

# EXPANDING HORIZONS: UNIREADY PROGRAM FOR MULTICULTURAL GROUPS

Joy Penman and Janet Sawyer

*University of South Australia*

---

## ABSTRACT

This paper discusses an initiative titled UniReady Program for Multicultural Groups that was conducted at the University of South Australia's Centre for Regional Engagement located in the city of Whyalla. Immigrant families are currently being attracted to the city due to regional employment opportunities and are potential university students. The aim of the program is to attract these non-traditional students into higher education. The program explores the opportunities available for community members from diverse backgrounds to study at the regional university campus. The pilot session introduced the participants to university study, pathways into university, the degrees available, and assisted them in planning their future at the campus. The Harvard Questionnaire was administered to evaluate this new initiative.

Eighteen community members participated in the inaugural program. The paper draws on the experiences of the immigrants and staff members who contributed to the program. For the participants, what was beneficial was learning about how to gain entry to university as well as clarifying the wide variety of support available to assist students become successful learners. For the staff, it was determining the barriers of taking up university for the immigrants and following through their expressed interest in undertaking university studies.

## INTRODUCTION

This paper discusses the development and outcomes of a new initiative titled UniReady Program for Multicultural Groups that was introduced at the University of South Australia's Centre for Regional Engagement in Whyalla. In recognition that migrants are a cohort of potential students often under-represented at university level, the program aims to attract immigrant families moving to the city to take advantage of regional employment opportunities into higher education.

In Australia, like the United Kingdom, there is the drive to make higher education more accessible to more people (Gordon, Dumbleton & Miller, 2010). The Australian government prioritises access to higher education for under-represented groups (Burge, 2012) and subscribes to promoting equality of educational opportunity and widening participation.

The original definition of widening participation refers to policies/practices that enable students who are first in their family to access university and participate in and benefit from higher education (Walker, 2008). More recently, widening participation does not only target individuals from first generation families and increasing the number of entrants to higher education, but also focuses on engaging learners from under-represented groups or the so called non-traditional students. Non-traditional may be used to describe students with a wide range of different characteristics and backgrounds, including mature-aged, from ethnic minorities, working class, with disabilities and unemployed (Gordon, Dumbleton & Miller, 2010). Specifically in Australia, non-traditional students include those from low socioeconomic background, Aboriginal and Torres Strait Islander, and rural/remote communities (Burge, 2012). Immigrants, in contrast with the traditional students viewed as young, white, and middle-class, belong to the non-traditional class of students.

However, it has been observed that non-traditional students continue to be under-represented in higher education. The efforts to increase and widen participation to include diverse learners have been described as marginally successful (Dillon, 2007a; Walker, 2008). It must be argued though that non-traditional students have an important role to play in the diversity and quality of universities

and communities (Burge, 2012). The non-traditional students, immigrants included, may well “become academic high achievers, skilled leaders, communicators and talented future employees.” (Burge, 2012, p. 6). With widening participation comes widening capacity, according to Walker (2008). More than social inclusion, capacity here means to contribute to “human capital and wealth creation” in the community (Walker, 2008, p. 267).

With globalisation comes the large infusion of a heterogeneous mix of immigrant groups that includes racial, ethnic and cultural diversity (Douglass & Thomson, 2010). Australia offers an excellent example of a demographic destination for which many groups, mostly from underdeveloped regions, migrate to and make Australia their home. Many of these groups place a high value on education.

In November 2010, there were 719,600 recent migrants in Australia (Australian Bureau of Statistics [ABS], 2010). The majority (76%) were born in other than main English-speaking countries and 91% were aged 15–44 years on arrival. There were also 477,800 temporary residents, of whom 80% were born in other than main English-speaking countries and 95% were aged 15–44 years on arrival.

