2004 Annual Report

to the Director of Public Employment,
Office of Employment Equity and Diversity

Equal Employment Opportunity Unit, UOW
August 2005

Table of Contents

Introduction ............................................................................................................................................ 2
Planning Outcome 1: Sound Information Base .................................................................................. 4
Planning Outcome 2: Employee Views are Heard .............................................................................. 6
Planning Outcome 3: EEO Outcomes Included in University Planning ............................................. 7
Action Outcome 4: Fair Policies and Procedures ............................................................................... 8
Action Outcome 5: Needs-based Programs for EEO Groups ............................................................. 13
Action Outcome 6: Managers and Employees Informed, Trained and Accountable for EEO .......... 17
Program Outcome 7: A Workplace Culture Displaying Fair Practices and Behaviours ................... 20
Program Outcome 8: Improved Employment Access and Participation by EEO Groups ................ 23
Program Outcome 9: A Diverse and Skilled Workforce ................................................................. 29
Appendix – Staff Statistical Tables ................................................................................................. 33
The University of Wollongong (UOW) is a regional, medium-sized University with 1,543 staff 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 2004
Numerous developments impacted on equity outcomes at UOW in 2004. The cleaning function was outsourced. A work life survey was conducted resulting in numerous initiatives aimed at promoting equity and work/life balance for staff at UOW. A new consultative committee was established with a membership across both the campus and broader community and a new version of EO Online was launched.

Cleaning Function Outsourced
A review of cleaning services was undertaken in 1997. It found that significant improvements in both the quality of service and the costs of cleaning operations were needed. Cleaning Services Division had nearly 80 staff. The majority of whom spoke English as their second language, had limited formal education and were women. At this time the university offered the intensive training needed to allow staff to create a competitive cleaning operation, and offered them support to succeed. The training was delivered jointly by UOW and Illawarra Institute of Technology and funded by the Workplace English Language and Literacy (WELL) Program.

While significant changes and improvements were achieved in 1998-2000, when agreed benchmarking targets could not be achieved, the University deciding to outsource the cleaning function in December 2004. Seventy-seven employees were provided with a full redundancy package and all existing cleaning staff were given preference of employment with the new contractor as part of the transition arrangements.

The impact of this decision is reflected in the University’s equity profile for all equity groups except Aboriginal and Torres Strait Islander people. There was a number of staff with disability employed in cleaning services as part of a longstanding agreement with Essential Personnel, a local organisation supporting people with disability.

Work/Life Survey
The tension felt particularly by women in balancing work and other responsibilities was a feature of the research conducted on the recruitment and retention of women in 2003.

A Work/Life Survey was conducted to determine what sort of measures would be most useful to assist staff in balancing their work lives with other responsibilities. While the survey highlighted a general lack of awareness of existing policies and practices to support workplace flexibility, the issues relevant to women were clarified.
Innovative Parental Leave Provisions

The findings of this survey informed the development of the enhanced parental leave provisions and return to work options, which provide a comprehensive and flexible package of assistance that is one of the most innovative offered by Australian Universities.

Equity Fellowships

Equity Fellowships targeting academic women staff and Indigenous staff were a direct outcome of the survey. The Vice-Chancellor announced the establishment of seven Equity Fellowships to assist academic staff to gain PhD qualifications that will assist their career progression. Fellowships are of up to $10,000 each and the funds may be used to cover a range of expenses for one semester including child care.

Child care remains a key issue for working parents and the survey informed the direction of child care services for 2005-2006.

Campus Equity Education Consultative Committee

A new consultative committee, Campus Equity Education Consultative Committee, was established late in 2004 under the auspices of the Vice-Chancellor. While the university has established representative equity based committees for both staff and students, this committee provides a valuable consultative resource in that its membership draws on expertise from the campus and broader community.

EO Online Upgraded

To model best practice in accessibility for people with disability, the consortium engaged e-bility Pty Ltd to audit the EO Online web site and determine the level of compliance with W3C Web Content Accessibility Guidelines which had replaced Bobby as the internationally recognised benchmark for accessible web design.

A meeting of consortium members and representatives from other universities who had purchased EO Online (EO Online User Group) discussed the contents of the e-bility Report and content upgrades, resulting in the launch of a new version of EO Online in May 2004.

In 2004 UOW was named an EOWA Employer of Choice.

