

EPHEA CONFERENCE 2024

Equity is our compass:

Holding course for inclusive higher education

Handbook

19-22 November 2024





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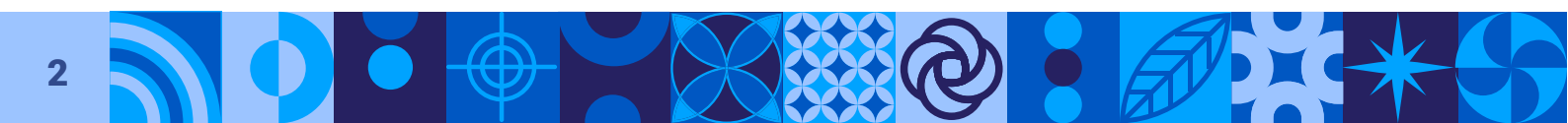
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Thanks

Thank you 86



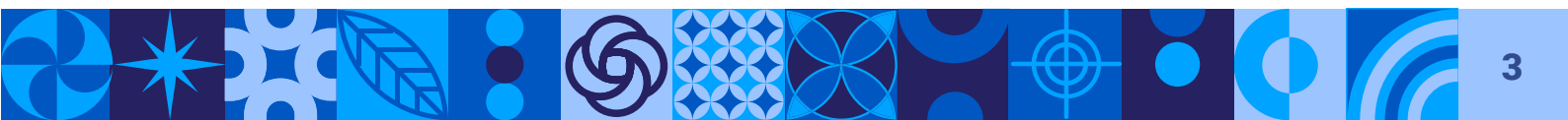
*** WaveCast Assistive Listening User Guide**

1. Download WaveCast Audio (Williams Sound) App
 - This app has a red slash next to a W
2. Connect to the specific room number. Wi-Fi available in each room fitted with WaveCast Assistive Listening device.
 - You will lose internet whilst connected to the Listening system.
 - You will receive a warning about the loss of internet (Ignore)
3. Open WaveCast App.
 - If you do not see the correct room number Refresh using the button on left
 - Click on the correct room number and control volume with your device

We hope you enjoy the conference.

All conference sessions & tea breaks will be on Level 0.

Registration booth and lunch will be served on Level 1.



Conference Venue










Owen G Glenn Building

12 Grafton Road, Auckland

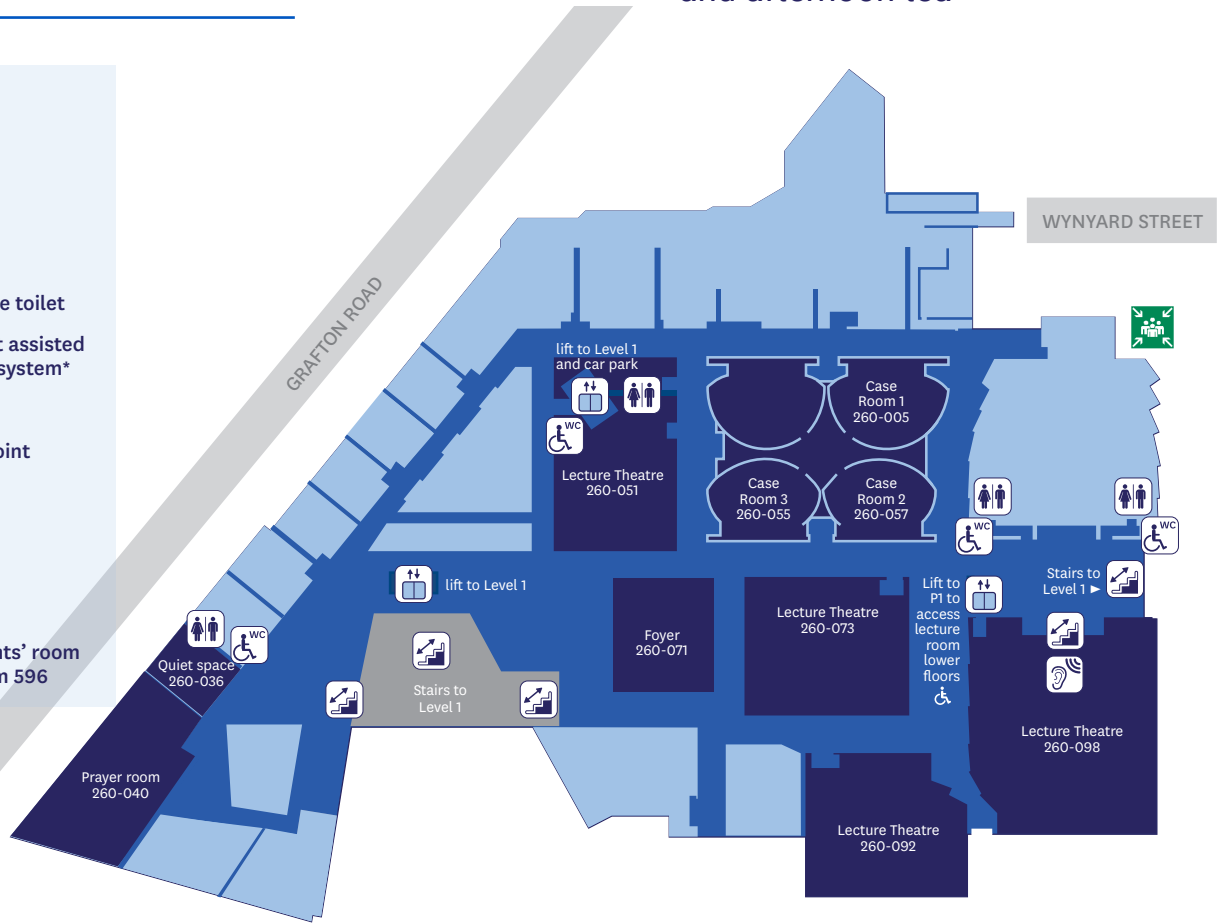
Level 0

Sessions, morning tea and afternoon tea

LEGEND

-  Stairs
-  Lift
-  Toilets
-  Accessible toilet
-  WaveCast assisted listening system*
-  Cafe
-  Muster point
-  Parking entrance
-  Bus stop

There is a parents' room on Level 5, room 596



Level 1

Registration, lunch



EPHEA Conference 2024

Equity is our compass: Holding course for inclusive higher education

Thank you for joining us for the 2024 EPHEA Conference this year. We are very thankful to our colleagues at the University of Auckland for hosting the EPHEA Conference this year, for their organisation and planning and commitment and are very excited to be back in New Zealand.

The EPHEA Conference is an opportunity for staff and student facing equity practitioners from across the sector, to come together tackle shared challenges and collaborate on best practice with the goal of ensuring our higher education institutions are safe, more inclusive and celebrate diversity.

Equity practitioners are passionate about equal opportunities for all and are dedicated

to disrupting and challenging the systemic and institutional barriers that prevent both staff and students to thrive in the tertiary education sector. We are looking forward to hearing from our colleagues about the progress that they have made in the organisations since our last conference in 2022 and how together we can achieve long lasting change.

Whether you are a newcomer to the EPHEA Conference or you have been to many, we are looking forward to welcoming you to the EPHEA community.

Dr Kylie Austin

EPHEA President

Haere mai – a warm welcome

We're so pleased to host this biennial conference at Waipapa Taumata Rau, The University of Auckland! It has been over a decade since the conference was last held here in Auckland, New Zealand. We hope this year's conference strengthens our shared commitment in supporting students and staff in higher education to thrive across Aotearoa New Zealand, Australia, and the Pacific.

In line with the theme 'Equity is our compass', we are honoured to present the story of the waka hoe – a symbolic paddle that has journeyed across the region, passed from one host university to the next. This paddle represents our shared kaupapa (purpose) and collaboration in realising equitable outcomes for the communities we serve.

The conference offers space to connect and revive engagement, including for us in the New Zealand Chapter. We're excited about

EPHEA Pacific establishing its newly formed Chapter, acknowledging the distinct need for Pacific colleagues based in Australia, New Zealand and the Pacific region to connect.

We wish everyone a rewarding and inspiring conference, and all the best to the next host of this important gathering!

Ngā mihi nui, warmest regards,

Professor Cathy Stinear

Ihonuku Tōkeke, Pro Vice-Chancellor, Equity Waipapa Taumata Rau, The University of Auckland

Shasha Ali

EPHEA Conference Lead & Co-Lead, New Zealand Chapter

Waipapa Taumata Rau, The University of Auckland



Thank you to our sponsors

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ACSES

Australian Centre
for Student Equity
and Success

Silver

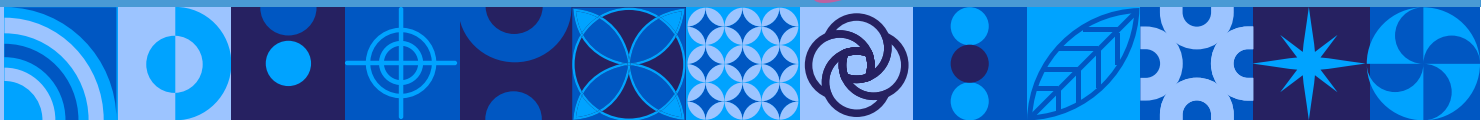


**Tertiary Education
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Te Amorangi Mātauranga Matua

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Waka hoe symbolically guides way for equity

A carved paddle is a symbolic taonga highlighting a united kaupapa in pursuing inclusive education goals in higher education

Deputy Pro Vice-Chancellor Māori, Kaiarataki Michael Steedman and Dr Guillermo Merelo, associate director of Staff Diversity, Equity and Inclusion at the University of Auckland with the waka hoe.

Deputy Pro Vice-Chancellor Māori, Kaiarataki Michael Steedman and Dr Guillermo Merelo, associate director of Staff Diversity, Equity and Inclusion at the University of Auckland with the waka hoe.

The 2024 Equity Practitioners in Higher Education (EPHEA) conference is being held at Waipapa Taumata Rau, University of Auckland in November.

This year's conference theme is "Equity is our compass: holding course for inclusive higher education", which acknowledges the turbulent waters through which practitioners navigate in the pursuit of inclusive education.

Aptly, a carved, wooden waka hoe (paddle) has become a symbolic taonga for the biennial conference. It was first passed on to the University of Western Australia by representatives from the University of Auckland and AUT in 2013. It represents the collaboration between Aotearoa and Australia in this kaupapa.

Deputy Pro Vice-Chancellor Māori, Kaiarataki Michael Steedman, says the waka hoe represents the way physics and metaphor combine, and the paddle's carvings create a 'boundary layer' to help propel a waka forward.

Little is known about the history of the waka hoe, which features carvings of mangopare (hammerhead shark), possibly representing strength and resilience. It also incorporates koru (fern frond), which could represent transitions and eternal growth.

The waka hoe represents the way physics and metaphor combine.

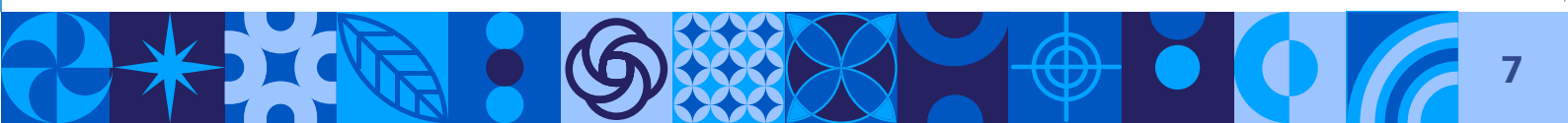
The paddle was most recently passed on to Dr Guillermo Merelo, associate director of Staff Diversity, Equity and Inclusion at the University of Auckland, by the previous conference hosts in Canberra in 2022. This year, the University will pass it on to the next conference host, who will act as the custodian of the taonga until 2026.

"It's our responsibility and privilege to uncover the stories behind the taonga," says Dr Merelo, "We share that responsibility with whoever takes on the paddle after us."

The EPHEA conference will cover topics about Indigenous and Pacific best practice, Rainbow communities and disability. It features a strong line-up of equity-focused workshops and speakers, including the University of Auckland Pro Vice-Chancellor Pacific, Professor Jemaima Tiatia-Siau.



Deputy Pro Vice-Chancellor Māori, Kaiarataki Michael Steedman and Dr Guillermo Merelo, associate director of Staff Diversity, Equity and Inclusion at the University of Auckland with the waka hoe.



DAY 1 Tuesday 19 November 2024

TIME	EVENT					
10:00am	Delegates arrive & Registration Open - <i>Foyer 101</i>					
10:40am	Welcome Pōwhiri (Ceremony) with Pro Vice-Chancellor Māori A/Prof Te Kawehau Hoskins Waipapa Taumata Rau, University of Auckland Room 260-098					
11:00am	Host University Welcome by Vice-Chancellor Prof Dawn Freshwater Waipapa Taumata Rau, University of Auckland Room 260-098					
11:20am	Light morning tea - <i>Foyer 071</i>					
12:00pm	Keynote 1A: Equity as a Government Priority in Australia Prof Verity Firth Vice-President Societal Impact, Equity & Engagement UNSW, ACCORD Chair: Kylie Austin President of EPHEA Room 260-098					
12:20pm	Keynote 1B: Equity as a Government Priority in New Zealand Morgan Healey DCE Ōritetanga Learner Success, TEC; Chair: Kylie Austin President of EPHEA Room 260-098					
12:50pm	Ōritetanga Learner Success Lunch sponsored by Tertiary Education Commission <i>Foyer 101</i>					
1:15pm	Welcome to first time attendees from EPHEA Exec <i>Room 260-092</i>					
1:50pm	Sessions begin					
1:50pm	<table border="0"> <tr> <td>Session A1 <i>Room 260-051</i> Student civic engagement practices from an equity perspective – Case studies from Austrian universities Franziska Lessky</td> <td>Session A2 <i>Room 260-092</i> Ua le se'i mau se alava'a. Why don't you steer a straight course? Equity for Pacific peoples at Waipapa Taumata Rau Tim Baice</td> <td>Session A3 <i>Room 260-057</i> Embedding Equity Within and Across the Institution: Insights and Learnings Two Years On Nicola Cull</td> <td>Session A4 <i>Room 260-055</i> Indigenous Methodologies Shaping Tertiary Pathways in QUT's 'Get Uni Ready' Brent McKnoulty</td> <td>Session A5 <i>Room 260-005</i> Kāpehu Whetū: Navigating Cross-sectionally Māori and Pasifika Medical Graduates in Aotearoa Dr Aniva Lawrence Jesse Parr</td> </tr> </table>	Session A1 <i>Room 260-051</i> Student civic engagement practices from an equity perspective – Case studies from Austrian universities Franziska Lessky	Session A2 <i>Room 260-092</i> Ua le se'i mau se alava'a. Why don't you steer a straight course? Equity for Pacific peoples at Waipapa Taumata Rau Tim Baice	Session A3 <i>Room 260-057</i> Embedding Equity Within and Across the Institution: Insights and Learnings Two Years On Nicola Cull	Session A4 <i>Room 260-055</i> Indigenous Methodologies Shaping Tertiary Pathways in QUT's 'Get Uni Ready' Brent McKnoulty	Session A5 <i>Room 260-005</i> Kāpehu Whetū: Navigating Cross-sectionally Māori and Pasifika Medical Graduates in Aotearoa Dr Aniva Lawrence Jesse Parr
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DAY 1, Tuesday 19 November 2024 continued

TIME	EVENT				
2:30pm	Session A6 <i>Room 260-051</i> Community-Led Initiatives in Higher Education: A Case Study of the Country Universities Centre Erin Wrafter	Session A7 <i>Room 260-092</i> Student Equity Partnering – a strategic way to influence institutions from within Nathan Coffey Peter Oslewski	Session A8 <i>Room 260-057</i> Analysing the impact of pre-access equity programs on student success – challenges and learnings so far Sophie Partridge Ciaran Smyth	Session A9 <i>Room 260-005</i> Culturally Responsive Co-design to Support Connection, Onboarding and Retention: Empowering Akonga (Students) to develop resources by and for Māori, Pacific, and Disabled (including Neurodiverse) Learners Monique Bell, Leanne Kapoor	Session A10 <i>Room 260-055</i> Empowering Pacific Minds: Leveraging Metacognition for Equity in Pacific Higher Education Dr Vanisha Mishra-Vakaoti
3:10pm	Afternoon tea - Foyer 071				
3:30pm	Session B1 <i>Room 260-051</i> Activating Equity: Embedding and supporting Indigenous perspectives in key University activities Audrea Warner Associate Professor Barbara Plester	Session B2 <i>Room 260-057</i> Start@Uni: Promoting Equity and Inclusion in Higher Education by Supporting the Academic Transition of Students from Underrepresented Backgrounds Mary Teague, Katy Head Dr Samantha Clarke	Session B3 <i>Room 260-005</i> Pacific Futures: Advancing in Higher Education highlights the pathways, challenges, and successes of Australia's Pacific community in pursuing higher education through culturally centered initiatives and community-driven support Bronwyn Williams Jane Sio, Talalelei Tutaia	Session B4 <i>Room 260-055</i> Navigating the stormy seas of placements: Towards inclusion for all students Amani Bell, Minahil Khan Lachlan Sibir Tara Soanes, Tina Tran	
4:10pm	Panel session title: Getting All Hands on Deck for Equity Panellists: Peter Anderson, Tracy Woodroffe, Darren Garvey, Amani Bell, Danielle Keenan, Bret Stephenson Moderator: Ian Li Session brief: ACSES First Nations and Equity Fellows will explore the implications of their research for equity students, highlighting the importance of sector-wide collaboration to achieve a shared mission and create lasting impact. <i>Room 260-098</i>				
5:30-7pm	Welcome Evening Reception sponsored by ACSES - Foyer 101				

DAY 2 Wednesday 20 November 2024

TIME	EVENT				
9:00am	Registration Open - Foyer 101				
9:30am	Keynote 2: Intersectional Rainbow Inclusion in Higher Education Prof. Jemaima Tiatia-Siau, Pro Vice-Chancellor Pacific, University of Auckland. Chair: Sonal Singh Room 260-098				
10:00am	Morning tea - Foyer 071				
10:30am	Sessions begin				
10:30am	Session C1 Room 260-051 MAPPS - Indigenising Outreach in Higher Education, Queensland Desiree Guttenbeil, Dr Juliet Boon Paige Kemp, Dr Vaoiva Natapu-Ponton, Shane Drahm	Session C2 Room 260-092 Structuring Diversity, Equity and Inclusion Capability for universities using hybrid-flexible models Guillermo Merelo	Session C3 Room 260-057 Gender Justice Hub: A framework for collaborative research and practice to support national plans to end gender-based violence Dr Jean Parker Julia Shaw, Emily Fuller	Session C4 Room 260-055 Revitalising Student Support through an Equity, Diversity and Inclusion Lens Kylie Austin, Erin Hiesley	
11:10am	Session C5 Room 260-051 Human-Centred Professional Development: the key to building inclusive learning environments Lucy Jellema	Session C6 Room 260-092 Centring Lived Experience in Inclusion Training Caitlyn McLoughlin Katy Head	Session C7 Room 260-057 From below the surface: Narratives to advance equity and Justice Dr Jennifer Tatebe Professor Missy Morton Dr Badhoora Nasser Manal El Mazbough	Session C8 Room 260-055 Navigating an inclusive future for people with disability Darlene McLennan Gabrielle O'Brien	
11:50am	Lunch - Level 1, Foyer 101				
4:10pm	Keynote 3: Equity and Disability Grant Cleland, Director - Creative Solutions. Chair: Shasha Ali Room 260-098				
1:20pm	Sessions continue				
1:20pm	Session D1 Room 260-092 Community Engagement through Work Integrated Learning Mehal Krayem	Session D2 Room 260-057 "We might not like what you find!" Workplaces and willingness – The unexpected challenges that arise when researching disability equity needs in workplace settings Imogen Howe	Session D3 Room 260-055 "Charting New Courses: Best Practices in Indigenous Student Entry Programs" Amelia Corr	Session D4 Room 260-005 The Heroes Journey – Utilising rich narratives from community voices in evaluating the Get Uni Ready Program Roman Alber	Session D5 Room 260-073 Freedom to self-express: How to include everyone's true identity in digital spaces Paula Johnson, Ash Russell

DAY 2 Wednesday 20 November 2024 continued

TIME	EVENT				
1:20pm	Sessions continue				
2:00pm	Session D6 Room 260-051 Feedback Face-Off: Bridging Student Engagement and Staff Resistance Michelle Broad Nell Salem	Session D7 Room 260-092 Watching myself be erased: The Lived Experience of a Disabled Student in STEM Higher Education Jess Kelly	Session D8 Room 260-057 We ARE meant to be here": Navigating space in the bathroom- Constructing narratives of belonging and exclusion through performance art Andy Fey Shasha Ali	Session D9 Room 260-055 Student with Potential Award (SWP) Program – Who decides who has potential? Sarah (Selah) McNab	Session D10 Room 260-005 Silos to intersections: Monash's Equity, Diversity and Inclusion Framework 2022-2030 Jayde de Bondt Bailey Webb Fiona Marshall
2:40pm	Afternoon tea sponsored by Symplicity Level 0, Foyer 071				
3:00pm	Session E1 Room 260-051 Supporting and engaging with Pacific students: a higher education development workshop for tertiary staff Cameron D. Young Prof Patrick Vakaoti Dr Marea S. Colombo Dr Vanisha Mishra-Vakaoti	Session E2 Room 260-057 Roadmap to Success: Decoding the Regional Universities Study Hub Danielle Keenan	Session E3 Room 260-055 Why we wear friendship lanyards Leah Tamasese Ashley Flavell	Session E4 Room 260-005 Place Based, Community Led Widening Participation and Engagement: Insights from the Eastern Australia Regional University Centre Partnership Erin Wrafter	Session E5 Room 260-073 Focusing on access and participation for under-represented students through community engagement: the potential of in-school enabling programs in Australia Dr Fabiane Ramos
3:40-4:10pm	Session E6 Room 260-051 The Role of Course Advising in Pacific Student Success. Dr Marea Colombo	Session E7 Room 260-057 Safe learning environments and curricular inclusion: LGBTQIA, Takatāpui, and MVPFAFF+ friendly teaching and learning Nicola Paton Andy Fey Nicoletta Rata-Skudder	Session E8 Room 260-055 Tū Taurira Hauora: Aspiring to equity in Aotearoa New Zealand's health sciences education and health workforce Dr Griffin Leonard Porourangi Templeton-Reedy	Session E9 Room 260-005 Legal Name and Birth Certificate Change Bursaries for Trans and Gender Diverse Students at QUT Kym Mapleston Ramziya Asanalshoeva	Session E10 Room 260-073 Speaking up and speaking out – equity and belonging for Indigenous people living with 'disability' in higher education Dr Sheelagh Daniels-Mayes, Imogen Howe
6:30pm	Conference dinner <i>Maritime Room, Maritime Museum Viaduct Harbour</i>				

