



EQUITY AND DIVERSITY PLAN 2011 – 2013

1. INTRODUCTION

This is the third University Plan to focus on matters related to the strategic management of staff and student equity and diversity. The 2011 – 2013 plan has been conceptualised within a framework of social inclusion, and builds on Griffith's history of an enduring commitment to equity and diversity.

Social Inclusion constitutes an agenda that encourages us to think differently beyond assimilation practices of the past. In redressing exclusion, disadvantage and marginalisation, as well as the structures, distribution and impact of power, we need also to embrace new strategies to enhance participation. This Plan recognises that Social Inclusion encompasses social justice considerations and seeks transformative outcomes for individuals, collective groups, the University and the community.

Legislatively, we operate in an environment characterised by social justice which seeks to encourage equity, that is, the provision of equality of opportunity and equality before the law. Practically we operate in an environment characterised by diversity which means that we adjust what we do to enable difference to be embraced.

While we have achieved much in this area, there is a need to avoid complacency.

Difference is always challenging and constantly changing, and within our redefined framework, we want to ensure that difference, in all its facets, is embraced and acknowledged, and that its power is used to work towards outcomes that are both productive and transformative for all.

2. PRINCIPLES:

- Social inclusion is intrinsic to all aspects of University life. Equity, diversity and social inclusion will be expressed in teaching, research, service and community engagement at all levels.
- Staff and students, regardless of background or intrinsic characteristics, will feel that their contribution is welcomed, valued and supported.
- Responsibility for the achievement of equity goals and targets is shared by all members of the University community.

3. GOALS:

- 3.1 To respond effectively to, and be progressively transformed by, increased equity and diversity in all aspects of the University's operations.¹
- 3.2 To enhance the University's diversity, relevance and responsiveness to local and global communities by further developing the range and reach of Griffith's external community partnerships.
- 3.3 To consistently underline the significance and raise the visibility of the University's commitment to this Equity Plan and the principles underlying it, both internally and externally.

¹ *Institutional transformation refers to the benefits of the different world views brought into the institution by the diversity of its students and staff, enhancing its culture, and strengthening the relevance and impact of its core activities of teaching, research and service.*

4. PRIORITIES

The University's Strategic Plan 2009-2013 identifies a number of priorities relating to staff and students (refer **Appendix 1**). The targets to be achieved are University wide targets, and it is expected that each element of the University will implement strategies that are relevant to their area and which work towards the overall goals.

Additionally there are specific issues which have been identified as areas which should receive priority attention over the next three years. These are University-wide priorities and not all will be applicable to all elements.

Where relevant, statistics in relation to each priority area will be provided to elements on an annual basis to assist with planning and reporting in line with the University's normal cycle. Elements can thus set their own targets according to the base line established. Some priority areas do not have quantifiable targets, and elements will be asked to report on activities being undertaken in relation to the stated goals.

- 4.1 Improve access, participation and success rates for students from disadvantaged and under-represented backgrounds including low SES students, Indigenous students and students with disabilities.
- 4.2 Improve the proportion of female staff in senior academic and administrative positions and improve the respective gender representation in academic and administrative units to achieve gender balance at all levels
- 4.3 Increase the proportional representation of Indigenous staff in academic and general staff positions across all areas and levels.

Achievement of an overall representation of 2% of the total of continuing and fixed-term academic and general staff and an increase in representation within each Group and Directorate.

- 4.4 Improve the representation of staff from diverse cultural/linguistic backgrounds across the University, especially to senior academic and administrative positions at all levels and in all elements.

To be measured by an increase in representation from identified areas and levels using country of birth and NESB data in respective element.

- 4.5 Enhance Griffith's cultural diversity through the development and maintenance of existing or new community partnerships and the strengthening of relationships, outreach activities and support for refugee and other communities in the Griffith corridor.
- 4.6 Increase awareness of the impact of invisible differences for LGBT² staff and students by establishing networks and other supports as appropriate.
- 4.7 Enhance effective responses to the employment support needs of staff with disabilities and ensure that staff with identified needs are supported appropriately.

See **Appendix 2** for University-wide strategies and suggested element strategies to achieve the above priorities.

² LGBT – lesbian, gay, bi-sexual, transgender

5. IMPLEMENTATION

The goals of this plan will be achieved through a variety of means. While different Groups and elements will develop their own strategies to achieve their own targets the following broad strategies will be implemented across the University.

