



Employment Equity Progress Report 2001

(Statistical information to 31 March 2002)

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Employment Equity 2001

INTRODUCTION

This report comprises information on the University of New England's EEO Program for the Office of the Director of Equal Opportunity in Public Employment (ODEOPE) for the calendar year 2001. It includes narrative information for the calendar year 2001 and statistical information for the year to 31 March 2002 or as at the snapshot date 31 March 2002¹.

In line with ODEOPE provisions, a full report covering nine employment outcomes in the areas of Program, Action and Planning Outcomes is required every three years. In the intervening years an interim report may be supplied to the Agency. The University report for 2001 comprises an interim report and includes EEO statistical tables in the electronic format issued by the Director in addition to narrative reporting on Program Outcomes, as follows:

Program Outcomes:

1. A Diverse and Skilled Workforce

Objective: Employee diversity across salary levels and occupations reflects the diversity of the NSW community

Indicator 1: Progress towards targets and benchmarks for the representation of Equity groups

Indicator 2: Progress towards the distribution of each Equity group across levels being the same as that of all employees; representation of Equity groups in occupations where they are under-represented

Objective: Pay equity

Indicator: The average gross earnings of each Equity group as a percentage of the average gross earnings of all staff in each employment category should approach 100%

2. Improved Employment Access and Participation by Equity groups

Objective: Selection success for Equity groups

Indicator 1: Progress towards population benchmarks and government targets in representation of Equity group members in recruitment

Indicator 2: Progress towards population benchmarks and government targets for Equity group members among successful applicants for academic promotion

Indicator 3: Progress towards population benchmarks and government targets in the representation of Equity group members among successful applicants for reclassified general staff positions

Objective: Retention of employees from Equity groups

Indicator: Separation of Equity group employees is not greater than their representation in the workforce

3. A Workplace Culture Displaying Fair Practices and Behaviours

Objective: The workplace is free from discrimination

Indicator: Increase over time in the percentage of employees who perceive the workplace is free from discrimination and harassment

Objective: Workplace barriers for women to career development are removed and equitable conditions of employment achieved

Indicator 1: Participation by women in staff training and development programs at a level greater than their representation in the University workplace

Indicator 2: Women members of staff access general employment benefits at the same level as all staff

Full statistical tables are provided in the Appendix to the report.

¹ Information on recruitment, separation, promotion is taken over the year to 31 March; information on employment level and basis, and base and gross salaries is taken as a 'snapshot'—a single 'reference week', which falls over 31 March of the reporting year.

Designated groups within Australian society who are disadvantaged in employment and for whom the EEO program seeks to promote equal employment opportunity, are:

- Women,
- Aboriginal and Torres Strait Islander people,
- People from racial, ethnic and ethno-religious minority groups, and
- People with a disability.

Targets for Equity groups are benchmarked against their estimated representation in the NSW working age population (ages 15-64). These benchmarks (derived from ABS statistics) are currently:

- 50% for women
- 2% for Indigenous people (state-wide minimum target)
- 7% for people with a disability who require work-related adjustments
- 19% for people whose first language was not English

Universities are encouraged to adopt benchmarks that take account of the population pools from which they would reasonably be expected to draw their employment of general and academic staff. The two variations found in the local population profile which are significant in considering the University of New England's employment profile, are the local Indigenous community which is larger than the state average (4.8%)² and the proportion of people from different linguistic and ethnic backgrounds (7%) which is lower than is found in NSW as a whole. This is particularly pertinent in the consideration of general staff employment, as general staff are more likely to be drawn from the local area, whereas academic staff can be drawn from a national or international pool.

An Overview of Statistical Information

Representation of Equity Groups among Academic Staff

	Women	Aboriginal People & Torres Strait Islanders	People from Ethnic Minority Groups	People whose first language is other than English	People with a disability	People with a disability requiring adjustment
Academic Staff	36%	0.7%	23%	17%	7%	2.7%
External recruitment	46%	0%	27%	27%	8%	8.3%
Internal competitive appointment	0%	0%	25%	13%	0%	0%
Promotion	35%	0%	40%	22%	4%	0%
Separation	31%	0%	25%	15%	11%	0%

As the response rate to the EEO data survey is less than 100%, percentages for all groups other than women are based on estimates.

Representation of Equity Groups among General Staff

	Women	Aboriginal People & Torres Strait Islanders	People from Ethnic Minority Groups	People whose first language is other than English	People with a disability	People with a disability requiring adjustment
General Staff	57%	2.8%	8%	5%	6%	1.4%
External recruitment	63%	2.9%	12%	6%	6%	2.9%
Internal competitive appointment	67%	5.7%	11%	5%	7%	0%
Reclassification	43%	0%	0%	0%	7%	7%
Separation	60%	0%	9%	6%	8%	0%

As the response rate to the EEO data survey is less than 100%, percentages for all groups other than women are based on estimates.

² Australian Bureau of Statistics, 1996 Census. (Members of the local Indigenous community believe this is a conservative estimate and that Indigenous people comprise closer to 10% of the local population.)

PROGRAM OUTCOMES

Information on the University employment profile is taken from Concept, the University's employment Management Information System. For Equity groups other than women, information is based on the response to the voluntary EEO data survey which is entered onto Concept on an ongoing basis. The University's response rate to the EEO data survey is currently 75%. Although this is an improvement on the response rate for the year to 31 March 2000 (69%), the University is still short of the Office of the Director for Equal Opportunity in Public Employment's suggested minimum of 80%. Information for Equity groups other than women is based on estimates. That is, where respondents are fewer than total staff an estimate of the representation of the particular subgroup is calculated based on the assumption that respondents are representative of total staff.

For complete statistics, please see Attachment 1, tables 1 to 9 for academic and general staff.

Program Outcome:

1. A Diverse and Skilled Workforce

Objective: Employee diversity across salary levels and occupations reflects the diversity of the NSW community

Indicator 1: Progress towards targets and benchmarks for the representation of Equity groups

Indicator 2: Progress towards the distribution of each Equity group across levels being the same as that of all employees; representation of Equity groups in occupations where they are under-represented

See Attachment, tables 1 & 2.

Except where stated, figures exclude casual staff.

Academic Women

- The representation of academic women has improved by some 7% in the last five years. Women are, however, under-represented in tenured positions and over-represented among contract and casual staff. They are also predominantly employed at lower academic levels. Examination of figures for the year to 31 March 2002 indicates on-going progress for women in many employment areas.
- The following table shows the representation of women among academic staff at UNE and provides a comparison with representation across non-metropolitan universities. The government target for the representation of women in employment is 50%.

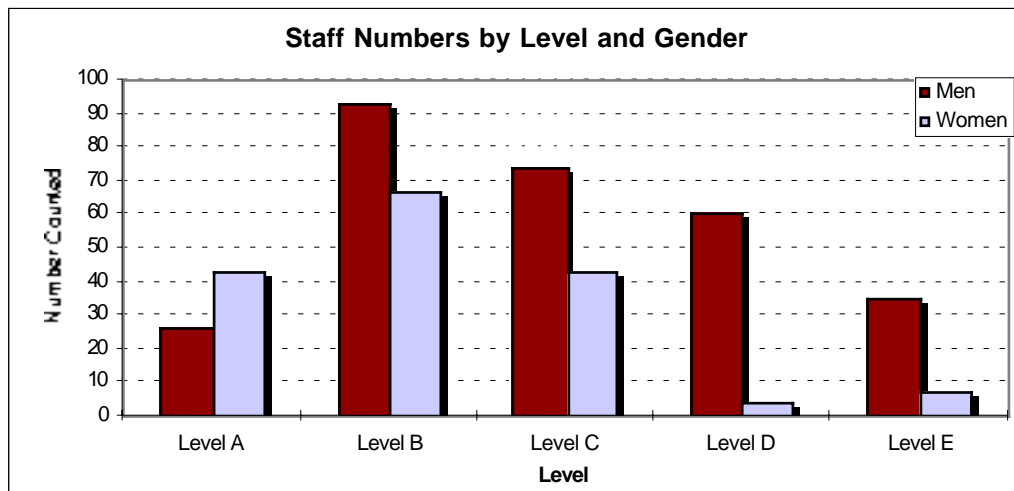
Representation of Women among Academic Staff, above Senior Lecturer, and among Tenured Staff at UNE 1998–2002 and at Non-Metropolitan Universities

As 31 March	Women as a Proportion of: University-wide					*Non-Metropolitan
	1998	1999	2000	2001	2002	
Academic staff (excluding casuals)	29%	31%	31%	35%	36%	35%
Academic staff above senior lecturer	9%	11%	11%	11%	10%**	14.4%
Tenured academic staff	21%	28%	29%	31%	32%	33%

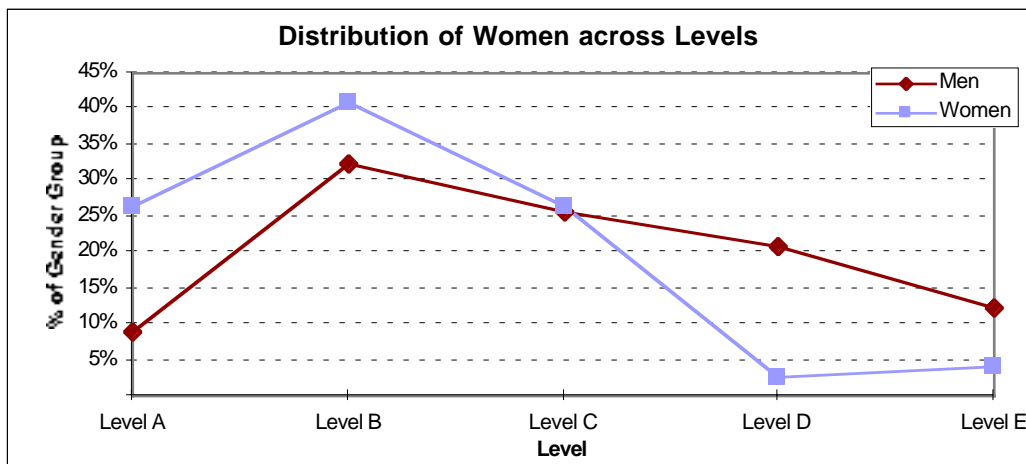
* Non-metropolitan figures (UNE, Charles Sturt, Southern Cross, University of Newcastle, University of Wollongong) supplied by ODEOPE, reporting year 2000, ie 31 March 2001

** (2002: 10.4; 2001: 10.8)

The following graph shows academic staff numbers by gender across academic levels, as at 31 March 2002.



