



MONASH University

Self Review Report  
June 2005  
Final

Equity and Diversity Centre  
Monash University

# TABLE OF CONTENTS

<b>1.</b>	<b>INTRODUCTION.....</b>	<b>4</b>
1.1	Preparation of the Self Review Document.....	6
<b>2.</b>	<b>THE EQUITY AND DIVERSITY CENTRE (EDC) .....</b>	<b>7</b>
2.1	EDC – Purpose and Philosophy .....	7
2.2	EDC Structure .....	8
2.2.1	Management of the EDC .....	8
2.2.2	Location .....	9
2.3	EDC Stakeholders .....	9
2.3.1	Internal Stakeholders.....	9
2.3.2	External Stakeholders.....	10
<b>3.</b>	<b>QUALITY ASSURANCE.....</b>	<b>11</b>
3.1	Quality Assurance within the EDC.....	11
3.1.1	EDC Operational Plan .....	11
3.1.2	EDC Staff Work Plans .....	12
3.1.3	Faculty Service Level Agreement .....	12
3.1.4	Monitoring and Reporting .....	12
3.2	Quality Assurance within the University.....	12
3.2.1	University Equity Committees.....	12
3.2.2	University Equity Plans.....	15
3.2.3	Advancing Indigenous Employment Strategy .....	16
3.2.4	University Advisory Networks .....	17
<b>4.</b>	<b>HUMAN AND PHYSICAL RESOURCES .....</b>	<b>18</b>
4.1	EDC Personnel.....	18
4.2	EDC Internal Communication .....	18
4.3	Staff Recruitment and Induction .....	19
4.4	Performance Management and Recognition .....	19
4.5	Training and Development.....	19

4.6	Accommodation .....	19
4.7	Equipment and Information Technology .....	19
<b>5.</b>	<b>EDC CORE SERVICES .....</b>	<b>20</b>
5.1	Advancing Indigenous Employment .....	20
5.1.1	Advancing Indigenous Employment Program (AIEP) – Promoting Change...	20
5.1.2	AIEP: Service Provision.....	22
5.1.3	AIEP: Research and Resource Development.....	22
5.1.4	AIEP: Enhancing a Service Culture .....	23
5.1.5	AIEP: University Compliance and (External) Reporting Functions .....	23
5.2	Disability Liaison Unit.....	24
5.2.1	Disability Liaison Unit (DLU): Promoting Change .....	24
5.2.2	DLU: Service Provision.....	24
5.2.3	DLU: Research and Resource Development.....	26
5.2.4	DLU: Enhancing a Service Culture .....	26
5.2.5	DLU: University Compliance and (External) Reporting functions.....	27
5.3	Equal Opportunity - Information and Resolution Services (EOS) .....	28
5.3.1	EOS: Promoting Change .....	28
5.3.2	EOS: Service Provision .....	30
5.3.3	EOS: Research and Resource Development .....	31
5.3.4	EOS: Enhancing a Service Culture.....	31
5.3.5	EOS: University Compliance and (External) Reporting Functions .....	31
5.4	Student Equity Unit.....	32
5.4.1	Student Equity Unit (SEU): Promoting Change .....	32
5.4.2	Student Equity: Service Provision.....	33
5.4.3	Student Equity: Research and Resource Development.....	33
5.4.4	Student Equity: Enhancing a Service Culture .....	34
5.4.5	Student Equity: University Compliance and (External) Reporting Functions .....	35
5.5	Women’s Leadership and Advancement Scheme .....	36

5.5.1	Women’s Leadership and Advancement Scheme (WLAS): Promoting Change .....	36
5.5.2	WLAS: Service Provision .....	37
5.5.3	WLAS: Research and Resource Development .....	38
5.5.4	WLAS: Enhancing a Service Culture .....	39
5.5.5	WLAS: University Compliance and (External) Reporting Functions .....	39
5.6	Work Life .....	40
5.6.1	Work Life: Promoting Change .....	40
5.6.2	Work Life: Service Provision .....	41
5.6.3	Work Life: Research and Resource Development .....	42
5.6.4	Work Life: Enhancing a Service Culture .....	42
5.6.5	Work Life: University Compliance and (External) Reporting Functions .....	42
<b>6.</b>	<b>FUTURE DIRECTIONS AND IMPROVEMENT .....</b>	<b>43</b>
6.1	Opportunities for Improvement .....	43
<b>APPENDICES .....</b>		<b>44</b>
Glossary of Terms .....		49

## 1. INTRODUCTION

Monash University is a large and multifaceted organisation. Monash is a broad-based global University with nearly 52,000 students (56% study full time 27.6% part time and 16.3% in external mode) enrolled at its six Australian campuses at Berwick, Caulfield, Clayton, Gippsland, Parkville and Peninsula and its overseas campuses in Malaysia and South Africa. Nearly 8,500 students study off-campus. The University’s programs are provided through ten faculties– Arts, Art and Design, Business and Economics, Education, Engineering, Information Technology, Law, Medicine Nursing and Health Sciences, Pharmacy and Science. The University employs over 5,500 staff.

Monash is a richly diverse and multicultural community serving indigenous and recent Australians together with students from over one hundred other countries. The latter, mainly from Malaysia, Singapore, Hong Kong and Indonesia make up some 29% of all enrolments. Of these, nearly 5,000 students are enrolled in overseas programs outside of Australia, mainly in the Asia Pacific region.<sup>1</sup>

Monash is committed to:

- the participation of people from Indigenous backgrounds and people with disabilities;

<sup>1</sup> 2004 Student Profile, Statistical Services <http://planning.monash.edu.au/statistics/students>

- having practices inclusive of cultural and linguistic diversity;
- valuing a wide range of perspectives shaped by students' gender, age, parental status and religion;
- providing a high quality education to a diverse range of students drawn from many different countries and backgrounds, and
- providing a learning and work environment conducive to the success of all its students and staff.

The Equity and Diversity Centre (EDC) was formally established in 2002 when the Student Equity and Access Branch and the Equal Opportunity and Employment Equity Branch were amalgamated. The new Centre brought together a number of areas of expertise and included the Disability Liaison Unit, Student Equity, Equal Opportunity, Women in Leadership and Advancement and Work Life and Family. Indigenous employment responsibilities were allocated in 2003. On the establishment of the EDC there were 12 staff employed under various employment contracts (external consultancy, project work, fix-term and ongoing positions). This has since increased to 14 staff who have ongoing full and part-time positions with the manager employed under executive contract conditions.

The EDC is currently positioned as part of the International and Equity Group, Student and Staff Services Division (Appendix 1). After the 1<sup>st</sup> August, 2005 the Centre will operate within the newly created Student, Community and Shared Services Division.

## **1.1 Preparation of the Self Review Document**

In gathering information in preparation for the Self Review Report the following activities were undertaken:

- collation of all supporting documentation including relevant plans, policies, procedures and guidelines;
- development of descriptions of each core service in line with the key result areas of the Equity and Diversity Centre (EDC) operational plan;
- an EDC Planning Day conducted in March 2005 for all staff, addressing the current operational plan and assessing the monitoring and reporting of outcomes;
- completion of a staff feedback survey based on the four key areas of the quality review (Appendix 2), and
- a staff meeting to discuss the summarised outcomes of the individual surveys (Appendix 3).

## 2. THE EQUITY AND DIVERSITY CENTRE (EDC)

The University's statement of purpose is provided in our leading strategic document *Monash 2025* (Appendix 4).

*Monash University seeks to improve the human condition by advancing knowledge and fostering creativity. It does so through research and education and a commitment to social justice, human rights and a sustainable environment.*

Among the values the University holds are:

- Innovation and creativity
- Diversity and fairness
- Engagement
- Integrity
- Self reliance

The Equity and Diversity Centre (EDC) is positioned to proactively support the University's strategic directions and these values. The support provided by the EDC focuses particularly around developing practices which enable all members of the diverse Monash community to be included as participants in achieving the University's direction.

### 2.1 EDC – Purpose and Philosophy

The EDC's purpose is *to support the University's goals by operating as an agent of change embedding practices which are inclusive of the diversity of Monash's population.*

The work of the EDC is based on the concept of *Inclusive Practices*. Inclusive practices provide access for the diverse needs of our community by addressing the physical, social, economic and cultural barriers which exist with regard to equitable access and participation in higher education.

To fulfill its role, the EDC provides expert consultancy, support and advice to all members of the Monash community which includes Monash South Africa and Monash Malaysia.

The EDC holds University wide anti-discrimination legislative/compliance responsibilities (Appendix 5) to which it takes a broad approach by:

- developing and disseminating policies that articulate the University's commitment to ensuring fairness and equity across all its activities, establishing regular training opportunities for management staff and students on their rights and responsibilities and by providing a confidential, timely and accessible grievance process for the effective management of equal opportunity related difficulties when they arise;
- operationalising the Global Equal Opportunity Policy (Appendix 6), the University's overarching policy, to translate its aims into outcomes, and
- acting as an agent in support of long term systemic change to remove any barriers that might exist to effective inclusive practice, through awareness-raising activity that highlights the challenges and benefits to the organisation of diversity in staff and student populations and by promoting structural and attitudinal change where appropriate.

The Centre enjoys strong working relationships with Monash's overseas campuses and has on request provided assistance with research, training, advice and mentoring ever mindful of the uniquely different needs and legislative contexts of each of these campuses.

The benefits to the University of the work undertaken by the EDC are:

- a work and study environment free from discrimination and harassment;
- increased attraction and retention of talented employees;
- a more flexible working environment, and
- an organisation which enables and supports full participation of the University's diverse community.

## **2.2 EDC Structure**

As a small team of experts the EDC staff have responsibility for assisting the University to embrace the diversity of its population, and providing a work and learning environment free from discrimination and harassment. Individuals are employed for their specific expertise and are encouraged to understand how the Centre operates in its role within the University.

The EDC structure includes six units (see Section 5 Core Services for detailed information):

- Advancing Indigenous Employment
- Disability Liaison Unit
- Equal Opportunity – Information and Resolution Services
- Student Equity Unit
- Women in Leadership and Advancement Scheme
- Work Life

The work of the Units is aimed at specifically:

- facilitating employment/career opportunities for Indigenous Australians;
- facilitating equal opportunity for women in the workplace;
- inculcating strategies to assist staff balance work and life responsibilities;
- advancing the understanding of designated student equity groups and access issues in education and administrative services;
- promoting inclusive practices across the University to facilitate the effective participation of students and staff who have a disability;
- negotiating reasonable accommodation for registered students who have a disability;
- promoting equal opportunity in the workplace;
- providing generic and tailored training opportunities for students and staff to promote the equity and diversity agenda; and
- facilitating an effective discrimination and harassment grievance policy, procedure and process.

### **2.2.1 Management of the EDC**

The EDC management structure has few tiers (see Appendix 1). The management structure has evolved from the Centre being physically located in two different buildings. There is a manager with oversight of all the EDC operations who moves between the two locations on a weekly basis. There are Coordinators of each program area who report directly to the

Manager. The Coordinator Equal Opportunity monitors and supports the Work Life Consultant. The Coordinator Student Equity provides daily staff supervision of the Disability Liaison Unit. The Disability Liaison Officer located at Gippsland reports to the local Manager Community Services on a daily basis.

