

ECU Staffing Plan 2012 – 2015

1. Purpose of the Plan

The purpose of the Staffing Plan is to support the development of ECU's human capital and staff capability in support of its values, mission, vision and strategic priorities.

University-wide priorities for teaching, research, internationalisation and engagement are set out in ECU's functional plans. These, together with the Staffing Plan, the Strategic Asset Management Plan, the Student Load Plan (in development) and other supporting plans, are used by each area of the University to inform annual operational and budget planning.

This plan sets out the medium term ECU staffing strategies and initiatives to guide operational planning in all areas of the University. It has particular importance for focusing the operational planning of the Human Resources Service Centre (HRSC), the Centre for Learning and Development (CLD) and the Planning, Quality and Equity Services Centre (PQESC). This plan captures ECU's strategic responses to sector workforce issues and will only be successful through collaboration between these areas.

2. Sector Context

The Higher Education sector is characterised by a Commonwealth Government reform agenda facilitated through the negotiation of individual and distinctive Mission-based Compacts with each university. This agenda includes:

- A focus on accountability and standards, through the establishment of the Tertiary Education Quality and Standards Agency (TEQSA). The agreed Provider Registration Standards and emerging Teaching and Learning Standards will impact on academic staff roles and required training.
- Programs such as Excellence in Research for Australia (ERA), Sustainable Research Excellence (SRE) and Collaborative Research Networks (CRN). These are key reforms that impact funding models, benchmarking and measurement of research performance, leading to differentiated institutional profiles against internationally referenced standards.
- A structural and demographic adjustment in domestic and international student markets and the Commonwealth Government objectives to further de-regulate and increased participation of low Socio-Economic Status (SES) and other under-represented student groups.

ECU's Mission "to further develop valued citizens for the benefit of Western Australia and beyond, through teaching and research inspired by engagement and partnerships", is strongly aligned with the Commonwealth Government's higher education reform agenda.

3. Institutional Context

Edith Cowan University's (ECU) strategic direction is captured in the document *Engaging Minds; Engaging Communities. Towards 2020*.

Within the context of this strategic direction, in the medium-term ECU aims to:

- Grow student load and increase participation and access for low SES and other under-represented students;
- Develop curricula and support infrastructure to better meet the needs of an expanded, increasingly diverse and international student body;
- Ensure that all appropriate indicators of research at ECU are taken into account, with areas of greatest research intensity identified and supported; and
- Align Higher Degree by Research (HDR) enrolments and completions with ECU's research foci.

Responsibility for Staffing

Responsibility for staff planning and decision-making is delegated to line managers in Academic and non-Academic units. They participate in annual staff planning meetings with the Director of the Human Resources Service Centre (HRSC) and the Deputy Vice-Chancellor (Academic) to review proposed changes in service models, discipline/scholarship areas, succession planning and staff development.

Support for the staffing function is based on a 'business partnership' model where HR account managers with particular portfolio responsibilities are the key front-line service providers that support line managers. They are in turn supported by centralised technical expertise in specialist areas such as Occupational Safety and Health and Employee Relations.

Staff professional development is organised around the core business functions of administration, teaching and research and uses an organisation development approach to build and support the culture, values and capabilities required by ECU.

The following frameworks and key policies guide many of the functions related to staffing at ECU:

- Academic Staff Performance Expectations and Outcomes (ASPEO) Framework;
- Role-Based Development Framework (RBDF); and
- Management for Performance System (MPS).

Equity and Diversity in Staffing

This plan also summarises and cross-references ECU's equity and diversity commitments and strategies aimed at achieving appropriate representation, distribution and inclusion of under-represented groups within the staff profile and ECU workplaces.

The University's approach reflects the belief that equal employment opportunity practices and policies are integral to workforce diversity and social sustainability. Employment and staffing strategies are deployed through workforce planning to business units and schools. Policy frameworks, management and leadership practices and organisation development programmes are monitored and developed through central units such as Centre for Learning & Development (CLD) and Human Resources Services Centre (HRSC). Planning, monitoring and review occur as part of mainstream planning processes and quality improvement framework that includes this plan, staffing planning meetings and specialised plans e.g. Disability Access and Inclusion Plan (DAIP). Monitoring and review of performance indicators on equity outcomes are embedded within the ECU performance monitoring framework. See Appendix 2 of this document for the Equal Employment Opportunity Management Plan (EEOMP 2013-15) for a summary.