The following graph shows the distribution of academic staff, by gender, across academic levels as at 31 March 2002.



General staff women

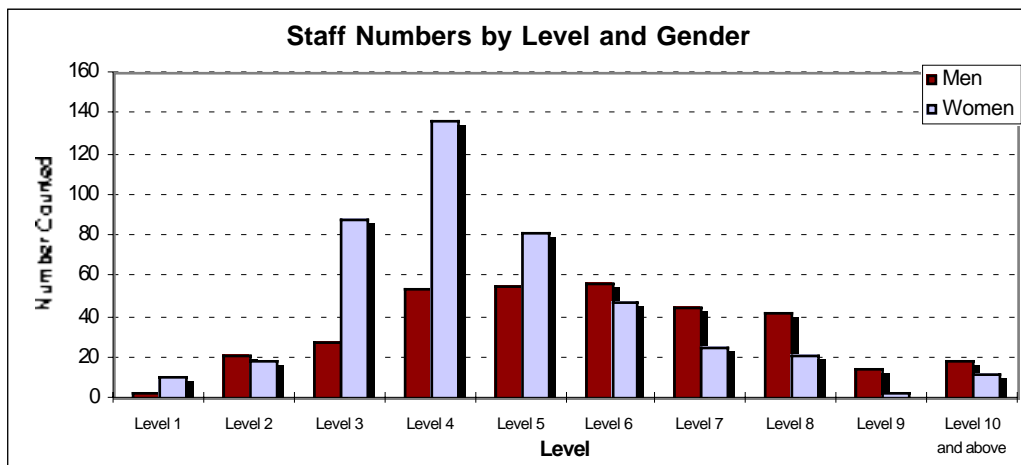
- Women make up over half the general staff population of the University. Their representation among permanent staff is slightly higher than their overall representation. Women's representation in positions at HEO level 10 and above has improved by some 12% in the last five years. They are, however, under-represented at levels HEO 6 to 9, and the majority of women are employed at lower HEO levels.
- The following table shows the representation of women among general staff at UNE and provides a comparison with representation across non-metropolitan universities. The government target for the representation of women in employment is 50%.

Representation of Women among General Staff, at HEO 10 and above and among Continuing Staff at UNE 1998–2002 and at Non-Metropolitan Universities

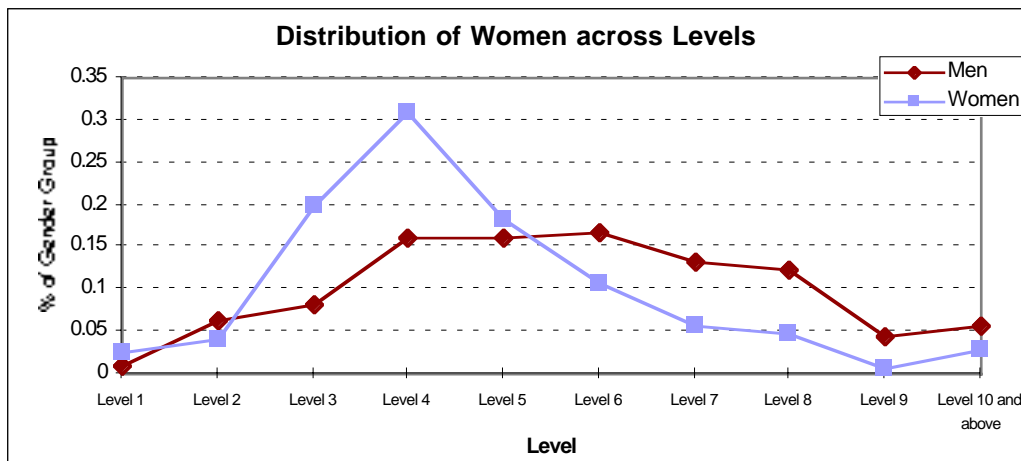
As 31 March	Women as a Proportion of:					*Non-Metropolitan
	University -wide					
	1998	1999	2000	2001	2002	
General staff (excluding casuals)	56%	55%	54%	56%	57%	62%
General staff HEO 10 and above	27%	31%	30%	36%	39%	31%
Permanent general staff	55%	55%	55%	57%	58%	62%

* Non-metropolitan figures (UNE, Charles Sturt, Southern Cross, University of Newcastle, University of Wollongong) supplied by ODEOPE, reporting year 2000, ie 31 March 2001

The following graph shows numbers by gender across general staff levels, as at 31 March 2002:



The following graph shows the distribution of general staff across levels, by gender, as at 31 March 2002:



Indigenous People

The following table shows the representation of Indigenous staff at UNE, the representation of Indigenous people in local government area of Armidale (1996 Census) and the NSW government minimum target for Indigenous people in the workforce (2%). The government, however, advocates a representation similar to the local population profile.

Proportion of staff:			
	Indigenous employees	Local government area of Armidale ³	NSW government target for Indigenous Australians
Academic staff	0.7%		
General staff	2.8%	4.8%	2%
All staff	2%		

* Because the response rate is less than 100 per cent, estimates are made of all Equity groups other than women. The response rate to the EEO data survey is currently 75%.

The following table shows Indigenous employment over the last four years:

Figures to 31 March in the respective year	1999			2000			2001			2002		
	Number*	Estimate	% of staff	Number*	Estimate	% of staff	Number*	Estimate	% of staff	Number*	Estimate	% of staff
Academic staff	0	0	0%	1	1	0.3%	3	5	1%	2	3	0.7%
General staff	6	12	1.4%	8	13	1.6%	12	18	2.2%	16	22	2.8%

* Number responding to the EEO data survey

- Indigenous members of academic staff recorded at the snapshot date hold continuing full-time positions.
- Sixteen Indigenous members of general staff responded to the EEO data survey. Estimates indicate approximately 22 Indigenous people are employed among general staff. Some 73% of Indigenous general staff are employed on a continuing basis; 27% are on contract.
- Indigenous general staff hold positions from HEO level 1 to HEO level 6; the majority of Indigenous general staff (40%) are employed at HEO level 3; the next highest concentration of Indigenous staff are at HEO levels 4 and 5 (17% at each level).

Distribution

The following table shows the distribution of Indigenous people across academic and general staff levels and provides a comparison with all staff.

Academic Staff		
Level	All Academic Staff	Indigenous Staff
Level A	15%	57%
Level B	35%	43%
Level C	26%	
Level D	14%	
Level E	9%	
Total	100%	100%

General Staff		
Level	All General Staff	Indigenous Staff
Level 1	2%	6%
Level 2	5%	8%
Level 3	15%	40%
Level 4	24%	17%
Level 5	17%	17%
Level 6	13%	11%
Level 7	9%	
Level 8	8%	
Level 9	2%	
Level 10 & 10+	4%	
Total	100%	100%

The University's Indigenous Employment and Career Development Strategy 1998–2002, developed in consultation with the Oorala Aboriginal Centre, Indigenous community members and organisations, and faculty and union representatives focuses on the recruitment, retention and career development for existing and new Indigenous staff.

³ Australian Bureau of Statistics, 1996 Census. (Anecdotal information from the Indigenous community suggests Indigenous representation among the local population is considerably higher than census information suggests.)

In May 2000, the Indigenous Employment and Career Development Project Officer resigned and the position was readvertised later in the year. A new Indigenous Employment and Career Development Project Officer took over the position in early 2001.

A review of the Indigenous Employment and Career Development Strategy is currently being conducted. Recommendations arising from the review will be taken into consideration in developing the new Strategy.

People from Racial, Ethnic, and Ethno-Religious Minority Backgrounds and People whose first language spoken as a child was other than English

The following table shows the representation of staff from ethnic minority groups and staff whose first language spoken as a child was not English. This table also provides the NSW government employment target for those people whose first language spoken as a child was not English.

Proportion of staff:									
	Identify as Ethnic Minority*				First Language Spoken as a Child not English*				NSW government target for people whose first language is not English
	1999	2000	2001	2002	1999	2000	2001	2002	
Academic staff	24%	25%	22%	23%	16%	17%	14%	17%	18%
General staff	10%	9%	7%	8%	7%	5%	4%	5%	18%

* Because the survey response rate is less than 100 per cent, estimates are made of all Equity groups other than women.

The following table provides a rough comparison of UNE data with census information for the local government area of Armidale and for New South Wales. The local government area of Armidale has a lower proportion of people from different linguistic and cultural backgrounds than is found in NSW as a whole. As general staff are largely drawn from the local area, this is reflected in the staffing profile. That is, the representation of people identifying as ethnic minority groups and those whose first language is other than English is close to similar groups in the Armidale area. Academic staff are drawn from a national or international pool, and their representation, as might be expected, is closer to the NSW government target. The decline of ethnic minority groups noted last year, has reversed in the year to 31 March 2002.

Proportion of staff:				
	Identify as Ethnic Minority	First Language Spoken as a Child not English	Born in a non-English speaking country	Language other than English spoken at home
UNE-Academic staff	23%	17%		
UNE-General staff	8%	5%		
Local govt area of Armidale			6.9%	5.9%
NSW			15.7%	16.8%

Note: The question relating to language background on the EEO data survey is, 'what language did you first speak as a child?' Population statistics on first language spoken as a child are not available. The closest census data indicator is 'language spoken at home'. (Census information from the 1996 Census.)

Distribution

The following table shows the distribution of people whose first language is other than English (FLOTE) across academic and general staff levels and provides a comparison with all staff.

Academic Staff			General Staff		
Level	All Academic Staff	FLOTE	Level	All General Staff	FLOTE
Level A	15%	25%	Level 1	2%	4%
Level B	35%	21%	Level 2	5%	15%
Level C	26%	29%	Level 3	15%	8%
Level D	14%	14%	Level 4	24%	14%
Level E	9%	10%	Level 5	17%	18%
Total	100%	100%	Level 6	13%	14%
			Level 7	9%	7%
			Level 8	8%	7%
			Level 9	2%	8%
			Level 10 & 10+	4%	6%
			Total	100%	100%

- Of those reporting that their first language spoken as a child was other than English, estimates indicate that 73% among academic staff and 67% among general staff are employed on a continuing basis. By way of comparison, 80.5% of all academic staff are employed on a continuing basis and 82% of all general staff are employed on a continuing basis.

