

### 1. Equity outcomes and strategies

#### *Outcomes for improving performance for equity groups from 2015-2017*

- Increase the proportion of students from low SES and rural and remote schools who aspire to university, so as to increase future participation rate of low SES school leavers.
- Increase the participation rate of adults from low SES and rural and remote communities.
- Increase the participation rate of Aboriginal and Torres Strait Islander students in preparation programs, undergraduate and post graduate courses.
- Increase the retention and success rates of low SES, rural and remote and Aboriginal and Torres Strait Islander students.
- Maintain participation and success of students with a disability.

#### *Strategies for achieving the outcomes*

- Continue enactment and implementation of the Social Inclusion Plan 2013-2015 in conjunction with the Student Experience Plan 2013-2015 and the University's Inclusion, Diversity and Equity Principles. Review the existing Plans and develop new Plans for implementation from 2016 onwards.
- Establish a joint centre for educational attainment with the Tasmanian Government.
- Establish the Tasmanian Children's University and engage 1-4 low SES high schools and their feeder primary schools in each of the North West, North, and Southern low SES regions.
- Continue to deliver outreach programs to low SES and rural schools, businesses and communities; to Aboriginal school and TAFE students; and through the Northern Tasmanian National Disability Coordination Officer. All activities will be coordinated by the Student Aspiration Raising Community of Practice.
- Conduct targeted projects on aspects of social inclusion, aspiration, and improvement of equity group performance. This will include applications for and delivery of externally funded projects and provision of internally funded grants.
- Continue to provide scholarships and bursaries for low SES, Aboriginal and Torres Strait Islander and rural and remote students.
- Increase pathways through partnerships with low SES and rural senior secondary schools, TasTAFE and other VET providers; and through provision of preparation and sub bachelor programs.
- Maintain campuses and deliver courses in the regional North West and North of Tasmania.
- Improve retention and success through a range of initiatives and fora, including but not limited to: Peer Assisted Study Sessions (PASS) program; disability support; first year and transition support programs; learning support programs; Riawunna Aboriginal unit support and tutoring; and expanded use of learning analytics capabilities for targeted development and implementation of intervention strategies with a particular focus on equity group students.
- Provide a range of informal and formal professional learning opportunities for all staff to build intercultural competence and encourage, support and reward a socially inclusive and aspiration raising culture and practice.

- Provide career development programs to build the social capital and career readiness of equity group students.

## **2. Evaluation Plan**

- Monitoring of progress against the Social Inclusion Plan 2013-2015, Student Experience Plan 2013-2015 and the University's Inclusion, Diversity and Equity Principles. Evaluation of the existing and development of new Plans during 2015.
- Monitoring of access, participation, retention and success rates of equity groups, including by region, gender, field and level of study.
- Individual initiatives/ projects all include an evaluation and dissemination plan.

## **3. Partnerships and collaboration**

- The University has a formal partnership with the Tasmanian Government that underpins its relationships with government schools. It is anticipated this will be extended to include the centre for educational attainment as a joint venture.
- The University has a Memorandum of Understanding with TasTAFE that includes expanded pathways and joint aspiration raising and recruitment activities.
- Partnerships with Aboriginal and other community groups, not for profits, local government and the Catholic school sector are governed through formal Memoranda and reference groups and steering committees as appropriate for various projects and programs.
- The University works in partnership with the Tasmanian University Union and this includes collaboration around planning and implementation of initiatives aimed at improving performance for equity groups.