Pathways15 Online
Advancing Inclusion in 2020 and Beyond
Monday, 30 November - Friday, 4 December 2020
atend.com.au/pathways-conference

ATEND
Australian Tertiary Education Network on Disability

ADCET
AUSTRALIAN DISABILITY CLEARINGHOUSE ON EDUCATION AND TRAINING
SUPPORTING YOU, SUPPORTING STUDENTS

Disability and the HE 'Anxiety Machine': Fitting your own oxygen mask first.

Professor Sally Kift PFHEA
President, Australian Learning & Teaching Fellows
Visiting Professorial Fellow, NCSEHE

@KiftSally

2 December 2020

Overview

- What's with that title?

- Why does this matter?

- An apology…

- What are the stressors?

- Happy places & gratitude

- What to do/ Getting up in the morning
  - Good practice
  - Intrinsic motivation
  - Sharing the load/Whole-of-uni approaches
  - Building alliances
  - Silver linings
  - [Self-]Compassion

DISCLAIMER… and
"We must be careful not to pathologise normal responses to an abnormal situation"
Gareth Hughes, 2020
https://bit.ly/32JILdp

student minds **Universities UK**
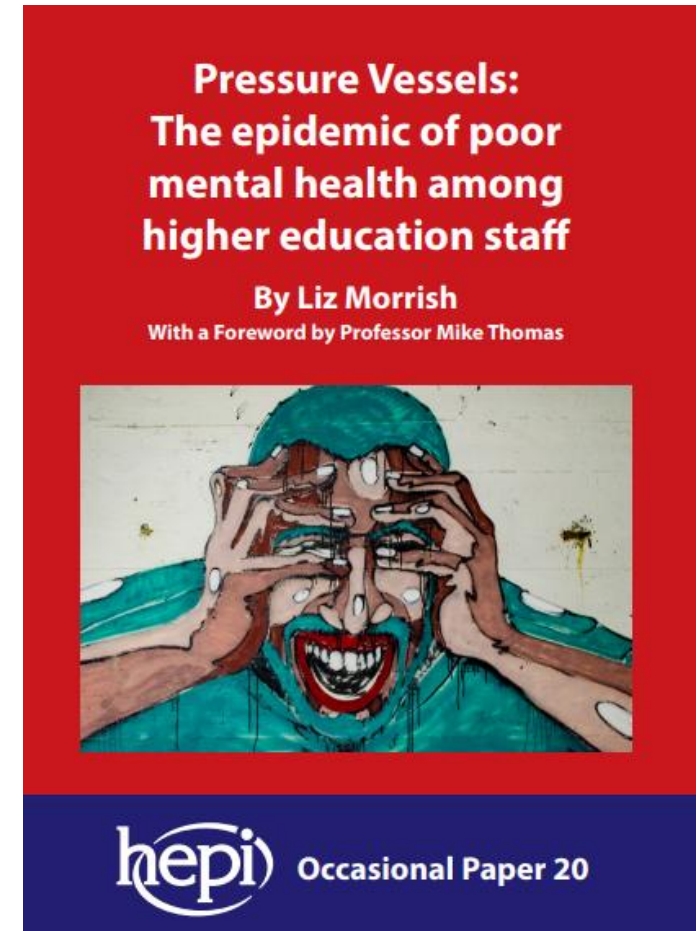
Universities UK & Student Minds have defined
- "**Mental health**" as "*a spectrum of experience, from good mental health to mental illness and distress*" and
- "**Wellbeing**" to include the "*wider physical, social and economic experience*".

Universities UK. (2020a, May). *Stepchange: mentally healthy universities*. London: Universities UK https://www.universitiesuk.ac.uk/stepchange-mhu

The title…
Disability and the HE 'Anxiety Machine'

HE described as an "Anxiety Machine" (Morrish, 2019)

**Pressure Vessels:
The epidemic of poor
mental health among
higher education staff**

By Liz Morrish
With a Foreword by Professor Mike Thomas

hepi **Occasional Paper 20**

https://www.hepi.ac.uk/2019/05/23/new-report-shows-big-increase-in-demand-for-mental-health-support-among-higher-education-staff/

Florence + the Machine

SHAKE IT OUT

"… it's hard to dance with a devil on your back…"

**FLORENCE
+ THE MACHINE**

https://florenceandthemachine.net/

The title...

Fitting your own oxygen mask first

Maintaining Our Well-Being and Fitting Our Own Oxygen Masks First

Professor Rachael Field

Now more than ever it's important that we maintain our own well-being. Much is being asked of us as legal educators. Our students are needing our support and we need to have capacity to be responsive to them – not only in terms of their learning as we move to online approaches, but also just generally. We are having to be adaptive and agile in adopting new ways of being legal academics.

https://thecple.wordpress.com/2020/04/06/maintaining-our-well-being-and-fitting-our-own-oxygen-masks-first/

The OXYGEN MASK Priority

Put Yours On First or You'll Never Be Able to Help Others

Why does this matter? 1, 2, 3...

You matter!

Your role as First Responders

University-as-ecosystem: Wellbeing of staff & students inextricably interlinked

https://campuspeak.com/selfcare/
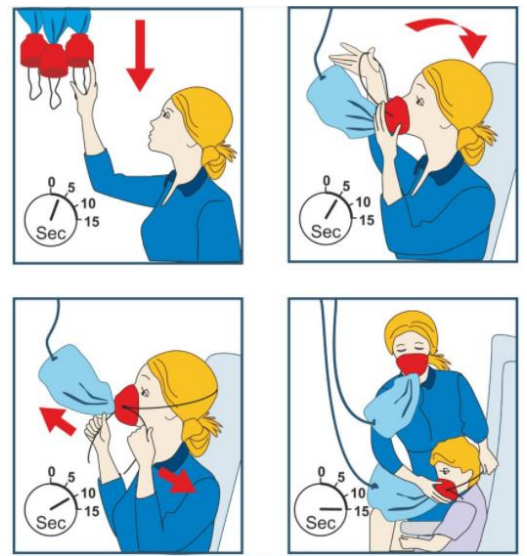
COVID-19's Impact on Disability Practitioners in Tertiary Ed

Beyond COVID-19

THE IMPACT OF COVID-19 ON DISABILITY PRACTITIONERS IN THE TERTIARY EDUCATION SECTOR

SURVEY REPORT

ADCET AUSTRALIAN DISABILITY CLEARINGHOUSE ON EDUCATION AND TRAINING

Australian Disability Clearinghouse on Education and Training
| WWW.ADCET.EDU.AU

AUGUST 2020

It's been hard…

"The results highlight the **commitment and fortitude of staff** in the sector. Despite the challenges… disability practitioners continued to provide students with essential advocacy, adjustments and supports. **Often this meant supporting students to navigate around unforeseen obstacles and adapt to change at the same time as they may have been struggling to do the same themselves**."

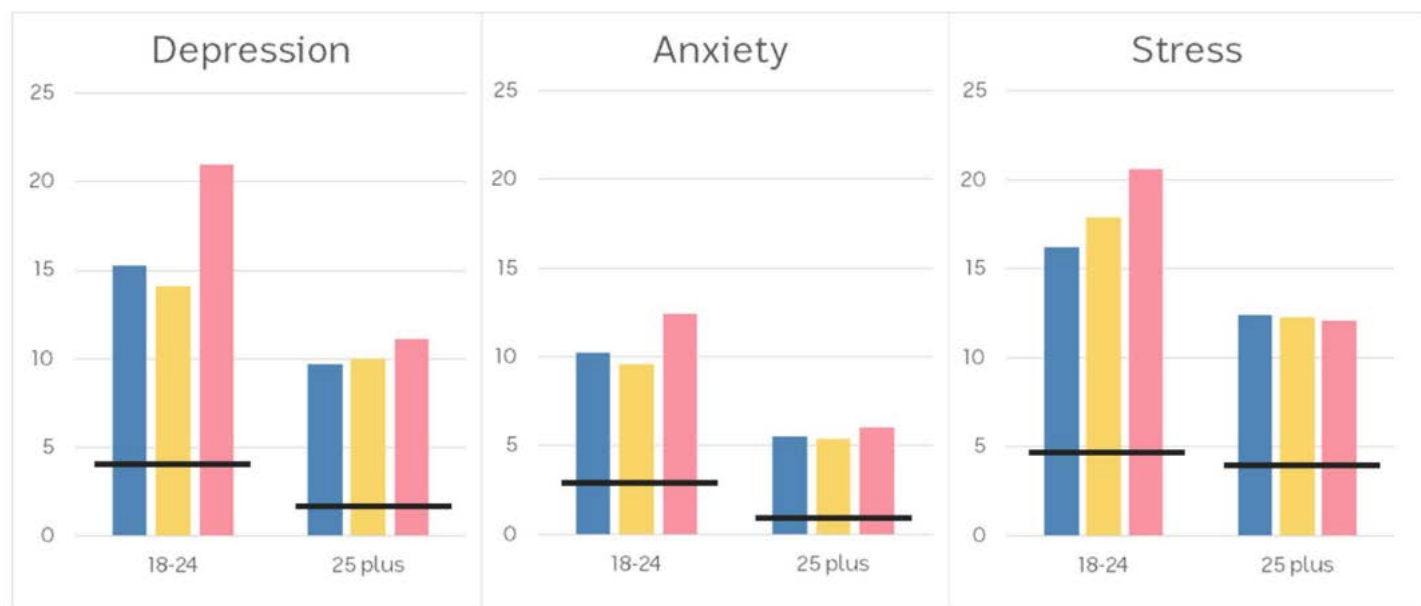As one respondent commented there was an:

"*overwhelming feeling of having to support everyone (staff, students and family)* but you are operating in the same "never seen before" vacuum of experience as everyone else. *Knowing you need to look after your own mental health but not actually having the time or space to do so because you can't let your team/students/family down in the middle of a global crisis…*"