DAY 3 Thursday 21 November 2024

TIME	EVENT			
9:00am	Registration Open			
9:30am	Keynote 4: Equity and Human Rights Dr. Rosalie Atie, Acting Director on the Australian Human Rights Commission's National Anti-Racism Framework Strategy Chair: Kylie Austin, President of EPHEA Room 260-098			
10:00am	Morning tea - Foyer 071			
10:30am	Sessions begin			
10:30am	Session F1 Room 260-051 A social justice framework for student equity: the Relational Navigator Dr Jean Parker, Ms Emily Fuller Ms Julia Shaw	Session F2 Room 260-092 Financial Inclusion in Action Dr Kylie Austin Erin Hlesley	Session F3 Room 260-073 Empowering educators to foster equitable learning environments: A practical guide for teaching and supporting students from equity backgrounds Samantha Clarke	Session F4 Room 260-057 Gender Equity at UNSW Caitlyn McLoughlin
11.10am	Session F5 Room 260-051 Harnessing Health Promotion towards Inclusive Practices and Student Success Shivani Kershaw Sonja Epskamp	Session F6 Room 260-092 Ensuring anti-racism initiatives are impactful: understanding the tertiary environment of everyday racism for Māori medical students Dr Claire Gooder A/Prof Donna Cormack Rhiannon Jones	Session F7 Room 260-073 Student equity and success: a collaborative approach to student equity program evaluation Elisa McGowan Dr Nadine Zacharias	Session F8 Room 260-057 Steering a Course for Gender Equity in Academia Through Mentoring and Leadership Shadowing: A University-wide Approach at QUT Kym Mapleston Ramziya Asanalishoeva
11.50am	Lunch - Foyer 101			
12:25pm	Equity Practitioners in Higher Education mentor and mentee networking sessions			
12:25pm	NZ Room 260-051	VIC + SA Room 260-092	NSW + ACT Room 260-073	Mentors & Mentees Networking Room 260-005
1:00pm	Session G1 Room 260-051 Strength in diversity: enhancing your employment journey - a resource by students, for students Elle Beaumont Bilsby Denise Bertlone	Session G2 Room 260-092 Easing Transitions: Empowering Equity Students to Pursue their Career Dreams Dr Robin Ladwig	Session G3 Room 260-057 'Stop calling us vulnerable and putting us in the deficit corner' - The need for the intersectionality of methodologies for equitable research with Indigenous people with 'disability' Imogen Howe, Sheelagh Daniels-Mayes	Session G4 Room 260-005 Our journey to improve access to student disability support at the University of Auckland: lessons learned implementing a systems solution Eilidh Thorburn, Mark Thomson

DAY 3 Thursday 21 November 2024 continued

TIME	EVENT						
1:40pm	Equity Practitioners in Higher Education Annual General Meeting (Zoom Information will be emailed to EPHEA members) Room 260-098						
2:40pm	Sessions continue						
2:40pm	<table border="1"> <thead> <tr> <th>Session H5</th> <th>Session H6</th> <th>Session H7</th> </tr> </thead> <tbody> <tr> <td>Room 260-051 Shades of Belonging: The Transformative Power of the Women of Colour Staff Network Suzanne Acharya, Fay Nanai</td> <td>Room 260-092 Designing with a DEI lens: Interwoven experiences in design education with industry partners for workplace inclusion Dr Diana Albarran Gonzalez</td> <td>Room 260-073 Increasing access to, participation in, and success for students with an Out of Home Care (OOHC) experience in Higher Education Pearl Goodwin-Burns</td> </tr> </tbody> </table>	Session H5	Session H6	Session H7	Room 260-051 Shades of Belonging: The Transformative Power of the Women of Colour Staff Network Suzanne Acharya, Fay Nanai	Room 260-092 Designing with a DEI lens: Interwoven experiences in design education with industry partners for workplace inclusion Dr Diana Albarran Gonzalez	Room 260-073 Increasing access to, participation in, and success for students with an Out of Home Care (OOHC) experience in Higher Education Pearl Goodwin-Burns
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3:10pm	Afternoon tea Level 0, Foyer 071						
3:30pm	Handover ceremony Room 260-098						
3:45pm	Closing remarks: Equity Practitioners in Higher Education President 2024 Room 260-098						
4:00pm	Conference Closes						

DAY 4 Friday 22 November - Closed Session

TIME	EVENT
8:30am	Registration open / Light breakfast Foyer 101
9:00am	<p>EPHEA New Zealand & Pacific chapters inaugural meeting</p> <p>This gathering is designed to bring together members of EPHEA's New Zealand chapter and the newly established Te Moana Chapter (EPHEA Pacific) to establish foundational relationships, foster cultural connection, and collaboratively outline goals for the future. Through whakawhānaungatanga, we aim to build trust and set a framework for mutual support and shared initiatives across Australia and New Zealand Indigenous and First Nations educational communities.</p> <p>Room 260-051</p>
10:30am	Farewell

Equity as a Government Priority in Australia

Professor Verity Firth

University of New South Wales



Professor Verity Firth AM is the inaugural Vice-President Societal Impact, Equity and Engagement at the University of New South Wales. Prof. Firth has over twenty years' experience at the very highest levels of government and education sectors in Australia. Prior to her role at UNSW, Prof. Firth was the Pro Vice-

Chancellor Social Justice and Inclusion at UTS (2015-2022), the CEO of the Public Education Foundation (2011-2014) and the NSW Minister for Education and Training (2008-2011). Verity is a member of the Commonwealth Government's Implementation Advisory Committee for the Universities Accord.

Equity as a Government Priority in New Zealand

Morgan Healey

Ōritetanga Learner Success Directorate



Morgan has been our Manager Ōritetanga Learner Success since November 2019 and is now DCE. The team is responsible for supporting the organisation to deliver system-level equity in participation and performance for all learners.

Since completing her PhD in 2010, Morgan has spent the majority of her professional career at the TEC, working in a variety of roles: from working with the

Institutes of Technology and Polytechnics and wānanga sector, to implementing the Tertiary Education Strategy and delivering the 2018 PBRF Quality Evaluation.

Morgan briefly worked in the non-profit sector in the US, where her work focused on how social needs, like food and housing insecurity, should be considered a part of basic healthcare.

Intersectional Rainbow Inclusion in Higher Education

Professor Jemaima Tiatia-Siau

Waipapa Taumata Rau, University of Auckland



Professor Jemaima Tiatia-Siau is responsible for implementing the University's strategy regarding Pacific staff, students and communities. She plays a critical role in advising the Vice-Chancellor and the senior leadership team on matters concerning Pacific peoples, communities, and the broader Pacific region.

In addition, Jemaima leads and supports the development of relationships between the University

and Pacific staff, students, communities, and organizations. She also oversees the University's engagement and relationships with predominantly Pacific high schools, with support from the Schools and Community Engagement team.

Furthermore, Jemaima is tasked with managing the Fale Pasifika complex, ensuring it serves the needs of the Pacific community within the University.

Equity and Disability

Grant Cleland

ONZM



Grant has worked in the health, disability and education sectors for over 30 years at governance, senior leadership and practitioner levels. With lived experience of disability from birth, Grant uses a wheelchair for mobility and brings both lived and professional experience to his work.

For 9 years Grant was the Chief Executive of Workbridge, a large employment agency for disabled people. He was also a member of the Ministerial Group that developed the EGL principles.

His governance appointments include: The NZ Qualifications Authority, Workforce Development Council for Community, Health, Education and Social Services, and chair of various disability-related boards and groups.

In 1997 Grant established Creative Solutions. He provides disability-related strategic advice, coaching and training for organizations, and the disability community.

Grant has worked extensively in tertiary/vocational education supporting disabled ākonga (learners).

He managed disability support at Lincoln University. He co-wrote the Kia Orite Toolkit, a framework developed with TEC and Achieve to assist tertiary and vocational providers with their Disability Action Plans, and the Te Pūkenga Te Rito Report about the experiences of Disabled Ākonga in vocational education. He has also worked with various providers on their Disability Action Plans.

Equity and Human Rights

Rosalie Atie

National Anti-Racism Strategy



Rosalie Atie is the Acting Director on the Australian Human Rights Commission's National Anti-Racism Framework Strategy, funded by the Australian Government to develop a proposal for Australia's first Anti-Racism Framework. The project takes a human-rights based and anti-racist approach, centring First Nations truth-telling and sovereignty, the voices of those with lived experience of racism and takes a systems change approach.

Before joining the Commission in June 2021, Rosalie was an academic and researcher based at Western Sydney University. Rosalie's doctoral research investigated racialisation and belonging in Sydney's literary and creative arts scenes, with a focus on Western Sydney.



A1: Student civic engagement practices from an equity perspective – Case studies from Austrian universities

PhD Franziska Lessky, Dr Sabine Freudhofmayer, Dr Magdalena Fellner, Dr Katharina Resch

University of Innsbruck, Department of Psychosocial Intervention and Communication Studies;
University College of Teacher Education Vienna;
University of Kassel, International Center for Higher Education Research (INCHER);
University of Vienna

Franziska Lessky is Assistant Professor at the University of Innsbruck and Senior Fellow of the Institute for Advanced Studies (IHS) Vienna. Her scholarly work focuses on student equity in higher education, educational transitions, graduate employability and careers in academia. Franziska serves as co-convenor of the Bourdieu Study Group of the British Sociological Association (BSA) and is Editorial Career Researcher Board Member of the journal Higher Education Quarterly (HEQU).

We therefore aim to contribute to the EPHEA conference theme 'Equity is our Compass: holding course for inclusive education' in alignment with the specified area of community engagement.

Notes:

Horizontal lines for taking notes.

This presentation provides insights into student civic engagement from a European perspective by shedding light on engagement practices at Austrian universities from an equity perspective. Civic engagement is seen as crucial in terms of student retention and success (Tight, 2020). However, participating in engagement practices often requires financial and time resources, which may be limited for students from equity groups (Trowler, 2015).

Therefore, we aim to unpack whether all student groups have access to civic engagement practices and whether they can equally participate in such practices.

By applying a case study methodology (Yin, 2018) and presenting three case studies, we illustrate how civic engagement practices across three universities enable or hinder the participation of students from different backgrounds. One enabling factor is the students' personal connection to the content of the practice and their connection to the lived experiences of those they engaged with. One hindering factor is the students' limited say in codesigning these practices. The presentation closes with a critically reflection upon how student civic engagement practices can be enhanced to broaden access and inclusion for all students.

DAY 1





A2: Ua le se'i mau se alava'a. Why don't you steer a straight course? Equity for Pacific peoples at Waipapa Taumata Rau

Tim Baice

Faculty of Education and Social Work, Waipapa Taumata Rau. The University of Auckland

Tim Baice is a doctoral researcher in Te Puna Wānaga, Faculty of Education and Social Work, Waipapa Taumata Rau |The University of Auckland. Tim is also a lecturer in the faculty and a senior researcher and policy advisor in the office of the Pro Vice-Chancellor Pacific.

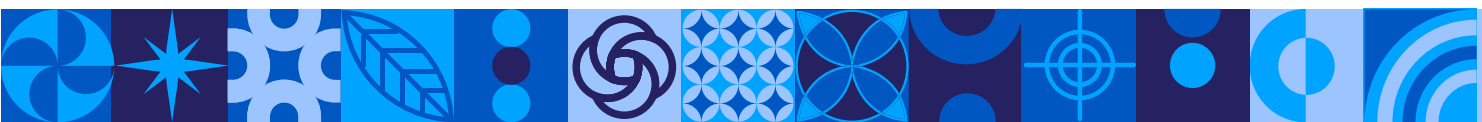
The title of my paper begins with a Sāmoan muagagana (proverbial expression) which is presented as a provocation for deeper and critical reflection in response to the theme of the EPHEA 2024 conference "Equity is our Compass: holding course for inclusive education." Reflecting on the experiences of Pacific peoples in Aotearoa New Zealand, I am cautiously curious about how the 'compass and course' of equity is defined, understood, and practiced within the context of higher education. 'Ua le se'i mau se alava'a. Why don't you steer a straight course?' elicits a critical reflexivity of equity policies and discourses subscribed to in higher education.

The proverb offered here is categorised as 'upu faifai' an offensive expression or insult. The proverb is often applied to a speech having no definite proposition. The proverb encourages ongoing talanoaga on the metaphor of the compass and the concept of equity, both of which are terms subject to multiple, varied, and often conflicting interpretations. The first problem I attempt to address in this paper is one of semantics where I consider whose definition of equity we subscribe to? And what kind of compass are we using to hold course? Given the contested nature of equity in the academic literature and everyday practice, the paper begins with a systematic literature review to demonstrate thematic conflicts embedded across.

I draw on a Pacific itulagi (worldview) to offer insights from the Sāmoan Indigenous reference to theorise equity from a Pacific ontology, drawing specifically on

Pacific concepts of relationality and articulate how Indigenous knowledges from the Pacific can be used to improve conceptual constructions and understandings of equity in higher education, particularly as they pertain to Pacific peoples in Aotearoa New Zealand. Drawing on my earlier research (Baice, 2023), I use a manogi (fragrance) framework as a form of poststructural policy analysis to critically review the history of Pacific focused equity policies, discourses and initiatives at Waipapa Taumata Rau, the University of Auckland.

Notes:



A3: Embedding Equity Within and Across the Institution: Insights and Learnings Two Years On.

Nicola Cull

Education Pathways - Equity and Inclusion, Office of the Provost, Australian Catholic University

Nicola Cull, BA (HONS) + QTS, M.Ed., PhD candidate

Nicola is the Associate Director of Equity and Inclusion at the Australian Catholic University. Leading ACU's Equity and Inclusion Unit, she plays a pivotal role in driving ACU's Widening Participation Plan and strategy.

Nicola has extensive experience in the field of equity and inclusion, including equity strategy, program design, implementation, evaluation, and research, which encompasses several cross-institutional research projects. Nicola was awarded the Elizabeth Mary Dodd prize in Education for her master's research on 'Inclusive Education'. Currently, Nicola is nearing completion of her PhD with the Institute for Positive Psychology and Education. Her doctoral research explores equity in higher education for youth in regional and remote Australia.

Students from underrepresented backgrounds continue to experience structural, financial, and socio-cultural barriers in accessing, participating, and succeeding in higher education. Recent research indicates that an institutional culture of enquiry is needed to identify and address problematic structures and practices that maintain outcome disparities for equitable outcomes to be achieved (Poekert, Swaffield, Demir & Wright, 2020

The Australian Catholic University (ACU) has initiated a comprehensive strategy to embed equity within and across the institution. Since the inception of our Widening Participation Plan (WPP) in 2021, we have pursued a whole-of-university approach to dismantle systemic structural barriers and progress towards equitable access, participation, and success for students from underrepresented backgrounds. Our efforts are driven by our mission to uphold the dignity of every person, emphasising the importance of equity in higher education for the common good.

Over the past two years, significant progress has been made, including key structural changes within university operations. Equity has been embedded governance, planning, and reporting at the highest levels. By embedding equity within our governance and planning processes, we aim to create a framework that supports sustained continuous improvement.

A pivotal aspect of our strategy has been fostering a culture of enquiry within ACU. This involves continually questioning and addressing the deep-rooted structures and practices that contribute to educational outcome disparities. Each year, detailed work area widening participation plans are developed by all directorates, faculties, and portfolios, all contributing to the overarching WPP. These plans ensure that equity is everyone's business, with shared responsibility and accountability.

Our journey towards embedding equity at ACU is far from complete. This presentation will share insights and learnings from the ongoing implementation of this strategy, reflecting on the complexities, challenges, and progress made. We aim to highlight what is working and what hasn't, encouraging an open dialogue to continue learning from each other. Our experiences at ACU demonstrate that while progress has been made, the journey towards true educational equity is complex and requires an unwavering commitment to cultural and structural change.

Notes:

A4: Indigenous Methodologies Shaping Tertiary Pathways in QUT's 'Get Uni Ready'

Mr Brent McKnoulty

Equity, Student Services & Wellbeing, Administrative Division Digital Media Research Centre, Faculty of Creative Industries, Education & Social Justice

Gamilaraay Man, Brent McKnoulty, has extensive teaching experience at both state and tertiary level, is a current PhD candidate, is an Education Consultant for Queensland University of Technology's (QUT) Equity Department, and a passionate advocate for equitable education and cultural resilience through academia.

At QUT, Brent pioneers' initiatives that embed Indigenous perspectives within the curriculum and administrative policies, enriching the educational experience for all students and staff such as QUT's Get Uni Ready program. He champions that the inclusion of Indigenous knowledge is fundamental to fostering diverse, inclusive, and innovative educational environments not only support Indigenous students but benefit everyone.

Introduction:

In the spirit of EPHEA's 2024 theme, "Equity is our Compass: holding course for inclusive education," this presentation introduces the "Get Uni Ready" pilot program at QUT. Uniquely designed for students who are underrepresented in the tertiary sector, the program integrates Indigenous knowledge systems and tertiary preparation over the course of 2 years to help these students transition from school into higher education. This approach not only enhances academic readiness and engagement but also nurtures a sense of belonging among students traditionally underrepresented in higher education.

Suggested Audience:

This presentation will benefit educators, administrators, and policy-makers interested in innovative approaches to inclusivity and retention in higher education, particularly those focused on integrating Indigenous knowledge and pedagogies to support diverse student populations.

Background information:

Rooted in frameworks developed by Indigenous leaders such as the 8 Aboriginal ways of learning, the program emphasizes holistic, community-cantered, and relational approaches to learning and offers a preparatory pathway that is culturally attuned and responsive to the needs of students who are typically underrepresented in the tertiary sector.

"Get Uni Ready" emphasises the vital role of Indigenous epistemologies and pedagogies by enriching the learning environment for all participants. By incorporating traditional Indigenous ways of knowing, being, and doing, the program fosters a more inclusive and supportive educational atmosphere that encourages students to engage with their studies actively and persistently.

The curriculum and support structures are designed to enhance academic skills and foster a strong sense of belonging, preparing students effectively for the challenges of tertiary education and enhancing their resilience. This approach addresses barriers such as alienation, low academic confidence, and lack of university preparedness in underrepresented cohorts in the tertiary sector.

As we near the conclusion of this 2-year pilot, quantitative and qualitative data from the 'Get Uni Ready' program reveal significant positive impacts on students, including improvements in readiness for higher education, increased engagement levels, and higher retention rates among participants. In addition to preparing students for tertiary education, the program has also played a crucial role in helping students explore and identify alternative career pathways.

A5: Navigating Pasifika Navigators in tertiary spaces

Tiana Hippolite, Kierin McIntosh, Dr Ruth (Lute) Faleolo

Queensland University of Technology, Student Inclusion, Inclusive Communities; La Trobe University, Humanities and Social Sciences Researcher.

Tiana is a Māori equity practitioner and researcher educated with medical science and equipped with lived education experiences in both Aotearoa and Australia. She has worked closely with Māori and Pacific Island (MPI) communities across South East Queensland to support aspirations and pathways for higher education. With her unique experience, she has developed a deep understanding of the local and governmental cultural context of MPI in Australia.

Kierin is a proud Goomeri man from the Gamilaroi Nation with strong connections to culture and community. He is dedicated to education and has been working in the higher education field for over 10 years. He is passionate about helping Indigenous communities succeed and is committed to providing significant and meaningful programs to ensure collaborative success. Through his work in the Widening Participation and Social Justice space, he engages underrepresented groups in addressing the racial and systemic barriers that exist within educational contexts.

At QUT Kierin and Tiana pioneer community engagement for the Inclusive Communities Portfolio.

Ruth is an Aotearoa-born Tongan woman from Pukotala, Mu'a, Houma and Ha'alalo. She lives and works on the unceded lands of the Yugambeh language people, locally based, while globally faced. Ruth has taught over a score in the secondary and tertiary sectors of Aotearoa and Australia, and almost thirty years of research within her Pasifika communities based in the diaspora as well as in their connections to Pacific homelands. Her recent projects have promoted Pacific narratives, numbers and nuances to better understand perspectives and experiences of wellbeing mobilities, including access to equitable education contexts in Australia.

Together we have over 39 years' experience with outreach and community programs for specific cohorts.

Introduction: This presentation will provide community comments into the impact of Pasifika outreach programs delivered in South East Queensland regions followed by the importance of cultural context with regards to Māori and Pacific Island peoples in Aotearoa and in Australia. Thoroughly aligning with 'holding course for inclusive education', we highlight the need for Indigenous voices to drive this work. As a team of Māori and Indigenous Australian individuals navigating the collective voices, we will share our observations of Pasifika outreach activities in schools and communities, our perceived reasons for our experiences and provide suggested resolutions to address challenges of navigating cultural understandings.

Suggested Audience: This will benefit educators, equity practitioners and policy makers interested in developing outreach activities and understanding the contexts of engaging Māori and Pasifika students through the cultural lens of a Māori woman and an Indigenous Australian man.

Background Information: Māori and Pasifika engagement for higher education has been occurring for over a decade from tertiary sectors in South East Queensland. The development of outreach programs such as BEAMS (USQ), LEAD (Griffith University), UQSPIA's Inspire (UQ), Māori and Pasifika Day (ACU) and Pasifika Navigators (QUT) were developed and delivered for and to our Māori and Pacific communities.

It is important to acknowledge the substantial work dedicated and delivered through these programs within these institutions and communities that provide the platforms for us to voice our lived experiences.

Through the QLD consortium, these institutions have had the opportunity of developing separate cultural outreach programs to be delivered to our Pacific communities and seek opportunities for cross-



Indigenous Knowledge Culturally responsive practices Community engagement

institutional collaborations. We raise the question on the impact these approaches have achieved through Indigenous perspectives. Observations of engaging these communities have presented great outcomes such as improved self-confidence due to connection with culture and cultural identity, increased interests in higher education and stronger sense of belonging in university spaces. Although there have been positive outcomes, unique challenges have also arisen that involves, disconnection between institution and communities, unrest within communities and conflicting priorities for outreach objectives and outcomes.

Tualaualelei & Kavanagh reported that the BEAMS Pasifika program have had a positive impact on both mentors and mentees, contributing positively to personal and professional growth (Tualaualelei & Kavanagh, 2015). This paper also reported that the project highlighted the benefits of collaborative universitycommunity partnerships on building community capacity and offer insights for how partnerships like these can be improved in the future. One of the most alarming concerns raised in relation to building relationships between the universities and communities were that these communities were being used by these large organisations to implement these effective programs however, when one of the universities discontinued their program, the impact it had left on the community was astounding with remarks echoing “the problem with these programs. They never last”. Sentiments such as this require deeper and more meaningful collaboration between institutions and these communities.

Notes:

A6: Community-Led Initiatives in Higher Education: A Case Study of the Country Universities Centre

Kinne Ring, Erin Wrafter, Danielle Keenan

Director of Student Services, Country Universities Centre; Director Widening Participation, Country Universities Centre; University of Technology Sydney, Centre for Social Justice and Inclusion. Australian Centre for Student Equity Success, Equity Fellow

Kinne has worked at the University of Newcastle and the University of Wollongong before she was the Centre Manager at CUC Macleay Valley based in Kempsey. Kinne is passionate about equity in Higher Education with demonstrated experience in university outreach, events and marketing for over 6 years and has been with the CUC Network for over 3 years. Kinne has a Bachelor of Business, Major in Marketing (2016) and a Graduate Certificate in Professional Equity and Inclusion (2023) from the University of Newcastle. Creating positive social impact in the regions is Kinne's main goal, and works across domains of education and local government as she is also an elected Councillor.

Erin was the founding Centre Manager of CUC Western Riverina 2019 -2022 and returned to the CUC network in 2023 after working across multiple roles within the Widening Participation and Outreach team within a higher education institution. Erin's passion for regional, rural and remote communities and their higher educational aspirations has led her to complete a Graduate Certificate in Tertiary Education and Master of Education (Wellbeing) in addition to her Bachelor of Education (Secondary).

Danielle is an accomplished leader and a prominent practitioner in student services for the Regional University Study Hub Program. She specialises in fostering diversity, inclusion, and social justice initiatives within academic and organisational contexts. As the Student Equity Research Specialist at the University of Technology Sydney and the Director of Student Services at Country Universities Centre (CUC) Central, she leads the development of student services, operations, and widening participation strategies. Currently, Danielle holds the position of Chair for the RUSH Advisory Network and serves as an executive of the Society for the Provision of Education. In these roles, she offers policy advice and establishes the development of best-practice student initiatives

Regional Australians are less than half as likely to gain a bachelor qualification compared to their metropolitan counterparts. Existing initiatives to improve higher education access have failed to increase the participation rates of regional Australians, which have remained stagnant at around 20% for over 30 years. These initiatives are often prescribed to regional communities by either government or universities, rather than being community owned, operated, and supported.

