

EOWA Application for Waiver from Reporting 2010

ORGANISATIONAL DETAILS COVER SHEET

(To be completed and attached to each EOWA Report & Application)

Legal name of your organisation:		University of Wollongong				
Previous name (if changed since last Report):		n/a				
Trading name (if applicable):		n/a				
Total No. of employees:		1,887 permanent staff	ABN:	61060567686		
ANZSIC Code AND Industry Description (refer www.abs.gov.au):		8431				
ASX Codes for Organisations listed on the Australian Stock Exchange:						
Physical address:	Northfields Ave Wollongong		State:	NSW	Postcode	2522
	Switchboard No:	(02) 4221 3555	Facsimile No:	(02) 4221 4925		
Postal address:	Northfields Ave Wollongong		State:	NSW	Postcode	2522

CONFIRM YOUR ORGANISATION'S HIERARCHY DETAILS BY COMPLETING BELOW

Who is the ultimate responsible Australian Parent Company for your organisation?

WHAT ORGANISATIONS ARE COVERED BY THIS REPORT (INCLUDE ALL SUBSIDIARIES)?

Has there been a change to any of your organisations since your last report? (If yes, provide details below):				YES	<input type="checkbox"/>	NO	X
Reason For Change	Name	New Name					
a) Change of Name:							
b) Sold:	Name	New Owner					
c) Ceased Trading:	Name						

CONTACT INFORMATION

	CEO Details	Report Contact Details
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EOWA may send your company non-reporting related material from other organisations for the sole purpose of notifying you of relevant equal opportunity information such as lectures, events, programs or publications. If you DO NOT want EOWA to send your Report Contact or CEO this information please advise EOWA by email at eowa@eowa.gov.au or by phone on (02) 9448 8500.

Please insert background details of organisation and current issues impacting on its performance

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The University of Wollongong (UOW) mission is to provide research and teaching of world-class quality and reach and innovative solutions for its diverse communities. Its hallmarks are originality, partnership and enterprise.

In line with its vision, UOW is committed to building individual and national capacity for growth and a transnational capacity for understanding, security and partnership. In 2008-09, the key elements of this strategic role were made evident in:

- *A sustained international profile based on recognised research leadership.*
- *Diversity in access and range of opportunity for our students, from undergraduate to doctoral level.*
- *Success in equipping all students to achieve and to contribute to society and the workplace.*
- *A focus on transforming societies, here and abroad, through quality teaching programs and initiatives informed by scholarship and research.*
- *Innovative “consortiums” of research expertise drawing on established capabilities.*
- *The evolution of the Innovation Campus (iC) as a distinctive environment for productive collaboration between business and university partners.*

Summary of Challenges and Opportunities 2010-13

Between 2010 and 2013, UOW could be called upon to:

- Define a “**distinctive mission**” – Performance-based Compacts will require universities to define the “institution’s particular mission and describe how it will fulfil that mission and meet the Australian Government’s policy objectives”
<http://www.deewr.gov.au/HigherEducation/Pages/TransformingAustraliasHESystem.aspx>
- Build capacity to:
 - open up **opportunities for university education**, from enrolment to graduation
 - promote **inclusion** and add value for **equity groups** (from classroom level)
 - improve **retention** – including co-ordinated first year transition strategies
 - facilitate **pathways** between other education providers
 - extend **outreach to schools**
- Maintain/grow **international student cohorts** and ensure academic standards
- Ensure students receive a **quality learning experience** via, e.g - planning and co-ordination, curriculum design, academic advice, support services, facilities
- Manage and assure the quality of the **structure and content of courses** in view of (1) identified national employment priorities; (2) competitor models (e.g. Melbourne Model); (3) future society and workplace needs and the required graduate qualities
- Develop and promote course offerings in a demand-driven market where the prospective student, employers and the community need to be informed about aims and capacity to provide required knowledge, skills and mind-sets for the future
- Strengthen innovative, collaborative and industry-linked **research programs** (See *Powering Ideas: An Innovation Agenda for the 21st Century*, Federal Minister for Innovation, Industry, Science and Research: http://www.innovation.gov.au/innovationreview/Documents/PoweringIdeas_fullreport.pdf)
- Take advantage of significant **research infrastructure** funding and EIF grants
- Link programs and outcomes to national priorities for social/community and economic development
- Build community, industry and commercial **partnerships** for mutual advantage and to further educational, research and internationalisation objectives
- Ensure **quality systems** include clear, consistent targets for improvement and reform
- Provide evidence that **standards** are being set and met with reference to external requirements and benchmarks (See: *International trends in establishing the standards of academic achievement in higher education. An independent report and analysis*, August 2009. Kerri-Lee Harris, Centre for the Study of



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Higher Education, The University of Melbourne -

http://www.cshe.unimelb.edu.au/people/staff_pages/Harris/Intl_trends_standards_Harris_Aug09.pdf)

- Address **workforce planning and satisfaction** issues - retirements and increased international mobility are expected to remove significant numbers of staff from the sector in coming years - issues include: dependence on casual staff; doctoral graduates lost from sector. Consider also the issue of women in senior academic positions
- Identify **R&D and educational opportunities** under national, state and business/industry priorities

The above statement is an extract from the University's strategic planning documentation. The second last point is the most significant statement for this report. The sector as a whole is grappling with all of these issues whilst some universities have improved their numbers of women at senior level we have lost a number of senior academics to other universities who have head hunted them for higher level roles.

Please tick the box to confirm that the CEO of this organisation has read and endorsed the contents of this Application for Waiver from Reporting and that a signed copy is held on file at the organisation.



