



# Towards Inclusive Excellence

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Equity, Diversity & Inclusion Strategy (2010-2015)

June 2010

## Table of Contents

1	Introduction.....	3
1.1	Reimagining equity & diversity at Unitec – A brief summary .....	3
1.1.1	Concepts & ideas .....	3
1.1.2	Recommendations.....	5
1.1.3	Propositions and vision.....	5
1.2	Historical context .....	6
1.3	Background .....	6
1.4	Underlying principle: Inclusive Excellence .....	8
1.5	The case for Inclusive Excellence .....	8
1.6	Shifting perspectives: Rethinking equity diversity & inclusion.....	9
2	The Strategy: Towards Inclusive Excellence.....	11
2.1	Overall intervention logic.....	11
2.1.1	Reflects the community .....	13
2.1.2	Equitable working & learning environment .....	14
2.1.3	Inclusive working, learning & campus environment.....	15
2.1.4	Graduates able to harness the benefits of diversity.....	16
2.1.5	Distinction through diversity .....	17

# 1 Introduction

The five-year Equity, Diversity and Inclusion Strategy (2010-2015) outlined in this document provides a comprehensive road map for achieving *Inclusive Excellence*<sup>1</sup> at Unitec. It presents an integrated framework for embedding equity, diversity and inclusion into the organisational culture of the institution with the goal of supporting Unitec to achieve its purpose and strategic plan<sup>2</sup>. The strategy focuses on both staff and students.

## 1.1 *Reimagining equity & diversity at Unitec – A brief summary*

This section briefly summarizes the presentation entitled *Reimagining Equity and Diversity at Unitec* presented to the Leadership Team on the 24 March 2010. The presentation was the precursor to this strategy.

### 1.1.1 Concepts & ideas

1. ***Diversity as Paradox***: Diversity can have positive and negative consequences for an organization. Levin and Rittel argue “*Diversity is a potential source of vitality, creativity and growth. At the same time, diversity can be a major source of conflict.*”<sup>3</sup> Acknowledging the paradoxical nature of diversity is vital to managing it. It also prevents the conceptualising of diversity narrowly. Acknowledging only the positive side of diversity runs the risk of simply celebrating its superficial aspects which can lead to tokenism.
2. ***Legrain’s 7Cs***<sup>4</sup>: In order to harness the benefits of diversity, Unitec will have to focus its efforts on Legrain’s 7C’s which include – connect people together, channel their efforts effectively, communicate clearly, create cultural awareness, cherish diversity, champion opportunity and cultivate innovation, enterprise and change. Legrain’s 7Cs underpin the strategy put forward in this document.
3. ***A Paradigm Shift***: There has been a paradigm shift in the way organizations comprehend equity, diversity and inclusion and this has caused organizations to reprioritise diversity. There has been a move away from simply seeing

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<sup>1</sup> Inclusive excellence is a continuous process of planning and implementation that focuses on integrating equity, diversity and inclusion consciousness into all aspects of institutional life such as leadership, teaching and learning, research, community engagement, quality improvement, decision-making, communication, operations and organizational culture. Its central premise is that by doing this tertiary education institutions will optimize their success (Association of American Colleges and Universities 2003).

<sup>2</sup> Unitec’s purpose and strategic plan are outlined in the power point presentation delivered to staff at the strategic planning session held 28 August 2009.

<sup>3</sup> Levin, B. and Rittel, J. (1994). Dealing with diversity: Some Propositions from Canadian Education. *Education Policy Analysis Archives*, 2(2).

<sup>4</sup> Legrain, P. (May 2009). Making diversity work for your business in a time of global economic downturn. *Speech delivered at Office of Ethnic Affairs event.*

diversity as the “right thing”<sup>5</sup> to do to also seeing diversity as the “bright thing”<sup>6</sup> to do. This strategy acknowledges this shift in thinking about equity, diversity and inclusion and intends to bring thinking and action based on this shift to Unitec.

