



SECTION THREE

EQUITY REPORT

30 JUNE 2007

INSTITUTION ASSESSMENT FRAMEWORK
INFORMATION COLLECTION FOR 2007

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EQUITY REPORT

The Equity Report includes the Equity Update and Statement of Eligibility for 2008 funding under the Higher Education Equity Support Programme.

A. KEY ACHIEVEMENTS IN 2006

Key achievements in 2006 include the following:

- *Students from non-English speaking backgrounds*

Improving educational access for students from non-English speaking backgrounds has been assisted by the implementing of a newly developed ANU library catalogue tour where virtual tours are able to be accessed in eight languages. The library catalogue tour is available on campus or from a student's home computer in English, Cantonese, Indonesian, Japanese, Mandarin, Thai, Vietnamese and Dzongkha (Bhutanese). ANU's Library Services also provide tours of the libraries in Chinese, Japanese, Thai and Vietnamese.

In supporting students whose first language is other than English, ANU also provides word processing in scripts other than Roman scripts. Multilingual script software has been installed on all information commons computers to enable students to type in English, Arabic, Greek (Modern and Classical), French, Japanese, Chinese (traditional and simplified), Korean, Russian, Thai, Urdu, Vietnamese, Hindi, Sanskrit and Taiwanese.

- *Students with disabilities*

The ANU has been involved in the Digital Lecture Delivery (DLD) project as part of the Liberated Learning Project conducted by an International Consortium headed by St Mary's University Canada and IBM. The project is developing a voice recognition system to provide real-time transcription of lectures. Along with the transcription, the program incorporates any PowerPoint or video presentations and produces a digital audio recording of the lecture. This project is at the forefront of the development of the technology for improved access in education. The ANU DLD Project Team has developed and implemented the first phase of the system. The technology to deliver DLD into over 30 lecture theatres and to automatically provide digital audio streaming through Web CT has been operational since 2004. The next phase for the incorporation of the text transcription functionality from IBM ViaScribe has now commenced.

- *Students from rural and isolated backgrounds*

Recruitment of rural students has been integrated into the ANU Medical School (ANUMS) marketing strategy with a target of 25% of all commencing students. Activities to increase the number of rural origin students selected for entry into the Medical degree include:

- Presentations to Secondary School Career Advisors
- High School visits by the ANU Rural Medical Society (ARMS) in rural NSW
- ANUMS student visits to Secondary Schools
- Postgraduate Coursework evenings
- Selection process for interview includes 30% students with rural origins.

B. EQUITY GROUP FOCUS AND KEY EQUITY STRATEGIES

B.1 Equity Group Focus in 2006

The following equity groups were targeted in 2006:

- Students with a disability
- Women students in non-traditional fields of study
- Students from non-English speaking backgrounds
- Students from rural and isolated backgrounds
- Students with low socio-economic status.

The ANU analyses and assesses the performance outcomes of student equity groups to develop strategies to continue improvements in their access, participation, retention and success rates. Overall ANU student equity groups perform well in the retention and success ratios. There are some specific areas of performance of student equity groups in the access and participation rates where further strategies require development and implementation.

The following issues were faced in 2006 in the targeted equity groups:

B.1.1 Students with a disability

ANU students with disability exceed each of the national equity performance indicators. Outcomes of specific disability group representation in 2006 indicated that two groups, students with chronic medical conditions and students with psychiatric disabilities, have the highest representation in registering for disability adjustments. Students from these groups can have complex needs, often requiring a combination of case management with Counselling Services and Disability Services.

B.1.2 Women students in non-traditional fields of study

Women students enrolled in non-traditional fields of study at ANU comprised 18% of ANU local domestic students. This is slightly below the participation rate nationally at 19%. (Reference to DEST data in [Appendix 3.3](#). All Domestic Students by State, Institution and Equity Group (a) (c), 2005).

Women students commencing in 2005 in a non-traditional field of study at ANU comprised 17% of commencing ANU local domestic students, which is comparable to the national rate. (Reference to DEST data in [Appendix 3.2. Commencing Domestic Students by State, Institution and Equity Group \(a\) \(c\), 2005](#)).

