

2005 Annual Report

to the Director of Equal Opportunity in
Public Employment

University of Wollongong
Employment Equity and Diversity Unit

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1. INTRODUCTION

The University of Wollongong (UOW) is a medium sized University, which is increasing in size with the preparation for the Graduate School of Medicine and the growth in research activity, particularly with the expansion of key research centres. UOW employs 1,607 staff (based on DEST reported data 2005) an increase of approximately 64 from 2004.

Highlights and Key Result areas for 2005 include:

The University was recognised for best practice in support of equity and diversity when presented with the 2005 Prime Ministers Employer of the Year Award for the higher education category, and Employer of Choice for Women from the Equal Opportunity for Women in the Workplace Agency (EOWA).

Professor Julie Steele, Head of the dynamic and innovative Biomechanics Research Laboratory (BRL) at the University of Wollongong was named NSW Telstra Business Woman of the Year. This was an unprecedented win for an academic up against the elite of the business sector.

1.1 Awarding of Equity Fellowships for academic women, staff with carers responsibilities and Indigenous employees

The University has established funding for seven Equity Scholarships (per annum) to provide assistance to Indigenous academic staff members who are studying, and academics studying to complete their PhD who are struggling to balance work and family responsibilities. Seven Scholarships up to \$10,000 were awarded in 2005 to academic women, predominantly to support childcare responsibilities. Three scholarships were awarded to Indigenous employees, two of whom used their scholarships to complete study at Masters level.

1.2 Indigenous employment strategies

The Partnerships in Aboriginal Vocational Education/Employment (PAVE) program was established in July after a successful application under the Elsa Dixon Grant program. The program was designed to assist three Community Development Employment Projects (CDEP) participants to obtain the skills, knowledge, work experience and training to complete their trade qualifications in horticulture.

A fourth permanent position was filled under the Structured Training Employment Program (STEP) which was established for the purpose of recruiting five staff members for identified positions. Each appointment is supported through the EED Unit with mentoring support, identification of training needs and career development planning.

1.3 Enhanced parental leave provisions and return to work assistance implemented

The Vice-Chancellor approved new flexible parental leave provisions applicable to all staff taking parental leave from 1 December, 2004. Four women utilised this new provision which includes:

- paid maternity leave increased from 12 to 14 weeks, which can be taken as 14 weeks on full pay or 28 weeks on half pay.
- a grant equivalent to 12 weeks annual salary will be available to staff during their return to work period (2 years from the date of birth or placement of the child) and may be used for one or more of these options:
 - to supplement salary if return is part-time
 - as a research re-establishment grant which may be used in a variety of ways to achieve identified research objectives (academic staff)
 - to fund approved career development activities including career mentoring
 - to meet the full cost of off-campus childcare
 - to subsidise KidsUni (on campus) child care costs

1.4 Equal Employment Opportunity Unit name changed to Employment Equity and Diversity Unit

The Vice-Chancellor approved a name change of the EEO Unit to the Employment Equity and Diversity (EED) Unit to better reflect the role of the Unit and to acknowledge that the Unit is responsible for more than equal employment opportunity. This resulted in a change to the name of the EEO consultative committee (previously EEO/AA) to the EED Committee, and a review of the membership and Terms of Reference in order to reflect the revised focus of the committee.

2. AGENCY CONTEXT - INFORMATION

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, Faculty Plans, Professional Unit Plans and the annual EED Business Plan.
- 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, which 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) are the two positions of the seven senior executive positions currently held by a woman.
- The ten Deans of Faculty are males and the Dean of Students is a female. The vacant position of the Dean of Commerce was filled by a female with a start date set for August 2006.
- 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.
- The percentage of women at the senior levels is increasing significantly, particularly at HEW level 9.

2.3 Measures implemented to ensure consultation with EEO stakeholders

- The EED Committee is made up of staff representatives from all equity groups, is chaired by the Deputy Vice-Chancellor (Operations) and includes the Director Personnel Services, the Dean of Students and a nominated Dean. The Committee meets 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 has been invited to be a member of the Indigenous Education and Employment 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 as a % of total membership.

