
Centre for Higher Education Equity and Diversity Research (CHEEDR)
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Introducing CHEEDR

Vision

The Centre for Higher Education Equity and Diversity Research (CHEEDR) informs University strategies for improving the access and achievement levels of under-represented students. The Centre has a particular focus on students from low socio-economic status (SES) backgrounds, and has responsibility for the oversight and reporting of the Higher Education Participation and Partnerships Programme (HEPPP).

Objectives of the Centre:

- Develop research and policies that help the University to improve the access, achievement, and outcomes of under-represented students, consistent with strategic objectives and targets.
- Oversee and coordinate the University’s major student equity funding (HEPPP), ensuring strategic fit, efficacy, evaluation, and strategic relevance of all projects.
- Increase the public profile and reputation of the University by producing, publishing and circulating research and evaluation findings on student equity in higher education.
- Support the operations of the Colleges through the provision of specific analysis and reports as required.
- Build research and evaluative capacity, communication, and collaboration within the University in the area of student equity.
- Demonstrate national and international leadership through securing external competitive research grants and influencing public policy on student equity in higher education.
Staff

Associate Professor Andrew Harvey, Director
BA (Hons) Melb., PhD Melb.

Associate Professor Andrew Harvey is Director of the Centre for Higher Education Equity and Diversity Research (CHEEDR). Andrew has published widely in areas of higher education policy, including issues of access, student retention, regionality, and international student equity. He is lead editor of ‘Student Equity in Australian Higher Education: Twenty-five years of A Fair Chance for All’ (Springer, 2016).

Lisa Andrewartha, Senior Research Officer and Senior Project Coordinator
BAppSc (Hons) RMIT

Lisa has worked across a broad range of research projects designed to improve student equity in higher education. Lisa’s recent research publications have focussed on: students from low socio-economic status backgrounds; care leavers in higher education; outcomes of tertiary enabling programs; employability in higher education; postgraduate student equity; and military veterans in higher education.

Michael Luckman, Senior Research Officer
BSoSc (Hons) La Trobe, MPubPol Melb.

Michael has extensive experience working on higher education data analysis projects. He has led internal evaluations of La Trobe University’s School Partnerships Program, College of Science Health and Engineering (SHE) outreach programs, and analysis of La Trobe’s equity and teaching and learning performance measures. Michael’s recent research publications have focussed on: re-recruitment of students who have stopped out of higher education; equity within student globalization activities; care leavers in higher education; predictors of student attrition; and patterns of regional student relocation.

Giovanna Szalkowicz, Senior Project Coordinator and Research Officer
BA (Hons) University of San Andrés, MA (Hons) La Trobe

Giovanna has worked across a broad range of research projects designed to improve the access and achievement levels of students who are under-represented in higher education. Giovanna’s recent research publications have focussed on: students from low socio-economic status backgrounds; student re-engagement with higher education; nested courses; equity within student globalization activities; parents and carers in higher education; and university participation of new migrants in regional communities.

Hannah Beattie, Administration Officer
BA La Trobe

Hannah completed a Bachelor of Arts at La Trobe University, majoring in Sociology and French. She is currently doing Honours in Sociology at La Trobe and is conducting research into single parents in higher education. Hannah organises the Centre’s seminars and events, and provides administrative and research assistance.
Staff funded through competitive external grants 2018:

Naomi Tootell, Senior Research Officer  
BSc (Hons), BA (Hons) Melb.

Naomi has contributed to a number of research projects focussed on improving student equity within Australian higher education. These include a project funded by the National Centre for Student Equity in Higher Education (NCSEHE) that examined student equity within non-university higher education providers and university–third party arrangements, as well as a National Priorities Pool project investigating the adaptation of tertiary admissions practices to growth and diversity. Naomi is a PhD candidate in sociology at the University of South Australia.

Beni Cakitaki, Research Assistant  
BPPE La Trobe

Beni Cakitaki is part of a small team within CHEEDR developing predictive analytics tools for improving student success and retention, particularly within equity groups. Beni has contributed to several CHEEDR research projects, including most recently a NCSEHE grant on student equity in higher education performance funding. Prior to his position at CHEEDR, Beni worked as a research assistant on higher education policy at the Grattan Institute under Andrew Norton, and contributed to a number of Grattan reports. His research interests include: Australian higher education policy; graduate labour markets; social mobility; and the political philosophy of education.

Dr Mark Mallman, Senior Research Officer  
BA Centre College (USA), MA La Trobe, PhD La Trobe

Mark’s research experience is in the areas of socio-economic mobility, the sociology of higher education, as well as multicultural social relations. Mark has a masters and PhD in sociology. His doctoral research examined the multiple social factors that enable and pose barriers to university participation for mature-age learners and for students from low socio-economic backgrounds. Mark’s research interest in socio-economic inequality and ethnic diversity (including amongst migrants and refugees) includes work with Dr Anthony Moran, commissioned by the Victorian Multicultural Commission, researching migration, multiculturalism, and social cohesion in regional cities. Mark’s recent publications have focussed on working-class university students; mature-age university students; upward social mobility; and multicultural social cohesion.
Director’s Report 2018

In 2018 the Centre for Higher Education Equity and Diversity Research promoted student equity and diversity through research explicitly tied to policy and practice. Centre staff completed four major national reports on diverse issues including: the experience of new migrants in regional higher education; military veterans in higher education; principles for student equity within performance-based funding; and student equity at and beyond the university boundary. In our annual report we outline the impact of these national reports, both within La Trobe and within the broader university sector. Reports were complemented by publication of multiple peer-refereed journal articles and book chapters, presentations at national and international conferences, and an extensive contribution to the University’s submissions and advocacy on issues such as regional higher education, performance-based funding, and careers services within secondary schools.

Within the University, the Centre continued to oversee Higher Education Participation and Partnerships Programme (HEPPP) funds on behalf of the Deputy Vice-Chancellor (Academic). Programs funded through HEPPP contributed to the University again exceeding its target of participation from low SES students. At CHEEDR we welcomed a new predictive analytics team, with staff working to support the Pro Vice-Chancellor (Student Success) in identifying and supporting at-risk students.

Our ongoing research into care leaver students resulted in the Centre winning the Education Initiative Award at the 2018 Victorian Protecting Children Awards, and a further Research Focus Area grant to explore the role of tertiary education in transition planning for children in out-of-home care. Our landmark report on the experiences of military veterans in higher education drew extensive publicity and resulted in the Department of Veterans’ Affairs allocating more than 33 per cent of grant funding in its subsequent round to projects focussed on higher education.

We continued collaboration with national and international networks, including our involvement with the American Council of Education on a Lumina-funded grant to support international access and equity in higher education, and our ongoing relationship with Manchester Metropolitan University, whose Pro Vice-Chancellor (Business) presented on equity and employability at a CHEEDR seminar. New and ongoing grants that supported our research in 2018 were received from the National Centre for Student Equity in Higher Education, the Australian Government Department of Education and Training, the Victorian Government, the Australian Government Department of Veterans’ Affairs, and the Sidney Myer Fund (triennial grant). Thanks as always to our hardworking Centre staff and our dedicated colleagues within and beyond the University.

Associate Professor Andrew Harvey
Director of CHEEDR
The Centre’s Strategic Plan

The major strategies of the Centre’s 2018 plan include:

1) DEVELOP RESEARCH AND POLICIES THAT HELP THE UNIVERSITY TO IMPROVE THE ACCESS, ACHIEVEMENT, AND OUTCOMES OF UNDER-REPRESENTED STUDENTS, CONSISTENT WITH STRATEGIC OBJECTIVES AND TARGETS

Research and analysis will include projects examining the efficacy of alternative selection pathways, the profile of the University cohort, the retention, achievement, and completion levels of under-represented students by course and level, and the factors influencing the decisions of prospective students in areas of disadvantage. Members of the Centre will work closely with the Deputy Vice-Chancellor (Academic), College Pro Vice-Chancellors (PVCs), the Pro Vice-Chancellor (Student Success), the Executive Director of Student Services, and staff from the Planning and Institutional Performance Unit (PIPU).

2) OVERSEE AND COORDINATE THE UNIVERSITY’S MAJOR STUDENT EQUITY FUNDING (HEPPP)

The Centre will work with the Deputy Vice-Chancellor (Academic) to ensure the strategic fit, efficacy, evaluation, and strategic relevance of all projects funded through HEPPP.

