

2006 Annual Report

and 2007 Management Plan

to the Director of Equal Opportunity in
Public Employment

University of Wollongong Employment Equity and Diversity Unit

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Date Submitted: 2nd October 2007

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1. Introduction

The University of Wollongong (UOW), whilst still considered a medium sized university, continues to grow with the introduction of the Graduate School of Medicine which had its first intake of students January 2007. UOW employs 1,720 staff (based on DEST reported data 2006), an increase of 113 from 2005.

Highlights and Key Results for 2006

Senior Women

Ms Sue Chapman was appointed in February 2006 as the first female Deputy Vice-Chancellor. Ms Chapman has served on the University Council since January 1998. As Deputy Chancellor she chairs the Administrative Committee of Council, the Council Committee of Appeal (Student Discipline) and is a member of the Council Nominations Committee. Ms Chapman has provided a role model for women council members and senior women in the organisation.

Following the Australian Universities Quality Agency (AUQA) audit in 2005, one of their formal recommendations was to take immediate steps to address the disproportionately low number of women at senior levels, particularly female academics. Recruitment strategies attracted senior females to the positions of Dean of Commerce, two professors in Marketing, professor in Literature and Languages and two associate professors in the Graduate School of Medicine. Statistics for 2006 show an increase of 4% of women at professorial level.

Faculties and professional units have embraced this recommendation with three women successful in Professorial promotions in May and three women successful in promotion to associate professor in November. A number of faculties, where there is a male dean, have taken steps to develop leadership roles for women as associate deans and heads of school.

Indigenous Employment

The contract with DEWR for a Structured Training Employment Program (STEP), which is a successful employment program for trainees continued to be a focus of Indigenous employment for general staff. This has resulted in a further increase in the representation of Indigenous Australians from 2.1% as at March 2006 to 2.3% in March 2007. This upwards trajectory will continue with a new STEP contract negotiated for 2007-2008.

Academic employment for Indigenous Australians has not changed since the previous year. However, it is envisaged with a focus on rural and regional health that there will be a need to actively recruit and develop Indigenous academics to support these emerging programs.

The appointment of a new Director for the Woolyungah Indigenous Centre was made after an extensive recruitment process. The new Director, an Indigenous woman, who comes with an extensive research portfolio, will take up her appointment in 2007.

Employment of People with Disabilities

Since 2001 the University has had an agreement with a local employment agency for people with disabilities, Essential Personnel, to recruit through affirmative action up to two people per year. Two general staff members were recruited to fulltime positions under this agreement in 2006, in the faculties of Education and Commerce.

In addition two academic staff with profound disabilities were recruited to permanent continuing positions in the Faculty of Law and the Graduate School of Medicine. These two members of staff are an inspiration to their students and colleagues alike.

Respect for Diversity

The Vice-Chancellor approved a revision of the *Respect for Cultural Diversity Policy*, to a broader focus of *Respect for Diversity*. This was agreed based on the recommendation of the Campus Education and Equity Consultative Committee (CEECC) to have a policy which encompasses the diverse staff and student population, including those from other cultures. The Policy was revised in 2006 and forwarded to the Administrative Committee of Council for approval in 2007.

2. Agency Context Information

Please add comments if there are specific characteristics or issues that have impacted the organisation during the reporting period.
(ie restructure, amalgamation, regionalisation, new technology, new functions)

Impact issue	Comment
Development of the Medical School	The Graduate Medical School continued to recruit both academic and general staff throughout 2006. This has increased the number of general and academic staff considerably on both the Wollongong and Shoalhaven campuses. Career opportunities have emerged at senior levels for both men and women.
Retirement of Robyn Weekes, Director, Employment Equity and Diversity (EED)	Appointment of Lynne Wright as acting Director EED in May 2006. Lynne was appointed permanently in December 2006 following a competitive recruitment process.

2.1 The integration of equity into the University's strategic planning, reporting and performance management frameworks

- EED priorities are embedded in the organisational Strategic Plan 2005-2007, the annual EED Business Plan, Faculty Plans and the Professional Unit Plans.
- The Director EED meets annually with Deans to discuss their faculty equity strategies which are embedded in Faculty Plans. Common strategies include:
 - targets for completion rates of EO Online
 - improvement in the staff equity profiles
 - increasing women in leadership and senior positions
 - attraction and retention of women in senior positions
 - developing and maintaining an inclusive culture
 - developing women's networks
 - targeted career development
 - Indigenous employment
- Faculty-based staff equity profiles were developed and provided to the Strategic Planning Unit for inclusion in the resource packages provided to faculties, are designed to assist them review and develop faculty plans.
- The Employment Equity and Diversity Committee reports and makes recommendations directly to the Vice-Chancellor.
- The Director EED reports directly to the Vice-Chancellor and Deputy Vice-Chancellor (Operations) on operational matters, enabling equity issues to be raised at the most senior levels for incorporation into corporate planning.
- As a member of the senior executive, the Director EED represents equity interests and provides input to the University's Annual Planning Retreat.
- Key corporate planning committees include equity group participation.
- Equity accountabilities are incorporated into:
 - Performance contracts for senior executives and senior staff on AWAs
 - Academic Career Development Record and the General Staff Performance Planner
 - Position Descriptions for all staff