In response to this, the Country Universities Centre (CUC), a network of Centres funded under the Regional University Study Hub program, operates within twenty-three diverse communities across Eastern Australia. These communities are traditionally underserved by higher education, often being locations where universities cannot or will not go. Each CUC is a unique, community-led organisation that devolves resources and decisionmaking to individual communities, thereby facilitating the integration of services for people in those communities. The CUC's widening participation objective operates through a social justice lens, recognising that communities are best placed to lead initiatives with the common goal of developing equitable access to higher education.

The CUC have developed a comprehensive equity and inclusion framework to navigate the complexities of operating across diverse populations. This framework enables place-based, community-led engagement, empowering each CUC to design programs that address student needs at various intervention points throughout the student life cycle. The framework's adaptability allows for its application across a wide range of socio-cultural and demographic communities. It promotes sustainable practices that go beyond mere programmatic outcomes, fostering lasting social impact.

This presentation will explore the structure of the framework, encompassing three core tenets -

outcomes, principles, and enablers. Through case study examples, we highlight how the framework incorporates transition activities within a learner life cycle model and assists the implementation of longitudinal transition activities that are mainstreamed and inclusive. The principles of the framework intertwine theories of selfdetermination, student engagement, and transition pedagogy. The enablers, which activate resource allocation and serve as a mechanism for continuous quality improvement, are intrinsically linked to the CUC’s place-based and community-led ethos.

The expected impact of this framework is multifaceted. It facilitates the creation of best practice student services, customised to the specific needs of each community. This, in turn, enhances the educational outcomes for students across the CUC network. Furthermore, we suggest that this framework serves as a blueprint for other Regional University Study Hubs. This is due to its synergy with the program’s place-based and community-led approach, which underscores the idea that communities are in the best position to initiate initiatives that increase access and participation in higher education.

Audience: This presentation is intended for educators, administrators, and policymakers in higher education, particularly those interested in community led higher education initiatives.

Relation to Conference Theme: This presentation aligns with the conference theme of “Community Engagement: Initiatives aimed at fostering inclusive practices within higher education”. It explores the impact of community partnerships on widening participation and student success. The presentation will provide insights into the CUC’s innovative, community-led approach to enhancing higher education outcomes.

Notes:



A7: Student Equity Partnering – a strategic way to influence institutions from within

Nathan Coffey, Peter Oslewski

Diversity, Equity & Inclusion, Deakin University

Nathan:

Nathan is the Manager – Student Equity in the Diversity, Equity, and Inclusion Division at Deakin University. Nathan’s team deliver the Deakin Engagement and Access Program (DEAP) – Deakin’s student equity focused secondary school outreach program. The DEAP team worked with other 14,700 students across Victoria last year, helping to inspire young people to place themselves in a positive future, and see higher education as a safe and achievable destination. In his role Nathan strives to ensure that Deakin is a place where barriers are removed, and all equity students can succeed.

Peter:

Peter Oslewski is the Senior Manager – Equity Governance and Strategy in the Diversity, Equity, and Inclusion Division at Deakin University. Pete’s team lead the Student Equity function at Deakin, including our HEPPP funded programs, the Disability Access and Inclusion Plan, SSAF funded programs, DUSA partnership and Child Safety. Pete and his team strive to make Deakin a place where everyone feels respected, has a sense of belonging and an opportunity to thrive.

To achieve the Accord’s ambitious attainment rates for equity students over the next decade, tertiary institutions need to embrace the collective responsibility of increasing access opportunities, participation, retention, and success rates of underrepresented cohorts. However, the stark reality in many higher education institutions today is that these sector wide issues are being addressed in small pockets by a passionate few and are unable to be scaled to a level that can influence material change.

Deakin’s Diversity, Equity & Inclusion team have introduced a partnering approach across our schools and faculties with the singular focus on student equity – raising awareness, building capacity, and driving systematic change at all levels of our university and community. Our core principles of Enabling, Resource

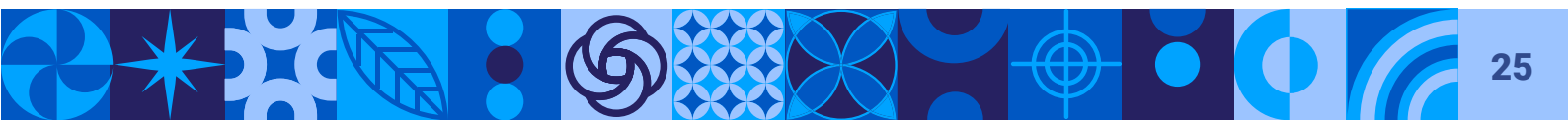
Efficiency, Connected and Strategic ensure effective partnerships with Deakin’s leaders and teams to facilitate contemporary, evidence-based equity solutions, provides expert advice and consultancy services and centralises the delivery of equity focussed actions.

This innovative approach has driven an increase in the collective knowledge and understanding of equity students across our institution, ensuring that student equity now has a priority seat in strategic discussions and decisions and Deakin is well placed adapt to sector change driven by the Accord. Key successes to date have been the introduction of school and faculty equity targets, student equity placed as a core pillar in the new Student Load Strategy, prioritisation of equity in university policies, increased knowledge of equity students’ experience and the removal of institutional barriers, leading to an increased priority of student equity inclusive practices.

Our presentation will share the lessons learned from implementing the student equity partnering model, discuss the outcomes identified above and explore how other institutions can implement a similar approach to influence equity priorities for their institution. The desired result of our presentation is directly aligned to the conference theme, which is to share all we have learnt in a hope to support other institutions to achieve their student equity goals, and help higher education to continue its course to be a more representative and inclusive sector for equity students.

Our intended audience for this presentation is student equity practitioners, diversity, equity and inclusion practitioners and decision makers, as well as equity leaders.

Notes:



A8: Analysing the impact of pre-access equity programs on student success – challenges and learnings so far

Professor Alphia Possamai-Inesedy, Dr Rhonda Itaoui,
Ms Sophie Partridge

Western Sydney University, Centre for Western Sydney

Sophie Partridge is an equity practitioner with 18 years of experience working across the university and public education sectors in the United Kingdom and Australia. She has worked at three UK universities, two in NSW, and the NSW Department of Education, designing and delivering pre-access and access programs for equity students. Sophie holds a Bachelor of Arts with honours and an Masters in Research in Film and Television Studies from the University of Warwick, and will complete an MBA from UNSW in 2024. Sophie is experienced in managing large-scale, externally funded projects, including staffing, budget resources, risk management, and communications.

Purpose

Western Sydney University successfully received funding from the Australian Centre for Student Equity and Success small grants research program. This research project explores the impact of pre-access programs on university access and success for students from equity groups, focusing on Western Sydney University (WSU). Employing three methodologies—analysis of Australian Bureau of Statistics (ABS) data on educational attainment in Western Sydney, examination of over 12,000 entries from WSU access program participants (2013-2023), and qualitative insights from student's experiences. This session offers an early look at the research findings and explores the challenges in evaluating outcomes for pre-access program participants. It will also feature an interactive workshop to help shape the practitioner guidance based on the research findings, a key output of this project to support sector wide knowledge sharing.

Research Context and Background

Western Sydney is characterized by significant cultural, linguistic, and socio-economic diversity. Despite exceeding national averages in higher education attainment, key equity groups such as migrant communities, those from low socio-economic backgrounds, students of Pacific Islander descent and First Nations populations remain underrepresented. WSU has developed Australia's largest pre-access school partnership engagement program, tailored to meet the needs of low socio-economic, Aboriginal and Torres Strait Islander, Pacific Islander, and refugee and asylum seeker students.

The research project will explore this further as well as qualitative data centring the voices and experience of students to explore one of the central research questions - What can institutions learn from students' experience, to ensure that systems, processes and approaches best support their transition to higher education?

Audience and Implications

This conference presentation is aimed at widening participation and equity practitioners from higher education institutions, with a collaborative approach to developing actionable insights and recommendations from this research project. By examining the demographic landscape, robust dataset, and student experiences, this project and session will contribute to the guide for designing pre-access interventions that effectively address the needs of diverse cohorts. These insights are vital for achieving the Australian Universities Accord's recommendations to expand university access for equity students.



Purpose and Intended Outcomes

This conference presentation will:

- Provide early insight into research which proposes recommendations for best practices in designing and implementing pre-access and ongoing institutional interventions to support access and participation among students facing intersecting disadvantages.
- Discuss the challenges of monitoring and evaluating preaccess participant outcomes
- Enable discussion and input via an interactive workshop to transform these findings into actionable insights for designing and delivering pre-access programs.

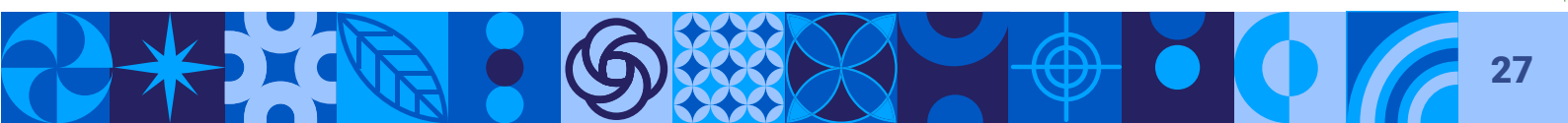
Contribution to Knowledge

Addressing the gap identified by Zacharias et al. (2018) regarding the long-term impact of widening participation (pre-access) programs, the research discussed in this presentation offers a robust analysis of quantitative and qualitative data to contribute to the body of knowledge in equity and inclusion.

Conclusion

By offering detailed benchmarks and developing practical recommendations, this presentation on the research undertaken aims to assist higher education institutions and policymakers in designing effective interventions to support student success throughout the lifecycle. The findings have wide-ranging implications for enhancing school and community engagement and fostering inclusive practices within higher education institutions, contributing to the broader goal of increasing higher education attainment among underrepresented groups in Australia.

Notes:



A9: Culturally Responsive Co-design to Support Connection, Onboarding and Retention: Empowering Ākonga (Students) to develop resources by and for Māori, Pacific, and Disabled (including Neurodiverse) Learners

Mrs Monique Bell, Ms Leanne Kapoor

Unitec Institute of Technology

Monique Bell is an experienced leader in the tertiary sector, having worked in higher education for almost 20 years across the US, UK, Australia and New Zealand. She maintains a strong focus on equity, pastoral support and reducing barriers students face during their journey pursuing their education goals. She holds a Master of Science in Psychology from Sussex University and PG Cert in Business Leadership from Unitec New Zealand Limited.

Leanne Kapoor (Ngāti Awa, Ngāti Tūwharetoa, Ngāti Kahungunu) has worked in the tertiary sector in team leadership and management roles for just over two decades. Most of that time was spent in Sydney at the University of Sydney and University of Technology Sydney, in admissions and establishing a national centre for cultural competence. Working on projects that have immediate and long-term positive impacts has and will keep her in the sector for a long time.

The ‘By Ākonga for Ākonga’ project, completed in early 2024, is a demonstration of the power culturally responsive practices have when designing and delivering student onboarding and connection initiatives.

The project centred on Māori, Pacific and Disabled and Neurodiverse perspectives, working alongside and empowering ākonga (students) to work together. The project utilised co-design processes that prioritised kaupapa Māori methodology of bringing ākonga on the project together to discuss, listen, share and explore how they as individuals and as a collective could develop resources for new students. Using bicultural practices elevated Te Tiriti o Waitangi principles– the Treaty of Waitangi, and the project was guided by the Te Pae Māhutonga model of wellbeing, which aligns with Māori, Pacific, and Disabled learners’ perspectives.

The project also utilized the Māori model of mentoring, ‘Tuakana- Teina’, to foster confidence and connection among new students, thereby promoting a sense of belonging within the tertiary community. Recognizing the historical and ongoing inequities faced by Māori, Pacific, and Disabled learners in the New Zealand tertiary sector, the project prioritized these groups’ voices. It ensured the development of resources that were ‘by Māori for Māori’, ‘by Pacific for Pacific’, and ‘by Disabled for Disabled’.

The talk will provide an overview of the resources required for the project, learnings, outcomes, and future plans, highlighting how insights were triangulated from data, research, and tāngata (people).

Notes:



A10: Empowering Pacific Minds: Leveraging Metacognition for Equity in Pacific Higher Education

Dr Vanisha Mishra-Vakaoti, Keenan Masina, Natalie Snook-Nu'u, Losana Taungapeau-Ikahihifo

Pacific Student and Community Support Team, Division of Sciences,, University of Otago

The Pacific Student and Community Support team – Sciences at Ōtākou Whakaihu Waka - University of Otago work directly with Pacific undergraduate and postgraduate students across the fourteen departments and programmes in Te Rohe a Ahikāroa - Division of Sciences. The mandate of the team is to provide academic support for the students in our purview.

The team utilise a multi-dimensional and hybrid approach to cater for the diverse Pacific student cohort. A recent addition to our resource toolkit is a focused approach on metacognition to enhance student learning and achievement. The team have developed a suite of study skills workshops based on metacognitive strategies, targeting various aspects of learning, and studying. Core workshops in the suite currently include: “Memory Magic: Cracking the Forgetting Curve for Smarter Studying”, “Style Savvy, Time Wise: Embracing Learning Style, Conquering Time” and the “Pomodoro Study Night”, with more workshops continuously added. The sessions are short, between 30 and 45 minutes, with opportunities for students to practice the skills covered in the session individually or in small break-out groups.

Established metacognitive strategies delivered by Pacific and Pacificadjacent academic and non-academic staff, in a culturally safe and welcoming environment have yielded positive responses from students:

“Learning information that can help me reevaluate my study habits to better remember lecture content and do well”

“Learning about different learner styles, and how to adjust study techniques to that specific style”

“It was encouraging being surrounded by other PI and knowing that we’re all here to learn and gain good insight”,

and

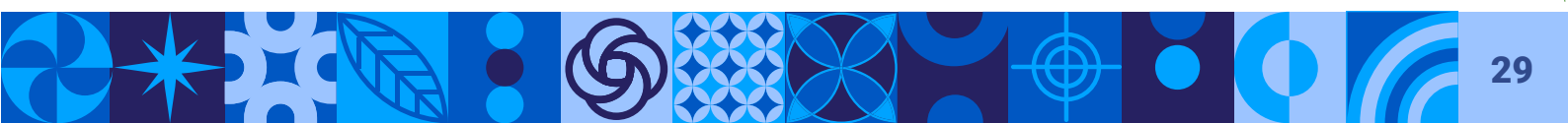
“Overall, this is a good initiative for student learning. 10/10. Malo team!”

Upon the delivery of the workshop, students share a meal together and use this opportunity to ask questions related to the application of the skills covered, engage in general conversation about wellbeing and academic life, or simply socialise with their peers.

These workshops have grown in popularity, with scores of 100% received consistently on how likely students would be to recommend these workshops to friends. Scores on the effectiveness of the workshops range consistently on the higher ranges of “very effective” and “effective.” Work has begun to track the effectiveness of the workshops in relation to student success.

This presentation aims to share a cost-effective, relatively easy to establish approach developed by a Pacific student support team in higher education to complement the work done by academic staff to enable Pacific students to achieve academic success.

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B1: Activating Equity: Embedding and supporting Indigenous perspectives in key University activities

Ms Audrea Warner, Associate Professor Barbara Plester

The University of Auckland , Faculty of Business, Department: Management and International Business

Audrea Warner

I am a Professional Teaching Fellow in Management and International Business University of Auckland. I have been 20 years of teaching experience in Organisational Behaviour, Human Resource Management and Marketing. I feel a strong sense of responsibility to engage, enlighten, and empower my students both now and for the future. I wants my students to learn from the past, be proactive in the present and work for a better tomorrow.

Barbara Plester

I am a Pākehā New Zealander from Tāmaki Makaurau (Auckland) and an Associate Professor in the Department of Management and International Business at the University of Auckland. I also serve as Associate Dean of Equity, Diversity, and Inclusion for the Business Faculty. With a PhD in Management from Massey University and several other academic qualifications, my research focuses on the social aspects of organizational behavior, particularly workplace humor and fun. I have received multiple teaching excellence awards and am a member of the Australasian Humour Studies Network. My work emphasizes the impact of social activities on well-being and performance in the workplace.

Indigenous knowledge represents a vital component of cultural heritage and offers invaluable insights into sustainable practices, community management, and holistic approaches to life. Integrating indigenous systems into the curriculum and supporting indigenous students and staff within higher education institutions is crucial for fostering diversity, equity, and inclusion. This presentation explores our multifaceted approach to embedding indigenous knowledge in teaching, research, and service, in our own higher education context. In our faculty roles of Associate Dean and Assistant Dean Equity, Diversity, and Inclusion, we aim to firstly 'walk the talk' by finding practical and philosophical ways to embed our espoused equity perspectives of indigenous knowledge into our everyday activities as we teach, research, and serve our tertiary community. Specifically, we incorporate

both Māori and Pacific knowledges, world views, and concerns into our work as we strive to endorse, understand, and respect indigenous ways of knowing and being in our university and faculty.

Our presentation offers everyday examples of our interactions and embedding of indigenous knowledges in our key three areas of work, as well as outlining tensions, ambiguities and challenges we have faced in doing this. Our equity roles have implied that we model teaching, research, and service from indigenous perspectives, yet we have struggled with what this means, what we are 'allowed' to do and the notion of cultural appropriation. Our differing cultural heritages create both insights and issues as we grapple with continuous improvement in these highly significant aspects of development in our university and indeed our wider society and country. We welcome inclusive and constructive debate and discussion throughout our session.

Notes:

B2: Start@Uni: Promoting Equity and Inclusion in Higher Education by Supporting the Academic Transition of Students from Underrepresented Backgrounds

Mary Teague, Katy Head, Dr Harriet Ridolfo, Dr Katie Osborne-Crowley

Access, Equity & Inclusion, UNSW

Mary Teague is the Director and Katy Head is the Deputy Director of Access, Equity & Inclusion at UNSW. They lead widening participation and diversity and inclusion initiatives, enhancing access and opportunities for underrepresented students through innovative programs and strategic partnerships. Dr Harriet Ridolfo is Project Officer – Educational Designer in Access, Equity & Inclusion at UNSW dedicated to the delivery of the Start@Uni project. Dr Samantha Clarke is a Senior Lecturer at the University of Sydney, working with educators to improve the learning experience for all students.

Transitioning to university can be challenging for all students, especially those unfamiliar with academic expectations. Students from educationally disadvantaged backgrounds often have less exposure to educational, economic, social and cultural resources as their more privileged peers. As such, may be less prepared for university study (Nallaya, Hobson & Ulpen, 2022, Bok, 2010). Instead of expecting these students to adapt to academic culture, universities need to adapt to their diverse needs through genuine social inclusion. University teachers, however, often lack awareness of the diversity in their classrooms and the unique needs of equity students, which may hinder their capacity to teach inclusively (Naylor & Mifsud, 2020).

The Start@Uni project, funded by the Department of Education, aims to support the academic transition from high school to university for students from educationally disadvantaged backgrounds through the development of two digital resources: a student toolkit and a teacher toolkit. Start@Uni is a collaboration between University of New South Wales (UNSW), the University of Sydney (USyd), and the University of Newcastle (UoN).

The project is characterised by co-design through consultation with both students from educationally disadvantaged backgrounds and first-year educators to ensure the content meets the needs of all users. Before the toolkits were developed, we undertook a literature review synthesising current understanding, evidence and assumptions on the academic preparedness

of students from educationally disadvantaged backgrounds. The literature review informed the development of a theory of change, which was instrumental in the development and evaluation of the toolkits.

The theory of change approach resulted in the development of five distinct modules for the Uni Ready toolkit focusing on what students can expect of university study, how they might get support when they need it, study skill development, understanding academic literacies and critical thinking. Similarly, the Theory of Change guided the creation of five sections in the Inclusive Teaching Guide, focusing on understanding diversity in first-year classrooms, building an inclusive learning environment, promoting student self-efficacy, cultivating academic literacies and normalising help-seeking.

Start@Uni aligns closely with the conference themes “Equity is our Compass” and “Community Engagement” by preparing underrepresented students for university and thereby promoting fairness and inclusivity in education. Additionally, the Inclusive Teaching Guide helps first-year university teachers adopt inclusive practices, fostering a supportive environment for all students. The project exemplifies community engagement within higher education through a collaborative initiative involving UNSW, USyd, and UoN, demonstrating the impact of pooling resources and expertise to benefit students and educators.

This presentation will outline the Start@Uni theory of change, the development of the two toolkits and present evaluation data demonstrating the effectiveness of the toolkits. The presentation will benefit a diverse audience, including university administrators, policymakers, first-year teachers, educators, and equity and inclusion officers. It will also interest education researchers and academics focusing on evidence-based practices and community engagement. Students and representatives from student support services can learn about resources for educationally disadvantaged students, and community and education partners will appreciate the project’s collaborative efforts and broader impact.

B3: Pacific Futures: Advancing in Higher Education

Bronwyn Williams, Jane Sio, Talalelei Tutaia

Future Student Engagement, Office of Pro-Vice-Chancellor (Engagement & Advancement), Western Sydney University

Bronwyn Williams, is of Niuean and Cooks Islands heritage and champions higher education for Pacific communities. She leads the team behind Western Sydney University's Pasifika Achievement To Higher Education (PATHE) and co-chairs the Australian Pasifika Educators Network (APEN).

Jane Sio, born to Samoan migrants in Western Sydney, is passionate about supporting the Pacific community through her role as a Senior Project Support Officer for PATHE. With 5+ years of experience, she now focuses on advancing Pasifika students in tertiary education.

Talalelei Tutaia is an Australian-born Samoan woman, serves as the Senior Project Support Officer in the PATHE program. With over five years experience in education, she empowers Pasifika students to achieve academic success.

Higher education for Pacific communities is of significant importance however there are notable disparities in the enrolments rates to university compared to the broader Australian population. In a recent analysis of the census data, it was revealed that Pacific individuals aged 18 and above complete Year 12 at a higher percentage than the general Australian population. In particular, 63.2% of Pacific individuals are completing Year 12 in comparison to 59.1% of the general Australian population. Comparatively more Pacific individuals opt for Certificate level courses with only 23.5% pursuing Bachelor degree level courses which is significantly less than the general population of 41.6% (Gerace et al., 2023). These statistics highlight the need for programs that are by Pacific, for Pacific in advocating for opportunities.

Western Sydney University's Pasifika Achievement To Higher Education (PATHE) program was established in 2012 with the intention to increase participation of Pacific communities in Higher Education. The work of the team focusses on three pillars of engagement – University, Schools, and Communities. Participants engage in experiential learning opportunities both in schools and on campus.

PATHE is a key program in the suite of offerings in Future Student Engagement and works collaboratively alongside the Indigenous, Refugee, Asylum Seekers, Secondary and Primary programs. The program

engages Pacific communities through three pillars of engagement: starting from as early as Year 5 in our schools component, continuing through to Year 12, involving current university students, and extending into our communities. This comprehensive approach ensures we work with schools, university students, and the broader community. Through commitment to incorporating culturally relevant materials, pedagogies and practises into the program deliverables, PATHE engages in activities focussing on centring the student experience. Activities include:

- In-school workshops that are culturally curated to emphasise the importance and value of education and post-school career options.
- 'Planning for Tomorrow' consultations which focus on career aspirations and planning of Year 12 students.
- Chase the Dream Conference where Pacific professionals and current Pacific university students facilitate sessions on their career/study pathway for Year 10 students.
- Support at university through initiatives such as the Sa'Uni first-year orientation for Pacific University students studying at Western Sydney University.

It is through these activities that PATHE aim to increase participation of Pacific communities in the tertiary sector as well as advocate for the needs of Pacific learners in Australia.