3) INCREASE THE PUBLIC PROFILE AND REPUTATION OF THE UNIVERSITY NATIONALLY AND INTERNATIONALLY

Members of the Centre will increase the University’s profile by: publishing their work in recognised journals, academic books, and other fora; hosting international visiting research fellows; developing a media profile and presence; engaging in public policy; and presenting findings at conferences and other public events. Collaboration will be sought with industry, community and educational partners, and external funding will be sought as required. The website will be used to showcase research reports and findings.

4) SUPPORT THE OPERATIONS OF THE COLLEGES AND DIVISIONS

The Centre will support the Colleges and divisions by providing analysis for members as required, responding to specific research requests, and contributing to corporate documents and institutional reports and proposals as needed. Specific requests for analysis and research will also be incorporated into the Centre’s project schedule, in consultation and in line with resource capacity.

5) BUILD RESEARCH AND EVALUATIVE CAPACITY, COMMUNICATION AND COLLABORATION WITHIN THE UNIVERSITY IN THE AREAS OF STUDENT EQUITY

Moves to increase collaboration will include the hosting of regular internal seminars and symposia, the use of a research clearinghouse as a communication platform for the exchange of information and discussion, and the inclusion of members, affiliates and students into the CHEEDR circle. Findings will be regularly circulated and select staff and students will be invited to contribute to the Centre in a formal capacity.

6) DEMONSTRATE NATIONAL AND INTERNATIONAL LEADERSHIP THROUGH SECURING EXTERNAL COMPETITIVE RESEARCH GRANTS AND INFLUENCING PUBLIC POLICY ON STUDENT EQUITY IN HIGHER EDUCATION

The Centre will seek external funding through the Department of Education and Training, the National Centre for Student Equity in Higher Education (NCSEHE), and other fora, and engage with policy makers at a national level.
Higher Education Participation and Partnerships Programme (HEPPP)

What is HEPPP?

The Higher Education Participation and Partnerships Programme (HEPPP) provides Australian Government funding to assist universities to improve access, participation and completion rates of students from low SES backgrounds.

HEPPP has three components:

- The Participation and Partnership funds, both allocated by formula, to support programs that assist students from low SES backgrounds to access, succeed in, and complete higher education; and

- The National Priorities Pool, a small quantum of competitive grant funds to support Commonwealth priorities, such as raising the access of low SES students in regional Australia.

What is HEPPP at La Trobe?

The Centre oversees the University’s HEPPP funds on behalf of the Deputy Vice-Chancellor (Academic). HEPPP-funded University programs aim to improve access, participation, and completion rates of students from low SES backgrounds. HEPPP projects run across both the Colleges as well as areas such as La Trobe Learning and Teaching, Student Success, and the Equity and Diversity Centre. Table 1 shows the major HEPPP-funded projects at La Trobe in 2018.

Table 1: Description and objectives of some of the major HEPPP initiatives in 2018.

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<thead>
<tr>
<th>INITIATIVES</th>
<th>DESCRIPTIONS AND OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Partnerships Program</strong></td>
<td>Collaborate with 35 low SES schools and two Flexible Learning Centres to deliver activities that provide engagement opportunities for students to demystify higher education and build academic preparedness and capability.</td>
</tr>
<tr>
<td><strong>Science, Health and Engineering (SHE) Outreach programs</strong></td>
<td>Stimulate interest in Science, Technology, Engineering and Mathematics (STEM) disciplines, particularly for students from low SES schools.</td>
</tr>
<tr>
<td><strong>Arts, Social Sciences and Commerce (ASSC) Outreach programs</strong></td>
<td>Deliver a suite of activities for students from low SES schools to increase student capabilities, build self-efficacy and raise awareness of career opportunities upon completion of a university degree.</td>
</tr>
<tr>
<td><strong>Succeed Program (Academic Early Warning System)</strong></td>
<td>University-wide communication and referral strategy designed to identify and engage commencing undergraduate students at risk of disengagement. The program is informed by predictive and learning analytics to identify risks of failure and attrition among low SES and other under-represented groups.</td>
</tr>
<tr>
<td><strong>UniBridges</strong></td>
<td>Increase the interest and achievement of students from low SES backgrounds in Science, Technology, Engineering and Mathematics (STEM). This aim is promoted by delivering thematic curriculum across a cluster of secondary school subjects.</td>
</tr>
<tr>
<td><strong>Peer Learning Advisers (PLAs)</strong></td>
<td>Provide academic skills advice, basic numeracy and literacy advice to students.</td>
</tr>
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The EDC promotes equal participation of all students and staff of the University and fosters an environment free of discrimination and harassment.

A discipline and course-specific academic support program for academically under-prepared students. The Program includes one-on-one or small group support for students requiring additional explanation of subject content, and monitoring of student engagement in order to follow-up with students who show early signs of difficulty.

The Centre leads research, analysis and evaluation to inform University strategies for improving access and achievement levels of under-represented students.

The Centre also regularly conducts evaluations of major HEPPP-funded programs and provides an advisory role, including provision and analysis of relevant institutional data, and consultation with program managers on the development of methodologies for internal program evaluations.

Access Scholarships: Awarded on the basis of educational disadvantage to support students.

Work Help: Employment Grants: Awarded on the basis of financial disadvantage to assist low SES students with placement.

Student Mobility Assistance Scholarships: Awarded on the basis of financial disadvantage to assist low SES students participating in an overseas exchange.

Bursaries for Care Leavers: Awarded to all commencing, domestic undergraduate students at the University who spent time in formal out-of-home care (i.e. foster care, residential care, kinship care, ward of the State).

Bursaries for Students from Refugee Backgrounds: Awarded to commencing, domestic undergraduate students at the University who entered on humanitarian visas.

In 2018, La Trobe established a partnership with the Country Education Foundation (CEF) to support regional students studying at the University between 2018 and 2020. The CEF will provide financial assistance to regional students on the basis of hardship, and the University will use HEPPP funding to match those amounts. The Centre worked with the Pro Vice-Chancellor (Regional) to develop this initiative.

The BSPP supports Year 11 students from four low SES schools in Shepparton through the final 15 months of secondary schooling.
Evaluation of the School Partnerships Program

In 2018, the Centre completed the biennial evaluation of the La Trobe School Partnerships Program (SPP). The SPP involves the collaboration between La Trobe and local schools, whereby year 7 to 10 students are given access to a range of engaging activities designed to raise awareness of higher education and inform career aspirations. Activities are closely linked to curriculum, aiming to aid motivation and learning confidence. The evaluation included a survey that measured the university aspirations of over 10,000 students from the thirty-five schools involved in the SPP. In addition to students, over 890 school staff were surveyed. The project also measured other elements of student and teacher experiences related to aspirations, including the analysis of the influences that might inform individual ambitions. The Centre presented the evaluation report to the Manager of the School Partnerships Program in January 2018.

Impact of HEPPP-funded programs

HEPPP programs have contributed to an increase in the proportion of enrolments of students from low SES backgrounds at the University. The latest data (2017) shows that La Trobe University’s undergraduate low SES participation rate is 21 per cent, based on the postcode definition and 19.5 per cent based on the Statistical Area 1 (SA1) definition. This is significantly higher than the national average of 18.7 per cent for the postcode definition and 17.1 per cent for the SA1 definition. The SA1 low SES participation rate increased 0.6 of a percentage point between 2016 and 2017. The increase in low SES participation is partly attributable to an extensive and concerted outreach campaign to low SES schools and communities. Equally, the provision of targeted bursaries assists under-represented students at university to participate in globalisation, employability and other campus experiences. HEPPP funding also supports mentoring and academic support programs for under-represented students, while bursaries for globalisation, employability, and other activities support the success and graduate outcomes of low SES students.

