

EEO Management Plan 2007-2010

Part 9A of the Anti-Discrimination Act 1977 requires universities to prepare and implement an equal employment opportunity management plan to:

- eliminate and ensure the absence of discrimination in employment, and
- promote equal employment opportunity for EEO target groups.

In its current Strategic Plan 2007-2010 *Achieving Regional and Global Impact*, the University's Vision and Positioning Statement includes the stated aim that in 2010 UNE will be, and will be seen to be:

Demonstrating and respecting excellence, innovation, collaboration, service, diversity, equity, sensitivity to Indigenous and other cultures, and environmental concern.

In order to meet this vision and to comply with legislative requirements including those of the *NSW Anti-Discrimination Act (1977)* and the *Equal Opportunity for Women in the Workplace Act 1999*, the EEO Management Plan outlines the following broad objectives:

1. Establish and maintain an inclusive University environment in which staff at all levels demonstrate a high level of awareness of equity
2. Equity groups are recruited and retained in line with their representation (nationally and within the region, as appropriate)
3. Initiatives and programs are provided for equity groups.

Assumptions underlying the plan include the recognition that:

- equity principles are integral to maintaining a harmonious environment and to developing and retaining high quality staff
- equity is not achieved by treating everyone in the same way but rather by appropriately differential treatment which provides equal opportunity for success
- an inclusive and diverse working environment in which the wider community is reflected within the staffing profile promotes the University's vision and values by ensuring client needs are understood and addressed, and
- accountability for equity outcomes across the University is consistent with devolved management structures.

Abbreviations used in this document:

VC	Vice-Chancellor
DVC	Deputy Vice-Chancellor
PVC&Dean	Pro Vice-Chancellor & Dean
OEEED	Office of Employment Equity & Diversity (relevant State Agency)
EOWA	Equal Opportunity for Women in the Workplace Agency (relevant Federal Agency)
EoCFW	Employer of Choice for Women (citation awarded annually by EOWA)
CDPS	Cultural Diversity Priorities Statement
HRS	Human Resource Services
ODU	Organisational Development Unit
EE&D	Employment Equity and Diversity unit
FLOTE	First language other than English
KPI	Key Performance Indicators

1. Broad Objective: Establish and maintain an inclusive environment in which staff at all levels demonstrate a high level of awareness of equity (including gender and cross-cultural awareness)

The Broad Objective works towards achieving the first dot point 'eliminate and ensure the absence of discrimination in employment,' Part 9A *NSW Anti-Discrimination Act (1977)*.

An inclusive workplace and study environment is essential for an organisation that aims to attract and retain the best and brightest staff and students. A culturally diverse student base is better served by culturally diverse staff. Staff and student cohorts including Indigenous people, other equity groups such as people with a disability and people whose first language is other than English, as well as gay, lesbian and transgender people and international students prosper in an inclusive environment in which diversity is welcomed and celebrated.

The establishment and maintenance of an inclusive environment requires that management and staff work together to ensure that the University is free from discrimination, and that appropriately differential treatment ensures everyone has access to opportunities in the workplace. All staff need a level of awareness of the disadvantage faced by Equity groups and an understanding of how to achieve an inclusive environment. Workplace diversity means that the work force is culturally diverse, people with a disability have the individual adjustment they require, people with carer responsibilities are able to access the flexibility they need, women's particular concerns are addressed and all groups, irrespective of gender, disability, and/or sexual orientation feel comfortable in their work environment. Although people with a disability are considered under legislation as a 'group', it is important to recognise that individual needs vary and that disability issues need to be responded to on an individual basis in consultation with the staff member concerned.

To be successful, equity initiatives need leadership at the highest levels of the organisation. The Equal Opportunity for Women in the Workplace Agency requests information on how the CEO champions equal opportunity for women, how senior executives drive an inclusive culture, and how they are held accountable for driving EO change. The Agency also asks how line managers are held accountable. They request information, for example, on whether diversity/EO indicators are included in line managers' performance reviews. Similarly, other agencies at State level including the Office of Employment Equity and Diversity, and the Community Relations Commission emphasise the importance of leadership in achieving equity and diversity related goals.