People with a Disability

The following table provides a comparison of UNE data with the NSW government target.

Proportion of staff:			
	People with a disability	People with a disability requiring adjustment at work	NSW government target for people with a disability who require work related adjustments
Academic staff	7%	2.7%	7%
General staff	6%	1.4%	7%

* Because the response rate is less than 100 per cent, estimates are made of all Equity groups other than women.

Distribution

The following table shows the distribution of people with a disability across academic and general staff levels and provides a comparison with all staff.

Academic Staff		
Level	All Academic Staff	People with a disability requiring adjustment at work
Level A	15%	16%
Level B	35%	24%
Level C	26%	32%
Level D	14%	20%
Level E	9%	9%
Total	100%	100%

General Staff		
Level	All General Staff	People with a disability requiring adjustment at work
Level 1	2%	
Level 2	5%	16%
Level 3	15%	26%
Level 4	24%	12%
Level 5	17%	23%
Level 6	13%	23%
Level 7	9%	
Level 8	8%	
Level 9	2%	
Level 10 & 10+	4%	
Total	100%	100%

- Among academic staff an estimated 33 people (7%) reporting a disability were recorded at the snapshot date. Eighty-five percent of these were employed on a continuing basis. By way of comparison, 80.5% of all academic staff are employed on a continuing basis.
- Among general staff an estimated 46 people (6%) reporting a disability were recorded at the snapshot date and 89% of these were employed on a continuing basis. Eighty-two percent of all general staff are employed on a continuing basis. Of those requiring adjustment in the workplace, 10 people (1.3% of general staff) were recorded and all of these were employed on a continuing basis. Eighty-two percent of all general staff are employed on a continuing basis.

In addition to the strategies outlined for Equity groups in the *EEO/AA Management Plan 1999–2002*, the University is developing a Disability Action Plan for staff and students with temporary and permanent disabilities.

Objective: Pay equity

Indicator: The average gross earnings of each Equity group as a percentage of the average gross earnings of all staff in each employment category should approach 100%

See Attachment, tables 8 & 9.

Except where stated, figures exclude casual staff.

Base salary is determined by the award and increment level of a person's substantive position, excluding remuneration of any other kind, and prior to any deductions for taxation, superannuation, etc.

Gross earnings are calculated on base salary plus all allowances and market loadings, any workers compensation payments made through the payroll, overtime and penalty payments, and employer's contributions on behalf of employees to superannuation.

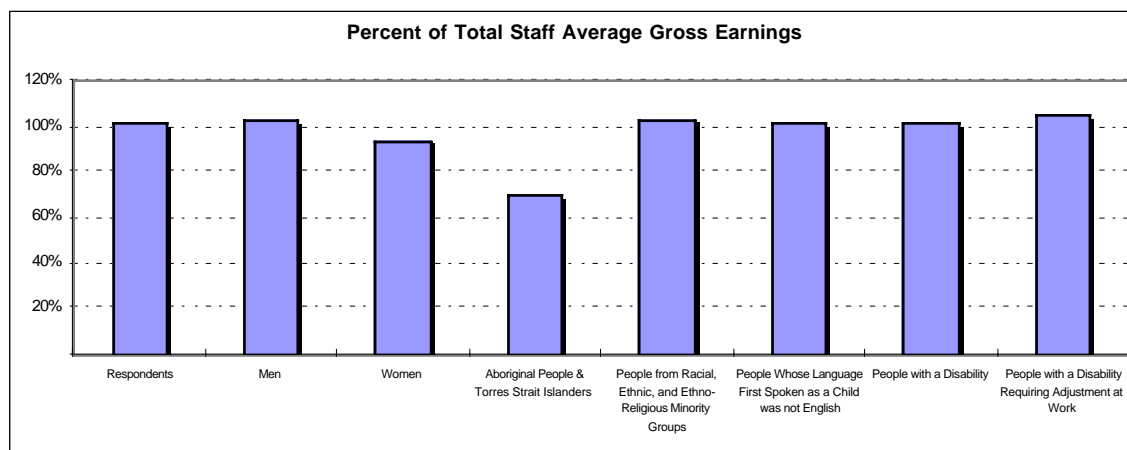
Pay relativities are considered by assessing base and gross salaries for staff through a breakdown by equity group and employment basis (for example, the base and gross salaries for all continuing employees, or for employees on contracts of less than one year, by equity group).

- In all employment categories for academic and general staff, men received higher base and gross salaries than women.

Academic Staff

The following graph shows a breakdown of the average gross earnings for full-time continuing staff. The average weekly salary for this employment category is \$1,550 for academic staff. The average weekly gross earnings for each group is shown as a percentage of average gross earnings of all staff.

Full-time Continuing Academic Staff



(Academic Staff: Table 9)

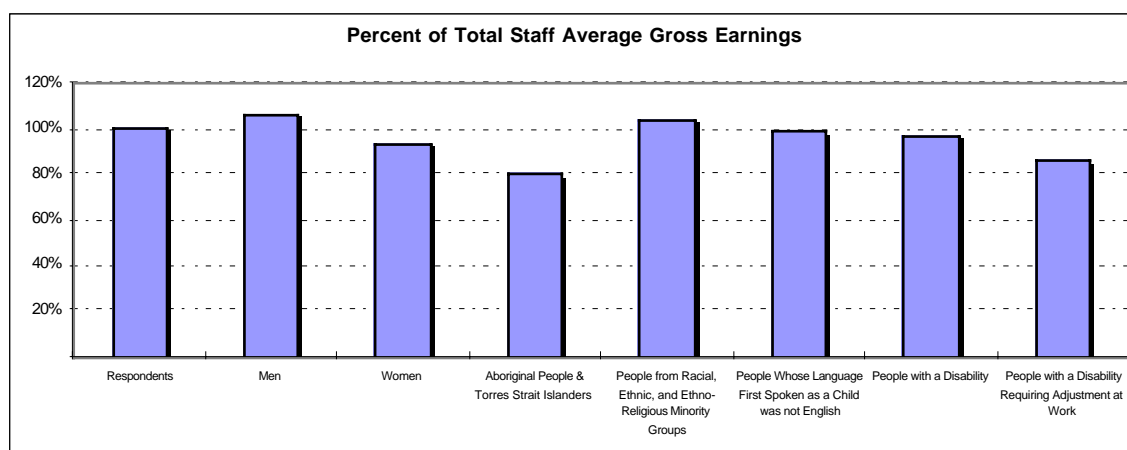
- The average weekly salary for women was \$1,456 (94% of the average for the whole group); men earned \$1,590 (103% of the average for the whole group). Other groups are as follows: Indigenous people, \$1,074 (69%); people whose first language is other than English, \$1,567 (101%); people with a disability, \$1,579 (102%); people with a disability requiring adjustment, \$1,692 (105%).
- The greatest difference between female and male earnings is found among those employed on a fractional continuing basis. The average base salary for this group is \$27 per hour. On average, women earn \$25 per hour (92% of the average for the whole group) and men earn \$34 (123% of the average for the whole group). Other groups are as follows: people from racial and ethnic minority groups, 98%; people with a disability, 90%. (There were no Indigenous staff in this employment category in the reporting period.)

In relation to the difference in pay by equity group, the academic level and step within levels of the people employed within these categories account for most of the discrepancies. For example, for full-time continuing staff there are greater numbers of men at higher academic levels whereas women and Indigenous staff are currently predominantly employed at lower academic levels. In respect of people employed on a fractional continuing basis, there are fewer men employed in the category, and half of these are employed at level C or above. Of the women in this category, 93% are employed at levels A and B.

General Staff

The following graph shows a breakdown of the average gross earnings for full-time continuing general staff. The average weekly salary for people in this employment category is \$931 for general staff. The average weekly gross earnings for each group is shown as a percentage of average gross earnings of total staff.

Full-time Continuing General Staff



(General staff: Table 9.3)

- The average weekly salary for women was \$873 (94% of the average for the whole group); men earned \$994 (107% of the average for the whole group). Other groups are as follows: Indigenous people, \$748 (80%); people whose first language is other than English, \$923 (99%); people with a disability, \$906 (97%); people with a disability requiring adjustment, \$804 (86%).
- For general staff, the greatest difference between female and male earnings is found among continuing and contact fractional staff. For fractional continuing staff, the average base earnings is \$21 per hour. Women, on average, earn \$20 per hour (99% of the overall average); men earn \$23 per hour (111% of the overall average). Other groups are as follows: Indigenous people, \$20 per hour (99%); people whose first language is other than English, \$22 (106%); people with a disability, \$20 (98%).
- For fractional contract staff, the average base earnings is \$20 per hour. Women, on average, earn \$19 per hour (92% of the overall average); men earn \$23 per hour (113%). Other groups are as follows: Indigenous people, \$16 per hour (77%) people whose first language is other than English, \$20 (100%); people with a disability, \$20 (100%).

In relation to the difference in pay by gender, a similar situation exists to that described for academic staff above, ie men tend to be employed at higher levels and on higher steps within levels in employment categories.

Program Outcome:

2. Improved Employment Access and Participation by Equity groups

Objective: Selection success for Equity groups

Indicator 1: Progress towards population benchmarks and government targets in representation of Equity group members in recruitment

See Attachment, tables 3, 4 & 6.

Except where stated, figures exclude casual staff.

- EEO Observers are available to attend selection processes on request. The presence of an independent observer is useful in allaying concerns of inequitable treatment, for example, of pregnant members of staff applying for positions, or for supervisors who are managing a selection process in which there are a number of internal applicants.
- University policy for the selection of academic staff specifies that selection committees must have a gender mix and that at least two members of each gender will be on any given committee.
- The policy also states that 'the Head of Group/School should advise the Dean of the names of three women appropriately qualified who have been sent a copy of the advertisement for their information.'
- The University, through the Organisational Development Unit offers 'Selecting the Best' a two-day recruitment training program. The program trains staff in appropriate selection procedures and covers merit selection skills in shortlisting, interviewing, post-interview tasks such as reference checking and interview report writing. It also includes a module on discrimination legislation and equal employment opportunity. At least two members of any selection committee must have undertaken the training.