Planning for 2019

The Office of the Deputy Vice-Chancellor (Academic) worked with the Centre for Higher Education Equity and Diversity Research, College Pro Vice-Chancellors, the Pro Vice-Chancellor (Student Success), the Executive Director of Student Services and other senior staff to establish 2019 HEPPP priorities and budgets. Priority was given to larger HEPPP initiatives that influence systemic change. All HEPPP projects are assessed against Commonwealth eligibility criteria and the University’s strategic objectives. Program evaluation is an inherent component of all initiatives. The agreed priorities for 2019 included:

- School Partnerships Program
- College outreach activities to secondary schools and other sites
- Succeed Program (Academic Early Warning System)
- Peer Learning Advisers (PLAs)
- Subject Support Tutor Program
- Equity and Diversity Centre (EDC) programs
- UniBridges
- Centre for Higher Education Equity and Diversity Research (CHEEDR)
- Predictive analytics
- Equity scholarships and bursaries – e.g. Work Help: Employment Grants, Student Mobility Assistance Scholarships, Care Leaver Bursaries and Students from Refugee Backgrounds Bursaries.

Further information

If you are interested in further information about HEPPP please contact the Centre on cheedr@latrobe.edu.au
Institutional Strategies

La Trobe University’s care leaver strategy

Supported by the Office of the Deputy Vice-Chancellor (Academic), the Centre worked to develop a holistic strategy to attract and support care leavers – i.e. those who have spent time in out-of-home care, residential care, kinship care, or as a ward of the state – at the University. The strategy aims to:

- raise the higher education aspirations for young people in out-of-home care and care leavers;
- increase enrolments of care leavers at La Trobe;
- increase support for care leavers attending La Trobe to encourage their success in higher education; and
- continue leading the national research agenda and influencing national policy on care leavers and higher education.

The Centre also led the development of bursaries for all commencing, domestic undergraduate students at the University who spent time in formal out-of-home care. CHEEDR and contributing staff from across the University were awarded the 2017 Vice Chancellor’s staff award for their care leaver research and initiatives.

Our care leaver work has also been recognised through three external awards:

- Winner, Education Initiative Award at the 2018 Victorian Protecting Children Awards;
- Winner, Equity and Opportunity Award at the 2017 Australian Financial Review (AFR) Higher Education Awards;
- Highly commended, Excellence in Community Engagement at the 2018 Australian Tertiary Education Management Awards.

Table 2: La Trobe’s care leaver initiatives.

<table>
<thead>
<tr>
<th>INITIATIVES</th>
<th>DESCRIPTION AND OBJECTIVES</th>
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<tbody>
<tr>
<td>Admissions</td>
<td>Successfully advocated a change to the Victorian Tertiary Admissions Centre (VTAC) Special Entry Access Scheme (SEAS) application to enable care leavers to be captured as a specific ‘difficult circumstance’ in the admission process. Also successfully advocated for a change to the direct admissions application to enable undergraduate and postgraduate care leaver applicants to self-identify and receive consideration.</td>
</tr>
<tr>
<td>Financial support</td>
<td>Developed Care Leaver Bursaries. All commencing, domestic undergraduate students at La Trobe who are care leavers are offered a $500 bursary.</td>
</tr>
<tr>
<td>Outreach programs</td>
<td>Worked with the School Partnerships Program and other areas to develop outreach programs to inform care leavers of the variety of pathways into university. This work included an outreach day for students in out-of-home care, carers and agency staff held at the Bendigo campus on 23 September, 2016. In 2017, the School Partnerships Program extended its outreach program to two flexible learning schools, which have a high proportion of young people in out-of-home care.</td>
</tr>
<tr>
<td>Identification</td>
<td>Developed a process to identify care leavers enrolled at the University.</td>
</tr>
<tr>
<td>Support services</td>
<td>Collaborated with the Equity and Diversity Centre and other staff to introduce structured support services for care leavers.</td>
</tr>
<tr>
<td>Fundraising</td>
<td>Submitted an application for philanthropic funding to support the Care Leaver Bursary program. The Alumni and Advancement Office also ran a call campaign in September 2018 for which all funds will be directed towards the Care Leaver Bursary program. As of 4 October 2018, the campaign had raised a total of $6,845 from 120 donors.</td>
</tr>
</tbody>
</table>
Research

- Conducted internationally leading research on care leavers accessing higher education through the report: ‘Out of care into university: Raising higher education access and achievement of care leavers’.
- Led a project funded by the Department of Education and Training, titled ‘Recruiting and supporting care leavers in Australian higher education’.
- Received a grant for a new project titled ‘Improving postsecondary education planning for children in, and transitioning from, out-of-home care’. The project is funded by La Trobe’s Research Focus Area: Transforming Human Societies.
- In May 2018, A/Prof Andrew Harvey presented at the Out-of-home care and higher education symposium at the University of Newcastle.
- In October 2018, A/Prof Harvey presented two conference papers on care leavers at the European Scientific Association on Residential & Family Care for Children and Adolescents (EUSARF) Conference in Portugal.

Policy Influence

Presented before the Senate Committee hearings into Out-of-Home Care, with this advice informing the majority of the ‘Higher education and training opportunities’ section of the Senate Committee’s subsequent report.

Further information

More information about La Trobe’s care leaver strategy is available at www.latrobe.edu.au/cheedr/care-leavers
La Trobe’s support for new migrant groups

La Trobe continues to attract and support new migrant groups at University, including those from refugee backgrounds.

Table 3: La Trobe’s new migrant group initiatives.

<table>
<thead>
<tr>
<th>INITIATIVES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>The Tertiary Preparation Program (TPP) provides strong foundational skills and strategies for learning across a variety of interrelated subject areas to ensure students reach tertiary level by the completion of the program. TPP enrolments include students from refugee backgrounds.</td>
</tr>
<tr>
<td>Financial Support</td>
<td></td>
</tr>
<tr>
<td>Bursaries for students from refugee backgrounds:</td>
<td>All commencing, domestic undergraduate students at La Trobe on humanitarian visas were eligible to receive a $500 bursary in 2018.</td>
</tr>
<tr>
<td>Humanitarian Scholarships:</td>
<td>In 2017 La Trobe introduced humanitarian scholarships for students who are seeking asylum or are refugees on temporary protection visas.</td>
</tr>
<tr>
<td>- Two undergraduate coursework (Bachelor) scholarships. These scholarships cover full tuition costs for the duration of the degree (maximum of three years) and a $3,000 per year cost-of-living bursary.</td>
<td></td>
</tr>
<tr>
<td>- Enabling program scholarships that cover full tuition costs for the enabling program and a cost-of-living bursary.</td>
<td></td>
</tr>
<tr>
<td>The College of Art, Social Sciences and Commerce (ASSC) and Asylum Seeker Resource Centre (ASRC) Scholarships:</td>
<td>In 2018, the College of ASSC and ASRC scholarships were awarded to two people seeking asylum for the duration of their degree (maximum of three years). The scholarships cover full tuition fees and include a $3,000 per year cost-of-living bursary.</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
</tr>
<tr>
<td>New migrants webpage:</td>
<td>This webpage outlines the range of financial, academic and personal support available to new migrant students.</td>
</tr>
<tr>
<td>Support for students from refugee backgrounds webpage:</td>
<td>This dedicated webpage provides useful information about La Trobe, including offers, fees and the support available to students from refugee backgrounds.</td>
</tr>
<tr>
<td>Support Officer:</td>
<td>There is a Support Officer located at each campus of La Trobe. These staff can help students understand the way things are done at an Australian university, and can potentially provide financial and other assistance. They can also help students to apply for a place and a scholarship at La Trobe.</td>
</tr>
<tr>
<td>Pro bono advice for people seeking asylum:</td>
<td>La Trobe Law School has partnered with the ASRC to run a clinic offering free legal services to asylum seekers.</td>
</tr>
<tr>
<td>Research</td>
<td>La Trobe led a $144,460 project funded by the Department of Education and Training, titled ‘Raising university participation of new migrants in regional communities’. The project was led by Director of the Centre, Associate Professor Andrew Harvey, and Senior Lecturer, Dr Anthony Moran.</td>
</tr>
<tr>
<td>Other new migrant research at La Trobe includes: Migrant workers in Shepparton: intersections of social and spatial mobility; Reimagining refugee resettlement through a transnational lens: The Karen in Bendigo; and Tongans in regional Victoria: settlers, seasonal workers and overstayers.</td>
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Internal Research

Targeted institutional research

The Centre retained a focus on supporting access for under-represented students and also strengthened efforts to improve retention and student success across the whole university.

