National Census of Australian University Colleges, Halls, and Residences

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2024

Report

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From the President

One of the challenges University Colleges Australia (UCA) has faced over the past few decades is a limited understanding of its constituent member organisations. Our leadership team has felt this knowledge gap in numerous contexts: when addressing questions from members seeking to benchmark their organisations, describing member organisations to the Department of Education while engaging with the Universities Accord process, commenting on issues in the press, and so on. This project is an important step towards filling this gap.

I must first express my gratitude to the 45 members who took time out of their busy schedules to complete our census. I also want to thank my colleagues on the UCA Leadership Team for their input and engagement. Projects of this scale rely on collaboration and goodwill, and we have seen both from our community.

I hope this report leaves colleges, halls, residences, universities, governments, and our broader communities with a clearer understanding of UCA member organisations. What do they offer? What sort of policies do they have in place? How are they staffed? What is their annual revenue? These are some of the many questions we sought to answer.

One of the things that makes this piece of research unique and useful is that it focuses exclusively on colleges, halls, and residences—not university accommodation at large. While there is merit in research on the university accommodation sector at large, the narrow scope of this project allowed us to 'dig deep' into who we are.

Over the coming months, we will facilitate workshops to discuss our findings and the growth opportunities they disclose. We will carefully examine significant differences between practices and consider whether '*best* practices' can be discerned.

While reading this report, you might think of additional questions worth asking. We would be grateful if you could share these questions, which we will consider for inclusion in the re-run of the census in 2025.

Lisa J Sutherland

President

This Project

The last time University Colleges Australia (UCA) participated in a research project of this scale was in 2014, when it jointly funded a census of 'university accommodation providers' with the Department of Education. A decade on, we have launched a new census. This is not, however, a re-run.

Our goal this time was to learn more about university colleges, halls, and residences—not the university accommodation sector at large. UCA member organisations are very different to commercial accommodation providers, and the way we conduct research on them should reflect these differences. By significantly narrowing the scope of this project, we have been able to look carefully at the structure, policies, programs, and management of colleges, halls, and residences; and to ask questions that might be out of place in a broader census.

Another difference is that the present census is almost exclusively descriptive. There is great value in thinking about what's around the corner, of course; but our priority was understanding our members today. We hope to have partially filled the gap in empirical research on the nature of Australian university colleges, halls, and residences.

A final difference worth noting concerns resourcing. The 2014 census was completed by a team of 5 external researchers and numerous consultants. This project was completed by a team comprising one part-time researcher and volunteer subject matter experts. We therefore had to make some pragmatic compromises. For the most part, we have served the data plainly—though with some explanatory comments as needed. Broader discussions about the deeper implications of our findings will no doubt take place within and beyond the UCA community in due course.

Although UCA did not embark on this project with the intention of producing a piece of academic literature, it did set out to produce a robust one. We are confident that the report is representative of participating institutions and capable of helping leaders make informed decisions about how to improve the sector.

We are pleased to report that the overall response rate was high: the 55-question survey was sent to all 53 members of UCA, and 45 (85%) completed it. However, five of seven small member organisations – organisations with fewer than 100 student members – did not participate. It could reasonably be said that their voice is missing. We will work towards incorporating the voices of all members in future projects.

We are grateful to those who took the time to complete the census and hope that the insights that follow prove helpful to the reader.

Will Cesta

Executive Manager

Terminology

UCA

The peak body for Australian university colleges, halls, and residences – University Colleges Australia – will be referred to as 'UCA'.

Participant

Each head of a college, hall, or residence who attempted this survey will be referred to as a 'participant' (even if an agent filled out the survey on their behalf).

Respondent

Each head of a college, hall, or residence will be referred to as a 'respondent' when discussing completion rates of a given question (e.g., 'question x had 40 respondents, while question y had 41 respondents').
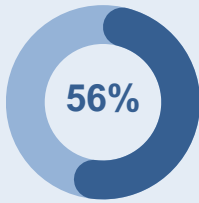
Participating organisation

Each organisation on whose behalf a participant attempted the survey will be referred to as a 'participating organisation'.

Responding organisation

Each organisation on whose behalf a respondent completed a given question will be referred to as a 'responding organisation'.

Executive Summary

56% of responding organisations employ a qualified mental health practitioner

**100%** of responding organisations have policies on responding to allegations of sexual misconduct

100% of responding organisations run programs designed to minimise drug- and alcohol-related harm

100% of responding organisations run creative arts and sports programs

100% of responding organisations offer programs designed to teach students about informed consent
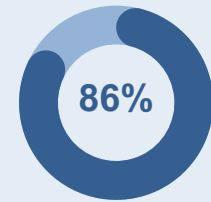
86% of responding organisations serve regular meals

An annual average of **43** hours of student training is offered by responding organisations

On average, responding organisations are home to:

315 Residential students

6 Non-residential students

8 Indigenous Australian students

Total number of students residing in responding organisations:

14,137

3 OUT OF 10 students of responding organisations are international students

2 OUT OF 5 students of responding organisations are rural, regional, or remote students

$25,446 Average annual cost of attending a responding organisation

**$498,325** Average annual scholarships awarded by responding organisations

$8,315,997 Average annual operating revenue of responding organisations

Demographics

## Participating organisations

Q3, Q4, Q7

University Colleges Australia presently comprises **53** member organisations. Of these organisations, **45** participated in the survey. **42** participants completed it (meaning that they reached the final question, even if they left some questions blank). **3** participants dropped off at questions **35**, **38**, and **51** respectively. Participating organisations were spread across eight Australian states and territories:
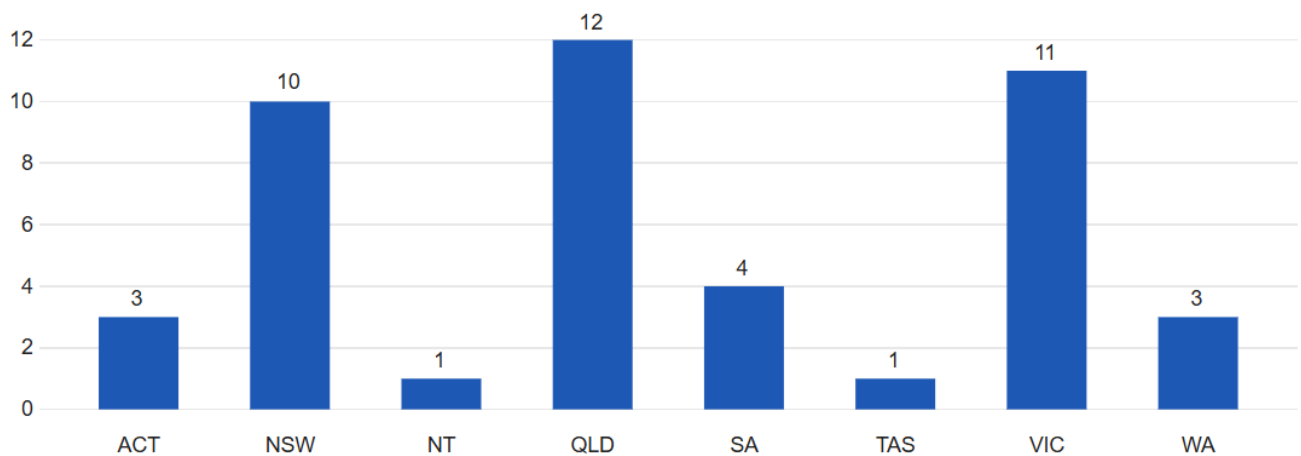
Q4 – 45 Responses

31 participating organisations are statutory corporations or companies limited by guarantee, and all but **1** had not-for-profit status:
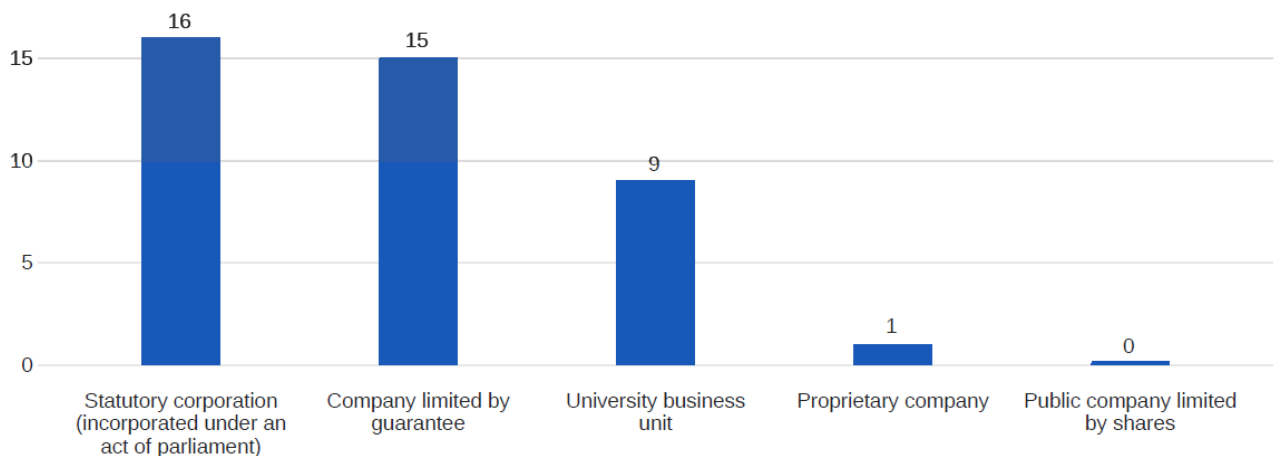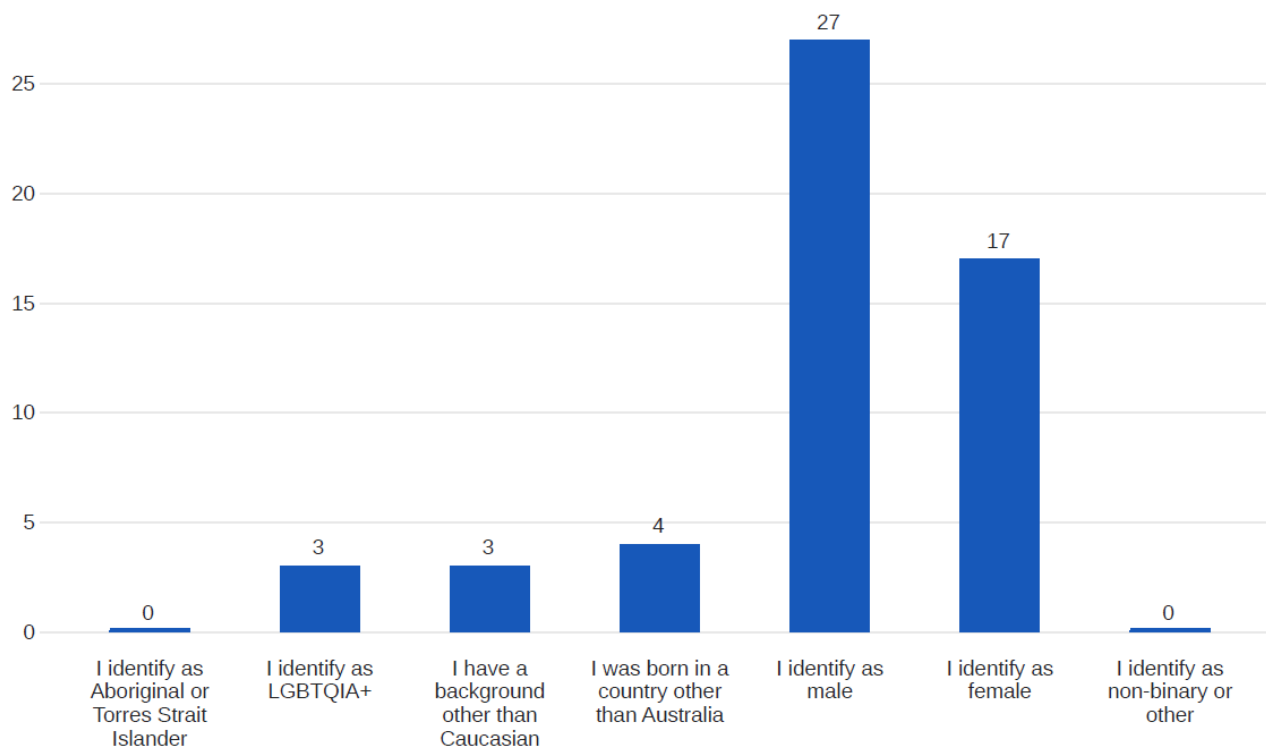

Q7 – 41 Responses

Participant demographics

Q8, Q9

Participants were shown seven statements concerning their identity and asked to select the ones that applied. **44** responded to this question. **7%** of respondents identify as LGBTQIA+, **7%** are non-Caucasian, and **9%** were born outside of Australia. **61%** of respondents identified as male, and **39%** identified as female.

A large amount of qualitative data relating to the experience of the leader of each participating organisation was collected.

We found that:

- **100%** of respondents have completed at least one university degree
- **16%** of respondents have completed a doctoral degree
- **5%** of respondents have held senior leadership roles in one or more universities (eg, Dean of Faculty or Deputy Vice-Chancellor of Education)
- **23%** of respondents held secondary school roles before working in the university college sector

However, not all respondents reported their qualifications and experiences in equal levels of detail.

Key Findings

1.   Residential and non-residential student numbers and age range

Q10, Q11, Q12, Q13, Q14, Q15

Participants were asked to specify the number of residential students in their organisation. The average response was **315** residential students, with a range between **96** to **768** and a median of **304**.

Q10 – 45 Responses
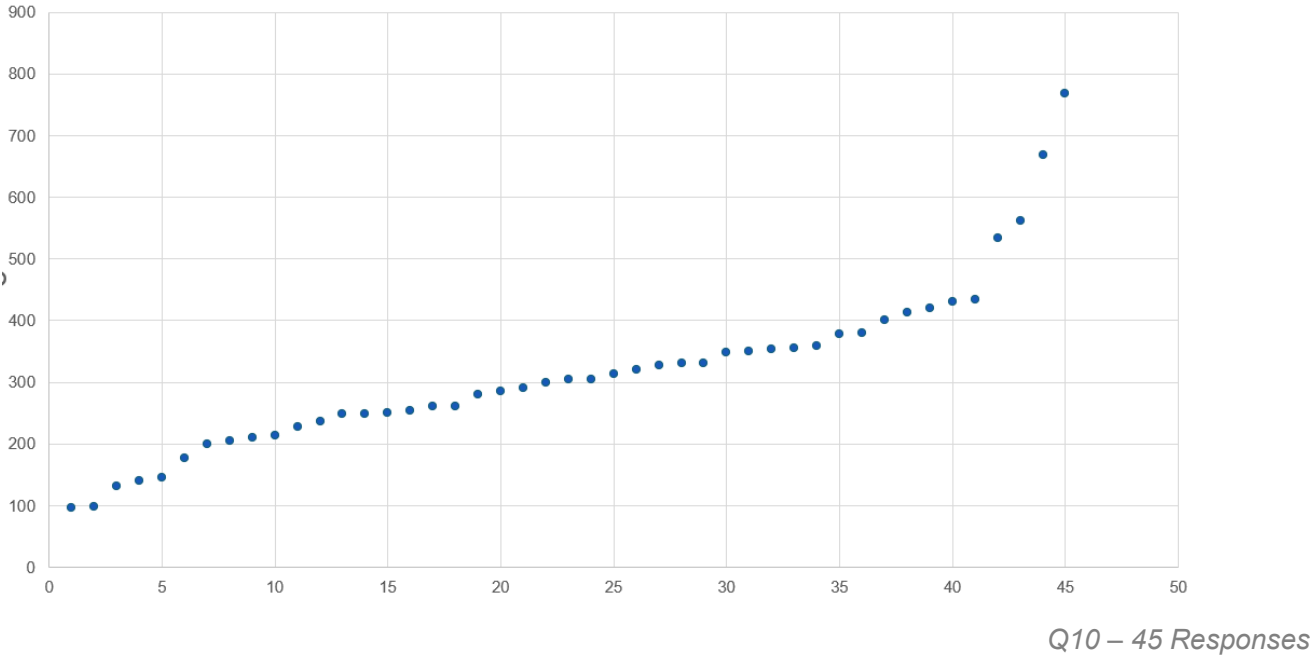
There was a wide range in the number of *non-residential* students of participating organisations. Responses ranged from **0** to **76**, with a median of **0** and an average of **6.4**. As of July 2023, **289** non-residential students were accommodated by participating organisations.