Overall

- Progress towards the population benchmark of 50% women on UNE staff has been steady over the last five years (1997: 45%; 2002: 49%).
- Appointment of women through external recruitment for the reporting period (59%) exceeds the population benchmark (50%).
- Success level for internal competitive appointment⁴ of women is lower than for external recruitment.

Academic Women

- Academic staff numbers have decreased by some 10% over the past five or six years and recruitment opportunities have been limited. In spite of this, the percentage of women among academic staff has increased (2002: 36%; 1994: 25%).

The following table shows the number of women and their representation among successful appointments to external and internal competitive recruitment to academic staff over the past five years.

⁴ Internal Competitive appointment is assessed by calculating the number of people appointed through competitive selection who have been employed by the University on a permanent or contract basis at a lower level immediately before the appointment in question.

Number of Women and Percent of Women among Successful Applicants in External and Internal Competitive Academic Recruitment 1998–2002

	External										Internal									
	1998		1999		2000		2001		2002		1998		1999		2000		2001		2002	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level A	4	50%	9	64%	11	58%	4	50%	2	40%	4	80%					5	63%	0**	0%
Level B	3	25%	8	36%	5	26%	7	41%	8	57%	3	38%	2	25%	2	100%	4	40%	0***	0%
Level C	1	25%	1	100%	3	43%	1	33%	1	25%	1	50%	1	100%	1	33%	2	50%	0*	0%
Level D			1	50%	0*	0%	0*	0%												
Level E	1	100%	0**	0%	0*	0%	1	100%	0*	0%			0*	0%			0*	0%	0**	0%
Total	9	36%	19	46%	19	40%	13	43%	11	46%	8	53%	3	30%	3	60%	11	48%	0	0%

* 1 man was recruited at these levels

** 2 men were recruited at this level

*** 3 men were recruited at this level

- The representation of women among academic external competitive appointments has exceeded their current representation among academic staff over recent years but has not yet reached 50% of recruitment.
- Representation of women in academic recruitment to level D and E over the past five years (three of 14 positions (21%)) is greater than their current representation (10%).
- Within the the year to March 2002, women comprised 46% of external academic appointments but were outnumbered by men at all levels except at level B; women were not represented among internal competitive appointments⁵ (eight men were appointed internally).
- Despite academic women's improved representation overall, they remain under-represented, particularly at senior levels. Three positions were offered at levels D and E (one was offered externally and two internally) during the period. Women were not represented in these appointments.

General Staff Women

- Despite a reduction in general staff numbers, the percentage of women among general staff has increased in recent years (2002: 57%; 1994: 51%).
- Women were well represented in external recruitment to general staff. They comprised 63% of external recruitment. Women were also well represented in external recruitment to positions at HEO level 8 and above (10 positions). Women comprised 50% of successful appointees for these positions. One position was advertised at HEO level 10 and above in the reporting period and a woman was recruited to this position.
- Women outnumbered men in internal competitive appointments to general staff at most levels. Of the 21 positions in which internal applicants were successful, 14 (67%) were won by women. They comprised 83% of six appointments at level 4; at HEO level 5 (seven appointments): 71%; HEO level 6 (three appointments): 33%; at HEO level 7 (four appointments): 50% and HEO level 9 (one appointment): 100%.
- The majority of positions offered at UNE during the reporting period, however, were at lower HEO levels. Thirteen positions (62%) of all internal competitive selection and 41 (65%) of external recruitment were at or below HEO level 5.
- Most women recruited externally or through internal competitive selection tend to fill lower level general staff positions. Eighty percent of all women externally recruited and 71% internally appointed were to positions at or below HEO level 5 in the year to 31 March 2002. (Recruitment of men during the period tends to be more evenly spread. By way of comparison, 39% of all men externally recruited and 43% of men internally appointed were to positions at or below HEO level 5.)
- The representation of general staff women is above the population benchmark and is improving at senior levels, particularly at HEO level 10+. However, women are still largely congregated at HEO levels 3 and 4 and, overall, are under-represented at HEO levels 6 to 9.

⁵ Internal competitive appointment is assessed by calculating the number of people appointed through competitive selection who have been employed by the University on a permanent or contract basis at a lower level immediately before the appointment in question.

The following table shows female representation in external recruitment and internal competitive appointments to HEO level 8 and above over the past five years.

	External					Internal				
	1998		1999		2000		2001		2002	
	No.	%	No.	%	No.	%	No.	%	No.	%
HEO level 8 & above	3	43%	0*	0%	3	60%	3	43%	5	50%
	0**	0%	2	40%	5	71%	3	30%	1	100%

* 9 men were appointed
 ** 11 men were appointed

Indigenous people

- Indigenous people were not represented in external recruitment or internal competitive appointments to academic staff in the reporting period. (Indigenous people comprised 6.7% of external recruitment to academic staff but were not represented among internal competitive appointments in the year to 31 March 2001.)
- Indigenous people comprised an estimated 2.9% of external recruitment and 5.7% of internal competitive appointments to general staff. (In the year to 31 March 2001, Indigenous people comprised 14.2% of external recruitment and 4.3% of internal competitive appointment to general staff.)
- In respect of starting salary rate, representation of Indigenous people was similar to all general staff:

Starting salary rate	All staff	Indigenous staff
Base Rate	52%	53%
Above Base	45%	47%
Not applicable	2%	
Total	100%	100%

People whose first language spoken as a child was other than English

- An estimated seven people whose first language was other than English were recruited to academic staff during the period. They comprised some 27% of external recruitment and 13% of internal competitive appointment. (In the last reporting period this group comprised 19% of external recruitment and 6% of internal competitive appointment.) All appointments of people whose first language was other than English were above base rate.
- An estimated four people whose first language is other than English (some 6%) were externally recruited to general staff; one person from this group (5%) was successful in internal competitive appointments. (People whose first language was other than English group comprised some 6% of external recruitment to general staff and 12% of internal competitive appointment to general staff in the previous reporting period.)
- People from ethnic minority groups and people whose first language was other than English were well represented in academic and general staff appointments above base rate.

Starting salary rate	All Academic Staff	People from Racial, Ethnic or Ethno-religious minority groups	FLOTE	All General Staff	People from Racial, Ethnic or Ethno-religious minority groups	FLOTE
Base Rate	22%			52%	18%	
Above Base	69%	83%	100%	45%	82%	100%
Not applicable	9%	17%		2%		
Total	100%	100%	100%	100%	100%	100%

People with a disability

- An estimated two people with a disability (8%) were recruited to academic staff during the period. Both these people required adjustment in the workplace. The starting salary rate for both people was above base rate. No people with a disability were appointed through internal competitive processes.
- An estimated four people with a disability (some 6%) were externally recruited to general staff, two of these people (2.9%) required adjustment to the workplace; one person from this group (7%) was successful in internal competitive appointments.

- People with a disability were well represented in general staff appointments above base rate.

Starting salary rate	All staff	People with a Disability	People with a Disability Requiring Adjust at Work
Base Rate	52%	36%	
Above Base	45%	64%	100%
Not applicable	2%		
Total	100%	100%	100%

Constraints faced by the University in improving the representation of equity groups through recruitment processes

- Recruitment opportunities vary considerably across the University. In many areas contraction rather than growth is the norm, and consequently, there is little movement in the staffing profile and limited opportunities to implement strategies aimed at increasing the numbers of equity groups. (Academic staff numbers have been reduced by some 10%, and general staff 14% in recent years.)
- As a regional university with considerable financial constraints, the University of New England is unable to compete with larger universities in over award payments to attract senior female academic staff.
- Another barrier to the recruitment of women from metropolitan areas which is specific to the University of New England, a university located in a regional centre of some 20,000 people, is the limited employment opportunities in Armidale for the employment of partners of potential employees.

Indicator 2: Progress towards population benchmarks and government targets for Equity group members among successful applicants for academic promotion

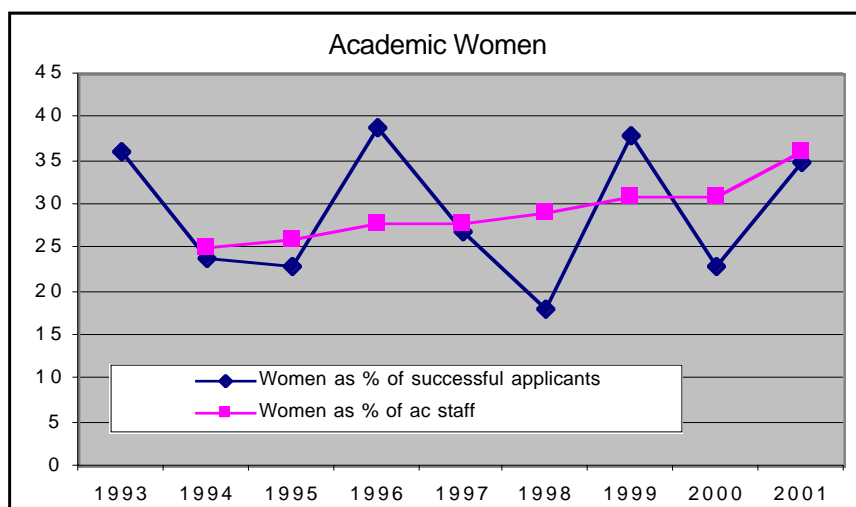
See Attachment, Academic Staff: table 5

All promotion committees include an EEO Observer. EEO Observers provide a report on the process to the Equity Manager for inclusion in review discussions.

At the end of each promotion round, the promotion process is reviewed by the Promotion Review Panel. The Equity Manager participates on and provides input to this Panel.

Women

- While the 2001 promotion result is an improvement over the 2000, women's representation among successful applicants tends to fluctuate as shown in the following graph.



- Women comprised 35% of staff promoted in 2001, which is close to their representation among academic staff (36% in the year to March 2002).
- Thirty-three percent of all applicants for promotion were women (16 of 48).
- Women comprised 60% of those promoted to level B, 56% to level C, 0% to level D, and 20% of those promoted at level E.
- Fifty-six percent of all female applicants were successful; 53% of all male applicants were successful.
- As the following figures indicate, women tend, overall, to be less likely than men to apply for academic promotion.