Almost two thirds (65%) of recent migrants obtained a non-school qualification before arrival in Australia. Of these, 67% had obtained a Bachelor degree or higher, 18% had obtained an Advanced diploma or Diploma and 12% a Certificate level qualification. Almost one third (31%) of recent migrants had obtained a non-school qualification since arrival in Australia and of these, almost half (46%) had obtained a Bachelor degree or higher. Of the recent migrants who had obtained a non-school qualification before arrival in Australia and who had a job since arriving in Australia, 51% reported that they had used their highest non-school qualification in their first job in Australia. A further 23% had not used their highest non-school qualification in their first job but had tried to find work more suited to their qualifications. One third (33%) of recent migrants who had obtained a non-school qualification before arrival had their overseas qualifications recognised in Australia.

The program presented in this paper is a response to the evolving demands in higher education pertaining to the widening participation of immigrant groups. The creation of the UniReady Program for Multicultural Groups was undertaken to address some of the challenges of accessibility and diversity within higher education. It is an innovative initiative and benefits are expected to flow from this particular form of UniReady program. This paper provides an exploration of the initial pilot session: its organisation, immediate impact, and its implications. This topic area is especially important as universities develop transition and intervention programs to prepare students in the non-traditional category for undertaking university degrees. The overarching research question was:

How useful might this targeted UniReady program for Multicultural Groups be in enticing immigrants to take up university studies?

## BACKGROUND

Whyalla, an industrial city, with a population of approximately 22,000 people, located on upper Spencer Gulf, South Australia, is the geographical location of this initiative. Whyalla is South Australia’s second largest regional city after Mount Gambier. It is a ‘one-company town’ with OneSteel being the major employer. Of the total population, 21.7% were born outside of Australia and 3.8% are Indigenous (ABS, 2010). The most common ancestries in Whyalla are Australian (32.1%), English (30.4%), Scottish (8.1%), Irish (5.5%), and German (5.2%). The 2006 Australian Census revealed that 5.1% of residents spoke a language other than English at home. While the median weekly household income is \$934 (Opie, 2012), the majority of Whyalla residents receive some form of government financial support. 29.2% of the people attended an educational institution, 31.9% were in primary school, 20% in secondary school, and 13.6% attended a tertiary institution. The growing population (previously declining since 1996) increasing from 21 594 in 2006 to 22 088 in 2011 is a result of increased infrastructure “mainly due to the mining companies and the growth of other industries close to Whyalla that are creating more employment” (Opie, 2012). Further growth is expected as a result of greater industry and mining activity. Recent immigrants, including immigrant children, are contributing to this growing population.

The University of South Australia's (UniSA's) Centre for Regional Engagement (CRE) has locations in Whyalla in South Australia's north-western region and at Mount Gambier in the south-east of the State. The Centre seeks to be responsive to its community and through its networks contribute to the learning and capacity building of individuals and groups within these regions (Penman & Ellis, 2003; Sawyer & Evans, 2009). At the time of conducting the UniReady program, the Centre had five discipline units: Business and Regional Enterprise; Social Work and Rural Practice; Nursing and Rural Health, Engineering, and Foundation Studies. The Foundation Studies program prepares students for entry into the regional undergraduate degrees and is a suitable option for people who do not have the usual qualifications for university entrance. It may be undertaken over one-year on a full-time basis or part-time over a period up to four years. It develops skills in academic reading and writing, information literacy and technology, organisation, communication and working in groups and is particularly appropriate for people from diverse cultural and socio-economic backgrounds.

The Business Unit offers an Associate Degree in Accounting that provides a pathway into the Bachelor of Commerce degree available from UniSA's City West Campus in Adelaide. Associate Degrees provide greater access to university studies, an advantage for equity groups. These shorter two-year programs present as involving a lesser financial commitment, being more manageable to students, particularly mature-age students who may feel daunted by their return to study, and available to people without Bachelor degree entry requirements. (Sawyer & Ellis, 2011). The Engineering Unit offers two three-year Bachelor of Engineering degrees - one in Mechanical engineering and one in Metallurgy - and a two-year Associate Degree that provides a pathway to all Bachelor of Engineering degrees.