WORKPLACE PROFILE AS AT MARCH 31ST 2010

PLEASE NOTE: If you are also interested in applying for the 'EOWA Employer of Choice for Women' citation or an EOWA Business Achievement Award, please refer to EOWA's website or click on the links to the right.

See [EOWA Employer of Choice for Women](#), OR [EOWA Business Achievement Awards](#) on our website

- 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 change classifications* on the profile below to suit your organisation.

- 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.

		Female			Female	Male			Male	Grand Total			Average Salary		Salary		
		Full time	Ltd Term	Pt time	Total	Full time	Ltd Term	Pt time	Total		% Female	% Male					
														Female	Male	%gap	
Academic	Level A	4	54	1	59	1	39		40	99	60%	40%	Academic	Level A	64898	63826	1.658
	Level B	88	68	12	168	91	80	4	175	343	49%	51%		Level B	82260	81806	0.55%
	Level C	64	15	4	83	104	22	5	131	214	39%	61%		Level C	98326	99240	-0.93%
	Level D	30	4	2	36	93	16	1	110	146	25%	75%		Level D	117467	117134	0.28%
	Level E	15	1	1	17	62	23	1	86	103	17%	83%		Level E	140540	139581	0.68%
Academic Total		201	142	20	363	351	180	11	542	905	40%	60%	Academic Total				
General	Level 1		1		1	4			4	5	20%	80%	General	Level 1	35679	36955	-3.45%
	Level 2	1	1	1	3	8		2	10	13	23%	77%		Level 2	42735	42711	0.06%
	Level 3	30	16	22	68	11	3	3	17	85	80%	20%		Level 3	44753	45094	-0.76%
	Level 4	79	21	42	142	27	3	1	31	173	82%	18%		Level 4	51512	52124	-1.17%
	Level 5	64	36	29	129	31	35	1	67	196	66%	34%		Level 5	56407	55398	1.82%
	Level 6	46	16	20	82	48	10	1	59	141	58%	42%		Level 6	62923	63567	-1.01%
	Level 7	65	20	21	106	64	11	1	76	182	58%	42%		Level 7	71792	72675	-1.22%
	Level 8	15	3	3	21	14	5		19	40	53%	48%		Level 8	81685	81024	0.82%
	Level 9	10	5	3	18	14	6		20	38	47%	53%		Level 9	92338	92638	-0.32%
General Total		310	119	141	570	221	73	9	303	873	65%	35%	General Total				
Senior Staff	Level 10 and +	9	40		49	12	48		60	109	45%	55%	Senior Staff	Level 10 and +	111701	141755	21.20%
Senior Staff Total		9	40		49	12	48		60	109	45%	55%	Senior Staff Total				

Grand Total	520	301	161	982	584	301	20	905	1887	52%	48%	Grand Total	73163	91213	19.79%	-
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CONSULTATION

Please provide details of the methods your organisation used in 2008–2009 to consult with staff (both men and women) to find out their level of satisfaction with the organisation in relation to the seven employment matters:-

1. recruitment and selection

2. promotion, transfer and termination

3. training and development

4. work organisation

5. conditions of service

6. sex-based harassment

7. pregnancy, potential pregnancy and breast-feeding

- At the end of 2007 the University conducted a Workforce Survey, titled Voice Project (this has just been repeated), the results of which were distributed to each unit in 2008 and again in June 2010. The survey is comprehensive and provides the opportunity for staff to comment on and rank UOW on a range of factors. It also provides benchmarks with other universities and industries. All units received feedback on their results and improvement strategies were developed and implemented.
- In 2009 a review of the promotion and probation documentation for academic staff was undertaken. A focus group of 30 staff was formed to develop an improved form to assist both applicants and the probation panel.
- All staff exiting the university are asked to complete an exit survey and are offered a one on one interview with the Director EED. An average of 25 – 40 exit surveys are received each year.
- Each year the Manager of Professional and Organisational Development Services conducts a training needs analysis with the Deans and Directors.
- All training and development programs are evaluated and this evaluation is used for continuous improvement. Academic and General staff have a development committee with representatives from across the University. They make comments on and suggestions towards the continuous improvement of programs.
- The Director EED meets with Deans each year and discusses career development strategies for all equity groups with a particular focus on women.
- All staff have an annual career development interview with their supervisors. This contributes to the process of applying for probation and promotion.
- The University is currently undergoing the next round of strategic planning. Staff are invited to comment on draft Vision, Mission and Goals.
- All faculties and units engage in annual strategic planning – all staff have the opportunity to participate in their team strategy development.
- In October 2008 the Sexual Harassment Prevention Policy was revised. All university staff were invited to provide feedback on the draft policy before it was

approved by the Administrative Committee of Council.

- In September 2008 the EED Unit conducted a Pregnancy and Work Survey. This survey was repeated in June 2010. Results of this survey assist in revising communication strategies, information provision and contribute to the overall picture of health and wellbeing of our female employees.
- UOW provides a number of feedback mechanisms for staff, students and the community to provide comment on University operations. The main method for staff to leave feedback is via feedback@uow. This feedback system is a communication tool to be used by UOW staff to submit suggestions and concerns to improve UOW administration and practices.