Applicants for Promotion as a Percentage of all Academics in the Given Year, by Gender

	Women applying as % of all academic women	Men applying as % of all academic men
1997	10.6	11.1
1998	9.9	15
1999	10.9	12
2000	7.1	13
2001	10	10.5

Promotion to Senior Levels

- As indicated by the following figures 1998 to 2001, women’s representation among successful applicants at level D appears to be particularly low. (Women comprise 37% of academic staff at level C, but were not represented among those promoted from C to D.) Women’s success rate in promotion from level C to D needs to be monitored and further action considered.

Level C Women and Men Applying to Level D — 1998–2001

	Number of women at Level C as at 31 March in the given year	Number of women applying (to Level D)	Women applying to Level D as % of women at Level C	Number of successful women at Level D	Successful women as % of all women applying at the Level	Women as a % of all successful applicants at Level D	Number of men at Level C as at 31 March in the given year	Number of men applying (to Level D)	Men applying to Level D as % of men at Level C	Number of successful men at Level D	Successful men as % of all men applying at the Level	Men as a % of all successful applicants at Level D
1998	34	3	9%	1	33%	17%	110	15	14%	5	33%	83%
1999	36	2	5.5%	1	50%	17%	101	12	12%	5	42%	83%
2000	40	1	2.5%	0	0%	0%	93	14	15%	9	64%	100%
2001	41	5	12%	0	0%	0%	83	12	14%	7	58%	100%

- Although women comprise only 10% of academic staff above level C, as the following table indicates, they are comparatively well represented among promotions to level E.

Level D Women and Men applying to Level E — 1998–2001

	Number of women at Level D as at 31 March in the given year	Number of women applying (to Level E)	Women applying to Level E as % of women at Level D	Number of successful women at Level E	Successful women as % of all women applying at the Level	Women as a % of all successful applicants at Level E	Number of men at Level D as at 31 March in the given year	Number of men applying (to Level E)	Men applying to Level E as % of men at Level D	Number of successful men at Level E	Successful men as % of all men applying at the Level	Men as a % of all successful applicants at Level E
1998	5	1	20%	1	100%	33%	68	15	22%	2	13%	67%
1999	7	0	-	-	-	-	62	9	14.5%	6	67%	100%
2000	8	3	37.5%	2	67%	29%	56	10	18%	5	50%	71%
2001	6	1	17%	1	100%	20%	58	6	10%	4	67%	80%

Indigenous People

No Indigenous employees were among those promoted in 2001. (No Indigenous people applied for promotion in the period.)

People from Ethnic Minority Groups and People whose First Language was other than English

- People from Ethnic Minority Groups comprised 40% of staff promoted which exceeds representation of this group among academic staff (estimated 23%); people whose First Language was other than English comprised 22% of staff promoted, also exceeding their representation among academic staff (estimated 17%).

People with a disability

- People with a disability comprised 4% of staff promoted. (This group comprises 7% of academic staff.) No people with a disability requiring adjustment in the workplace were represented among successful applicants. (No people from this group applied.)

Indicator 3: Progress towards population benchmarks and government targets in the representation of Equity group members among successful applicants for reclassified general staff positions

See Attachment, General Staff: table 5

University policy does not allow for the promotion of general staff, relying instead on competitive advertisement to fill positions which might offer promotional opportunities. For this reason, internal competitive selection which is discussed in the preceding section, 'Selection success for Equity Groups', needs to be considered in assessing promotional opportunities for general staff.

Given that selection processes are the only means for general staff to progress through the organisation, the considerable constraints on recruitment have resulted in minimal general staff movement and therefore limited opportunities for transfers and secondments across the University.

Reclassification

Reclassification of general staff positions is tied to the duties required in the position rather than providing an opportunity for promotion of the incumbent.

- Sixteen members of general staff had their positions reclassified in the reporting period. Fourteen positions were reclassified to a higher level and two positions were reclassified to a lower level.
- Women held six (43%) of positions to a higher level. In the two previous reporting periods women held 63% and 71% of reclassified positions.
- All more senior positions (three positions reclassified to HEO level 8 or above) were held by men. In the years to 31 March 1998 to 2001 all more senior positions reclassified (three positions) were also held by men. Reclassification trends need further monitoring.
- The two positions reclassified to a lower level were held by men.

People with a disability

- The position held by one person with a disability requiring adjustment in the workplace (7%) was reclassified during the period.
- No other equity group members held positions among those reclassified to a higher level.

Objective: Retention of employees from Equity groups

Indicator: Separation of Equity group employees is not greater than their representation in the workforce

See Attachment, table 7

Academic Women

- Overall academic women's separation from the University is lower (31%) than their representation among academic staff (36%). They comprised 50% of those taking voluntary redundancy; 50% of those leaving at the expiration of their contract; 21% of those resigning and 40% of those retiring.
- A review of information from Exit Surveys indicates a variety of reasons for academic women resigning. There was no discernible trend. No reasons apart from 'end of contract' were provided by women employed on contract.

General Staff Women

- General staff women's rate of separation from the University is slightly higher (60%) than their representation among general staff (57%). They comprised 33% of those taking voluntary redundancy; 20% of forced separations; 70% of those leaving at the expiration of their contract; 58% of those resigning and 33% of those retiring.
- Among general staff women the principal reasons for leaving for women who resigned were:
 - * Decision to change lifestyle
 - * Family reasons
 - * Moving from area
- The two general staff women on contract who provided a reason for their departure, apart from the expiry of the contract, indicated they were undertaking study.

Indigenous people

- Indigenous people were not represented in separation data from academic or general staff. However, three Indigenous staff members of general staff (two women and one man) submitted responses to the Exit Survey in 2001. Two people indicated that their reason for departure from the University was expiration of contract; the third person resigned. Length of service was between three months and 14 years.

The two people who resigned provided no further reasons for leaving. Principal reasons for leaving given by the third person were:

- * Lack of challenge/variety in present position
- * Family reasons
- * Decision to change lifestyle

The majority of benefits and conditions were deemed good or excellent by Indigenous general staff respondents who completed Exit survey forms.

Those benefits and conditions which were judged less than 'satisfactory' were:

- * Training and development opportunities
- * UNE decision making processes

People from ethnic minority backgrounds/People whose first language was other than English

- People from ethnic minority backgrounds made up 25% and people whose first language is other than English made up 15% of separations from academic staff. (These groups make up 23% and 17% of general staff respectively.)
- People from ethnic minority backgrounds made up 9% and people whose first language is other than English made up 6% of general staff separations. (These groups make up 8% and 5% of general staff respectively.)

- Information from five people whose first language was other than English who completed Exit surveys included:

One male academic and one male general staff member indicated that their contracts (of less than one year) had expired; three female academics (length of service between two months and eight years) resigned.

Principal reasons for leaving given for the women who resigned were:

- * Better career opportunities with new employer

The majority of benefits and conditions were deemed good or excellent by the five people whose first language was other than English.

Two people judged the following benefits and conditions as less than 'satisfactory':

- * Performance management
- * UNE decision making processes

People reporting a disability

- People reporting a disability comprised 11% of academic and 8% of general staff separations. In both cases separation of this group exceeded their representation in the workforce. (People reporting a disability comprise 7% of academic staff and 6% of general staff). There were no people with a disability requiring adjustment in the workplace among staff separating in the reporting period.
- Information Exit Surveys included:

One female member of general staff who had resigned completed Exit Survey form.

Principal reasons for leaving included:

- * Family reasons
- * Spouse/partner could not find work

Program Outcome:

3. A Workplace Culture Displaying Fair Practices and Behaviours

Objective: The workplace is free from discrimination

Indicator: Increase over time in the percentage of employees who perceive the workplace is free from discrimination and harassment

A series of discrimination surveys of staff and internal students has been undertaken within faculties to access people's perceptions of the levels of discrimination and harassment at the University and their knowledge of avenues available for assistance.

Although response rates to the surveys (ranging from 7% to 26% of faculty populations) were not high enough overall to provide a sound sample, the information has been used to address the identified issues. Respondents included women and men, general and academic staff and internal undergraduate and postgraduate students.

- Two faculties were surveyed in 1999 and 2000, and the remaining two faculties were surveyed in 2001. The faculties surveyed in 1999 and 2000 have initiated responses to issues raised in the surveys through the relevant dean and faculty equity committee. Faculties surveyed in 2001 are currently finalising reports on the results of surveys and examining appropriate courses of action to address the broad issues raised in the surveys.
- Surveys included a question on the respondent's perception of discrimination and harassment at the University. Respondents were asked, 'Have you personally been discriminated against or harassed because of your race, language ability, accent, religious differences, age, sex, sexual preference, marital status, disability, position or level of appointment or other?' In all faculties 22% to 23% of responses to the question indicated sex as the basis of discrimination and/or harassment. Discrimination and/or harassment on the basis of sexual orientation ranged from nil to 6%; and, on the basis of marital status, from nil to 5% of question response.

As mentioned above, students as well as staff responded to the survey. In one faculty a breakdown of respondents to the question on discrimination/harassment was undertaken. The breakdown shows that students (male and female) formed the majority of people indicating discrimination on the basis of sex (15 of 19). Comments from staff members, however, indicate the perception of discrimination on the basis of gender at the University. Responses also indicate a 'backlash' to perceived 'positive discrimination'.

- A level of homophobia was identified in faculty surveys.
- The Equity Manager investigates formal complaints on behalf of the Vice-Chancellor. There were no formal cases alleging gender discrimination or sexual harassment lodged by women in 2001.
- The Equity Manager provided advice on an informal complaint concerning issues arising from a relationship between a staff member and a student. Effort was made to ensure that there was no unfair academic advantage or disadvantage resulting to any party as a result of the relationship.
- A team of Equal Opportunity Advisers (22 people) from all areas of the University provide advice and referral information on all aspects of equal employment opportunity, including discrimination and harassment. In 2001, members of the team invested some 150 hours in their role, acting as observers on selection committees and at other employment-related meetings, assisting with equity and diversity training and providing advice and assistance to academic and general staff on equity-related problems.

Equal Opportunity Advisers dealt with some 29 issues involving provision of referral information, strategies for dealing with difficult situations, and complaints. Women (academic staff, general staff and students) comprised some 62% of those approaching EO Advisers. Two issues included allegations relating to discrimination or harassment on the basis of sex. One of these issues was satisfactorily resolved through the intervention of the EO Adviser, the other was referred to the Equity Office and the matter explored further with the area involved.