### **2.2.2 Location**

The Centre which is primarily located at Clayton campus, operates out of the two buildings where the units were located before the 2002 amalgamation of services took place (710 Blackburn Road and Gallery Building Clayton campus). Disability Liaison staff also provide services at Berwick, Caulfield, Peninsula and Parkville on a regular basis and are accommodated on each campus most commonly through links with Community Services. Facilities and Services Division are cognisant of the need to bring the Clayton-based staff together to facilitate a further integration of consultancy services.

## **2.3 EDC Stakeholders**

The EDC facilitates a number of committees and networks to achieve its goals and maintains relationships with a number of stakeholders who have primary responsibility for equal opportunity in all its forms.

### **2.3.1 Internal Stakeholders**

The EDC recognises the following entities and has worked to build functional relationships with:

- University Council
- Vice-Chancellor
- Vice Chancellor's Group
- Faculty Deans
- Divisional Directors
- Senior Management
- Staff (General and Academic)
- Students
- Student organisations
- Faculties
- Divisions
- Committees
- Solicitor's Office
- Audit and Risk Management
- Marketing and Public Affairs
- Monash controlled entities e.g.
  - Monash International
  - Monash Property Management
- Centre for Higher Education Quality
- Internal Reviews – International Self Review
- University self review – AUQA

### **2.3.2 External Stakeholders**

The EDC has a number of compliance responsibilities and reports to federal and state government bodies on a regular basis. The Centre also maintains relationships with service providers, national and international peers and professional bodies.

Relationships with external stakeholders assist the EDC to benchmark its activities and proactively maintain a watching brief on trends and policy development.

- Federal Government – Reports provided to DEST University Institutional Assessment Framework Report - Student Equity and submission for Additional Support for Students with Disabilities funding program, Equal Opportunity for Women in the Workplace Agency
- State Government – Reports provided to State Services Authority (formally Office of Public Employment) Wur cum burra Indigenous Employment Program, Monash University Annual Report to Parliament (Equity and Indigenous Employment)
- Other Universities (Nationally & Internationally)
- Suppliers of Services – VicDeaf, National Information and Library Service (NILS), Deakin University Learning Disability Testing, Royal Victorian Institute for the Blind
- Equal Opportunity Practitioners in Higher Education Australasia (EOPHEA), Equal Opportunity Practitioners in Higher Education (EOPHE-Victoria) & Victorian Higher Education Disability Network (VicHEDN)
- Human Rights and Equal Opportunity Commission
  - Sex Discrimination Commission
  - Disability Discrimination Commission
  - Race Discrimination Commission
  - Equal Opportunity Commission (Victoria)

### **3. QUALITY ASSURANCE**

The EDC operations are premised on the University's Quality Cycle – Plan, Implement, Review/Monitor, Improve!

For the EDC, quality assurance has two components:

- assuring internal EDC operations are relevant, innovative and are continuously improving, and
- advising Monash University in its provision of an inclusive environment to promote equal opportunity for its diverse community.

The following sections detail the mechanisms which are in place to facilitate the quality cycle within the operations of the EDC and in the implementation of the equity and diversity agenda across the University.

#### **3.1 Quality Assurance within the EDC**

The following sections outline the formal processes adopted by the EDC to provide structure and clarity to its role.

##### **3.1.1 EDC Operational Plan**

The EDC operational plan (Appendix 7) is developed in consultation with internal staff members and takes account of the key elements from the University's major strategic planning documents which shape the work and direction of the EDC.

Monash Directions 2025 (see Appendix 4) defines the long-term strategic objectives for Monash. A more detailed strategic framework and operational plans are provided in the following documents:

- Excellence and Diversity Strategic Framework 2004 – 2008
- Learning and Teaching Plan
- Research and Research Training Management Plan;
- Support Services Plan
- Faculty operational plans
- Student and Staff Services Plan

The Student and Staff Services Divisional (SSSD) Strategic Plan (Appendix 8) focuses on 'supporting the University's goals by leadership, management and innovation in the provision of quality student and staff services'. In the development of its operational plan the EDC has drawn on the four key result areas (KRAs) of the Divisional Plan:

- Strengthening Community
- Facilitating an Information Culture
- Enhancing Service Culture
- Optimising People Potential

The EDC Operational Plan details priority responsibility areas/actions, identifies Unit responsibilities and reporting mechanisms to monitor and evaluate progress. The EDC plan has introduced a fifth element to address the Centre's legislative and reporting obligations:

- KRA 1: Strengthening Community - EDC operating as a Change Agency - Promoting and supporting change which fosters Excellence in Diversity at Monash
- KRA 2: Optimising People Potential - Individual and Group Service Provision - Supporting individuals to gain a quality experience while at Monash
- KRA 3: Facilitating an Information Culture - Research and Resource Development - Situating Monash at the forefront of equity and diversity debates and activities
- KRA 4: Enhancing a Service Culture - EDC Organisational Operations - Evaluating and improving service provision
- KRA 5: University Compliance and (External) Reporting Functions - Addressing University legislative obligations and reporting requirements

### **3.1.2 EDC Staff Work Plans**

Staff have developed individual work plans (see Appendix 9 for examples) which identify day-to-day responsibilities deriving from the EDC Operational Plan and contain strategies, steps and target timelines. These responsibilities include innovative change agency/ 'big picture' projects/initiatives to embed inclusive practices on a University-wide basis as well as providing consultancy support and direct client services.

### **3.1.3 Faculty Service Level Agreement**

The EDC has a Service Level Agreement with faculties (Appendix 10) which outlines services and articulates both EDC and Faculty responsibilities. The Chairs of the Faculty Equity and Diversity Committees provide feedback on the SLA to the EDC through an annual survey (Appendix 11).

### **3.1.4 Monitoring and Reporting**

Staff provide monthly reports (Appendix 12) in relation to their individual work plans and indicate progress and any delays to projects. The monthly reports assist the Manager EDC to monitor output and if delays are experienced, actions and priorities are negotiated. The reports are also used as the basis for shared discussion and planning with other staff members.

The Manager EDC reports on progress to the Divisional Director Student and Staff Services and the Director International and Equity on a regular basis. The Manager also provides operational information to Equal Opportunity Committee and meets annually with the Vice Chancellor.

## **3.2 Quality Assurance within the University**

The University strives to embed equal opportunity principles and practices in all its plans, procedures and operations. The EDC through its central involvement with a number of committees and networks, maintains a 'watching brief' on University policies and practices and provides expert advice to the University so that equity for staff and students remains a high priority. The EDC staff and, where appropriate, their specific roles in supporting each committee are noted at the end of each section.

### **3.2.1 University Equity Committees**

The University equity committee structure (Appendix 13) is one of the major driving forces in the University 'taking all reasonable steps to eliminate discrimination and harassment'.

The committees act as monitoring and advisory bodies and sponsor the inclusive practices plans that operationalise the Global Equal Opportunity Policy. The Committees' activities strengthen the University's initiatives in providing an inclusive environment. EDC staff play a major role in supporting the committees. Staff involved have been listed (in bold) at the end of each section.

### **3.2.1.1 Equal Opportunity Committee (Standing Committee of Council)**

The Equal Opportunity Committee (EOC), a Standing Committee of Council takes an active role in providing advice and monitoring the performance and progress made by various areas of the University in advancing equity and diversity. EOC is chaired by a member of Council and meets four times per year. Terms of Reference are provided in Appendix 14.

Deans are invited to address the EOC on equity and diversity initiatives within their faculty on a rotating basis. Faculties report annually on a range of issues and highlight their activities and progress. The proforma for individual Faculty responses and supplementary information can be found in Appendix 15 & 16. This process captures a wide variety of faculty activities and assists the University to meet its reporting obligations to various government agencies. Appendix 17 contains the 2004 Summary of the Faculty Reports.

The collation of information provided by the Faculties through these reports facilitates communication across the University of equity issues and initiatives and allows a wide range of stakeholders to take ownership of and implement best practice strategies as appropriate to them.

There are three committees which report to EOC. Each promotes inclusive practices across the University as reflected in their titles. The Chairs of each of these committees are members of EOC. The unconfirmed minutes from each committee are placed on the EOC agenda and major issues are highlighted in the report to Council.

Committee membership includes senior stakeholders, managers, staff and students so that decision making can be translated into plans, policies and practices across the University. It also ensures that the issues raised are taken back to represented areas and dealt with at the local level, facilitating the transmission of the committees' agendas into the everyday running of Monash University.

**EDC staff:** *Manager EDC.*

### **3.2.1.2 Inclusive Practices Disability Committee (IPDC)**

In 2001 the Monash University Advisory Committee for People with Disabilities (MUACPD) commissioned a review of the University's Disability Action Plan (1998). During the review it became apparent that in order to increase outcomes, a new committee structure and focus was required and as a result, the Inclusive Practices Advisory Committee (IPAC) was formed in 2003 with key stakeholders included in its membership.

IPAC evolved from the focus and structure of the former committees and broadened its terms of reference to proactively mainstream disability matters in Monash's plans, policies and operations. This initiative was supported by the defining themes outlined in *Leading the Way: Monash 2020* (1998), the University's premier strategic planning document of that time.

Earlier in 2005 the Committee was renamed the Inclusive Practices Disability Committee (IPDC). Terms of Reference can be found in Appendix 18. The main IPDC committee is chaired by the Pro Vice-Chancellor Quality. Members include senior stakeholders and

managers, IPDC can make decisions which impact on the plans, policies and procedures of the University. The process ensures that agenda items raised are taken back to represented areas and dealt with at the local level, transmitting the aims of IPDC into the everyday running of Monash University. The committee is proactive in positioning disability within the University structure and takes on an innovative role in raising awareness. Previous committees had the commitment but not the current breadth and expertise to foster change on such a broad basis.

**EDC Staff:** *Manager EDC, Senior Disability Liaison Officer (Executive Officer), Equity Administration Coordinator (Secretary).*

There are active advisory sub-committees on Caulfield, Clayton, Gippsland, Parkville and Peninsula campuses and the Chairs report to the main IPDC. The sub-committees address local matters and raise systemic issues with the main committee. Chair of committees are senior staff on the campus.

**EDC Staff: Disability Liaison Officers attend each campus subcommittee meeting.**

### **3.2.1.3 Inclusive Practices Student Equity Committee**

The Inclusive Practices Student Equity Committee reports to the Equal Opportunity Committee on policies, procedures and strategies relating to student equity and monitors the University's progress in achieving its equity goals. (Appendix 19).

**EDC Staff:** *Manager EDC, Coordinator Student Equity (Executive Officer), Equity Administration Coordinator (Secretary).*

### **3.2.1.4 Inclusive Practices Workplace Equity Committee**

The Inclusive Practice Workplace Equity Committee (WEC) supports the University by fostering awareness of a range of diversity matters including equal opportunity for women in the workplace, cultural and religious diversity and advancing Indigenous employment. The Faculty Equity and Diversity Committees report to this Committee. WEC Terms of Reference can be found in Appendix 20.

**EDC Staff:** *Manager EDC, Work Life Consultant (Executive Officer), EDC Executive Officer (Secretary), Women in Leadership and Advancement Scheme Coordinator.*

#### **3.2.1.4.1 Faculty Equity and Diversity Committees**

Each faculty facilitates an Equity and Diversity committee. The Chairs of the committees have membership and report into WEC. The Faculties have been including equity priorities within their operational plans for four years and providing reports to Equal Opportunity Committee on an annual basis for two years.

The proforma and supporting documentation (see Appendices 15 & 16) were developed to capture activities across the University and highlight successes and in 2005 a summary of progress was provided to University Council (see Appendix 17).