- The responsibilities of academic and administrative supervisors and staff will be clarified and communicated in relation to the implementation, monitoring and reporting of this Plan at various levels and locations across the University.
- Accountability for the fulfilment of these responsibilities will be evident through various quality assurance and review processes, such as course and program review, and elements' reporting requirements.
- Implementation of this Plan will be appropriately resourced (staff and budget provision) and characterised by an evidence-based, research-informed approach, the rigorous use of institutional data, external benchmarking, and transparent evaluation, reporting and review processes, and supported by the ready and easy availability of the data required to inform these processes.
- Capacity building eg. guidelines, tools to convert strategic priorities to action on the ground, staff development etc will occur as appropriate.
- High profile symposia will be held (one per semester) on key issues and challenges inherent in this Plan, to encourage debate and enhance understanding.
- Proactivity in relation to universities affirming their commitment to equity in higher education, particularly to the development of women will occur as outlined in the Universities Australia Plan.

6. REPORTING

The Constitution of the University's Equity Committee requires that it:

- Critically review and analyse plans and reports relating to equity, diversity and social inclusion from Groups and other elements, and provide constructive advice and support for these.
- Provide reports to Executive Group and senior officers, and an annual report to Council on equity, diversity and social inclusion programs and outcomes.

Academic Groups and other major elements will be required to report against their progress towards achieving the KPIs and goals outlined in this Plan as part of the normal University reporting cycle. Statistics will be provided to elements on an annual basis to assist in the establishment of baseline data and targets and against which progress can be measured and reported.

7. RESOURCES

Policies and Procedures

- [Harassment, Bullying and Discrimination Policy](#)
- [Procedures for Resolution of Staff and Student Complaints of Harassment, Bullying & Discrimination](#)
- [A guide to handling complaints of Harassment, Bullying and Discrimination](#)
- [Inclusive Practices for People with Disabilities Policy](#)
- [Assessment Policy](#)
- [Alternative Assessment for Students with Disabilities](#)
- [Equal Employment Opportunity Policy](#)
- [Staff Counselling Services Policy](#)
- [Code of Conduct](#)
- [Student Charter](#)
- [Student Grievances and Appeals Policy](#)

Training and Development

- [Women in Leadership program](#)
- [Targeted Academic Staff Development Scholarship Scheme](#)
- [Short Courses Program](#)
- Element specific training as requested

Websites

- Equity website <http://www.griffith.edu.au/equity/>
- Student Equity Services www.griffith.edu.au/student-equity-services
- Scholarships <http://www.griffith.edu.au/scholarships>
- [Department of Education, Employment and Workplace Relations](#)
- National Equity Information and Resources website: a clearing house of equity information and resources established and maintained by the EdEquity equity practitioners network supported by funding from DEEWR - <http://www.adcet.edu.au/edequity/>
- [National Centre for Student Equity in Higher Education](#)

8. APPENDIX 1 – GRIFFITH UNIVERSITY EQUITY TARGETS

From University Strategic Plan 2009 -2013:

Priority	Targets
<ul style="list-style-type: none"> To improve the proportion of female Level D and E academic staff 	A third of all University academic Level Ds and Es (combined) to be female by 2013 and Griffith to be among the national leaders
<ul style="list-style-type: none"> To improve the proportion of female Senior Administrators (HEW Level 10 and above) 	50% of all University's Senior Administrators (HEW Level 10 and above) to be female by 2013
<ul style="list-style-type: none"> To improve the participation rate of low SES students 	Exceed national average for low socio-economic participation by 2013 and aim to reach the Government's target of 20% by 2020
<ul style="list-style-type: none"> To improve the retention rate of low SES students 	Maintain performance for low socioeconomic retention to be above national average and continue to improve
<ul style="list-style-type: none"> To improve the success rate of low SES students 	Maintain performance for low socioeconomic success to be above national average and continue to improve
<ul style="list-style-type: none"> To improve the participation rate of Indigenous students³ 	Maintain performance in Indigenous participation rate to be above national average and continue in a leadership position nationally
<ul style="list-style-type: none"> To improve the retention rate of Indigenous students 	Maintain performance in Indigenous retention rate to be above national average and continue in a leadership position nationally
<ul style="list-style-type: none"> To improve the success rate of Indigenous students 	Maintain performance in Indigenous success rate to be above national average and continue in a leadership position nationally

