



EOWA Application for Waiver from Reporting 2007

The University's Vision is "*To advance our international reputation as an outstanding research and teaching University distinguished by excellence, leadership and innovation in the quality of our research, in student learning and achievement, and in engagement with our communities*". The realisation of the University of Wollongong's Vision depends on the skilful employment of its intellectual capital through the resourcefulness and capabilities of its staff and students.

The University of Wollongong is a regional, medium size University with just under 23,000 students and 1,500 full time equivalent staff. The University has grown to 10 faculties and has consolidated the research centres to 16 areas of research strength with 6 externally funded research centres.

The University is a major employer in the Wollongong region and brings thousands of international students to the area. The international student market is volatile and competitive and the attraction and retention of high quality staff is also competitive and requires ongoing strategies to ensure the University is an employer of choice for women and men. The University is committed to increasing the number of women in senior positions and has strategies in place to address this.

UOW is committed to providing equal opportunity for women. Organisational goals, objectives, policies and procedures reflect this commitment and continuous improvement in work/life balance and provisions for parental and carer's leave.

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). The University has been an Employer of Choice for Women consistently for the past three years.

The new Graduate School of Medicine and the Innovation Campus have the potential to transform the University in the national and international arenas. They will also have an impact on communities allied to the University, including the Illawarra and Shoalhaven. These two initiatives will see an increase in employment for the University and related industries in the Illawarra, providing more opportunity for the employment of women in a range of positions.

WORKPLACE PROFILE

- Enter data on the composition of your workforce.
- Your workplace profile data should be no earlier than six months prior to when you submit this application
- Please insert your Workplace Profile below from:
 1. our industry-relevant [Microsoft Excel Spreadsheets which you can obtain from our website](#), or
 2. from your own table or spreadsheet (refer table below as a guide).
- Please note: if this application does not lead to a waiver from the Act and therefore becomes a public Compliance Report, confidential salary information will be removed from the public document.

WORKPLACE PROFILE ACADEMIC STAFF

| | Women | | | Men | | | Total Staff | % | | Average Salary | |
|---------|-----------|--------------------------|-----------|-----------|--------------------------|-----------|-------------|-------|-----|----------------|-------|
| | Full time | Limited term or contract | Part time | Full time | Limited term or contract | Part time | | Women | Men | Women | Men |
| Level A | 10 | 47 | 2 | 6 | 48 | 0 | 113 | 52 | 48 | \$58 | \$58 |
| Level B | 76 | 52 | 9 | 83 | 61 | 2 | 283 | 48 | 52 | \$73 | \$73 |
| Level C | 58 | 8 | 5 | 106 | 19 | 6 | 202 | 35 | 65 | \$87 | \$89 |
| Level D | 32 | 1 | 0 | 90 | 9 | 0 | 132 | 25 | 75 | \$103 | \$103 |
| Level E | 14 | 2 | 1 | 58 | 18 | 1 | 94 | 18 | 82 | \$124 | \$124 |
| Total | 190 | 110 | 17 | 343 | 155 | 9 | 824 | 38 | 62 | | |

WORKPLACE PROFILE GENERAL STAFF

| | Women | | | Men | | | Total Staff | % | | Average Salary | |
|--------------|-----------|--------------------------|-----------|-----------|--------------------------|-----------|-------------|-------|-----|----------------|-------|
| | Full time | Limited term or contract | Part time | Full time | Limited term or contract | Part time | | Women | Men | Women | Men |
| Trainees | | 6 | | | 3 | | 9 | 67 | 33 | \$22k | \$23k |
| Level 1 | | 5 | | 3 | 5 | 1 | 14 | 36 | 64 | \$30k | \$32 |
| Level 2 | 1 | 1 | 3 | 9 | 0 | 2 | 16 | 31 | 69 | \$37k | \$38k |
| Level 3 | 28 | 16 | 22 | 15 | 11 | 1 | 93 | 71 | 29 | \$41 | \$40 |
| Level 4 | 54 | 15 | 35 | 33 | 1 | 0 | 138 | 75 | 25 | \$46 | \$46 |
| Level 5 | 68 | 46 | 23 | 29 | 28 | 1 | 195 | 70 | 30 | \$50 | \$50 |
| Level 6 | 39 | 10 | 17 | 48 | 6 | 3 | 123 | 54 | 46 | \$56 | \$56 |
| Level 7 | 55 | 8 | 16 | 68 | 9 | 1 | 157 | 50 | 50 | \$64 | \$64 |
| Level 8 | 14 | 5 | 4 | 10 | 4 | 1 | 38 | 61 | 39 | \$72 | \$72 |
| Level 9 | 11 | 4 | 2 | 19 | 5 | 0 | 41 | 41 | 59 | \$80 | \$81 |
| Senior staff | 8 | 16 | 1 | 15 | 32 | 0 | 72 | 35 | 65 | \$113 | \$140 |
| Total | 278 | 132 | 123 | 249 | 104 | 10 | 896 | 59 | 41 | | |

