2003 Annual Report
to the
Director of Public Employment
Office of Employment Equity and Diversity

Equal Employment Opportunity Unit, UOW

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The University of Wollongong (UOW) is a regional, medium-sized University with 1,600 staff (full-time equivalent) and close to 20,000 students. The University consists of 9 faculties and 32 research centres and has campuses in Wollongong, Shoalhaven and Dubai.

UOW is committed to providing equal opportunity. Organisational goals, objectives, policies and procedures reflect this commitment. The University seeks to distinguish itself as an employer on the basis of its initiatives to assist staff to achieve work/life balance.

The University has been a finalist for an EOWA Business Achievement Award in both 2001 (Leading Organisation for the Advancement of Women, greater than 500 employees) and 2003 (Outstanding EEO Practice for the Advancement of Women).

**Overview and Highlights of 2003**

A new staffing model for the Equal Employment Opportunity (EEO) Unit based on the use of project officers was trialled in 2003. The model proved successful with a very full program of work completed.

Staff development was ramped up with the continued delivery of existing programs and the development and delivery of new programs such as:

- **Switched On**: an integrated development program for Academic women, which included two new workshops and a rework of an existing workshop
- **Carers Responsibilities for Supervisors**, and
- **Responses to Sexual Assault for Security Staff**.

Work has continued on the development of **EO Online**. This equity online learning program has been audited and upgraded for accessibility to an international standard. A text revision and review of IT functionality has also been completed. Staff completions continue and records are generated electronically. A development project is in progress to log this information on individual staff training records. **EO Online** has been recognised as a model of best practice by the NSW Office of Employment Equity and Diversity and has received an EOWA Business Achievement Award.

Significant policy review and development has been undertaken through the EEO/AA Committee on **Equal Opportunity and Affirmative Action Policy**, **Sexual Harassment Policy** and **Sexual Assault Guidelines**. A joint EEO/AA and OH & S Working Party is developing policy surrounding the serving and consumption of alcohol at University events or on University premises.

The EEO Unit has initiated and is piloting a new national model for Aboriginal cadetships. The model is based on combining part-time university employment and part-time undergraduate study over a five-year period. In 2003, three cadets commenced employment and three trainees from an earlier program were appointed to permanent positions. Both programs form part of the University’s Aboriginal Employment Strategy.

Extensive consultation was undertaken with academic women through the **Recruitment and Retention of Academic Women Research** project and a **Meet and Greet** program, which was undertaken by the Pro Vice-Chancellor Research and the Director of EEO. These consultations provide the foundation for a range of targeted equity strategies for 2004 at both university and faculty levels.

The EEO Unit hosts a comprehensive website which contains links to relevant equity policies and procedures, information, training and education, research and reports: [http://staff.uow.edu.au/eeo/](http://staff.uow.edu.au/eeo/)
Planning Outcome 1: Sound Information Base

Key result: EEO statistical data is comprehensive and accurate

Indicator 1.1: EEO statistics comply with OEED specifications

- all OEED data specifications have been met or exceeded
- all staff were re-surveyed for equity group membership and the existing database was audited and updated
- the response rate to the EEO data survey for 2003 was 93%, which exceeds OEED’s data collection standard of 80%
- statistical data has been collected for all EEO subgroups for all categories of each table
- a system to classify, monitor and analyse grievances is in place. Analysis is performed annually

Table 1.1.1: Workplace Profile, 2003

<table>
<thead>
<tr>
<th></th>
<th>Total staff (number)</th>
<th>Women (%)</th>
<th>Aboriginal and Torres Strait Islanders (%)</th>
<th>People from racial, ethno-religious minority groups (%)</th>
<th>People whose first language 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><strong>Academic staff</strong></td>
<td>702</td>
<td>34</td>
<td>1</td>
<td>32</td>
<td>25</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td><strong>General staff</strong></td>
<td>877</td>
<td>60</td>
<td>2</td>
<td>25</td>
<td>18</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td><strong>All staff</strong></td>
<td>1579</td>
<td>48%</td>
<td>1%</td>
<td>28%</td>
<td>21%</td>
<td>8%</td>
<td>3%</td>
</tr>
</tbody>
</table>
**Key result:** Qualitative information is collected and used in EEO planning

**Indicator 1.2: Qualitative information is collected**

- a research project on the *Recruitment and Retention of Academic Women* was conducted in 2002-3. Qualitative and quantitative data was collected. Interviews were conducted with current and former academic women at all levels. Academic women were also consulted through focus groups.

