# Contents

**Introduction**

1. **Sound Information Base**
   1.1 EEO statistical data is comprehensive and accurate

2. **Employee Views are Heard**
   2.1 EEO groups contribute to decision-making

3. **EEO Outcomes included in University Planning**
   3.1 EEO is integrated into university planning

4. **Fair Policies and Procedures**
   4.1 Policies and procedures are non-discriminatory and contribute to EEO outcomes
   4.2 Employment practices meet both the diverse needs of employees and University business and service goals
   4.3 Work organisation enables skill development and career progression

5. **Needs Based Programs for EEO Groups**
   5.1 Recruitment strategies target EEO Groups
   5.2 The University provides development opportunities for EEO groups

6. **Managers and Employees Informed, Trained and Accountable for EEO**
   6.1 Accountabilities for EEO are specified in the performance agreements of the Vice-Chancellor and all managers
   6.2 EEO issues are integrated into relevant training and development for all employees

7. **A Workplace Culture Displaying Fair Practices and Behaviours**
   7.1 The workplace is free from discrimination

8. **Improved Employment Access and Participation by EEO Groups**
   8.1 Selection success for EEO Groups – External Recruitment
   8.2 Selection success for EEO groups – Academic Promotion
   8.3 Selection success for EEO groups – General Staff Promotions
   8.4 Retention of employees from EEO groups

9. **A Diverse and Skilled Workforce**
   9.1 Diversity in the workforce reflects the diversity of the NSW community
   9.2 Employee diversity across salary levels and occupations

**Appendix- Staff Statistical Tables**
Introduction

2002 was a difficult year for EEO in terms of staffing. The Director departed mid-year. The Deputy Director acted in the Director’s role for the second half of the year with the assistance of a part-time project officer working on Indigenous employment and two administrative staff in a job share position. The administrative staff took on increased responsibilities and higher duties during this period.

**EO Online: Fair Play on Campus**

The major accomplishment of the year was the completion and implementation of *EO Online: fair play on campus*. This equal opportunity online training program was developed by a consortium of NSW universities led by the University of Wollongong. The program has received very positive feedback from users and has been broadly embraced in the higher education sector.

This initiative is important in that it facilitates the creation of a more diverse and inclusive culture through improved understanding of EEO responsibilities and accountabilities. This program was the sole agenda item of a number of EEO/AA meetings during the year. The project has been rolled out across campus with support from the University Executive. The roll out has included presentations to all faculties and divisions. The program has been integrated into the induction process and all staff with supervisory responsibilities are expected to complete both modules of EO Online within six months.

**Work and Family**

Policy development included the completion of an *Anti-Bullying Policy* and the extension of the *Children on Campus Policy* to include information on *Breast Feeding*. A *Parents’ Room* with breastfeeding facilities for staff and students was established as were identified *breastfeeding friendly zones* across campus. *Finding the Balance: Information Kit for a Flexible Workplace* was re launched with the opening of the *Parents Room*.

**Aboriginal Employment Strategy**

Thirteen Aboriginal young people commenced 12-month traineeships under the *GATE (Gaining Advantage through Employment)* program. The program was developed in partnership with Practical Focus Pty Ltd (a local Indigenous owned company). The trainees gained support in their traineeships with a *mentoring program* and *Indigenous Cultural Appreciation* training was provided to non-indigenous staff in each of the work units employing a GATE trainee.
Employment of the trainees boosted the 2002 profile for this equity group to the 2005 target of 2%. An **Affirmative Action Framework** was developed late in 2002 to assist in the translation of traineeships into longer-term employment.

A part-time study and work cadetship model for Aboriginal people willing to coordinate undergraduate study and part-time work will be piloted in 2003. Three cadetship opportunities have been identified to commence in 2003. This program, with the GATE program, deliver the major initiatives of the UOW Aboriginal Employment Strategy.

**BUILDING RELATIONSHIPS**

The employment of a Project Officer (Aboriginal Employment) has provided the opportunity to further develop partnerships with the local Indigenous community. The Acting Director and Project Officer (Aboriginal Employment) have both been invited as members of the Illawarra Aboriginal Employment Promotion Committee (the peak Indigenous Employment body in the region) and subcommittee of the Illawarra Area Consultative Committee.

The Acting Director accepted membership as a member on the Management Committee of Essential Personnel, an employment agency for people with disability. She also continued her role as NSW Coordinator for Equal Opportunity Practitioners in Higher Education Australasia (EOPHEA) network.