	2002	2003	2004	2005
Council	39	50	47	37
Administrative Committee	14	43	43	43
Planning & Development Committee	30	25	27	31
Academic Senate	40	38	31	32
Senate Standing Committee	50	38	33	31
University Education Committee	42	37	45	51
University Internationalisation Committee	42	32	33	31
University Research Committee	28	33	36	39
Academic Promotions & Continuing Appointments	44	45	45	38
Equity and Student Support	44	40	37	42
EED Committee	58	50	45	58
OH&S Committee	23	36	40	36
Total % of women for all committees	39%	39%	41%	41%

- There has been a decrease of 10% in the representation of women on the University Council and a decrease of 7% on the Academic Promotions and Continuing Appointments Committee in 2005.

- Women’s representation increased by 13% on the EED Committee, by 6% on the University Education Committee and by 5% on the Equity and Student Support Committee.

- The representation of women on committees is tending to be fairly static.

3. STATISTICAL ANALYSIS

CHARACTERISTICS IMPACTING ON THE ORGANISATION

IMPACT ISSUE(S)	COMMENTS
Development of the Graduate School of Medicine	Throughout 2005, the Graduate School of Medicine (GSM) commenced their recruitment process for academic and general staff. A GSM Dean was appointed, increasing the number of Deans. The start-up phase for the GSM has generated a number of new senior academic positions including one level C and two level D female academic appointments.
Australian University Quality Agency Audit	Leading up to the AUQA Audit, a new senior position was created in the Strategic Planning Unit. This position, held by a female, continued after the Audit to take carriage of the Quality Improvement Plan to address the AUQA Recommendations.

3.1 Trends in the Representation of EEO Target Groups in %

3.1.1 All Staff

EEO Target Group	% of Total Staff				
	Benchmark or Target	2002	2003	2004	2005
Women	50%	48	48	47	48
Aboriginal people and Torres Strait Islanders	2%	1.3	1.3	1.2	1.5
People whose first language was not English	19%	19	21	22	22
People with a disability	12%	7	8	8	8
People with a disability requiring work-related adjustment	7%	3.4	3.2	3	3.1

3.1.2 Academic Staff

EEO Target Group	% of Total Staff				
	Benchmark or Target	2002	2003	2004	2005
Women	50%	33	34	35	36
Aboriginal people and Torres Strait Islanders	2%	1.2	1	0.7	1.0
People whose first language was not English	19%	25	25	27	29
People with a disability	12%	8	10	10	9
People with a disability requiring work-related adjustment	7%	4.2	4	4.6	3.8

3.1.3 General Staff

EEO Target Group	% of Total Staff				
	Benchmark or Target	2002	2003	2004	2005
Women	50%	60	60	57	60
Aboriginal people and Torres Strait Islanders	2%	2	1.9	1.7	2
People whose first language was not English	19%	18	20	18	17
People with a disability	12%	7	7	7	8
People with a disability requiring work-related adjustment	7%	3.4	2.4	2	2.6

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	2002	2003	2004	2005
Women	100	81	82	82	80
Aboriginal people and Torres Strait Islanders	100	n/a	n/a	n/a	n/a
People whose first language was not English	100	93	92	95	90
People with a disability	100	111	108	110	116
People with a disability requiring work-related adjustment	100	108	114	116	117

3.2.2 General Staff

EEO Target Group	Distribution Index				
	Benchmark or Target	2002	2003	2004	2005
Women	100	77	80	83	89
Aboriginal people and Torres Strait Islanders	100	n/a	n/a	n/a	n/a
People whose first language was not English	100	82	83	91	92
People with a disability	100	100	104	96	104
People with a disability requiring work-related adjustment	100	100	105	n/a	115

