both Australia and New Zealand, over the past 30 years. Since 2010, she has developed and evaluated widening participation activities aimed at encouraging students from non-traditional backgrounds to participate in higher education and also contributed to equity-related policy debate. Dr Green has worked in QUT’s Equity Unit for the past six years where she has initiated a number of projects including engagement with the Pasifika community and evaluation of the impact of student ambassador programs on the ambassadors themselves.
School outreach with a geographically distributed team… 1,300km of outreach

Sue Rogan & Suellen Priest, Charles Sturt University

Abstract

Future Moves is a successful outreach program delivered to over 50,000 students (20% Indigenous) in 80 partner schools. It has achieved this through delivering around 1,000 activities in the last five years, as a single program operating across six campus locations.

The management of a program like Future Moves across multiple campuses – with hundreds of kilometres between them – is complex. This complexity presents challenges for development, delivery and assessing outcomes. Future Moves succeeds in working in this space through a responsive framework of management, with clear policies and guidelines, evaluation techniques, community consultation and continuous improvement cycles to deliver what is now a mainstreamed aspect of Charles Sturt University.

The presentation is targeted at those working in outreach. It will identify the processes that make outreach work in the Future Moves context; in schools, across geographically diverse regional locations and within the broader university. The relationship between policy and planning will be explored, showing how policy guides successful events and workshops, with strong impact, for school students in regional and remote locations. The role of technology in this space will also be analysed.

This will all be framed in the context of a manager working at a geographical distance from the vast majority of the team. The presentation will show how successful outcomes can be achieved through team structure, focus working groups and their purpose, professional learning for the staff, strong evaluation framework and a closely monitored budget.

Biography

Sue Rogan has developed and managed the Future Moves program at Charles Sturt University (CSU) since its inception in 2010 when CSU initiated its Aspiration focus under the Higher Education Participation and Partnership Program funding. The original allocation allowed for the partnership development with 10 schools. In 2013 a successful competitive HEPPP grant of $4.48 million allowed for the expansion of the program to now work with over 80 schools.

With a 20 year background in teaching and vocational education consulting as well as careers advising in rural, regional and remote areas of Western NSW, Sue has been able to develop a strong and collaborative team ethos among staff whose processes and delivery of program elements have proven to be successful in building strong relationships with schools and communities, as well as significant outcomes.

Future Moves differs from other outreach programs in that it operates across 6 campuses covering a significant portion of regional NSW. This provides for flexibility and responsiveness to schools’ needs and in particular those of Indigenous students.
Future Moves has an embedded evaluator, informing program development and ensuring compliance requirements are met. Sue was co-author of a paper outlining this evaluation model and was awarded the 2015 award for best conference paper by the Australasian Evaluation Society.

Managing a complex and multi-faceted outreach program across vast distances and within diverse communities and their schools has provided Sue, as Manager, with many challenges now which form a strong knowledge base and outcomes to share in the sector.
School, Family and Community: Learning for Life project

Nicola Cull, Australian Catholic University

Abstract

Sydney, Australia is a city full of extraordinarily rich and vibrant communities in terms of cultural diversity, resilience, hope and humanity. Like many large cities there is a growing disparity between the rich and the poor, those in socio economic communities with low employment, high crime rates and limited educational achievement. This presentation will explore the community based collaboration, between the School of Education, Equity Pathways, and The Institute for Advancing Community Engagement (IACE), local schools and their communities, from the conceptualization of the numeracy initiative, School, Family and Community: Learning for Life project, to its implementation. This project focuses on the health, wellbeing and educational outcomes of Australia’s First Peoples and engages ACU students through community engagement. As the project involves almost all stakeholders in the education process, this collaboration has the potential to innovate learning and teaching within school communities by listening to and acting upon stakeholder needs. For ACU students, they are provided with transformative experiences whereby they are transformed by the children they are working with. The child becomes the agent of change, helping our students understand the need for equitable educational opportunities for all so that all children can reach their full potential and contribute fully to society for the common good. This presentation explores the project challenges and opportunities and will invite participants to share their ideas on how to further build sustainable ongoing collaboration within a higher education institute to benefit local communities.

Biography

Nicola Cull has been an educator for 15 years. Her work includes teaching and working with diverse communities in both the catholic and public education systems in the UK, Asia and Australian. Nicola was awarded the Elizabeth Mary Dodd prize in Education for her Masters research on ‘Inclusive Education’. Nicola is the coordinator NSW & QLD for Equity Pathways within the First People’s and Equity Pathways Directorate at the Australian Catholic University.
Stacking the Hui: Developing Training Modules for Academic Staff Grounded in First People’s Values