The College of Business and Economics has focused upon increasing representation of women students in academic fields such as accountancy and actuarial studies. The strategy has emphasised employment of women staff in leadership positions as role models for women students where there is under-representation of women.

The ANU Medical School has implemented a 'Family Friendly' Medical School Policy for students that recognises that students who are pregnant and/or have carer responsibilities require some flexibility to meet their family and health demands and the demands of their graduate degree.

Improving access and participation rates for women students continues to be a major focus for the College of Engineering and Computer Science (CECS). While the proportion of female students studying computing degrees has fallen nationally and at ANU in the past few years, the College's pro-active activities to attract and retain female students is important in assisting to arrest and reverse this trend. A combination of strategies are implemented, including:

- CECS Women in Technology Network for students to network with peers and professional women in the ICT and engineering industries. It involved subsidising women students' attendance at special events with high profile female speakers in ICT such as the HOT Breakfast Series presented by the Canberra-based Women in Information and Communications (WIC) network.
- CECS established an Affirmative Action Group, chaired by the Dean and Director, to investigate strategies to increase the number of female academic staff and promote women's inclusion in these fields and provide role models and mentors for students.
- 'Women in Technology' workshop series and informal meetings and mentoring sessions for young female students organized by CECS. Lynette Johns-Boast, a CECS academic, won a WICKed Woman Award for her contributions in bringing the ICT industry into more effective contact with undergraduate students in the College, and for steering the structured mentoring programs within the engineering and computer science programs which were first offered to female undergraduate and postgraduate students in 2006.
- CECS's all-female team developed hands-on, practical workshops in computer vision, combinatorics and mathematics for ACT classrooms. The team comprised early career researchers, postgraduate and Honours students in engineering and computer science.

B.1.3 Students from non-English speaking backgrounds

There has been a steady increase in the access and participation rates for students from non-English speaking backgrounds, with access rates above the State and National rates in 2005. The area requiring attention is in improving the success outcomes, as the success ratio for this group is below the student average. There have been, however, gradual improvements in the success ratio outcomes since 2001.

Implementing policies such as 'Assessment Arrangements for Students from Language Backgrounds Other Than English', and providing learning support through ANU programs such as StudySmart Classes, SIGN Student Information & Guidance Network and Golden Key initiatives all contribute towards improving retention and success for this group. The inclusive language strategies implemented by the Library for specific non-English speaking backgrounds student groups is significant in enabling improved access to information.

B.1.4 Students from rural and isolated backgrounds

ANU has a major issue in increasing access of this group, given the main catchment area is the ACT. The participation rate of rural and isolated students enrolled at ANU in 2005 was 11.47%, which was well below the National rate of 16.89%. Similarly access of commencing students at ANU was 11.91% which was well below the National rate of 17.52%. There has been a decline in the access rate and consequently the participation rate of students from this cohort since 2001. Retention and success rates of students from this cohort have continued to be at or above the national average. The same pattern in access and participation to ANU occurs for students from isolated backgrounds however, the number of students is very small, thus affecting the trend retention and success data. A combination of strategies to attract rural students to ANU is required, especially given the impact of socio-economic status with rurality.

The ANU Medical School recruitment of rural students has been integrated into the ANU Medical School (ANUMS) marketing strategy. In 2006 activities to increase the number of rural origin students selected for entry into the Medical degree have included:

- Representation of ANUMS at the Universities Expo at Charles Sturt University, Albury-Wodonga;
- High School visits by the ANU Rural Medical Society (ARMS) in rural NSW;
- Information stall and BP screening booth of ARMS at Cooma show;
- Communications or presentation by ANUMS to groups such as Victorian Secondary School career advisors, Secondary School Career Advisors, University Graduates, ANU SAS School Advisory Days at various locations.

B.1.5 Students with low socio-economic status

The ANU historically has a low access and participation rate for students with low socio-economic status at 3.63% and 3.53% respectively. With over two-thirds of undergraduate students from the ACT region, which is categorised as a medium to high socio-economic status area, the ANU's access and participation rates are well below the national rate of 15.23% and 14.37% respectively. There has been a steady decline in both access and participation rates since 2001. Internal data analysis of the remaining third of undergraduate students enrolled at ANU, who are not from the ACT region, revealed a higher rate of access and participation from students with low socio-economic status although the performance indicators for this group were still below the national average. ANU students with low socio-economic status have had a consistently higher retention and success ratios than the 2005 national ratios.