**EQUITY PROFILE**

The upward momentum of equity group representation in the staff profile faltered in 2002. While gains were made for Aboriginal and Torres Strait Islander People and people from racial, ethno religious minority groups, there was a one percent drop for all other groups. It is of particular concern that a percentage point was also lost for academic women, which is a priority area for improved representation.

**THE YEAR AHEAD**

An ambitious action plan has been developed for 2003 with existing priorities maintained. A Research Project will be conducted to improve recruitment and retention of academic and senior women. The aims of the project are:

- To research the employment trends for academic women, particularly senior women at the University, that may impact on their recruitment and retention.
- To make relevant comparisons so as to illuminate UOW patterns.
- To compile and report on strategies to improve representation of academic and senior women.

It is expected that the final outcome of this project will provide UOW with information to enable the development of best practice recruitment and retention processes for academic women with a particular focus on strategies relevant to individual disciplines and the University of Wollongong.
### Sound Information Base

<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</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 for 2002 was 90.2% which exceeds ODEOPE’s data collection standard of 80%. This figure has increased 3% from the 2001 reporting period with the most significant gain being achieved with academic staff which has increased by 6% during this time. 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 is in place.
- Exit questionnaires are provided to all exiting staff.
# Employee Views are Heard

<table>
<thead>
<tr>
<th><strong>KEY RESULT AREA</strong></th>
<th><strong>PERFORMANCE INDICATORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>EEO groups contribute to decision-making</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

The level of representation of equity groups on key committees is significantly less than their representation in the workforce for all groups except the disability groups.

Because if identification issues, the focus has been on establishing gender equity in committee membership with a clear upward trend over the last five years.

The only committee reflecting some statistical slippage was the University Research Committee. This committee was restructured in 2002 reducing membership numbers by twenty-three and put in place a new sub committee structure. Five operational sub committees were established. Four of the five research committee chairs were women. While overall numbers reduced, women have taken on a significant role in the leadership of research at this university.

The Occupational Health and Safety Committee also reduced numbers in 2002 with the committee now represented by 13 people of which 7 are externally nominated employee representatives. This change however provided an increase in the representation of women from 15% to 23%.
### 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 2002</td>
<td>48%</td>
<td>1%</td>
<td>26%</td>
<td>19%</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>
<tr>
<td>Committee Representation 2002</td>
<td>39%</td>
<td>1%</td>
<td>17%</td>
<td>11%</td>
<td>6%</td>
<td>5%</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>
<th>Female % 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council</td>
<td>39</td>
<td>28</td>
<td>30</td>
<td>33</td>
<td>39</td>
</tr>
<tr>
<td>Administrative Committee</td>
<td>33</td>
<td>30</td>
<td>30</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Planning and Development Committee</td>
<td>10</td>
<td>22</td>
<td>30</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>
<td>40</td>
</tr>
<tr>
<td>Senate Standing Committee</td>
<td>47</td>
<td>60</td>
<td>59</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>University Education Committee</td>
<td>42</td>
<td>50</td>
<td>44</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>University Internationalisation Committee</td>
<td>26</td>
<td>33</td>
<td>38</td>
<td>Under review</td>
<td>42</td>
</tr>
<tr>
<td>University Research Committee</td>
<td>24</td>
<td>22</td>
<td>24</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Academic Promotions &amp; Continuing Appointments Committee</td>
<td>33</td>
<td>48</td>
<td>42</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>Equity and Student Support</td>
<td>38</td>
<td>33</td>
<td>40</td>
<td>55</td>
<td>44</td>
</tr>
<tr>
<td>EEO/AA Committee</td>
<td>50</td>
<td>58</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>
<td>23</td>
</tr>
</tbody>
</table>

Percent Women on all of the above Committees: 32% 33% 37% 38% 39%
## 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</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

**KEY RESULT AREA**

4.1 Policies and procedures are non-discriminatory and contribute to EEO outcomes

**PERFORMANCE INDICATORS**

Employment policies and procedures comply with equity standards

---

**PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG**

In 2002 the University

- Reviewed all fixed and limited term employment contracts to ensure compliance with the relevant enterprise agreements and awards.
  - 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. i.e. a case as to why the position should not be continuing.
  - Permanent employment levels have risen and contract employment has decreased for all equity groups except for the academic Aboriginal and Torres Strait Islander group.

