# Equality and Inclusion Discussion Paper prepared by Equity and Diversity May 2015

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Introduction

This interim paper reports on the results of stakeholder consultation in the development of an *Equality and Inclusion Framework 2015 – 2020*. Following the approval in principle of the Executive, a more formalised document will be circulated to the University Community detailing our strategic imperatives.

This discussion paper for the consultation addressed the three strategic components

1. A newly constituted Equality and Inclusion Committee,
2. Repositioning the existing functions and resources of the Equity and Diversity Office as an Equality and Inclusion Unit (EIU) The Equality and Inclusion unit, and
3. A UWA Equality and Inclusion Strategy

Background

The consultation period extended from December 2014 to May 2015. Over 50 individuals, including academic and professional staff and students participated in consultation meetings or provided written responses.

Moving forward

There are still some areas of the University that have expressed interest in providing input into the process and outcomes. We expect that there may be further consultation as the more complete strategy and policy documents are finalised.

The Equality and Inclusion Framework at UWA

Consultations revealed that there is great interest in equity and inclusion amongst staff and students. The consultations focused on the current equity and diversity type concerns of staff and students in relation to

- The purpose and extent of the committee;
- The extent and intent of the strategy
- And the positioning of the unit
- The nomenclature of the framework

The Committee

It was recognised that the proposed structure of the new committee will raise the profile of the equality and inclusion agenda. However, there was concern about

- How the Committee will receive information and provide a space for the development and interaction of ideas;
- The proposed structure of the Committee does not seem to have a mechanism to ensure the demonstration of the principles of diversity and inclusion in its membership;
- The remit of the committee is broad and ranges from physical access to university buildings to addressing the gender pay gap. To embedding equity and inclusion in teaching and learning;
- Including the experience of practitioners and those delivering services to students and the community.

Some of the solutions expressed included

- Creating a matrix for membership so that more people from diverse backgrounds are included
- More student representation on the Committee,
- Aligning the equity and inclusion strategy with the strategic goals and key capabilities of the University (Education; Research; Community engagement; Staff; Students, Operational excellence/physical access).
This means the Unit and Committee facilitating ad-hoc advisory groups focussing on these areas, that can deliver information to, or require the decision making support of the Committee, and strengthen resolve to embed equality and inclusion in the programs of the University.
The Committee was viewed as necessary to ensure that policies reflecting the gender and other equity intentions of the university receive the influence and imprimatur of senior university leaders. However there was unresolved discussion about the relationship of the Committee to University governance. For example, what would be the relationship between the Committee and Senate, Faculty Committees and

**Equality and Inclusion Unit**

There was agreement that a serious and robust equality and inclusion strategy needs to be supported by thorough research and communicated consistently and constantly. Throughout the consultation there was a consistent thread that the resources supporting the strategic agenda, particularly the equality and inclusion unit, should be available to all areas of the University and not seen as confined solely to staff.

There was general consensus that the work of the unit needs to be underpinned by sound research and data, and that the unit (and Committee) needs to interact with teaching and learning, research, staff and students, the community, and physical resources.

To this end it was seen as important that the work of the unit is not isolated from students, teaching and research.

**The Strategy and nomenclature**

Ongoing consultation and the formation of the Committee will help facilitate the finalisation of the strategy. There was vibrant discussion about the nomenclature of the strategy. This sure to be a matter of ongoing debate and should be encouraged as the first step in higher level thinking about the issues the strategy is trying to address. The recommendation arising from the consultations is to remain with the Equity and Diversity label for the time being.

The Strategy should be formulated around the themes of the University's strategic priorities (Education; Research; Community engagement; Staff; Students, Operational excellence/physical access) and address protected characteristics within these themes.

Consideration needs to be given to the adoption of goals and quotas especially in relation to the representation of women, Aboriginal employment, and other equity groups.

**SWOT**

A SWOT analysis was conducted across the three consultation meetings. The strengths in the framework are viewed as resting with the work already done and our reputation in this space. The weaknesses reflect the desire for people to be involved with and have the support of the committee. There was great enthusiasm for the opportunities offered by the chance to “rebuild and reboot” the equity and diversity strategy, and the threats relate mainly to lack of genuine enthusiasm and sustained interest.

Therefore we could access our strengths (pre-existing work in the area and unit) to take advantage of the opportunities (reboot the equity agenda, and the enthusiasm for involvement) in a way that addresses our weaknesses (limited representation on committee/poor communication/exclusion of student issues). If we do this by encouraging people to take part in the work of the Committee through participation in working groups or ad hoc forums that align with the strategic goals of the University (Education; Research; Community engagement; Staff; Students, Operational excellence/physical access), this may ameliorate some of the potential threats (poor adoption and assimilation of the new strategy).

