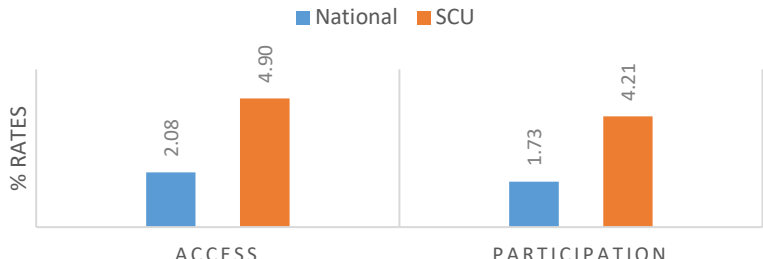
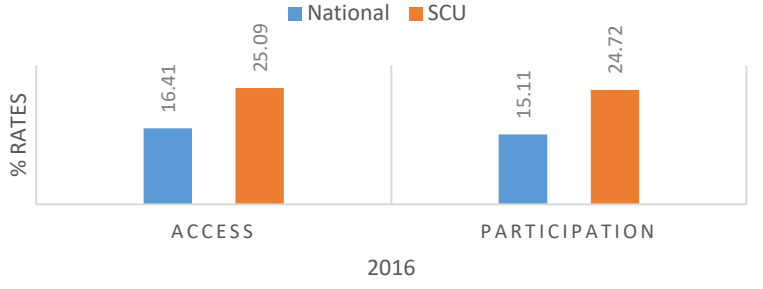
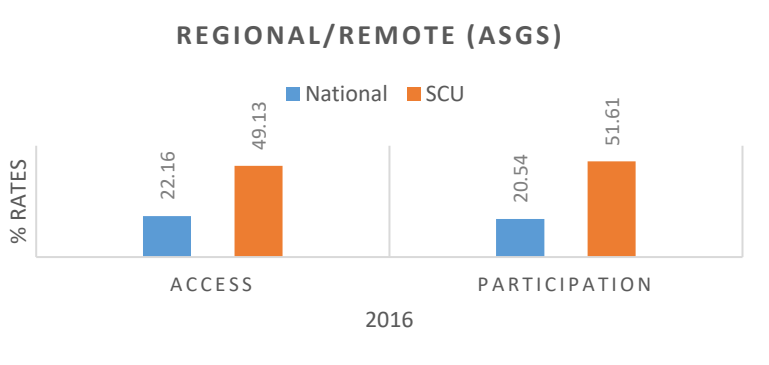


Equity and Diversity Plan 2016 – 2020: Progress report (June 2018)

Goal 1: To improve the access, participation, retention and success rates of students from:

- **Low socio-economic backgrounds;**
- **Regional and remote areas;**
- **Students with disability;**
- **Non-English speaking backgrounds; and**
- **Aboriginal and Torres Strait Islander students.**