The Social Work Unit prepares students for a range of professional employment opportunities in areas such as healthcare, legal and court services, domestic violence, child protections, services for youth, families, children and communities, drug and alcohol programs, services for Aboriginal families and communities, and refugee assistance. Staff in Nursing and Rural Health provide students with extensive clinical practice in a variety of health care settings and assist them in engaging with contemporary nursing theory, research and evidence-based practice. (UniSA, 2012-2013 Whyalla and Mount Gambier Program Brochure). A Bachelor of Education (Primary) will be offered from 2013 and the Business degree withdrawn due to low enrolments (specific courses will continue to be offered intensively).

Entry pathways into UniSA have been designed to provide access on the basis of academic merit whilst also taking into consideration individual circumstances. The South Australia Tertiary Admissions Centre (SATAC) processes applications for admission to undergraduate degrees. The various pathways to become a university student include entry from secondary school based on an Australian Tertiary Admissions Ranking (ATAR) obtained from completing year 12, and obtaining a qualification from Technical and Further Education (TAFE) SA. A Certificate IV, Diploma or Advanced Diploma from TAFE provide eligibility for entry and may also entitle applicants to receive credit within their university degree for previous study. Potential students can also select to sit the Special Tertiary Admissions Test (STAT) held at city and regional centres in South Australia and use their results to apply for entry or choose to enrol into the Foundation Studies program offered locally by the university.

True to the University's positional statement, CRE endeavours to educate professionals, create and apply knowledge, and engage the community' (UniSA, 2007). The UniReady Program for Multicultural Groups is one example of how the university engages with the community, specifically those from culturally and linguistically diverse groups. CRE believes it has the important responsibility of empowering people and that mutually beneficial collaboration between university and community can provide more efficient and long-term solutions to community issues and build greater social cohesion (Evans & Sawyer, 2010; Penman & Ellis, 2003).

## METHOD

A survey approach was used to obtain both qualitative and quantitative information concerning the experience and satisfaction of the participants in the pilot UniReady program for Multicultural Groups.

The program was conducted with local people from diverse cultural and linguistic backgrounds by CRE staff at the campus in Whyalla. Flyers containing information about the program were sent to various cultural groups, such as the African, Chinese, Fijian, Filipino, Indian, Italian, Papua New Guinea, and Vietnamese groups for distribution. The flyers informed the community members of the objectives of the program, date and time of the information sessions, and provided the program schedule. Interested community members were requested to call the listed contact persons to register their interest. At this time also, the university staff who were to take part in the program were notified and kept informed about the organisation of the event.

The program was offered over five hours. The interactive participant-centred program included a welcome and introduction to the overall program, a session on pathways to university, and discipline information sessions related to Foundation studies, Engineering, Business, Social Work and Nursing. An open discussion, summary session and a tour of the campus followed. Before the conclusion of the program, a post-program survey was conducted to determine the perceptions of participants about the program provided. The program concluded with a celebration and getting to know key people located at the campus.

## **PARTICIPANTS**

All participants in the program were invited to complete the survey at the conclusion of the program. Staff members involved in organising and implementing the program were also requested to complete a survey querying their perceptions of the program.

### ***Data collection***

The impact of the program on participating individuals was determined through a post-program (post-intervention) survey based on the Harvard One-Minute questionnaire. An evaluation sheet containing the following four questions was used to assess the program:

1. In your view, what was the most important information you gained from the program?
2. List the best aspects of the program.
3. What information could be included or expanded upon for future offerings?
4. Other comments.

The Harvard One-Minute questionnaire is simple to prepare and administer and is generally well received by participants because it is not lengthy and complex. It is particularly relevant to situations such as the UniReady program for Multicultural Groups because it asks questions that stimulate reflection and critique of content immediately after the event (Stead, 2005; Drummond, 2007).

The questionnaire was administered to both the participants (potential students) and the staff who presented the discipline information sessions within the program.

### ***Data analysis***

Descriptive and frequency analyses were performed. Data analysis consisted of sorting the data into files and tables and counting the frequency of responses. The search for themes was accomplished by reducing and categorising the participants' statements and phrases of their description, observation and understanding.