- The Equity Office provides training in areas identified by the supervisor, a staff member or the Equity Office.
- The University's Sex-based Harassment Policy and Procedures has been in place since 1993 and was reviewed and updated in 1997. All new staff receive a copy of the policy during the induction process.
- The University's Equal Opportunity Policy is provided to all new staff with recruitment information.
- The University has a Code of Conduct which is provided to all staff during Induction.
- Each faculty has a Faculty Equity Committee to address equity issues within the faculty. Chairs of Faculty Equity Committees raise issues and provide advice to the Vice-Chancellor through the Vice-Chancellor's EEO Advisory Committee.
- Information on inappropriate/unacceptable behaviour and avenues for complaint resolution is provided to all areas of the University in the form of brochures issued at least biannually.
- In 2001, posters were distributed widely across campus to faculties, directorates and colleges. These raised awareness that violence against women and discrimination on the basis of sexual orientation would not be tolerated at the University.
- Information from faculties and directorates indicates a high level of awareness among supervisors and staff in relation to sexual harassment, however, isolated incidents still occur.
- Rules for computer usage are revised annually. Rules proscribe university facilities being used for inappropriate purposes, such as sending obscene, offensive or harassing messages. All users of the University's computing facilities are required to agree to a declaration of appropriate usage before being granted access to university facilities. Computers in all public access areas have filters to stop or limit misuse. Staff or students found engaging in inappropriate computer use (some two cases per year) are dealt with under university Rules for Computer Use.
- As part of its duty of care for employees, the University makes the Counselling and Careers Service available to staff. The percentage of Counselling clients who were staff increased from 10% in 2000 to 13% in 2001. The proportion of female clients remains at around two-thirds of the total client population. The pattern of greater usage of counselling services by women is consistent with findings of other universities. There was an increase in staff presenting with issues to do with inter-staff conflict (Counselling & Careers Service 2001 Annual Report).
- Staff of the Counselling and Careers Service also organised meditation sessions for staff and students at the University (Counselling & Careers Service 2001 Annual Report).
- A peer-based advice and support group on sexual harassment and assault has been established for students. The Sexual Harassment and Assault Peer Education and Support Program (SHAPES) is designed for students to deal with sexual harassment and assault issues on campus. The two-day training coordinated by the Counselling Service ensures that participants are in a position to support, influence and educate their peers.

Feedback on the SHAPES program indicates that it is a successful means of further educating students on harassment issues.

Objective: Workplace barriers for women to career development are removed and equitable conditions of employment achieved

Indicator 1: Participation by women in staff training and development programs at a level greater than their representation in the University workplace

- The University has implemented a Goal Setting and Performance Review process for academic and general staff:
 - * The Academic Enterprise Bargaining Agreement 2001–2003 includes a clause stating that ‘an annual Goal Setting and Performance Review system will be established to manage academic staff performance and will include both academic performance review and academic developmental review.’
 - * The process in respect of general staff has been operating for two years. In addition to performance appraisal, the process encourages staff members and their supervisors to identify training and development activities to further the staff member’s career aspirations and benefit the University.
 - * Training of supervisors in the Goal Setting and Performance Review process increases managerial skills and awareness of supervisors’ obligations in providing training and development activities.

Academic Women

- Academic women comprised 38% of academic participants for in-house training which is greater than their representation among academic staff. The majority of women attending staff development were from Level B. (Level A: 16%, Level B: 56%, Level C: 24%, Level D: 0%, Level E: 4%). (The majority of men attending in-house training were also from Level B, however men’s overall attendance was more evenly distributed across levels. (Level A: 10%, Level B: 32.5%, Level C: 17.5%, Level D: 22.5%, Level E: 17.5%.)
- Examination of the distribution of staff attending in-house training by level shows women comprised 50% of participants at Level C and below, and 6% of those above Level C.
- Women comprised 11% of participation in the Head of School Development Program and 38% percent in the Academic Leadership Program.

General Staff Women

- Women comprised 71% of general staff participants for in-house training.
- Examination of the distribution of staff attending in-house training by level shows women comprised 76% of those below HEO Level 8 and 29% of those at HEO Level 8 and above.
- Women comprised 45% of participation in the General Staff Leadership Program, and 78% in the ‘Critical Difference: The Big Picture’.
- Women are well represented among general staff applying for study time. They comprised some 70% of those taking time for study during the reporting period.
- The University encourages members of general staff to undertake formal study programs to acquire skills or qualifications relevant to their current or potential employment within the University.
- The Spokeswomen’s Program has been extended to provide training, development and networking opportunities for general staff women, particularly at lower levels. Five new Spokeswomen were elected/nominated in 2001, bringing the number of University Spokeswomen to six.
- All faculties and divisions are required to allocate in their budget an amount equivalent to 1% of salaries for development and training of general staff. Feedback from across the University indicates that many areas actively encourage and support staff to further their job-related skills. Commitment to staff development is ongoing. The report on budget allocations for 2002 indicates that staff development is one of the nine strategic priorities.

Indicator 2: Women members of staff access general employment benefits at the same level as all staff

Higher Duties Allowances

- Analysis of 'higher duties' allowances for academic and general staff shows women's representation is above their representation in the workforce.

Academic Staff in the year to March 2002:

Number*	Female	Male	Total
Access**	35 (57%)	26 (43%)	61 (100%)
People	30 (56%)	24 (44%)	54 (100%)

*These data do not take into account the level of higher duties (usually but not always one level higher than the substantive position) or the period of time involved.

** Information was amended to remove records that ran 'back-to-back'.

- The representation of women among academic staff gaining opportunities to perform at higher levels of employment (56%-57%) exceeds their representation among academic staff (36%).

General Staff in the year to March 2002:

Number*	Female	Male	Total
Access**	88 (71%)	36 (29%)	124 (100%)
People	63 (67%)	31 (33%)	94 (100%)

* These data do not take into account the level of higher duties (usually but not always one level higher than the substantive position) or the period of time involved

** Information was amended to remove records that ran 'back-to-back'.

- The representation of women among general staff gaining opportunities to perform at higher levels of employment (67%-71%) exceeds their representation among general staff (57%).

Study Leave

- Study leave plays an important role in enabling academic staff to reach their research goals and achieve success in promotion to a higher academic level.
- Women comprised 31% of those taking study leave, which is slightly less than their current representation among academic staff (36%). (Previous reporting periods: 2000: 41%; 1999: 22%; 1998: 18%)
- Figures in recent years indicate that comparatively, women tend to be less likely to take study leave than their male counterparts. The following indicates staff taking study leave as percentage of all staff, by gender, in recent years:

	women taking study leave as % of all women	men taking study leave as % of all men
2001	12%	15%
2000	13%	11%
1999	9%	14%
1998	9%	17%

Satisfaction of Probation

- In 2001, 14 probationary academic staff had their tenure confirmed. Normally staff are placed on three years' probation with the possibility of having this term extended by up to two years (ie five years in total). Often tenure is contingent on completion of an academic qualification such as a PhD. Six women (43%) and eight men (57%) had their tenure confirmed in 2001. Two other women had their probationary period extended.

Retirement Schemes

Two retirement schemes, the Short Term Voluntary Retirement Incentive Scheme and the Pre-Retirement Contract are offered at the discretion of the Vice-Chancellor.

The Short Term Voluntary Retirement Incentive Scheme provides a lump sum payment of two weeks' salary for each year of service, up to a maximum of 52 weeks salary. There were no staff on this scheme during the

reporting period. The Pre-Retirement Contract attracts a loading of 15% on the substantive salary for a period of up to three years prior to the retirement of the employee.

Retirement Schemes for the year to 31 March 2002

Academic staff	Female	Male
Retirement Contract:	0	11

General staff		
Retirement Contract:	6	7

- Women comprise some 25% of people in retirement schemes.

Exit Surveys: Benefits and Conditions

Information on the exiting staff's perception of employment benefits and conditions is gathered from Exit Surveys. The approximate overall response rate from Exit Surveys was 62%. (Around 36% percent of academic staff and 77% of general staff completed surveys).

Staff can indicate the response 'poor, fair, satisfactory, good, or excellent' on a range of university benefits and conditions, as follows:

Remuneration (Pay)	Job Challenge
Career prospects	Relationship with peers
Leave conditions	Training and Development opportunities
Office accommodation	Time allowed for study/research/study leave
Teaching facilities	Equity of employment practices
Available technology to support you at work	Workplace health and safety
Available child care	UNE decision making processes
Campus environment	Organisational morale
Recognition of employee contributions	Performance management (feedback)
Organisational culture	Relationship with supervisor

- For the majority of employment conditions academic women respondents indicated a positive response, that is, the majority of responses were better than 'satisfactory'.

Benefits and conditions deemed good or excellent by female academic respondents, in order of priority, included:

- * Relationships with supervisor and peers
- * Job challenge
- * Workplace health and safety
- * Teaching facilities
- * Campus environment

Those benefits and conditions which the majority judged less than 'satisfactory' were:

- * UNE decision making processes
- * Organisational morale
- * Organisational culture
- * Performance management (feedback)

Responses to the survey from men in relation to benefits and conditions which were judged less than 'satisfactory' indicated a similar result.

- Likewise, for the majority of employment conditions general staff women respondents indicated a positive response, that is, the majority of responses were better than 'satisfactory'.

Benefits and conditions deemed good or excellent by female general staff respondents in order of priority, included:

- * Relationships with supervisor and peers
- * Leave conditions

- * Job challenge
- * Campus environment
- * Remuneration

Those benefits and conditions which the majority judged less than 'satisfactory' were:

- * UNE decision making processes
- * Organisational morale
- * Recognition of employee contributions
- * Career prospects

As with academic staff, responses of general staff men to the survey were very similar to those of women.

- In response to a question on the equity of employment practices at the University in the Exit Survey, female respondents indicated as follows:
Academic women: good, 3 (33%); satisfactory, 4 (44%); poor, 2 (22%)
General Staff women: excellent, 7 (16%); good, 12 (28%); satisfactory, 13 (30%); fair, 4 (9%) poor, 7 (16%).

Family Leave and Flexible Working Arrangements

General staff are credited with eight days Family and Community paid leave on 1 January each year for the mixed purposes of family/carer leave, bereavement leave, religious leave, cultural leave.