Access schemes such as the Commonwealth and equity type scholarships, such as Region Scholarships and the Countrywide program have been implemented annually. The University is also trialling an Admissions Test (the Australian Council for Education Research (ACER) UniTEST) as an alternative for non-traditional applicants. Criteria for eligibility is that applicants sitting the test must receive a UAI or entrance rank of 1+ if they are under 21 years. Applicants 21 or over can sit the test without this eligibility requirement. In addition the University is currently developing a number of Associate Degrees that will allow articulation into Bachelor programs from non-traditional applicants.

B.2 Key Equity Strategies for 2007

The ANU will continue to maintain equity strategies listed in this report and implement new initiatives relevant to the teaching area for access and participation of specific equity groups in 2007-8.

B.2.1 University Community Student Equity Scheme

The ANU established the University Community Student Equity Scheme in 2007. It is a grants scheme to encourage ANU staff to pilot new and innovative projects in key student equity priority areas, relevant to the University and Academic College student equity profile. The objective of this Scheme is to improve access, participation, retention and success of students from student equity groups at ANU. The University Community Equity Committee may establish priority areas for student equity projects, consistent with the University's direction.

B.2.2 College of Engineering and Computer Science

The CECS Marketing Manager has been working towards initiatives to attract and retain women in information and computer technology. As a member of the Australian Institute for Information Management (AIIM) and the Australian Computer Society (ACS) initiative 'SET up for Success' project women students are included in the target market. This project is a joint effort in line with recommendations from the Skills Foresighting Group and the Industry Leaders Group to provide nationwide skills seminars and workshops in 2007 for women in information and computer technology.

The Department of Communications, Information Technology and the Arts provided \$70,000 to establish the project in 2007.

B.2.3 *Liberated Learning Project (LLP)*

This project has received further funding towards the integration of LLP into the ANU DLD system. This project is currently in progress and will continue throughout 2007. The project aims at the development of the off-line transcription of lecture material using the LLP technology, and the production of linked text, audio and PowerPoint presentations on WebCT on a trial basis for students with specific disability needs.

Academic Skills and Learning Centre will develop the means to audio stream all of the Centre's teaching workshops to improve accessibility for students with different learning needs and disabilities.

Australian National University Reconciliation Scholarships for Indigenous Australian students will be established on academic merit. These scholarships will be available to first year undergraduate Indigenous Australian students for the amount of \$3,000 per year for a maximum for 4 years.

C. EQUITY PLANNING AND MANAGEMENT IN 2006

ANU released its strategic plan titled [ANU by 2010](#). ANU's equity commitment 'enabling staff and students to perform at their best' was embedded in their responsibilities to achieve this outcome through:

- valuing the diversity of backgrounds and perspectives in our community;
- providing opportunities for staff and student participation in decision-making; and
- providing a work and study environment that is attractive, well-maintained, accessible and safe.

A review of equity and diversity at ANU occurred in 2006 with significant changes to ANU's equity planning and management proposed for implementation in 2007. The new equity direction encapsulates the values espoused in [ANU by 2010](#), with a broadening of the responsibility for the embedding of equity principles within the University's community's planning, policy and operations in education and employment.

A University Community Equity Committee, chaired by the Chair, Academic Board and reporting to the Vice-Chancellor was established. This established the governance structure for equity thus enabling equity strategic planning and policy to be considered by senior management with reporting to the Executive. The terms of reference for the Committee are:

'The Committee will advise the Vice-Chancellor on all matters relating to the ANU community. This will include community equity agenda and activities.'

The committee's role is central in identifying the key management strategies at the ANU, and is supported by the University's governance structure. The role of the committee includes:

- Determine ANU's community priorities for the advancement of an inclusive, fair and engaged university community.

- Review and initiate University community plans and policies and make recommendations as appropriate.
- Identify current and evolving issues and provide recommendations on actions to the Executive and relevant academic and administrative areas.
- Invite submissions on relevant issues for consideration.
- Commission research into specific community and equity issues.
- Establish working parties or sub-committees to investigate specific community and equity issues and provide advice to the Committee.
- Support the promotion of excellence in equity and outcomes of diversity within and external to the University through the University's applications for Best Practice in equity.