4. Key Staffing Goals

Given this combination of sector and institutional context the key staffing goals for the period 2012 to 2015 are to:

1. Attract, develop and retain the staffing capability required to achieve the strategic priorities of the University through:
 - a. leading engaged teaching and research to support the delivery of curriculum reform;
 - b. implementing the internationalisation strategy; and
 - c. achieving business excellence in service delivery consistent with the *One University – Students First* principles;
2. Develop and realise the research performance potential of all ECU academic staff.
3. Target and build strategic leadership capabilities of ECU through all staffing processes, including attraction, retention, reward, recognition and development.
4. Develop flexibility in staffing practices and profiles that will support organizational sustainability and business continuity

5. Staffing Goals, Actions and Initiatives

| Goal 1: Attract, develop and retain the staffing capability required to achieve the strategic priorities of ECU. | | | |
|---|--|---|-----------|
| Contributes to achievement of ECU Goals: SP 1,2,3; TLPF Objectives 2.2, 2.3, 3.3; Goal 5 | | | |
| Action/Initiatives | Performance Measures | Responsibility | Timeframe |
| <p>1.1 Identify, source and develop the skills and capabilities in staff required to support:</p> <ul style="list-style-type: none"> Engaged Teaching and Research; Curriculum reform; Internationalisation activities; and Excellence in service delivery consistent with the <i>One University – Students First</i> philosophy | <ul style="list-style-type: none"> RBDF skills and capabilities reflected in selection criteria Staff profile reviews of the evidence relating to qualifications, skills and capacity. Promotion success analysis | <p>DVC(A)</p> <p>Faculty Heads</p> <p>Heads of School</p> <p>Head of CLD</p> <p>Director HRSC</p> | Q4, 2013 |
| <p>1.2 Implement reward and recognition processes and professional development opportunities to support the retention of ‘critical’ qualifications and skills.</p> | <ul style="list-style-type: none"> Extent of unplanned attrition of skills and qualifications. Analysis of Staff Exit feedback reports. | <p>DVC(A)</p> <p>Faculty Heads</p> <p>Heads of School</p> <p>Director HRSC</p> <p>Head CLD</p> | Q4, 2013 |

| Goal 2: Develop and realise the research performance potential of all ECU academic staff | | | | |
|--|--|--|--|---------------------------------|
| Contributes to achievement of ECU Goals: RRTFP Goals 1,4 | | | | |
| Action/Initiatives | Performance Measures | Responsibility | Timeframe | |
| 2.1 | Align research expectations within the ASPEO framework to staff workload planning and performance management. | <ul style="list-style-type: none"> 60% of academic workload profiles approximate 50/30/20 (by school) Increased proportion of research-active staff by faculty. Increased proportion of PhD qualified staff (60%) | DVC(A) Heads of School Director HRSC | Q4, 2013 |
| 2.2 | Support early career and re-entry researchers by evaluating existing initiatives and identifying gaps. | <ul style="list-style-type: none"> One new cost-effective program at Central, Faculty or School-level. | DVC(RA) Director ORI AD's Research Heads of School | Q1, 2013 |
| 2.3 | Improve policy and practice relating to workload models to support teaching and research work profiles aligned to ASPEO. | <ul style="list-style-type: none"> New workload models aligned with ASPEO approved by DVC(A) | DVC(A) DVC(RA) Heads of School Director HRSC | Q2, 2013 |
| Goal 3: Target and build ECU strategic leadership capabilities in all staffing processes, including attraction, retention, reward, recognition and development. | | | | |
| Contributes to achievement of ECU Goals: SP 1,2, and 3 | | | | |
| 3.1 | Develop and implement an academic leadership roles framework supported by a development programme for new and aspiring academic leaders, incl. Heads of School. | <ul style="list-style-type: none"> Policy endorsed by VCPMG Programme implemented with 90% participation. | DVC(A) Heads of School Director CLD Director HRSC | Programme offered during 2013/4 |
| 3.2 | Review staffing support/incentives and recognition for demonstrating leadership in: <ul style="list-style-type: none"> Engaged Teaching and Research Curriculum reform; Internationalisation; Excellence in service delivery | <ul style="list-style-type: none"> Criteria and decisions reflect demonstrated leadership in these areas. | DVC(A) PVC(TL) Line Managers Head of CLD Director HRSC | Q3, 2013 |