The BMJ ✓ @bmj_latest · May 17

"The mental health impact of the pandemic is likely to last much longer than the physical health impact, and there will be no vaccine for these mental health impacts" @AKousoulis @mentalhealth

https://twitter.com/bmj_latest/status/1261734430693109761

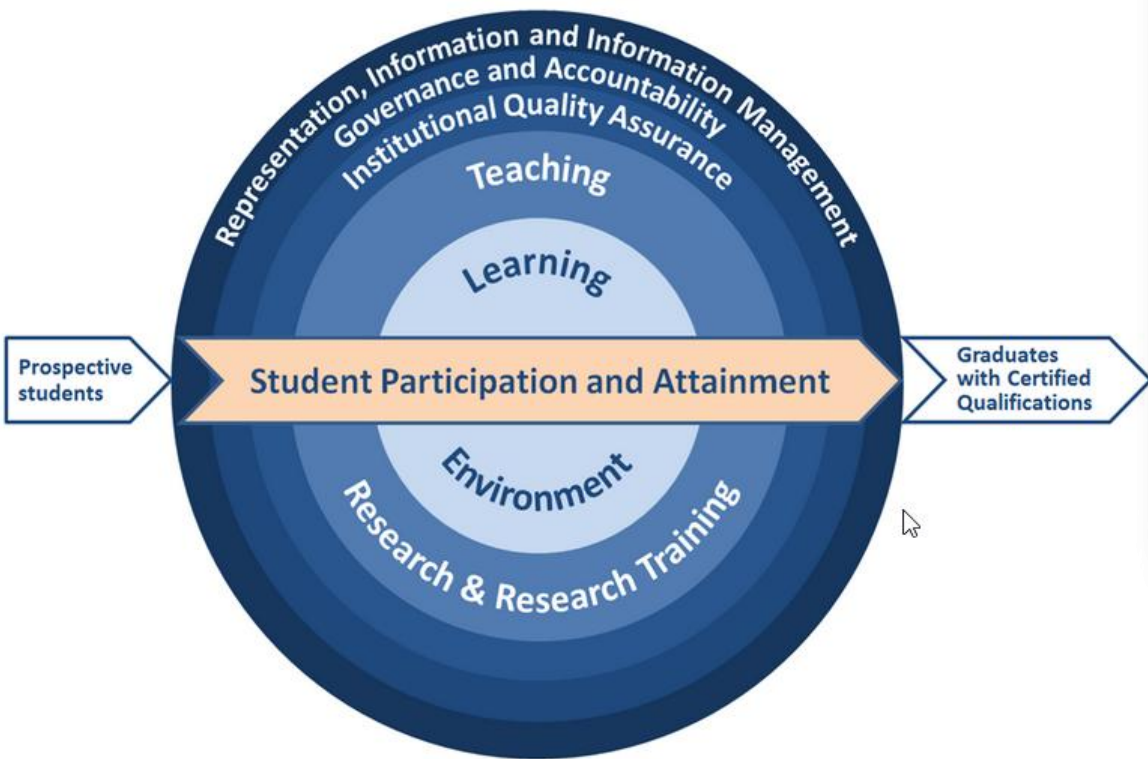**"The long term mental health impact of COVID-19 must not be ignored"**

Generation COVID

Depression | Anxiety | Stress

■ April ■ May ■ June

— Usual Australian scores

Source: Swinburne University, 2020

https://www.abc.net.au/news/2020-07-06/generation-covid-faces-an-uncertain-future/12388308?nw=0

Why does this matter?

Australian Government
Tertiary Education Quality and Standards Agency
TEQSA

Higher Education Standards Framework (Threshold Standards) 2015

"There is no health without mental health"
David Satcher, US Surgeon General, 1999

safe work australia

Work-related psychological health and safety

A systematic approach to meeting your duties

National guidance material

JANUARY 2019

Nearly 1 in 6 Australian workers experience mental ill-health

UTS and the University of Sydney, 2017

Adults spend about 1/3 of their life at work and work can contribute to mental health or ill-health

PWC and Medibank Health Solutions, 2010

Developing a workplace mental health strategy

A how-to guide for organisations

Heads ûp | beyondblue
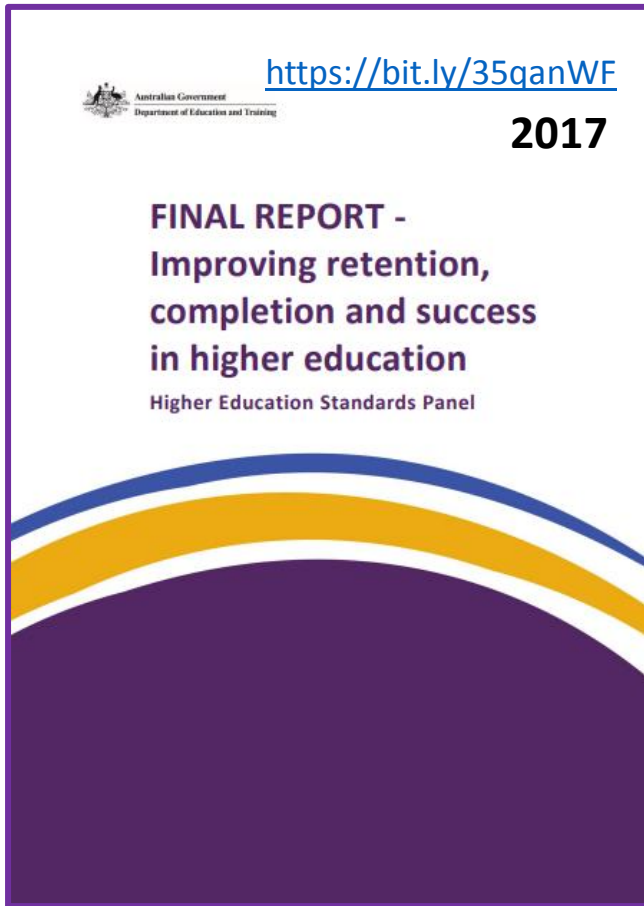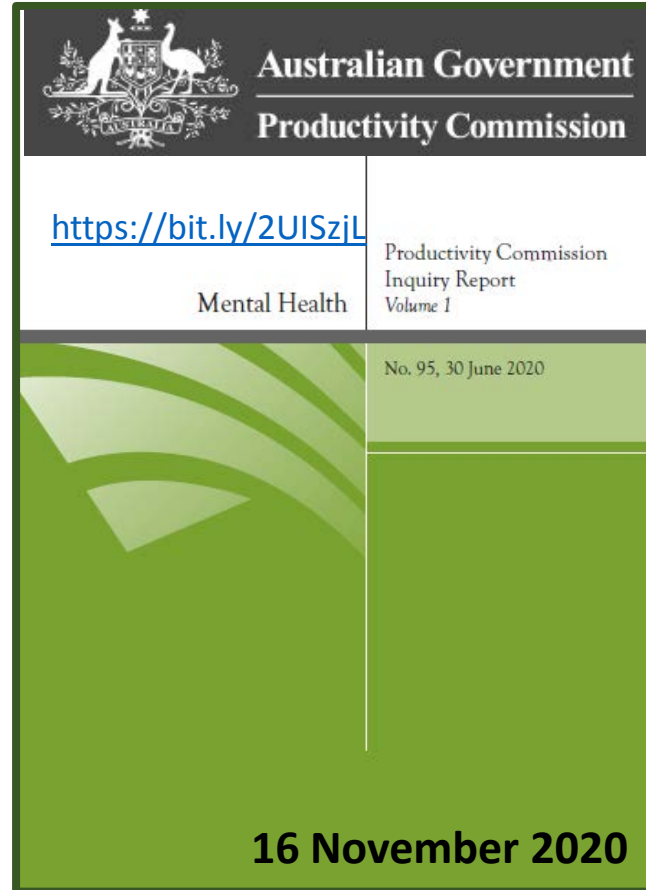Better mental health in the workplace

Prospective students → Student Participation and Attainment → Graduates with Certified Qualifications

Representation, Information and Information Management
Governance and Accountability
Institutional Quality Assurance
Teaching
Learning
Environment
Research & Research Training

https://www.teqsa.gov.au/contextual-overview-hes-framework-2015

https://bit.ly/35lBNwT

https://bit.ly/3pknpgD

https://bit.ly/32LzlOD

Why does this matter?

https://bit.ly/35qanWF

2017

Australian Government
Department of Education and Training

**FINAL REPORT -
Improving retention,
completion and success
in higher education**

Higher Education Standards Panel

Recommendation 8:
Every institution should have an
institution-wide mental health
strategy and implementation plan.

https://bit.ly/2UISzjL

16 November 2020

Australian Government
Productivity Commission

Productivity Commission
Inquiry Report
Volume 1

Mental Health

No. 95, 30 June 2020

RECOMMENDATION 6 — SUPPORT THE MENTAL HEALTH OF TERTIARY STUDENTS

Strengthen provider accountability & expand **MH support for students** (incl international students):

- Continue to expand **online MH support** & collect data for ongoing improvement (**Action 6.1**)
- Re **international students**, providers should:
  - ✦ Make arrangements with insurers to ensure Overseas Student **Health Cover** is adequate
  - ✦ Ensure counselling services can meet language & **cultural diversity needs** (**Action 6.2**)
- All tertiary ed providers to have **student MH&W strategy**, including staff training, as a registration requirement for TEQSA / ASQA (**Action 6.3**)
- Develop **guidance for non-uni HE & VET providers** re how best to meet students' MH needs (**Action 6.4**)
- TEQSA & ASQA to monitor, collect & disseminate evidence of interventions initiated "to improve mental wellbeing and mental health **of students and staff**" (**Action 6.3**)

AUSTRALIAN UNIVERSITY MENTAL HEALTH FRAMEWORK

DRAFT

o r y gen

COORDINATED ACTION

MENTAL HEALTH AND WELLBEING ELEMENTS

EARLY INTERVENTION

TREATMENT

PREVENTION

RECOVERY

MENTAL HEALTH PROMOTION

STUDENT WELLBEING

UNIVERSITY SECTOR FOCUS AREAS

- leadership;
- governance;
- community and environment;
- teaching and learning;
- workforce;
- student services; and
- research and translation.

MENTAL HEALTH SECTOR FOCUS AREAS

- partnerships;
- planning;
- co-design services and supports;
- partner with universities to provide timely, accessible supports; and
- support educational pathways.