Campus Climate

In 2018, the Centre analysed the pilot Campus Climate survey. The survey explored student perceptions of diversity on campus, including: potential benefits of diversity for teaching and learning; effectiveness of current pedagogical/andragogical approaches; support offered to students from diverse backgrounds; and experiences of discrimination. The project will help to inform teaching and learning practices as well as broader University strategies, consistent with the strategic objective of inclusive excellence.

Evaluation of the School Partnerships Program

In 2018, the Centre completed the biennial evaluation of the La Trobe School Partnerships Program (SPP). The SPP is a collaboration between La Trobe and local schools, whereby year 7 to 10 students are given access to a range of engaging activities designed to raise awareness of higher education and inform career aspirations. Activities are closely linked to curriculum, aiming to aid motivation and learning confidence. The evaluation includes a survey that measures the university aspirations of over 10,000 students from the thirty five schools involved in the SPP in 2017. In addition to students, over 890 school staff were surveyed. The project also measures other elements of student and teacher experiences related to aspirations, including the analysis of the influences that might inform individual ambitions. The Centre presented the evaluation report to the Manager of the School Partnerships Program in January 2018.

Carers and parents in higher education

The Centre commenced investigation into the university experiences of carers and parents at La Trobe. The preliminary findings were presented at the Australian Association for Research in Education (AARE) conference in Sydney on 2-6 December 2018.

Non-participating enrolments

CHEEDR commenced research on non-participating enrolments (NPE) across the University. This program has included a report which was tabled at the Education Committee. CHEEDR is continuing to consult with the College of SHE Student Success team to formulate predictive data modelling, propose policy changes, and develop mitigation interventions to address NPE. CHEEDR has now commenced a suite of associated research projects aimed at better understanding and mitigating NPE behaviour.

Predictive Analytics Pilot Project

In 2018, CHEEDR developed a program of predictive analytics to support the work of Succeed at La Trobe. The project utilises data analytics and data mining strategies to better understand and predict patterns of success and failure amongst low-participation groups. Preliminary analysis of the Predictive Analytics Pilot Project shows that La Trobe’s ability to accurately identify students at risk of failure or attrition has improved dramatically (by as much as 70% in many cases). This ability has led to much greater efficiency and impact for the Succeed Program.

The CHEEDR team is now working to expand analytic capabilities to include all La Trobe students at all stages of the student lifecycle. The program is also expanding beyond predictions of student failure to include risk assessments for attrition. Given the importance of gaining access to timely and reliable data, the team has also contributed to institutional efforts aimed at improving data capture, storage and utilisation.
International student attrition

The Centre provided data on La Trobe’s international student retention rates to the Deputy Vice-Chancellor (Academic). The report included a detailed examination of international student retention rates in light of statistics released by the Department of Education and Training that showed a decline in international student retention rates over the past five years.

Student equity and achievement data

CHEEDR provided data on student equity and achievement outcomes as part of the Deputy Vice-Chancellor’s presentation to Council. This data included student equity participation rates and teaching and learning indicators.

Internal data requests and analysis

The Centre responded to data requests from a number of La Trobe employees, including subject and course coordinators, HEPPP project coordinators, and La Trobe Teaching and Learning staff. These requests included providing data on student equity, teaching and learning indicators.

Submissions to inquiries

In 2018, the Centre contributed to a number of La Trobe submissions to national and state inquiries.

Table 4: Inquiry submissions the Centre contributed to in 2018.

<table>
<thead>
<tr>
<th>INQUIRY</th>
<th>BODY CONDUCTING INQUIRY</th>
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<tr>
<td>Inquiry into Careers Advising in Victorian Schools</td>
<td>Victorian Senate</td>
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<tr>
<td>Feedback on the Redevelopment and Audit of the Higher Education Data Collection Discussion Paper</td>
<td>Department of Education and Training and the Department of Human Services</td>
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<tr>
<td>Department of Home Affairs Migration Program Consultation</td>
<td>Department of Home Affairs</td>
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<tr>
<td>The Foreign Influence Transparency Scheme Inquiry</td>
<td>Parliamentary Joint Committee on Intelligence and Security</td>
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<tr>
<td>The Electoral Legislation Amendment (Electoral Funding and Disclosure Reform) Bill 2017</td>
<td>Joint Standing Committee on Electoral Matters</td>
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<tr>
<td>Consultation on Performance-based funding for the Commonwealth Grant Scheme</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>Consultation on the development of a National Regional, Rural and Remote Education Strategy</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>Review of the Australian Qualifications Framework</td>
<td>Department of Education and Training</td>
</tr>
</tbody>
</table>
Scholarships and Bursaries

The Centre has been involved in the development of a number of equity scholarships at La Trobe.

Access Scholarships

La Trobe offers a number of Access Scholarships to students commencing tertiary studies for the first time who can demonstrate financial hardship and/or educational disadvantage.

Work Help: Employment Grants

The Centre found that students from regional areas and low SES backgrounds are less likely to participate in work experience opportunities that are vital in improving graduate employability. To address this issue, the Centre proposed implementing employability bursaries for disadvantaged students. The Centre worked with the Colleges, Student Services, and the Academic Services Management Office to develop the employability grants scheme for low SES students. The Work Help: Employment Grants were first offered in 2015. In 2018, the grants were awarded to over 200 financially disadvantaged students. The employment grants will continue to be HEPPP-funded through 2019.

Student Mobility Assistance Scholarships

Research undertaken by the Centre in 2015 highlighted that both low SES and regional students are less likely to enrol in a language unit and less likely to travel internationally for study. To address this issue, the Centre subsequently worked with Student Services, the Academic Services Management Office and La Trobe International (LTI) to develop the Student Mobility Assistance Scholarship to assist low SES students to participate in overseas study programs. Now in their third year, the Student Mobility Assistance Scholarships were awarded to more than 30 financially disadvantaged students in 2018. The Mobility Assistance Scholarships will continue to be HEPPP-funded through 2019.

Care Leaver Bursaries

The Centre conducted research on care leavers accessing higher education through its report ‘Out of care into university: Raising higher education access and achievement of care leavers’. The research found that people who have spent time in out-of-home care rarely transition to higher education. To address this issue, the Centre proposed the development of a bursary to assist care leavers starting university. In 2018, the $500 bursaries were awarded to all eligible commencing, domestic undergraduate students who have spent time in out-of-home care. The Care Leaver Bursaries will continue to be HEPPP-funded through 2019.

Bursaries for students from refugee backgrounds

The Equity and Diversity Centre continues to support students from refugee backgrounds, and every domestic student accepted on a humanitarian visa is eligible for financial support. In 2018, $500 bursaries were awarded to all eligible commencing, domestic undergraduate students at La Trobe on humanitarian visas. The bursaries for students from refugee backgrounds will continue to be HEPPP-funded through 2019.

Humanitarian Scholarships

In consultation with staff from La Trobe International and Educational Partnerships and Quality, the Centre led the development of two new undergraduate humanitarian scholarships and the enabling program humanitarian scholarships, for students who are seeking asylum or are refugees on temporary protection visas.

People who are refugees on temporary protection visas or are seeking asylum on bridging visas are currently considered as international students, and are therefore required to pay full fees for enabling and coursework programs. The Centre worked with La Trobe International (LTI) and the Tertiary Enabling Program to define the humanitarian scholarship model, which covers all tuition costs, and includes cost-of-living bursaries. The new humanitarian scholarships were offered for the first time in 2017.
Recent Competitive Grants

Table 5: In 2018, the Centre has worked on eight competitive grants, valued at over $1.71 million.