David Mayeda, University of Auckland

Abstract

Maori and Pacific students are under-represented in the University of Auckland across every stage, from early undergraduate levels, through postgraduate study and as academic staff. Over the past 26 years, the University has responded to these disparities by implementing supplementary tutorial programmes for Maori and Pacific students. While these programmes have been effective on important levels, they place the onus of change on students and professional staff who exercise little power within the University structure. This presentation will overview the process by which academic and professional staff at The University of Auckland advocated for a six-tiered training module designed for academic and professional staff addressing the following: (1) te ao Maori (the Maori world), (2) engaging Pacific students, (3) Auckland’s increasingly diverse demographics, (4) the University’s existing equity measures, (5) incorporation of equity principles into teaching curricula, and (6) incorporation of equity principles into research. Beginning with a focus on indigeneity but branching out into other forms of diversity, the above modules were designed strategically in ways that speak to key University values and business interests. Presentation attendees should be able to identify ways they may begin similar campaigns at their respective institutions.

Biography

David Tokiharu Mayeda is a Sr Lecturer at The University of Auckland in the Disciplinary Area of Sociology and Criminology. His research focuses on Maori and Pacific student success in higher education and prevention of intimate partner violence in migrant communities.
STEM in low-SES schools: future-proofing successful initiatives through cross-fertilisation of programs

Maria Barrett, Queensland University of Technology

Abstract

The Queensland STEM Education Network (QSEN) is a consortium of Queensland universities established in 2015 to enhance science, technology, engineering and mathematics (STEM) capacity across the state. Supported by Australian Maths and Science Partnership Program (AMSPP) funding, the QSEN project has a strong emphasis on STEM learning in junior secondary schools and building student career aspiration through ‘influencing the influencers’-style community engagement.

This presentation focuses on the QSEN initiatives undertaken by one partner university - the Queensland University of Technology (QUT). These initiatives focus on low-SES schools in the Brisbane North-Caboolture corridor, complementing the work in this region being undertaken as part of QUT’s HEPPP-funded widening participation program.

The student and community engagement activities developed under QUT’s QSEN program will be outlined in this presentation. The challenges faced in the delivery of some program elements will be explored, and the future sustainability of the successful components of the program will be discussed. As QSEN’s AMSPP project end date approaches, the emphasis in the coming months will be on embedding activities into QUT’s Science and Engineering Faculty’s ongoing Widening Participation program.

Biography

Maria Barrett is the Program Coordinator for widening participation in the Science and Engineering Faculty at QUT. Maria manages the AMSPP and HEPPP funded STEM outreach programs to schools in low income areas in the Caboolture - Brisbane North corridor. Maria is a passionate science communicator, committed to building aspiration for study and careers in STEM to students from low-SES backgrounds.
Stronger Smarter Schools Project - teachers as agents for change

Rebecca Mason and Laurie Poretti, University of Canberra

Abstract

Background

The Stronger Smarter Schools Project (SSSP) is a University of Canberra partnership program designed to break down barriers to higher education for students from low socio-economic status (SES), rural and regional areas and Aboriginal and Torres Strait Islander backgrounds through the delivery of a professional development program for teachers and school leaders in the ACT and southern NSW. The Project delivered 6 professional learning programs to over 125 participants from 33 schools in ACT and regional NSW from 2014-2017. Delivering professional development to teachers and other educational professionals, the SSSP complements the extensive partnerships formed with schools by the University of Canberra, and extends the capacity of schools to raise the aspirations and expectations of students from equity backgrounds. Working in collaboration with State/Territory Education Departments, encourages the development of school networks and resources to continue to support the schools beyond the end of the project, and may potentially be of use to other schools in the future.

Findings

The SSSP asked participants to identify a challenge of significance to their local school or community context. The identified challenge becomes a focus for participants to work on upon their return to the school, and over the next 12 months. The workplace challenges can be focused on student relationships, staff relationships and engaging community in schools. The workplace projects identified during the SSSP provided over 50 examples of activities designed to improve student engagement in the classroom, over 70 examples of activities focused on staff relationships, such as professional learning, building networks and cultural action plans, and 25 specific examples of resources created to implement within the school or community. Some projects focused on improving relationships between school and their community such as revitalising NAIDOC Week celebrations, and creating additional opportunities for meaningful community involvement in school programs.

Conclusions

This session will examine teacher professional development as a means of breaking down barriers for students from low SES, rural and regional, or Aboriginal and Torres Strait Islander backgrounds, and highlight key examples of the potential for transformational change in classrooms, schools and staffrooms that can have lingering ripples of change for teachers and students alike.
Biography

Rebecca Mason is an experienced Senior Outreach Officer with the University of Canberra’s Widening Participation team. She has been closely involved in the day-to-day delivery, evaluation, and reporting of a variety of HEPPP-funded projects since 2012. Rebecca has a keen interest in equitable access, participation and retention of students from low socio-economic status and Aboriginal and Torres Strait Islander backgrounds, and is currently completing postgraduate studies on the development of educational policies supporting students from backgrounds traditionally underrepresented in higher education. Rebecca has been closely involved in the design, implementation and delivery of numerous projects including UC’s flagship schools outreach program, Aspire UC.

