“THE CENTRE FOR HIGHER EDUCATION EQUITY AND DIVERSITY RESEARCH (CHEEDR) SUPPORTS THE UNIVERSITY BY UNDERTAKING RESEARCH AND ANALYSIS TO IMPROVE THE ACCESS AND ACHIEVEMENT LEVELS OF UNDER-REPRESENTED STUDENTS.”
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Introducing CHEEDR

Vision
The Centre for Higher Education Equity and Diversity Research (CHEEDR; formerly known as The Access and Achievement Research Unit) 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 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 Future Ready 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

Dr Andrew Harvey, Director
BA (Hons) Melb., PhD Melb.

Dr 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).

Rachael Spicer, Manager
BSc Monash, MBA Deakin

Rachael has consulted to a range of government, not-for-profit, and commercial organisations. Since joining La Trobe, Rachael’s research activities have focussed on: the inherent requirements of courses; tertiary admission practices; and care leavers in higher education.

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

Lisa has worked across a broad range of research projects designed to improve 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; and postgraduate student equity.

Michael Luckman, Senior Research Officer
BSocSc (Hons) La Trobe

Michael has extensive experience working on higher education data analysis projects. Michael’s recent research publications have focussed on: equity within student globalization activities; equity and academic achievement within a Common First Year curriculum model; care leavers in higher education; predictors of student attrition; and regional student relocation.

Giovanna Szalkowicz, Research Officer and Coordinator, Higher Education Participation and Partnerships Programme (HEPPP)
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; attrition in higher education; student re-engagement with higher education; and nested courses.

Dr Kemran Mestan, Senior Research Officer
BA (Hons) Melb., MA Melb., PhD Swinburne

Kemran’s expertise is within social policy and equity. His research interests relate to understanding barriers to social and economic participation and developing policies to overcome them. His recent publications have been related to retention in higher education, equity related to students from non-English-speaking backgrounds, curriculum, and welfare.
Staff funded through competitive external grants 2016:

Dr Perri Campbell, Senior Research Officer
BA (Hons) Deakin/Monash, PhD Deakin

Perri Campbell is a youth studies and digital media researcher. She has been an Alfred Deakin Postdoctoral Research Fellow at Deakin University, and Visiting Fellow at the University of California, Berkeley. Perri has worked on an Australian Research Council Linkage project focussed on Mission Australia’s social enterprise restaurant, Charcoal Lane. Perri’s forthcoming book ‘Rethinking Young Peoples Marginalisation: Beyond Neoliberal Futures’, explores the challenges facing young people as they carve out a life and enter the workforce.

Hannah Beattie, Administration Officer
BA La Trobe

Hannah completed a Bachelor of Arts at La Trobe University, majoring in Sociology and French. Prior to her position at the Centre, Hannah worked in Student Services for the College of SHE at La Trobe.

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

Naomi Tootell is a PhD candidate in sociology at the University of South Australia. She was initially employed at the Centre in 2015 to work on the National Priorities Pool project, ‘The adaptation of tertiary admissions practices to growth and diversity’. She has previously worked on various ARC and government-commissioned research projects at the University of Melbourne and Charles Darwin University.

Adam Wood, Assistant Data Analyst
BSc (Hons) La Trobe

Adam completed a Bachelor of Science in Mathematics and Statistics (Honours) at La Trobe University. While working at the Centre, Adam’s research activities have focussed on: the inherent requirements of courses; and regional education standards. Adam has commenced a PhD in the field of differential geometry at Melbourne University.
Director’s Report 2016

In 2016 the Centre for Higher Education Equity and Diversity Research undertook substantial institutional and external research to improve student equity, and published and promoted this research to a broad audience. Centre staff worked on four National Priority Pool research grants received through the Australian Government Department of Education, covering areas as diverse as care leavers – those who have spent time in out-of-home care; the re-enrolment of students who have previously withdrawn from higher education; employability and student equity; and the efficacy of equity evaluation. We also continued our work on a Myer Foundation triennial large grant, focussed on educational aspirations and outcomes of care leavers.

Publications focussed on previous research conducted on issues such as the expansion of tertiary enabling programs, issues in regional higher education, and the need to revise the national student equity framework. In collaboration with Dr Catherine Burnheim and Matt Brett, I was also pleased to edit *Student Equity in Australian Higher Education: Twenty-five years of A Fair Chance for All* (Springer, 2016).

The Centre hosted a visiting fellowship of Associate Professor Stella Flores from New York University, who is conducting ongoing research with us on comparative international student equity frameworks, particularly around admissions and affirmative action. This fellowship was funded through the Transforming Human Societies RFA, and will support us to develop the initial Salzburg Foundation Grant supporting the research.

We presented before numerous Government panels and committees, and the Centre’s research clearly informed work such as the Higher Education Standards Panel’s report into transparency of admissions, and the Senate Committee’s final report into young people in out-of-home care.

Within La Trobe, we continued to oversee the University’s Higher Education Participation and Partnerships Programme (HEPPP) funds on behalf of the Senior Deputy Vice-Chancellor. Major programs supported under this program include: the School Partnerships Program; a collaborative Science, Technology, Engineering and Maths (STEM) project with secondary schools (UniBridges); College outreach programs; scholarships; and bursaries for students from refugee backgrounds, care leavers, and students from low socio-economic status backgrounds who wish to undertake outbound mobility and employability experiences. All major HEPPP projects are rigorously evaluated, and have contributed to the University already meeting its Future Ready target of 20% of the undergraduate cohort being from low socio-economic status backgrounds.