CONTINUOUS IMPROVEMENT AND INNOVATION

"The framework views mental health and wellbeing **through a student lens**, acknowledging the interconnectedness of the university community." (at 14)

https://www.orygen.org.au/Policy/University-Mental-Health-Framework/Orygen-Uni-MH-framework-draft.aspx
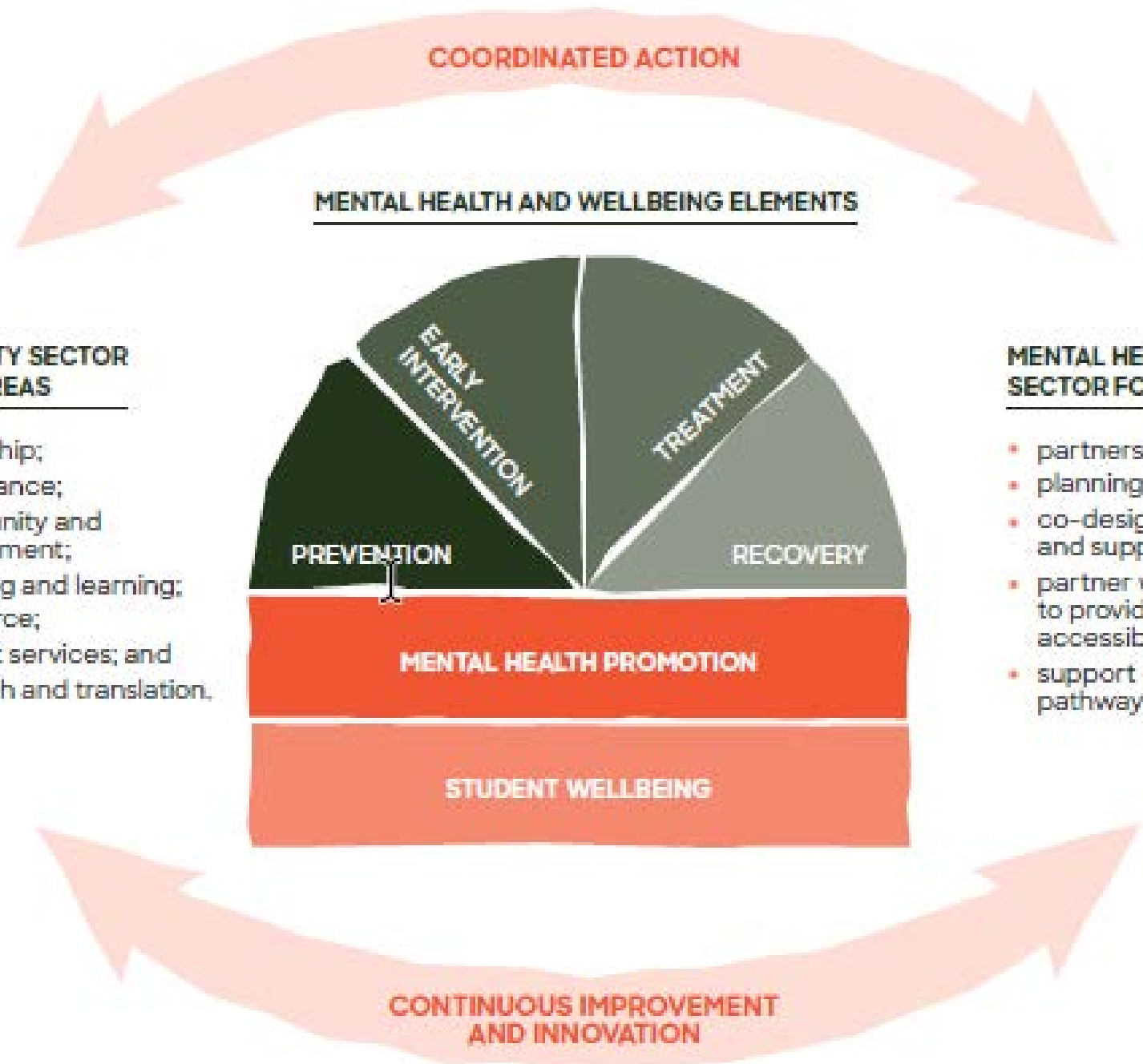
An apology…

It's all [mainly] academic[s]!
Sorry…

Enhancing wellbeing for academics

…*"a **'perfect storm' for academics**…*
*In this **volatile, uncertain, complex and ambiguous (VUCA) environment**… certain strategies that may enhance and maintain academics' wellbeing. These would complement the growing emphasis on student wellbeing. The two issues are closely linked…"*

@KiftSally

It's [mainly] academic[s]...
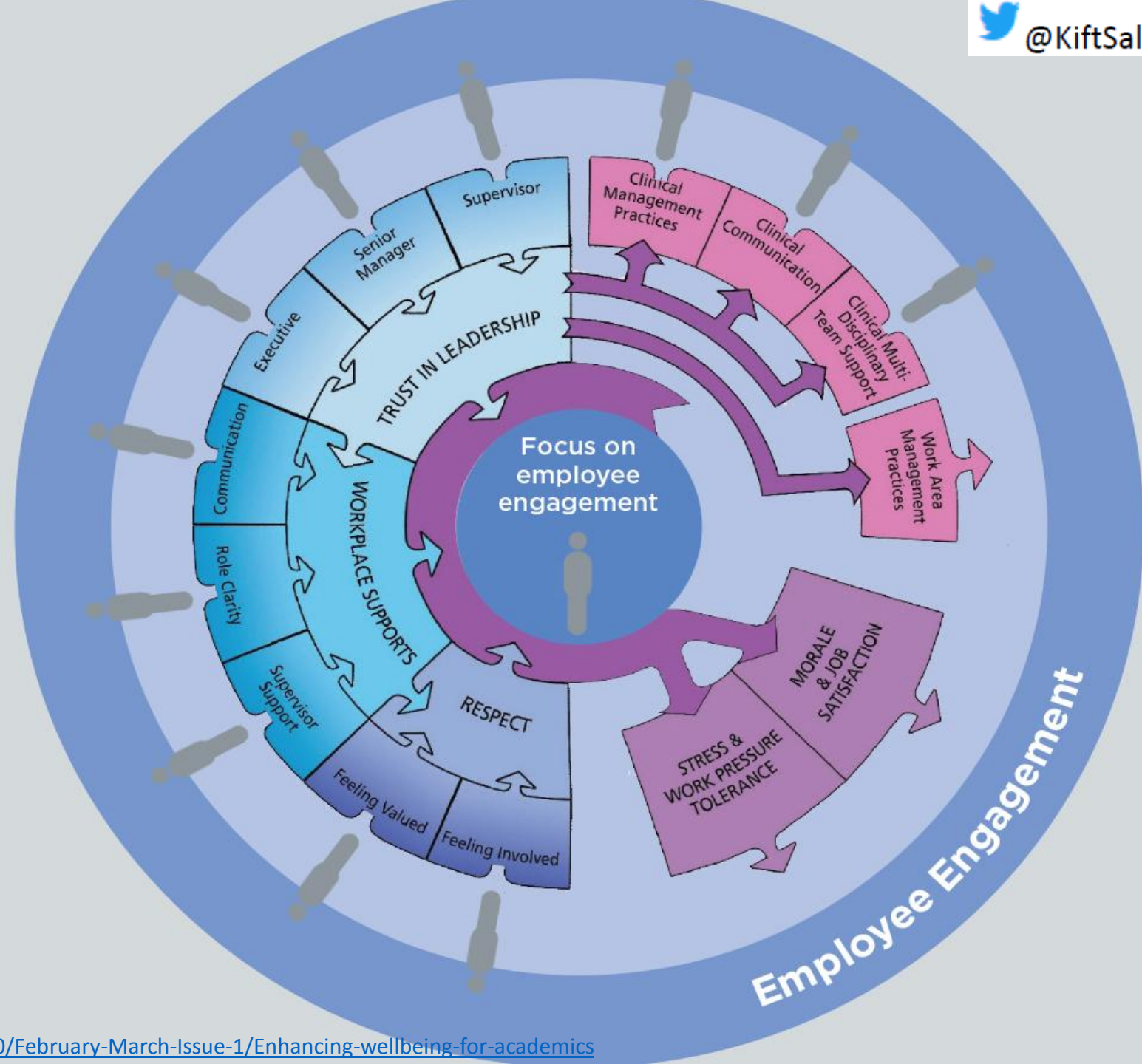
The UK higher education senior management survey: a statactivist response to managerialist governance*

https://www.tandfonline.com/doi/full/10.1080/03075079.2020.1712693

Jan 2020

Mark Erickson [a], Paul Hanna[b] and Carl Walker[a]

aSchool of Applied Social Science, University of Brighton, Brighton, UK; bUniversity of Surrey, Guildford, UK

Survey of 5888 **academic staff** across UK HE re the satisfaction with senior managers & uni governance [It was very low].

Themes:
- Dominance & brutality of metrics
- Excessive workload
- Governance & accountability
- Perpetual change
- Vanity projects
- The "silenced academic"
- Work and mental health.

The carelessness of entrepreneurial universities in a world risk society: a feminist reflection on the impact of Covid-19 in Australia

Oct 2020

Jill Blackmore [ID]

Faculty of Arts and Education, Deakin University, Burwood, Australia

https://www.tandfonline.com/doi/full/10.1080/07294360.2020.1825348

ABSTRACT

In this reflective piece, I consider how the pandemic has exposed the vulnerability of Australian universities. I argue that government and university management have been careless of international students and academics and their health and wellbeing, with significant equity and long-term effects as to the role of the university in a democracy.

"Governments and university management have been **careless about** the role of the universities in democratic societies, about what knowledge is valued and the work, **health and wellbeing of academic and professional staff** (Lynch et al., 2012). Strategies of managerialism and marketisation permeate every aspect of our work practice [globally]."

THE CHRONICLE OF HIGHER EDUCATION

The Staff Are Not OK

It's time higher education started paying attention to the health and well-being of the staff members whose work has pulled campuses through the Covid-19 crisis.