EMPLOYMENT MATTER 1- RECRUITMENT AND SELECTION

(please utilise as much space as needed)

- How many men and how many women (in numbers) were recruited into your organisation (include management, graduates) during the reporting year?
104 women and 80 men were recruited from outside the organisation in 2009 and 53 women and 37 men were recruited from outside the organisation to date in 2010.
- How many women were recruited into non-traditional roles?
There are a number of highly qualified female project managers seeking part time employment following their return to work after maternity leave. The University has attracted up to six highly qualified female project managers, two of whom are working part time. It is very difficult to extract this data without manually sifting through the data.
- What information do you provide to your external recruitment agencies regarding your EO policy on recruitment?
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 suitable competitive women. 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".
- What actions did you put in place to encourage female applicants?
In the majority of areas, Deans are holding up recruitment processes until at least one competitive female applicant has applied. Where females are under-represented, advertisements indicate that women are under-represented and are encouraged to apply. Where a female is successful and there is need to relocate, support and networking contacts are provided to gain employment for partners.

- Please provide information gained from your consultation on recruitment and selection? What issues did staff raise? What was their level of satisfaction?

Workforce Survey results

56% [2007] 62% [2010] and 65% [2010] of women staff indicated UOW is good at selecting the right people for the right jobs compared to 35% [2007] 38% [2010] in other universities

71% [2007] 74% [2010] and 77% [2010] of women staff indicated that Managers in UOW know the benefits of employing the right people compared to 53% [2007] 57% [2010] in other universities

63% [2007] 68% [2010] and 70% [2010] of women staff indicated that Managers in UOW are clear about the type of people we need to employ compared to 41% [2007] 47% [2010] in other universities

All results for women were above the university average.

The Recruitment Unit, in consultation with the faculties, had identified the need to recruit more international academics.

- What other analysis did you undertake on recruitment and selection? Please provide details and statistics. What did your analysis find?

The University investigated suitable benchmarks for targeting improvement in senior women attraction and retention and ultimately to improve the ratios of male and female senior employees.

The University adopted the Universities Australia benchmarks for 2010 and used these as quality improvement targets in all planning documents.

The University is currently undergoing a “Branding” exercise. As a university outside a capital city it is still the case that people ask “Where is Wollongong”. This branding exercise will include how to brand the University of Wollongong as an employer of choice.

Due to the constant demand for administrative assistants, there has been a request to have a pool of already interviewed casual staff available for short contracts and often part-time hours.

There are more female PhD candidates in the non-traditional areas than there are female employees. For example female PhD science and engineering candidates as a % outnumber the % of females employed.

<ul style="list-style-type: none"> How did you action the issues identified above? (If action was not taken, include clear reasons and business constraints to explain why 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"> Use of head hunters for senior positions. Support for promotion of women encouraged and supported through a range of strategies. All Deans are encouraged to hold open senior positions until a competitive female applicant has lodged an application. PhD female students included in the invitations to <u>Linking Women</u> programs. Universities Australia benchmarks included in strategic planning documents and the EED Director reports against these annually within the Quality Improvement Framework. Apply for the EOWA citation. In order to attract more international academics there has been a strategy to increase the number of international visiting fellows with the view to attracting them to consider applying for positions at UOW. This may assist in attracting more female academics to the non-traditional areas. Recruitment has worked with a local recruitment agency to develop a pool of suitably qualified casual administrative staff. <p>Continuous improvement of the recruitment processes and policies http://employment.uow.edu.au/index.html https://intranet.uow.edu.au/personnel/recruitment/</p>	<ol style="list-style-type: none"> Senior female women recruited since January 2009: <ul style="list-style-type: none"> 4 Professors (external recruitment) 5 Promoted to Professor 6 Associate Professors (external recruitment) 6 Promoted to Associate Professor 5 Women level 10+ (3 external and 2 internal) Female PhD students provide a potential group of women to move into continuing positions. There is evidence that there is some success, however formal statistics are not available. This could be tracked more closely in the future. Benchmarks UOW adopted the Universities Australia goals - to increase: <ul style="list-style-type: none"> women at Level E from 16% in 2004 to 25% by 2010 - UOW 18.8% women at Level D from 24% in 2004 to 35% by 2010 - UOW 28.3% the number of women general staff at Level 10 to 50% by 2010; Achieved!!! the proportion of women in senior leadership positions as deans, directors and senior managers; this has fluctuated over the past few years. Currently Senior Executive – 12% female, Deans 33% female, Directors 64% female. Application for EOWA citation in 2008 was not successful and we did not apply in 2009 because we could not meet the overall pay equity gap. This is a fairly new initiative but has resulted in at least two new female engineering academics. This has provided many more opportunities for women returning to work and has provided flexible work options over and above a full time permanent position.

EMPLOYMENT MATTER 2 – PROMOTION, TRANSFER AND TERMINATION OF EMPLOYMENT

(please utilise as much space as needed)

- How many men and how many women (in numbers) have been promoted, including into management? 14 men and 16 women received accelerated progression in 2009. A total of 74 men and 70 women were promoted or reclassified in 2009. Of these 32 academic men and 20 academic women were promoted in 2009. Professorial promotions in 2010 were very successful for women. 9 men and 5 women were promoted to Professor.
- How many men and how many women (in numbers) have been transferred into different roles, including non-traditional roles? We do not keep statistics on this. However secondments are recorded. 3 men and 15 women took up secondment opportunities since January 2009.
- How many men and how many women (in numbers) left the organisation and under what circumstances e.g. retrenched, voluntary exit, etc?
92 men and 115 women left the University in 2009. This included 53 academic men and 52 academic women, and 36 general staff men and 58 general staff women.

Voluntary (employee initiated) 45 men and 54 women
Voluntary (university initiated) 6 men and 6 women
Involuntary (university initiated) 1 man and 1 woman

- Please provide information gained from your consultation on promotion, transfer and termination? What issues did staff raise? How satisfied are women with their opportunities for promotion?

