

Charles Sturt University
Disability Action Plan
2016 – 2019

Vice-Chancellor's Foreword

Charles Sturt University aims to provide an accessible and inclusive work and study environment to enable students and staff with disability to participate fully in all aspects of University life. Acknowledging the culture and insight of Indigenous Australians, CSU's ethos is clearly described by the Wiradjuri phrase: *'yindyamarra winhangana'* ('the wisdom of respectfully knowing how to live well in a world worth living in'). Our values align with this ethos and supports an environment in which all students, including students with disability, are valued, treated with dignity and respect, and are able to participate and access all the benefits of education and training. A CSU value of importance to this plan is,

"Inclusive – we recognise that we achieve better outcomes when we embrace and respect the different views, cultural backgrounds and abilities of all staff, students, graduates and external communities." CSU Strategy 2013 - 2015

As part of the University's commitment to inclusion, we have recently completed a review of current services for staff and students with disability. This new Disability Action Plan 2016 – 2019 has arisen from the review.

Outcomes sought with the CSU Disability Action Plan 2016 – 2019 are:

1. University-wide understanding and awareness of effectiveness and inclusive practices with students and staff with disability
2. Enhanced understanding and capacity to meet the needs of the student and staff with disability

I encourage all staff and students to incorporate this plan into everyday practices and activities. By implementing this Disability Action Plan we strive to provide opportunities for students and staff with disabilities to realise aspirations and experience the right to self-determination in higher education.

Professor Andrew Vann
Vice-Chancellor and President

Charles Sturt University 2016

Contents

Vice-Chancellor’s Foreword	2
Background	4
What is Disability?	4
Legislative Framework	4
<i>United Nations Convention on the Rights of Persons with Disabilities</i>	4
<i>Commonwealth and State Legislation</i>	4
<i>Standards and Guidelines</i>	5
Development of the Charles Sturt University Action Plan	6
<i>CSU Survey of Students with Disability</i>	7
<i>CSU Survey of Staff with Disability</i>	8
Providing a framework for the CSU Disability Action Plan	10
Charles Sturt University Disability Action Plan 2016 - 2019	12
<i>Monitoring and Evaluation of the Plan</i>	18
Appendix 1	19
<i>Glossary of terms and acronyms</i>	19
Appendix 2	20
<i>A Snapshot – Enrolments of Students with Disability</i>	20
<i>A Snapshot – Recruitment of Staff with Disability</i>	24

Background

What is Disability?

Contemporary notions of disability embrace the social model which defines 'disability' as the result of the interaction between people living with impairments and an environment filled with physical, attitudinal, communication and social barriers. It therefore carries the implication that the physical, attitudinal, communication and social environment must change to enable people living with impairments to participate in society on an equal basis with others. **From:** <http://www.pwd.org.au/student-section/the-social-model-of-disability.html>

Legislative Framework

United Nations Convention on the Rights of Persons with Disabilities

The United Nations' *Convention on the Rights of Persons with Disabilities* (2008) *promotes, protects and ensures the full enjoyment of all human rights and fundamental freedoms of people with disability and aims to promote recognition of their inherent dignity.*

The 2009 results of the Survey of Disability, Ageing and Carers (ABS) reported four million people in Australia, as having a disability <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4430.0> ¹.

Australia is a signatory to both the Convention and the Optional Protocol (enabling Australians to make complaints to the United Nations Disabilities Committee in the event that all domestic remedies have been exhausted). The United Nations Convention on the Rights of Persons with Disabilities also addresses the rights of people with disability to access education. Article 24 notes signatories should ensure that: *'Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.'*

In line with the Convention, Charles Sturt University (CSU) is committed to ensuring education is fully accessible to people with disability, using inclusive practices, to enable people with disability to achieve their aspirations. CSU is also committed to improving employment opportunities for people with disability.

Commonwealth and State Legislation

This Disability Action Plan has been developed in compliance with the requirements of the Disability Discrimination Act 1992 (Commonwealth) as amended January 2010, the NSW Anti-Discrimination Act 1977 and also reflects requirements for employers detailed in the Fair Work Act 2009.

Under the Disability Discrimination Act 1992 (Commonwealth), organisations can develop a Disability Action Plan as a proactive approach to achieving compliance with the Disability Discrimination Act. A Disability Action Plan assists an organisation to identify its strengths in access and service provision for students and staff with disability, and to address areas identified for improvement.

This Plan will be forwarded to the Australian Human Rights Commission pursuant to section 67 of the Disability Discrimination Act 1992 (Commonwealth) and will be made available to the public through the Australian Human Rights Commission website. Charles Sturt University will also actively distribute and promote this plan.

Standards and Guidelines

The Commonwealth Government has developed *National Disability Standards for Education (2005)* to “clarify the obligations of education and training providers and to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the *Disability Discrimination Act 1992* and came into effect in August 2005.” The Disability Standards for Education aims to:

- eliminate, as far as possible, discrimination against students with disability;
- ensure, as far as practicable, that people with disability have the same rights to equality before the law as the rest of the community in the area of education and training; and
- promote recognition and acceptance that people with disability have the same fundamental rights as the rest of the community.

Charles Sturt University *Student Charter* covers all the areas of the Disability Standards for Education (2005). The charter states that students can expect:

1. to be treated with respect and tolerance and to pursue academic goals without fear or intimidation;
2. access to information about University regulations, policies and procedures including research and study requirements and that they will be applied appropriately;
3. opportunity to engage with accessible and effective teaching and professional practice and to interact with researchers and research outcomes;
4. University staff to interact with students with honesty, integrity and in a timely manner;
5. recognition of the intellectual property rights of students to their work;
6. opportunities to contribute to the organisational and cultural life of the University and to be represented and actively involved in relevant University committees;
7. opportunities to provide feedback for the improvement of the University;
8. a student centred approach to the provision of services including information technology, library and student support; and
9. a safe and healthy University environment.

