

The University of Western Sydney

**Equity and Diversity Strategic Plan
for 2013–18**

Prepared by Dr Sev Ozdowski OAM FAICD, Director Equity and Diversity.

This Plan can be downloaded from the UWS Equity and Diversity website. It is available in alternative formats upon request, including standard and large print hard copy, and electronic and audio formats.

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VICE CHANCELLOR'S FOREWORD

The University of Western Sydney's Equity and Diversity Strategic Plan for 2013–2018 demonstrates our commitment to building an inclusive University community that reflects the diversity of the Greater Western Sydney region. The University recognises its pivotal role in actively promoting strategies that will maximise opportunities for participation in education.

The Plan was developed following extensive consultation and will guide the delivery of programs and services to staff and students until the end of 2018.

The progress of the implementation of the Plan will be monitored regularly and it will be reviewed mid-term in 2015–16. While the overall responsibility for delivery against the objectives rests with the Executive of the University of Western Sydney, managers at all levels have specific responsibilities within the Plan to ensure excellence in achieving a truly inclusive university.

I encourage every member of the University of Western Sydney community to engage actively in the implementation of the Plan to create an environment of respect and inclusion for all our students, staff and visitors.

Professor Janice Reid AM
Vice-Chancellor



OVERVIEW

Opportunity and excellence are core values of the University of Western Sydney (UWS). They are closely linked – academic excellence flourishes in environments where opportunities are abundant and available to all.

The Equity and Diversity Unit has a leadership role in the opportunity side of the equation. It works closely with UWS staff and students to promote and support a culture of equity, inclusion and respect university-wide. It ensures that academic excellence is accessible to all regardless of their social background, creed or economic situation.

The 2013-18 Equity and Diversity Strategic Plan is a centrepiece document linking policies and implementation measures to advance inclusion and opportunity. It articulates the commitment by UWS to equity and diversity principles and to the practical measures that make a difference to the lives of individual students, staff and the broader community of Greater Western Sydney.

The Plan is based on the University's enormous progress in this area over the past five years. It is informed by the UWS vision and values, and support achieving a superior student experience, targeted research, development and organisational and financial strength. It recognises that widening of access to education was a key objective of the 2011 UWS restructure.

This Equity and Diversity Plan will provide long-term support for the University's position as an institutional leader where equity and diversity thrive. It will ensure that equity and diversity considerations do contribute to decision-making at all levels and this will deliver further progress in many ways, such as flexible work and study practices, skill and career development for equity groups; and establishment of equity and diversity performance indicators for managers and supervisors.

Success in achieving the deliverables outlined in this plan will be reported to the Executive on a regular basis and an organisational mid-term review will be conducted.

Dr Sev Ozdowski OAM FAICD
Director, Equity and Diversity

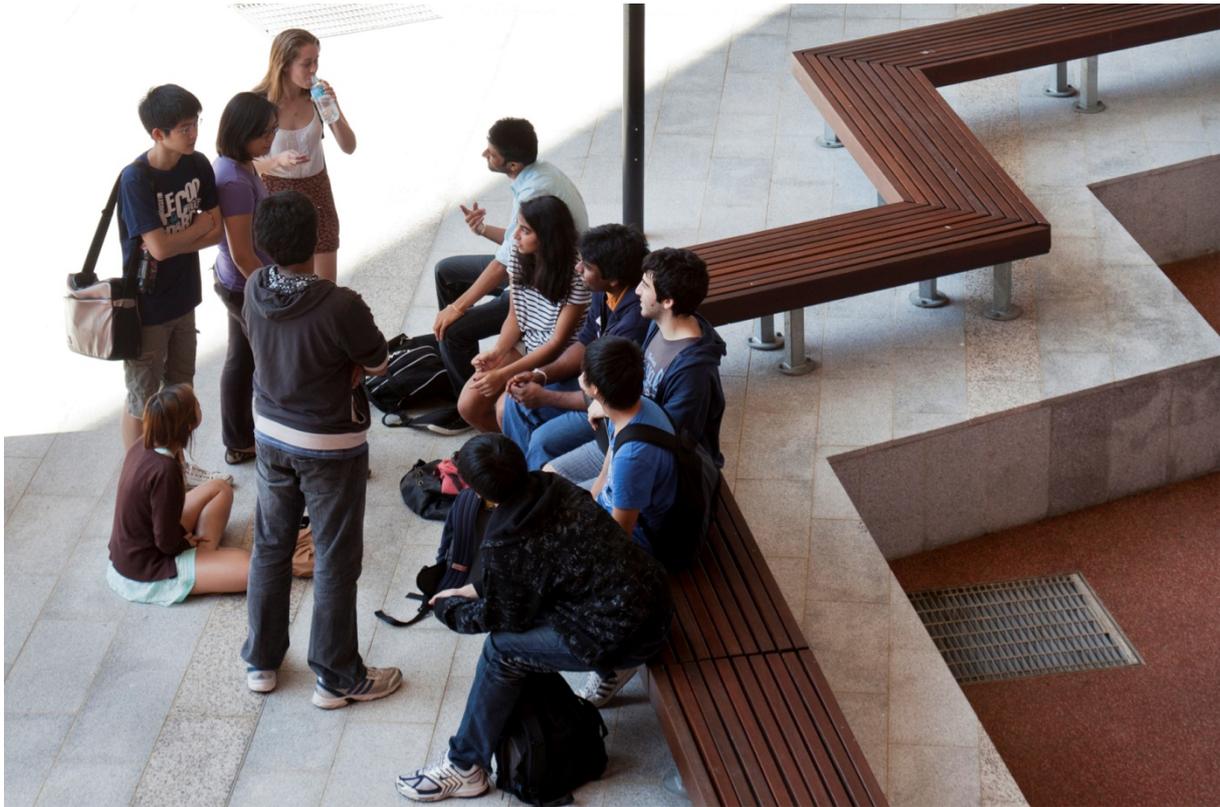
EXECUTIVE SUMMARY

The 2013–2018 Equity and Diversity Strategic Plan has been developed by the Equity and Diversity Unit in collaboration with the Equity and Diversity Strategic Plan Advisory Committee, schools, administrative units and other University stakeholders.

The Plan consists of four parts, including:

1. The first part is dealing with social characteristics of UWS and its region as well as with the UWS vision and values. It discusses the concept of equity and diversity and the equity and diversity legal obligations defined by Federal and NSW laws. And, it describes the methodology that was used in developing this Strategic Plan.
2. The second part '*Looking Back*' describes the key Equity and Diversity achievements over the last five years, with particular focus on achievements in overall university culture, in employment and work practices and in learning. These achievements have provided a solid base to plan for further improvements in equity and diversity across UWS six campuses.
3. The third part '*Going Forward*' identifies UWS equity and diversity objectives for the next five years.
4. The fourth part '*Our Commitments*' nominates specific equity and diversity projects identified by UWS academic and administrative units to be undertaken over the next five years. This part reflects the undertakings provided to the team developing this Strategic Plan by the individual schools and administrative units.

The Plan incorporates relevant attachments such as a listing of Access and Equity Related Legislation; the Equity and Diversity Strategic Plan Advisory Committee Membership; the Equity and Diversity Strategic Plan Advisory Committee Terms of Reference; and UWS Equity Benchmarks focusing on Employment.



INTRODUCTION

UWS and its Region

The University of Western Sydney (UWS) was established in 1989 from three existing Colleges with a legislative charter and a commitment to serve the vast region and the two million people of Greater Western Sydney (GWS).

The GWS region is expanding rapidly, expecting to account for 25% of all national population growth over the next 25 years. It includes significant rural areas along with fast-developing cities and urban centres such as Parramatta, Penrith, Liverpool, Bankstown, Blacktown and Campbelltown, each with its own character and identity. As many as 250,000 locally based businesses, small and large, demonstrate the economic diversity of the region.

Cultural and social diversity is a key feature of GWS. It is estimated that the regional population includes people originating from as many as 170 countries. GWS is a home to the highest number of Aboriginal and Torres Strait Islander Australians outside the Northern Territory. In fact, more than half of the total GWS population is from culturally and linguistically diverse (CALD) backgrounds.

Historically, the GWS region was under-represented in higher education and the professions. The percentage of the population with post-secondary qualifications remains lower than in other regions of Sydney but this is changing. Of UWS's 34,741 domestic students in 2011, 11,200 or 32% have CALD backgrounds and 6700 or 19% were born overseas. More than half of the UWS students are of the first generation of their family to attend university; around 75% of these are now drawn from the GWS region.

There are increasing numbers of students now nominating UWS as their first preference, retention rates have improved, the number of undergraduates going on to postgraduate studies has doubled, and about 35% of students at the University are mature aged students.

The diversity of the economic, cultural, social and educational backgrounds of the people of GWS is the key to understanding the unique character of the University. The challenges of its charter, along with its commitment and aspirations, oblige UWS to continue to develop fair and innovative strategies to accommodate this diversity in equitable ways.

UWS Vision and Values

Every university has important responsibilities to its students and staff, to the community it serves and to the nation. There are certain functions a university must carry out if it is to meet these responsibilities successfully.

The traditional functions of a university include its role as a home of learning, where individuals can share their ideas and test them in a climate of civility. Any contemporary university is also expected to be a home of patient, objective and ethical research and to serve as a training ground for the professions. Similarly, a university is expected to be a custodian of the liberty of the mind focused on the unfettered search for truth and excellence. A university is also expected to be a trainer of character, encouraging its students to broaden their outlooks, to look beyond their personal interests, and to weigh their values against accepted virtues and the common good. If a university can perform all these functions successfully, it can meet a further expectation - to play a key role in nurturing the leaders and ideas of the future. This, like all the responsibilities of the university, is carried out more effectively when the university respects the need for equity in all its dealings and relationships and when it fosters diversity and appreciates the benefits of this diversity among the individuals within its community.

Equity and diversity are important to UWS. They are goals and part of the primary purpose of the University because without respect for equity and diversity, a university is unlikely to meet its responsibilities or carry out its functions with any positive measure of success.

The UWS commitment to equity and diversity principles is reflected in the UWS Strategy and Plan 2010-2015 and in its policies and procedures. UWS is committed to recruiting and retaining students, academics and professional staff from diverse backgrounds, and to fostering an environment which celebrates and honours this diversity and draws strength from it.

The UWS commitment to each member of the University community and to the GWS region is based on the nourishment of a culture of fairness, respect and inclusion for all. UWS believes in an 'equal playing field' and that each individual matters. It believes that civility and respect for difference enhances intellectual creativity and innovation, resulting in excellence, productivity and organisational strength.

The *UWS Making the Difference Strategy: 2010–2015* stresses this aspiration. The UWS mission is to be: *'a university of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to its regional, national and international communities, beginning with the people of Greater Western Sydney'*. It further commits the University to *'bringing knowledge to life in GWS'*.

This vision is underpinned by a set of explicit values, namely:

- *Excellence and quality in all endeavours;*
- *Scholarly rigour and integrity;*
- *Equity of access and inclusiveness;*
- *Collegiality and participatory decision-making;*
- *Academic responsibility and freedom;*
- *Relevance and responsibility to our communities;*
- *Ethics and accountability.*

Similarly, the 'beliefs' fostered by UWS, such as - the primacy of the student experience, social responsibility, inclusiveness, opportunity, excellence, and valuing staff - demonstrate respect for and equitable relationships among all members of its diverse community.

This UWS commitment to equity has been widely acknowledged. For example, the *Australian Universities Quality Agency (AUQA) audit* of 2006 referred to UWS as the '*University of the People*'. The AUQA audit of May 2011 commended UWS for '*its clear and strategic focus on advancing its mission for the benefit of the people of GWS*'.



THE CONCEPT OF EQUITY AND DIVERSITY

This Equity and Diversity Strategic Plan is based on the UWS vision and values and was created to implement equity and diversity principles and to make a practical difference at the coal face. Let us now briefly examine the concepts of Equity and Diversity.

Equity

In a university context, equity is the guarantee of fair treatment of all those with a stake in the institution (including both aspiring and current students and staff). It involves equal access to a fair share of the opportunities and resources managed by the University, unhindered by possible or perceived social and economic class boundaries or by unlawful discrimination.

Thus, equity involves more than simply equality. Equality is satisfied when policies are applied and resources are distributed equally, and it accepts that differences among individuals may result in variable outcomes, while equity seeks to influence outcomes by linking policies and resources to needs.

Equity recognises that there are real differences among people, and it takes these differences into account to preserve fair processes, opportunities and sometimes outcomes. It does not require or imply any lowering of standards, but it takes watchful care to avoid the development of unfair practices and policies that might result in the serious underrepresentation or marginalisation of any section of the population or in disadvantages to those individuals striving to achieve their educational and professional ambitions.

The maintenance of high standards of equity requires the University to maintain constant vigilance of its policies and practices relating to fairness in such areas as the admission of students, the recruitment and promotion of staff, the measurements of success, the rewards for achievement, and its relationships with the broader community.

Diversity

Diversity includes all the ways in which people differ. It refers to the wide variety of backgrounds, demographic categories, personal influences and experiences, as well as to the range of values and outlooks that arise from differences of culture and circumstance. It embraces all the different characteristics that constitute the individual and make each individual different from another. For example, gender, race, age, sexual orientation, social origin, caste or class, income or property, language, religion, convictions, opinions, health or disability - are all part of human diversity.

Universities, like many contemporary institutions can be enriched by their diversity, especially when they focus on the individual's place in the larger community. A diverse organisation is likely to be more creative, innovative, understanding of difference, responsive to change, prepared for the unexpected, less bureaucratic, and generally a more exciting place in which to be.

