

VICE-CHANCELLOR'S COMMITTEE

MEETING XX/10 – 27 October 2010

FOR APPROVAL

ITEM [Leave Blank]

2010 REPORT FROM THE GENDER, EQUITY AND DIVERSITY COMMITTEE (GEDC)

This report provides an update on equity and diversity strategies and initiatives being undertaken in the University and some of the key achievements that have occurred in 2010.

1. Executive Summary

2010 has been a busy year progressing the Equity and Diversity Agenda in the University in light of the Hughes Plaza Redevelopment, responding to and implementing the recommendations of the Australian Universities Quality Agency's (AUQA) Audit Report, changes to employment and human rights legislation and the resulting impacts for staff, students and the University community. The GEDC continues to consider how to influence and support gender, equity and diversity initiatives strategically and at a faculty level within the University. This will continue to be an area of focus in 2011.

Activities and achievements in the area of gender, equity and diversity in 2010 include:

- Additional employment opportunities created for Aboriginal and Torres Strait Islander peoples through the implementation of the revised strategy for increasing the number of Indigenous staff permanently employed in the University. Six new continuing academic and professional staff appointments were made in 2010.
- Publication of the results of the Equity and Diversity Grant funded project *Implementing a workshop on LGBT issues in psychology* by Dr Damien Riggs (Faculty of Health Sciences) in the Journal of Psychology, Learning and Teaching. The results of the project conducted by Dr Shona Crabb (Faculty of Health Sciences), *Retaining HDR students in academia: Is gender still relevant?* were used to support and inform strategies to improve the employment outcomes and professional development activities for academic women.
- A successful Reconciliation Week forum and BBQ; a joint initiative of the GEDC and Wilto Yerlo. The forum provided a report card from the University about progress in relation to reconciliation initiatives and joined the national conversation through a local discussion with Reconciliation SA.
- Ongoing drafting and development of a *Multicultural Action Plan (MAP)* to be launched early in 2011. The MAP is guided and informed by the Multicultural Framework Reference Group comprised of senior managers.
- Ongoing provision of high quality advice and consultation services to the University, in particular to academic staff. Successful peer mentoring program facilitated by the International Student Centre identified as socio-cultural best practice.
- Podcasting of academic promotions information session on the Human Resources website.
- Ongoing implementation of the University of Adelaide Disability Action Plan and improved outcomes for staff and students with a disability.
- Delivery of one hour information sessions to demystify legislation impacting equity and diversity issues for staff and managers facilitated by Human Resources. This program is a positive contribution to the University's duty of care under discrimination legislation.

The Women's Professional Development Network (WPDN) continues to be a valuable program which provides development activities for professional and academic staff. In 2010, following a successful GEDC equity and diversity grant application, the WPDN has implemented a series of

financial literacy workshops. The workshops are consistent with the call of the Sex Discrimination Commissioner to improve women's economic independence and reduce the significant financial gap between men and women in retirement.

2. Key Achievements in Equity and Diversity in 2010

2.1 Improved outcomes for Indigenous students and staff

2.1.1 Aboriginal and Torres Strait Islander Education: Wilto Yerlo

Wilto Yerlo is located under the Division of the Deputy Vice-Chancellor and Vice-President (Academic) and is responsible for recruiting Aboriginal and Torres Strait Islander students to the University's foundation and degree programs, administering the Special Entry Access Scheme and providing support services to Aboriginal and Torres Strait Islander students and staff in the University, overseeing the Indigenous Employment Strategy and the delivery of the University Foundation Studies Program for Aboriginal and Torres Strait Islander students. In 2010, there were 96 commencing and 101 continuing Aboriginal and Torres Strait Islander students at the University. Of the 96 commencing students, 82 gained entry through the Access Entry Scheme.