Workforce Survey results

64% [2007] 61% [2010] and 63% [2010] of women staff indicated *I am given opportunities to develop skills needed for career progression* compared to 43% [2007] 44% [2010] in other universities

50% [2007] 52% [2010] and 54% [2010] women staff indicated *there are enough opportunities for my career to progress* compared to 33% [2007] 35% [2010] in other universities

The survey analysis indicated that academic and general staff at their mid career point are least satisfied.

81% [2007] 83%[2010] of staff indicated *I am likely to still be working at UOW in two years time.*

Secondments to other short term positions due to extended leave provide a wonderful opportunity for staff to work in other areas and sometimes at a higher level. Feedback from staff indicated that they saw some of these opportunities go to short term external applicants.

- What other analysis did you undertake on this employment matter? Please provide details and statistics. What did your analysis find?

All employees who exit the University are invited to complete an exit survey. Exit data from 2009 (26 people responded) shows the top four major influences for leaving were :

1. Moving from the region
2. More challenging job
3. Family responsibilities
4. Better prospects with another employer

Voluntary Turnover statistics show:

In 2009 5.2% or 105 staff voluntarily left the organisation.

This compares to 7.97% as a sector average.

2.3% or 7 of those staff who are identified as a high performer (Retention Targets) voluntarily left the organisation. There was an equal spread between male and female and academic and general staff.

The data shows that female academic staff who apply for promotion are more likely to be successful than men. This is a good outcome. However, women are more likely to hold back on applying for promotion until they are very sure that they will succeed.

The University offers secondment opportunities for periods of a few weeks to nine months. This is usually to fill extended leave for an existing staff member. From January 2009 until present 18 opportunities have been advertised and filled. 3 men and 15 women were successful. In the majority of cases the secondments are to higher level positions.

• How did you action the issues identified above? (If action was not taken, include clear reasons and business constraints to explain why it was not reasonably practicable to action the issue)

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

1. Each year the Director EED meets with the Deans and Directors to discuss their equity strategies. This includes discussion about:
 - the promotion of women to senior positions, Indigenous employment and the placement of people with disabilities
 - supporting women to complete their PhD
 - 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. These are offered internally each year and also externally.
3. The Rewards and Incentives Coordinator meets with Deans and Directors annually to discuss the retention of their staff in three categories: *outstanding*

1. The availability of women at senior levels to be competitive in recruitment. More women are coming to the University with their PhD completed in some disciplines, however in some cases support is still required for females completing their PhD. 28 Equity Fellowships (a \$12,000 grant from the Vice Chancellor to buy out teaching for one session to concentrate on PhD completion) have been awarded since 2005.
2. Deans are actively identifying opportunities for women to assume management and leadership roles.
3. The review of this process will look at the total person in terms of potential rather than segregating into the three categories. People identified in this group will be targeted for leadership development.

<p><i>performance, strategic projects and specialist or unique knowledge.</i></p> <ol style="list-style-type: none"> 4. A review of the Attraction and Retention allowances is being conducted. UOW is looking to develop a more holistic retention policy. 5. <i>Probation and Promotion</i> workshops are conducted twice each year to help staff prepare for promotion. <i>Tuning your Promotion Prospects for Women</i> is held each year by the Director EED. These courses are evaluated by the participants each year. 6. All staff complete a Performance Planner (general staff) or Performance Enhancement and Career Development Record (academic staff) with their supervisor each year. 7. The Secondment Policy has been subsumed into the Recruitment Policy. 	<ol style="list-style-type: none"> 4. Attraction and Retention allowances are being reviewed to assess any gender disparity and also across the levels in the organisation. 5. Workshops for women continue to be valued particularly the <i>Starting your Academic Career</i> and <i>Tuning your Promotion Prospects</i>. However, it was decided, due to overlap in content, that the <i>Jump Starting your Research workshop</i>, 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. 6. Supervisors are given training on how to effectively administer the training and development programs. 83 women and 42 men attended this training. 7. This strategy has made all staff aware of the option for secondment instead of external recruitment and as a result has provided more opportunities for staff to act in other roles.
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EMPLOYMENT MATTER 3- TRAINING AND DEVELOPMENT

(please utilise as much space as needed)

- Was the dollar amount spent on training and the type of training offered the same for men and women? **Women consistently attend training more than men. In 2009 men totalled 772 training attendances and women totalled 1784 training attendances. Women have 2.3 times more training than men.**
- How many men and how many women accessed career development planning? **All men. All women**
- How many men and how many women attended management training? **42 men 83 women**
- How many men and how many women attended leadership training? **Statistics combined with those above**
- How many men and how many women were identified as 'high potential'? **159 men 145 women**
- How many men and how many women are listed on the organisation's succession plan? **The University has moved away from identifying successors and has taken a more holistic view of those with high potential and then identifying them for leadership training and opportunities. These are included in the 'high potentials' listed above.**
 - How many women have access to training and/or job rotations in male dominated areas? **This is not formally recorded, however women have equal access and are encouraged to apply. Total secondment (similar to job enrichment or rotation) statistics for 2009/10 – 3 men and 15 women**
 - How many women and how many men participated in mentoring, multi-skilling, and/or networking opportunities? **15 academic women attended women only training courses offered by the EED Unit. The Linking Women Network activities brought hundreds of women from across the University to the events held over the year. Over 50 women attended the Women in Science Enquiry Network 25th Anniversary Forum in December 2009. A formal mentoring program for early career researchers was conducted as a trial in 2007 through to 2008 with 2 men and 6 women being mentored. This is being repeated in 2010 to 2011 with 3 men and 8 women being mentored. It is very pleasing to note that there are a larger number of experienced male researchers mentoring emerging female researchers in this program.**
- **Informal mentor matching is well established and some faculties provide a mentor for every new staff member.**

- Please provide information gained from your consultation on training and development? What issues did staff raise? What was their level of satisfaction?