Actions	Progress against Key Performance Indicators																		
<p>Continue to improve and enhance targeted school and community outreach programs working in partnership with regional and local schools, the VET sector and communities.</p>	<p>Exceed national access and participation rates for:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander students • Students from low SES backgrounds • Students from Regional backgrounds. <p>[Ongoing]</p> <div data-bbox="587 1133 1412 1525"> <p>ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS (2016 DATA)</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>National</th> <th>SCU</th> </tr> </thead> <tbody> <tr> <td>ACCESS</td> <td>2.08</td> <td>4.90</td> </tr> <tr> <td>PARTICIPATION</td> <td>1.73</td> <td>4.21</td> </tr> </tbody> </table> </div> <div data-bbox="587 1608 1396 2002"> <p>LOW SES STUDENTS (SA1)</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>National</th> <th>SCU</th> </tr> </thead> <tbody> <tr> <td>ACCESS</td> <td>16.41</td> <td>25.09</td> </tr> <tr> <td>PARTICIPATION</td> <td>15.11</td> <td>24.72</td> </tr> </tbody> </table> <p>2016</p> </div>	Category	National	SCU	ACCESS	2.08	4.90	PARTICIPATION	1.73	4.21	Category	National	SCU	ACCESS	16.41	25.09	PARTICIPATION	15.11	24.72
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Actions	Progress against Key Performance Indicators																		
	<p style="text-align: center;">REGIONAL/REMOTE (ASGS)</p>  <p style="text-align: center;">2016</p> <p><i>[Source: Department of Education and Training: 2016 Appendix 5 – Equity Performance Data]</i></p>																		
<p>Develop and Implement an SCU College access program for culturally and linguistically diverse students.</p>	<p>Access program implemented and evaluated. [End 2016]</p> <p>Progress: The Academic Cultural, Critical Thinking and English Study Skills (ACCESS) Program complete.</p>																		
<p>Provide a diverse range of alternative entry pathways and access arrangements and so continue to grow access and participation rates of students from equity groups.</p>	<p>Increased enrolments of students from equity groups. [Ongoing]</p> <p>Progress: All students enrolment (domestic)</p> <table border="1" data-bbox="587 1070 1385 1406"> <thead> <tr> <th>DEMOGRAPHICS</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Low SES background</td> <td>2,711</td> <td>2,890</td> </tr> <tr> <td>Regional / Remote</td> <td>6,534</td> <td>6,585</td> </tr> <tr> <td>Students with a disability</td> <td>1,226</td> <td>1,244</td> </tr> <tr> <td>Non-English speaking background</td> <td>481</td> <td>524</td> </tr> <tr> <td>Aboriginal and Torres Strait Islander students</td> <td>561</td> <td>620</td> </tr> </tbody> </table> <p><i>Source: Extracted from MIS Student demographics cube 30 April 2018</i></p>	DEMOGRAPHICS	2016	2017	Low SES background	2,711	2,890	Regional / Remote	6,534	6,585	Students with a disability	1,226	1,244	Non-English speaking background	481	524	Aboriginal and Torres Strait Islander students	561	620
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<p>Provide access to a suite of tools to assist students prepare and transition to university study.</p>	<p>Tools developed are accessible and utilized by all students regardless of mode of study. [Mid 2017]</p> <p>Progress includes:</p> <ul style="list-style-type: none"> • Connect and Prepare – New to Southern Cross University initiative, aimed at providing a consistent introductory experience • Peer to peer engagement including Welcome Calls; calls to students most in need of connection; and unit specific outreach calls. • New approach to on-campus Orientation from S1 2018. • Mapping out of strategies to raise awareness of Orientation activities – new communications plan based on a cross-section of platforms eg email, SMS and social media. • Course information sessions tailored for online students streamed as part of Orientation experience. 																		

Actions	Progress against Key Performance Indicators															
PARTICIPATION, RETENTION AND SUCCESS (TRANSITION AND DURING STUDIES)																
<p>Enhance and expand academic and non-academic support for students including first in family to attend university.</p>	<p>Whole of University framework developed to provide direction to all academic and non-academic support strategies. [End 2017]</p> <p>Objectives under Strategy 1 2015-2017 Student Retention & Success Strategy have been implemented. [End 2017]</p> <p>Progress:</p> <ul style="list-style-type: none"> • Creation of new Pro Vice Chancellor (Students) portfolio in 2017 has instigated a revised focus on the framework needed to support student retention and success. • New Retention Strategy Party established in 2018, providing a revitalized focus to achievements of the earlier Student Retention & Success Strategy. • New Drop-in Study Buddy peer support program starting as a pilot on the Gold Coast campus. • Expansion of online after-hours study support for students via Studiosity (first introduced in 2015, expanded in 2018) • New PASS (Peer Assisted Study Sessions) delivery model with fewer touch points in more units to be available from 2018. • Academic Integrity self-access module 'Avoiding Plagiarism' available to all students and lecturers Session 1 2018 and in the Blackboard template from Session 2. • Enhanced online support via Academic Skills online workshops on Collaborate to mirror most face-to-face ones delivered on campus; recordings also available for students. • New suite of 'How to ...' online videos on referencing available. • Continuing embedded Academic Skills team teaching in lectures to specific assignments and skills; design of skill-specific resources and teaching and learning materials for students. 															
<p>Increase the number of commencing students from equity groups participating in the UniMentor program.</p>	<p>Numbers increased across all equity groups with growth in each year of the plan</p> <p>Progress:</p> <p>Numbers of mentees (UniMentor Key Performance Indicators):</p> <table border="1" data-bbox="587 1585 1235 1845"> <thead> <tr> <th>INDICATOR</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Low SES</td> <td>199</td> <td>225</td> </tr> <tr> <td>Aboriginal & Torres Strait Islander</td> <td>46</td> <td>49</td> </tr> <tr> <td>First-in-family</td> <td>422</td> <td>423</td> </tr> <tr> <td>All mentees</td> <td>981</td> <td>1068</td> </tr> </tbody> </table>	INDICATOR	2016	2017	Low SES	199	225	Aboriginal & Torres Strait Islander	46	49	First-in-family	422	423	All mentees	981	1068
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<p>Continue to implement inclusive teaching strategies that value students' diverse ways of knowing and learning.</p>	<p>Systems developed which recognize students' individual achievements consistent with their pace of learning. [End 2017]</p> <p>Progress:</p>															

