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Introduction

In equity terms, 2001 was a year of successful benchmarking, partnerships and preparation for longer term initiatives.

National Awards and Best Practice

The University of Wollongong was one of two universities nationally to achieve finalist status in the inaugural Equal Opportunity in the Workplace Agency (EOWA) Business Achievement Awards. The University was a finalist in the Leading Organisation for the Advancement of Women (over 500 employees) category. The award was judged on performance across the following employment areas:

- recruitment and selection
- promotion, transfer and termination of employment
- training and development
- work organisation
- conditions of service
- sex based harassment, and
- pregnancy, potential pregnancy and breastfeeding.

The University also received an EOWA Employer of Choice for Women Award. These outcomes were gratifying in they provide a national and external benchmark against all employers from both private and public sectors with more than 100 employees.

The multicultural awareness project, Surfing Diversity, flowed from 2000 to 2001 and was featured as best practice in the Community Relations Commission for a Multicultural NSW Report 2001.

The other major achievements for 2001 were based on working in partnership with others.

EOOnline

Significant progress was made on the development of EOOnline: Fair Play on Campus. EOOnline is an equal opportunity online workshop. It was developed by a consortium of four NSW universities, (University of Wollongong, University Technology Sydney, University of Newcastle and Charles Sturt University), for use by staff in the higher education sector. The project was initiated and led by the EEO Unit at the University of Wollongong. While the project was jointly financed by the consortium partners, it also received sponsorship funding from Office of the Director of Equal Opportunity in Public Employment (ODEOPE). EOOnline explains equity principles, terminology and application through real life examples and interactive learning techniques. The program provides two modules, one of which is written specifically for managers and supervisors in the higher education sector. EOOnline is Bobby compliant for users with disability. The project has been extremely successful, if measured in terms of :-

- the 12 month initiation to completion time frame,
- the level of cooperation and teamwork during development,
- the responses from users during the testing phase, and
- the response from colleagues at a demonstration at the National Equal Opportunity Practitioners in Higher Education Australasia Conference in Canberra, November 2001.
Implementation will be a priority for 2002. Evaluation processes have been built into the implementation planning.

Building Relationships and Partnerships with the Indigenous Community

Building relationships with the Indigenous community is the platform of the UOW Aboriginal Employment Strategy. The UOW Reconciliation Statement was launched by Senator Aden Ridgeway and Vice-Chancellor Gerard Sutton in Reconciliation week with 200 members of the campus and local community attending. The inaugural Robert Hope Memorial Scholarship was launched in NAIDOC week. The scholarship provides for an Aboriginal or Torres Strait Islander graduate of Tranby College to complete tertiary studies at UOW.

GATE Aboriginal Traineeships

A partnership has been established with Creative Directions Australia to advance the UOW Aboriginal Employment Strategy. Creative Directions Australia is a local Indigenous owned company, which develops and implements employment and education strategies for Indigenous people. Thirteen Aboriginal traineeships have been established at the University of Wollongong for 2002 through the GATE (Gaining Advantage through Employment) Program. The trainees undertook 6 months pre employment training with Creative Directions Australia prior to commencing either administrative or information technology traineeships at the University in March 2002. The trainees will be supported in their traineeships with a mentoring program. Cultural awareness training will be provided for non-indigenous staff in each of the work units employing a GATE trainee. This training will be modelled on the successful training delivered at the University of Newcastle, which incorporates the involvement of a local Elder.

Surfing Diversity

The multicultural awareness project, Surfing Diversity: Community Relations in the Illawarra, flowed from 2000 to 2001. This program celebrated cultural diversity on campus and in the wider community through activities designed to promote cultural harmony and reduce racial intolerance. Community partnerships with National Soccer League winners, Wollongong Wolves, Illawarra Junior Soccer Association and Wollongong City Council provided a platform for success in disseminating the harmony theme. Specific demographics were targeted as a result of research outcomes from 2000. The Celebrate Diversity postcards and Give Racism a Red Card campaigns were extended and aimed at the youth of the community. Aged citizens were targeted with information brochures on the myths and realities of immigration.

Work and Family

The Pregnancy and Work survey identified the need for a centrally located space for breastfeeding and the care of young children on campus. Negotiations were undertaken and a space identified for this purpose in the UniCentre building. A Parents Room Working Party was formed to determine the requirements, operation and costs involved in establishing this space.
### Sound Information Base

<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 EEO statistical data is comprehensive and accurate</td>
<td>EEO statistics comply with ODEOPE specifications</td>
</tr>
</tbody>
</table>

**PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG**

- All ODEOPE data specifications have been met or exceeded.
- The response rate to the EEO data survey is 87% and exceeds ODEOPE's data collection standard of 80%. This figure reflects an increased response rate from March 2000 from 85% to 87%. The response rate for academic staff was improved from 79% to 83%. Email has been utilised to contact staff, who have not completed a survey in the past and to provide them with the opportunity of completing a survey and responding by email or through internal mail. The ease of a reply email has attracted many staff who have not bothered to respond in the past.
- Statistical data has been collected for all EEO subgroups for all statistical reporting required by ODEOPE.
- A system to classify, monitor and analyse consultations/grievances has been established in 2001.
- The Career Development Unit has improved their processes and the data base to record staff nominations for internal training programs.
- Exit questionnaires are provided to all exiting staff.
# Employee Views are Heard

<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The composition of high level decision-making bodies reflects the EEO profile of the university</td>
</tr>
</tbody>
</table>

**PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG**

Monitoring of membership of key decision making bodies by gender was commenced in 1998 and by other equity groups in 1999.