EMPLOYMENT MATTER 1- RECRUITMENT AND SELECTION

(please utilise as much space as needed)

- How many men and women (in numbers) were recruited into your organisation (include management, graduates) during the reporting year? **March 2006 – March 2007 a total of 142 men and 180 women; 14 senior academic men and 5 senior academic women; 10 senior general staff men and 8 senior general staff women; UOW does not differentiate for graduate employment.**
- How many women were recruited into non-traditional roles? **We do not collect this data**
- What information do you provide to your external recruitment agencies regarding your EO policy on recruitment? **In the past 18 months the use of Head Hunting companies have been used to identify applicants for the more senior positions such as Deans, Professorial positions and senior general staff. They are provided with the brief to seek out competitive women in all cases. They are given the brief to identify not only people who are already in that level of employment but those with strong future potential. This is reflective of our strong leadership and development strategies where we develop emerging leaders. They are provided with a brief to attract applicants by promoting the Wollongong region, Work/life Balance policies, Equity and Diversity strategies and the “Wollongong Way”.**

- How did you consult with women and men on this employment matter? What issues did they raise?

1. The Recruitment Manager meets with the Deans and their Business Managers to discuss the recruitment needs of the faculty. Issues, challenges and strategies are identified for inclusion in Faculty Business Plans.
2. Informal feedback from members of interview panels is collected and fed back into the recruitment and selection policy processes and procedures.
3. Feedback from applicants, both successful and unsuccessful, is collected and fed back into the recruitment and selection policy processes and procedures.
4. The Director EED, with two senior female and one senior male colleagues presented a session titled “Women representation and contribution at UOW” at the Annual University Planning conference.

1. The need to attract more senior women through the headhunting process. Improve strategies for attracting competitive applicants to the area. Be prepared, where possible, to identify employment for partners.
2. Improved information for external applicants applying for positions so that we are not eliminating potentially very competitive applicants due to the quality of their written application. In some cases it is difficult to get trained external members for interview panels.
3. Information on the region for employment for partners, schools, childcare etc would be valued. A gender balance on interview panels is very important, particularly for women applicants.
4. Need to increase support for women in applying for promotion and senior positions. Need to identify PhD female students who are potential future applicants and nurture/mentor them into the relevant professions. Need to maintain UOW as an employer of choice for women.

- What other analysis did you undertake on this employment matter? What did your analysis find?

Recruitment for lecturer levels A and B are almost equivalent for men 59 and women 56
 Recruitment for lecturer level C is well balanced with men 6 and women 5
 Recruitment for lecturer level D is identical for men 4 and women 4
 The greatest difference in recruitment for men and women remains with the most senior professorial positions, level E - 15 men and 2 women
 At lower to mid levels of general staff, recruitment is significantly higher for women than men:
 Levels 1, 2, 3,4 men 13 and women 33 and Levels 5,6,7, men 33 and women 67
 At the senior levels 8/9 there is only a slight imbalance with men 10 and women 8
 The outcomes of the AUQA audit highlighted the lack of women at senior levels of the organisation

| <ul style="list-style-type: none"> How did you action the issues identified above? (If action was not taken, please include clear reasons and business constraints which were used to determine that it was not reasonably practicable to action the issue) | <ul style="list-style-type: none"> What has been the outcome of each action in addressing the issue? |
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| <ol style="list-style-type: none"> Improved Recruitment web site http://employment.uow.edu.au/ with additional information about the region, transport, school and family life etc. Introduction of candidate and partner care kits. The Recruitment and Selection Policy was revised and approved by the University Council in 2006. This includes a specified gender balance of at least one third represented by each gender. Any variation to this must be approved by the Recruitment Unit. The Policy states that the Director EED may observe any interview process. Introduce applicant training programs for external applicants. Use of head hunters for senior positions. PhD female students included in the invitations to Linking Women programs. Apply for the EOWA citation. Administrative Committee of Council requested the Director EED and Director Personnel Services to provide a report on strategies to address the AUQA recommendation to improve the representation of women at senior levels. | <ol style="list-style-type: none"> Positive feedback from staff and applicants on the clarity of information provided on the web. Care kits being trialled in 2007 – will be reviewed at the end of this year. Improved gender balance on committees. Director EED observes all senior appointments for Deans, Professors and Directors. Applicant training program for external applicants is in the 2007 Business Plan. Since mid 2006 female recruitment included (note some of these recruitments occurred or commenced duty after the data census date of March 31st 2007): <ul style="list-style-type: none"> Dean of Commerce Professor Marketing & Management x 2 Professor English studies Professor Engineering Associate Professor Maths and Statistics Professor Education Professor and Head of Woolyungah Indigenous Centre <p>This represents a very good outcome for this period</p> Re-established the Women in Science Enquiry Network with invitations being sent to all PhD email lists. Three female PhD students attended the first meeting. Successfully applied for the EOWA citation. See outcome # 5. With the best efforts of head hunters and recruitment networks it has been difficult in some instances to identify senior women who are competitive for vacant senior positions. |