Workforce Survey Results

61% [2007] 65% [2010] of staff indicated that *when people start in new jobs here they are given enough guidance and training* compared to 43% [2007] 43% [2010] in other universities **Women 65% [2010]**

78% [2007] 78% [2010] of staff indicated that *there is a commitment to ongoing training and development of staff* compared to 58% [2007] 56% [2010] in other universities **Women 81% [2010]**

72% [2007] 73% [2010] of staff indicated that *the training and development I have received has improved my performance* compared to 57% [2007] 58% [2010] in other universities **Women 78% [2010]**

The Workforce Survey results show that women are much more positive than men about the commitment to and the impact of training.

73 of the submissions which related to improvement opportunities across the University were submitted to the feedback@uow. Only 3 of the submissions related to any of the seven employment matters. These were in relation to accessibility and access to training and development opportunities.

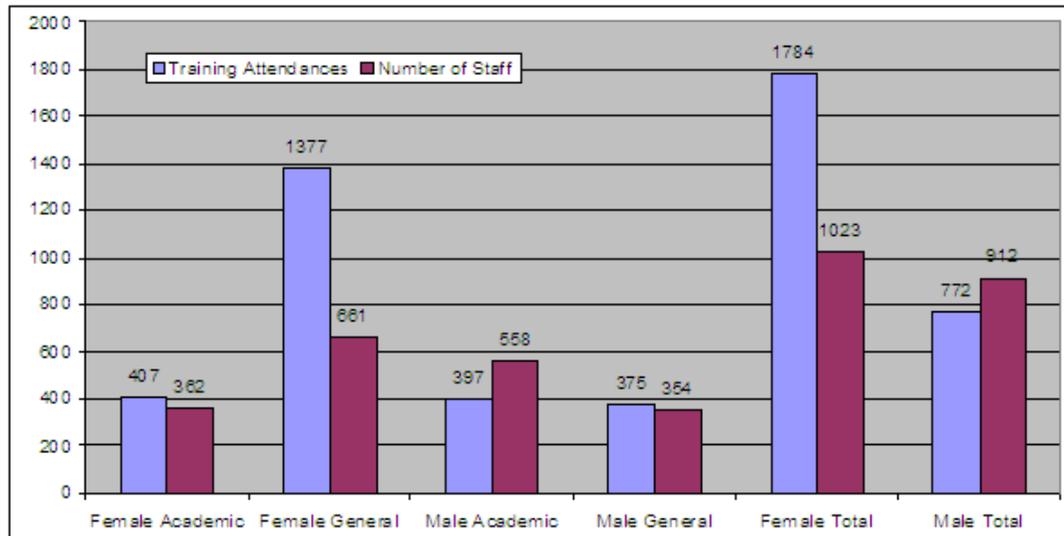
- What other analysis did you undertake on training and development? Please provide details and statistics. What did your analysis find?

Each year the Professional and Organisational Development Unit (PODS) conduct an analysis of all the training data. The following statistics are the results of the 2009 analysis.

- A total of 262 courses and 212 one-to-one sessions were conducted for 3,331 participants, plus 608 PODS online module completions
- 46 coaching sessions were provided to staff with positive outcomes reported.
- 50 staff participating in revised leadership programs including 17 staff in the Academic Heads Program, 16 in the Senior General Staff Program and 20 graduating from the Certificate IV in Frontline Management.
- A further leadership initiative was the design of a Deans' Leadership Capability Framework based on input from the senior executive, deans, directors, heads of school and faculty managers.
- 94% of all programs receiving evaluation ratings above the University's established benchmark.

Attendance by Gender

- Female academic staff have consistently higher attendance rates than males. Programs directed to female staff only (through EED Unit) account for some of this difference however male academic staff remain under represented across all areas of training. A similar pattern is evident among male general staff.



- How did you action the issues identified above? (if action was not taken, include clear reasons and business constraints to explain why it was not reasonably practicable to action the issue)

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

<ol style="list-style-type: none"> 1. Deans' leadership capabilities. A 360 degree leadership survey based on this framework was administered in the latter half of the year. The process was supported with executive coaching to assist participants in formulating ongoing professional development plans. 2. New coaching initiatives. 3. Supervisors are encouraged to ensure that their male staff are taking advantage of the training and development opportunities offered by PODs. 4. Research only staff felt that there was not as much training available to them. 5. Accessibility and access to training and development opportunities were actioned by changes made to: <ul style="list-style-type: none"> • the availability of online training resources, and • the interface to the Professional and Development Services website which was improved to allow better functionality. 	<ol style="list-style-type: none"> 1. 8 deans participated in this initiative. 6 men and 2 women. The feedback from this process is providing them with career development strategies. 2. The demand for one on one coaching has exceeded the funding available for private external coaches. The Manager, Professional and Organisational Development Services has developed a proposal to have staff nominate to attend a formally accredited coaching program and to work as a coach internally. This will be introduced in 2010. 3. Training and Development statistics will be monitored for male participation rates. 4. The Manager, Professional and Organisational Development Services received a grant to conduct a needs analysis with research staff. 5. All staff who made complaints via the feedback@uow about access to training resources were happy with the changes made.
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EMPLOYMENT MATTER 4- WORK ORGANISATION

(please utilise as much space as needed)

- List the flexible work arrangements that 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.