4. **Benefits of Diversity/Competitive Advantage:** Linked to the business case for diversity and often referred to as “bright thing” type thinking, it was argued that the benefits of diversity, if harnessed, will assist Unitec in gaining a competitive advantage in the marketplace. The benefits referred to here include, but are not limited to, innovation and creativity, enhanced problem-solving, increased productivity, reflecting the community, flexibility, access to new markets and attracting talent.
5. **Benefits of Diversity Not Automatic:** The existence of diversity itself does not create the conditions necessary for an organization to fully benefit from it. Cunningham argues “...that what separates an organizations ability to benefit from diversity is its culture and strategies.”<sup>7</sup> His study shows that while racial (read ethnic in the New Zealand context) diversity was directly related to departmental performance in 75 NCAA (National Collegiate Athletic Association, USA) departments, the effects were qualified by the strategy employed. Specifically, the positive effects of racial diversity were increased when coupled with a proactive diversity management strategy. He argues that such a strategy is likely to allow for the conditions necessary to capitalize on the benefits of diversity. He refers to conditions such as, “active debate of issues, freedom to express doubt as to the efficacy of the adopted approach and cooperative interdependence”.<sup>8</sup>

It was argued that to capture the diversity dividend, Unitec would need a creative and proactive approach to diversity management which Hayes-Thomas describes as “...the purposeful use of processes and strategies that

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<sup>5</sup> “Right thing” type thinking is based on the idea that equity, diversity and inclusion are largely concerned with doing the “right thing” in relation to legislative compliance and social responsibility.

<sup>6</sup> “Bright thing” type thinking is based on the business case for diversity which argues that diversity is beneficial to business based on 1) a talent shortage – where there is a talent shortage of qualified talent, employers who are committed to promoting diversity attract talented employees, improving recruitment and retention. 2) Organisations need to reflect their customers – customer bases are becoming more diverse and where employees mirror the customers they can understand these customers, identifying their needs and suggesting potential new markets. 3) Diverse teams produce better results – improves the quality of products and services offered. It is argued that bringing together employees from diverse cultural and social backgrounds will generate a ‘dynamic synergy’ of increased creativity. Diversity enriches the workplace by broadening employee perspectives, strengthening their teams, and offering greater resources for problem resolution. The creative conflict that emerges leads to a closer examination of assumptions, a more complex learning environment, and better solutions to workplace problems.

<sup>7</sup> Cunningham, G.B. (2009). “The moderating effects of diversity strategy on the relationship between racial diversity and organizational performance”. *Journal of Applied Social psychology*, 39(6): 1445-1460.

<sup>8</sup> Ibid.

make...differences among people into assets rather than a liability for the organization".<sup>9</sup>

### 1.1.2 Recommendations

The following recommendations were put forward in the presentation.

#### **Unitec needs:**

- a structured and integrated approach to diversity management, one that is creative and proactive.
- to combine "right thing" and "bright thing" type thinking in the way it views, and responds to equity, diversity and inclusion.
- an organisational definition of diversity, one that is broad and inclusive and that focuses on all aspects of diversity not just gender and ethnicity<sup>10</sup>.
- an organisational definition of inclusion<sup>11</sup>.
- to effectively benchmark both internally and externally in the area of equity, diversity and inclusion.
- to create an inclusive and equitable working and learning environment in order to meet the needs of students, staff, faculty and community.
- to close the gender pay gap and ensure that women are represented at all levels of the institution.

### 1.1.3 Propositions and vision

The following propositions and vision were presented.

**Proposition One:** Unitec can only achieve its four strategic outcomes by employing diversity conscious management and staffing systems and by embedding diversity into the culture of the organisation, its vision, mission, policies and practices.

**Proposition Two:** Unitec can gain a competitive advantage by leveraging its internal diversity and capitalising on an increasingly diverse labour market.

#### **Vision**

*To be recognised and respected as an inclusive, flexible and equitable tertiary education provider, one that values diversity and harnesses its benefits to achieve the best possible educational, business and community outcomes*

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<sup>9</sup> Hayes-Thomas, R. (2004). Why now? The contemporary focus on managing diversity. In M.S. Stockdale & F.J. Crosby (Eds.), *The psychology and management of workplace diversity* (pp.3-30), Malden, MA: Blackwell.

<sup>10</sup> Rowe & Gardenswartz's (1998) four layers of diversity model was put forward as an example of a more inclusive model (see slide seven of the presentation).

<sup>11</sup> Two examples of inclusion definitions were given on slide eight, one from Shell (2009) and one by O'Mara & Richter (2006).