EMPLOYMENT MATTER 2 – PROMOTION, TRANSFER AND TERMINATION OF EMPLOYMENT

(please utilise as much space as needed)

- How many men and women have been promoted, including into management? 71 men and 88 women were promoted or reclassified. These figures include 7 men and 10 women who have been promoted into management positions. Academic promotion at senior levels does not necessarily equate to assuming a management role.
- How many men and women have been transferred into different roles, including non-traditional roles? 18 men and 36 women have transferred into different roles.
- How many men and women left the organisation and in what capacity e.g. retrenched, voluntary exit, etc?
Resignations(includes retirements): 60 men and 52 women
Contract end: 52 men and 46 women
Voluntary redundancies: 9 men and 4 women
Dismissals: 3 men and 2 women

- How did you consult with women and men on this employment matter? What issues did they raise?

1. Each year the Director EED meets with the Deans and Directors to discuss their equity strategies. This includes discussion about:
 - o the promotion of women to senior positions, Indigenous employment and the placement of people with disabilities
 - o supporting women to complete their PhD
 - o identifying opportunities for women to assume responsibilities that will assist them in gaining promotion
2. Manager, Professional and Organisational Development Services meets with the Deans and Directors to discuss their staff who have leadership potential with the view to them attending the leadership programs offered internally each year and the external AVCC leadership programs.
3. The Rewards and Incentives Coordinator meets with Deans and Directors annually to discuss the retention of their staff in three categories: *outstanding performance*, *strategic projects* and *specialist or unique knowledge*.
4. *Probation and Promotion* workshops are conducted twice each year to help staff prepare for promotion. *Tuning your promotion prospects for Women* is held each year by the Director EED. These courses are evaluated by the participants each year.
5. All staff complete a Performance Planner (general staff) or Performance Enhancement and Career Development Record (academic staff) with their supervisor each year.

1. The availability of women at senior levels to be competitive in recruitment. More women are coming to the University with PhD completed in some disciplines, however support is still required for females completing their PhD in some cases.
2. Deans are actively identifying opportunities for women to assume management and leadership roles.
3. Need to improve the attraction and retention of women at all levels of the organisation. Attraction and retention of quality teaching and research academics was identified as a risk in the 2006 Strategic Risk Assessment.
4. Workshops for women continue to be valued particularly the *Starting your Academic Career* and *Tuning Your Promotion Prospects*. However it was decided, due to overlap in content, that the *Jump Starting your Research*, would be dropped in favour of the general workshop on research for men and women. Mentoring is still an area that needs to be improved and formalised in order to help women to progress to more senior roles.
5. Need for New Performance Planner (general staff) and Performance Enhancement and Career Development Record (academic staff). documentation was developed in 2006 and workshops were held for staff and their supervisors.

- What other analysis did you undertake on this employment matter? What did your analysis find?

The exit interview data showed that during 2006, 30 exit surveys were completed by 16 women and 14 men. The number one reason for exiting the organisation was *better career prospects* (9), followed by: *more challenging job* (5) and *better working conditions* (5).

Comments for improvement included:

- better management training*
- better process for handling complaints*
- provide more opportunity for promotion*
- difficulty in overcoming disability to continue working*

Feedback from Academic Staff Development Committee identified the need for an improved form for academic performance and career development.

Statistical analysis of the success rate of participants attending promotion training for women indicated that from the 25 academic women who gained promotion in 2006, 14 have attended one or more of the programs for women to help them prepare for promotion.

Retention strategies for the past three years indicate an increase in the number of women targeted for retention:

- 2004** - Strategic Retention targets = 243 - Proportion of females = 43%
- 2005** - Strategic Retention targets = 261 - Proportion of females = 44%
- 2006** - Strategic Retention targets = 285 - Proportion of females = 48%

A lunchtime focus group was held with women in engineering to discuss issues of attraction and retention and support for women. Several ideas resulted from this discussion which will be taken forward to the appropriate forum. These included the need for more women networks, mentoring programs and opportunities for promotion.

