



Cultural Diversity and Inclusion Plan

2018-2020



CULTURAL DIVERSITY AND INCLUSION PLAN (2018 – 2020)

STRATEGIC OBJECTIVE

Deakin aspires to achieve cultural diversity in line with the broader Victorian community and for students and staff from all cultural backgrounds to feel welcome, safe and supported to achieve academic or career success. The University further aims for all students and staff to develop cultural competence: to value cultural differences and demonstrate inter-cultural knowledge and skills in their behaviour, pedagogy, workplace practices and in University governance. This will enable the University to more fully reap the benefits of cultural diversity, be a leader in the higher education sector and better support and engage with the communities it serves.

PURPOSE

This Plan provides background information on the need for cultural diversity and inclusion strategies and the Deakin context, and proposes actions that aim to address identified inequities and that promote the development of cultural competence for all.

It is acknowledged that Indigenous Australians have unique contributions and needs as First Nations people. This Plan does not specifically address these as the University is doing so through the Deakin University Aboriginal and Torres Strait Islander Higher Education Agenda 2016-2020. It is hoped that Indigenous members of the University community will participate in the Cultural Diversity Working Group to further develop this Plan and collaborate in planning anti-racism strategies and cultural competence training programs.

GUIDING PRINCIPLES

The following guiding principles form the basis of the Cultural Diversity and Inclusion Plan.

1. Culture

Develop a University environment which values and supports cultural diversity.

2. Governance

Implement quality governance practices that will support cultural diversity to flourish.

3. Access and Support

Attract and support students and staff from diverse cultural backgrounds.

4. Education, Training and Research

Embed knowledge and skills necessary to interact effectively with different cultures for staff and students.

BACKGROUND

Why do we need a cultural diversity and inclusion plan?

Despite legal protections against race and religion-based discrimination and vilification ^(see reference 1), racism persists in the Australian community and this impacts on the health, well-being and opportunities of many. The Victorian Equal Opportunity and Human Rights Commission (VEOHRC) has found that racism is a daily event for too many Victorians and that this impacts on the health and wellbeing of individuals affected, and contributes to fear and isolation for many culturally diverse communities. 53% of respondents to a VEOHRC survey had personally experienced racism, 44% had witnessed racism and around one in three witnessed or experienced racism at work. Over half of those who experienced or witnessed racism did not report the incident ^(see reference 2). The Australian Human Rights Commission (AHRC) has reported that two-thirds of respondents to their 2012 online survey indicated they had experienced racism. Through their extensive national consultation process, the AHRC also identified the top three priority areas to be addressed through their National Anti-Racism Strategy as: education, media and employment ^(see reference 3).

In addition to the financial, physical and mental health impacts of racism, people who have English as an additional language may have more difficulty accessing study or employment because of language barriers and may require English language support to succeed once there. Newer migrants and international students may face challenges negotiating a different education system and workplace culture. Asylum seekers and people from refugee backgrounds may also have complex support needs due to their experience of trauma, isolation, and particularly for those on temporary and bridging visas, financial disadvantage.

In addition to improving opportunities and outcomes for individuals and disadvantaged communities, improving cultural diversity at Deakin will benefit everyone. There is much evidence that diverse staff teams are more successful. A more diverse student community will also enrich the experience of learning for all. The development of cultural competence by students and staff will assist the process of improving cultural diversity at Deakin and contribute to a more respectful and inclusive broader community.

The Deakin context

Deakin has a number of current initiatives and programs which support cultural diversity and inclusion and the development of cultural competence. These include: extensive support services and programs for international students; successful awareness-raising and community-building events such as an annual Diwali celebration and Iftar or Eid dinner; an innovative Global Citizenship Program and international exchange programs for students; DUSA cultural and religious clubs; the development of an inclusive teaching toolkit for academic staff; the introduction of Sanctuary Scholarships for asylum seekers and refugees on temporary and bridging visas; Deakin's participation in the AHRC's *Racism. It Stops with Me* campaign; and the Alfred Deakin Institute for Citizenship and Globalisation has internationally renowned research expertise on racism and developing cultural diversity and inclusion.

Deakin's strategic agenda, through the *LIVE Implementation Plan*, prioritises globalisation, the development of cultural competence for students and staff, equity strategies for students and staff, and community engagement.

These initiatives and resources will be built upon to address the impact of racism and the inequities identified below in relation to the participation, experience and educational or career success of students and staff from diverse cultural backgrounds.

Students

Deakin has 10,737 international students enrolled and 8,210 students who are from a non-English speaking background (NESB), with 138 home languages spoken ^(see reference 4).