## **1.2 Historical context**

In Aotearoa New Zealand's tertiary education sector notions of equity, diversity and inclusion have focused primarily on questions of legal compliance<sup>12</sup> and social responsibility, underpinned by ideas of social justice and equality. Consequently, the focus is on combating inequality and overcoming persistent systemic patterns of discrimination and disadvantage. These are the dominant underlying principles that inform the majority of Unitec's programmes, initiatives and policies in the area of equity, diversity and inclusion both past and present.

This type of thinking about diversity, often referred to as "right thing" type thinking, is part of a wider trend in western style liberal democracies since the 1960s to protect the rights of minority groups such as women and minority ethnic groups. It is also connected to one of the most profound cultural revolutions to have taken place in the post World War Two period which can be characterised collectively by all of the moments of organized and unorganized struggle when marginalized groups everywhere began to demand their human and civil rights. Indeed, the two most significant cultural developments in Aotearoa New Zealand society in the post World War Two period have been the women's movement, and the movement of the *tāngata whenua*. These social movements, in which less powerful groups have "come in from the margins of society" and demanded their rightful position in society, have brought forth unprecedented cultural change in the area of ethnic and gender relations. This was Aotearoa New Zealand society's first challenge with equity, diversity and inclusion and has forced cultural change within organizations across all sectors of society.

The Māori cultural revival, which gained momentum in the 1970s, resulted in Aotearoa New Zealand becoming a bicultural state. As a direct result of this movement, Unitec's partnership document *Te Noho Kotahitanga* was created in 2001, demonstrating Unitec's commitment to the Treaty of Waitangi. The more recent building of a Wharehū on Mt Albert campus is testament to the power, though limited, of these movements on the social and cultural "space" of tertiary institutions.

## **1.3 Background**

Unitec has a variety of centres, services, programmes, and policies and procedures that are born out of "right thing" type thinking and adhere to the philosophies and principles of affirmative action<sup>13</sup> and equal employment opportunities (EEO).

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<sup>12</sup> Unitec complies with 50 pieces of legislation. The most significant relating to equity, diversity and inclusion are the State Sector Act 1988, Education Act 1989, Human Rights Act 1993, Harassment Act 1997, Bill of Rights 1990, Employment Relations Act 2000 and Health and Safety Act 1992.

<sup>13</sup> Affirmative Action programmes with the purpose of increasing Māori and Pacific people's representation in the tertiary education sector have been present in Aotearoa New Zealand medical schools since 1972. There has been sporadic opposition to these programmes since their inception. The most notable in the recent past came in 2004 when then leader of the opposition Don Brash came out with his "one law for all" assault on affirmative action. Then Prime Minister Helen Clarke reacted with a promise to review academic programmes aimed at ethnic groups. Faculty at Aotearoa's two medical

Affirmative action type programmes and initiatives predominantly focus on students whereas EEO policies and initiatives target staff. In most cases, key outcomes for students are to increase access, participation, retention and success rates among minority groups especially Māori and Pacific peoples. EEO policies and practices predominantly focus on removing discrimination and inequity from the human resource management system and building a diverse internal workforce. EEO and affirmative action initiatives also focus, at times narrowly, on inclusion in terms of representation and cultural awareness.

A significant component of the purpose, strategy and outcomes of Maia Māori Development Centre (MMDC), the Centre for Pacific Development and Support (CPDS), and the Disability Liaison Centre (DLC) are underpinned by ideas of access and equity. MMDC states that its purpose is *“to help Māori students develop a strong desire and passion to succeed at life and work.”*<sup>14</sup> It also offers staff development opportunities around Te reo, Tiikanga Māori and the Treaty of Waitangi. CPDS offers pastoral and academic support to students and provides cross-cultural development and awareness opportunities to faculty and staff, including advice on embedding Pacific knowledge, values and practices into the curriculum. CPDS also engages with and maintains relations with Pacific communities both inside and outside Aotearoa New Zealand.