Diversity is of particular value and relevance for the modern university in a globalised world. An academic community committed to the benefits of diversity, with its people working both individually and cooperatively, is more likely to generate innovation in research and scholarship. Diversity also promotes forms of learning and research that deepen and broaden an understanding of the pluralism of modern society. Students who are exposed to a variety of perspectives will be better prepared for future leadership and for the complexity and challenges of life beyond the university. Thus, a university's commitment to diversity will contribute significantly to its success in performing its important functions and meeting its responsibilities to its scholars, its staff, its region and the nation.

Equity and Diversity

The concepts of diversity and equity are interlinked in modern organisations as they draw together the notions of fairness and human differentiation. They work together in tandem to diminish the effects of any inequality of opportunity that still exist in our society. The concept of equity demands that, if human difference results in disadvantage, the University must apply the principle of fairness and introduce measures to mitigate such disadvantage. In other words Equity and Diversity policy in higher education mandates that appropriate measures are in place to ensure that all people able to meet proscribed educational standards and should have similar access to educational opportunities regardless of their disadvantage.

Being different, however, is not always associated with disadvantage. As Ralf Dahrendorf in his essay *Homo Sociologicus*¹ has shown, our social standing is rarely determined by a single characteristic, but rather it is influenced by the range of different characteristics each person holds – a person could be a woman, Member of Parliament, have disabilities and be of non-English speaking background at the same time. So when accessing disadvantage or inequality we need to look at the totality of each individual – the '*whole individual*'.

Certain characteristics, however, in the past have been associated more often with disadvantage in access to educational opportunities, for example, socio-economic background, gender, race, cultural or religious background, living in an isolated or remote locality, sexual orientation or disability. To address disadvantage, some of these characteristics became the subject of Federal and State anti-discrimination laws and regulations.

¹ Ralf Dahrendorf, *Homo Sociologicus*, Routledge & Kegan Paul, London 1973

IMPLEMENTING EQUITY AND DIVERSITY

The implementation of Equity and Diversity at Australian universities is guided by a range of Federal and State/Territory laws that have been translated into University policies, procedures and organisational systems.

Legal Obligations

The list of relevant legislation is provided in [Appendix 1](#). UWS as an organisation and every member of the UWS community must comply with the requirements of the relevant State and Federal laws and regulations.

These laws require measures to be developed to protect people in specific categories defined by personal attributes where there may be incidents or perceptions of discrimination or where measures may be needed to help individuals overcome disadvantage. The legislation requires that particular attention is paid to ensuring equitable treatment of women, Aboriginal and Torres Strait Islanders, students and staff from Culturally and Linguistically Diverse (CALD) backgrounds, people with Disabilities, Gay, Lesbian, Bisexual, Transgender and Intersex (GLBTI) people.

The University of Western Sydney regards legislative compliance as being only the baseline for its actions. The UWS leadership and policies are clear that the University must go further than the minimum standard required by the Federal and NSW legislation in the implementation of access and equity principles. The University aims to eliminate social and economic disadvantages in access to education and ensure that all willing and able students have access to tertiary education. It also encourages those individuals who gain access to the University to develop their talents to the full and to compete on an equal footing to achieve the rewards offered by tertiary education. These aspirations are consistent with the University's goal to achieve the highest levels of academic excellence.

Equity and Diversity at UWS

An institution that values diversity is, by its nature and its experience, more likely to be fair and equitable in its relationships with all its members and other stakeholders. UWS is also aware of its role as an agent of change in Greater Western Sydney. It aims to ensure that the education opportunities are fully open to "first in the family" students and to students from communities where access to education was traditionally discouraged or even thought to be not possible or appropriate. Access and Equity measures are here not just to secure enrolments from disadvantaged students, but to ensure that they have every opportunity to complete their studies successfully and gain employment. In other words, UWS acknowledges its important role in advancing Australia as an egalitarian and democratic society.

UWS has developed a range of policies, procedures and guidelines to support promote and instil equity.²

² For example, *Bullying Prevention Policy*; *Carer's Responsibility in the Workplace Policy*; *Code of Conduct*; *Disability Policy*; *Discrimination, Harassment, Vilification and Victimisation Prevention Policy*; *Employee Assistance Program*; *Equal Opportunity Policy*; *Indigenous Education Policy*; *Aboriginal and Torres Strait Islander Employment Policy*; *Occupational Health and Safety Policy*; *Sexual Harassment Prevention Policy*; *Student Code of Conduct*; *Women's Representation on University Committees Policy*.

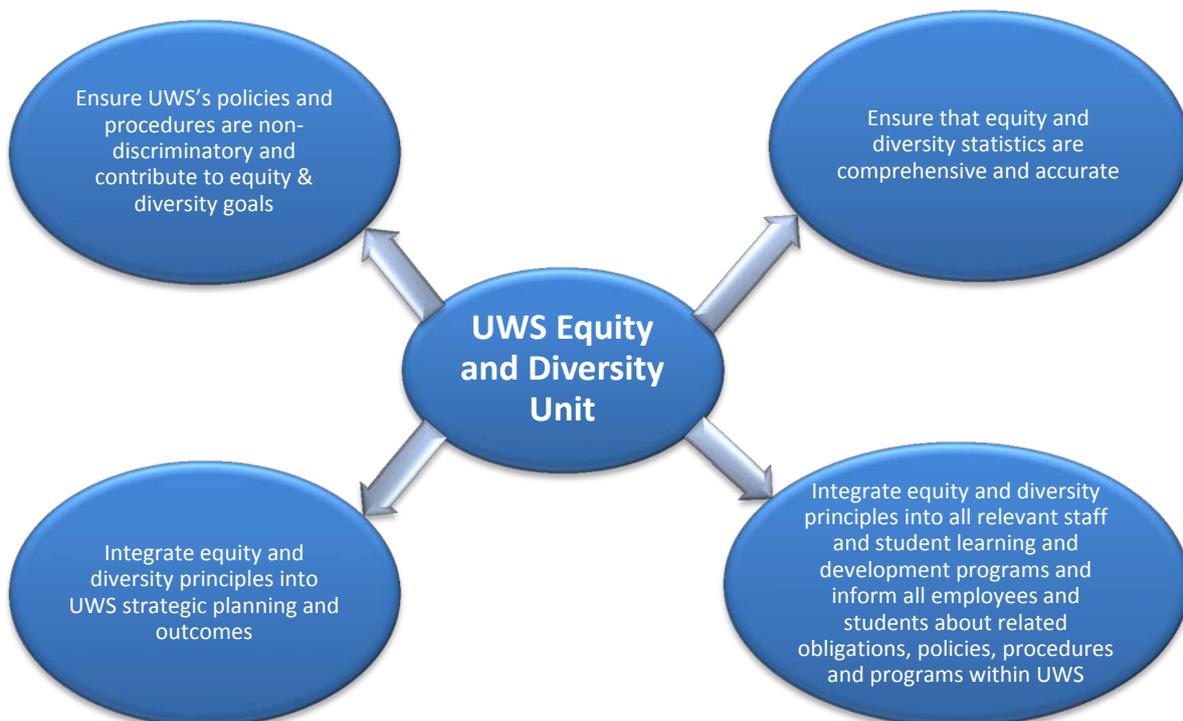
Equity and diversity principles are also incorporated into the *Academic and General Staff Enterprise Agreements*. All these measures aim to ensure that:

- all people at UWS are recognised as individuals;
- the differences among people are valued;
- each person is treated with respect and dignity;
- judgments and decisions are based on fairness and merit;
- consultation with people is encouraged, in particular regarding decisions and policies that affect them personally;
- there is an effective system of monitoring and addressing allegations and incidents of discrimination and harassment; and
- unfair, inappropriate and artificial equity barriers are eliminated.

In the University, the concepts of equity and diversity also imply principles driven by the institution's special functions and responsibilities. The University must ensure that access, advancement, awards and the recognition of success are not based unfairly on affiliations or irrelevant categories but determined by personal achievement in the pursuit of excellence.

Equity and Diversity Unit

Implementation of equity and diversity policies and procedures is the responsibility of all organisational units across UWS. UWS has established a dedicated Equity and Diversity Unit with a range of coordination and direct service delivery functions to assist with the implementation of equity and diversity policies University wide. The diagram below illustrates the key Equity and Diversity responsibilities.



The Equity and Diversity Unit collaborates with all UWS organisational units to advance a culture of respect and inclusion and ensure equitable access for all. The Unit works particularly closely with the Office of People and Culture, including with its Workplace Health and Safety Unit, and with offices of Student Services and Capital Works and Facilities to ensure proper access for people with disabilities.

METHODOLOGY

The overall approach to development of this Strategic Plan was guided by the priorities and strategies expressed in the *UWS Making the Difference: 2010–2015 Strategy*. The primary role of the Equity and Diversity Unit is to work with students and staff to promote and support equality of opportunity in education and employment at UWS.

As part of the development of the Strategic Plan, an Advisory Committee ([Appendix 2](#)) was established to facilitate input from all stake-holders and in particular a comprehensive consultation process. In the formation of the Advisory Committee, involvement was sought from various administrative units and from all schools. The Committee met twice face-to-face, and provided the Equity and Diversity Unit with advice and guidance on various matters that arose during the planning and development stages of the Strategic Plan. *The Terms of Reference* for the development of the UWS Equity and Diversity Strategic Plan were endorsed by the Committee and are attached in [Appendix 3](#).

In the initial stages of the planning process a literature review was undertaken to examine and clarify equity and diversity concepts within the higher education sector as well as other industries.

It was also necessary to research, analyse and compare existing Management Plans within the University in order to identify those areas that champion equity and diversity initiatives and also to detect specific pockets within the organisation where improvements could be made.

Face-to-face consultations were organised with various stakeholders, such as Deans of Schools, to discuss the Plan and to obtain feedback on current policies, procedures, activities and programs which would be relevant to the 2013–2018 Equity and Diversity Strategic Plan. The people consulted were asked to nominate aspects of equity and diversity in which they think the University is performing well, areas in which the University could improve, and suggestions that would enrich the way equity and diversity is perceived and incorporated by staff and students.

Following the consultation process, the Equity and Diversity Unit prepared the draft Strategic Plan which was examined by the Advisory Committee and presented to the UWS Strategy & Quality Committee for consideration. After further review, the Strategic plan was presented by the Deputy Vice-Chancellor (Corporate Strategy and Services) to the UWS Executive for endorsement and finally to UWS Vice Chancellor for approval. The Equity and Diversity Strategic Plan 2013–2018 was also provided to the UWS Board for consideration.



LOOKING BACK

In the past five years, the University has made enormous progress in supporting and implementing equity and diversity. Specific strategies and projects have been undertaken to encourage an overall culture that is respectful and inclusive of others; to ensure that UWS work and employment practices make the University ‘an employer of choice’; and to ensure student learning experiences meet high levels of satisfaction. Below we further examine the equity and diversity progress made in these three areas over the last five years.

Culture

UWS actively supports and promotes a culture of equality and civility for its staff, students and the wider community.

The *UWS Making the Difference Strategy 2010–2015* conveys this message through its stated values of ‘the primacy of the student experience’, ‘valuing and rewarding staff’, ‘opportunity and excellence’, ‘environmental and social responsibility’, ‘a vibrant and inclusive intellectual community’ and ‘being connected locally and internationally’.

Apart from the overall Strategy, the University has also developed various Policies, Procedures and Guidelines to promote appropriate and equitable values and behaviour. Policies, such as the *Academic Development Program (ADP) Policy*, stipulate a diversity and gender balance on the ADP committee. The University embraces a working and learning environment that is accessible, encouraging, and inclusive.

The University also collects data on traditionally under-represented groups such as Aboriginal and Torres Strait Islander Australians, women, CALD and people with disabilities as well as statistics regarding gender pay equity, flexible and part time work arrangements and transition to work after Maternity Leave. This data is imperative for reporting purposes and also assists the organisation in developing and implementing strategies and management plans that embrace an inclusive and civil culture for both staff and students.

Certain Equity and Diversity initiatives have played a key role in advancing the themes of equity and diversity at UWS throughout the past five years. These include a range of specific programs and educational strategies, for example to support greater cross-cultural understanding and the inclusiveness of Aboriginal and Torres Strait Islander staff and students; people with disabilities; women; Australians of culturally and linguistically diverse backgrounds and people of diverse sexuality and gender. These programs and initiatives include:

- UWS declared 2009 the Year of Respect and Inclusion. This resulted in a wide range of educational activities to enhance the acceptance and practice of respect and inclusion at UWS.
- The University delivered numerous public lectures, seminars and workshops with a focus on equity and diversity. Particularly successful has proven to be the UWS Open Fora organized by Equity and Diversity Unit – some 25 Fora were held since 2008 on social justice issues that were topical in GWS.
- The Equity and Diversity Calendar has been published every year since 2007 to promote and celebrate the idea of equity and diversity amongst the UWS and the wider community.
- International and Aboriginal and Torres Strait Film Festivals were initiated to embrace and popularize cultural diversity.
- Through the School of Social Sciences and Psychology a range of anti-racism initiatives have been developed.
- The Parramatta Community Justice Clinic was established by the University in 2009 to assist UWS students to understand multicultural issues and to provide free legal advice to many ethnic communities.
- UWS has been the education partner of Nordoff-Robbins Music Therapy Australia since 2001, which is a charity providing music therapy to people in need, and which is located on the University's Kingswood campus. In 2011, the Centre provided therapy to over 230 clients per week. Its clients are mainly adults with disabilities and children with mental health problems.
- The University supports staff and students with disabilities by providing Reasonable Adjustment Plans for staff and Academic Integration Plans for students. In 2011, approximately 200 staff had Reasonable Adjustment Plans and over 1000 students received Academic Integration Plans.
- The University is also proud to host two regions of the National Disability Coordination Officer (NDCO) Program, covering all of GWS. The NDCO Program works across the education, employment, and disability sectors to facilitate people with disabilities' access to further education and training and qualified employment and enhance linkages within the sector to break down systemic barriers to participation.
- During 2011, the Complaints Resolution Unit (CRU), which manages complaints from students, staff and members of the public, managed 80 complaints and provided advice on an additional 84 matters that were dealt with by various units within the University. CRU also presented at various workshops and symposia during the year to provide information about complaints-handling (UWS Annual Report 2011).