The EEO Unit hosts a comprehensive website that contains links to relevant equity policies and procedures, information, training and education, research and reports: 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
- ongoing maintenance has ensured the quality of the data following the audit conducted in 2003
- the response rate to the EEO data survey for 2004 was 96%, 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, 2004

<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>Academic staff</td>
<td>721</td>
<td>35%</td>
<td>0.7%</td>
<td>37%</td>
<td>27%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>General staff</td>
<td>822</td>
<td>57%</td>
<td>1.7%</td>
<td>26%</td>
<td>18%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>All staff</td>
<td>1543</td>
<td>47%</td>
<td>1.2%</td>
<td>30%</td>
<td>22%</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 Work/Life Survey was conducted in 2004 – see Indicator 4.2

- a Controls Self-Assessment Survey is conducted annually by the Internal Auditor – see Indicator 7.1

- a new consultative committee, Campus Equity Education Consultative Committee, was established. The Committee shall provide a valuable consultative resource through the diversity of its membership, which will include equity groups and special expertise drawn from staff and students of the University as well as relevant community members. Under its terms of reference, it shall
  - Promote equity and diversity to provide a positive and rewarding student and employment experience at the University of Wollongong
  - Consider education strategies to improve student and staff awareness of harassment and discrimination issues on campus in relation to any minority group experiencing prejudice because of sexual orientation, race, religion, gender disability or any other difference
  - Provide advice and recommendations to the Vice-Chancellor on education strategies to improve student and staff awareness on harassment and discrimination issues through the EEO/AA Committee

- consultations were carried out individually with the Deans on equity issues by the Director EEO. Faculty Equity Plans were drafted and incorporated into Faculty Direction and Resource Plans

- faculty-based Meet & Greet sessions for academic women with the Pro Vice-Chancellor (Research) and the Director EEO were commenced late in 2003 and continued into 2004. These consultations informed the development of the Work/Life survey and the consultations with Deans

- 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
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 people with disability requiring adjustment at work. 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 and Administrative Committee is particularly gratifying

Table 2.1.1: Percent of Equity Group Representation on University Committees, 2000 – 2004

<table>
<thead>
<tr>
<th>UOW Staff Profile 2004</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></td>
<td>47%</td>
<td>1.2%</td>
<td>30%</td>
<td>21%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>2004</td>
<td>41</td>
<td>1</td>
<td>16</td>
<td>13</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2003</td>
<td>39</td>
<td>2</td>
<td>14</td>
<td>13</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2002</td>
<td>39</td>
<td>1</td>
<td>17</td>
<td>11</td>
<td>6</td>
<td>5</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, 2000 - 2004

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Council</td>
<td>47</td>
<td>50</td>
<td>39</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>Administrative Committee</td>
<td>43</td>
<td>43</td>
<td>14</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Planning &amp; Development Committee</td>
<td>27</td>
<td>25</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>31</td>
<td>38</td>
<td>40</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Senate Standing Committee</td>
<td>33</td>
<td>38</td>
<td>50</td>
<td>50</td>
<td>59</td>
</tr>
<tr>
<td>University Education Committee</td>
<td>45</td>
<td>37</td>
<td>42</td>
<td>42</td>
<td>44</td>
</tr>
<tr>
<td>University Internationalisation Committee</td>
<td>33</td>
<td>32</td>
<td>42</td>
<td>review</td>
<td>38</td>
</tr>
<tr>
<td>University Research Committee</td>
<td>36</td>
<td>33</td>
<td>28</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>Academic Promotions &amp; Continuing Appointments</td>
<td>45</td>
<td>45</td>
<td>44</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>Equity and Student Support</td>
<td>37</td>
<td>40</td>
<td>44</td>
<td>55</td>
<td>40</td>
</tr>
<tr>
<td>EEO/AA Committee</td>
<td>45</td>
<td>50</td>
<td>58</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>OH&amp;S Committee</td>
<td>40</td>
<td>36</td>
<td>23</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>Total for all committees (%)</td>
<td>41</td>
<td>39</td>
<td>39</td>
<td>38</td>
<td>37</td>
</tr>
</tbody>
</table>
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

- UOW strategic planning was reviewed and restructured in 2004 to align all plans within one framework. Planning on three levels link into the University’s Strategic Plan

- EEO priorities are incorporated in organisational strategic planning at a macro level through the Strategic Plan 2005-2007, the annual EEO Business Plan, Faculty Direction and Resource Plans and the draft Human Resources Plan