The Australian Vice Chancellors' Committee published the *Guidelines relating to Students with a Disability*, (2006) to assist universities to meet the needs of students with disability by providing good practice guidelines across the student experience from recruitment to employment. The guidelines recognise two key principles:

- that universities offer students with disability the opportunity to realise their academic and social potential, and to participate fully in university life; and
- that universities will uphold academic standards so that students graduate with the requisite skills and knowledge.

Charles Sturt University *Disability and Work or Study Adjustment Policy* outlines the University's commitments:

1. the University is committed to providing an accessible and inclusive work and study environment to enable people with disability to participate fully in all aspects of University life;
2. the University embraces the principles of universal design. That is, embedding in the design of products and environments the capacity to cater for a diversity of users, including people with disability;
3. the University also seeks to apply the principles of reasonable adjustment to remove barriers to participation in work or study by people with disability ;
4. to give effect to the commitments above, the University will;
 - a. foster a work and study environment free from discrimination or harassment on the basis of disability;
 - b. provide training and/or information on disability issues for staff working with people with disability, where appropriate;
 - c. promote and implement procedures for making reasonable adjustments that enable people with disability to participate effectively in work or study at the University;
 - d. provide adequate resources to ensure that appropriate equipment and support services are available to staff and students with disability where reasonably and financially possible; and
 - e. have due regard for each person's right to privacy and confidentiality when seeking information about their disability for the purpose of making work or study related adjustments.

Development of the Charles Sturt University Action Plan

In 2013 and 2014 a review of disability services for staff and students at Charles Sturt University was undertaken with the purpose of developing a new Disability Action Plan. The review started with a literature review of inclusive and accessible university practices, and issues related to drafting and implementing disability action plans. The review also drew on fresh data collection and benchmarking against other Universities' performance and Plans.

Data collection included: a survey of students and staff, and one on one interviews with key informants. As well, Disability Action Plans from other Australian universities were reviewed.

The review of the University's performance level drew on a variety of data and benchmarked against other Universities performance and Plans. Student and staff profiles and targets follow and are contained in Appendix 2.

The CSU Disability Surveys and the response to the surveys demonstrate a commitment for consultation with staff, students and community. The CSU Disability Action Plan 2016 – 2019 offers further opportunities to continue these consultations and to review and strengthen our inclusive approach. Throughout the review consultation occurred with staff and key informants to critically examine strengths/limitations against the Standards and to recommend future directions. The review highlighted the need for better performance indicators to more effectively evaluate barriers to access, and strategies that could be implemented to address them.

In 2014 students with disability comprised 3.3% of the total Charles Sturt University student population. The total number of enrolments for students with disability has remained relatively consistent over the last few years, with only slight increases each year since 2011.

The University has not yet met its goal of increasing the representation of staff members with disability requiring workplace adjustment to 3% of all staff (refer to Appendix 2). This Disability Action Plan will assist the University to reach targets and report on outcomes in this area.

CSU Survey of Students with Disability

A survey of students who had identified as having a disability was undertaken in November 2013. The survey, using Survey Monkey, was sent to the recorded emails of 1580 students, with 203 responses received (a response rate of 12.9%). The design of the survey was guided by Office for Students Disability Service staff with areas of known student concern, (such as use of information technology, accessibility of learning materials, physical accessibility of campuses, residential schools and workplace learning), supplemented by open, catch-all questions to capture additional areas of concern. Survey questions sought to identify barriers students may experience in their studies at Charles Sturt University. Questions also sought information on positive experiences the students may have had. It is important to note that the response rate means that the findings should be viewed as indicative rather than definitive.

Key findings from the CSU Survey of Students with Disability

- Physical barriers were mentioned by 15% of respondents.
- Strategies that made the most positive difference to ability to complete/enjoy studies was identified as: extra time to complete assignments (42%), exam variations (34%), and counselling and general support (25%).
- Although around 30% of respondents had not sought formal assistance from services, the Disability Service and others (such as Administrative, Teaching, and Student Support services) were rated high with almost 60% of respondents rating staff as helpful or very helpful.

- Accessible learning materials continue to pose a problem for some students, with 24 respondents saying that they did not receive their alternative format material “in a timely manner, that is, when you need it”.
- The use of information technology can be a problem for students with particular disabilities. “Time required at screen” was nominated as a problem by 35 respondents, and the cost of printing out material by 32.
- Assessment brought up some issues for 118 respondents. These ranged from inaccessible learning materials (9), learning issues such as concentration and academic skills (47), physical issues such as writing or typing for long periods (25), and a category loosely described as “stress” (27 respondents), where episodic conditions were seen as exacerbated by stressors such as exams, group work, and deadlines.
- The impact of their disability on workplace learning requirements was nominated by 44 respondents, with one student indicating that they were unable to complete their course.
- Instances of discrimination were mentioned by 32 respondents.

CSU Survey of Staff with Disability

In February 2014, Charles Sturt University staff members were invited to participate in an online survey as part of the consultation process to inform the development of the Disability Action Plan. The survey was directed at staff members who have (or had in the past) a disability, injury or medical condition. The aim of the survey was to gather information to assist in identifying areas where the University’s operation could be improved for employees with disability.

One hundred and six (106) staff members responded to the survey. Human Resources identified 80 staff members as having a disability. This record includes only those staff members who have indicated disability in information collected on appointment. It does not include staff members who have acquired a disability or medical condition subsequently, or those who may have experienced workplace injury.

Fifty four (54) respondents indicated that they had a disability prior to being appointed (compared to the 80 on record), suggesting a good response rate to the survey from this group. Both academic and professional general staff were well represented among respondents. The main conditions/disability identified by respondents were medical condition (39%), mobility (26%) and mental health (15%).