The majority of the committees monitored are academic committees and an initial target of a minimum 30% female representation was set in 1998. This target has been met or exceeded for all committees except the Administrative Committee and Occupational Health and Safety Committee. The Administrative Committee is a small committee of six, elected from Council membership. The Occupational Health and Safety Committee is a large representative committee. While actual membership numbers may cause concern, attendance at an actual meeting with a strong contingent of female members in an *ex officio* capacity and a female chair diminish the concern.

Total female representation has increased from 32% to 39%. The disparity in representation of both academic and general staff women is underpinned by the low representation of women in senior positions.

Equity group committee representation has improved for all equity groups except for Aboriginal and Torres Strait Islander people, which has been maintained at the 2% profile target. Representation has exceeded the current staff equity profile for both disability groups and people whose first spoken language was not English.
Table 2.1.1 Percent of Equity Group Representation on University Committees

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Aboriginal &amp; Torres Strait Islanders</th>
<th>People from racial, ethno-religious minority groups</th>
<th>People whose language first spoken as child was not English</th>
<th>People with a disability</th>
<th>People with a disability requiring adjustment at work</th>
</tr>
</thead>
<tbody>
<tr>
<td>UOW Staff Profile 2001</td>
<td>48%</td>
<td>2%</td>
<td>37%</td>
<td>13%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Committee Representation 1999</td>
<td>33%</td>
<td>1%</td>
<td>19%</td>
<td>13%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Committee Representation 2000</td>
<td>37%</td>
<td>2%</td>
<td>17%</td>
<td>13%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Committee Representation 2001</td>
<td>38%</td>
<td>2%</td>
<td>18%</td>
<td>15%</td>
<td>9%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Table 2.1.2 Percent of Women Represented on University Committees

<table>
<thead>
<tr>
<th>Body</th>
<th>Female % 1998</th>
<th>Female % 1999</th>
<th>Female % 2000</th>
<th>Female % 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council</td>
<td>39</td>
<td>28</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Administrative Committee</td>
<td>33</td>
<td>30</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>Planning and Development Committee</td>
<td>10</td>
<td>22</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>31</td>
<td>30</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Senate Standing Committee</td>
<td>47</td>
<td>60</td>
<td>59</td>
<td>50</td>
</tr>
<tr>
<td>University Education Committee</td>
<td>42</td>
<td>50</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>University Internationalisation Committee</td>
<td>26</td>
<td>33</td>
<td>38</td>
<td>Under review</td>
</tr>
<tr>
<td>University Research Committee</td>
<td>24</td>
<td>22</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Academic Promotions &amp; Continuing Appointments Committee</td>
<td>33</td>
<td>48</td>
<td>42</td>
<td>41</td>
</tr>
<tr>
<td>Equity and Student Support</td>
<td>38</td>
<td>33</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>EEO/AA Committee</td>
<td>50</td>
<td>58</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>Occupational Health &amp; Safety Committee</td>
<td>33</td>
<td>29</td>
<td>29</td>
<td>15</td>
</tr>
</tbody>
</table>

Percent Women on all of the above Committees 32% 33% 37% 38%
EEO Outcomes Included in University Planning

<table>
<thead>
<tr>
<th>Key Result Area</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 EEO is integrated into university planning</td>
<td>EEO strategies are included in corporate planning</td>
</tr>
</tbody>
</table>

PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG

- EEO priorities are incorporated in organisational strategic planning at a macro level through the Strategic Plan 1997-2005 and through the annual EEO Action Plan provided to the EEO/AA Committee.
- EEO/AA Committee is a committee of the Vice-Chancellor. The Committee makes recommendations directly to the Vice-Chancellor.
- The EEO Unit reports directly to the Vice-Chancellor and Pro Vice-Chancellor (Operations) on operational matters, enabling EEO issues to be raised at the most senior levels and incorporated into corporate planning.
- Equity group participation exists on key University corporate planning committees.
- EEO accountabilities have been built into planning and reporting processes through:
  - Performance contracts of senior executive & senior staff on Australian Workplace Agreements;
  - Academic Performance Report (annual planning at faculty level);
  - Duty statements of Heads of Units; and,
  - Human resource planning and review documents, Career Development Record and Performance Planners.
- EEO interests are represented and input provided at the University Senior Executive Annual Planning Retreat through Director of EEO.
## Fair Policies and Procedures

<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> Policies  and procedures are non-discriminatory and contribute to EEO outcomes</td>
<td>Employment policies and procedures comply with equity standards</td>
</tr>
</tbody>
</table>

### PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG

A number of relevant clauses from the current Enterprise Bargaining Agreements were identified in the report for 2000. Progress can be reported as follows:

- **Workload models** have been established for most faculties. Each faculty has the flexibility to develop and implement whatever model is best suited to it, provided it complies with the requirements of the Workloads clause in the enterprise agreement. The University Workload Committee oversees the progress of this initiative and met monthly during 2001 with representation required by deans to demonstrate progress. A variety of models have been developed (e.g., bands, hours, points) however all have met the requirement of providing equitable and flexible academic workloads incorporating the full range of academic work: teaching, research and scholarly activity, administration and university governance and service to the community.