The following is a list of significant Unitec programmes, policies, procedures, initiatives and strategies, historical or current, relating to equity, diversity and inclusion:

- Women’s Advisory Committee established 1988
- Equal Employment Opportunities committee established in 1990 (disestablished 2005)
- Rūnanga (Unitec’s Māori Advisory Committee) established 1991
- Women’s Suffrage Garden established 1993
- Pacific Development and Support Centre established 1994
- Member of the Equal Employment Opportunities Trust since 1996
- Disability Liaison Centre established 1997
- Maia Māori Development Centre established 1999
- Equal Employment Opportunities Policy and Plan established June 1999
- Te Noho Kotahitanga (partnership document expressing Unitec's commitment to the Treaty of Waitangi) created in 2001
- Fono Fauautau Committee established 2002
- Te Noho Kotahitanga/ Partnership Committee 2002
- Countering Harassment Policy, Procedures and Process Flowchart created September 2003

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schools came out in defence of their affirmative action programmes, saying more Maori doctors are the key to better Maori health outcomes. There are two types of race-based educational assistance in Aotearoa New Zealand Law Schools: entry quotas and extra tutorial assistance. The attacks have died down since 2004 (Times Higher Education 2004).

<sup>14</sup> Retrieved from The Nest (Unitec Intranet link: [http://thenest.unitec.ac.nz/unitecintranet/departments-and-services/student--community-engagement/maia/en/about-us\\_home.cfm](http://thenest.unitec.ac.nz/unitecintranet/departments-and-services/student--community-engagement/maia/en/about-us_home.cfm))

- Wharenuī Ngakau Mahiki established March 2008

## ***1.4 Underlying principle: Inclusive Excellence***

*Inclusive Excellence* (IE) is both the underlying principle of this strategy and its purpose. First introduced by the Association of American Colleges and Universities (AACU) in 2003, IE is grounded in both “right thing” thinking and “bright thing” thinking. As a result, it views inclusion and quality not as separate goals, but as inextricably linked in all aspects of tertiary institutional life.

The notion of IE is not simply based on combining “right thing” and “bright thing” type thinking, but on the integration of previous equity and diversity models such as equal employment opportunities, affirmative action and biculturalism.

## ***1.5 The case for Inclusive Excellence***

The strategic rationale for working towards IE at Unitec is based on the following drivers:

- ***Removing barriers to diversity*** – Historically disadvantaged groups and minorities in Aotearoa New Zealand continue to face barriers to success and advancement in the tertiary education sector. These barriers include, but are not limited to, employment (recruitment, retention and advancement), access to education and discrimination. The perpetuation of these social inequalities runs counter to Unitec’s core values and mission. IE holds that excellence and hence quality can only be achieved through inclusion which in turn can only be achieved through equity.
- ***Serving the community*** – As a tertiary institution, Unitec’s primary goal is to serve the community. To serve the community, Unitec must reflect the community and to reflect the community, Unitec must recruit and retain the community. This means striving for an internal workforce and student population that reflects the demographic changes taking place in Aotearoa New Zealand and regionally.

In addition, due to increased levels of migration, skill shortages in the labour market and an aging workforce, Unitec’s future sustainability will depend on its ability to attract and serve the needs of an increasingly diverse cohort of students, faculty and staff.

To achieve this, Unitec will need to implement diversity conscious management and staffing systems, and embed equity, diversity and inclusion into the culture of the organization, its mission, policies and practices.



➤ **Benefits of Diversity:**

**Educational** – The benefits of learning in a diverse environment are well-documented. Research demonstrates that students who learn in a diverse environment, where there is diversity related content and interaction with diverse peers, are better able to live and work in an increasingly complex and interconnected world<sup>15</sup>.

**Business** – Research shows that if harnessed, the benefits of diversity, which include creativity and innovation, enhanced problem-solving, increased productivity and access to diverse markets, can provide Unitec with a competitive advantage.

However, diversity can also lead to increased conflict, misunderstanding and suspicion, decreased morale, poor quality work and lack of competitiveness. Realizing the benefits of diversity and eliminating its pitfalls requires the development of an inclusive and equitable environment that works for all employees and students, valuing and utilizing their talents.