Q11 – 45 Responses
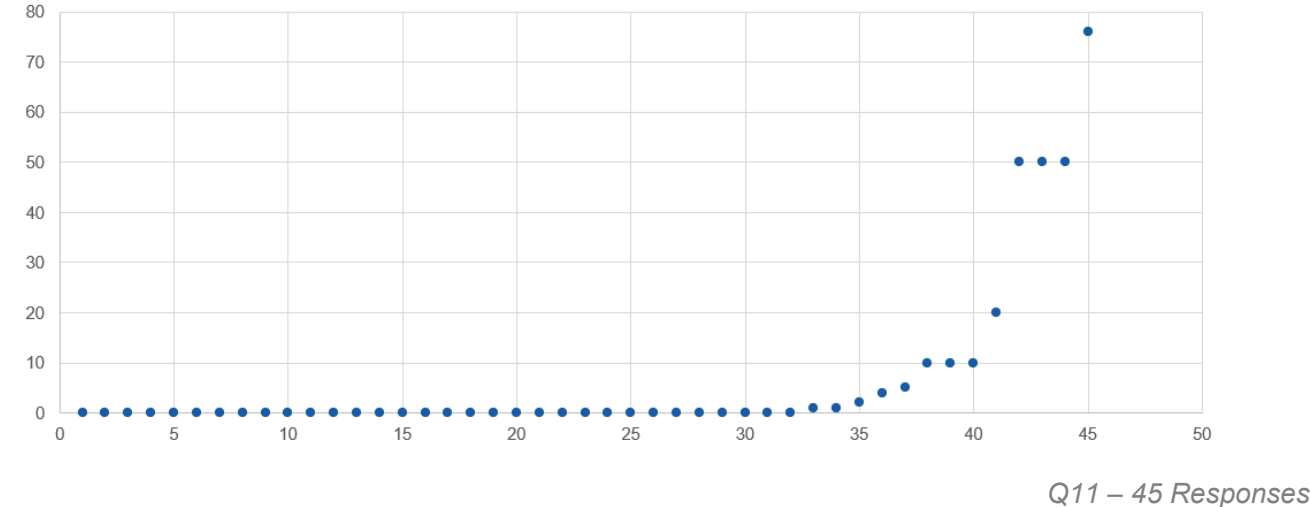
Of the **14,137** students (residential or non-residential) of participating organisations, **11,539** were undergraduates (**81.6%** of all students). The five largest graduate student communities reported comprised **262**, **222**, **217**, **175**, and **100** students respectively.

The youngest student at all colleges and halls was **17**, while the oldest was **72**. For **7** respondents, the oldest student in their organisation was **50 or older**.

2. Student citizenship and permanent residency status

Q16

Participants were asked to specify the percentage of their students with Australian citizenship or permanent residency. The average was **68%**, with a range of **5%** to **98%** and a median of **80%**. Responses varied markedly by state. The following chart provides the average response aggregated by state:
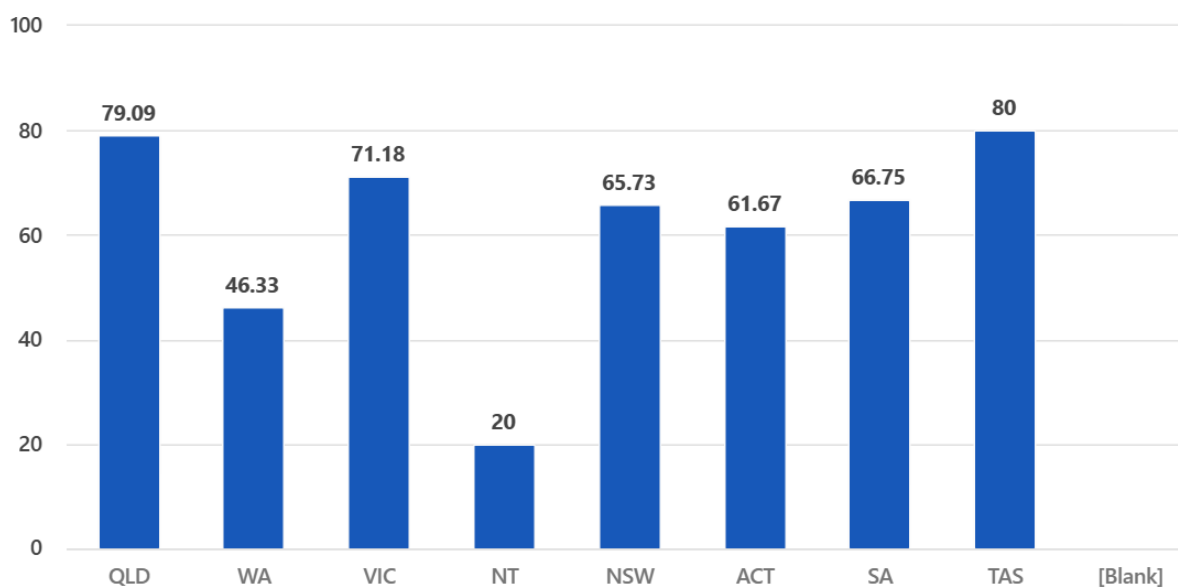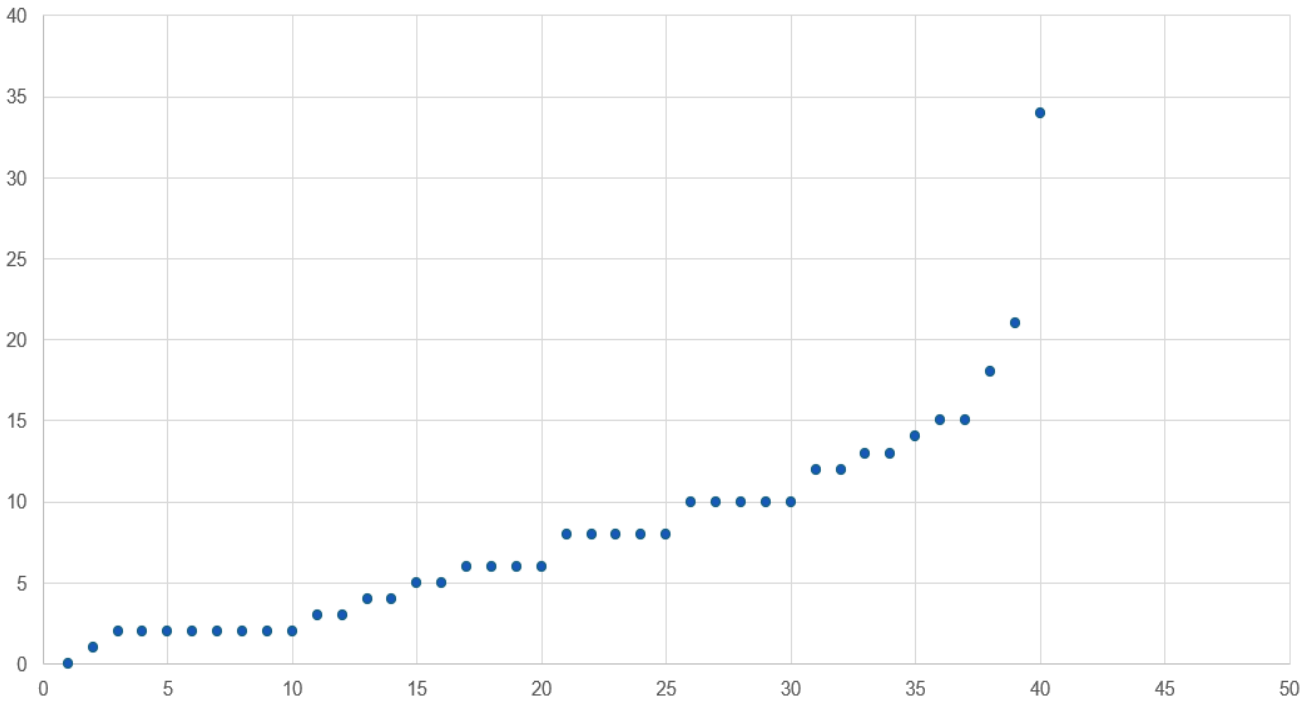

Q16 by state (%) – 42 Responses

3. Indigenous Australian students

Q17

Participants were asked to indicate how many Indigenous Australian students were members of their organisations. **5** reported being unsure, while **40** provided numerical answers. Responses ranged from **0** to **34** students, with an average of **8** and a median of **7**. Three organisations reported having more than **5%** Indigenous Australian students (**7%**, **7%**, and **5%** respectively).
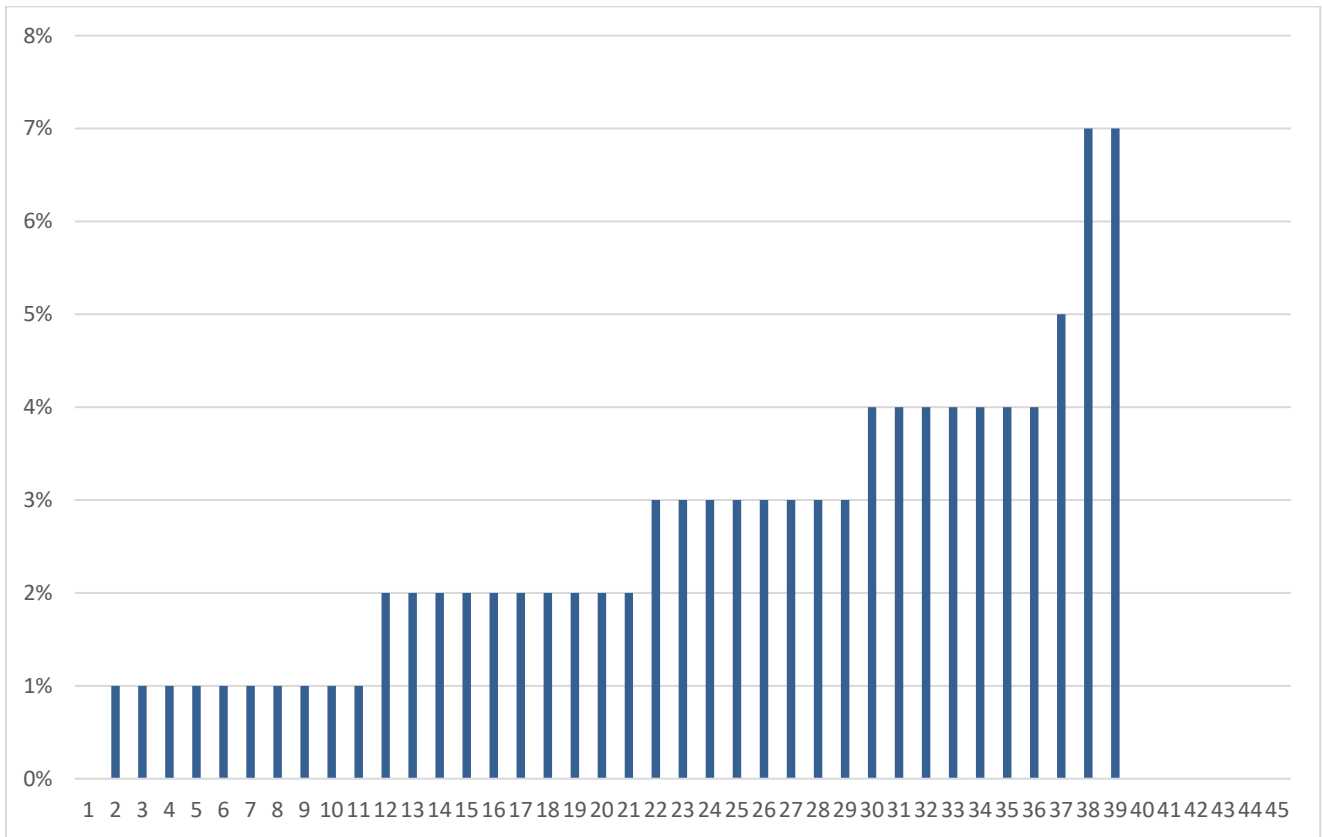
There are at least **322** Indigenous Australian students with membership of responding organisations, who comprise **2.27%** of all students (though this may be an underestimation as not all participants responded

to Q17).

The percentage of Indigenous students per responding organisation is as follows:
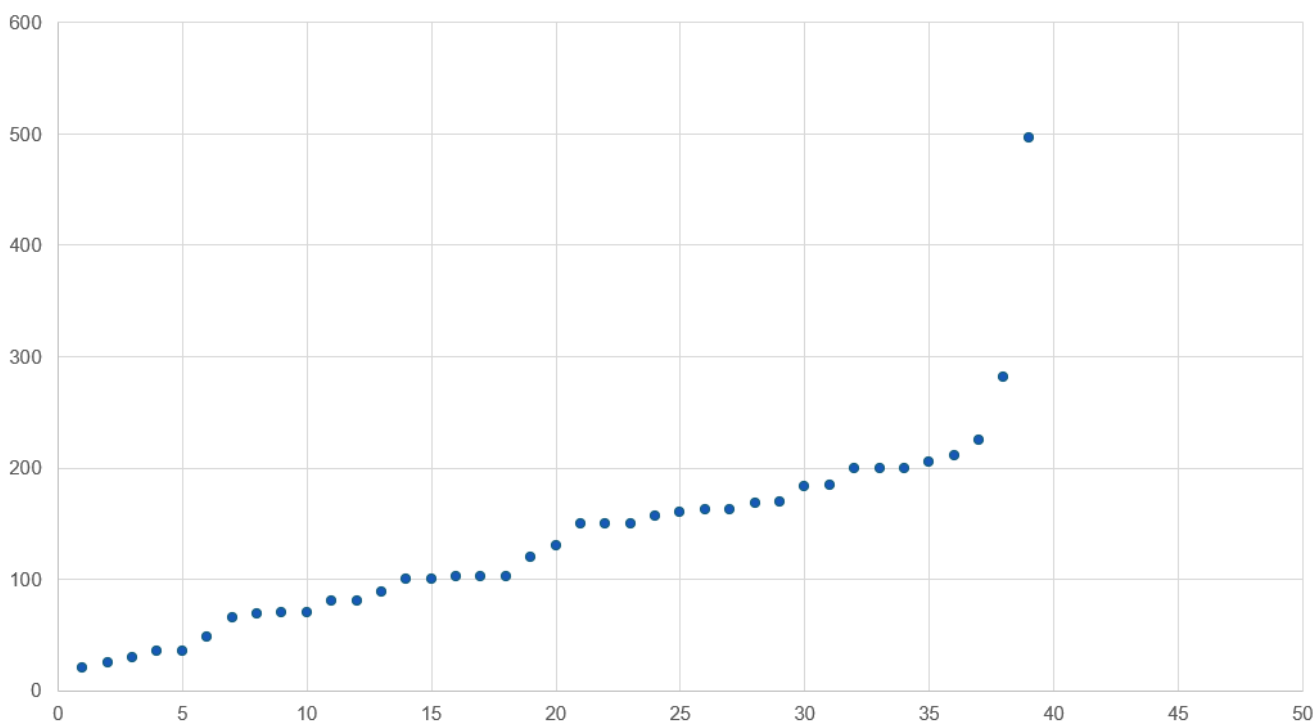
4. Rural, regional, or remote students

Q18

Participants were asked how many 'rural, regional, or remote students' were members of their organisations.