- faculty-based Meet & Greet sessions for academic women with the Pro Vice-Chancellor (Research) and the Director EEO were undertaken in 2003.

- consultations were carried out individually with the Deans on equity issues by the Director EEO.

- the EEO/AA Committee is a representative committee, which is chaired by the Pro Vice-Chancellor (Operations) and reports to the Vice-Chancellor.

- exit questionnaires are provided to all exiting staff. Exit interviews, conducted by the Director EEO, are also offered to exiting staff.

- a *Work/Life Survey* is planned for 2004 – see Indicator 4.2.

- a *Pregnancy and Work Survey* was conducted in 1999 of all employees who had taken maternity leave in the period 1996 -1999. Since 1999, women taking parental leave have been surveyed annually to provide up-to-date data on their experiences as employees of UOW while pregnant and during their return to work.
Planning Outcome 2: Employee Views are Heard

**Key result:** EEO groups contribute to decision-making

**Indicator 2.1:** The composition of high level decision-making bodies reflects the EEO profile of the university

- the level of representation of equity groups on key committees is significantly less than their representation in the workforce for all groups except for Aboriginal and Torres Strait Islander peoples and disability groups. A level of under-reporting should be recognised as equity status other than gender is not available for committee members external to the University

- establishing gender equity in committee membership is a priority area. There has been an upward trend over the last five years. Significantly improved female representation on the peak committees in the University’s structure - Council (2003: 50%, 2002: 39%) and the Administrative Committee (2003: 43%, 2002: 14%) - is particularly gratifying

<p>| Table 2.1.1: Percent of Equity Group Representation on University Committees, 2000 – 2003 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|</p>
<table>
<thead>
<tr>
<th><strong>UOW Staff Profile 2003</strong></th>
<th><strong>Women (%)</strong></th>
<th><strong>Aboriginal and Torres Strait Islanders (%)</strong></th>
<th><strong>People from racial, ethno-religious minority groups (%)</strong></th>
<th><strong>People whose first language spoken as a child was not English (%)</strong></th>
<th><strong>People with a disability (%)</strong></th>
<th><strong>People with a disability requiring adjustment at work (%)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>48%</td>
<td>1%</td>
<td>28%</td>
<td>21%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>2002</td>
<td>39</td>
<td>2</td>
<td>14</td>
<td>13</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2001</td>
<td>38</td>
<td>2</td>
<td>18</td>
<td>15</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>2000</td>
<td>37</td>
<td>2</td>
<td>17</td>
<td>13</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

| Table 2.1.2: Percent of Women Represented on University Committees, 1999 - 2003 |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                                  | **2003** | **2002** | **2001** | **2000** | **1999** |
| Council                          | 50       | 39       | 33       | 30       | 28       |
| Administrative Committee         | 43       | 14       | 14       | 30       | 30       |
| Planning & Development Committee | 25       | 30       | 30       | 30       | 22       |
| Academic Senate                  | 38       | 40       | 40       | 30       | 30       |
| Senate Standing Committee        | 38       | 50       | 50       | 59       | 60       |
| University Education Committee   | 37       | 42       | 42       | 44       | 50       |
| University Internationalisation Committee | 32 | 42 | review | 38 | 33 |
| University Research Committee    | 33       | 28       | 32       | 24       | 22       |
| Academic Promotions & Continuing Appointments | 45 | 44 | 41 | 42 | 48 |
| Equity and Student Support       | 40       | 44       | 55       | 40       | 33       |
| EEO/AA Committee                 | 50       | 58       | 58       | 58       | 58       |
| OH&S Committee                   | 36       | 23       | 15       | 29       | 29       |
| **Total for all committees (%)** | **39**   | **39**   | **38**   | **37**   | **33**   |
Planning Outcome 3: EEO Outcomes Included in University Planning