### Broadbanding

- Broad banding and competency based progression was introduced for general staff at levels 1/2, 3/4 and 6/7 adding to the existing broad band of level 8/9. Early data reflects a positive impact on progression for people from a non-English speaking background crossing the barrier within level 1/2 (34% to 38%) and women crossing the barrier within level 3/4 band (75% to 78%). The occupational streams reflected in these figures would typically be cleaning and security staff for level 1/2 and administrative staff for level 3/4.

- Changes to probation provisions and confirmation processes for academic staff have provided positive outcomes for all involved. The committee membership has been reduced from 12 to 6 with appropriate gender balance in place. The
process has been separated from the promotions committee except for those under consideration for both confirmation of tenure and promotion. The number of applicants required for interview has been reduced and the administrative process has been simplified. An EEO representative continues to observe all stages of the process.

- Staff taking up salary packaging options, including child care, has increased from 12% to 32%.

- Employment outcomes for Aboriginal and Torres Strait Islander people have improved. Two new academic positions and a landscape apprenticeship have been established as identified positions. The GATE traineeship program has been established.

- Redeployment provisions linked to forced redundancies have been extended from 8 to 16 weeks. The number of voluntary and forced redundancies have declined significantly in the reporting period. There was only 1 forced and 6 voluntary redundancies in the reporting period as compared to 5 and 19 respectively in the previous 12 months.

- Proposals for restructuring are being prepared in the Library, Faculty of Commerce, Landscape Division and Accommodation Services. The Library restructure is the most advanced and has been prepared with a view to functional efficiencies and improved career paths for existing staff. A feature of the completed restructure is a more even distribution of positions across the full range of HEW levels. The restructuring proposal has been prepared with staff consultation.

- The HECE Award and its implementation through HR policy/procedures continues to impact on tenure ratios.
  - Policy and award provisions ensure close monitoring of the length and reasons for use of contract employment.
  - Policy and procedures provide for conversion of contract appointments to continuing appointments.
  - Accountabilities are required for the establishment of contract positions, ie a case as to why the position should not be continuing.

- Employment policies and procedures comply with equity standards.
<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Employment practices meet both the diverse needs of employees and University business and service goals</td>
<td>A broad range of flexible work arrangements are offered</td>
</tr>
</tbody>
</table>

**Performance at the University of Wollongong**

- There is a longstanding policy commitment to a broad range of flexible work arrangements as demonstrated by *Flexible Working Arrangements Guidelines* which was ratified by Council in October 1992 and a *Career Development Policy* ratified in 1996.
- "Finding the Balance: Information Kit for a Flexible Workplace" has been reviewed and updated, including information on Carer's Responsibility as a ground for discrimination.
- Our last Pregnancy and Work survey indicates 91% of women on maternity leave have returned to work at UOW and of those returning, 75% have utilised flexible work options in their return to work program.
- The current enterprise agreements include clauses on flexible work arrangements including tele-working and working from home, program flexibility (teaching), parental leave, flexible working hours and staff mobility. Other flexible arrangements that have been negotiated during the life of this agreement include annualised work patterns and a nine-day fortnight. The first pattern reflects working 44 weeks but receiving payments all year based on a 44/52 per rata system of payment. This pattern is particularly attractive to staff with responsibilities for school age children as the 44 weeks worked are usually required in session.
4.3
Work organisation enables skill development and career progression

KEY RESULT AREA

PERFORMANCE INDICATORS

Changed management processes are consistent with EEO principles

PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG

Change management clauses are an integral part of University of Wollongong enterprise agreements. There are separate agreements for academic and general staff, however both agreements include clauses on managing change which are based on open exchange of information, transparent processes, consultation with those affected, as well as broader consultation through management and employee consultative committees. The relevant clauses are identified below.

♦ University of Wollongong (Academic Staff) Enterprise Agreement
  1996-1999, section 21
  2000-2003, section 49
♦ University of Wollongong (General Staff) Enterprise Agreement
  1996-1999, clause 10.11
  2000-2003, clause 16.11

Academic staff agreements specifically identify equity target groups as requiring special monitoring in restructuring and change management processes by the inclusion of the clause "the proportion of employees in EEO target groups should not be reduced or University EEO goals undermined" (by these processes). An overview of the period 1996-2002 indicates an overall percentage increase in equity group representation for all equity groups, although there have been dips throughout the period. This period incorporates a significant period of restructuring and downsizing. Within this climate, the position of academic women was of particular concern, given their high representation in contract employment and at the lower levels of the academic salary range. Monitoring and intervention in some
circumstances has meant the number of academic women in tenured positions has increased from 25% to 33% of tenured academic positions. This percentage is 1% point higher than their broader representation in the workforce.