3 did not respond to this question. **3** provided qualitative answers ('most', 'very few', 'not sure'), which were omitted on the basis of incommensurability. This left **39** valid responses.

Valid responses indicate that there are **5,291** rural, regional, or remote students in the organisations of respondents, which is an average of **135.67** per respondent.

Responses ranged from **20** to **496**. The median response was **130**. Rural, regional, and remote students comprise **37%** of all students – residential or non-residential – in participating colleges.

Q18 – 39 Responses

The percentage of rural, regional or remote students per responding organisation is as follows:

13
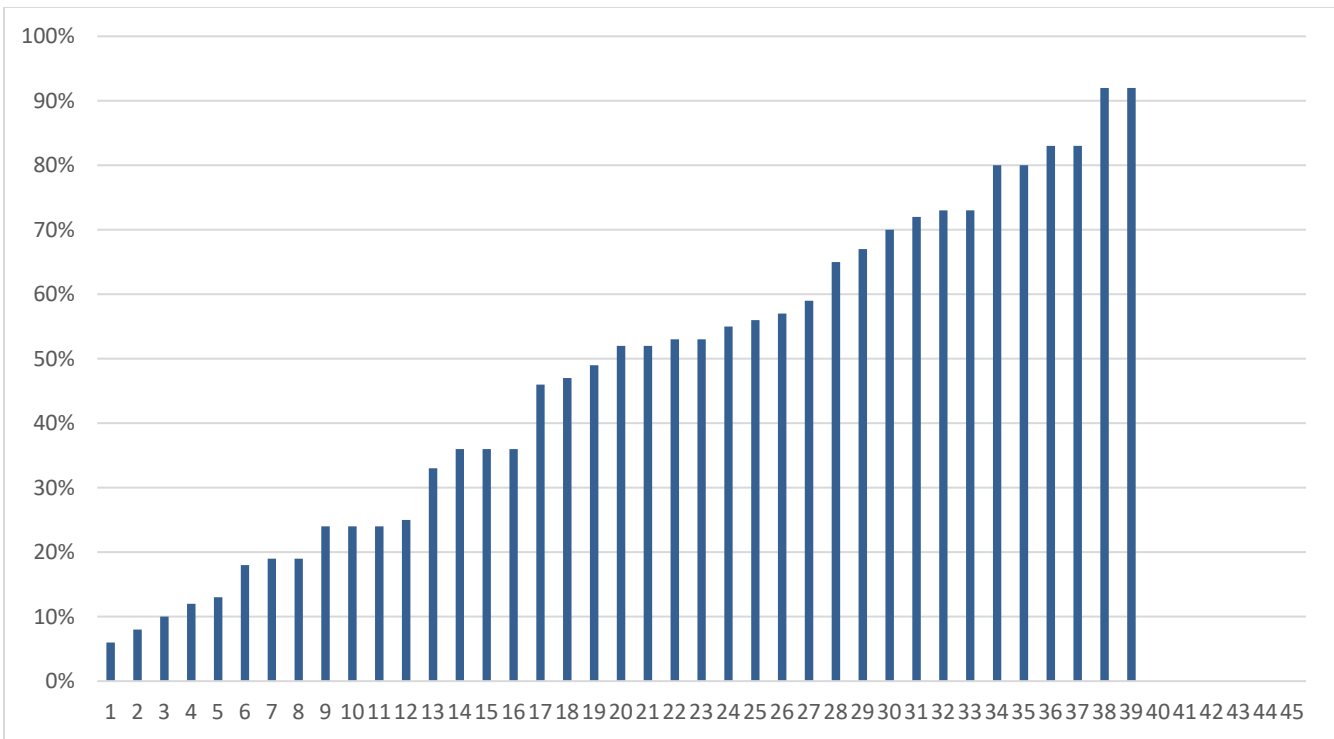
5.   Catering options

Q19, Q20

Question 19 asked: 'How many communal meals are served in your organisation each week?' **45** participants responded.

This question caused confusion. **39** respondents took 'communal meals' to mean 'services' (i.e., the number of times the organisation's dining hall opened to serve food). **6** respondents took 'communal meals' to mean 'plates of food' (i.e., services multiplied by the actual or presumed diners). Our intention, which should be clarified in future years, was to determine the number of services.

We have extrapolated that those who specified 'plates of food' offer 21 services per week, allowing us to normalise the responses. Taking 'communal meals' to mean 'services', we found that:
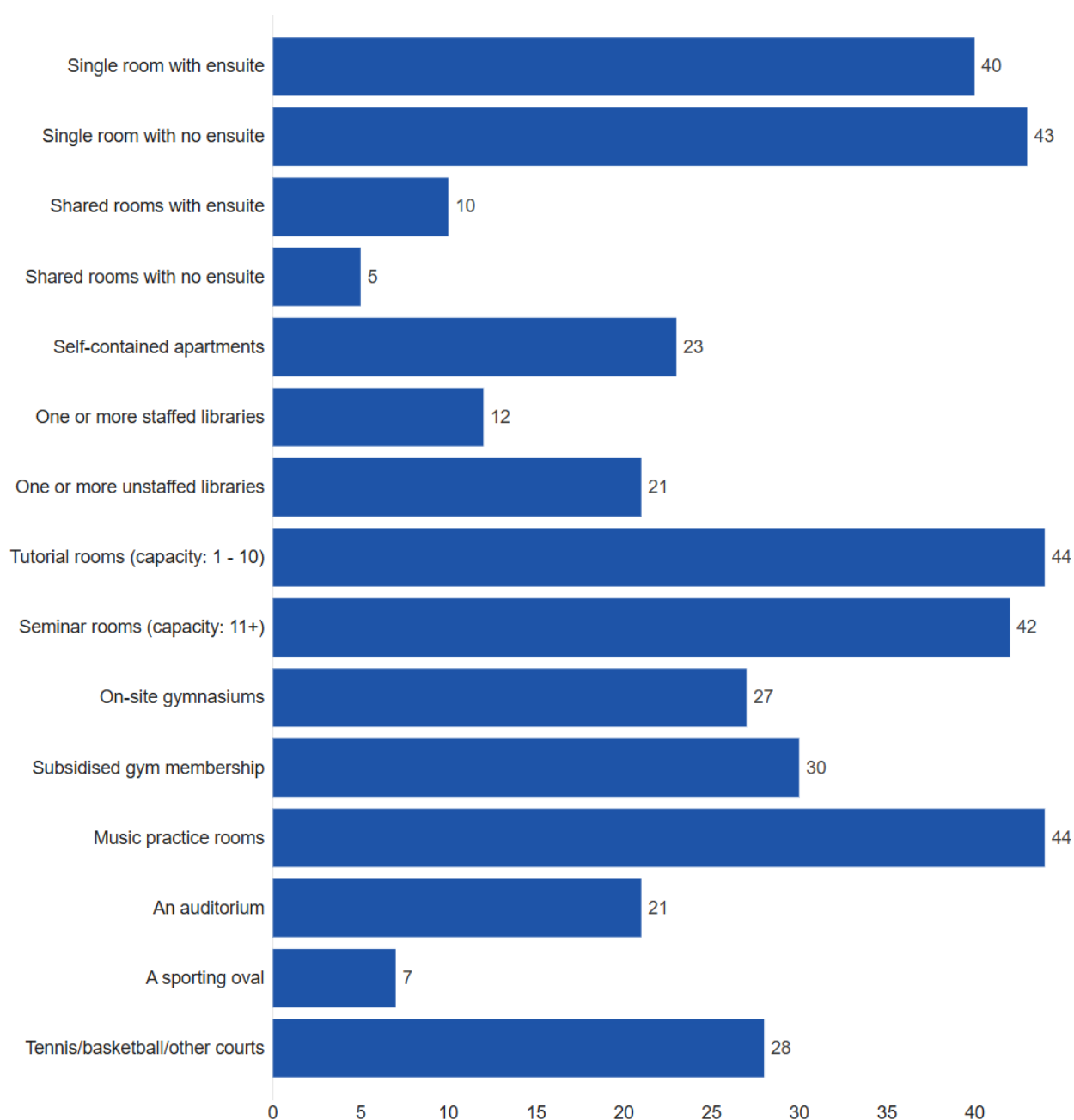
- **82%** of respondents serve **21** meals per week
- **2%** of respondents serve **9** meals per week
- **2%** of respondents serve **15** meals per week
- **13%** of respondents do not serve meals regularly

We found that **51%** of respondents offer self-catering options, and that self-catering options are provided at all organisations that do not provide regular meals.

6.   Facilities

Q21

Respondents were provided with a list of facilities and asked to specify which are provided to students. The results demonstrated marked diversity overall, but convergence in the provision of tutorial rooms, seminar rooms, and music practice rooms.

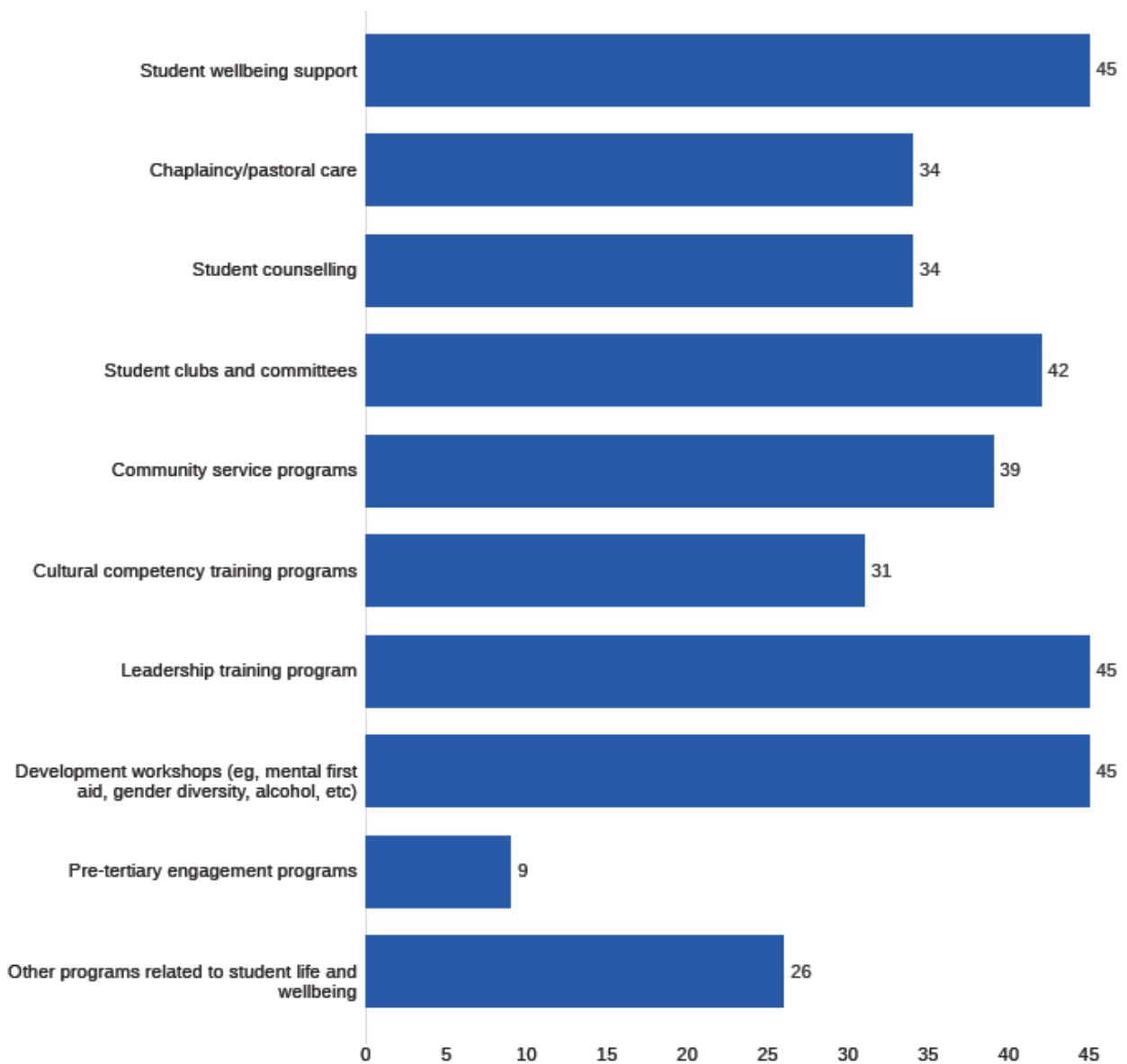| Facility	Count
Single room with ensuite	40
Single room with no ensuite	43
Shared rooms with ensuite	10
Shared rooms with no ensuite	5
Self-contained apartments	23
One or more staffed libraries	12
One or more unstaffed libraries	21
Tutorial rooms (capacity: 1 - 10)	44
Seminar rooms (capacity: 11+)	42
On-site gymnasiums	27
Subsidised gym membership	30
Music practice rooms	44
An auditorium	21
A sporting oval	7
Tennis/basketball/other courts	28

Q21 – 45 Responses

15

7. Student life and wellbeing programs

Q22

Participants were shown a list of student life and wellbeing programs and asked to specify which ones they offer. Their responses were as follows:
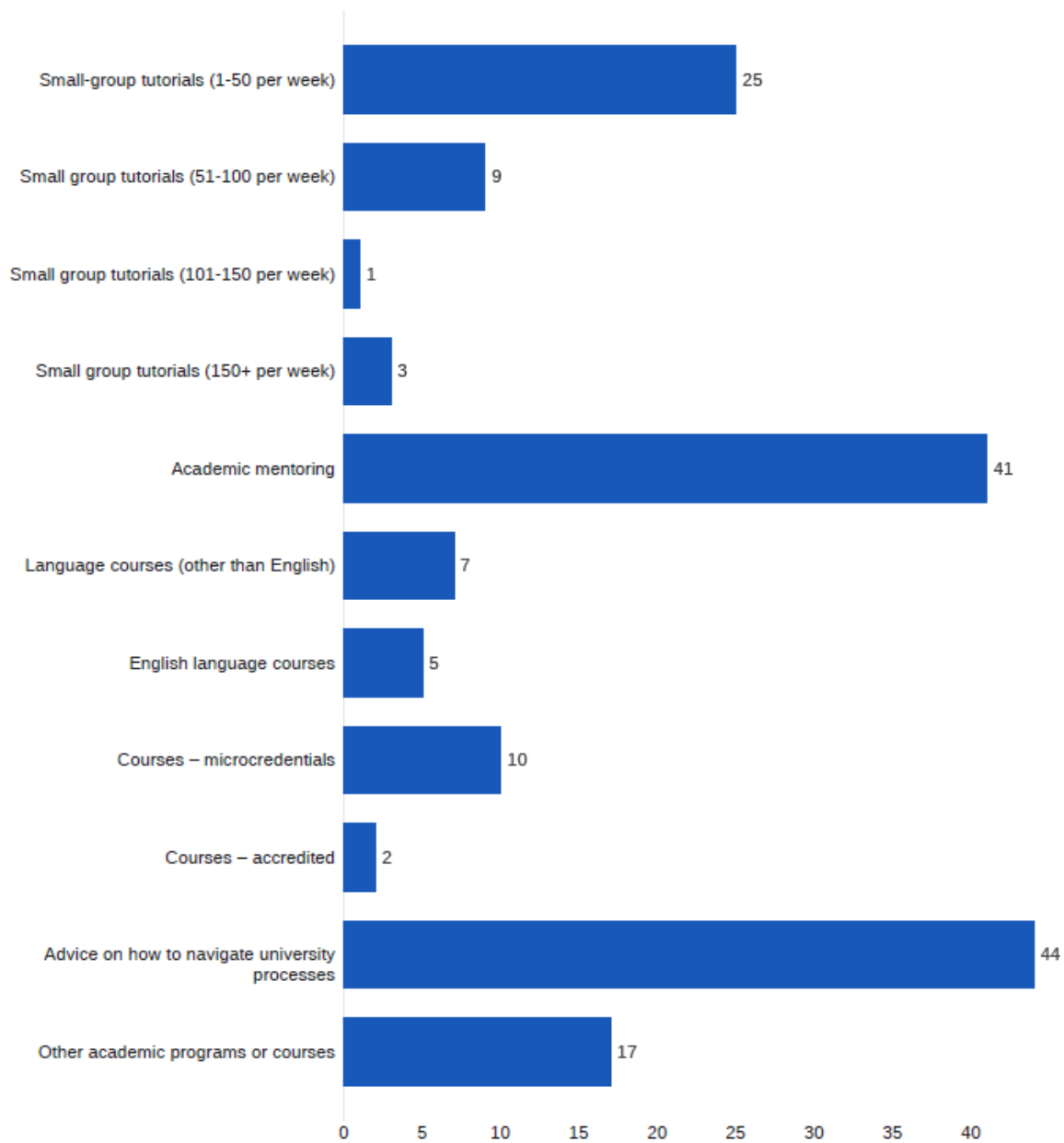
8.   Academic programs and courses