<table>
<thead>
<tr>
<th>PROJECT TITLE</th>
<th>FUNDING</th>
<th>YEAR AWARDED</th>
<th>FUNDING SOURCE</th>
<th>LA TROBE’S ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improving postsecondary education planning for children in, and transitioning from, out-of-home care</td>
<td>$34,000</td>
<td>December 2018</td>
<td>Research Focus Area: Transforming Human Societies</td>
<td>LEAD</td>
</tr>
<tr>
<td>2. Improving employment for Somali Australians</td>
<td>$60,000</td>
<td>May 2018</td>
<td>Department of Health and Human Services</td>
<td>LEAD</td>
</tr>
<tr>
<td>3. Improving education outcomes for young people in out-of-home care</td>
<td>$200,000</td>
<td>May 2018</td>
<td>Department of Education and Training</td>
<td>PARTNER</td>
</tr>
<tr>
<td>4. Professional development in equity interventions for school teachers</td>
<td>$600,000</td>
<td>September 2017</td>
<td>Department of Education National Priorities Pool 2017</td>
<td>PARTNER</td>
</tr>
<tr>
<td>5. Designing equitable principles for performance based funding</td>
<td>$37,250</td>
<td>August 2017</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>LEAD</td>
</tr>
<tr>
<td>6. Equity at and beyond the boundary of Australian universities</td>
<td>$39,500</td>
<td>August 2017</td>
<td>National Centre for Student Equity in Higher Education</td>
<td>LEAD</td>
</tr>
<tr>
<td>7. Supporting younger veterans to succeed in higher education</td>
<td>$21,976</td>
<td>July 2017</td>
<td>Department of Veterans’ Affairs</td>
<td>LEAD</td>
</tr>
<tr>
<td>8. Improving education outcomes for young people in out-of-home care</td>
<td>$724,000</td>
<td>2015-2018</td>
<td>Sidney Myer Fund</td>
<td>PARTNER</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,716,726</strong></td>
<td></td>
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</tbody>
</table>

National reports

The Centre has completed four externally-funded national research projects since January 2018:
1. Supporting younger military veterans to succeed in Australian higher education.
2. Principles for equity in higher education performance funding.
4. Equity at and beyond the boundary of Australian universities.

Additional staff members

Joining the five core members of the Centre, three additional, fixed-term staff members were funded through external grants between January and December 2018.
National Priorities Pool

Professional development in equity interventions for school teachers

La Trobe is a partner on a $600,000 research grant from the Department of Education and Training’s 2017 National Priorities Pool funding round. The successful project, ‘Professional development in equity interventions for school teachers’, is led by the University of Newcastle in a consortium with La Trobe. La Trobe is represented by Associate Professor Andrew Harvey, Director of CHEEDR, and Professor Jo Lampert, Professor of Education at La Trobe.

The project will develop, trial and evaluate a suite of innovative professional learning modules designed to build teachers’ capacities to better support students from low SES backgrounds on the path to higher education. The aim of the project is to develop high quality professional learning modules, customised to support Australian teachers across three stages of schooling (Years 1-6, 7-9, 10-12) and accessible to teachers of students from low SES backgrounds in all geographic areas and all schooling sectors (government, Catholic and independent).

National Centre for Student Equity in Higher Education (NCSEHE)

Designing equitable principles for performance based funding

In August 2017, La Trobe received a $37,250 research grant from the National Centre for Student Equity in Higher Education’s (NCSEHE) 2017 funding round. The project outlined the effective design principles of performance based funding (PBF) models, to protect and support student equity in Australian higher education. Drawing on evidence from the United States and United Kingdom and an analysis of national data sets, the project explored principles required to support identified student equity groups, and to ensure equitable assessment of admissions, student success, and graduate outcomes.

The project was led by Associate Professor Andrew Harvey and Matt Brett (Deakin, formerly La Trobe). Project partners included Dr Tiffany Jones (The Education Trust), Professor Julia Clarke (Manchester Metropolitan University), and Associate Professor Jason Taylor (University of Utah). The final report was published in November 2018.

Equity at and beyond the boundary of Australian universities

The Centre received a $39,500 research grant from the National Centre for Student Equity in Higher Education’s (NCSEHE) 2017 funding round. Many disadvantaged higher education students are enrolled through third party delivery arrangements and non-university higher education providers. This project built a much needed evidence base around student equity at and beyond the boundary of Australian universities. The project established baseline data and a framework for continuing analysis of student equity in third party delivery and non-university providers. The framework will support evaluation of policy changes (such as performance funding, sub-bachelor funding and provider category reforms) likely to have a significant impact on this domain of participation.

The project was led by Matt Brett, Naomi Tootell, A/Prof Andrew Harvey and A/Prof Professor Buly Cardak. Other project partners included Professor Peter Noonan (Victoria University).

Department of Veterans’ Affairs

Supporting younger veterans to succeed in higher education.

In July 2017, La Trobe received a $21,976 grant from the Department of Veterans’ Affairs Supporting Younger Veterans program. The grants program supports the needs of younger military veterans as they leave the Australian Defence Force and integrate back into civilian life. The project, ‘Supporting younger veterans to succeed in higher education’, was led by A/Prof Andrew Harvey and Lisa Andrewartha. Working with the Australian Student Veterans Association (ASVA), the researchers aimed to redress the lack of national research into the number of younger veterans at university, their specific needs and strengths, and their graduate outcomes.
The project asked for student veterans’ views on: barriers to accessing higher education; the potential to improve support services; strengths that veterans bring to their studies; formal recognition for military service; and the potential to develop and expand ASVA chapters across Australian campuses. Research found that veterans were largely invisible within Australian higher education. Only one third of survey respondents disclosed their military status to their institution, many student veterans did not feel a sense of belonging on campus, and many felt that university culture was not respectful or appreciative of their military service.

The project identified the need for: improved processes for identifying and monitoring student veterans; greater institutional awareness and recognition of the unique strengths and challenges of student veterans; and increased support for student veterans to promote their wellbeing and success at university. The final report was submitted to the Department of Veterans’ Affairs in June 2018.

The research has received national attention through The Conversation, ABC Online, ABC Radio, and The Australian. Furthermore, shortly after the report’s release UNSW announced new scholarships for student veterans (announced in The Australian Higher Education Daily Brief on 20 August 2018). The research was also disseminated at the Department of Veterans’ Affairs Employment Forum on 18 October, in the lead up to the Invictus Games in Sydney, and at the ‘Power of Education’ breakfast on 21 October 2018.

**Sidney Myer Fund**

*Improving education outcomes for young people in out-of-home care*

La Trobe is a joint recipient of a Sidney Myer Fund large grant to develop, implement, and evaluate a suite of interventions to improve education for young Victorians in out-of-home care. The $724,000 project, ‘Improving education outcomes for young people in out-of-home care’, aims to raise transition rates to tertiary education and improve the educational achievement of care leavers. Led by the Centre for Excellence in Child and Family Welfare (CFECFW), La Trobe is represented by A/Prof Andrew Harvey and Professor Pamela Snow.

Federation University Australia is also a member of the consortium. Additional project participants include Anglicare, Mackillop Family Services, and TAFE institutions associated with the participating universities. The project includes training for foster carers and social workers; education resources for people in care; and new university programs for care leavers. The three year project includes funding for La Trobe to raise educational awareness and aspirations among young people living in out-of-home care through outreach programs. It also provides funding for La Trobe to coordinate support for care leavers attending the University.

In May 2018, the Victorian Department of Education and Training agreed to provide $200,000 in funding to extend the ‘Improving education outcomes for young people in out-of-home care’ project for an additional 12 months. As a result, the project is now funded through to June 2019.

The project is collaborative, systemic, and state-wide. The work supports La Trobe’s broader strategy to increase access and achievement for care leavers – including the ‘Out of care, into university: Raising University access and achievement of people from out-of-home care backgrounds’ project, the ‘Recruiting and supporting care leavers in Australian higher education’ project, and La Trobe initiatives such as the care leaver bursary.

**Department of Health and Human Services**

*Improving employment for Somali Australians*

The Centre is the lead on a new research project titled ‘Improving employment for Somali Australians’. Funded by the Department of Health and Human Services, the $60,000 project will analyse facilitators and barriers to the employment of Somali Australians. The project will develop an evidence base on the personal and structural factors influencing employment outcomes of Somali Australians. The project will be conducted in collaboration with E-focus. This project is led by A/Prof Andrew Harvey and Giovanna Szalkowicz.
La Trobe’s Research Focus Area – Transforming Human Societies

*Improving postsecondary education planning for children in, and transitioning from, out-of-home care*

In December 2018, the Centre received a $34,000 grant from the Research Focus Area’s October 2018 funding pool. The project will provide foundational research to map and analyse postsecondary education planning processes for Victorian children in, and transitioning from, out-of-home care (OOHC). The project will include: a brief literature review into transition planning within OOHC; examination of current education planning processes within Victorian OOHC; and interviews with approximately ten stakeholders from the Victorian education and welfare sectors. Each stage of the research will include initial consultation with stakeholders from the Victorian Aboriginal Education Association (VAEAI) on specific implications and transition processes for Indigenous children in care. This research will be used to inform the Chief Investigators’ proposed ARC Linkage application to address education and transition planning in Australian OOHC.
Summary of Funding Sources

Competitive Grants 2018 - Total $1,716,725

- Improving education outcomes for young people in out-of-home care (Sidney Myer Fund: $724,000)
- Professional development in equity interventions for school teachers (NPP: $599,984)
- Improving education outcomes for young people in out-of-home care (Department of Education and Training: $200,000)
- Improving employment for Somali Australians (Department of Health and Human Services: $60,000)
- Designing equitable principles for performance based funding (NCSEHE: $37,250)
- Equity at and beyond the boundary of Australian universities (NCSEHE: $39,500)
- Improving postsecondary education planning for children in, and transitioning from, out-of-home care (RFA THS: $34,000)
- Supporting younger veterans to succeed in higher education (DVA: $21,975)
Table 6: The Centre’s national and international partners.