2.2 The senior management structure by gender, including the Executive, Deans and staff employed at HEW 10 and above

- The Deputy Vice-Chancellor (Research) and the Pro Vice-Chancellor Research (0.6 position) are the two positions of the seven senior executive positions currently held by a woman.
- Ten Deans of Faculty are males, one is female and the Dean of Students is a female.
- There are ten directors of professional units, four of which are women; University Librarian, Director EED, Director Student Research Centre and Director, Research Services Office.

2.3 Measures implemented to ensure consultation with EEO stakeholders

- The EED Committee is made up of staff representatives from all equity groups who meet five to six times per year and makes recommendations directly to the Vice-Chancellor. Policy and program development and implementation is a key responsibility of this committee.
- The Campus Equity Education Consultative Committee (CEECC) is a forum for student equity groups and members of the community with relevant expertise. It aims to:
 - promote equity and diversity to provide positive and rewarding student and employment experience at the University
 - consider education strategies to improve student and staff awareness of harassment and discrimination issues on campus in relation to equity groups experiencing prejudice because of sexual orientation, race, religion, gender, disability or any other difference
 - provide advice and recommendations to the Vice-Chancellor (through the Employment Equity and Diversity Committee) to improve student and staff awareness on harassment and discrimination issues through the EED Committee
- A Linking Women network has been established to provide opportunities for women to:
 - share information and ideas
 - raise and address issues specific to them
 - access information and resources
 - share their professional expertise
 - develop informal mentoring relationships
 - develop collaborative research relationships
- The Women in Commerce Research Platform was a pilot program initiated by the Director, EED and the Dean of Commerce. It ran for six months and was followed by an evaluation which proved positive. The program continues to gather momentum and similar groups are being established in other faculties.
- The Director EED has a strong working partnership with the Woolyungah Indigenous Centre and is a member of the Consultative Committee.
- Exit questionnaires are provided to all exiting staff and interviews with the Director, EED are offered.

2.4 Women's representation on committees and decision-making bodies.

	2003	2004	2005	2006
Council	50	47	37	37
Administrative Committee	43	43	43	43
Planning & Development Committee	25	27	31	31
Academic Senate	38	31	32	32
Senate Standing Committee	38	33	31	31
University Education Committee	37	45	51	51
University Internationalisation Committee	32	33	31	31
University Research Committee	33	36	39	39
Academic Promotions & Continuing Appointments	45	45	38	38
Equity and Student Support	40	37	42	42
EED Committee	50	45	58	58
OH&S Committee	36	40	36	36
Total % of women for all committees	39%	41%	41%	41%

The statistics for membership of women on committees is the same for 2006 as it was for 2005. This is due to the date of the calculation of this data. In 2005 the information was gathered later than usual, resulting in there being no change in committee structure between that date and 2006.

3. EEO Annual Report Statistical Analysis

3.1 Trends in the Representation of EEO target groups in %. 2006 data is as at the census date of March 2007.

3.1.1 All Staff

EEO target group	% of Total Staff				
	Benchmark or target	2003	2004	2005	2006
Women	50%	49	47	48	49
Aboriginal people & Torres Strait Islanders	2%	1.3	1.2	1.5	1.5
People whose first language was not English	19%	21	22	22	21
People with a disability	12%	8	8	8	7
People with a disability requiring work-related adjustment	7%	3.2	3	3.1	2.5

3.1.2 Academic Staff

EEO target group	% of Academic Staff				
	Benchmark or target	2003	2004	2005	2006
Women	50%	34	35	36	38
Aboriginal people & Torres Strait Islanders	2%	1	0.7	1	1
People whose first language was not English	19%	25	27	29	30
People with a disability	12%	10	10	9	9
People with a disability requiring work-related adjustment	7%	4	4.6	3.8	4

3.1.3 General Staff

EEO target group	% of General Staff				
	Benchmark or target	2003	2004	2005	2006
Women	50%	60	57	60	59
Aboriginal people & Torres Strait Islanders	2%	1.9	1.7	2	2.3
People whose first language was not English	19%	20	18	17	18
People with a disability	12%	7	7	8	7
People with a disability requiring work-related adjustment	7%	2.4	2	2.6	2

3.2 Trends in the Distribution of EEO Target 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.

3.2.1 Academic Staff

EEO Target Group	Distribution Index				
	Benchmark or target	2003	2004	2005	2006
Women	100	82	82	80	80
Aboriginal people & Torres Strait Islanders	100	n/a	n/a	n/a	n/a
People whose first language was not English	100	92	95	90	91
People with a disability	100	108	110	116	119
People with a disability requiring work-related adjustment	100	114	116	117	122