Q23

Respondents were provided with a list of academic programs and courses and asked to specify which options are provided to students.
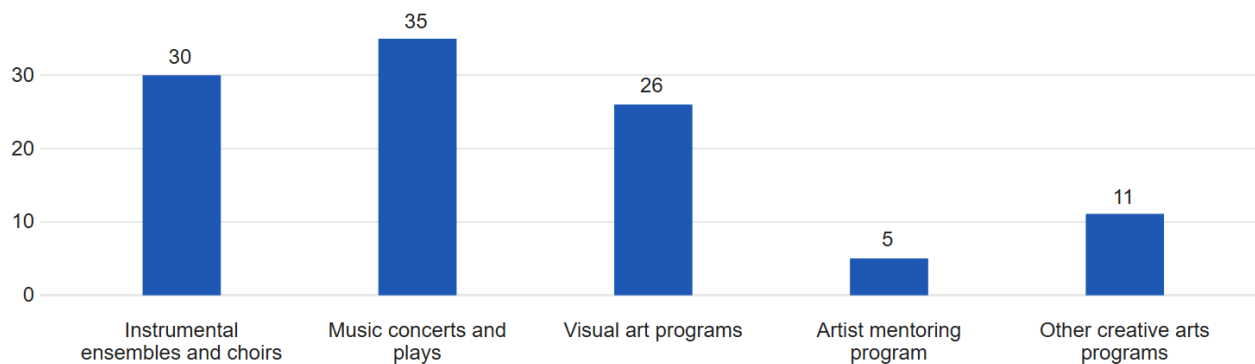

Q23 – 45 Responses

9.   Creative arts and sports programs

Q24, Q24a, Q25, Q25a

44 participants responded to Q24 and Q25, which asked about creative arts and sports programs offered by their organisation. All respondents indicated that they offer at least one of the following arts programs:

Q24 – 44 Responses

11 respondents elaborated on what they meant by 'other creative arts programs'. They referred to:

- visual art competitions (**3**)
- multicultural festivals (**2**)
- dance competitions (**2**)
- a writer in residence (**1**)
- regular short film competitions (**1**)
- comedy sketch nights (**1**)

All respondents indicated that they offer at least one of the following sports programs:

Q25 – 44 Responses

Those who elaborated on their responses referred to tours and international sporting competitions: 'Henley Royal Regatta' and 'Hong Kong Rugby 10s'.

10. Professional development programs

Q26, Q26a

44 participants responded to Q26, which asked about the professional development programs offered by their organisation. **100%** of respondents indicated that they offer at least one of the following programs:
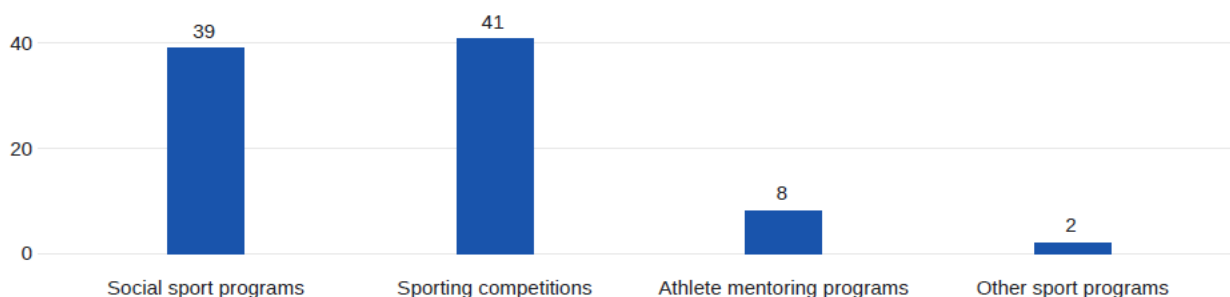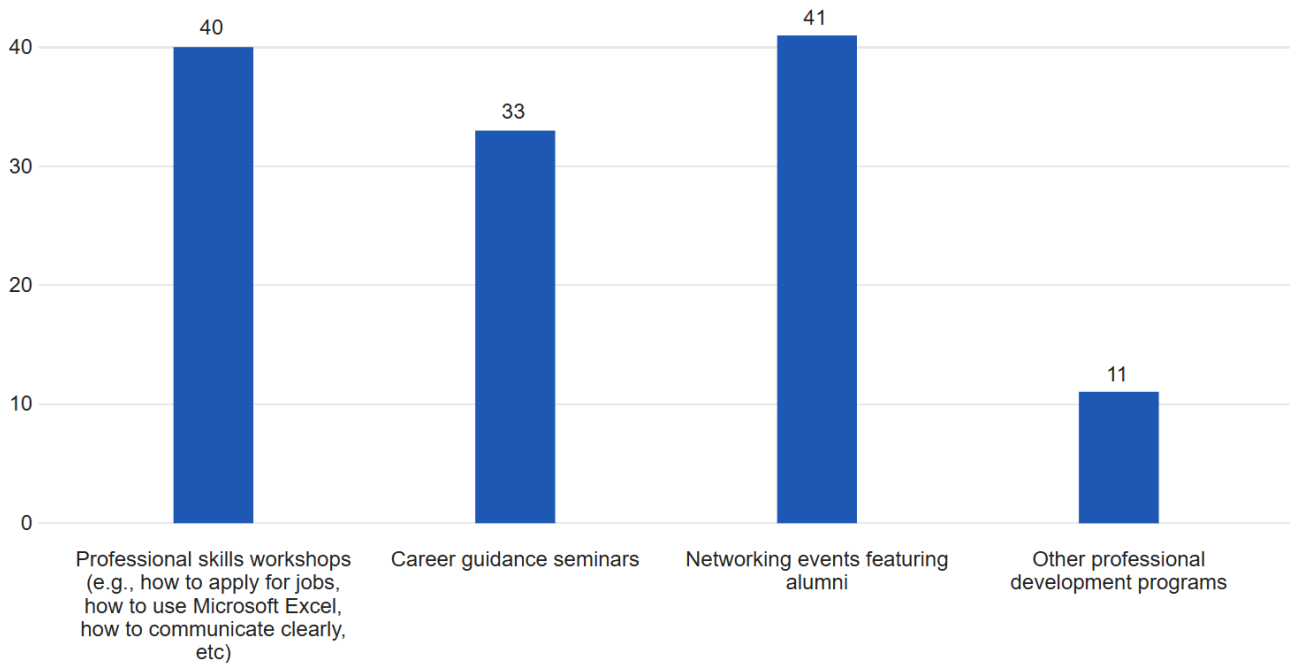
11 respondents elaborated on what they meant by 'other professional development programs'. They referred to:

- Mentoring facilitated between alumni and students (**5**)
- CV writing workshops (**2**)
- Career fairs (**2**)
- Formal dinner talks (**2**)
- Coffee chats (**1**)
- Mock recruitment training (**1**)
- Personalised strengths training (**1**)

11.   Student training programs

Q27, 27A, Q28, Q29, Q30, Q31

Training offered

Respondents were asked about which kinds of student training programs they ran over the last 12 months, and were asked to select one or more of the following options:
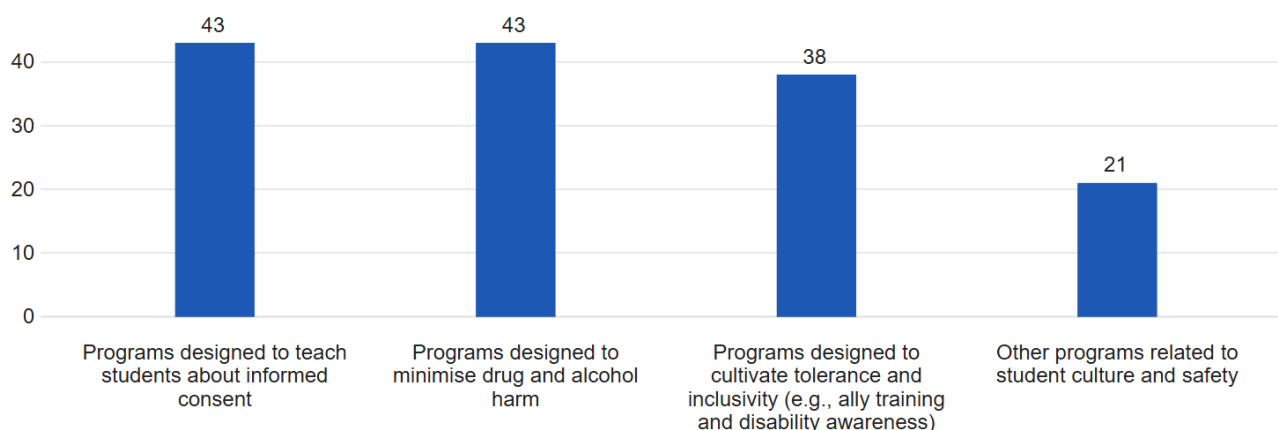
Q27 – 43 Responses

Participants were then invited to elaborate on 'Other programs related to student culture and safety'. The most common responses were:

- Leadership training (**10**)
- Respectful relationships training (**10**)
- Disability support (**7**)
- Responding to disclosures (**7**)
- Anti-discrimination (**5**)
- First Nations history and awareness (**5**)
- Mental and physical first aid (**5**)

- Safe and fun events (**5**)
- Protective behaviours (**5**)
- Online safety and scams (**5**)
- Inclusive community-building (**5**)
- Cultural awareness (**5**)
- Accidental counsellor training (**5**)
- Fire safety (**5**)

Providers

Participants were asked who ran the training sessions. All participants responded, and referred to numerous organisations:

- Your Skin
- UQ Respect
- Leading Teams
- ADES
- MATE
- Connected LE
- Indigenous X
- Yellow Place
- Red Frogs
- Adair Donaldson
- Consent Training Australia
- RRU ANU

- Stop Campaign
- Elephant Ed
- Josh Farr
- Rites of Passage
- Queensland Police
- Man Cave
- Transform
- Our Watch
- State Fire Service
- NAAUC
- In Your Ski
- Working It Out

We have inferred from qualitative responses that student training was run by four provider types:

- External providers (**36**)
- Training provided by college staff (**25**)
- Training provided by an affiliated university (**17**)
- Training provided by student leaders (**5**)

26 organisations used two or more types of training. **1** organisation indicated that it relied exclusively on student leaders to provide training.

Training participants

UCA also asked which student groups were required to attend the training described in earlier questions. All participants responded.

58% of respondents indicated that some training is run for all students. **27%** of respondents indicated that some training is run for all new students. **16%** of respondents indicated that there is no mandatory training for *all* or *all new* students, but these organisations still mandate training for students with leadership roles.

65% of respondents referred to dedicated training for 'student leaders'. It is difficult to know whether respondents who said that their organisation runs training for 'all students' run additional – separate – student leadership training, so this figure may be conservative.

Hours of training completed by student leaders

We invited respondents to comment on 'how many hours of training' their 'student leaders complete each year'. Responses were expressed in different ways, from '40+' to '15-20' to '8 days'. In future years, it may be preferable to specify ranges, though this may introduce the risk of anchoring bias and deprive

respondents of the opportunity to provide nuanced explanations.

We normalised the responses using the following method:

- Where a range was provided, the midpoint was taken (e.g., '70-80 hours' = 75)

- Where an approximation was used, the value used was taken (e.g., 'around 60 hours' = 60)

- Where days were provided, we assumed that one day amounts to 6 hours of training (e.g., '5 days' = 30)

Based on these assumptions, we found that **100%** of participating organisations facilitated a total of **1903** hours of 'student leader training' (an average of **43.25** hours per organisation). The minimum was **7** hours, while the maximum was **106** hours. The median was **40**.

Mode of delivery

We also sought to understand the mode of delivery. Respondents indicated that the majority of student safety programs were run in person:
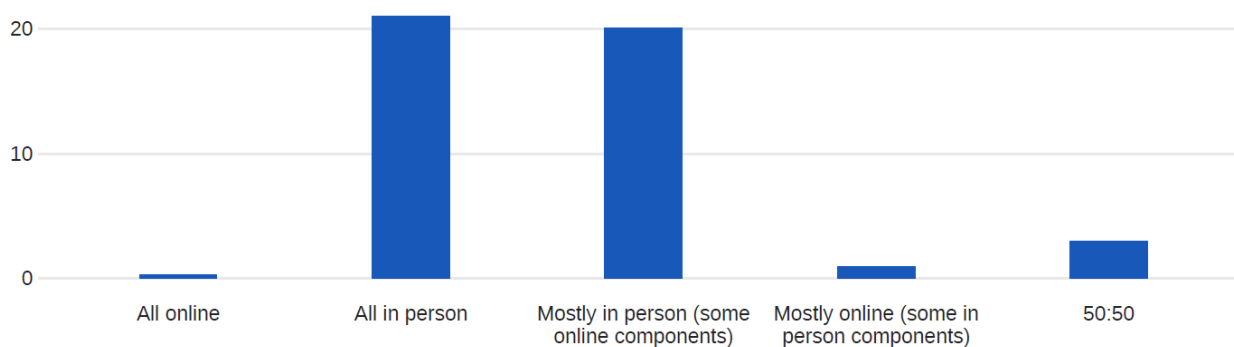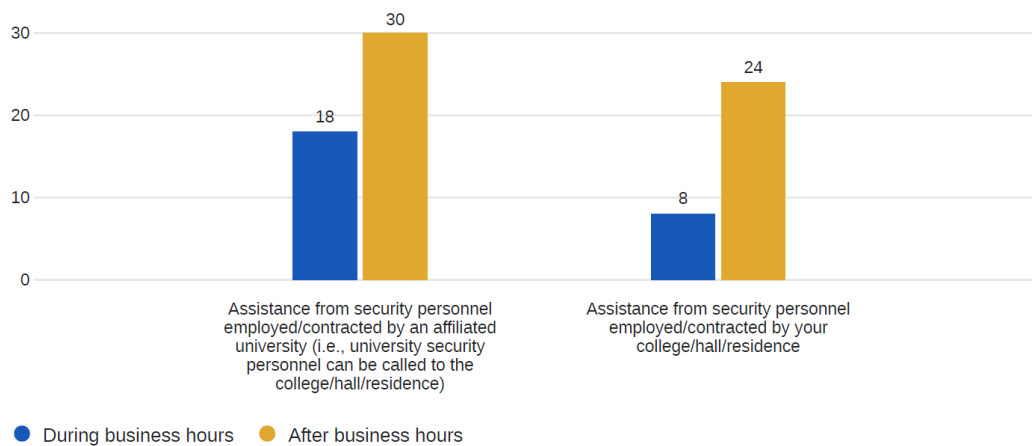
12.   Student assistance

Q32, Q33

We sought to understand what kinds of assistance – particularly security assistance, first aid assistance, and wellbeing assistance – participating organisations offer their students. We asked respondents to check a box next to the types of support they offer their students. **45** participants responded to the question.