The Disability and Work or Study Adjustment Policy and the Procedure on Workplace Adjustment were amended to take account of staff feedback provided through the survey. In 2016 the University will introduce Staff Recruitment and Selection Guidelines – People with Disability together with a strategy to increase the number of staff applying for and gaining positions at CSU.

Key findings from the CSU Survey of Staff with Disability

- Physical barriers were mentioned by 29% of respondents.
- Over half of respondents (60%) have required workplace adjustment at CSU. Of these, 33% did not believe that the University had been supportive in providing adjustment.

- Almost half of respondents perceived their supervisor as supportive of accommodating their disability, however 9% rated their supervisor as unsupportive.
- Lack of supervisor understanding and appropriate response to 'invisible' disabilities were cited as barriers by a number of respondents.
- Academic respondents were more likely to indicate that the University had not been supportive in providing adjustments, were less likely to indicate that their supervisor/manager understood and supported their needs and were less likely to consider that they work in an environment inclusive of disability.
- Instances of discrimination were mentioned by 20% of respondents. Half of these were attributed to managers.
- The University was characterised as inclusive of people with disability, by 43% of respondents, as neutral by 44% and as unsupportive by 12 %.
- The factors most cited by respondents as having made the most difference to their ability to undertake/ enjoy their work were being supported to access a range of different flexible working conditions, and understanding/support by Head of School/Manager.

Providing a framework for the CSU Disability Action Plan

To provide a framework for the CSU Disability Action Plan 2016 - 2019, objectives and strategies (or actions) were mapped against the *Disability Standards for Education 2005*. These Standards divide actions into five areas:

1. Enrolment;
2. Participation;
3. Curriculum development, Accreditation and Delivery;
4. Student support services; and
5. The elimination of harassment and victimisation.

Concepts and suggestions from the 2012 Report on the Review of Disability Standards for Education that could have an impact on the Charles Sturt University context include:

- Individual education plans should include advice on the barriers that students with disability face in learning and how students with disability can be supported to overcome these barriers.
- Students with disability should be given opportunities to progress through education (school – TAFE – University) and achieve individual learning outcomes throughout this lifecycle.
- More information needs to be incorporated into our everyday practice on emerging technologies and Universal design (the design of products and environments to be used by all people to the greatest extent possible without the need for adaptation or specialised design).
- Access to guidance materials, (or in the absence of such) development of customised practical examples to support consistent interpretation and application of the terms ‘reasonable adjustment’, ‘unjustifiable hardship’, ‘consultation’ and ‘on the same basis’.

Table 1 Rights and Requirements under the Disability Standards for Education

<p>Enrolment: Rights</p>	<p>Enrolment: Requirements</p>
<p>Right to seek admission and enrol on the same basis as prospective students with disability including the right to reasonable adjustments.</p>	<ul style="list-style-type: none"> • Take reasonable steps to ensure that the enrolment process is accessible. • Consider students with disability in the same way as students without disability when deciding to offer a place. • Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.
<p>Participation: Rights</p>	<p>Participation: Requirements</p>
<p>Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability.</p>	<ul style="list-style-type: none"> • Take reasonable steps to ensure participation. • Consult with the student or their associate about the effect of the disability on their ability to participate. • Make a reasonable adjustment if necessary and feasible. • Repeating this process over time as necessary.
<p>Curriculum development, accreditation and delivery: Rights</p>	<p>Curriculum development, accreditation and delivery: Requirements</p>
<p>Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training.</p>	<ul style="list-style-type: none"> • Enable students with disability to participate in learning experiences (including assessment and certification). • Consult with the student or their associate. • Take into consideration whether the disability affects the student’s ability to participate in the learning experiences.
<p>Student support services: Rights</p>	<p>Student support services: Requirements</p>
<p>Right to access student support services provided by education institutions, on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in.</p>	<ul style="list-style-type: none"> • Ensure that students with disability are able to use general support services. • Ensure that students have access to specialised support services. • Facilitate the provision of specialised support services.
<p>Harassment and victimisation: Rights</p>	<p>Harassment and victimisation: Requirements</p>
<p>Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.</p>	<ul style="list-style-type: none"> • Implement strategies to prevent harassment or victimisation. • Take reasonable steps to ensure that staff and students are informed about their obligation not to harass or victimise students with disability. • Take appropriate action if harassment or victimisation occurs. • Ensure complaint mechanisms are available to students.

Charles Sturt University Disability Action Plan 2016 - 2019

Consistent with the Australian Vice Chancellors Committee Guidelines, Charles Sturt University Disability Action Plan 2016 – 2019 has been developed to be:

Inclusive	Core activities of the University are designed and implemented in order to accommodate the needs of all students including those with disability.
Comprehensive	Provision for students with disability should cover all core university activities in recognition of the right to participate fully in the academic and social life of the University.
Equitable	University responses to the needs of students with disability should recognise the rights and responsibilities of all parties and ensure that solutions are equitable for all concerned.
Explicit	Policies should clearly identify student and staff responsibilities in relation to provision of services and adjustments, the procedures whereby these will be implemented and the mechanisms for resolving disagreements.
Systemic	Consideration of the needs of the diverse student population should be embedded within University-wide planning, administrative support and quality assurance processes.
Respectful	Universities should ensure that all their interactions with students with disability are characterised by respect for their rights to dignity, privacy, confidentiality and equity.
Consultative	Students and staff should be engaged in planning and evaluation of teaching and support strategies.
Resourced	Universities should provide adequate resources to enable the provision of learning environments and services that address the needs of students with disability (AVCC 2006).

Incorporating these principles across CSU through this Disability Action Plan will also provide a framework for University staff and community who visit and use our campuses.