Actions	Progress against Key Performance Indicators
	<ul style="list-style-type: none"> A new approach is being developed, with a May 2018 restructuring that brings the Centre of Teaching and Learning within the PVC Students portfolio.
<p>Focus on regional & remote students particularly those studying at a distance from our campuses.</p>	<p>Actions developed and implemented that improve the current student experience of learner engagement for regional and remote students. [End 2017]</p> <p>Progress:</p> <ul style="list-style-type: none"> Distance Student Orientation Project (Connect and Prepare) trial project supported by Higher Education and Participation and Partnerships Program (HEPPP) funding (2016 and 2017), focusing on specific orientation needs of first year undergraduate students studying online. Connect and Prepare events held at: Lismore, Gold Coast, Coffs Harbour, Grafton, Port Macquarie, Taree, and Kempsey. See also response to Action “Enhance and expand academic and non-academic support for students including first in family to attend university.”

Goal 2: Continue to build a workplace that promotes and supports diversity, equity and fairness.

Actions	Progress against Key Performance Indicators
<p>Ensure that managers and employees at all levels are aware of relevant equity legislation, Universities Australia & other guidelines, policies and principles, and SCU’s equity and diversity goals/targets.</p>	<p>Information and briefings provided to and made accessible to all staff. Annual briefings to VCEC. [End of 2016 and then annually]</p> <p>Progress across equity areas includes:</p> <ul style="list-style-type: none"> Reviewing and updating guidelines available through Equity and Diversity Policies, Reports and Publications: <ul style="list-style-type: none"> Sexual Harassment Guidelines Inclusive Language Fact Sheet Workplace Flexibility Guidelines Available through Approval and release of new Aboriginal and Torres Strait Islander Employment Strategy 2016 - 2020 Aboriginal and Torres Strait Islander employment goals included in Southern Cross University Enterprise Agreement 2016 and communicated to staff in June 2016 Respectful Workplace training renamed and updated from previous “No Bullying” program, now covering discrimination and harassment as well as bullying. New Employee induction comprehensively covers all equity based legislation, policies, training and behavioural expectations. Compulsory training for new managers includes Cultural Competency, Respectful Workplace, Staff Selection and Interview Skills and Responding to Disclosures of Sexual Violence.

	<ul style="list-style-type: none"> Gender equity KPIs developed and allocated to Executive members as part of the SAGE Action Plan. 																																																
Workplace equity and diversity principles are incorporated into SCU leadership development training.	<p>Leadership and Development programs amended to include equity and diversity principles. [End 2016]</p> <p>Progress includes: All professional learning programs designed and delivered by HR Services (eg. Staff Selection and Interview Skills) are based on and explicitly include equity and diversity principles. In addition, these principles:</p> <ul style="list-style-type: none"> are incorporated into People Manager Workshop; and form a fundamental component of University's 10-day Leadership program (Foresight Learning). 																																																
Increase the representation of EEO group members in the SCU workforce.	<p>Increased percentage of staff (of total workforce) in equity groups [Annually]</p> <p>Progress: Representation of EEO target groups 2015 - 2017</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2015</th> <th colspan="2">2016</th> <th colspan="2">2017</th> </tr> <tr> <th>Acad</th> <th>Prof'l</th> <th>Acad</th> <th>Prof'l</th> <th>Acad</th> <th>Prof'l</th> </tr> </thead> <tbody> <tr> <td>Women</td> <td>50.3%</td> <td>67.9%</td> <td>49.8%</td> <td>67.1%</td> <td>49.3%</td> <td>66.3%</td> </tr> <tr> <td>Aboriginal and Torres Strait Islanders</td> <td>1.5%</td> <td>3.2%</td> <td>1.8%</td> <td>3.2%</td> <td>1.8%</td> <td>2.8%</td> </tr> <tr> <td>People whose first language was not English</td> <td>7.4%</td> <td>3.0%</td> <td>8.7%</td> <td>2.8%</td> <td>8.4%</td> <td>3.8%</td> </tr> <tr> <td>People with a disability</td> <td>6.5%</td> <td>3.5%</td> <td>6.3%</td> <td>3.6%</td> <td>6.6%</td> <td>3.3%</td> </tr> <tr> <td>People with a disability requiring work-related adjustment</td> <td>0.6%</td> <td>0.2%</td> <td>0.6%</td> <td>0.2%</td> <td>0.6%</td> <td>0.2%</td> </tr> </tbody> </table>		2015		2016		2017		Acad	Prof'l	Acad	Prof'l	Acad	Prof'l	Women	50.3%	67.9%	49.8%	67.1%	49.3%	66.3%	Aboriginal and Torres Strait Islanders	1.5%	3.2%	1.8%	3.2%	1.8%	2.8%	People whose first language was not English	7.4%	3.0%	8.7%	2.8%	8.4%	3.8%	People with a disability	6.5%	3.5%	6.3%	3.6%	6.6%	3.3%	People with a disability requiring work-related adjustment	0.6%	0.2%	0.6%	0.2%	0.6%	0.2%
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Improve the quality and reporting of EEO data collection.	<p>Increase in EEO data collected. EEO data reported to VCEC and HOWU. [Annually]</p> <p>Progress:</p> <ul style="list-style-type: none"> In 2017 HR Services changed the EEO data reporting form (for new employees) to encourage (and make easier) the provision of this data. There are annual communications to all existing staff to encourage them to update their EEO data via MyHR. 																																																
Develop and implement an Indigenous Employment Strategy.	<p>New Indigenous Employment Strategy developed and approved [February 2017]</p> <p>Progress: Southern Cross University Aboriginal and Torres Strait Islander Employment Strategy 2016 – 2020 released.</p>																																																