This presentation will demonstrate the significance of providing robust and student focussed activities to advance future participation in higher education for Pacific communities. By exploring the journey of Pacific communities in higher education and delving into the diverse experiences of Pacific students, we will discuss pathways to success through perseverance, resilience, and cultural pride. Through narratives and insightful analysis, "Pacific Futures" celebrates the achievements of Pacific individuals, shedding light on their contributions to academia, leadership, and innovation. From navigating academic challenges to overcoming systemic barriers, this presentation seeks to empower participants to embrace their own potential and chart a course toward higher education excellence.



B4: Navigating the stormy seas of placements: Towards inclusion for all students

A/Prof Amani Bell, Minahil Khan, Lachlan Sibir, Tara Soanes & Tina Tran

The University of Sydney

Amani Bell, at The University of Sydney School of Health Sciences, focusses on enhancing accessibility and success for diverse university students. Minahil Khan, a Doctor of Dental Medicine student, aims to address placement inequities, particularly for minority students. Lachlan Sibir, a history honours student and high school teacher, seeks to improve accessibility for marginalised students during university placements. Tara Soanes, a Bachelor of Social Work student, is passionate about social justice and aims to drive meaningful change in placement experiences. Tina Tran, a second-year social work student, aims to address financial hardships faced by students during placements, drawing on personal experiences for positive change.

Off-campus placements, where students undertake workplacebased learning, are highly valuable yet also highly risky learning experiences. Placements can present significant challenges for students, particularly those who are from diverse backgrounds.

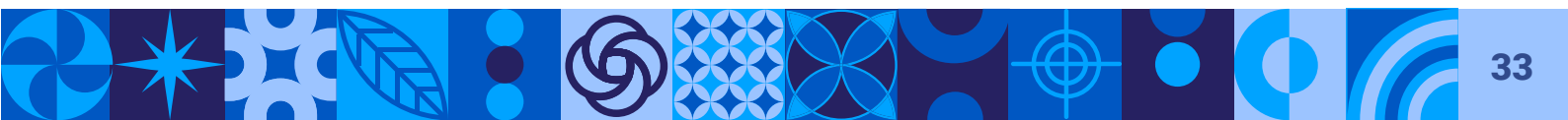
Students on placement sometimes encounter racism, transphobia, and gender discrimination, and may feel psychologically or physically unsafe (Gair et al., 2015, Babenko-Mould and Laschinger, 2014; King et al., 2021). Students with disabilities often find that the accommodations available on campus are more difficult to access during placements (Dollinger et al., 2023).

In addition, many students experience placement poverty since the demands of full-time placements mean that they cannot work in their usual jobs (e.g. Morley et al., 2023). This financial stress is compounded for students who are low-income, carers, and / or have health issues. Researchers, practitioners and activists in Australia and Aotearoa have been calling for financial support for students undertaking compulsory placements. While the Australian Federal Government has announced means-tested 'prac

payments' for students completing nursing, teaching and social work degrees, there are many other degrees with compulsory placements where students would benefit from financial support.

During 2024, we have been conducting a Fellowship funded by the Australian Centre for Student Equity and Success. Our research seeks to identify solutions to address placement poverty and ensure inclusive placement experiences for all students. Led by an academic and four students with lived placement experiences, our participatory action research involves students, educators, policymakers, and placement providers. Together, we are codeveloping placement inclusion strategies that range from simple to ambitious. In this presentation, we will discuss our project outcomes that address placement inequities for students from diverse backgrounds.

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C1: MAPPS - Indigenising Outreach in Higher Education, Queensland

Miss Desiree Guttenbeil, Dr Juliet Boon, Miss Paige Kemp,
Dr Vaoiva Natapu-Ponton, Mr Shane Drahm

Griffith University

Desiree Guttenbeil: *Desiree has been working as Engagement Officer in the Māori and Pasifika Pathways to Success (MAPPS) program at Griffith University. As an enthusiastic role model in various initiatives, Desiree works with high schools on a weekly basis sharing strategies for successful pathways to university with students and staff. She has utilised expertise and skills as a graduate/alumnus of Griffith University, to empower others to reach their goals.*

Juliet Boon-Nanai: *Juliet has 32 years' experience in education. Almost two decades in student equity for Pasifika students and recently with Māori. Juliet has been in both academic and professional roles in higher education. She is passionate in creating opportunities for young students to realize their utmost potential.*

Paige Kemp: *Paige recently graduated with a Bachelor of Business/ Bachelor of International Tourism and Hotel Management at Griffith University Gold Coast Campus, majoring in events management and tourism management. She is very passionate, ambitious and a driven individual with a purpose to help people to become the best versions of themselves; mentally, physically, emotionally and spiritually. Paige is passionate about people, culture, education, experience and especially our natural environment. Paige loves to learn new things, upskill, connect with like-minded people and always striving in accomplishing her goals.*

Vaoiva Natapu-Ponton *Vaoiva completed her doctorate in Education at The University of Melbourne investigating the motivations of Melbourne-based Pasifika students to learn, what concerns them, and impediments to their educational success. Spending the last 25 years as an educator, she is interested in strategies to enhance student success in the transition from school to the tertiary sector. Her experience of utilising Pacific Methodologies is explored in various publications.*

Shane Drahm: *Shane is Director of Student Equity and Diversity at Griffith University overseeing initiatives to maximise student learning experiences for First Nations students, and more recently Māori and Pasifika cohorts. With more than 20 years' experience in tertiary sectors, he has been an advocate for the utilisation of indigenous methodologies to maximise better ways of being and knowing for people from diverse communities.*

Griffith University through the Māori and Pasifika Pathways to Success (MAPPS) program is embedding culturally responsive practices to promote cultural diversity through the provision of an outreach initiative. The outreach involved an expression of interest to participate in a Samoan Language competition as an on-campus event. A topic was posed to reflect how diasporic communities dwell holistically. The theme *Saili malo ma tautua i le alofa aua se lumana'i manuia*, that is to 'adapt and serve in love for a thriving future' centred around the context of Samoans living in Queensland. The expression presented to the Year 10, 11 and 12 State High Schools and Colleges within the Brisbane area was well attended, confirming the need for tertiary institutions to be more inclusive and culturally diverse. Twelve schools are participating with eighteen (18) students competing. A pleasant surprise is that a homeschool Samoan student also expressed her interest. By drawing on a cultural Fonofale model, the students highlighted how they serve in love, compassion, integrity, honesty, honour, and dignity as well as spiritually and adapt to value the relational *vā* to a thriving future. The purpose of this event is threefold. As part of Griffith University's ongoing commitment to diversity and inclusion, it has established a Māori and Pasifika Engagement Team (MAPPS) to coordinate activities that will 'brown' the university spaces as part of decolonising higher education places. Pasifika Communities in Australia 2021 Census (Grech et. al,



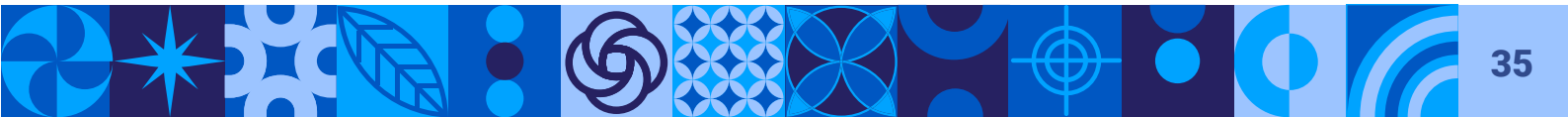
2023) highlighted that Queensland is home to the largest Pacific Island population in Australia with most residing in Logan, the Gold Coast, and Ipswich. Of those with Pacific heritage, Samoans are amongst the majority alongside, Fijians, and other Polynesian and Melanesian groups.

Educating our tertiary spaces to invest in the cultural capital and heritages of our Pasifika people to make Griffith as their university of choice is a sound resource that will make Griffith a point of difference to all other universities in Australia. Our Pasifika people connect with their faasinomaga (cultural identity) and homeland.

These connections add value to the university. There is a need to indigenising curriculum(s) within tertiary institutions to make a difference for those wanting to experience university pathways.

The Samoan language speech competition is not only a one-off event to celebrate Independence celebrations within the homeland, but it continues to be an annual one to avoid tokenistic gestures to diverse populations who have made Queensland their home. The significance of this event is tribute to the theme showcased in this event where our young people are given an opportunity to make their voice through their contributions/participation. This inaugural and auspicious celebration of the Faa-Samoa culture coincides with Griffith University’s Reconciliation Goals and themes. This involves speaking for change, walking the talk, celebrating success as well as ensuring that promoting indigeneity, diversity, and inclusion of minority population within tertiary spaces as everybody’s business. By holding events where students see themselves presented in tertiary spaces, they are encouraged to be part of pathways leading to higher education.

Notes:



C3: Gender Justice Hub: A framework for collaborative research and practice to support national plans to end gender-based violence

Professor Penny Jane Burke, Associate Professor Julia Coffey,
Dr Jean Parker, Dr Jean Parker, Mrs Felicity Cocuzzoli,
Dr Stephanie Hardacre, Ms Julia Shaw, Ms Emily Fuller,
Dr Matt Lumb, Dr Rhyall Gordon

Centre of Excellence for Equity in Higher Education, University of Newcastle, Australia

Dr Jean Parker is Research Officer with the Centre of Excellence for Equity in Higher Education (CEEHE) at the University of Newcastle. Her work centres on the political economy of higher education, neoliberalism and the Australian welfare state, and class and inequality. Jean has published on Australia's policy response to the global financial crisis of 2008, financialisation and housing, and inequity in Australian higher education.

Julia Shaw is the Research and UNESCO Chair Coordinator at the Centre of Excellence for Equity in Higher Education. She has a degree in Art History and Theory and a Masters in Policy Studies.

Emily Fuller is Practice and Research Convenor with the Centre of Excellence for Equity in Higher Education (CEEHE). She coordinates the Navigating Higher Education project, comprising of several programs which draw on CEEHE's innovative 'Relational Navigator' framework.

Gender-based violence (GBV) is an insidious social problem of epidemic proportions across the world, rooted in multidimensional gender injustice (Fraser, 2013). One in 3 Australian women will have experienced physical violence since the age of 15 and one in 5 has experienced sexual violence (ABS, 2016). These rates are higher for women from socioeconomically disadvantaged areas, women with disability, Aboriginal & Torres Strait Islander women, LGBTQI+ communities and women living in rural and remote areas.

Although the profound, detrimental, and long-term effects of GBV on all dimensions of personal and social health and well-being has been strongly articulated over recent years, the impact of experiences of GBV on higher education access and participation remains largely a silent issue.

Research conducted by the Centre of Excellence for Equity in Higher Education (CEEHE) with students and student

victim/survivors at the University of Newcastle reveals that GBV across the life course has significant implications for higher education equity. The research involved a mixed-methods survey with 430 student participants and 48 in-depth interviews with student victim-survivors, which has generated a comprehensive set of recommendations for Australian universities.

Responding directly to the student recommendations and insights from domestic, family, and sexual violence (DFSV) organisations, the team has developed a proposed Gender Justice Hub. The Hub is a site of research, advocacy, connection and capacity-building.

The Hub is being developed as a model for all Australian universities to play a vital role in addressing GBV in their regions – in collaboration with local DFSV community service providers, staff, students and policy makers.

Community engagement Gender equity and diversity initiatives



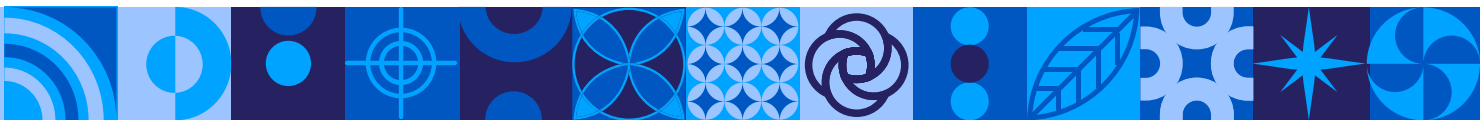
The Hub's goals are to:

1. Enable victim-survivors to access, participate and thrive in and beyond higher education; and
2. Mobilise higher education's contribution to the national strategies for ending GBV by building knowledge, capacity, expertise, collaboration and skills.

This presentation will detail the context for the development of the Gender Justice Hub. We will provide insights from the research undertaken to date and explore the impacts of GBV on higher education study and experience shared by student participants.

We will also highlight the impact of experiences of GBV on identity and belonging emerging from the research, and the possibilities presented by higher education as a site of transformation - both for the individual and for society. We will outline the programmatic elements of the Hub aimed at supporting student belonging and connection. In doing so we will share art materials with conference participants that reflect the practices of the Claim Our Place program. Finally, we will outline the next stages of the project, including an embedded evaluation framework, and attention to GBV and its intersections with other inequalities and the importance of this understanding in student support and curriculum development.

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C4: Revitalising Student Support through an Equity, Diversity and Inclusion Lens

Dr Kylie Austin, Erin Hiesley

University of Wollongong

Dr Kylie Austin has over fifteen years experience in Australian higher education and is currently the Associate Director, Student Equity and Success. During this time, Kylie has led institution wide initiatives aimed to increase the representation and participation of underrepresented cohorts at university. In addition to this Kylie has led institution wide initiatives related to academic support, peer mentoring and co-curricular engagement. She is also the current President for Equity Practitioners in Higher Education Australasia, providing sector-wide advocacy and professional development to student and staff equity practitioners. Kylie's research interests are in partnerships and equity, and has led national research projects to investigate the experiences of underrepresented cohorts with higher education.

Erin Hiesley is currently the Associate Director, Student Mental Health and Wellbeing at the University of Wollongong. Erin has over twenty years experience in the health sector, with experience in working with remote Aboriginal communities to improve health and wellbeing outcomes, as well as allied health services in regional communities. Erin currently oversees the Accessibility and Inclusion service, suicide prevention, student support and Counselling services at UOW.

COVID-19 and the shift to remote learning did not only impact teaching and learning, but how universities supported students both from an academic and wellbeing perspective. For many higher education institutions, the financial impacts of COVID-19 resulted in a reduction of student facing staff and therefore support services that were available (Ferguson, 2022). For other higher education institutions, the shape of support that they provided their students evolved to meet the rapidly changing needs of their student populations (Raaper & Brown, 2020). In the Australian context, this has been compounded by a review of our higher education system and the subsequent release of the University's Accord (O'Kane et al., 2024). One of the priority actions under the University's Accord has been the introduction of the Support for Students Policy (Australian Government, 2023).

Global issues and national policy shifts have created an opportunity for Australian Universities to reimagine and revitalise their approach to student support.

The University of Wollongong (UOW) has a diverse student cohort, with 54% of our domestic students belonging to a government defined equity group, and 96% of our student cohort identifying with a broader definition of equity. Subsequently, equity cannot be a construct that sits 'on the side' of our practice, but instead equity, diversity and inclusion must inform everything that we do.

Over the last eighteen months, UOW has embarked on a journey in partnership with our students to reimagine how we support students to thrive in their higher education studies. Underpinned by an institution wide UOW Equity, Diversity & Inclusion Framework (adopted by staff and students), we are reimagining how students are;

- (1) supported in their transition into and through university;
- (2) thriving in terms of their living, health and wellbeing;
- (3) engaging in their learning;
- (4) creating connections and a sense of belonging; and
- (5) creating a sense of purpose.

This presentation will provide insights on the process that UOW undertook in partnership with our students to reimagine our approach to 'Student Success', resulting in our Equity, Diversity & Inclusion Framework and our Student Success Strategy. The presenters will also share the early indicators of success and the subsequent impacts that the approach is having on creating an inclusive environment, where every student has the opportunity to thrive.

C5: Human-Centred Professional Development: the key to building inclusive learning environments.

Miss Lucy Jellema

UNSW

Lucy Jellema is the Educational Developer, Equity in UNSW's PVCE portfolio. She has a background in education, inclusion, and professional development in a range of educational and corporate settings. She has a passion for supporting professionals to develop their inclusive teaching pedagogy and applies this through human-centred design. Lucy believes that supporting teaching staff is essential when considering how to increase retention and achieve population parity in university student cohorts.

Across all levels of education, the role of teaching staff in achieving student-focused strategic priorities is often overlooked (Shaw et al., 2023). Staff directly impact student engagement and retention (Fabrizz et al., 2021).

In 2022 the University of New South Wales (UNSW), a large Australian metropolitan university, set a target for 25% of undergraduates to be from a low socioeconomic (SES) background.

A key aspect of this initiative was the development of resources for teaching staff to better understand and support this group of students.

Human-centred design was identified as the optimal approach to support teaching staff because it allows for the needs of teachers to drive resource development and maximise implementation, directly resulting in positive outcomes for students (Baker & Moukhliiss, 2020; Heffernan & McKay, 2019; Ructtinger, 2015). The initial discovery phase identified three points:

- Teaching staff are constrained by limited time and cannot participate in extensive training or focus on individual cohorts.
- Most staff want to improve their inclusive pedagogy.
- There is inconsistent access to quality teaching resources which is compounded by navigational challenges across faculties.

Originally the project focused on supporting students from low SES backgrounds specifically. However, the implementation of inclusive teaching support and application of Universal Design for Learning (UDL) has a greater impact for those students (CAST, 2018). It increases engagement, retention and reduces the need for individualised specific supports, resulting in less administrative and mental burden for staff (Abegglen et al., 2021).

Following the discovery phase, support and resources for staff were designed with three underlying principles:

1. Model UDL and accessibility practices.
2. Reduce cognitive fatigue.
3. Avoid duplication.

The cornerstone of the support is the development of an 'Inclusive Teaching Gateway' website. This collates existing quality resources from internal and external sources and presenting it in digestible formats.

The site leverages the expertise of the vast network of academics and professional staff across UNSW. Services, research, and programs are consolidated to reduce the administrative burden of finding support and information.

Where informational gaps are identified, content is created in multiple modes. Teaching staff engage in the format that best suits them and can easily find further information on topics of interest.

Faculty-based Inclusive Teaching Guidelines were consolidated to a central document created through an iterative feedback process with faculty staff. It supports consistency of information and knowledge sharing across disciplines and the concise design links out to further information and resources.

Workshops and training are implemented across the year which engages staff in discussion, models best practice and allows for the sharing of expertise.



Each session is recorded, in a hybrid format and co-presented with teaching staff from a range of faculties.

They explore pedagogical practices at different levels of experience to acknowledge the vast range of expertise across approximately 3000 teaching staff at UNSW.

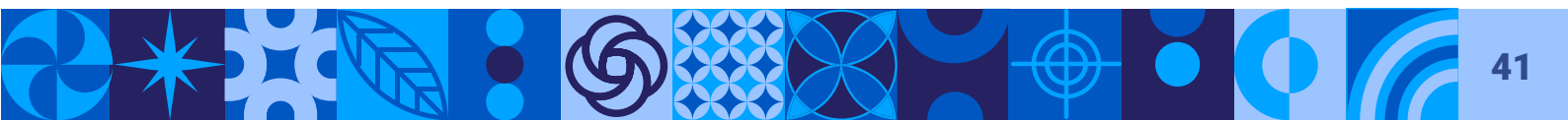
This project is currently being implemented and promoted with resources progressively added. The ongoing collaboration and iterative feedback process with faculties, relevant working groups and key stakeholders ensure continued engagement and improvement of resources.

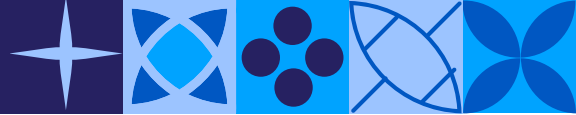
The key to achieving retention and success of diverse student cohorts is prioritising human-centred design of professional development. Staff support sets our bearings, so equity can be our compass.

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C6: Centring Lived Experience in Inclusion Training

Dr Caitlyn McLoughlin, Katy Head

University of New South Wales, Access, Equity and Inclusion Division of Societal Impact, Equity and Engagement

Caitlyn is the Manager, Diversity and Inclusion at UNSW where she oversaw the development of the University's first Gender Equity Strategy. She has a PhD in medieval literature with a focus on sexuality studies and queer theory and has been working in access and inclusion for the past four years.

Katy Head is Deputy Director of Access, Equity and Inclusion at UNSW. She has been working in access and equity in higher education for over ten years.

their own storytelling capabilities as well as showcase and celebrate their authored resulting stories.

This presentation will highlight the importance of sharing authentic, lived experiences as part of inclusion training, as well as expand on what it means to ethically partner with participants.

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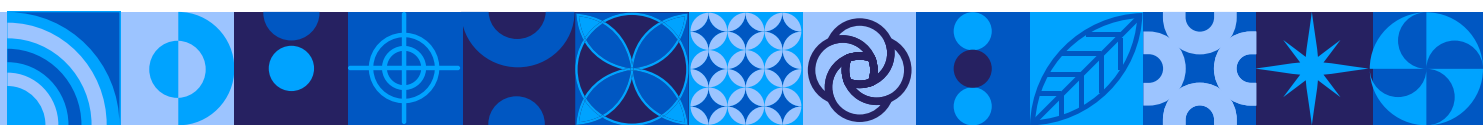
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UNSW is committed to delivering diversity training as a critical tool to support staff and students to build their capacity to promote a respectful and inclusive culture.

Diversity training can help to promote awareness of issues related to diversity, equity, and inclusion including understanding different cultures, identities, and experiences and how they may impact interactions and relationships in the UNSW community. As such, in 2024, UNSW launched Inclusion@UNSW, a training suite that supports capacity building in staff and students via in-person workshops, online workshops, and Moodle modules focused on LGBTQIA+ allyship, cultural inclusion, and accessibility. Learning outcomes for the various workshops focus on increases in understanding of the diverse experiences within each identified group.

A key part of Inclusion@UNSW is lived experience. As part of training development, UNSW engaged a professional storyteller to enable volunteer staff and students to share their lived experiences to authentically and respectfully highlight challenges, generate curiosity and empathetic responsiveness along with enhanced awareness and to encourage shifts in practice for training participants.

These lived experiences, which take the form of written narrative, audio stories, short videos, live panels, transcripts, and scenario case studies, have been embedded in both face to face and online training modules. Crucially, the development of these resources was undertaken in an ethical partnership with volunteer participants and endeavoured to enrich



C7: From just below the surface: Narratives to advance equity and justice

Dr Jennifer Tatebe, Professor Missy Morton, Dr Badhoora Nasser,
Ms Manal El Mazbouh

Waipapa Taumata Rau | University of Auckland, Faculty of Education and Social Work

Jennifer Tatebe is a Senior Lecturer and Co-Associate Dean Equity in the Faculty of Education and Social Work at the University of Auckland. Her teaching and research explores the sociocultural, economic and political contexts of teaching with a current key focus on rural education.

Missy Morton is a Professor of Disability Studies and Inclusive Education, and Co-Associate Dean Equity in the Faculty of Education and Social Work at the University of Auckland. Her current inclusive education research projects look at how intersecting beliefs, values and practices in curriculum, pedagogy, assessment and difference make it more or less likely that all learners are able to participate, belong, learn and achieve across a number of educational settings.

Badhoora Naseer is a Post Doctoral Fellow in the Faculty of Education and Social Work at the University of Auckland. Her teaching and research centres around inclusive education and teaching for social justice.

Manal El Mazbouh is a PhD candidate in the Faculty of Education and Social Work at the University of Auckland. Her research interests lie in educational data and educational management information systems (EMIS) from an international development perspective, with a current focus on the quantification of human rights (specifically as pertains to education) and data colonization..

This presentation presents the process and initial findings from a Faculty wide equity case study narrative project. Organised in two parts, the presentation opens with a discussion of the equity centered origins of the Faculty Equity Committee's decision to develop a case study narrative project that draws on student and staff experiences from some of the University of Auckland's identified equity groups. The authors outline the administrative steps taken to implement this DEI programme of work, inclusive of the purposeful hiring graduate researchers already working with equity groups within the DEI space to interview staff and students whose experiences have been crafted into case study narratives.