- Faculty Equity Plans were drafted and incorporated into Faculty Direction and Resource Plans

- EEO/AA Committee is a committee of the Vice-Chancellor. It makes recommendations directly to the Vice-Chancellor

- 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
Indicator 4.1: Employment policies and procedures comply with equity principles

- Changes to Prevention of Sexual Harassment and EEO/AA policies were approved by Council

- Policy on Alcohol and Drugs in Employment and Guidelines on the Use and Management of Alcohol at University Functions were drafted jointly by OH&S Unit and the EEO Unit in consultation with others. These documents were released for campus wide comment. The policy will be submitted to the University Council for approval in 2005

- a new Recruitment website was developed: http://employment.uow.edu.au to assist prospective staff to apply for jobs at UOW and to obtain information about a range of issues, including EEO

- an online orientation module has been developed for new staff to complete in their first month of employment. This is in addition to an extensive face-to-face induction program

- the review of the Grievance Procedures is in progress. Existing procedures are linked to the Enterprise Agreement. Consultation with relevant parties is continuing

- review of existing career development policies is underway to determine if the needs of staff and University are being met. Implementation of recommendations is planned for 2005

- All staff in supervisory roles, members of recruitment selection committees or promotion committees or employed in human resources must complete modules 1 and 2 of EO Online, an equity online learning program

- Committee members for probation, promotion and recruitment, all attend face to face training with an equity component

- Director EEO monitors all procedures for academic probation and promotion and observes all committee considerations

- Director EEO monitors all procedures for senior recruitment and observes all interviews and committee considerations
The EEO Unit hosts a comprehensive website that contains links to relevant equity policies and procedures, information, training and education, research and reports:
http://staff.uow.edu.au/eeo/

UOW hosts a comprehensive website that contains links to staff policies and procedures which impact on equity outcomes:
http://www.uow.edu.au/about/policy/staff.html
**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.

**Staff Work/Life Survey**

A *Work/Life Survey 2004* asked staff to rate the importance of various policies, conditions and services in assisting them to achieve work/life balance. The survey examined existing and potential flexible policies and practices in four areas:

- supporting staff with carers’ responsibilities
- supporting pregnant and breastfeeding staff
- assisting career development after career breaks
- domestic support services

The tension felt particularly by women in balancing work and other responsibilities was a feature of the research conducted on the recruitment and retention of women in 2003. While the survey highlighted a general lack of awareness of existing policies and practices to support workplace flexibility, the issues relevant to women were clarified.

Academic women nominated new measures such as:

- access to research assistance after career break (34%)
- career mentoring (24%)
- increased paid maternity leave (19%)
- extended return to work program (14%)
- extended child care services (10%)

General staff women nominated new measures such as:

- increased paid maternity leave (24%)
- extended carers’ leave (20%)
- career mentoring (14%)
- off-campus subsidised childcare (12%)
- extended child care services (12%)

The Director EEO prepared a discussion paper with recommendations for a range of new initiatives based on the data from the survey. Recognition of different individual circumstances and priorities, and the provision of choices in balancing pregnancy, return to work, carers’ responsibilities and career development after a career break are principal features of the discussion paper.
Innovative Parental Leave Provisions

In 2004 the Vice-Chancellor announced that enhanced parental leave arrangements would be available to all staff taking parental leave on or after 1 December 2004. Features of the new provisions include many of the measures nominated by women in the survey:

- paid maternity leave is increased from 12 to 14 weeks, and can be taken as 14 weeks on full pay or 28 weeks on half pay. Adoption leave benefits are equal to maternity leave entitlements
- where both partners are employed at UOW they may split the 14 weeks paid maternity leave, enabling them to alternate in the role of primary carer
- a grant equivalent to 12 weeks annual salary will be available to staff who return to work at least 40% of full-time hours. The grant must be utilised within 104 weeks from the date of birth or placement of the child and may be used for one or more of these options:
  - to supplement salary on return to work part-time
  - a research re-establishment grant which may be used in a variety of ways to achieve identified research objectives
  - to fund approved career development activities including career mentoring
  - to meet the full cost of off-campus childcare
  - to subsidise KidsUni child care costs
- paid partner leave of five days
- paid foster leave of five days to primary carer of a child in care for at least six months

Flexible Work Practices

In addition to the new parental leave arrangements, a range of flexible work practices continue to be available to staff:

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

The lack of awareness of the availability of the above was identified through the Work/life survey. Finding the balance; an Information kit for a flexible workplace was prepared as a resource for staff however training programs targeted at supervisory staff have been added to the equity training suite.