Charles Sturt University Disability Action Plan

2016 – 2019

Responsible	Activities	Outputs	Medium Term Outcomes	Long Term Outcomes
OUR CULTURE				
Executive Director, Human Resources	a. Develop and deliver induction and professional development programs to enhance capability of staff to work effectively and appropriately with students and staff with disability, including mental health disorders.	<ul style="list-style-type: none"> Targeted delivery of effective induction and professional development programs to staff. 	<ul style="list-style-type: none"> Well informed staff with inclusive practice being a priority. University-wide understanding and awareness of effective and appropriate practice with students and staff with disabilities. University-wide adoption of inclusive practice principles. An equitable and diverse workforce; an increase in the number of people with disability who require work related adjustment. 	<p>People with disability feel welcome and valued by the CSU community.</p> <p>People with disability participate fully in all aspects of University life.</p>
	b. Develop and implement a mental health awareness strategy for CSU staff that includes best practice in assisting managers to support staff and students with mental health conditions.			
	c. Develop strategies that facilitate an inclusive culture that values diversity, does not tolerate harassment or discrimination and encourages a secure and safe environment for all students and staff with disability.			
Senior Manager, Web Strategy	d. Review and update the Equity and Diversity webpage to provide current information for students and staff on the resources and services available to support people with disability.			
RECRUITMENT AND ADMISSION				
Executive Director Marketing and Communication	a. Develop and deliver prospective student marketing strategies and material that meet accessibility standards.	<ul style="list-style-type: none"> Prospective students experience inclusive recruitment strategies. Admissions strategies support engagement by students with disability and encourage them to self-identify. 	<ul style="list-style-type: none"> Students with disability are effectively informed about entry to and study at CSU. Students with disability confidently self-identify. 	<p>People with disability are attracted to CSU to study.</p> <p>Sustained increase in enrolment of students with disability over time.</p>
Executive Director Student Administration	b. Review and adapt where necessary general and targeted admissions programs to ensure that they meet the principles of inclusive practice.			
	e. Establish strategies to increase self-identification of students with disabilities on the CSU information system.			
Dean of Students	c. Review and adapt where necessary enabling programs (such as Equity Access Scheme and pathways programs) to ensure that they meet the principles of Inclusive practice.			

Responsible	Activities	Outputs	Medium Term Outcomes	Long Term Outcomes
STUDENT EXPERIENCE				
Deputy Vice-Chancellor(Academic)	a. Establish inherent course requirements that are detailed in online course brochures and course marketing material.	<ul style="list-style-type: none"> Students experience inclusively designed curriculum delivered through accessible practices. 	<ul style="list-style-type: none"> Students and staff with disability are well supported to autonomously engage in their studies and work. 	
	b. Develop strategies that ensure timely provision of accessible learning and other materials in all media.			
	c. Develop strategies for course design that explicitly address access and principles of inclusive practice and <i>universal design</i> .			
	d. Develop protocols and processes for ensuring that multimedia teaching and learning materials and communications platforms (e.g., Adobe Connect, CSU Replay) are transcribed /captioned appropriately.			
Executive Director Information Technology	e. Establish strategies for software acquisition and system design to ensure that IT supports student and staff access, and adapt existing elements as needed.	<ul style="list-style-type: none"> Students and staff experience accessible IT systems. 		<p>Students and staff with disability are provided with opportunities to reach their full potential through engagement with CSU.</p> <p>Students and staff with disability feel valued for their contribution to CSU.</p>
Dean of Students	f. Respond to the recommendations of the review of the CSU examination process as it relates to students with disability requiring reasonable adjustment (Sefton 2014).	<ul style="list-style-type: none"> Students experience services and events that have been designed using inclusion principles. 	<ul style="list-style-type: none"> Students actively participate in all aspects of University life at CSU. 	
	d. Establish strategies that ensure that all student information published by CSU meets accessibility standards.			
	e. Review and adapt core services for students to ensure that they meet the principles of inclusive practice.			
	f. Review and adapt disability services at CSU to enhance student experience through an integrated approach with Faculties and relevant divisions.			
	g. Design ceremonies that celebrate student success (e.g., scholarships, graduation, Deans awards) to meet inclusive practice principles.			
Executive Director Marketing and Communication	h. Review and adapt where necessary alumni programs to facilitate engagement by graduates with disability.			

Responsible	Activities	Outputs	Medium Term Outcomes	Long Term Outcomes
Employment – Accessible Workplace				
Executive Director, Human Resources	g. Deliver, manage and review workplace adjustments through workplace adjustment plans.	<ul style="list-style-type: none"> Targeted and effective delivery of workplace adjustments and plans. 	<ul style="list-style-type: none"> reduction in number of complaints. Workplace adjustment plans are considered in local change management processes. 	Best practice recruitment of staff with disability.
	h. Promote workplace adjustment procedures to managers and staff.			
	i. Deliver induction and professional development programs (as detailed under Our Culture).			
	j. Investigate and make recommendations on recruitment strategies that support people with disability – such as traineeships, internships, work placements and partnerships with disability employment service providers.	<ul style="list-style-type: none"> The proportion of people with disability working at CSU increases. Targeted and effective recruitment programs. 	<ul style="list-style-type: none"> External recognition of CSU as an employer of people with disability in employer of choice awards. 	
	k. Join the Australian Network on Disability to participate in sharing in good practice in employment of people with disability and engage with the internship program for CSU students with disability.	<ul style="list-style-type: none"> Member of the Network and a targeted and effective student internship program. 	<ul style="list-style-type: none"> Disability related information is embedded in HR documentation for new and existing staff. 	