Key result: EEO is integrated into university planning

Indicator 3.1: EEO strategies are included in corporate planning

- EEO priorities are incorporated in organisational strategic planning at a macro level through the Strategic Plan 1997-2005 and the annual EEO Business and Action Plans provided to the EEO/AA Committee
- EEO/AA Committee is a committee of the Vice-Chancellor. It makes recommendations directly to the Vice-Chancellor
- the Director EEO 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 are incorporated into:
  - performance contracts of senior executives and senior staff on Australian Workplace Agreements
  - Academic Performance Reports (faculty-level annual planning and reporting processes)
  - organisational templates for position descriptions at all levels
  - HR career development and performance reviews including Career Development Record and Performance Planners
- EEO interests are represented and input provided at the University Senior Executive Annual Planning Retreat through the Director EEO
Action Outcome 4: Fair Policies and Procedures

Key result: Policies and procedures are non-discriminatory and contribute to EEO outcomes

Indicator 4.1: Employment policies and procedures comply with equity principles

Additional policies were required in some areas, and others needed updating:

- the Sexual Harassment policy and education program was reviewed, updated and upgraded in 2003
- EEO/AA policy was reviewed and updated in 2003
- recruitment policies and practices were reviewed and consolidated in 2003
- Sexual Assault Guidelines were developed in 2003
- Secondary Employment and Conflict of Interest policies were developed in 2003
- a review of Grievance Procedures is in progress
- development of an Alcohol Policy is in progress
Key result: Employment practices meet both the diverse needs of employees and university business and service goals

Indicator 4.2: A broad range of flexible work arrangements are offered

As UOW cannot match levels of remuneration and rewards offered at larger institutions, UOW seeks to distinguish itself as an employer on the basis of the arrangements it offers to assist employees to achieve work/life balance.

In 2003, 75% of women returning from parental leave indicated that they incorporated flexible work options in their return. There was also a small percentage increase in the uptake of permanent part-time work for both general and academic women staff.

A range of flexible work practices are available:

- part-time or fractional appointments
- job sharing
- annual work pattern
- program flexibility
- flextime
- teleworking or working from home
- flexible leave options for coping with family emergencies, including temporary career breaks for compassionate reasons

In addition, two long day care centres are provided on-site for children between 6 weeks and 5 years. Salary packaging of child care costs is provided. Out of school hours care is available for children aged 5 to 12 years, with transport from selected schools. Vacation care is also available. School strike day programs were introduced in 2003.

Parental leave entitlements include:

- 12 weeks paid parental leave (or 24 weeks at half pay)
- further unpaid parental leave up to a total of 52 weeks
- parental leave may be extended over a two-year period if combined with a period of part-time work

A Staff Work/Life Survey is planned for 2004 to complete a major planning cycle. This survey will seek to determine which work/life initiatives will improve the working life of staff at UOW.
Key result: Work organisation enables skill development and career progression

Indicator 4.3: Change management processes are consistent with EEO principles

- change management clauses are an integral part of UOW enterprise agreements. In the management of change, both academic and general staff agreements provide for open exchange of information, transparent processes and consultation with consultative committees and those affected.

- the academic staff agreement provides that the proportion of employees in EEO target groups should not be reduced, or University EEO goals undermined, by change management processes.

- the Director EEO has a standing invitation from the Vice-Chancellor to observe the activities of all University committees, including Joint Consultative Committees and bargaining teams.
Action Outcome 5: Needs-based Programs for EEO Groups

Key result: Recruitment strategies target EEO groups

Indicator 5.1: The university uses a range of merit recruitment strategies to attract a diverse field of applicants

General equity strategies

- new Recruitment Strategy, Policy and Style Guide have been developed
- EEO Unit reviews all advertisements prior to placement in media
- all positions for a period of 12 months or more are advertised in local and/or national press
- as a minimum, all academic positions are advertised nationally. Additional avenues are also utilised such as journals, internet, ethnic newspapers and specialist recruitment agencies including those specialising in placing members of equity groups
- all members of Selection Committees must attend Selection Techniques training, incorporating merit selection and other equity employment issues
- a new refresher course for Selection Committee members who completed full training more than 2 years ago has been developed
- Director EEO observes the recruitment process for senior appointments
- organisational policies are in place, including:
  - Policy on Employment of Family Members or Persons with a Close Personal Relationship
  - Recruitment and Selection Policy
  - Step-by-Step Guide to Recruitment at UOW
  - Composition of Selection Committee Guidelines
  - Contract Officer Guidelines
  - Reference Check Policy
  - Employing Casual Staff
  - General Staff: Casual/Limited Term Employment
  - Advertising Style Guide
Strategies to attract academic and senior women