2010 Indigenous Enrolments

| Program level | Number |
|---------------------------|---------------|
| H&SS Foundation | 32 |
| CASM Foundation | 18 |
| CASM Adv Cert & Assoc Dip | 20 |
| Undergraduate | 104 |
| Postgraduate | 14 |
| Honours | 3 |
| PhD | 6 |
| Total | 197 |

Encouragement and support is provided to all Aboriginal and Torres Strait Islander students to apply for the numerous scholarships on offer at the University, including Commonwealth funded scholarships and other public and private sector scholarships. The University employs two Aboriginal Student Support Officers who provide academic advice and liaison, counselling and pastoral care support. An Indigenous Tutorial Assistance Scheme (ITAS) Coordinator is also employed to provide academic assistance through the provision of tutors to all undergraduate Aboriginal students.

Indigenous Graduates 2009

| Program | Number |
|---|---------------|
| Bachelor of Arts | 2 |
| Bachelor of Laws | 1 |
| Bachelor of Medicine / Bachelor of Surgery | 2 |
| Advanced Certificate Aboriginal Studies in Music | 3 |
| Associate Diploma Aboriginal Studies in Music | 4 |
| Graduate Certificate Science Technology & Commercialisation | 1 |
| Graduate Diploma Nursing Science | 1 |
| Master of Public Health | 1 |
| Total | 15 |

2.1.2 Enabling Programs for Aboriginal and Torres Strait Islander Students

Wilto Yerlo delivers an enabling program through its Humanities and Social Sciences Foundation Program. This program acts as a feeder of students into the mainstream undergraduate programs. Students who successfully complete the requirements of the Foundation Program are supported with enrolments into these undergraduate programs. Eight students from the 2009 Foundation Program progressed into undergraduate programs in 2010.

As of 1 January 2010, the Centre for Aboriginal Studies in Music was moved into the Elder Conservatorium of Music. The Centre offers a Foundation in Aboriginal Studies in Music to Indigenous students. The Foundation year leads into the two-year Associate Diploma in Aboriginal Studies in Music. Students may exit after one year with an Advanced Certificate in Aboriginal Studies in Music. Nine students from the CASM Foundation Program progressed into the Associate Diploma in 2010.

2.1.3 Strategies to increase the employment of Indigenous staff

On 31 March 2010, the University of Adelaide recorded a total of 23 Aboriginal and Torres Strait Islander staff members, an increase of seven staff compared to 2009. These fixed term and continuing appointments are made up of nine academic and 14 professional staff, of which 15 are females and eight are males. In May 2009, the Vice-Chancellor approved a further extension of the University's Indigenous Employment Strategy to allow for the appointment of additional academic and professional staff. Since this announcement there have been six new continuing appointments in the following areas:

Academic:

- Health Sciences (School of Population Health & Clinical Practice) Level D
- Health Sciences (School of Population Health & Clinical Practice) Level B

Professional:

- Human Resources HEO4
- Prospective Students Office HEO4
- Faculty of Science (School of Earth & Environmental Sciences) HEO3
- Security HEO2

Recently, approval has been granted for the appointment of another Level B position in the Faculty of the Professions within the School of Education. Each year as the expenditure of funds for salary decreases, new applications are considered from those faculties and divisions that want to make a long term commitment to Indigenous employment in their respective areas; further increasing the Indigenous staff cohort. The University's relationships and partnerships with key stakeholders are created and maintained by the Aboriginal Employment and Policy Officer. These stakeholders include:

- State Government agencies including the Department of Further Education, Employment, Science and Technology (DFEEST) who administer and maintain the State's Aboriginal and Torres Strait Islander Employment Register for South Australia.
- The Indigenous Employers Network, which incorporates Job Network Providers, STEP providers, Registered Group Training organisations and Aboriginal Community Organisations and Agencies.

The University facilitates career development for Aboriginal and Torres Strait Islander staff through the provision of access to existing training programs within the University including, Professional and Continuing Education and other customised programs. Staff also participate in a variety of local, national and international conferences and workshops and are given access to training through

sources external to the University. The University aims to provide a clear understanding of the cultural and community commitments faced by Aboriginal Torres Strait Islander people. Cross Cultural Awareness training has been provided to Faculties/Divisions across the University.