**Recommendations**

1. Introduce mechanisms to provide feedback and input into the Committee's decision making and deliberations.
2. Increase the representation of students and professional staff on committee.
3. Provide a unit that is immediately responsible to the SDVC.
4. Retain Equity and Diversity nomenclature
Appendix 1 – Summary of responses (SWOT) 3 consultations

Strengths

- The community of staff and students already trying to create inclusive culture.
- History of leading the way in WA/Aust. so much deeper than HR 'feel good' policies and compliance.
- Recognised achievements (e.g. Pride in Diversity).
- Progress already made by UWA in the E and D space.
- Passion of the unit.
- The E and D office and staff.
- The current E and D unit.
- Great draft of strategic plan.
- Depth of feedback re the strategy.
- Use this committee to actively recruit/identify/promote allies for representation on Senate, union, staff/student associations etc.
- High level buy-in.
- Retain and build on key strengths and programs: i.e. ally, equity and diversity advisers, etc.
- Winning awards, strong programmes already
- Winning awards for long time. Have been doing well and setting benchmarks. Leverage.
- Established history of success in equity and diversity.
- CCAR.
- Awards.
- Committee to be decision making not just advisory role.
- Equity and diversity unit.
- Committee is to be high level.
- Advisors are a great resource.
- The existence of the Unit.
- CCAR.
- Strong on HR and protected characteristics.
- Good platform already established.

Weaknesses

- Very limited racial and cultural diversity in the executive.
- Communication about what we already do (e.g. silence about VC on CEOs for Change and other good work)
- Communication about our E and D achievements
- Lack of knowledge/data of the diversity already present.
- Appears to be low Senior Executive buy-in.
- University has Anglo executive and committee lacks diversity.
- Committee has potential to not reflect diversity and inclusion. How will Committee model diversity?
- Give equal consideration to professional staff
- Not enough professional staff on committee
- Include Associate Director Student Support (is responsible for student equity and diversity initiatives, i.e. access legislation re students)
- Not enough students on the committee
- No focus on students or providing services to students.
- Committee membership, where is feedback from student service practitioners?
- Loss of programs and budgets (LDW) staffing (E & D) these contribute to a sense of diminished focus on inclusivity and opportunity.
- How will committee address gendered pay gap?
• A strong operational arm/unit that has the authority to implement, oversee and evaluate is needed.
• Website too busy - loses key message delivery
• Decentralised recruitment model - lack of visibility through selection/hiring process that panel is considering diversity and equity.
• Changing Equity and Diversity to Equality and Inclusion (who is including who?). Not everyone is equal.
• Equity is the process equality is an outcome.
• Use of data to inform strategies
• Students from CALD backgrounds often find UWA unwelcoming. There is a need for more diverse food and prayer facilities.
• Recruitment and retention architecture requires strengthening; e.g. advertising, unconscious bias of selection panels, flexible work practices.
• Membership requires more students and subcommittees.
• Names equality and inclusion is foreign sounding.
• Lack of information on what is wrong e.g. halal food at sensible hours, we didn’t know.
• CCAR is a strength but also need other PD options and options for students.
• The language of the framework document is very management style.
• Currently low on staff.
• CALD student engagement so UWA is seen as a welcoming Uni.
• Committee needs more feedback groups (e.g. students, disability, gender, and professional staff).
• Need to have an accessible university campus. If not every room, then at least every building.
• 21% gender pay gap needs to be addressed.
• Leadership of UWA and leadership of Guild are not diverse, so committee might not be diverse.
• More students and professional staff needed on Committee.
• More students on Committee would help ‘keep it real’ and the work of the Committee active.
• Need more staff to do more policy work.
• There is no Campus Management person on the Committee. They need to hear about disability and access problems to improve inclusivity.
• Include more students as a resource for thinking.
• Need to include and ensure continuation of LDW.
• Need to include more student reps in Committee and representation from different areas.
• Need to include reference to rural, remote, disadvantaged students.
• Membership needs to be revised to be more inclusive or sub-committees.
• Committee must be under Senate not VC Committee.
• Membership of proposed committee is not inclusive enough
• E and D advisors are not available in all the faculty offices.
• Not including student equity issues
• Need Athena Swann equivalent for professional staff.