- Reviewed the policy on Attraction & Retention allowances which provides a framework for market and performance based payments.

- Consolidated Recruitment and Selection procedures into an updated policy document and commenced a review of recruitment practices.

- Reviewed and consolidated new probation and confirmation procedures introduced in 2001.

- Implemented an equity online development program for all staff.

- Developed an Anti-Bullying policy.

- Extended Children on Campus policy to include information on Breast Feeding.

- Launched and distributed “Finding the Balance - Information kit for a flexible workplace”.

- Developed an integrated corruption strategy.
### Key Result Area

#### Employment practices meet both the diverse needs of employees and University business and service goals

<table>
<thead>
<tr>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<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" was re-distributed in conjunction with the establishment of a Parents' Room.

- A Parents' Room was established on campus for the use of students and staff requiring a place to attend to specific needs of young children and to meet the needs of nursing mothers. Breastfeeding friendly zones have also been identified with nursing mother signage across campus.

- A Pregnancy and Work survey conducted in 2002 indicated
  - 91% enjoyed a supportive work environment during their pregnancy
  - 91% returned to work
  - 70% of those returning to work utilised flexible work options
  - 57% opted to return in a part-time capacity.

- On site child care facilities for long day, occasional care, after school care and vacation care are available. Staff may salary package childcare.
Flexible work provisions at UOW include:

- Part time or fractional appointments
- Job Sharing
- Flexible working hours
- Annual work pattern and program flexibility (teaching)
- Tele-working or working from home
- Career breaks
- Parental and carers’ leave
- Flexible leave arrangements.
4.3  
Work organisation enables skill development and career progression

**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 16.1.1

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).

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>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 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 have been identified as requiring additional effort. As such:
  - 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), Practical Focus Pty Ltd and Essential Personnel; and
  - a member of the EEO Unit observes the recruitment process for all senior appointments.
The University provides access to targeted development opportunities and/or bridging programs for EEO group members.

**Targeted Programs**

**GATE Aboriginal Traineeships**

Thirteen Aboriginal traineeships were established in March 2002 across most faculties on campus in administrative and information technology vocational streams. The GATE (Gaining Advantage Through Employment) program was developed in partnership with Practical Focus Pty Ltd, a local Indigenous owned company. The GATE program is based on 6 months pre-employment training with Practical Focus, and 4 days on the job training at UOW with 1 day at TAFE.

The trainees were supported with workplace mentors and an Indigenous mentor, from Practical Focus. Indigenous Cultural Awareness sessions were conducted for non-indigenous staff working with the trainees. The University provided a range of generic development programs (Quality Customer Service, Preparing Job Applications, Interview Techniques) and career counselling for the trainees and encouraged their participation at University Graduation ceremonies, Aboriginal Education Centre activities and other networks on campus.

All trainees expressed that the University environment provided them with an improved outlook for their future careers. Quantitative outcomes for the 13 trainees include:

- 10 completed their traineeships
- 6 are in continuing employment
- 3 enrolled in undergraduate study
- 3 enrolled in further TAFE certificates
- 1 completed his traineeship but was not interested in following that vocational stream
- 2 trainees who completed their traineeship did not achieve employment or further study outcomes.
Preparing for Promotion for Academic Women

This program has been offered annually since September 1998. Eighty-one women have completed the program to date. The Participant Satisfaction Index consistently ranges between 5.5 and 6.5 in a range of 1-7. Women now represent 40-48% of successful applications compared to 27% at the commencement of the program. An extended developmental program for academic women will be provided in 2003 based on the success of this program.

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.

- **MBA scholarships** for staff were introduced in 2000. Five additional scholarships were offered in 2001 and seven more in 2002. Women hold 55% of the scholarships awarded.

- **Frontline Management Program** is offered as a flexible learning option. Program content is 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 the Australian School of Commerce and Management, which may be accredited towards undergraduate studies. Women in general staff positions continue to be well represented in this program.

- The **Academic Leadership Development Program**, developed by the Career Development Unit, is action focused and formatted around a week long 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 Academic staff in 2002. 64% of participants have been women. A participant network has been established and meets regularly.

- Fifteen staff were funded to attend Australian Vice-Chancellors' Consultative Committee (AVCC) Leadership Programs. Ten of the attendees were women (67%).