Child Care

Two long day care centres are provided on-site for children between 6 weeks and 5 years. Investigations into the feasibility of establishing a third centre are underway with the provisions highlighted in the Work/life survey.

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 and "school strike day" programs are also available.
Key result: Work organisation enables skill development and career progression

Indicator 4.4: 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

- a new Recruitment website was developed: http://employment.uow.edu.au to assist prospective staff to apply for jobs at UOW and to obtain information about a range of issues, including EEO

- 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. This course has been reviewed and updated

- 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 and guidelines 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

- recruitment priorities remain academic women, senior women and Aboriginal and Torres Strait Islander people
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 used for targeted positions. Gender equity is an important component in their brief.

- Faculty-specific equity plans address faculty profiles and recruitment strategies.

Strategies to attract Aboriginal & Torres Strait Islander peoples

- A partnership with Illawarra Community Development Employment Program is currently being negotiated.

- 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. The three cadets recruited under this program have been retained.

- A Reconciliation Statement was developed in 2001 and an Aboriginal Employment Strategy has been in place since 2002.

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. The percentage of women in trades has moved from 9% to 13% in 2004.

- Women have been employed in 5 of the 9 apprenticeships offered at UOW in the last 4 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” and has now been appointed to a permanent position.

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.

- Twelve people with disability were appointed from an external pool and 11 internally in 2004 compared to 13 and 9 respectively in 2003, an incremental increase of 1 appointment.
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 and Indigenous Australians

- statistics continue to show low levels of representation of women academic staff, senior women and Indigenous Australians - see Indicator 9.2 and appendix
- in December 2004, the Vice-Chancellor announced funding of $140,000 for Equity Fellowships over the next 2 years to assist academic staff to gain PhD qualifications that will assist their career progression. The Fellowships are targeted at women and Indigenous Australians, but are available to staff who have experienced career disadvantage for equity reasons. The first Fellowships will be awarded in 2005. Awards are of up to $10,000 each and the funds may be used to cover relevant expenses for one semester, such as:
  - release from teaching and other duties
  - research assistance
  - child care

- the Fellowships complement the existing targeted development program for academic women: Switched On: an Integrated Development Program for Academic Women. The program consists of:
  - Preparing for Promotion
  - the “Zooming Up” mentoring program
  - Starting your Academic Career
  - Jump Starting your Research
  - 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). Three women applied in a field of 24 and were successful together with 6 male colleagues

- two new women’s networks were launched in 2004:
  - Linking Women network was launched in November by Ms Pru Goward, Federal Sex Discrimination Commissioner, with 85 staff in attendance. A website and email listing is planned by the EEO unit for 2005 to support this network
  - Women in Commerce Research Platform – a research network for women will be piloted in the Faculty of Commerce

- Administrative Assistants network (predominately female) continued to grow in 2004 with 90 members on the mailing list
- Academic women represent 35% of academic staff. This group currently represent 31% of total applications lodged for academic promotion and 37% of the successful applications. This result has been achieved through the Preparing for Promotion for Academic Women program, which has been incorporated into the Switched On series of workshops as Tuning your Promotion Prospects. Participant tracking in the period 1998-2004 shows that 84% of participants have demonstrated positive career outcomes (eg 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 94% of participants lodging an application for promotion and a 93% success rate.

- A targeted mentoring program for new Indigenous staff and cadets was created and piloted in 2003 to address high turnover of new Indigenous staff. All cadets have been retained and participate in an active mentoring relationship. Total separations for Indigenous staff reduced from 17 to 9 from 2003 to 2004. Bear in mind the bulk of these separations are linked to contract employment. There were 6 separations not linked to contracts in 2003 and 3 in 2004.

- Progress was made towards implementing a Department Employment and Workplace Relations Structured Training Employment Project (STEP), ACE: Aboriginal Careers & Employment at UOW. The program is planned to commence in 2005.

