

3.04 Cultural Diversity Priority Statement

Objective 1: To develop a University culture which values and supports diversity, engenders social responsibility, is sensitive to ethical issues and receptive to new ideas and critical enquiry, and which supports the University's role as an international institution.

	STRATEGY	MONITORING AND EVALUATION	RESPONSIBILITY/DATE
1.	Provide where feasible, facilities and services that support a culturally diverse campus population including accommodation, eateries, child care, health, religious requirements and personal safety.	Feedback for Employment Equity Report and Annual Report	Head of Residences Chief Executive Officer, Services UNE Director, Facilities Management Services Manager, Counselling & Careers Deputy Director, Financial Services Director, Yarm Gwanga Director, Student Administration & Services President, Armidale International Association Review annually in November
2.	Support and promote the involvement of students, staff and the community in activities with a multicultural focus including friendship programs, peer mentoring, cross cultural networks, international library study placements, cultural events.	Monitor program participation rates Feedback from International student groups	Director, English Languages & International Services Head of Residences CEO, Services UNE President, UNEPA President, Armidale International Association President, International Students' Association Review annually in November

3.	Demonstrate a commitment to cultural diversity in all staff recruitment processes (selection panel training, recruitment advertisements, position descriptions).	Through staff recruitment process Monitor staff statistics Monitor selection panel training	PVC (Development & International) Director, Human Resources Services Organisational Development Manager Personnel Officers Assistant Director (Employee Relations), HRS/Employment Equity & Diversity Officer Director Public Affairs and Marketing Executive Deans, Directors Review annually in November
4.	Encourage an appreciation of cultural differences among residents of residential colleges and Wright Village.	Resident feedback Head of Residences feedback	Director, English Language & International Services Head of Residences Employment Equity & Diversity Officer Review annually in November
5.	Provide a cultural diversity segment or focus in all training courses within the areas of people management, staff selection, induction and promotion.	Participant feedback	Organisational Development Manager Assistant Director (Employee Relations), HRS/Employment Equity & Diversity Officer Director, Teaching and Learning Centre Review annually in November

6.	Provide staff and students with a variety of cross-cultural training workshops.	Workshop numbers Participant numbers and feedback	Director, Student Administration & Services Organisational Development Manager Assistant Director (Employee Relations), HRS/Employment Equity & Diversity Officer Director, Teaching and Learning Centre Head of Residences Executive Deans, Directors Director, English Language & International Services Review annually in November
7.	Continue to investigate ways to improve course delivery and academic outcomes for Indigenous students. Publish outcomes of research into course delivery to Indigenous students.	Feedback from Aboriginal Studies Committee and Indigenous Australian Access and Participation Committee Monitor participation rates of proposed new short courses Retention rates of ATSI students	Director, Oorala Centre Director, Teaching and Learning Centre Director, Management Information and Planning Services Executive Deans Review annually in November
8.	Implement the Anti-Racism Policy and Guidance Material and develop further strategies to eliminate racial discrimination, harassment and vilification.	Monitor level of complaints and resolution	University Executive Executive Deans, Directors Assistant Director (Employee Relations), HRS/Employment Equity & Diversity Officer Equal Opportunity Advisers Review annually in November

9.	Support and publicise grievance procedures that facilitate the handling and effective resolution of complaints.	Monitor level of complaints and resolution	<p>University Executive</p> <p>Executive Deans, Directors</p> <p>Director, English Language & International Services</p> <p>Assistant Director (Employee Relations), HRS/Employment Equity & Diversity Officer</p> <p>Equal Opportunity Advisers</p> <p>Review annually in November</p>
10	Encourage student exchanges through exchange programs.	Monitor participation rates	<p>PV-C (Research)</p> <p>Director, English Language & International Services</p> <p>Executive Deans</p> <p>Heads of Schools</p> <p>Head of Residences</p> <p>Review annually in November</p>
11	Encourage cultural and linguistic sensitivity in course design and delivery; use of reference materials and additional readings from a culturally diverse range.	Through curriculum review process—Academic Board	<p>Chair, Academic Board</p> <p>Director, Teaching and Learning Centre</p> <p>Executive Deans</p> <p>Review within curriculum review cycle</p>
12	Encourage the inclusion of relevant material relating to Australia's multicultural experience, and its impact on the area of study, in courses and/or subjects.	Through curriculum review process—Academic Board	<p>Chair, Academic Board</p> <p>Director, Teaching and Learning Centre</p> <p>Executive Deans</p> <p>Review within curriculum review cycle</p>

13	Encourage those organising practicums, field work, clinical and professional placements to include, as far as possible, experiences in settings involving people from diverse cultural backgrounds. In organising such activities, ensure that UNE staff are sensitive to cultural demands.	Feedback for Employment Equity Report and Annual Report	Executive Deans Heads of Schools Review within curriculum review cycle
14	Celebrate the achievements/experiences of staff and students from diverse cultural backgrounds by preparing articles for internal/external publication.	Published articles	Editor, <i>Smith's</i> Director, Public Affairs and Marketing
15	Encourage recognition of people from diverse cultural backgrounds in relation to honorary degrees and invitations to speak at graduation ceremonies.	Through Employment Equity Report	Executive Deans

Objective 2: To provide flexible, open and equitable access to the University's academic programs.