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:

- higher than their workforce representation for women and Aboriginal and Torres Strait Islander people; and
lower than their workforce representation for all other groups.

the improved participation rate for Aboriginal and Torres Strait Islander people reflects the breadth of the GATE program development activities.

Women's participation in programs with significant leadership content has decreased from 2001 levels (60% to 54%) but still remains higher than women’s representation in the workforce (54% to 48%).

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 and development schemes.

Table 5.2.1 Percent Participation in Development Activities by Gender, 2002

<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>78%</td>
<td>22%</td>
<td>Provided to allow staff release to attend formal study related to employment</td>
</tr>
<tr>
<td>Development Leave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General staff</td>
<td>50%</td>
<td>50%</td>
<td>Leave and funding to support general staff revitalise performance and careers through planned program of activities</td>
</tr>
<tr>
<td>Partial Funding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General staff</td>
<td>66%</td>
<td>34%</td>
<td>Funding to attend external programs to develop specialist skills</td>
</tr>
<tr>
<td>Educational Assistance Scheme</td>
<td>88%</td>
<td>12%</td>
<td>Funding to assist general staff undertaking tertiary study relevant to their University employment with the cost of expenses such as textbooks, student fees and study aids</td>
</tr>
<tr>
<td>Study Leave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>Not available</td>
<td>Not available</td>
<td>Leave to further a program of research, teaching, professional or management development</td>
</tr>
</tbody>
</table>

Table 5.2.2 Percent Participation in Development Activities by Equity Group, 2002

<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>
<th>People with a disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff profile</td>
<td>48%</td>
<td>1.3%</td>
<td>19%</td>
<td>6%</td>
</tr>
<tr>
<td>Participation in UOW training programs</td>
<td>60%</td>
<td>1.5%</td>
<td>11%</td>
<td>5%</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.
- 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.
<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td></td>
</tr>
<tr>
<td>EEO issues are integrated into relevant training and development for all employees</td>
<td>Skills training specifically addresses diversity and equity</td>
</tr>
</tbody>
</table>

**PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG**

- Development of *EOOnline: Fair Play on Campus* was completed in April and launched on campus in August. This equity online training program is the product of a consortium of four NSW universities led by UOW. It targets staff in the higher education sector. One module is aimed at all staff and the second is aimed at staff with managerial and supervisory responsibilities. The implementation at UOW included all staff communication from the Vice-Chancellor, demonstrations of the program at workplace meetings covering all work units and remote sites and ongoing email reminders. While the take up rate in the first 4 months of operation was disappointing (14% of total staff), this rate exceeded participation levels in face to face equity training over the previous 12 months. Implementation will continue in 2003.

- EO Online is demonstrated to all new staff as part of the *induction process*. EEO issues relevant to the higher education sector are presented by the Director of EEO and all staff are provided with EEO information kits. Early reinforcement of appropriate workplace behaviours confirms the University’s commitment to employment equity and the value placed on a diverse workforce.

- *Indigenous Cultural Awareness* was provided to support the GATE traineeship program. A total of 60 staff completed the program with 5.7 out of 7 rating on the standard Career Development Unit Participation Satisfaction Index.

- *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).
A Workplace Culture Displaying Fair Practices and Behaviours

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

**Performance at the University of Wollongong**

- Significant **surveying of staff attitudes** has 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 Controls Self Assessment Survey, which will measure compliance with existing University policies and related legislation, is planned for 2003. This survey will have specific questions on harassment and discrimination.

- A formal **exit questionnaire and interview process** is in place, however the response rate from academic staff is disappointing. A research project is planned for the beginning of 2003 to collect quantitative data from former staff through a telephone survey.

- **Grievance statistics** have been collected in a comprehensive way since 2000. It is pleasing to note both formal grievances and complaints taken to external bodies have both declined over the last 3 years. The number of consultations within the EEO Unit have increased, reflecting staff have concerns but remedial and grievance resolution processes are effective in resolving matters raised.

- Equity initiatives continue to receive support from the Vice-Chancellor and the Universities senior executive.
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 increased significantly in 2002.
- Male appointments constituted 68% of external recruitment, predominately at levels A and B.
- Academic women were recruited at all levels, with the exception of level E.
- Academic women were strongly represented at level D.
- An increase of 5% in the external recruitment of academic women has been achieved.
- Academic women were recruited externally at the same rate as their representation within the workforce.
- External recruitment levels are equal or higher than their representation in the workforce for women and people from racial/ethnic minority groups. All other equity groups were recruited externally at a rate lower than their representation in the workforce and the target benchmark.