³ *An Indigenous Australian person*

- *is of Australian Aboriginal or Torres Strait Islander descent; and*
- *identifies as an Australian Aboriginal or Torres Strait Islander; and*
- *is accepted as an Australian Aboriginal or Torres Strait Islander in the community in which he/she lives or has lived.*

9. APPENDIX 2 – UNIVERSITY AND ELEMENT STRATEGIES

Priorities and Measures	University Strategies	Suggested Element Strategies
<p>4.1 Improve access, participation and success rates for students from disadvantaged and under-represented backgrounds including low SES students, Indigenous students and students with disabilities.</p> <p><i>(See Appendix 1)</i></p>	<p>Implementation of HEPPP⁴ strategies.</p> <p>Implementation of University Disability Action Plan.</p> <p>Continue to review and improve our equity scholarships schemes to encourage participation.</p> <p>Maintain commitment to core student equity programs.</p>	<p>Implementation of University Disability Action Plan.</p> <p>Undertake research into student non-completion at School and Course Convenor levels.</p>
<p>4.2 Improve the proportion of female staff in senior academic and administrative positions and improve the respective gender representation in academic and administrative units to achieve gender balance at all levels.</p> <p><i>(See Appendix 1)</i></p>	<p>Maximise the use of the University's Sir Samuel Griffith lectureships for newly appointed level A and B women academics to support and mentor early career academics in teaching and research activities.</p> <p>Continue the University's Women in Leadership Program and other leadership programs offered to senior staff.</p>	<p>Implement targeted and structured mentoring programs for academic staff to enhance research profiles.</p> <p>Use enhanced search strategies to source female applicants for senior vacancies.</p> <p>Market vacancies in ways that attract applicants from both genders, especially in areas that are traditionally associated with either women or men.</p> <p>Support participation of women in development programs.</p>
<p>4.3 Increase the proportional representation of Indigenous staff in academic and general staff positions across all areas and levels.</p> <p><i>To be measured by achievement of an overall representation of 2% of the total of continuing and fixed-term academic and general staff and an increase in representation within each Group and Directorate.</i></p>	<p>Develop and implement a University Reconciliation Action Plan.</p> <p>Continue to support and enhance the University's Indigenous Employment Strategy.</p> <p>Develop opportunities for engaging Indigenous staff in research within the University including the Indigenous Research Network and establishment of an Indigenous Research Centre.</p>	<p>Work closely with the Equity and Diversity project officer to identify Indigenous applicants for vacant academic and general staff positions.</p>

⁴ Higher Education Participation and Partnerships Program

Priorities and Measures	University Strategies	Suggested Element Strategies
<p>4.4 Improve the representation of staff from diverse cultural/linguistic backgrounds across the University, especially in senior academic and administrative positions at all levels and in all elements.</p> <p><i>To be measured by an increase in representation from identified areas and levels using country of birth and NESB data in respective elements.</i></p>	<p>Research barriers to advancement.</p> <p>Provide training and other resources to mitigate inadvertent discrimination.</p>	<p>Ensure all recruitment and development activities are not discriminatory.</p>
<p>4.5 Enhance Griffith's cultural diversity through the development and maintenance of existing or new community partnerships and the strengthening of relationships, outreach activities and support for refugee and other communities in the Griffith corridor.</p> <p><i>To be measured by involvement of diverse groups in different activities</i></p>	<p>Develop and promote Social Inclusion Week concepts across campuses.</p> <p>Enhance and publicise the role of the Griffith Multi Faith Centre role</p>	<p>Promote Social Inclusion week and showcase relevant activities.</p>
<p>4.6 Increase awareness of the impact of invisible differences for LGBT⁵ staff and students by establishing networks and other supports as appropriate.</p> <p><i>To be measured by the establishment and evaluation of an Ally Network</i></p>	<p>Establish an Ally Network and associated resources and visual communications.</p>	<p>Support groups and individual students and staff as appropriate.</p>
<p>4.7 Enhance effective responses to the employment support needs of staff with disabilities and ensure that staff with identified needs are supported appropriately.</p> <p><i>To be measured through staff feedback.</i></p>	<p>Ensure that access standards are met.</p> <p>Facilitate purchase of/access to necessary equipment.</p> <p>Develop resources to assist staff with mental health issues.</p>	<p>Ensure that appropriate accommodations and adjustments are made as need arises.</p>

⁵ LGBT – lesbian, gay, bi-sexual, transgender,