The second half of the presentation focuses on how the narratives inform the Faculty's Equity plan and serve as the foundation of a multi-year future Faculty staff development and training programme. Our project directly aligns with the conference theme of "Equity is our Compass: holding course for inclusive education" and all of the conference strands. This presentation will be of interest to higher education professionals in a range of equity roles, academics and those broadly those interested in equity focused activism.

The panel presentation continues with the work of Badhoora Naseer and Manal El Mazbouh who will present on ableism and inclusion. Badhoora Naseer shares disabling and enabling moments experienced by Ella, a student, and a staff member at the University of Auckland. These moments suggest that disability is not a static condition but comes from an interaction between a body and various factors from the social and physical context surrounding it. In Ella's case, these factors include the design of buildings, modes of transport, communication, discriminatory attitudes, medical services, policies and support systems. Ella's experience raises important questions about inclusion and equity that can be addressed by replacing the ableist preferences for able-bodiedness and the desire to be normal and independent with a view that people, in general, are momentarily able-bodied, interdependent with shifting capacities.

Manal El Mazbouh's presentation outlines the dynamic process of the selection and compilation of national and international resources on racism and how to respond to it in educational and workplace settings. She describes the creation of a flexible, selfpaced format that allows users to explore a rich array of materials, is pitched at various entry points, and thus caters to diverse audiences with varying levels of interest and knowledge. Manal showcases some of the most noteworthy resources and explains how this innovative approach is meant to support independent discovery, empowering individuals to engage deeply with the topic and take meaningful action against racism..

C8: Navigating an inclusive future for people with disability

Ms Darlene McLennan, Ms Gabrielle O’Brien

Australian Disability Clearinghouse on Education and Training, The University of Tasmania

Darlene McLennan (MB) has managed ADCET since 2013 and worked in the tertiary education disability sector since 2005.

Darlene is passionate about improving linkages, transitions and participation for people with disability in tertiary education. Darlene’s lived experience and expertise gives her personal insight into the challenges and opportunities faced by students with disability. She is an EPHEA lifetime member.

Gabrielle O’Brien (MHumSer) has over 25 years’ experience in Higher Education and works with ADCET. Her passion and lived expertise is in delivering whole-of-institution strategy that improves access, participation, retention and success for student and staff equity groups. She is a former President of EPHEA and lifetime member.

Inclusive tertiary education for people with disability is at a crossroads. With disability in the spotlight through the largest reform pieces Australia has ever seen people with disability could not be blamed for getting their hopes up.

Australia released three significant reports on people with disability in the last 6 months – the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability (DRC) (September 2023), the NDIS Review (December, 2023), and the Australian Universities Accord (the Accord) (February, 2024).

However, none of these reports adequately grasp the lifechanging nexus between tertiary education and improved socioeconomic outcomes for people with disability. The Productivity Commission reports that in the next five years more than nine out of ten jobs will require tertiary education.

The common thread in these reports is a culture of low expectation and a language of disablement and disempowerment. The DRC barely mentions post-secondary study and it is entirely absent from the NDIS Review. The Accord was touted as the greatest higher education reform since the Bradley Review. However, its inaccurate data analysis has failed to set growth targets; it fails to acknowledge low participation, retention and success rates; and ignores the legislative obligations to people with disability in tertiary education.

Architects of the Accord admit mistakes were made but time will tell whether they adequately readjust reforms for this cohort. Part of this will be recognising that maintaining a status quo, or even parity, fails people with disability. There has been an exponential rise in enrolments of people with disability in the last 10 years including people with long-term health, neurodevelopmental and mental health conditions.

Equity practitioners and educators at the coal face – empowering future students, providing direct supports, influencing policy and strategy, implementing inclusive learning strategies, and improving physical and digital accessibility – are understandably frustrated.

Notes:



Despite the Accord’s failings, equity practitioners, academics, and senior leaders already have many of the tools needed to address the existing structural and attitudinal barriers to participation and success for students with disability. As Australia’s leading resource on disability in tertiary education ADCET provides practical information, guidance, and tools to support disability inclusion in tertiary education settings. ADCET has proven the positive impact of a national response through the content we develop, webinars we run and many projects we have undertaken in partnership with the sector and people with lived experience to help inform and guide inclusion.

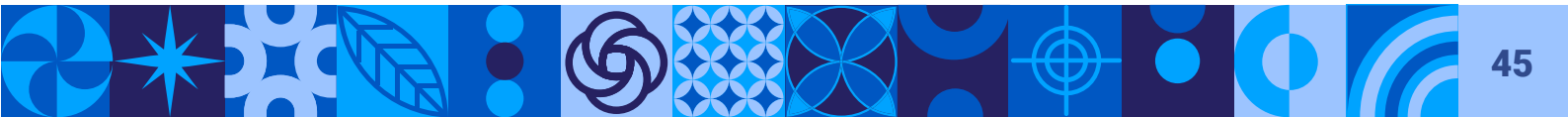
We have practical guides for developing disability action plans, Universal Design for Learning (UDL), capacity building amongst staff, career development support, understanding the disability rights legislative framework, and improving assistive technology and digital accessibility.

The session will highlight:

- whole-of-institution strategies that will transform inclusion such as UDL and inclusive ICT procurement
- the importance of accurate data collection, analysis and evaluation
- everyday strategies for practitioners and educators

Most importantly we want to talk to practitioners and help to refocus the conversation on positive and practical ways equity practitioners can reset their compass to navigate and advocate for an inclusive education landscape for students with disability.

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D1: Community Engagement through Work Integrated Learning

Dr Mehal Krayem, Ms Maddy Langabeer, Ms Lisa Aitken

Centre for Social Justice and Inclusion, University of Technology Sydney

Dr Mehal Krayem is the Manager of Community Engaged Teaching and Learning at the Centre for Social Justice and Inclusion, UTS and has over 20 years experience in the community sector. Holding a PhD in Communications (UTS), Mehal has taught for 10 years in the School of Communications (media studies, social inquiry and public communication). She is the author of 'Heroes, Villains and the Muslim Exception: Muslim and Arab Men in Australian Crime Drama' (Melbourne University Press). She serves as Deputy Chair of Arts and Cultural Exchange and is a board and founding member of Hunar Symposia.

Maddy is an Engaged Teaching and Learning Coordinator within the Centre for Social Justice and Inclusion. With a keen focus on project management, Maddy thrives on fostering meaningful connections and reciprocal community partnerships with a diverse spectrum of stakeholders. In her current role, Maddy manages, delivers and evaluates one of UTS' leading community-based initiatives, facilitating collaborations between not-forprofits, skilled student teams, and academics to drive impactful community-led projects. Her passion lies in enhancing the student journey while nurturing a strong and resilient community sector. In 2022, Maddy received the Vice-Chancellor's Career and Professional Development Award for High Performing Professional Staff.

Lisa is an experienced social impact practitioner having worked across university, government, not-for-profit, start-up and private sectors. She has extensive experience in human centred program design, leadership, community engagement and strategic planning. Lisa worked as an educator in disadvantaged areas in both Sydney and London before working for Transport for London to co-design programs to provide better outcomes for young people. Lisa worked for 8 years in the UTS Centre for Social Justice and Inclusion designing programs and strategies to widen participation to students from underrepresented groups. She extended her innovation, leadership and strategic planning skills working at the NSW Department of Education managing multiple teams in the Catalyst Lab Innovation Program. She returned to UTS and is now the Executive Manager of Community Engagement and Impact.

This presentation will explore the role of community engaged work integrated learning (WIL) in enhancing

social justice literacy in the classroom. By using the UTS Shopfront Community Coursework Program, situated in the Centre for Social Justice and Inclusion, as an example, we demonstrate how community engagement projects are a catalyst for improving student understanding of social issues.

The UTS Shopfront Community Coursework Program is UTS's flagship community engaged WIL program. The program's mission is to help build a strong and sustainable community sector. Since 1996, UTS Shopfront has been the gateway for community sector organisations to access university resources and academic expertise. By partnering small to medium community organisations with community engaged coursework subjects, UTS Shopfront provides pro-bono services to the community sector and gives UTS students the skills to contribute to social justice causes.

Community engaged WIL 'is a high impact experiential pedagogical practice that fosters student engagement, improves retention, helps to strengthen civic responsibility, and develops critical thinking by pairing student learning outcomes with community identified needs' (Veyvoda and Cleave 2020:1544). Our commitment to this framework means that students engaged in this program must be taught social justice literacy. This includes an awareness of the power and privilege associated with being students at a prominent Sydney-based educational institution.

Thus, as part of our program we offer students several modules to give them the language to understand their positionality. We probe our students to consider their specific modes of privilege and to explore how this might affect relationships and relationship building with their respective community groups.

This presentation will explore the value of this model in understanding social issues and outlines practical ways in which participating in the UTS Shopfront Program enables students to engage better with social justice concepts, while providing resources for community organisations to more easily fulfil their missions.

The primary audience for this presentation would be anyone working in community engagement, social justice in higher education, teaching and learning or work integrated learning.



D2: “We might not like what you find!” Workplaces and willingness – The unexpected challenges that arise when researching disability equity needs in workplace settings.

Ms, Imogen Howe

Melbourne School of Design,, Faculty of Architecture Building and Planning,, University of Melbourne

Imogen Howe is a PhD Candidate in the Melbourne School of Design at the University of Melbourne. Her PhD research focuses on understanding physical and psycho-emotional barriers to workplace access and participation for persons with disabilities. In addition to her research, Imogen is co-director of a small architectural practice focussed on social impact and equitable inclusive design. Her research and practice aim to advance inclusive design to create socially sustainable built environments..

This presentation will relate to the conference theme of accessibility and inclusive environments, with particular regard to research relating to workplace accommodations for staff with disabilities.

Research Focus

My PhD research project, Designing Workplace Inclusion, undertakes research into the needs of people with disability and the architectural design of the places they work. The project explores case study buildings, selected for their ambitious approach to accessibility and inclusion, the first of which houses university, government and private sector tenants.

Universities have long been important as leaders in design innovation. As developers, they give their design teams freedom to explore new concepts or implement best practice, whether it be in inclusion and equity, sustainability and expression, or some other dimension. However, even when leading in the field, they don't always get it. When it comes to inclusive design for people living with disability, architectural and workplace design often falls short. Approaches to improve architectural design processes have not resulted in a silver bullet solution that would overcome the issues presented in this sector. What's more, this area is under-researched within the architectural

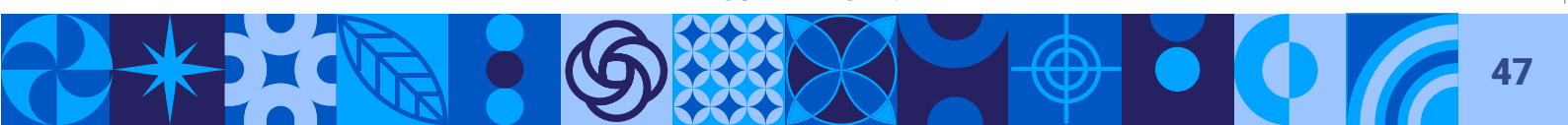
discipline and few models and methodologies exist that demonstrate best practice research design for exploring the boundaries of this problem.

Presentation Topic

Although some preliminary findings may be discussed, this showcase presentation will not focus on findings but rather the process of designing and undertaking the research. I will share insights from establishing the research methods, case studies and recruitment highlighting some of the attitudinal and logistical problems that can be faced in undertaking this type of research.

Even before talking to my first participant, I faced rejections from organisations and case study buildings, barriers obtaining consent, additional ethics processes, recruitment and dissemination challenges. These processes (such as ethics approvals) tend to treat the individuals with disability as 'vulnerable' and therefore it is expected that individuals might not want to discuss their disability or lived experiences. However, in my experience it is quite the opposite. Largely the individuals with disability are enthusiastic and willing participants in the research. Instead, the main problem I have faced in commencing data collection has been with navigating the bureaucracy of approvals to get to my target research group of professional workers with disability and in gaining cooperation from the organisations in which they work.

Additionally, I have found there are extra logistics in ensuring your recruitment material is communicated to your participant group. Sometimes this has required working creatively with the organisations to adapt their expectations for how information might be disseminated in order to even be heard or visible, 'accessible' to your potential participants.



D3: Charting New Courses: Best Practices in Indigenous Student Entry Programs

Mrs Amelia Corr

Future Students, Western Sydney University

Amelia is a Bundjalung and Wiradjuri woman living on Dharug Country, with connections to the Hawkesbury and Mt Druitt Aboriginal communities. She is a traditional dancer, storyteller, and weaver. Amelia's qualifications include Master of Indigenous Education and BA Dip Ed (Secondary). She has extensive experience in education settings including universities, TAFE and local government. Her current role is Indigenous Engagement and Pathways Senior Officer at Western Sydney University where she coordinates Indigenous community engagement, stakeholder management and Indigenous undergraduate entry.

Since 2013, Western Sydney University has operated the Aboriginal and Torres Strait Islander Entry Program, providing a dedicated entry pathway into undergraduate degree courses for Indigenous students. Consisting of a literacy skills-based assessment with an additional numeracy assessment for courses with a numeracy component, the entry program provides access to all undergraduate level degree programs. This initiative is a cornerstone of WSU's commitment to enhancing educational access, participation, and success amongst Indigenous peoples.

In 2023 the entry program was significantly redeveloped to a strength based and student-centred model. This model was underpinned by evidence of best practice in Indigenous spaces; Indigenous lead decision making, centring of relationships and culturally responsive processes. The redeveloped model embraced hybrid delivery, increased flexibility, strengths-based terminology, maintained contact and a structured orientation program to assist in university readiness.

The outcomes achieved through the redeveloped program were record breaking. Offers to Indigenous students increased by 108.5%, and enrolments surged by 158% with individual course enrolments averaging

a 228.5% increase, especially in critical areas of study including health specialisations and STEM. Importantly, enrolments of mature age Indigenous students within the student cohort comprised 49%, demonstrating the programs increased accessibility to intersectional students.

This presentation will discuss the newly introduced program model, providing an in-depth examination of the strategies and methodologies implemented. It explores the theoretical underpinnings of the strengths-based approach and how these principles were operationalized within the program. Attendees will gain insights into the specific relationship-building and culturally responsive processes that were key to the program's success.

This presentation shares best practices learned from the program's development and execution, serving as a compass for other institutions aiming to enhance their own access and participation initiatives. It aims to contribute to cross institutional understandings of best practise and to reimagine and transform their own entry pathways, holing course to greater educational access and success for First Nations students.

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D4: The Heroes Journey – Utilising rich narratives from community voices in evaluating the Get Uni Ready Program

Mr Roman Albert, Ms Adelheid (Heidi) Berger-Bartlet

Queensland University of Technology, Equity, Student Services & Wellbeing, Administrative Division

Roman Albert is an award-winning impact filmmaker, educator, and equity practitioner currently working within QUT's Widening Participation team. With over fifteen years' experience in the Australian widening participation sector as well as a career focused on capturing stories across stories of change, he passionately advocates for digital storytelling and rich narrative data to enhance educational equity and champion the work of equity practitioners globally.

Heidi Berger-Bartlett, Equity Data Analyst with QUT's Widening Participation team, has a social sciences and quantitative statistics background and extensive experience across tertiary and government sectors. For program evaluations, she favours mixed method and collaborative models aimed at program improvement and change. She promotes the value of qualitative data and found that utilising reflective journals and active community engagement can also be applied in teacher development where she worked on projects in SE-Asia.

For equity in higher education to be achieved, cultures of storytelling are key within both the communities we work with and the places we work, to better understand the social challenges we face, to effectively measure the impact of interventions we deliver, and to strengthen our advocacy for equity in higher education.

This presentation will explore the design, implementation and outcomes of an innovative storytelling-at-scale tool utilised as an ongoing evaluative method and practical component of Get Uni Ready, a two-year academic skills development program for Year 11 and 12 students from schools in low SES areas. Among the 137 program participants from 17 schools, 8 are Indigenous Australians and 18 are from Pasifika backgrounds.

To discover what truly mattered to the participants we utilised Folktale, an impact measurement and evaluation via story tool to capture the participants' stories of change.

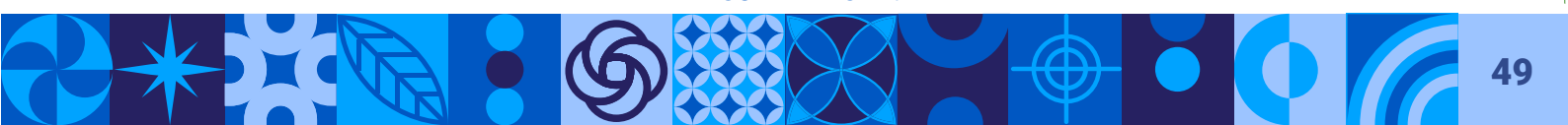
Folktale was employed as part of a mixed methods approach – including surveys and participant-filmed recordings – within an action-research/process evaluation model. We will illustrate how digital storytelling and self-reflection data:

- supports academic skills development in core areas such as self-reflection and digital literacy;
- measures program effectiveness and demonstrates impact through the lens of community, while engaging students as active participants in their own growth journey and;
- can be embedded into program design to cultivate participants' confidence to share their authentic and nuanced insights, which can be used to inform design and improve delivery

Evaluation questions and reflection-guiding story prompts were aligned with the program's Designing for Impact statement, a guiding framework that outlines how each QUT widening participation initiative aims to create significant and meaningful positive changes.

The stories that emerged across the program, along with the traditionally captured survey data indicate a significant boost in students' aspirations and confidence, while the filmed selfreflections further revealed that students effectively applied skills and knowledge to their schoolwork and career development, leading to improved academic performance and increased self-efficacy.

In terms of preparing students for university, participants demonstrated growing confidence in their academic skills over time with respect to eight academic capability measures. The filmed reflections directly developed skills in two of these areas (self-reflection and digital literacy) while highlighting the program's role in helping students master senior school challenges, cultivate their aspirations, develop clarity regarding their career pathway, and achieve their goals to succeed in post-school study.



The presenters will share their experiences and findings in:

- developing effective and embedded storytelling practices within the program to cultivate confidence from both students and staff and encourage authentic perspectives, alongside traditional data collection methods;
- introducing the tool of Folktale to engage students in reflective learning, building essential academic and career skills, while addressing ethical considerations of consent, autonomy, and privacy;
- providing authentic learning opportunities within the process by using a capability matrix to assess progress milestones;
- processing and analysing the rich narrative data, synthesising data with traditional data methods to identify themes and produce rich narrative-based reports for program advocacy and awareness raising; and
- enhancing engagement among parents/carers and the school community.

Audience: Measurement and Evaluation professionals, strategic leaders, program development professionals, general equity practitioners.

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D5: Freedom to self-express: How to include everyone's true identity in digital spaces

Paula Johnson, Ash Russell

University of Tasmania

With every part of the student lifecycle and working environment linked to digital systems, trans and gender diverse students and staff are frequently confronted with an inability to accurately record their identity. This results in significant disruptions to study and work due to the inability to change name, gender, or title. The complexity of integrating multiple digital systems only compounds these issues, as updating details in one system does not guarantee others will accept identity changes. Neither can the severe emotional impact of this be underestimated, with poet Joli St. Patrick describing it as a 'sensation [that] is a potent split-second mixture of anxiety and helplessness and fury and shame and dread and resignation' 1. This is unacceptable, and has resulted in the University of Tasmania working on a project that supports gender diverse students and staff across the entirety of our digital environment, ensuring that we provide a safe and inclusive place in which to work and pursue higher education.

Motivated by the desire to surpass the 'good enough' to create the best study and workplace experience possible, the project is grounded in equity and takes an inclusive, person-centred approach through co-design with staff and students with lived experience. This ensures that we keep people front and centre and puts the power of design in the hands of those who are most affected by these changes.

The project began by reviewing the processes for collecting, storing, using and managing gender information in over 100 different systems and all the processes that link them. From there we have begun introducing expanded options for gender selection and allowing people to self-identify. We are also including more options for titles and pronouns, which will be rolled out across the University's digital landscape to ensure everyone is able to be addressed the way they choose to be. One of the largest changes will be including chosen names in all our systems, and

consistently using them everywhere we can. These new options will allow people to freely self-identify, creating a safe and supportive learning and work environment at our university. The project has been designed with a core principle: "optimising for experience". This means we have chosen to pursue solutions that provide the best experience, not just solutions that are easy to implement.

Our hope is to pave the way for inclusion and equity in higher education digital environments. To prove that true and full inclusion of self-expression is not only possible at a university, but is what our students and staff need to thrive.

Notes:

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D6: Feedback Face-Off: Bridging Student Engagement and Staff Resistance

Ms Michelle Broad, Ms Nell Salem

Skills for Tertiary Education Preparatory Studies (STEPS), School of Access Education - Tertiary Education Division, CQUniversity Australia.

Michelle Broad holds a Bachelor's degree in Health Promotion and is an educator at CQUniversity, where she serves as a STEPS Lecturer, Access Coordinator, and Academic Literacy Educator. Currently, Michelle is an RHD student, researching the connections between enabling education and the social and emotional health of students. Her previous role with CQUniversity's Accessibility Service has deepened her commitment to supporting students facing equity challenges

Nell Salem currently serves as the Online Access Coordinator and Associate Lecturer within the STEPS enabling course at CQUniversity, a role that reflects over 15 years of experience in enabling education, primarily in the online sector. Her academic background is multidisciplinary, encompassing Sociology and Geography within the framework of Environmental Science, along with Honours research. Nell's current research interests are diverse but focus on social equity and enhancing inclusivity within enabling education and the transition to higher education.

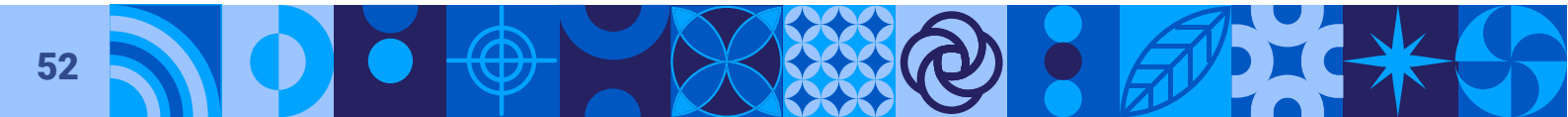
In 2022, the authors of this discussion paper conducted a small pilot study to explore enabling education students' perceptions of adding emojis to written feedback. The majority of enabling students are members of multiple under-represented equity groups identified for enhanced participation in higher education. These equity groups include individuals from non-English speaking backgrounds (NESB), persons with disability, residents of rural and remote regions, women pursuing non-traditional fields of study, First Nations Peoples, and those from socioeconomically disadvantaged backgrounds. The results of the study showed students reacted positively to feedback with emojis, stating that their addition shaped how feedback was interpreted, making them feel more connected and engaged. However, some academic staff had a strong negative reaction. A clear dichotomy emerged early in the research: students found that emojis enhanced engagement and conveyed emotional tones effectively, while

some academic staff viewed them as informal, unprofessional, and 'unacademic.'

This paper explores the issues provoking strong reactions from academic staff through the lens of using non-traditional communication methods, such as emojis, to engage at-risk equity students. It discusses academics' sentiments, including perceived lack of professionalism, challenges of adapting to digital tools, and the need to preserve academic norms.

Finally, the paper will address the broader implications for academic communication among enabling educators and equity practitioners and the potential necessity of looking to communities outside of academia to respond to the changing communication needs of students.