In its Strategic Plan 2007-2010, the University identifies and promotes the importance of leadership at all levels of the organisation for achieving its aims in regional, national and global arenas. An integral part of leadership (and identifying leaders) is an understanding of the benefits of diversity and cultural awareness and sensitivity.

Goal	Strategy	Link to UNE Strategic Plan – recommendations/ goals – reference	External /other imperat-ives	Outcome measure	Actions	Who	Deliverables 2007-2010	How much	Report Review By
1. Establish and maintain an inclusive environment in which staff at all levels demonstrate a high level of awareness of equity (including gender and cross-cultural awareness)	1.1 Managers demonstrate Equity Leadership	<p>Delegate authority with associated accountability measures (E2)</p> <p>Ensure clear and effective governance systems and practices: UNE will continually meet governance, regulatory and reporting requirements (D1)</p> <p>Build performance by measurement, assessment and recognition (D3)</p>	OEED EOWA HR Plan	<p>Managers and staff demonstrate a high level of awareness of equity, diversity and affirmative action issues, and managers provide leadership in this area for all staff</p> <p>All staff are aware of the Dignity and Respect in the Workplace Charter</p>	<p>KPIs for executive and managers include accountabilities for equity outcomes, including meeting targets for staff completion of EO Online: fair play</p>	<p>VC Executive Heads of School Managers</p> <p>Advised by EE&D/ODU</p>	<p>Executive, managers and staff implement the Dignity and Respect in the Workplace Charter</p> <p>Targets met for staff and management participation in the Equity training program EO Online: fair play</p> <p>Targets: 2007 50%; 2008 75% 2009 100%</p> <p>Implement recommendations arising from Faculty Discrimination Survey 2006</p>		Outcomes included in reports to the EEO Committee, statutory reports (OEED, EOWA), and applications for Employer of Choice for Women citation
	1.2 Equity leadership is provided at the highest University levels	<p>Ensure clear and effective governance systems and practices: UNE will continually meet governance, regulatory and reporting requirements (D1)</p>	EOWA OEED	<p>A two-way conduit is established/maintained for the consideration of equity issues and dissemination of equity information</p> <p>Avenues are available and accessed</p>	<p>Equity Committees are established, as a priority, within the new academic organizational structure</p> <p>A Directorates' Equity Committee is established, as a priority</p> <p>Directorates and Faculty Equity committees are represented on the VC's EEO Advisory Committee</p>	<p>VC DVCs PVC & Deans Directors</p>	<p>Dedicated equity committees at Directorate and Faculty and/or School level provide an avenue for raising and addressing Equity concerns with the Vice-Chancellor's EEO Committee and for disseminating information on Equity matters from the Vice-Chancellor</p> <p>Equity concerns are raised and addressed</p>		As above

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1. Establish and maintain an inclusive environment in which staff at all levels demonstrate a high level of awareness of equity (including gender and cross-cultural awareness) cont'd	1.3 Avenues are available in appropriate fora for the consideration of equity issues, particularly as they affect women in the workplace	Ensure clear and effective governance systems and practices (D1) Build performance by measurement, assessment and recognition (D3)	EOWA EoCFW criterion	The proportion of women at senior levels increases The University continues to meet EOWA's Employer of Choice for Women criteria	EO for Women is a standing item on the Vice-Chancellor's EEO Advisory Committee Agenda	VC	University governance continues to take into account women's participation at all levels of academic and general staff employment, and their access to conditions and benefits (as set out in the seven employment matters considered in reporting under the <i>Equal Opportunity for Women in the Workplace Act 1999</i>).		As above
	1.4 A robust Organisational Development program includes Equity and diversity awareness training	Establish and maintain a vision-led performance structure (A2) Sustain competitive advantage in a complex changing sector (A5) Ensure clear and effective governance systems and practices: UNE will continually meet governance, regulatory and reporting requirements (D1) Advance organisational renewal with aligned staff development (D4)	OEED EOWA HREOC ADB guidelines HR Management Plan Discrimination Survey 2006	A high level of equity awareness is evidenced by staff comments on training evaluations and EO Online: fair play Attitudes and behaviour displayed between staff are improved, as evidenced in reduced number of interpersonal conflicts and allegations of bullying in cases handled by Employment Equity & Diversity and in formal complaints	Diversity, cultural awareness and sensitivity (including sex-based harassment training) is built into all in-house training programs, including leadership programs, Heads of School forums, supervisor training	VC DVCs PVC & Deans Directors ODU EE&D	In-house training programs include relevant segments All staff complete EO Online: fair play, module 1; staff with supervisory responsibilities complete EO Online: fair play module 2 (in line with targets) EO Online: fair play is completed by all new staff within six months of appointment and is a prerequisite for other training programs as appropriate		As above