The EEO Unit has a standing invitation from the Vice-Chancellor to observe the activities of all University committees, including those of the Enterprise Agreement teams and Joint Consultative Committees.
# Needs Based Programs for EEO Groups

<table>
<thead>
<tr>
<th><strong>KEY RESULT AREA</strong></th>
<th><strong>PERFORMANCE INDICATORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1</strong> Recruitment strategies target EEO Groups</td>
<td>The University uses a range of merit recruitment strategies to attract a diverse field of applicants</td>
</tr>
</tbody>
</table>

## Performance at the University of Wollongong

- EEO unit reviews all advertisements prior to placement in media.
- All positions for a period of more than 12 months are advertised either in local and/or national press. Additional avenues utilised to attract a diverse range of applicants include journals, internet, and ethnic newspapers, specialist recruitment agencies including those specialising in placing members of equity groups.
- All members of Selection Committees MUST attend Selection Techniques training which incorporates merit selection and other equity employment issues.
- All selection committees must have both male and female members and a member external to the unit undertaking the recruitment action.
- Based on UOW's profile, recruitment of academic women, senior women and Aboriginal and Torres Strait Islander people has been identified as requiring additional effort. As such:
  - EOWA employer of choice for women has become a standard clause for all recruitment advertising;
  - an encouragement clause for women is utilised for all academic positions and all senior recruitment;
  - Recruitment of target group members has been actioned directly with agencies supporting target group employment such as Community Development Employment Program (CDEP), Creative Directions Australia and Essential Personnel; and
  - a member of the EEO Unit observes the recruitment process for all senior appointments.
5.2 The University provides development opportunities for EEO groups

The University provides access to targeted development opportunities and/or bridging programs for EEO group members.

### Performance at the University of Wollongong

#### Targeted Programs

A number of targeted programs were delivered in 2001.

- **Preparing for Promotion for Academic Women** has been offered annually since September 1998. One of the measures of success for this program is to provide women with the confidence and support to plan and prepare an application for promotion over a 2 year period. The bonus has been that in the period 1998-2001, 90% of the women lodging applications have been successful with their applications. A mentoring program is provided by the EEO Unit for all participants but particular attention is paid to unsuccessful applicants to ensure a subsequent application.
  - 100% of participants (1998-1999) have lodged an application
  - 74% of participants (1998-2001) have lodged an application
  - 90% of those who applied for promotion have been successful.

- **Career Planning for General Staff** was delivered by Careers Service through a series of 3 X 3 hour workshops. The participants were predominately women.

- **Cultural Diversity Workshops** were facilitated by Student Services with a total of 52 participants. Course objectives were to explore the meaning and application of effective cross-cultural communication in an academic setting.

#### Leadership Development

No targeted leadership programs were offered, instead participants of all programs were selected with due consideration to existing gaps in UOW equity group profile.

- A new initiative in 2000 was the provision of **MBA scholarships** (total value $110,400) for staff. Five more scholarships were offered in 2001. Women were awarded 60% of the scholarships.
14 staff have been sponsored to attend Australian Vice-Chancellors’ Committee (AVCC) Development Programs, a range of programs designed for new staff to the sector or leadership development. 86% of the participants were women, including an Aboriginal woman who attended the AVCC Women in Leadership program.

Frontline Management Program was offered as a response to access concerns of women in part-time employment. Program content was covered through a combination of external study, on the job task assessments and limited on site training sessions over 24 weeks. On completion participants received a nationally recognised Certificate through Australian School of Commerce and Management which may be accredited towards undergraduate studies. While the program was provided to address access issues for part-time staff, no part-time staff enrolled, however 75% of participants were general staff women.

The Leadership Development Program, developed by the Career Development Unit, is action focused and formatted around a 2-day residential program followed by 3 months work in a cross-disciplinary team to complete a workplace research activity. The program is offered for academic and general staff in alternate years. The program was offered to General staff in 2001. 57% of participants have been women. A participant network has been established and meets regularly.

Other Training and Development Programs

• Analysis of participation in a range of development activities has been conducted by gender. Women's participation levels are high in all programs (see table 5.2.1).

• Access to data by equity group (see table 5.2.2) has been developed for internal training programs, which include both general and academic staff, with varied outcomes.

Participation in programs is:

• significantly higher than their workforce representation for women and people whose first language spoken was not English; and

• lower than their workforce representation for all other groups.

Participation in programs with significant leadership content is:

• significantly higher than their representation in the workforce for women and people whose first language spoken was not English; and

• lower than their representation in the workforce for people with disability and Aboriginal and Torres Strait Islanders.

No patterns have emerged over the last three years for equity groups and training programs except the consistently high representation of women represented in general and leadership training programs.
The figures for Aboriginal and Torres Strait Islander people misrepresent the level of training undertaken by this group as 13 GATE trainees commenced in March 2002 and will be included in the staff profile but will have had no opportunity to attend training. The training program, which has been developed for this group will impact on the figures in a positive direction in the 2002 report. Apart from the "trainee" factor the improved training attendance has been maintained for this group.