UWS has developed a range of relevant educational measures. It delivers equity and diversity focused content across all courses. Examples include units/courses with Aboriginal and Torres Strait Islander content such as '*Indigenous Australian Landscapes*' unit. Further, the University implemented defined equity and diversity Graduate Attribute, such as the Indigenous Graduate Attribute, as an expected outcome for all UWS students. This Graduate Attribute will provide UWS graduates with an appreciation of the culture of Aboriginal and Torres Strait Islander Australians.

The University has also offered an array of equity and diversity training courses to its staff, including: '*Working in a culturally diverse environment*'; '*Teaching across cultures*'; '*Managing workplace behaviours: promoting respect and inclusion*'; '*Anti-Bullying*'; '*EO online*' and '*Ally Network Training*' as well as programs for the GWS community such as the UWS College course on Indigenous culture.

In order to develop relevant equity and diversity strategies, the University also supports and undertakes specific research projects. Examples include, '*The ordinariness of Australian Muslims: attitudes and experiences of Muslims*'; '*Multiculturalism Research Project (Living Diversity 2)*'; '*Lesbian and Gay teachers speak: A study of the effects of schooling and institutional cultural sexual subjectivities in metropolitan Sydney*'; and '*Conditions for Success to Enhance Aboriginal Education*'.

Through the above initiatives, UWS has not only demonstrated its commitment to being a '*University of the People*', as named by the initial 2006 AUQA report, but also has changed its culture to be more inclusive and equity oriented. This was reflected in reports by external reviewers and in surveys of UWS staff.

For example, the 2011 second cycle AUQA report acknowledged the UWS achievements in advancing the culture of equity and civility in its diverse community. The AUQA report comprised of twelve commendations, including '*UWS is commended for its clear and strategic focus on advancing its mission for the benefit of the people of Greater Western Sydney*', and '*UWS is commended for taking an active and strategic approach to increasing student retention, thoroughly grounded in the research on the subject*'. The University also received ten affirmations in the report, such as '*efforts to improve the transition and retention rates of commencing students, by deploying, expanding and improving a range of programs and strategies designed for that purpose*', and '*UWS's implementation of its workload principles and policy framework*'. The findings of this report have shown that UWS is making a conscious effort to create and maintain a positive and encouraging environment for its community and that this effort is being recognised beyond the University.

Another example is the results of *UWS My Voice Survey*, conducted by the UWS in March 2012. The survey, which was completed by 2066 or 83% of UWS staff, encouraged employees to provide feedback and comments in a range of areas, including '*Job Satisfaction*'; '*Organisational Direction*'; '*Mission and Values*'; '*Diversity*'; '*Resources*'; '*Safety*'; '*Facilities*'; '*Leadership*'; '*Learning and Development*'; '*Career Opportunities*'; '*Workload*'; '*Wellness*'; '*Work/Life Balance*' and '*Flexibility*'.

In terms of '*Mission and Values*', 86% of survey respondents agreed strongly with the overall purpose, values and work done by UWS.

Under '*Diversity*', 74% of respondents indicated that sexual harassment is prevented and discouraged; that there is equal opportunity for staff at UWS; and that bullying and abusive behaviour are prevented and discouraged. 90% of staff feel they have good working relationships with their UWS colleagues.

54% of staff who completed the survey indicated under '*Wellness*' that they were given enough time to do their job well; felt in control and on top of things at work; felt emotionally well at work; and were able to keep job stresses at an acceptable level.

'*Work/Life Balance*' scored a favourable 62%, which indicated that staff were satisfied with being able to maintain a good balance between work and life; that staff were able to stay involved in non-work interests and activities; and that staff felt as though they were able to meet family responsibilities whilst still doing what was expected of them at work.

65% of respondents indicated under '*Flexibility*' that they thought UWS had enough flexible work arrangements to suit their own needs; that they could change their working hours if needed to; and that they had a say about their work conditions.

Employment and Work

In the 2012 '*UWS My Voice Survey*' staff who completed the survey, answered favourably to questions relating to diversity and work with the vast majority of those responding agreeing that sexual harassment is prevented and discouraged and that there is equal opportunity for staff at UWS. This is a direct outcome of a wide range of equity and diversity measures adopted by UWS since 2006 to advance a culture of respect and inclusion and the implementation of new staffing strategy '*Our People 2015*'.

The goals of the '*Our People 2015*' project are to '*become an employer of choice*', '*workforce alignment*', '*workforce continuity*', '*rewards and career progression*', '*organizational and leadership culture*'. Among its strategies, there is a specific focus on embracing a diverse staff culture to ensure fair representation from traditionally under-represented groups such as Aboriginal and Torres Strait Islander Australians, women, people with disability, and people from non-English speaking backgrounds. In this instance, UWS has embraced the *Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities*, published in 2011, which applies both to staff and students.

In addition to '*Our People 2015*', several additional staff-related initiatives have been undertaken at UWS which encourage and embrace equity and diversity. These initiatives, described below, can be clustered into the previously mentioned traditionally under-represented groups.

Aboriginal and Torres Strait Islander Australians

- The Office of Aboriginal and Torres Strait Islander Employment and Engagement is now an established, sustainable Office which is experiencing significant growth. Underpinned by a robust project methodology, cultural workplace relations, engagement policies and metrics, university wide implementation team and Advisory Board. The Strategy aims to improve the socio, economic and cultural outcomes for First Peoples in Greater Western Sydney and beyond. UWS' aims to be an 'Employer of Choice' within Greater Western Sydney (GWS) particularly amongst its Aboriginal and Torres Strait communities, promoting the benefits of diversity in the workplace to all employees. This includes emphasising the knowledge, skills, traditions and cultures of First Peoples which also fosters an environment that embraces and values people's individual differences. The Office focuses on employment and engagement opportunities, whilst building collaborative networks and commercial partnerships. Further, it aims to ensure that First Peoples and Culture are represented across the University's core business at all levels (entry, mid and senior roles), contributing to all aspects of university life and its mission of excellence through scholarship, teaching, learning, research and service to regional, national and international communities, beginning with the people of Greater Western Sydney. Since, 2008, UWS increased its Aboriginal and Torres Strait Islander employees from 15 to 50+ staff in fulltime equivalent academic and professional roles such as traineeships, cadetships, early career academics through to management and professorial roles. Over 10% of

those fulltime staff occupy senior and management roles which we are very proud of and UWS has now established engagement practices for First Peoples entering and progressing towards mid level and senior positions. For its work, the Office won the Australian Human Resources Institute Fons Trompenaars Award for Diversity and Cross Cultural Management (2010).

- The Aboriginal and Torres Strait Advisory Council (ATSAC) is a standing advisory committee of the University, providing advice on Aboriginal and Torres Strait Islander matters to the Vice-Chancellor and the Board of Trustees. The Council consists of current Aboriginal and Torres Strait Islander staff and student members, Aboriginal and Torres Strait Islander alumni, and Aboriginal and Torres Strait Islander community members.
- The Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board was established to provide strategic advice and input into the University's Indigenous Employment and Engagement initiatives; and relationships between the University, industry, government and the Aboriginal and Torres Strait Islander communities.
- *The Aboriginal and Torres Strait Islander Employment Policy* was developed and a review of other policies was undertaken to ensure inclusion of Aboriginal and Torres Strait Islander employment and engagement.
- *The Aboriginal and Torres Strait Islander Action Plan 2011–2015* was endorsed by Executive and will be implemented to execute relevant policies and staff agreement clauses.
- UWS has made a commitment to appointing key Aboriginal and Torres Strait Islander staff through the establishment of the Office of Aboriginal and Torres Strait Islander Employment and Engagement, UWS Aboriginal and Torres Strait Islander Employment Strategy Consultative Committee and Action Plan.
- Examples of senior appointments include the Director, Office of Aboriginal and Torres Strait Islander Employment and Engagement, Director and Associate Director positions in the Badanami Centre for Indigenous Education. Senior Lecturers within the Schools.
- *The Aboriginal and Torres Strait Islander Action Plan 2011–2015* was implemented to execute relevant policies and staff agreement clauses.
- UWS has made a commitment to appointing key Aboriginal and Torres Strait Islander staff. Examples include Senior Lecturer (Aboriginal and Torres Strait Islander Health), School of Nursing and Midwifery; Manager for Aboriginal and Torres Strait Islander Outreach; and Director and Associate Director positions in the Badanami Centre for Indigenous Education. In 2011, the Badanami Centre for Indigenous Education employed the largest number of Aboriginal and Torres Strait Islander academic and general staff in any one unit at UWS.
- The establishment of the Aboriginal and Torres Strait Islander Early Career Academic program was piloted with 5 participants in schools aims to provide professional development across all schools and institutes.
- The University ensures that there is senior Aboriginal and Torres Strait Islander staff participation within certain University decision-making committees, such as the Academic Senate Committee and the UWS Senior Management Committee which includes the Director from the Office of Aboriginal and Torres Strait Islander Employment and Engagement and the Dean/Director from the Badanami Centre for Indigenous Education.
- Since 2008, the University, in partnership with the Department of Education, Employment and Workplace Relations (DEEWR), has delivered 29 Traineeship and Cadetship placements into a range of positions across UWS and beyond with a 98% retention rate.
- Through the Aboriginal and Torres Strait Islander employment and engagement Strategy and Office of Research, in 2011, the University awarded its first UWS Postdoctoral Research Fellowship.

- In 2011, UWS introduced its Aboriginal and Torres Strait Islander Elders on Campus Program where Elders provide leadership, engagement, cultural workplace relations protocols, support and mentoring of staff, cadets and trainees across all of the University's campuses. The program aims to give formal recognition to the contribution of Aboriginal and Torres Strait Islander Elders to UWS and the community.

Women

- For 10 consecutive years UWS has received the prestigious citation EOWA Employer of Choice for Women. Only 99 organisations across Australia received this citation for 2013, placing UWS in the top 4% of organisations for women in the country.
- In 2011, 50% of Academic staff and 68% of Professional staff were female.
- The representation of women at senior levels is above the sector average. In 2011 Women comprised ³:
 - 43% Level D Academic Staff (Sector Average 33%)
 - 30% Level E Academic Staff (Sector Average 24%)
 - 35% Senior Staff (Sector Average 34%)
- 20 weeks paid Parental Leave and phased return to work is available to UWS staff.
- Annual pay equity audits are conducted to identify where gender pay differences exist and to assess the effectiveness of strategies developed to reduce the gender pay equity gap.
- UWS provides subsidised child care centres on UWS campuses.
- The University operates a centralized Maternity Leave Replacement Fund.
- Flexible and part-time work options are supported by the University and in the UWS My Voice Survey 76% of female staff agreed with the statement that UWS has enough flexible work arrangements to meet individual needs.
- Women's participation in staff development and leadership training is high.
- The University monitors Women's Representation on UWS Committees.
- Equal Opportunity for Women is a standing agenda item for the UWS Board of Trustees, the UWS Executive Committee and the HR Implementation Committee.
- International Women's Day is promoted every year throughout the University through internal emails and by hosting events such as forums and meetings.
- There is a Women's Network for staff.
- In the 'UWS My Voice Survey',
 - 88% of female staff who completed the survey believed that sexual harassment is prevented and discouraged;
 - 78% of women believed that discrimination is prevented and discouraged; and
 - 58% agreed that bullying and abusive behaviours are prevented and discouraged.

³ AHEIA (Australian Higher Education Industrial Association) Universities HR Benchmarking Program Report 2012.

Culturally and Linguistically Diverse

- The 2011 ABS Census shows that almost one quarter of all Australians were born overseas and 43.1% have at least one parent who was born overseas. The fastest growing communities in today's Australia are the Indians and the Chinese; with emergence of new communities such as the South Sudanese, Bhutanese, Nepalese and Congolese.
- The University employs a large number of staff from CALD backgrounds. For instance, in the UWS College alone, 23 percent of teaching staff and 37 percent of professional staff are CALD. The 2011 UWS Annual Report noted that 26% of Academic staff and 17% of Professional staff are people whose language first spoken as a child was not English.
- Out of 34,741 domestic students at UWS in 2011, 2,144 or 6.2% were students who arrived in Australia less than 10 years ago and who speak a language other than English at home. English (68.7%), Arabic (5.6%), Vietnamese (2.6%), Hindi (2.0%), Cantonese (2.3%), Mandarin (1.2%) and Spanish (1.3%) languages were most often spoken at home by UWS domestic students.
- Customer Service across Cultures Training is available for all *UWSCollege* staff.
- UWS has undertaken the '*Increase Diversity of Workforce*' project as a way of proactively developing diversity attraction programs and an understanding of diversity needs through recruitment processes.
- The University supports Harmony Day in March every year by sending out an internal email to all staff advising people of the day and promoting a culture of inclusiveness.
- UWS has a register of staff who speaks a second language.
- The University has provisions for cultural leave. The Sydney Graduate School of Management organised a Tolerance Day, based on a United Nations initiative to create a greater awareness of tolerance towards all staff. The day involved a presentation by an Indigenous dance group, a catered lunch and distribution of material.
- Communities of Practice is an initiative undertaken by the School of Business, where staff, both Academic and Professional, join together in diverse groups, across disciplines and work areas, to share their concerns, their passions and ideas.
- 64% of Non-English Speaking Background (NESB) staff, who completed the '*UWS My Voice Survey*', indicated that there is equal opportunity for staff at UWS. NESB respondents also positively supported questions relating to wellness, work/life balance and flexibility. When asked whether UWS has enough flexible work arrangements to suit individual staff needs, 74% of NESB respondents answered favourably.