- A second Indigenous employment program in partnership with Illawarra CDEP and Buildings and Grounds Division and the EEO Unit is in development phase.
**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 Direction and Resource Reports and 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:

- There has been a focus on developing specific equity training for managers and supervisors. Training needs have been reviewed and provided to managers and supervisors with a combination of online and face to face training under the banner of EO Integrated for Good Management. The face to face programs build on the knowledge provided in EO Online

EO Online: fair play on campus
Module 1-What everyone needs to know- Compulsory
Module 2 –Managers and Supervisors- Compulsory

EO Applied (EO Online1-2 pre-requisite)
Module 3 Harassment and Bullying- Optional 2 hours (new)
Module 4 Work Life Balance-Optional 2 hours (new)
Module 5 Getting the Culture Right- Optional 2 hours (new)

- EO Online: fair play on campus is an equal opportunity online workshop. 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. Completion of EO Online is compulsory for all new staff as well as managers and supervisors. 60% of staff had completed this program at the end of 2003. This percentage moved to 73% at the end of 2004. Three hundred and fifteen staff completed both modules 1 and 2

- A leadership program was developed by the Career Development Unit (CDU) for Heads and Associate Deans. The program provided a specific EEO module, which was presented through a risk management approach. EO Online Modules 1 and 2 were pre requisites

- A new program Orientation for New Supervisors was developed in 2004 with a significant EEO component. EO Online Modules 1 and 2 were pre requisites

- Other CDU based programs in which EEO provides input include Selection Techniques and Promotion and Probation Workshops. The latter program provides workshops for both applicants and committee members. EO Online is a pre-requisite for all of these workshops

- A highly successful Indigenous Cultural Appreciation program ran in 2004 with a participant satisfaction rating of 6.11 out of 7. Two Cross Cultural Communication programs were also fully subscribed
Indicators 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.

- The induction process includes a presentation on equity issues by Director EEO. All new staff receive EEO information kits and policy information. The induction process was expanded to include all tutoring staff (casual academic role).

- 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: [http://staff.uow.edu.au](http://staff.uow.edu.au)

EEO policies can be accessed at: [http://staff.uow.edu.au/eeo/](http://staff.uow.edu.au/eeo/)

Other University policies and procedures can be accessed at [http://www.uow.edu.au/about/policy/staff.html](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 women staff in 2003 identified issues around non-inclusive behaviours in specific areas of the University. The pro-active Risk Intervention Program was developed in response to specific issues in particular locations and continued to operate successfully in 2004. The program includes 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)

- the level of all complaints continue to decline. In 2004 formal complaints comprised 11% of the formal complaints received in the period 2002-2004

- a Controls Self-Assessment Survey is conducted annually by the Internal Auditor. Aimed at staff responsible for functional activities, it is designed to measure compliance across a range of areas including EEO. Supervisors were asked to rate their perceptions of:
  - understanding of and adherence to EEO policies in their Unit (Q1)
  - completion of EO Online by staff with supervisory responsibilities in their Unit (Q2)
  - the degree to which the workplace culture of their Unit is free from discrimination (Q3)

Table 7.1.1: Controls Self-Assessment Survey 2003-2004

|       | 2003 | | | 2004 | | |
|-------|------|----------------|----------------|------|----------------|
|       | 2003 | | | 2004 | | |
| 2004 | | | | | | |
| Q1    | 68%  | 28%  | 4%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  |
| Q2    | 46%  | 27%  | 10% | 3%  | 4%  | 4%  | 6%  | 6%  | 6%  | 6%  | 6%  | 6%  | 6%  | 6%  | 6%  | 6%  | 6%  | 6%  |
| Q3    | 66%  | 28%  | 4%  | 0%  | 1%  | 0%  | 1%  | 0%  | 1%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  | 0%  |
| 2004  | | | | | | | | | | | | | | | | | | |
| Q1    | 54%  | 35%  | 7%  | 2%  | 1%  | 0%  | 1%  | 23% | 23% | 23% | 23% | 23% | 23% | 23% | 23% | 23% | 23% |
| Q2    | 40%  | 27%  | 7%  | 1%  | 1%  | 1%  | 1%  | | | | | | | | | | |
| Q3    | 50%  | 36%  | 7%  | 3%  | 3%  | 0%  | 0%  | | | | | | | | | | |

- The Internal Auditor made the following comments on the 2004 survey results
  - Understanding of and adherence to EEO policies: This has been a strong area of indicated compliance in UOW from both CSA surveys conducted in 2003 and 2004
Completion of EO Online - There is a slight deterioration of indicated compliance. Improvement opportunities are identified from the 17 participants who stated no awareness of the compliance status of EO Online in their units.