**General staff**
- General external recruitment has also increased significantly.
- While female appointments constituted 64% of all external appointments this represented a 1% increase from 2001.
- More women than men were employed in positions at level 6 and above.
- 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. External recruitment rates for these three groups were also above the target benchmark at 54%, 5% and 32% respectively. The level of representation from the other groups was lower than their representation in the workforce and target benchmarks.
<table>
<thead>
<tr>
<th>KEY RESULT AREA</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2 Selection success for EEO groups</td>
<td>Progress towards population benchmarks and Government targets in the representation of EEO group members among successful applicants for academic promotion</td>
</tr>
</tbody>
</table>

**PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG**

- Success levels for academic women fell in 2002, while the actual number of successful candidates fell by only 4 people. This represented a drop of 7% over the 48% achieved in 2001. This result is still significantly higher than academic women’s representation in the workforce.
- 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 providing mentoring on career development.
- Success levels of people whose first language was not English increased significantly in 2002 and is significantly higher than their representation in the workforce.
- Success levels of people with a disability fell in 2002 and is lower than their representation in the workforce.
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

8.3 Selection success for EEO groups

Performance at the University of Wollongong

To enable comparisons with staff promotional movements from previous years, movements across and within broad banded levels are both included in these statistics. For example, movements between levels 3 and 4 within the broad band level 3-4 and also between levels 4 and 5 are all included.

The increase of total movements identified in 2001 continued in 2002 with a total of 77 movements of which 31 were across broad banded levels and 46 within broad banded levels. The most significant movement was achieved at level 6 with 20 staff members of which 18 were women, moving to level 6. It should also be noted, that other than the movement into level 6 all other levels achieved similar results to that of 2001.

Women achieved the most significant number of movements in 2002 making up 73% of all movements and 50% of movements between broad banded levels. Movements by the remaining equity groups were close to their representation in the workforce (less than 1% deviation) with the exception of the Aboriginal and Torres Strait Islander group.
Graph 8.3.1  Total Number of General Staff Movements

Total Number of General Staff Movements

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of General Staff Movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>60</td>
</tr>
<tr>
<td>1997</td>
<td>50</td>
</tr>
<tr>
<td>1998</td>
<td>40</td>
</tr>
<tr>
<td>1999</td>
<td>50</td>
</tr>
<tr>
<td>2000</td>
<td>20</td>
</tr>
<tr>
<td>2001</td>
<td>60</td>
</tr>
<tr>
<td>2002</td>
<td>90</td>
</tr>
</tbody>
</table>

Graph 8.3.2  Type of Movements as a percent of Total General Staff Movements

Percent of General Staff Movements

<table>
<thead>
<tr>
<th>Year</th>
<th>Within Bands</th>
<th>Between Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>1997</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>1998</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>1999</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2000</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>2001</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>2002</td>
<td>50</td>
<td>10</td>
</tr>
</tbody>
</table>
Graph 8.3.3    Equity Group Movements as a percent of Total General Staff Movements

- Women
- Aboriginal & Torres Strait Islander People
- First language as Child English
- People with Disability
- Disability with Work Adjustment

- 1996
- 1997
- 1998
- 1999
- 2000
- 2001
- 2002
- Profile
8.4 Retention of employees from EEO groups

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

PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG

Academic Staff

- Separation rates for equity groups have continued to be varied and inconsistent (table 8.4.1).
- The separation rate for academic women was of concern in 2001. This level has reduced from 45% to 32% which is consistent with representation of academic women.
- All other equity groups have separation rates lower than their representation in the workforce except Aboriginal and Torres Strait Islander people who had a separation rate higher than their representation.
- 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.

General Staff

- Separation rates for equity groups are varied and are inconsistent with previous patterns except that women have a separation rate higher than their participation in the workforce for the third consecutive year.
- The only other group with a separation rate higher than their participation in the workforce was for Aboriginal and Torres Strait Islander people.
- 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.
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
Graph 8.4.4 Equity Group Separations as a Percent of Total General Staff Separations

Graph 8.4.5 Number of General Staff Separations by Type of Separation

Graph 8.4.6 Number of General Staff Women Separations by Type of Separation
A Diverse and Skilled Workforce

KEY RESULT AREA

PERFORMANCE INDICATORS

9.1 Diversity in the workforce reflects the diversity of the NSW community

Progress towards targets and benchmarks for the representation of EEO groups

PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG

- 2002 has seen incremental changes in the overall staff profile of equity groups.
- The most notable change is a 6% increase in the number of staff identifying as having a first language other than English and an almost 10% decline in people identifying as being from a minority group. These changes are a result of earlier data entry errors resulting from changed parameters introduced with an upgrade to the HRM system. The problem was identified during statistical analysis from the March 2003 reference date and remedial action has been undertaken.
- Priorities for the next 12 months will remain recruitment and retention of Aboriginal and Torres Strait Islander people, academic women and senior women.