<table>
<thead>
<tr>
<th>NATIONAL</th>
<th>INTERNATIONAL</th>
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<tbody>
<tr>
<td>Anglicare</td>
<td>Center for Internationalization and Global Engagement, American Council on Education, United States</td>
</tr>
<tr>
<td>Australian Council for Educational Research (ACER)</td>
<td>The Centre for Research in Race and Education at University of Birmingham, United Kingdom</td>
</tr>
<tr>
<td>The Australian Student Veterans Association (ASVA)</td>
<td>The Education Trust, United States</td>
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<tr>
<td>Berry Street</td>
<td>Manchester Metropolitan University, United Kingdom</td>
</tr>
<tr>
<td>Central Queensland University</td>
<td>Pontificia Universidad Católica de Chile, Chile</td>
</tr>
<tr>
<td>The Centre for Excellence in Child and Family Welfare (CFECFW)</td>
<td>Seton Hall University, United States</td>
</tr>
<tr>
<td>Federation University Australia</td>
<td>Steinhardt Institute for Higher Education Policy at New York University, United States</td>
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<tr>
<td>Himilo Community Connect</td>
<td>Universidad de Chile, Chile</td>
</tr>
<tr>
<td>James Cook University</td>
<td>The University of Auckland, New Zealand</td>
</tr>
<tr>
<td>Mackillop Family Services</td>
<td>University of Birmingham, United Kingdom</td>
</tr>
<tr>
<td>The National Centre for Student Equity in Higher Education (NCSEHE)</td>
<td>University of Girona, Spain</td>
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<tr>
<td>Queensland University of Technology</td>
<td>University of Gothenburg, Sweden</td>
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<tr>
<td>Refuge of Hope</td>
<td>University of London, United Kingdom</td>
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<td>University of New England</td>
<td>University of Michigan, United States</td>
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<tr>
<td>The University of Melbourne</td>
<td>University of Oxford, United Kingdom</td>
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<td>The University of Newcastle</td>
<td>University of Utah, United States</td>
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<td>The University of Queensland</td>
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<tr>
<td>University of the Sunshine Coast</td>
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<td>Victoria University</td>
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<tr>
<td>Western Sydney University</td>
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International Collaborations

The Centre is involved in a number of international collaborations, including: research grants, connections and visiting fellowships.

International Research Grants

’S'Student Equity Admissions Framework’ project funded by the University of Pennsylvania through the Margin Buster Micro Grant.
International Connections

American Council of Education – Dr Lucia Bratkovic
Center for Internationalization and Global Engagement, American Council of Education – Bradley Farnsworth
The Education Trust – Dr Tiffany Jones
Manchester Metropolitan University – Professor Julia Clarke and Dr Sam Sellar
New York University – A/Prof Stella Flores
Pontifical Catholic University of Chile – A/Prof Daniela Véliz Calderón, Professor Andrés Bernasconi, Dr Sergio Celis, A/Prof Veronca Santelices
Seton Hall University – A/Prof Carolyn Sattin-Bhajaj
University of Birmingham - Professor David Gillborn, Dr Dina Kiwan, Dr Claire Crawford, Dr Rheza Gholami
University of Girona – Dr Carme Montserrat
University of Oxford – Dr Neil Harrison
University of Michigan – Professor Michael Bastedo
University of Utah – A/Prof Jason Taylor

International Visiting Fellowship and Seminar - Professor Julia Clarke

In February 2018, the Centre welcomed visiting collaborator Professor Julia Clarke from Manchester Metropolitan University (UK). Professor Clarke is Pro Vice-Chancellor and Dean of the Faculty of Business and Law at Manchester Metropolitan University (UK). As part of Julia’s visit, the Centre hosted a seminar titled ‘Degree apprenticeships: Employability and social mobility’. Professor Clarke presented some of her recent work on degree apprenticeships and their potential to drive social mobility. The event was held at La Trobe (Melbourne campus) on 19 February 2018.

Professor Clarke spoke about the innovative ‘Degree Apprenticeships’ model, whereby students undertake industry apprenticeships while simultaneously studying for an undergraduate or postgraduate degree. The model is funded primarily through an apprenticeship levy paid by large British employers. Professor Clarke outlined the structure of Degree Apprenticeships, including funding arrangements, partner organisations (employers), and the process of establishing and running Degree Apprenticeships at Manchester Metropolitan University. She spoke about the appeal of Degree Apprenticeships to universities, employers and students. Professor Clarke also highlighted the potential for Degree Apprenticeships to drive social mobility, and increase diversity and inclusivity.

The seminar was opened by Professor Kerri-Lee Krause, Deputy Vice-Chancellor (Academic), and was attended by over 45 professional and academic staff.


2018 Awards

‘Raising Expectations’ awarded 2018 Victorian Protecting Children Awards

The ‘Raising Expectations’ project was awarded the 2018 Victorian Protecting Children Education Initiative Award on 3 September 2018. The award recognises an individual, team or group that demonstrates success in improving educational outcomes for children and young people in child protection. Supported by a 2015 Sidney Myer Fund Large Grant and funding from the Department of Education and Training, ‘Raising Expectations’ aims to raise university access and success for care leavers. The project is an innovative cross-sectoral collaboration between the Centre for Excellence in Child and Family Welfare – Victoria’s peak body for child and family services, Federation University, and La Trobe. La Trobe is represented by CHEEDR staff, A/Prof Andrew Harvey and Naomi Tootell.

Jenny Mikakos MP presenting the 2018 Victorian Protecting Children Education Initiative Award to Joanna Humphries (CFECFW) and Naomi Tootell (CHEEDR).

Care leaver strategy receives ‘Highly commended’ ATEM Award

La Trobe’s Deputy Vice-Chancellor (Academic), Professor Kerri-Lee Krause, nominated the ‘Higher Education for Care Leavers Strategy’ for the ATEM Engagement Australia Award for Excellence in Community Engagement. The Strategy received the ‘highly commended’ award at the ATEM awards ceremony in Perth on 10 September 2018. The Strategy is a collaboration between the Centre for Excellence in Child and Family Welfare, Federation University, and La Trobe. It is underpinned by ground-breaking research by La Trobe and Federation University, including the first national report on care leavers and Australian higher education, and a subsequent report that captured the voices and views of Australian care leavers enrolled in both universities.

Nominated for La Trobe Staff Award

La Trobe’s Deputy Vice-Chancellor (Academic), Professor Kerri-Lee Krause, nominated CHEEDR for the 2018 Research Excellence La Trobe University Staff Award. The Centre was nominated for its sector-leading research into student equity with demonstrable policy impact. CHEEDR won the Vice-Chancellor’s Living the Cultural Qualities staff award in 2017.
Research Impact

CHEEDR research has had an institutional impact, as well as a broader national policy and research impact.

- The Centre’s research has contributed to the development of La Trobe’s mobility grants, employment grants, refugee and care leaver bursaries.

- The Centre’s research into care leavers inspired the La Trobe Alumni team to run a telethon throughout September 2018 with all donations going to care leaver bursaries. As of 4 October 2018, the campaign had raised a total of $6,845 from 120 donors.