2.2 Equity and Diversity Grants Scheme

The Equity and Diversity Grants Scheme is in its fourth year. The scheme provides seed funding of up to \$5,000 for new and innovative strategies that enhance equity and diversity for students and staff of the University. In 2010, five grant applications were received of which four have been approved for funding, totalling just over \$20,000. The approved initiatives include:

- Workplace experiences of International Academic Staff in South Australian Universities.
- Investigating strategies for achieving greater communication and cooperation between culturally diverse research students to improve interactions, opportunities and outcomes.
- Letters Home: stories of international students' research degrees.
- Listening to students from regional and remote areas at the University of Adelaide: Experiences, Challenges and Strengths.

The 2009 grants recipients have presented the outcomes of their reports to the GEDC. The results of the equity grant awarded to Dr Damien Riggs (Faculty of Health Sciences) in 2008 for his project, *Implementing a workshop on Lesbian Gay Bisexual and Transgender (LGBT) issues in psychology*, were published in the Journal of Psychology Learning and Teaching (May 2010). The results of the project undertaken by Dr Shona Crabb (Faculty of Health Sciences), *Retaining HDR students in academia: Is gender still relevant?* are also being written up for possible publication.

2.3 SmoothStart

The SmoothStart program was developed in 2005 to support school leavers experiencing educational disadvantage. The objectives were to increase the retention and completion rates of participating students through a transition program that supports them throughout the first semester. SmoothStart eligibility is based on criteria consistent with the DEEWR defined equity groups: students from rural and isolated areas and students from low SES backgrounds. In addition, students from schools with lower participation rates in higher education (Fairways Schools) are included.

Mentors are drawn from previous years' participants and each year program improvements are made based on participant feedback. Partnership with the Adelaide City Council to run 'Get On the Bus Tours' and an official welcome to Adelaide by the Lord Mayor took place during the 2010 SmoothStart Introduction Day. The feedback was overwhelmingly positive, especially from rural and interstate students who were new to the city as well as to the campus. Based on the SmoothStart model there has been an expansion of peer networking programs available to students within their learning communities. In 2005, there were 47 mentees and 10 mentors. In 2010, there were a total of eight mentoring programs involving 788 mentees and 152 mentors.

2.4 Equal Opportunity for Women in the Workplace Compliance Report 2010 – Human Resources

The University is required to submit an Equal Opportunity for Women in the Workplace Compliance Report each year. In 2010, the University continued to focus on actions similar to those identified in previous reports, allowing the University to build on the planning and momentum achieved during the current reporting period.

The actions identified in the 2010 report to achieve equal opportunity for women in the workplace include:

- *Succession Planning*
 - Scoping and developing a succession planning model for the University that shares responsibility across the University and promotes a succession planning culture. This is particularly important to the University given the age demographic of the existing workforce.
- *Recruitment and Selection*
 - Reviewing the resources and tools available to support recruitment and selection panels, including a stronger emphasis on the value and importance of the job analysis in the development of the position description in the recruitment process as part of Recruitment Excellence.
- *Planning, Development and Review (PDR)*
 - Reinforcing PDR as an opportunity to discuss eligibility for academic promotion.
- *Dashboard reporting to Executive and Senior Managers to track the representation of women in their Faculty or Division.*
 - Initiating the development of a dashboard reporting tool to share data with Executive Deans and Divisional heads in relation to their workforce profile.
- *Promotion of favourable work conditions to all staff.*
 - Developing a suite of resources for staff and managers promoting the various work/life balance initiatives available.