| Goal 4: Develop staffing practices/processes that support organizational sustainability and business continuity. | | | | |
|---|---|---|--|-----------|
| Contributes to achievement of ECU Goals: SP 4 | | | | |
| | Action/Initiatives | Performance Measures | Responsibility | Timeframe |
| 4.1 | Undertake staff planning in support of: <ul style="list-style-type: none"> talent management and succession planning in schools and centres; and staffing strategies for the 2015 half-cohort impact. | <ul style="list-style-type: none"> High potential staff identified across all areas; Development and management plans implemented; Completed forecasts of staffing/budget alignment to 2015. | DVC(A) Director HRSC | Q4, 2014 |
| 4.2 | Develop and implement a job family framework for professional, technical and administrative roles to increase opportunities for cross-university career pathways. | <ul style="list-style-type: none"> No. of cross–University developmental appointments. Job family framework linked to PD offerings and the RBDF | DVC(A) Director HRSC Director CLD | Q4, 2013 |
| 4.3 | Implement the University Indigenous Employment Action Plan and Equity Action Plans. | <ul style="list-style-type: none"> Targets achieved as per the IAEAP (2.0% representation). Increased No. Indigenous trainees winning ongoing or fixed term contracts. Women in senior academic staff 50% Women in senior general staff 50% | DVC(A) Director HRSC PVC (EEI) | Q4,2014 |
| 4.4 | Improve governance, due-diligence and compliance across all staffing processes. | <ul style="list-style-type: none"> Improvements in compliance audits. (visas, reference checking, qualifications, and hazard reporting) | DVC(A) Director HRSC Faculty Heads Centre Directors | Q2, 2013 |
| 4.5 | Implement the University's response to the VOICE staff survey results in the areas of: <ul style="list-style-type: none"> Equal opportunity, inclusion and ECU's value of Respect | <ul style="list-style-type: none"> Improved staff satisfaction 2012 Reduced casework grievances and reports. | DVC(A) Director HRSC Faculty Heads Centre Directors | Q4, 2013 |
| 4.6 | Complete negotiations for the 2012 Workplace Agreement | <ul style="list-style-type: none"> Agreement registered | DVC(A) Director HRSC | Q4 2013 |
| 4.7 | Align University OSH practice to national harmonisation legislative changes. | <ul style="list-style-type: none"> Procedures, education and documentation completed. | DVC(A) Director HRSC Faculty Heads Centre Directors | Q3, 2013 |

ECU Staff profile objectives and targets

The following objectives relate to the target staff profile attributes that are consistent with the achievement of strategies and actions set out in the previous section. Targets and benchmarks are presented in the table that follows:

ECU all staff profile objectives 2012-2015

- Unwanted staff turnover is kept within the 6-8% range for academic staff and 10-12% range for general staff on a three-year average basis;
- Staff satisfaction levels are on par with ECU and sector averages or better.
- The representation of women at senior levels is on par with their representation in the community (50%).
- The representation of Indigenous staff is on par with community representation levels (2%) with appropriate distribution across core business functions and levels

ECU academic staff profile objectives 2012-2015:

- The average age of Academic Staff in key programme areas is at; or lower than; the national average;
- Academic staff PhD qualifications proportion is on par with national average at the institution level and is aligned with HDR cohort size at the programme-level.
- Senior academic FTE (Level D and E) ranges from 16-20% of the classification profile;
- Casual academic FTE represents no more than 30% of the annualised staff FTE for any academic program area;

These are reported upon through the Executive Information Management (EIM) dashboards and reviewed in Annual Reviews and various unit-level reviews including annual staff planning meetings. Data and levels for 2006 and 2011 are set out in Table 1.