Thanks in particular to the Centre staff and our University colleagues who continue to support the cause of student equity.
The Centre’s Strategic Plan

The Centre (formerly known as The Access and Achievement Research Unit) developed a Strategic Plan at the beginning of 2016, created along with specific measures of success. Key strategies within the 2016 plan include:

1) DEVELOP RESEARCH AND POLICIES THAT HELP THE UNIVERSITY TO IMPROVE THE ACCESS, ACHIEVEMENT, AND OUTCOMES OF UNDER-REPRESENTED STUDENTS, CONSISTENT WITH FUTURE READY 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) (DVCA), College Pro Vice-Chancellors, the Executive Director of Educational Partnerships and Quality, 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 DVC (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 & 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 socio-economic status backgrounds.

HEPPP has three components:

- The Participation and Partnership funds, both allocated by formula, to support programs that assist students from low socio-economic status 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 socio-economic status students in regional Australia.

What is HEPPP at La Trobe?

At La Trobe, the Centre for Higher Education Equity and Diversity Research (CHEEDR) in the Deputy Vice-Chancellor (Academic) portfolio administers the distribution of HEPPP funds.

HEPPP projects run across both the Colleges as well as areas such as La Trobe Learning and Teaching, the Office of the Pro Vice-Chancellor (Educational Partnerships and Quality) and the Equality and Diversity Centre. Table 1 shows the major HEPPP-funded projects at La Trobe in 2016.

Table 1: Major HEPPP-funded projects at La Trobe in 2016.

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<th>INITIATIVES</th>
<th>DESCRIPTIONS AND OBJECTIVES</th>
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<tr>
<td>School Partnerships Program</td>
<td>Collaborate with 32 low socio-economic status schools to deliver activities that provide extra curriculum support, academic preparation, and awareness of university courses and future careers.</td>
</tr>
<tr>
<td>Science, Health and Engineering (SHE) Outreach programs</td>
<td>Stimulate interest in Science, Technology, Engineering and Maths (STEM) disciplines, particularly for students from low socio-economic status and regional schools.</td>
</tr>
<tr>
<td>Arts, Social Sciences and Commerce (ASSC) Outreach programs</td>
<td>Development and pilot of new outreach opportunities for students from low socio-economic and regional schools.</td>
</tr>
<tr>
<td>Succeed Program (Academic Early Warning System)</td>
<td>University-wide communication and referral strategy designed to identify and engage commencing undergraduate students at risk of disengagement.</td>
</tr>
<tr>
<td>UniBridges</td>
<td>Increase the interest and achievement of students from low socio-economic status 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>Peer Learning Advisers (PLAs)</td>
<td>Provide academic information, maths and literacy advice, and basic resume checking to students.</td>
</tr>
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Subject Support Tutor Program

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.

Equality and Diversity Centre (EDC)

The EDC promotes equal participation of all students and staff of La Trobe and fosters an environment free of discrimination and harassment.

Centre for Higher Education Equity and Diversity Research (CHEEDR)

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.

Equity scholarships and bursaries

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

Employability Bursaries: Awarded on the basis of financial disadvantage to assist low socio-economic status students with placement.

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

Bursaries for Care Leavers and Students from Refugee Backgrounds: Awarded to all eligible 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) or who entered on humanitarian visas.

Evaluations

- School Partnerships Program (SPP)
- College of Science Health and Engineering (SHE) Outreach program
- ‘VCE Plus’ program
- UniBridges
- Succeed Program (Academic Early Warning System)
- Tertiary Enabling Program.

Examples of successful HEPPP-funded programs

HEPPP programs have contributed to an increase in the proportion of enrolments of students from low socio-economic status backgrounds at the University - from 18.6 per cent in 2011 to 20.8 per cent in 2015 – which exceeds our Future Ready target. La Trobe has the highest number of undergraduate low socio-economic status enrolments of all universities in Victoria and is ranked eighth for undergraduate low socio-economic status enrolments nationally.
HEPPP evaluation

In September 2016, the Centre coordinated La Trobe University’s public submission to the HEPPP Evaluation. ACIL Allen Consulting, in partnership with Wallis Consulting, has been commissioned by the Department of Education and Training to evaluate HEPPP. As part of the evaluation, a public submission process has been established to allow organisations and individuals to provide their views on HEPPP. The University’s submission maintains the importance of dedicated HEPPP funding for scholarships, outreach and student support, and highlights the success of various related La Trobe programs.

Planning for 2017

The Office of the Deputy Vice-Chancellor (Academic) has worked with the Centre for Higher Education Equity and Diversity Research, College Pro Vice-Chancellors, the Executive Director of Educational Partnerships and Quality, the Executive Director of Student Services and other senior staff to establish 2017 HEPPP priorities and budgets. Priority is 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 2017 include:

- School Partnerships Program
- College outreach activities to secondary schools and other sites
- Succeed Program (Academic Early Warning System)
- Peer Learning Advisers (PLAs)
- Equality and Diversity Centre (EDC) programs
- UniBridges
- Centre for Higher Education Equity and Diversity Research (CHEEDR)
- Equity scholarships and bursaries – e.g. Access Scholarships, Employability Bursaries, 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) (DVCA), 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 University;
- increase support for care leavers attending La Trobe University to encourage their success in higher education; and
- continue leading the national research agenda and influencing national policy.