- The Centre’s military veterans report, funded by the Department of Veterans’ Affairs, was the first major national report into the participation of military veterans in Australian higher education. The report was published on 9 August 2018 and drew publicity in The Conversation, The Australian, ABC News, ABC Life Matters, and ABC Online. Announcements of new UNSW scholarships for student veterans followed shortly after (announced in The Australian Higher Education Daily Brief on 20 August 2018). The research was also disseminated at the Department of Veterans’ Affairs Employment Forum on 18 October 2018, in the lead up to the Invictus Games in Sydney, and at the ‘Power of Education’ breakfast on 21 October.

- CHEEDR research and advocacy contributed to the creation of a new role at La Trobe. The new ‘Support Coordinator, Transition and Success’ is responsible for the successful identification and case management support for students from targeted equity cohorts, including low income, care leavers, refugees, asylum seekers, and military veterans.

- In 2018, CHEEDR contributed to eight La Trobe submissions to national and state inquiries, many of which led to direct recommendations. For example, as part of the ‘Inquiry into career advice activities in Victorian schools’, A/Prof Andrew Harvey was invited to present at the Economic, Education, Jobs and Skills Committee. La Trobe’s submission was widely cited throughout the Committee’s Final Report (p. 41, 48, 87, 120, 136, 150, 151) and reflected in its recommendations.

- The Centre’s research report titled ‘The re-recruitment of students who have withdrawn from Australian higher education’ was followed by a presentation to the Higher Education Standards Panel (HESP) and the subsequent inclusion of significant reference to the report in the HESP Discussion Paper (p. 6, 21, 24, 43, 59) and Final Report (p. 22, 28, 35). In particular, the Centre’s research had a major influence on Recommendation 5, 8, and 11 of the Final Report.

- The Centre’s research-impact case study on care leavers in higher education was one of only 18 case studies included in La Trobe’s submission to the ERA Engagement and Impact Assessment 2018.

- The Centre’s research into care leavers was included in the La Trobe Business School’s report to the United Nations Principles of Responsible Management Education (PRME).
Keynote and Policy Presentations

Delegations and panels

**Invited delegate: Alliance for Global Innovation in Tertiary Education**

The Director of CHEEDR was one of three invited Australian delegates at the ‘Alliance for Global Innovation in Tertiary Education’ convening in Washington DC. The initiative, led by the American Council on Education (ACE) with the support of the Lumina Foundation, aims to extend the reach and effectiveness of tertiary education through innovative programs and effective pathways. Held on 2-4 February 2018, the convening brought together delegates from around the world to exchange effective policies and practices that support the success of underserved student populations.

**Invited delegate: WAHED conference**

CHEEDR Director Andrew Harvey was an invited delegate at the ‘World Access to Higher Education Day (WAHED)’ conference. Held at Curtin University on 28 November 2018, WAHED is a new global initiative engaging national and international stakeholders to positively impact worldwide equitable access to higher education. The event sought to engage stakeholders from across the public and private sector in equitable access to higher education and establish goals to orientate action to make access to higher education equitable across the world. The conference was organised by the National Centre for Student Equity in Higher Education (NCSEHE), and attended by over 130 delegates from around Australia.

**Invited delegate: A long term strategic vision for student equity**

Michael Luckman, CHEEDR Senior Research Officer, was an invited delegate at the ‘Building Legacy and Capacity workshop: 2030 – A long term strategic vision for student equity’, held in Melbourne on 14 June 2018. Organised by the NCSEHE, the event was attended by a small group of invited participants including researchers, practitioners, policy makers, and community partners. The attendees contributed their insights as subject matter experts. The workshop put a spotlight on the long-term strategic vision for student equity in higher education. The insights generated during the workshop informed a webinar; a good practice guide to be distributed across the sector; and recommendations for policymakers and future research.

**Delegate: Student Equity 2030 Roundtable**

Hannah Beattie attended the ‘Student Equity 2030 Roundtable discussion’, held at RMIT on 15 October. Organised by the NCSEHE, the event sought contributions from stakeholders in preparation of a strategic long-term vision for student equity in Australian higher education. The Melbourne roundtable was one of nine discussions held across Australia and participants included students, staff, practitioners, and researchers. Insights from the discussions helped form the ‘Student Equity 2030’ report, which was launched at World Access to Higher Education Day in Perth on 28 November.

**Invited expert: Policy-Practice-Research and Evaluation**

A/Prof Andrew Harvey was an invited expert at the NAEEA Symposium, ‘Enabling Voices: Policy-Practice-Research and Evaluation’. The symposium was held at the University of Newcastle on 27-28 September and brought together enabling educators and experts from across the sector.
Invited panellist: Tertiary Education Forum

A/Prof Harvey was an invited panellist at the Tertiary Education Forum: ‘How to achieve an equitable tertiary education system’ on 26 February 2018. Organised by the Centre for the Study of Higher Education (CSHE) and KPMG, the forum examined the seeming contradiction between the dramatic increase in access to higher education over the past thirty years and the rise in wealth inequality. The panel brought together a number of key higher education experts: Andrew Norton, Dr Andrew Harvey, Dr Martin Doel, and Professor Kerri-Lee Krause (Chair).

Presentations

Invited presentation at Committee Hearing: Inquiry into career advice activities in Victorian schools

The Director of CHEEDR was invited to present, on behalf of La Trobe, at the Economic, Education, Jobs and Skills Committee ‘Inquiry into career advice activities in Victorian schools’ on 19 February 2018. A/Prof Harvey spoke about the Centre’s research into the impact of rising complexity in tertiary admissions practices on various stakeholders, including school students and school-based careers advisers.

Keynote presentation: Edith Cowan University

A/Prof Andrew Harvey gave the keynote presentation at Edith Cowan University’s ECUlture Conference titled ‘Meaningful student success: A focus on what works for retention and employability’. Andrew spoke about the Centre’s research into attrition, employability, and the retention of diverse groups. Held on 5 November, the event was attended by over 300 ECU staff, including the Vice-Chancellor and executive team.

Invited presentation: TEQSA Conference

A/Prof Andrew Harvey was invited to present at the ‘Tertiary Education Quality and Standards Agency (TEQSA)’ conference on 29 November. Dr Harvey was part of a panel of experts who spoke on the theme of ‘Excellence and Equity – Reflections on TEQSA’s Role’.

Invited presentation: Seminar at Manchester Metropolitan University

A/Prof Andrew Harvey was invited to present a seminar on ‘Equity at the end of the student lifecycle: Addressing graduate outcomes of under-represented students’ at Manchester Metropolitan University (UK) on 10 October. The seminar covered the Centre’s recent research into retention, performance-based funding, employability, and globalisation.

Invited presentation: Victorian Equity Practitioners

Director of CHEEDR, Andrew Harvey, and Senior Research Officer, Naomi Tootell, presented to university equity practitioners at the Victorian Equity practitioners meeting on 9 November. They presented the Centre’s research into care leavers in higher education and spoke about university provisions for students who have spent time in out-of-home care. CHEEDR led the first major national research project into care leavers in higher education. CHEEDR research led to the development of La Trobe’s care leaver strategy, including the introduction of bursaries for care leaver students.

Invited presentation: Out-of-home care and higher education symposium

A/Prof Andrew Harvey was an invited presenter at the ‘Out-of-home care and higher education symposium’ at the University of Newcastle on 17 May 2018. Andrew’s presentation, ‘Care leavers in Australian higher education’, presented some of the recent research into care leavers in higher education. The event brought together
representatives involved in research, practice, and policy, both within higher education institutions and the out-of-home care sector. The symposium sought to begin a conversation around a coordinated, cross sector approach to improve the access rates and engagement of care leavers in higher education. A/Prof Harvey is actively involved in research and advocacy for care leavers in higher education, including the Home Stretch campaign.

**Presentation: New migrants research report**

A/Prof Harvey presented the Centre’s recent research into the university participation of new migrants in regional communities at La Trobe’s Shepparton campus on 9 August 2018. He spoke about the Centre’s recent report on the university participation of new migrants in Shepparton and Mildura. The study was funded by the Department of Education and Training and led by A/Prof Harvey and Dr Anthony Moran, Senior Lecturer at La Trobe.