There was a significant increase in resignations and retirements for both men and women in the past 12 months to March 2007.

Men 60 (2006 – 37) Women 52 (2006 – 24). This may be largely due to the tax incentives offered to people retiring after the age of 60.

- How did you action the issues identified above?
(If action was not taken, please include clear reasons and business constraints which were used to determine that it was not reasonably practicable to action the issue)

- What has been the outcome of each action in addressing the issue?

1. Further funding was requested from the Vice-Chancellor for PhD equity scholarships
2. New Performance Planner (general staff) and Performance Enhancement and Career Development Record (academic staff) documentation was developed in 2006 and workshops were held for staff and their supervisors.
3. Implementing attraction and retention allowances are now more strategically aligned with the Strategic Retention Plan which records information on three criteria. *outstanding performance, strategic projects* and *specialist or unique knowledge*. Additional rewards, both financial and non-financial are being designed around what is important to the

1. The Vice-Chancellor has allocated \$200,000 (up to \$10,000 per applicant) for equity fellowships over the past three years. This has resulted in 16 fellowships being allocated over three years.
2. Preliminary anecdotal feedback indicates that the new documentation has improved the process for all staff.
3. Rewards and recognition, other than financial, are being offered such as flexibility in work to support life-style choices. A range of return to work options after Maternity leave are being offered in order to retain good staff.

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| <p>individual.</p> <p>4. The Women in Science Enquiry Network (WISENet) has been re-invigorated to provide networking and mentoring support for women who are in non-traditional areas like Engineering & Science. A new research mentoring program has been established with academics from Arts and Informatics.</p> <p>5. Complaint and grievance handling processes are under review. A University wide working group is looking at a new complaints handling framework to comply with the guidelines of the NSW Ombudsman and the ESOS standards.</p> <p>6. Improved processes were developed to share information between the EED Unit, Disability Services and OH&S Unit when staff members with disabilities were requiring support to remain in the workforce.</p> | <p>Proportion of women who applied for promotion increased. Twenty two applications for promotion to professor were heard on 26th May 2006 and out of the 22 applications 15 were from men and 7 were from women. 3 women were successful, ie. a 43% success rate. Three women were successful in the promotion to Associate Professor in the November promotions round.</p> <p>4. Two WISENet events have been organised and are attracting women from all Sciences. It is anticipated that this group will grow as the activities become more popular and start to provide benefits.</p> <p>5. The Grievance Policy and Procedures have been revised and will be forwarded to the University Council for approval in July.</p> <p>6. When a new staff member who has a disability is employed, or an existing staff member acquires a disability, with the permission of the staff member, all three units are informed of the support required and the strategies employed to assist.</p> |
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EMPLOYMENT MATTER 3- TRAINING AND DEVELOPMENT

(please utilise as much space as needed)

- Was the amount spent on training and the type of training offered the same for men and women? Participation hours – women 7432; men 4017. This demonstrates a greater % of funds allocated to women than men.
- How many men and how many women accessed career development planning? All men and women are required to complete a career planning document as part of their performance planning.
- How many men and how many women attended management training? 162 women and 99 men attended management training in 2006
- How many men and how many women attended leadership training? 75 women and 52 men attended leadership training in 2006.
- How many men and how many women were identified as 'high potential'? 127 men and 121 women are identified as "outstanding performers".
- How many men and how many women are listed on the organisation's succession plan? Although the organisation does not have a formal succession plan document, leadership opportunities and promotion and progression strategies are discussed with the Deans and potential leaders are recommended for leadership programs. Through the career planning discussions, Deans and Directors identify gaps in the development of their staff members and actively identify opportunities to gain experience in the areas identified. The Attraction and Retention Coordinator, in consultation with Deans has identified 28 men and 24 women as succession plan targets.
- How many women have access to training and/or job rotations in male dominated areas? Training is available equally to all general staff. Job Rotation comes under the Career Mobility Program and is available to all staff and is supported by the principles of the General Staff Enterprise Agreement. Secondments placed through CDU in 2006 – 1 man and 7 women.
- How many women participated in specific training courses, mentoring, multi-skilling, and/or networking opportunities for women? 23 academic women attended women only training courses. The Linking Women Network activities brought hundreds of women from across the University to the events held over the year. The Women in Commerce Research group has 85 members and meets 5-6 times per year. Men and women participate in the Customer Service Network, Administration Officer's Network, Technical Officer's Network.