Table 2: La Trobe University care leaver initiatives

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<thead>
<tr>
<th>INITIATIVES</th>
<th>DESCRIPTION AND OBJECTIVES</th>
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<tr>
<td>Admissions</td>
<td>Successfully advocated a change to the VTAC Special Entry Access Scheme (SEAS) application to enable care leavers to be captured as a specific ‘difficult circumstance’ in the admission process.</td>
</tr>
<tr>
<td>Financial support</td>
<td>Developed Care Leaver Bursaries. All commencing, domestic undergraduate students at La Trobe University 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.</td>
</tr>
<tr>
<td>Identification</td>
<td>Developed an inchoate process to identify care leavers enrolled at the University.</td>
</tr>
<tr>
<td>Support services</td>
<td>Collaborated with Student Development Advisers and other staff to introduce structured support services for care leavers, including personalised academic support and centralised referral to other support services.</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’. |
| 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. |

La Trobe University has received funding as part of three externally funded projects to undertake specific activities within the above strategy.

- A $724,000 [large grant from the Sidney Myer Fund](#) to the Centre for Excellence in Child and Family Welfare for which La Trobe University is a consortium member. This project has allocated funding until June 2018 for wrap-around and outreach services for care leavers so there is managed provision of support for this cohort that are embedded into both new and existing initiatives within the University.

- A $127,000 National Priorities Pool grant for research into ‘Recruiting and supporting care leavers in Australian higher education’. The project was funded for 2016 and La Trobe University was the lead partner with three other universities. The project included: developing methods for higher education institutions to collect data on care leaver students; conducting in depth interviews with care leaver students to improve understanding of their needs;
developing a university handbook for care leavers; and developing guidelines for university staff delivering outreach and support to care leavers.

- A $64,000 grant from the National Centre for Student Equity in Higher Education (NCSEHE) to increase the visibility of the out-of-home care cohort and to provide a strong information base for future policy and research work. The 2014 research project, 'University Access and Achievement of People from Out-of-home Care Backgrounds', mapped the higher education sector in relation to people from out-of-home care backgrounds, including kinship care and foster care.

Further information

More information about La Trobe University’s care leaver strategy is available on 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 University new migrant group initiatives

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<thead>
<tr>
<th>INITIATIVES</th>
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<tbody>
<tr>
<td>Admissions</td>
<td>The Tertiary Enabling Program (TEP) 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. TEP enrolments include students from refugee backgrounds.</td>
</tr>
</tbody>
</table>
| Financial Support   | **Bursaries for students from refugee backgrounds:** All commencing, domestic undergraduate students at La Trobe University on humanitarian visas are eligible to receive a $500 bursary in 2017.  
**Humanitarian Scholarships:** La Trobe offers humanitarian scholarships for students who are seeking asylum or are refugees on temporary protection visas.  
- 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.  
- Fifteen Tertiary Enabling Program scholarships. These scholarships cover full tuition costs for the twelve week Tertiary Enabling Program and a $1,500 cost-of-living bursary.  
**The College of Art, Social Sciences and Commerce ASRC Scholarships:** The College of ASSC and Asylum Seeker Resource Centre scholarships are awarded to two people seeking asylum each year for three years. The scholarships cover full tuition fees and include a $3,000 per year cost-of-living bursary. |
| Support Services    | **Support for students from refugee backgrounds webpage:** This dedicated webpage provides useful information about La Trobe, including offers, fees and the support available to students from refugee backgrounds.  
**Support Officer:** There is a Support Officer located at each campus of La Trobe University. 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.  
**Student Development Advisers:** The Student Development Advisers (SDAs) are an important contact point for students from refugee backgrounds. SDAs work with students to make an Individual Action Plan for success at university and help students when they are not sure where to go or whom to ask for help.  
**Pro bono advice for people seeking asylum:** La Trobe Law School has partnered with the Asylum Seeker Resource Centre (ASRC) to run a clinic offering free legal services to asylum seekers. |
| Research            | - La Trobe is leading a $144,460 project funded by the Department of Education and Training, titled ‘Raising participation of new migrant groups in low SES and regional communities’. The project is led by Director of the Centre, Dr Andrew Harvey, and Senior Lecturer, Dr Anthony Moran.  
- 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. |
Webpage: La Trobe’s support for new migrants

La Trobe University’s Centre for Higher Education Equity and Diversity Research (CHEEDR) has created a webpage outlining the range of financial, academic and personal support available to new migrant students. The page also outlines major interdisciplinary research projects being undertaken across the University which aim to increase our understanding and support of migrant groups. The page was developed in consultation with the Equality and Diversity Centre, Future Students Centre, La Trobe International, and the Transforming Human Societies RFA.

La Trobe’s support for new migrants webpage: http://www.latrobe.edu.au/cheedr/new-migrants

Enrolments of students from low socio-economic status backgrounds

The Centre has contributed to an increase in the proportion of enrolments of students from low socio-economic status backgrounds at the University - from 18.6 per cent in 2011 to 20.8 per cent in 2015 - which exceeds our Future Ready target. La Trobe University has the highest number of undergraduate low socio-economic status enrolments of all universities in Victoria and is ranked eighth for undergraduate low socio-economic status enrolments nationally. The Centre’s research has contributed to this rise in enrolments by informing: the target groups and schools for College and other outreach; new recruitment campaigns such as the ‘summer melt’ and ‘re-recruitment’ campaigns; changes to equity group bonus points; identification of Academic Early Warning System target cohorts; and a range of other retention initiatives.
Internal Research

Access and Recruitment

Evaluation of the School Partnerships Program

In 2016, the Centre completed an evaluation of the La Trobe School Partnerships Program (SPP). The SPP involves the collaboration between La Trobe University 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 aspiration. Activities are closely linked to curriculum, aiming to aid motivation and learning confidence.