**Conference Presentations**

**Conference presentation: Doing School Differently**

Naomi Tootell (CHEEDR), Joanna Humphries (CFECFW), Erica Reid (La Trobe care leaver student), and Jodie McClellan (Federation University Australia) co-presented at the ‘Doing School Differently National Flexible and Inclusive Education Conference’ on 28 June 2018. Their presentation, ‘Raising educational expectations: extending university outreach to flexible learning schools’, focussed on La Trobe’s outreach to flexible learning schools. The new outreach program aims to reach some of society’s most disadvantaged secondary students and seeks to normalise higher education aspirations and communicate the realities of non-linear pathways and multiple entry points to university. The presentation was attended by over 80 people and highlighted the motivations for extending outreach into flexible learning schools, and the experiences of developing and delivering the outreach program. Held on the Gold Coast on 27-29 June, the conference brought together educators, researchers, policy makers and young people committed to developing and sustaining successful educational opportunities and pathways for young people who have experienced barriers to education.
**Conference presentations: EUSARF conference**

CHEEDR Director, A/Prof Andrew Harvey, recently gave two presentations at the European Scientific Association on Residential and Family Care for Children and Adolescents (EUSARF) Conference. The conference was held from 2-5 October in Porto, Portugal. Andrew presented on the award-winning *Raising Expectations* project, ‘Raising Expectations: A Cross-Sectoral Approach to Increase University Access for Care Leavers’. The second presentation, titled ‘Beyond cultural capital: strengths of care leavers in higher education’, highlighted findings from CHEEDR research into care leavers at university.

**Conference presentations: TEQSA Conference**

CHEEDR researchers Naomi Tootell and Beni Cakitaki presented papers at the ‘Tertiary Education Quality and Standards Agency (TEQSA)’ conference. Held at the Grand Hyatt, Melbourne from 28-30 November the conference theme was ‘Innovation, Excellence, Diversity’.

Beni Cakitaki presented a paper titled ‘The challenges of graduate employment as a performance criteria for Australian higher education’. This paper draws on the Centre’s recent research into performance-based funding.

Naomi Tootell and Matt Brett presented a paper titled ‘Equity at and beyond the boundary of the Australian university: student demographics and learning outcomes in third party delivery and non-university higher education institutions’. The paper reported on the findings of recent research into social demography, learning outcomes and educational experiences at and beyond the boundary of Australian universities.

**Conference presentation: AAIR Forum**

CHEEDR researchers Michael Luckman and Beni Cakitaki presented a paper at the Australasian Association for Institutional Research (AAIR) Forum. The forum was held in Melbourne from 19-21 November 2018. Titled ‘Ghosts in the Machine: Towards Solving the Mystery of Non-Participating Enrolments (NPE) and Understanding their Importance for Institutional Analytics’, the presentation looked at Non-Participating Enrolments (NPE) - students who remain enrolled in a subject but do not attempt any of the assigned assessment tasks.

Michael Luckman (Senior Research Officer, CHEEDR) presenting at the AAIR Forum.
Conference presentations: AARE Conference

Senior Project Co-ordinator and Research Officer, Giovanna Szalkowicz, and CHEEDR Director, Andrew Harvey, presented two papers at the Australian Association for Research in Education (AARE) conference in Sydney on 2-6 December.

The ‘Supporting young parents and young carers in Australian higher education’ presentation outlined the Centre’s recent research into young carers and young parents. The presentation reflected on the perceived challenges to university access and success for these students, and on their self-identified strengths.

Giovanna and Andrew also presented a paper titled ‘University experiences of new migrants in Australian regional communities’. The presentation explored the university experiences and motivations of new migrants in regional Australia and the extent to which regional campuses support ethnic and religious diversity.

Other

Graduation Speech: La Trobe Melbourne

The Director of CHEEDR gave the graduation speech at La Trobe Melbourne’s graduation ceremony on 19 April 2018.

Home Stretch campaign

CHEEDR Director Andrew Harvey is an advisory group member of the Home Stretch campaign. The campaign seeks to extend the age of out-of-home care in Australia from 18 to 21. In September 2018, the Victoria state government joined South Australia and Tasmania in announcing the would extend the age of care to 21 years.

ABC PM Interview: Care leavers heading to uni through Victorian program

A/Prof Andrew Harvey and two La Trobe students were interviewed on ABC PM radio about support for care leavers at university. La Trobe and Federation University are part of the Raising Expectations project, funded by the Sidney Myer Fund, which is helping young people who have spent time in foster or kinship care to access and succeed at university. The interview was broadcast on 7 March 2018 and can be accessed here.

Interview with Lemn Sissay

A/Prof Andrew Harvey interviewed public poet and care leaver Lemn Sissay at an event in Shepparton on 8 August. Organised by La Trobe, Lemn talked to Andrew about his life story, as a child abused in care. Lemn is a charismatic speaker, children’s rights advocate, university chancellor and one of the UK’s best-known public poets. The event was attended by over 100 people.
Publications

Book chapters


Peer refereed journal articles


Harvey, A. & Mallman, M. (accepted, 2018). Beyond cultural capital: understanding the strengths of new migrants within higher education, Special Issue: Policy Futures in Education, eds Molla and Pham.


National reports


Affairs. Melbourne: Centre for Higher Education Equity and Diversity Research, La Trobe University.


**Conference papers**


**Keynote presentations**


Harvey, A. (2018). Invited panellist, Tertiary Education Forum: How to achieve an equitable tertiary education system, panel organised by the Centre for the Studies of Higher Education (CSHE) and KPMG, Melbourne, 26 February.


**National media**


Harvey, A. & Andrewartha, L. (2018, August 9). Why some veterans feel alienated on campus and how universities can help. The Conversation.
Media Appearances


ABC Radio Melbourne, Drive (2018, August 9). Interview with La Trobe University Director of the Centre for Higher Education Equity and Diversity Associate Professor Andrew Harvey. ABC Radio Melbourne, Drive, AM 774.

ABC Radio PM (2018, March 7). Care leavers heading to uni through Victorian program, featuring A/Prof Andrew Harvey, ABC Radio PM.

Related media

Performance-based funding


Student military veterans


Student re-recruitment


Tertiary Admissions Practices


Globalization opportunities for low socio-economic status and regional students


Out-of-home care


La Trobe University News (2018, 8 November). Erica’s scholarship helps her inspire young learners, La Trobe University News.


Website

Centre for Higher Education Equity & Diversity Research
http://www.latrobe.edu.au/cheedr
Acronym list

AAIR Australasian Association for Institutional Research
AARE Australian Association for Research in Education
ACE American Council on Education
ACER Australian Council for Educational Research
AFR Australian Financial Review
ARC Australian Research Council
ASRC Asylum Seeker Resource Centre
ASSC College of Arts, Social Sciences and Commerce (La Trobe University)
ASVA Australian Student Veterans Association
ATAR Australian Tertiary Admission Rank
CEF Country Education Foundation
CFECFW Centre for Excellence in Child and Family Welfare
CHEEDR Centre for Higher Education Equity and Diversity Research (La Trobe University)
CSHE Centre for the Study of Higher Education
DVCA Deputy Vice-Chancellor (Academic) (La Trobe University)
EDC Equity and Diversity Centre (La Trobe University)
EUSARF European Scientific Association on Residential & Family Care for Children and Adolescents
HEPPP Higher Education Participation and Partnerships Programme
HESP Higher Education Standards Panel
LTI La Trobe International (La Trobe University)
NAEEA National Association of Enabling Educators of Australia
NCSEHE National Centre for Student Equity in Higher Education
NPE Non-participating enrolments
NPP National Priorities Pool
OOHC Out-of-home care
PBF Performance-Based Funding
PIPU Planning and Institutional Performance Unit (La Trobe University)
PLA Peer Learning Adviser (La Trobe University)
PRME Principles of Responsible Management Education
PVC Pro-Vice Chancellor (La Trobe University)
RFA Research Focus Area (La Trobe University)
SEAS Special Entry Access Scheme
SES Socio-economic status
SHE College of Science, Health and Engineering (La Trobe University)
SPP School Partnerships Program (La Trobe University)
STEM Science, Technology, Engineering and Maths
TEP Tertiary Enabling Program
TEQSA Tertiary Education Quality and Standards Agency
TPP Tertiary Preparation Program
UK United Kingdom
US United States (of America)
VAEAI Victorian Aboriginal Education Association Incorporated
VTAC Victorian Tertiary Admissions Centre
WAHED World Access to Higher Education Day
CENTRE FOR HIGHER EDUCATION EQUITY AND DIVERSITY RESEARCH

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