3. Key activities undertaken by the GED Committee

3.1 Reconciliation Week

In line with the University's commitment to a vision for a united Australia, the Gender Equity and Diversity Committee, together with Wilto Yerlo held a forum and BBQ on Thursday 3 June to celebrate Reconciliation Week 2010. The panel forum provided a 'report card' from the University about progress in relation to reconciliation initiatives and joined the national conversation through a local set of discussions with Reconciliation SA. The panel comprised the Vice-Chancellor & President, Professor James McWha; the Dean, Aboriginal & Torres Strait Islander Education: Wilto Yerlo, Professor Roger Thomas; and Peter Buckskin and Jan Chorley (co-Chairs of Reconciliation SA). The Minister for Aboriginal Affairs and Reconciliation, Ms Grace Portolesi, was invited to speak before the panel discussion commenced. The forum attracted approximately 100 people including University staff and students, members of parliament and business leaders. Following the ceremony, over 1,200 staff and students enjoyed a free BBQ and entertainment from CASM.

3.2 Mental Health Week - Students

The Health and Wellbeing Expo is an annual event run in conjunction with the National Mental Health Awareness Week in October. This year it will be on the Barr Smith Lawns and run in partnership with the Adelaide University Union Student Welfare Officer. The aim of this expo is to promote healthy lifestyles and improve awareness regarding mental health issues pertinent to students, in order to encourage academic success. In addition to the free merchandise and information offered through a range of University groups including the Counselling Service, UniGym, the Sports Association, University Health and the School of Dentistry, other external participating services will include Quit SA, the Heart Foundation and Beyond Blue. Once again we are hoping to provide free apples donated from the Lenswood cold stores and water from Neverfail Spring Water. A free BBQ will be provided through the Student Union along with music, a quiz and maths games run through the University Maths Club.

This expo is an important way to inform students about ways to help reduce stress, develop healthy ways to maintain study/life balance and understand the myriad of supports on offer from the University to encourage academic success, particularly in the lead up to the end of year exams.

4. Progress on the key activities identified in 2009 report

4.1 International student and staff issues identified by the steering committee and working party members in the development of the University-wide Multicultural Framework

A Multicultural Framework Reference Group (MFRG) has been established to provide overall guidance in the development of the Multicultural Action Plan which is currently in draft. The MFRG consists of Senior Managers from across the University and is co-chaired by the Acting Director, Human Resources and the General Manager, Student Services and Administration. The Pro Vice-Chancellor (International), Pro Vice-Chancellor (Learning and Quality) and Pro Vice-Chancellor (Research Operations) are members of the MFRG. Consultation is currently being undertaken with both internal and external stakeholders to facilitate the development of the Multicultural Action Plan in anticipation of the launch of the plan.

4.2 Increase the Profile of Equity and Diversity Grant Recipients throughout the University

In 2010, the high quality of the projects being undertaken as a result of the Equity and Diversity grants scheme was reinforced through the journal publication of the results for one project and the possible publication of results for a second. The results of the second project investigating retention issues for HDR students, has been used to inform planning and strategies to improve employment opportunities and outcomes for academic women. The equity and diversity grants scheme is discussed in further detail in section 2.2 of this report.

4.3 Monitoring the implementation of the actions committed to in the Equal Opportunity for Women in the Workplace Compliance Report 2007-2009

In 2010, the focus of Equal Opportunity for Women in the Workplace Agency (EOWA) compliance activity has been the scoping and design of potential strategies with key stakeholders to improve employment outcomes and professional development for academic women. This work builds on the findings of the Women and Research Report and 2010 Voice Survey Results. A focus group of senior academic women from across the University was convened in September 2010. The purpose of this session was to identify the priority areas for targeted strategies to improve outcomes for women academics from their perspective. The session was co-facilitated by the Pro Vice-Chancellor (Learning and Quality) and the Acting Director, Human Resources.