Table 1: Selected Staffing Metrics and Targets

| | ECU | | Bench | Target | Action Plan |
|---|------|------|-------|------------------|-------------|
| | 2007 | 2012 | 2011 | 2015 | Exists |
| Staff profile characteristics | | | | | |
| Voluntary separations - Academic staff (% average annual headcount) | 10.7 | 7.8 | 7.0 | 6.5 | |
| Voluntary separation - General staff (% average annual headcount) | 17.1 | 13.5 | 10.2 | 10.5 | |
| Staff satisfaction (%FAV) | 75 | 76 | 74 | 76 | |
| Women at Academic Level D and above (%headcount) | 42 | 38 | 27 | 50 | Y |
| Women at HEW10 & above General staff (% headcount) | 34 | 36 | 43 | 50 | Y |
| Indigenous representation (% average annual headcount) | 1.6 | 1.3 | 1.0 | 2.0 ¹ | Y |
| Academic staff profile characteristics | | | | | |
| Median Academic Age (Years) | 48 | 47 | 47 | 48 | |
| Qualifications - % Academic staff with PhD | 50 | 53 | 67 | 60 | Y |
| Qualifications - % Academic staff with Higher Degree | 80 | 68 | 82 | 80 | Y |
| Casual academic staff FTE % | 24 | 24 | 16 | 25 | |
| Prop. senior academic staff (Lev D + E) FTE % | | 17 | 34 | 25 | |
| Baseline reference for gender metrics | | | | | |
| Women in General staff % FTE | 65 | 68 | 65 | 64 | |
| Women in Academic staff % FTE | 46 | 50 | 44 | 43 | |

These targets indicate the desired direction and magnitude of shift in ECU staff profile that is consistent with the strategic directions of the University. They are based on existing objectives in University plans and strategies.

¹ Taken from the ECU Indigenous Aboriginal Employment Strategy and Action Plan 2012-2015

Appendix 1: ECU Staff Profile and Characteristics

This section identifies the key characteristics of the ECU staff profile and the implicit challenges to be addressed by the staffing strategies articulated in this plan. These metrics can be used to indicate the successful achievement of ECU's strategic directions leading to positive outcomes with regard to sector profile and positioning.

ECU has undertaken a number of demographic and renewal initiatives over the last 10 years which has moderated the impact of the ageing of the baby-boomer demographic cohort.

Current academic staff profile:

- The number of academic staff with Doctoral qualifications, whilst improving slightly every year, has been adversely affected by retirements and resignations. There is a continuing focus on both recruiting PhD qualified staff and supporting existing staff to complete doctoral qualifications.
- The maintenance and growth of Leadership capacity at professorial level continues to be a challenge for similar reasons.
- The academic casualisation level has been managed over successive years to be within the range that allows flexibility and the use of industry expertise, whilst not compromising academic quality.
- Core academic activity staffing ratios compare well with sector averages.

Diversity in the staff profile:

- By most external comparisons ECU has a culturally diverse staff profile.
- Participation of women at senior levels of the staff profile in professional ranks and in the senior executive is considerably lower than in the broader workforce.
- The level and distribution of Indigenous staff employment, at 1.3 %, is lower than target despite high engagement with new target-based approach and the take-up of traineeship initiatives. There are significant challenges on renewal and development for Indigenous academic staff.

Staff Satisfaction and Unwanted Turnover

The results for the staff satisfaction items in the recent 2010 staff survey (Table 2) showed little change on the 2008 levels of agreement, however:

- There is evidence to suggest that the organisational change processes associated with One University – Students First had some negative impact on staff sentiment in 2010 particularly in areas affected most directly by the changes.
- Whilst the overall impact on the results was relatively modest, half the items recorded lower levels than 2008 and faculties recorded consistently lower scores than the ECU average.

The overall workforce level of turnover is modest given the Western Australian labour market context. It is anticipated that competition from other institutions in WA and nationally will remain strong for our quality staff as sector deregulation proceeds.

ECU has experienced slightly higher separation rates on a three-year average than sector averages at Associate Professor level (Level D) and Senior Staff level (See Figure 1).