Laurie Poretti is Manager, Widening Participation at the University of Canberra. She has a wide range of experience designing, implementing and managing Student Equity programs provided by the University under the Commonwealth’s Higher Education Participation and Partnership Program (HEPPP).

Since 2009, Laurie has worked to establish a network of 30 key schools and communities engaged as part of the Aspire UC program which focuses on breaking down barriers to higher education for Aboriginal and Torres Strait Islander peoples and people from low socio-economic backgrounds. In addition, Laurie has played a pivotal role in the design, delivery, implementation and evaluation of numerous HEPPP funded programs, including the UC Stronger Smarter Schools Project; the UC Aurora Partnership- The Aspiration Initiative Project; the ACT-Indigenous Success Project and a number of smaller outreach programs, including UC 4 Yourself expos and the delivery of highly successful Aspire UC Professional Learning Forums.
Supporting University Students with Disability through the Stepping Into Program: The University as the Employer. Sharing the University of Sydney experience of hosting Stepping Into internships.

Penelope Pitcairn, The University of Sydney

Abstract

Stepping Into is a national initiative that introduces skilled and talented university students with disability to professional workplaces across a wide range of industries. It’s a talent pipeline that supports the cultivation of an inclusive and diverse workplace culture.

Established 10 years ago by the Australian Network on Disability, Stepping Into has grown into a hugely successful program that has seen a large number of students with disability participate in paid internships in the government, corporate and not-for-profit sectors. Universities have played a significant role in the success of Stepping Into by promoting the program to our students with disability. However, universities had not engaged with Stepping Into as employers until the University of Sydney hosted its first Stepping Into Intern in February 2016 as a pilot project with our Diversity and Inclusion team.

This presentation will provide an overview of the University of Sydney’s experience as a Stepping Into host employer, the benefits and the challenges to positing the program a sustainable and integrated disability employment initiative. It will explore the nexus between the University as an educator and an employer, and the potential to build greater willingness and confidence to employ people with disability through the positive experiences of hosting a Stepping Into intern.

Biography

A diversity and inclusion expert with 20 years experience working in diversity focused roles in Australian higher education institutions. In my current role I am supporting the University of Sydney to be recognised as an employer of choice for people with disability, promoting an LGBTIQ inclusive University community and contributing to the culture stream of the University’s Strategic Plan 2016-20.

I helped to establish the Disability at Work Network (DAWN) a support network for staff with disabilities, carers and staff with an interest in disability issues and the University of Sydney Ally Network. I am a major contributor to the design and delivery of the University’s annual Disability Inclusion Week, held in September. And I led the introduction of a disability awareness training framework for university staff which has seen over 270 staff complete training since it was introduced in October 2014.

Working within a human rights and social justice framework, I bring a person centred and rights based approach to my work. I aspire to a barrier free world, where diversity and difference are simultaneously highly valued and unremarkable. In my spare time I volunteer with the Australian Breastfeeding Association.
Teach a person to fish: Building sustainable STEM partnerships between Universities and Schools.

Sara Sheather, Emma Spelman and Maria Barrett, Queensland University of Technology

Abstract

The QUT Science and Engineering Faculty’s HEPPP-funded Widening Participation Program (SEF WP) was established in 2010, building on the existing Extreme Science Van outreach delivery model of in-school science hands-on learning experiences.

Since establishment of the program, the requests from schools for SEF WP services have changed significantly. This has largely been due to the growing government focus on STEM studies and careers, changes to the Australian science and digital technologies curricula, and the profiling of our target schools as STEM leaders in their communities. Increasingly, these requests have required SEF WP involvement in the planning, development and delivery of tailored STEM initiatives. Over time, this has led to SEF WP workload and resource pressures and has taken away focus on the initial intent and core services of the SEF WP program.

In this presentation we discuss the three key operational models that SEF WP identified in the assistance and partnerships sought by schools. We present methods through which SEF WP has transitioned away from planning and operational control of engagement with schools. Through facilitation to enable the school to be the driver of these initiatives, SEF WP has aided in improved sustainability of these projects and, in turn, helped us create a more scalable product offering for our program. We will evaluate the success of these initiatives (quality, reach and engagement level) as well as discuss the works in progress.