All women returning from maternity leave have the option of working part-time for the first two years after the birth of their child.

All women under the Fair Work Act can request in writing to work part-time until their child is school aged.

All requests for permanent part time work and job share arrangements are considered based on the needs of the job and the unit requirements. There are many examples of job share and part time arrangements across all levels.

- How many men and how many women (in numbers) 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. 11 academic men work part-time. 20 academic women work part-time. 9 general staff men work part-time. 141 general staff women work part time. 6 of these women hold senior positions in the University.
- 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)? The University has very good maternity leave provisions and this includes the Return to Work Grant. We therefore have a very low turnover as a result of women going on maternity leave. 3 women resigned from 2009 to present after taking maternity leave.

- Please provide information gained from your consultation on flexible working arrangements? What issues did staff raise? What is their level of satisfaction?

In the Workforce Survey staff responded to the Work/Life Balance questions accordingly:

Question: *I maintain a good balance between work and other aspects of my life* 66% [2007] 66% [2007] agree Women 67% [2010]

Question: *I am able to stay involved in non-work interests and activities* 69% [2007] 71% [2010] agree Women 73% [2010]

Question: *I am able to meet my family responsibilities while still doing what is expected of me at work* 74% [2007] 74% [2010] agree Women 75% [2010]

Academic staff who work part-time have indicated the difficulty in assessing what a part-time load is in relation to the four core areas of their work – Research, Teaching, Governance and Community/Professional.

- What other analysis did you undertake on flexible working arrangements? Please provide details and statistics. What did your analysis find?

The Pregnancy and Work Survey in 2008 showed that 72% of women returned to work part-time. The Pregnancy and Work Survey in 2010 showed that 88% of women returned to work part-time.

20 female and 11 male academics are employed part-time. The majority of females employed on a part-time basis are at the lower levels of academia.

141 female and 9 male general staff are employed part-time. The majority of females working part-time are in the low to mid levels of general staff. However, there are strong role models of senior women engaged in part-time employment.

<ul style="list-style-type: none"> How did you action the issues identified above? (If action was not taken, include clear reasons and business constraints to explain why 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"> All academic staff who are applying for probation or promotion who work on a part-time basis are invited to talk to the Director EED to document their situation in order to have their application assessed as a fractional appointment. Female academics at levels D and E have expressed the difficulty in gaining promotion when employed in a part-time capacity. A number of women were unsure of their entitlements in respect to the Return to Work Grant. 	<ol style="list-style-type: none"> Academic staff are in no way disadvantaged by working in a part-time role when it comes to probation and promotion. The Director EED is able to represent their case if necessary. All staff on the promotions panel are educated about how to assess part time employment and part outputs in terms of teaching, research and governance. Personnel Services introduced a briefing session for women who were planning maternity leave. Two sessions with approx 5 – 20 women in each session. The Director EED attends these sessions to provide input.

EMPLOYMENT MATTER 5 – CONDITIONS OF SERVICE
(please utilise as much space as needed)

- What benefits are offered to staff in addition to salary?

Study time, study leave, sponsored postgraduate study, Equity Fellowships for staff completing their PhD, Vice-Chancellor's Awards, Attraction and Retention Allowances and Higher Duties Allowances.

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.

- Please provide details of gaps between male average salaries and female average salaries at any level. Please provide an analysis of the reasons for these gaps AND details on the organisation's strategy to reduce the gender pay differences.

The percentage salary gap across each of the academic levels and the general staff levels is very small. The highest pay equity gap across the levels [3.45%] is at the lowest level of general staff where there are 4 males and one female.

The gap opens up significantly when you look at the senior staff. There a number of men in the senior executive who have been in their positions for a long time and only one female. This causes the largest gap of 21.2%.

The overall pay equity gap is 19.79%.

The senior executive is well aware of the gender imbalance at the executive level. The appointment of a female Chancellor was a very positive change. There are 3 senior executive men, including the Vice-Chancellor who will retire in the next twelve to eighteen months. This provides an opportunity to recruit suitably qualified females to correct the imbalance.

- Does the organisation regularly monitor male and female salaries on commencement, promotion and as part of the salary review process? How is this done? Please provide details.

The University does not regularly monitor starting salaries, however an analysis has been conducted on the starting steps in our Award for men and women. There is no pattern of men or women being favoured as starting at higher steps.

- Please provide information gained from your consultation on remuneration and benefits? What issues did staff raise? What is their level of satisfaction?

The Workforce Survey provide the following results:

Question: *The rewards and recognition I receive from this job are fair* 54% [2007] 59% [2010] agree Women 60% [2010]

Question: *UOW fulfils its obligations to me* 70% [2007] 72% [2010] agree Women 73% [2010]

Question: *I am satisfied with the income I receive* 50% [2007] 55% [2010] agree Women 56% [2010]

Question: *I am satisfied with the benefits I receive* 79% [2007] 81% [2010] agree Women 85% [2010]

All of these results are above University industry average and above the average for the whole database.

- What other analysis did you undertake on remuneration and benefits? Please provide details and statistics. What did your analysis find?