Responsible	Activities	Outputs	Medium Term Outcomes	Long Term Outcomes
EVALUATION AND GOVERNANCE				
Deputy Vice-Chancellor(Academic)	a. Establish strategies that ensure that course reviews address access and provide opportunities for students with disability to contribute.			
Director, Strategy Development	b. Reports on evaluation of student experience, attrition and success will include disability as one of the demographics.			
Dean of Students	c. Establish strategies for accurate reporting and analysis of processes and outcomes relating to <i>Reasonable Adjustments</i> (such as: Study Access Plans, Student Transcription Protocols, and Alternate Exam Arrangements etc).	<ul style="list-style-type: none"> • Evaluation strategies enable us to clearly evaluate and enhance the experience of students and staff with disability. • Policies explicitly support the needs of students and staff with disability. • Assessment of the University as responsive to and inclusive of staff with disability, as measured by staff surveys. • reduction in number of staff complaints. 	<ul style="list-style-type: none"> • Well established quality cycles that enable University wide inclusive practice. • Enhanced understanding and capacity to meet the needs of students and staff with disabilities. • Positive feedback from staff, managers and students on inclusive and accessible study and work practices. 	Optimal participation for students and staff with disabilities.
	d. Monitor practices relating to Special Consideration and adapt as necessary to ensure that they are meeting the needs of students with disability.			
	e. Actively seek feedback from students with disability regarding their experiences and perceptions of CSU service delivery			
	f. Review key student facing policies against Disability Standards for Education and adapt where necessary.			
Ombudsman	g. Review and adapt where necessary complaints procedures to facilitate engagement by students with disability, and awareness of issues experienced by students with disability.			
Executive Director, Human Resources	h. Establish evaluation processes for accurate reporting and analysis of <i>Reasonable Adjustment</i> for staff.			
	i. Report annually on progress on key performance indicators on employment of people with disability.			
	j. Actively seek feedback and consult with employees with disability or their representatives to review the implementation of the workplace adjustment procedures.			
	k. Monitor compliance with state and federal legislation and with CSU policies and procedures for students and staff with disability.			

Monitoring and Evaluation of the Plan

The Disability Action Plan will be monitored through the Equity and Diversity Committee.

The Equity and Diversity Committee will initiate and lead a review of the Disability Action Plan in 2019.

Glossary of terms and acronyms

DDA	<i>Disability Discrimination Act 1992 (Commonwealth).</i>
Disability	The definition of disability under the DDA includes physical, intellectual, psychiatric, sensory, neurological, and learning disabilities, as well as physical disfigurements, and the presence of disease-causing organisms in the body. The definition includes past, present and future disabilities as well as imputed disabilities and covers behaviour that is a symptom or manifestation of the disability.
Education Provider	An education provider is an educational authority or an educational institution or an organisation whose purpose is to develop or accredit curricula or training courses used by other education providers.
Harassment	Harassment is an action that is reasonably likely to humiliate, offend, intimidate or distress a person. This could include insensitive comments, photographs, and inappropriate body language.
Direct discrimination	Direct discrimination means treating a person with disability less favourably in similar circumstances than a person without disability.
Indirect discrimination	Indirect discrimination occurs when a person with disability is expected to comply with a requirement or condition, but because of their disability does not or is not able to comply. The requirement or condition must also be likely to have the effect of disadvantaging persons with disability in a way which is not reasonable (section 6 DDA).
Reasonable Adjustment	Changes are made to delivery and assessment methods to accommodate the needs of individual students without compromising the standards or essential components of programs. For staff and students an adjustment is considered reasonable if it takes into account the requirements of the person with disability and balances the interests of all parties affected, without causing unjustifiable hardship to the university.
Assistive Technology	IT programs or equipment to accommodate students' individual requirements and assist them to complete learning and assessment tasks.
Measures for Compliance	Measures an education provider may implement to meet the requirements of the Standards.
Universal Design	Universal design is defined as being the design of products and environments to be used by all people to the greatest extent possible without the need for adaptation or specialised design.
Unjustifiable hardship	Refers to a defence in law that permits an organisation to refuse a particular adjustment if it will cause major difficulties or the cost is unreasonable.

¹ Source:

<http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/4446.0Main%20Features102009?opendocument&tabname=Summary&prodno=4446.0&issue=2009&num=&view>

A Snapshot – Enrolments of Students with Disability

Of the 39,483 students enrolled at Charles Sturt University during 2014, 1,328 identified as a Student with disability (see Figure 1, Headcount of Students with Disability 2010 – 2014).

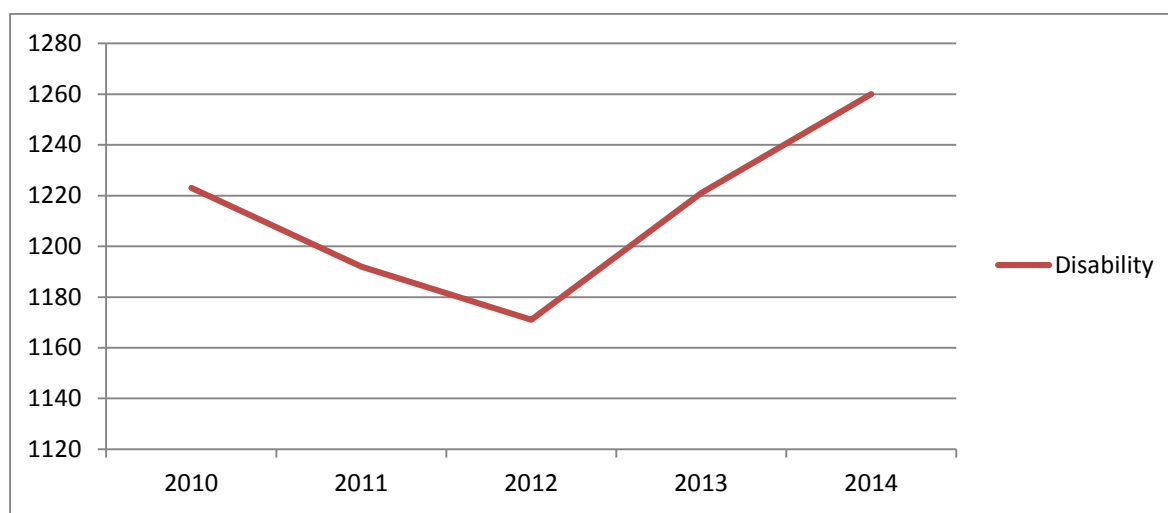


Figure 1 Headcount of Students with Disability, 2010 – 2014

A total of 476 students with disability commenced study in 2014, compared to the previous year of 463 students with disability.