Opportunities

• Committee would be ideal to drive the agenda further.
• Frame around 4 key pillars of Uni strategy (i.e. Teaching and Learning, research, student experience, community and engagement
• A great opportunity to include equity and diversity in KPIs of Deans/HoS/Directors.
• Ensure that unit and committee have teeth i.e. decision making power
• Repositioning E and D unit to sit with Vice-Chancellor or somewhere above HR to have the capacity to lead/oversee projects such as indigenous employment and to give frank and independent advice.
• Positioning of E and I @ SDVC level
• House it in Vice-Chancellorship
• E and I should not be based in HR or it will be seen as HR’s issue not a business imperative
• The Unit needs to sit with the SDVC - wide overarching for staff and students.
• Create subcommittees or working groups to co-ordinate and collect data on efforts in teaching and learning, research and community engagement.
• Include student considerations more strongly.
• Use this committee to actively recruit, identify, promote allies for representation on senate, union, staff/student associations etc.
• Foundation work with managers.
• Create a champions group for male managers within the University.
• Reboot LDW for the new millennium.
• Talk to managers about the consequence of not doing it. e.g. many examples of GFC American companies that collapsed who didn't have as much diversity as those who survived on their boards etc.
• Change name to Diversity Equity and Inclusion.
• Language - use Diversity and Equity
• Opportunity to rename Diversity and Inclusion; name change raise profile
• Develop summary of profile (e.g. staff and students @ UWA speak 100 languages.....)
• Create the business case for diversity and inclusion.
• This is a great opportunity to take diversity and equity a lot more seriously than it ever has been before. It used to be haphazard and whimsical and on the spur. We need a strategic way forward.
• Develop chronology of key success (E and D and I events).
• Good idea to know where the E and I committee might be gathering strategies/info from. Are there particular groups/subcommittees that will feed into the Committee (e.g. recruitment management, etc.)
• Who are our academic staff researching equity and diversity matters? Engage further and invite them to present in a range of forums (Gender studies lead Associate Professor Anthropology Farida Fozdar)
• Through workshops gain greater awareness, understanding and education to broader audience.
• Broader engagement with wider University through social media, foundations programs, secondary school networking programs.
• Strategy should do more than just "improve awareness"; aim for to develop understanding and championing for more than just "awareness".
• Move to reporting to VC more respect across campus, similar to internal audit.
• Advertise background and wins (outside of HR and UWA).
• Leverage – stop looking like we’re catching up.
• Increase visibility of equity groups including race and religion.
• More representative committee
• Growing CALD proportions in student body.
• Not in HR because will be seen as being for staff not students.
• Need to situate with VC or SDVC to work with students.
• Strategic themes that need to be embedded in gender and diversity need to be embedded in everything we do.
• Support for teaching through professional development for all teachers.
• Need to change culture of students as well as staff.
• Community engagement.
• To broaden perspective to align with strategic documents – use pillars.
• To embed E and D in everything we do.
• Move from just HR to Academic (teaching, research, and focus discussions)
• Embed the E and D in all the functions

Threats

• Apathy.
• Poor attendance of E and I committee demonstrates week support of E and D principles.
• Lack of staff awareness about why E and D are important to Uni.
• Equity and diversity agenda needs to be taken seriously.
• Lack of communication of the strategy and its goals to broader university means message will get lost.
• Management resistance to adopting policies and practice.
• SDVC as lone voice.
• Competing priorities.
• Committee could become a “polite space” and needs to be a forum for real discussion and intellectualisation of the equity and diversity problem.
• Not achieving an accessible UWA campus.
• Culture - Catholicism (drawing staff students from western suburbs).
• Increasing competition, especially with Curtin.
• Decreased funding, and belief that we are already there.
• Inability to measure diversity.
• Reduction in appeal to international students. Must = equity and diversity space at Curtin and Murdoch.
• Closure of Equity and Diversity Unit: - How does the University implement plan.
• Too much white advertising; marketing.
• Money leading strategy.
• Over emphasis on business cases.
• Not having good governance
• Need to align strategy and operations.
### Appendix 2 - Proposed Strategy
(From useful models adopted by the Universities of Leeds, Toronto, British Columbia and College Park, Maryland)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicator</th>
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<tr>
<td>Mission</td>
<td>To develop a culture of equality and inclusion that demonstrates excellence in practice, high and positive international recognition, supports the University’s mission to provide world-class education, research and community engagement.</td>
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<tr>
<td>Vision</td>
<td>A work and study environment that fosters the values of openness, honesty, tolerance, fairness, trust and responsibility in social, moral and academic matters.</td>
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<td>Priorities</td>
<td>To support our operational priorities that aim to improve the University's positioning and reputation, the quality of the student learning experience; and develop strategic relationships, community engagement, our people and resources.</td>
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<td>Values</td>
<td>The University is committed to</td>
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<td>• equity and merit as the fundamental principles for the achievement of the full potential of all staff and students;</td>
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<td></td>
<td>• engaging, challenging and transforming students throughout their courses;</td>
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<td>• attracting, developing and retaining the highest quality staff;</td>
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<td></td>
<td>• responding to the needs of the community, our students and our graduates.</td>
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<tr>
<td>Embedding UWA values</td>
<td>Equity and merit as the fundamental principles for the achievement of the full potential of all staff and students.</td>
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<td>• Become a national and international sector leader in promoting good equality and inclusion practice.</td>
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<td>• Incorporate equality and inclusion into day-to-day business activity.</td>
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<td></td>
<td>• Demonstrate visible leadership and accountability at all levels.</td>
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<td></td>
<td>• Embed equality and inclusion into all aspects of University life.</td>
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<td></td>
<td>• Develop a university-wide culture which promotes equality and inclusion.</td>
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<td></td>
<td>Engaging, challenging and transforming students throughout their courses.</td>
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<td>• Create an environment that is better for all through promoting personal responsibility for equality and inclusion.</td>
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<td></td>
<td>• Recognise the range of needs of our diverse student population and integrate them into the governance and practice of student education.</td>
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<td></td>
<td>Attracting, developing and retaining the highest quality staff.</td>
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<td></td>
<td>• Identify and address equality and inclusion gaps in our governance structures and management processes.</td>
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<td></td>
<td>• Provide fair and equal access to recruitment, progression and attainment opportunities.</td>
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<td></td>
<td>Responding to the needs of the community, our staff, our students and our graduates.</td>
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<td></td>
<td>• Work in partnership with our staff, students, and community to build a diverse and representative community which reflects the University’s values and commitments</td>
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http://www.hrandequity.utoronto.ca/about-hr-equity/diversity.htm
http://equity.ubc.ca/contact/
http://www.diversity.umd.edu/
Appendix 3 - Proposed Equality and Inclusion Committee