Disability

- In 2011, 7% of the University's Academic employees were people with disabilities and 2% of those people required adjustment plans at work ([Appendix 3](#)).
- 10% of Professional UWS staff in 2011 were people with a disability, and 3% of people with disabilities required workplace adjustments ([Appendix 3](#)). It is assumed that many people have not disclosed their disability as this figure is significantly less than the National average of 18%.
- UWS provides Workplace Adjustments to accommodate the requirement of staff with disabilities.
- The University centrally funds equipment for staff with disabilities.

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- Staffing for Disability Services was increased in 2012 in response to increased registration of students with disabilities.
- A retrieval service is offered through the Library to all staff and students with a disability.
- An adequate number of accessible facilities are located on each campus.
- UWS is developing a comprehensive Mental Health Strategy for the whole UWS community (students and staff). This strategy has included the implementation of:
 - Mental Health and Wellbeing Month
 - Publications on management and referral strategies for concerning behaviour
 - Mental Health and Wellbeing website
 - Staff supporting students training on Suicide Awareness
 - Mental Health First Aid training is available to staff to assist them in recognising signs and symptoms of mental health problems, and to be able to provide first aid in a mental health crisis.
- Capital Works and Facilities, together with Equity and Diversity, recently completed a detailed audit of facilities across all campuses and now use a register as an integrated component of its development process for all projects.
- In 2011, the University purchased accessible buses.
- The Disability Action Plan was implemented in 2011, its purpose being to improve the access for people with disabilities and to provide them with equal opportunities.
- In the '*UWS My Voice Survey*' questions relating to flexibility rated well amongst those staff with a disability who completed the survey and staff on reasonable adjustment plans who completed the survey. 70% of respondents with a disability and 62% of respondents who have a reasonable adjustment plan supported the question relating to whether UWS has enough flexible work arrangements to meet staff needs.

Sexual and Gender Diversity

- The UWS has established an Ally Network, which currently has more than 70 members. The Network aims to bring about positive change for staff and students who identify as gay, lesbian, bisexual, transgender, or intersex (GLBTI).
- The University offers training for students and staff on issues relating to the GLBTI community.
- Various events, such as campus lunches and film festivals, are held throughout the year to promote an inclusive culture among UWS staff and students.

The University monitors employment data, including staff recruitment, promotions and reclassifications to ensure equitable processes. For the current trends in representation of EEO groups among academic and general staff see [Appendix 4 – Equity benchmarks - Employment](#).

Learning

The current priorities of the University, as outlined in *the UWS Making the Difference Strategy 2010–2015*, have a focus on learning and include ‘widening participation’, ‘student retention’, ‘student satisfaction’, ‘postgraduate students’, and ‘international students’. In relation to ‘widening participation’, UWS aims to increase the number of indigenous students and the number of students from low socio-economic status backgrounds (LSES). These priorities are supported by the recommendations made in the second cycle AUQA report, which lists student retention and student satisfaction as areas of high importance.

In recent years, the University has supported an array of equity and diversity projects and initiatives that are student-focused. The initiatives can be grouped under the three broad themes of widening participation, retention, and satisfaction, all of which are described in more detail below.

Widening Participation

Widening Participation is an area of importance in *the UWS Making the Difference Strategy: 2010–2015*. The Strategy describes that the ‘expansion of monitoring programs aimed at raising aspirations among younger children and Indigenous students with emphasis on language and numeracy skills’, together with ‘continued prominence of co-operative placement programs and service learning/student out-placement programs’, as key factors that will influence the achievement of the Widening Participation target.

The University’s *2011 Annual Report* specified a growth in domestic students from 29,164 in 2007 to 35,086 in 2011, and also an increase in international students from about 3,800 in 2007 to almost 4,500 in 2011.

The ethnicity of UWS students is very diverse, with the majority of domestic students being of Australian, Arabic, Chinese and Indian heritage. China provided the highest proportion of international students in that year, followed by India and Vietnam. It should be noted that there may be a slight inaccuracy in this data as not all students supplied information relating to their heritage.

The Report also suggested that the number of female students has risen from 18,825 in 2007 to 21,918 in 2011. In 2011, the University had more female students than male students (17,645). The majority of students that year were under 25 years of age.

According to the 2011 Annual Report there has been almost a 2% increase in student participation from LSES. In 2011, the participation rate is 22.9%, which is more than 5% higher than the sector average.

The following are examples of projects/initiatives that UWS has undertaken to address the priority of Widening Participation:

- Various scholarships are available, including scholarships for Indigenous students, women, students with a disability, mature age students, students who identify as gay or lesbian.
- UWS Aboriginal and Torres Strait Islander programs in schools. Such programs include the *Indigenous School Student Mentoring Program* and the *Aboriginal and Torres Strait Islander rural school student visits to UWS*. These programs aim to increase school students’ aspirations and familiarity with university.
- The *Badanami Alternative Entry Program* is available to Indigenous school students who do not have a High School Certificate, or who have a UAI score lower than required for their chosen course.

- The *Bachelor of Education (Primary) (AREP)* and the *Bachelor of Community and Social Development* are a specific access strategy for Aboriginal and Torres Strait Islander students.
- The School of Business has hosted several *Indigenous Traineeships* in recent years.
- The *Bachelor of Medicine-Surgery* offers start-up scholarships to prospective Aboriginal and Torres Strait Islander students.
- The *Fast Forward Program* is a successful outreach program designed to encourage the educational aspirations of High School students from LSES schools in GWS.
- Building pathways into courses to attract students from diverse backgrounds. Pathways include Vocational Education and Training (VET) pathways whereby students from all backgrounds engage in further education by using their VET studies to gain access and often credit transfers towards UWS degrees.
- The *UWS 2011 Annual Report (page 23)* stated that the Schools of Communication Arts, Education, Humanities and Languages and Social Sciences achieved their highest ever level of student enrolment in 2011.
- The Report on page 31 also specified that the College of Health and Science, in 2011, recorded a 13% increase in international students.
- The University attempts to increase participation by working with identified low socio-economic gap schools through various initiatives. Programs include, '*Student Ambassador program*' which allows current UWS students to engage with prospective students from disadvantaged backgrounds; '*HSC Tutorial Scheme*' assists students in low SES schools in preparing for their HSC; the '*Books in Schools*' projects increases access to literature within schools in GWS.



Retention

UWS received an affirmation in the second cycle AUQA report that relates to the University's efforts to improve the transition and retention of commencing students through a range of programs and strategies. However, it was recommended in the report that UWS investigate the reasons behind the increase in first year attrition rates amongst international students.

The UWS Annual Report 2011 stipulated that the retention of commencing bachelor students in 2011 has slightly decreased since 2007. In 2006/07 the retention rate was 81.3% and in 2010/11 it decreased to 80.1%. Although the statistics have changed only minimally, the University has taken specific measures to improve the retention rate of first year students.

Student retention has become a priority in the *UWS Making the Difference Strategy: 2010–2015* and the following are some of the tactics that have been implemented to help address the issue:

- The '*Students at Risk project*', undertaken by Student Support Services, was a detailed analysis of UWS student data, interviews and focus groups, designed to research factors and cohorts at risk of attrition and/or under achievement. A number of risk factors and cohorts were identified and strategies were recommended to address these risks.
- The '*Mature Aged Students Equity Project*' was developed in response to the identification of mature aged students as a group at high risk of attrition or under-achievement. Contact was initiated with a wide range of mature aged students to identify issues and barriers facing this cohort and to develop trial and evaluate strategies to address the identified issues. A detailed survey of mature aged students was conducted in 2010 and a range of Focus Groups contributed to a mature aged students research report and recommendations to be finalised in 2012. The research has identified improved success and retention rates for mature aged students since the implementation of this program.
- '*E-Counselling Trial*' through Student Support Services is a counselling service that provides convenient and flexible access to counselling services for students who may have difficulty or reluctance in accessing the University Counselling Service during business hours.
- A program to develop a range of '*Peer Guides*' for various student cohorts has been instituted. '*Peer Guides for Mature Aged Students*', '*First in Family and Students studying on a Budget (LSES)*' have already been published, with others such as '*Aboriginal and Torres Strait Islander Students*' and '*Students with a Disability*' in development. By canvassing and publishing advice from successful students in each group, the program aims to provide targeted information, advice and strategies to aid transition, success and retention for these groups.
- Financial assistance, food vouchers and textbook vouchers are provided through the '*Grants Program*' to students in financial distress.
- Mentoring projects such as '*MATES@UWS*', '*Crossing Borders Mentoring Program for international and overseas trained students*', and the '*Refugee Action Support (RAS)*' assists in facilitating a more effective transition to university for new students. Free tutoring services are also available to Indigenous students through Badanami Centre for Indigenous Education. The UWS College provides online support to all students through *YourTutor*.
- The Sydney Graduate School of Business introduced a mentoring program called '*Mentoring and Mates*' in 2011 to engage students more fully in their master degree programs and to focus on first-year retention for postgraduate students (*UWS Annual Report 2011, page 27*).
- The University also has intervention strategies to identify and mitigate risk. The *First Year Advisor Pilot* was trialled to monitor the indicators of risk of attrition and develop appropriate strategies for early advice. In addition, the University's other strategies include workshops, tutoring, literacy tests, and specific unit participation.
- '*Student Transition Success*' is a program where trained senior students, under the guidance of staff from Student Support Services, call commencing students from identified 'at risk' groups. This program has made a significant contribution to identify 'at risk' students, supporting them and developing strategies in response to the issues identified.

- Providing Support Networks such as the *Support Network for Arabic Postgraduate students (SNAP)*, setting up Student Support Rooms for consultations with first year students regarding written assessments, offering a Self Access Centre, with a teacher on duty, to CALD students through UWSCollege.
- Schools are working with Student Support Services to manage Academic Integration Plans for students with a disability.
- Some courses offer a reduced workload to students with a disability or to students who have a carer's responsibility.
- Research has been undertaken by various areas of the University that focus on student retention and, in particular, examines the needs of students from LSES, NESB and mature age students. Examples of such research projects include the '*Changing Chaplaincy in Australian Universities Research*' which investigates potential strategies for the Chaplaincy to more effectively meet the spiritual needs of the diverse UWS student body.
- Inherent requirements for various courses such as Nursing and Medicine are communicated to prospective students via the UWS website and UAC information processes.
- '*Closing the Gap (in Indigenous Health and Life Expectancy)*' was developed by the School of Medicine to enhance the teaching of Indigenous Health issues, to provide an embedded indigenous placement in an Aboriginal Medical Service in NSW, and to develop an online cultural awareness module for students to undertake.
- According to the *UWS Annual Report 2011 (page 23)*, the School of Psychology achieved a better alignment of student to staff ratios with those prescribed for Psychology accreditation with the Australian Psychology Accreditation Council (APAC).
- The College of Business and Law has maintained a retention rate of 79.8% over the past three to four years, and has increased the LSES participation rate to 21.4% (*UWS Annual Report 2011, page 26*).
- In 2011, UWS celebrated the graduation of its first cohort of medical students (*UWS Annual Report, page 32*)
- A Business Academic Skills Unit, offered through the School of Business, is designed to teach first year business students the skills they will need to undertake their degree.
- Staff in the School of Business has run several charity drives for food, clothing and other items to support the work undertaken by Sister Valerie Powidzki, a UWS Chaplain on Parramatta and Campbelltown campuses, for disadvantaged students.

Satisfaction

The issue of student satisfaction has been put in the spotlight since the AUQA cycle 2 report made two urgent recommendations, including '*reviewing relevant policies, responsibilities and processes relating to student complaints and ensuring that students are encouraged to use these where appropriate*' and '*further steps to be taken to address variability in the quality of the student experience, including supplementing the current student survey suite with more direct and student-initiated feedback mechanisms*'.

Student satisfaction has been incorporated into *the UWS Making the Difference Strategy: 2010–2015* and the following initiatives have been undertaken:

- The University provides personal, cultural and academic support for Indigenous students through the Badanami Centre for Indigenous Education and through the UWS College Ngaramada Centre.
- UWS offers *Indigenous Student Orientation programs*.
- *Living Local Off-campus Accommodation* website was developed to provide a means of making information about a range of off-campus accommodation available, which allow interested students to enquire and receive advice about accommodation. This website assists mature aged students, students from regional and remote locations, single parent students and students from LSES backgrounds whose accommodation needs are not being met by on-campus UWS accommodation.
- *The Lucy Mentoring Program* was developed to inspire, motivate and educate women about the opportunities available for employment and leadership in the private and public sector. The program is available to undergraduate students from business, finance, accounting and law.
- The University has taken specific steps to cater for the needs of staff and students with disabilities. The Library, for instance, offers a retrieval service for staff and students with a disability and ensures that its website adheres to the international W3C Accessibility Standard. Access Rooms for students with disabilities also exist in some UWS Libraries. In addition, the University is in the process of developing the availability of its suite of Assistive Technology software through a CITRIX web server so that students with disabilities can access their required software from any location where they have internet connection and not be limited to the Access Rooms.
- The UWS Ally Network promotes awareness of the issues faced by the GLBTI community such as discrimination, under representation, and stereotyping, by putting on events, holding seminars, and challenging non-inclusive attitudes and behaviours.
- The University has refurbished spaces specifically dedicated to minority students. The rooms, called *Queer Spaces* are designed to provide a safe, comfortable and inclusive area for GLBTI students.
- The University has also provided space on each campus specifically for Women and multi-faith spaces.