4. REPRESENTATION AND DISTRIBUTION COMMENTS

EEO TARGET GROUP	COMMENTS - FAVOURABLE / UNFAVOURABLE VARIANCES
<p>Women</p>	<p>Representation</p> <ul style="list-style-type: none"> ▪ For all staff, the representation of women increased one percentage point from the 2004 level but remains equal to the high point of 2003. ▪ For academic staff, women’s representation increased at levels A and E but decreased at level B, while representation at levels C and D remained steady. ▪ For general staff, women were successful in 4 out of 5 external appointments to the most senior level, but overall continue to be under-represented at levels 6 to 10. <p>Distribution</p> <ul style="list-style-type: none"> ▪ Although the distribution index for female academic staff has dropped to the level of 2001, there has been significant improvement this year for female general staff indicating a shift in the appointment of women to higher level positions.
<p>Aboriginal and Torres Strait Islander people</p>	<p>Representation</p> <ul style="list-style-type: none"> ▪ Representation of Aboriginal and Torres Strait Islander people improved in 2005 with increases in representation at academic level B and general staff levels 6 and 10. ▪ The PAVE program, a joint DEST, CDEP and University initiative resulted in three twelve month trainee positions for landscape gardening. <p>Distribution</p> <ul style="list-style-type: none"> ▪ Distribution figures are not calculated for Aboriginal and Torres Strait Islander people.
<p>People whose first language was not English</p>	<p>Representation</p> <ul style="list-style-type: none"> ▪ Representation of people whose first language is not English exceeds targets for both academic and general staff. <p>Distribution</p> <ul style="list-style-type: none"> ▪ The distribution index has declined for academic staff whose first language is not English. However for general staff it has improved slightly over the previous year and significantly since 2002.
<p>People with a disability and People with a disability requiring work related adjustments</p>	<p>Representation</p> <ul style="list-style-type: none"> ▪ The disability groups continue to be under-represented in relation to targets for all staff. <p>Distribution</p> <ul style="list-style-type: none"> ▪ For both academic and general staff, the distribution index for the disability groups indicates over-representation at the more senior levels, reflecting their continued success in recruitment and selection at those levels.

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 first Language was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Tenurable	Full-Time	512	32%	1.2%	28%	11%	5.1%
	Fractional	26	77%		12%	8%	7.7%
Contract	< 1 Year	68	44%	1.7%	43%	3%	
	Full-Time 1 < 3 Years	67	34%		32%	2%	
	3+ Years	25	20%		36%	9%	4.5%
	< 1 Year	45	58%		29%		
	Fractional 1 < 3 Years	30	37%		23%	7%	
	3+ Years	4	25%			25%	
Casual							
TOTAL		777	36%	1.0%	29%	9%	3.8%

- 77% of the 26 fractional tenured positions are held by women. This may reflect the support provided to women who are requesting part-time employment to manage carer responsibilities. In most cases part-time work has been sought by the incumbent.
- There is a proportionately higher number of staff employed on contracts whose first language was not English. These are largely research only positions resulting from research grant funding.

4.1.2 General Staff

EMPLOYMENT BASIS		TOTAL STAFF (Number)	Women	Aboriginal People & Torres Strait Islanders	People Whose first Language was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Permanent	Full-Time	500	53%	1.4%	18%	8%	2.3%
	Fractional	130	91%		15%	11%	5.4%
Contract	< 1 Year	61	57%	9.3%	17%	2%	
	Full-Time 1 < 3 Years	41	49%	10.0%	13%	3%	
	3+ Years	28	46%		7%		
	< 1 Year	51	69%	2.4%	24%	17%	4.8%
	Fractional 1 < 3 Years	19	63%		42%	5%	5.3%
	3+ Years						
Casual							
TOTAL		830	60%	2.2%	17%	8%	2.6%

- 91% of the fractional positions are held by women. 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.
- The disproportionate number of Indigenous employees who are employed on contract positions is mainly due to the Indigenous employment strategies for trainees. These positions are for twelve months to two year periods. Our aim is to have these positions converted to permanent positions where opportunities exist for continuation.

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	777	36%	1.0%	29%	9%	3.8%
External recruitment	127	39%	1.8%	25%	3%	nil%

- Among academic staff, women and Aboriginal and Torres Strait Islander people were successful in external recruitment processes at a greater level than their representation in the academic workforce due largely to improved recruitment strategies.
- People whose first language was not English achieved success in external recruitment at a lower level than their representation in the workforce.
- The disability groups were markedly less successful in external recruitment than their current level of representation which indicates the need to improve recruitment strategies for people with disabilities.

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	830	60%	2%	17%	8%	2.6%
External recruitment	166	64%	5.3%	13%	3%	1.3%

- Women’s success in external recruitment exceeded their representation in the general staff profile, including achieving 4 out of the 5 external appointments at the most senior level.
- The increase in the rate of external recruitment of Aboriginal and Torres Strait Islander people reflects both existing and new targeted recruitment programs.
- External recruitment of staff from the disability groups continues to be below their level of representation in the existing workforce.