### ***Ethical considerations***

A letter introducing the survey to the participants was attached to the questionnaire. The letter included the purpose of the study, participants' required involvement, a statement regarding the voluntary nature of participation, and assurance of the confidentiality of the information provided. Completing the questionnaire was taken as consenting to participate in the evaluation. In order to preserve the participants' anonymity and confidentiality, names were not required. The participants had the option not to participate in the evaluation. A similar procedure was undertaken for the staff members.

## FINDINGS

Eighteen community members from a variety of cultural backgrounds such as the Philippines, Fiji and Papua New Guinea attended the program and eight staff members were involved with its preparation and presentation. This section summarises the data collected from administration of the Harvard One-Minute Questionnaire at the end of the program. Fifteen responses were received from the 18 participants, giving a high response rate of 83%. Four responses were received from the staff involved, giving a response rate of 50%. Responses received from the participants to the four questions are detailed first, followed by reporting of the feedback received from the participating staff.

### *Participant responses*

Responses revealed 'the most important information gained' by participants was "learning how to get started"; how to get into University, and what the university can offer to students. Students were equally interested in the steps required to become a Nurse, Social worker and Engineer. Interestingly, the Business field as a career option was not specifically mentioned, consistent with the low level of demand for business degrees that had been experienced locally for several years. The information provided relating to potential salaries in each discipline area was particularly well received, especially the salaries available to new engineering graduates. Learning "all about" the university and "how to study and learn" were also important. Some of the comments received were:

*For me the most important thing I gained from the program is the part about how to get into the degree and how I can continue my education.*

*To know what course I will take.*

For one respondent the information provided in the UniReady program confirmed: *That I am not interested in Uni or at least what is offered in Whyalla.*

The 'best aspect' of the UniReady program was the "clearly explained information" regarding the degrees offered by each discipline area and the wide variety of support available to university students. Several participants mentioned the "good information" provided in relation to the Foundation Studies pathway. The information given on how to access government funding was also mentioned as one of the best aspects of the program. Another respondent thought the tour of the campus was the best aspect, not having visited the campus in the past. It was pleasing to read that "caring for the community" was also listed as one of the best aspect of the program.

Responses to the question asking what information could be included or expanded upon in the future included a request for information in relation to science and technology and "how physics works in engineering". Additional information in relation to the Nursing degree and Foundation Studies program was also requested. However, 47% of the respondents were either "unsure" or left this question unanswered. Generally the participants believed everything was well explained and they had received all the information they needed. The final question inviting any further comments was generally left blank (53%) but those responses received were very positive, indicating that most of their questions were covered, that it was a good presentation, every discipline area was explained well, and they felt honoured to have been part of the program:

*All the speakers were good and knowledgeable about the courses.*

*It's a privilege to be able to join this orientation about the University.*

*All in all a good presentation.*

### *University staff responses*

The most important information gained by the staff involved with the program was knowledge of the keenness of the group to understand the different pathways to university studies and the high level of interest shown by the participants who clearly valued the information sessions provided by each discipline unit and those given in relation to tertiary education generally. That immigrants are one of

the non-traditional groups that could be regularly targeted in accordance with the widening participation policy of the Australian government was also mentioned in the staff feedback. Staff reported the need to encourage people to consider studying in the area of Business and the need to offer broader business degrees. A greater understanding of the entry requirements for international students was also given as an item of important information gained by the staff.

The best aspects of the program were given as the opportunity to “spread the word” and encourage people to think of studying a degree; to meet another group of potential students; and to meet people from different nationalities. One participant gave the best aspects as:

*Program delivered in the campus. Immigrants can benefit from educational opportunities offered by our university.*

Suggestions to be taken into consideration for future offerings included giving more time to and providing more information about career pathways; incorporating student testimonials and having a local student talk of their experience at university as part of the presentations; providing individual counselling sessions for people who are exploring entry requirements; including how barriers for immigrant participation in higher education may be addressed; and the follow-up of people expressing an interest in university studies.

It was recommended that the UniReady for Multicultural Groups program be held twice a year to open opportunities for new migrants who may be hesitant to explore their options and that there be more aggressive advertising to a greater catchment area. It was reported to be a good initiative, reaching out to other possible sources of potential students for CRE.