NESB domestic students (1,105 students) comprise 2.5% of the total domestic student cohort, which is significantly lower than representation rates of NESB people in the broader Victorian community. Commonwealth census data reveals that 32.1% of Victorians spoke a language other than English at home in 2016 and 35.1% of Victorians were born overseas ^(see reference 5).

Success rates for NESB domestic students are 2.4% lower than for other domestic students, with students on humanitarian visas having a 10.8% lower success rate. There is a 7.9% lower retention rate for NESB higher degree by research students.

Around two-thirds of international students enrolled at Deakin are from a NESB. While the number of international students has increased each year from 8,086 in 2014 and overall retention and success rates are similar to those of domestic students, the participation rate of NESB international students has decreased by 6.1% and NESB international students have a 6.2% lower success rate than domestic students.

Staff

Staff at Deakin come from diverse cultural and linguistic backgrounds, with 49 different languages spoken at home and staff born in 92 countries ^(see reference 6). 76.6% of staff who have provided information on their country of birth ^(see reference 7) were born in Australia, with 23.4% born outside Australia. This compares to 64.9% born in Australia and 35.1% born outside Australia in the overall Victorian community ^(see reference 8). 20.8% of staff who have identified their language/s spoken at home ^(see reference 9) indicated that they speak a language other than English at home. This is lower than the percentage (32.1%) in the broader Victorian community ^(see reference 10).

In the 2016 Equity and Diversity Staff Survey at Deakin, 24 respondents identified race/ethnicity as the basis for unfair treatment towards them (7.7% of those identifying unfair treatment), a higher number than for disability, sex and other attributes protected under equal opportunity legislation. Of 773 qualitative responses received on a suggested change to improve equity and diversity outcomes at the University, 40 related to cultural diversity and inclusion. Respondents' suggestions included improving cultural awareness, proportional representation in leadership and community support for people from diverse cultural backgrounds. They called for greater cultural awareness training, inclusive teaching practices, and events celebrating cultural diversity, and programs to support students and staff from culturally and linguistically diverse backgrounds ^(see reference 11).

The gaps in access, retention and success rates and feedback outlined above indicate Deakin can do more to include and support students and staff from diverse cultural and linguistic backgrounds. Initiatives in the attached Action Plan seek to address these issues and others may be identified as the Plan is implemented. The Action Plan will be updated as required.

RESPONSIBILITIES

The Cultural Diversity and Inclusion Plan will be led by the Chief Operating Officer through Diversity and Inclusion to progress the initiatives contained in the action plan.

Diversity and Inclusion

Diversity and Inclusion is responsible for developing, updating and coordinating implementation of this Plan, including the establishment and facilitation of the Cultural Diversity Working Group which will further develop the Plan, in collaboration with other Portfolios as outlined in each action below.

Diversity and Inclusion also delivers and coordinates staff equal opportunity training programs and manages staff discrimination and vilification complaints. The Unit coordinates Deakin's participation in the *Racism. It Stops with Me* campaign and Deakin's Sanctuary Scholarships for asylum seekers and refugees on temporary and bridging visas, and provides various awareness-raising and support programs and events to promote a diverse and inclusive University and broader community.

Human Resources Division (HRD)

Human Resources Division is responsible for staff data collection, recruitment, health and well-being, support, training and development opportunities and career progression initiatives.

Division of Student Life (DSL)

Division of Student Life provides student support services, including English language and academic support programs, and health and counselling services.

Deakin International

Deakin International manages recruitment for international students, study abroad program international relations and the Deakin University English Language Institute (DUELI).

Kean Selway

Chief Operating Officer

January 2018

DEAKIN UNIVERSITY CULTURAL DIVERSITY AND INCLUSION ACTION PLAN 2018-2020

1. Culture

Develop a University environment which values and supports cultural diversity.

Action	Responsibility	Timeline
1.1 Promote Guiding Principles to students and staff through the University's website and student services.	Diversity and Inclusion Division of Student Life	Ongoing
1.2 Promote Deakin's participation in the <i>Racism. It stops with me</i> campaign and conduct awareness campaigns about racism, its prevention and how to report it.	Diversity and Inclusion Division of Student Life	Ongoing
1.3 Promote events and activities to celebrate cultural diversity, including Cultural Diversity Week activities.	Diversity and Inclusion Division of Student Life	Ongoing
1.4 Develop guidelines for those organising University events to promote culturally inclusive practices and the participation of culturally diverse speakers and panelists.	Diversity and Inclusion Division of Student Life	June 2019

2. Governance

Implement quality governance practices that will support cultural diversity to flourish.