By Lee Skallerup Bessette | OCTOBER 30, 2020

"Affective labour" Emotional labour

"…while the struggles of [academics] and administrators have been well-documented, there **hasn't been much attention** paid to the health and well-being of the **big pool of campus employees who together make up "the staff."**…You know, the people who were **expected to carry out whatever plans** were made… And the people who have had to **deal with the aftermath** when things abruptly changed.

"…I was the host of an Educause webinar, aimed mainly at academic-technology staff and instructional designers, on all the "**affective labor**" they were suddenly having to do amid Covid-19 — that is, all of the **emotional support** that became part of their job, in addition to helping everyone with the technology of remote teaching…

GETTY IMAGES

This work is emotionally taxing under normal circumstances. But under Covid-19, it has been overwhelming."

https://www.chronicle.com/article/the-staff-are-not-ok

An apology…
Disability & Equity Practitioners:
The 'Cinderellas' of HE pandemic response

Hardworking, neglected, undervalued and not well understood.

Enabling and supporting those who may never even considered attending the Disability & Equity Ball pre-pandemic…

http://www.averyl.com/attic/images/antiques/cinderella.jpg

The University Mental Health Charter

Authors: Gareth Hughes & Leigh Spanner

Please cite as: Hughes, G. & Spanner, L. (2019).
The University Mental Health Charter. Leeds: Student Minds

An initiative by student minds | University Mental Health Charter

LEARN

WORK   Whole University Approach   SUPPORT

LIVE

"…the **mental health of university staff is a growing area of focus**, with evidence indicating that there have been significant rises in the number of staff accessing counselling and occupational health services. Studies of **academic staff** have highlighted the **potential negative impacts** of supporting ill students, ongoing uncertainty about role and boundaries, workload and job insecurity. Some authors have claimed that academics are more likely to be experiencing anxiety than medical or police personnel. **At present, little work has been undertaken to investigate the mental health of professional and support staff.**"

Hughes, G. & Spanner, L. (2019).
The University Mental Health Charter. Leeds: Student Minds, at 6

https://www.studentminds.org.uk/charter.html

What are the stressors?

safe work australia

Mental health can be adversely affected by exposure to "*hazards*" in the workplace, eg:

- High/Low job demands
- Low job control
- Poor support
- Poor workplace relationships
- Low role clarity
- Poor organisational change management
- Low recognition & reward
- Poor organisational justice
- Poor environmental conditions
- Remote or isolated work
- Violent or traumatic events

https://bit.ly/3pknpgD

The University Mental Health Charter

Authors: Gareth Hughes & Leigh Spanner

Please cite as: Hughes, G. & Spanner, L. (2019). The University Mental Health Charter. Leeds: Student Minds

student minds   University Mental Health Charter

Factors with negative consequences for uni staff MH ***both acad & professional***, (although impact differently w different effects) include:

- Workload demands
- Administrative burdens
- Low levels of autonomy over work
- Lack of resources
- Job insecurity
- Poor management
- Extrinsic pressures (eg external audits & performance metrics, outside individual or group control)
- Neo-liberalism: consequences of consumerism & metrics
- Supporting students experiencing poor MH if staff not adequately prepared and supported.

https://www.studentminds.org.uk/charter.html

Staff Mental Health in HE: What's the evidence?

@KiftSally

Pressure Vessels:
The epidemic of poor
mental health among
higher education staff

By Liz Morrish
With a Foreword by Professor Mike Thomas

hepi Occasional Paper 20

⬆ **Escalation of poor mental health for uni staff over 2009-2016.**

⬆ FoI requests & data from 59 institutions for period 2009/10 - 2015/16

⬆ Rises in **counselling referrals**: 50% commonly, some unis up to 316%.

⬆ Rises in **occupational health referrals**: 424% at Uni X; 344% Y Uni

⬆ **Professional staff** = 65% of occupational health referrals on avg.

HE has been described as an "anxiety machine"

hepi
Higher Education Policy Institute

Pressure Vessels II: An update on mental health among higher education staff in the UK

Dr Liz Morrish, Visiting Fellow at York St John University, and Professor Nicky Priaulx, Professor of Law, School of Law and Politics at Cardiff University

HEPI Policy Note 23   April 2020

Update 2019 FoI requests to 17unis for 2016/17 & 2017/18 academic yrs

Across new sample from 2009/10-2017/18, where comparable data:

- Avg rise in staff accessing counselling is 172% (5 unis)
- Avg rise in staff accessing occupational health of 173% (10 unis)

#Jealous of UK whole-of-sector & whole-of-institution approaches

Pressure Vessels:
The epidemic of poor mental health among higher education staff

By Liz Morrish
With a Foreword by Professor Mike Thomas

https://bit.ly/3nj9gz4

hepi Occasional Paper 20

https://bit.ly/3c7Tm41

"The importance of mental health and wellbeing is in focus now more than ever as people adapt to new ways of living, working and studying. For universities, this means enhancing support for students and staff alike."

18 May 2020

#stepchange
MENTAL HEALTH IN HIGHER EDUCATION

https://www.studentminds.org.uk/charter.html

The University Mental Health Charter

Authors: Gareth Hughes & Leigh Spanner

Please cite as: Hughes, G. & Spanner, L. (2019). The University Mental Health Charter. Leeds: Student Minds

Digital wellbeing

Universities UK

SELF ASSESSMENT TOOL

STEPCHANGE: MENTALLY HEALTHY UNIVERSITIES

Student Mental Health: The Role and Experiences of Academics

Gareth Hughes, Mehr Panjwani, Priya Tulcidas and Dr Nicola Byrom

student minds

STUDENT SPACE

The Wellbeing Thesis

An online resource for postgraduate research students to support your wellbeing, learning and research.

Jisc

Digital wellbeing for you, your colleagues and students

Briefing paper for practitioners

Good practice principles to support the digital wellbeing of your students and staff

Briefing paper for senior leaders

Digital wellbeing - the impact of technologies and digital services on people's mental, physical and emotional health

What is digital wellbeing?

What are the issues?

UNIVERSITY of DERBY

KING'S College LONDON

student

https://studentspace.org.uk/

https://thewellbeingthesis.org.uk/

https://bit.ly/35iAbQC

STEPCHANGE: MENTALLY HEALTHY UNIVERSITIES

Whole University Approach
LEARN · WORK · SUPPORT · LIVE

DOMAIN WORK

Good mental health is central to staff engagement, productivity and creativity. The whole university approach brings together staff and student mental health and wellbeing.

STAFF MENTAL HEALTH

— Develop and implement a strategy that aligns staff and student mental health.

— Promote mentally healthy workplaces.

— Build mental health into performance regimes.

— Champion open conversations.

— Deploy effective wellbeing interventions.

— Train line managers and research supervisors to promote mental health.

— Ensure that support is easy to access.

STAFF SUPPORTING STUDENTS

— Training for staff to be aware of mental health difficulties and to respond appropriately must be set in a wider framework that sets out roles, boundaries and support available.

— Training should support the development of aware and compassionate communities that enhance mental health as well as responding to crises.

DOMAIN SUPPORT

The demand for mental health support among students and staff has increased significantly. Universities currently resource a wide range of services to support those experiencing mental illness.

... the wider sector.

DOMAIN LIVE

MAKING UNIVERSITIES HEALTHY SETTINGS

— **Health promotion:** promote ways to improve staff and student wellbeing to encourage healthy behaviours (physical activity, healthy eating and sleeping) and to discourage unhealthy behaviours such as abuse of alcohol and drugs.

— **Healthy culture:** create safe and open cultures that encourage inclusion and diversity and actively oppose bullying, harassment and marginalisation.

— **Healthy environment:** design work, learning and living spaces that promote good mental health, encourage access to nature and reduce physical risks.

WHOLE UNIVERSITY APPROACH: ENABLERS

Five cross-cutting themes to embed a whole university approach.

Leadership
Co-production
Information
Inclusivity
Research and innovation

— **Healthy community:** work in partnership with students' unions and guilds to actively support the social integration of students, support academic achievement and retention, and reduce loneliness and improve wellbeing.

— **Visible leadership:** senior leaders promoting open and supportive conversations is essential to bring about and sustain change.
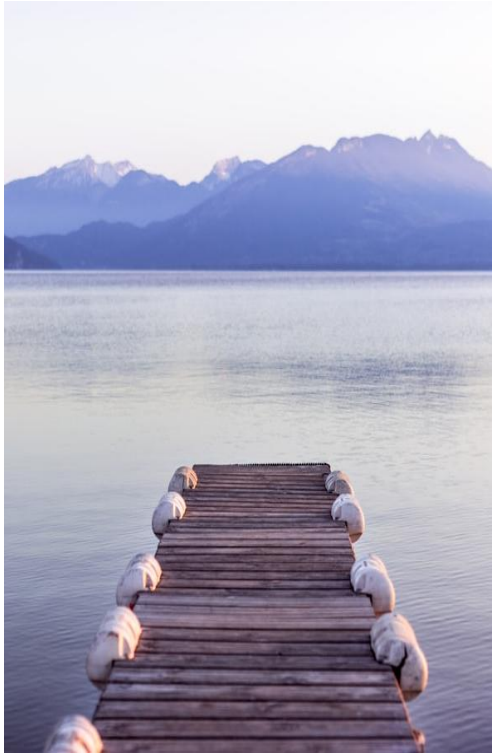
https://bit.ly/3c7Tm41

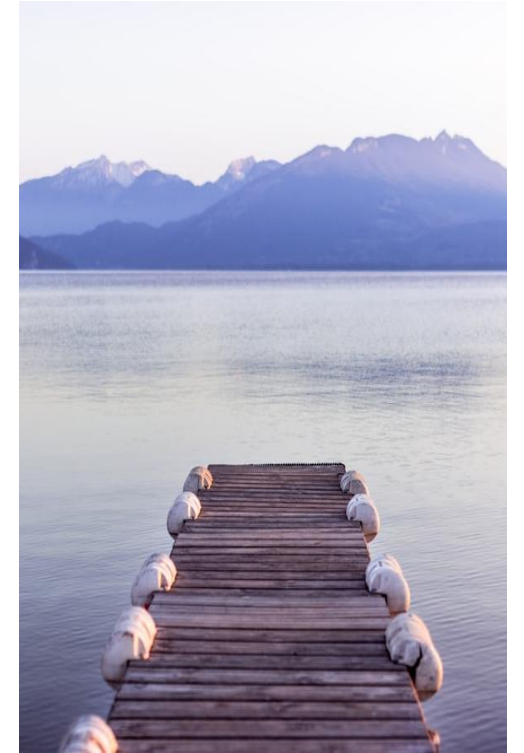Photo by [Aurélien - Wild Spot](link) on [Unsplash](link)

Photo by [Jared Rice](link) on [Unsplash](link)

STUDENT RETENTION AT THE

COMMUNITY COLLEGE:

MEETING STUDENTS' NEEDS

by

DR Jill Jacobs-Biden

A dissertation ... University
of Delaware in parti... of
Education with a ma...