The evaluation included a survey that measured the university aspirations of approximately 6,500 students from thirty two schools, both prior to and after students had experienced the SPP. In addition to students, approximately 790 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 survey results highlight a progressive shift towards students considering ‘future career options’ as the biggest influence when making decisions about post-school options. Furthermore our research found that there has been an increase in the proportion of teachers who agree that they play a role in supporting and promoting university pathways. Overall, the program evaluation highlighted a measureable increase in student aspiration since the start of the SPP. The evaluation was presented to the Manager of the School Partnerships Program in March 2016.

College of Science, Health and Engineering (SHE) Outreach program evaluation

The Outreach program evaluation was completed in collaboration with the College of Science, Health and Engineering (SHE) and analysed the participation and experience of La Trobe University’s science, health and engineering students who participated in secondary-school science Outreach programs. The purpose of this project was to ensure the Outreach programs continue to be appropriately targeted by the University and to examine any potential impact the program might have on school enrolment patterns.

The Centre used data from the University’s RightNow database to examine patterns within university enrolments compared to the number of Outreach sessions by school. Results from this project support previous research suggesting that science-based Outreach programs are very well received by students, with both quantitative and qualitative survey data indicating high satisfaction with the program.

We found that on average, there has been a corresponding increase in enrolment rates as outreach intensity has increased. The survey highlights the positive influence of the Outreach program on student recruitment decisions, and the need for further breadth of outreach among major feeder schools.

VCE Plus Program evaluation

In 2016, the Centre completed an evaluation of the VCE Plus Program for the Educational Partnerships Office. The VCE Plus Program, which began in 2014, enables year 12 students to enrol in a pair of La Trobe University units as part of their VCE studies. Our evaluation found that on average VCE Plus completers obtain higher ATARs than the average La Trobe student and just over half the proportion of students who completed VCE Plus transitioned to La Trobe. The Program has attracted academically capable students, and through their positive experience with the Program, encouraged these students to pursue further education at La Trobe.
Equity data analysis

In May 2016, the Centre provided equity performance data to the University Council. The data showed that the proportion of low socio-economic status students has improved. Our analysis also highlighted that the retention rates of students from low socio-economic status backgrounds and regional students is higher than the retention rates of domestic students.

Retention and Success

International student equity and finances

Conducted in collaboration with La Trobe International (LTI), this project involved an online survey distributed to La Trobe University’s undergraduate and postgraduate international students to investigate their experiences. The survey findings showed that many international students are facing financial hardship stemming from making tuition payments, finding employment and the high cost of living. In some cases this financial strain has severely impacted the academic achievement, mental health, and the well-being of students. Recommendations to improve the international student experience were made in the report, which was presented to La Trobe International (LTI) and the Deputy Vice-Chancellor (Academic) in January 2016.

Postgraduate student equity

There is a growing body of research which shows that postgraduate student equity outcomes are significantly inferior to those of undergraduate students. The Centre conducted research into equity participation rates and measures of student achievement at postgraduate level. We also examined the potential impact of higher fees on student equity outcomes as a result of the bifurcated postgraduate funding system, where some students are subsidised by the Commonwealth government and others pay full fees. Internal analysis of postgraduate coursework participation rates confirmed that students from disadvantaged backgrounds are significantly under-represented at postgraduate coursework level and despite having similar subject pass rates to the overall domestic postgraduate coursework cohort, are more likely to withdraw from their course early.

Ranking universities on inclusive excellence

In 2015, Deputy Vice-Chancellor (Academic), Professor Jane Long and Director of the Centre, Dr Andrew Harvey devised a methodology for ranking universities on inclusive excellence, using metrics of Quality, Equity and Diversity (QED). The project conceptualised a ranking system that truly reflected the character and aspirations of a modern Australian university. This involved examining universities by their teaching quality, research quality, institutional diversity and student equity.

In 2016, the Centre developed an updated version of the QED ranking, with an improved methodology and updated data from the Department of Education and Training and the Australian Research Council. La Trobe University continues to perform well, reporting an overall rank of third nationally. The proposed ranking table aims to broaden measures of institutional success and redefine quality to incorporate inclusivity beyond the current narrow research metrics. The project has attracted national media attention including an opinion piece and an article in *The Australian*.

Retention analysis for the College of Science, Health and Engineering (SHE)

The Centre conducted provisional analysis of the 2015-2016 retention levels for the SHE Retention Committee. The Centre also gave advice to the Committee regarding research on retention and provided technical assistance to college data analysts to aid their reporting.

LTU Blended Learning: the early views of students and academics

This project sought to analyse the access, achievement and retention issues within La Trobe University’s online and blended (a mix of face-to-face and online) learning. La Trobe University’s Future Ready strategic plan includes a target to increase the proportion of aggregate subject enrolments in blended or online mode by at least 60 per cent by 2017. This project offered an analysis of blended learning to inform and assist the
University to meet its blended learning target and to assist in improving pedagogy.

Initially, high enrolment subjects were identified and prioritised for analysis by La Trobe Learning and Teaching (LLT). This led to relevant unit coordinators being interviewed about the process of developing blended subjects and their perception of student engagement and learning outcomes. Concurrently, students enrolled in these units were surveyed about their experiences within these subjects.

The Centre worked in collaboration with the Director of Digital Learning throughout the project. Data analysis of survey data showed that students were, on average, satisfied with online learning; and it appeared to enhance student engagement, learning, preparedness for class and learning outcomes.

The final report was presented to the Pro Vice-Chancellor (Teaching & Learning) and the Deputy Vice-Chancellor (Academic).