## DISCUSSION

### *Immigrants and higher education*

Immigrants have an important role to play in the diversity and quality of universities and communities as emphasised by Burge (2012). Moreover, increasing immigrant participation in higher education will assist the future strength of the Australian economy. There are several determinants of higher education participation and success specific to immigrants and their children. Baum and Flores (2011) mentioned parental education, academic preparation, age at immigration, language skills, and familiarity with the higher education system. Our creative and innovative UniReady program specifically addresses the need for this familiarity to happen in order to address the challenges of accessibility and diversity in universities.

There is a strong potential for the university admission of immigrants because for many their culture highly values education. This is a characteristic of certain immigrant groups as revealed amongst Asian Americans. The Asian Australians who attended the UniReady program came from South East Asia, in which case a number of factors need to be considered in order to ensure success in post-secondary education. Such immigrant groups move to regional Australia from underdeveloped countries primarily for employment, opportunity and life change.

Baum and Flores (2011) explain that some immigrants, for instance the children of highly skilled professionals from Asia, access higher education while others, unskilled and manual workers, fail to get post-secondary education. The latter face obstacles to higher education. It must be emphasised however that immigration per se is not a hindrance, rather it is the characteristics and subcultures in the country of origin that determines educational outcomes. These characteristics include country of origin, race, and parental socioeconomic status (Baum & Flores, 2011). In addition, financial constraints, low-income and those whose parents have little education are frequently found to be inadequately prepared academically to succeed in higher education.

Cremonini (2012) contends that an increasingly adopted strategy worldwide is the ‘recognition of prior learning’ or valuation of prior learning. In this strategy, individuals’ experiences acquired outside the classroom are valued, enabling one who would not fulfill academic requirements to access higher education and ultimately obtain a tertiary degree. It must be established however that this recognition of prior learning creates more equitable chances for disenfranchised social groups to

participate in tertiary education and that it does not lower higher education standards. Dillon (2007b) queries the suitability of students for university.

ABS (2010) reports that the unemployment rate for migrants born in mainly English-speaking countries was lower than for migrants born in other countries (5% compared with 8%). Also, migrants who had obtained a non-school qualification before arrival had a lower unemployment rate than those who had not (6% and 10% respectively). Migrants from mainly English-speaking countries were more likely than migrants from other countries to report wages and salaries as their main source of income (92% compared with 79%). Migrants from other countries reported a higher proportion for receiving government pensions and allowances (9% compared with 2%).

Realising that there are differences among immigrant groups, there is a need to consider what these differences might be and identify ways the barriers might be removed. Linking immigrants to scholarships and cadetships is an example. A number of the participants in the UniReady program for Multicultural Groups had prior qualifications - for example, two were recent graduates of nursing from their country of origin. Australia has increasingly adopted strategies for the recognition and valuation of prior learning; however, innovative responses such as mature-age entry, general studies degrees and prior learning recognition, are limited according to Burge (2012).

## **THE OUTCOMES OF THE UNIREADY PROGRAM**

The answer to the research question: How useful might this targeted UniReady program for Multicultural Groups be in enticing immigrants to take up university? was clearly shown to be 'very useful'. The immigrants participating in this project, especially the newly arrived, expressed a need to be familiar with the university system. The UniReady program for Multicultural Groups was considered by the participants to be an important and valuable addition to CRE's engagement activities.

The objectives of the program were met and the program was worthwhile for many reasons. The highlights of the program were given as becoming familiar with the different programs offered, the campus tour and listening to the academics share their motivations, passion and experiences about pursuing university studies. The program provided the participants the opportunity to listen to a short careers segment featuring an overview of all degrees offered by the university to suit most interests and aptitudes, the mechanics of applying to the university for entrance and the many supports available to help students succeed at university.

Positive feedback was received due to the well planned and organised activities. Team work and coordination were important. What was most appreciated by the participants was learning that university study is feasible for them because there are many supports available to assist students. Mention was made about the range of personal, academic and social support services - study assistance through the study skills adviser, library orientation, and English language development, in addition to well-being services, financial information, special disability services and Indigenous Student Services. The Learning and Teaching Unit can provide tips and tools for academic success and the UniLife Students' Association aims to help students succeed at UniSA (UniSA, 2012).