- an encouragement clause for women to apply is included in advertising for all academic positions and senior recruitment

- women candidates for all senior positions are identified through use of professional networks, conference attendee lists, recruitment agencies and the AVCC database of senior women. Director EEO writes to appropriate candidates inviting their application. This search step is covered in Selection Techniques Training

- commercial search firms are utilised for targeted positions. Gender equity is an important component in their brief

- faculty-specific equity plans are being developed to address employment issues raised by women at faculty-based focus groups eg: the Faculty of Arts has undertaken to conduct searches for female candidates through discipline-specific networks, to delay recruitment processes until competitive female applicants are located, and to improve female gender ratios on selection committees to 50%

Strategies to attract Aboriginal & Torres Strait Islander peoples

- a new national model for Aboriginal cadetships has been initiated through DEWR. A pilot program is currently in progress. The model is based on combining part-time university employment and part-time undergraduate study over a five-year period. In 2003, three cadets commenced employment and three trainees from an earlier program were appointed to permanent positions. Both programs form part of the University’s Aboriginal Employment Strategy

Strategies to attract apprentices from equity groups

- the availability of female candidates continues to be low in some trades but is slowly increasing. UOW has moved to group training for the employment of apprentices. Group training organisations conduct the recruitment process up to interview stage. UOW requires that 50% of the interviewees are women

- the statistical profile does not reflect the success made in “growing our own women” in trades in the last three years as apprentices with group training are not reflected in the staff statistics

- women have been employed in 5 of the 9 apprenticeships offered at UOW in the last 3 years. A mature age woman was recruited into a landscape apprenticeship as a result of a work experience program provided by the EEO unit for Indigenous women. She has completed her TAFE studies with an award for “Outstanding Academic Achievement”

Strategies to attract people with disability

- a longstanding memorandum of understanding exists with Essential Personnel, a local recruitment agency for people with disability. The memorandum targets two placements a year
Key result: The University provides development opportunities for EEO groups

Indicator 5.2: The university provides access to targeted development opportunities and/or bridging programs for EEO group members

Women
Statistics continue to show low levels of representation of women academic staff at senior levels. However academic women are now applying for promotion in the same proportion as men. This result was achieved through the Preparing for Promotion for Academic Women program. Participant tracking in the period 1998-2003 shows that 85% of participants have demonstrated positive career outcomes (e.g., lodging application for promotion). Given the program aims at a 1-2 year planning cycle, the statistics for the period 1998-2002 are significantly better with 96% of participants lodging an application and a 93% success rate.

In 2003 this program was expanded into Switched On: an Integrated Development Program for Academic Women. In addition to Preparing for Promotion, the program consists of the “Zooming Up” mentoring program and three new workshops:

- Starting your Academic Career
- Jump Starting your Research
- Down the Track
- Tuning your Promotion Prospects

The “Zooming Up” component of this program consists of identifying senior women approaching promotion to level E and providing them with individual career mentoring from the senior executive of the university and support from the EEO Unit in preparing for promotion to professor (level E).

Aboriginal and Torres Strait Islander Peoples

- A targeted mentoring program for new Indigenous staff and cadets was created and implemented to address high turnover of new Indigenous staff. Impact of the program will be evaluated in 2004

- Annual training statistics have indicated strong participation of Indigenous staff in career development and training activities. In the last three years, this statistic has moved from nil attendance in 2001 to 100% in 2002 to 75% in 2003. While the GATE program will have inflated the figure in 2002, participation of Indigenous staff outside GATE is now very strong

People with Disability

- Deaf Deaf World training was provided to Research Office staff by the Deaf Society of NSW to support the employment of a profoundly deaf staff member
**Action Outcome 6: Managers and Employees Informed, Trained and Accountable for EEO**