## **1.6 Shifting perspectives: Rethinking equity diversity & inclusion**

Applying the notion of IE at Unitec will require some significant shifts in the way equity, diversity and inclusion is conceptualised, embedded and acted upon. These include:

1. **Centralising Diversity** – IE moves diversity, inclusion and equity from the margins of the institution to a more central position. It achieves this by demonstrating the relationship between equity, diversity and inclusion and institutional excellence and hence quality. It argues that excellence and quality can only be achieved through inclusion which in turn can only be achieved through equity. As a result equity, diversity and inclusion initiatives once seen as add-ons and isolated activities will need to become integrated into all aspects of the institution.
2. **Diversity as Asset** – IE combines “right thing” and “bright thing” type thinking about diversity. It views diversity as an asset instead of a problem or deficit that has to be dealt with. It is a move away from seeing it as a kind of external problem that is constantly present on the “sidelines,” one that the institution has a legal and moral obligation to address. Instead, it views diversity as core to achieving the institutions purpose and plan.

Diversity strategies and initiatives in tertiary institutions are often associated with building a diverse cohort of faculty, staff and students and creating an inclusive learning and working environment that values everyone. Along with

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<sup>15</sup> For further information about this see Milem, J.F., M.J. Chang & A.L. Antonio (2005). *Making diverse work on campus: A Research-based perspective*. Washington, USA: Association of American Colleges and Universities.

these aspects, IE focuses on the benefits of diversity and its relationship to achieving the goals of institution. For example, it is not simply the student “head count” or a sense of belonging that are significant, but maximising the opportunities for students to engage in meaningful ways with people from different social cultural backgrounds. In the case of Unitec, setting high expectations for student engagement with diversity would enable students to discover new ways of knowing, being and interacting in an increasingly complex, diverse and interconnected world. It would also greatly enhance communication and inclusion on campus. By linking student engagement with diversity to learning outcomes and “campus climate”, diversity and inclusion become inextricably linked to questions of quality in tertiary education.

3. **Integrated Approach** – IE is integrative rather than additive. It acknowledges the contribution of various disconnected equity, diversity and inclusion activities and initiatives, but it also recognises that lasting change is more likely to occur in organisations where there is a more integrated and structured approach and where equity, diversity and inclusion are embedded into all aspects of the institution academically, operationally and administratively.

This particular way of thinking about the relationship between inclusion and excellence is already beginning to appear at Unitec. For example, in the document outlining the *Living Curriculum*<sup>16</sup> it is stated that “Our graduates will have the knowledge, skills and attributes to face the challenges of the future and to live in a multi-cultural world.” This not only integrates diversity and inclusion into a key strategic driver (“innovation in teaching and learning”) and outcome (“living curricula”), it acknowledges their relationship to quality by attaching them to graduate outcomes. This embedding process is also evident in Unitec’s *Draft Internationalisation Strategy*<sup>17</sup>. Goal one’s intention “to equip students to thrive in an increasingly interconnected world” and goal four’s intention “to develop a campus that values, promotes and supports cultural diversity and fosters intercultural understanding” again links diversity and inclusion to a key strategic driver (“enhancing the student experience”) and outcome (“highly productive and talented graduates”) as well as to questions of quality. Both of these examples indicate that thinking and action around IE is already present at Unitec.

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<sup>16</sup> This appears on slide 6 of the Living Curriculum power point *Innovation in Teaching and Learning* (September 2009).

<sup>17</sup> Draft International Strategy (2009)

## 2 The Strategy: Towards Inclusive Excellence

### 2.1 Overall intervention logic

The table below represents the intervention logic underpinning this strategy and its alignment with Unitec's four strategic outcome areas. The five long term strategic outcomes in table 1 below cascade from Unitec's organizational outcomes and outcome areas. Although they sit directly below specific outcome areas in table 1, it is not intended that they fit neatly into one area, but rather that they straddle all four outcome areas.

An important feature of the design of this strategy is that it is not hierarchical, but rather relational and even interactive. If one of the outcomes is achieved, it will enhance other outcomes. Achieving any single outcome enhances and supports the other outcomes. For example, by ***reflecting the community***, Unitec will also enhance its ability to ***create an inclusive environment***, one that values and engages its members. Moreover, if Unitec can create an ***equitable and inclusive working and learning environment*** this will enhance its ability to gain a competitive advantage and ***achieve distinction through diversity***.

If Unitec is able to achieve all five outcomes, it will have achieved IE.