**EDC Staff:** *Attendance on invitation.*

#### **3.2.1.4.2 Advancing Indigenous Employment Steering Committee**

The first meeting of the Advancing Indigenous Employment Steering committee (AIESC) is scheduled for August 2005. The committee has been structured to provide advice to relevant

stakeholders and will monitor the progress of the Advancing Indigenous Employment Strategy (Appendix 21). AIESC will provide regular progress reports to WEC.

**EDC Staff:** *Manager EDC, Advancing Indigenous Employment Coordinator (Executive Officer), Student Resource Officer (Secretary).*

### **3.2.1.5 Vice-Chancellor's Taskforce for the Advancement of Women**

The Vice Chancellor's Taskforce for the Advancement of Women is chaired by the Vice-Chancellor and supports equal opportunity for women in the workplace, identifies areas of improvement and provides innovative solutions. Terms of Reference can be found in Appendix 22.

**EDC Staff:** *Manager EDC, (Executive Officer), Women in Leadership and Advancement Scheme Coordinator, EDC Executive Officer (Secretary).*

### **3.2.2 University Equity Plans**

The University equity committees are sponsoring three key inclusive practices planning documents that operationalise the University's commitment as articulated in the Global Equal Opportunity Policy (endorsed by Council).

The Plans which are described below, aim to promote the University as a leader in University employment policies and practices and in the provision of inclusive education and research. They support the spirit and intent of the Monash University Global Equal Opportunity Policy by:

- ensuring the University meets its responsibilities under State and Federal anti-discrimination legislation;
- ensuring the provision of an accessible employment, educational and research environment;
- raising awareness of the diverse needs of our community;
- addressing barriers which currently exist with regard to equitable access and participation,
- developing appropriate support services to assist people from equity groups to participate as full members of the University community;
- ensuring any provisions made for people who have a disability assist all members of the community, and
- encouraging all members of the University community to share responsibility for promoting access and equity for students and staff.

The process used in developing and gaining endorsement for each of the three plans included:

- initial exploration with a steering group;
- feedback from clients on service provision and their suggestions for change were analysed for central themes, and
- extensive consultation with key stakeholders.

Through the process of thorough consultation all issues were identified and negotiated prior to the plans being presented to the relevant senior committees for noting and endorsement.

The Plans are also part of the legislative compliance program for the University.

### **3.2.2.1 Inclusive Practices: Disability Plan**

The Monash University *Inclusive Practices: Disability Plan 2004 – 2008* (Appendix 23) is sponsored by IPDC and was approved by senior management in 2004. The aim of the Plan is to achieve universal accessibility mainly by ensuring that all planning (including the physical, teaching, learning, research and IT) identifies and eliminates barriers to the participation of all people including those who have a disability. By ensuring accessibility in the early stages of planning, the need for expensive retro-action to provide equity is eliminated. It is anticipated that an evaluation of the outcomes of the Plan will take place during 2007 in preparation for the next iteration.

### **3.2.2.2 Inclusive Practices: Student Equity Plan**

Monash University is committed to providing a high quality education to a diverse range of students drawn from many different countries and backgrounds. It is also committed to providing a learning environment conducive to the success of all its students. The Monash University *Inclusive Practices: Student Equity Plan 2005-2008* (Appendix 24) is designed to:

- embed the responsibility for the participation and success of educationally disadvantaged groups into the roles and activities of all members of the University community;
- articulate strategies for enhancing flexible pathways to programs;
- create access opportunities within Monash and its partners, locally and internationally, and
- integrate the key objectives of the Monash University Learning and Teaching Plan 2003 - 2005 into the planning, objectives and activities of faculties and support areas.

The final draft of the plan is currently being steered through the final approval process.

### **3.2.2.3 Inclusive Practices: Equal Employment Opportunity for Women in the Workplace Plan**

The Monash University *Inclusive Practices: Equal Employment Opportunity for Women in the Workplace Plan 2005-2010* (Appendix 25) is designed to demonstrate Monash's commitment to:

- providing gender equity;
- fully realising the intellectual capital of its female and male staff, and
- providing all employees with equal access to the opportunities that are available.

The final draft of the plan is currently in the consultation phase with negotiations taking place with all those identified as holding responsibilities for the implementation of strategies.

## **3.2.3 Advancing Indigenous Employment Strategy**

The University will foster equality of opportunity in employment for Aboriginal and Torres Strait Islander people by engaging in active recruitment programs and activities, and by removing from the University's structures and practices any remaining barriers to employment and career enhancement which may result in direct or indirect discrimination.

The University is committed to the positive inclusion of Aboriginal and Torres Strait Islander people and their values and culture in the life of the University, and will therefore provide employment and career opportunities through the implementation of an Indigenous employment strategy.

The University recognises and values Indigenous Australian knowledge as a significant contribution to all other bodies of knowledge and acknowledges the skills and experience Indigenous Peoples bring to the University (see Appendix 21).

### **3.2.4 University Advisory Networks**

Three advisory networks are facilitated by the EDC and focus on particular equity aspects. The networks are structured to provide various forms of support to students and staff across the Victorian campuses. The EDC provides regular training and mentoring to the network members. Issues arising from the networks are taken to the relevant equity committees for consideration. A detailed explanation of each of these Networks is provided in Section 5 Core Services. EDC staff involved in the training and mentoring of these Networks are listed below.

#### **3.2.4.1 Discrimination and Harassment Grievance Adviser Network and Conciliation Service**

A detailed explanation of this network can be found in Section 5.3.2

**EDC Staff:** *Coordinator Equal Opportunity – Information and Resolution Services.*

#### **3.2.4.2 Student Equity Officer Network**

A detailed explanation of this network can be found in Section 5.4.1

**EDC Staff:** *Coordinator Student Equity.*

#### **3.2.4.3 Disability Contact Officer Network**

A detailed explanation of this network can be found in Section 5.2.2

**EDC Staff:** *Disability Liaison Officers.*

## **4. HUMAN AND PHYSICAL RESOURCES**

### **4.1 EDC Personnel**

The Equity and Diversity Centre has 11 full-time and three part-time staff (see Appendix 1 for names and titles). The staff have qualifications and experience in the following specialised areas:

- Disability/Social Work
- Womens Studies
- Industrial/Employee relations
- Equal Opportunity
- Psychology
- BA (Nursing) Post Registration
- Research

Formal qualifications are in the following areas:

- Certificate IV in Workplace Training
- Diploma of Applied Science (Nursing Education)
- Diploma in Frontline Management
- Diploma of Business – Health Management
- Diploma of Arts (Professional Writing and Editing)
- Bachelor of Science
- Bachelor of Applied Science in Disability
- Bachelor of Social Work
- Bachelor of Arts
- State Registered Nurse
- Graduate Certificate of Education (Adult Literacy)
- Graduate Diploma Industrial and Employee Relations
- Masters in Women's Studies
- Masters in Psychology (Counselling)
- Masters in History (by Research)

Staff within the EDC are connected with a range of professional organisations and associations which support their work (Appendix 26).

### **4.2 EDC Internal Communication**

The Manager EDC sponsors a formal start of month meeting where staff discuss their monthly reports and are provided with the opportunity to highlight their key activities and share their knowledge, learning from external/professional development meetings, research, observations and highlight implications for EDC operations. Staff also meet mid-month in a less formal setting to promote a team environment and acknowledge their successes.

The Manager EDC meets individually on a regular basis with co-ordinating staff and has an open door policy with every team member. The Disability Liaison Unit staff meets weekly to discuss case management and project implementation. DLU staff also meet monthly with the Coordinator Equal Opportunity for debriefing and team building activities.

### **4.3 Staff Recruitment and Induction**

Staff are recruited in accordance with University policy and procedures. An induction supervisor is appointed for each new staff member, acting as the primary contact with responsibility for arranging induction activities. Staff probationary performance objectives are implemented and monitored during the formal induction period.

Induction of new staff is seen as a crucial step in the appropriate transition into the role and Unit. The EDC is currently utilises the Staff Development Unit induction checklist.

### **4.4 Performance Management and Recognition**

The EDC currently utilises its internally developed performance management process which involves regular performance meeting with the Manager, EDC. To date there has been limited use of the formal University Performance Management Proforma although three senior staff have participated in the University's formal PMP training. Feedback from the staff survey suggests that this is an area for further development.

### **4.5 Training and Development**

Professional development for each staff member is addressed with the Manager EDC on an annual basis in conjunction with the development of individual work programs. Staff also have the opportunity to request attendance at seminars, forums or specialised training events as they arise during the year. Both skills upgrading and career development opportunities are identified.

Staff who participate in staff development activities, training or attend seminars are encouraged to share knowledge and information at DLU and EDC meetings. Professional development and training undertaken by staff is listed in Appendix 27.

### **4.6 Accommodation**

The EDC is currently situated in two different building and physical locations with Student Equity, Disability Liaison and Indigenous employment located on the Clayton campus, and Equal Opportunity, Work Life, and Women's Leadership situated at 710 Blackburn Road. The Manager of EDC maintains personal contact with staff by working part time in each of the offices.

### **4.7 Equipment and Information Technology**

The EDC currently purchases half of the Centre's computer requirements and leases half of the computer hardware and software on a 3 yearly basis. Individual requirements for technology and training are modified to cater for individual duties.

The EDC utilises several of the University's central systems such as 'Callista' the student management system, SAP for managing finance transactions, email and Calendar for appointment scheduling and uploading information onto the Monash website. The in-house database which maintained the records of students registered with the DLU has recently been converted and is now managed through Callista.

## **5. EDC CORE SERVICES**

All EDC programs and services are designed to support inclusion of the diversity of the Monash University population. The programs promote and support change throughout the University towards practices which are inclusive of the diversity of its population, and secondly, provide direct support and assistance to students and staff to assist them in attaining their potential within the University. These programs and services are organised under six program areas.

The following sections describe some of the history of the program areas within Monash University and provide detail about their operations organised under the Key Result Areas of the EDC Operational Plan (see Section 3.1.1).

### **5.1 Advancing Indigenous Employment**

Since 1993, Monash University has supported the implementation of an Indigenous Employment Program. In July 1996, Monash implemented this Program in collaboration with the Department of Education, Training and Youth Affairs (DETYA).

The 1996 Program's objective was to employ 40 Indigenous People over a five year time span (1996 – 2001). This objective was achieved. In evaluating the program during 2003 however, it was noted that, out of the 42 that received traineeships, only 6 established ongoing careers at Monash.

The Advancing Indigenous Employment Strategy 2004 to 2008 (AIES) has been adjusted to concentrate on retention strategies rather than just traineeships and government financial incentives. The current Coordinator, now positioned in the Equity and Diversity Centre was appointed in March 2004. In November 2004, the role changed from a fixed-term project to a permanent and ongoing position. The Coordinator works in conjunction with the Centre for Australian Indigenous Studies (CAIS) to ensure that one clear message is sent to the Indigenous communities about Monash's commitment to Indigenous education and employment.

#### **5.1.1 Advancing Indigenous Employment Program (AIEP) – Promoting Change**

The AIEP is based on the Advancing Indigenous Employment Policy which was endorsed by the Vice-Chancellor & President, Professor Richard Larkins in March 2004 and the resultant Advancing Indigenous Employment Strategy which includes four key result areas:

- Develop Relationships with Indigenous Communities
- Facilitating Effective Indigenous Recruitment Processes
- Build Retention Rates of Indigenous Employees
- Support for Indigenous Career Development

The Advancing Indigenous Employment Steering Committee (AIEPSC) will oversee, promote and provide advice re implementing the Strategy within Monash University. There are nine members, four of whom are Indigenous. All members were carefully chosen for their genuine interest in Indigenous employment issues, and their experience and positions within the University itself. The first meeting is scheduled in August 2005. A Plan to promote the Strategy throughout Monash is being developed.