Thatgalyouknow
@LieutenantVon

Replying to @JaneCaro

I just wrote this quote down as soon as he said it. I frickin' love this guy already 💙

"Jill (Biden) is an educator. It's not just what she does it's who she is. This is a great day for education. You're going to have one of your own in the Whitehouse" Joe Biden Victory speech 2020.

ABSTRACT

This Executive Position Paper (EPP) studies student retention in the community college and Delaware Technical & Community College in particular. The paper focuses on four areas of students' needs: academic, psychological, social, and physical. An overview of the paper is given, and an introduction to Delaware Technical & Community College is presented. First, the nature of the pre-tech (developmental) population is discussed. Then, a literature review offers current research by experts in the field. In addition, the results from pre-tech students, faculty, and advisor surveys and interviews are analyzed. Statistical information underscores the problem of retaining students, and personal accounts from students provide insight as to why students drop out. Overall, problem areas are identified, and recommendations and solutions are offered and encouraged.
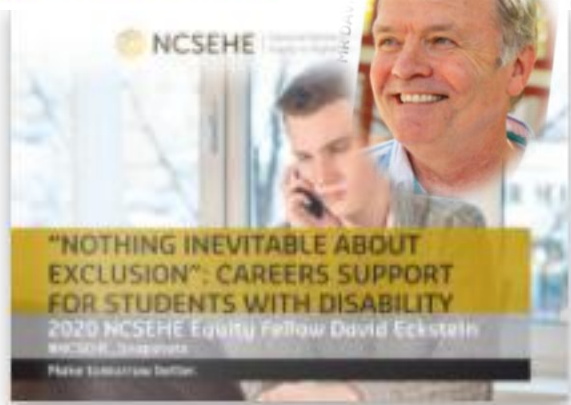
NCSEHE — National Centre for Student Equity in Higher Education | Curtin University

@KiftSally

Fab Colleagues doing Fab work!

Fab Colleagues doing Fab work!

"Nothing inevitable about exclusion": careers support for students with disability

Outreach strategies for indigenous students: increasing impact & university participation

On footprints, the university experience & why we need to listen to regional students

Disability support in higher education: what our students are telling us

Pathways to allied health: insights from indigenous health professionals

Supporting students' mental wellbeing: teaching & learning makes such a difference!

https://issuu.com/ncsehe

NCSEHE National Centre for Student Equity in Higher Education | Curtin University

Re imagining exams: Reasonable adjustments & inclusion.

New research: Re-imagining exams: How do assessment adjustments impact on inclusion?

High-stakes, timed assessments can be problematic for students with disabilities....
Though assessment adjustments are enshrined in legislation, equitable outcomes are not assured, and **evidence for their efficacy is unclear**...
This project shifts the focus to **understanding the broader context of, and barriers and enablers to, inclusive assessment design**. It will use **student voice** data and **workshops with staff and students** to research inclusive assessment development.

cradle

Dr Joanna Tai   A/Prof. Rola Ajjawi   Prof. Margaret Bearman

CQUniversity AUSTRALIA

DEAKIN UNIVERSITY

Dr Joanne Dargusch   Lois Harris   Dr Mary Dracup

Overwhelming student interest in participating

What's to be done?*

*T&C apply
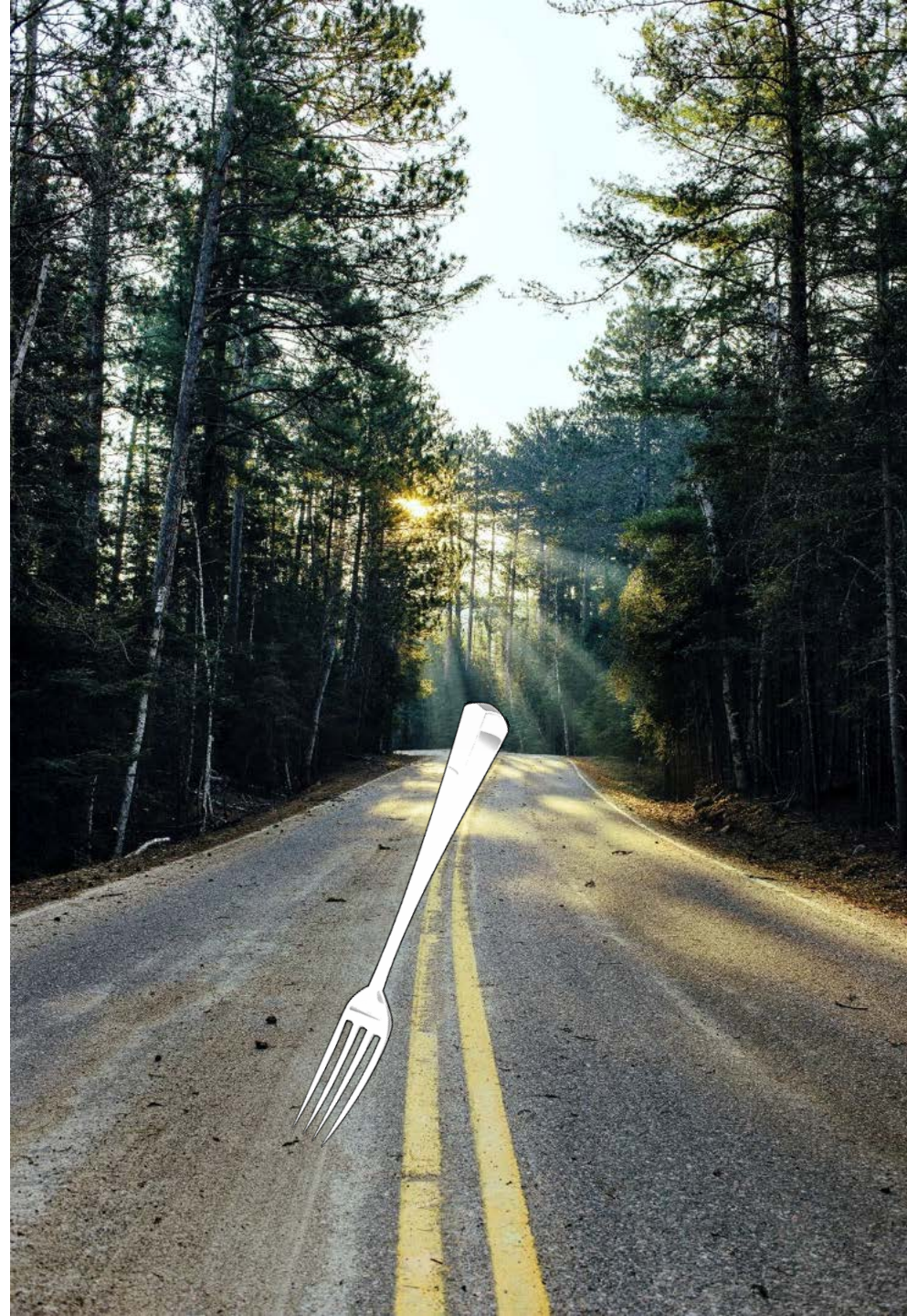
What's to be done…?
[With a huge disclaimer]

Psychological skills for your (academic) role

- Self-regulation
- Self-awareness
- Good boundaries
- Good help-seeking skills
- Good work/life balance
- Resilience (the ability to keep going and bounce back)

Practise CARE-

- Connectedness (networks & relationships)
- Awareness (understand your stressors & energisers)
- Resources (using your energy on productive work)
- Effectiveness (maintaining your prof development)

Dr Jenny English, academic work coach.

- Sleep
- Exercise
- Healthy eating
- Stay connected
- Recognise signs of stress
- Identify causes of stress
- Keep things in perspective
- Change the way you talk to yourself
- Gratitude
- Practise relaxation (eg, mindfulness, meditation, music, yoga)
- Fun

https://www.psychology.org.au/for-the-public/Psychology-Topics/Stress?Redirected=true

http://unistudentwellbeing.edu.au/your-wellbeing/faq/

Principles of good practice:

The University Mental Health Charter
Authors: Gareth Hughes & Leigh Spanner
Please cite as: Hughes, G. & Spanner, L. (2019). The University Mental Health Charter. Leeds: Student Minds

LEARN — SUPPORT — LIVE — WORK
Whole University Approach

Domain 3: Work

In this section
- Staff wellbeing
- Staff development
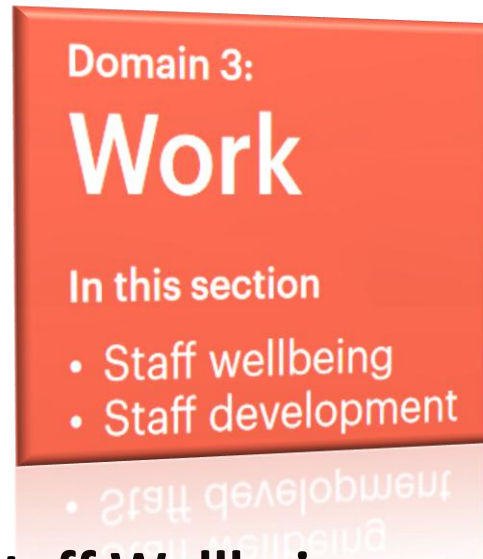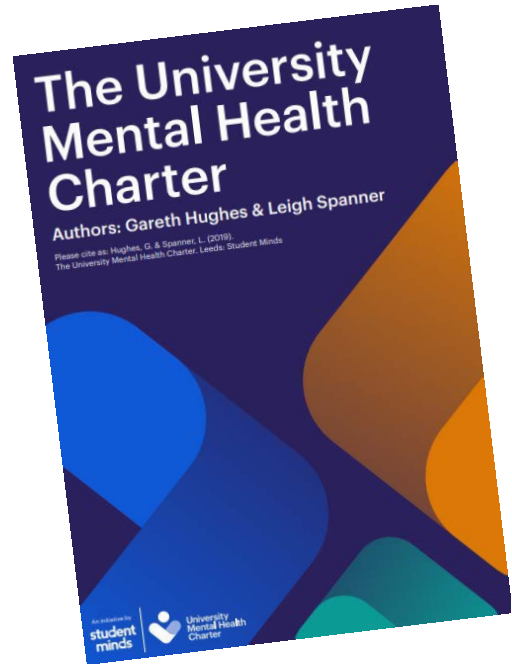
Staff Wellbeing