	STRATEGY	MONITORING AND EVALUATION	RESPONSIBILITY/DATE
1.	Highlight the availability of special admissions arrangements and enabling courses to target groups.	Monitor target group numbers in student population	Assistant Registrar (Academic) Director, Oorala Centre Director, English Language & International Services Director, Management Information and Planning Services Review annually in November

2.	Provide, as far as possible, the full range of appropriate student support services including library, counselling, student loans, career advice and disabilities support to all students.	Annual report	University Librarian Student Access and Equity Officer Assistant Registrar (Academic) Academic Skills Office Manager, Counselling & Careers Director, English Language & International Services Review annually in November
3.	Increase the number of Indigenous students and students whose first language is other than English enrolled at the University through Aboriginal Education Strategy and other appropriate marketing strategies.	Improved liaison between Student Administration and Ooralala Centre Monitor student profile, recruitment and retention rates	Director, Ooralala Centre Assistant Registrar (Academic) Director Management Information & Planning Services Director, English Language & International Services Review annually

Objective 3: To attract and support talented, diverse and motivated staff and students

	STRATEGY	MONITORING AND EVALUATION	RESPONSIBILITY/DATE
1.	Promote the University of New England as a place of learning with a strong commitment to cultural diversity. Images of the University will reflect the cultural diversity of the University community.	Monitor target group numbers/cultural backgrounds of staff and student population Monitor publications/WWW	Director, Public Affairs and Marketing Director Management Information & Planning Services Assistant Director (Employee Relations), HRS/Employment Equity & Diversity Officer Review annually in November

2.	Provide opportunities for people from Indigenous and culturally different backgrounds to access information about the University's programs and courses. University Open Day, schools visits and other promotional activities will include marketing to target group communities.	Participant feedback	Assistant Registrar (Academic) Director, Oorala Centre Manager, Enrolments & Progression Review annually in November
3	Develop and implement an Aboriginal Employment and Education Strategy.	Feedback from working party and Indigenous Australian Access and Participation Committee	Director, Human Resources Services Director, Oorala Centre Assistant Director (Employee Relations), HRS/Employment Equity & Diversity Officer Executive Deans, Directors
4.	Provide, wherever possible, programs to support the language skills of students from non-English speaking backgrounds.	Participation rates Participant feedback	Director, English Language & International Services Executive Deans Review annually in November
5.	Provide Library instruction programs for students whose first language is other than English, in a mutually arranged program with the Library and Language Training Centre/Academic Skills Office.	Participation rates Participation feedback	University Librarian Director, English Language & International Services Academic Skills Coordinator Review annually in November
6.	As part of professional development, encourage the presentation skills (including for promotion, publications etc.) of staff whose first language is other than English .	Participation rates Participation feedback	Assistant Director (Employee Relations), HRS/Employment Equity & Diversity Officer Director, Teaching and Learning Centre Academic Skills Coordinator Review annually in November

7.	Provide assistance and support to academic staff whose first language is other than English in writing research grant submissions.	Participation feedback	PV-C (Research) Director, Teaching and Learning Centre
8.	Explore the needs of staff whose first language is other than English through meetings of the special focus group.	Participation rates Participation feedback	Employment Equity & Diversity Officer Review November
9.	Encourage formal staff development programs to include skills programs to deal with some of the problems faced by people from culturally diverse backgrounds and to raise general awareness of cultural diversity issues.	Participation rates Participation feedback	Organisational Development Manager Director, Teaching and Learning Centre Director, Oorala Centre Employment Equity & Diversity Officer Review annually in November
10.	Encourage participation of EEO group members in collegial decision making through University committee structures.	Monitor committee memberships	Assistant Director (Employee Relations), HRS/Employment Equity & Diversity Officer Review annually in November
11.	Establish a program to promote and utilise cultural and linguistic assets	Promotion and distribution of <i>Access to Expertise</i>	Director, Public Affairs & Marketing

Objective 4: To contribute to the social, cultural and economic development of the New England region.

	STRATEGY	MONITORING AND EVALUATION	RESPONSIBILITY/DATE
1.	Work co-operatively with community in promoting the social, cultural and economic benefits of cultural diversity to the region.	Feedback on activities	University Executive Executive Deans, Directors Director, English Language & International Services Review annually in November

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