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	777	36%	1.0%	29%	9%	3.8%
Promoted staff	42	43%	0%	33%	0%	0%

- Women and people whose first language is not English are achieving success in promotion processes at a significantly higher rate than their overall level of their representation in the academic workforce.

4.4 General staff reclassification outcomes for members of EEO target groups

4.4.1 General staff reclassification

	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	830	60%	2%	17%	8%	2.6%
Reclassified staff	34	65%	0%	21%	6%	2.9%

- For general staff, reclassification/promotion rates exceeded representation in the general staff workforce for women, people whose first language was not English, and people with a disability requiring adjustment.
- Two women were promoted to levels 8 and 9, constituting 100% of promotions at those levels. Women also achieved 63% of promotions to level 7, but for levels 4-6 they achieved a lower share of promotions than their existing representation at those levels.

4.5 Separations by EEO target group

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 (%)
Profile - academic staff	777	36%	1.0%	29%	9%	3.8%
VR	10	30%	0%	44%	56%	33.3%
Forced sep.	1	0%	0%	0%	0%	0%
Agreed period expired	98	48%		28%	2%	0%
All other	63	38%	3.3%	20%	8%	5%
Total Seps.	172	43%	1.2%	26%	8%	3.8%

- Women academic staff continued to be over-represented in total separations (43%) compared to their representation in the academic workforce (36%). More than half of these separations were due to the expiration of agreed periods which is largely due to the number of women employed in contract research only positions. Resignations of women are at a higher rate than workforce representation may indicate a problem.

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 (%)
Profile - general staff	830	60%	2%	17%	8%	2.6%
VR	28	64%		42%	8%	3.8%
Forced sep.	68	81%		43%	2%	
Agreed period expired	95	58%	3.3%	16%	7%	
All other	116	65%	0.9%	16%	6%	0.9%
Total Seps.	307	66%	1.4%	24%	6%	0.7%

- Women were over-represented in separations for reasons of voluntary redundancy, resignation and forced separations.
- People whose first language was not English were also over-represented in separations compared to their level of representation in the workforce.
- The cleaning service was outsourced at the end of 2004 resulting in the majority of the cleaning staff being re-employed with the cleaning agency. The number of voluntary redundancies and forced separations is a reflection of these 78 staff members.

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

4.6.1 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	208	38%	1.6%	32%	3%	0%
Above base rate	68	28%	0%	36%	9%	0%
TOTAL	276	36%	1.2%	33%	4%	0%

- Women, and Aboriginal and Torres Strait Islander people are under represented in appointments above the base rate compared to their level of representation in the workforce. This may indicate their reluctance to negotiate a higher starting salary, they are not offered the opportunity to negotiate or reflects that they are less frequently recruited to the higher levels where negotiation of rates routinely occurs.

4.6.2 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	77	65%	1.4%	18%	3%	0%
Above base rate	305	59%	3.4%	18%	6%	1.7%
TOTAL	382	60%	3.0%	18%	6%	1.4%

- Women are being appointed above the base salary at a rate close to their representation in the workforce. This is consistent with 2004 results.
- Aboriginal and Torres Strait Islander people are starting above their base rate at a higher rate than their representation.