### **5.1.1.1 Develop Relationships with Indigenous Communities**

The main activities being undertaken to develop relationships and networks on behalf of Monash University are:

- share strategies with local Governments such as Springvale City Council, the newly established University Indigenous Employment Coordinators Group, the Koorie Community and TAFE Participation Meeting, which all have Indigenous employment strategies in place;
- meet with individual organisations such as the Koorie Heritage Trust and individual schools with numbers of Indigenous students;
- consult with organisations such as Diversity at Work which provides a recruitment database of Indigenous people;
- participate in Job Fairs where employment opportunities for Indigenous people are promoted;
- participation in meetings and groups organised by Cooperatives which provide health and family services for Indigenous people, and
- organising Welcoming Days.

### **5.1.1.2 Facilitating Effective Indigenous Recruitment Processes**

In late April 2005, the University implemented a new procedure that allows for general job vacancies HEW level 5 and below to be initially provided to the Coordinator AIEP. The Coordinator determines, within an agreed timeframe whether there is a potential Indigenous candidate/s available to be interviewed for the position. If a potential candidate is found, the appropriate Faculty is advised and interview times are arranged with the potential candidate/s and the Faculty. The Coordinator is involved in the Faculty decisions about employing the candidate/s, or considering the possibility of offering a 6-month traineeship to give the candidate/s the necessary work experience at Monash.

The Coordinator is responsible for providing information to Selection Panel Chairs on how to conduct culturally-appropriate interviews should there be an Indigenous candidate/s. This includes organising at least one Indigenous person on the Panel, both to make Indigenous candidates more comfortable, and to inform the Panel about cultural issues that may arise during interview.

To assist potential Indigenous applicants the Coordinator is currently organising a pre-employment program with the manager of the Dandenong Community Development Employment Program (CDEP) and relevant Indigenous community members. The program will include resume/job application writing skills, interview skills, literacy/numeracy skills, job training, educational information sessions and career development.

### **5.1.1.3 Build Retention Rates of Indigenous Employees**

To support retention of Indigenous employees a series of monthly 3-hour cultural awareness workshops is being developed for implementation during the second half of 2005. The aim of these workshops is to build culturally accommodating rather than culturally 'tolerant' relationships and knowledge and to incorporate Indigenous culture into the workplace environment. The workshops will be led by a group of Indigenous Australian people.

Information and issues from regular consultation with all current Indigenous employees will provide a background for these workshops. A qualitative evaluation will be undertaken at the end of each workshop to enable the Coordinator to assess and adjust the program if necessary.

#### **5.1.1.4 Support for Indigenous Career Development**

Regular consultation about the best possible career pathways and career development opportunities for potential candidates is regularly undertaken in conjunction with the CAIS, Indigenous employees, potential Indigenous employees and Indigenous students. Others consulted are from the Coordinator's extensive Australian Indigenous network.

#### **5.1.1.5 Human Resources (HR) data processing methods on Indigenous employees**

HR has made a necessary change to their casual/sessional employment and the acceptance of offer for fixed term/continuing employment forms. These forms now include an Indigenous identification section. It reads as follows:

*Are you of Aboriginal and/or Torres Strait Islander heritage?*                      Yes                      No

This change enables Indigenous people to acknowledge their Indigenous status and HR to notify the Coordinator of all new Indigenous employees for future support, program evaluation and governmental reporting purposes.

#### **5.1.2 AIEP: Service Provision**

By July 2005, a mentoring service will be fully operational, supporting not only Indigenous employees, but also potential Indigenous employees. By September 2005, all mentors will be professionally trained by a mentoring consultant. It is planned that the Coordinator will meet regularly with mentors/mentees to supervise the scheme. The mentor program will be evaluated via mentor and mentee discussion groups at the end of the program and any feedback gathered during the program.

The Coordinator is also available to any staff member to discuss Indigenous issues/culture. A close-knit working partnership with CAIS staff builds a knowledge of relevant topics pertaining to Indigenous education, which is useful for the pre-employment program which may include Indigenous students.

#### **5.1.3 AIEP: Research and Resource Development**

As a means of situating Monash at the forefront of equity and diversity activities, the Coordinator has developed an Indigenous network (Appendix 28). This network keeps her informed about current Indigenous issues, the availability of external funding and Indigenous employment programs that could support Monash's AIEP. It also keeps her in touch with community matters, potential Indigenous employees, the need for training programs (pre-employment), current Indigenous jobs that are available, new employment strategies and most important of all – respect for Indigenous culture such as gaining permission from Elders for Welcoming Days, and informing Elders of the work undertaken to implement the AIEP.

The Equity and Diversity Centre has subscribed for the Indigenous Times and the Koorie Mail. This affords the Centre the opportunity to keep up-to-date with current Indigenous affairs, as well as informing them about Indigenous culture and issues that affect Indigenous communities, enabling staff to include Indigenous culture in their knowledge of diversity.

The Coordinator is currently preparing a benchmarking report that identifies the policies of other universities such as Leave for Indigenous Australians and Enterprise Bargaining clauses.

In line with the promotional plan for the AIEP, flyers, Indigenous artworks and pamphlets will be developed in conjunction with CAIS. These will describe the new policies that Monash has adopted with respect to the AIEP, explain the new recruitment processes and promote the AIEP as a change agency for Monash.

#### **5.1.4 AIEP: Enhancing a Service Culture**

A statistical database which identifies where each Indigenous employee works is maintained and appropriate information provided on request. This confidential database now includes the level of employment for each employee.

#### **5.1.5 AIEP: University Compliance and (External) Reporting Functions**

The Coordinator prepares a quarterly report on the progress of Monash's Indigenous Employment strategy for the Victorian Office of Public Employment. Such reporting enables the State Government to evaluate the progress of all Indigenous Employment Programs/Strategies under the Wur cum burra State Strategy.

## **5.2 Disability Liaison Unit**

As with the other EDC programs, the Disability Liaison Unit (DLU) undertakes its role within the University with two main directions. Operating as an agent of change towards practices, systems, facilities and services which are inclusive of people who have a disability. Secondly, operating as a service, supporting people with a disability or chronic medical condition as staff and/or students within the University and its broader community.

The Disability Liaison Unit (DLU) has been operating since 1991 when there was originally one part time Disability Liaison Officer at Clayton and a handful of registered students. In October 2000 there were 323 students registered with the office, and this increased to 523 in October 2004.

### **5.2.1 Disability Liaison Unit (DLU): Promoting Change**

The Inclusive Practices: Disability Plan 2004-2008 (see Appendix 23) is one of the key University equity documents that provides a framework for the University to ensure its practices are inclusive of people who have a disability. The Plan has strategies designed to promote and support the systemic change required for University-wide inclusion of people who have a disability. The staff of the DLU provide consultancy support and advice to stakeholders identified with responsibilities in the Inclusive Practices: Disability Plan 2004-2008.

Members of the DLU are responsible for keeping a watching brief on all University policies and practices to highlight and promote the spirit and intent of the Plan. Any significant issues or concerns that arise through discussions with various stakeholders, or key themes/issues brought to light through direct service provision and all potential complaints are reported to the Manager, EDC. These issues once identified can then be addressed either directly by the Unit, through the appropriate committees which support equal opportunity or in any other appropriate forum where the EDC is represented.

The DLU provides consultancy support to Monash's international campuses and has regular contact with staff of both the South Africa and Malaysia campuses who also provide support to students who have a disability. Disability specific training has also been provided to key staff at the Malaysia campus.

DLU staff are members on relevant campus based sub-committees of the Inclusive Practices Disability Committee (IPDC). The sub-committees are responsible for monitoring issues of local concern with regard to inclusion of people who have a disability and reporting these issues back to the main committee of IPDC. The DLU representatives on these committees are responsible for keeping the committee members up to date on any emerging issues or trends.

The provision of training in awareness of people who have a disability and providing support to students and staff is described in more detail in the section on direct service provision.

### **5.2.2 DLU: Service Provision**

The DLU has 5.6 full-time equivalent staff. Three Disability Liaison Officers (based at Clayton) visit the other metropolitan campuses. One staff member (0.5 FTE) is based at Gippsland. At April 1, 2005 there were 460 students with a disability or long-term medical condition registered with the DLU across 6 campuses and via Off-Campus Learning and Open Learning Australia. It is projected that numbers will rise to 530 by October 2005.

The DLU provides a range of services to assist students who have a disability to participate as independently as possible in academic activities (Appendix 29). This includes providing assistance to students who have a:

- hearing impairment and require notetakers and/or interpreters;
  - visual impairment and require access to material in an alternative format eg Braille;
  - physical or sensory impairment and require assistance to access library materials;
  - psychiatric disability or a condition relating to mental health,
- and /or require:
- specialised equipment on-campus such as computer screen reading software;
  - assistance accessing a facility on campus due to a mobility impairment;
  - alternative arrangements for assessment (AAA's);
  - support to liaise with academic and general staff, and /or
  - access to rest room facilities.

The DLU employs casual staff mostly from the Monash student community to assist in the provision of these services which include notetaking and scanning services. On average the DLU employs approximately 50 casual staff per semester. Australian Sign Language (AUSLAN) Interpreters are also employed to provide interpreting services to Deaf students. The exact number of casual staff employed depends on the demand for specific services each year.

Alternative Arrangements for Assessment (AAA's) are a mechanism to enable students who have a disability to have equal opportunity in all types of assessments and particularly examinations. AAA provides variations in the structure, format, duration or venue of an examination or assignment.

A student provides documentation from a relevant treating health professional, as outlined in the "Documentation Guidelines for Students Who Have a Disability Or Long-Term Medical Condition", (Appendix 30) during registration with the DLU. Reasonable AAA's are noted in line with each student's documentation, on the DLU database. The guidelines and the AAA process are currently being reviewed and updated to take account of privacy requirement and changed systems.

The DLU services are advertised extensively in all key University publications. Students are encouraged to make contact to receive a confidential consultation. The DLU has eligibility for services guidelines which students are required to meet in order to register with the service.

#### **5.2.2.1 Funding**

In the last two years the Department of Education, Science and Training (DEST) has acknowledged the high costs in provision of services and facilities to students with high support needs and have provided additional funds to universities across Australia. Universities have the option of submitting an application for funds on a yearly basis and Monash has been successful in securing funding each year. Last year (2004) the Unit received funding of \$142,000 which included the provision of note taking, interpreting, purchase of adaptive equipment and technology and production of material in alternative formats.

### **5.2.2.2 Staff who have a Disability**

The DLU provides consultancy advice and guidance for managers, and staff with disabilities. Funding for adjustments required by staff are managed within their faculty or division. Guidance is provided through the Staff Disability Policy and Procedures (Appendix 31). The Staff with Disabilities Policy and Procedures is being reviewed in the coming months. To assist with this process the DLU is currently facilitating the Disability Contact Officer (DCO) Network. The DCO network was established after discussion at meetings of the IPDC and the WEC in 2004, which considered how the University might enhance its support structure to assist staff and students with a disability. The introduction of the DCO network is aimed at assisting the University in meeting its vicarious liability responsibilities under the Disability Discrimination Act (1992). It is envisioned the network will enable staff who have a disability to have a Faculty/Divisional contact person with whom they can discuss issues or concerns in a confidential manner. The contact officers will assist staff where appropriate to negotiate reasonable adjustments to work practices under the Staff Disability Policy or refer to appropriate University services including the DLU.