The ANU continues to implement its Disability Action Plan for 2005 and 2008 and maintain its leadership role as a provider of educational services for people with a disability. Monitoring of the outcomes of the Disability Action Plan is a role undertaken by the University Community Equity Committee.

In relation to the management of student equity, the Deputy Vice-Chancellor has overall responsibility.

D. PERFORMANCE OF EQUITY GROUPS IN 2005

Group	Relevant indicator	Key trend or shift in the data	Explanation
Students with disability	Participation	Increased participation rate since 2001, with a slight reduction from 2004 to 2005, although still above the national indicators.	The variation between the rate of access and participation can be explained through this cohort by increased access to University resources following their enrolment. Establishing a Disability Service with professional staff to manage the implementation of services for students with disabilities within the learning environment has also contributed to the participation rate being greater than the access rate. ANU has continued to provide the appropriate adjustments in the learning environment, improve facilities and access to assistive technology for students with disabilities.
Students from rural backgrounds	Access and participation	Minimal variation from 2004 and 2005, with a decrease since 2001.	The highest proportion of undergraduate domestic students at ANU, over 65%, reside in the ACT region which is not a rural area. This limits the numbers and proportion of students from this group enrolling at ANU.
Students with low socio-economic status	Access and participation	Decrease in access and participation rate from 2004 to 2005.	The highest proportion of undergraduate domestic students enrolled at ANU, over 65%, reside in the ACT region which is classified as being medium to high socio-economic status. This limits the numbers and proportion of students from this group enrolling at ANU.

Group	Relevant indicator	Key trend or shift in the data	Explanation
Students from non-English speaking backgrounds	Access and participation	Increase in access and participation rate from 2004 to 2005 and since 2001.	ANU has programs such as StudySmart Classes, SIGN Student Information & Guidance Network that links new students with later year students to learn from their knowledge and experience of campus life, and on-campus residential accommodation. The Extended University English program (EUE) is offered by ANU College for use by this group. ANU subsidises the tuition fees by 50% for ANU students.

E. HIGHER EDUCATION EQUITY SUPPORT PROGRAMME (ESP) FUNDED INITIATIVES

In 2006 a review of the management and direction of equity and diversity at ANU was undertaken, with a new direction recommended by the review committee. Increased integration of equity within the operations was recommended, with Divisional Heads and College Deans responsible for implementation, with advice provided by a senior equity adviser.

The University has also established a University Community Equity Committee, whose role includes determining equity priorities and reviewing outcomes for equity groups. This Committee has a central role in the development of the *University Community Student Equity Scheme*, from the funds allocated from the ESP. Some of the 2006 ESP funding was allocated to the DSP initiatives, which are listed below. The remaining funding from the 2006 ESP funds are combined with the 2007 ESP allocation to enable the implementation of the Scheme, which encourages *'ANU staff to pilot new and innovative projects in key student equity priority areas'*.

F. HIGHER EDUCATION DISABILITY SUPPORT PROGRAMME (DSP) FUNDED INITIATIVES

Key initiative title	Brief description	Outcomes
Digital Recording Devices Evaluation Project	A joint evaluation project in conjunction with the University of Wollongong to evaluate the effectiveness and appropriate use of a range of Digital audio recording devices. It was designed to inform disability staff and assist in choosing the right equipment to use in a range of circumstances.	The evaluation report prepared and placed on the web at: http://www.anu.edu.au/disabilities/atproject/digital_audio/index.php
Education to Employment strategies and outcomes	An investigation into current issues and practices to facilitate employment outcomes for graduates with disabilities at the ANU. Research into effective practices at other universities in Australia and New Zealand. A report has been prepared to inform potential changes in practices to enhance employment outcomes for ANU graduates with disabilities. This report is targeted primarily at Disability and Careers Practitioners at the ANU, but may also be of benefit to students and other institutions.	The evaluation report can be found on the web at: http://www.anu.edu.au/disabilities/resources_for_staff/employmentprojectreport.php and staff at the ANU are following up the recommendations to examine possible changes to improve employment outcomes for students with disabilities.