The promotions information sessions facilitated by Human Resources were podcast and loaded onto the Human Resources intranet site, for the first time in 2010. This provided additional opportunities to view and review information about promotions. The Academic Women's Forum conducted a promotions preparation workshop for women seeking academic promotion at all levels in April 2010. The workshop included inspirational speakers and sessions delivered by Human Resources and the Centre for Learning and Professional Development followed by a workshop. The successful Women's Professional Development Network mentoring program continues to gain momentum with the 2010 program matching a record 28 mentoring pairs. Mentoring pairs included male and female mentors and female academic and professional staff mentees.

5 Other key activities and achievements related to equity and diversity 2010 – Students

5.1 Subsidised Accommodation Scheme

Share accommodation subsidised by the University of Adelaide is provided for students who are assessed as experiencing financial and special needs. Special need can include students who are homeless, students moving from interstate with no family support or students moving from a rural area. The scheme offers a range of off-campus houses and flats convenient to either the North Terrace or Waite campuses. Students are offered an initial lease of 6 months. At the end of this period, tenancy is reviewed and there may be a possibility of an extension of the lease for a further 6 months. Rent includes utilities, some furniture and is significantly lower than market rates. Ongoing support is provided to residents in subsidised accommodation. Students who have benefited from the scheme report that they would otherwise have been unable to satisfactorily complete their studies. The scheme will be expanded in 2011 to include students in Residence at the Roseworthy campus.

5.2 Student Loans Scheme

The Student Loan Scheme continues to provide interest free loans to students in financial need. A maximum cumulative total of \$2,000 is available per student. Emergency financial assistance of up to \$100 is also available on the spot for emergency situations such as lack of money for food or bus fare to get home or to university. The loan is interest free and must be repaid within four weeks. The University also administers the Walter and Dorothy Duncan Trust and the A R Riddle Scholarship that aim to assist students from equity groups by providing grants to them through periods of financial hardship that impact on their academic progress. These schemes are managed to ensure that they are sustainable into the future.

5.3 Disability Services for Students

Students registered with the University Disability Service are supported through their individualised Access Plans. Accommodations and services arranged through these plans include: access to specialised software, transcribed course material, AUSLAN interpreters, brailing, specialised furniture and equipment, digital recorders and note takers, when audio streamed lectures are not available. Support to develop equitable arrangements such as extensions and alternative exam arrangements is provided through individual negotiation. Additional services include photocopying, retrieval of library books, extensions to the standard library loan period and swipe cards to enable physical access to various lifts and buildings across the University.

Access to adaptive technology is available in the Adaptive Technology Room in the Barr Smith Library. Early in 2010 this room was relocated as a result of the Hughes Plaza Development with the view to it eventually being accessible 24 hours per day. Improved access management has been developed utilising swipe card access arranged through the Disability Service and Card Services. The software and hardware upgrade in this room will be completed during 2010. The Disability Service continues to provide an important advice and consultation services to the University, particularly academic staff.

During 2010 key activities included:

- Development of Inherent Requirement statement for the University of Adelaide Medical Program
- Waite Campus Disability Access Audit
- Mawson Labs lift and lecture theatre access
- Ongoing academic and professional staff consultancy

- Commencement of the development of Faculty 'Disability Contact Officers' in Humanities and Social Sciences and The Professions (Disability Action Plan B2.6)
- Signage, hearing augmentation and other access issues including consultation on the Hub Development project

Two additional initiatives were run in 2010 through partnership between the Disability Service and CLPD:

- An information session in April, for staff regarding Teaching Students with a Disability; and
- A pilot project: 'Supporting Students with Learning Difficulties'. This pilot project will be evaluated later in 2010.

5.4 Scholarships

Scholarships funded by the Commonwealth or the University of Adelaide, which target equity groups, include the Commonwealth Scholarships, the Vice-Chancellor's Scholarships, the Adelaide Access and Adelaide Start Up scholarships. There are also a number of scholarships and bequests offered by private donors for students at the University from target equity groups, particularly students from low socio-economic backgrounds and students from rural, regional and isolated areas.