### **5.2.2.3 Awareness Raising and Training**

In addition to direct services, the DLU provides tailored training programs to staff on request. Training covers matters such as legislation, inherent requirements, inclusive teaching practices, and working with students who have a disability. DLU staff attend faculty staff meetings and student forums. The DLU has previously provided training in partnership with the Counselling services. An on-line training module on disability law and access is currently being developed and will be accessible through the Monash website.

### **5.2.3 DLU: Research and Resource Development.**

Unit staff participate in a range of external networks to keep up to date on emerging issues and share information/updates on issues within the Monash community. Disability Liaison Officers also keep a watching brief on international issues. This includes membership of international email lists, case discussion at DLU meetings, liaison with international practitioners and membership of the Victorian Tertiary Education Disability Network (VicHEDN).

In order to keep abreast of emerging trends with registered students, the DLU has a comprehensive database which enables yearly records to be maintained and analysis of trends (no. of students/condition/campus/faculty). This system is reviewed and monitored regularly. The information assists the DLU to reflect on practices and influence policy development.

The DLU have regular meetings to discuss emerging issues, trends, and share outcomes with team members. The role of a Disability Liaison Officer at times can be challenging and require complex problem solving. Therefore the staff also have a regular debrief meeting which is coordinated by a registered psychologist. This meeting is an opportunity for staff to reflect on their own work practice and gain feedback and support from colleagues on dealing with difficult issues.

### **5.2.4 DLU: Enhancing a Service Culture**

A key tool to monitoring DLU service provision is the DLU Customer Satisfaction survey which is distributed to all registered students of the Disability Liaison Unit and separately to the Support Workers at the end of each year (Appendix 32). Results are collected and

analysed with key themes being identified. The results are then reviewed in terms of change to service provision for the following year.

Students who have grievances with the provision of services through the DLU are encouraged to discuss their concerns directly with the Disability Liaison Unit. Alternatively they can take their grievance to the Manager, EDC. Any complaints received are viewed as an opportunity to adjust systemic issues. If the student's grievance is related to discrimination they are referred to the Discrimination and Sexual Harassment Grievance Procedures and Adviser Network.

In order to assist with quality management, the DLU has implemented a client file auditing process whereby two DLO peers audit another's files to ensure eligibility for services and consistency in adjustments provided. Auditing occurs each semester and emerging trends are highlighted to the Manager, EDC and then responses are addressed through staff meeting and discussion of issues.

Responses and feedback obtained from training provided by DLU, provides information on issues that may not otherwise be identified.

Disability Liaison Officers attend meetings of the Victorian Higher Education Disability Education Network (VicHEDN) which allow members to liaise with colleagues in similar positions and benchmark services. This forum is also valuable for hearing about new initiatives.

Quality assurance is also monitored through Individual work programs which are linked to Performance appraisals.

#### **5.2.5 DLU: University Compliance and (External) Reporting functions**

Although the DLU does not have formal University reporting requirements, it is seen as a vehicle to assist with the University's compliance obligations under the Disability Discrimination Act 1992. The Unit is expected to provide regular extensive reports to the Department of Education, Science and Training (DEST) detailing the number of students receiving direct services with related expenditure for Monash's application of funding under the Additional Support for Students with Disabilities Program (Appendix 33).

### **5.3 Equal Opportunity - Information and Resolution Services (EOS)**

With the development of anti discrimination legislation in Australia, Monash University first appointed an Equal Opportunity Coordinator in 1987. Later that year University Council approved the first set of Discrimination and Sexual Harassment Grievance Procedures and a network of Advisers was trained and appointed. To provide an expanded internal service, Conciliators were appointed in 1997. Over the years the Procedures have been regularly updated with the most recent revision approved by Council in 2003 (Appendix 34). Alongside the development of an effective process for the resolution and management of equal opportunity complaints the Coordinator introduced policies and training for staff to support the University in providing an environment for all free from unlawful discrimination and harassment.

#### **5.3.1 EOS: Promoting Change**

As a large complex diverse organisation effecting change at Monash involves engagement with individuals, groups, structures and processes and will be influenced by the interplay between personal experience and organisational culture. EOS supports the EDC agenda for promoting change across the University through the dissemination of information and by fostering a climate of safety for all discourse including those around grievance and conflict.

In 2004 the Coordinator, EOS addressed the Senior Management Committee, including Deans, Divisional Directors and other senior administrators about the revised Monash University Discrimination and Sexual Harassment Grievance Procedures, encouraging them to utilise the University's confidential adviser network for the resolution of any equal opportunity related matters. The success of these Procedures to protect the University's vicarious liability relies upon them being actioned appropriately and this requires support from and in turn provides support to senior management. The confidentiality of the Procedures protects all parties and the information gleaned from cases through formal de-identified reporting processes allows EDC to provide senior management with valuable information about issues of concern relevant to their areas of responsibility.

##### **5.3.1.1 Reports to promote change**

A number of reports which prompt relevant change are generated from the statistics provided to EOS by advisers. Equal Opportunity Committee is provided with an annual report which contains the types of complaints and outcomes for parties handled under the Procedures (Appendix 35). Comparative annual statistics from cases handled by advisers since 1999 is also prepared each year (Appendix 36). Once the report has been noted by EOC, tailored reports are presented to and discussed with each Faculty. Faculties are then able to take appropriate action including further staff training on equal opportunity rights and responsibilities.

EOS has developed a database for the collection of de-identified complaints which will shortly be accessed directly by advisers via the web. Streamlining and simplifying the annual reporting process will significantly reduce the workload for advisers who currently provide a written report for each case (Appendix 37). It will also eliminate the need for EOS to enter adviser data manually into the database, and will significantly enhance statistical reporting capabilities.

### **5.3.1.2 Training to promote change**

EOS provides a calendar of monthly training opportunities for staff across all campuses of the University is publicised both with flyers and on the EDC website (Appendix 38). Information about the content of training is also available (Appendix 39).

Training tailored for particular Faculties or work groups can be organised on request either by direct contact or via the website. The PowerPoint presentation developed in conjunction with the DLU for a training program tailored in 2004 for Facilities and Services Division is provided as an example (Appendix 40).

Staff Development Unit is currently developing a SAP training and events module for managing all aspects of training from advertising courses, enrolling staff, updating records of trained staff to generating compliance reports for senior management. EOS has contributed to the development of this module and looks forward to its implementation for streamlining all aspects of training administration.

### **5.3.1.3 Briefings about changes**

A briefing paper is prepared by EOS for University management and staff whenever significant legislative changes are introduced or significant decisions are made by the courts informing best equal opportunity practice, or to support management who are dealing with staff issues or complaints (Appendix 41).

### **5.3.1.4 Consultancy to Monash International Campuses**

Early in the development of the University's International operations in Malaysia, EOS provided support with the management of particular incidents of reported sexual harassment. This support included consultancy advice to senior management and provision of conciliators and advisers from Australia. In 2004 EOS was engaged to provide formal briefings for senior Monash Malaysia staff and tailored training for a select group of staff. This training incorporated relevant Malaysian legislation, information about the University's Australian Procedures and anticipated local Procedures (Appendix 42). Following the training EOS prepared a briefing paper to the Pro Vice Chancellor with a series of recommendations for the development of a set of grievance procedures suitable for Monash Malaysia which take account of the employment structure unique of the campus and the local legislation (Appendix 43). EOS looks forward to working closely with the Pro Vice Chancellor in the development and implementation of these procedures.

Some consultancy support has been provided to Monash South Africa in their development of local procedures. The principles underpinning the Australian Procedures have been discussed and a document has been drafted outlining the skills and attributes of personnel involved in managing and implementing grievance procedures of this kind (Appendix 44). It is anticipated that local expertise will be utilised for further training and development.

### **5.3.1.5 Cultural Diversity Calendar**

In 2002, EOS brought together representatives from a wide range of Monash services to consider ways in which the University could be inclusive of cultural diversity. This led to the development of the Monash University cultural calendar (Appendix 45) which highlights days of strict religious observance and other days of importance to our broad University community. The EOS maintains this on-line calendar annually and promotes its use. This initial activity has been followed by a proposal for a diversity policy for the University which is in the early stages of development.

### **5.3.2 EOS: Service Provision**

Direct service provision by EOS is achieved through a network of advisers and conciliators who provide information and support to the University community under the Monash University's Discrimination and Sexual Harassment Grievance Procedures. Training, selection, appointment and ongoing mentoring for advisers and conciliators are provided by EOS.

#### **5.3.2.1 Adviser selection, training and support**

Adviser training is provided annually for interested staff. EOS actively promotes this training to a wide range of staff across all campuses in an attempt to continually expand the ability of the network to reflect and be accessible to the University community. An outline of the training program is provided (Appendix 46). This program is run over two days and participants are required to have undertaken the prerequisite 3 hour *Equal Opportunity: What you need to know* workshop (Appendix 47). Information about the role of adviser, the training and the appointment process are available on the EOS training website (Appendix 39).

Applications for appointment to the role of Discrimination and Harassment Grievance Adviser are received by EOS from staff who have undertaken the training. They must have the support of their supervisors and nominate at least two professional referees who can attest to their suitability for the role. Successful applicants are recommended to the Deputy Vice-Chancellor responsible for equal opportunity who makes the appointments.

A selection of pro-forma letters have been provided here as examples of the letters of appointment and re-appointment for staff and their supervisors that are prepared for the Deputy Vice-Chancellor's signature (Appendices 48 and 49) to highlight the responsibilities of advisers and conciliators and acknowledge the support required by supervisors for them to undertake these roles.

In addition to initial training, mentoring and debriefing is available to advisers on individual cases and regular meetings are provided for information, casework discussion and networking. Agendas and Summaries of the last two adviser meetings are provided. (Appendices 50 - 53).

#### **5.3.2.2 Developing and supporting the Conciliator Network**

A network of conciliators has also been appointed by the University. These are advisers who have undertaken additional alternate dispute resolution training. This network is not published in the same way as the adviser network. Requests for conciliations are made to EOS who allocates cases to match status and gender as appropriate and to share the workload.

Conciliation is a highly technical skill and ongoing training is provided by external consultants. In 2004 David Bryson was engaged to provide a 2 day training program (Appendix 54). EOS also provides opportunities for conciliators to meet and practice skills. An agenda for such a meeting in 2004 is provided (Appendix 55).

Under the Discrimination and Sexual Harassment Grievance Procedures the University provides a formal process for the investigation of complaints. EOS co-ordinates these formal procedures by acting on the advice of the relevant Deputy Vice-Chancellor to convene the panel, communicate with complainants, respondents and any witnesses, organise the exchange of appropriate documentation by parties, and support the panel before, during and after the hearing as required.

### **5.3.2.3 Case Advice and Management**

EOS also provides direct services to students and staff. In 2004 EOS managed 19 cases under the Procedures and provided advice and consultancy services to various staff including senior managers on discrimination and sexual harassment matters.

The provision of information and educational programs is an important focus of EOS. Calendered training on all campuses, tailored training for faculties, departments, and student groups *in situ* and regular input to the staff selection training program provide ongoing opportunities for EOS to inform students and staff of their equal opportunity rights and responsibilities.