**Student Support Tutor Program evaluation**

The Centre has provided assistance and analysis as part of the La Trobe Learning and Teaching (LTLT) evaluation of the Student Support Tutor Program. An internal evaluation showed that students’ results typically improved by approximately four marks after the program was introduced.
Scholarships and Bursaries

Access Scholarships

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

Employability Bursaries

The Centre found that students from regional areas and low socio-economic status 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 valued at $2,000 per student. The Centre worked with the Colleges, Student Services, and the Academic Services Management Office to develop the employability bursary scheme for low socio-economic status students.

In 2016, around 150 employability bursaries were awarded to financially disadvantaged students. The employability bursaries continue to be HEPPP-funded through 2017.

The Centre continues to conduct research into employability, and was awarded a $76,000 research grant for 2016 from the HEPPP National Priorities Pool. The project, titled ‘Student equity and employability in higher education’, investigated how institutions can ensure their employability strategies are accessible and relevant to diverse student cohorts, particularly students from low socio-economic status backgrounds (see page 22).

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 2016, the $500 bursaries were awarded to all undergraduate domestic students who have spent time in out-of-home care.

New Humanitarian Scholarships

In consultation with staff from La Trobe International and Educational Partnerships and Quality, the Centre led development of two new undergraduate and fifteen new Tertiary 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 will cover all tuition costs, and include cost-of-living bursaries.

One of the new undergraduate humanitarian scholarships has been offered to Iranian refugee Tala Afshak. The scholarship provides Tala with free tuition for her nursing degree at La Trobe and $3,000 a year to cover living expenses while she undertakes her course.
Tala’s story has attracted national media attention, including an article in *The Age*.

**New bursaries for students from refugee backgrounds**

The Equality and Diversity Centre continues to support students from refugee backgrounds, and every student accepted on a humanitarian visa is eligible for financial support. All commencing, domestic undergraduate students at La Trobe University on humanitarian visas are eligible to receive a $500 bursary in 2017.
Recent Competitive External Grants

The Centre received eight competitive external grants between the end of 2015 and October 2016, valued at over $1.27 million.

Table 4: The Centre’s recent competitive external grants

<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. Development of an international student equity admissions framework</td>
<td>$6,000</td>
<td>2015</td>
<td>Margin Buster Micro Grant University of Pennsylvania</td>
<td>PARTNER</td>
</tr>
<tr>
<td>2. Improving education outcomes for young people in out-of-home care</td>
<td>$724,000</td>
<td>June 2015</td>
<td>Sidney Myer Fund</td>
<td>PARTNER</td>
</tr>
<tr>
<td>3. Recruiting and supporting care leavers in Australian higher education</td>
<td>$127,000</td>
<td>December 2015</td>
<td>Department of Education National Priorities Pool 2015</td>
<td>LEAD</td>
</tr>
<tr>
<td>4. Student equity and employability in higher education</td>
<td>$76,000</td>
<td>December 2015</td>
<td>Department of Education National Priorities Pool 2015</td>
<td>LEAD</td>
</tr>
<tr>
<td>5. The re-recruitment of students who have withdrawn from Australian higher education</td>
<td>$34,000</td>
<td>December 2015</td>
<td>Department of Education National Priorities Pool 2015</td>
<td>LEAD</td>
</tr>
<tr>
<td>7. Development of an international student equity admissions framework</td>
<td>$10,000</td>
<td>2016</td>
<td>Research Focus Area: Transforming Human Societies, La Trobe University</td>
<td>LEAD</td>
</tr>
</tbody>
</table>

Total $1,278,146
National Priorities Pool

La Trobe University's successful 2015 Higher Education Participation and Partnerships Programme National Priorities Pool projects are:

Recruiting and supporting care leavers in Australian higher education

This project developed resources to help universities attract and support care leavers - people who have spent time in foster care, kinship care, and other types of out-of-home care. The $127,000 project was led by La Trobe University, and included Dr Andrew Harvey and Lisa Andrewartha. Federation University Australia, Western Sydney University and Queensland Technology were the partner institutions on the project. The final report was submitted to the Department of Education and Training in early 2017.

Care leavers typically face extreme challenges to participate and succeed in higher education. They are also relatively likely to suffer from anxiety and/or mental health disorders, to be from low socio-economic status backgrounds, and to have suffered disrupted schooling and family lives.

This project developed methods for higher education institutions to collect data on care leaver students. Original evidence was collected through interviews with care leaver students at the four partner institutions, and in consultation with community sector organisations. The interviews highlighted care leaver students’ desire to be treated as normal students; an over-representation of anxiety and mental health issues; a relative unlikelihood to report such issues within the institution or to seek help through counselling and other services; a powerful resilience and determination to succeed; and potential issues of campus climate where experiences clearly differed from other students involved in coursework and informal conversations.

The project also developed university guidelines for prospective care leaver students, and a set of guidelines for university staff to deliver more effective outreach and support to care leavers.

Student equity and employability in higher education

This project investigated how institutions can ensure their employability strategies are accessible and relevant to diverse student cohorts, particularly students from low socio-economic status backgrounds. The $76,000 project was led by La Trobe University and included Dr Andrew Harvey and Lisa Andrewartha. The Australian Council for Educational Research (ACER), Manchester Metropolitan University, United Kingdom, and the University of Michigan, United States were the partner institutions on the project. The final report was submitted to the Department of Education and Training in early 2017.

The rising debt levels and student tuition fees, coupled with the decline in the graduate wage premium has motivated universities to embed employability into their curricula. This includes expanded clinical and industry placements, work-integrated learning, careers services, and extra-curricular activities. However students from low socio-economic status backgrounds, typically, have lower rates of participation in such employability initiatives.

This project provided an evidence base for institutions to develop employability strategies which are accessible and relevant to diverse student cohorts, particularly students from low socio-economic status backgrounds.