**Table 1: Intervention Logic**

<b>Organizational Strategic Drivers</b>		meeting the needs of communities	enhancing the student experience	innovation in teaching and learning	being an excellent business		
<b>Organizational Outcomes</b>	Contributor to the success of regional employers and communities	Engaging and accessible student environment	Highly productive and talented students	Living curricula	Learning organisation	High visibility & leadership within the sector	Sustainable growth with a purpose
<b>Equity, Diversity &amp; Inclusion Vision</b>		<i>To be recognised and respected as an inclusive and equitable tertiary education provider, one that values diversity and harnesses its benefits to achieve the best possible educational, business and community outcomes</i>					
<b>Long Term Outcomes (beyond five years)</b>	Reflects the community	Equitable working & learning environment	Inclusive working, learning & campus environment	Graduates able to harness the benefits of diversity	Distinction through diversity		

The following sections outline the intervention logic for each of the five long term outcomes of the strategy and their alignment with Unitec's strategic outcomes.

### 2.1.1 Reflects the community

Long-term Outcome (beyond year 5)	Reflects the Community		
Intermediate Outcomes (years 3-5)	1. Students, staff & faculty reflect community	2. Internal diversity networks established	3. Partnerships & joint projects with key external stakeholders to advance intercultural awareness & promote the benefits of diversity established
Short-term Outcomes (years 1-2)	1. Diversity conscious recruitment, selection & retention systems & processes established & implemented	2. System developed & implemented to promote & establish staff and student diversity networks	3. Relationships with key external stakeholders in the equity & diversity arena are established
Outputs, Activities & Objectives	1.1 Evaluate, review & recommend improvements to the human resource management systems in relation to recruitment, selection and retention for diversity  1.2 Evaluate, review & recommend improvements to student recruitment & retention systems & practices in relation to diversity	2.1 Develop and implement strategy to promote & establish staff & student diversity networks  2.2 Monitor & evaluate	3.1 Create a database of key external stakeholders in the area of equity & diversity & engage with them  3.2 Develop & manage relationships, partnerships & projects with key external stakeholders  3.3 Monitor & evaluate
	1.3 Monitor & evaluate		

## 2.1.2 Equitable working & learning environment

Long term Outcome (beyond year 5)	Equitable Working & Learning Environment		
Intermediate Outcomes (years 3-5)	1. Increased representation of minority groups at all levels of the organisation	2. Overall gender pay gap is nonexistent	3. Sector benchmark for student completion, success, retention & progression rates among minority groups
Short-term Outcomes (years 1-2)	1. Leadership mentoring & career development programme for employees from minority groups established	2. Overall gender pay gap moves from 89% to 95%	3. 2012 success, retention & completion rates for students from minority groups have significantly increased from 2010
Outputs, Activities & Objectives	1.1 Develop and implement a leadership mentoring & career development programme for employees from minority groups  1.2 Evaluate, review & recommend improvements to the human resource management system in relation to equity  1.3 Monitor & evaluate	2.1 Provide advice and support to the PEER Unitec Project Team  2.2 Participate in the implementation of the <i>Action Plan: A Strategy for Progress towards Gender Equity</i> (see: <i>Moving Towards Pay and Employment Equity – Review Report 2009</i> )  2.3 Monitor & evaluate	3.1 Evaluate, review & recommend improvements to student success, retention & completion systems & processes  3.2 Monitor & evaluate

