

## SENIOR GENDER EQUITY ADVISOR POSITION DESCRIPTION

<b>Position Title:</b>	Senior Gender Equity Advisor	<b>Position Number:</b> 00018542	<b>Faculty/Division:</b> Services and Resources
<b>Classification:</b>	HEO8	<b>No. Direct Reports &amp; Highest Classified Position:</b> Nil	<b>School/Branch:</b> Human Resources
<b>FTE:</b> 1.0	<b>Reports to:</b> Manager Performance & Development	<b>Fixed</b> <input checked="" type="checkbox"/> <b>2 years</b> <b>Continuing</b> <input type="checkbox"/>	<b>Discipline/Unit:</b> People & Performance
<b>Position Summary:</b>	<p>The Division of Services and Resources comprises 7 branches which provide enabling services and the resource capacity to support the University's teaching and research goals and activities. The Human Resources Branch within the Division of Services and Resources supports the University's goals through strategic people management and the implementation of appropriate HR policies and procedures.</p> <p>The Senior Gender Equity Advisor (SGEA) will be a member of the Performance and Development team within HR Branch; this team is responsible for enabling and supporting University staff to achieve success by providing solutions in the areas of leading and managing the performance of others, induction, gender equity and academic promotions.</p> <p>Under broad direction, the SGEA is responsible for coordinating the development, engagement and implementation of key gender equity improvement programs in line with the Beacon Strategic Plan. The role provides gender equity expertise to stakeholders and will contribute to the distribution of best practices and lessons learned in gender equity, assisting faculty staff to move forward in improving gender equity and provide reports and data to assist various stakeholders. The SGEA will raise awareness of gender equity (GE) initiatives and provide expert advice and review on policies and procedures to ensure Equal Opportunity principles are embedded.</p>		
	<b>Scope</b>	<p>The scope of this role extends to all areas of the University and its activities aligned to achievement of gender equity. The role will connect with the Gender, Equity &amp; Diversity (GED) Committee, faculty based gender equity roles and committees forming to support the Dornwell Framework. Planning and decision making will extend to the shaping the approach for both the Athena Swan application and the Employer of Choice for Gender Equality Citation, as well as the delivery of the annual WGEA Report. The opportunity to influence and guide direction in relation to gender equity matters will be significant.</p>	
	<b>Significant internal/external relationships</b>	<p>Director Human Resources Associate Director, People and Performance HR Advisory Group University Committees – Gender, Equity and Diversity Committee, Academic Women's Forum, Women's Professional Development Network WGEA Human Rights and Equal Opportunity Commission Performance &amp; Development Team</p>	

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	<b>Special conditions</b>		Reasonable workplace adjustments will be made for people with a disability.
	<b>Delegations</b>		Nil
<b>Key Responsibilities and Outcomes</b>	1	Assess the University's readiness for external accreditation	<ul style="list-style-type: none"> <li>▪ Undertake analysis as to the University's readiness to apply for various external accreditation including SAGE Athena Swan, Employer of Choice for Women and White Ribbon.</li> <li>▪ Prepare and implement a plan to ensure the University's readiness, within 24 months, to apply for selected external accreditation.</li> <li>▪ Advocate for the inclusion of equity and diversity issues in the strategic planning processes.</li> </ul>
	2	Support the progress of the University's Gender Equity Framework	<ul style="list-style-type: none"> <li>▪ Contribute to the delivery of items in the Dornwell Framework with particular focus on recruitment processes, academic promotion and flexible working arrangements, and as required.</li> <li>▪ Contribute to the ongoing review and development of the Dornwell Framework to connect effectively with the University's Operational Plan and to mitigate against Enterprise Risks.</li> <li>▪ Ensure that HR programs are in line with current and emerging business needs and frameworks</li> <li>▪ Contribute to other gender equity projects.</li> </ul>
	3	Undertake workforce data analysis and reporting	<ul style="list-style-type: none"> <li>▪ Working with the HR Reporting Team, undertake data analyses to inform the University of trends and opportunities with respect to gender outcomes.</li> <li>▪ Support or coordinate the preparation of gender equity reports including Workplace Gender Equality Agency (WGEA) report, ad hoc and requested reports and papers.</li> <li>▪ Research and appraise plans, targets and strategies that are being implemented in other Australian universities.</li> </ul>
	4	Promote a strategic and coordinated approach to gender equity initiatives	<ul style="list-style-type: none"> <li>▪ Connect with the GED Committee, the National Health &amp; Medical Research Council, Administering Institution Audit, the Academic Women's' Forum, Women's' Professional Development Network, Male Champions of Change and any other networks and forums internal to the University to promote a wider understanding of the areas of focus and initiatives being undertaken with in the University.</li> <li>▪ Work with University Engagement and Marketing staff to ensure our public narrative specifically celebrates and promotes the achievements of our female students, staff and alumni.</li> </ul>