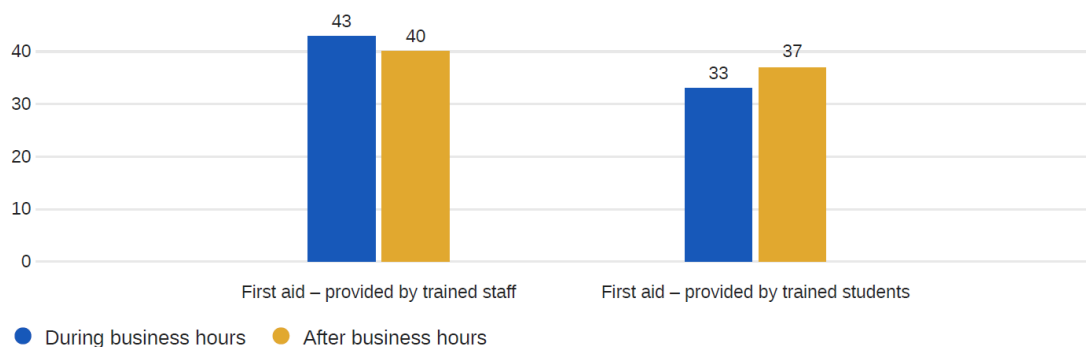One of the significant gaps this revealed was around the availability of security personnel. **7** respondents (**16%**) indicated that they do not provide or arrange the presence of security personnel. However, **100%** of participants provide a form of first aid and well-being support.
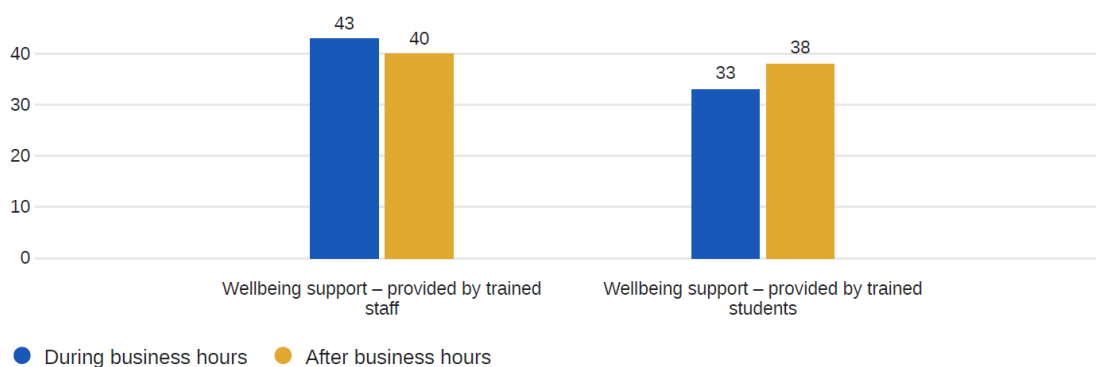
Security assistance

Q32 – 45 Responses

First aid assistance

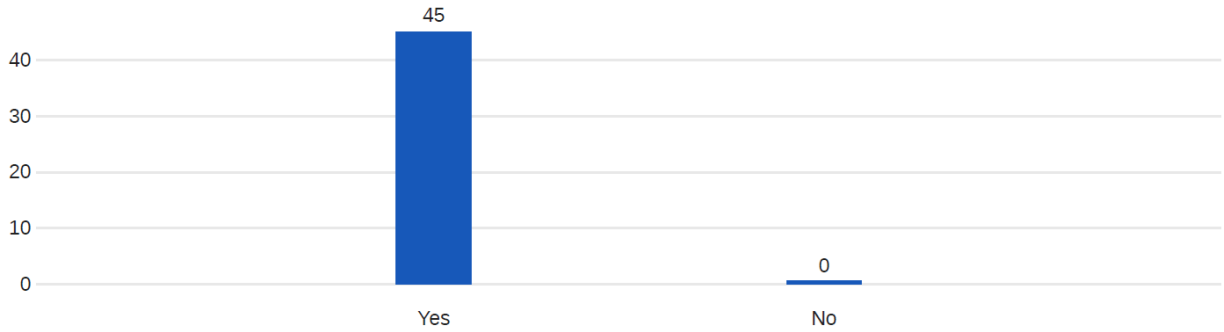

Q32 – 45 Responses

Wellbeing assistance

Q32 – 45 Responses

13.   Student safety policies and investigations

Q34, Q35, Q36

Respondents were asked whether they have policies/procedures for responding to reports of sexual misconduct. **100%** of participants responded to the question and answered affirmatively:

Q34 – 45 Responses

Respondents were asked who investigates allegations of misconduct. **44** participants responded to the question.

We classified responses – provided as free text – as follows:

1.   Investigate internally
2.   Engage police
3.   Engage university staff
4.   Engage an external investigator
5.   Mixed approach (i.e., two or more responses)

We found that:

- **33** participating organisations run internal investigations
- **22** participating organisations refer allegations to university staff
- **18** participating organisations refer allegations to external investigators
- **5** participating organisations refer allegations to the police
- **31** participating organisations use at least two of these approaches, while **13** referred to a single approach: internal only (**8**), university staff only (**2**), external investigator only (**3**).

A summary of the findings above aggregated by state are as follows:
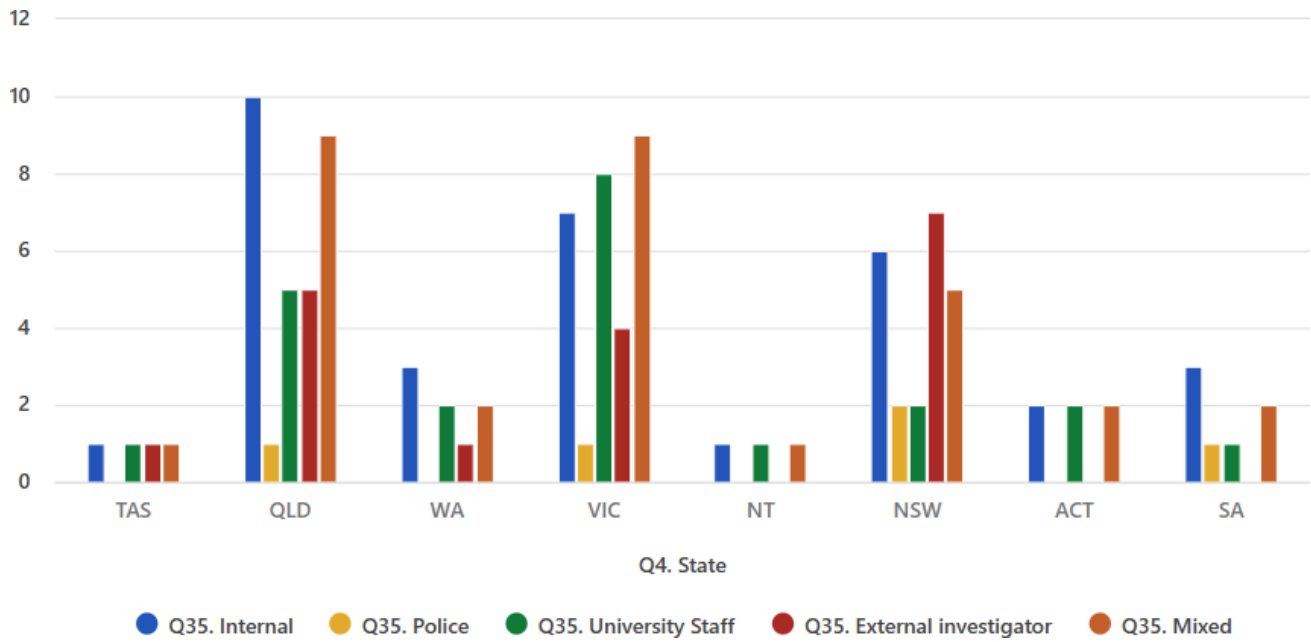
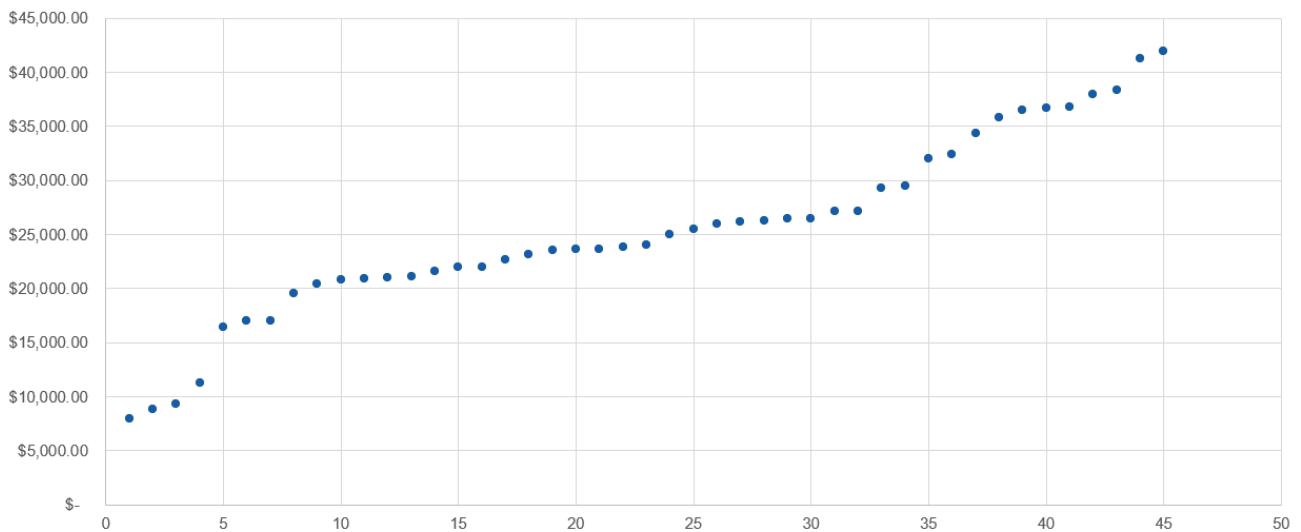## 14. Fees

Q37

Annual base fees for first-year students ranged from **$8,000** to **$42,000**:

Q37 – 45 Responses

The median was **$25,000,** and the average was **$25,446**.

Average fees by state were as follows:

Name	Average Base Price	Lowest Removed
VIC	$31,923.00	$33,471.00
NSW	$26,989.00	$29,010.00
QLD	$23,618.00	$24,918.00
SA	$21,505.00	$23,006.00
TAS	$20,880.00	
ACT	$20,602.00	$25,263.00
WA	$19,921.00	$21,367.00
NT	$8,000.00	

17 of **45** participating organisations offer some form of discount to returning students, which ranged from **1%** up to **15%**.

15.   Scholarships, Diversity, and Inclusion

Q38, Q39, Q40, Q41

Indigenous Student Support

Participants were asked what percentage of Indigenous students received financial assistance from their organisation. **35** provided a percentage value, while others either noted that they did not have Indigenous students or did not respond.

4 respondents indicated that **0%** of Indigenous students receive financial assistance from their participating organisation. **2** of these respondents noted that providing financial support to Indigenous students could limit access to the government's Abstudy program.

Of the remaining respondents, **25** said that **100%** of their Indigenous students received financial assistance, **5** said that more than **50%** of their Indigenous students received financial assistance, and **1** said that **25%** of their Indigenous students received financial assistance.

Disability

Participants were asked how many of their students have a disability. **39** responded. This question proved difficult for participants to answer. Some respondents commented that: (a) they have the data but have not yet analysed it, (b) they wanted further clarification on what kinds of disabilities the survey was asking about, or (c) their affiliated university collects and holds this data. Still, we can say confidently that more than **50%** of participants are aware that some of their students have disabilities. Some respondents estimated that as many as **30%** of their students have disabilities.

## Students with low-SES postcodes

We asked how many students residing at a participating organisation came from a home in a 'low-SES postcode', which we defined as a postcode in the 1st, 2nd, 3rd, or 4th decile of the Index of Relative Socio-economic Advantage and Disadvantage. We provided participants with a link to an Australian Bureau of Statistics table and gave them instructions on how to calculate this figure.