3.2.2 General Staff

EEO Target Group	Distribution Index				
	Benchmark or target	2003	2004	2005	2006
Women	100	80	83	89	87
Aboriginal people & Torres Strait Islanders	100	n/a	n/a	n/a	50
People whose first language was not English	100	83	91	92	94
People with a disability	100	104	96	104	102
People with a disability requiring work-related adjustment	100	105	n/a	115	n/a

4. EEO Annual Report – Representation & Distribution Comments

EEO Target Group	Comments – favourable/unfavourable variances
<p>Women</p>	<p>Representation</p> <ul style="list-style-type: none"> ▪ The increase in the representation of women academic staff continues the trend evident over the last five years ▪ Academic women’s share of positions at Level E grew to 18% from 14% the previous year ▪ Women continue to be over-represented among general staff ▪ Women’s share of Level 10+ positions dropped to 35% from the previous year’s level of 45%. This is in part due to the introduction of AWA’s for levels 8 and above for most new positions. The database record of people on AWA’s needs to be adjusted to accommodate an equivalent level for statistical purposes. This is being addressed ▪ Women’s representation at levels 7, 8 and 9 grew. Representation growth at level 8 was particularly strong, increasing from 49% to 61% reflective of the number of new start up positions at this level <p>Distribution</p> <ul style="list-style-type: none"> ▪ Women continue to be over-represented at the lower levels for both academic and general staff ▪ There has been no improvement in the distribution index for academic women this year (80). The index declined for general staff women this year (87 down from 89), but remains well above the results for 2004 (80) and 2005 (83)
<p>Aboriginal People & Torres Strait Islanders</p>	<p>Representation and Distribution</p> <ul style="list-style-type: none"> ▪ There has been no change in the representation of Aboriginal and Torres Strait Islander peoples among academic staff ▪ Representation among general staff exceeded the benchmark for the first time but was clustered in the lowest salary levels, levels 1-3. However increased success in promotion is indicated by the drop in representation at level 1 and an increase at level 2 and particularly at level 3

<p>People whose first language was not English</p>	<p>Representation</p> <ul style="list-style-type: none"> ▪ Among academic staff, the representation of people whose first language was not English once again exceeded the benchmark. The level was slightly lower among general staff <p>Distribution</p> <ul style="list-style-type: none"> ▪ The distribution index for both academic and general staff increased slightly over the previous year
<p>People with a disability and People with a disability requiring work-related adjustment</p>	<p>Representation</p> <ul style="list-style-type: none"> ▪ There was little change in the representation of either target group for academic and general staff, regardless of the successful recruitment strategies in place ▪ There has been no further movement towards the benchmarks for either academic or general staff since last year and no increase at all since 2004 <p>Distribution</p> <ul style="list-style-type: none"> ▪ The trend for these target groups to be over-represented at the higher salary levels continues, more so among academic staff

4.1 Employment basis by EEO target group

4.1.1 Academic staff

EMPLOYMENT BASIS		TOTAL STAFF (Number)	Women	Aboriginal People & Torres Strait Islanders	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work	
Tenurable	Full-Time	533	36%	1.2%	29%	12%	5.0%	
	Fractional	26	65%		19%	5%	4.8%	
		< 1 Year	121	42%	1.1%	49%	1%	1.1%
Contract	Full-Time	1 < 3 Years	38	32%		24%		
		3+ Years	20	15%		50%	17%	5.6%
	Fractional	< 1 Year	64	56%		18%	3%	2.6%
		1 < 3 Years	18	33%		17%	11%	
		3+ Years	4	50%		25%		
TOTAL			824	38%	1.0%	30%	9%	3.9%

- There has been a small increase in the number of contract part-time academic positions in the last year. An additional seven contract fractional positions was created during the last year. This is indicative of the support for women who are requesting part-time work for various reasons.
- The total number of tenurable fractional positions remains unchanged from last year. Part-time work, at a time when women most need it, following child birth, is being well supported by the Return to Work Grant. Women are able to use this funding to top up their part-time salary to a full time salary for the period when they first return to work. This has in part reduced the need for women to request part-time work after returning from maternity leave.
- The share of tenurable fractional positions held by women, people with a disability and people with a disability requiring adjustment has decreased since last year, while that of people whose first language was not English has increased.

4.1.2 General Staff

EMPLOYMENT BASIS		TOTAL STAFF	Women %	Aboriginal People & Torres Strait Islanders %	People Whose Language First Spoken as a Child was not English %	People with a Disability %	People with a Disability Requiring Adjustment at Work %
Permanent	Full-Time	527	58%	14%	19%	7%	1.6%
	Fractional	133	92%	0.8%	12%	8%	2.4%
Contract	< 1 Year	99	60%	7%	18%	6%	1.4%
	Full-Time 1 < 3 Years	24	42%	8.3%	25%		
	3+ Years	38	42%	5.4%	8%		
	< 1 Year	63	63%	2.9%	17%	3%	5.7%
	Fractional 1 < 3 Years	9	56%		22%	6%	11.1%
	3+ Years	3	67%			11%	
TOTAL %		896	59%	2.4%	18%	7%	2%

- There was a small increase in the number of general staff part-time positions since last year. This is a positive reflection of the support that is provided to women who wish to work part time, particularly to manage carer responsibilities. In most cases part-time work has been sought by the incumbent.