### 2.1.3 Inclusive working, learning & campus environment

Long term Outcome (beyond year 5)	Inclusive working, learning & campus environment		
Intermediate Outcomes (years 3-5)	1. Equity, diversity & inclusion related incidents & conflicts are resolved effectively, comprehensively & in a timely fashion.	2. Staff and faculty feel valued, engaged, respected and connected	3. Students feel valued, engaged, respected and connected
Short-term Outcomes (years 1-2)	1. Policies & procedures countering harassment, discrimination and bullying are effective & comprehensive	2. Equity, diversity & inclusion conscious management & staffing policies & procedures established & implemented	3. Equitable, flexible & inclusive student policies, procedures & processes are established & implemented
Outputs and Activities	1.1 Contact person for harassment, bullying & discrimination  1.2 Evaluate, review & recommend improvements to policies & procedures relating to equity, diversity & inclusion)  1.3 Design & facilitate countering harassment, bullying & discrimination workshops  1.4 Develop suite of on-line resources to counter harassment, bullying & discrimination  1.5 Design and facilitate orientation session around equity & diversity  1.6 Monitor & evaluate	2.1 Replace current EEO policy with equity, diversity & inclusion policy and procedures  2.2 Evaluate, review & recommend improvements to the human resource management system in relation to equity, diversity & inclusion  2.3 Design & facilitate learning and development initiatives on managing diverse work teams and intercultural relations in the workplace  2.4 Develop and implement an intercultural learning & dialogue programme to create cultural awareness and connect people  2.5 Monitor & evaluate	3.1 Evaluate, review & recommend improvements to student policies, procedures & processes in relation to equity, flexibility & inclusion  3.2 Design and facilitate learning and development initiatives, including on-line resources, for staff and faculty on engaging with students effectively across cultural boundaries  3.3 Design & implement an intercultural learning and dialogue programme for students  3.4 Monitor & evaluate

### 2.1.4 Graduates able to harness the benefits of diversity

<b>Long term Outcome (beyond year 5)</b>	<b>Graduates able to harness the benefits of diversity</b>		
<b>Intermediate Outcomes (years 3-5)</b>	1. Equity, diversity and inclusion consciousness is embedded into the curriculum	2. Faculty are able to effectively manage diversity & intercultural relations in teaching & learning contexts to maximise the educational benefits of diversity	3. Student led initiatives that create opportunities for students to engaged in meaningful ways with diversity on campus established
<b>Short-term Outcomes (years 1-2)</b>	1. Design framework for integrating equity, diversity and inclusion consciousness into curriculum created	2. Faculty development programme focused on harnessing the educational benefits of diversity established	3. Student committee to champion equity, diversity & inclusion & lead organisational cultural transformation established
<b>Outputs, Activities &amp; Objectives</b>	1.1 Design framework for integrating equity, diversity and inclusion into curriculum  1.2 Pilot framework with two departments  1.3 Monitor and evaluate framework  1.4 Implement framework across all faculties and departments  1.5 Establish on-line “idea exchanger” type publication (via intranet) in which faculty members can share their own best practice stories with one another and establish a community of practice.	2.1 Design professional development programme for faculty focused on harnessing the educational benefits of diversity  2.2 Pilot first phase of programme  2.3 Monitor & evaluate programme  2.4 Implement programme across all faculties and departments	3.1 Create the terms of reference for the student diversity committee  3.2 Establish the student diversity committee  3.3 Biannual student led initiative to create cultural awareness & connect people  3.4 Monitor & evaluate



### 2.1.5 Distinction through diversity

Long term Outcome (beyond year 5)	Distinction through diversity		
<b>Intermediate Outcomes</b> (years 3-5)	1. Equity, diversity and inclusion consciousness is embedded into all aspects and areas of the institution	2. Faculties, directorates & service centres are harnessing the benefits of diversity	3. Broad network of committed change agents & leaders is established & is effectively championing equity, diversity & inclusion
<b>Short-term Outcomes</b> (years 1-2)	1. Each faculty, directorate and service area has equity, diversity and inclusion consciousness integrated into its strategy and culture	2. Staff & faculty are aware of & understand the “business case for diversity” & the links between equity, diversity & inclusion & quality	3. Committee of the chief executive to champion equity, diversity & inclusion & lead organisational cultural transformation is established
<b>Outputs, Activities &amp; Objectives</b>	1.1 Create a template/design framework for embedding equity, diversity & inclusion consciousness and practice into faculties, directorates & service centres  1.2 Pilot strategy template in two areas of institutions  1.3 Final draft Integrated strategy template completed and distributed to all faculties, departments and service centres  1.4 Monitor & evaluate	2.1 Develop presentation to promote equity, diversity & inclusion strategy  2.2 Present strategy to all areas of institution  2.3 Provide coaching & advice on how to strategize to harness the benefits of diversity. This will occur in the development & implementation of the integrated strategy template (see Distinction through Diversity first strand)  2.4 Monitor & evaluate	3.1 Create the terms of reference for the committee of the chief executive  3.2 Establish a committee of the chief executive to champion equity, diversity & inclusion  3.3 Create & promote diversity network as a community of practice  3.4 Monitor & evaluate