Workplace culture free from discrimination - This has been an indicated area of strong compliance for both 2003 and 2004.

data from exit surveys has been coded and recorded since 2002:

- Two staff (2%) identified workplace harassment as the reason for their departure in 2004. The circumstances surrounding these staff had been addressed but the staff members chose to seek employment elsewhere. Both moved to more senior roles at other universities.
- One staff member raised a pay equity issue as the major factor motivating their departure. This issue has been incorporated into the Selection Techniques training for staff members involved in recruitment.
- 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”, (13%) and “better career prospects with new employer” 16%.
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 - in 2004 women make up 47% of the total UOW workforce. 58% of training participants were women

- general staff women’s participation in staff training and development exceeded their representation (57%) in both general training programs (67%) and leadership programs (65%)

- academic staff women’s participation in staff training and development exceeded their representation (35%) in general training programs (43%) but was less than their representation in leadership programs (23%)

- a new Heads Leadership program was developed and offered in 2004 by the Career Development Unit. This program targets current academic heads and the program in 2005 will target heads of the future. The program consists of a number of learning elements to enhance skill acquisition and transfer to the workplace including facilitated group sessions, one-on-one development support with external coaches as well as peer networking opportunities. 14% of participants were women in 2004 with 45% of targeted participants women in 2005

- of the staff funded by the Vice-Chancellor to attend Australian Vice-Chancellors Consultative Committee Leadership programs, 58% were women

- female staff received 48% of MBA scholarships in 2004
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**

- there was a marked increase in external recruitment for all equity groups except the disability groups with the success rate higher than representation levels

- a marked increase in external recruitment of academic women occurred in 2004 with women successful in attaining 47% of positions, compared to their 35% representation in the academic workforce. In 2003 both women's representation and their external recruitment rate was 34%

- two women were appointed to Level E and three to Level D

- external recruitment of people from racial and ethno-religious minority groups increased from 42% to 51% in 2004.

- external recruitment of people whose first language spoken as a child was not English increased from 36% to 38% in 2004

- 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

Table 8.1.1: Academic staff - External Recruitment, 2004

<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 - academic staff</td>
<td>721</td>
<td>35%</td>
<td>0.7%</td>
<td>37%</td>
<td>27%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Externally recruited staff</td>
<td>127</td>
<td>47%</td>
<td>2%</td>
<td>51%</td>
<td>38%</td>
<td>6%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**General staff**
as for academic staff there was a marked increase in external recruitment for all equity groups except the disability groups with the success rates higher than representation levels

external recruitment of women general staff continued to increase in 2004, with women successful in attaining 70% of positions, compared to their 57% representation in the general staff workforce. In 2003 women’s external recruitment rate was 65%. An increase of 5% in 2004. Five women were externally recruited at levels 10 and above compared to no appointments at this level in 2003

five women were appointed to level 10 and one to level 9

external recruitment of people from racial and ethno-religious minority groups increased from 28% to 33% in 2004.

external recruitment of people whose first language spoken as a child was not English increased from 19% to 21% in 2004

<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>822</td>
<td>57%</td>
<td>1.7%</td>
<td>26%</td>
<td>18%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Externally recruited staff</td>
<td>129</td>
<td>70%</td>
<td>1.9%</td>
<td>33%</td>
<td>21%</td>
<td>4%</td>
<td>0</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

- three women were promoted to level E in 2004
- while promotion rates for academic women fell slightly in 2004, the rate continued to exceed women’s level of representation in the academic workforce. This has been the case since 2001:

<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>
<tr>
<td>2004</td>
<td>37%</td>
</tr>
</tbody>
</table>

- women’s promotion rates to levels B, D and E (45%, 50% and 40% respectively) exceeded their rate of representation in the academic workforce

- promotion rates of people whose first language spoken as a child was not English decreased from 47% to 34% in 2004 but exceeded this groups representation in the workforce

- the rate also decreased for the disability groups and Aboriginal and Torres Strait Islander people and remained under their representation in the workforce

Table 8.2.1: Academic staff – Promotion, 2004

<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>721</td>
<td>35%</td>
<td>0.7%</td>
<td>37%</td>
<td>27%</td>
<td>10%</td>
</tr>
<tr>
<td>Promoted staff</td>
<td>67</td>
<td>37%</td>
<td>0</td>
<td>43%</td>
<td>34%</td>
<td>5%</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

