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## Equal Employment Opportunities Guidelines

### Human Resources Policy Group

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#### 1. Purpose

Victoria University of Wellington ('the University') is committed to equity of opportunity for all staff and students<sup>1</sup>. The purpose of the Equal Employment Opportunities Guidelines is to provide information and guidance to managers and staff enabling equity and diversity across the University. The implementation of equal employment opportunities will support the [Equity and Diversity Strategy \(2010-2014\)](#), [Capability Strategy/ Te Ruataki Kaiaka \(2013-2017\)](#) and the [Equity and Diversity Policy](#).

#### 2. Organisational Scope

The Equal Employment Opportunities Guidelines apply to all staff. Through Equal Employment Opportunities (EEO) and effective diversity management, the University can reflect New Zealand society in its workforce. By contributing to the education of this workforce and creating a diverse workplace, staff will be enabled to be productive and effective at work.

#### 3. Definitions

Equal Employment Opportunities (EEO)

Ensuring that all job-seekers and employees are considered for the employment of their choice and that they have the chance to perform to their full potential. "EEO is about:

- Creating a versatile workplace that enables people to be productive and effective at work.
- Ensuring employers get the best person or team for the job;
- Removing barriers so all employees have the chance to perform to their best;
- Maximising the potential of New Zealand's diverse population;
- Valuing people and respecting their abilities, backgrounds and talent."

*Source: EEO Trust*



Employer of Choice

Members of the EEO Employers Group are recognised as Employers of Choice due to their commitment to quality employment practices and to achieving success through diversity. The EEO Employers Group logo is marketed to jobseekers as a sign that organisations using it are Employers of Choice and committed to EEO.

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<sup>1</sup> See [Meeting the Needs of Students with Impairments Policy](#).

Manager:	A manager is any person who has full Human Resource responsibilities for direct reports, which includes: the Senior Leadership Team; Heads of School; Central Service Unit Directors; Central Service Unit Managers; Directors of Institutes and Centres; School Managers; and Faculty Managers.
Merit	The interpretation of merit is broad, recognising that the distribution of talent does not favour any particular class, gender or ethnic group, and may include experience and personal qualities as well as formal qualifications.
<a href="#">Toihuarewa</a>	A committee of the University's Academic Board that meets monthly, before each Academic Board meeting. The main focus of Toihuarewa is on Māori learning, Māori teaching and Māori research. It provides a Māori perspective and a Māori voice on academic issues, and operates from a base of tikanga and kaupapa Māori.

## 4. Guidelines

### 4.1 Leadership & Performance

- 4.1.1 The Vice-Chancellor, Senior Leadership Team, and other managers will:
- Show leadership in modelling and valuing EEO across all University strategies, processes, and plans.
  - Ensure equal employment opportunities are integrated into all aspects of the University's business, from strategic to operational.
  - Lead and support all staff in valuing equality and diversity.
  - Promote, develop, and monitor EEO for the University, and as a member of the EEO Employers Group.
  - Review progress in employment/ workplace equity and diversity throughout the University.
  - Support the Human Rights Commission's 'Right to Work' framework, which enables the University to consider how its activities help people (staff and students) achieve the right to work (Appendix 1, p.6), whether through aspects such as contracting, employment or education.

### 4.2 Tiriti o Waitangi

- 4.2.1 The University recognises the distinctiveness of Māori people, Māori culture, and Māori language; and the University is committed to protecting and developing that uniqueness in partnership with Māori. Te Tiriti o Waitangi/ the Treaty of Waitangi requires that every effort be made to ensure that Māori have the same employment opportunities as all other groups (refer Te Puni Kōkiri, 2013). This guideline; therefore, has a particular emphasis on the achievement of EEO for Māori, where the University recognises the aims and aspirations of Māori. Further, the University acknowledges that Māori culture itself is not homogenous, and that it must be flexible in order to address the differing needs of different Māori groups or individuals (such as when taking into account gender and disabilities).

- 4.2.2 The University will:
- (a) Work to ensure Māori are well represented in positions of leadership and management, as well as other occupations across the University.
  - (b) Enable Māori to shape workplace culture, and affirm the capability, initiative and aspiration of Māori to make choices for themselves (refer [Capability Strategy/ Te Ruataki Kaiaka 2013-2014](#)).
  - (c) Consult Māori on aspects of governance and management, such as through [Toihuarewa](#).
  - (d) Recognise the employment requirements of Māori, which includes the design of EEO initiatives.
  - (e) Strengthen recognition of the Māori language, and support its acquisition and knowledge in the workplace.