Occasionally EOS is approached to provide support to voluntary networks of staff and student groups by contributing to discussions of equity and cultural diversity matters. Presentations made to the Faculty of Arts (Appendix 56) and the evaluations received (Appendix 57), Engineering Student Mentoring Scheme, the International Student Women's Support Group and the Caulfield Women's Network and Support Group are four recent examples.

### **5.3.3 EOS: Research and Resource Development**

The EOS maintains a watching brief on any changes to legislation and case examples useful in University situations and develops briefing papers tailored to managers, advisers and other EDC staff. A recent example relates to the recent introduction of maternity leave provisions that are resulting in claims of sex discrimination from some male staff (Appendix 58).

Participation and engagement with the Equal Opportunity Practitioners in Higher Education (EOPHE) network and strong links with several professional psychological associations also provide information which is shared with EDC staff.

EOS is facilitating the EDC review of its own policies and guidelines to check their currency accuracy and accessibility for the University community.

### **5.3.4 EOS: Enhancing a Service Culture**

EOS supports the DLU by providing monthly debriefs. The purpose of the debrief is to provide the team with an opportunity to reflect on practice issues that arise, particularly with regard to more challenging cases, develop strategies and processes for managing cases and enhance the communication and support systems within the team.

EDC provides training and information sessions across the University from all its areas of activity, EOS coordinates the provision of training and facilitates the integration of Equal Opportunity for Women, Disability, Indigenous and Work Life possibilities in its calendered training program.

### **5.3.5 EOS: University Compliance and (External) Reporting Functions**

Statistics are maintained by the EOS for a range of reporting requirements including the University's report to the Federal Government Equal Opportunity for Women in the Workplace Agency. Statistics are also provided to the Monash Audit Committee as part of the Equal Opportunity Compliance profile.

## **5.4 Student Equity Unit**

The Student Equity Unit was established in 1998 following the appointment of a Student Equity Officer in 1994. The Monash University concept of equity means treating people in a fair and flexible way, recognising that all people have different circumstances and that some groups experience disadvantage that impedes educational progress. Factors such as ethnic origin, social or economic circumstance, sex, disability, age, or residence in a rural or isolated area are linked to educational disadvantage. Monash recognises this relationship and undertakes to facilitate the participation of disadvantaged/under-represented groups.

Providing equal access to education does not mean treating people in the same way. Treating people equally maintains disadvantage by not ensuring that individual requirements are taken into account to deliver equitable outcomes. The concept of equity as opposed to equal access forms the basis of the Monash University Inclusive Practices: Student Equity Plan 2005-2008 (Appendix 24).

Student Equity Groups are those designated as disadvantaged or under-represented in the student population. Designation of specific groups depends on government imperatives as well as the social and economic conditions of the country in which the campus is located. Monash has campuses in three countries and the student equity groups which have been designated in each country are described in Appendix 59.

### **5.4.1 Student Equity Unit (SEU): Promoting Change**

To fulfil its role in being a change agent within the University, the Student Equity Unit has provided information and expertise to the Inclusive Practices Student Equity Committee (SEC) in the development of the Inclusive Practices: Student Equity Plan, which is in the final approval process. The two key principles which underpin this Plan are:

- Monash University supports access to education on the basis of merit, and
- Issues of equity, i.e., the participation and success of educationally disadvantaged groups, are the shared responsibility of all members of the University community - academic and general staff, students and their associations.

#### **5.4.1.1 Student Equity Officers Network**

The development and support of the Student Equity Officers Network undertaken by the SEU is a key strategy for implementing change within the faculties, campuses, administrative units and Monash entities such as Monash International and Halls of Residences and for identifying emerging trends and issues which are forwarded for consideration and action. The roles of these officers is to:

- Channel information to their faculty or unit from the Student Equity Unit
- Provide feedback to the Student Equity Unit which assists with strategic planning
- Be a contact and referral point for staff and students seeking assistance with student equity issues
- Participate in and/or inform the faculty equity and diversity committee
- Attend equity briefings facilitated by the Student Equity Unit (with the support of the line manager)

SEU uses the Martin Equity Indicators data to inform the University about the access, participation, success and retention of the designated equity groups and particular analyses are

provided to faculties and campuses for their monitoring and planning of future equity strategies (Appendix 60).

#### **5.4.1.2 Consultancy Services for Change**

SEU uses its equity expertise in its consultancy services to University reviews and committees which are addressing particular systems. Two recent examples are review of Student Grievance Procedures undertaken by office of the Deputy Vice-Chancellor, and the review of Student Loans conducted as part of the Access Monash initiatives (Appendix 61). The expertise provided to reviews and committees incorporates recent equity research, especially benchmarks, published in equity journals and through national and international networks developed at equity conferences.

As Monash is developing its international operations (ref to Plan 1.7), the EDC is developing expertise re equity issues at Monash Malaysia and South Africa campuses in order to provide consultancy tailored to the needs of these campuses.

#### **5.4.2 Student Equity: Service Provision**

Much of the service role of the SEU is consultancy and advice on student support services and systems, examples of which are provided above. In addition to regular equity briefings on emerging issues such as participation of rural students (Appendix 62), the Student Equity Unit provides training and information to groups such as faculty equity and diversity committees as well as the Discrimination and Harassment Advisers and student support groups in faculties.

In January of each year, liaison with new executive members of students' associations is conducted to establish networks of support and information sharing about students' experience of Monash University and identification of emerging equity issues such as difficulties experienced by some students from low income groups in purchasing books, computers and specialist software.

#### **5.4.3 Student Equity: Research and Resource Development**

The Student Equity Unit undertakes research including analysis and identification of causes of disadvantage and under-representation experienced by some student groups to assist the University in developing and evaluating its equity strategies. The unit undertakes collaborative national and international research projects and presents research papers at equity conferences to assist in situating the University at the forefront of equity debates. Recent projects and consultancies include a National Study on Student Attrition 2005 for DEST; and an international retention project (involving ten countries) sponsored by The Council for Opportunity in Education (USA), the Sutton Trust and the Esmee Fairbairn Foundation.

Presentations of research include papers on student equity issues to the DEST National Student Equity Forum in 2003 and again in 2005, and to the International Student Retention Colloquium in the UK in 2004. Publications undertaken by the SEU have been acknowledged internationally and are listed in (Appendix 63).

Resources developed through these activities include income and DEST points for the research quantum from National Survey of Student Attrition conducted for DEST and awarded via national tender process in 2005.

Publication of equity articles in *Widening Participation and Lifelong Learning: The Journal of Access Studies* and the European Access Network (Appendix 64) increase the resources

developed by the SEU.. The SEU Coordinator is a member of the editorial team, has written editorials for the journal and successfully encouraged Monash authors to contribute to the journal. Six Monash authors have published their research to date, contributing income and points to the Research Quantum.

#### **5.4.3.1 Professional Organisations (Networks)**

1. The European Access Network (EAN) is an international independent, non-governmental educational society. It seeks to promote access to higher education and training for those who are currently under-represented in higher education. The network provides opportunities for members to undertake collaborative research projects (see below), advice on research funding, international conferences and colloquia enabling participants to gain international perspectives and to showcase Monash equity research to international audiences.

2. The International Retention Network (a ten country team of researchers specialising in retention) collaborate on student equity projects. Currently the Student Equity Coordinator has submitted a bid in partnership with colleagues from Canada, The Netherlands and the UK to fund development of a model learning environment for students who are first in their families to attend University.

3. The Equal Opportunity Practitioners in Higher Education Australasia (EOPHEA) seek to strengthen and support existing equal opportunity and affirmative action programs in higher education in Australia and New Zealand by:

- facilitation, communication and the sharing of professional knowledge among equal opportunity practitioners and their representative bodies;
- improving communication with organisations with similar professional aims;
- facilitating the organisation of conferences to further the development of high quality equal opportunity practice;
- initiating and contributing to discussion of equal opportunity and affirmative action issues in national forums, and
- making recommendations on policy matters to decision making bodies including government authorities and the higher education sector.

4. EOPHE (Victoria) is the network of equity professionals, providing professional development opportunities at monthly meetings and at statewide conferences held annually. EOPHE provides a venue to establish collaborative projects with other Victorian institutions such as University of Melbourne (see Appendix 63).

#### **5.4.4 Student Equity: Enhancing a Service Culture**

The Student Equity Coordinator manages and supervises DLU staff, offering feedback and support on student equity and services issues along with, professional development and advice on institutional pathways, national and international trends via briefings and distribution of materials at DLU meetings and meetings of the Equity and Diversity centre. The Coordinator of the Student Equity Unit provides equity briefings to Manager and staff of the EDC on changes to government policy, trends in equity statistics, recently published research and reports of Student Equity Officers in faculties and units.

#### **5.4.5 Student Equity: University Compliance and (External) Reporting Functions**

The Coordinator of the Student Equity Unit collates information, analyses data and draft the University's Annual Institutional Assessment Framework Report for DEST. Responses to specific DEST projects such as Analysis of Equity Groups in Higher Education (2004) are also produced along with University responses to proposed policy shifts such as the changes to Higher Education Equity Support Program conducted in 2004.

## **5.5 Women's Leadership and Advancement Scheme**

The Women's Leadership and Advancement Scheme (WLAS) was introduced in 1998 after a review of the University's Senior Women's Advancement Scheme (SWAS) and the Women in Leadership Program (WIL). The WLAS was designed to combine the strengths of the two programs, which focused on developing the leadership skills of women, with the strategic goal of creating an inclusive workplace that enables all staff to reach their full potential. The WLAS provides a range of consultancy, support and advice services to the University with the aim of creating an inclusive organisational culture along with skills development activities for female staff.

### **5.5.1 Women's Leadership and Advancement Scheme (WLAS): Promoting Change**

#### **5.5.1.1 Vice-Chancellors Taskforce for the Advancement of Women at Monash University (VCT)**

The EDC undertakes the Executive role for the Vice Chancellor's Taskforce (VCT) (Appendix 65). The VCT was established in 1998 in response to research conducted during that year on the advancement of women at Monash University. The VCT comprises approximately 15 senior members of staff (men and women) who are personally invited by the Vice-Chancellor to participate. The VCT provides a forum for the discussion and implementation of strategies designed to change organisational processes and structures to improve the status of women at the University.

#### **5.5.1.2 Inclusive Practices: Equal Opportunity for Women in the Workplace Plan 2005-2010**

The Coordinator, WLAS is responsible for facilitating the development and implementation of the *Inclusive Practices: Equal Opportunity for Women in the Workplace Plan 2005-2010* (see Appendix 25). The *Plan* is an operational document outlining the activities required to shape Monash as an organisation where all staff are valued as equal partners in achieving its aims and vision, where the intellectual capital of its male and female staff is fully utilised and where all employees are provided with equitable access to the opportunities that are available at work. Developed with extensive consultation across the University, the *Plan* articulates the roles and responsibilities of the faculties, divisional areas and senior staff to ensure a University-wide approach to providing equal opportunity for women in the workplace.

#### **5.5.1.3 Policy Monitoring**

The Coordinator, WLAS is responsible for monitoring University policies, procedures and guidelines to ensure that they comply with legislation and incorporate equal opportunity for women considerations. For example, the Coordinator has recently made recommendations regarding the University's *Recruitment and Selection Kit* and the *Academic Promotion Guidelines* to ensure that they do not indirectly discriminate against women.