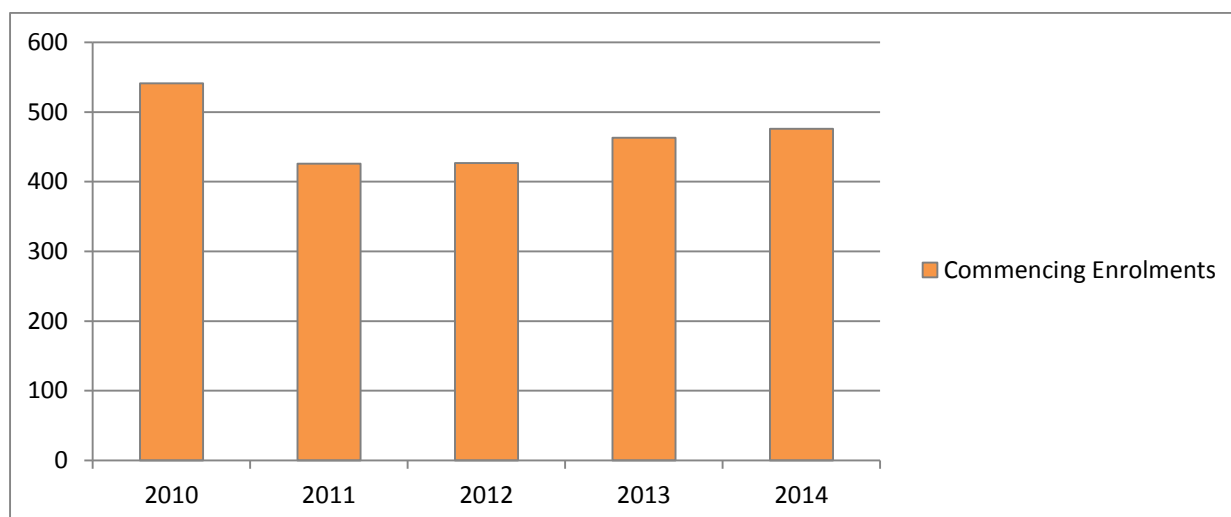


Figure 2 Commencing Headcount Students with Disability, 2010 - 2014

In 2014 students with disability comprised 3.3% of the total Charles Sturt University student population. The total number of enrolments for students with disability has remained relatively consistent over the last few years, with only slight increases each year since 2011.

During 2014, 70% of the 1,328 students with disability were women (Figure 3, Gender of Students with Disability).

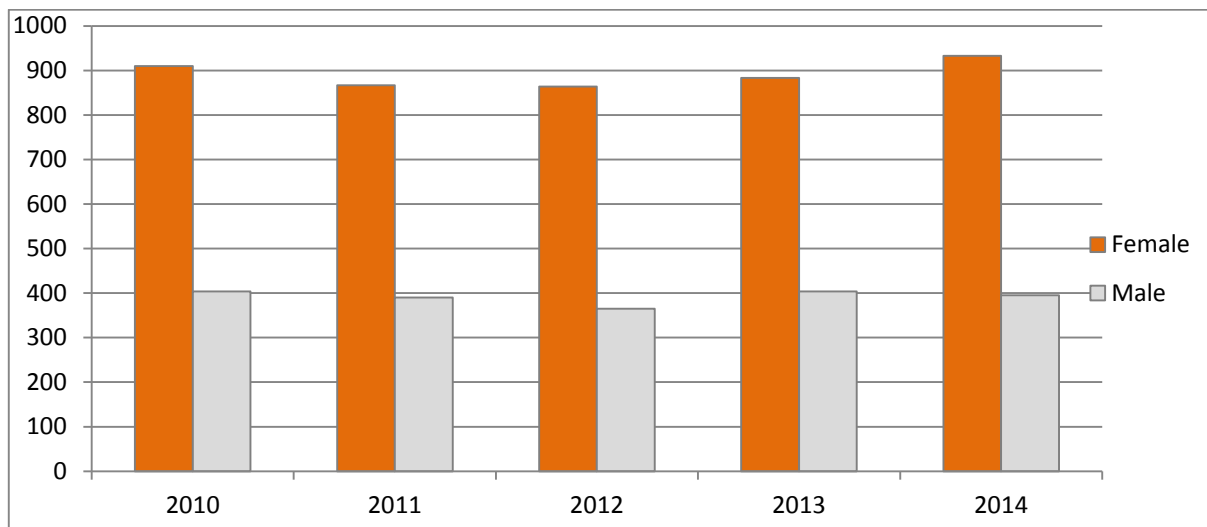


Figure 3 Gender of Students with Disability, 2010 - 2014

The average age of a students with disability in 2014 was between 20 – 24 years (Figure 4, Age Distribution of Students with Disability).