<p>Rewards and recognition across a two year span 2008 and 2009</p> <p>The two year span is used to balance out impact of awards and rewards on turnover.</p> <p>262 men and 260 women received rewards of some kind. This includes, reclassification, promotion, Vice-Chancellor's Awards, Attraction and Retention Allowances and Higher Duties Allowances.</p> <p>68 men and 61 women received Vice-Chancellor's Awards</p> <p>25 men and 26 women received accelerated progression</p> <p>34 men and 18 women received Attraction and Retention Allowances</p> <p>42 men and 96 women received Higher Duties Allowances</p> <p>53 men and 21 women receive Attraction and Retention Allowances at this point in time.</p> <p>The data shows that the voluntary turn over rate for all staff is 5.2%. For staff who are identified as retention targets it is 2.3%.</p>	
<ul style="list-style-type: none"> How did you action the issues identified above? (If action was not taken, include clear reasons and business constraints to explain why 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"> People are often not happy with their salary. However, there was an increase of 5% between the two Workforce surveys. EB negotiations which include salary and pay increases are currently occurring. Rewards and recognition in terms of the Vice-Chancellor's Awards have been expanded. Retention strategies are encouraged in order to keep highly valued and productive staff members. 	<ol style="list-style-type: none"> Before EB has been completed the Vice-Chancellor awarded a 4% salary increase. Since 2007, the Vice-Chancellor's Awards have expanded to include: <ol style="list-style-type: none"> Categories in Research Community engagement Supervision <p>Community engagement and supervision are areas where women can often excel.</p> Retention and reward strategies have proven to be successful and are continually reviewed and expanded.

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 Prevention Policy](#), [Internet Access Policy](#); [IT Acceptable Use Policy](#); [Grievance Policy](#) and [Procedures for Investigating Grievances](#).
- Where can staff access the policy?
The following policies are linked from the UOW EED web page and ITS web page, which are freely accessible.
- [Anti-Bullying Policy](#)
- [Children on Campus Policy](#)
- [Disability Policy - Staff](#)
- [Disability Policy - Students](#)
- [Equal Employment Opportunity and Affirmative Action Policy](#)
- [Grievance Policy](#)
- [Procedures for Investigating Grievances](#)
- [Respect for Diversity Policy](#)
- [Sexual Harassment Prevention Policy](#)
- [IT Acceptable Use Policy](#)
- [Email Access Policy](#)
- [Internet Access Policy](#)
- 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. In 2009 completion of EO Online became a compulsory requirement for probation for both academic and general staff.
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?
[All staff and managers were informed of the revised Sexual Harassment Prevention Policy \(previously Sexual Harassment Policy\) via email in](#)

<p>October 2008 and were reminded about their roles and responsibilities in relation to this.</p> <ul style="list-style-type: none"> How many sex-based harassment complaints were reported formally (number) and informally (number) during the last year? 1 formal (this was a student matter dealt with by the EED office) and 10 informal (6 of these were student matters dealt with by the EED office) Were all complaints handled successfully internally? Yes. The formal complaint was sexual harassment of a student towards a staff member and was handled internally. 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 	
<ul style="list-style-type: none"> Please provide information gained from your consultation on sex-based harassment? What issues did staff raise? What is the level of staff knowledge? What is the level of complaints? 	
<p>As outlined above the majority of complaints about sexual harassment are informal. Supervisor training is firm in conveying that the university has a zero tolerance towards any kind of sexual harassment. Consultation with staff and students in relation to sexual harassment issues for students was initiated through focus groups in the development of the Responsibilities, Rights and Respect Online program for students. Staff and students identified the need for a scenario related to this matter.</p>	
<ul style="list-style-type: none"> What other analysis did you undertake on sex-based harassment? Please provide details and statistics. What did your analysis find? 	
<p>The Workforce Survey provide the following results: In both 2007 and 2010 showed that 93% of staff believes that "Sexual harassment is prevented and discouraged". This compares with 88% at other universities and 71% across all industries. This was the highest scoring element in the survey.</p>	
<ul style="list-style-type: none"> How did you action the issues identified above? (If action was not taken, include clear reasons and business constraints to explain why 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?
<p>Since 2007:</p> <ol style="list-style-type: none"> Consulted with Professional and Organisational Development Services about providing training to casual teaching staff. Worked with EED Committee and campus community about revising the Sexual Harassment Policy. One scenario of sexual harassment and one scenario on homophobia have been included in the Responsibilities, Rights and Respect Online program for students. In consultation with the EED Committee and the campus community the Anti-Bullying Policy has been revised. 	<ol style="list-style-type: none"> The Director EED presents a session on equity and diversity, which includes sexual harassment for casual teaching staff (at least 4 sessions per year). These sessions are compulsory for all casual staff. Revised the Sexual Harassment Policy. It is now called the Sexual Harassment Prevention Policy. The Responsibilities, Rights and Respect Online program for students has only recently been made available on the web and it will be made compulsory for students 2010/2011. The revision of this policy, now called Bullying Prevention Policy, has prompted the Admin-Net group to request a session on bullying in the workplace. This also resulted in the Director of the Research Office requesting a session for Higher Degree Research students and their

academic supervisors.

Please note: Regardless of business constraints, all staff and managers MUST have received both induction and refresher training (every 2- 3 years) in sex-based harassment

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
- 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 had an *At Home and In Touch* Program from 2006 – 2008. When it was reviewed in 2008, elements of the program were thought to be ineffective and therefore some parts of the program were dropped. Staff who choose to keep in touch with their colleagues usually do so via email or regular visits to campus. Most prefer to keep this a social interaction.
- Can staff apply for positions while on parental leave? Yes and they can also apply for other positions and promotion. How many did apply? How many were successful? This information is not collected.

Statistics for the following questions will be taken from the information disseminated and collected from the *Work and Pregnancy Surveys* 2008 and 2010.