See Equity and Diversity Committee Agenda and Minutes 23 September 2014

Terms of reference

- To advise and make recommendations to the Vice-Chancellor and Senate on the Equality and Inclusion Strategy.
- To consider, advise and act upon recommendations by faculties and services relating to equality and inclusion matters that require cross-faculty or University wide action.
- To review and support the implementation of the Equality and Inclusion Strategy.
- To consider and initiate modifications to the University's equality and inclusion policies and procedures.
- To review the University's governance and management arrangements for equality and inclusion to ensure that they are comprehensive and contemporary.
- To foster and encourage good practice, innovation and flexibility in the delivery of the Equality and Inclusion agenda through all University functions and activities.
- To support institutional compliance with all relevant equality legislation.
- To promote equality and inclusion and foster relations between staff / students and visitors to the campus.

Membership

- SDVC (Chair)
- Chief Operating Officer (or nominated representative)
- 3 Deans of Faculties (or nominated representatives)
- Director of Human Resources (or nominated representative)
- Trade union representatives (one nominated by each of the recognised unions)
- Representative of DVC(Education)
- Representative of DVC(Community and Engagement)
- Representative of DVC(Research)
- Head of Equality Service (Position to be confirmed)
- Members elected by and from the professional staff (1 Representative)
- Members elected by and from the Faculties (3)
- Guild Representative

The Committee shall have the power to co-opt such additional members as are necessary for the conduct of its business and to ensure gender balance and diversity of CALD backgrounds and ability: for example external industry representative invited by the Chair; Disability advocate or representative or expert in the field, Aboriginal representative.

Role and Responsibilities of the Members

- To provide governance support to the implementation of the Equality and Inclusion Strategy;
- Consider and act upon recommendations made by faculties and functions that require strategic direction;
- Foster, role-model and encourage best practice in the delivery of the equality and inclusion agenda through all University functions and activities.
- To raise awareness of the Equality and Inclusion Strategy and Policy across constituencies;
- To provide advice and make recommendations to the VC and Senate on matters pertaining to the Equality and Inclusion Framework;
Appendix 4 – Role of the Equality and Inclusion Unit (Proposed)

The Equality and Inclusion unit should have an appropriate unit structure and resourced to deliver on the University Strategy. The aim of the proposed function would be to advance the remit of the equality function to be a more strategic function, embedding good equality practice across the institution.