- Family and Community leave was accessed on 485 occasions during 2001. Sixty-five percent of this access was by female staff.
- One female member of general staff works from home on a regular basis.
- The Equity Manager provided sessions on family friendly and flexible working arrangements at HR forums for staff.
- Information on rights and responsibilities of people with carer responsibilities was distributed widely after carers' responsibilities became a new ground of discrimination under the NSW Anti-Discrimination Act in March 2001. Information in the form of a leaflet setting out responsibilities of supervisors and describing direct and indirect discrimination, and examples of special arrangements for a more flexible working environment was provided to all supervisors. Similar information has been posted biannually on university email networks. Information is also provided on the Equity Office home page which has links to the NSW Anti-Discrimination Board web site.
- A policy on Children in the Workplace has been developed to provide guidance to staff and students.
- Vacation care is available on campus during the school holidays for school age children from 8.30 am until 5.30 pm daily.
- Responses from faculties and directorates indicate an increased level of awareness in relation flexible working arrangements for people with family responsibilities.

Indicator 3: Women members of staff who are pregnant, or who are breastfeeding, access benefits available to them.

University employees are entitled to maternity, paternity and adoption leave and to work part-time in connection with the birth or adoption of a child.⁶

The University has a centrally funded maternity leave scheme. A female employee is eligible for up to 12 weeks paid maternity leave after 12 months of service. This can also be taken on half pay over 24 weeks. An employee who has not completed 12 months paid service, is eligible for maternity leave without pay. Fractional employees are entitled to paid maternity leave at a rate proportional to their fraction of full-time employment. In addition, a female employee may take leave without pay for a period which, including the period of paid leave, does not exceed an aggregate of 52 weeks following the birth of the child.

Paternity leave (five consecutive days paid leave plus leave without pay to an aggregate of 52 weeks following the birth of the child) and adoption leave (up to six weeks on full pay where the adopted child is up to one year of age) is also available to university staff.

⁶ Subject to terms of the clause, University of New England General Staff (Interim) Award 2000/ Academic Enterprise Bargaining Agreement 2001-2003.

- Women returning from maternity leave in 2001 were surveyed on a range of issues relating to their return to the workplace. Respondents to the survey in 2000 were also contacted and invited to provide information on their ongoing experiences in the workplace in relation to flexibility around breastfeeding and, more generally, in relation to their carer's responsibilities.

Twelve (55%) of the 22 women surveyed responded. Respondents included academic and general staff women. Findings from the survey included the following:

- * The women had been employed with the University for between two and twenty-one years. The average period of service was 10 years.
 - * The average number of children cared for by respondents was 1.8.
 - * Most respondents indicated they were happy with the level of contact they had received whilst on maternity leave. Two respondents would have preferred more contact, another indicated that more contact would have been intrusive.
 - * Seven respondents (58%) indicated they had arranged reduced hours after their return to work; two indicated they would have preferred less hours than negotiated or would like to further extend their reduced hours. At least one more retained part-time hours on her return.
 - * The average amount of time away from work was nine months.
 - * Financial considerations and career continuity were the main reasons provided for return to work.
 - * Availability of flexible working arrangements, part-time or job sharing was nominated by all respondents as extremely important.
 - * Eight women (67%) indicated that flexible work practices had been used since their return to work.
 - * Eight of the 11 (73%) who responded to the question, indicated that their supervisor had been supportive since their return to work. A similar proportion indicated that colleagues had been supportive.
 - * Seven of 11 respondents (64%) indicated they had not encountered problems on their return.
 - * Respondents were invited to indicate facilities and workplace conditions that would assist in their return to work.
- Flexible working arrangements are available where there is mutual agreement between an individual and supervisor. Supervisors are encouraged, wherever possible, to accommodate the needs of women returning from maternity leave.
 - Responses to the Maternity Leave survey indicate a perception of lack of support from supervisors and colleagues in a small number of cases.
 - Heavy workloads result in some staff feeling guilty for working part-time or accessing flexible arrangements.
 - Survey respondents have been encouraged to seek support from the Equity Office to address any problems they encounter.
 - A rest room in the main administration building has been adapted to provide facilities for women who are breastfeeding.
 - In response to a question on available child care in the Exit Survey, respondents indicated as follows: excellent, 10 (22%); good, 15 (33%); satisfactory, 15 (33%); fair, 4 (9%); poor 1 (2%).

Attachment:

Statistical Tables

BENCHMARKS

General Staff

Representation

	0	University of New England	Benchmark or Govt Target
Women		57%	50%
Aboriginal People & Torres Strait Islanders		2.8%	2%
People Whose Language First Spoken as a Child was not English		5%	19%
People with a Disability		6%	12%
People with a Disability Requiring Adjustment at Work		1.4%	7%

Distribution Index

	0	University of New England	Benchmark
Women	0	80	100
Aboriginal People & Torres Strait Islanders	0	71	100
People Whose Language First Spoken as a Child was not English	0	102	100
People with a Disability	0	96	100
People with a Disability Requiring Adjustment at Work	0	n/a	100

University of New England - 2001 (Reference date: 31 March 2002)

1. LEVEL

(GENERAL STAFF)

Table 1.1 Staff Numbers by Level

LEVEL	Salary Band		Actual Number				Number Counted				
	\$ From	\$ To	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Level 1	-		14	10	3	11	1	1	1	1	0
Level 2	-		39	22	21	18	1	2	3	1	1
Level 3	-		116	79	28	88	6	4	2	7	2
Level 4	-		191	149	54	137	3	7	4	5	1
Level 5	-		136	105	55	81	3	12	5	7	2
Level 6	-		104	83	57	47	2	6	4	7	2
Level 7	-		70	57	45	25	0	4	2	3	0
Level 8	-		63	52	42	21	0	4	2	3	0
Level 9	-		18	13	15	3	0	3	2	0	0
Level 10 and above	-		31	27	19	12	0	4	2	1	0
TOTAL			782	597	339	443	16	47	27	35	8

University of New England - 2001 (Reference date: 31 March 2002)

2. EMPLOYMENT BASIS

(GENERAL STAFF)

Table 2.1 Staff Numbers by Employment Basis

		Actual Number				Number Counted				
EMPLOYMENT BASIS		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Permanent	Full-Time	535	422	259	276	12	32	16	27	7
	Fractional	109	91	12	97	1	4	3	5	1
Contract	< 1 Year	54	26	23	31	2	4	3	0	0
	Full-Time 1 < 3 Years	23	19	19	4	0	2	2	1	0
	3+ Years	17	11	10	7	0	2	1	1	0
	< 1 Year	38	24	13	25	1	1	1	1	0
	Fractional 1 < 3 Years	6	4	3	3	0	2	1	0	0
	3+ Years									
Casual		203	9	86	117	0	1	1	1	0
TOTAL		985	606	425	560	16	48	28	36	8

University of New England - 2001

3. EXTERNAL RECRUITMENT

(GENERAL STAFF)

Table 3.1 Staff Numbers by Level

LEVEL	Salary Band		Actual Number				Number Counted				
	\$ From	\$ To	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, Religious and Ethno-Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Level 1	-										
Level 2	-										
Level 3	-		8	4	0	8	0	1	0	0	0
Level 4	-		17	10	1	16	0	1	1	1	0
Level 5	-		16	7	8	8	0	1	1	0	0
Level 6	-		9	5	8	1	1	0	0	1	1
Level 7	-		3	1	1	2	0	0	0	0	0
Level 8	-		6	4	3	3	0	1	0	0	0
Level 9	-		3	2	2	1	0	0	0	0	0
Level 10 and above	-		1	1	0	1	0	0	0	0	0
TOTAL			63	34	23	40	1	4	2	2	1

University of New England - 2001

4. INTERNAL COMPETITIVE APPOINTMENT

(GENERAL STAFF)

Table 4.1 Staff Numbers by Level

LEVEL	Salary Band		Actual Number				Number Counted				
	\$ From	\$ To	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, Religious and Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Level 1	-										
Level 2	-										
Level 3	-										
Level 4	-		6	5	1	5	1	0	0	0	0
Level 5	-		7	5	2	5	0	1	0	1	0
Level 6	-		3	2	2	1	0	0	0	0	0
Level 7	-		4	4	2	2	0	0	0	0	0
Level 8	-										
Level 9	-		1	1	0	1	0	1	1	0	0
Level 10 and above	-										
TOTAL			21	17	7	14	1	2	1	1	

University of New England - 2001

5. RECLASSIFICATION / PROMOTION

(GENERAL STAFF)

Table 5.1 Staff Numbers by Level

LEVEL	Salary Band		Actual Number				Number Counted				
	\$ From	\$ To	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, Religious and Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Level 1	-										
Level 2	-		1	1	0	1	0	0	0	1	1
Level 3	-										
Level 4	-		1	1	0	1	0	0	0	0	0
Level 5	-		2	2	1	1	0	0	0	0	0
Level 6	-		5	2	4	1	0	0	0	0	0
Level 7	-		2	1	0	2	0	0	0	0	0
Level 8	-		2	2	2	0	0	0	0	0	0
Level 9	-										
Level 10 and above	-		1	1	1	0	0	0	0	0	0
TOTAL			14	10	8	6				1	1

University of New England - 2001

6. COMPETITIVE APPOINTMENTS - STARTING (GENERAL STAFF)

Table 6.1 Staff Numbers by Starting Salary Rate

STARTING SALARY RATE	Actual Number				Number Counted				
	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Base Rate	44	25	15	29	1	1	0	1	0
Above Base Rate	38	24	14	24	1	5	3	2	1
Not Applicable	2	2	1	1	0	0	0	0	0
TOTAL	84	51	30	54	2	6	3	3	1

University of New England - 2001

7. SEPARATIONS

(GENERAL STAFF)

Table 7.1 Staff Numbers by Separation Type

SEPARATION TYPE	Actual Number				Number Counted				
	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Voluntary Redundancy	3	3	2	1	0	0	0	0	0
Forced Separation	5	1	4	1	0	0	0	0	0
Agreed Period Expired	37	11	11	26	0	0	0	1	0
All Other Separations	65	38	27	38	0	6	4	3	0
TOTAL	110	53	44	66		6	4	4	

University of New England - 2001 (Pay week including 31 March 2002)