As a result of all the above measures, the University has made significant progress in addressing the issues of student recruitment, student retention and student satisfaction. For example, the overall Graduate Satisfaction, as outlined in the 2011 UWS Annual report, has increased significantly from 65.6% in 2007 to 84.1% in 2011. It is important to note that significant improvements in appreciation of equity and diversity can be observed.

In Conclusion

This progress examined under the broad themes of *'Culture'*, *'Employment and Work'*, and *'Learning'* confirms that many of the initiatives that have been introduced in the past five years have encouraged the development of a practical concern about equity and diversity questions and with it a culture of civility, respect and inclusiveness across the University. A review of existing practices also reveals ways that this culture can be maintained and taken forward over the coming years.

The initiatives identified and examined under *'Employment and Work'* indicate that, while much has been achieved, there is still good reason to explore further steps that must be taken to ensure that traditionally under-represented groups - such as Aboriginal and Torres Strait Islander Australians,

women or culturally and linguistically diverse people – continue to gain higher levels of participation and inclusion.

The sub-themes examined under the broad heading '*Learning*' – specifically '*widening participation*', '*student retention*' and '*student satisfaction*' - clearly require continuing attention. They tie directly into the *UWS Making the Difference Strategy: 2010-2015*, and the *2011 AUQA Report*. Because they are supported and validated by the University's policies, procedures and guidelines, because they are essentially "measurable", and because they currently present themselves as challenges to all Australian universities (and not least to UWS), it is essential that these areas are explored vigorously over the next five years. Equity and diversity considerations will be important aspects of this exploration.



THE WAY FORWARD

Our brief review in the ‘*Looking Back*’ section of this document reveals that significant progress has been made in terms of promoting equity and diversity across the campuses of the University of Western Sydney in the five-year period 2007 and 2011. Many of the initiatives and much of the work that has been done in this period has enhanced the recognition of UWS as an institution where people matter and where notions like equity and diversity are given more than simple lip-service. In fact, by now equity and diversity is an integral part of the University’s DNA.

The task of this Strategic Plan is to build on these achievements and provide both strategic directions and practical implementation measures for the way forward. The current Plan continues to reflect the UWS core values and in particular the University’s commitment to keep its status as “*the University of the People*”.

Defining the road ahead, however, needs to be undertaken in the context of current and emerging challenges and opportunities that may have an impact on equity and diversity trends and deliverables. Good planning is also needed to search for new ideas and consider experiences offered by other academic institutions. Any effective strategic plan also needs to have in-built mechanisms for on-going monitoring.

Finally, when planning, after determining the key strategic objectives, it may be prudent not to set implementation details in stone, but rather to allow for some flexibility and timely adjustments that may be needed during the implementation stage.

Challenges and Opportunities

While the record of UWS has been positive in terms of its progress in the equity and diversity areas, the past will not necessarily be a good indicator of probable performance in the immediate future. Over the next five years education in Australia, especially at the post-secondary level, will be experiencing the effects of dramatic changes at both a domestic and global level. Beyond the next five years, the implications of the known changes and those changes that are yet unimagined, will probably reframe the whole character of the university as we know it.

Many of the changes in our tertiary education system have been underway for some time, but they are all gaining pace. In most cases, UWS, like other universities, has taken steps to accommodate these changes, but there are many areas where the pace and direction of change is likely to alter in unforeseen ways. There will almost certainly be areas of activity in tertiary education where we have not been able to anticipate the nature of possible changes and the impact they will have on our operations.

All these changes will present universities with great challenges for the future. Those universities that succeed will be those that face change squarely, confronting the emerging challenges and adjusting appropriately to their changing environment.

Challenges facing the higher education institutions were recently examined by UWS Vice-Chancellor, Professor Janice Reid, in her paper, *The Paradox of Growth: UWS in its Third Decade*, submitted at the Board of Trustees Strategy Day in July 2011. These challenges include funding, attracting and retaining quality academic staff, linking academic programs to employment outcomes and market demand, and rivalry to attract the best students.

Other authors suggest that the future of tertiary education sector is also being shaped by:

- the creation of a market for undergraduate places,
- the impact of on-line learning in the digital age and the vast expansion of flexible delivery options,
- the globalisation of education and research institutions as key parts of the knowledge economy,
- the disappearance of boundaries and the declining relevance of regions,
- the growth of 'private' universities and research 'think-tanks',
- entrepreneurial and commercial trends in universities and the possible devaluation of basic research, and
- growing demands for more immediate and tangible returns on public investments in education.

These are sector wide challenges, but some of them relate especially to the equity and diversity priorities to which UWS is firmly committed such as '*widening participation*', '*staff and student retention*', '*student satisfaction*', '*access and inclusiveness*' and other equity and diversity issues. In fact, as overseas experience indicates that even some of the currently settled assumptions about equity and diversity might come under question. Questions could be asked about the fairness and costs associated with the way some universities are implementing equity programs and about possible side effects, especially when one considers internal distribution of resources or impact on people who are not beneficiaries of equity measures. There is some concern, moreover, that universities have sometimes been too ready to relax entry and graduation standards in the pursuit of equity and diversity and that the price has been the sacrifice of the quest for excellence. There has also been a

concern in the USA that some universities have mistakenly “*recruited for diversity*” and made diversity an end in itself instead of treating it more realistically as an asset to be managed and an important instrument to assist in the pursuit of other important traditional university goals, specifically excellence.⁴

There could be also significant changes in resources allocated for equity and diversity objectives. For example, the Federal Government may reduce financial support for the students from lower socio-economic background or university governing bodies might find that they have to focus more of their resources on problems other than those involving issues of equity and diversity.

Blended learning or ‘*campuses without students*’ - concentrating entirely on distance or on-line education, might reach outcomes about equity and diversity quite different from those institutions continuing to offer face-to-face instruction. Similarly, those tertiary level institutions that are essentially international in scope (including the ‘global one-world classrooms’), those that concentrate on professional qualifications, career training, retraining of older students or ‘lifelong learning’, or those institutions that abandon teaching in favour of research, might differ radically in their priorities from those institutions offering a more traditional general education?

Answers to such questions will reflect the direction of future trends in thinking about equity and diversity in our universities. The profiles and roles of teaching staff might change in very significant ways, especially if ‘teachers on-line’ become increasingly distinguishable from ‘teachers on campus’. Similarly, the interests and demands of students will be quite different as demographics change; older part-time students spending little time on campus for example, will not have the same depths of concern about equity as those younger full-time students living or spending most of their time on campus. Expectations in terms of equity and diversity will change accordingly. The monitoring of these trends in an increasingly complex tertiary education sector will be an important responsibility of the UWS Equity and Diversity unit over the coming years. .

UWS has generally dealt successfully with these emerging challenges, but the scope and probable impact of the changes in the university sector suggest that it will be a continuing problem that must be carefully monitored. Because this is a problem for universities world-wide, UWS should continue to examine solutions found to work elsewhere. For example, the Association of American Colleges and Universities has focussed on the problem with its ‘*Making Excellence Inclusive*’ initiative, which has influenced the equity and diversity strategies of many major universities and has useful lessons for UWS.

The equity and diversity implications of the changes in tertiary education will also present UWS with opportunities. Being relatively young as an institution, and being the only university in a large and naturally diverse region, UWS has had to give its attention to questions of equity and diversity ever since its inception. The arrangements for dealing with these questions have been an integral part of the University’s structure.

Thus, UWS is well-placed to offer leadership on one or more of the central issues relevant to equity and diversity. The question of ‘civility’ (a basic objective of the management of diversity) is such an issue. It is also one where major universities offer models for our consideration. The ‘*Project Civility*’ initiative recently launched at Rutgers University, for example, is a two-year program of broad-ranging activities (including seminars, workshops, debates, public lectures, video productions, essay competitions, outreach community functions and major conferences) aimed at promoting an

⁴ For example such questions were raised recently by Justice Antonin Scalia in the hearings on the landmark University of Michigan cases before the US Supreme Court.

environment of civility on campus and in the community. By adapting such a model, UWS could take the leadership on this major diversity issue.

There are many available best-practice models of such programs that might be suitably adapted and introduced at relatively little cost to meet the needs of an institution like UWS. A few examples are sufficient to illustrate this:

- Investigation and conflict resolution arrangements, such as ombudsman models and complaint teams. Princeton University, for example, has an [‘Ombuds’ Office](#) within its Equity and Diversity program as a neutral, confidential, independent and informal resource where any member of the university can discuss a complaint, conflict or problem with equity and diversity implications. Other universities have established cross-campus ‘bias response teams’ to support and guide students seeking assistance, document and report incidents and allegations, and provide better evaluation tools and responses. The [University of Chicago](#) offers a useful model.
- Standardised workshops. A number of leading international universities provide good models for the development of standard workshops with structured material and trained facilitators to ensure some level of consistency in approaches and encourage collaborative efforts on equity and diversity issues. A number of Canadian universities, such as Queens University, Canada, for example, provide workshops for academic and administration leaders to evaluate experiences with complaints and issues. The [University of British Columbia](#) offers a series of standard workshops for students, staff and faculty, appropriate for a wide range of uses when requested, such as departmental seminars and orientation programs.
- Publicity. Some universities have emphasised the importance of publicity as a means of educating their students and staff, along with the general public, on the importance attached to equity, civility and the promotion of positive aspects of diversity. The University of Virginia, for example, ensures that civility is recognised with light and newsworthy publicity. Appropriate acts of civility are given recognition through a monthly feature – [‘Voices of Diversity’](#) – media releases and for inclusion in university publications and web-pages to give a positive image of equity and diversity.

There are also many useful models where special awards and fellowships are provided with the objective of giving students and academic staff a common stake in an institution’s equity and diversity programs, whilst at the same time recognising students and staff who contribute to the advancement of equity and diversity objectives. Appropriately prestigious awards and fellowships, moreover, can also be instrumental in promoting public interest in the institution’s equity and diversity policy and goals.

Programs of this type might be especially relevant to multi-campus institutions like UWS. Again, there are several models worth examining, such as the acclaimed ‘Graduate Diversity Fellowship Program’, Faculty Diversity Programs’ and Explorations in Diversity and Academic Excellence’ operating across the very diverse campuses of the [State University of New York \(SUNY\) system](#). This program offers fellowships to students who have been admitted to graduate or professional study. The program is intended to assist in the recruitment, enrolment and retention of students whose academic activities contribute to the diversity of the student body, especially those who can show that they have overcome some disadvantage in pursuing their higher education.

Another useful model is provided by the University of California Berkeley, where a three-pronged strategy (linking equity, inclusiveness and excellence) includes a [‘Chancellor’s Award for Advancing Institutional Excellence’](#) awarded to faculty members who have demonstrated a commitment to excellence through their focus on equity and inclusiveness in their teaching, public service or research.

The SUNY and Berkeley models are only two of many that should be explored to test their suitability for adaptation to meet UWS needs and goals. Indeed, the monitoring of relevant initiatives in other tertiary institutions will be an important exercise in the current era of change in the world's universities. This will be an on-going responsibility of the equity and diversity arrangements at UWS over the coming years.

The guiding focus of any university must always be the pursuit of excellence, of course, but within this goal the priority concern of the equity and diversity programs at UWS will be the continuing enhancement of the culture of fairness and civility that has been nurtured across the University campuses. A key part of this priority is to seek out, adapt and apply ways to ensure: first, that the appropriate culture at UWS is practised by each new generation of staff and students; and, second, that all members of the University community recognise that they have a stake in the maintenance, development and promotion of this culture.

A culture of fairness and civility is vital for any university in a democracy but it is especially important for an institution like UWS with the almost unmatched diversity of both its student body and the wider community served by the University. In order to continue to function in a positive and successful way and meet the expectations of its community, UWS must work through this current period of great change, continuing to encourage and engage in programs that support and advance equity and diversity and to foster and preserve its established culture of fairness and civility in the pursuit of excellence.



The Road Ahead

This section of the Plan identifies the seven strategic equity and diversity objectives, and related sub-goals, to be advanced at UWS over the next five years period. However, specific implementation projects and initiatives relating to these objectives for implementation by individual UWS Schools and units can be found in the next section of this document entitled '*UWS Commitments 2013-18*'.

The key strategic equity and diversity objectives for advancement in 2013–2018 are:

1. To further advance the whole of university culture of civility, respect and inclusion

This objective focuses on continuing the positive communication of culture of civility, respect and inclusion and of behavioural expectations. It aims to:

- Continue embedding the culture of civility, respect and inclusion university wide.
- Propagate the UWS vision and values. In particular, to ensure that information about equity and diversity policies, procedures and programs is provided to all UWS staff and students.
- Provide further education and other measures to prevent bullying.⁵
- Eliminate sexual harassment and gender based discrimination.
- Take action to eliminate homophobia, in particular through educational measures and through UWS support for the Ally Network, a support Network for GLBTI staff and students.

⁵ The results of the '*UWS My Voice Survey*' showed that 62% of respondents agreed that bullying and abusive behaviours are prevented and discouraged. Although this is a positive response it shows that there is still room for improvement to discourage bullying behaviour.