Biography

Since 2010, the QUT Science and Engineering Faculty’s widening participation (SEF WP) program has engaged with over 100,000 students from low-income schools to build aspiration for tertiary studies and careers in science, technology, engineering and mathematics (STEM) areas. The SEF WP program includes in-school, curriculum-aligned, hands-on workshops through the flagship Extreme Science Van, taster activities for Explore Uni on-campus days, careers sessions through STEM Futures, and specialised STEM events held at QUT’s Caboolture campus. The program uses undergraduate and postgraduate STEM student ambassadors to present activities and to be role models for students who would be first in family to attend university. Maria Barrett, Emma Spelman and Sara Sheather facilitate the running of this program.
The complex relationships between institutional HEPPP programs and student outcomes

Nadine Zacharias, National Centre for Student Equity in Higher Education (NCSEHE)

Abstract

This paper presents core findings of a larger study which sought to understand how the Higher Education Participation and Partnerships Program (HEPPP) had been implemented by universities and whether the sector had acted on the government’s aspiration to transform access and radically improve participation for students from low SES backgrounds in higher education. The study was conducted as part of a year-long Equity Fellowship and used a qualitative methodology which included five interrelated pieces of work, including the analysis of HEPPP annual progress reports (2010-2015) and three institutional case studies.

It was the first national study analysing how different Australian universities designed and implemented institutional HEPPP programs, and how these meso-structures had contributed to student outcomes and organisational change. The study found that HEPPP has provided an opportunity for universities to develop bespoke equity programs which respond to their institutional profile and strategic priorities. At sector level, the trend of stagnant participation by students from low SES backgrounds has been broken, but outcomes at the institutional level were highly variable.

This paper explores the relationships between institutional HEPPP programs and student outcomes. While these relationships are difficult to establish empirically, and cannot be fully explained with the methods chosen for the Fellowship study, strategic intent and the ways in which national policy was appropriated to institutional context emerged as important variables. The volume of HEPPP funding also had substantial influence on institutional equity strategy and practice.

Biography

Dr Nadine Zacharias is the Senior Research Fellow at the National Centre for Student Equity in Higher Education (NCSEHE) and was an inaugural Equity Fellow in 2016. 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 to 2016 where she led one of the most integrated and effective Equity teams in Australian higher education.
The inedito viavel (untested feasibility) of practitioner imaginations: strategies arising from equity and widening participation dialogic praxis

Matt Lumb and Sheena Roberts, Centre of Excellence for Equity in Higher Education (CEEHE), University of Newcastle

Abstract

This practitioner-developed paper investigates the dynamics of a critical and reflexive approach to re-imagining university outreach and classroom teaching practices. Drawing on Freirean notions of praxis, employing Nancy Fraser’s three-dimensional framework of social justice, and implementing Burke’s Pedagogical Methodology, the paper acknowledges the ethically fraught terrain of equity and Widening Participation (WP) outreach. It resists positioning stakeholders of practice as research participants, instead folding the research gaze back onto the practitioner-authors and their ‘unfinishedness’.

The paper sees two educators operating in the field of WP position themselves as ‘academic imposters’, using dialogic relation, critical reflection and then interrogation of recorded versions of these relations and reflections to extensively contextualise and interrogate our practices. Strategies for nuanced WP practice across the student lifecycle emerge via consideration of the dynamics producing and/or limiting the possibility of praxis including: enabling and disabling power relations, resistance of hegemonic time structures, and co-developing dispositions of critical hope and unfinishedness to sustain provocation of the practitioner imagination. We carefully advocate for developing a generative instability; a contextually aware set of practices and meta-practices; a practitioner praxis that is continually and explicitly (re)situated in open, social, messy programmatic contexts.


Biography

Mr Matt Lumb is with the Centre of Excellence for Equity in Higher Education (CEEHE) at the University of Newcastle in Australia. His commitment to more socially just communities was founded through diverse experiences as a classroom teacher in remote Australian high schools, as a community development professional working on projects in Australia and in parts of Asia and Africa, and as a ‘Widening Participation’ (WP) outreach practitioner at the University of Newcastle. He is currently enrolled in a PhD with CEEHE, investigating the concealed impacts of outreach connections by exploring sociological understandings of modern psychological constructions. Matt also has an interest in the ways sophisticated participatory methodologies have the potential to make evaluative practices more productive, and to deliver nuanced and contextualised understandings of the underlying mechanisms that produce program impact.
The National Centre for Student Equity in Higher Education Update

Sue Trinidad, National Centre for Student Equity in Higher Education (NCSEHE)

Abstract

The growing body of evidence promoting equity is immensely important to Australia’s future in ways that go well beyond the immediate positive impacts on individuals; it goes to the heart of breaking disadvantage, increasing social mobility and securing better futures for Australia’s society and economy. In promoting equity, policy analysts are critical in leading the way; higher education institutions are the enablers of positive change; and equity practitioners are the front line troops to make it happen as is a national narrative based on evidence.

In this showcase presentation we provide a snapshot of the breadth and depth of coalescing a body of evidence promoting the way forward for equity group support in higher education in Australia and includes:

- **Access and Participation in Higher Education: Outreach-Access-Support** which examines 39 case studies which illustrate the range of HEPPP funded initiatives occurring around Australia;
- **Partnerships in Higher Education** which provides 31 additional examples of working partnerships across Australia’s 37 public universities;
- **Five Years of HEPPP** which provides 35 updated case studies five years on of the range of HEPPP funded initiatives occurring around Australia
- **Informing Policy and Practice I, II and III** are annual reviews covering 37 NCSEHE-sponsored research grant projects inquiring into equity issues and programs.