- How did you consult with women and men on this employment matter? What issues did they raise?

1. Every course that is delivered is evaluated by the participants. This information is used to improve courses and to make changes where necessary.
2. Consultation with Deans and Directors regarding staff training needs.
3. Leadership surveys.

1. New training program requirements.
2. A list of staff who would benefit from leadership training. Management skills for heads of schools is an ongoing need because heads often change every two to three years.
3. Leadership Surveys highlighted the areas of training required for leaders.

- What other analysis did you undertake on this employment matter? What did your analysis find?

Collection and analysis of training statistics by gender, 162 women and 99 men attended management training in 2006. That is 62% of attendees were women compared to their representation of the workforce of 48%

52 men and 75 women attended leadership training in 2006. That is 59% of attendees were women compared to their representation of the workforce of 48%

Participation hours – men 4017, women 7432

The figures for Postgraduate Education Staff Sponsorship Program: New sponsorships granted in 2006 – 3 men and 5 women, ongoing sponsorships during 2006

(including above) – 8 men and 13 women The initial Postgraduate Sponsorships were for MBAs only. Feedback from staff identified the need to expand to other courses across the University.

AV-CC attendances in 2006: 7 men and 11 women.

Overall analysis of training demonstrates that more women than men are using the opportunities to attend the cross section of training available.

All training programs are analysed based on the feedback from participants. Presenters of the programs are provided with feedback to make improvements and changes to their programs.

A review of the responsibilities, remuneration, appointment process and contractual arrangements for Heads of School and Associate Deans was undertaken in 2003. The primary catalyst for the review was recognition that the performance and contribution of Heads of the academic units had a critical impact on the overall success of the University. Ongoing targeted leadership programs for leaders and potential leaders is required with development of core leadership and managerial competencies for the roles; development of role and responsibility descriptions; implementation of revised contractual arrangements; and increased remuneration and incentives.

| <ul style="list-style-type: none"> How did you action the issues identified above? (If action was not taken, please include clear reasons and business constraints which were used to determine that it was not reasonably practicable to action the issue) | <ul style="list-style-type: none"> What has been the outcome of each action in addressing the issue? |
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| <ol style="list-style-type: none"> New training programs are implemented as a result of feedback from training participants. A leadership development program was delivered for level 8/9 general staff for the first time in 2006. The leadership program for academic staff has been so successful it has become an ongoing program. Postgraduate Sponsorship was expanded to provide access to a broader range of courses. A Succession Planning Discussion Paper has been written and presented to senior executive. | <ol style="list-style-type: none"> Examples of new training programs include - Research Grant Writing; Grant Management; Emotional Intelligence. The Leadership development program for general staff was attended by 3 men and 7 women in 2006. Due to the success and ongoing need for this type of program a second program is proposed for 2007. A further 11 men and 9 women are currently enrolled in the academic leadership program. Feedback from academic staff is very positive. Master of Accounting, Master of IT Management, Master of Adult Education, Master of Strategic Management, Master of Science (OH&S), Master of HR Management, Grad Dip Statistics, Master of Management, Master of Transnational Crime Prevention. No outcome to date. |

EMPLOYMENT MATTER 4- WORK ORGANISATION

(please utilise as much space as needed)

- What flexible work arrangements are in place? The University has a flexitime policy which allows the majority of general staff to work flexible hours across a band of core hours. Where, in the minority of cases, staff are not employed under the flexitime policy, rostered days off are part of the working conditions and these can be taken on various days of the week. Academic staff have flexible work arrangements within the confines of their need to be on campus for their teaching, administration and consultation times.
- How many men and women access flexible work arrangements at all levels of the organisation? Flexible start and finish times are available to managers at all levels. Women at all levels returning to work after maternity leave have access to part-time working arrangements. 9 academic men and 17 academic women work part-time. One academic woman at professorial level works part-time. 10 general staff men and 123 general staff women work part-time. 7 of these women are in senior positions of level 8/9 and above.
- What impact has the implementation of flexible working arrangements had on your organisation (e.g. on retention rates, recruitment, absenteeism rates, return from maternity leave, productivity, morale)? Of the 53 women who took maternity leave in the past two years 37 responded to the Pregnancy and work survey. Only one did not return to work at all. Only 7 returned to work full-time. 5 women returned to a job share arrangement.

- How did you consult with women and men on this employment matter? What issues did they raise?

1. Extensive consultation was conducted with staff representatives and unions during the development of the 2005 Enterprise Agreement.
2. A Pregnancy and Work Survey was conducted.
3. A Focus was conducted with a group of women on maternity leave or recently returned from maternity leave.