- overall, all equity groups achieved a higher rate of reclassification/promotion in 2004 than their representation in the general staff workforce, except for Aboriginal and Torres Strait Islander people
- women continued to achieve a high share of reclassifications/promotions at the lower levels 3 – 5
- women’s share of reclassifications/promotions increased in 2004 for levels 6 (56%) and 7 (57%) compared to 2003 (2003: level 6 - 44%, level 7 - 43%), and the only promotion to level 10 or above went to a woman from the racial, ethnic minority group
- People whose first language was not English and the disability groups, all included reclassifications/promotions in the mid range, levels 4 - 7

Table 8.3.1: General staff – Reclassification/Promotion, 2004

<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>822</td>
<td>57%</td>
<td>1.7%</td>
<td>26%</td>
<td>18%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Reclassified / Promoted staff</td>
<td>40</td>
<td>63%</td>
<td>0</td>
<td>15%</td>
<td>13%</td>
<td>11%</td>
<td>5%</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 exceed their participation rates in the academic workforce
- academic women’s separation rates increased for the second year. Separation rates were higher than women’s representation in the workforce for the period 2000-2001 (2000: 40%, 2001: 43%), but dropped in 2002 below women’s level of representation in the academic workforce (to 32%). The rate rose to 36% in 2003 and again in 2004 to 41%. Half these separations occurred due to the expiration of agreed periods. Resignations accounted for 34% which is lower than women’s level of representation

exit data shows that senior academic women continue to leave for increased remuneration and senior career opportunities offered at larger institutions

Table 8.4.1: Academic Staff – Separations, 2004

<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 - academic staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VR</td>
<td>3</td>
<td>35%</td>
<td>0.7%</td>
<td>37%</td>
<td>27%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Forced sep.</td>
<td>2</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed period expired</td>
<td>68</td>
<td>47%</td>
<td></td>
<td>37%</td>
<td></td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>All other</td>
<td>59</td>
<td>34%</td>
<td></td>
<td>31%</td>
<td>2%</td>
<td>9%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Total Seps.</td>
<td>132</td>
<td>41%</td>
<td>0</td>
<td>35%</td>
<td>1%</td>
<td>7%</td>
<td>2.5%</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. Around two-thirds of these separations were due to the expiration of agreed periods, and a third were for "all other reasons" which includes resignations. In 2004 a targeted mentoring program for new Indigenous staff and cadets was implemented to address this – see Indicator 5.2

Table 8.4.2: General Staff – Separations, 2004

<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>Profile - general staff</td>
<td>822</td>
<td>57%</td>
<td>1.7%</td>
<td>26%</td>
<td>18%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>VR</td>
<td>7</td>
<td>86%</td>
<td></td>
<td>29%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forced sep</td>
<td>3</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed period expired</td>
<td>73</td>
<td>70%</td>
<td>8.6%</td>
<td>23%</td>
<td></td>
<td>9%</td>
<td>1.4%</td>
</tr>
<tr>
<td>All other</td>
<td>86</td>
<td>65%</td>
<td>3.5%</td>
<td>26%</td>
<td></td>
<td>7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Total Seps.</td>
<td>169</td>
<td>67%</td>
<td>5.5%</td>
<td>24%</td>
<td>1%</td>
<td>7%</td>
<td>1.8%</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

All staff
- for all staff, a 2% increase was recorded in the percentage of staff from racial and ethno-religious minority groups and a 1% increase occurred for people whose first language as a child was not English
- NSW Government 2007 and UOW 2005 targets were again achieved for people whose first language spoken as a child was not English
- representation of people with a disability and people with a disability requiring adjustment at work remained the same as 2003, while representation of women dropped from 49% to 47%
- 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 - 2004

<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>50% full-time work</td>
<td>2</td>
<td>No census benchmark</td>
<td>19% revised</td>
<td>10.1%</td>
<td>7% revised</td>
</tr>
<tr>
<td><strong>UOW Targets 2005</strong></td>
<td>50% full-time work</td>
<td>2</td>
<td>No census benchmark</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>2004</td>
<td>47</td>
<td>1.2</td>
<td>30</td>
<td>22</td>
<td>8</td>
<td>3.2</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>
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

Trends in the Distribution Index for EEO Groups

A Distribution Index of 100 indicates that the centre of the distribution of the EEO Group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels. NSW Government, Office of Employment Equity and Diversity software automatically calculates the distribution index.