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1. Establish and maintain an inclusive environment in which staff at all levels demonstrate a high level of awareness of equity (including gender and cross-cultural awareness) cont'd	1.5 Grievance handling processes at all levels comply with best practice (Ombudsman Guidelines, HREOC, ADB Guidelines, Australian Standard ISO10002)	Ensure clear and effective governance systems and practices: UNE will continually meet governance, regulatory and reporting requirements (D1)	OEED EOWA HREOC ADB guidelines	HRS annual report on staff appeals/ grievances, equity issues analyses the effectiveness of associated processes	Grievance handling is included in supervisor training	VC DVCs PVC & Deans Heads of School Directors Managers Advised by EE&D ODU	In-house programs offer relevant training All managers complete EO Online: fair play All managers are trained and competent in handling grievances		As above and including information from HRS annual report and Exit Survey responses
	1.6 Avenues are available for advice and support on Equity matters and conflict resolution	Ensure clear and effective governance systems and practices: UNE will continually meet governance, regulatory and reporting requirements (D1)	OEED EOWA HREOC ADB guidelines	Equal Opportunity Advisers are available for advice and referral on Equity-related matters and to act as Observers on selection committees	Maintain and review Equal Opportunity Adviser Scheme Provide training/refresher training on the EO Adviser role for new and existing Advisers Provide regular meetings and professional development for EO Advisers	VC DVCs PVC & Dean Heads of School Directors ODU EE&D	The Equal Opportunity Adviser team is replenished and reinvigorated during the life of the plan		EO Advisers provide non-identifying reports on activity; information compiled annually
	1.7 Awareness of issues relating to Gay, Lesbian, Bi-sexual, Transgender, Intersex (GLBTI) people increases and support is available	Cultural diversity is recognized and valued (Strategic Plan Vision and Positioning Statement #3)	HREOC guidelines	Every staff member is aware of the Ally program Diversity is celebrated GLBTI staff (and students) experience a high level of acceptance in a regional university environment	Maintain Ally Network Ally training, and ongoing professional development is offered	VC DVCs PVC & Deans Heads of School Directors ODU EE&D	The Ally Network is continued during the life of the plan The number of Allies on campus is increased At least two Ally training sessions offered annually		Ongoing information provided to the Vice-Chancellors EEO Advisory Committee