4.2 Recruitment outcomes for members of EEO target groups

4.2.1 Academic staff - External recruitment

	Total staff (number)	Women (%)	Aboriginal and Torres Strait Islanders (%)	People whose first language was not English (%)	People with a disability (%)	People with a disability requiring adjustment at work (%)
Profile - academic	824	38	1	30	9	4
External recruitment	136	43		36	6	1.7

- Women were successful in external recruitment processes at a rate that exceeds their representation in the academic workforce. This is a considerable improvement on last year (43% this year compared to 39% last year) indicating that the University is committed to seeking women to fill vacant appointments at all levels across the University.

4.2.2 General Staff - External recruitment

	Total staff (number)	Women (%)	Aboriginal and Torres Strait Islanders (%)	People whose first language was not English (%)	People with a disability (%)	People with a disability requiring adjustment at work (%)
Profile – general staff	896	59	2.3	18	7	1.9
External recruitment	157	66	3.1	16	8	2.1

- For general staff, all target groups except people whose first language was not English were successful in external recruitment at rates exceeding their representation in the general staff workforce.
- This represents a considerable improvement for the disability groups compared to last year, reflective of the efforts to place people with disabilities in permanent employment within the University.

4.3 Promotion outcomes for members of EEO target groups

4.3.1 Academic staff promotion

	Total staff (number)	Women (%)	Aboriginal and Torres Strait Islanders (%)	People whose first language was not English (%)	People with a disability (%)	People with a disability requiring adjustment at work (%)
Profile - academic staff	824	38	1	30	9	4
Promoted staff	50	46		25	5	4.7

- Considerable progress was made in promotion rates for academic women since last year – 46% success this year compared to 38% last year – reflecting increased emphasis on providing support and encouragement to academic women to prepare for and seek promotion.
- Women achieved three out of seven promotions to the highest level, Level E (43%), this included the promotion of a female professor in Creative Arts, a discipline where it is very difficult to gain this level of promotion.
- Women were successful in 100% of promotions to Level B and in 46% of promotions to Level C. Promotion rates exceeded women's representation in the academic workforce for all levels except Level D.

4.3.2 General staff reclassification/promotion

	Total staff (number)	Women (%)	Aboriginal and Torres Strait Islanders (%)	People whose first language was not English (%)	People with a disability (%)	People with a disability requiring adjustment at work (%)
Profile – general staff	896	59	2.3	18	7	1.9
Reclass/promoted staff	23	70		18	14	4.3

- Promotion rates for all equity groups except Aboriginal and Torres Strait Islander peoples exceed their representation in the general staff workforce.

4.4 Separations by EEO target group

4.4.1 Academic Staff

	Total staff (number)	Women (%)	Aboriginal and Torres Strait Islanders (%)	People whose first language was not English (%)	People with a disability (%)	People with a disability requiring adjustment at work (%)
Profile – academic staff	824	38	1	30	9	4
VR	6			50	17	16.7
Forced sep.	2			100		
Agreed period expired	61	38		26	5	
All other	37	24		33	6	2.8
Total Seps.	106	30		31	6	1.9

- Overall separation rates for all equity groups were lower than or equivalent to their representation in the academic workforce.
- There was a significant reduction in the percentage of women leaving the organisation (30% this year and 43% last year).
- Members of the disability groups took voluntary redundancies at rates exceeding their level of representation, although the total number of such separations was small (3).

4.4.2 General Staff

	Total staff (number)	Women (%)	Aboriginal and Torres Strait Islanders (%)	People whose first was not English (%)	People with a disability (%)	People with a disability requiring adjustment at work (%)
Profile – general staff	896	59	2.3	18	7	1.9
VR	7	57			17	16.7
Forced sep.	5	40				
Agreed period expired	37	59		19	8	3.8
All other	74	58	1.4	10	11	4.2
Total Seps.	123	58	0.8	12	10	4.6

- The total number of separations were less than half of those last year (123 this year and 307 last year).
- Separations rates for equity groups other than those with disabilities, were lower than their representation in the general staff workforce.

4.5 Pay equity outcomes for members of EEO target groups - starting base salary

4.5.1 Academic staff

	Total staff (number)	Women (%)	Aboriginal and Torres Strait Islanders (%)	People whose first language was not English (%)	People with a disability (%)	People with a disability requiring adjustment at work (%)
Base Rate	78	42	1.9	31	7	1.9
Above base rate	131	49	1.1	35	5	2.1
TOTAL	209	46	1.4	34	6	2

- Across all equity groups there is almost an even split between those who start at base rate and those who start above base rate salaries.
- This year, 49% of women commenced on a salary above the base wage. This is a huge increase from the 28% of last year. This is a pleasing outcome and may reflect the efforts of the University to attract more women by entering into competitive negotiations.