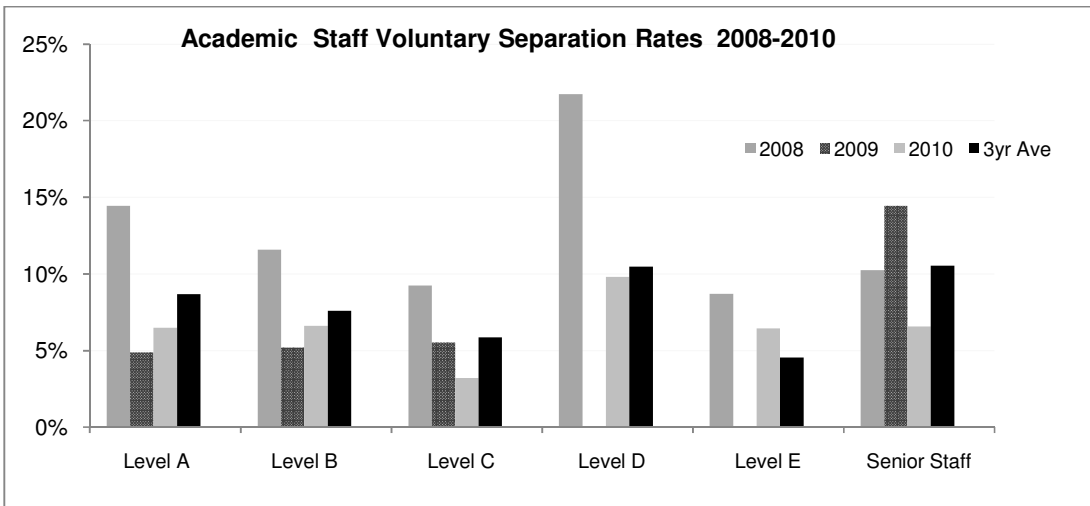
General staff turnover averaged about 10-12 % per annum on a 3 year basis in a broader labour market context which offers more scope to replace lost skills.

Table 2: ECU Staff Satisfaction Indicator

| | 2008 | | 2010 | | 2012 | |
|---|------|------|------|-----|------|------|
| | %FAV | n | %FAV | n | %FAV | n |
| I am satisfied in my job. | 75 | 1079 | 76 | 829 | 74 | 1400 |
| ECU supports the health and well-being of employees. | 71 | 1045 | 67 | 828 | 80 | 1400 |
| ECU provides a safe and supportive psychological working environment. | 68 | 1048 | 63 | 826 | 70 | 1440 |
| I am proud to tell people that I work at ECU. | 74 | 1021 | 72 | 827 | 81 | 1440 |

Note: Ratings are based on an agree and strongly agree summation on a five point agreement scale

Figure 1: ECU Academic /Senior Staff Separation Rates



Note: Senior Staff includes academic administrative leadership roles and HEW 9/10.

Appendix 2 Equal Employment Opportunity Management Plan (EOMP) Data is based on headcount of FT/FFT staff

| Workforce Profile and Targets | | | | | | |
|---|----------------|------------------------|------------------------|------------------------|------------------------------------|---|
| Diversity Group Representation | | 2009 Actual (%) | 2010 Actual (%) | 2011 Actual (%) | 2012 WA Public Universities | 2015 Targets (%) |
| Women in Management Tier 1 (Vice- Chancellor) | | 0 | 0 | 0 | 25 | NA |
| Women in Management Tier 2 (Reports directly to Vice-Chancellor) | Academic Staff | 17 | 17 | 20 | 39 | 50 |
| | General Staff | 50 | 50 | 0 | | |
| Women in Management Tier 3 (Reports to Tier 2) | Academic Staff | 24 | 34 | 41 | 36 | 50 |
| | General Staff | 52 | 50 | 43 | | |
| People from Culturally Diverse Backgrounds | Academic Staff | 17 | 15 | 15 | 26 | Maintain (No specific target) |
| | General Staff | 14 | 15 | 17 | 20 | |
| Indigenous Australians | Academic Staff | 1.2 | 1.2 | 0.8 | 1.2 | 2.0 |
| | General Staff | 1.7 | 1.8 | 1.4 | 0.9 | |
| People with Disabilities | Academic Staff | 2.5 | 2.6 | 2.8 | 1.7 | Maintain /improve (No specific target) |
| | General Staff | 3.9 | 3.3 | 6.5 | 1.3 | |
| Youth | Academic Staff | 0.2 | 0.2 | 2.0 | 2.4 | No target |
| | General Staff | 5.5 | 5.2 | 11.0 | 8.0 | No target |

Strategies have been developed

Equity Group Distribution Index (100 = group evenly distributed across all levels of the profile.)