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1. Establish and maintain an inclusive environment in which staff at all levels demonstrate a high level of awareness of equity (including gender and cross-cultural awareness) cont'd	1.8 Stakeholder groups are consulted and, in particular, the needs of Equity groups are considered in relevant university processes	Ensure clear and effective governance systems and practices: UNE will continually meet governance, regulatory and reporting requirements (D1)	OEED, EOWA guidelines HR Plan CDPS	There are minimal complaints on the basis of disability discrimination and/or inadequate consultation/ adjustment for people with a disability All staff are aware of the justification for and goals of affirmative action programs Representation of Equity groups within the University employment profile is maintained or increased	Appropriate workplace adjustment is made for people with a disability During the life of this Plan the possibility of a central fund for provision of workplace adjustment is investigated Equity groups are consulted and considered as appropriate in changes to employment conditions Diversity is considered in awarding honorary degrees; inviting speakers for graduation ceremonies; inviting distinguished visiting scholars	VC DVCs PVC & Deans Heads of School Directors HRS/ EE&D	Support is provided to managers and staff with disabilities in relation to workplace adjustment There is evidence of inclusivity in university practices Diversity role models are provided		Outcomes included in reports to the EEO Committee, statutory reports (OEED, EOWA) UNE Annual Report
	1.9 Ethical computer usage is maintained	Ensure clear and effective governance systems and practices (D1)	OEED EOWA guidelines	There is a high level of awareness of appropriate computer use in the workplace	Guidelines for appropriate computer use are promoted	Director ITD PVC & Deans Heads of School Directors Managers	Staff obligations in using computing facilities ie that usage must be consistent with the declaration under rules for Computer Usage (03.1 Rules for the Use of UNE Computer and Communication Facilities), and the University's Code of Conduct are promoted in relevant training, eg staff orientation, supervisor development programs		As above

2. Broad Objective: Equity groups are recruited and retained in line with their representation within the region, State or nationally, as appropriate

The second Broad Objective works towards achieving the objects of the first dot point, 'eliminate and ensure the absence of discrimination in employment' of Part 9A of the *NSW Anti-Discrimination Act (1977)*.

Equity guidelines at State and Federal level encourage the University to benchmark its equity target group populations with local and/or national representations of these groups, as appropriate. New South Wales targets for Equity groups are:

- Women 50%
- Aboriginal people and Torres Strait Islanders 2%
- People whose first language was not English 19%
- People with a disability 12%
- People with a disability requiring work-related adjustment 7%

The two significant differences to representation of Equity groups at State level compared with the local government area of Armidale relate to Indigenous people and people whose first language was not English. Indigenous Australians comprise some 5% of the local population. People who speak a language other than English at home (the closest census data indicator) is 4% in the local government area of Armidale (2001 census). In that members of general staff are drawn largely from the local area, benchmarks for Indigenous employment among general staff need to be higher than State benchmarks. For employment of people whose first language was not English, benchmarks for general staff should be lower than the government targets mentioned above, reflecting their representation in the local population. Numbers and representation of Equity group members among staff at UNE as at 31 March 2007* is as follows:

- Women
- Aboriginal people and Torres Strait Islanders
- People whose first language was not English
- People with a disability
- People with a disability requiring work-related adjustment

Academic staff	General staff
197 (40%)	451 (60%)
3 (.7%)	15 (1.9%)
96 (19%)	37 (5%)
40 (8%)	47 (6%)
9 (1.8%)	13 (1.7%)

*Equity group figures are based on responses to the EEO data survey. Because the response rate is less than 100 per cent, estimates are made of all Equity groups other than women.

In addition, consideration needs to be given to representation of Equity groups at each level among the academic and general staff populations. Currently, the majority of Indigenous people and women are employed at lower academic and HEO levels. The number and representation of women across levels, as at 31 March 2007, is provided below:

Academic Staff	Number % Representation of Women
Level A	32 (58%)
Level B	89 (46%)
Level C	51 (43%)
Level D	15 (23%)
Level E	10 (16%)
Total	197 (40%)

General Staff	Number & Representation of Women
Level 1	14 (82%)
Level 2	14 (52%)
Level 3	47 (64%)
Level 4	141 (77%)
Level 5	111 (65%)
Level 6	54 (46%)
Level 7	34 (49%)
Level 8	22 (39%)
Level 9	4 (31%)
Level 10 & 10+	10 (34%)
Total	451 (60%)

Targets*:

Indigenous people

Academic staff: 2007: 2%; 2008: 2.5%; 2009: 2.5%; 2010: 3%

General staff: 2007: 3%; 2008: 4%; 2009: 5%; 2010: 5.5%

People whose first language is other than English (FLOTE)**

Academic staff: 19%

General staff: 5%

People with a disability: 12%

People with a disability requiring work-related adjustment: 7%

Women

To increase women at Level E (National benchmark 16% in 2004 to 25% in 2010)