Table 5.2.1 Percent Participation in Development Activities by Gender, 2001

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General staff</td>
<td>80%</td>
<td>20%</td>
<td>Provided to allow staff release to attend formal study related to employment</td>
</tr>
<tr>
<td>Development Leave</td>
<td>57%</td>
<td>43%</td>
<td>Leave and funding to support general staff revitalise performance and careers through planned program of activities</td>
</tr>
<tr>
<td>General staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partial Funding</td>
<td>63%</td>
<td>37%</td>
<td>Funding to attend external programs to develop specialist skills</td>
</tr>
<tr>
<td>General staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Leave</td>
<td>Not available</td>
<td>Not available</td>
<td>Leave to further a program of research, teaching, professional or management development</td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.2.2 Percent Participation in Development Activities by Equity Group, 2001

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Aboriginal &amp; Torres Strait Islanders</th>
<th>People whose language first spoken as child was not English</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Staff profile</td>
<td>48%</td>
<td>2%</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>Participation in UOW training programs</td>
<td>60%</td>
<td>1%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Participation in UOW leadership programs</td>
<td>60%</td>
<td>0%</td>
<td>19%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Managers and Employees Informed, Trained and Accountable for EEO

<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Accountabilities for EEO are specified in the performance agreements of the Vice-Chancellor and all managers</td>
<td>The Vice-Chancellor, executive staff and a high proportion of academic and administrative managers and supervisors have EEO accountabilities in their performance agreements</td>
</tr>
</tbody>
</table>

**Performance at the University of Wollongong**

- There are anti-discrimination and work/family clauses in all Australian Workplace Agreements for executive staff and senior management. A total of 30 staff are on Australian Workplace Agreements.
- Demonstrated understanding of equity issues was included in the selection criteria for Deans.
- EEO accountabilities are established as part of the duty statements of all Heads of Units.
- EEO accountabilities are included in the University's planning and reporting processes at faculty level through annual Academic Performance Reports.
- EEO accountabilities have been built into the human resource planning and review documents, Career Development Record and Performance Planners.
6.2
EEO issues are integrated into relevant training and development for all employees

Skills training specifically addresses diversity and equity

PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG

- **EOOnline: Fair Play on Campus** was developed in 2001 and will be implemented across campus in 2002. This equity online training program is the product of a consortium of four NSW universities. It targets staff in the higher education sector with one module aimed at staff with managerial and supervisory responsibilities. Implementation will take place in 2002.

- **EEO information and policy kits** are provided to all new staff as well as a seminar on EEO issues particularly relevant to the higher education sector, as part of the **induction process**. Early reinforcement of appropriate workplace behaviours confirms the University’s commitment to employment equity and the value placed on a diverse workforce.

- **EEO training is integrated** into all internally delivered courses with a people management component. This integration has taken place with the cooperation of the Career Development Unit (CDU) and Centre for the Development of Interactive Resources (CEDIR). Key programs incorporating significant diversity and/or equity segments include:
  - Career Development Record
  - EEO & Diversity for Senior Residents
  - Frontline Management
  - Introduction to Supervision
  - Introduction to Tertiary Teaching
  - Introduction to the Performance Planner
  - Managing for Diversity
  - Preparing for Promotion for Academic Staff
  - Preparing for Promotion for Academic Women
  - Promotion and Reclassification Seminars
  - Selection Techniques
A Workplace Culture Displaying Fair Practices and Behaviours

<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
</table>
| 7.1 The workplace is free from discrimination | Increase over time in the percentage of employees who perceive that the workplace is free of discrimination  
Increase over time in the percentage of employees who perceive that the workplace is free of harassment |

**PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG**

Significant surveying of staff attitudes been conducted in the past 3 years through instruments such as:
- Survey on Attitudes to Cultural Diversity;
- Leadership Surveys, and;
- Staff EEO Awareness Survey.

A Staff EEO Awareness Survey is planned for 2003 to gauge the impact of a comprehensive training program, *EOOnline: Fair Play on Campus*, which will be launched and rolled out across campus in 2002.

Grievance statistics were collected in a comprehensive way in 2000 and 2001 and will be used as a benchmark for future years. The area, which produced the highest number of consultations and grievances was workplace bullying. This pattern was consistent over the 2 year period. An Anti-Bullying Policy is under development.

There were no other patterns over the period, however there was an increase in formal complaints on matters related to sex/sexual harassment. A number of complaints were focused in one faculty and a number of strategies have been put in place to address the issues in that faculty.

The Vice-Chancellor has demonstrated his support for an inclusive culture by his attendance and public endorsement of the following initiatives of the EEO Unit.
- Preparing for Promotion for Academic Women Workshop, 1998 to date
- Launch of Reconciliation Statement
- Launch of Respect for Cultural Diversity Policy
- Graduation of women from work experience program for Aboriginal women
- Graduation of cleaning staff from WELL Program (70% women from non-English Speaking backgrounds)

He has provided his endorsement of a range of other initiatives
- Written endorsement of a diverse workforce in the introduction to the *Finding the Balance: Information Kit for a Flexible Workplace.*
- A special grant for the development of *EOOnline: Fair Play on Campus*
- Funding for women to attend development programs over an extensive period, including AVCC training programs.