<p>Implement strategies to improve the gender balance in our research programs, particularly in disciplinary areas where we know we have an under-representation of one group.</p>	<p>Participate in the Science in Australia Gender Equity (SAGE) Pilot of the Athena SWAN Charter Australia and complete an application for the Athena SWAN Institutional Bronze Award. [End 2018]</p> <p>Progress:</p> <ul style="list-style-type: none"> • Southern Cross University’s Athena SWAN Institutional Bronze award application submitted in March 2018 • Implementation of Action Plan under development.
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GOAL 3: We will provide a diverse, inclusive and respectful work and study environment where students and employees understand and value the benefits of diversity.

Actions	Progress against Key Performance Indicators
<p>Promote and affirm the benefits of diversity through workshops, promotional and educational materials, celebrations and events on campus.</p> <p>Raise awareness on University equity and diversity programs, policies and initiatives.</p> <p>Engage with students and staff in the implementation of equity priorities throughout the life of the plan.</p>	<p>Workshops, materials and events are delivered to students and employees.</p> <p>Students and employees are aware of and engage with equity and diversity programs, policies and initiatives.</p> <p>Consultation with staff and students annually across the life of the plan.</p> <p>Progress:</p> <p>Click here for details about the University’s 2018 Inclusive University Program.</p> <p>2017 highlights included:</p> <ul style="list-style-type: none"> • Launch of the Gnibi Wandarahn Reconciliation Action Plan 2017 – 2020 (November), a culmination of a two year process of consultation with staff, students and communities, meetings and strategy development. • Fusion Festival 4 – 8 September across all campuses, with the theme <i>Unity in Diversity: The Coming Together of Cultures and Communities</i>. • Refugee Week and the “I’m A Local ...” poster project, winner of the University’s Excellence in Engagement: Community Impact award. • QSCU Diversity & Inclusion Public Lecture, “It’s Time! Continuing the Fight for LGBTIQ Rights”, delivered by Fr Rod Bower from the Gosford Anglican Church. • NAIDOC 18 – 20 July – Guest lecture “Education and Keeping our Culture alive, Cultural Awareness and Reflection” cultural festival and information / skills sharing • 3 Courageous Conversations about Race (CCAR) Staff Training Workshops, with 33 participants <p><i>“I was so immersed in the white privilege consciousness that I saw it as ‘normal’ and racism was something that happened outside of me.”</i></p>

<p>Implement and provide ongoing support to LGBTI visibility and inclusion strategies (eg. LGBTI Safe Place program, LGBTI staff and student Ally program).</p>	<p>Continue to provide LGBTI Safe Places. Implement Ally Program</p> <p>Progress: During 2016 and 2017:</p> <ul style="list-style-type: none"> • Six Understanding Gender and Sexuality Diversity (UGSD) workshops held across each of the three campuses, with 70 participants. • Ally Program under development for launch in second half of 2018, building on UGSD work. <p><i>“Thank you for opening up this space and being inspiring ... for someone who has struggled with their sexuality.”</i></p> <p><i>“I no longer feel hopefully ignorant on the issue – has removed the fear of not knowing.”</i></p>
<p>Develop and implement a University Reconciliation Action Plan.</p>	<p>RAP developed, approved and implemented.</p> <p>Progress: Southern Cross University’s Gnibi Wandarahn Reconciliation Action Plan 2017 – 2020 approved by University Council in August 2017 and launched in November 2017.</p>