**Key result:** Accountabilities for EEO are specified in the performance agreements of the Vice-Chancellor and all managers

**Indicator 6.1:** The Vice-Chancellor, executive staff and a high proportion of academic and administrative managers and supervisors have EEO accountabilities in their performance agreements

- demonstrated understanding of equity issues is a selection criterion for leadership positions
- EEO accountabilities are set out in duty statements for all Heads of Units
- EEO accountabilities are set out in all position descriptions
- EEO accountabilities are included in the faculty-level planning and reporting processes through annual Academic Performance Reports and through faculty-specific equity plans
- anti-discrimination and work and family clauses exist in all Australian Workplace Agreements for executive staff and senior management

**Key result:** EEO issues are integrated into relevant training and development for all employees

**Indicator 6.2:** Skills training specifically addresses diversity and equity

UOW provides both integrated and stand-alone EEO training:

- EEO content is integrated into the Induction process and into all courses delivered internally with a people management component or linkages to selection or promotion processes, including Selection Techniques, Preparing for Promotion, Promotion Committee Member Training and Leading Teams
- *EO Online: fair play on campus* is an equal opportunity online workshop. 60% of staff had completed this program at the end of 2003
- EEO training for managers and supervisors is a priority issue. As such, stand-alone online and face-to-face EEO training is provided through module 2 of EO Online and programs such as *EEO for Supervisors*
Key result: Information on EEO and associated policies and programs reaches all employees

Indicator 6.3: A variety of communication strategies are used to inform employees of EEO policies and programs

- EO Online functions both as an online equity training program and as an electronic equity resource library. Access is provided to all UOW equity policies, as well as access to “Hot Topics” and links to relevant external diversity sites. EO Online is available to all staff and is compulsory for all new staff and supervisory staff.

- the induction process includes a presentation on equity issues by Director EEO. All new staff receive EEO information kits and policy information.

- University email system is utilised to provide EEO updates and reminders to staff.

- in addition to specific anti-discrimination and EEO policies, EEO content is also included in:
  - Code of Conduct
  - Conflict of Interest Policy
  - IT Acceptable Use Policy

- the University maintains a comprehensive website for staff which provides access to all policies and procedures. EEO policies can be accessed at: http://staff.uow.edu.au/eeo/. Other University policies and procedures can be accessed at http://www.uow.edu.au/about/policy/staff.html.
Program Outcome 7: A Workplace Culture Displaying Fair Practices and Behaviours

Key Result: The workplace is free from discrimination

Indicator 7.1: Increase over time in the percentage of employees who perceive that the workplace is free of discrimination and harassment

- consultation with staff through faculty based Meet and Greet sessions, interviews and focus groups for the Recruitment and Retention of Academic Women Research project identified issues around non-inclusive behaviours in specific areas of the University. The pro-active Risk Intervention Program has been developed in response to specific issues in particular locations.

- the Risk Intervention Program incorporates consultation by the Director EEO with the Dean or Director of the relevant area and the development of an agreed remedial action plan. Advice is provided to the executive through the PVC (Operations).

- Controls Self-Assessment (CSA) Survey was conducted by the Internal Auditor for the first time in 2003. This survey was targeted at staff responsible for functional activities and designed to measure compliance across a range of areas. The following 3 questions were included on EEO with the following results:

  Q1 Staff in my Unit understand and adhere to the Universities EEO policies
  Q2 Staff in my Unit with supervisory responsibilities have completed EO Online
  Q3 The workplace culture in my Unit is free from discrimination

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Frequently</th>
<th>Less Often</th>
<th>Periodically</th>
<th>Occasionally</th>
<th>Never</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>68%</td>
<td>28%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Q2</td>
<td>46%</td>
<td>27%</td>
<td>10%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Q3</td>
<td>66%</td>
<td>28%</td>
<td>4%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The survey will be repeated annually with 2003 the benchmark for the future.

- the level of all complaints have dropped steadily since 2001. Formal complaints have dropped by 37% from 2002.