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			<ul style="list-style-type: none"> <li>▪ Working with the Recruitment team, develop an employee value proposition with respect to the marketing of employment opportunities such that a diverse pool of candidates is enabled to apply.</li> <li>▪ Communicate and promote relevant policies, procedures, strategies and initiatives to the University community.</li> </ul>
	5	Support faculties and divisions	<ul style="list-style-type: none"> <li>▪ Identify gender equity training needs for the University, in line with strategic directions, and ensure that appropriate training programs are progressed.</li> <li>▪ Provide advice and support for faculty-based gender equity initiatives, including those in response to the Voice Survey.</li> </ul>
	6	University policies and practices relating to gender equity	<ul style="list-style-type: none"> <li>▪ Review policies and procedures to recommend improvements to enable Equal Opportunity principles to be more effectively are embedded.</li> <li>▪ Remain informed of relevant legislation and practices, and specifically consider how court orders might be sought or special measures applied in the University context to improve gender outcomes.</li> </ul>
<b>Criteria</b>	<b>Capabilities and Behaviours</b>	Communication	<ul style="list-style-type: none"> <li>▪ Composes communications which convey specialised concepts in order to influence outcomes or decisions.</li> <li>▪ “Presents information persuasively, with skill and power, seeking to influence an audience of critical importance to the University, profession or discipline (e.g. conference presentation).</li> <li>▪ Knows the audience, and identifies and uses this knowledge to build strategies to influence outcomes.</li> <li>▪ Organises events and meetings to facilitate information sharing.</li> </ul>
		Service focus	<ul style="list-style-type: none"> <li>▪ Seeks to understand clients’ operating environment and to understand their issues/problems.</li> <li>▪ Demonstrates and promotes a quality service culture by consulting and involving clients, colleagues and stakeholders.</li> </ul>
		Teamwork	<ul style="list-style-type: none"> <li>▪ Builds collaborative working relationships with internal and external stakeholders.</li> <li>▪ Effectively utilises team skills and knowledge.</li> </ul>

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	Relationship building	<ul style="list-style-type: none"> <li>▪ Develops a broad network of useful contacts both inside and outside the University.</li> <li>▪ Actively uses information gathered from relationships to contribute to University strategy.</li> <li>▪ Actively fosters productive two-way flow of ideas.</li> </ul>
	Achievement Drive	<ul style="list-style-type: none"> <li>▪ Plans carefully and sets goals for improving performance.</li> <li>▪ Demonstrates personal energy, and enthusiasm for programs and projects.</li> <li>▪ Able to quickly prioritise conflicting demands and evaluate opposing arguments.</li> <li>▪ Delivers excellent outcomes within deadlines.</li> <li>▪ Actively seeks out feedback from others on own performance.</li> </ul>
	<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>▪ Significant experience of gender equity issues in the workplace, preferably in the higher education sector.</li> <li>▪ Excellent verbal and written communication skills including high level research, analytical and report writing abilities.</li> <li>▪ Proven experience in establishing successful collaborative and consultative relationships with staff and stakeholders.</li> <li>▪ Highly developed interpersonal, negotiating and influencing skills.</li> <li>▪ High level ability in planning, coordinating, implementing and reviewing projects and activities related to gender equity initiatives and improving gender equity outcomes.</li> <li>▪ Well-developed experience in the design and delivery of staff engagement, training and development activities.</li> <li>▪ Experience in policy development and implementation.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>▪ Knowledge of anti-discrimination/equal opportunity legislation.</li> </ul>
	<b>Qualifications</b>	<ul style="list-style-type: none"> <li>▪ Postgraduate qualifications or progress towards postgraduate qualifications and extensive relevant experience, or an equivalent combination of relevant experience and/or education/training.</li> </ul>
<b>Work Health, Safety and Wellbeing Requirements</b>	<ul style="list-style-type: none"> <li>• All Supervising staff are required to implement and maintain the University's Health Safety and Wellbeing (HSW) Management System in areas under their control ensuring compliance with legislative requirements and the established Performance Standards. All other staff will assist the Head of School/Branch to create and maintain a safe and healthy work environment by working safely, adhering to instructions and using the equipment provided in accordance with safe operating procedures. Where appropriate, staff will initiate and participate in worksite inspections, accident reporting and investigations, develop safe work procedures and provide appropriate information, instruction, training and supervision. Staff will also inform the Head of School/Branch of any unsafe working practices or hazardous working conditions.</li> </ul>	

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University Expectations	<p>All staff are expected to:</p> <ul style="list-style-type: none"> <li>• Contribute to the efficient and effective functioning of their team or work unit in order to meet University objectives. This includes demonstrating appropriate and professional workplace behaviours in accordance with the Code of Conduct, providing assistance to team members if required and undertaking other key responsibilities or activities as directed by one's supervisors;</li> <li>• Participate in the Planning, Development and Review which includes a regular review of their performance against the responsibilities and performance objectives associated with the role and demonstration of appropriate behaviours which reflect a commitment to the University's values and strategic directions;</li> <li>• Perform their responsibilities in a manner which reflects and responds to continuous improvement; and</li> <li>• Read, understand and comply with all University policies and procedures.</li> </ul>	
Approvals: Head of School / Branch Manager	<p>Head of School / Branch Manager Name: Elysia Ryan Signature:  Date:</p>	<p>Director Human Resources Name: Elysia Ryan Signature:  Date:</p>
Acknowledgement of Incumbent	<p>I have read and understood the requirements of the position Name: <i>(please print)</i> Signature: Date:</p>	

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