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The establishment, subsequent activities and practices of CEEHE are having a major impact on how issues of rampant inequality and widening participation can be addressed in the higher education sector. Professor Penny Jane Burke and her team are deeply committed to actually making practical real-world differences in education systems that move beyond the usual academic practice of researching a problem, writing a report, article or book, then making recommendations and leaving it at that. The praxis-based framework is not 'innovative' and 'impactful' in the mostly meaningless way that these terms are now employed in academia. They are making very real impacts in both the lives of young people in education systems and how education scholars are thinking about how research can make impact in the doing of it, not just in its dissemination.

The Australian Writing Program for Equity and Widening Participation Practitioners provides a rare opportunity for some of the most important but unsung people in the University, those in the equity sector, to have their experiences and expertise legitimised in the processes of publication. This then has further impact because that expertise is written up and available in the wider equity and education fields. From my own personal perspective, being involved with CEEHE has had a big influence on my own practices. Participating in the Writing Program has allowed me to observe and understand the issues and obstacles faced by equity workers in University systems, most of which academics usually either are unaware of or ignore. It has also enabled me to hone my communication skills for a non-academic audience. In this sense, while my role has been as a mentor in this program, sometimes I feel like a mentee.