UNE target: 2007: 18%; 2008: 20%; 2009: 22%; 2010: 25%

To increase women at Level D (National benchmark 24% in 2004 to 35% in 2010)

UNE target: 2007: 28%; 2008: 30%; 2009: 32%; 2010: 35%

To increase the number of women general staff at HEO level 10 to 50% by 2010

UNE target: 2007: 33%; 2008: 42%; 2009: 46%; 2010: 50%

Gender ratios for all academic levels by discipline

UNE target: 2007: 40%; 2008: 44%; 2009: 46%; 2010: 50%

* Implementation of targets must take account of the discipline/sector diversity

** Lower targets for general staff reflect the lower representation of FLOTE people in the local government area of Armidale Dumaresq, the catchment area for the majority of general staff.

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2. Equity groups are recruited and retained in line with their representation within the region, State or nationally, as appropriate	2.1 KPIs for executive and managers include accountabilities for recruitment and participation of Equity groups	<p>Delegate authority with associated accountability measures (E2)</p> <p>Ensure clear and effective governance systems and practices: UNE will continually meet governance, regulatory and reporting requirements (D1)</p> <p>Advance organisational renewal with aligned staff development (Introduce systematic staff succession and recruitment planning based on analysis including monitoring of age, diversity and equity profiles against UNE principles) (D4)</p>	<p>EOWA</p> <p>HR Plan</p> <p>AVCC Action Plan for Women (women)</p> <p>OEED</p>	<p>Equity group representation moves towards government targets/local population benchmarks</p> <p>The representation of women at senior academic and general staff levels increases</p> <p>The number of women in senior leadership positions (Executive, Directors, Heads of School) increases</p> <p>Diversity on all advisory and decision making committees increases</p> <p>Women participate in Study Leave and Promotion (at least) in line with their representation on Academic staff</p> <p>Improved gender balance through increased pool of female applicants in areas where they are under-represented (eg senior academic and general positions; schools and directorates in non-traditional areas)</p>	<p>Where Equity groups are underrepresented (especially Indigenous people), positions within Cost Centres/Faculties are established in line with targets</p> <p>Include membership of the equity group, Indigenous Australians, as a selection criteria for a number of positions to progress towards government targets (2%—or some 6 new positions) for Academic staff; further progress towards local population benchmark for general staff (5% of staff—some 14 new positions) during the life of this Plan. <i>(It is noted that positions at higher HEO levels, like academic positions, are likely to be drawn from a national employment pool)</i></p> <p>The head of school/director or other responsible person seeks to identify and, wherever possible, approach three suitably qualified women inviting them to apply for positions</p> <p>In areas where women are under-represented and partner employment is an issue, every effort is made to find employment for the partner</p>	<p>VC DVCs PVC & Deans Directors Heads of School</p> <p>Advised by HRS</p>	<p>Heads of Cost Centres assume responsibility for recruitment of staff in line with organisational needs and Equity group targets, and provide details of actions where targets are not met</p> <p>Shortlisting report includes confirmation of the process of approaching three suitably qualified women (The AVCC Register of Senior Women (Academic Level C and above; HEO Level 10 and above) can be accessed by those responsible for approaching suitably qualified women)</p> <p>Women are explicitly invited to apply for Executive/Chairs /professorial positions as they become available</p>		Outcomes included in reports to the EEO Committee, statutory reports (OEED, EOWA)