4.5.2 General staff

	Total staff (number)	Women (%)	Aboriginal and Torres Strait Islanders (%)	People whose first language was not English (%)	People with a disability (%)	People with a disability requiring adjustment at work (%)
Base Rate	106	64	1.5	22	4	1.5
Above base rate	157	73	3.2	15	10	1.6
TOTAL	263	70	2.5	18	7	1.5

This year, 73% of general staff women were receiving a starting salary above the base rate, this is a great improvement on 59% last year. This could be reflective of the number of general staff at higher levels who are being recruited onto AWAs and who see this as an opportunity to negotiate wages.

5. EEO Annual Report - Policies and Programs

Policies/Programs	How this was Communicated	What were the key results?
Improved representation of academic and senior women		
Review composition of academic selection committees with a view to reducing the size of the committee and providing equal gender representation on the committee	Recruitment Policy outlines the committee size and gender balance requirements	<p>New female senior appointments made in 2006:</p> <ul style="list-style-type: none"> ▪ Dean of Commerce ▪ Two professors in Commerce ▪ Professor in Arts ▪ Professor in Engineering <p>▪ 38% of applications for Associate Professor were women (5) and 60% of these applicants were successful (3)</p> <p>▪ Academic women's share of positions at Level E grew to 18% from 14% the previous year</p> <p>Senior women have been actively pursued for all of the above positions</p>
Assist Deans/Directors in conducting candidate searches, which will include female candidates	Director EED met individually with Deans to discuss strategies for inclusion in Faculty Equity Plans	
Delay interviews for senior positions (level D & E, level 10+) until one or more suitably qualified women have submitted applications and have been short-listed for interview or alternately the Director of EED is satisfied that all possible actions to attract suitable women have been undertaken	Information is provided to headhunting recruitment agencies indicating a desire to attract competitive female applicants	
Pregnancy and Work Survey and focus group on Keeping in Touch program conducted	Pregnancy and Work Survey for all women who had taken maternity leave in the past two years	<p>Pregnancy and Work Survey indicated most women return to work part-time following maternity leave, using their Return to Work grant to supplement income.</p> <p>A focus group held for the Keeping in Touch program highlighted a number of more general issues related to maternity leave, child care and flexible work practices</p>
Promote work/life benefits at UOW	"Finding the Balance" work/life kit which is being developed into a dedicated work/life balance web site	
Develop succession planning strategies with Manager Professional Organisation and Development Services (PODS) and Deans which ensure women are positioned for leadership roles	Succession planning and leadership development was discussed with all Deans at their annual meeting	Potential leaders identified to attend training in 2007
Continue targeted development and bridging programs, networking and mentoring opportunities: - <i>Switched On workshop</i>	Advertised through PODs annual training program, EED and PODs websites, Linking Women website. Identification of	A number of senior women have been approached to mentor other women who are seeking promotion. Research mentoring is being

<p><i>series</i></p> <ul style="list-style-type: none"> - <i>Linking Women Network</i>, - include workshop with focus on Research Quality Framework - continue informal recognition lunches for senior women linked to national awards - AVCC Leadership series - Expand Zooming Up mentoring with senior executive. Consider the assignment of professional mentors for women at level D and level 10+ who have not already had access to professional mentoring and are looking to move into a leadership role 	<p>appropriate participants by EED Unit and encouragement to attend</p> <p>Deans encouraged to identify and nominate potential participants</p> <p>All-staff email from Vice-Chancellor</p> <p>Staff website</p> <p>Individual approaches to potential candidates by EED Unit and Deans</p> <p>Strategies included in Faculty Plans</p>	<p>established in the Faculty of Arts. The Women in Commerce Research group has grown in strength with excellent mentoring between members</p> <p>69% (9/13) of the General staff leadership program were women</p> <p>Linking Women Network celebrated promotions successes in May and November</p>
<p>Equity Fellowships assist academic staff to gain PhD qualifications that will enhance their career progression. The Fellowships are targeted at women and Indigenous Australians, but are also available to men who have experienced career disadvantage for equity reasons. Awards are up to \$10,000 each and the funds may be used to cover relevant expenses for one semester, such as:</p> <ul style="list-style-type: none"> a) release from teaching and other duties b) research assistance c) child care 	<p>An email is sent to all academic staff in September each year to call for applications.</p>	<p>Seven fellowships were awarded in 2004, six in 2005 and four in 2006. The majority of fellowships were awarded to women of whom 3 are Indigenous Australians. One fellowship was awarded to a male single parent</p> <p>Of the 17 fellowships awarded, there are 9 completions</p>
<p>Improved employment access and participation for Indigenous Australians</p>		
<p>Expand access and participation in the Indigenous Employment Strategy through identification of employment opportunities at UOW which match the skill set of the community</p> <p>Ensure career development plans have been completed for all Indigenous staff with particular emphasis on staff in training positions or on EED programs</p> <p>Improve retention rates of Indigenous staff by supporting staff and their supervisors</p>	<p>Indigenous Employment Officer (IEO) provides mentoring and assistance to all Indigenous staff. Career planning is conducted by supervisors with input from the IEO</p> <p>Employment outcomes reported to the local Indigenous community through the Illawarra Aboriginal Community based working group and/or the Economic Development and Education Cluster</p>	<p>The following Indigenous positions were filled in 2006:</p> <ul style="list-style-type: none"> - Administrative Assistant Woolyungah - Manager Woolyungah - Director Woolyungah - Audiovisual Officer – CEDIR - Health and Behavioural Science Administrative Assistant