5. EED POLICIES and PROGRAMS

5.1 Policies and programs to eliminate and ensure the absence of discrimination in employment

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED?	WHAT WERE THE KEY RESULTS?
<p>Equity and Diversity training 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>Equity and Diversity training targets are included in all Faculty Plans</p>	<p>Director EED provides training in 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>	<ul style="list-style-type: none"> ▪ An evaluation of EO Online was conducted in May 2005. Findings included: <ul style="list-style-type: none"> ▪ A significant increase in equity training measures (no. of participants, supervisor participation, participant hours) ▪ Positive user feedback about the program ▪ Grievances related to EO matters reduced ▪ Evidence that EO learning was applied in the workplace ▪ 90% of supervisors and 80% non-supervisors indicated they had applied knowledge from EO Online in the workplace and provided a specific example. • An average of 78% of staff had completed EO Online by the end of 2005. The Faculty of Informatics and the Library has a completion rate of 99% which is an outstanding result, demonstrating their commitment to EED. • There were 390 EO Online module completions recorded in 2005. The efficiencies of online delivery have enabled a broader range of equity programs to be delivered face-to-face. • Completion of EO Online modules 1 and 2 is a pre-requisite for attendance at leadership, supervision and management training. • EO Online has now been sold to, and is in use at, 17 Universities across Australia. • EEO sessions are integrated into many Career Development Unit workshops, such as New Staff Induction, Selection Techniques, Promotion and Probation Committee training and the Heads Leadership Program. • In 2005, funding was allocated for the first time towards equity training for casual tutors. <ul style="list-style-type: none"> ▪ Indigenous Cultural Appreciation and Intercultural Awareness training was delivered. ▪ Selection Committee members must be trained in Recruitment and Selection, which includes training in equity and diversity principles.
<p>Attraction and Retention Review of attraction and retention allowances</p>	<p>Consultation with Deans and Senior Executives</p>	<ul style="list-style-type: none"> ▪ Review of the use of retention allowance for gender equity purposes was implemented to improve trends in strategic retention targets. ▪ Attraction and retention targets for women have increased from 43% in 2004 to 48% as at March 2006.

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED	WHAT WERE THE KEY RESULTS?																																																																																				
<p>Controls Self-Assessment Survey A Controls Self-Assessment Survey is conducted annually by the Internal Audit Manager. Aimed at staff responsible for functional activities, it is designed to measure compliance across a range of areas including EEO</p> <p>Supervisors were asked to rate their perceptions of the following issues:</p> <p>(Q1) understanding of and adherence to EEO policies in their Unit</p> <p>(Q2) completion of EO Online by staff with supervisory responsibilities in their Unit</p> <p>(Q3) the degree to which the workplace culture of their Unit is free from discrimination</p>	<p>Results are shared with Deans and Directors for discussion and action where required</p>	<p>Controls Self-Assessment Survey 2003-2005</p> <table border="1" data-bbox="708 353 1439 801"> <thead> <tr> <th></th> <th></th> <th>Always</th> <th>Frequently</th> <th>Less Often</th> <th>Periodically</th> <th>Occasionally</th> <th>Never</th> <th>No Response</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2003</td> <td>Q1</td> <td>68%</td> <td>28%</td> <td>4%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Q2</td> <td>46%</td> <td>27%</td> <td>10%</td> <td>3%</td> <td>4%</td> <td>4%</td> <td>6%</td> </tr> <tr> <td>Q3</td> <td>66%</td> <td>28%</td> <td>4%</td> <td>0%</td> <td>1%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td rowspan="3">2004</td> <td>Q1</td> <td>54%</td> <td>35%</td> <td>7%</td> <td>2%</td> <td>1%</td> <td>0%</td> <td>1%</td> </tr> <tr> <td>Q2</td> <td>40%</td> <td>27%</td> <td>7%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>23%</td> </tr> <tr> <td>Q3</td> <td>50%</td> <td>36%</td> <td>7%</td> <td>3%</td> <td>3%</td> <td>0%</td> <td>1%</td> </tr> <tr> <td rowspan="3">2005</td> <td>Q1</td> <td>55%</td> <td>38%</td> <td>3%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>4%</td> </tr> <tr> <td>Q2</td> <td>36%</td> <td>30%</td> <td>8%</td> <td>1%</td> <td>2%</td> <td>0%</td> <td>23%</td> </tr> <tr> <td>Q3</td> <td>43%</td> <td>43%</td> <td>7%</td> <td>3%</td> <td>1%</td> <td>0%</td> <td>3%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Staff continue to place the majority of their scores at <i>Always</i> and <i>Frequently</i> but there has been an increase in <i>No response</i>. This shift in the responses reflects the importance of continually updating and training staff on EEO matters. 			Always	Frequently	Less Often	Periodically	Occasionally	Never	No Response	2003	Q1	68%	28%	4%	0%	0%	0%	0%	Q2	46%	27%	10%	3%	4%	4%	6%	Q3	66%	28%	4%	0%	1%	0%	0%	2004	Q1	54%	35%	7%	2%	1%	0%	1%	Q2	40%	27%	7%	1%	1%	1%	23%	Q3	50%	36%	7%	3%	3%	0%	1%	2005	Q1	55%	38%	3%	0%	0%	0%	4%	Q2	36%	30%	8%	1%	2%	0%	23%	Q3	43%	43%	7%	3%	1%	0%	3%
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<p>Risk Intervention The Risk Intervention Program is a deliberate strategy of early identification and intervention by staff with line management responsibilities in matters with the potential to result in discrimination or harassment grievances</p>	<p>An EED component has been developed for the Leadership Development Program for Heads and Associate Deans</p>	<ul style="list-style-type: none"> Grievances related to equity matters reduced by 43% compared to 2004. Two formal complaints were investigated by the Director EED. One of these was an internal complaint made against an associated entity of the University, and was investigated on behalf of that entity. The second complaint was made externally to the NSW Anti-Discrimination Board. This is the first external complaint received by the University since 2003. 																																																																																				
<p>Policy Review The Director EED is responsible for a number of policies, including: Grievance Handling Policy and Procedures: Respect for Cultural Diversity, and the Disability Policy</p> <p>These policies all became due for review in 2005</p>	<p>Consultation with academic and general staff associations, EED Committee, Personnel Services and Academic Registrars Division</p>	<ul style="list-style-type: none"> Policies are all being worked through the review and consultation process with a view to completion in 2006. 																																																																																				