Key initiative title	Brief description	Outcomes
Liberated Learning Project Consortium Meeting	Attendance at the Annual Liberated Learning Consortium Meeting to discuss progress, future strategies and developments.	Followed up with reports and consultations with relevant ANU Staff – this has produced in-principle agreement to proceed with further development on the integration of Liberated Learning Technology into ANU's Digital Lecture Delivery (DLD) system. Participated with University of the Sunshine Coast & Cambrian College (Canada) and in joint comparative research project into accuracy rates and usability of Dragon NaturallySpeaking Version 9 and ViaScribe Speech Engines.
Liberated Learning Project (LLP) integration into ANU DLD system	Funds have been allocated to contribute to the integration of LLP into the ANU DLD system.	Currently in progress. This project should result in the development of the off-line transcription of lecture material using the LLP technology, and the production of linked text, audio and PowerPoint presentations on WebCT on a trial basis.
Auslan Training Course contribution	Contribution to Canberra Institute of Technology (CIT) course to train more Auslan Interpreters to work in ACT Educational institutions.	A severe shortage of Auslan Sign Language Interpreters in the ACT has meant that it has been very difficult to obtain them when required for students who need such support. In conjunction with CIT and the University of Canberra, an Auslan training course was sponsored at CIT to facilitate more Auslan interpreters in the ACT.
Integrated Assistive Technology Project	Designed to integrate the full suite of Assistive Technology software into the ANU Standard Student Information Commons image.	This project is consistent with the principles of Universal Access, provides greater flexibility and choice in accessing necessary specialist software for students with disabilities at the ANU. By providing the software on all Information Commons PCs, we have provided ANU students with disabilities the same level of access to computers, information and technology as all other ANU students. Also, by proving the viability of this approach, we have enabled other universities to implement their own integrated AT.

Additional Support for Students with Disabilities program and the Regional Disability Liaison Officer initiative.

The ACT does not have an RDLO, so this is not relevant. The ACT Disability Co-ordination Officer provides a very valuable service to this sector.

The Additional Support for Students with Disabilities (ASSD) program has been a very valuable contribution to the provision of services for students with disabilities at the ANU. The funds have enabled the provision of more appropriate resources and adjustments for ANU students with disabilities, with less pressure on costs.

It is still of concern that the collation and preparation of the ASSD claim is a very complex and time-consuming task at a very busy time of year, and that the increased claims have progressively reduced the funding available for the DSP Performance Fund. In the ANU's case, this increase in claims has been driven by more students with more complex or higher cost needs.

G. COMMONWEALTH LEARNING SCHOLARSHIPS (CLS)

The ANU allocated Commonwealth Learning Scholarships in 2006, including allocation to Indigenous students. An issue that has been resolved was the allocation of remaining scholarship funding that occurred due to CLS students leaving the University before their scholarship funding had been fully used. A new process has been implemented to enable the allocation to students in financial need the remaining partial CLS scholarships.

H. ELIGIBILITY REQUIREMENTS FOR ESP FUNDING IN 2008

H.1 Outreach Programs

- ANU recruits Indigenous Australian students through the activities of the staff of the Jabal Indigenous Higher Education Centre. Recruitment strategies include travelling to regional and outback areas and delivering information sessions to high school students, their families and communities. Centre staff members explain:
 - The University academic programs;
 - The potential career benefits higher education offers the individual and the community;
 - The academic skills required to undertake tertiary education;
 - The Indigenous Australian Admission Scheme as an alternative entry pathway to the ANU; and
 - The support services that the Centre offers to assist students during their degree program.

Centre staff members collaborate with community organisations, government departments, non-government organisations and other education providers interested in increasing the opportunities of Indigenous youth to participate in higher education.

- Recruitment of rural students has been integrated into the ANU Medical School (ANUMS) marketing strategy. In 2006 activities to increase the number of rural origin students selected for entry into the Medical degree have included:
 - Representation of ANUMS at the Universities Expo at Charles Sturt University, Albury-Wodonga
 - High School visits by the ANU Rural Medical Society (ARMS) in rural NSW
 - Information stall and BP screening booth of ARMS at Cooma show
 - Communications or presentation by ANUMS to groups such as Victorian Secondary School career advisors, Secondary School Career Advisors, University Graduates, ANU School Advisory Days at various locations.