He has specifically requested that two key topics be emphasised at staff induction sessions as important to the culture of this organisation. They include inappropriate sexual relationships between staff and students (including sexual harassment) and the profile of the organisation and the requirement for respect of cultural diversity.
## Improved Employment Access and Participation by EEO Groups

<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1</strong> Selection success for EEO Groups</td>
<td>Progress towards population benchmarks and Government targets in the representation of EEO group members among successful external job applicants</td>
</tr>
</tbody>
</table>

### PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG

**Academic staff**
- External recruitment levels have reduced from last year to the levels 1997-1999 (see graph 8.1.1).
- More men have been recruited externally at all levels except level A.
- No women were recruited at levels D or E.
- Recruitment of academic women remains a major area of concern. An encouragement clause for women has been added to all academic recruitment advertisements.
- Percentage of academic women appointed through external recruitment has reduced from 40% to 27% since 2000. Recruitment of academic women will be reviewed in 2002.
- External recruitment levels are higher than their representation in the workforce for Aboriginal and Torres Strait Islander people, people from racial/ethnic minorities groups and lower than their representation for women and the two disability groups.

**General staff**
- General external recruitment levels have continued to decline over the last 5 years (see graph 8.1.2).
- A significant change occurred in external recruitment of women from level 6 and above in 2001. Equal numbers or more women than men were recruited at these senior levels. This change is significant and compensates in a small way for the poor performance of academic women during the same period.
- Percentage of general staff women appointed through external recruitment levelled out in 2001 at 63%. The increase between 1998 and 2000 was from 38% to 68%.
- External recruitment was significantly higher than their representation in the workforce for women, Aboriginal & Torres Strait Islanders and people from racial, ethno-religious minority groups. The level of representation from the other groups was lower.
Aboriginal Employment

- The increase in external recruitment for Aboriginal and Torres Strait Islander people for both academic and general staff was particularly pleasing.
8.2 Selection success for EEO groups

Progress towards population benchmarks and Government targets in the representation of EEO groups members among successful applicants for academic promotion

Performance at the University of Wollongong

While the total number of promotions fell between 2000 and 2001 (48 to 42), there was an actual number and percentage increase for all equity groups, except people whose first language is not English and Aboriginal and Torres Strait Islander people.

- Success levels for academic women continued to increase and are currently at a level significantly higher (48%) than their representation in the workforce (32%). A downward trend was identified, by the EEO Unit in 1997, and a range of strategies have been put in place to encourage applications for promotion from academic women. Strategies have included analysis of female staff profile by level and faculty, discussion with Deans on career development plans for female staff, individual mentoring initiatives and the design and delivery of Preparing for Promotion for Academic Women Workshop. The first workshop took place in August 1998 and aimed at a 2 year planning period for a successful promotion application. The success for workshop participants has been outstanding. In 2001, 48% of successful applications were from women compared to 27% in 1997.

- No applications for promotion have been submitted by Aboriginal or Torres Strait Islander academics since 1996. Retention has been an issue for this equity group and energy has continued to be placed in recruitment and retention strategies, including mentoring and career development.

- People whose first language is not English were under represented in promotion for the first time in 2001. Previously the level of success for this group has been higher than their representation in the workforce. This outcome will be monitored at the next round of promotions.
Graph 8.2.1 Percent of Successful Applicants for Academic Promotion by Equity Group and Equity Group Representation in UOW Workforce

Percent of Successful Applicants for Academic Promotion

- People with Disability req. work adjustment
- People with Disability
- People with first language not English
- Aboriginal & Torres St. Islander People
- Women

UOW profile


Percentages from 0% to 100%
<table>
<thead>
<tr>
<th><strong>KEY RESULT AREA</strong></th>
<th><strong>PERFORMANCE INDICATORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.3</strong> Selection success for EEO groups</td>
<td>Progress towards population benchmarks and Government targets in the representation of EEO groups members among successful applicants for promotion/reclassified general staff positions</td>
</tr>
</tbody>
</table>

**PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG**

A key outcome of enterprise bargaining for general staff is the broad banding of levels 1-2, 3-4, 6-7 and 8-9. The number of staff moving between the new broad banded levels was low in 2000. A more extensive examination of movements between the broad banded levels as well as within the new bands has taken place. The current parameters have been applied to movements prior to 2000 to determine changes by actual numbers, percentages and equity groups.

The outcomes for 2001 provide confirmation that more people than ever before are progressing across the old barriers of level 2, 4, 7 and 9 (graph 8.3.1). The number of general staff moving between the new broad banded levels of 3, 5, 6 and 8 is at approximately the same numbers as in 1996 and 1997. Numbers in 1999 and 2000 provide an aberration as either being extremely high or low during the changeover period.

It appears that significantly more people are moving across the barriers within the broad bands and slightly less are moving between the broad banded levels. This trend, if it continues, may create a problem, when staff reach the top of the broad bands. Some work will be undertaken over the next 12 months to address this issue particularly in the levels with the largest number of staff and women, ie levels 3-4 and 5.