5.2 Policies and programs to promote equal employment opportunity for members of EEO target groups

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED	WHAT WERE THE KEY RESULTS?
<p>Recruitment and Retention of Academic and Senior Women The successful Planning for Promotion for Academic Women Program ran for the eighth year</p> <p>Renewed emphasis was placed on the mentoring aspect of the Planning for Promotion program</p>	<p>Staff website</p> <p>Identification of appropriate participants by EED Unit and encouragement to attend</p> <p>Deans encouraged to identify and nominate potential participants</p>	<ul style="list-style-type: none"> ▪ Rates of promotion for academic women were much improved at 43%, and continued to exceed women's level of representation in the workforce (36%). ▪ Women accounted for 49% of the applications for promotion. ▪ Of the women applying for promotion, a success rate of 100% was achieved by women moving to levels B and C. At level D, the success rate was 67%. This is an extremely pleasing result in terms of the number of women now applying for promotion with quality applications and the rate of success they are achieving. ▪ 14 women and 7 men attended AVCC workshops and 4 women and 2 men were awarded a Postgraduate Sponsorship. ▪ The percentage of women at associate professor level has doubled since the inception of the Planning for Promotion program in 1998.
<p>Linking Women program is designed to encourage women from across the University to meet and share ideas, knowledge and experiences</p>	<p>Linking Women and other networks</p>	<ul style="list-style-type: none"> ▪ The Linking Women network has flourished with strong attendance from both academic and general staff at the Women and Superannuation meeting and Pink Ribbon breakfast. A web site was developed for launch in 2006. ▪ The Women in Commerce Research Platform was evaluated after the initial 6 months. Positive feedback included a successful collaborative research project by six of the women. The experience of the women in this pilot program will be further evaluated for scalability more centrally or across faculties. ▪ A series of events to celebrate national awards and other success of women was introduced in 2005. This has been well received for the networking and mentoring opportunities gained through these informal meetings of women from all discipline areas.
<p>Research in 2004 identified that one barrier to the recruitment of senior women lay in their perception that their partners might have difficulty in finding suitable employment in the area</p>	<p>Personnel Services and Senior Executives</p>	<ul style="list-style-type: none"> ▪ The EED Unit worked with the Recruitment Unit to provide support to the partners of staff relocating to the area in finding suitable employment, and to develop family friendly information packages for inclusion in recruitment packages and on the Recruitment website.