<table>
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<tr>
<th>Unit objective</th>
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| Communication  | • Providing advice and feedback to the Equity and Inclusion Committee.  
• Guide the implementation of the equality and inclusion strategy through policy development, education and advice.  
• Develop and provide clear and consistent advice and information to actively support both staff and managers, and students appropriately.  
• Ensure all staff are aware of the needs of a diverse student population and understand how to access training and guidance to respond appropriately.  
• Foster relations between staff / students and visitors to the campus. |
| Engaging with students and staff development | • Broaden understandings of inclusiveness and equality by interacting with teaching learning and staff development.  
• Providing training in the implementation of the equity and inclusion strategy.  
• Increasing the awareness of, and consultation with, diverse staff groups by committing to developing, empowering and supporting the University’s staff networks and groups.  
• Working with academic and teaching and learning staff to ensure initiatives that complement the academic curriculum are accessible for all students, including those living from protected characteristic groups.  
• Ensure appropriate and accessible facilities, support and guidance are available to deliver an exceptional experience for all students. |
| Monitoring, reporting researching sustaining | • Provide a foundation of research and intellectualisation of developments in the field of equality and inclusion.  
• Facilitate continuous improvement through ongoing review, critical analysis and benchmarking.  
• Monitor national and international trends in equality and inclusion for best practice.  
• Maximise potential for obtaining research funding by monitoring, anticipating, and responding to changes to NHMRC and ARC funding models.  
• Identify gaps in the University’s provision of equality and inclusion services.  
• Maintain legislative compliance under relevant Acts.  
• Obtain Employer of Choice for Gender Equity status.  
• Meet Athena Swan principles.  
• Trial Race Equality Charter framework (Equality Challenge Unit, UK).  
• Maintain Top 20 employer position for LGBTI-inclusion against Australian Workplace Equality Index (AWEI).  
• Implement the UWA Disability Action and Inclusion Plan (2015-2018).  
• Monitor composition and representation of protected characteristics in staff and student populations, admissions, recruitments and promotions (or other areas of participation) to identify, understand and address causes of any inappropriate differentials. |
| Community engagement | • Ensure the University achieves and sustains an excellent reputation for promoting good equality and inclusion practice through recognition and benchmarking.  
• Internal and external engagement and involvement activities.  
• Support faculties, schools and internal services to develop and implement local equality and inclusion action plans. |
Appendix 5 - Achievements, performance and gaps

Gender
The University of Western Australia has a continuing commitment to positioning women for leadership and success. Our gender pay gap has decreased from 22.4% in 2011 to 21% in 2013. In 2015, 50% of the Executive, 44% of Deans (Senior Academic Managers) and 43% of the University Senate are women. We have improved the proportion of women in the Professoriate from 20% in 2010 to 26% in 2014. However, although 49% of junior academic staff (A & B) is female, only 14% of Level E Professors are women. Within our recruitment processes the VC has determined that every academic selection committee must be at least 40% female and that there must be at least one male and one female on every shortlist for Academic appointments.

In 2014 we celebrated 20 years of Leadership Development for Women (LDW) and the implementation of the Achievement Relative to Opportunity policy. In 2015 there will be no leadership program specifically targeting female staff. We achieved WGEA compliance but have yet to meet the criteria for Employer of Choice for Gender Equity, and the Athena Swann principles.

Race and Cultural competence
The achievements in this space are difficult to assess owing to its complexity. The University has demonstrated a strong track record with respect to its aspirations around Indigenous staff and students. While the School of Indigenous Studies (SIS) has continued to achieve outstanding outcomes in the student equity space over more than a decade (in 2014, graduating the highest number of Indigenous students since the inception of the program), the University needs to proactively address the ongoing challenges around Indigenous employment. While there has been a deeper engagement with this space through the successful Courageous Conversations about Race Strategy, UWA CALD Action Plan, (2013 – 2015) and worthwhile strategies such as the UWA Inter-Faith Calendar, and the Language and Cultural Exchange Program (LACE), some gaps remain:

• Aboriginal (Seek advice from, and work with, the School of Indigenous Studies)
• Cultural and Linguistic Diversity (CALD)

The key gaps for the CALD community are ongoing invisibility, pockets of low racial consciousness, lack of baseline metrics with respect to employment equity, the bamboo ceiling and engagement with new and emerging migrant and refugee communities e.g. Horn of Africa, Middle Eastern, Burmese, Sri Lankan.

Disability
Responsibility for implementing the Disability Action and Inclusion Plan (DAIP) is diffuse and in part relies on the Disability Access and Inclusion Committee. The Disability Access and Inclusion Committee monitored and directed access and infrastructure. The DAIP is being reviewed but would be improved by embedding in the Operational Priorities plans of the University and internal organisational units. Employment of people with disability is under-performing and our self-reporting Equal Opportunity Survey procedures are due for review.