1. Carers leave was one of the areas that staff felt needed to be expanded.
2. Issues raised in relation to flexibility
 - o Planning for part-time return to work for academics is difficult
 - o Managers are not always creative about flexible options for returning to work and in some cases are not understanding of the difficulties of organising child care on certain days
 - o More training is required for managers in relation to maternity leave entitlements to avoid unnecessary angst for both parties.
3. Identified that it can sometimes be difficult to negotiate suitable part-time working arrangements when returning from maternity leave. Childcare, particularly for babies under 12 months old, is a big factor in organising return to work and it was suggested that it would be ideal to be able to reserve a baby place at Kids Uni . Keeping in touch with the workplace whilst on maternity leave can be important if jobs are being advertised or changes are taking place which will impact on the person on leave.

- What other analysis did you undertake on this employment matter? What did your analysis find?

The workforce profile indicates that part-time work for women is concentrated in the lower to middle levels. One of the women general staff directors of a large Unit works part-time and has done for a number of years.

A large number of academic men (155) and women (110) and general staff men (104) and women (132) are employed on limited term contracts. This is reflective of the research activity at the University where research grants provide funding for staff for a set number of years.

| <ul style="list-style-type: none"> How did you action the issues identified above? (If action was not taken, please include clear reasons and business constraints which were used to determine that it was not reasonably practicable to action the issue) | <ul style="list-style-type: none"> What has been the outcome of each action in addressing the issue? |
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| <ol style="list-style-type: none"> In the EA Carer's leave was addressed. An <i>At home and in touch</i> package has been developed to help managers keep in touch with their staff whilst they are on maternity leave. The package includes two checklists designed for both managers and staff to help identify areas for discussion before going on maternity leave and before coming back from maternity leave. A meeting was organised with the Manager of Kids Uni, Director Personnel and the Director Financial Services to discuss the use of the Return to Work Grant for reserving baby places. The Kids Uni after school care program has been extended to the 12 – 15 years age group. This program was the first of its kind in Australia, providing fun activities while also meeting the needs of busy parents. | <ol style="list-style-type: none"> Carer's leave was extended to eight days and includes bereavement leave and other emergency leave. Up to 2 days of a staff member's sick leave may also be accessed for carer's leave. The package has been well received by staff and managers. The next step is to develop a work-life balance website which includes scenarios of how different managers have accommodated part-time options. This strategy has not progressed as it is difficult to manage in terms of cost, timing and availability of spaces. The after school care program has been slow to take off. |

EMPLOYMENT MATTER 5- CONDITIONS OF SERVICE

(please utilise as much space as needed)

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| <ul style="list-style-type: none"> What benefits are offered to staff in addition to salary? Study time, study leave, sponsored postgraduate study, Equity Fellowships for staff completing their PhD, attraction and retention salary top ups. Salary packaging is available for childcare, gym fees, superannuation, motor vehicle and car parking. Return to Work Grant. In addition to four weeks annual leave, one week of concessional days leave between Christmas and New Year. Are there gaps between male average salaries and female average salaries at any level? The workplace profile shows that there is little difference in the average salary of men and women at all levels with the exception of the senior staff. If so, please provide the reasons for these gaps AND details on the organisation's strategy to reduce the gender pay differences. This category of staff includes the Vice-Chancellor (male) and the Deputy Vice-Chancellors (3 out of the 4 being men) and therefore has made a significant impact on the average wage for this category. The main strategy to reduce this gap would be to employ more women at the most senior positions in the University. | |
| <ul style="list-style-type: none"> How did you consult with women and men on this employment matter? What issues did they raise? | |
| <ol style="list-style-type: none"> Salary packaging information is provided on the University web site and information is circulated via email. During the development of AWAs in 2005-2006 focus groups were held to discuss other salary packing options. Feedback from academic women at the Linking Women Networks.. | <ol style="list-style-type: none"> Staff who have come from other workplaces where salary packing was more extensive raised more options for consideration. Indicated that PhD sponsored scholarships are still vital for helping women to complete their PhD |
| <ul style="list-style-type: none"> What other analysis did you undertake on this employment matter? What did your analysis find? | |
| <p>Analysis of the established programs to support general staff with their studies and professional development was not being accessed extensively. Consultation with appropriate committees identified other options to make better use of the available funding.</p> <p>Focus group with women regarding the use of the Return to Work Grant. Use of external child care, due to taxation issues, reduces the monetary value of the grant.</p> | |
| <ul style="list-style-type: none"> How did you action the issues identified above? (If action was not taken, please include clear reasons and business constraints which were used to determine that it was not reasonably practicable to action the issue) | <ul style="list-style-type: none"> What has been the outcome of each action in addressing the issue? |
| <ol style="list-style-type: none"> Personnel and Financial Services introduced a more cost effective way for women to receive the Return to Work grant when using external child-care facilities. Funding support for general staff development was re-deployed to a new program called Development Program Assistance. A submission was made to the Vice-Chancellor for a further two years funding for PhD Equity Scholarships. Further salary packaging options are being explored. Strategies to recruit more senior women is addressed in employment matter 1 | <ol style="list-style-type: none"> Return to Work Grant options have been improved. Development Program Assistance provides an opportunity for experienced general staff members who are recognised for their exceptional contribution to the University to enhance their skills and knowledge by taking part in major career development opportunities outside the University The Vice-Chancellor approved \$60,000 for 2007 scholarships with in-principal support for a further \$60,000 for 2008. No outcome to date. |