The NCSEHE publication highlight the need to succeed in these goals as we better demonstrate and understand the complexities and dimensions of disadvantage; evaluate and assess the efficiency and effectiveness of support initiatives; and, most importantly, promote and disseminate information that informs policy and practice.

Biography

Professor Sue Trinidad is the Director of the National Centre for Student Equity in Higher Education (NCSEHE), hosted by Curtin University. 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, rural 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 2007-2012.
The Values of Inclusion
Penelope Pitcairn, University of Sydney

Abstract

As equity practitioners, we seek to make a significant impact on the culture and values of the institutions that employ us. Diversity and inclusion are foundational principles that, along with equality and equity, underpin much of the work we engage in to influence and shape positive cultural change. Diversity and inclusion are (finally) being recognised as essential to creating universities that are relevant to and reflect the staff, students and communities that we serve.

Diversity is often defined as inviting everyone to the party and inclusion as making sure everyone gets asked to dance. How do we unpack diversity and inclusion and put it into practice? How do we practice the values of inclusion? What does inclusion mean for us as equity practitioners, for universities and for society? This presentation will explore the values of inclusion, with reference to a person-centred approach and the important influence of the social model of disability.

Biography

A diversity and inclusion expert with 20 years experience working in diversity focused roles in Australian higher education institutions. In my current role I am supporting the University of Sydney to be recognised as an employer of choice for people with disability, promoting an LGBTIQ inclusive University community and contributing to the culture stream of the University’s Strategic Plan 2016-20.

I helped to establish the Disability at Work Network (DAWN) a support network for staff with disabilities, carers and staff with an interest in disability issues and the University of Sydney Ally Network. I am a major contributor to the design and delivery of the University’s annual Disability Inclusion Week, held in September. And I led the introduction of a disability awareness training framework for university staff which has seen over 270 staff complete training since it was introduced in October 2014.

Working within a human rights and social justice framework, I bring a person centred and rights based approach to my work. I aspire to a barrier free world, where diversity and difference are simultaneously highly valued and unremarkable. In my spare time I volunteer with the Australian Breastfeeding Association.
Through Pacific lens to empower success in contemporary tertiary education environments

Juliet Boon-Nanai and Vaoiva Ponton, Auckland University of Technology

Abstract

Through Pacific lens, significant cultural models have proliferated within the last decade arguing that a cultural analysis of Pacific students, knowledge, values and beliefs are imperative to empower them to succeed in the tertiary environments. Traditionally, education environments have been Eurocentric. They have reinforced ‘pedagogy of the oppressed’ where western models are reflected in the university curriculum and ways of learning and teaching. Recently, there has been a recognition of more culturally appropriate models applied to decolonise ways of learning and teaching within the tertiary education sector. A review of these studies suggests that culturally relevant models can co-exist in the current educational tertiary education setting. Given that a majority of students in the sector are first in family to be studying at university, and that often they are amongst a wave of first and second generation migrants, cultural norms need to be addressed if our students are to feel included within the sector. This paper argues that cultural pedagogies integrated into mainstream revealed successes that warrants recognition as they have demonstrated that traditional models within contemporary settings empower and enhance Pacific success.
To be seen and heard: the role of student voice in valuing education

Ian Cunninghame and Lyn Vernon, National Centre For Student Equity In Higher Education, Curtin University

Abstract

The introduction of mass higher education has brought with it a renewed push to increase university aspirations, the rationale being that further study not only improves job prospects but that education in its own right is something which all citizens should aspire to. However, as job prospects dwindle and the competitive advantage of an undergraduate degree dry up (HILDA, 2017), the argument for further education falls to the inherent value of education in its own right. For students to be cognitively engaged in school they need to feel that their voice is heard within the classroom, that they are valued, and listened to; therefore the student-teacher relationship becomes an important indicator to reflect the value students place on education. This study examines the role student voice plays in building cognitive engagement which in turn builds school satisfaction and aspirations for university. Student voice is operationalized as the extent to which the student feels heard and the perceived quality of the relationship with the teacher. Student survey data was collected (N=493) from a low-SES region of outer-metropolitan Perth. Cross sectional results revealed that student voice is significantly and positively associated with cognitive engagement and school satisfaction. As well school satisfaction positively and significantly associates with university aspirations. Educators, career advisors, parents and policymakers can continue to repeat the mantra of education for education’s sake, but if students aren’t valued throughout the education system, how can we expect them to value education in its own right?

Biography

Ian has a Masters degree majoring in professional writing and publishing and a Bachelor of Arts majoring in Internet Communications. He is currently undertaking a doctoral study on the interaction between widening participation and social mobility in higher education.

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, and has also tutored at Murdoch in program evaluation.
Unconscious Bias Interventions: What Works?