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED	WHAT WERE THE KEY RESULTS?
<p>Return to Work Grant A grant equivalent to 12 weeks salary is available to staff who return to work at least 40% of full-time hours after parental leave. The grant must be utilised within 104 weeks from the date of birth or placement of the child</p>	<p>Staff website Training and induction courses, including for supervisors and managers All-staff email from Vice-Chancellor Finding the Balance information kit Revised Enterprise Agreements for Academic and General Staff</p>	<ul style="list-style-type: none"> ▪ Four women utilised the return to work grants in 2005. ▪ Salary packaging of child care costs is provided. Two long day care centres are provided on-site for children between 6 weeks and 5 years old. The Kids Uni after-school program was relocated to Campus East for 2006, allowing for increased long-day care and after school places. The after-school and vacation care program was extended to cater for 12-15 year olds. This is the first program of its type in Australia, providing young people with a unique and fun experience. The school-to-care pick-up bus service was extended.
<p>Equity Fellowships Seven Equity Fellowships have been established to assist academic staff to gain PhD qualifications that will assist their career progression. The Fellowships are targeted at women and Indigenous Australians, but are 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"> ▪ release from teaching and other duties ▪ research assistance ▪ child care 	<p>All-staff email from Vice-Chancellor Staff website Individual approaches to potential candidates by EED Unit and Deans Strategies included in Faculty Plans</p>	<ul style="list-style-type: none"> ▪ The first Fellowships were awarded for 2005. ▪ All seven successful applicants were women, including three Indigenous women. Two Indigenous women were supported at Masters level whilst the remainder were supported for completion of their PhD. ▪ Two recipients have submitted their PhD. Other recipients have continued with their studies into 2006.
<p>People with disabilities A long term Memorandum of Understanding (1991) exists between Essential Personnel and the University to assist in placing people with disability at the University</p>	<p>Personnel Services - Recruitment division Essential Personnel</p>	<ul style="list-style-type: none"> ▪ No Affirmative Action appointments were made in 2005.
<p>For existing employees whose circumstances change during their employment, a graduated return to work process similar to that offered to those sustaining work injuries is provided. Where the nature of the injury affects the capacity of the employee to perform their duties on a permanent basis, the University will make an attempt, where feasible to find an alternative position</p>		<ul style="list-style-type: none"> ▪ Graduated return to work is managed jointly with the O&HS unit. 19 employees were provided with assistance with return to work for injuries not related to work.

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED	WHAT WERE THE KEY RESULTS?
<p>Indigenous Staff A Partnerships in Aboriginal Vocational Education/Employment (PAVE) program was established after a successful application under the Elsa Dixon Grant program. The program was designed to assist three CDEP participants to obtain the skills, knowledge, work experience and training to complete their trade qualifications</p>	<p>The Indigenous Employment Project Officer works with relevant external recruitment organisations to identify and recruit candidates</p>	<ul style="list-style-type: none"> ▪ Three trainees began work in Building and Grounds as landscape gardeners in 2005. They attended the local TAFE to gain a certificate in Horticulture two days per week.
<p>A fourth staff member was employed under the Structured Training Employment Program (STEP) program.</p> <p>Each appointment is supported through the EED Unit with mentoring support, identification of training needs and career development planning</p>		<ul style="list-style-type: none"> ▪ An appointment was made to a highly visible position of Print and Distribution Officer for a matured aged male. Training session on Cultural Appreciation for non-Indigenous staff in Print Distribution Services was conducted prior to the commencement of the employee. ▪ Additional Indigenous positions include a joint academic position between Woolyungah Indigenous Centre and Creative Arts (recruitment in progress) and 2 traineeships (under negotiation).
<p>Diversity Week</p> <p>Diversity Week is a new program initiated by the Campus Equity Education Consultative Committee (CEECC), designed to encourage the campus community to celebrate diversity</p>	<p>Program will run for the first time in March 2006</p>	<ul style="list-style-type: none"> ▪ A Project Officer was appointed to develop and deliver the Diversity Week program for 2006 in conjunction with UniCentre. A draft program was developed in consultation with student representatives from CEECC.

6. EED MANAGEMENT PLAN

Please see Appendix 1 for Section 3 of the EED Plan for 2006.

7. FURTHER INFORMATION OR COMMENT

No additional information or supporting documents included.

8. CONTACT DETAILS

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9. REPORTING

Please return the completed EEO reporting template by email to eeo@eeo.nsw.gov.au fax to **9228 4704** or post to:

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

Employment Equity and Diversity Unit Business Plan - 2006 (section 3)

Appendix 2

Staff statistical tables – 2005

(Reference date 31 March 2006)