| Diversity Group Distribution Index | | 2009 Actual | 2010 Actual | 2011 Actual | 2012 WA Universities | 2015 Targets |
|---|----------------|-------------|-------------|-------------|----------------------|--------------|
| Women | Academic Staff | 74 | 77 | 77 | 71 | 100 |
| | General Staff | 80 | 81 | 80 | 83 | |
| People from Culturally Diverse Backgrounds | Academic Staff | 84 | 96 | 103 | 88 | 100 |
| | General Staff | 108 | 112 | 106 | 93 | |
| Indigenous Australians | Academic Staff | 88 | 122 | 117 | 71 | 100 |
| | General Staff | 64 | 60 | 58 | 51 | |
| People with Disabilities | Academic Staff | 121 | 152 | 150 | 97 | 100 |
| | General Staff | 76 | 62 | 93 | 76 | |
| Data sourced from <i>How Does Your University Compare Reports 2009-2011</i> Office of EEO/ Public Sector Standards Commission and <i>DEOPE Annual Report 2012</i> | | | | | | |

Outcome 1

The organisation values EEO and Diversity and the work environment is free from racial and sexual harassment.

| Initiative | Task /Action | Timeframe | Accountability | Measures of success |
|--|---|------------------|---|---|
| Equal Employment Opportunity (EEO) and Diversity principles are incorporated into corporate values and workforce planning processes. | ECU-Engaging-Minds-Engaging-Communities-Towards-2020-Strategic-Plan.pdf Equity Statement of Commitment Statement-of-Commitment-to-Indigenous-Australians Action 4.5 page 7 Staffing Plan 2012-15 | 2013-15 | Vice-Chancellor Deputy Vice-Chancellor (Academic) Pro Vice-Chancellor (Equity & Indigenous) | Plans are reviewed annually and progress assessed against staff profile outcomes. OPPSC staff survey items on tolerance of racial & sexual harassment is zero (2010 level was 10%) |
| Managers and leaders are aware of their EEO responsibilities. | Implement mandatory EEO training as part of Induction and refresher training for managers/leaders. | 2013 and Ongoing | Director Human Resources Service Centre (HRSC) Head Centre for Learning & Development Senior Executive Team | 100% completion rates in EEO training refresher and induction OPSSC survey items relating to supervisor behavior are 70%+ |
| Induction programs incorporate EEO and diversity principles, including awareness of the EEO Management Plan. | Induction programme currently in place including EEO component. ECU EEO online induction Improve compliance with induction | 2013 | DVC (Academic) Director HRSC | Online and paper based induction materials and process implemented. Compliance 90%+ |
| An Equity and Diversity Committee is established to oversee responsibility and achievement of the various Equity Plan's and initiatives. | Committee in place and operational. Equity Committee Terms of Reference Indigenous-Consultative-Committee | 2013-15 | PVC (Equity & Indigenous) Director PQESC | Committees operational and affective in influencing Equity and Diversity outcomes and strategy. |

Outcome 2

Workplaces are free from employment practices that are biased or discriminate unlawfully against employees or potential employees.

| Initiative | Task /Action | Timeframe | Accountability | Measures of success |
|--|--|-----------|--|---|
| Recruitment and selection practices provide equal opportunity and flexibility for all employees and potential employees. | Further improvement being undertaken as part of quality/governance project. Action 4.4 ECU Staffing Plan 2012-15 p7 | 2013-15 | Director HRSC | Confirmed by EOWA audit waiver from reporting |
| Training in bias-free methods is provided to selection panel members. | Implement as integral to improvements to selection committee training re: quality & governance | 2013-15 | Director HRSC Head CLD | Training implemented Compliance is 100% |
| Retention and career development practices provide equal opportunity and flexibility for all employees. | Monitor through staff survey feedback and participation rates in career and professional development activities. | 2013-15 | Director HRSC Head CLD | OPPSC survey results 2010 % agreement improves each round ECU Staff Survey 2012 % agreement improves each round |
| EEO and cross cultural awareness training is provided to staff. | EEO online training provided Cross cultural training being revised under new initiative and implemented with selected groups of staff. Action 4.3 ECU Staffing Plan 2012-15 p7 | 2013-15 | Director HRSC Head CLD PVC (Equity & Indigenous) | Training developed and delivered and compliance is 90%+. No. of participants from target areas. |
| Human resource management policies, procedures and job descriptions are reviewed for both direct and indirect bias and potential barriers. | Adopt a 'mainstreaming' approach to equity within policies and processes. | 2013-15 | Director HRSC DVC (Academic) | OPSSC staff survey items above benchmark Pay equity audit integrated with routine remuneration reviews. Equity principles integrated into policies. |
| There is an effective Grievance Resolution Process where people feel able to raise concerns and issues. | Grievances Process and Contact Officer Support Action 4.5 ECU Staffing Plan 2012-15 p-7 | 2013 | Director HRSC | OPSSC survey item ratings exceed benchmarks. Reduced casework |