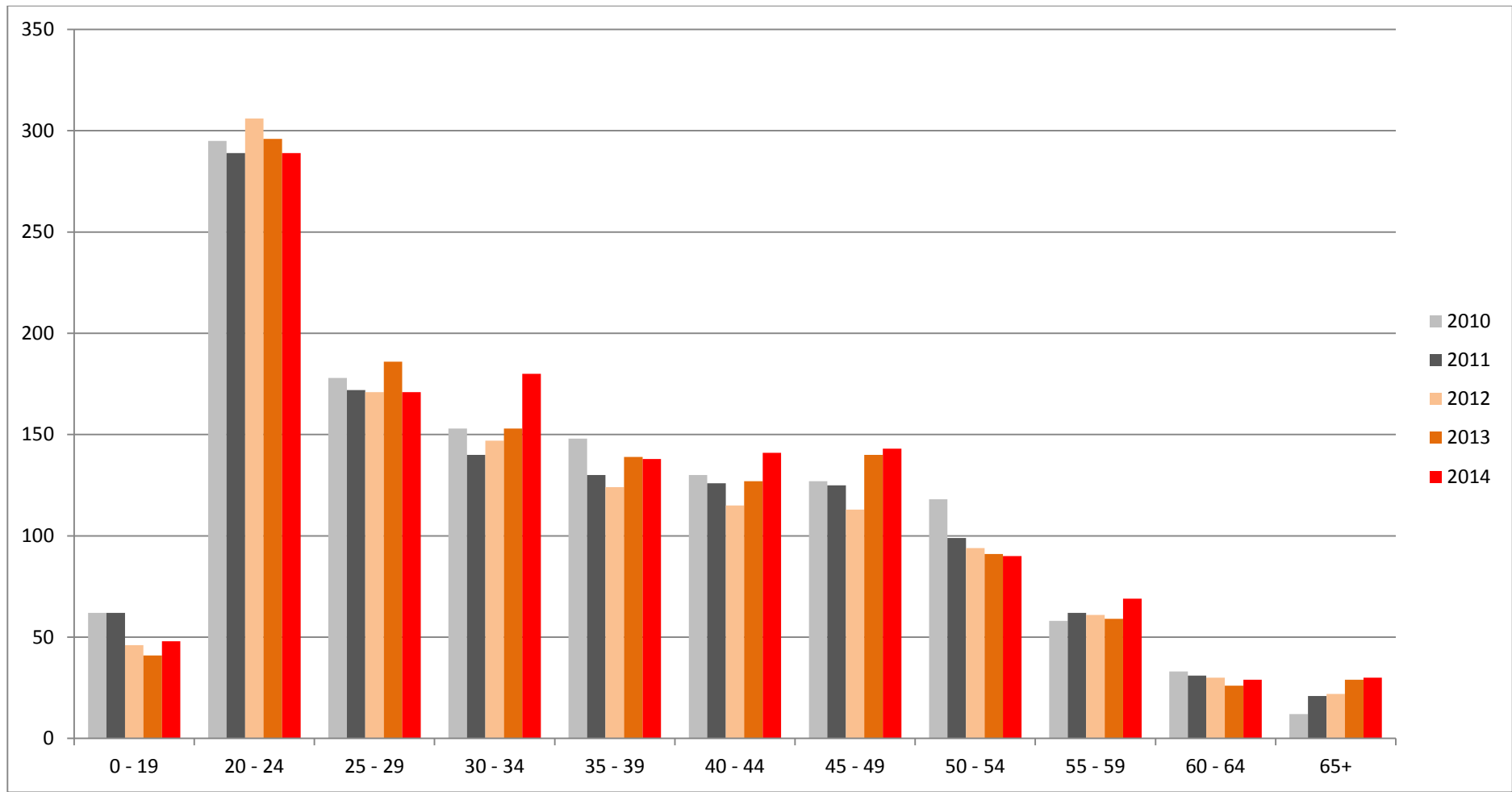


Figure 4 Age Distribution of Students with Disability, 2010 - 2014

Students with disability are more likely to be enrolled through the Faculty of Arts (Figure 5, Faculty of Enrolment for Students with Disability) and studying by distance education. (Figure 6, Mode of Enrolment for Students with Disability).