### 4.3 Pasifika Peoples

- 4.3.1 The University is focused on facilitating the success of Pasifika peoples and is:
- (a) Working to improve educational opportunities, e.g., with its Pasifika Student Success Plan, which may pertain to some staff who are also students; and
  - (b) Creating position change - improving retention and attraction, e.g., with its Pasifika Staff Success Plan.
- 4.3.2 The University supports [The Pacific Languages Framework](#) (Ministry of Pacific Island Affairs, 2012).

### 4.4 Appointments & Merit

- 4.4.1 The University must appoint to all positions on the basis of merit. The interpretation of merit is comprehensive, and includes knowledge, skills and abilities, experience, personal qualities, as well as formal qualifications.
- 4.4.2 The University:
- (a) Employs staff from as wide a cross-section of talent as possible in its recruitment and staff are selected in an open non-discriminatory manner (refer to the University's recruitment and selection procedures).
  - (b) Contracts a person or entity from as wide a cross-section of talent as possible in its contracting and contractors are selected in an open non-discriminatory manner (refer [Contract for Services Policy](#)).
  - (c) Makes committee appointments to achieve as broad a representation as possible. Note: a more specific targeting of the composition of committee appointments may sometimes be required to implement these guidelines.
- 4.4.3 As a result, the University will:
- (a) Attract skilled people who want to work in the University Sector and are committed to service.
  - (b) Enable people to apply their diverse knowledge, skills and abilities to their work.
  - (c) Make informed decisions and develop more effective and efficient work practices by considering a diverse range of ideas, cultural perspectives, and working styles.

## 4.5 Participation & Versatile Workplace

4.5.1 The University is committed to people participating equitably in all areas across the University. The University requires managers and staff to integrate EEO principles into everyday practice, with:

- (a) EEO forming part of performance management discussions. Note: opportunities for the enhancement of the abilities of individual employees can be progressed through staff development (refer [Staff Development Policy](#)).
- (b) Recognition of the aims and aspirations, and the cultural differences, of ethnic or minority groups, and seeking to remove barriers so that all employees have the chance to perform to their fullest potential.
- (c) Recognition of the employment requirements of people with disabilities, and provision of appropriate staff disability support (such as mobility parking, sign-language interpreters, adaptive technology assessments and use, and guidance to funding).
- (d) The identification of men or women in professions or disciplines in which they are under-represented<sup>2</sup>; where options are investigated and implemented that support better representation (e.g., greater flexibility in temporary or permanent part-time employment arrangements).

4.5.2 The University may build staff EEO knowledge by:

- (a) Specific EEO training, and ensuring that EEO issues are addressed in other leadership and management training.
- (b) Holding Council/ management forums to explore the issues involved in recruiting and managing diverse staff and sharing effective strategies.
- (c) Providing senior staff with guides or prompts on strategies for managing diverse staff.
- (d) Individual coaching.

## 5. Legislative Compliance

[Health and Safety in Employment Act 1992](#)

[Human Rights Act 1993](#)

[Education Act 1989](#)

[Equal Pay Act 1972](#)

[Employment Relations Act 2000](#)

[New Zealand Sign Language Act 2006](#)

[Privacy Act 1993](#)

[State Sector Act 1988](#).

## 6. References

[Capability Strategy/ Te Ruataki Kaiaka 2013-2017](#)

[Contract for Services Policy](#)

[Equity & Diversity Policy](#)

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<sup>2</sup> Female dominated occupations are defined as 70% or more female and male dominated occupations are 60% or more male (Former [Department of Labour, 2006](#)).

[Equity and Diversity Strategy \(2010-2014\)](#)

[Māori at Victoria](#)

[Meeting the Needs of Students with Impairments Policy](#)

[Pasifika at Vic](#) (Pasifika Student Success Plan & Pasifika Staff Success Plan)

[Staff Development Policy](#)

Equal Employment Opportunity Trust, <http://www.eeotrust.org.nz/> (refer for Employer of Choice and EEO Employers Group.)