Outcome 2

Workplaces are free from employment practices that are biased or discriminate unlawfully against employees or potential employees.

| Initiative | Task /Action | Timeframe | Accountability | Measures of success |
|---|--|-----------|----------------|---|
| | | | | grievances. |
| Employee terminations are monitored through exit interviews. Outcomes are evaluated to determine emerging patterns. | Interviews in place. Terminations monitored. Currently addressing Indigenous Australian staff attrition. | Ongoing | Director HRSC | Exit rates of equity groups on par with all staff averages. |

Outcome 3

Employment programs and practices recognise and include strategies for EEO groups to achieve workforce diversity.

| Initiative | Task /Action | Timeframe | Accountability | Measures of success |
|--|--|-------------------------|--|--|
| Demographic data is systematically collected to monitor and report on the progress of all diversity groups. | EIM staff profile management reports available on key equity groups Annual reporting to OEE0 and Equal Opportunity for Women in the Workplace Agency (EOWWA) | Annually March /April | Director PQESC Director HRSC | Reports available and implications and issues escalated to Equity Committee for consideration. OPSSC annual report trends confirm progress against targets. |
| Workforce planning incorporates appropriate strategies to attract and retain employees from diversity groups. | Workforce Planning meetings held annually predominantly focused on diversity objectives within ECU Staffing Plan 2012-15 | Jul- Nov each plan year | DVC (Academic) Director HRSC | Meetings with each faculty and centre occur annually. Strategies present in staffing action plans for business units. |
| Strategies are developed and implemented to attract, retain and provide career development opportunities for the diversity groups: | | | | |
| Women in Management | Staff Planning as per Action 4.3 Staffing Plan p7 Maintain Women@ECU network Participate in Office of Equal Opportunity for | Ongoing | DVC (Academic) Director PQESC Head CLD | Participation and numbers of network sponsored events/initiatives in each plan- |

Outcome 3

Employment programs and practices recognise and include strategies for EEO groups to achieve workforce diversity.

| Initiative | Task /Action | Timeframe | Accountability | Measures of success |
|--|---|-----------------|--|---|
| | Women in the Workplace Audits, regain citation as an EOWA Employer of Choice for Women 2010 and maintain a waiver from reporting for good-standing. | | Director HRSC | year. Citation for Employer of Choice for Women re-instated and good standing waiver in relation to EOWWA maintained. Achievement of workforce profile targets. |
| Indigenous Australians | Multi-level plans including Reconciliation Action Plan (RAP) covering staff and students: <ul style="list-style-type: none"> • Indigenous Aboriginal Employment Strategy and Action Plan (IAES/AP), 2012-2015 updated and approved. • Indigenous-Consultative-Committee • Indigenous Education Statement | December 2012 | Director PQESC PVC (Equity & Indigenous) Director HRSC | As per measures of success in the Indigenous Aboriginal Employment Strategy and Action Plan 2012-15. Achievement of workforce profile targets. |
| People with Disabilities | ECU has a dedicated plan covering students and staff: <ul style="list-style-type: none"> • Disability Access and Inclusion Plan, 2011-2016 • DAIP Annual Implementation Plan, 2012/13 | 2013-15 | Director PQESC PVC (Equity & Indigenous) Director HRSC | As per the annual review of DAIP outcomes and revision of plan in 2013 |
| People from Culturally Diverse Backgrounds and other diversity groups | Continue programmes to improve inclusive practices and workplace behavior. Diversity at work as a key personal capability in ECU Role- based Development Framework . Well-trained and maintained Contact Officer support network | Ongoing 2013-15 | Director PQESC Head CLD Director HRSC | Participation and numbers of network sponsored events/initiatives in each plan-year |

Outcome 3

Employment programs and practices recognise and include strategies for EEO groups to achieve workforce diversity.

| Initiative | Task /Action | Timeframe | Accountability | Measures of success |
|------------|---|-----------|----------------|---------------------|
| Youth | Academic staff entry level age is by definition going to be late 20's. No specific workforce planning strategies. | | | |