- Workplace **culture**
- **Interventions** to support good staff wellbeing
- **Support** for staff who are experiencing problems with their MH

Staff Development

- Staff **training & development** on MH
- **Role specific** training on responding to student mental ill-health & **clarifying boundaries**
- **Ongoing development** of staff in MH roles
- Training **managers** to support staff to support students
- Training managers to **support good wellbeing**, within their teams & **respond** appropriately to staff experiencing poor MH

COVID-19 Challenges faced by Disability Practitioners

Working from home (27)
Wellbeing (28)
Additional workloads(19)
Communication (12)
Student Interactions (12)
Budget Constraints (6)
Positive or Neutral (10)

Beyond COVID-19

THE IMPACT OF COVID-19 ON DISABILITY PRACTITIONERS IN THE TERTIARY EDUCATION SECTOR

SURVEY REPORT

ADCET AUSTRALIAN DISABILITY CLEARINGHOUSE ON EDUCATION AND TRAINING

Australian Disability Clearinghouse on Education and Training | WWW.ADCET.EDU.AU

AUGUST 2020

Overcoming the Challenges

- Processes and/or resources - 13

For better proactive support of students (eg re IT support, internet & comms flow).

- Other - 3

- Training and/or shared practices - 34

- **Sharing good WFH practices**
- **Regular team check-ins**
- **Manage wellbeing**
- **PD for what tech works best**
- **Helpful training via ADCET, EPHEA & Aust-ed/ATEND**

- Advocacy and/or training for academics - 15

- **For awareness re student challenges**
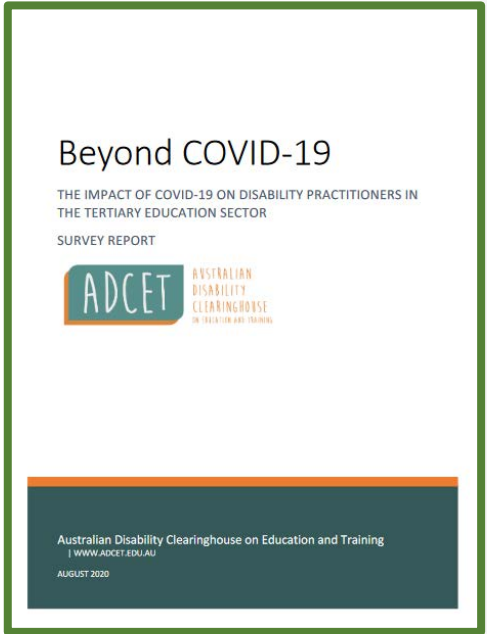- **To consider diversity of learners in rapid responses/ UDL**

- Policies and/or strategies - 18

- **Flexibility re assessment**
- **Inclusive pedagogy/ UDL.**

https://www.adcet.edu.au/covid-19-faqs/

https://www.adcet.edu.au/covid-19-faqs/

Beyond COVID-19

THE IMPACT OF COVID-19 ON DISABILITY PRACTITIONERS IN THE TERTIARY EDUCATION SECTOR

SURVEY REPORT

ADCET — AUSTRALIAN DISABILITY CLEARINGHOUSE ON EDUCATION AND TRAINING

Australian Disability Clearinghouse o
| WWW.ADCET.EDU.AU

AUGUST 2020

NCSEHE | National Centre for Student Equity in Higher Education — Curtin University

DISCUSSION PAPER ON THE 2020 REVIEW OF THE DISABILITY STANDARDS FOR EDUCATION 2005

Prepared by the National Centre for Student Equity in Higher Education

Make tomorrow better.   ncsehe.edu.au

https://www.ncsehe.edu.au/publications/discussion-paper-2020-review-disability-standards-for-education-2005/

Beyond COVID-19 – "Silver linings"

"One of the **biggest silver lining** to emerge was the **notable shifting** of many practices, attitudes and mindsets towards more **inclusive teaching and universal design**. Necessity seems to have helped quickly **break down some long-standing barriers**…"

For example:
- Openness to technological solutions
- Inclusive teaching and learning
- Flexible work arrangements
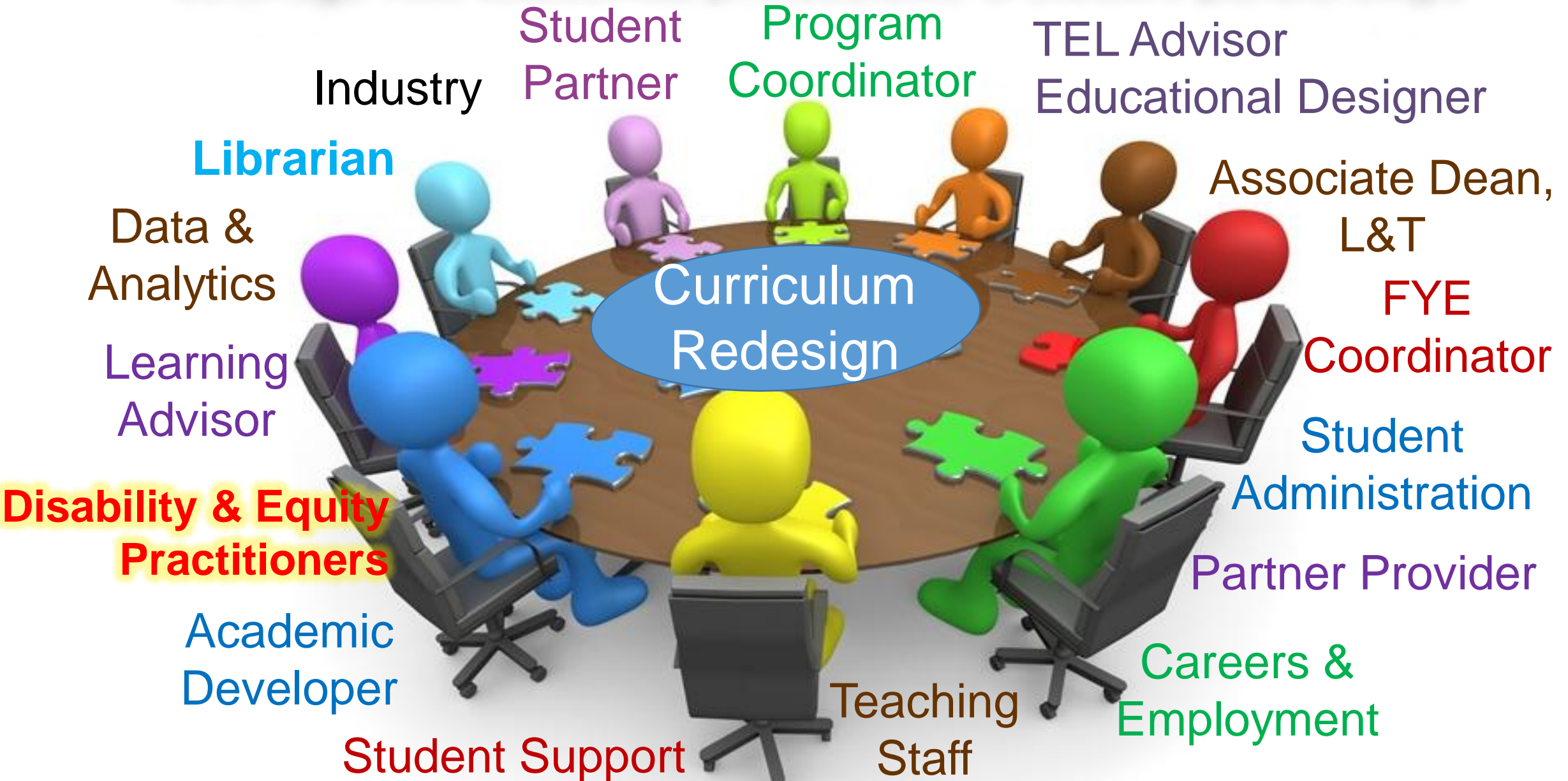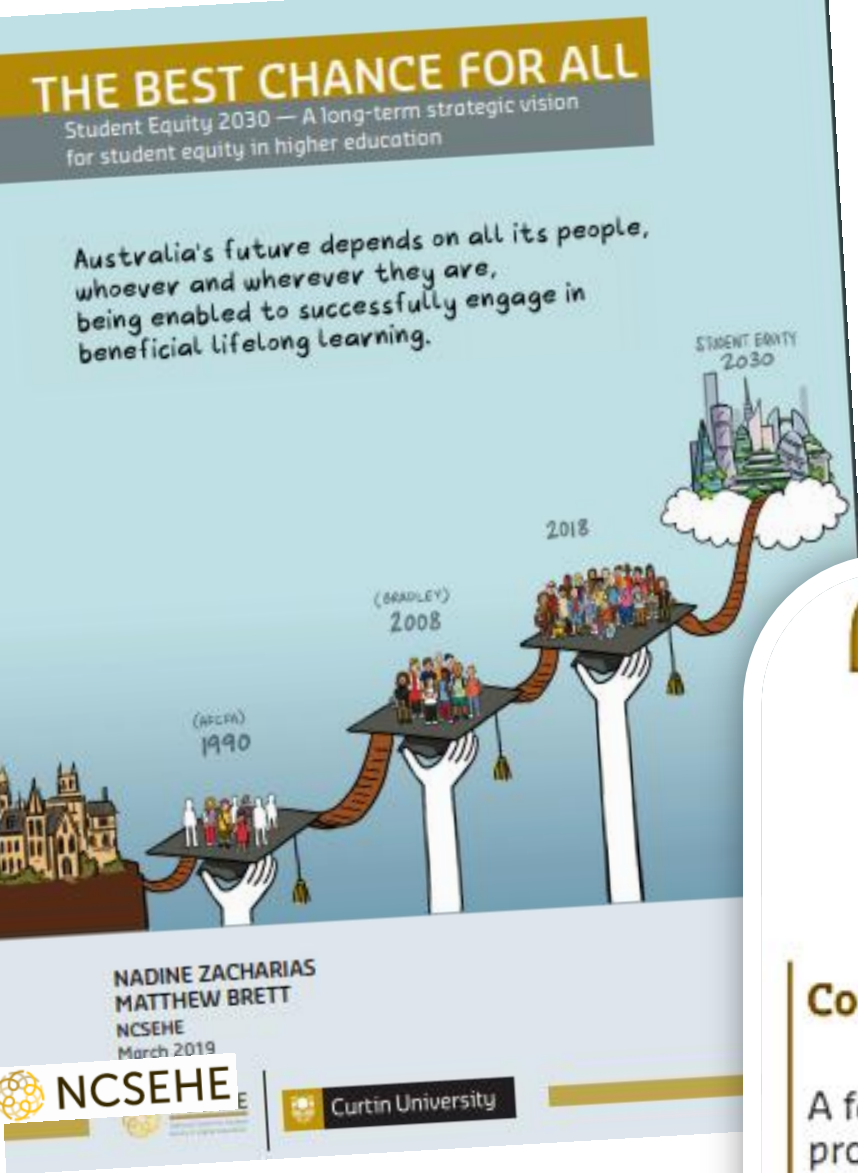- Connections, compassion, creativity and cohesion.