The immediate impact for participants was reflected in the benefits that have come about for them as a result of being part of the program. The participants were benefited by increasing their knowledge and understanding of how to gain entry to university and developing a keen interest in pursuing some of the degrees offered, as well as clarifying the wide variety of support to help students become successful learners. One program participant has actually enrolled into an Engineering degree, while two others have enrolled at the local TAFE in preparation for attending university. Staff members were benefited by understanding the facilitators and barriers of taking up university studies from the immigrants' perspectives, and they gained insights relating to how immigrant participation to higher education might be increased as well as the need to follow through the expressed interest in university studies by the immigrant groups. Specifically, another academic visit is being planned where the participants might be able to attend a lecture and/or be involved in a tutorial on the campus. The staff members were also benefited as it provided them opportunities to raise the profile of the university and their respective professional areas. In addition, the university benefited as it was able to demonstrate its caring for the community.

## FUTURE DIRECTIONS

While the UniReady Program for Multicultural Groups is able to lift aspirations and can potentially increase access to university, there is a need to reflect about ensuring the availability and quality of continuing support programs to enable their success. Burge (2012) emphasises the need to establish concrete support mechanisms to ensure retention and personal and social development of the immigrant students; constructing environments that support immigrant students' efforts to learn and succeed beyond access. This includes enhancing academic ability as well as removing educational barriers. To illustrate, Fitzgerald (2011) in exploring how Indigenous participation in higher education may be increased concluded that more could be implemented to provide support, namely, task support, study support, socio-emotional support in order to retain currently enrolled as well as encourage future students. It is important to give these students the sense of community, which we believe has been achieved by this UniReady program.

The participants identified how immigrant participation could be increased and this includes identifying and linking to key people, more public forum and education sessions, greater flexibility for those who need to work, providing child minding services, considering financial subsidy, and recognition of prior learning. In response, the CRE must endeavor to identify the facilitators and address the barriers to higher education for potential immigrant

In the past, the CRE's, UniReady/increasing aspirations programs, university information sessions and media advertising have generally targeted school leavers. The successful conduct of the pilot UniReady for Multicultural Groups program has shown that there is a need to also focus on the non-traditional groups and expand the UniReady program to specifically include immigrants and also to target the children of the immigrants so that they may convey the information to their parents.

While many of the participants are interested in commencing university studies, they experience some important barriers: lack of competency with the English language is a key barrier and either tailored university courses or a stronger communication and linking with TAFE to help immigrants become fluent in English should be undertaken. Financial resources were also a barrier because of the desire of many immigrants to work so that they are able to send money 'back home' to provide much needed support to their extended family. Both language and cultural support would be required to ensure their success at university. It is suggested that immigrants who have successfully participated in higher education talk about their personal experiences to other immigrants. One of the organisers of this UniReady program, a CRE lecturer who is an immigrant, could use the knowledge and networks gained from her background to encourage the attendance of future participants. Her position could be used as a role model to emphasise that there are many immigrants within the university who were successful learners. It is also necessary to track the participants to determine if they do eventually enroll into any of the degrees offered at the campus.. A longitudinal study is being proposed to determine the impact of the UniReady Program for Multicultural Groups.

## CONCLUSION

Higher education must be viewed as a realistic option for immigrants. The UniReady program for Multicultural Groups can potentially attract non-traditional students into higher education. This paper highlights the importance of going beyond providing non-traditional students with access to higher education by ensuring the availability and quality of continuing support to enable their success.

The major conclusions offered in this study relate to the benefits that have come about from conducting the program. For the participants, it was learning about how to gain entry to university and developing a keen interest in pursuing some of the degrees offered, as well as clarifying the wide variety of support available to assist students to become successful learners. For the staff, it was determining the barriers of taking up university for the immigrant groups and following through the expressed interest of the immigrants.