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D7: Watching myself be erased: The Lived Experience of a Disabled Student in STEM Higher Education

Ms Jess Kelly

Waipapa Taumata Rau | University of Auckland, Department of Pharmacology

Jess Kelly is a PhD candidate in Neurobiology at Waipapa Taumata Rau | University of Auckland. They have also studied Disability Studies and engaged in Disability research, focusing on the lived experiences of disabled researchers and students in STEM higher education. They have a specific interest in holistic, non-objective research methodology and work which humanises lived experience through narrative. They are heavily involved with advocacy, including serving as Co-President of the Faculty of Medical and Health Sciences Postgraduate Students Association, within University contexts in Equity and Disability spaces, and in the community in a range of social justice causes.

As with many marginalised groups, disabled people are often pigeonholed as research subjects, rather than Researchers. For ease of analysis, our experiences are often reduced into neat categories and in that process, dehumanised. Existing work by disabled researchers tells us that it is crucial that this status quo is disrupted, to achieve successful change.

For this work, I employed narrative autoethnography, a method which employs a dual narrative and analytic approach. From psychological studies, we know that humans develop deeper comprehension of experiences and stories delivered using narrative approaches, finding improved empathy. Therefore, for this work, creative narrative is crafted which expresses thoughts and feelings related to specific topics experienced during my studies. Then, this text is analysed and linked to themes within the existing literature. This combined approach humanises the actual experiences and emotions, whilst also taking a step back from the experience to reflect further on the under currents. What is created is an intensely personal and deep, holistic analysis of the experience of being disabled as a STEM researcher and student. Another important component of this research is firmly maintaining a sense of self and a refusal to be objective or impartial. While this goes against much academic methodology, many indigenous scholars teach us that maintaining ourselves and our positionality in our work is crucial for

dismantling oppressive systems.

I found the process of crafting these narratives cathartic, although at times challenging. Common key words relating to my experience of higher education that were emphasised in my narrative pieces were: safe, belonging, time, and afraid. These are detailed below:

Safe – Describing a desire to feel secure and comfortable in spaces, and with groups of people. In this instance, mostly a lack of safety.

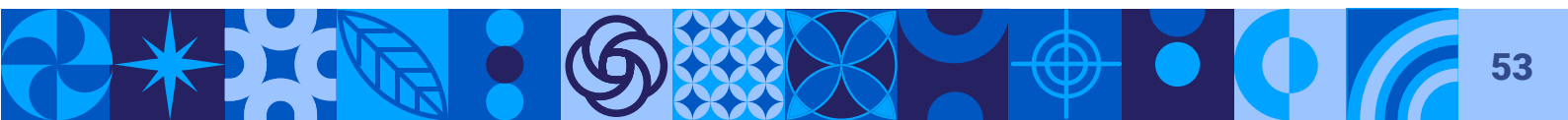
Belonging – ‘Fitting’ into a space, I can see myself reflected in it.

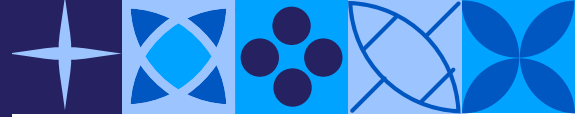
Time – the large amount of extra time I have to spend on tasks as a disabled person.

Afraid – The antithesis here of safety. Fear of many different factors, including interpersonal relationships, and future options.

Upon further analysis, I found that my experiences fit within broader categories defined in the literature. I thus categorise these as: Physical barriers, Interpersonal barriers, and ‘shadow’ barriers, a term coined by other disabled scholars. Whilst these are by no means exhaustive, they succinctly characterise the most commonly reported barriers faced by disabled higher education students. However, it also pays to note that each narrative piece held references to each of these barrier types, interwoven.

This work contributes to the existing body of work by disabled researchers which is personal and vulnerable, and does not aim to strip the self out of the work. It humanises experiences that others may not be able to comprehend easily, while reinforcing a literature backed and analytical framework for contemplating access and inclusivity. This style of work would be well applied to a broader student body of disabled students in higher education, through use of in depth one on one interviews, and could thus expand on the experiences presented.





D8: “We ARE meant to be here”: Navigating space in the bathroom. Constructing narratives of belonging and exclusion through performance art

Andy Fey, Shasha Ali

Waipapa Taumata Rau | The University of Auckland

Shasha Ali (she/her/dia) identifies as Muslim, indigenous Malay and Javanese. She is the DEI Experience Lead in HR at the University of Auckland, and Co-Lead for the EPHEA NZ chapter. She is also a Master in Public Policy candidate with research interests in gender intersections and faith-based extremism studies.

Andy Fey (he/they) is a queer, disabled Pākehā undertaking his Master of Higher Education dissertation. Their professional and research interests are in access, inclusion and belonging for students and staff. Andy is a Learning Designer and the elected Rainbow Rep for the University of Auckland branch of the Tertiary Education Union.

At the 2024 University of Auckland ASPIRE professional staff conference, Shasha and Andy performed “Are you meant to be here?”: Navigating space in the bathroom, a spoken word performance art piece about inclusion and belonging across gender, ability, religion and culture centring on experiences in and around bathrooms at their shared workplace.

At the EPHEA 2024 conference, we will showcase the recorded 5-minute performance and unpack the process of collaborating on this piece, locating the work in the context of a rich history of marginalised scholars and activists communicating through poetry and performance.

About the performance “Are you meant to be here?” Shasha, a hijabi Muslim woman, and Andy, a non-binary individual, come together to explore the intricate dynamics of navigating the seemingly mundane yet profoundly impactful space: the bathroom. Their spoken word piece is a fusion of poetry and theatrics, designed to ignite reflection and inspire action on the theme of inclusion in the workplace environment.

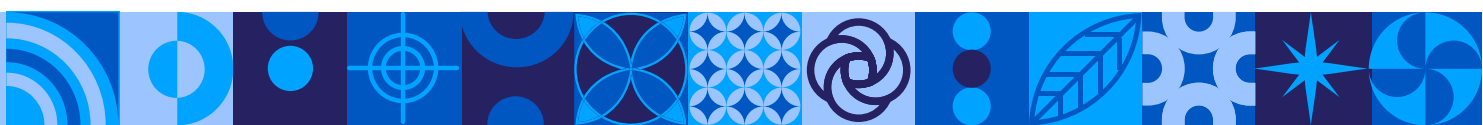
As Shasha and Andy stand before a backdrop adorned with a gendered bathroom sign, their presence challenges conventional perceptions and invites the audience to delve into a realm where identities intersect and societal norms are questioned. Through a co-written free-form poem, they delve into the shared experiences, fears, and triumphs of individuals who grapple with the complexities of gendered spaces.

Their performance inspired by Simpson’s and Bostley’s ‘Lost Voices’, transcends mere observation, offering a compelling narrative of resilience, solidarity, and the quest for acceptance.

They aim to articulate the universal desire for belonging, emphasising that inclusion is not just a noble aspiration but a collective responsibility that transcends cultural, religious, and gender boundaries.

In a world fraught with division, Shasha and Andy’s collaboration serves as a beacon of hope, illustrating that by embracing our differences, we can forge stronger, more compassionate communities where every individual is valued and respected.

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D9: Student with Potential Award (SWP) Program – Who decides who has potential?

Miss Sarah (Selah) McNab, Ms Brenda Kelly

Equity, Student Services & Wellbeing – Widening Participation; Queensland University of Technology

Selah McNab has extensive experience with Project Co-ordination in Youth engagement programs across high schools in Brisbane, Selah is an emerging Careers Practitioner and is an WP Programs Support Officer at Queensland University of Technology's (QUT) Equity Department, and a passionate advocate for equitable education and cultural resilience through her career pathway programs.

At QUT, Selah is a Project lead for QUT's Student with Potential Award program.

Brenda Kelly has been working within Student Outreach at QUT for over 20 years and has extensive knowledge working within the sector as an Equity Practitioner. Prior to this she worked as a Campaigns Officer for Gender Equity within the Student Guild.

Currently, she is employed as the Outreach Programs Officer at QUT within the Student Inclusion Program.

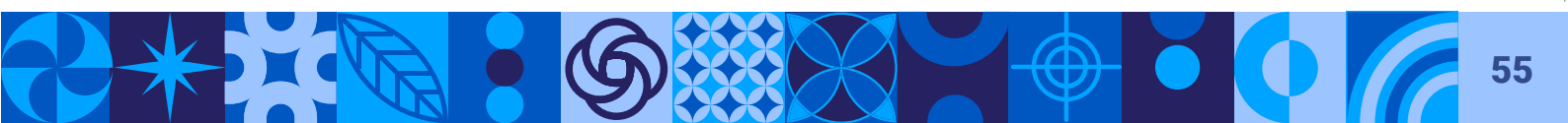
In keeping with EPHEA's 2024 theme, "Equity is our Compass: holding course for inclusive education," this presentation outlines how QUT's "Student with Potential" (SWP) Awards program encourages school students who are not currently likely to be accepted into university. Rather than aim the awards at students already achieving high grades, schools are asked to nominate students who have the potential to succeed in higher education but require extra encouragement make this a reality. This award aims to motivate students from diverse backgrounds, who attend low SES schools to recognise and achieve their potential and prepare them for higher education. We hope that by acknowledging these students' potential, they may be encouraged and inspired to think more broadly and more positively about postschool study and also acknowledge their potential to succeed in whatever career option they choose.

The SWP program has seen many first in family students' graduate from high school and successfully undertake university study. In 2023, 62% of SWP recipients made an application via Queensland Tertiary Admissions Centre (QTAC) to study in higher education and all received offers.

Former SWP recipients have also become widening participation student ambassadors for a range of QUT's Explore Your Future Outreach Programs, sharing their educational journeys with students attending low SES schools. Two SWP former recipients who are current QUT Student Inclusion Ambassadors will be copresenters to share their experiences from being a Student with Potential recipient at high school to a university student. They will share their experience of how the SWP award encouraged them in their journey to higher education and how being a recipient has also empowered them to now share their experiences with current SWP recipients in high school.

The QUT Students with Potential (SWP) program, established in 2008, is distinctive in that it targets students with mid-range academic achievement levels, identified by their teachers as having the capability to succeed in higher education but requiring additional encouragement. In October 2023, Year 11 and Year 12 recipients were invited to complete an online survey and results showed us that 85% indicated they had considered going to university or TAFE before receiving the Award and 96% believed it was possible for them to go to university or TAFE after receiving the Award.

The Award, consisting of a \$100 gift voucher and a certificate, is presented to selected students during school assemblies or awards nights. Recipients and their families are also invited to attend a celebratory event hosted at QUT on Open Day. In 2023 over 700 students with their invited guests attended the event.



D10: Silos to intersections: Monash's Equity, Diversity and Inclusion Framework 2022-2030

Mx Jayde de Bondt, Mr Bailey Webb, Ms Fiona Marshall

Monash University, Portfolio of the Deputy Vice-Chancellor (Education), Equity, Diversity and Inclusion

Jayde de Bondt (they/them, she/her)

Jayde de Bondt is an accomplished Equity, Diversity and Inclusion (EDI) Strategist, with demonstrated experience in developing and delivering complex, large-scale EDI frameworks, plans and initiatives, which improve community cohesion, connection and belonging. Jayde is currently the Senior Manager, Strategy and Governance (Equity, Diversity and Inclusion) at Monash University, a member of the Victorian Government's Women's Health Advisory Council, a member of the Australian Institute of Sport's Inclusive Design Working Group, and former co-Chair of the Victorian Government's LGBTIQ+ Taskforce.

Bailey Webb (he/they)

Bailey Webb is a subject matter expert in the development and implementation of equity, diversity and inclusion (EDI) initiatives, as well as gender-based violence prevention. Bailey is currently Project Officer, Strategy and Governance (Equity, Diversity and Inclusion) and is a member of the Gender Equity Advisory Committee for the City of Monash. Bailey has co-authored key strategic frameworks and policies for both Monash University and Universities Australia, and has developed sector-leading training on healthy masculinities, as an intervention to prevent sexual harm.

Fiona Marshall (she/her)

Fiona Marshall is the Director, Equity Diversity and Inclusion at Monash University. She is an experienced policy professional, with extensive experience in the higher education sector and a long affiliation with Monash. Fiona oversees the development and implementation of the University's intersectional, whole-of-institution approach to equity, diversity and inclusion. In addition, as the subject matter in the prevention of sexual harm and genderbased violence, she continues to oversee the Respect at Monash initiative, as well as concurrently advising the Group of Eight as Special Adviser, Student Safety.

In late 2021, as Monash University's inaugural Diversity and Inclusion Framework 2018-2021 was coming to a close, an opportunity arose for honest reflection on where the University was at in relation to inclusion and where we need to go as a community. While there was clear goodwill and localised pockets of success, there was a critical observation that the previous Framework had fallen short in terms of meaningfully progressing equity, diversity and inclusion across the University.

In 2022, Monash embarked on a considered and innovative codesign process that sought to capture the lived and living expertise of the staff and student community through innovative practices, including interactive design workshops, vox pops and walk-through activations. Key themes emerged in the University's shortcomings as well as key opportunities for change, including:

- An opportunity to strengthen all equity, diversity and inclusion practice by underpinning the work with a true appreciation, respect and inclusion of First Nations Peoples, cultures and knowledges.
- A limitation in previous practice which saw initiatives focused on specific marginalised communities, without recognition that people sit across these communities. This in turn presented an opportunity to consider and implement intersectional and person-centred approaches.
- An opportunity to dismantle barriers between student and staff initiatives, to recognise we are one community united in furthering equity, embracing diversity and building inclusion.
- A limitation in application across all of Monash, as a global opportunity this work needs to be centrally led and locally applied across our international University.



Students were engaged throughout the co-design process, including:

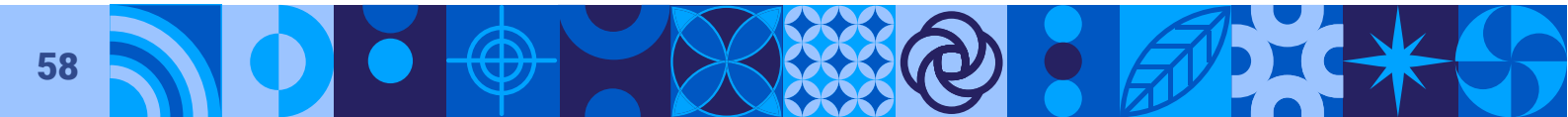
- Two student Project Officers involved in all stages of the development of the Framework; and
- Three student Graphic Designers created a unique visual identity, consisting of a central fingerprint motif for its universal representation of humanity and its endless diversity, and a colour palette sourced from the lands of

First Nations Peoples.

The result is Monash's Equity, Diversity and Inclusion Framework 2022-2030 - a dynamic and iterative embodiment of community experiences, expertise and vision for a thriving Monash community. The Framework is brought to life through evolving, ambitious Enabling and Evaluation Plans with actions and projects for across all of Monash. Work is underway to develop the next iteration of this Plan for 2025-27 with a range of insights to share in how the University is actively shifting equity, diversity and inclusion practice away from one-size-fits-all approaches to instead work meaningfully with and capture the diverse reality of the Monash community's experiences.

This presentation will further unpack and explore the innovative codesign process engaged to deliver Monash intersectional and people-centred Framework; while sharing the key lessons learned in the two years of implementation to date. This initiative speaks collectively to all conference themes, but most critically encompasses community engagement and a whole-of-University intersectional approach to inclusion.

Notes:



E2: Roadmap to Success: Decoding the Regional Universities Study Hub

Danielle Keenan

University of Technology Sydney, Centre for Social Justice and Inclusion;
Australian Centre for Student Equity Success, Equity Fellow

Danielle is an accomplished leader and a prominent practitioner in student services for the Regional University Study Hub Program.

She specialises in fostering diversity, inclusion, and social justice initiatives within academic and organisational contexts. As the Student Equity Research Specialist at the University of Technology Sydney and the Director of Student Services at Country Universities Centre (CUC) Central, she leads the development of student services, operations, and widening participation strategies.

Currently, Danielle holds the position of Chair for the RUSH Advisory Network and serves as an executive of the Society for the Provision of Education. In these roles, she offers policy advice and establishes the development of best-practice student initiatives.

Abstract

Regional University Study Hubs (RUSHs) are a significant policy initiative that has demonstrably improved access to higher education for equity students in regional, rural and remote Australia. This initiative has notably increased student access, participation, retention, and success in higher education, gaining substantial attention following the recommendation of the Australian Universities Accord Interim Report to expand RUSH nationally. Drawing on preliminary findings from an Equity Fellowship funded by the Australian Centre for Student Equity Success, this presentation examines the key characteristics that contribute to the effectiveness of RUSH in widening participation for equity students.

Summary

The Regional University Study Hubs (RUSH) are distinctly different from traditional university campus models (The Australian Government, 2023). RUSHs are not direct education providers; instead, they offer

an extensive range of institution-neutral support, that encompass dedicated study facilities, coupled with comprehensive locally led administrative, pastoral, and academic guidance for students. The community-led, place-based approach has distinguished the RUSH from traditional university-led place-based models and contributed to their success as a tool for parity in higher education participation. For example, Country Universities Centre Snowy Monaro had an increase of 64% of current university students over the two census periods 2011-2021, compared to a 17.5% increase for the rest of non-metropolitan NSW in that same period (ABS, 2021).

While each RUSH is unique, an independent evaluation commissioned by the Department of Education developed a typology, categorising hubs into five distinct models (Ridgeway Cox Inall, 2021). This presentation explores these models across three thematic areas: the distinct characteristics of each hub, their role in widening participation among regional students, and the potential implications for future educational policies. Quantitative data analysis will offer a macro-perspective on participation rates and student outcomes, while qualitative insights will delve into the lived experiences of students, staff, and community stakeholders associated with the hubs. Importantly, this analysis will highlight how the community-driven aspects of RUSH significantly contribute to educational equity.

Notes:

E3: Our journey to improve access to student disability support at the University of Auckland: lessons learned implementing a systems solution

Ms Eilidh Thorburn, Mr Mark Thomson

University of Auckland, Student Disability Services

Mark Thomson has been the Manager of Student Disability Services (SDS) at the University of Auckland since 2018. He has worked in several equity-related roles at the University since 2008, including in the Examinations Office supporting students with disabilities and in the University's Europe Institute on a research project exploring the links between gender equality, employment, and childcare.

Eilidh Thorburn is the Senior Project Officer Student Disability Services (SDS) at the University of Auckland since 2023, and previously worked in Student Disability at Strathclyde University.

Eilidh is the co-founder of Bringing Research for International Development and Global Equity (BRIDGE Network).

Background

Disability support is critical to student success. Waipapa Taumata Rau University of Auckland data indicates that, for disabled learners who do not access disability support, programme completion rates from Years 1 to 2 are 4% lower than peers without disabilities. When disability support is accessed, completion rates come closer to par, with a 1% difference between the groups (University of Auckland, 2023).

Recent research on the disabled students' experiences in the tertiary education sector in Aotearoa New Zealand found that accessing support is difficult and additionally hindered by power dynamics between disabled students and teaching staff (NDSA et al., 2023).

Studies reveal a substantial variation to accessing support across New Zealand institutions (NDSA, 2023; ACHIEVE, 2016) reflecting international trends (Fossey et al., 2017). Other challenges in accessing disability supports range from how long it takes to access them (Leif et al., 2023) and the attitudes of academics in their implementation (Brewer, Urwin, & Witham, 2023).

In response to these challenges, Bruce and Aylward (2021) recommend that institutions improve the visibility of the types of supports available and increase awareness of them.

Improving awareness of disability support is a goal of Waipapa Taumata Rau's Disability Action Plan (DAP). The DAP is the University's compass to navigate how we improve the experience of disabled learners. Four workstreams encompass an all-of-institution approach to achieving disability success – across both students and staff. The Student Experience workstream aims to improve the student experience through creating a sense of belonging and responsive provision of supports.

Purpose

Raising awareness of support available is part of continuous efforts to improve disability support to students Waipapa Taumata Rau's Disability Action Plan (DAP). In January 2023, the University implemented a student disability case management system, Symplicity Access to improve access to supports.

Symplicity Access was implemented for faculties in January 2024. Faculties have been shown to be a key figure in the inclusion of students with disabilities (Lopez-Gavira, Morina, Morgado, 2018), and partnership is critical to delivering on student support plans.



The implementation builds awareness of inclusive practice across the institution.

The presentation will outline how the specialist disability case management system has improved access to disability support for students. It will also show how steps are being taken to reduce the power dynamic between academics and students using a systems solution.

By analysing the challenges faced, strategies adopted, and outcomes achieved, this presentation provides insights and practical guidance for other institutions considering similar systems solution to improve disability support for students.

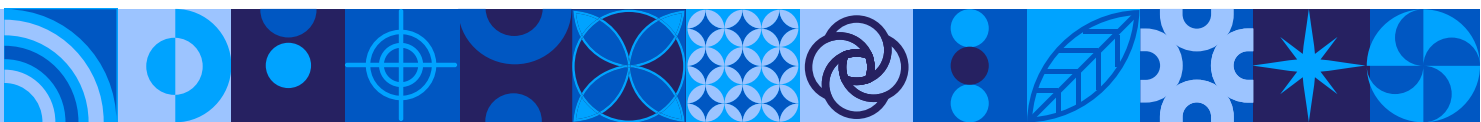
Our findings highlight the benefits to students and to institutions for higher inclusive education by using technology to improve access to support for disabled learners. Attendees will gain a deeper understanding of best practices and potential pitfalls to avoid in their own projects.

Audience

This presentation will be of interest to practitioners across the Asia Pacific region who are interested in how to improve students access to disability support using a systems solution.

Notes:

Horizontal lines for taking notes.





E4: Place Based, Community Led Widening Participation and Engagement: Insights from the Eastern Australia Regional University Centre Partnership

Bethany Ross, Erin Wrafter, Dr Kylie Austin, Chris Ronan and Sonal Singh

Centre for Social Justice and Inclusion, University of Technology Sydney; Country Universities Centre; University of Wollongong; Country Universities Centre; Centre for Social Justice and Inclusion, University of Technology Sydney

Bethany Ross is Manager, Student Equity Partnerships at the UTS Centre for Social Justice and Inclusion.

Erin Wrafter is Director, Widening Participation at the Country Universities Centre.

Eastern Australia Regional University Centre Partnership (EARUCP) is a collaboration between 15 Regional University Study Hubs and 23 Australian Universities across New South Wales, Queensland, Victoria and the Australian Capital Territory. EARUCP is a model of place based, community led widening participation partnership, funded by the Australian Department of Education's Regional Partnership Project Pool Program (RPPPP). The EARUCP evaluation is informed by Student Equity in Higher Education Evaluation Framework (SEHEEF) and the UTS Partnerships Engagement Framework.

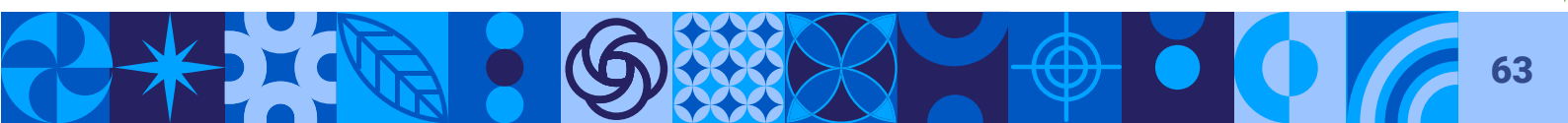
This showcase presentation will share insights from the EARUCP partnerships evaluation, which seeks to understand the key enablers for sustainable partnership. We pose the question:

Beyond shared vision and purpose; trust; mutual benefit and reciprocity, what characterises sustainable partnership between universities, Regional University Study Hubs and communities and how do we centre community voices in widening participation?

This presentation will be valuable for practitioners and academics interested in best practice models of partnership, place based widening participation and community engagement.

Notes:

Horizontal lines for taking notes.