La Trobe University has developed an employability bursary to assist students from low socio-economic status backgrounds with employability activities, such as clinical and industry placements (see page 19).

The re-recruitment of students who have withdrawn from Australian higher education

This project analysed factors that encourage low socio-economic status students to return to higher education, having previously withdrawn from higher education. The $34,000 project was led by La Trobe University and included Dr Andrew Harvey, Giovanna Szalkowicz and Michael Luckman. The final report was submitted to the Department of Education and Training in early 2017.
The report outlines the extent to which students from low socio-economic status backgrounds were withdrawing from higher education study but returning to the sector at a later date; explores discontinuing low socio-economic status students’ motivations for leaving, and the factors affecting their re-enrolment; and contributes new insights to inform policies and strategies around communications and marketing, language, scaffolding of qualifications and recognition of prior learning, designed to support students to re-enrol in, and re-engage with, higher education.

**A comparative evaluation of the efficacy of the equity strategies employed by Australian universities**

This project examined the efficacy of equity strategies employed at Australian universities which are aimed at improving opportunities and the success in higher education by people from low socio-economic status backgrounds. The $156,686 project was led by Central Queensland University in partnership with Federation University of Australia, University of the Sunshine Coast, University of Newcastle, La Trobe University and James Cook University. La Trobe University is represented by Dr Andrew Harvey.

The project conducted a comparative evaluation of the efficacy of the approaches each partner university employs to guide the prioritisation, management and evaluation of the outcomes of initiatives aimed at increasing access, participation, and outcomes for people from disadvantaged backgrounds. The project also reported how the partner universities act on the findings from evaluations to plan future equity-related policy, initiatives and services.

As a part of the project, a good-practice guide was developed to assist the wider higher education community in applying effective approaches to guiding selection, management, evaluation and acting on the findings of equity initiatives within their own institutional contexts. The final report will be submitted to the Department of Education and Training in early 2017.

**Other Grants**

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

La Trobe University 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. Led by the Centre for Excellence in Child and Family Welfare (CFECFW), the $724,000 grant will be used to raise transition rates to tertiary education and to improve the educational achievement of care leavers. La Trobe University is represented by Dr Andrew Harvey and Professor Pamela Snow. Federation University Australia is the third 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 University 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 University to coordinate support for care leavers attending La Trobe University.

The project is collaborative, systemic, and state-wide. The work supports La Trobe University’s broader strategy to increase access and achievement for care leavers – including the completed ‘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 University initiatives such as the care leaver bursary.
International student equity admissions framework

This project will develop stage one of the two-stage project assessing the design and effectiveness of international higher education access equity policies. La Trobe University, represented by Dr Andrew Harvey, and the University of Pennsylvania were joint recipients of the US$2,500 Margin Buster Grant.

This project aims to develop an empirical framework for international comparative evaluation of higher education admissions policies, specifically in relation to students who are defined as minorities, disadvantaged, underserved or under-represented. The nations of focus are Australia, South Africa, Brazil, and the United States.

Research, which commenced in 2015, has discovered patterns in international student scholarship. The project findings will be used to develop a ‘student equity admissions framework’ that will provide the background and context for stage two, an international seminar on college access interventions to be held at Vanderbilt University in 2017 called ‘Experiments in International College Access’. The initial outputs of the grant will include four background equity framework papers that can be read by government, education, and community organisations.

Visiting Fellow: International student equity admissions framework

The Centre received a $10,000 grant from La Trobe’s Research Focus Area: Transforming Human Societies to fully fund a three week visiting fellowship for Dr Stella Flores. Dr Flores is Director of Access and Equity at the Steinhardt Institute for Higher Education Policy at New York University.

The aim of the project is to develop a comparative international student equity admissions framework for higher education. This work builds on an initial seeding grant ($2,500 US) awarded to Dr Harvey and Dr Flores by the University of Pennsylvania in 2015, and addresses the need to transform societies by improving educational equity and opportunity.

The fellowship provided the opportunity for Dr Harvey and Dr Flores to continue work on their collaborative research project, begin drafting publications and develop a large grant proposal through the Spencer Foundation. Dr Flores and Dr Harvey also presented their research at the ’Equity Policies in Admissions’ seminar (see page 28).

La Trobe’s success in the Department of Education and Training’s National Priorities Pool, funding round – 2017 projects

In October 2016, La Trobe received a $144,460 grant from the Department of Education and Training’s 2016 National Priorities Pool funding round. The successful project, ‘Raising participation of new migrant groups in low socio-economic status and regional communities’, will be led by Dr Andrew Harvey, Director of the Centre for Higher Education Equity and Diversity Research (CHEEDR), and Dr Anthony Moran, Senior Lecturer at La Trobe. The project will explore the university aspirations and experiences of new migrants in low socio-economic status, regional communities, and the extent to which regional campuses support ethnic, socio-economic and religious diversity.
Summary of Funding Sources

Competitive Grants 2016 - Total $1,278,146

- Improving education outcomes for young people in out-of-home care (Sidney Myer Fund: $724,000)
- A comparative evaluation of the efficacy of the equity strategies employed by Australian universities (NPP $156,686)
- Raising participation of new migrant groups in low SES and regional communities (NPP $144,460)
- Recruiting and supporting care leavers in Australian higher education (NPP $127,000)
- Student equity and employability in higher education (NPP $127,000)
- The re-recruitment of students who have withdrawn from Australian higher education (NPP $34,000)
- Development of an international student equity admissions framework (RFA THS $10,000)
- Development of an international student equity admissions framework (UoP: $6,000)
Keynote and Policy Presentations

Tertiary Admissions report informs Higher Education Standards Panel report

In May 2016, Dr Andrew Harvey (Director of the Centre) and Matt Brett were given the opportunity to discuss the implications of the Centre’s tertiary admissions report with the Higher Education Standards Panel. The findings and implications from our report also informed submissions provided to the Higher Education Standards Panel and formed part of the Panel’s final report, Improving the Transparency of Higher Education Admissions.