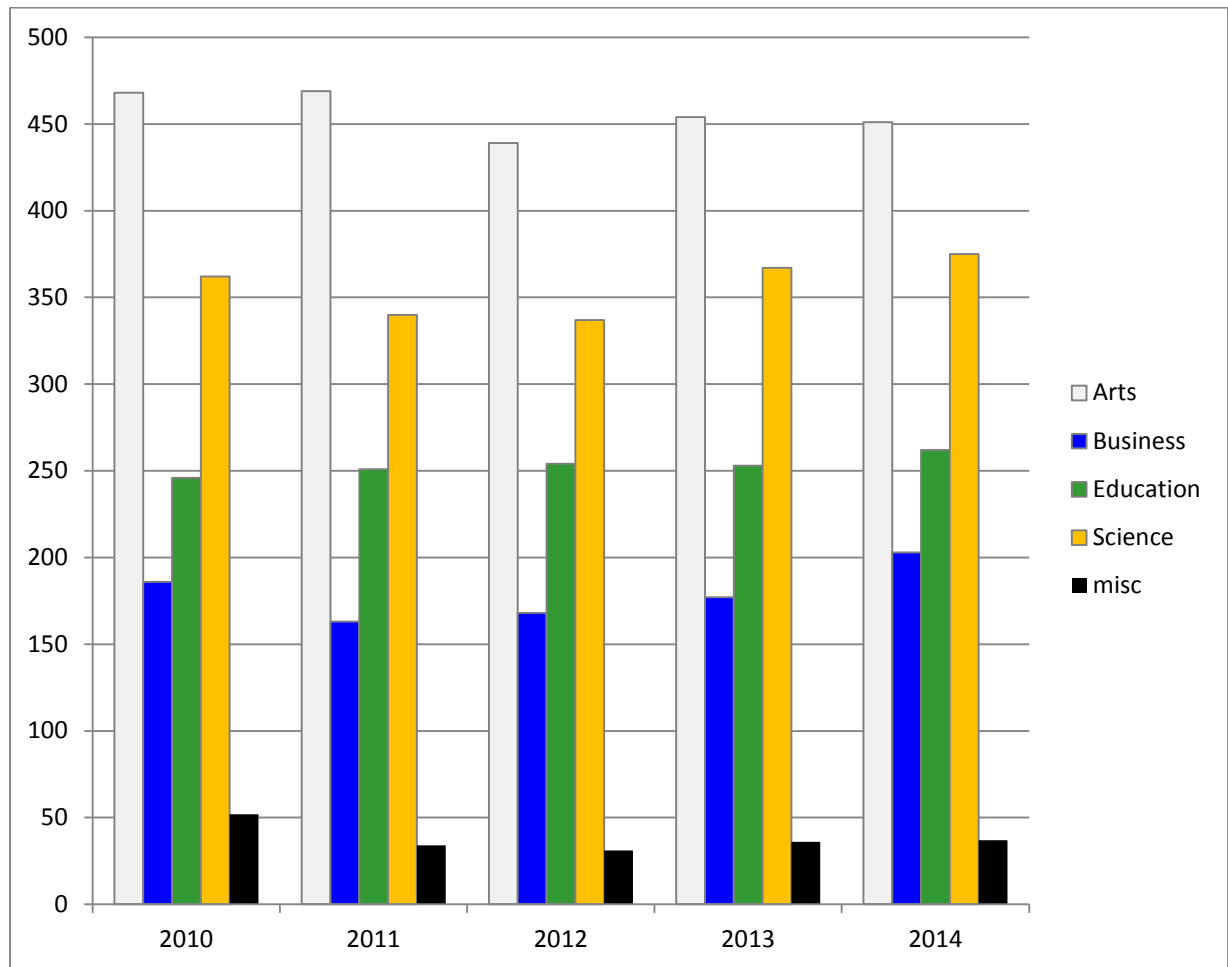


Figure 5 Faculty of enrolment for Students with Disability, 2010 - 2014

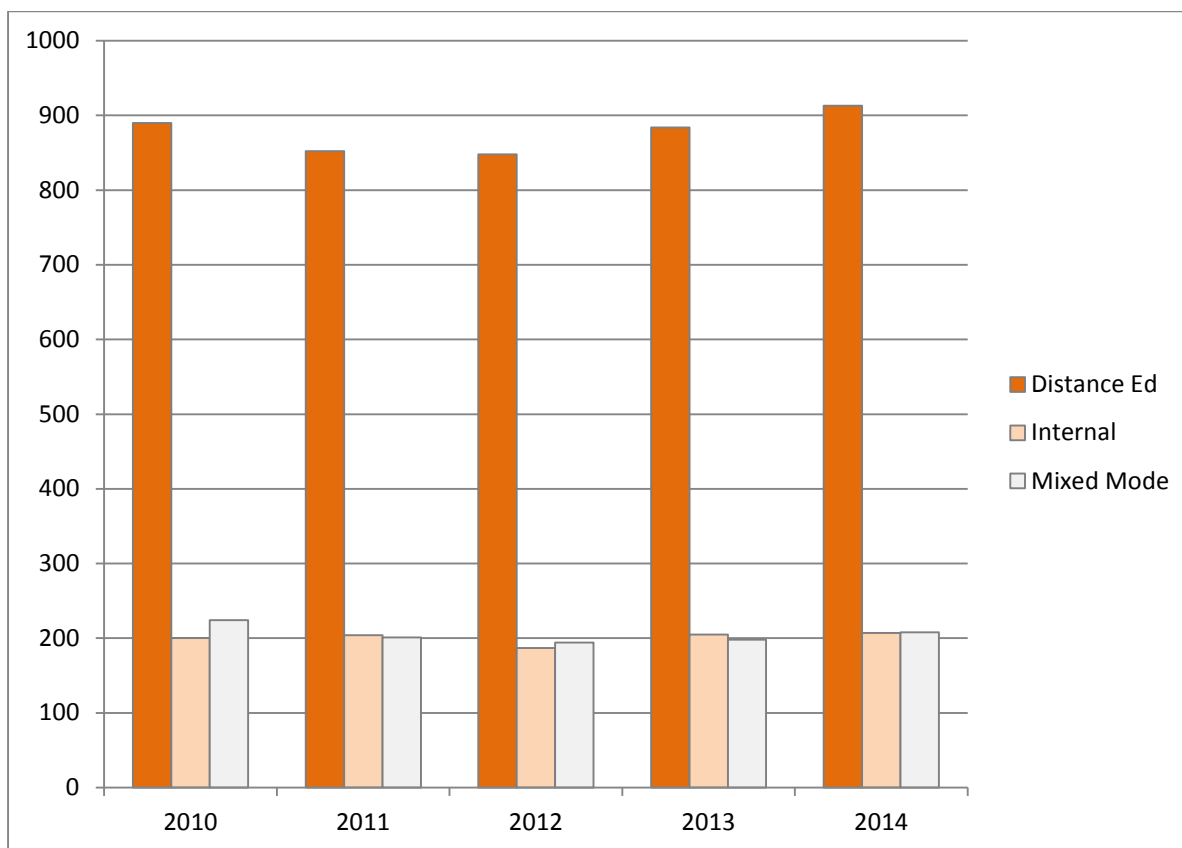


Figure 6 Mode of enrolment for Students with Disability, 2010 - 2014

In 2014, Indigenous students with disability represented 5.0% of the total number of students with disability even though Indigenous students represented 2.9% of the total CSU student cohort.

A Snapshot – Recruitment of Staff with Disability

EEO data survey respondents	CSU 31 March 2012	CSU 31 March 2015
Staff with disability as a percentage of :		
• Academic staff	3.3% (n=25)	2.7% (n=20)
• Professional/general staff	4.2% (n=57)	4.2% (n=56)
• All staff	3.9% (n=82)	3.7%(n=76)
Staff with disability requiring workplace adjustment as a percentage of:		
• Academic staff	1.3% (n=10)	0.9% (n=7)
• Professional/general staff	1.3% (n=17)	1.1% (n=15)
• All staff	1.3% (n=27)	1.1%(n=22)

Figure 7 - Progress on key performance indicators on employment of people with disability March 2015