E5: Focusing on access and participation for underrepresented students through community engagement: the potential of in-school enabling programs in Australia

Dr Fabiane Ramos, Dr Naomi Ryan, Dr Meg Forbes

UniSQ College, The University of Southern Queensland

Fabiane Ramos is a pathways lecturer at UniSQ College, University of Southern Queensland, with expertise in supporting culturally and linguistically diverse students. Her work is interdisciplinary with an emphasis on the application of feminist theories and methodologies to education research. Fabiane has a well-documented research and teaching profile in the areas of social justice and equity in education. Her current work focuses on pathways and higher education with a special interest on widening participation and inclusive pedagogical practices.

In this paper, we present preliminary findings from a small-scale exploratory study into in-school enabling programs in Australia. In-school enabling programs are defined as enabling programs offered during secondary education and are usually delivered in partnerships between universities and schools. This differs to the more common enabling (pathway or bridging) programs offered after students leave school. In-school enabling programs are used as an alternative pathway into undergraduate degrees upon successful completion and are specifically designed to support secondary students to successfully access and participate in higher education. Building on a mapping of programs and literature review, we interviewed university practitioners involved in these programs to develop insights on how in-school enabling programs are working with communities to help provide equitable access to university for underrepresented students. We aim to share these insights with the audience to reflect together about the links between university programs targeted at alleviating inequity of access for school leavers and the opportunities to utilise community engagement to foster inclusive practices in higher education.

The motivation for this study comes from our work in a newly developed in-school enabling program at the University of Southern Queensland. This program sits within a broader university-widening

participation agenda focusing on providing equitable pathways responsive to the diversity of profiles among prospective students in the communities we serve. Through this focus, a particular group of students has been identified as overlooked within existing widening participation and equity initiatives. Namely, secondary students, especially from underrepresented backgrounds, who aspire to pursue higher education but are falling through the cracks of the education system. These students, for a variety of reasons, have either not taken an Australian Tertiary Admission Rank (ATAR) pathway or might be struggling to get the required scores within this mainstream pathway to university. In-school enabling programs are emerging across Australia as an alternative pathway for this identified group of students. However, research about these programs is still extremely scarce.

In bridging this gap, we make a direct link to the conference's theme by placing equity of access and participation at the centre of our inquiry. Examining in-school enabling programs reveals vital questions about equity and inclusion. For instance, do these programs have the capacity to represent an equitable option for students who might otherwise not make it into higher education or are they simply 'band-aids' applied to a struggling education system that reveal much larger structural issues? There is also the question about ethical responsibility towards underrepresented groups. On one hand, responsibility is given to the university to work with communities to alleviate issues within the school system that in turn is dealing with issues in broader society. On the other hand, universities offering these programs probably benefit because they are creating their own pipeline of students in the neoliberal Australian higher education sector.

Practitioners interested in issues surrounding equity of access and participation for school leavers and programs targeted at this student cohort would benefit from taking part in this presentation.

E6: The Role of Course Advising in Pacific Student Success

Dr Marea Colombo

University of Otago

Previous research has explored the importance of effective course advising to academic success. Course advising that is student-focused and takes a “whole-of-student” approach has been found to be especially important for students that have historically been minoritised in tertiary education. This includes students who are Indigenous, first-in-family, or from low socio-economic backgrounds. However, no research, to our knowledge, has investigated how

Pacific students and staff envision course advising. Given Pacific students are among the fastest growing academic cohort in New Zealand and Australia, it is important for universities to understand how to foster Pacific student success. This research involved a series of talanoa with both Pacific students and staff to better understand the current role of course advising in student decision-making, future hopes for the development of course advising, and suggestions to improve Pacific support in course advice. Understanding the perspective of Pacific students and staff helps to highlight the current gaps in course advising systems and encourages universities to acknowledge the importance of relationship building, the development of cultural competencies, and increasing Pacific representation in the course advising process. Results support reassessing course advising systems to help improve retention rates of Pacific students.

Notes:

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E7: Safe learning environments and curricular inclusion: LGBTQIA, Takatāpui, and MVPFAFF+ friendly teaching and learning

Nicola Paton, Andy Fey, Nicoletta Rata-Skudder

Ranga Auaha Ako | Learning and Teaching Design Team,
Waipapa Taumata Rau | University of Auckland

Nicola Paton (she/her) is a cisgender, queer, Pākehā educator and learning designer. She teaches on queer health and is passionate about equity and learning.

Andy Fey (he/they) is a queer, disabled Pākehā learning designer undertaking his Master of Higher Education dissertation. Their professional and research interests are in access, inclusion and belonging for students and staff.

Nicoletta Rata-Skudder (she/they) has over twenty years experience in education as a teacher, learning designer and learning technologies advisor. Hailing from a whānau of Māori (Ngāti Pūkenga), Tongan, and European descent, she has a strong interest in issues of equity and representation in education.

Aotearoa New Zealand research has found that LGBTQIA, Takatāpui and MVPFAFF+ students feel “safe but not safe” on campus (Allen et al., 2020). One in six (17%) tertiary students report feeling unsafe as a rainbow person at their place of study in the past 12 months. Of these, almost half (47%) feel unsafe in classrooms or lecture theatres (Fenaughty et al., 2022). Addressing cis-heteronormativity requires the inclusion of LGBTQIA+ issues within teaching and learning as well as campus life, and highlights the need for professional development around LGBTQIA+ issues for both new and longstanding staff (Allen et al., 2020).

Learning designers at Waipapa Taumata Rau | University of Auckland have created an online course, “LGBTQIA, Takatāpui and MVPFAFF+ friendly teaching and learning.” The course is tailored for teaching staff and aimed at fostering safe, equitable and

inclusive educational spaces for LGBTQIA, Takatāpui and MVPFAFF+ students. Beyond this, it supports teaching staff to prepare all students to appreciate the importance of belonging and advocate for just societies, in line with the University’s aspirations for its graduates.

The comprehensive, self-paced course consists of 10 hours of learning for staff to engage with, including interactive online activities. It covers identities of Tangata Whenua and Nga Iwi o Te Moana Nui a Kiwa (Pacific Peoples), LGBTQIA+ identities, pronouns, key concepts and terms, intersectionality, safe and inclusive learning spaces, inclusion in curriculum, supporting individual students, advocacy/allyship skills and more.

This presentation will describe the process of developing the course, showcase course content and share feedback received from teaching staff. It is likely to be relevant to people with an interest in equity for LGBTQIA, Takatāpui and MVPFAFF+ tertiary students and communities (intersectionally), particularly but not only in teaching-learning and curriculum.

The course is the result of a collaborative effort with a student and staff advisory group whose collective expertise was instrumental in shaping the course in line with community priorities. We also received invaluable support from senior equity staff. Ultimately, the course is an example of an initiative led by impacted communities which builds capability towards realising a vision of a university community that values belonging and champions equity for all.

E8: Tū Tauira Hauora: Aspiring to equity in Aotearoa New Zealand's health sciences education and health workforce.

Dr Griffin Leonard (Te Arawa, Ngāti Rangitāne)

Māori Health Workforce Development Unit, University of Otago

(Griffin Leonard) He uri ahau nō Te Arawa, Ngāti Rangitāne, Aerana me Kōtirana. Ko Griffin Manawaroa Leonard tōku ingoa. I am a professional practice fellow within the Māori Health Workforce Development Unit (MHWDU), University of Otago. My practice and research concern the relationship between equitable health workforce development and the implementation of strengths-based, culturally responsive pedagogy within tertiary health sciences education. I contribute to the design, implementation and evaluation of a number of Division of Health Sciences programmes aimed at attracting and retaining tauira Māori (Māori students) to/within health sciences qualifications, as well as facilitating successful transition to the health workforce.

Porourangi Templeton-Reedy

Tū Tauira Hauora is a programme of tautoko (support) and whakawhanake (development) for tauira Māori (Māori students) studying health professional programmes at the University of Otago. The programme is a collaboration of Te Aka Whai Ora (the Māori Health Authority) and the University of Otago, and seeks to address the under-representation of Māori in Aotearoa New Zealand's health workforce. Māori comprise approximately 17% of Aotearoa New Zealand's population, yet account for only 2%-4% of the workforce across most health professions. Tū Tauira Hauora aims to increase the number of Māori health professionals by ensuring that tauira Māori have access to strengths-based, Māori values-based support and professional development opportunities throughout their studies.

Tū Tauira Hauora supports student retention, qualification completion and workforce transition. Treating students as health professionals/leaders in training, it provides not only academic and pastoral support, but also professional and cultural development opportunities that facilitate the transition from being a student to a health professional. The

programme's aims also require that staff work closely with faculty, in order to ensure that admissions, curriculum, assessment and progress/welfare monitoring processes are equitable.

Tū Tauira Hauora supports and provides opportunities to Māori students enrolled in eight programmes of study across four campuses. The implementation of this programme holds lessons for the development of culturally responsive student support and development across diverse health sciences education contexts.

Notable outcomes include:

- Increasing the number of tauira Māori in Otago's eight health professional programmes from 186 to 420, since 2012.
- The proportion of domestic students studying health professional programmes at Otago that are Māori is approaching population parity, at 15.4%.
- Course completion rates of 97%.
- Historically large graduating cohorts in various health professional disciplines.

The purpose of this presentation is to outline the key aspects of Tū Tauira Hauora. These include the programme's underpinning values and organising principles, core programme of work, limitations/challenges and outcomes. With a mind to promoting discussion and learning between attendees, the critical success factors identified in running the programme will be discussed, along with aspirations for how the programme could be extended and strengthened in the future.

E9: Legal Name Change Bursaries for Trans and Gender Diverse Students

Kym Mapleston

Equity Department, Queensland University of Technology

Kym Mapleston (she/her) is a Diversity and Inclusion Officer at the Queensland University of Technology, where she leads the coordination of the Women in Research Program. With a background in organisational development and a dedicated focus on gender equity, Kym is committed to developing impactful programs and initiatives aimed at reducing barriers, improving retention, and fostering visibility and collaboration within academic environments. Alongside her work in gender equity, Kym demonstrates a strong passion for advocating for LGBTIQ+ rights and promoting inclusivity across diverse communities.

In 2021 QUT’s LGBTIQ+ Working Party developed a bursary to provide financial support to trans and gender diverse students who were wanting to legally change their names.

All current trans and gender diverse undergraduate, postgraduate and research (domestic and international) students across all study areas are eligible to apply for bursaries of up to \$500.

QUT’s Equity Scholarship team takes responsibility for assessing the applications and processing the payments for this bursary.

QUT is a large university with a population of approximately 50,000 students. Since the scheme was launched in 2022 a total of 61 bursaries have been granted. Details of the total applications approved, and amounts are detailed below:

Year Approved	Applications	Total Amount
2022	18	\$4,550
2023	32	\$5,650
2024*	11	\$2,300

*Year to date (as at 30 May 2024)

QUT is keen to share this data with other interested institutions to highlight that this is a very inexpensive initiative that makes a big statement to LGBTIQ+ students, showing them that the university cares about their wellbeing and acknowledges the importance of legal name change to trans and gender diverse people.

On 14 June 2024 the new Queensland Births, Deaths and Marriages Registration Act will come into law. This will mean that trans and gender diverse persons for the first time will be able to request a birth certificate with a gender descriptor that aligns with their identity. Previously this was only available to those that had completed surgery.

Discussions are presently taking place within the University to include this in the guidelines so that students wanting to make this change to their birth certificate can apply for financial support to do so under this scheme.

Special acknowledgements go to Jasmine Williams (former Chair LGBTIQ+ Working Party) and Katherine Munyard (former Executive Officer LGBTIQ+ Working Party) for designing and implementing this initiative.

F1: A social justice framework for student equity: the Relational Navigator

Dr Jean Parker, Ms Emily Fuller, Ms Julia Shaw, Dr Rhyall Gordon, Dr Matt Lumb, Mr Louis Ndagijimana, Mrs Felicity Cocuzzoli, Mr Jace Blunden, Mrs Ceanne Trotter, Professor Penny Jane Burke

Centre of Excellence for Equity in Higher Education, University of Newcastle, Australia

Dr Jean Parker is Research Officer with the Centre of Excellence for Equity in Higher Education (CEEHE) at the University of Newcastle. Her work centres on the political economy of higher education, neoliberalism and the Australian welfare state, and class and inequality. Jean has published on Australia's policy response to the global financial crisis of 2008, financialisation and housing, and inequity in Australian higher education.

Julia Shaw is the Research and UNESCO Chair Coordinator at the Centre of Excellence for Equity in Higher Education. She has a degree in Art History and Theory and a Masters in Policy Studies.

Emily Fuller is Practice and Research Convenor with the Centre of Excellence for Equity in Higher Education (CEEHE). She coordinates the Navigating Higher Education project, comprising of several programs which draw on CEEHE's innovative 'Relational Navigator' framework.

The University of Newcastle (UON)'s Centre of Excellence for Equity in Higher Education (CEEHE)'s work – spanning practice, research, facilitation and support – aims to address persistent inequalities and generate transformative impact for equity in and beyond higher education. One aspect of this work is the innovative, research-informed 'Relational Navigation' (RN) approach (Burke et al, 2021).

RN has three main, interconnected strands of focus:

(1) Linking with the community service sector: to create sustainable relationships of trust between the university and community sector agencies/ members to build collective understanding and action about the complexity of inequalities and their impact on educational access and participation;

(2) Student partnership: walking alongside university future and current students to enable access to quality resources, services, support and pathways;

(3) Effecting policy and practice change: recognising, representing and addressing the insights that students and communities bring to the university environment to progress equity and social justice.

RN provides a social justice-based framework for practitioners to support people from diverse backgrounds and communities to access, engage and thrive in higher education. The practitioners within each of CEEHE's Relational Navigation programs bring their own specific areas of expertise to their utilisation of the framework, which they draw on as they walk alongside students, assisting them to navigate through complex university systems in the context of students' diverse, situated and embodied experiences.

The Relational Navigation framework informs all CEEHE's work in partnership with future and existing students and local and regional communities, including:

- The Live, Learn, Grow program, an initiative that supports people with an out-of-home care (OOHC) experience to find out about, access, engage and succeed in higher education;
- SUPERBE, a multi-dimensional strategy developed to engage and support community members and current students from refugee and refugee-like backgrounds in education;
- The Excellence through Equity Medical Pathway, supporting students who have experienced educational disadvantage to apply for and complete their medical degree;

F2: Financial Inclusion in Action

Dr Kylie Austin, Erin Hiesley

University of Wollongong

Dr Kylie Austin has over fifteen years experience in Australian higher education and is currently the Associate Director, Student Equity and Success. During this time, Kylie has led institution wide initiatives aimed to increase the representation and participation of underrepresented cohorts at university. In addition to this Kylie has led institution wide initiatives related to academic support, peer mentoring and co-curricular engagement. She is also the current President for Equity Practitioners in Higher Education Australasia, providing sector-wide advocacy and professional development to student and staff equity practitioners. Kylie's research interests are in partnerships and equity, and has led national research projects to investigate the experiences of underrepresented cohorts with higher education.

Erin Heisley is currently the Associate Director, Student Mental Health and Wellbeing at the University of Wollongong. Erin has over twenty years experience in the health sector, with experience in working with remote Aboriginal communities to improve health and wellbeing outcomes, as well as allied health services in regional communities. Erin currently oversees the Accessibility and Inclusion service, suicide prevention, student support and Counselling services at UOW.

The cost of living in Australia is a present and significant issue that impacts both staff and students at the University of Wollongong (UOW). The cost of living in Australia has risen 5.1% in the last twelve months, the highest annual rise since the introduction of the GST in 2000 (Parliament of Australia, 2023). For individuals the cost of living is estimated at over \$3,000 per month and for families over \$7,000 per month. 36% of Australians are experiencing high financial stress, with 1 in 4 Australians becoming 'newly vulnerable' after the impacts of the pandemic.

However, specific groups of people within our communities are impacted more than others, including:

- **Women:** More women than men are impacted by the cost-of-living crisis, with women's weekly earning's being 14 per cent less than their male counterparts. Women also were overrepresented in experiencing negative financial and wellbeing effects; for example the rise in the number of women underemployed part-time was 66% higher than men.
- **Families:** Are experiencing the steepest cost of living increases, with the combination of increased mortgage repayments and increased costs of everyday items.
- **Low-income households:** Over 16% of UOW's student population comes from low income families.
- **International students** who are unable to work more than 20 hour per week due to their visa requirements experience financial and work vulnerabilities (Hastings et al., 2021).
- **Students from regional, rural and remote areas** who are facing additional barriers presented by the accommodation crisis (Chesters & Cuervo, 2022).

UOW has a number of financial supports available for students. These includes scholarships, food bank, breakfast programs, emergency housing and housing support, food vouchers, crisis support for critical incidents and free legal support. However, despite these current supports, we know that this is an ongoing and prevalent issue, and more can be done, particularly amongst our student cohorts.



F3: Empowering educators to foster equitable learning environments: A practical guide for teaching and supporting students from equity backgrounds

Dr Samantha Clarke, Dr Eszter Kalman, Dr Jessica Frawley,
Ms Rebecca Denham, Dr Benjamin Miller, Ms Robyn Martin,
Prof Danny Liu

The University of Sydney Educational Innovation Team, DVC(E) Portfolio

Dr. Samantha Clarke is a marine geologist turned academic developer, working with educators to improve the learning experience for all students. She is currently a Senior Lecturer (Education-Focused) in the Educational Innovation team in the DVC (Education) Portfolio and lead author of the University of Sydney's recent advice guide for educators, "The Green Guide: Enhancing the learning experiences of equity students", which aims support educators to effectively teach and support students from equity backgrounds. Sam has a strong background in student engagement, student transition, equity diversity and inclusion, and technology-enhanced learning, and has won international, national, and university teaching awards in the field of learning and teaching. Sam is a Managing Editor for Teaching@Sydney and Program Director of the university-wide Modular Professional Learning Framework (MPLF) program for educators. She is also a Senior Fellow of the Higher Education Academy.

This presentation introduces a practical guide designed to support educators in effectively teaching and promoting the success of students from diverse and underrepresented backgrounds. The guide offers evidence-based strategies and actionable steps for engaging students from equity backgrounds, covering areas such as learning design, teaching methods, and classroom dynamics, all focused on creating inclusive and supportive educational environments.

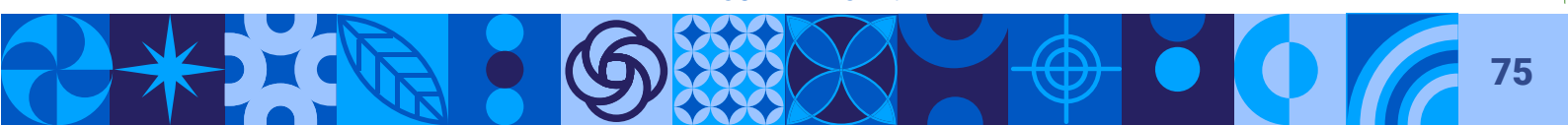
Drawing on core principles from the literature, such as celebrating diversity as an asset, implementing a strengths-based approach, and advocating for equitable design, the guide incorporates students' perspectives to provide a well-rounded understanding of their experiences and needs. It serves as a flexible and accessible first port of call for educators looking to get started with equity-focused teaching practices.

While situated within the Sydney educational context, the strategies and principles presented are applicable to educators in various settings who are committed to creating inclusive and equitable learning environments. By leveraging the insights and recommendations provided, educators can take pragmatic steps towards enhancing the engagement, participation, and success of equity students in their classrooms and institutions.

The presentation will highlight key aspects of the guide, including its evidence-based foundation, practical strategies, and the importance of incorporating student voices. It will also discuss the potential impact of implementing these strategies on student success and retention rates, as well as the broader implications for fostering inclusive practices within higher education.

Attendees will gain insights into how to support university educators in applying effective approaches for teaching and supporting students from diverse backgrounds and underrepresented groups, empowering them to create more equitable and inclusive learning environments.

The presentation aims to facilitate the dissemination of practical guidance and inspire educators to take action towards making a positive difference in the lives of their students, regardless of their current level of experience with equity-focused teaching practices.



F4: Gender Equity at UNSW

Dr Caitlyn McLoughlin

University of New South Wales

Caitlyn is the Manager, Diversity and Inclusion at UNSW where she oversaw the development of the University's first Gender Equity Strategy. She has a PhD in medieval literature with a focus on sexuality studies and queer theory and has been working in access and inclusion for the past four years.

In early 2024, UNSW published its first university-wide gender equity strategy. Crucially, the strategy enshrines inclusive practice to enable staff of all genders to feel respected and able to be their authentic selves. Further, the strategy makes explicit UNSW's commitment to valuing and upholding diverse perspectives and experience, and ensuring that women and gender-diverse staff are recognised, represented, and supported.

The strategy recognises that conceptions and expressions of gender are expansive and shifting, and in so doing, commits to a position of leadership in higher education when it comes to fostering acceptance and equity that is attuned to the identified needs of its community. This is primarily done by expanding and initiating mentoring programs that are specifically for staff from LGBTQIA+ communities, as well as improving data and reporting systems to better understand staff identity at UNSW in order to support them more effectively.

In addition to providing support for women and gender diverse people, the Strategy serves as an organising framework by which to streamline and maximise institutional impact and ensure that accreditation frameworks do not simply become tick box exercises in 'inclusion'. This Strategy recommits to initiatives and programs already in place, while also offering actions that will enable further access and support to women and gender-diverse people. The Strategy will serve as an organising framework by which to bring together the gender equity work already being done across the University in order to affirm broad strategic investment and dedication to meaningful impact. Organising initiatives, programs, and actions related to gender equity in a unified, cohesive strategy allows for better oversight in evaluating impact and understanding the identified needs of the UNSW community.

This presentation will highlight some of the core functions and actions of the UNSW gender equity strategy that specifically support trans and gender diverse staff, as well as detail how the strategy was developed, providing insights for session attendees on securing stakeholder buy in and investment across large institutions.

Notes:

Horizontal lines for taking notes.



F5: Harnessing Health Promotion towards Inclusive Practices and Student Success

Miss Shivani Kershaw, Mrs Sonja Epskamp

Waipapa Taumata Rau, University of Auckland

Shivani Kershaw (she/they) | Health Promotion Advisor

Born and raised in the North Shore of Tāmaki Makaurau, Shivani also gets to call Fiji, India, and the United Kingdom her homes. Shivani comes from a Developmental Psychology and Population Health Nutrition background and has previously worked in the community with a focus on drug harm prevention, mental health research and advocacy. Shivani’s primary goal is to bring lived experience into her mahi and wider tertiary health promotion initiatives. Included in her Health Promotion Advisor mahi, Shivani is the Operational lead in supporting the University’s accreditation of the Healthy Campus certification.

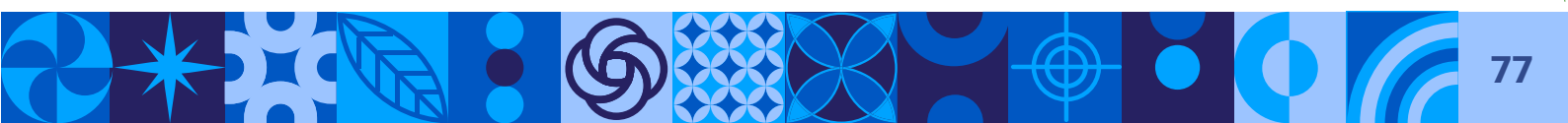
Sonja Epskamp (she/her) | Health Promotion Advisor

Sonja grew up in Te Tai Tokerau and still calls it home. A passionate health promoter, she has industry experience in Public Health and Health Promotion, with a focus on healthy housing, equity, and youth health. Sonja has been both student and lecturer, giving her a unique perspective of both sides of the tertiary experience, which helps inform the design of tertiary health promotion initiatives. Sonja’s goal is to implement health promotion initiatives which focus on removing barriers causing inequity.