Academic staff
- distribution index has improved incrementally for women since 2001
- distribution index has improved for people whose first language was not English since a significant decline in 2002
- distribution index for the disability groups continues to reflect appointments at the more senior levels

Table 9.2.1: Distribution Index Academic Staff

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Benchmark or Target</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>100%</td>
<td>80%</td>
<td>81%</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td>100%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td>100%</td>
<td>102%</td>
<td>93%</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>100%</td>
<td>111%</td>
<td>111%</td>
<td>108%</td>
<td>110%</td>
</tr>
<tr>
<td>People with a disability requiring work-related adjustment</td>
<td>100%</td>
<td>107%</td>
<td>108%</td>
<td>114%</td>
<td>116%</td>
</tr>
</tbody>
</table>

General staff
- distribution index has improved significantly for women since 2002. 2004 increase can be attributed to outsourcing of cleaning (staff predominately at levels 1 and 2)
- GATE traineeship program reflects the 2001 distribution index for Aboriginal people and Torres Strait Islanders
- for people with English as their first language, the increase in 2004 can be attributed to the outsourcing of cleaning with significant representation from this equity group
- people with disability groups continue to fluctuate above and below 100%

Table 9.2.2: Distribution Index General Staff

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Benchmark or Target</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>100%</td>
<td>79%</td>
<td>77%</td>
<td>80%</td>
<td>83%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td>100%</td>
<td>33%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td>100%</td>
<td>96%</td>
<td>82%</td>
<td>83%</td>
<td>91%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>100%</td>
<td>96%</td>
<td>100%</td>
<td>104%</td>
<td>96%</td>
</tr>
<tr>
<td>People with a disability requiring work-related adjustment</td>
<td>100%</td>
<td>98%</td>
<td>100%</td>
<td>105%</td>
<td>n/a</td>
</tr>
</tbody>
</table>
**Equity Groups by level- Academic staff**

- Aboriginal people and Torres Strait Islander academic staff recorded no separations in 2004, therefore decreases at levels A and C and increases at B and D can be attributed to promotion through merit based recruitment. While there is no representation at levels C or E, representation at level D exceeded that of all employees.

- People from racial and ethno-religious minority groups and people with disabilities achieved the same representation at level E as that of all employees.

- Women continue to be under-represented at levels C – E compared to all staff. Representation at level E has remained unchanged from 2003.

---

**Table 9.2.3: Academic Staff – Percent of subgroup by Level, 2003 - 2004**

<table>
<thead>
<tr>
<th>Level</th>
<th>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>A</td>
<td>12</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>33</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>36</td>
<td>37</td>
<td>49</td>
<td>50</td>
<td>50</td>
<td>79</td>
<td>35</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
<td>24</td>
<td>19</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>D</td>
<td>18</td>
<td>17</td>
<td>14</td>
<td>12</td>
<td>17</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>11</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>
Equity Groups by level - General staff

- all equity groups except women are over-represented at level 2
- women continue to be over-represented at levels 3 - 5 and under-represented at levels 6 and above
- the lack of representation of Aboriginal and Torres Strait Islander people above Level 5 continued to be addressed during 2004 by a training and mentoring program [see Indicator 5.2]. High representation at Level 1 reflects the cadet and traineeship programs
- people from racial and ethno-religious minority groups and people whose first language spoken as a child was not English continue to be over-represented at level 2, but not to the same degree as in past years. This drop in representation is due to outsourcing of the cleaning service
- at levels 7 – 9, the representation of disability groups exceeded that for all staff

Table 9.2.4: General Staff – Percent of Subgroup by Level 2004

<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>3%</td>
<td>3%</td>
<td>56%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>3%</td>
<td>3%</td>
<td>8%</td>
<td>6%</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>3</td>
<td>11%</td>
<td>14%</td>
<td>22%</td>
<td>10%</td>
<td>10%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>18%</td>
<td>24%</td>
<td>14%</td>
<td>15%</td>
<td>15%</td>
<td>17%</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>17%</td>
<td>19%</td>
<td>14%</td>
<td>23%</td>
<td>25%</td>
<td>17%</td>
<td>21%</td>
</tr>
<tr>
<td>6</td>
<td>15%</td>
<td>13%</td>
<td>15%</td>
<td>14%</td>
<td>12%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>17%</td>
<td>13%</td>
<td>15%</td>
<td>17%</td>
<td>15%</td>
<td>23%</td>
<td>37%</td>
</tr>
<tr>
<td>8</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
<td>8%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10+</td>
<td>8%</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td></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>
</tr>
</tbody>
</table>
Appendix – Staff Statistical Tables