Cathie Walsh, University of Auckland

Abstract

Unconscious beliefs about various social and identity groups are a product of our life experiences and one of the ways we attempt to organise a complex world. By definition, we are unaware of unconscious biases. They are automatic, and they may often be incompatible with our conscious values and considered actions.

These biases can be a significant factor in decision-making resulting in erroneous and harmful decisions. Thus, there has been an increased focus to recognise and acknowledge biases in employment and education and find ways to mitigate their impact.

While in many cases unconscious bias awareness training may result in insightful discussions, behaviour change may not occur or may only be short term. Additionally with some people, awareness raising may actually unintentionally encourage more biased thinking and behaviours. Also, by hearing that others are biased and it’s ‘natural’ to hold stereotypes, some people may feel less motivated to change their biases.

Moving beyond awareness of unconscious bias and implicit associations to long term bias reversal and inclusive behaviours requires changes in organisational practices plus practical interventions to address personal biases and creation of new positive behaviours and pro-active approaches to working with people who are ‘different’ from the majority group.

This presentation will outline some of the practical considerations found in unconscious bias training and awareness raising at the University of Auckland plus look at some international findings from both the lab and real life. Exploring interventions and strategies which have worked and which haven’t can assist us identify common threads that will support equitable universities.

Biography

Cathie Walsh is the Staff Equity Manager at the University of Auckland. She has extensive experience in equity in both Australia and New Zealand. Cathie was a key player in one of the earliest girls in trades campaigns in Newcastle, has worked at the Human Rights Commission Australia, the Public Interest Advocacy Centre NSW, the Blind Foundation New Zealand and now at the University of Auckland. In the last few years Cathie and colleagues at UoA have been exploring and developing interventions to mitigate against unconscious bias and implicit associations.
Universities as Public Purpose Institutions – the UTS Social Impact Framework

Verity Firth, University of Technology Sydney

Abstract

Universities globally must re-embrace the concept of the ‘public purpose’ institution. Universities are crucial in providing collaborative and transdisciplinary solutions to the world’s wicked problems and have a unique capacity to build social infrastructure on their doorstep, interacting collaboratively with their local communities.

The question remains, however, how can this be achieved in a competitive higher education market where rankings increasingly determine a university’s worth in the eyes of students and academics?

UTS has responded to this challenge by developing a Social Impact Framework that articulates a vision for the university in this space. Through the process of developing the framework, we have begun identifying and placing value on the outcomes that must necessarily sit alongside academic excellence for our vision to become a reality. By doing so, we are broadening our gaze to better understand, and act upon, the systemic shifts that are necessary for enhanced university contributions to the public sphere.

The presentation explores how UTS undertook the development of the framework internally, detailing the rich engagement of our community through the adoption of process methodologies of ‘Appreciative Inquiry’ and ‘Theory of Change’. We will further outline the central propositions surfaced through the framework, including the need to nurture and grow social capital, trust, leadership and culture; the role of advocacy in the face of external influences; and six interconnected focus areas for action:

- increasing the number of equity target groups completing a higher education degree
- giving students the agency to enact personal and social responsibility
- supporting staff to maximise their social impact
- producing targeted research, teaching and program outcomes that have social impact and actively contribute to communities
- being an advocate, critical voice and thought leader on issues that concern and impact communities
- developing business operations and strategies that reflect a long-term independent commitment to social impact

By undertaking this work, UTS ultimately aims to encourage a broader understanding of, and support for, the role of universities in driving social change.
Biography

Verity Firth is the Executive Director, Social Justice at the University of Technology Sydney.

Ms Firth has over fifteen years’ experience at the highest levels of government and the not for profit sector in Australia. Over the last ten years, she has been working in the Australian education sector, first as Minister for Education and Training in New South Wales (2008-2011) and then as the Chief Executive of the Public Education Foundation.

As Minister for Education and Training she focussed on equity in education, and how to best address educational disadvantage in low socio economic communities, including rural and remote indigenous communities.

As NSW Minister for Women (2007-2009) Ms Firth implemented sector wide strategies to improve women’s recruitment, development and employment in the NSW public sector.

As Chief Executive of the Public Education Foundation (2011-2014), Ms Firth led the Foundation’s transformation from a fledgling organisation into a major provider of scholarships and support to public education. She also helped the sector negotiate $5 million in seed funding for a new charity for disadvantaged schools.

Ms Firth was the Member for the state seat of Balmain from 2007 - 2011. Before her parliamentary career, Ms Firth worked as a lawyer and was Deputy Lord Mayor of the City of Sydney.
Unleashing Learning within Community: Pathways to Higher Education

Michele Oshan, University Of Newcastle

Abstract

Widening participation requires both access and support to provide opportunity for higher education. The Uni4You project addresses this across three areas: preparation, support, and community services engagement. Preparatory and support activities are offered over an 18 month cycle for adults from geographical areas that historically have lower than average engagement rates in tertiary education. These participants have a diverse ‘back-story’: a lived experience of low income, educational disadvantage, caring responsibilities in a single parent home, childhood trauma, disrupted family life, and associated health issues.