5.6 The International Student Centre

The International Student Centre (ISC) works closely with student groups, faculties and University administration to provide services throughout the student life cycle from arrival through to completion of studies. The ISC provides a wide range of on arrival services including airport reception, temporary accommodation, orientation programs and peer support programs throughout the year. The successful peer mentoring program, commenced in 2009, has been expanded and as a result of the positive outcomes of the program, is included on the DEEWR (Australian Education International) socio-cultural integration best practices website.

6. Key activities and achievements in 2010 – Staff Equity

6.1 Learning and Development

The University has a strong commitment to the professional development of all staff as demonstrated through a number of policies and guidelines to support and facilitate the development of staff. The PDR is the major focus for setting the training and development agenda across the University. Human Resources and the Centre for Learning and Professional Development provide a range of personal and professional development programs for all staff. Of the 34 programs offered through Human Resources in 2009, female staff represented 57% of the attendees. Women again dominated attendance in the leadership development programs offered, representing 59% of attendees providing a solid skills base from which to source future leaders and senior managers across the University.

6.2 Women's Professional Development Network (WPDN)

The WPDN is an ongoing development initiative for professional staff women of the University of Adelaide. The WPDN's activities, particularly the Mentoring Program, have been a feature of the University's commitment to the advancement of women in employment, in the context of the University's responsibilities under the Equal Opportunity for Women in the Workplace Act.

The WPDN runs an annual program of networking and professional development opportunities - these are aimed at professional women staff though the majority of sessions are open to all

members of the University community. Activities in 2010 have concentrated on the key themes of finance, wellbeing and career management, which were identified as being of importance to women.

The overall program included:

1. *Women and Finance Program (see 6.3.1)*
 - a. Money for your future.
External Guest Speaker: Basil La Brooy, Community Education Officer, National Information Centre on Retirement investments
 - b. Budgeting: Where does your money go?
Internal guest speaker: Martin Kusabs, Associate Director Finance and Administration
 - c. Getting Financially Fit: Strategies for saving and managing debt
External Guest Speaker: Ann-Marie Ordner, Bank Manager, Westpac, Adelaide
Branch Financial Planning - How to get started
External Guest Speaker from Centrelink Financial Advisory Services

2. *Career Management Workshop*

Each year WPDN provides a Professional Development Workshop at not cost to participants. This year's topic was Career Management and the workshop included a professional skills development session followed by a panel of speakers from the University. The speakers were from a range of HEO levels, career points and diverse backgrounds and they talked about their career experiences. The workshop was very popular, with final attendance expanded from 25 to 40 participants, with 36 participants attending. The session was evaluated using the University's SELT survey and the majority of participants 'Strongly agreed' that speakers were effective and the content was beneficial. Indicative feedback: '*Great workshop – very informative, inspiring and the panel sharing their experiences was [sic] very useful*'.

3. *Wellbeing Breakfasts*

The breakfast sessions provide the opportunity for staff to network, as well as listen to speakers presenting on health and wellbeing. The topics this year were 'Stress and Sleep' and 'Work/life flow'. These sessions are well attended by staff across the University and provide practical and useful strategies to increase wellbeing. The 'Health and Wellbeing' program also included a walking group in 2010.

4. *Bookclub*

The Bookclub was set up in 2008 and provides an opportunity to meet and network with people from a broad cross-section of the University who have a shared interest in reading and writing. Feedback from previous years indicates these sessions provide a much needed 'brain break' and well as an opportunity to network and make connections with others.

6.2.1 WPDN Women and Finance Project

2010 has seen the continuation of the WPDN Women and Finance Project, which was reported on last year. As part of its core purpose and aims, the WPDN identifies, develops and promotes initiatives that support gender equity. In 2009, the Sex Discrimination Commissioner identified a number of projects aimed at 'informing solutions for increasing women's economic independence over their lifetime' and reducing the significant gap in retirement funds between men and women - this includes projects for increasing women's financial literacy. The WPDN identified this as a critical issue and initiated the Women and Finance project. An Equity and Diversity Grant was used to further development a financial literacy workshop program and deliver an information website in 2010. An evaluation instrument to assess the effectiveness and quality of the program was

developed and administered. The results of the program evaluation will be compiled in a report for submission at the end of 2010.