Recommendations

1. Host a **participative forum** to design ways of how to build upon and **embed the silver linings** that emerged during COVID-19 **into ongoing practice and processes**, including work practices, universal design, proactive supports and collaborations.

Never let a crisis go to waste:
Leverage new academic, professional & student partnerships

@KiftSally

Student Partner

Program Coordinator

TEL Advisor Educational Designer

Industry

Librarian

Associate Dean, L&T

Data & Analytics

Curriculum Redesign

FYE Coordinator

Learning Advisor

Student Administration

Disability & Equity Practitioners

Partner Provider

Academic Developer

Careers & Employment

Student Support

Teaching Staff

Intrinsic Motivation:
The Best Chance for All

THE BEST CHANCE FOR ALL
Student Equity 2030 — A long-term strategic vision for student equity in higher education

Australia's future depends on all its people, whoever and wherever they are, being enabled to successfully engage in beneficial lifelong learning.

NADINE ZACHARIAS
MATTHEW BRETT
NCSEHE
March 2019

NCSEHE   Curtin University

" Australia's future depends on all its people, whoever and wherever they are, being enabled to successfully engage in beneficial lifelong learning.
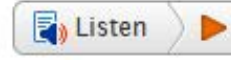
Contributing to:

A fair, democratic, prosperous, and enterprising nation; reconciliation with Indigenous Australia; cultural, civic and intellectual life.

Achieved by:

An inclusively designed system with multiple entry and exit points; proactive removal of barriers to participation; and tailored support where needed.

Accountable through:

An integrated approach to measuring success at institutional and national levels to align performance with policy objectives.

https://www.ncsehe.edu.au/wp-content/uploads/2019/03/Equity2030_FINAL.pdf

ADCET Podcasts

NCSEHE National Centre for Student Equity in Higher Education

Curtin University

Listen

@KiftSally

https://www.adcet.edu.au/adcet-podcasts/

Australian Disability Clearinghouse on Education and Training (ADCET) has ventured into the world of podcasting. Each month we will bring you stories that explore the landscape of disability within the tertiary education sector. And at times we will broaden the scope to the whole of the equity sector within tertiary education, this will be in partnership with the National Centre for Student Equity in Higher Education (NCSEHE) – we would like to acknowledge and thank them for their support. Get in touch if you are keen to be interviewed or can suggest future guests.

ADCET Webinar: COVID-19 & Beyond: Perspectives from University Students

ADCET Webinar: COVID-19 & Beyond. Perspectives from TAFE Students

ADCET Webinar: Online learning for Deaf and hard of hearing students, learnings from COVID-19

Online Education Supports – Deaf and Hard of Hearing Students

GRIFFITH UNIVERSITY Queensland, Australia

- Manager Student Disability and Accessibility, Griffith University
- Bobbie Blackson, Senior Disability Advisor, Deaf Student Support Program, Griffith University
- Gary Kerridge, National Disability Coordination Officer, Region 24, South Eastern SA

Tim Pitman, Debbie Hindle, Ashley Willcox, Fabian Jones, Damon Tyerman & Rachel Brooke

Cathy Easte, Gary Kerridge & Bobbie Blackson

Co-facilitated by Debbie Hindle & Brandon Taylor. With Maxine Warrell, Ryan Baker & Haydn Payne

https://www.adcet.edu.au/covid-19-faqs/webinars/

Being [self] compassionate...

PANIC-GOGY

'Panic-gogy': Teaching Online Classes During The Coronavirus Pandemic
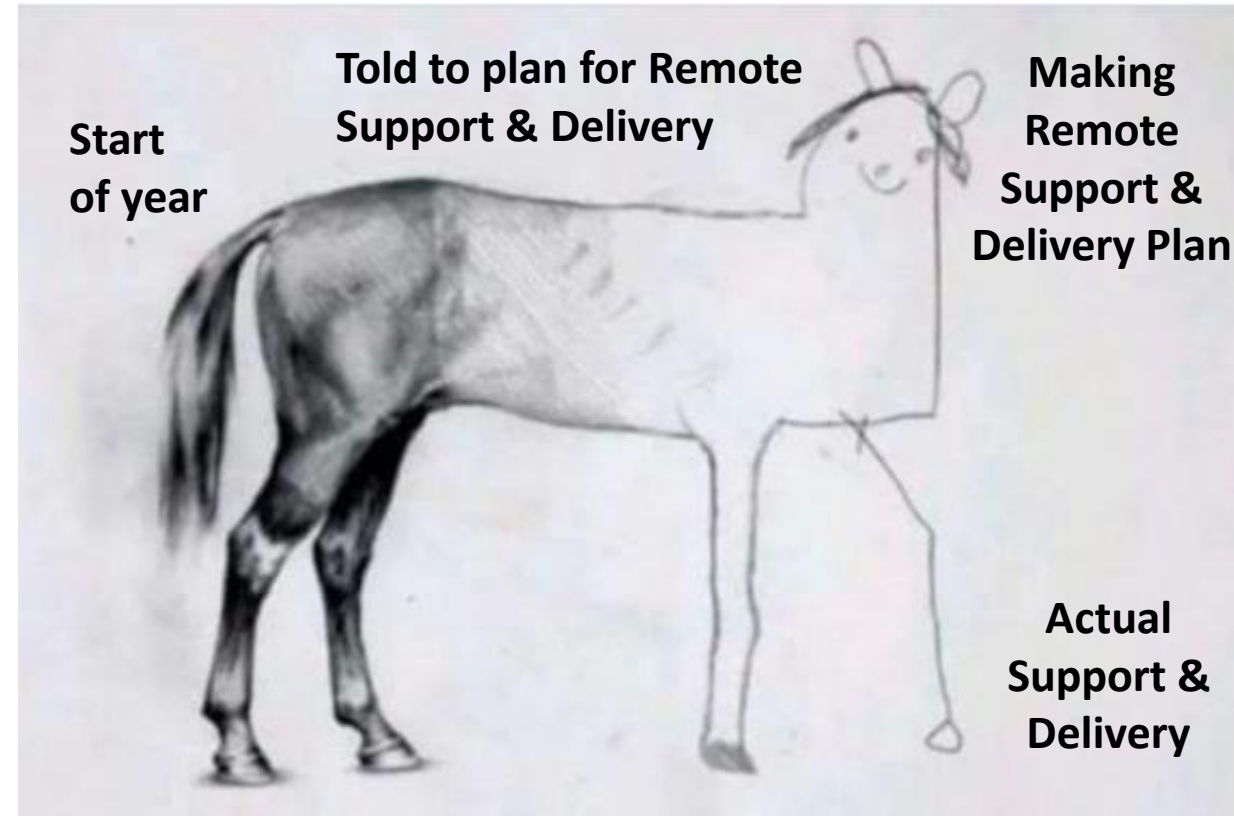
By Anya Kamenetz   Mar 19

(LA Johnson/NPR)

"The **real skill that Panicgogy requires is sort of a critical compassion**, if you will, the ability to look at the situation as it really is. Figure out what's going on, how you can operate within that, and how you can be compassionate in that as well."
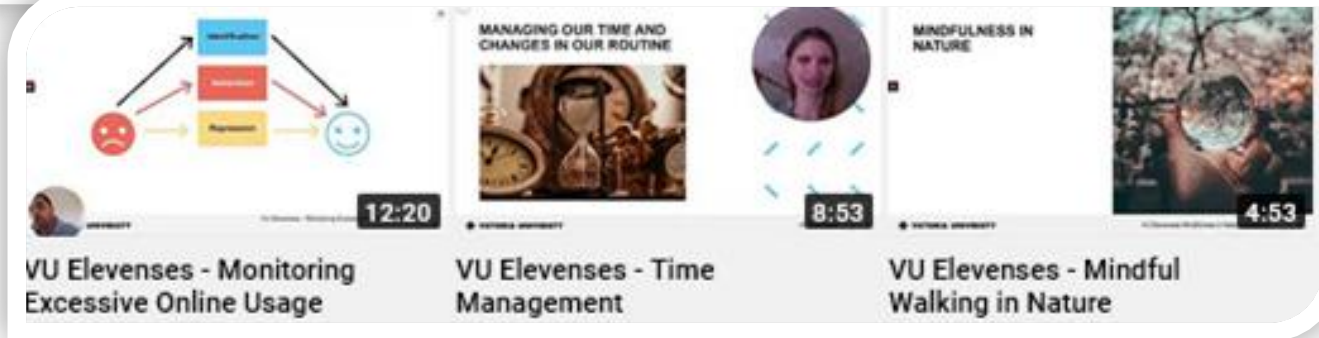
https://www.kqed.org/mindshift/55554/panic-gogy-teaching-online-classes-during-the-coronavirus-pandemic