- The ANU College of Engineering and Computer Science (CECS) support for attracting women into engineering and information technology has been assisted by the CECS Marketing Manager being elected as President of the Board of the ACT 'Women in Information & Communication' (WIC). This has enabled increased collaboration to improve linkages for women students with the ICT industry, with special events provided to assist in the recruiting of women into studying engineering and ICT. 'Women in Technology' brochures continue to be distributed to female students in Australian schools.
- ANU's Countrywide Access scheme is distributed annually to secondary schools and colleges in the ACT, NSW and Victoria and distributed during national recruitment programs. It is an access scheme for applicants with strong academic potential who have been disadvantaged during high school. Disadvantage includes: disrupted schooling, financial hardship, severe family disruption, adverse study conditions, suffered abuse, excessive family responsibilities, English language difficulty, personal illness/disability, school environment and geographical isolation. Information on scholarships and bursaries are also provided concurrently with the access scheme.
- Residential halls such as Ursula Hall specifically target students from rural and regional Australia in its admissions to on campus accommodation, with the associated support.

H.2 Support Services

- *Jabal Indigenous Higher Education Centre* provides academic support to Indigenous Australian students by both Jabal Centre staff and ANU staff together with additional academic support via the Indigenous Australian Tutorial Scheme. In addition the Centre provides a computer laboratory and library resources. The Centre also provides social, financial and pastoral support to ANU Indigenous students.
- *Disability Services Centre* provides services for students with a disability, including assessment of individual needs; implementing appropriate adjustment and development of individual support plans; negotiation of academic adjustments; arranging special examinations; assistive technology access, support and training; advocacy and support; provision of note takers; equipment loans; tutoring; and documents provided in alternative format.
- More broadly, support services which support educationally disadvantaged students, and all students, include:
 - Residential Colleges and Halls provide many support services to students from diverse backgrounds, including orientations, language exchange programs, foreign language conversation groups, essay review, tutoring, academic support programs including academic mentoring. Various training programs are also provided to senior residents and/or other students including training in equity and diversity, multiculturalism, sexuality, depression awareness, mental health awareness. In addition, rooms are available that have been specifically fitted out for ease of use by students with mobility disabilities.

- Peer support programs such as SIGN (Student Information & Guidance Network) that link new students with later year students and learn from their knowledge and experience of campus life, and on-campus residential accommodation.
- The Academic Skills and Learning Centre provides programs for students such as ASLC StudySmart classes which first year undergraduates are encouraged to access. The program runs for the first five weeks of each semester and includes sessions on listening to lectures, vocabulary building and speaking up in small groups. Individual consultations are provided to all students. For students from non-English speaking backgrounds (approximately 10% of all students attending consultations) there is a focus on significant points of language and cross-cultural adjustment as they influence an NESB student’s writing. Audio and print academic skills materials are provided on the web.
- Counselling and health services, including many different seminars and workshops to benefit students.
- Chaplaincy provided by an interfaith team of chaplains from Christian, Hindu, Jewish and Muslim faiths.
- Student financial support is provided through ANU Bursaries with Halls and Colleges offering bursaries and scholarships to assist in accommodation costs. For students experiencing financial difficulties, the ANU Students’ Association employs a welfare officer to assist students with financial matters.

H.3 Institutional Equity Scholarships

The ANU has a number of scholarship programs aimed specifically to encourage improved access for students from equity groups. In 2006 the ANU awarded \$247,911.40 in scholarships and bursaries for students from equity groups. This was a significant increase from 2005 when around \$150,000 was awarded. Additionally, there are a number of specific residential Halls and College bursaries for students with financial need. University based equity related scholarships are shown in the following table.