6.2.2 WPDN Mentoring Program

The WPDN Mentoring Program has run since 1998 and since its inception over 400 staff have participated in the program as mentees and mentors. The program is semi-structured and includes face to face introduction and catch-up briefings, lunchtime professional development workshops for participants and an extensive resource website. Participants are encouraged to discuss their inclusion in the program with their supervisors and include their participation in their PDR.

There were 28 mentoring 'matches' made in 2010 – staff participating in the program were from across University, including female professional and academic mentees and both male and female mentors. The interim evaluation of the program indicates that the majority of matches are working very well and the matches are providing positive outcomes for both mentors and mentees.

6.3 Academic Promotion Forums

Academic Promotion Forums are held yearly and are open to all academic staff. The aim of this session is to inform and support academic staff in preparation for the annual promotions process. Two separate seminars are conducted, the first for those seeking promotion to academic levels B and C and the other for those seeking promotion to academic levels D and E. In 2009, the number of applications for promotions received from women increased by almost 50% from 14 to 25. The success rate for promotion of female and male academics in 2009 was 64% and 63% respectively. However, in 2009 female academics accounted for only 30% of the overall successful applications for academic promotion due to the lower overall application rate of female academics (n= 25, female and n= 57, male). In 2010 these promotions forums have been podcast ensuring that consistent academic promotions is available to a broader audience.

7. Other key activities and achievements related to equity and diversity 2010 – Overall

7.1 University of Adelaide Disability Action Plan 2008-2013 (DAP)

In 2010, Human Resources prepared the inaugural Disability Action Plan Report against the activities and actions identified in the University of Adelaide Disability Action Plan 2008-2013. This report was tabled at the Vice-Chancellor's Committee on behalf of the Vice-President (Services and Resources) and the Deputy Vice-Chancellor and Vice-President (Academic) in May 2010.

Human Resources continue to support staff with a disability by facilitating workplace modifications through the Commonwealth Government's JobAccess financial assistance fund. In 2010, the Office of the Deputy Vice-Chancellor and Vice-President (Research) in consultation with Human Resources, developed a process to support staff with a disability to attend conferences and meet their personal needs.

The DAP and access issues have also been given a major consideration and focus in the Hughes Plaza redevelopment with increased consultation with Property Services, Human Resources and Student Support Services.

7.2 Employment and human rights legislation

As highlighted in the 2009 report, the introduction of new Industrial Relations Legislation now includes legislation covering discrimination across all areas of employment, flexible working arrangements and enhanced parental and personal leave. Human Resources has designed a one hour information session for managers and staff to increase awareness of employment and human rights legislation, demystify key concepts and provide case studies to inform workplace practice.

The sessions have been designed for inclusion in staff meetings and are facilitated by the Workforce Strategy Consultant (Equity and Diversity) in Human Resources. The delivery of the information sessions across the University positively impact on the University's duty of care under State and Federal employment and discrimination legislation.

8. Activities for 2011

The GED Committee intends to build on the positive outcomes and advances that have been made in 2010. It is proposed that the GEDC's agenda and activities for 2011 focus on:

1. The development and launch of the University-wide Multicultural Action Plan;
2. Continuation and refinement of the GED Equity and Diversity Grants Scheme; and
3. Continued monitoring and contribution to the implementation of the actions committed to in the Equal Opportunity for Women in the Workplace Compliance Report 2010.

Recommendation: That THE Vice-Chancellor's Committee notes the activities and achievements of the Gender Equity and Diversity Committee in 2010 and approve the activities identified for the 2011 year.

PROFESSOR BIRGIT LOHMANN
Convenor, Gender, Equity and Diversity Committee

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