- Eliminate ethnic stereotyping and racial vilification. In particular, there is a need to build upon positive engagement with Muslim students and staff, perhaps through the re-vigoration of the Muslim Harmony Group, and the review of Chaplaincy Agreements to be more inclusive of other faiths.
- Promote UWS as an institution that values diversity, and in particular its CALD and Aboriginal staff and students.

2. To embed equity and diversity through UWS administrative structures and processes

This objective aims to ensure that UWS administrative structures and processes reflect the UWS vision and values and are inclusive of diverse UWS communities through:

- Ensuring that equity and diversity target groups contribute to decision making at all levels at UWS.
- Integrating equity and diversity principles into UWS strategic planning and outcomes.
- Ensuring that all UWS's policies are non-discriminatory and contribute to equity and diversity goals.
- Collecting comprehensive and accurate equity and diversity statistics.
- Promotion of skill and career development for equity and diversity target groups, of fair and transparent job selection processes and of opportunities for adopting flexible practices for staff and students.
- Integration of equity and diversity principles into all relevant staff and student learning and development programs.
- Development of specific equity and diversity performance indicators (KPI's) in position descriptions for managers and supervisors.
- Promotion, monitoring and analysis of the outcomes of conflict and grievance resolution strategies university wide.

3. To increase employment participation, retention and success of equity groups

Well managed and satisfied diverse workforce is the key to achieving UWS long term teaching and research objectives. UWS will take measures to:

- Extend '*employer of choice*' strategies to increase and retain diversity of the UWS workforce.⁶
- Increase cultural sensitivity and procedural fairness and transparency of job selection and promotion processes.
- Continue to implement an Aboriginal and Torres Strait Islander employment and engagement strategy that will attract, retain and develop Aboriginal and Torres Strait Islander staff at UWS.⁷
- Provide training to UWS managers to increase their knowledge of issues associated with managing a culturally diverse workforce and of Aboriginal and Torres Strait Islander culture.⁸

⁶ See: The Office of People and Culture Plan 2012–2013

⁷ See full [UWS Indigenous Employment and Engagement strategy](#), as well as the Aboriginal and Torres Strait Islander Employment and Action Plan 2011-2015

⁸ This objective is supported by the '*UWS My Voice Survey*', which indicated that 45% of Aboriginal and Torres Strait Islander staff who completed the survey did not feel as though they were able to keep their job stress levels at an appropriate level. Aboriginal and Torres Strait Islander staff also indicated that they did not feel as though their Managers within UWS recognised the benefits of employing the 'right' people.

4. To increase the participation of women, in non-traditional areas of education and employment

- Create and promote a more gender inclusive workplace by visible leadership championing of gender equity.
- Improve the representation of women in senior leadership positions and in a wider range of portfolios and discipline groupings by developing strategies that encourage women applicants.
- Continue to work towards reducing the gender pay equity gap.
- Development of a Gender Equity Toolkit to support and assist managers increase gender equity within their area of responsibility.
- Education and support of workplace flexibility for men and women.
- Encourage and promote enrolment and retention of women students in all non-traditional disciplines at UWS.
- Showcase the achievements of senior women and women in non-traditional areas to provide role models for staff and students.

5. To advance educational opportunities for Aboriginal and Torres Strait Islander students

This objective aims to ensure that opportunities currently open to Aboriginal and Torres Strait Islander students at UWS are further advanced through:

- Improved accessibility to tertiary education through:
 - Creation of culturally appropriate pathways that attract Aboriginal Torres Strait Islander students; and
 - A review of the process for evaluating students for admission under alternative entry arrangements.
- Development of appropriate support mechanisms to ensure higher retention and success of Aboriginal and Torres Strait Islander students at UWS. In particular, develop mentoring support and continue utilisation of the *UWSCollege* pathway model and the UWS peer-assisted learning.
- Advancement of a comprehensive Aboriginal and Torres Strait Islander education strategy.
- Develop Aboriginal and Torres Strait Islander cultural competency and professional capacity amongst students and staff.
- Assist with development of employment opportunities for Aboriginal and Torres Strait Islander UWS graduates.

6. To improve access to education for students from CALD backgrounds.

In context of changing demographics in GWS and the emergence of new CALD groups UWS will develop further measures to widen educational opportunities. In particular UWS will:

- Undertake consultations and dialogue with CALD communities in GWS and provide information about UWS.
- Promote UWS to CALD community stakeholders.
- Enhance the quality and relevance of the student experience and the academic program, including identification of inherent requirements in courses.
- In recognition of prior learning and other experiences, diversify entry pathways to better capture talented students from CALD communities, especially newly arrived migrants and refugees.

- Continue utilisation of the *UWSCollege* pathway model and the UWS peer-assisted learning for CALD students.
- Works towards the establishment of Inclusive Curriculum Policy.
- Undertake activities to recognise diversity at all UWS campuses.
- Develop appropriate cultural competency and professional capacity amongst students and staff.

7. To increase accessibility for all people with disability

Work to further create tertiary education opportunities for people with disabilities through:

- Continued implementation of Disability Action Plan 2011-15 with an added focus on:
 - Universal design and inclusive practice.
 - Website accessibility.
 - Campus accessibility.
- Particular attention will be paid to increased use of new technologies as they become available to assist people with disabilities.
- Improvements to tertiary education accessibility for people with disabilities and diversification of entry pathways.

8. To achieve better life balance and wellbeing

- This objective will include the implementation of *the UWS Mental Health and Wellbeing Strategy 2011-2015* and promotion of workplace flexibility through policy development and educational measures.⁹

In Conclusion

The guiding focus of UWS must always be the pursuit of excellence, and within this goal the priority concern of the equity and diversity programs at UWS will be the continuing enhancement of the culture of fairness and civility that has been nurtured across the University campuses. A key part of this priority is to seek out, adapt and apply ways to ensure: first, that the appropriate culture at UWS is practised by each new generation of staff and students; and, second, that all members of the University community recognise that they have a stake in the maintenance, development and promotion of this culture.

A culture of fairness and civility is vital for an institution like UWS with the almost unmatched diversity of both its student body and the wider community served by the University. In order to continue to function in a positive and successful way and meet the expectations of its community, the UWS must work through this current period of great change, continuing to encourage and engage in programs that support and advance equity and diversity and to foster and preserve its established culture of fairness and civility in the pursuit of excellence.

⁹ The '*UWS My Voice Survey*' indicated a favourable response to all questions relating to wellness, work/life balance and flexibility, although there is an opportunity to improve in specific areas. For instance, 52% of respondents indicated that they are given enough time to do their job well and 55% of people agreed that they are able to keep their job stress levels at an acceptable level. Although these are seen as overall positive responses, much work could still be done in improving the emotional well being of UWS staff. It should also be noted that the least favourable responses in relation to these areas came from Aboriginal and Torres Strait Islander staff, staff with a disability and staff on reasonable adjustment plans.

The range of specific programs and projects planned for the next five years as identified in the following table indicates the strength of UWS continuing its commitment to this goal. It is through the implementation of these initiatives that UWS will maintain its established reputation as the '*University of the People*'.

UWS COMMITMENTS 2013–2018

ACADEMIC			
SCHOOLS			
UWS Organisational Unit	Project	Project Importance	Funding/resources required
School of Business			
	The School will continue to support initiatives such as Communities of Practice; Tolerance Day and Indigenous Traineeships	Medium	Not specified
School of Computing, Engineering & Mathematics			
	Teaching changes to attract and retain diverse student groups	High	Not specified
	Internal mentoring of female staff	High	Not specified
	Parramatta Technology Challenge	High	Not specified
	Expand student scaffolding sessions	Medium	Not specified
	Appoint Director – Engagement & International (new position within School)	Medium	Not specified
	Indigenous Graduate Attributes	High	Not specified
	GED in-service sessions for staff to highlight relevant Policies	High	Not specified
	Address the issue of under-representation of females in the field of Engineering	High	Not specified
School of Education			
	'Academic Literacy and Cultural Support Advisor' for specific student target groups (current initiative that will be expanded in the future)	High	To sustain current projects and to support future initiatives, the School requires funding of 25K for 2012, 15K for 2013/2014, and 22K for 2015/2016
	'Defying the Odds' is an Australian Learning and Teaching Council (ALTC) project that creates support networks for UWS students with refugee backgrounds	High	This project is currently supported by an ALTC grant but to continue would need 7K per annum beyond 2013
	'Crossing Borders' focuses on smoothing the transition to university life in a different cultural context	High	Not specified
	'First Year Advisor' is a current initiative that focuses on student retention and will be expanded in the future	High	Financial support for this initiative is estimated at 5K p.a. and includes workload time and 3G cards for 1 st year students to address technological inequity

ACADEMIC

	'School Disability Coordinator' (SDC) acts as a liaison between staff, students and the Disability Support Services to ensure that adjustments set in Academic Integration Plans (AIP) are effectively implemented. This is a current initiative but there are plans to expand this initiative in the future to improve students' access to this service	High	A pilot project, with a focus on women and technology, requires 5K funding
	'Support Network for Arabic Postgraduates'	High	For this program to be sustainable it will require increased funding as more students join – 15K required for HEW Level 6 one day per week
School of Humanities and Communication Arts			
	Appoint two Directors – for Engagement and for International (new positions within the School)	Medium	Utilise existing resources
	Implement 'School Disability Coordinator' (SDC) position to act as a liaison between staff, students and the Disability Support Services to ensure that adjustments set in Academic Integration Plans (AIP) are effectively implemented	High	Utilise existing resources
	Implement a comprehensive Indigenous education strategy. This will be achieved through analysing a mapping of the Indigenous Graduate Attribute in programs, identifying further opportunities for inclusion and developing further modules and units on Indigenous culture in the undergraduate curricula; promoting the Indigenous Studies Major and Sub-major in the Arts programs; including Indigenous content in the study of journalism, design and music; and continuing merit-based academic scholarships for Indigenous students. In addition, the School will seek to establish an industry-funded indigenous scholarship specifically in media where indigenous people are significantly under-represented	High	Utilise existing resources, but also seek external scholarship funding
	The 'First Year Advisor' position will be enhanced to include developmental activities through the Learning and Teaching Enhancement Grant (LTEG) funding; to extend the Peer Assisted Study Sessions (PASS) program into core units in all major undergraduate programs; and to expand the Academic Literacy Week program for commencing students across the School where appropriate	High	Utilise existing resources, and LTEG funds
School of Law			
	Increase the number of staff and students that identify as Aboriginal and Torres Strait Islander Australians	High	Not specified
	Mentoring of female staff	High	Not specified
	Continue to support the work of the Parramatta Community Justice Centre	High	Not specified
School of Medicine			
	Promote an integrated plan for 'Closing the Gap (in ATSI health and life expectancy)'	High	Not specified
	To evaluate the completion and success of the online 'cultural awareness' module undertaken by students prior to their ATSI placement	Medium	Not specified
	To evaluate the method of delivering online ATSI health teaching (PhD project within the School)	Medium	Not specified
	To review the embedded term curriculum	Medium	Not specified
	To engage recently graduated ATSI doctors to work in curriculum review and student mentoring to improve ATSI health teaching	Medium	Not specified
	To support a stream of ATSI students into and through the medical course. To aim for 5–8 graduates per year	High	Not specified
	To support student attendance at ATSI conferences without disruption to their learning	Medium	Not specified

ACADEMIC

	To conduct and evaluate an annual review of the partner experience in teaching	Medium	Not specified
	To support student and staff attendance at an annual partners conference	Medium	Not specified
	To support staff, student and partner attendance at ATSI conferences	Medium	Not specified
	To increase the clinical support for AMS – via tele-health links, conferencing	Medium	Not specified
	To improve support for research activities	Medium	Not specified
School of Nursing and Midwifery			
	Conduct a pilot study on the Inherent Requirements (IRS) for undergraduate nursing programs to determine their usability from the stakeholders perspective	Medium	Not specified
	Undertake a mapping exercise across all disciplines IRS to ensure a rigorous process for their articulation and publication occurs aligned to best practice in IRS development	Medium	Not specified
	The School will continue to offer an integrated literacy support program to ensure that graduates demonstrate literacy proficiency	High	Not specified
	Numeracy support strategies were introduced to offer support to 'at risk' students. These strategies will continue and an evaluation of various numeracy strategies will be conducted to further inform and guide development of learning strategies and interventions across the Bachelor of Nursing	High	Not specified
School of Science and Health			
	Attracting and retaining female students, particularly in the sciences, through interactions with groups such as the Women in Science Enquiry Network (WISNET)	Medium	Not specified
	Developing a unit in ATSI Medical Science to showcase ATSI medical science within the context of ATSI culture	Medium	Not specified
	Reducing the ancillary expenses, where possible, for students from LSES backgrounds	High	Not specified
	Attract and retain students from LSES backgrounds through specific programs and activities. The Hawkesbury Discovery Centre is envisaged as a key factor in this strategy	High	Not specified
	Establish an Equity Committee to champion equity and diversity and to advise the Dean, Deputy Dean and the SAC	Medium	Not specified
School of Social Sciences and Psychology			
	Monitoring implementation of AIP adjustments	Medium	Existing resources
	Providing academic writing support for students 'at risk'	High	LTEG project
	School Equity and Diversity Advisor assisting with workload allocation. Liaising between staff, students and the Disability Support Services to ensure that adjustments set in Academic Integration Plans (AIP) are effectively implemented. Proactively takes matters of concern and development to Disability Services. Undertakes analysis of School-based DiPSM data for planning (reporting to SAC). Conducts research on academic outcomes for students with AIPs. Promotes 'universal design' principles. Works with AIU on this and access issues.	High	Workload allocation
	School uses PASS in four units.	Medium	Existing resources
	School has a First Year Advisor (with workload allocation).	Medium	School workload and LTEG project
	Promoting awareness of mentoring opportunities (e.g. MATES, Equity Buddies).	Medium	Existing resources