21 participants responded with numerical values. The remaining participants left the field blank or cited limited resources as a reason for being unable to perform the analysis. Of those who undertook the analysis, respondents identified **1,550** students (of **7,084** residing in organisations of those who provided a numerical value) from low-SES postcodes (**22%**).
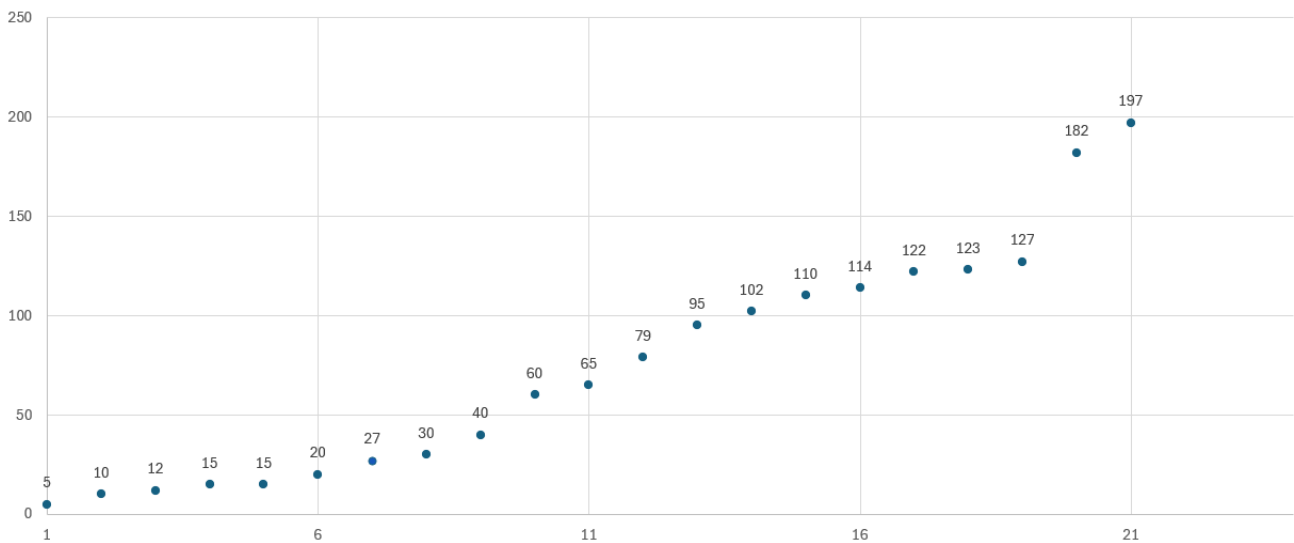
**3** respondents indicated that **more than 50%** of their students were from low-SES postcodes. **7** respondents indicated that **fewer than 10%** of their students were from low-SES postcodes. The remaining organisations had between **11%** and **49%**. Aggregated by state, the number of low-SES students (shown in **blue**) and other students (shown in **yellow**) are as follows:
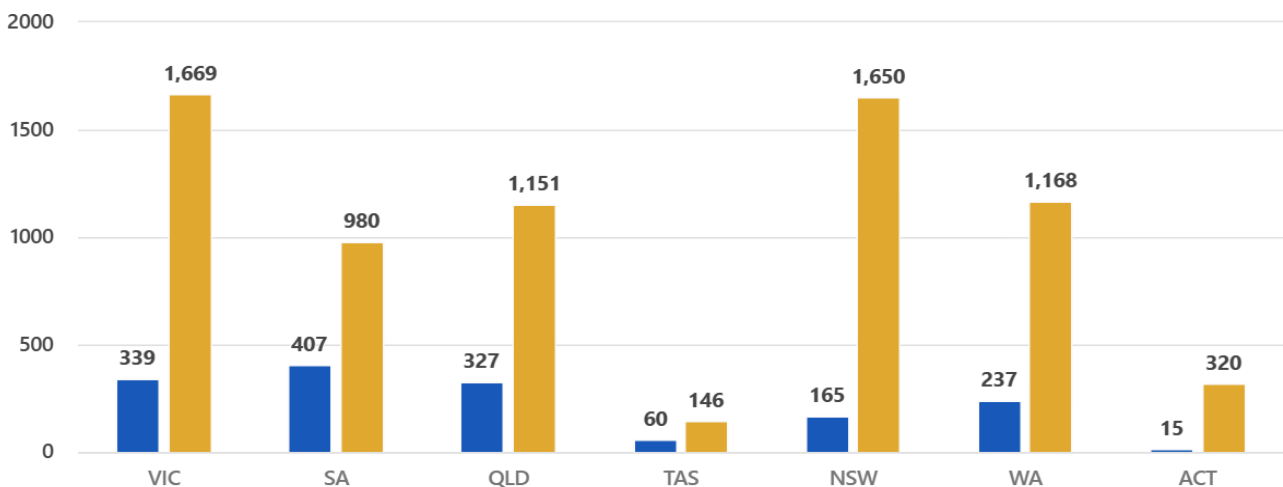
The percentage of low-SES students per responding organisation is as follows:
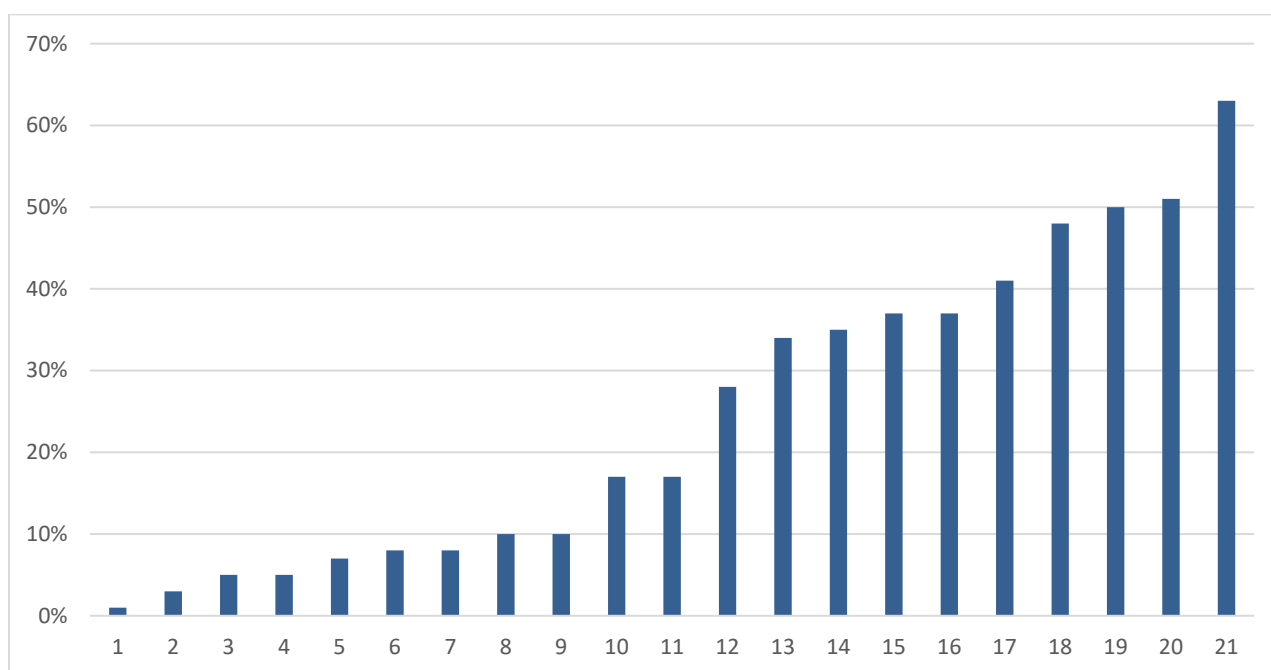
Scholarship funds under management

29 respondents indicated that their organisation has a scholarship fund. The remaining participants either left the field blank (**6**) or indicated that they do not have a scholarship fund (**10**) because:

(a) their affiliated university provides accommodation scholarships; or

(b) scholarships are exclusively funded by operating revenue.

Scholarship funds ranged from **$10,000** to **$55,000,000**.
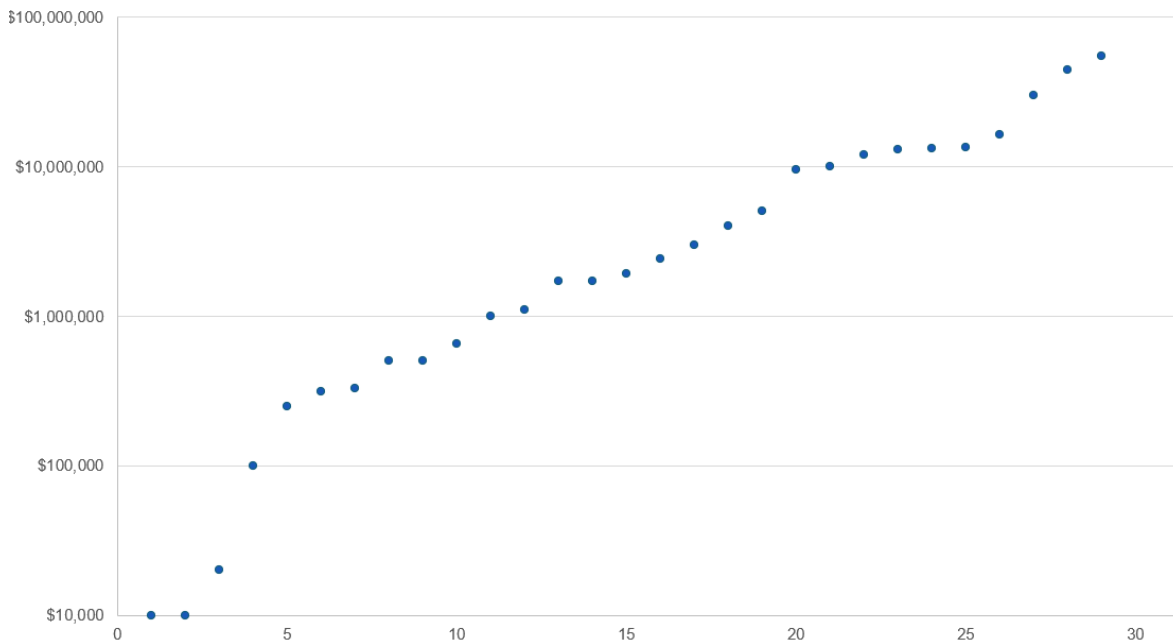
The average fund size was **$8,301,122**, while the median was **$1,919,545**. Victorian and NSW organisations had the largest average scholarship funds:
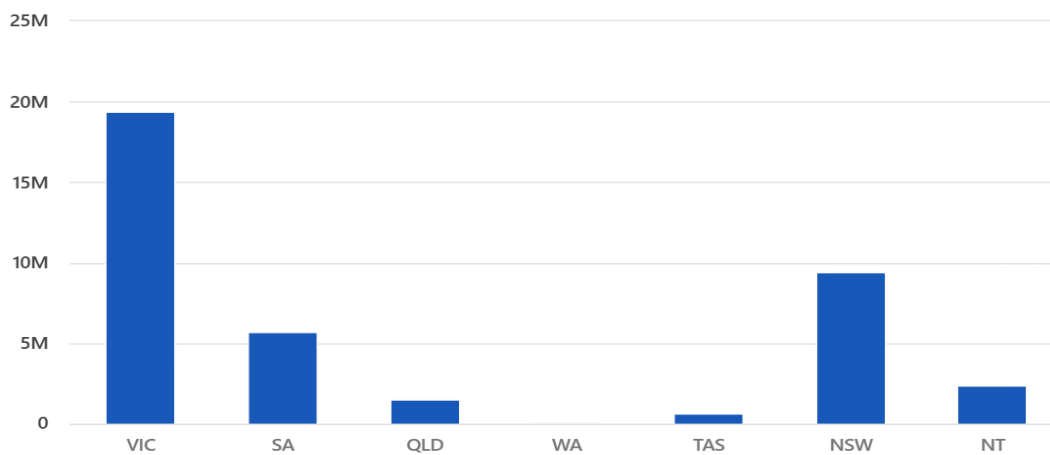
Scholarships provided annually

38 participants responded to our question about the total scholarships awarded annually (Q41b). Based on these responses, the average annual scholarship pool is **$498,325**, with a range from **$0** to **$3,000,000** per annum. The five largest annual scholarship pools were:

- $3,000,000
- $2,000,000
- $1,700,000

- $1,700,000
- $1,200,000
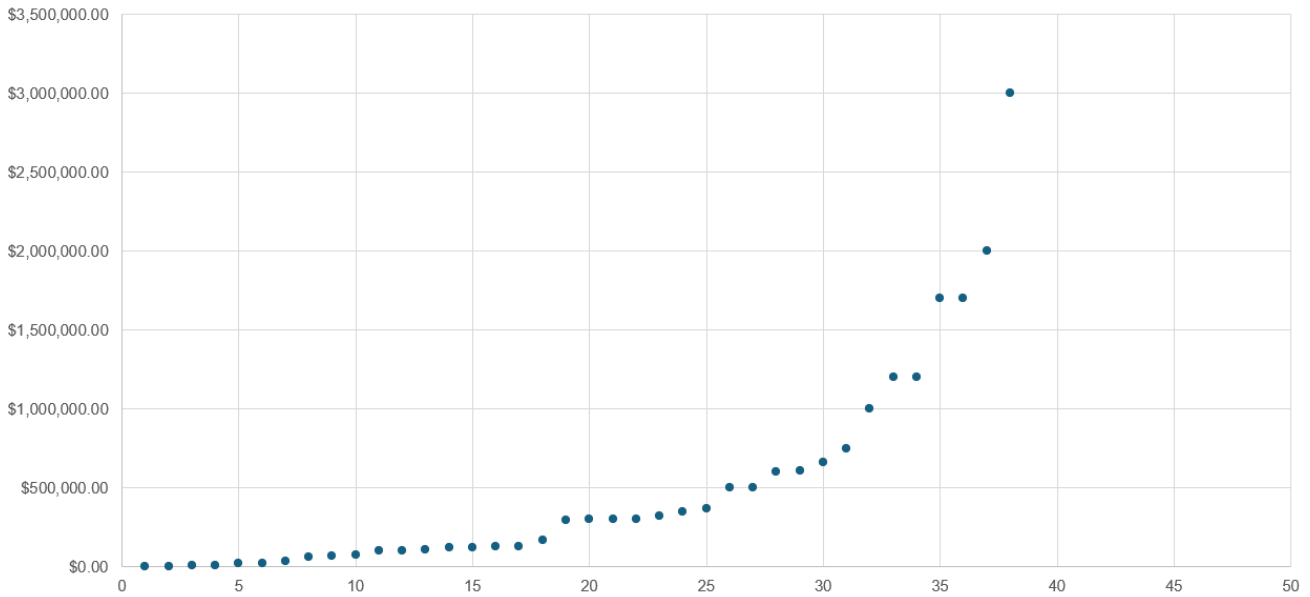
16. Operating revenue and philanthropy

Q42, Q43

Revenue

34 respondents reported their annual revenue for the 2022-2023 financial year, while **3** noted that they do not have access to this data because operational responsibilities sit with their affiliated university. It is not clear why other participants did not respond to this question. Reported revenue ranged from **$797,069** to **$18,200,000** per annum, with an average of **$8,315,997** and a median of **$7,750,000**.
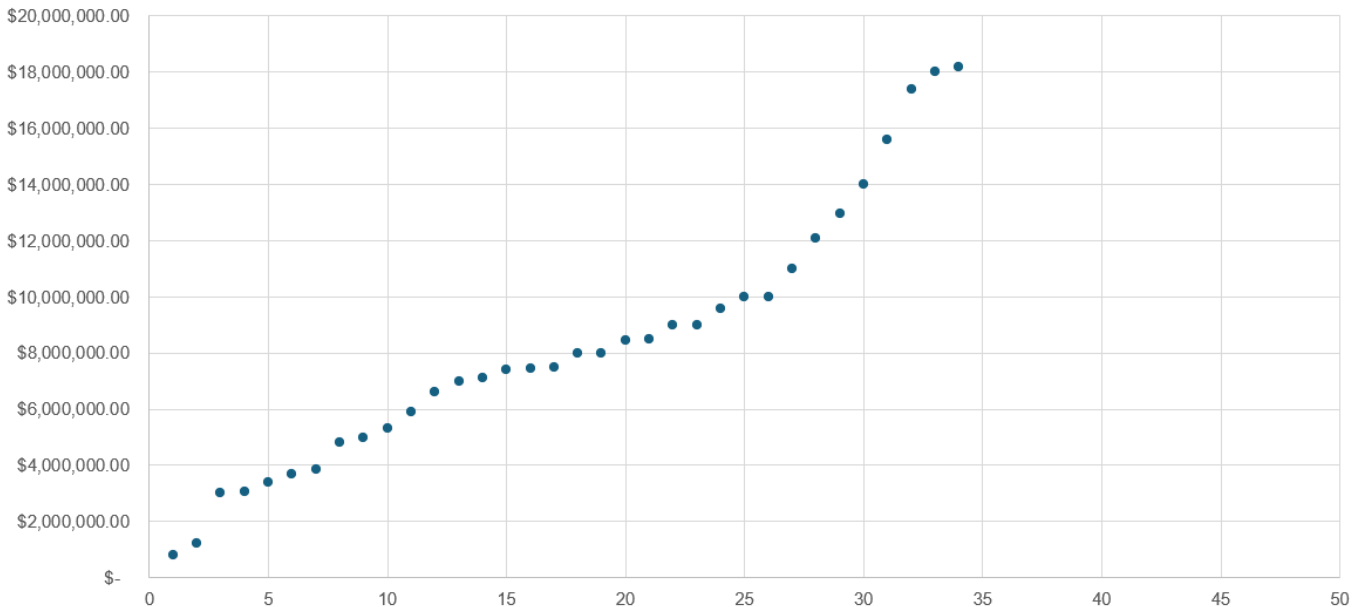
Average annual revenue (in **blue**) compared to average annual scholarships awarded (in **yellow**) aggregated by state are as follows ($):
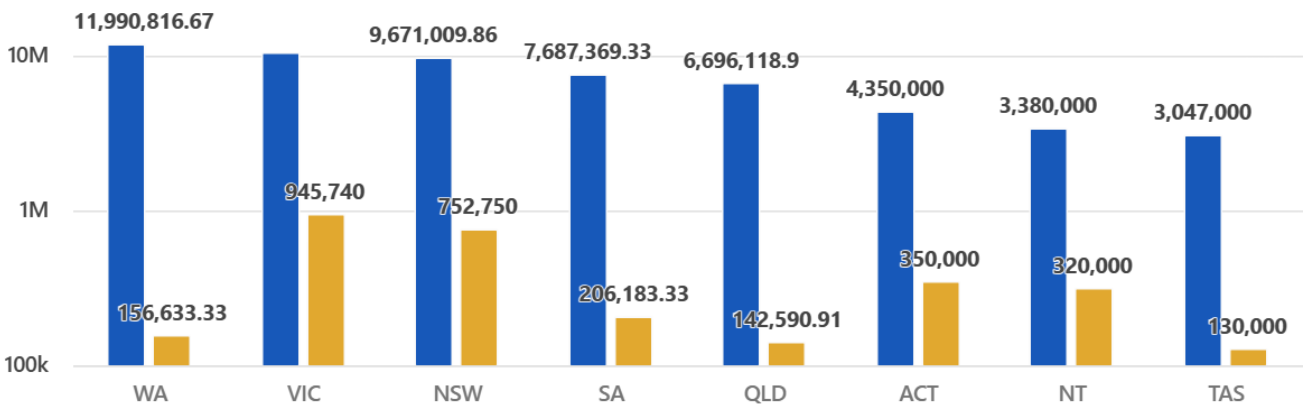
Philanthropy in the 2022-23 financial year

Philanthropic support received in the 2022-23 financial year varied markedly. **10** participants did not respond to this question, **14** participants reported not raising any revenue through philanthropy, and **21** organisations reported raising a total of **$13,044,663**. Of organisations that raised money, the average amount raised was **$621,174**, with a range of **$0** to **$5,300,000** and a median of **$55,000**.