Action	Responsibility	Timeline
2.1 Establish and facilitate a Cultural Diversity and Inclusion Working Group with representation from key stakeholders from across the University to guide the development of this Plan.	Diversity and Inclusion	Ongoing
2.2 Develop cultural diversity guidelines for University committees.	Diversity and Inclusion Governance	June 2019
2.3 Review staff cultural diversity data to identify any gaps in representation of culturally diverse academic and professional staff, particularly at senior levels, and intersecting equity attributes impacting on access and success, and propose further strategies as appropriate.	Diversity and Inclusion Human Resources Division	June 2019

3. Access and Support

Attract and support students and staff from diverse cultural backgrounds.

Action	Responsibility	Timeline
3.1 Review staff recruitment practices to identify ways to improve staff cultural diversity.	Diversity and Inclusion Human Resources Division	Ongoing
3.2 Identify the career and other support needs of staff from diverse cultural backgrounds through consultations and surveys and develop appropriate programs as required.	Diversity and Inclusion Human Resources Division	July 2019
3.3 Identify the support needs of students from diverse cultural backgrounds, including students from refugee backgrounds, and review or develop targeted English language, academic and other support programs as required.	Diversity and Inclusion Division of Student Life Deakin International	October 2019
3.4 Review University marketing practices to ensure appropriate representation of people from diverse cultural backgrounds in marketing campaigns and University publications.	Diversity and Inclusion Marketing	November 2019
3.5 Review University campus services and facilities to ensure people of diverse cultural backgrounds have access to culturally appropriate facilities, food and services.	Diversity and Inclusion Campus Services Division Facilities Services Division	May 2019
3.6 Continue to partner with asylum seeker and refugee support and advocacy groups to promote and develop study pathways into University for asylum seekers and refugees.	Diversity and Inclusion	Ongoing

4. Education, Training and Research

Embed knowledge and skills necessary to interact effectively with different cultures for staff and students.

Action	Responsibility	Timeline
4.1 Implement online cultural awareness training modules for staff developing staff cultural competence	Diversity and Inclusion Human Resources Division	August 2019
4.2 Implement online cultural competence training program for students developing student cultural competence	Diversity and Inclusion Division of Student Life	January 2020
4.3 Review progress towards achieving the 'Global Citizenship' Graduate Learning Outcome and embedding cultural competence development in all courses.	Diversity and Inclusion Deputy Vice-Chancellor (Education) Faculties	June 2020
4.4 Review inter-cultural research guidelines and propose amendments as appropriate.	Diversity and Inclusion Deputy Vice-Chancellor (Research)	June 2020
4.5 Provide opportunities for inter-cultural researchers to share their expertise within the University through a lunchtime seminars.	Diversity and Inclusion Faculties	June 2019

REFERENCES

1. Equal Opportunity Act 2010 (Victoria), Racial and Religious Tolerance Act 2001(Victoria) and Racial Discrimination Act 1975 (Cth).
2. Victorian Equal Opportunity and Human Rights Commission (VEOHRC), Reporting racism: what you say matters, 2013, pp. 10, 14 and VEOHRC, Reporting Racism: Main Findings fact sheet at: <http://www.humanrightscommission.vic.gov.au/submissions/item/7-reporting-racism> (accessed 12 December). Racism may include attitudes (prejudice), unfair treatment (discrimination), incitement of hatred or violence (vilification), racist talk and other actions based on notions of superiority or inferiority. Because race is often conflated with religion by many perpetrators, the term in the VEOHRC report and as used here includes the full gamut of behaviours motivated by racial and religious hatred (See: Reporting racism: what you say matters... p. 10).
3. Australian Human Rights Commission, National Anti-Racism Strategy: Consultation Report, July 2012, pp. 4, 6 at: <https://www.humanrights.gov.au/our-work/race-discrimination/projects/national-anti-racism-strategy-and-racism-it-stops-me-campaign> (accessed 1 December, 2017).
4. Data as at 30 August 2017. For data collection purposes at Deakin, NESB is defined as those who speak a language other than English at home and who have arrived in Australia within the last ten years. The definition used is that required by the Commonwealth Department of Education and Training for reporting purposes. It is acknowledged that the definition is problematic because of the use of deficit language (non-English speaking) and because it only includes those who have arrived in Australia in the last ten years.
5. Australian Bureau of Statistics at: http://www.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/2?open=document (accessed 1 December 2017).
6. Data includes all continuing, fixed-term and casual staff as at 6 November, 2017.
7. 8,133 of 11,065 (73.5%) of staff chose to provide this information.
8. Australian Bureau of Statistics at: http://www.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/2?open=document (accessed 1 December 2017).
9. It is noted that only 3,197 of 11, 065 staff (28.9%) chose to provide this information.
10. Australian Bureau of Statistics at: http://www.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/2?open=document (accessed 1 December 2017).
11. There were also 52 qualitative responses citing cultural diversity and inclusion practices as an area of positive change at the University in relation to equity and diversity practices in the last three years.