#### **5.5.1.4 Creating and Maintaining Links**

The Coordinator, WLAS works closely with other areas of the University to facilitate the advancement of female staff. The areas include other sections of the EDC such as the Work Life Unit and the Equal Opportunity - Information and Resolution Services Unit. Areas

outside the EDC include the Employee Relations Branch, the Staff Development Unit, the Research Grants and Ethics Branch, Client Services and Systems Branch, the Centre for Women's Studies & Gender Research (Faculty of Arts) and HR Services. Links have also been established outside the University with other leadership schemes for women within the higher education sector.

## **5.5.2 WLAS: Service Provision**

The WLAS runs a number of programs designed to advance the status of women at Monash University. These programs include:

### **5.5.2.1 University Wide Mentoring Scheme for Women**

The WLAS has coordinated three University-wide mentoring schemes for general and academic female staff. The first was run in 1999/2000 with 45 pairs of mentee/mentors. Evaluation of this program fed into the 2002 University-wide scheme which had 65 mentee/mentor pairs (Appendix 66). The evaluation of the 2002 scheme also informed the design of the 2004 scheme which had 65 matched pairs participating in the program. A key feature of the latest scheme has been training for mentors and mentees and extended networking opportunities for participants.

### **5.5.2.2 Advancing Women in Research Seminars**

Launched in 2002 as a joint initiative of the Women's Leadership & Advancement Scheme and the Research Grants and Ethics Branch, these seminars were developed to assist female staff and post-graduate students at Monash to establish or enhance their research careers. They feature prominent Monash University female academics with strong research profiles. Speakers are drawn from a broad range of disciplines and are asked to share the strategies they have used to build successful research careers. The seminars provide an opportunity for female staff to hear about the ways successful women researchers have started their own careers, added to their publication list, written successful grant applications, balanced teaching and research, created their own research opportunities, and found research mentors. Four seminars are held each year with three based at Clayton, and are advertised through the *Advancing Women in Research* email list, through Faculty newsletters/emails and through the *Monday Notices Bulletin*.

### **5.5.2.3 Senior Women's Forum**

The Senior Women's Forum (SWF) was established in 1998 to support women in senior and leadership roles at Monash University. The aims of the Forum include providing:

- opportunities for senior academic and general female staff to meet and build professional relationships with each other;
- access to the views and strategies of a wide range of women in leadership roles who are invited as guest speakers to functions, and
- support for senior women at Monash through the provision of skills-based workshops.

All female staff at Academic Level D and above, and HEW Level 10 and above are members of the Forum. However, senior women are strongly encouraged to include their junior female colleagues in Forum activities, supporting and mentoring the next generation of women leaders. SWF members were surveyed in 2001 and feedback has been incorporated into the Forum. For example, workshops on *Managing the Decision Making Process on Committees* and *Emotional Intelligence* have been run specifically for senior female staff.

#### **5.5.2.4 Springboard Women's Development Program**

In 2003, a Springboard Women's Development Program was run for female general staff at HEW Levels 1-7 with 50 participants. Springboard is an international award-winning program designed primarily for women at non-management levels and provides practical advice and challenging activities. The program aims to assist women realise their full potential and maximise their talents both personally and professionally. The program involves three one-day workshops (one per month) and self-paced learning activities. The program was offered on both Clayton and Caulfield campuses. A follow-up on the career development of the 2003 participants is planned for in the second half of 2005.

#### **5.5.2.5 Senior Women's Register**

The on-line Monash University Register of Senior Women was developed in 2004 to raise the profile and promote the expertise of the University's senior and leading women. To increase the representation of women on University decision-making bodies, information from the Register may also be forwarded to Executive Officers and Chairs of Monash University committees. Specific information from the Register will be forwarded to the Australian Vice-Chancellor's Committee for inclusion in the AVCC Register of Senior University Women, published on the AVCC website and updated annually on their request. The AVCC Register is a large database of contact details for senior University women made available to government and non-government bodies seeking to appoint women to committees, advisory panels and influential positions. Data from the Register will assist the Coordinator, WLAS to identify potential mentors for other women at the University.

#### **5.5.2.6 Other Service Provision Activities**

Other activities carried out by the Coordinator, WLAS include the provision of advice to individual women contacting the Scheme, the hosting of the annual International Women's Day Lunch (Clayton campus) with prominent female guest speakers and the development of resources such as the *Mentoring at Monash: A Guide for Mentees and Mentors* (Appendix 67).

### **5.5.3 WLAS: Research and Resource Development**

#### **5.5.3.1 Employment Statistics and Information**

The WLAS conducts ongoing research into the employment status of women staff at Monash. It collects information on women within the higher education sector and women in private industry. The Scheme performs regular benchmarking exercises with other organisations to identify best practice and has ongoing communication with national and international equal opportunity practitioner networks. The information is provided to the Vice Chancellor's Taskforce for the Advancement of Women and is used to assess the University's performance in providing equal opportunity for women in the workplace (Appendix 68).

#### **5.5.3.2 When Research Works for Women Project**

In 2005, the WLAS in conjunction with the Centre for Women's Studies and Gender Research (Appendix 69) is conducting a project entitled *When Research Works for Women*. The aim of the project is to investigate the 'researcher biographies' of a select group of Monash women researchers so that we might learn what has enabled these women to build strong research profiles and how their experiences may provide positive models for other

women. The information will assist in supporting academic women build their research profiles and in turn support the University's agenda of increasing its research quantum.

#### **5.5.4 WLAS: Enhancing a Service Culture**

The WLAS Coordinator undertakes an annual analysis of trends in gender, occupational levels, appointment type and tenure within the University. Statistical Services provide the general data for each year.

#### **5.5.5 WLAS: University Compliance and (External) Reporting Functions**

The Coordinator, WLAS is responsible for preparing the annual *Equal Opportunity for Women in the Workplace Program Report* required under the Equal Opportunity for Women in the Workplace Act (EOWA) 1999. Monash University achieved waiving status in 2004 following a worksite visit by the EOWA Agency where it was demonstrated that Monash University had taken all reasonably practicable measure to address equal opportunity for women in the workplace issues in the previous year (Appendix 70). The University also applied for and achieved its fourth consecutive Employer of Choice for Women citation in 2004. These citations were initiated in 2001 by EOWA to acknowledge organisations which recognise and advance women in the workplace.

## 5.6 Work Life

The Work Life Unit was previously known as the Work Life and Family Unit. During 1999 and 2000, a number of focus groups were conducted with a range of staff across the University to inform preparation of the Monash University Work, Life and Family Strategy, which has the following objectives:

- To promote awareness and understanding amongst management and staff of the University's flexible work options
- To facilitate access to these options
- To introduce new policies when required
- To facilitate the development of guidelines on implementing flexible work policies
- To set benchmarks against external organisations

To meet these objectives, a kit for managers and an information flyer for staff has been developed (Appendix 71).

The Work Life Unit title was changed to reflect the 'whole of life cycle' acknowledging that staff have a range of responsibilities through their different life stages. A new incumbent was placed in the Work Life Consultant position during December 2004. The position reports to the Coordinator Equal Opportunity – Information and Resolution Services to assist in strengthening the impact of the Unit's work in developing a flexible and responsive work environment. The Work Life Unit is

*“responsible for developing best practice policy, programs and procedures to assist staff balance the competing demands of their work, life and family obligations. The aim of the unit is to ensure, where possible, the University workplace accommodates the reasonable requirements of staff's lives to facilitate their effectiveness at work. This is achieved through the provision of expert advice on the implementation of policies, equal opportunity legislation, management training, promotion, parenting initiatives and the encouragement of a range of flexible work arrangements to support staff more easily balance their work and personal responsibilities”.* (Appendix 72)

Direct service provision for 'family' matters are provided by the Head of Family and Childcare services (Community Services).

### 5.6.1 Work Life: Promoting Change

During 2005 the Work Life Consultant has been reviewing the priorities of the Work Life Strategy. She has consulted members of the former Work Life Family Reference Group, staff of the EDC, Human Resources Services, the Inclusive Practices Workplace Equity Committee, staff who are, or have been, participants in flexible work arrangements at Monash, equity practitioners from other universities and academic staff with an identified interest in the area. Many of these academic staff and practitioners are members of the Work Life Association and/or Australian Centre for Research in Employment and Work (both based in the School of Management, Faculty of Business and Economics).

Following more formal consultation processes it is anticipated that new priorities will be submitted for endorsement by the 04/05 Equal Opportunity Committee meeting. Emerging issues include:

- workplace pressures of the *pivot generation* with responsibility for children staying at home for longer as well as for aging parents;
- the challenges inherent in managing an aging workforce, and
- the need for strategies for retaining older staff who have limited retirement resources and need to combine retirement and work (Appendix 73).

The Work Life Consultant will contribute to the development of Faculty Inclusive Practices plans in relation to identifying and articulating Work Life issues for staff and students.

Input will be provided to Discrimination and Harassment Adviser networks in order to update the Advisers' knowledge and the advice given to clients.

The Consultant also has a watching brief on policies and plans to ensure flexibilities are taken into account, for example questions raised by staff in relation to the implementation of the new Maternity Leave policy have resulted in a number of issues being referred to the Manager, Workplace Policy.

The Work Life Unit analyses workforce data in order to audit the participation of staff in workplace flexibility options and to explore the effectiveness of current strategies and to inform policy review, and to inform evaluation of the current Work Life program.

### **5.6.2 Work Life: Service Provision**

University staff and students are either self-referred or referred by Discrimination and Harassment Grievance Advisers or student and staff associations to the Work Life Unit for advice, complaints management, advocacy and mediation. A range of issues have been dealt with including:

- maternity leave provisions;
- workplace flexibility which may incorporate working from home or flexible working hours;
- special examination provision for pregnant student;
- management responsibilities in the provision of study leave for staff; and
- application for leave to care for elderly relatives.

These issues often encompass a number of different policy areas with sometimes conflicting requirements, for example the management of examinations, the fulfillment of course requirements and the obligation not to discriminate against a student on the basis of her pregnancy.

In 2005, the Consultant will be developing and delivering targeted training and information about Work Life to managers and staff. This program will incorporate training offered through the Staff Development Unit, through networks such as the Monash Managers' Network and the Association for Tertiary Education Management, and also directly to staffing groups in faculties and divisions. The evaluation report of the first staff training program is attached (Appendix 74).

A review of web information and a range of associated forms and other documents relevant to Work Life issues will be undertaken in 2005-2006. It has already been identified that the following information and forms need revision in the first instance:

- home-based work application forms in conjunction with OHSE (Appendix 75);
- expectant parents' kit with HR and Child Care Services (Appendix 76);

- flexible working hours form with HR (Appendix 77), and
- website information on maternity leave (Appendix 78).

### **5.6.3 Work Life: Research and Resource Development**

The Work Life Consultant has subscribed to a number of relevant e-newsletters: Australian Institute of Family Studies; Australian Policy On-Line; CCH Daily Email Alert; Bob Drago Work and Family, Penn Stat University; Harvard Business School Working Knowledge Newsletter; Human Rights and Equal Opportunity Commission; Office of Women's Policy, Victoria; Sloan Work and Family Research Network, Boston; Work and Family Newsletter (UK); and the Work Life Association.

These newsletters provide information about current and emerging research issues which the Consultant provides in her monthly reports, as well as summaries of relevant books. The Work Life Unit also maintains close working links with the Women's Leadership and Advancement Scheme Coordinator, particularly in relation to the importance of the provision of work life flexibility arrangements for women in managing their careers.