Dr Harvey was also a guest speaker on La Trobe’s ‘Rethinking University Admissions’ discussion panel. Held on 12 May 2016 at the RACV City Club in Melbourne, the discussion was inspired by Making Caring Common, a project of the Harvard Graduate School of Education.

Globalisation and student equity

Dr Andrew Harvey was an invited panellist at the International Education Association of Australia’s 2016 Mobility Forum held at the Melbourne Town Hall, Melbourne on 12 August 2016. The forum focussed on how student mobility is increasingly geared towards making a social impact and contributing to a better global society. Dr Harvey discussed findings from the Centre’s National Priorities Project, which found serious inequities in participation rates of regional and low socio-economic status students in study abroad programs. Various ways to improve access to study abroad programs were discussed, including financial and cultural change. The annual event, in its seventh year, attracted over 140 staff from education institutions, industry and government across Australia, and the wider international mobility sector.

Higher Education Access, Participation and Equity Policy Workshop

The Centre’s Director, Dr Andrew Harvey, was an invited panellist at the Universities Australia’s Higher Education Access, Participation and Equity Policy Workshop in Canberra on 19 August 2016. The workshop focussed on engaging with the higher education sector in light of the current public policy discussion on university funding and the HEPPP. The event was attended by over 90 participants from 35 universities across Australia. Dr Harvey stressed the importance of enabling programs in supporting broader access to higher education, pointing to evidence from a recent National Centre for Student Equity in Higher Education (NCSEHE) report he co-authored.

La Trobe Principals’ dinners across regional Victoria

Dr Andrew Harvey gave the keynote address at the annual Principals’ dinner in Bendigo (30 May), Mildura (28 July) and Shepparton (10 May). The events were attended by Principals from local secondary schools, Vice-Chancellor Professor John Dewar, Pro Vice-Chancellor (Regional), Professor Richard Speed, and La Trobe staff. Dr Harvey spoke about university access and achievement in regional Victoria.

Towards Inclusive Excellence

The Australia and New Zealand Student Services Association (ANZSSA) and International Student Advisers’ Network of Australia (ISANA) 2016 conference, ‘Retention: your contribution?’ was held in Perth on 16 September 2016. Dr Andrew Harvey’s plenary speech, ‘Towards inclusive excellence’, highlighted how equity and diversity is measured and harnessed in Australian universities. Dr Harvey stressed the need to do more to harness diversity in higher education, including measuring quality through equity and diversity metrics.
Tertiary Education Quality and Standards Agency Conference

The Centre’s Director, Dr Andrew Harvey, was an invited panellist at the Tertiary Education Quality and Standards Agency (TEQSA) Conference, ‘Sharing Excellence: Assuring Quality’, on 9 November 2016. The panellists shared their thoughts on how to create a quality student experience and how institutions can be more supportive of students, especially those with low ATARs. The conference focussed on sharing excellence in Australia’s higher education sector and was attended by over 420 delegates.

Dr Harvey was also an invited speaker at The National Centre for Student Equity in Higher Education (NCSEHE)’s research forum held at the National Press Club, Canberra on 28 November 2016. The event was attended by university Vice-Chancellors, policy analysts, members of the media, equity practitioners, and representatives from peak sector bodies.

Senate Committee into Out-of-home care

Dr Harvey was invited to present before the Senate Committee, and spoke to La Trobe’s research around the need to develop a national higher education agenda for care leavers and people in out-of-home care. The presentation, and related research report, were heavily cited in the final Committee report.
Events

Reach for La Trobe

The Centre for Higher Education Equity and Diversity Research hosted Reach for La Trobe on 23 September 2016. Held at La Trobe Bendigo campus, the event provided young people in out-of-home care (e.g. kinship care, foster care, residential care, ward of the State) with an experience of university life. Carers, case workers, teachers, service providers, and support people attended the parallel sessions which provided information about entry pathways, and the services and support offered by the University.

The young people, aged 12 to 16, engaged in activities including a ‘Race around La Trobe’, tour of the student accommodation, and a LaserTag making workshop and confidence building session. La Trobe student facilitators helped run the activities and shared their own experiences of university life.

The support network attended parallel sessions where they learnt about La Trobe’s care leaver initiatives, university admissions processes, and the support available to students from out-of-home care backgrounds. The afternoon featured presentations by Joanna Humphries (Centre for Excellence in Child and Family Welfare), Carolyn Wallace (Anglicare), and Jan Smith (Department of Education and Training) who spoke about their respective projects and campaigns which aim to support young people in out-of-home care. The day ended with two inspiring presentations by La Trobe students from out-of-home care backgrounds about their experiences and achievements at university.

The event was organised as part of La Trobe’s commitment to improving the educational outcomes of people who have spent time in formal out-of-home care. La Trobe is a partner in the ‘Raising Expectations’ project funded by the Sidney Myer Fund and led by the Centre for Excellence in Child and Family Welfare.

Equity Policies in Admissions seminar

The Centre hosted the ‘Equity Policies in Admissions’ seminar with visiting fellow Dr Stella Flores from New York University on 15 August 2016 at the La Trobe Melbourne campus. Dr Flores was a visiting fellow at La Trobe funded by the Research Focus Area: Transforming Human Societies. The event was introduced by Professor Jane Long, Deputy Vice-Chancellor (Academic).