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| 6. Attraction and retention strategies are addressed in employment matter 3 | |
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EMPLOYMENT MATTER 6- SEX BASED HARASSMENT

(please utilise as much space as needed)

- Does your organisation have a sex based harassment policy, including email and Internet/Intranet policy and grievance handling procedures? **Yes there is a Sexual Harassment Policy, Internet Access Policy; IT Acceptable Use Policy; Grievance Resolution Procedures.**
- Where can staff access the policy? <http://staff.uow.edu.au/eed/sexualharassment.html>; <http://www.uow.edu.au/its/policies/intaccpy003.pdf>; <http://www.uow.edu.au/its/policies/accusepy001.pdf>; <http://staff.uow.edu.au/eed/grievanceresolution.html>
- Is sex based harassment education provided for new staff? **Yes, all new staff attend an induction program for new staff where the Director EED presents a section on Equity and Diversity with specific attention drawn to the key risk areas, including sexual harassment. All staff are required to complete EO Online Module 1 and supervisors are also expected to complete EO Online Module 2. Completion of this online program is recorded centrally to allow follow-up if necessary.**
- Have all staff and managers received refresher education / updated information in relation to their rights and responsibilities regarding sex-based harassment in the last 2/3 years? **Yes an email reminder was sent by the Vice-Chancellor in 2004.**
- Were all complaints handled successfully internally? **Yes all complaints have been handled successfully internally in 2005,2006,2007.**
- Were any matters referred to external anti-discrimination tribunals / courts? If yes, please provide details. **No.**
- Were any rulings made against the organisation by external anti-discrimination tribunals / courts? If yes, please provide details. **No.**

• How did you consult with women and men on this employment matter? What issues did they raise?

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| 1. Consultation with members of the EED committee. | 1. Identified the need for a revision of the Grievance Handling Procedures. |
| 2. Consulted with Security staff about sexual harassment training for security staff. | 2. Identified the need to review the sexual harassment information made available to staff. |
| 3. Consulted with the Heads of the Student Residences. | 3. Identified the need to provide training to the student resident managers on equity, harassment and bullying. |
| 4. Feedback from the Bullying and Harassment training, conducted by the Anti-Discrimination Board in 2006. | 4. Indicated that a longer more comprehensive session would be valuable. |

• What other analysis did you undertake on this employment matter? What did your analysis find?

Analysed all complaints data from 2004 – 2006. Sexual Harassment complaints have reduced from 16 in 2004 to 8 in 2006 and to date in 2007 there have been no complaints about sexual harassment.

Analysed the exit information for 2006 and none of those staff members who completed exit surveys indicated that they were leaving due to sexual harassment.

Reviewed the strategies for Sexual Harassment refresher training.

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| <ul style="list-style-type: none"> How did you action the issues identified above? (If action was not taken, please include clear reasons and business constraints which were used to determine that it was not reasonably practicable to action the issue) | <ul style="list-style-type: none"> What has been the outcome of each action in addressing the issue? |
| <ol style="list-style-type: none"> The Grievance Policy and Procedures have been revised and will proceed to the University Council for approval in 2007. Sexual Harassment and sexual assault training was provided to Security staff prior to the start of the academic year. Sexual Harassment & Sexual Assault brochure was revised and is provided in the new staff induction kit. Identified options for Sexual Harassment refresher training and discussed at a Directors meeting and with EOWA staff. Bullying and harassment workshops are conducted annually by a trainer from the Anti Discrimination Board. The session was expanded this year to two half days to allow for more discussion and scenarios. All Deans and Directors have been asked to nominate managers to attend the 2007 session. | <ol style="list-style-type: none"> Grievance Policy and Procedures, once approved will be “rolled out” to all staff with training for managers and supervisors. Security staff indicated that they felt better informed to manage situations of sexual assault or harassment should they occur on campus. Sexual Harassment Refresher training will take the form of a print mail out to all staff of the revised Sexual Harassment/Sexual Assault Brochure. The revised brochure will be provided to all academic staff in 2007 as a refresher training strategy. Workshop schedule for June 2007. |
| <p><i>Please note: Regardless of business constraints it is considered reasonably practicable for all waived organisations to have provided both induction and refresher training (every 2- 3 years) for all staff and managers in sex-based harassment</i></p> | |