LGBTI inclusion
UWA’s nationally recognised LGBTI inclusion program is relatively recent and best described in two key phases of development: the early ALLY years (early-mid 2000s) and the mature phase (2008-present). The ALLY program (first LGBTI culture change initiative in the higher education sector) empowers staff to create an alliance to end LGBTI exclusion. This initiative laid the foundation for work in the mature phase. This phase has been marked by heightened employee awareness and activism that includes an LGBTI explicit website presence and Staff LGBTI Network. UWA is the only university in Australia to have been consistently ranked in the Top 10 Employer category since the inception of the Australian Workplace Equality Inclusion (AWEI) Index in 2011. We have created structural and cultural changes through sustained leadership. The University must aspire to remain in the top 20 employers for LGBTI-inclusion against the AWEI Index, deepen its response to trans-issues, and pay particular attention to greater executive and community engagement.

Age
This is an increasingly important area for the University. The voluntary early retirement scheme has prompted developments in catering for connecting retirees to the University, and a focus on phased-retirements, flexible work practices and retirement planning. More could be done to examine flexible work and knowledge transfer/mentoring.

Carers
Carers Australia have documented best practice for meeting the Carers Recognition Act WA, but more needs to be done at UWA to embed the requirements of the act in policies and practice relating to staff and students.
### Appendix 6 - Consultation Schedule for the development of the UWA Equality and Inclusion Strategy

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<th>Timeframe</th>
<th>Task</th>
<th>Activity</th>
<th>Responsibility</th>
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<tr>
<td>Nov – December 2014</td>
<td>Develop background paper for consultation with key stakeholders across the UWA community (This discussion paper)</td>
<td>Background paper to contain information around the (a) various arms of the UWA Equity and Diversity Strategy – the Unit, the Committee, Advisers, Executive Sponsor etc. (b) key E &amp; I issues going forward (c) ‘triggers’ to stimulate discussion and elicit feedback that can shape a meaningful Strategy</td>
<td>SDVC Equity and Diversity DHR</td>
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<td>January - February 2015</td>
<td>Commence a targeted program of consultation with key stakeholders (internal and external)</td>
<td>Suggestions (not prescriptive): 1. Key e-circulation lists across the University inviting written submissions/feedback; 2. Focus groups with: • Internal Stakeholders • Deans/HOS/Senior Managers, Faculty Managers • Faculty/School/Division clusters – Professional and Academic Staff • Groups Representative of the following protected characteristics • Women and Men (separately and together) around Gender • Disability • CALD and Indigenous Groups around Race, Cultural &amp; Religious Diversity • LGBTI community (staff and students) • Guild representatives, University society representatives • Residential Colleges • External stakeholders • Disability Employment service providers • Representatives from new and emerging ethnic communities (Horn of Africa, Iraqi, Afghan, Sri Lankan etc.) • Indigenous employment agencies (in consultation with SIS) • Partner organisations such as Pride and Diversity (PID) • Broader community for insights into gaps in understanding of non-religious people</td>
<td>SDVC Equity and Diversity DHR Equality and Inclusion Committee (proposed committee as per SDVC’s paper to Executive)</td>
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<td>March – April 2015</td>
<td>Collate feedback and develop a draft E &amp; I Towards 2020 Plan</td>
<td>Focussed deliverables, measurable targets aligned to UWA 2020 vision and national/international best practice</td>
<td>SDVC Equity and Diversity DHR</td>
</tr>
<tr>
<td>May 2015</td>
<td>Draft E &amp; I Towards 2020 Plan circulated to key groups for comment</td>
<td>Adjust deliverables/targets/ indicators based on feedback received</td>
<td>SDVC Equity and Diversity DHR</td>
</tr>
<tr>
<td>June 2015</td>
<td>Final E&amp;I Towards 2020 Plan developed</td>
<td>E &amp; I Towards 2020 Plan launched widely via the intranet, web site and a physical launch. Implementation commences.</td>
<td>SDVC Equity and Diversity DHR</td>
</tr>
</tbody>
</table>
Appendix 7 - Notes UWA Consultations – 14, 15 and 18 May, ICRAR Boardroom (MF)

Key themes:

Committee

- Need for active and engaged Deans and it doesn’t really matter which Faculties they are from.
- A sharp strategic focus, members act as highly visible E & I champions and represent the key accountability mechanism for E & I outcomes in the five-year plan.
- Membership should represent both senior levels along with staff ‘on the ground’ in order to close the service and policy feedback loop effectively.
- Representation should also include both professional and academic staff. Adequate and appropriate student representation is required.
- Important to articulate the governance structure of this committee if accountability is to be strengthened. It should be a sub-committee of UWA Senate.