Name of Scholarship or Award	Number Available each Year	Number Holding Scholarships in 2006	Annual Value (\$)	Outlay in 2006	Length	Area and Criteria
Accommodation Bursaries - UG	Variable	11	Variable	\$14,960	Max 40 weeks	Financial hardship.
Accommodation Bursaries - PG	Variable	8	Variable	\$13,056	Up to 24 weeks	Financial hardship.
Accommodation Bursaries - Disability	Variable	2	Variable	\$ 2,720	Up to 24 weeks	Financial hardship.
Accommodation Bursaries UG emergency	Variable	9	Variable	\$ 4,624	Up to 40 weeks	Financial hardship.
ANU Cricket Club Scholarship	1 every 4 years	0	\$3,000	0	Up to 4 years	Rural origin and cricket ability.
ANU Enterprise Access Scholarship	2	7	\$4,000	\$20,000	3 years	Permanent disability & financial hardship.

Name of Scholarship or Award	Number Available each Year	Number Holding Scholarships in 2006	Annual Value (\$)	Outlay in 2006	Length	Area and Criteria
ANUMS Rural Clinical Placement Scholarship - Bega Cheese	1	1	\$2,000	\$2,000	1 year	Financial hardship - to assist with travel accommodation and living expenses for students undertaking their rural clinical placements.
ANUMS Rural Clinical Placement Scholarship - Mulwaree Trust Rural Scholarship	2	2	\$3,000	\$6,000	1 year	Financial hardship - to assist with travel accommodation and living expenses for students undertaking their rural clinical placements.
ANUMS Rural Clinical Placement Scholarship - Australian Rotary Health Research Fund	2	2	\$2,500	\$5,000	1 year	Financial hardship - To assist with travel accommodation and living expenses for students undertaking their rural clinical placements.
ANU Region Scholarship	7	27	\$5,000	\$135,000	4 years	Regional origin and schooling and academic merit.
CASS Regional U/G Scholarships	Variable		\$1,000		1 year	Regional origin, academic merit and community contribution.
Dickins Engineering Scholarship	1	1	\$2,000	\$2,000	1 year	4th Year of Engineering (Signal Processing and/or Telecommunications) and financial hardship.
Elsbeth Young Memorial Grants	Variable	8	Variable	\$8051.40	Variable	Indigenous students purchase of equipment for academic programs.
Forestry Program Scholarship for an Indigenous Student	1	0	\$1,000	0	1 year	Indigenous Australian student enrolled in the Bachelor of Forestry Program.
Indigenous Students' Practical Legal Training Scholarship	Up to 2	1	\$8,100	\$8,100	1 year	Indigenous Australians undertaking Graduate Diploma of Legal Practice.
John Mitchell Scholarship	1	1	\$1,000	\$1,000	1 year	First year student of rural origin and with financial hardship in the College of Business and Economics.
Joseph & Lindsay Croft Scholarship	2	2	Variable	\$2,400	1 semester	Indigenous Australian student and financial hardship.
Lisa Brodribb Women in Engineering Scholarship (ANU Enterprise Scholarship for Women in Engineering)	1	1	\$5,000	\$5,000	1 year	Woman student enrolled in the Bachelor of Engineering.
Nugget Coombs Scholarship	1 UG 1 PG	0	Variable	0	2-4 weeks	Indigenous Australian with short fieldwork and research projects in Northern Australia.

Name of Scholarship or Award	Number Available each Year	Number Holding Scholarships in 2006	Annual Value (\$)	Outlay in 2006	Length	Area and Criteria
Paul Thistlewaite Memorial Honours Year Scholarship	1	1	\$5,000	\$5,000	1 year	Academically best qualified 4th year female student in Software Engineering or Honours Year of Information Technology.
Rotary - Alf Gillespie Scholarship	Up to 2	2	\$2,000	\$5,000	1 year	Indigenous Australian student enrolled in 2nd or subsequent year in archaeology, anthropology, and courses related to Indigenous Australian culture history and/or linguistics and financial hardship.
Smith Family Learning for Life Program	Variable and awarded by Smith Family					The University supports the Smith Family to assist with the Learning for Life Program. \$10,000 was donated in 2005 to assist with a five year program.
Student Services, College of Engineering and Computer Science First Year Women's Scholarship	1	0	\$2,500	0	1 year	Woman student enrolled in the First Year of the Bachelor of Engineering Program.
St Vincent de Paul – ANU Alumni Indigenous Scholarship	Up to 2	2	From \$1,000 to \$4,000	\$8,000	1 year	Indigenous Australian students enrolled in any academic program who have successfully completed the first year of their studies.

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