<p>Create training positions and programs (traineeships, cadetships) when skill base does not exist in community</p>		<p>Re-negotiated contract with DEWR to broaden the scope of traineeships and cadetships positions</p> <p>Continued employment was secured for two trainees</p> <p>PAVE program was not as successful as hoped. Participants dropped out of the program for various reasons with only one completing the employment period. A debrief document has been produced to plan better for further programs</p>
<p>Improved representation for people with a disability</p>		
<p>Maintain internal and external partnerships and placement liaison with UOW Personnel Services, Essential Personnel and Commonwealth Rehabilitation Services</p> <p>A revised Agreement for employment placement was negotiated with Essential Personnel</p>	<p>Employment agencies liaise with the University and their client to identify opportunities for employment.</p>	<p>Two affirmative action appointments were made to permanent positions in the Faculties of Education and Commerce</p> <p>Two academic staff with significant disabilities were appointed via the normal competitive process</p>
<p>Equity and Diversity Training</p>		
<p>Equity and diversity training continues to be a key strategy for preventing discrimination and harassment. It centres on the University's successful online training program, EO Online, and also includes face-to-face training in specific areas</p> <p>Completion of EO Online modules 1 and 2 is a pre-requisite for attendance at leadership, supervision and management training</p>	<p>Director EED provides training in the induction programs for all new staff</p> <p>Staff website is maintained with current policies and procedures</p> <p>Supervisors and managers are responsible for ensuring staff receive compulsory and relevant training</p> <p>Equity and diversity training targets are included in all Faculty Plans</p> <p>Selection Committee members must be trained in Recruitment and Selection, which includes training in equity and diversity principles</p>	<p>EO Online completion stats for 2006 – 71% (Dec 06)</p> <p>EO Online has now been sold to, and is in use at, 20 Universities across Australia</p> <p>EEO sessions are integrated into many Professional and Organisational Development Services workshops, such as New Staff Induction, Selection Techniques, Promotion and Probation Committee training and the Heads Leadership Program</p> <p>Indigenous Cultural Appreciation and Intercultural Awareness training was delivered</p>

A new Sexual Harassment, Sexual Assault brochure has been developed and printed	The brochure is placed in the induction folder for all new staff	
Increase EEO group participation in decision making		
Review current membership of key central committees		A review of committee representation from 2005 to 2006 shows a significant increase in equity groups on university committees, with the exception of women on the University Council
Review level of participation at faculty level	Work with Deans to raise awareness of equity representation	Faculty committees reviews included in Faculty plans where needed
Policies & procedures are non-discriminatory and contribute to employment equity		
Review/ develop existing EED policies: - Respect for Cultural Diversity - Policy for People with Disability - Grievance Procedures	Extensive consultation with key policy stakeholders	The Grievance Policy and Procedures are in draft format. Respect for Cultural Diversity Policy changed to Respect for Diversity Policy and is open for comment
Review distribution of Attraction & Retention allowances by EEO groups		Attraction and Retention Allowances for women have slightly increased

6. EEO Management Plan

EED Unit Business Plan July 2007 – December 2008

The following is an extract, Part 3 only, of the EED Unit Business Plan.

Core Business Objectives

NEW STRATEGIES

GOAL: Versatile, skilled and committed staff

Objective: A supportive, rewarding and equitable work environment

2007-8 Unit Objectives	Strategies	Performance Indicators	Officer Responsible
<i>Express as a completed outcome</i>	<i>Specify strategic activities to achieve objective and how they will be implemented</i>	<i>List PIs or targets used to measure achievement</i>	<i>Nominate senior staff member responsible for achievement</i>
Gender profiles monitored and reported	Use Cognos to monitor gender profiles at various levels and sections of the University to maintain a focus on achieving gender equity	PI: Client and Stakeholder satisfaction	Director EED
Switched on Series revised	Survey female academic staff to review the Switched on Series in order to maintain relevance to their needs	PI: Project completion	Director EED
Grievance Policy and Procedures for Investigating Grievances understood by all staff	Training in the use of Grievance Policy and Procedures delivered to faculties, units and staff	PI: Client and Stakeholder satisfaction	Director EED
Anti bullying guidelines reviewed	Work with the EED committee to review the Anti-bullying guidelines	PI: Policy reviewed	Director EED
Prevention of Sexual Harassment Policy updated	Work with the EED committee to review the Sexual Harassment Policy is current	PI: Policy reviewed	Director EED
Workforce Survey meets the needs of EED external reporting	Contribute to the Workforce Survey content to ensure questions meet the needs of EED reporting	PI: Project completion	Director EED
Worklife balance web site which meets the information needs of UOW staff	Revise the content of the worklife balance information and load to the website	PI: Project completion	Director EED Administrative Assistant, EED