- How many women took parental leave during the reporting year? 66 in 2008 and 71 in 2010
- How many women returned full-time from parental leave? 28% in 2008 and 12% in 2010
- How many women returned part-time from parental leave? 72% in 2008 and 88% in 2010
- How many women resigned during or at the end of parental leave? 2 in 2008 and 3 in 2010
- Does your organisation have a breast-feeding policy?
Yes we have a Children on Campus policy which includes information on breastfeeding. A room is provided for nursing mothers.

- Please provide information gained from your consultation on pregnancy, potential pregnancy and breast-feeding? What issues did staff raise? What was their level of satisfaction?

The following are comments in relation to opportunities for improvement from the Work and Pregnancy Survey:

- *The academic workaholic culture is not very compatible with family life! I am hanging in here, but it is exhausting!!*
- *A return to work program including perhaps courses/seminars to update skills, refresh skills/computer packages, etc., would have been most welcome. You can get a bit 'baby brained' whilst on maternity leave.*
- *Consideration of subsidised salary for less than return of 2 days ie., 1 day initially just to get back into the work environment and ease into childcare arrangements.*
- *The maternity return to work grant to be used more flexibly eg., I couldn't use it for salary top-up because I had come back to work previously after my first child.*

- *Maybe when someone informs their supervisor they are pregnant the supervisor can point them to all the relevant areas on the website that will assist them with all the policies/procedures/entitlements etc. Does EED get informed when someone is pregnant? If so, can EED send out an email 'newsletter' with all the relevant links to useful info.*
- *Supervisors should acknowledge a person's return, keep in touch during absence and work with the person to find meaningful work.*
- *Extend the usage of return to work grant limit from 2 years to 2.5 years or 3 years.*
- *Consideration given by uni regarding differential tax treatment of return to work grant. eg., Kids Uni + research amount NOT taxed, but other uses taxed at marginal rate.*

- What other analysis did you undertake on pregnancy, potential pregnancy and breast-feeding? Please provide details and statistics. What did your analysis find?

Comparison of key results 2008 survey to 2010 survey

2008 key results	2010 key results
The majority of women get their information from the intranet (21) or Personnel Services (15)	The majority of women get their information on the web (27) or Personnel Services (14)
96% of women had paid maternity leave	100% women took paid maternity leave
72% of women returned to part time work while 28% returned to full time	88% women returned to part time work (15% originally worked part time) while 12% returned to full time work (85% originally worked full time)
83% returned to the same or equivalent job	95% returned to the same or equivalent job
89% used their Return to Work Grant the majority use the funds to supplement income or for childcare	93% of respondents used their Return to Work Grant. An overwhelming majority used it to supplement their income.
92% found their workplace supportive during their pregnancy	98% found their workplace supportive during their pregnancy
77% have used flexible work practices since returning to work – the majority being part time work options	90% have used flexible work practices since returning to work – the majority being part time work options
94% found their supervisor supportive when they returned to work	97% found their supervisor supportive when they returned to work
94% found their colleagues supportive on their return to work	95% found their colleagues supportive on their return to work
97% had contact with the University whilst on leave	83% had contact with the University whilst on leave
31% indicated that their supervisors used the At Home and In Touch package	N/A The At Home and in Touch package was reviewed with only two

<p>39% encountered workplace problems when they returned. Many of these related to readjustment to work and parenting, different positions or part time work with little adjustment to workload.</p>	<p>information sheets retained which are sent out by the EED Unit.</p> <p>34% encountered workplace problems when they returned. eg., completing full time work load in part time hours and childcare issues</p>
<p>Some mothers were unaware of the breast feeding facilities on campus.</p> <p>Some pregnant women were unaware of the information available to them about Maternity Leave and the Return to Work Grant.</p> <p>Results improved in all areas with the exception of the people who had contact with the University whilst on Maternity Leave. However, this is sometimes a personal choice.</p>	
<ul style="list-style-type: none"> How did you action the issues identified above? (If action was not taken, include clear reasons and business constraints to explain why 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 Services have introduced a session for women who are going on maternity leave. The Work/life balance information has been converted to a web site http://staff.uow.edu.au/eed/balance/index.html The "At Home and In Touch" packs were evaluated as a result of the poor usage and feedback in the survey. Individual requests for varied use of the Return to Work Grant has been exercised. Provision for requests for flexible working arrangements under the Fair Work Act have been included in supervisory training by the EED Director. Purchase small portable fridges for loan for breast feeding mothers to plug in at their desks. Investigate the location of clean private spaces for expressing breast milk. 	<ol style="list-style-type: none"> Approximately 40 women attended the sessions. Some women were not yet pregnant but the majority were due for maternity leave in the coming six months. 263 people have visited the Work/life balance web site in 2009 alone. 330 visited the parental leave section and 235 visited the family leave section. A post card advertising the web site is included in all induction packs. Only two parts of the "At Home and In Touch" pack has been retained. The pre and post maternity leave checklists. These are sent to all women who have processed their maternity leave forms with Personnel. Due to a range of issues and job roles, women have made requests to vary the use of the Return to Work Grant including extending the time available to use their Grant. Personnel Services have formulated some brief guidelines to supervisors about the need for flexible work arrangements for parents of children up to school age to be requested in writing. Before written responses are delivered, careful consideration needs to be made and assistance with this is provided by Personnel and EED. Director EED to purchase small fridges and advertise them for loan. Whilst there is one dedicated parents' room, more easily accessible rooms are required. Locations to be identified and mapped.