Table 9.1 Percent of Total UOW Staff by Equity Group against Benchmarks

<table>
<thead>
<tr>
<th>Equity Group</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% full-time work</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% full-time work</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>
<tr>
<td>UOW 31/3/03</td>
<td>48%</td>
<td>1.3%</td>
<td>26.2%</td>
<td>18.8%</td>
<td>6.5%</td>
<td>3.4%</td>
</tr>
<tr>
<td>KEY RESULT AREA</td>
<td>PERFORMANCE INDICATORS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.2</strong> Employee diversity across salary levels and occupations</td>
<td>Progress towards the distribution of each EEO group across salary levels being the same as that of all employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PERFORMANCE AT THE UNIVERSITY OF WOLLONGONG**

**Academic Staff**
- All equity groups are over-represented at lower salary levels.
- People with a disability are the only exception to this distribution pattern.
- The people with a disability group has the reverse representation pattern, which may be linked to age distribution and less serious levels of disability which 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.
- Women are over-represented at level B and most significantly under-represented at levels D and E.
- Aboriginal people and Torres Strait Islanders are predominately represented at level B.

**General Staff**
- The distribution of general staff across all salary levels is closer to the distribution for total staff 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 6/7 has continued to improve in 2002 following the trend of 2001.
- Aboriginal and Torres Strait Islander people are not represented above level 5. High representation at level 1 reflects the trainees from the GATE program.
- People from the remaining equity groups are not dissimilar from the total staff pattern with the following 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 2. This deviation reflects the high number of cleaning staff from this equity group.
### 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-R eligious 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>14%</td>
<td>13%</td>
<td>12%</td>
<td>17%</td>
<td>15%</td>
<td>20%</td>
<td>18%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Level B</td>
<td>35%</td>
<td>35%</td>
<td>28%</td>
<td>47%</td>
<td>71%</td>
<td>33%</td>
<td>33%</td>
<td>30%</td>
<td>36%</td>
</tr>
<tr>
<td>Level C</td>
<td>22%</td>
<td>23%</td>
<td>23%</td>
<td>20%</td>
<td>21%</td>
<td>23%</td>
<td>33%</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Level D</td>
<td>17%</td>
<td>17%</td>
<td>22%</td>
<td>11%</td>
<td>14%</td>
<td>16%</td>
<td>26%</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Level E</td>
<td>12%</td>
<td>12%</td>
<td>16%</td>
<td>5%</td>
<td>10%</td>
<td>10%</td>
<td>9%</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>
<td>100%</td>
<td>100%</td>
</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-R eligious 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 1</td>
<td>5%</td>
<td>4%</td>
<td>2%</td>
<td>7%</td>
<td>74%</td>
<td>7%</td>
<td>8%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Level 2</td>
<td>11%</td>
<td>10%</td>
<td>8%</td>
<td>12%</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Level 3</td>
<td>10%</td>
<td>11%</td>
<td>7%</td>
<td>12%</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Level 4</td>
<td>18%</td>
<td>19%</td>
<td>11%</td>
<td>22%</td>
<td>7%</td>
<td>15%</td>
<td>12%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Level 5</td>
<td>14%</td>
<td>14%</td>
<td>12%</td>
<td>15%</td>
<td>7%</td>
<td>12%</td>
<td>13%</td>
<td>14%</td>
<td>20%</td>
</tr>
<tr>
<td>Level 6</td>
<td>14%</td>
<td>14%</td>
<td>17%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td>20%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Level 7</td>
<td>15%</td>
<td>15%</td>
<td>22%</td>
<td>10%</td>
<td>14%</td>
<td>12%</td>
<td>24%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Level 8</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 9</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Level 10 and above</td>
<td>5%</td>
<td>5%</td>
<td>9%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td></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>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Appendix- Staff Statistical Tables