The Unit

- The Unit should be a high level one and sit outside HR. It should sit under the SDVC in order to best align the various arms of the Strategy, and strengthen accountability mechanisms (unanimous view across all three consultations).
- While independent of HR, it should continue a consultancy role around the protected characteristics, fairness, bullying and harassment etc.
- The unit should be located in a visual place within a central hub e.g. Vice-Chancellery.
- The Unit should be adequately and appropriately resourced in order to achieve the objectives of the Strategy and Vision 2020.

The 5 year E & I Inclusion Plan – Structure

- Utilise a hybrid approach in developing the E & I Inclusion Plan – Key organisational areas (e.g. Teaching and learning, Research, Student Equity, People Management and Community & Engagement) in a ‘matrix’ with the protected characteristics. The different ‘streams’ in the matrix must ‘speak’ to each other.
- Setting targets are important – ensure these are evidence-based.
- Sharpen the focus on articulating the ‘business’ case – while it is acknowledged this involves a complexity of interacting factors, demonstrate how diversity is an important ingredient in that mix
- Linking to targets, positive discrimination is appropriate if we are to achieve stated goals in this area i.e. senior women, Indigenous employment
- Structural linkages required within and between ‘elements’ of the plan e.g. cross-faculty group teaching E & I based units should be brought together (working party) under a senior member of the E & I Committee

The Plan – Content

- Need for reliable, credible and robust data for planning and operational purposes
- Need to broaden focus beyond Human Resources. How do student equity issues get
- Equality and Inclusion website needs to be more accessible and user-friendly
- Recruitment and retention architecture requires to be strengthened – where we advertise, unconscious bias of selection panels, job applications, flexible work practices etc.
- Age and caring responsibilities should also be included.
• Important to explicitly incorporate disability issues in teaching and learning, student services and employment. Achieving an accessible UWA campus must have an all of university commitment in order to be achievable.
• The current gender pay gap was not acceptable and requires ameliorative measures.
• Athena Swann initiatives at UWA are important and worthy but the focus should be broadened to professional staff.
• Need for cross-faculty teaching and learning working group around embedding the delivery of equality and inclusion perspectives within the curriculum.
• Lack of cultural/racial diversity in the staffing profile, committees and working groups (both staff and student) should be addressed.
• Students from CALD backgrounds often do not find UWA welcoming. There is a strong need for systemic solutions including a purpose build multi-faith centre and halal food.
• Need to remain vigilant that equality and inclusion policy framework remains relevant and responsive.

Nomenclature

• Preference for Diversity and Inclusion – equality has dated notions of EEO in an Australian context. Diversity and inclusion has strategic benefits, celebrates difference, enhances competitive edge and aligns with Australian language in this space (majority view).
• Equity was preferable to equality as it focussed on outcomes rather than a more dated approach and limited understanding of treating everyone equally. Equal outcomes can only be achieved with unequal inputs.
• Equality is a useful term as it reminds the institution that ‘gains’ must be interpreted with cautious enthusiasm, and there is still much work to be done.
• Inclusion is problematic as it assumes that staff outside the dominant paradigm as it poses the question of ‘who is doing the inclusion, and to whom?’ Inclusion can also be imbued with notions of ‘sameness’ and assimilationist policies of the past.
• The term ‘protected characteristics’ was not useful in an Australian context.
Appendix 8 – feedback emails

From: Robyn Carroll
Sent: Thursday, 29 January 2015 9:54 PM
To: Malcolm Fialho
Subject: RE: AGENDA, Equity and Diversity Committee, September 23rd, 2014, 2-330 pm, Prescott Room

Dear Malcolm

This draft captures well what was discussed by the previous Committee in 2014. The Framework components are set out clearly.

Standing back, two things are not clear to me and therefore might not be to others in the wider university community.

First, what is different in the role and structure of the new EIU from the previous E&D unit. How does it sit in relation to HR?

Second, and related to the first, where does enforcement of policies that support the stated values fit in to the Framework and whose responsibility is it to manage processes and uphold the values that underpin the Framework? Are the values also embedded by having fair and effective remedial processes and remedies. (I know, I am speaking as a lawyer/mediator here) Realistically, the Framework needs to have a remedial aspect. Or is this somewhere else within the University structure. If so, it would be helpful to identify this.

There are a few typos – as it is a pdf I have not marked them up. I am sure you will pick them up on a read through.

FYI I am not in the office tomorrow. Sorry to reply so late in the week.