Former Department of Labour (January 2006) Working Towards Pay and Employment Equity for Women. <http://www.dol.govt.nz/PDFs/peeu-review-workbook.pdf>

Human Rights Commission (July 2010) [What next? National Conversation about Work.](#) <http://www.hrc.co.nz>

Ministry of Pacific Island Affairs (October 2012) Pacific Languages Framework [www.mpia.govt.nz/pacific-languages-framework-3/](http://www.mpia.govt.nz/pacific-languages-framework-3/)

National Equal Opportunities Network (NEON) [www.neon.org.nz](http://www.neon.org.nz)

State Services Commission (April 2008) [Equity and Diversity: New Zealand Public Service Equal Employment Opportunities Policy; and Guidance for Applying the Policy.](#) Wellington: State Services Commission.

Te Puni Kōkiri. (2013) [Māori Potential Approach.](#) Wellington: Te Puni Kōkiri. <http://www.tpk.govt.nz/en/about/mpa/>.

## 7. Approval Agency

The Director, Human Resources is the approver of this guideline.

## 8. Approval Dates

This document was originally approved on: 1 January 2011

This version was approved on: 31 March 2014

This version takes effect from: 31 March 2014

## 9. Contact Person

*Please contact your Manager or your Human Resources Manager/ Human Resources Senior Advisor/ Advisor if you have any questions about this guideline.*

Manager, HR Projects & Policy

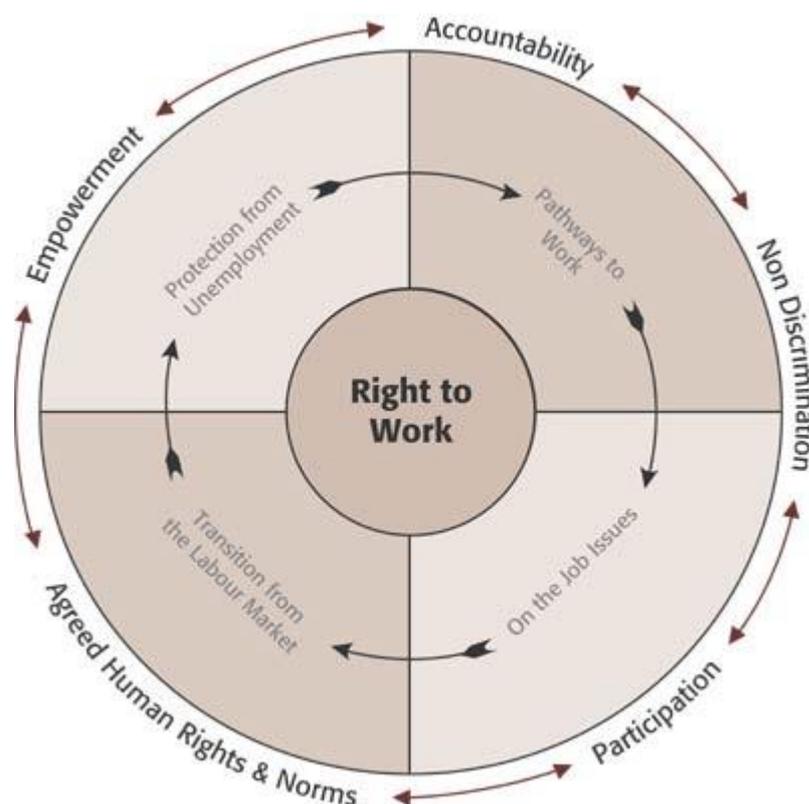
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## Appendix 1: The Right to Work framework (Human Rights Commission)

A1 The Human Rights Commission developed the Right to Work framework (see Figure 1) that moves from pre-work situations to the complexity and multiplicity of on-the-job matters to exiting the labour market. This framework has a human rights approach to employment, supported by the University, which involves:

- *Empowerment*: empowers individuals and groups by using their voice in decision-making, allowing them to use rights as leverage for action.
- *Accountability*: introduces accountability for actions and decisions, which can allow individuals and groups to complain about decisions, policies and practices that affect them adversely.
- *Non-discrimination*: seeks non-discrimination among individuals and groups through the equal enjoyment of rights and obligations by all individuals.
- *Participation*: emphasises participation of individuals and groups in decision-making.
- *Agreed human rights and norms*: links decision-making to the agreed human rights norms as set out in the various human rights covenants and treaties.

**Figure 1: Framework for analysis of the employment cycle**



Source: <http://www.hrc.co.nz/report/chapters/chapter16/work03.html>