The suite of activities offered within communities assist participants to move from pre-contemplative, to contemplative, to actual engagement in tertiary studies. Feedback from activities suggests this sense of self-efficacy is critical in overcoming the social, cultural and practical barriers that often hinder capacity to sustain enrolment in tertiary study. By creating ‘safe places to learn’ within community, Uni4You has successfully empowered those who have traditionally not contemplated accessing tertiary study.

A professional development session - ‘Learning Unleashed: A Toolbox for Practitioners’- was created in response to practitioners and service providers struggling with aspirational capacity of their clients. These workshops included brain development theory and growth mindset principles, and resulted in practitioners in the health, education and child protection sectors, reporting enhanced advocacy and motivation towards their clients accessing educational opportunities.

This presentation showcases the stories behind the data, which suggest changes in life trajectory for the participants and their families, and a broader understanding within the organisations that serve these communities of ways to achieving equity.

Biography

Uni4You Project team: Michele Oshan (Team Leader), Roger Currie, Nicole Roser, Mary Ross and Jenny Vazquez (Project Coordinators) are trained in trauma informed practice, possessing extensive experience working with the whole of family (family-centred practice), and focus on encouraging the skills and assets available within the family and community that provide positive outcomes (strength-focused practice).
Where to from here? The journey from 2013 to 2017 with QUT’s cultural competence program

Margaret Ridley, Danelle Doblinson & Melanie Syron, Queensland University of Technology

Abstract

Over three thousand QUT staff have attended its Cultural Competence Workshop, a key initiative of the University’s Aboriginal and Torres Strait Islander Action Plan.

This program was always meant to break the mould; to move away from the customary “cultural awareness” training led most often by staff representative of the dominant, white, western community and where the emphasis was learning about the other. The program is underpinned by critical race theory and explores the history of Reconciliation at an institutional level whilst in the context of local Indigenous history. Participants are encouraged to interrogate their understanding of their own cultures and Aboriginal and Torres Strait Islander peoples/cultures, unconscious bias, and the perpetuation of white privilege, with a view to identifying ways to initiate or contribute to change in their own practice, and elsewhere in their personal and professional lives.

The workshop’s facilitators will reflect on the journey they have travelled throughout the delivery of this initiative and share their individual and collective experiences through the lens of their different standpoints. They will share strategies developed to practise in a culturally safe environment, address participant resistance, encourage acceptance of personal and institutional responsibility, and promote further learning and action.

This presentation will include the results of a recent review of the workshop and progress towards building the next phase, and will encourage discussion about how we might reimagine cultural competence in the tertiary sector in the future.

Biography

All three presenters have worked in the equity area for many years. Their qualifications include Aboriginal Studies, Law, Arts, Conflict Resolution and Cultural Heritage. Each has contributed to the content and presentation of QUT’s Cultural Competence Workshop.
Widening Regional and Remote Participation: findings from qualitative research

Mary Kelly, Queensland University of Technology, Nadine Zacharias, National Centre for Student Equity in Higher Education and Geoffrey Mitchell, Queensland Department Of Education And Training

Abstract

The Widening Regional and Remote Participation project has been investigating the impact of university led outreach programs in schools across Queensland and the influence of geography on post-school pathways. This National Priority Pool funded project, led by the National Centre for Student Equity in Higher Education in collaboration with the Queensland Widening Tertiary Participation Consortium, has taken a mixed methods approach to investigate the factors, both program-related and external, that impact on students’ decisions to pursue post-school study. Taking a state-wide approach, this project has been able to investigate differences in aspirations and influences on post school choices in low SES communities in a variety of outer urban, regional and remote settings.

The research project used school completion and university application data as well as qualitative data from interviews and focus groups in schools and universities. This presentation will focus on analysis of qualitative data gathered from equity practitioners, school leaders, parents, school students and past program participants.

The presenters will outline preliminary findings from the study and implications for widening participation work in Queensland and nationally. The findings provide improved understanding of the interplay between, poverty, regionality, and widening participation initiatives in influencing students’ post-school pathways. Together with other elements of the study, these findings seek to better inform policy and practice into the future.

Biography

Mary Kelly came to higher education after 20 years in the schooling sector, holding both professional and industrial roles at state and national level. As QUT’s Equity Director, she has a university-wide portfolio covering staff and student issues. In the student area, her department is directly responsible for equity scholarships, disability services, widening participation and discrimination matters, and provides advice and direction to all parts of the university on social justice. Mary chairs the Queensland Widening Participation Working Group and has championed a collaborative approach to school outreach.