ACADEMIC

	Working actively with Library (HEPP funded position) and SLU on targeted academic literacy initiatives embedded in units.	High	LTEG and existing resources
	The Social Sciences places a particular emphasis on educating students about 'equity and diversity'.	Medium	Existing resources
	Staff are centrally involved in the PATHE project (Pacifika Achievement to Higher Education) through efforts of Dr Jioji Ravulo. Which is focussed on the retention and transition of Pacifika students.	High	Workload & widening participation funding (OWP)

ADMINISTRATION**ACADEMIC & RESEARCH DIVISION**

UWS Organisational Unit	Project	Project Importance	Funding/resources required
Pro Vice Chancellor (Education)			
VET Relationships	VET Relationship Management: To undertake a feasibility study to gauge interest in the concept of a Further Education Advisory and RPL Centre in Western Sydney. This project will be undertaken in collaboration with TAFE (Western and South Western Sydney) and UWS College	High	Not specified
	VET Relationship Management: Develop more integrated and innovative pathways options and programs designed in conjunction with TAFE and VET providers	Medium	Not specified
	VET Relationship Management: Design more 2-way pathways for UWS students to access vocational studies as part of their degree and also gain recognition in VET courses upon completing their degree	Medium	Not specified
	VET Relationship Management: Develop more targeted options for ATSI students to access pathways	High	Not specified
	VET Relationship Management: Continue to improve what is currently in place and build further pathways options	High	Not specified
Pro Vice Chancellor (Research)			
Office of Research Services	Building the capacity of ATSI researchers	High	Not specified
	Recruiting an ATSI Postdoctoral Research Fellow for 2012	High	Not specified
	Improve the 'pipeline' of ATSI undergraduates through to Honours and HDR. To be achieved with targeted Honours scholarships	High	Not specified
	To support more effectively the academic units hosting ATSI candidates and supervisors	High	Not specified
Pro Vice Chancellor (Engagement & International)			
Office of Development	Ongoing promotion of opportunities to support UWS students in need and encourage greater participation in higher education and advocacy amongst donors to support the University's vision and mission for educational access	High	Not specified
Library			
	Remain responsive to the needs of equity groups, adapting and adopting as need arises and funds become available	High	Not specified

ACADEMIC

	Outreach Librarian working with targeted at risk groups – currently funded initiative expiring end 2012	High	This project currently supported by HEPP grant. Funding of ongoing FT HEW 8 position
	Ongoing work of new School Librarians with targeted student groups to aid first year transition and retention	High	Not specified
	Continue working with Badanami to ensure relevant resources available to support Indigenous Graduate Attributes	High	Not specified
	Continuation of flexible work hours for staff with specific cultural and/or family needs	High	Not specified
	Continuation of provision of appropriate infrastructure for staff with specific disability/health requirements	High	Not specified

CORPORATE STRATEGY & SERVICES DIVISION

UWS Organisational Unit	Project	Project Importance	Funding/resources required
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Equity and Diversity

Equity and Diversity	Continue embedding equity and diversity culture across UWS through a range of initiatives, programs & educational activities, including:		Utilising existing resources
	• Development and implementation of strategies to promote the cultural diversity of UWS	High	
	• Provision of Equity and Diversity Roadshows aimed at line managers	Medium	
	• Promotion of Staff Workplace Adjustments and the Disability Action Plan	High	
	• Continued UWS involvement with international conferences on HRE	High	
	• Provision of support to the running of Queer Spaces at each campus, in concert with the UWS Ally Network	Medium	
	• Organisation of a National Ally Network Symposium with a view to review the success and progress of the Ally Network at all participating Universities	Medium	
	Ensure the incorporation of equity and diversity principles in administrative structures, processes and decision, including:		Utilising existing resources
	• Provision of UWS wide leadership on E& D issues	High	
	• Assistance to UWS units with the implementation of the UWS Equity and Diversity Strategic Plan 2012–17	High	
	• Development, review and monitoring of equity and diversity policies UWS wide	High	
	• Undertaking both external and internal equity and diversity compliance reporting	High	
	• Provision of on-going UWS wide advice and support in equity and diversity matters, including to the Executive	High	
	Promote employment participation and success of equity groups, including:		Utilising existing resources
	• Assisting the positioning of UWS as an EOWA Employer of Choice for Women and a leader in the sector in gender equity by continuing to work towards improving the representation of women in senior leadership positions and reducing the pay gap between men and women	High	
Increase accessibility for all people with disability, including:		Utilising existing resources	
• Development of Reasonable Adjustment Plans for UWS staff as required	High		

ACADEMIC

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|--|--------|--|
| • Continue to host the National Disability Coordination Officer Program | High | |
| • Support staff with disabilities to access career development, peer mentoring and assistive technology | High | |
| • Actively monitoring the participation of staff with disabilities in training, development and staff recruitment | High | |
| • Provision of disability Confidence Training for Supervisory staff and for work areas where staff with a disability are located | High | |
| • Review of existing UWS Disability Action Plan 2011-2015 in 2013 and development of a new Disability Action Plan in 2015 | Medium | |

Office of Audit and Risk Management

- | | | |
|--|--------|---------------|
| Review website and reference equity and diversity activities | Medium | Not specified |
| Assess feasibility of introducing checks that cover equity and diversity compliance type issues into the cyclical administrative audit program | Medium | Not specified |

UWSCollege

- | | | |
|--|--------|---------------|
| Targeted recruitment of younger staff members particularly in the area of teaching and learning support | Medium | Not specified |
| Continue participation in the UWS Indigenous Traineeship program | High | Not specified |
| Upgrade facilities as and where appropriate to better support staff and students with a disability | High | Not specified |
| Explicitly identify equity initiatives as part of the 2012 annual planning process, including direct links to manager KPIs | High | Not specified |
| Develop an Executive Leadership Program, based on identified organisational needs from the recent staff survey, and underpinned by equity and diversity considerations. Implementation from mid 2012 | High | Not specified |
| Implement a voluntary teaching staff mentoring program in 2012 | High | Not specified |
| Develop framework for institutional self-study by end of 2012 | High | Not specified |
| Provide enhanced awareness and training around the importance of work/life balance as part of the annual PD Calendar | Medium | Not specified |
| Enhance promotion of the College equity scholarships | Medium | Not specified |
| Develop a sustainable open access education model for implementation in 2014 or earlier if practicable | Medium | Not specified |
| Increase participation of supervisory staff in formal Equity in Recruitment training from 2012 | High | Not specified |
| Incorporate appropriate equity and diversity information in the recently developed College student 'App' | High | Not specified |

Badanami Centre for Indigenous Education

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|--|------|---------------|
| Attract high-calibre Aboriginal and Torres Strait Islander HDR students | High | Not specified |
| Deliver superior and engaged learning experience to ensure Aboriginal and Torres Strait Islander HDR completions | High | Not specified |
| Continue to attract ARC Discovery, Linkage, and Aboriginal and Torres Strait Islander Research Fellow Awards | High | Not specified |

ACADEMIC			
	Address current issues faced by Aboriginal and Torres Strait Islander staff (access to research funds; time for staff to complete research projects and to work on research within Aboriginal and Torres Strait Islander communities; establish an academic and research framework that benchmarks for minimum standards of best practice for Aboriginal and Torres Strait Islander research and Aboriginal and Torres Strait Islander knowledge; community engagement; teaching)	High	Not specified
	Endorse the 'Collaborative Indigenous Research Strategy' to inform Aboriginal and Torres Strait Islander research	High	Not specified
	Consider flexibility to allow research training and study leave to improve the 'pipeline' of undergraduates through to honours and HDR	High	Not specified
	Consider targeted Honours scholarships for Aboriginal and Torres Strait Islander Honours students – one in the Humanities, Arts and Social Science field and one in the Science, Engineering, Technology and Medicine field	Medium	Not specified
Office of People and Culture			
	UWS Recruitment: Increase diversity of UWS workforce	High	Not specified
	Performance Agreements or Employment Contacts for Senior Managers include Equity and Diversity KPI's		
	UWS Recruitment: Develop a partnership with the Office of Aboriginal and Torres Strait Islander Employment and Engagement, including the development of a Service level agreement	High	Not specified
	Continue to ensure EEO compliance with Recruitment and Selection Policy and ensure that Position Descriptions reflect the EEO responsibilities intrinsic within all roles of the University	High	Not specified
	Integration and recognition of equity and diversity groups through the development of an integration and recognition strategy and through the development of a plan to support the strategy	High	Not specified
	Diversity Training for all UWS Recruitment, this is to occur on an annual basis or if staff turnover is high	High	Not specified
	Equity and Diversity partnership in updating of UWS Recruitment and Selection Policy to advise on best practice in recruiting a diverse candidate pool	High	Not specified
	Equity and Diversity partnership in creation of a new Recruitment and Interview training module to ensure best practice methodologies and behaviours are included	High	Not specified
	Equity and Diversity partnership in creation of employee value proposition for UWS targeted academic and recruitment campaigns and ongoing professional recruitment strategies	High	Not specified
Office of Aboriginal and Torres Strait Islander Employment & Engagement	Benchmark UWS Aboriginal and Torres Strait Islander employment and engagement strategies as part of developing lead practices in the sector	High	Not specified
	Dependant on budget approval from Executive, the Office of Aboriginal and Torres Strait Islander Employment and Engagement will implement the 2011–2015 Action Plan and secure 6 Aboriginal and Torres Strait Islander Academic positions from the 100 Academic campaign	High	As per the costing submission last provided by OATSIEE on 14 October 2011
	Rollout of the Aboriginal and Torres Strait Islander Employment and Engagement Action Plan (including Reconciliation Actions) 2011–2015 including the employment of the Aboriginal and Torres Strait Islander Action Plan Manager (contingent upon budget approval)	High	As per the costing submission last provided by OATSIEE on 14 October 2011
	Promote the activities of the UWS Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board, Elders on Campus, Aboriginal and Torres Strait Islander Employment Strategy Consultative Committee, Aboriginal and Torres Strait Islander Staff including media clips for websites, success profiles and so on.	High	Not specified

ACADEMIC

	UWS to meet the 2.5% Aboriginal and Torres Strait Islander Academic and Professional Staff across all levels with the strategies outlined in the 2011–2015 Action Plan	High	Not specified
	Increase Aboriginal and Torres Strait Islander Professional development scholarships from 2 to 4 by 2013	High	Will require an additional \$2,500 per scholarship
	Cultural Appreciation e-Learning module launch and training rollout to all UWS staff, promoting awareness of Aboriginal and Torres Strait Islander workplace relations	High	Additional funds required to complete module, request to approve additional funds submitted on 19 April 2012 as per the requirements of the 2011–2014 Action Plan
	Include OATSIEE in all relevant policies and subsequent workflows where possible and develop Service Level Agreements with relevant units/areas impacting on Aboriginal and Torres Strait Islander affairs	High	Not specified
	Technical mentoring pilot for Aboriginal and Torres Strait Islander Early Career Academics	High	As per the costing submission last provided by OATSIEE on 14 October 2011
	Provision of relevant cultural support coaching/healing/wellbeing for all Aboriginal and Torres Strait Islander staff	High	As per the costing submission last provided by OATSIEE on 14 October 2011
	Staff Agreements to incorporate supplementary funding per Aboriginal and Torres Strait Islander staff member	High	Agreed amount per staff member
	Update website and include additional media clips	High	Not specified
	Develop an Aboriginal and Torres Strait Islander staff network with relevant programs e.g. Trainees, Cadets, Professional, Early Career and Academics	Medium	As per the costing submission last provided by OATSIEE on 14 October 2011
	Develop a Reconciliation Action Plan aligned with the OATSIEE Action Plan 2011–2015	High	As per the costing submission last provided by OATSIEE on 14 October 2011
	Evaluation of the cost effectiveness of the Aboriginal and Torres Strait Islander Cadetship and Traineeship programs	Medium	Some external funding secured, submitting request for additional funding for the Evaluation
	Finalist for the 2012 Australian Human Resources Institute (AHRI) Diversity Awards – Cross Cultural Management	Medium	2012
	First Peoples Socio-Economic Futures project proposal	High	Not specified
	Source further external funding for projects	High	Not specified
Office of Organisational Development	Develop a 'Cultural Awareness' program	High	Not specified
	Develop '2012 Inspire Leadership Program: Modelling ethical and values based leadership; bullying'	High	Not specified
	Development of a new program titled 'No nastiness please, we're at work'	High	Not specified
	Review programs based on evaluation and feedback from participants and supervisors	High	Not specified
	Academic career development to include academic mentoring program for early to mid career academics	Medium	Not specified
	Investigation into academic career matrix	Medium	Not specified
	Executive leadership development	Medium	Not specified
	Leadership development (Inspire leadership program) for early to mid career managers and for academic leaders	Medium	Not specified
	Capability development framework	Medium	Not specified