All equity groups are represented in general staff movements at levels higher than their representation in the workforce, except for people whose first language was not English. The difference is not significant (12% workforce compared to 10% general staff movements). The level of success (as a percentage) is not as high in 2001 as 2000 for women or people whose first language is not English. The number of movements was very low in 2000 (11) as compared to 2001 (52). The trends will need to be monitored over a longer period with numbers more comparable to 2001.
Graph 8.3.1  Total Number of General Staff Movements

Graph 8.3.2  Number of General Staff Movements across and within Broadbanded Levels
Graph 8.3.1 Type of Movements as a percent of Total General Staff Movements

Graph 8.3.4 Equity Group Movements as a percent of Total General Staff Movements
<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.4</strong> Retention of employees from EEO groups</td>
<td>Separation of EEO group employees is no greater than their representation in the workforce</td>
</tr>
</tbody>
</table>

### Performance at the University of Wollongong

**Academic Staff**

- Separation rates for equity groups for Academic staff have continued to be varied and inconsistent with previous years (table 8.4.1).
- Women (45%) and Aboriginal and Torres Strait Island people (3%) have separation rates higher than their representation in the workforce.
- All other groups have separation rates lower than their participation in the workforce.
- As the representation of academic women fell in 2001, and their separation rate is significantly higher than their representation in the workforce (45% compared to 32%), separation patterns were reviewed with particular reference to this group (table 8.4.2 and 8.4.3). There has been a decreasing trend for academic staff separating by resignation since 1998, however separation patterns for women have varied over time and by type of separation. The number of forced separations and redundancies have not been recorded because of the very low numbers involved.
- All staff are invited to complete exit questionnaires and/or attend exit interviews with staff from the EEO Unit. Analysis of this information does not shed any light on the above patterns. As a relatively low number of academic staff currently provide exit information, other strategies will have to be employed to gain useful data.
Graph 8.4.1 Equity Group Separations as a percent of Total Academic Staff Separations

Graph 8.4.2 Number of Academic Staff Separations by Type of Separation

Graph 8.4.3 Number of Academic Women Separations by Type of Separation
### Key Result Area

<table>
<thead>
<tr>
<th>8.4</th>
<th>Retention of employees from EEO groups</th>
</tr>
</thead>
</table>

#### Performance Indicators

- Separation of EEO group employees is no greater than their representation in the workforce

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### Performance at the University of Wollongong

#### General Staff

- Again separation rates for equity groups are varied and inconsistent with previous patterns except that women have a separation rate higher than their participation in the workforce for the second consecutive year.

- The only other group with a separation rate higher than their participation in the workforce is people with a disability requiring adjustment at work, however this is the first occasion this has occurred and the numbers are relatively low.

- Retention of Aboriginal and Torres Strait Islanders has been identified as a priority and the Aboriginal Employment Strategy identifies a mentoring program and career development activities to address this issue. While numbers are again very low, it is pleasing to note the number of general staff separations for this group is lower than any period since 1998.

- General staff separations have consistently decreased since 1998. General staff women separations have increased since between 1999 and 2001. In this 3 year period, the number of contracts ending has been fairly constant, but the number of resignations has increased.

- Exit questionnaire data does not highlight differences in reasons for separating from men and women. The two primary reasons for departing from both genders was better prospects with new employer and a more challenging job. The next highest subset was higher salary and lifestyle change. 40% of staff left for positions in the private sector. Other departures were for other educational institutions 30%, public sector employment 17%, self employment 3% and other 7%.

- Analysis of comments of exiting staff regarding areas of improvement for the organisation, highlights management skills, planning processes, salary and parking as the most common issues raised.
# A Diverse and Skilled Workforce

<table>
<thead>
<tr>
<th><strong>KEY RESULT AREA</strong></th>
<th><strong>PERFORMANCE INDICATORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.1</strong> Diversity in the workforce reflects the diversity of the NSW community</td>
<td>Progress towards targets and benchmarks for the representation of EEO groups</td>
</tr>
</tbody>
</table>

**PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG**

- There has been a lapse in growth towards internal targets and benchmarks (see table 9.1) in 2001. The increase in separation levels for women and the increase in survey respondents, particularly from those who have previously been unwilling to provide data, may have impacted on these outcomes. The thirteen Aboriginal trainees largely account for reaching the target for Aboriginal and Torres Strait Islander people.
- Priorities for the next 12 months will remain recruitment and retention of Aboriginal and Torres Strait Islander people, academic women and senior women.
- New South Wales government targets reflect the current NSW working age population as provided by ABS statistics.
Table 9.1 Percent of Total UOW Staff by Equity Group against Benchmarks

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Aboriginal &amp; Torres Strait Islanders</th>
<th>People from racial, ethno-religious minority groups</th>
<th>People whose language first spoken as child was not English</th>
<th>People with a disability</th>
<th>People with a disability requiring adjustment at work</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW Govt Targets 2007</td>
<td>50%</td>
<td>2%</td>
<td>No census benchmark</td>
<td>19% revised from 18% as per census update</td>
<td>10.1%</td>
<td>7% revised from 3.9% as per census update</td>
</tr>
<tr>
<td>UOW Targets 2005</td>
<td>50%</td>
<td>2%</td>
<td>No census benchmark</td>
<td>18% revised as above</td>
<td>10.1%</td>
<td>3.9% revised as above</td>
</tr>
<tr>
<td>UOW 31/3/97</td>
<td>45%</td>
<td>0.5%</td>
<td>17%</td>
<td>14%</td>
<td>7.1%</td>
<td>2.9%</td>
</tr>
<tr>
<td>UOW 31/3/98</td>
<td>45%</td>
<td>0.5%</td>
<td>20%</td>
<td>15%</td>
<td>7.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>UOW 31/3/99</td>
<td>47%</td>
<td>0.9%</td>
<td>22%</td>
<td>16%</td>
<td>8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>UOW 31/3/00</td>
<td>48%</td>
<td>1.0%</td>
<td>26%</td>
<td>15%</td>
<td>7%</td>
<td>2.8%</td>
</tr>
<tr>
<td>UOW 31/3/01</td>
<td>49%</td>
<td>1.0%</td>
<td>35%</td>
<td>16%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>UOW 31/3/02</td>
<td>48%</td>
<td>2%</td>
<td>37%</td>
<td>13%</td>
<td>7%</td>
<td>3%</td>
</tr>
</tbody>
</table>
9.2 Employee diversity across salary levels and occupations