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2. Equity groups are recruited and retained in line with their representation within the region, State or nationally, as appropriate	2.2 Equity Impact Analyses are undertaken as a part of major workplace change processes	Cultural diversity is recognized and valued (Strategic Plan Vision and Positioning Statement #3)	OEED CDPS	The representation of Equity groups within the University academic and general staff profiles is improved or maintained	Efforts are made to redeploy members of Equity groups who elect not to take redundancy as a result of workplace change	Managers under-taking workplace change Advised by ODU/EE&D	Equity group ratios are equivalent or better than pre workplace change ratios		As above
	2.3 Flexible work practices are offered at all levels (conditions of employment, types of employment, work environment and employment practices)	Advance organisational renewal with aligned staff development (Introduce systematic staff succession and recruitment planning based on analysis including monitoring of age, diversity and equity profiles against UNE principles) (D4)	EOWA EoCFW criterion HR Plan	Flexible work practices are accessed and evidenced in Maternity Leave Survey and Exit Survey responses The percentage of managers, including female managers, who work part-time increases The University maintains its status as an Employer of Choice for Women	The option of part-time work at management level is enshrined in policy Any rejection of a part-time work request is justified by relevant supervisor Flexible work practices at all levels are considered and trialed	Managers and supervisors Advised by ODU/EE&D	Positions are advertised with the option of being taken up as a fractional appointment Managers support trials of flexible work arrangements		As above and in applications for Employer of Choice for Women citation

3. Broad Objective: Initiatives and programs are in place to support equity groups

The third objective relates to the second dot point in Part 9A of the *NSW Anti-Discrimination Act 1977* which requires the University Plan to ‘promote equal employment opportunity for EEO Target groups’.

Goal	Strategy	Link to UNE Strategic Plan – recommendation/ goals - reference	External /other imperat-ives	Outcome measure	Actions	Who	Deliverables 2007-2010	How much	Report Review By
3. Initiatives and programs are in place to support equity groups	3.1 Networks are supported, as required, for Equity groups	[Towards the aims] ...service oriented staff see excellent performance being recognized and problems actively addressed. A work environment that acknowledges diversity and encourages and utilizes the skills, experiences and ideas contributed by all UNE people and communities (D4); Empower Staff, strengthen Accountability (E)	OEDD	Avenues are available for Equity group members to raise concerns	Items raised by members of Equity groups are provided to Faculty /Directorate Equity Committees and/or the Vice-Chancellor’s EEO Advisory Committee	Managers and supervisors Advised by ODU EE&D	Available avenues for Equity group members to raise concerns are promoted		Outcomes included in reports to the EEO Committee, statutory reports (OEDD, EOWA)
	3.2 Mentoring/ advice/support is available for Equity group members	As above	OEDD guidelines	Members of Equity groups participate in Study Leave and Promotion processes Success rate of Equity group members comparable with overall success rate Members of Equity Groups access service roles	Supervisor training includes specific advice on issues affecting people whose first language is other than English Potential mentors/ advisors (including people from diverse language backgrounds and peers who have recently been promoted) are identified and a list circulated to relevant groups	Heads of School Directors other senior academic and general staff EE&D	Mentoring/advice/support is available for Equity group members, especially people whose first language is other than English, to assist with career development and promotion applications		As above

Goal	Strategy	Link to UNE Strategic Plan – recommendation/ goals - reference	External /other imperat-ives	Outcome measure	Actions	Who	Deliverables 2007-2010	How much	Report Review By
3. Initiatives and programs are in place to support equity groups cont'd	3.3 Career development programs for women are initiated and offered, as appropriate, in response to findings arising from analysis of the University's employment profile (representation & participation)	As above	EOWA OEED guidelines	% of women in senior positions increases Women are successful in Promotion processes Internal female applicants are successful in gaining higher level positions Women are well represented among those appointed to higher duties; appropriate remuneration is offered to those acting at higher levels	Pathways to Careers & Promotion for academic women continues to be offered Women & Leadership continues to be offered in alternate years The Administrative Assistants' Conference continues to be offered Development programs, particularly for lower level general staff women are investigated	VC ODU EE&D Snr women Heads of School	Workshops are run annually/as required Women participate (at least to their current representation) in Study Leave and Promotion processes		As above
	3.4 Increase the number of women academics with PhDs	As above	AVCC Action Plan for Women	% of women in senior positions increases Increase in the number of women academics with PhDs	Gender ratios by PhD enrolment and completion progress towards 50% in all disciplines	PVCs & Deans Heads of School Advised by EE&D/ODU	Women access Study Leave or alternative programs to complete PhD		As above