EMPLOYMENT MATTER 7- PREGNANCY, POTENTIAL PREGNANCY AND BREASTFEEDING

(please utilise as much space as needed)

- Does your organisation have a policy on parental leave? **Yes it is included in the Enterprise Agreement for General Staff and Academic Staff 2005-2008.**
- Does your organisation offer paid leave for the primary carer? **Yes** If so how many weeks? **14 weeks full pay 28 weeks half pay.**
- Does your organisation offer paid leave for the secondary carer? **Yes - Partner leave** If so, how many weeks? **One week paid.**
- How does your organisation keep in touch with staff on parental leave? **We have an *At Home and In Touch* Program.**
- Can staff apply for positions while on parental leave? **Yes.**

Statistics for the following questions will be taken from the information collected from the **Work and Pregnancy Survey** which covered the two years of 2005 & 2006.

- How many men and women took parental leave during the reporting year? **53 women took maternity leave (37 people responded to the survey).**
- How many men and how many women returned full-time from parental leave? **7 of women respondents returned full-time.**
- How many men and how many women returned part-time from parental leave? **28 of women respondents returned part-time.**
- How many men and how many women resigned during or at the end of parental leave? **Not recorded and no results from the survey.**
- Does your organisation have a breast-feeding policy? **Yes we have a Children on Campus policy which includes information on breastfeeding.**

- How did you consult with women and men on this employment matter? What issues did they raise?

1. The EED Unit undertook an extensive 'work-life balance' survey of all staff in June 2004.
2. A *Keeping in Touch* focus group was held June 2006 to survey women who were currently on maternity leave, had returned from maternity leave or soon to go on maternity leave.
3. In 2006 a *Work and Pregnancy Survey* was conducted with women who had been on maternity leave in the past two years. 53 surveys were distributed and 37 responses were received, a response rate of 76%.

1. The need for improved Maternity leave conditions.
2. A range of strategies they would like to see in place to keep in touch whilst they are on maternity leave. A range of issues related to the management of maternity leave and returning to work after leave.
3. See details of analysis below.

- What other analysis did you undertake on this employment matter? What did your analysis find?

Key data from the Work and Pregnancy Survey showed:

- 100% of respondents took paid maternity leave
- 80% of respondents returned to work part-time
- 80% of respondents were employed full time prior to taking maternity leave
- 62% of respondents made use of the Return to Work Grant
- 84% of respondents found the workplace supportive

The results of the Work and Pregnancy Survey were combined with the feedback from the "Keeping in Touch" focus group to identify the following opportunities for improvement:

- Clearer information is required for staff and managers on Maternity leave provisions both before going on maternity leave and before returning from Maternity

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| <p>leave. This information is being provided with the “At Home and In-touch” package and will be placed on a web page to be developed as part of the Work-life balance revision.</p> <ul style="list-style-type: none"> • Support for managers and team leaders in the process of negotiating return to work conditions for staff returning from maternity leave. This will be done through the development of a range of scenarios located on the web site. • The Pregnancy and Work Survey indicated 5 people returned to job share positions following maternity leave. It would be interesting to analyse how many of these continue beyond a two year period. | |
| <ul style="list-style-type: none"> • How did you action the issues identified above? (If action was not taken, please include clear reasons and business constraints which were used to determine that it was not reasonably practicable to action the issue) | <ul style="list-style-type: none"> • What has been the outcome of each action in addressing the issue? |
| <ol style="list-style-type: none"> 1. The Keeping in Touch kits have been developed and named “At home and In touch”. 2. A work/life balance website is being developed to promote maternity leave policies and return to work strategies. 3. An analysis of job share positions across campus has been included in the EED business plan for 2007. | <ol style="list-style-type: none"> 1. At Home and In Touch package has been sent to 17 managers. The use of this will be analysed in the next Pregnancy and Work Survey due to be conducted in 2008. 2. Website shell has been developed – content is being developed. 3. No results to date. |