Progress towards the distribution of each EEO group across salary levels being the same as that of all employees

PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG

Academic Staff

- All equity groups are over-represented at lower salary levels and under-represented at higher levels except people with a disability.
- The people with disability group has the reversed representation pattern, which may be linked to age distribution and less serious levels of disability that congregate in this equity group rather than with the disability requiring adjustment at work group.
- Women and Aboriginal and Torres Strait Islander people have a distribution pattern with the most significant deviations from the total staff pattern.
- Women are over-represented at level B and under-represented at levels D and E, although there have been some marginal improvements at the higher levels.
- Aboriginal people and Torres Strait Islanders are not represented above level C. While the level of representation is low there has been increased numbers over the last 3 years.

General Staff

- The distribution of general staff across all salary levels is closer to the distribution for total staff across all salary levels than is the case for academic staff.
- Women are over-represented at levels 1 to 5 and under-represented at levels 6 to 10, although representation at level 6 and 7 has improved in the last 12 months
- Aboriginal and Torres Strait Islander people are not represented above level 4.
- People from the remaining equity groups are not dissimilar from the total staff pattern with the following unexplained deviations.
- People with disability are significantly over-represented at levels 2 and 5-7.
- People from racial, ethno religious minority groups and whose first spoken language was not English are also over-represented at level 7.
- The improved percentage of women in trades has been depleted with the resignation of an experienced female maintenance manager.

### Table 9.2.1  Academic Staff- Percent of Subgroup by Level

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>TOTAL STAFF</th>
<th>Respondents</th>
<th>Men</th>
<th>Women</th>
<th>Aboriginal People &amp; Torres Strait Islanders</th>
<th>People from Racial, Ethnic, and Ethno-Religious Minority Groups</th>
<th>People Whose Language First Spoken as a Child was not English</th>
<th>People with a Disability</th>
<th>People with a Disability Requiring Adjustment at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level A</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
<td>13%</td>
<td>17%</td>
<td>20%</td>
<td>7%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Level B</td>
<td>34%</td>
<td>33%</td>
<td>26%</td>
<td>50%</td>
<td>34%</td>
<td>36%</td>
<td>37%</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>Level C</td>
<td>26%</td>
<td>26%</td>
<td>27%</td>
<td>24%</td>
<td>48%</td>
<td>22%</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Level D</td>
<td>16%</td>
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<td>21%</td>
<td>7%</td>
<td>12%</td>
<td>17%</td>
<td>20%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Level E</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
<td>6%</td>
<td>10%</td>
<td>9%</td>
<td>12%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tr>
</tbody>
</table>

### Table 9.2.2  General Staff- Percent of Subgroup by Level

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>TOTAL STAFF</th>
<th>Respondents</th>
<th>Men</th>
<th>Women</th>
<th>Aboriginal People &amp; Torres Strait Islanders</th>
<th>People from Racial, Ethnic, and Ethno-Religious Minority Groups</th>
<th>People Whose Language First Spoken as a Child was not English</th>
<th>People with a Disability</th>
<th>People with a Disability Requiring Adjustment at Work</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>5%</td>
<td>5%</td>
<td>3%</td>
<td>7%</td>
<td>36%</td>
<td>9%</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
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<td>Level 2</td>
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<td>15%</td>
<td>18%</td>
<td>16%</td>
<td>21%</td>
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<td>Level 3</td>
<td>14%</td>
<td>12%</td>
<td>12%</td>
<td>16%</td>
<td>17%</td>
<td>15%</td>
<td>10%</td>
<td>10%</td>
<td>4%</td>
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<tr>
<td>Level 4</td>
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<td>19%</td>
<td>10%</td>
<td>24%</td>
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<td>15%</td>
<td>11%</td>
<td>12%</td>
<td>16%</td>
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<tr>
<td>Level 5</td>
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<td>13%</td>
<td>11%</td>
<td>15%</td>
<td>11%</td>
<td>10%</td>
<td>18%</td>
<td>17%</td>
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<td>Level 6</td>
<td>15%</td>
<td>15%</td>
<td>21%</td>
<td>11%</td>
<td>16%</td>
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<td>18%</td>
<td>17%</td>
<td></td>
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<td>Level 7</td>
<td>11%</td>
<td>11%</td>
<td>16%</td>
<td>7%</td>
<td>13%</td>
<td>15%</td>
<td>15%</td>
<td>17%</td>
<td></td>
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<tr>
<td>Level 8</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
<td>3%</td>
<td>8%</td>
<td>2%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Level 9</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Level 10 and above</td>
<td>5%</td>
<td>4%</td>
<td>9%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>54%</td>
<td>100%</td>
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<td>100%</td>
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</tbody>
</table>
Appendix- Staff Statistical Tables