The Work Life Unit is a key participant in the ongoing review of EDC policies.

The Consultant is the Executive Officer for the Inclusive Practices Workplace Equity Committee and the Strengthening Diversity Steering Group, which has been convened in order to develop a draft Strengthening Diversity policy to support the 'inclusivity' agenda at Monash.

The 2005 Workplan of the Work Life Consultant includes the development of a Work Life Research Proposal for implementation in 2006.

### **5.6.4 Work Life: Enhancing a Service Culture**

The Work Life Unit liaises with the HR Systems and Statistical Services to identify and provide statistical reports needed for reviewing and evaluating the provision and effectiveness of workplace flexibility arrangements.

### **5.6.5 Work Life: University Compliance and (External) Reporting Functions**

The Work Life Unit prepares benchmarking information which is submitted annually to a national process conducted by Work Life Balance International. In 2005, this resulted in Monash University being ranked in the top 25 Large Companies for its Work Life program. This was awarded in May 2005 (Appendix 79).

## 6. FUTURE DIRECTIONS AND IMPROVEMENT

The EDC is committed to providing high quality services to a range of stakeholders and will continue to review and improve on their delivery. The EDC's successful work to date in the development of strong formal and informal networks to assist the University to embed the principles and practices of equal opportunity into its policies plans and operations will continue. While EDC has supported Faculties to develop internal structures that provide for greater autonomy and ownership of equity initiatives similar work needs to be done across the corporate and administrative divisions. A number of the initiatives outlined in this report will require ongoing support in the early stages and once established will need to be reviewed for long term effectiveness.

The EDC will continue to have input into and support the University's goals and particularly the 2006 priorities:

- Implementing the Monash Mobility Program (MMP)
- Increasing research engagement (RE)
- Improving the Monash student experience (MSE)
- Attracting the most talented students irrespective of means and circumstances (MTS) and
- Implementing an Information Management Strategy (IMS).

To provide continued impact in this area the EDC has applied for strategic funding for 2 major projects (Appendix 80).

Future priorities also include:

- Providing procedures and building on the initial direction of the 'Strengthening Diversity Policy' (MMP, MSE, MTS)
- Including the *student experience* in the Work Life Unit directions
- Monitoring the implementation and updating of the Equity Plans (MMP, RE, MSE, MTS)

### 6.1 Opportunities for Improvement

As always there are numerous opportunities for improvement. Future EDC initiatives will include:

- Creating stronger links with corporate and administrative divisions
- Reviewing the effectiveness of the EDC reporting/management structure
- Increasing cross-skilling opportunities for all staff
- Reviewing and updating policies, procedures and guidelines
- Reviewing and updating the annual Faculty SLA survey
- Reviewing and updating the effectiveness of current induction processes
- Reviewing the effectiveness of the staff commitment and involvement in the current performance management system
- Locating the EDC staff on campus in one central area
- Investigate the development of further IT data base linkages with the University centralised systems to eliminate redundant procedures
- Review and update EDC website information and layout
- Develop a preferred supplier list for contracted services.

## APPENDICES

No	Title	Attachment
1.	Organisational Chart – International & Equity Group, Student and Staff Services Division	
2.	Staff Feedback Survey	
3.	Staff Feedback Survey Summary	
4.	<i>Monash 2025</i> <a href="http://www.monash.edu/about/monash-directions/">http://www.monash.edu/about/monash-directions/</a>	
5.	EDC legislative/compliance responsibilities	
6.	Global Equal Opportunity Policy	
7.	EDC Operational Plan	
8.	SSSD Strategic Plan	
9.	EDC Staff Individual Work Plans	
10.	EDC Faculty Service Level Agreement	
11.	Faculty Service Level Agreement Annual Survey 2003 Results 2004 Results	
12.	EDC Monthly Report Proforma	
13.	University Equity Committee Structure	
14.	Equal Opportunity Committee (EOC) Terms of Reference	
15.	Faculty Equity and Diversity Initiatives Reporting Proforma	
16.	Faculty Reporting Proforma – Supplementary Information	
17.	Summary of 2004 Faculty Reports to EOC and Council <a href="http://www.adm.monash.edu.au/sss/equity-diversity/Faculty-contacts/index.html">http://www.adm.monash.edu.au/sss/equity-diversity/Faculty-contacts/index.html</a>	
18.	Inclusive Practices Disability Committee Terms of Reference	

19.	Inclusive Practices Student Equity Committee Terms of Reference	
20.	Inclusive Practices Workplace Equity Committee Terms of Reference	
21.	Advancing Indigenous Employment Strategy	
22.	Vice Chancellors Taskforce for the Advancement of Women – Terms of Reference	
23.	Inclusive Practices: Disability Plan 2004-2008	
24.	Inclusive Practices: Student Equity Plan 2005 – 2008 (draft)	
25.	Inclusive Practices: Equal Opportunity for Women in the Workplace Plan 2004-2010 (draft)	
26.	EDC staff membership of Professional Associations	
27.	EDC Professional Development	
28.	Advancing Indigenous Employment - Networks	
29.	Disability Liaison Unit Services <a href="http://www.adm.monash.edu.au/sss/equity-diversity/disability-liaison/">http://www.adm.monash.edu.au/sss/equity-diversity/disability-liaison/</a>	
30.	Disability Liaison Unit Documentation Guidelines <a href="http://www.adm.monash.edu.au/sss/equity-diversity/disability-liaison/students/documentation-guidelines.html">http://www.adm.monash.edu.au/sss/equity-diversity/disability-liaison/students/documentation-guidelines.html</a>	
31.	Staff Disability Policy and Procedures <a href="http://www.adm.monash.edu.au/sss/equity-diversity/disability-liaison/policies/index.html">http://www.adm.monash.edu.au/sss/equity-diversity/disability-liaison/policies/index.html</a>	
32.	DLU survey to Registered students DLU survey to Student Support Workers	
33.	Higher Education Disability Support Program – Additional Support for Students with Disabilities - Application for Funding 2005.	
34.	Discrimination and sexual Harassment Grievance Procedures <a href="http://www.adm.monash.edu.au/sss/equity-diversity/equal-opportunity/discrim-procedures.html">http://www.adm.monash.edu.au/sss/equity-diversity/equal-opportunity/discrim-procedures.html</a>	
35.	Matters handled under the Discrimination and Sexual Harassment Grievance Procedures in 2004	

36.	Comparative statistics from cases 1999 - 2004.	
37.	Annual report form for Adviser cases	
38.	EOS Training Schedule 2005 <a href="http://adm.monash.edu/sss/equity-diversity/equal-opportunity/training/2005-workshops.html">http://adm.monash.edu/sss/equity-diversity/equal-opportunity/training/2005-workshops.html</a>	
39.	EOS content of Training <a href="http://www.adm.monash.edu.au/sss/equity-diversity/equal-opportunity/training/">http://www.adm.monash.edu.au/sss/equity-diversity/equal-opportunity/training/</a>	
40.	PowerPoint presentation from EOS and DLU to Facilities and Services	
41.	Briefing Paper to University Management on specific staff matter	
42.	EO briefing session for senior staff - Monash Malaysia	
43.	Report to Pro Vice Chancellor Monash Malaysia re local grievance procedures	
44.	Monash South Africa briefing document outlining skills required by advisers, conciliators and investigators under the Procedures	
45.	Cultural Diversity Calendar <a href="http://adm.monash.edu/sss/equity-diversity/calendar/">http://adm.monash.edu/sss/equity-diversity/calendar/</a> .	
46.	Discrimination and Harassment Adviser Training Program	
47.	EO Training – What you need to know Workshop Program	
48.	Proforma letter of offer for reappointment as adviser	
49.	Proforma letters to supervisor informing of appointment of advisers	
50.	Agenda for Discrimination and Harassment Advisor Meeting 1/05	
51.	Agenda for Discrimination and Harassment Advisor Meeting 2/05	
52.	Summary Discrimination and Harassment Advisor Meeting 1/05	
53.	Summary Discrimination and Harassment Advisor Meeting 2/05	
54.	David Bryson Mediator Training Schedule	

55.	Meeting agenda for Conciliators	
56.	EOS presentation to Faculty of Arts on Cultural Diversity	
57.	Evaluations of Faculty of Arts Cultural Diversity workshop	
58.	Briefing memo on Maternity Leave Provision – Claims of sex discrimination	
59.	Designated Equity Groups	
60.	Equity Indicators – Definitions	
61.	Review of Student Loans Report	
62.	Equity Briefing on Participation of Rural Students	
63.	Listing of publications by Coordinator, Student Equity	
64.	Widening Participation and Life long Learning Journal	
65.	Terms of Reference for Vice Chancellor's Taskforce on the Advancement of Women	
66.	WLAS University wide Mentoring Scheme for Women – Report 2002	
67.	Mentoring for women at Monash; Guide for Mentees and Mentors	
68.	WLAS Employment Statistics for Women in the Workplace	
69.	When Research Works for Women – Project Outline	
70.	Equal Opportunity for Women in the Workplace Agency Workplace Visit 2004 Powerpoint Presentation	
71.	Work Life: A Collaborative Approach to managing Work Life Balance- Information Booklet	
72.	Work Life – Information Flyer	
73.	Review of work Life Strategy – May 2005	
74.	Summary of Program Evaluation for Work Life Training Session 2005	
75.	Home Based Work – Process of Application and Forms	

76.	Expectant Parent's Kit	
77.	Flexible working hours – Process and Application Forms	
78.	Website Information on Maternity Leave	
79.	Managing Work Life Balance – Award Presented to Monash University	
80.	EDC Strategic Initiative funding bids	

## **Glossary of Terms**

AAA	Alternative Arrangements for Assessment
AIES	Advancing Indigenous Employment Strategy 2004-2008
AIESC	Advancing Indigenous Employment Steering Committee
AIEP	Advancing Indigenous Employment Program
AUQA	Australian University Quality Agency
AUSLAN	Australian Sign Language
AVCC	Australian Vice Chancellors Committee
CAIS	Centre for Australian Indigenous Studies
CDEP	Community Development Employment Program
EAN	European Access Network
EDC	Equity and Diversity Centre
EOC	Equal Opportunity Committee
EOS	Equal Opportunity Services
EOWA	Equal Opportunity Women in the workplace Act
DCO	Disability Contact Officer
DEST	Department of Education, Science and Training
DETYA	Department of Education, Training and Youth Affairs
DLO	Disability Liaison Officer
DLU	Disability Liaison Unit
EAN	European Access Network
EOPHE	Victorian Network of Equity Professionals
EOPHEA	Equal Opportunity Practitioners in Higher Education Australasia
EOS	Equal Opportunity Services

IPDC	Inclusive Practices Disability Committee
MUACDP	Monash University Advisory Committee for People with Disabilities
SAP	Systems Applications and Products in data processing
SEC	Inclusive Practices Student Equity Committee
SEU	Student Equity Unit
SLA	Service Level Agreement
SSSD	Staff and Student Services Division
SWAS	Senior Womens Advancement Scheme
SWF	Senior Women's Forum
WEC	Inclusive Practices: Workplace Equity Committee
WIL	Women in Leadership Program
WLAS	Women's Leadership and Advancement Scheme
VicDeaf	Victorian Deaf Society
VCT	Vice Chancellor's Taskforce
VicHEDN	Victorian Higher Education Disability Network