Equity serves as the cornerstone of our practice as health promoters at University of Auckland. Equity principles guide the development of wellbeing initiatives that foster and inclusive and supportive campus environment, and which are tailored to meet the distinct needs of our diverse student population. In our presentation, we will discuss how community engagement and partnership with key stakeholders across the university plays a crucial role in informing and supporting our range of wellbeing initiatives. We will share insights into how equity principles guide the development and implementation of these initiatives. Finally, we will discuss how wellbeing initiatives directly and indirectly support diverse students’ success at university.

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F6: Ensuring anti-racism initiatives are impactful: understanding the tertiary environment of everyday racism for Māori medical students

Dr Claire Gooder, Assoc Prof Donna Cormack, Rhiannon Jones

Waipapa Taumata Rau | University of Auckland, Ōtākou Whakaihū Waka | University of Otago

Claire Gooder (Pākehā - she/her) is a research fellow at Te Kupenga Hauora Māori. She researches in the areas of racism, marginalisation, discrimination and belonging within mainstream/Western health and education contexts.

Donna Cormack (Kāi Tahu, Kāti Māmoe – ia/she/her) is a teacher and researcher whose work focuses on racism and health, on Māori data sovereignty, data justice and data harms for Indigenous peoples, and on transformative and anti-colonial approaches to research and teaching in Indigenous health.

Rhiannon Jones (Ngāti Kahungunu ki te Wairoa – ia/she/her) is a māmā and a teacher and researcher in the Eru Pōmare Centre. She teaches hauora Māori and researches in the areas of racism and marginalisation within health contexts with a focus on system transformation for Māori to fulfil their rights to health.

Claire, Donna (lead researcher) and Rhiannon are part of the research team on the project Te Whakahaumarū Taiao (TWT): Safe environments for Māori medical practitioners..

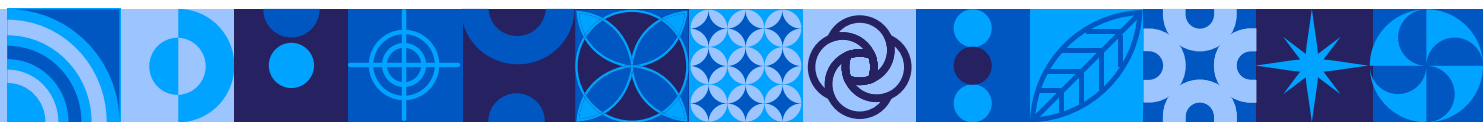
Making tertiary environments safe and equitable spaces for all learners requires more than increasing visibility (through purposeful recruitment and retention) for learners from groups historically and currently marginalised in westernised tertiary education. This marginalisation is more than numerical, but involves marginalisation in the built, cultural, and curricula environments. This structuring has not happened by accident, but rather is the intended result of intersecting systems of oppression that built academic spaces to be for white, male, able-bodied, cis-gendered, heterosexual peoples.

Changing these environments requires intentional and active antiracism approaches, informed by decolonial theories and tailored to the needs of students, while remaining the responsibility of the institutions and those who work within them to implement.

It is unethical to encourage Māori into tertiary education without changing those environments to be safe and sustaining for Māori learners. Understanding the current state of tertiary education environments, as experienced by Indigenous learners, can help direct ways to respond to and transform teaching practices and tertiary environments to be actively anti-racist.

As part of the study Te Whakahaumarū Taiao: safe environments for Māori medical practitioners (TWT), we explored Māori medical students' exposure to everyday racism in university and training environments. Second to sixth year Māori medical students enrolled at either of the two medical schools in New Zealand (Auckland and Otago) were invited to complete an anonymous cross-sectional online survey, which received a 42% response rate. The survey included a module on exposure to everyday racism in learning environments. The everyday racism scenarios were developed by the research team in response to findings from qualitative research with Māori students, input from student advisors, as well as international literature on everyday racism in tertiary environments. The result is a module of everyday racism that speaks to Indigenous medical student experiences in New Zealand.

The ubiquity of everyday racism must be addressed to contribute to safer tertiary environments. This requires an understanding of what constitutes everyday racism, as well as a deep engagement with antiracism theories and research. The survey results and the survey module provide the context for medical educators to understand what constitutes everyday racism as experienced by Māori, and actively work to transform their teaching and learning environments through anti-racism as part of creating safer teaching and learning environments for all.



F8: Steering a Course for Gender Equity in Academia Through Mentoring and Leadership Shadowing: A University-wide Approach at QUT

Kym Mapleston, Ramziya Asanalishoeva

Equity Department, Queensland University of Technology

Kym Mapleston (she/her) is a Diversity and Inclusion Officer at the Queensland University of Technology, where she leads the coordination of the Women in Research Program. With a background in organisational development and a dedicated focus on gender equity, Kym is committed to developing impactful programs and initiatives aimed at reducing barriers, improving retention, and fostering visibility and collaboration within academic environments. Alongside her work in gender equity, Kym demonstrates a strong passion for advocating for LGBTIQ+ rights and promoting inclusivity across diverse communities.

Ramziya Asanalishoeva (she/her) has been working in the diversity and inclusion space as an equity practitioner since moving to Australia in 2006. Her expertise ranges from advocating for children and families with disabilities, supporting students from CARM groups including those from asylum seeker backgrounds and designing and delivering programs for academic women in STEMM, raise awareness about equity, and how to influence change. Ramziya coordinated the Student Sexual Harassment and Assault (SSHAA) project and worked on the implementation of the SSHAA Action Plan at QUT. Ramziya is an avid supporter of human rights and believes that understanding what equity is helps to eradicate injustice.

Early career academics are often presented with many challenges in balancing teaching, service responsibilities, and research endeavours. Opportunities to develop research and leadership capabilities and networks vary greatly depending on local area culture and leadership.

For women and gender-diverse individuals in many STEMM disciplines, these challenges are further compounded by underrepresentation within their academic environments. Recognising the crucial role of collaboration, mentoring and sponsorship in individual success, QUT's gender equity committees conducted research highlighting the need for a more

equitable distribution of mentoring and leadership shadowing opportunities across the university.

In response, QUT's Women in Research Committee developed and launched the university's first enterprise-wide research mentoring program in 2022. Targeting early to mid-career researchers, the program pairs participants with senior academics (Professors) to undertake research career planning, build and maintain research momentum and provide sponsorship opportunities. Additionally, the program facilitates peer networking, cross-faculty collaboration, and the development of mentoring skills within the professoriate.

Concurrently, QUT's Women in STEMM Program initiated a leadership shadowing program targeting mid-career and senior academics. The program aims to cultivate leadership capabilities, build confidence, and remove barriers for female academics in STEMM fields by providing hands-on shadowing experiences with senior leaders.

Since 2022, 80 early career researchers have received research mentoring and development, while 31 mid-career and senior academics have engaged in leadership shadowing. Both initiatives are embedded into the Gender Equity and Diversity in STEMM Action Plan and have garnered a growing pool of 86 mentors and leaders committed to supporting gender equity and leadership development. Early evaluations have yielded overwhelmingly positive feedback, with participants reporting impactful learning experiences, collaborations, research outputs and career advancements.

This presentation will share insights and learnings relating to program design and initial evaluation findings, highlighting the programs' role in providing crucial support networks for academic women and genderdiverse individuals as they navigate their academic career paths and/or prepare for leadership positions.

G1: Strength in diversity: enhancing your career

Ms Emma Lovegrove, Ms Denise Bertilone

Edith Cowan University, Centre for Learning and Teaching

Emma Lovegrove is a careers and employment professional with 15 years of experience in recruitment, the disability sector, and tertiary education. As an Inclusive Employability Officer at Edith Cowan University, Emma cultivates inclusive career development learning and employment opportunities for students. Emma's past achievements include leading on-campus and external jobs programs and developing tailored career development learning resources for students with neurodivergent conditions. Emma holds a BSc. Anthropology Hons. and a Graduate Certificate in Careers Education & Development.

Denise Bertilone is a proud woman with a disability who uses adaptive technologies in the workplace such as screen reader software. Her lived experience of low vision motivates her to advocate for greater equity and inclusion. She works at ECU as an Inclusive Employability Officer, and an Equity Projects Coordinator, and is also a graduate of ECU with a Bachelor of Arts.

Strength in diversity: enhancing your career is an online employability and career development learning resource, aimed at university students from four distinctive equity cohorts: Aboriginal and Torres Strait Islander Peoples; LGBTIQ+ communities; students who are culturally and linguistically diverse (specifically, international students) and students with lived experience of disability. These four cohorts were identified due to differences in graduate employability outcomes and/or higher rates of discrimination encountered in the workplace as evidenced in the National Graduate Outcomes Surveys and the Diversity Council Australia's Inclusion@Work Index reports¹.

The purpose of the resource is to equip students with knowledge and skills to help them navigate barriers or challenges to employment faced by people from specific equity cohorts, as well as increase confidence in the strength that diverse lived experience brings to the workplace. The 2020 McKinsey and Company

report² (Hunt et al., 2020) concludes that the business case for diversity remains stronger than ever, bringing benefits of innovation, resilience, high performance and productivity.

Longer-term goals include improving graduate employment outcomes for equity students and fostering an inclusive employment mindset in future graduates.

The resource has been developed with a whole of institution lens, driven by a central theme of Courageous Career Conversations. These are a series of eight videos, featuring current students and/ or recent graduates from ECU, representing each of the four equity cohorts. Each Courageous Career Conversation focuses on a distinctive topic and collectively, the topics form a broader career development learning module, Strength in diversity: enhancing your career. The videos are accompanied by key tips, additional resources, and direction to available ECU support services.

The final video content and all associated text, links and images are being developed to meet WCAG 2.0 (and above) guidelines to maximise the inclusive nature of the resources.

This project is the first of two inclusive employability initiatives being undertaken by this team in 2024, with the second being the development of inclusive employer resources for industry partners seeking to become more inclusive employers. This work seeks to meet Edith Cowan University's strategic priorities for an inclusive education experience while also addressing the federal governments Accord priorities of none being left behind. This paper describes the highly collaborative co-design process that was undertaken with ECU staff and students to develop this resource and how it is positioned in a whole-of-institution approach to employability and career development learning.

G2: Easing Transitions: Empowering Equity Students to Pursue their Career Dreams

Dr Robin Ladwig, Professor Naomi Dale, Associate Professor Philip Roberts, Mel Triantafyllou, Dr Jenny Dean

University of Canberra

Robin C Ladwig (they/them) is an Associate Lecturer in Human Resource Management within the Faculty of Business, Government and Law, at the University of Canberra, Australia. Their interdisciplinary research includes management studies, gender and queer studies in relation to workforce trends like technology and diversity, inclusion and equity.

Equity students face numerous challenges transitioning into university and back into communities post-graduation. These challenges include a lack of a sense of belonging and difficulty accessing information to determine career pathways.

The research project Connected through Transition 2023 examined the experiences of transition in one Australian University through focus groups, yarning circles, and interviews. The data from these were analysed through content and thematic analysis.

Despite the increased efforts universities put into supporting equity students, a common theme that emerged in our research findings was the experience that “I just had to figure it out myself”. This insight suggests that there is still important work to do in supporting students to settle into university life and when aiming to enter the workforce after graduation. Participants reported increasing concerns and uncertainty as they began to consider their postuniversity pathways. This often revolved around assessing what they want from their careers, how this might be connected to their communities, and strategizing about how to achieve these outcomes. Post graduation, however, participants reported a strong sense of pride and independence regarding their achievements.

The lack of appropriate networks to facilitate pathways into desired careers and to decode the gatekeeping structures of professions emerged as an important theme in the analysis. This obfuscation of available

pathways makes the desired workplace less accessible or inclusive of people from rural/regional, Indigenous, First-in-Family, or low socio-economic backgrounds. These equity students mentioned that they had no or limited connection to their intended profession such as law or public service because of their overall community or

family position. Some alumni described a high level of anxiety, the feeling of being back at the bottom, and diminishing self-confidence when starting their first role after university. They had to adapt to a steep learning curve by either connecting the learnings from their studies to their practice or by filling the emerging gaps through other means.

Our research suggests six opportunities for university support services and educational staff to increase accessibility and inclusion during the student life cycle and consequently, the potential level of employability and therefore work-readiness of students. These are career planning, mentoring, networking, work-integrated learning via diverse industry engagement, people skills, and transferability of knowledge. It should be acknowledged that some of these opportunities might be unique to the University of Canberra, due to its geographic and demographic disposition, which is characterised by a higher level of federal government and public service employment compared to the average. Thus, more research but also further engagement with students via co-design are needed to develop personalised and holistic support services for equity students to achieve their career aspirations.

G4: Why we wear friendship lanyards

Mrs Leah Tamasese, Ms Ashley Flavell

Waipapa Taumata Rau | University of Auckland

We are staff members at The University of Auckland who identify as having disabilities. We have backgrounds working within the student support and accessibility space. Ashley has been part of the campus life team at The University for 10 years, with Leah joining as a Disability Case Manager in 2023. Since meeting at a Disabled Staff Network event, we have bonded over our shared interest in disability support, with a specific focus on 'how' we could build awareness around hidden disabilities. Since then, we have collaborated on several projects aiming to improve accessibility on campus for staff and students alike.

The Hidden Disabilities Sunflower scheme is a global initiative which seeks to make the invisible visible. Through introducing this initiative at the University of Auckland, our objective is to remove barriers, and increase visibility and awareness of hidden disabilities for the university community.

This project relates to the conference theme "Equity is our Compass: Holding course for inclusive Education" as this project is guided by the desire to improve systemic inequity for our disabled students and staff.

Within the university we are seeing an increase in students with disabilities enrolling to study, and therefore feel it is vital that staff confidence increases as these numbers rise.

We aim to compliment the current mahi being undertaken with the University's Disability Action Plan in creating a training resource for Disability Confidence. This project aligns with the University's goals in improving visibility, inclusivity, and access to equitable services for staff and students in our communities.

Through working together, we have found a comfortable status quo, allowing us to play to our strengths and complete elements that allow our skills to shine. With this in mind, we feel it is important to present our experiences, as this has created an environment of inclusive practice which we would like to share with other practitioners, as it demonstrates the advantages of operating under the mantra of 'nothing about us without us'.

Throughout the research and initial rollout of this project, we have undertaken tasks to assess the necessity, as well as gauge interest from the wider staff network to determine suitability of the initiative. From here the training has been developed into the module it now is, which has been rolled out across the university throughout the second half of 2024.

Our presentation will focus on the roll out design, the research elements that contributed towards the final product, as well as discuss the challenges we faced with a project of this magnitude. The University of Auckland has over 6,000 staff members, which presented a challenge around adapting the content to be suitable to staff within varying capacities.

We would also like to use this opportunity to showcase the trials and tribulations of leading a project of this size while being impacted by disabilities, and the importance these factors had around developing the training module. We specifically built the project with our individual skills in mind, and divided up tasks accordingly, thus implementing a strengths-based approach to support its success.

Finally, we will be addressing the overall outcomes of the training to date. We expect this project to be on going, with a team of kaimahi overseeing its future development as awareness within the hidden disabilities space increases. It has been a privilege for us to be the first educational institution within New Zealand to become part of the sunflower, and we look forward to seeing this develop as time goes on.

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H1: Shades of Belonging: The Transformative Power of the Women of Colour Staff Network

Suzanne Acharya, Fay Nanai

University of Auckland, Te Tumu Herenga | Libraries and Learning Services

Suzanne Acharya and Fay Nanai work in Academic Engagement at Te Tumu Herenga | Libraries and Learning Services, Waipapa Taumata Rau | University of Auckland. In 2023, Suzanne founded the Women of Colour Staff Network, providing a space for women of every race, culture, ethnicity, and faith to be recognized and respected as their unassimilated and authentic selves. As Co-chair, Fay collaborates with Suzanne to blend their Western and Pasifika perspectives, creating "how-to" principles for weaving intentional inclusion into standard business practices. Their goal: to foster spaces where it feels like family.

Abstract

The Women of Colour Staff Network is a vibrant and transformative space where authenticity thrives. In this talk we will explore the origins of the network, its impact, and the energy it brings to the workplace.

Why Start a Network?

Recognizing the isolation experienced by individuals who were not part of official equity groups and the marginalization that prevents the recognition of their whole selves—complete with life experiences that add value to the workplace.

The term "Women of Colour" reflects the diverse backgrounds and experiences of network members. It encompasses faith, ethnicity, race, culture, rank, and more. Within this network, they are simply "sistas."

Impact of the Network

a. Belonging

- **Safe Space:** The network provides a safe space where members can express themselves authentically.
- **Modeling Vulnerability:** By sharing their stories, members encourage vulnerability and openness.
- **Weaving Interconnectedness:** The network fosters connections that transcend traditional boundaries.
- **Result:** Members describe the space as feeling like family, where they can decompress and no longer need to codeswitch.

b. Changing the Onboarding Experience

- New employees are onboarded directly into the network, ensuring they feel valued from day one.
- The network spans various faculties and service divisions, creating a sense of belonging regardless of rank or skill.

c. Sharing Stories

- Storytelling events allow members to share their cultural experiences.
- Moments like hearing a greeting in one's own language validate the value of belonging as one's unassimilated self.

d. Unified Voice

- Empowered by their safe space, network members advocate for change at an organizational level.
- The network's influence extends beyond personal transformation, shaping policies and promoting transparency.

Pasifika Women in the Network

Navigating Identity and Community

Discussing the issues of identity Pasifika women grapple with: are they Women of Colour?

Outlining their experience in a space where they can be their authentic selves and transcend the confines of Western structures.

Working towards changing library spaces—often designed within Western frameworks—that can be isolating for Pasifika women.



H2: Designing with a DEI lens: Interwoven experiences in design education with industry partners for workplace inclusion

Dr Diana Albarran Gonzalez

Waipapa Taumata Rau | University of Auckland

Dr Diana Albarran Gonzalez is a design researcher and craftivist from Mexico, and the Programme Director of the PhD in Design in the Faculty of Creative Arts and Industries, at Waipapa Taumata Rau | University of Auckland. Her research explores design and different ways of collaboration from decolonial, intersectional, and pluriversal perspectives, interested in collective well-being, Indigenous knowledge, crafts-design-arts, textiles, embodiment, and creativity. With over 18 years of international experience, she integrates a meaningful sense of cultural awareness and sensitivity in different contexts, bringing a diversity, equity and inclusion lens to design practice.

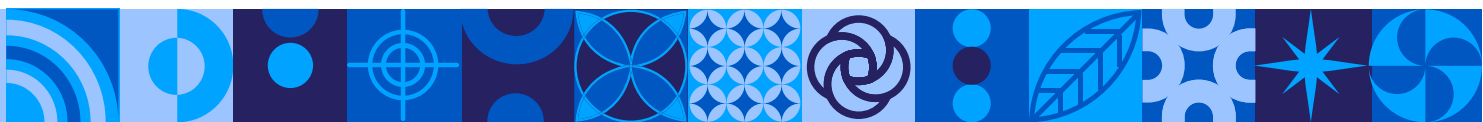
Design education is dominated by Euro-Anglocentric design narratives, reinforcing modern-colonial ideas of design as a 'universal' approach. At the same time, this view is embedded with the idea of the designer as a 'neutral' agent without acknowledging that their background, based on their disciplinary training, worldviews, and identities, influences the process, methods, and outputs of design projects. This neutrality is also pervasive within design education and, in turn, impacts the type of projects proposed by design students and their adherence to dominant aesthetics and processes, often disconnected from their identities, knowledge, and worldviews.

Seeking to address these issues, this proposal presents the experiences of teaching and learning a third-year course stream in the Bachelor of Design at the University of Auckland, with a design brief focused on Business and Diversity, Equity and Inclusion (DEI).

Responding to the university's call to positively impact our world and expose students to industry experiences, the Business and DEI stream partnered with the national body for workplace diversity, equity and inclusion to support and guide students' projects towards workplace inclusion. Through interwoven experiences of design educators, industry partners, and students' work, this presentation showcases some of the results, reflections, and insights of designing with a DEI lens..

Notes:

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H3: Increasing access to, participation in, and success for students with an Out of Home Care (OOHC) experience in Higher Education

Ms. Pearl Goodwin-Burns

Centre for Excellence in Child & Family Welfare, Manager, Raising Expectations program

Pearl Goodwin-Burns (she/her) is the Raising Expectations Program Manager at the Centre for Excellence in Child and Family Welfare. She leads the program's strategic and operational work, supporting people with an OOHC experience to access higher and vocational education. Pearl has worked alongside care-experienced people and lived experience experts as a social worker, research assistant, and in direct student support roles to support more equitable access and success. Pearl is passionate about creating spaces within education that genuinely value lived experience and diversity. She is a strong advocate for the inclusion of care-experienced learners of all ages in post-school settings.

Young people in out-of-home care and care leavers face significant social and economic barriers to accessing university and TAFE. Their underrepresentation in tertiary education is not due to capability but to limited support and the low expectations placed on them by others.

Typically, educational aspirations for young people in care and care leavers are low, resulting in many young people feeling as though post-secondary study isn't accessible. Across the vocational and higher education sectors, awareness of care leavers and their specific educational needs is very limited. There is an absence of system-wide embedded supports, financial and otherwise, despite young people in care and care leavers being among the community's most marginalised and disadvantaged groups.

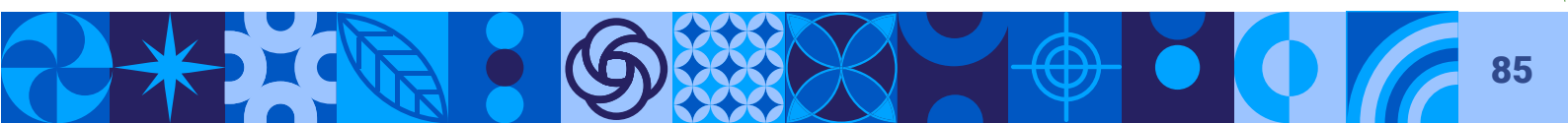
Raising Expectations is successfully increasing access to, participation in and success for care-experienced students in higher education and vocational training across Victoria. The program advocates for care-experienced students to be considered an equity group in their own right and helps ensure they are supported to access and complete postsecondary education once participating.

Raising Expectations' success is largely attributable to its cross-sectoral collaboration model – led by the Centre for Excellence in Child and Family Welfare in partnership with TAFE and university partners and funded by the Victorian Department of Jobs, Skills, Industry, and Regions. Partners from the compulsory, vocational and tertiary education and community services sectors work towards a common goal of establishing accessible educational pathways for care-experienced young people and care leavers.

Since its inception in 2015, the program has had a remarkable impact on the number of care-experienced students studying at partner institutions.

Participating students have increased from 43 in 2015 to over 800 in 2024, with more than 400 course completions.

This presentation will highlight the educational challenges and opportunities for young people in care and for post-secondary institutions to work with community sectors to enhance their student equity frameworks and open doors for this group.





Thank you

to the EPHEA Conference Organising Committee.

This was a collaboration between EPHEA Executive members and the University of Auckland.

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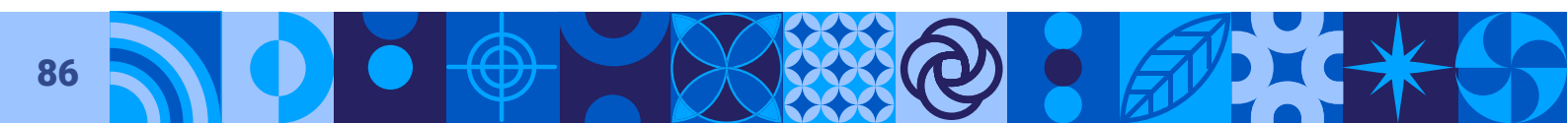
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Mark Thomson

Manager - Student Disability Services,
Campus Life

Sarah Krieg

DEI Communications Advisor, Campus Life
and HR



Adventures at Sea

What: Conference Dinner & Awards

Where: Maritime Room

When: Wednesday 20 November

6:30pm – Late



E P H E A