- data from exit surveys has been coded and recorded since 2002. In the period 2002-2003, one staff member raised an equity issue as the major factor motivating their departure. No staff rated lack of child care or work/life issues as factors contributing to their departure. Key reasons for departure were: "more challenging job", and "better career prospects with new employer"
Key result:  Workplace barriers for women to career development are removed and equitable conditions of employment achieved

Indicator 7.2: Participation by women in staff training and development programs at a level greater than their representation in the workplace

- Women staff participated in UOW training programs at a rate exceeding their representation in the workforce - women make up 48% of the total UOW workforce, but 60% of training participants were women in 2003. Further, 60% of participants in leadership programs were women.

- The Frontline Management Program, developed to accommodate the delivery needs of part-time staff, attracted part-time participation of 15% in 2000-3, a higher participation rate for this group than for any previous course.

- MBA scholarships were increased from 6 to 8 annually with female staff receiving 53% of the scholarships.
Program Outcome 8: Improved Employment Access and Participation by EEO Groups

Key result: Selection success for EEO groups

Indicator 8.1: Progress towards population benchmarks and Government targets in the representation of EEO group members among successful external job applicants

Academic staff

- in 2003, academic women were recruited externally in the same proportion as their representation in the academic workforce (34%)
- no women were appointed to Level E through external recruitment in 2003
- the review of applications for senior positions indicated that women’s success overall was proportional to the number of applications received from women. Strategies are in place to increase the number of applications from eligible women candidates for senior positions [see Indicators 5.1 and 5.2]. Contact with eligible candidates suggests that some are deterred from applying because of limited employment prospects for their partners in the region
- external recruitment levels are equal to or higher than their representation in the academic workforce for all equity groups except the disability groups

Table 8.1.1: Academic staff - External Recruitment, 2003

<table>
<thead>
<tr>
<th>Total staff (number)</th>
<th>Women (%)</th>
<th>Aboriginal and Torres Strait Islanders (%)</th>
<th>People from racial, ethno-religious minority groups (%)</th>
<th>People whose first language 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>Profile - academic staff</td>
<td>702</td>
<td>34</td>
<td>1</td>
<td>32</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>Externally recruited staff</td>
<td>94</td>
<td>34</td>
<td>3.4</td>
<td>42</td>
<td>36</td>
<td>5</td>
</tr>
</tbody>
</table>
**General staff**

- all equity groups were successful in external recruitment at a rate equalling or exceeding their representation in the general staff workforce

Table 8.1.2: General staff - External Recruitment, 2003

<table>
<thead>
<tr>
<th></th>
<th>Total staff (number)</th>
<th>Women (%)</th>
<th>Aboriginal and Torres Strait Islanders (%)</th>
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<tr>
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<td>2</td>
<td>25</td>
<td>18</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Externally recruited staff</td>
<td>111</td>
<td>65</td>
<td>7.2</td>
<td>28</td>
<td>19</td>
<td>7</td>
<td>3.7</td>
</tr>
</tbody>
</table>

**Indicator 8.2:** Progress towards population benchmarks and Government targets in the representation of EEO group members among successful applicants for academic promotion

- in 2003, the promotion rates for all equity groups exceeded their representation in the academic workforce

- overall, promotion rates for academic women have increased since 2000

<table>
<thead>
<tr>
<th>Year</th>
<th>Promotion rate for academic women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>27%</td>
</tr>
<tr>
<td>2001</td>
<td>48%</td>
</tr>
<tr>
<td>2002</td>
<td>41%</td>
</tr>
<tr>
<td>2003</td>
<td>40%</td>
</tr>
</tbody>
</table>

- since 2001, academic women have been promoted at a rate exceeding their level of representation in the academic workforce

- women’s promotion rates to levels B and D (43% and 40% respectively) exceeded their rate of representation in the academic workforce, but the rate at level C was a percentage lower (at 33%)

Table 8.2.1: Academic staff – Promotion, 2003

<table>
<thead>
<tr>
<th></th>
<th>Total staff (number)</th>
<th>Women (%)</th>
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<td>Profile - academic staff</td>
<td>702</td>
<td>34</td>
<td>1</td>
<td>32</td>
<td>25</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Promoted staff</td>
<td>73</td>
<td>40</td>
<td>1.5</td>
<td>43</td>
<td>32</td>
<td>14</td>
<td>4.3</td>
</tr>
</tbody>
</table>
Indicator 8.3: Progress towards population benchmarks and Government targets in the representation of EEO group members among successful applicants for reclassified general staff positions