GOAL: Dynamic engagement with our communities

Objective: A University that is accessible, outward reaching and responsive to its communities

2007-8 Unit Objectives	Strategies	Performance Indicators	Officer Responsible
<i>Express as a completed outcome</i>	<i>Specify strategic activities to achieve objective and how they will be implemented</i>	<i>List PIs or targets used to measure achievement</i>	<i>Nominate senior staff member responsible for achievement</i>
Increased Indigenous employment	Fill the places in the 2007-2008 STEP contract	PI: Client and Stakeholder satisfaction	Director EED and Indigenous Employment Officer
	Establish a new NIPC contract for a minimum of three cadets	PI: Client and Stakeholder satisfaction	Director EED and Indigenous Employment Officer
	Develop a recruitment strategy to increase the number of Indigenous academics	PI: Recruitment success	Director EED and Indigenous Employment Officer
Aboriginal Employment Strategy (AES) revised	Work with the Indigenous Employment Officer and relevant external agencies to review AES	PI: Policy reviewed	Director EED and Indigenous Employment Officer
NAIDOC week celebrations included in EED activities	Liaise with Woolyungah and the Indigenous Community to celebrate Indigenous Employment as part of NAIDOC week	PI: Client and Stakeholder satisfaction	Indigenous Employment Officer
Community participation in Indigenous cultural awareness	Liaise with Woolyungah and the Indigenous Community to deliver Indigenous cultural awareness	PI: Client and Stakeholder satisfaction	Indigenous Employment Officer

GOAL: Students engaged with learning and University life

Objective: Students engaged as members of the University community

2007-8 Unit Objectives	Strategies	Performance Indicators	Officer Responsible
<i>Express as a completed outcome</i>	<i>Specify strategic activities to achieve objective and how they will be implemented</i>	<i>List PIs or targets used to measure achievement</i>	<i>Nominate senior staff member responsible for achievement</i>
EO Online student module completed	Liaise with Emlab to complete student EO Online module	PI: Project completion	Director EED
	Present a paper to University Education Committee re: the inclusion of student EO Online as a compulsory component for first year students	PI: Client and Stakeholder satisfaction	Director EED
Diversity Week which is well attended and supported University wide	Liaise with faculties to improve the integration of Diversity Week into their annual planning calendar	PI: Client and Stakeholder satisfaction	Director EED and Diversity Week project officer

GOAL: A university of international outlook and achievement

Objective: International recognition for quality, standards and outcomes

2007-8 Unit Objectives	Strategies	Performance Indicators	Officer Responsible
<i>Express as a completed outcome</i>	<i>Specify strategic activities to achieve objective and how they will be implemented</i>	<i>List PIs or targets used to measure achievement</i>	<i>Nominate senior staff member responsible for achievement</i>
Student EO Online showcased at national and international conferences	Present a paper at the EOPHEA conference in Melbourne in November 2007	PI: Marketing success	Director EED with Dean of Students and Director Emlab
	Present a paper at the EDMEDIA conference in Europe in July 2008	PI: Marketing success	Director EED with Dean of Students and Director Emlab

ONGOING STRATEGIES

2007-8 Unit Objectives	Strategies	Performance Indicators	Officer Responsible
<i>Express as a completed outcome</i>	<i>Specify strategic activities to achieve objective and how they will be implemented</i>	<i>List PIs or targets used to measure achievement</i>	<i>Nominate senior staff member responsible for achievement</i>
All staff informed about Sexual Harassment	Distribute brochure which provides information on sexual harassment	PI: Staff satisfaction	Administrative Assistant EED
External reporting completed within required time frame	Complete EOWA waiver application by May 2008 if unsuccessful in 2007	PI: Client and stakeholder satisfaction	Director EED
	Apply for Employer of Choice for Women Citation September 2007 & 2008	PI: Client and stakeholder satisfaction	Director EED
	Complete OEED stats by August 2007 & 2008 and report October 2007 & 2008	PI: Client and stakeholder satisfaction	Director EED
	Complete Community Relations Report October 2007 & 2008	PI: Client and stakeholder satisfaction	Director EED
EO Online completions monitored	Liaise with Faculties to ensure 100% completion of EO Online	PI: Client and stakeholder satisfaction	Administrative Assistant EED
Senior recruitment processes observed	Work with recruitment to maintain gender equity as a key strategy for the University	PI: Recruitment success	Director EED
Pregnancy and Work Survey conducted	Administer the Pregnancy and Work Survey in July 2008	PI: Project completion	Director EED Administrative Assistant EED
Awards success	Where appropriate apply for external recognition via awards process	PI: Awards success	Director EED
Equity and Diversity training delivered	Continue to deliver equity and diversity training into relevant programs with up-to date material	PI: Client and stakeholder satisfaction	Director EED
Rewarding employment for people with disabilities	Continue with recruitment and support staff with disabilities	PI: Recruitment success	Director EED

Business Processes

Identify objectives regarding improvement of the Unit's business processes (eg risk management; reviews or audits; restructuring; system or process upgrades; communication of activities).