Disability & Equity Work in 2020

Start of year

Told to plan for Remote Support & Delivery

Making Remote Support & Delivery Plan
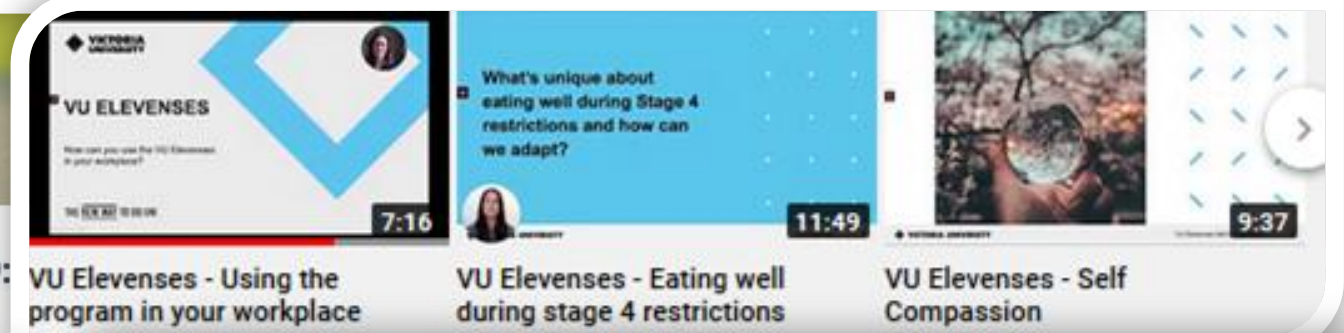
Actual Support & Delivery

You did an amazing job!!!

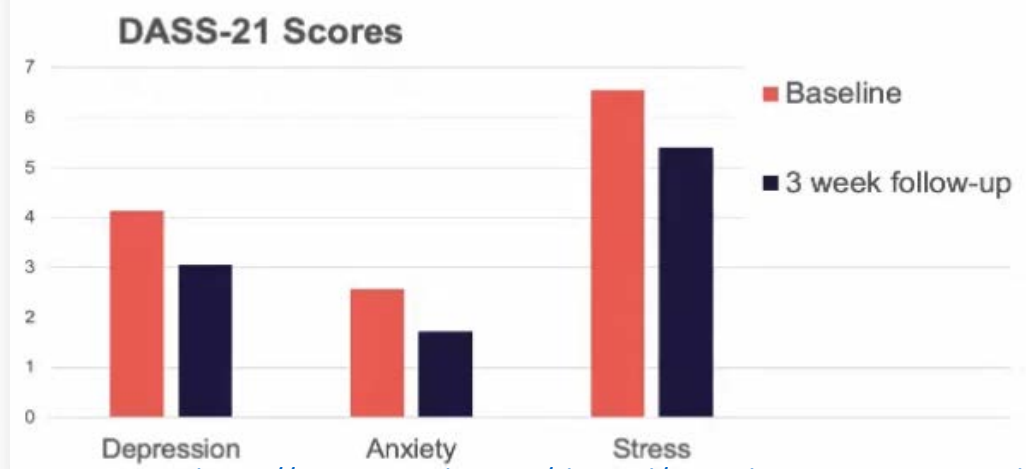Prof Michaela Pascoe, Dr Sarah Dash & Dr Alex Parker

September 25, 2020

https://www.campusreview.com.au/2020/09/supporting-staff-mental-health-and-wellbeing-during-covid-19-opinion/

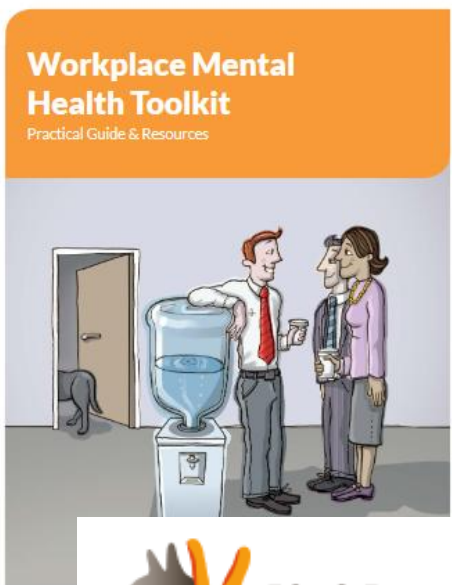Supporting staff mental health and wellbeing during COVID-19: opinion

@KiftSally

VU Elevenses
38 subscribers

VU Elevenses - Mindful Sitting in Nature

VU Elevenses - Returning to School

VU Elevenses - Desk Yoga

VU Elevenses - Using the program in your workplace

VU Elevenses - Eating well during stage 4 restrictions

VU Elevenses - Self Compassion

VU Elevenses - Schooling from Home

VU Elevenses - Stretching

VU Elevenses - Loss and Grief

VU Elevenses - Monitoring Excessive Online Usage

VU Elevenses - Time Management

VU Elevenses - Mindful Walking in Nature

Preliminary findings

DASS-21 Scores

- Baseline
- 3 week follow-up

Depression   Anxiety   Stress

https://www.youtube.com/channel/UCMIjlnRsZJDp26HQy8oZCbQ

https://www.jcu.edu.au/amhhec

http://www.wellbeinginhighereducation.com/

http://www.blackdoginstitute.org.au/wp-content/uploads/2020/04/black-dog-institute-mental-health-toolkit-2017.pdf

https://www.universitiesaustralia.edu.au/policy-submissions/safety-wellbeing/mental-health/

https://www.thedesk.org.au/login?login

Thank You

Thank-you!

Disability 2020:
Eternal Flame

The Essential BANGLES

Eternal Flame · The Bangles
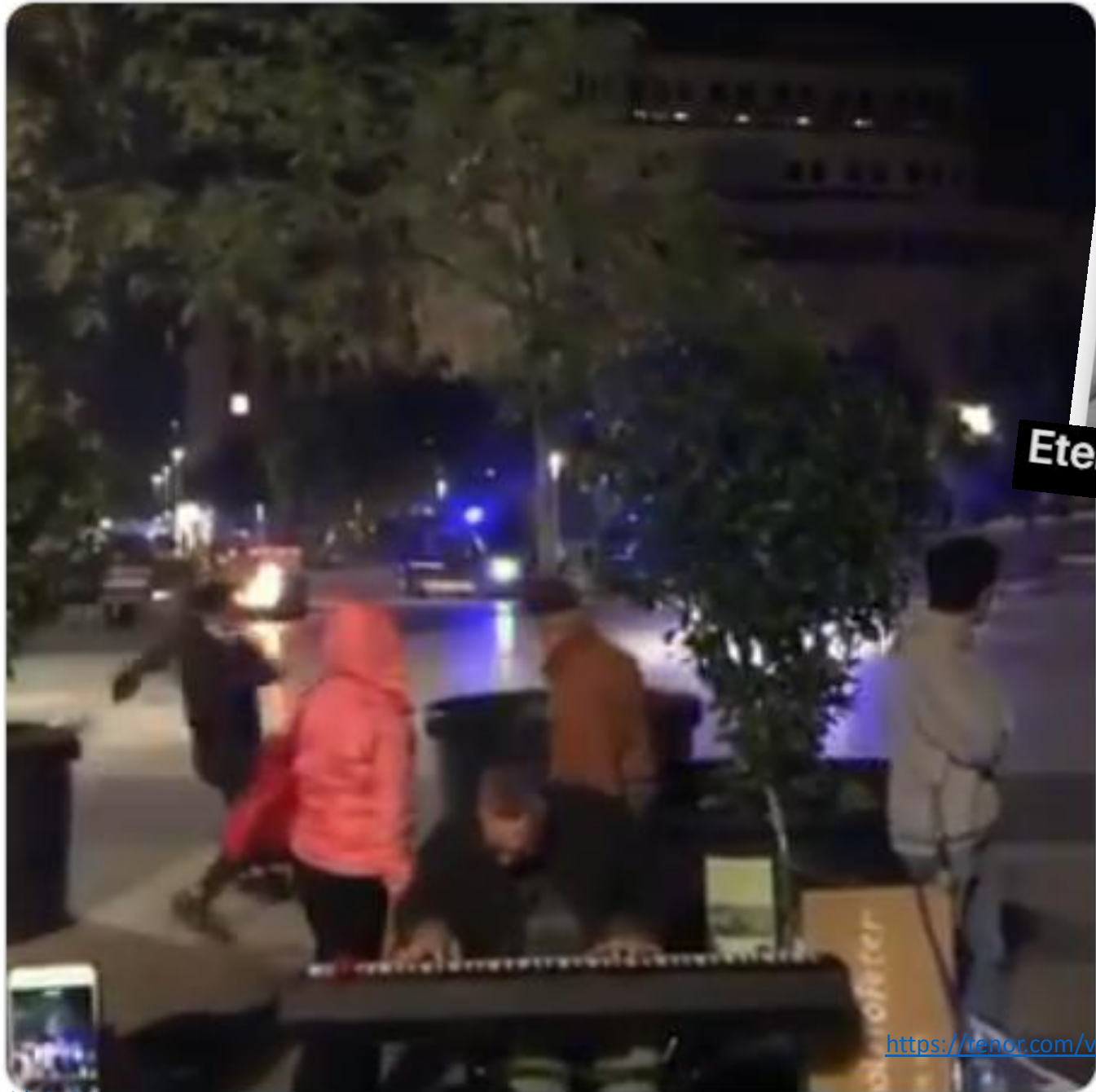
This is
my
thank you
dance!