- women achieved a high share of reclassifications/promotions at the lower levels 3 – 5, but a lower share at the higher levels 6 and 7 (level 6: 44%, level 7: 43%)
- overall, women and the disability groups achieved a higher rate of reclassification/promotion in 2003 than their representation in the general staff workforce, but were the only EEO groups to do so

Table 8.3.1: General staff – Reclassification/Promotion, 2003

<table>
<thead>
<tr>
<th></th>
<th>Total staff (number)</th>
<th>Women (%)</th>
<th>Aboriginal and Torres Strait Islanders (%)</th>
<th>People from racial, ethno-religious minority groups (%)</th>
<th>People whose first language 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>Profile - general staff</td>
<td>877</td>
<td>60</td>
<td>2</td>
<td>25</td>
<td>18</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Reclassified / Promoted staff</td>
<td>38</td>
<td>61</td>
<td>18</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>2.6</td>
</tr>
</tbody>
</table>
Key result:  Retention of employees from EEO groups

Indicator 8.4:  Separation of EEO group employees is no greater than their representation in the workforce

Academic staff

- separation rates for women and Aboriginal and Torres Strait Islander staff exceed their participation rates in the academic workforce

- academic women’s separation rates were higher than their representation in the workforce for the period 2000-2001 (2000: 40%, 2001: 43%) including significant numbers of senior women. While in 2002 the separation rate for academic women dropped below their representation in the academic workforce to 32%, the rate rose to 36% in 2003

- exit interview and subsequent interview data show that senior academic women are leaving for increased remuneration and senior career opportunities offered at larger institutions. Numerous women indicated they may have remained at UOW with some scant additional financial enticement or resources with some expression of appreciation of their contribution other than on their departure

- a targeted mentoring program for new Indigenous staff was created and implemented to address the high turnover of new Indigenous staff – see Indicator 5.2

Table 8.4.1: Academic Staff – Separations, 2003

<table>
<thead>
<tr>
<th>Profile - academic staff</th>
<th>Total staff (number)</th>
<th>Women (%)</th>
<th>Aboriginal and Torres Strait Islanders (%)</th>
<th>People from racial, ethno-religious minority groups (%)</th>
<th>People whose first language 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>Total Seps.</td>
<td>118</td>
<td>36</td>
<td>2.7</td>
<td>32</td>
<td>24</td>
<td>9</td>
<td>3.5</td>
</tr>
</tbody>
</table>
General staff

- separation rates for women and Aboriginal and Torres Strait Islander staff exceed their participation rates in the general staff workforce
- a targeted mentoring program for new Indigenous staff and cadets was created and implemented to address the high turnover of new Indigenous staff – see Indicator 5.2

Table 8.4.2: General Staff – Separations, 2003

<table>
<thead>
<tr>
<th>Profile - general staff</th>
<th>Total staff (number)</th>
<th>Women (%)</th>
<th>Aboriginal and Torres Strait Islanders (%)</th>
<th>People from racial, ethno-religious minority groups (%)</th>
<th>People whose first language 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>VR</td>
<td>9</td>
<td>67</td>
<td>2</td>
<td>13</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forced sep</td>
<td>9</td>
<td>44</td>
<td>28.6</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed period expired</td>
<td>81</td>
<td>62</td>
<td>15.3</td>
<td>21</td>
<td>17</td>
<td>6</td>
<td>1.4</td>
</tr>
<tr>
<td>All other</td>
<td>71</td>
<td>72</td>
<td>1.5</td>
<td>30</td>
<td>19</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>Total Seps.</td>
<td>170</td>
<td>65</td>
<td>9.4</td>
<td>24</td>
<td>17</td>
<td>5</td>
<td>1.3</td>
</tr>
</tbody>
</table>
Program Outcome 9: A Diverse and Skilled Workforce

Key Result: Diversity in the workforce reflects the diversity of the NSW community

Indicator 9.1: Progress towards targets and benchmarks for the representation of EEO groups