GOAL: Business capacity to advance the achievement of our Vision

OBJECTIVE: Decision-making based on sound planning, governance and quality processes

2007-8 Unit Objectives	Strategies	Performance Indicators	Officer Responsible
<i>Express as a completed outcome</i>	<i>Specify strategic activities to achieve objective and how they will be implemented</i>	<i>List PIs or targets used to measure achievement</i>	<i>Nominate senior staff member responsible for achievement</i>
Access to information meets the internal and external reporting requirements of the EED Unit	Standard reporting templates established as a result of PIP	PI: Client and stakeholder satisfaction	Director EED Administrative Assistant EED
Student EO Online module completed and embedded into first year student requirements	Work with Emlab staff to complete student EO Online module	PI: Project completion	Director EED
"Switched on Series" for women programs revised based on thorough review process	Establish a project to evaluate the "Switched on Series" of workshops to identify gaps and improvement opportunities	PI: Project completion	Director EED
Revised Ethnic Affairs Priority Statement (EAPS)	Establish a small working party to develop a new EAPS	PI: Client and stakeholder satisfaction	Director EED with Working Party
Revised brochure promoting cultural harmony launched in Diversity Week 2008	Review existing material on cultural harmony to publish a new brochure	PI: Marketing success	Director EED
Key Policies reviewed	Sexual Harassment Policy and documentation reviewed and submitted to Council for approval	PI: Client and stakeholder satisfaction	Director EED with EED Committee
	Anti Bullying Policy reviewed and submitted to Council for approval	PI: Client and stakeholder satisfaction	Director EED with EED Committee

Financial Management

Identify financial objectives with reference to budget development (outcomes and timeframes) and financial reporting.

GOAL: Business capacity to advance the achievement of our Vision

OBJECTIVE: Strategic deployment of resources and information

2007-8 Unit Objectives	Strategies	Performance Indicators	Officer Responsible
<i>Express as a completed outcome</i>	<i>Specify strategic activities to achieve objective and how they will be implemented</i>	<i>List PIs or targets used to measure achievement</i>	<i>Nominate senior staff member responsible for achievement</i>
Monitor and capitalise on new opportunities for external funding	Continue to promote the sale of EO Online to other Universities	PI: Marketing success	Director EED
	Develop a marketing and sales strategy for the student version of EO Online	PI: Marketing success	Director EED
	Identify grant funding for special projects related to the strategic direction of the University	PI: Funding received	Director EED

Staff Management

Identify objectives regarding ongoing staff development, OH&S and EED.

GOAL: Versatile, skilled and committed staff

OBJECTIVE: An adaptable workforce with skills aligned to strategic directions

2007-8 Unit Objectives	Strategies	Performance Indicators	Officer Responsible
<i>Express as a completed outcome</i>	<i>Specify strategic activities to achieve objective and how they will be implemented</i>	<i>List PIs or targets used to measure achievement</i>	<i>Nominate senior staff member responsible for achievement</i>
Indigenous Employment Officer position reviewed	Revise the model for the Indigenous Employment Officer position to improve job satisfaction and improve continuity of personnel	PI: Recruitment success PI: Staff satisfaction	Director EED
3 year limited term part-time EED Officer established	Develop a position for a 3 year limited part-time EED Officer utilising existing project funding	PI: Recruitment success	Director EED
Ongoing employment identified for Indigenous trainees	Identify opportunities for ongoing employment for Indigenous trainees by ensuring they are job ready after 12 months	PI: Recruitment success PI: Staff satisfaction	Indigenous Employment Officer Director EED

7 EEO Initiatives

No additional information to report

8 Further Information or Comment

No additional information to report

9 Contact Details

The person completing the EEO report and EEO Management Plan, please provide the following information:

Name	Lynne Wright
Position	Director EED
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Email	lwright@uow.edu.au

10 Reporting

Please return the completed EEO reporting template either by:

Email: eeo@eeo.nsw.gov.au
Fax: 02 9228 4704
Post: Mr Chris Raper
Director of Equal Opportunity in Public Employment
Level 39 - Governor Macquarie Tower
1 Farrer Place
Sydney NSW 2000

For further information or assistance please call (02) 9228 4444.

Appendix 1 - Staff Statistical Tables – 2006

(Reference date March 2007)