Responses (with the outlier of $5,300,000 removed) are shown below:
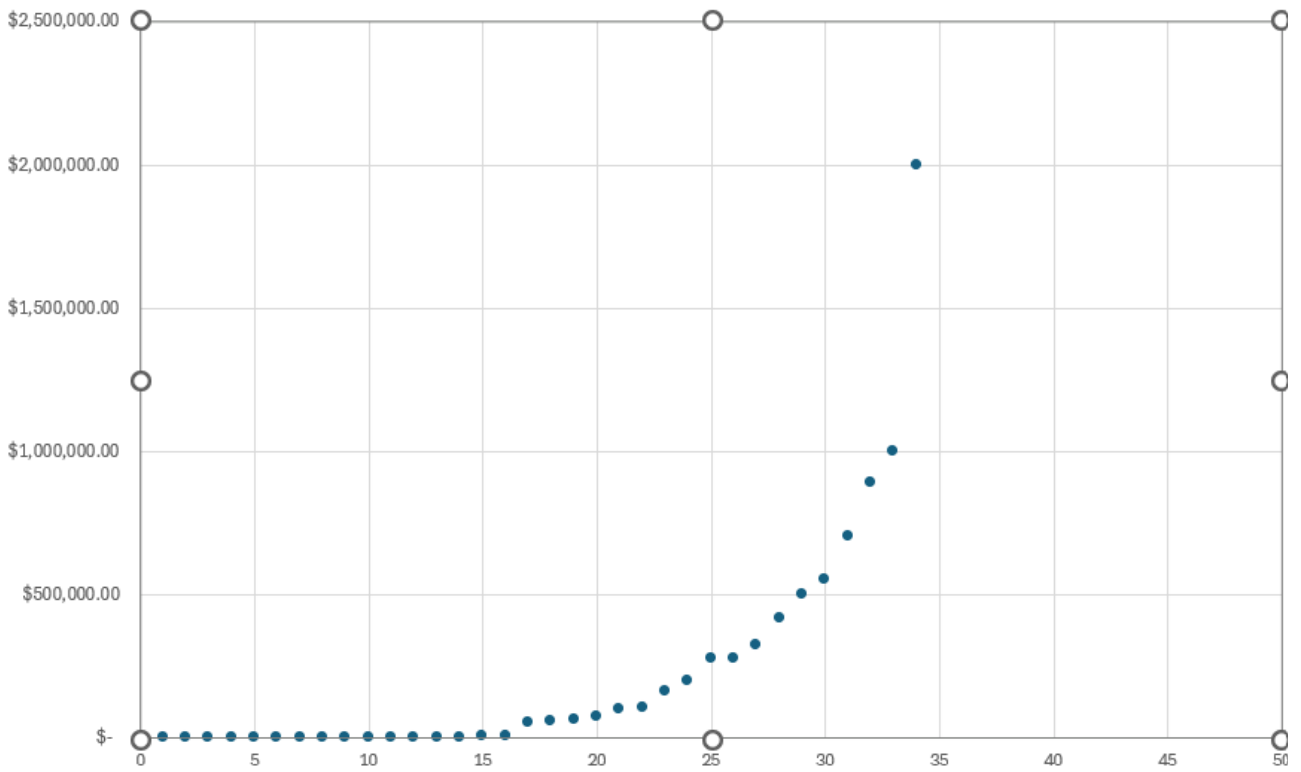
The following chart compares average revenue (in **blue**) to average philanthropy (in **yellow**) aggregated by state:
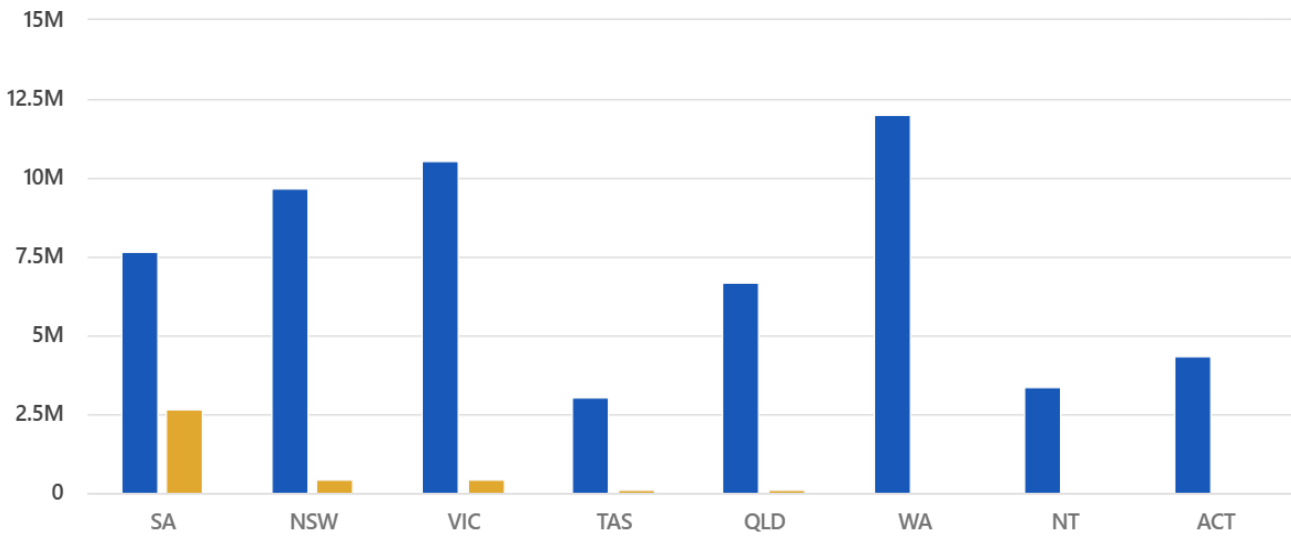
Generally speaking, philanthropic revenue comprises a small proportion of organisations' total revenue.

17. Occupancy

Q44

42 participants addressed our question about occupancy (expressed as a percentage). **9** respondents (**21%**) said their organisations were not fully occupied, while **33** (**79%**) said they were fully occupied.
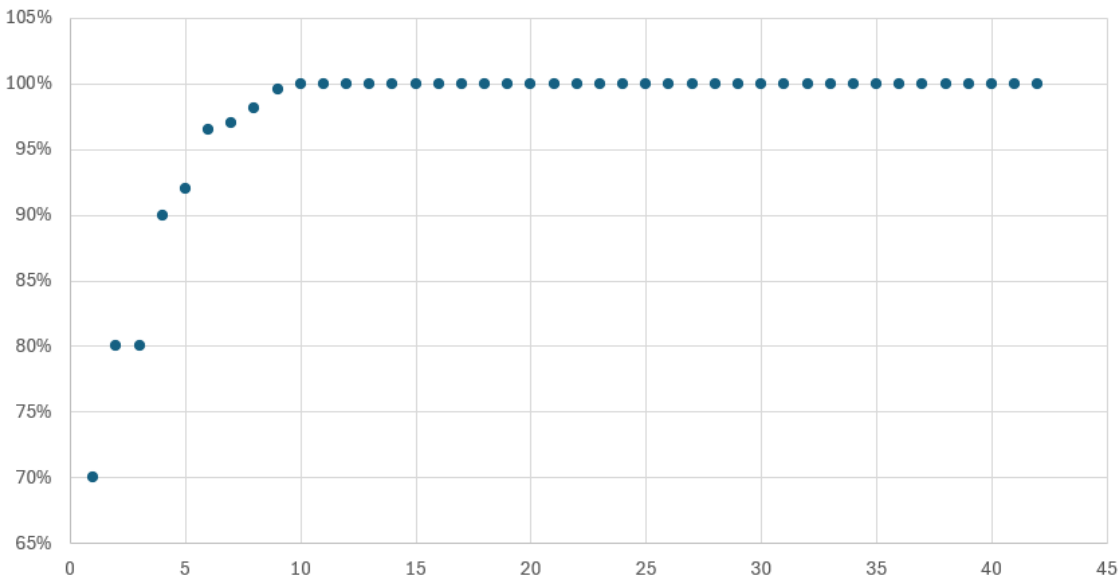
The average reported occupancy rates aggregated by state were as follows:
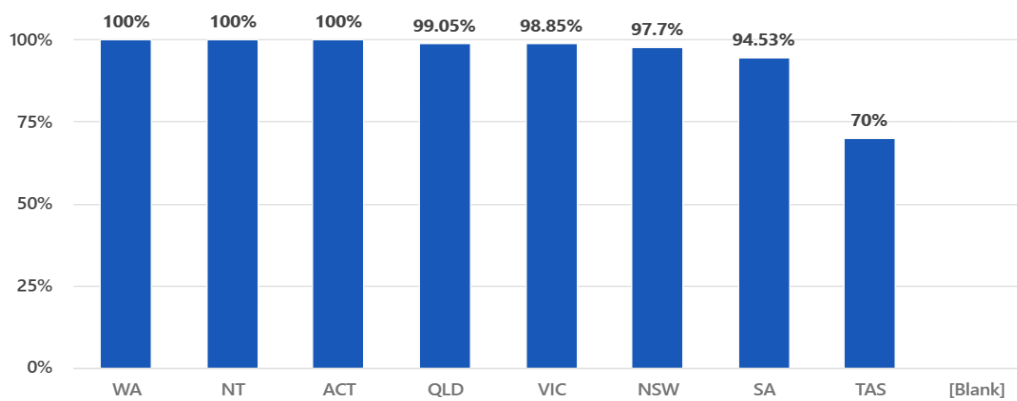
18. Staffing

Q45, Q46, Q 47, Q48, Q49, Q50

Respondents were asked whether they had a deputy. **32** responded affirmatively (**74%**), while **11** responded negatively (**26%**):
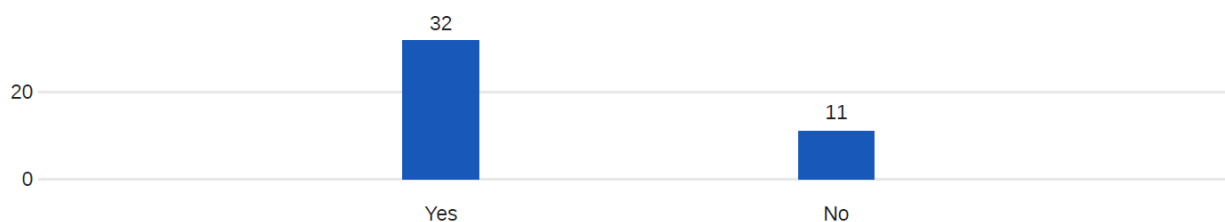
We asked how many 'third-level staff' (department heads, directors, and business managers) participating organisations employ. **42** participants responded to the question. Answers ranged from **0** to **12**, with a median of **3** and an average of **3.38**. We also asked about the number of 'sessional academic tutors' engaged. **39** participants responded to this question. Answers ranged from **0** to **100**, with an average of **32.54** and a median of **20**.

Respondents were asked to report on the numberer of 'student-facing staff' working in their organisation (Q48). The concept of a 'student-facing' staff member caused some confusion. Numerous respondents referred to gardeners, maintenance staff, and other kinds of staff that the survey designers did not consider to be 'student-facing'. In hindsight, this question was not clear, and any inferences drawn from the responses may be inaccurate. It is recommended that a separate survey be conducted on staffing if that data is needed. Rather than asking participants to assess what constitutes a 'student-facing staff member', all known staff types should be disaggregated carefully, and these categories should be built into more granular survey questions.

Staff with mental health qualifications

Student Workers

37 participants responded to our question about whether they engage students as workers and, if so, how they are remunerated. **36** reported engaging **741** students (an average of **23.9** per organisation). **25** respondents said that they paid students at a casual rate or on a fixed-term contract. **7** respondents

34

indicated that these students were paid in accordance with an award. **8** respondents said that they remunerate students for work with fee discounts. **1** respondent said that their students work as volunteers. The remaining respondents did not specify how students are remunerated.

19. Alumni engagement

Q51, Q52

Participants were asked about the kind of alumni engagement activities they run annually. **40** respondents listed a broad number of events, including:

- Dinners (**18**)
- Reunions (**16**)
- Careers evenings, mentoring programs, or other engagements with current students (**10**)
- Networking events (**9**)
- Lunches (**6**)
- Newsletters or other publications (**5**)
- Invitation to concerts (**4**)
- Invitation to orations (**2**)
- Invitations to student sports events (**2**)

Numerous respondents (**5**) commented on the fact that they are trying to do more in this space.