Dr Flores, Director of Access and Equity at the Steinhardt Institute for Higher Education Policy at New York University, spoke about the ‘College Equity Trajectory’ in the United States and why it might matter for other nations. Dr Flores highlighted the unequal university access and completion rates in the United States and emphasised the benefits of diversity on university campuses.
Dr Andrew Harvey, the Director of the Centre, and Dr Flores spoke about their current project on international access to higher education funded by the University of Pennsylvania: Margin Buster Micro Grant. The aim of this project is to develop an empirical framework for international comparative evaluation of higher education admissions policies, specifically in relation to students who are defined as minorities, disadvantaged, underserved or under-represented. The event was attended by over 40 La Trobe University staff, including researchers, lecturers, and representatives from Diversity and Inclusion, Alumni and Advancement, Educational Partnerships, and the Enabling and Pathways program.

Book Launch

La Trobe University hosted the book launch of ‘Student Equity in Australian Higher Education: Twenty-five years of A Fair Chance for All’ on the 3 May 2016 at the State Library of Victoria. The book was launched by Professor John Dewar, Vice-Chancellor and President of La Trobe University. Dr Andrew Harvey, lead editor of the book and Director of the Centre, spoke on the key messages of the book.

The Book

Published by Springer and edited by Andrew Harvey, Catherine Burnheim (Monash University), and Matt Brett (La Trobe), the book reflects on the legacy of equity policy in Australian higher education, the effectiveness of current approaches, and the likely challenges facing future policymakers. The book includes chapters by the Centre’s staff; Dr Andrew Harvey, Dr Kemran Mestan and Lisa Andrewartha.

Attendees

The book launch was attended by over 50 senior representatives from:

- Higher education institutions
- the Department of Education and Training
- community service organisations
- TEQSA (Tertiary Education Quality Standards Agency); and
- the media.

Media

An article on the launch was published in The Australian, Dawkins led overhaul ‘needs an update’. The book was also mentioned in:

- The Conversation, Ideas for Australia: Degrees are more necessary than ever before, but the rewards aren’t as great (2016, April 13)
- Campus Review, Access the advantage: industry will benefit from international students, regardless of wealth (2016, April 25).

Further information

The book is available in electronic format on the La Trobe library website. It is also available for purchase (hardcover and e-book versions) from Springer publishing.
Publications

Edited book

Peer-refereed journal articles and book chapters


Burnheim, C. & Harvey, A. (2016). Far from the studying crowd? Regional and rural Australians in higher education. In Andrew Harvey, Catherine Burnheim and Matt Brett (Eds.), Student Equity in Australian Higher Education: Twenty-five Years of A Fair Chance for All. Singapore: Springer.


National reports


Conference papers


Keynote presentations


Harvey, A. (2016). Invited plenary, Australia and New Zealand Student Services Association (ANZSSA) and ISANA International Education Association Conference, Perth, 16 September.


Harvey, A. (2016). Invited panellist, Rethinking University Admissions, Panel event organised by La Trobe University and The Australian newspaper, Melbourne, 12 May.

**National media**

Harvey, A. (2016, September 21). Has the push to get more disadvantaged students into universities been a success? *The Conversation.*


**Related media**

**Student Equity in Australian Higher Education**


Bexley, E. (2016, April 13). Ideas for Australia: Degrees are more necessary than ever before, but the rewards aren’t as great. *The Conversation.*


**Tertiary Admissions Practices**


**Tertiary Enabling Programs**


Disadvantaged student enrolments


Critical Interventions Framework, Part 2


Nested courses


Out-of-home care


Higher Education Partnerships and Participation Programme


New migrant groups


Zydower, M. (2016, October 20). Boosting higher education for new migrants. La Trobe University [media release].

La Trobe University. (2016, October 17). La Trobe receives grant for research into raising university participation of new migrant groups. UniNews. 28(37).


Website

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

AARE Australian Association for Research in Education
AARU Access and Achievement Research Unit
ACER Australian Council for Educational Research
ANZSSA Australia and New Zealand Student Services Association
ARC Australian Research Council
ASSC College of Arts, Social Sciences and Commerce (La Trobe University)
ATAR Australian Tertiary Admission Rank
ATSI Aboriginal and Torres Strait Islander
BME Black and Minority Ethnic
CFECFW Centre for Excellence in Child and Family Welfare
CHEEDR Centre for Higher Education Equity and Diversity Research (La Trobe University)
DVCA Deputy Vice-Chancellor (Academic) (La Trobe University)
EDC Equality and Diversity Centre (La Trobe University)
FLO Flexible Learning Option
HEPPP Higher Education Participation and Partnerships Programme
HESP Higher Education Standards Panel
IEAA International Education Association of Australia
IRU Innovative Research Universities
LFA Learning Focus Area (La Trobe University)
LTI La Trobe International (La Trobe University)
LTLT La Trobe Learning and Teaching (La Trobe University)
LTU La Trobe University
NCSEHE National Centre for Student Equity in Higher Education
NESB Non-English Speaking Background
NPP National Priorities Pool
PGCW Postgraduate Coursework
PIPU Planning and Institutional Performance Unit (La Trobe University)
PLA Peer Learning Adviser
PVC Pro-Vice Chancellor (La Trobe University)
QED Quality, Equity and Diversity
SDA Student Development Advising (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
TEQSA Tertiary Education Quality and Standards Agency
VTAC Victorian Tertiary Admissions Centre
CENTRE FOR HIGHER EDUCATION EQUITY AND DIVERSITY RESEARCH

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