A relevant quote from Van Damme (2011, p. 102) concludes this paper:

*Demographic changes, skill demands of the knowledge economy, and social change at large will increasingly ask HE to mine hitherto untapped and even undiscovered talent, beyond the easy solution of recruiting [the] high-skilled on the international market.*

Australia has a large pool of potential university students from various immigrant groups but it needs to be accessed and the students well supported.

## REFERENCES

- Australian Bureau of Statistics (ABS). (2010). *National regional profile: Whyalla (C) Local Government Area*. Retrieved 10 December, 2010, from <http://www.abs.gov.au>
- Australian Bureau of Statistics. (2010). *Characteristics of Recent Migrants*. Retrieved 03 November, 2010, from <http://www.abs.gov.au>
- Baum, S., Flores, S.M. (2011). Higher education and children in immigrant families. *The Future of Children*, 21(1), 171-193.
- Burge, L. (2012). Infinite possibilities: exploring opportunities for non-traditional students to become global citizens. *Widening Participation and Lifelong Learning*, 13, 6-18.
- Cremonini, L. (2012). Strategies for ensuring equitable access to HE for immigrant groups. Equnet/Ceps Symposium. Retrieved 26 June, 2012, from <http://www.equnet.info/events/equnetceps-symposium/abstracts/strategies-for-ensuring>  
...
- Douglass, J.A., Thomson, G. (2010). The immigrant's university: A study of academic performance and the experiences of recent immigrant groups at the University of California. *Higher Education Policy*, 23(4), 451-474.
- Dillon, J. (2007a). Reflections on widening participation policy: Macro influences and micro implications. *Widening Participation and Lifelong Learning*, 9(2), 16-25.
- Dillon, J. (2007b). The conundrum of balancing widening participation with the selection of suitable students for social work education. *Social Work Education*, 26(8), 827-841.
- Drummond, G. (2007). Programme feedback; it only takes a minute? *International Journal of Educational Management*, 21(1), 29-36.
- Evans, N., Sawyer, J. (2010). E-commerce in regional small businesses: A service learning approach. *The Australasian Journal of University-Community Engagement*, 1, 87-110.
- Fitzgerald, L.K. (2011). An investigation of Indigenous participation in a business degree programme. *Widening Participation and Lifelong Learning*, 12(3), 19-35.
- Gorard, S. (2008). Who is missing from higher education? *Cambridge Journal of Education*, 38(3), 421-437.
- Gordon, J., Dumbleton, S., Miller, C. (2010). 'We thought we would be the dunces' - From a vocational qualification to a social work degree: an example of widening participation in social work education. *Widening Participation and Lifelong Learning*, 12, 169-184.
- Opie, R. (2012) On the rise. *Whyalla News*, June 26, p. 1.
- Penman, J., Ellis, B. (2003/2004). Mutualism in Australian regional university-community links: The Whyalla experience. *Queensland Journal of Educational Research*, 19(2), 119-136. Also available online from <http://education.curtin.edu.au/iier/qjer/qjer19/penman.html>
- Sawyer, J., Ellis, B. (2011). An investigation into why students from regional South Australia choose to study Business programs in the capital city. *Education in Rural Australia*, 21(2) 125-148.
- Sawyer, J., Evans, N. (2009). Supporting regional small business: A collaboration between higher education and the economic development board. *The Australasian Journal of University-Community Engagement*, 3(2), 103-114.
- Stead, D. (2005). A review of the one-minute paper. *Active Learning in Higher Education*, 6(2), 118-131.
- University of South Australia (UniSA). (2007). *Annual Report*. Retrieved 26 June, 2012, from <http://w3.unisa.edu.au/mdu/pubs/archives/annualreport-07.pdf>
- University of South Australia. (2012- 2013). *Whyalla and Mount Gambier Program Brochure*, Centre for Regional Engagement, Whyalla.

- University of South Australia. (2012). *Student Services*. Retrieved 5 July, 2012, from <http://www.unisa.edu.au/Student-Life/Support-services/>
- Van Damme, D. (2011). The race for untapped talent: the prospects of diversity, European Access Network (EAN) Conference, Amsterdam: OECD/EDU.
- Walker, M. (2008). Widening participation; widening capability. *London Review of Education*, 6(3), 267-279.