Best regards
Robyn

From: Carolyn Oldham <carolyn.oldham@uwa.edu.au>
Subject: UWA Capacity Building around gender equity, diversity and inclusivity
Date: 6 April 2015 5:59:19 PM GMT+02:00
To: Dawn Freshwater <dawn.freshwater@uwa.edu.au>, Gaye McMath <gaye.mcmath@uwa.edu.au>

Dear Dawn and Gaye

As you both know, as Chair of the LDW Planning Group I have been leading a conversation on campus about what capacity building UWA requires, to allow us to maximise opportunities arising with the recently released UWA Diversity and Inclusivity Discussion Paper and proposed Strategy, and the NHMRC gender and SAGE initiatives.

This conversation was initially triggered by discussions at the LDW Planning Group on its role in the broader Diversity and Inclusivity Strategy. The conversation progressed directly from last years successful Partners for Change workshop, piloted by the LDW Planning Group, and our proposal to run in 2015 an “Exploring Leadership” program for both men and women. In February LDW ran an Open Space workshop where we invited UWA staff and students to explore questions on leadership around gender equity. That workshop highlighted the lack of gender equity-focused programs in middle and senior management, and triggered us to conduct a gap analysis of gender equity programs (and more general diversity and inclusivity programs).

The attached whole-of-life cycle proposal for a suite of programs arose out of that gap analysis. I have had input from a range of people, including OSDS and HR staff, the LDW Planning Group, the School of Indigenous Studies, scholarly academics and external consultants.

I am happy to meet with you both if you have any questions or comments.

Kind regards
Carolyn  
**From:** Jon Stubbs  
**Sent:** Friday, 30 January 2015 4:20 PM  
**To:** Malcolm Fialho  
**Subject:** RE: AGENDA, Equity and Diversity Committee, September 23rd, 2014, 2-330 pm, Prescott Room  

Good afternoon Malcolm

Thank you for inviting discussion of the Equality and Inclusion Strategy and Framework discussion paper.

I was immediately intrigued by the adoption of the term ‘equality’ in preference to ‘equity’ and the reference to ‘protected characteristics’ and have therefore looked through some of the UK material and now appreciate the legislative impetus for this reconceptualization in the UK context. And while I recognise the importance at a time of major review and renewal of being at the leading edge of the debate, these new terms don’t yet resonate with me as cogently as the terms ‘equity and diversity’, particularly in the context of student equity where our work is not limited only to the characteristics identified in the discussion paper.

I think there is plenty of evidence that demonstrates the University has made significant progress with a range of student equity measures in recent years. For example, a motivation for the review of course structures was the University’s continuing commitment to expanding higher education to provide high quality opportunities for people of all backgrounds to participate to their full potential, including underrepresented groups such as low SES applicants, Aboriginal and Torres Strait Islander people and people from rural and isolated communities. Post the 2008 Bradley Report, and following excellent research and development work completed under the auspices of the ‘nimble’ Student Equity and Access Steering Committee chaired by the previous SDVC, the University endorsed the Commonwealth’s focus on low SES as a key indicator of disadvantage, recognising that financial disadvantage often underpins other forms of disadvantage, and realigned and expanded its student equity initiatives to prioritise access for this equity group whilst still maintaining a broad strategy with an integrated approach that includes access, participation, retention and success. Key components, as you well know, have included Aspire UWA, a suite of alternative entry pathways (e.g. Broadway UWA & MAP), extended support programs offered through Student Support Services and the School of Indigenous Studies, new affordable NRAS accommodation and a substantially expanded portfolio of equity-based scholarships and other forms of financial aid.

With fee deregulation highly probable, student equity will again come into sharp focus, particularly if there are significant funds for distribution for scholarships and outreach activities. Either student equity needs to be more explicitly inserted into this framework in a way that enables us to continue to be responsive when there are changes in the legislative and policy framework, or we need an alternative structure to support student equity. The proposed strategy in Appendix 1 for example, doesn’t presently commit the University to further diversifying the student community and providing increased opportunities for the full range of under-represented groups.

A few quick observations…
I’d have assumed a framework would include more dimensions than the three components listed. The Leeds framework, I read, describes 3 vertical dimensions (governance; operational management; operational support) and a number of horizontals (strategy and policy development & approval; operational implementation and monitoring; and engagement; food for thought I think.
I’d welcome a renewed emphasis of meeting the needs of people with disabilities. In recent times we have particularly struggled to have physical access needs addressed appropriately and in a timely fashion

With respect to the E&I Committee
I would hope the membership would include the Associate Director Student Services (Student Support Services) as she is an acknowledged national leader in student equity and the University’s contact for the Commonwealth

Campus Management has replaced Facilities Management

I’d like to remain connected with the discussion, preferably as a member of the new committee, but if that isn’t to be, then through the proposed consultative process.

Kind regards
Feedback and comments can be forwarded to
Equityoffice-hr@uwa.edu.au

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