- small increases were recorded in the percentage of staff with a disability, staff from racial and ethno-religious minority groups, and staff whose first language as a child was not English
- NSW Government 2007 targets and UOW 2005 targets have been achieved for people whose first language spoken as a child was not English
- recruitment and retention priorities remain Aboriginal and Torres Strait Islander peoples, academic women and senior women

Table 9.1.1: Percent of Total UOW Staff by Equity Group against Benchmarks, 1999 - 2003

<table>
<thead>
<tr>
<th></th>
<th>Women (%)</th>
<th>Aboriginal and Torres Strait Islanders (%)</th>
<th>People from racial, ethno-religious minority groups (%)</th>
<th>People whose first language 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><strong>NSW Govt Targets 2007</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% full-time work</td>
<td>2</td>
<td></td>
<td></td>
<td>19% revised</td>
<td>10.1%</td>
<td>7% revised</td>
</tr>
<tr>
<td><strong>UOW Targets 2005</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% full-time work</td>
<td>2</td>
<td></td>
<td></td>
<td>19% revised</td>
<td>10.1%</td>
<td>7% revised</td>
</tr>
<tr>
<td><strong>UOW Results:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>49</td>
<td>1.3</td>
<td>28</td>
<td>21</td>
<td>8</td>
<td>3.2</td>
</tr>
<tr>
<td>2002</td>
<td>48</td>
<td>1.3</td>
<td>26</td>
<td>19</td>
<td>7</td>
<td>3.4</td>
</tr>
<tr>
<td>2001</td>
<td>48</td>
<td>2.0</td>
<td>37</td>
<td>13</td>
<td>7</td>
<td>3.0</td>
</tr>
<tr>
<td>2000</td>
<td>49</td>
<td>1.0</td>
<td>35</td>
<td>16</td>
<td>8</td>
<td>4.0</td>
</tr>
<tr>
<td>1999</td>
<td>48</td>
<td>1.0</td>
<td>26</td>
<td>15</td>
<td>7</td>
<td>2.8</td>
</tr>
</tbody>
</table>
Indicators of Employee Diversity

Key result: Employee diversity across salary levels and occupations

Indicator 9.2: Progress towards the distribution of each EEO group across salary levels being the same as that of all employees

**Academic staff**

- at the lower salary levels, A and B, women and Aboriginal and Torres Strait Islander peoples continue to be over-represented
- all equity groups remain under-represented at Level E
- significant progress has been made in the representation of all equity groups at Level D
- people from racial and ethno-religious minority groups and people whose language first spoken as a child was not English are over-represented at level A and under-represented at Level E. However at other salary levels their representation has either reached parity with all staff or is very close to it.
General staff

- women continue to be over-represented at levels 1 - 5 and under-represented at levels 6 and above, with the exception of Level 8 where women are now marginally over-represented.

- the continuing lack of representation of Aboriginal and Torres Strait Islander peoples above Level 5 was addressed during 2003 by development and implementation of a training and mentoring program [see Indicator 5.2]. High representation at Level 1 reflects the GATE program trainees.

- people from racial and ethno-religious minority groups and people whose first language spoken as a child was not English are over-represented at Level 2 as they comprise a significant proportion of the cleaning staff. They are under-represented at levels 4, 6, 9 and 10 and over-represented at level 5.

- at Levels 5 – 9, the representation of people with a disability has equalled or exceeded the pattern for all staff.

Table 9.2.2: General Staff – Percent of Subgroup by Level

<table>
<thead>
<tr>
<th>Level</th>
<th>% of Total Staff</th>
<th>Women (%)</th>
<th>Aboriginal and Torres Strait Islanders (%)</th>
<th>People from racial, ethno-religious minority groups (%)</th>
<th>People whose first language 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>1</td>
<td>6</td>
<td>8</td>
<td>50</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>10</td>
<td>0</td>
<td>14</td>
<td>19</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>11</td>
<td>36</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>23</td>
<td>7</td>
<td>16</td>
<td>14</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>18</td>
<td>7</td>
<td>20</td>
<td>19</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>11</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>15</td>
<td>13</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>10+</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0.6</td>
<td>0</td>
<td>0</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>
</tr>
</tbody>
</table>
Appendix – Staff Statistical Tables