ACADEMIC			
	Succession planning framework	Medium	Not specified
	Talent management framework	Medium	Not specified
	Support promotions process	Medium	Not specified
	Compass – performance planning and career development framework	Medium	Not specified
Office of the Chief Financial Officer			
	To continue to support flexible hours of work for staff with particular family or cultural needs	High	Not specified
	To continue to provide suitable office conditions and specialised furniture and software for staff with specific health/disability issues	High	Not specified
	To update the website to include the statement 'The Finance Office fosters an environment of equal opportunity, free from discrimination or bullying and integrates equal opportunity principles within all its decisions and operations'	High	Not specified
	University Based Retirement Community on the Hawkesbury Campus	High	Not specified
Information Technology Services			
	Upgrade Lectopia to Echo360 which will make future expansion possible. Planning to make use of live streaming 2012/2013 which will make lectures accessible from more locations	Medium	Not specified
	Development of IT Services WebPages with list of IT services and products available for staff/students with disabilities	High	Not specified
	Virtualisation of UWS Desktop and other mainstream applications (2013)	Medium	Not specified
	Continued development of the design of technology in teaching spaces to include accessibility with implementation of proposed QA standards	High	Not specified
Governance Services			
	Be responsible under the Disability Action Plan 2011–2015 (Action item 2.1 under Objective 2) to 'advise and assist policy authoring units to ensure that policies and guidelines facilitate access and participation for people with a disability, in academic study, research and employment, and aim to eliminate any form of discrimination on the basis of disability'. This will be undertaken by alerting policy owners when policies come up for review that they need to consider their policy in terms of disability access	High	Not specified
	Continue to seek advice from Equity and Diversity on all policies that may affect staff for the purpose of ensuring consistency with equity and diversity policies	High	Not specified
	Continue to alert policy owners about the Aboriginal and Torres Strait Islander Employment and Engagement Action Plan which requires consideration of policies in context of indigenous issues related to employment	High	Not specified
	Alerting policy owners to the Equity and Diversity Strategic Plan	High	Not specified
Capital Works and Facilities			
	Continue to address the new compliance access issues on a priority bases as per access register	High	Not specified
	Resolve the issue of tactiles and the risks they cause to students and staff (seek to develop a reasonable alternative)	Medium	Not specified
Pro Vice Chancellor (Students)			

ACADEMIC			
Careers & Cooperative Education	Undertake the 'Jobs on Campus' project	High	Funding received from Low SES to run program for two years. Further funding will be needed for the program to be ongoing.
	Provide careers support for students with particular focus on students from low SES	High	Not specified
	Provide careers support for international students	High	Not specified
Student Support Services	'E-Welfare Project'	Medium	Not specified
	Champion Inclusive Practice/Universal Design	Medium	Not specified
	Continue the 'Inherent Requirements Extension' (2012)	High	Remaining tied HEESP funding
	'Liberated Learning Consortium' full membership, research and development	High	Remaining tied HEESP funding
	Continue mature age student initiatives	High	Remaining tied HEESP funding
	Finalise the Mature Aged Students Research report and advocate for adoption of its recommendations	High	2012/2013
	Continue 'E-Counselling'	High	Not specified
	Develop multi-media and blended delivery of services	High	Tied HEPP funding
	Continue the 'Student Welfare Service Financial Assistance Programs'	High	Tied HEPP funding
	'MATES@UWS Mentoring' program to be extended to all UWS campuses	High	Tied HEPP funding
	'CITRIX AT' project to continue	High	Not specified
	Continue development of 'Peer Guides' program	High	Not specified
	Update 'Student Services' DVD	High	Not specified
	Maintain the 'Living Local Off-Campus Accommodation' website	High	Not specified
	Continue Non English Speaking Background initiatives	High	Not specified
	Continue Transition Success programs and initiatives	High	Tied HEPP funding
	Continue 'Education Technology Online'	High	Remaining tied HEESP funding
	'PG AcPrep Online' to continue	High	Remaining tied HEESP funding
	Continue training to develop frontline staff capabilities to respond to student issues (example, Inherent Requirements, Suicide Awareness, Mental Health First Aid Training, and Disability Awareness)	High	Tied funds
	Continue to provide training to specific cohorts of students (example, Residential Advisor, Education students and Nursing students) in Mental Health First Aid training	High	Not specified
	Continue development of mental health and wellbeing strategy in partnership with Population Health	High	Not specified
	Student Representation and Participation (through Student Campus Councils) will continue to work with Equity and Diversity on events and campaigns such as Diversity Week	High	Not specified
	Continuation of flexible work hours for staff with specific cultural and/or family needs	High	Not specified
Continuation of provision of appropriate infrastructure for staff with specific disability/health requirements	High	Not specified	
UWSConnect	Continue to develop training initiatives for women, including further extension of courses offered and mentoring to assist women in their self development and career progression	High	Not specified

ACADEMIC			
	Continue with training and development of CALD staff	High	Not specified
	Continue to employ and support staff with a disability	High	Not specified
	Continue to develop mentoring programs and training opportunities for junior and mature age staff	High	Not specified
Academic Registrar	Websites and publications are continually being updated to ensure their accessibility is improved	High	Not specified
	Ongoing commitment to promoting awareness of current practices	High	Not specified
Office of Strategy and Quality			
	Investigate the employment of an Aboriginal and Torres Strait Islander staff member under a relevant cadetship/similar arrangement		
	Continue the focus on identifying specific equity group data within the University's reporting of student cohort performance and satisfaction		
	Examine ways to incorporate and celebrate the current staff diversity in OSQ and ensure it enriches decision making within the office		
Office of Marketing and Communication			
	Ensure that the UWS website is compliant with WCAG2 accessibility guidelines		
	Communicate equity and diversity values within UWS and further abroad into the community		
	Assist Equity and Diversity Unit in building the culture of respect and inclusion across the UWS and GWS communities		
	Maintain the UWS image as "the University of the People."		
Other Services			
Chaplaincy	Continue to support and offer multi-faith events across all campuses	High	Not specified
	Review existing and develop new, multi-faith brochures	High	Not specified
	Continue to provide, enhance and encourage usage of multi-faith spaces	High	Not specified
	Continue the 'Conversations with' events, in collaboration with the Uniting Church	High	Not specified
	Continue to support a diverse range of students groups	High	Not specified
	Revise existing Chaplaincy agreements	High	Not specified
	Continue to encourage additional faith groups to join the UWS Chaplaincy service	High	Not specified

ABBREVIATIONS AND ACRONYMS

ABS	Australian Bureau of Statistics	GLBTI	Gay, Lesbian, Bisexual, Transgender, Intersex
ADP	Academic Development Program	GWS	Greater Western Sydney
AM	Member of the Order of Australia	HSC	High School Certificate
APAC	Australian Psychology Accreditation Council	LSES	Low Socio-Economic Status
AREP	Aboriginal Rural Education Program	NDCO	National Disability Coordination Officer
ATAR	Australian Tertiary Admission Rank	NESB	Non-English speaking backgrounds
ATSAC	Aboriginal and Torres Strait Advisory Council	OAM	Order of Australia Medal
AUQA	Australian Universities Quality Agency	PWD	People with Disabilities
CALD	Culturally and Linguistically Diverse	RAS	Refugee Action Support
CRU	Complaints Resolution Unit	SNAP	Support Network for Arabic Postgraduate students
DEEWR	Department of Education, Employment and Workplace Relations	VET	Vocational Education and Training
EEO	Equal Employment Opportunity	W3C	International Accessibility Standard
E&D	Equity and Diversity	UAI	Universities Admissions Index
EOWA	Equal Opportunity for Women in the Workplace Agency	UAC	Universities Admissions Centre
FAICD	Fellow of Australian Institute of Company Directors	UWS	University of Western Sydney

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University of Western Sydney, *Our People 2015*, Sydney, 2007

University of Western Sydney, *University of Western Sydney Disability Action Plan 2011–2015*, Sydney, 2011

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APPENDIX 1

ACCESS AND EQUITY RELATED LEGISLATIONS

New South Wales Legislation

Anti-Discrimination Act 1977

Anti-Discrimination (Miscellaneous Provisions) Act 2004

Anti-Discrimination Regulation 2004

Disability Services Act 1993

Federal Legislation

Age Discrimination Act 2004

Disability Discrimination Act 1992

Disability Standards for Accessible Public Transport 2002

Disability Standards for Education 2005

Education Services for Overseas Students (ESOS) Act 2000

Equal Employment Opportunity (Commonwealth Authorities) Act 1987

Equal Opportunity for Women in the Workplace Act 1999.

Higher Education Funding Act 1988

Higher Education Support Act 2003

Higher Education Support (Transitional Provisions and Consequential Amendments) Act 2003

Human Rights and Equal Opportunity Commission Act 1986

Human Rights (Sexual Conduct) Act 1994

Indigenous Education (Targeted Assistance) Act 2000 and Amendment Act 2004

Native Title Act 1993

Racial Discrimination Act 1975

Racial Hatred Act 1995

Sex Discrimination Act 1984

Workplace Relations Act 1996

APPENDIX 2

ADVISORY COMMITTEE MEMBERSHIP

Ms Rhonda Hawkins, Chair
DVC Corporate Strategy and Services

Prof. John Bartlett
Dean of School, School of Science

Ms Ellen Brackenreg
Director, Student Support Services

Ms Jo Byng
Executive Manager, International Services

Dr Joanne Curry
*Senior Lecturer, School of Computing,
Engineering & Mathematics*

Ms Yvonne Gatt, Secretary
Education Manager, Equity and Diversity

Ms Maree Graham
*Marketing Manager, College of Health &
Science*

Mr Alex Grochowski
*Senior Manager, Office of Capital Works &
Facilities*

Dr Stephen Janes
Senior Lecturer, HOP LLB, School of Law

Dr David McInnes
*Acting Dean of School, School of Humanities &
Communication Arts*

Dr Sev Ozdowski OAM FAICD
Director, Equity and Diversity

Mr Peter Pickering
Chief Financial Officer

A/Prof. Carol Reid
Associate HOS, School of Education

Dr Paul Rowland
Director, Strategy and Quality

Dr Meg Smith
Acting Head of Discipline, School of Business

Dr. Graeme Starr
Consultant

Ms Danielle Wilcock
*Manager, Organisational Development, UWS
College*

Ms Melissa Williams
Director, Indigenous Employment & Education

A/Prof. Peter Zelas
*Clinical Dean, Blacktown & Mt Druitt Clinical
School*

APPENDIX 3

TERMS OF REFERENCE

For the UWS Equity and Diversity Strategic Plan 2013–2018

The UWS Equity and Diversity 2013–2018 Strategic Plan will articulate the University’s commitment to Equity and Diversity principles in making a difference to the lives of students, staff and the broader community of Greater Western Sydney. As articulated in the 2011 AUQA report, the plan will take into account the current priorities of the University, and in particular, widening participation and student retention as well as the issue of inclusive curricula.

In addition, the 2013–2018 Equity and Diversity Strategic Plan will continue to further advance the issues identified in the 2007–2011 Equity and Diversity Plan aiming to:

- Ensure that equity and diversity statistics are comprehensive and accurate;
- Ensure that equity and diversity target groups contribute to decision making at all levels within UWS;
- Integrate equity and diversity principles into UWS strategic planning and outcomes;
- Ensure UWS’s policies and procedures are non-discriminatory and contribute to equity and diversity goals;
- Provide opportunities for adopting flexible practices for staff and students;
- Promote skill and career development for equity and diversity target groups;
- Specify equity and diversity performance indicators in position descriptions for managers and supervisors; and
- Integrate equity and diversity principles into all relevant staff and student learning and development programs and inform all employees and students about related obligations, policies, procedures and programs within UWS.

The development of the Equity and Diversity Strategic Plan will be undertaken by the Equity and Diversity Unit and assisted by the Advisory Committee.

APPENDIX 4

EQUITY BENCHMARKS – EMPLOYMENT

Table 1 Trends in the Representation of EEO Groups – Academic staff

EEO Groups: Academic staff	Benchmark or target	2008	2009	2010	2011
Women	50%	49%	49%	49%	50%
Aboriginal and Torres Strait Islander people	2%	1%	1%	1%	2%
People whose language first spoken as a child was not English	19%	26%	27%	26%	26%
People with a disability	N/A	7%	8%	8%	7%
People with a disability requiring adjustment at work	1.1%	2%	2%	2%	2%

Table 2 Trends in the Representation of EEO Groups – General staff

EEO Groups: General staff	Benchmark or target	2008	2009	2010	2011
Women	50%	66%	66%	66%	68%
Aboriginal and Torres Strait Islander people	2%	1%	2%	2%	3%
People whose language first spoken as a child was not English	19%	16%	17%	17%	17%
People with a disability	N/A	9%	9%	10%	10%
People with a disability requiring adjustment at work	1.1%	3%	3%	3%	3%

Table 3 Trends in the Distribution of EEO Groups – Academic staff

EEO Groups: Academic staff	Benchmark or target	2008	2009	2010	2011
Women	100	88	85	85	83
Aboriginal and Torres Strait Islander people	100	n/a	n/a	n/a	n/a
People whose language first spoken as a child was not English	100	94	95	95	97
People with a disability	100	92	91	90	87
People with a disability requiring adjustment at work	100	n/a	n/a	n/a	n/a

Table 4 Trends in the Distribution of EEO Groups – General staff

EEO Groups: General staff	Benchmark or target	2008	2009	2010	2011
Women	100	90	90	90	89
Aboriginal and Torres Strait Islander people	100	n/a	104	103	97
People whose language first spoken as a child was not English	100	98	97	97	99
People with a disability	100	100	103	101	98
People with a disability requiring adjustment at work	100	105	104	101	104

Explanatory Notes

- Information is provided on the actual number of all permanent, probationary and fixed-term contracts full-time and part-time staff. Casual staff are not included.
- A distribution index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels. The distribution index is not calculated where numbers are statistically small.