Participants were also asked to characterise their relationship with alumni:
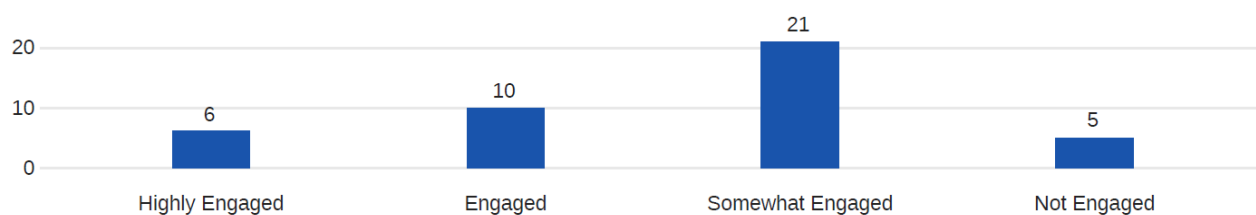
Q52 – 42 Responses

20. University Colleges Australia

Q53, Q54, Q55

We obtained feedback on the programs and services run by University Colleges Australia. Of **42** respondents, **34** agreed with the proposition 'I derive benefit from UCA'. **5** of the **6** respondents who chose 'Neither Agree

Nor Disagree' joined the association in the last 6 months (from the time the survey instrument was distributed). The **2** members who chose 'Strongly Disagree' or 'Somewhat Disagree' have been members of UCA for at least two years.
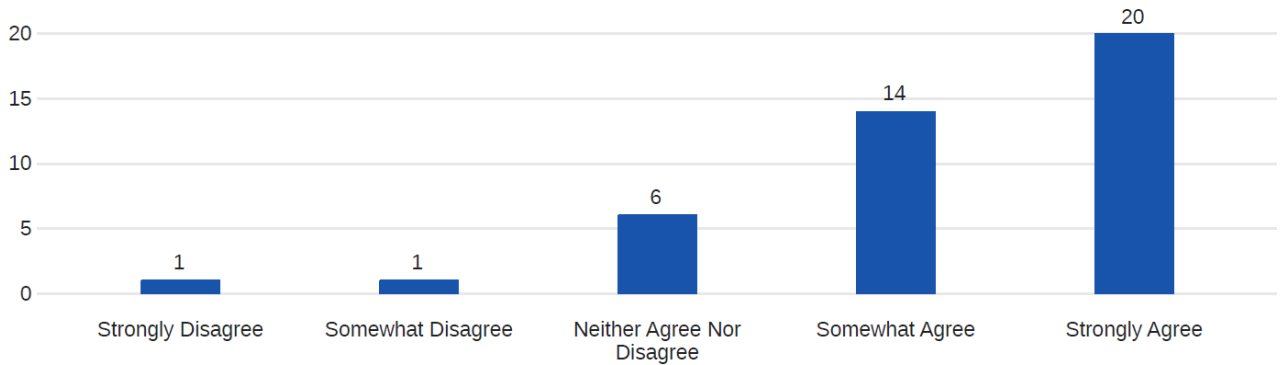
Specific benefits mentioned by members were:

- Annual forum/conference (**17**)
- Engagement with colleagues (**15**)
- Research and benchmarking data (**9**)
- Networking (**7**)
- Professional development (**5**)
- Conversation With Colleagues series (**4**)
- Advocacy (**3**)
- Camaraderie (**2**)
- Inclusion of Deputies (**2**)

Participants responded less positively to the proposition, 'My staff derive benefit from UCA':

36
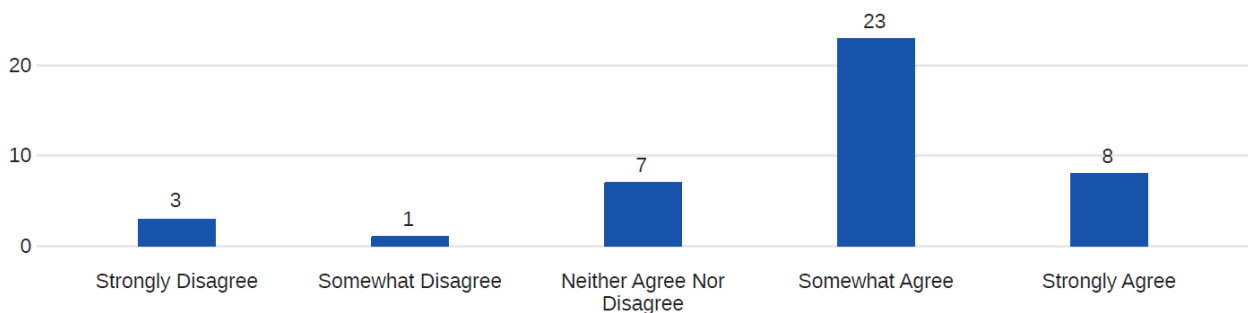
Opportunities for improvement identified by members included:

- More sharing of resources and best practices (**4**)
- More support for smaller colleges, including the creation of a special chapter (**2**)
- Coordinated marketing and promotion of the sector as a whole (**1**)
- Development of special interest groups (**1**)
- An annual census of the sector (**1**)
- Media and communications (**1**)

Survey Instrument

National Census of University Colleges, Halls, and Residences

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Introduction

This Census

From 2024, University Colleges Australia (UCA) will be running an annual census. All data collected will inform policy, advocacy, and program-building work undertaken by the association.

The census will take approximately 60-90 minutes to complete and will address matters such as student programs, financial performance, occupancy, and student safety initiatives.

Saving and resuming

Qualtrics will periodically save your responses to survey questions, enabling you to complete the survey across multiple sessions. You can resume your response by clicking the original hyperlink used to access the survey.

Reporting

The final report, which will be handed down in the first quarter of 2024, will not disclose the details of any particular individuals or organisations (all data provided will be de-identified and aggregated).

Overview

This census covers:
- Your profile and the key features of your organisation (Q1 - Q9)
- Student demographics (Q10 - Q18)
- Facilities and catering (Q19 - Q21)
- Student programs (Q22 - Q26)

- Organisational culture and safety (Q27 - Q36)

- Business, fees, scholarships, and access (Q37 - Q44)

- Staffing (Q45 - Q50)

- Alumni engagement (Q51 - Q52)

- Your experience as a member of University Colleges Australia (Q53 - Q55)

Questions

If you have any questions, please send them to the UCA Executive Manager, Will Cesta: executive.manager@universitycollegesaustralia.org.

End of Block: Introduction

Start of Block: Respondent (head of college/hall/residence) and Organisation Details

Q1 Respondent's first name

_____

Q2 Respondent's last name

_____

Q3 Name of respondent's university college, hall, or residence

_____

Q4 State of your college, hall, residence

○ ACT (1)

○ NSW (2)

○ NT (3)

○ QLD (4)

○ SA (5)

○ TAS (6)

○ VIC (7)

○ WA (8)

Q5 Phone Number

_____

Q6 Email Address

_____

Q7 Which of the following describes your governance structure?

☐ Statutory corporation (incorporated under an act of parliament) (1)

☐ Company limited by guarantee (2)

☐ University business unit (3)

☐ Proprietary company (4)

☐ Public company limited by shares (5)

Q7a What is the name of the university business unit that governs your organisation (e.g., 'DVC Operations')

_____

Q8 Please briefly describe your educational experience prior to becoming the chief executive of your current organisation

_____

_____

_____

_____

_____

Q9 Please tick the boxes that apply to you

☐   I identify as Aboriginal or Torres Strait Islander (1)

☐   I identify as LGBTQIA+ (2)

☐   I have a background other than Caucasian (3)

☐   I was born in a country other than Australia (4)

☐   I identify as male (5)

☐   I identify as female (6)

☐   I identify as non-binary or other (7)

Display This Question:

   If Q9 = I identify as non-binary or other

Q9a Please describe your gender identity

_____

End of Block: Respondent (head of college/hall/residence) and Organisation Details

Start of Block: Student Demographics

Q10 How many **residential** students does your organisation have?

_____

Q11 How many **non-residential** students does your organisation have?

_____

Q12 What is the age of your organisation's **youngest** student?

_____

Q13 What is the age of your organisation's **oldest** student?

_____

Q14 How many **undergraduate** students do you have in residence?

_____

Q15 How many **graduate** students do you have in residence?

_____

Q16 What percentage of your students are Australian citizens or permanent residents?

_____

Q17 How many First Nations students are members of your organisation?

_____

Q18 How many rural, regional, or remote students are there in your organisation?

_____

_____

_____

_____

_____

Q19 How many communal meals are served in your organisation each week?

_____

_____

_____

_____

_____

Q20 Does your organisation provide self-catering options?

○ Yes (1)

○ No (2)

Q21 Which of the following facilities are available to your organisation's students?

☐ Single room with ensuite (1)

☐ Single room with no ensuite (2)

☐ Shared rooms with ensuite (3)

☐ Shared rooms with no ensuite (4)

☐ Self-contained apartments (5)

☐ One or more staffed libraries (6)

☐ One or more unstaffed libraries (7)

☐ Tutorial rooms (capacity: 1 - 10) (8)

☐ Seminar rooms (capacity: 11+) (9)

☐ On-site gymnasiums (10)

☐ Gymnasium memberships included in fees (or subsidised by your organisation) (11)

☐ Music practice rooms (12)

☐ An auditorium (13)

☐ A sporting oval (14)

☐ Tennis courts, basketball courts, and/or other courts (15)

End of Block: Facilities and Catering

Q22 Student life and wellbeing programs – Which of the following programs are offered by your organisation?

☐ Student wellbeing support (1)

☐ Chaplaincy/pastoral care (2)

☐ Student counselling (3)

☐ Student clubs and committees (4)

☐ Community service programs (e.g., volunteering for charities like OzHarvest) (5)

☐ Cultural competency training programs (6)

☐ Leadership training program (7)

☐ Development workshops (eg, mental first aid, gender diversity, alcohol, etc) (8)

☐ Pre-tertiary engagement programs (9)

☐ Other programs related to student life and wellbeing (note: if you select this option, the next question will invite you to elaborate) (10)

Display This Question:

If Q22 = Other programs related to student life and wellbeing (note: if you select this option, the next question will invite you to elaborate)

Q22a Please elaborate on your selection of 'other' above

_____

_____

Q23 Academic programs and courses – Which of the following programs are offered by your organisation?

☐   Small-group tutorials (1-50 per week) (1)

☐   Small group tutorials (51-100 per week) (2)

☐   Small group tutorials (101-150 per week) (3)

☐   Small group tutorials (150+ per week) (4)

☐   Academic mentoring   (5)

☐   Language courses (other than English) (6)

☐   Language courses (English - focusing on students for whom English is a second language) (7)

☐   Courses – microcredentials (8)

☐   Courses – accredited   (9)

☐   Advice on how to navigate university processes (10)

☐   Other academic programs or courses (note: if you select this option, the next question will invite you to elaborate) (11)

Q23a Please elaborate on your selection of 'other' above

_____

_____

_____

_____

_____

Q24 Creative arts programs - Which of the following programs are offered by your organisation?

☐ Instrumental ensembles and choirs (1)

☐ Music concerts and plays (2)

☐ Visual art programs (3)

☐ Artist mentoring program (4)

☐ Other creative arts programs (note: if you select this option, the next question will invite you to elaborate) (5)

Q24a Please elaborate on your selection of 'other' above

_____

_____

_____

_____

_____

Q25 Sport programs - Which of the following programs are offered by your organisation?

☐ Social sport programs (1)

☐ Sporting competitions (2)

☐ Athlete mentoring programs (3)

☐ Other sport programs (note: if you select this option, the next question will invite you to elaborate) (4)

Q25a Please elaborate on your selection of 'other' above

_____

_____

_____

_____

_____

Q26 Professional development programs - Which of the following programs are offered by your

organisation?

☐   Professional skills workshops (e.g., how to apply for jobs, how to use Microsoft Excel, how to communicate clearly, etc) (1)

☐   Career guidance seminars (2)

☐   Networking events featuring alumni (3)

☐   Other professional development programs (note: if you select this option, the next question will invite you to elaborate) (4)

Q26a Please elaborate on your selection of 'other' above

_____

_____

_____

_____

_____

End of Block: Student Programs

Start of Block: Student Culture and Safety

Q27 Which of the following programs has your organisation run in the last 12 months?

☐ Programs designed to teach students about informed consent (1)

☐ Programs designed to minimise drug and alcohol harm (2)

☐ Programs designed to cultivate tolerance and inclusivity (e.g., ally training and disability awareness) (3)

☐ Other programs related to student culture and safety (note: if you select this option, the next question will invite you to elaborate) (4)

Q27a Please elaborate on your selection of 'other' above

_____

_____

_____

_____

_____

Q28 Who ran the programs listed in Q27?

_____

_____

_____

_____

Q29 Which of your students attended the programs listed in Q27 (e.g., 'all students' or 'all student leaders')?

_____

_____

_____

_____

_____

Q30 Were the programs listed in Q27 run in person or online?

○ All online (1)

○ All in person (2)

○ Mostly in person (some online components) (3)

○ Mostly online (some in person components) (4)

○ 50:50 (5)

Q31 Approximately how many hours of training do your **student leaders** complete each year? Please feel free to provide a range (e.g., 6-8 hours).

_____

Q32 Which of the following types of assistance does your organisation provide to students?

	During business hours (1)	After business hours (2)
Assistance from security personnel employed/contracted by an affiliated university (i.e., university security personnel can be called to the college/hall/residence) (1)	☐	☐
Assistance from security personnel employed/contracted by your college/hall/residence (2)	☐	☐
First aid – provided by trained staff (3)	☐	☐
First aid – provided by trained students (4)	☐	☐
Wellbeing support – provided by trained staff (5)	☐	☐
Wellbeing support – provided by trained students (6)	☐	☐

Q33 Can you share any further details about the types of assistance provided to students by your

organisation?

_____

_____

_____

_____

_____

Q34 Do you have policies/procedures for responding to reports of sexual misconduct?

○ Yes (1)

○ No (2)

Q34a Are the policies/procedures referred to in the previous question aligned with the sexual misconduct policies/procedures of your affiliated university?

○ Completely aligned (1)

○ Largely aligned (2)

○ Somewhat aligned (3)

○ Not aligned (4)

Q35 If there were an instance of sexual misconduct on your campus, who would investigate it? What

qualifications or training does that person have?

_____

_____

_____

_____

_____

Q36 Please provide an overview of policies your organisation has implemented to keep students safe. If possible, provide a hyperlink to these policies.

_____

_____

_____

_____

_____

Q37 Please indicate your student fees, including variations based on time in residence (e.g., second-year student discounts)

_____

_____

_____

_____

_____

Q38 What percentage of your First Nations students receive financial assistance?

_____

Q39 How many students in your organisation have a disability?

_____

_____

_____

_____

_____

Q40 How many of your students have a low-SES postcode?

 Notes:

 (1) For this purpose, 'low SES' means that the student's home is in the 1st, 2nd, 3rd, or 4th decile of the Index of Relative Socio-economic Advantage and Disadvantage. You can use the following ABS table to identify whether students fit into this category: https://9fc1c685-365c-4111-a932-dced993668b2.usrfiles.com/ugd/9fc1c6_1f94200513e542df80e1c16481eae549.xlsx (navigate to Table 1, then match the student's Postal Area Code to the corresponding Decile value)

 (2) If your organisation is not in a position to provide this data, please explain why in the answer field (e.g., 'limited resources').

_____

_____

_____

_____

Q41a What is the total size of your scholarships and bursaries fund? (e.g., $2m under investment)

_____

Q41b What is the value of all scholarships and bursaries awarded by your organisation in 2023?

_____

Q42 What was your total revenue in the last financial year?

_____

Q43 How much revenue did you generate through philanthropy and related activities in the last financial year?

_____

Q44 What was your occupancy rate at the start of 2023?

_____

Q45 Do you have a deputy?

○ Yes (1)

○ No (2)

Q46 How many third-level staff do you have? (eg, department heads, directors, business managers)

_____

_____

_____

_____

_____

Q47 How many sessional academic tutors do you engage?

_____

_____

_____

_____

_____

Q48 How many full-time equivalent student-facing staff did you employ as of 30 June 2023. If possible, please separately list:
(1) FTE permanent full-time
(2) FTE permanent part-time

(3) FTE fixed-term full-time

(4) FTE fixed-term part-time

(5) FTE casual

Please exclude student workers from your answer.

_____

_____

_____

_____

_____

Q49 How many student workers did you employ as of 30 June 2023. If possible, please include details such as how they were remunerated.

_____

_____

_____

_____

_____

Q50 Do you have, as a permanent staff member, a person who holds mental health qualifications (e.g., a registered psychologist or mental health accredited social worker)?

○ Yes (1)

○ No (2)

End of Block: Staffing

Q51 Please describe the kinds of alumni engagement activities you run annually

_____

_____

_____

_____

_____

Q52 Which term best characterises the relationship between your alumni and organisation?

○ Highly Engaged (1)

○ Engaged (2)

○ Somewhat Engaged (3)

○ Not Engaged (4)

Q53 Please choose the most appropriate response to each statement

	Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree Nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)
I derive benefit from UCA (1)	○	○	○	○	○
My staff derive benefit from UCA (2)	○	○	○	○	○
I would like UCA to undertake more advocacy work (3)	○	○	○	○	○
I would like UCA to run more structured training programs (4)	○	○	○	○	○

Q54 What have you liked about being a University Colleges Australia member?

_____

_____

_____

_____

_____

- -

Q55 What do you think University Colleges Australia could be doing better?

_____

_____

_____

_____

_____