Dr Nadine Zacharias is the Senior Research Fellow at the National Centre for Student Equity in Higher Education (NCSEHE) and was an inaugural Equity Fellow in 2016. 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 to 2016.
Geoffrey Mitchell is the Project Manager for the Queensland Widening Participation Consortium, based within the Queensland Department of Education. Geoffrey has worked for the Consortium since its inception and has taken a lead role in undertaking evaluation and research related to program impact. Geoffrey has extensive experience in education having worked with primary, secondary and adult learners. Much of this experience has been in regional and remote locations including 12 years in remote Aboriginal communities in Western Australia.
Women in STEMM and SAGE Athena SWAN Program: QUT’s journey so far

Tracy Straughan and Smitha Mandre-Jackson S, Queensland University of Technology

Abstract

In 2013, QUT approved a suite of seven recommendations for improving gender equity for women at QUT, which arose from the ‘Gender equity, research, and related issues at QUT’ report. Implementation funding was subsequently made available for 2014 to 2016. This was later extended to 2017 to accommodate the emergence of the Athena SWAN SAGE program, for which QUT was accepted as an inaugural member. In 2016, QUT successfully launched the Women in STEM program, which was one of the seven recommendations. It delivers a suite of programs to improve the retention and advancement of women in STEM, through support programs, removal of barriers and biases, and better access to leadership positions. With the emergence of the SAGE process, the Women in STEMM program (now with two Ms), was broadened to match the SAGE scope. SAGE requires institutional participants to collect, analyse and present data on gender and diversity equity policies and practices in STEMM departments, as well as identify gaps and opportunities for improvement.

This presentation, will outline QUT’s ‘re-imagined’ approach to the Women in STEMM and Athena SWAN initiatives. This approach has been to build reporting systems (these will be demonstrated during the presentation) and methodologies for the long-term, at the same time as maintaining the momentum of existing STEMM reform programs. Participants will be encouraged to discuss how their institutions might maximise the effectiveness of their women in STEMM programs, as well as building sustainable reporting infrastructure, for long term use in the SAGE accreditation process.

Biography

Smitha Mandre-Jackson

I have worked in the Equity Services Department since 2009 and have more than 18 years higher education experience. My areas of responsibility include equity scholarships, gender equity, compliance, data analysis, policy and reporting. I have an undergraduate qualifications in journalism, english literature and psychology and a Master of Education (Career Guidance major).

I combine expert project management skills with a comprehensive mastery of staff and student data across QUT (as well as QTAC and the Commonwealth). Along with my deep understanding of social justice issues, I have used this combined skill set to improve and reform several strategic areas of QUT, including equity scholarships (which has a unique, best-practice purpose-built system); student equity reporting (which has enabled all service-providers in all faculties and divisions to easily access demographic and outcomes information about their students); and gender equity (developing the reports underpinning Workplace Gender Equity Agency work and the SAGE Women in STEMM program). My work is agile, partnership-based, and crosses multiple organisational borders. I bring people along with me through my inclusive and
collaborative approach. I am multi lingual and speak five languages.

My publications include:


Tracy Straughan

With over 25 years of experience in project management and marketing, Tracy has provided strategic advice and handled numerous projects across a broad range of industry sectors and for all levels of government: local; state; and federal. For close to 15 years she has specialised in areas of social good including child safety, Indigenous health and higher education. She has a long association with QUT and is passionate about working on projects that make positive differences. Tracy is currently the Project Officer for the QUT Women in STEMM Project, which seeks to improve the retention and advancement of women in STEMM.
Work Placements: What About Us? Supporting students living with disability, long term illness or mental health conditions to succeed in Work Integrated Learning

Catherine Stuckings, RMIT University

Abstract

The University Sector in Australasia is becoming increasingly focused upon the delivery of career outcomes for students. There is a greater focus upon embedding a range of ‘soft skills’ into the curriculum and greater opportunities for students to engage in the development of targeted ‘employability skills’ in both curricula and extracurricular activities. Increasingly program content incorporates Work Integrated Learning (WIL) opportunities providing students with the capacity to engage with industry via work placements.

What additional support might a student living with a disability require to successfully undertake a work placement and in what ways can Universities provide this support?

This presentation will focus upon practical strategies for supporting students living with disabilities to engage with work placement activities. It will elaborate upon methods of building collaborative relationships between work placement coordination staff and equitable learning services to holistically support students. Further, it will cover the vexed issue of disclosure and negotiating reasonable adjustments for work placement engaging with the question of who is responsible for these negotiations and how to support work placement providers to implement adjustments.

RMIT has developed a suite of resource materials for students and staff which will be shared on the day.

Biography

Catherine Stuckings has been working in the disability sector in various guises for around 25 years. Her current work at RMIT involves providing strategic advice to the University around inclusive practice, specifically in relation to supporting students living with disabilities, long term health issues and mental health conditions to access and succeed in their studies.
A student and staff support network for equal opportunity and access in higher education

www.ephea.org
info@ephea.org