8. AVERAGE BASE SALARY (GENERAL STAFF)

Table 8.1 Staff Numbers, Paid Hours, Total Weekly Base Salary

A :		Number of Full-Time Staff paid during the Reference Week								
FULL-TIME		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Permanent	535	422	259	276	12	32	16	27	7	
Contract	93	55	52	41	2	8	6	2	0	
TOTAL	628	477	311	317	14	40	22	29	7	
B :		Total Ordinary Time Paid Hours worked by Fractional Staff								
FRACTIONAL		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Permanent	2,603.0	2,196.0	279.8	2,323.2	20.0	100.5	71.5	123.5	20.0	
Contract	756.0	475.0	300.0	456.0	12.0	47.5	30.0	15.0	0.0	
TOTAL	3,359.0	2,671.0	579.8	2,779.2	32.0	148.0	101.5	138.5	20.0	
C :		Total Base Salary Payments (\$)								

EMPLOYMENT BASIS		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Full-time	Permanent	\$424,672	\$338,439	\$218,155	\$206,517	\$7,972	\$25,981	\$12,027	\$21,199	\$4,893
	Contract	\$96,490	\$65,476	\$57,743	\$38,747	\$1,233	\$13,035	\$9,722	\$2,972	
	TOTAL	\$521,162	\$403,915	\$275,898	\$245,264	\$9,205	\$39,016	\$21,749	\$24,172	\$4,893
Fractional	Permanent	\$53,447	\$46,514	\$6,401	\$47,046	\$407	\$2,268	\$1,560	\$2,482	\$407
	Contract	\$15,439	\$10,241	\$6,905	\$8,535	\$188	\$1,000	\$603	\$305	
	TOTAL	\$68,886	\$56,755	\$13,306	\$55,581	\$595	\$3,268	\$2,163	\$2,787	\$407

Table 8.2 Average Base Salary

A :										
Average Weekly Base Salary (\$)										
FULL-TIME	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work	
Permanent	\$794	\$802	\$842	\$748	\$664	\$812	\$752	\$785	\$699	
Contract	\$1,038	\$1,190	\$1,110	\$945	\$616	\$1,629	\$1,620	\$1,486		
TOTAL	\$830	\$847	\$887	\$774	\$657	\$975	\$989	\$834	\$699	
B :										
Average Hourly Base Salary (\$)										
FRACTIONAL	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work	
Permanent	\$21	\$21	\$23	\$20	\$20	\$23	\$22	\$20	\$20	
Contract	\$20	\$22	\$23	\$19	\$16	\$21	\$20	\$20		
TOTAL	\$21	\$21	\$23	\$20	\$19	\$22	\$21	\$20	\$20	

Table 8.3 Percent of Total Staff Average Base Salary

Average Base Salary as Percent of Total Staff Average Base Salary in each Employment Category									
EMPLOYMENT BASIS	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Full-time Contract		115%	107%	91%	59%	157%	156%	143%	
Full-time TOTAL		102%	107%	93%	79%	118%	119%	100%	84%
Fractional Permanent		103%	111%	99%	99%	110%	106%	98%	99%
Fractional Contract		106%	113%	92%	77%	103%	98%	100%	
Fractional TOTAL		104%	112%	98%	91%	108%	104%	98%	99%

University of New England - 2001 (Pay week including 31 March 2002)

9. AVERAGE GROSS EARNINGS (GENERAL STAFF)

Table 9.1 Staff Numbers, Paid Hours, Total Weekly Gross Earnings

A :		Number of Full-Time Staff paid during the Reference Week (as for Table 8.1)								
FULL-TIME		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, Religious and Ethno-Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Permanent	535	422	259	276	12	32	16	27	7	
Contract	93	55	52	41	2	8	6	2	0	
TOTAL	628	477	311	317	14	40	22	29	7	
B :		Total Paid Hours worked by Fractional Staff								
FRACTIONAL		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, Religious and Ethno-Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Permanent	2,603.0	2,196.0	279.8	2,323.2	20.0	100.5	71.5	123.5	20.0	
Contract	756.0	475.0	300.0	456.0	12.0	47.5	30.0	15.0	0.0	
TOTAL	3,359.0	2,671.0	579.8	2,779.2	32.0	148.0	101.5	138.5	20.0	
C :		Total Weekly Gross Earnings (\$)								

EMPLOYMENT BASIS		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Full-time	Permanent	\$498,320	\$396,742	\$257,452	\$240,868	\$8,972	\$31,057	\$14,763	\$24,464	\$5,627
	Contract	\$111,038	\$76,160	\$66,941	\$44,098	\$1,386	\$15,160	\$11,349	\$3,466	
	TOTAL	\$609,358	\$472,903	\$324,393	\$284,965	\$10,358	\$46,217	\$26,112	\$27,930	\$5,627
Fractional	Permanent	\$62,651	\$54,988	\$7,630	\$55,021	\$476	\$2,654	\$1,790	\$3,019	\$476
	Contract	\$17,768	\$11,664	\$7,983	\$9,785	\$188	\$1,116	\$651	\$330	
	TOTAL	\$80,420	\$66,653	\$15,613	\$64,807	\$664	\$3,770	\$2,441	\$3,349	\$476

Table 9.2 Average Gross Earnings

A :		Average Weekly Gross Earnings (\$)								
FULL-TIME		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Permanent		\$931	\$940	\$994	\$873	\$748	\$971	\$923	\$906	\$804
Contract		\$1,194	\$1,385	\$1,287	\$1,076	\$693	\$1,895	\$1,892	\$1,733	
TOTAL		\$970	\$991	\$1,043	\$899	\$740	\$1,155	\$1,187	\$963	\$804
B :		Average Hourly Gross Earnings (\$)								
FRACTIONAL		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Permanent		\$24	\$25	\$27	\$24	\$24	\$26	\$25	\$24	\$24
Contract		\$24	\$25	\$27	\$21	\$16	\$23	\$22	\$22	
TOTAL		\$24	\$25	\$27	\$23	\$21	\$25	\$24	\$24	\$24

Table 9.3 Percent of Total Staff Average Gross Earnings

Average Earnings as Percent of Total Staff Average Gross Earnings in each Employment Category											
EMPLOYMENT BASIS	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work	Average Gross Earnings as Percent of Average Base Salary	
										Men	Women
Full-time	Permanent		101%	107%	94%	80%	104%	99%	97%	86%	
	Contract		116%	108%	90%	58%	159%	158%	145%		
	TOTAL		102%	107%	93%	76%	119%	122%	99%	83%	
Fractional	Permanent		104%	113%	98%	99%	110%	104%	102%	99%	
	Contract		104%	113%	91%	67%	100%	92%	94%		
	TOTAL		104%	112%	97%	87%	106%	100%	101%	99%	

Table 9.4 Average Gross Earnings as Percent Increase over Average Base Salary

Average Gross Earnings as Percent of Average Base Salary											
EMPLOYMENT BASIS	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work	Average Gross Earnings as Percent of Average Base Salary	
										Men	Women
Full-time	Permanent	17%	17%	18%	17%	13%	20%	23%	15%	15%	
	Contract	15%	16%	16%	14%	12%	16%	17%	17%		
	TOTAL	17%	17%	18%	16%	13%	18%	20%	16%	15%	
Fractional	Permanent	17%	18%	19%	17%	17%	17%	15%	22%	17%	
	Contract	15%	14%	16%	15%		12%	8%	8%		
	TOTAL	17%	17%	17%	17%	12%	15%	13%	20%	17%	

BENCHMARKS

Academic Staff

Representation

	University of New England 0	Benchmark or Govt Target
Women	36%	50%
Aboriginal People & Torres Strait Islanders	0.7%	2%
People Whose Language First Spoken as a Child was not English	17%	19%
People with a Disability	7%	12%
People with a Disability Requiring Adjustment at Work	2.7%	7%

Distribution Index

	University of New England 0	Benchmark
Women	74	100
Aboriginal People & Torres Strait Islanders	n/a	100
People Whose Language First Spoken as a Child was not English	99	100
People with a Disability	106	100
People with a Disability Requiring Adjustment at Work	n/a	100

University of New England - 2001 (Reference date: 31 March 2002)

1. LEVEL

(ACADEMIC STAFF)

Table 1.1 Staff Numbers by Level

LEVEL	Salary Band		Actual Number				Number Counted				
	\$ From	\$ To	TOTAL STAFF	Responde nts	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno- Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustme nt at Work
Level A	-		69	36	26	43	1	9	10	2	1
Level B	-		160	109	93	67	1	17	11	8	2
Level C	-		117	90	74	43	0	25	17	6	3
Level D	-		64	52	60	4	0	12	9	5	2
Level E	-		42	37	35	7	0	13	7	3	1
TOTAL			452	324	288	164	2	76	54	24	9

University of New England - 2001 (Reference date: 31 March 2002)

2. EMPLOYMENT BASIS

(ACADEMIC STAFF)

Table 2.1 Staff Numbers by Employment Basis

EMPLOYMENT BASIS		Actual Number				Number Counted				
		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Religious Minority Groups	People Whose First Language Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Tenurable	Full-Time	343	268	240	103	2	65	44	20	7
	Fractional	21	14	6	15	0	1	0	1	1
Contract	< 1 Year	32	15	15	17	0	1	1	2	1
	Full-Time 1 < 3 Years	12	6	10	2	0	3	3	0	0
	3+ Years	5	4	4	1	0	0	0	0	0
	< 1 Year	30	15	8	22	0	6	6	1	0
Casual	Fractional 1 < 3 Years	8	1	5	3	0	0	0	0	0
	3+ Years	1	1	0	1	0	0	0	0	0
TOTAL		660	348	382	278	2	79	56	26	9

University of New England - 2001

3. EXTERNAL RECRUITMENT

(ACADEMIC STAFF)

Table 3.1 Staff Numbers by Level

LEVEL	Salary Band		Actual Number				Number Counted				
	\$ From	\$ To	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, Religious and Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Level A	-		5	2	3	2	0	1	1	0	0
Level B	\$0		14	7	6	8	0	2	2	1	1
Level C	\$0		4	2	3	1	0	0	0	0	0
Level D	\$0										
Level E	\$0		1	0	1	0	0	0	0	0	0
TOTAL			24	11	13	11	3	3	3	1	1

University of New England - 2001

4. INTERNAL COMPETITIVE APPOINTMENT

(ACADEMIC STAFF)

Table 4.1 Staff Numbers by Level

LEVEL	Salary Band		Actual Number				Number Counted				
	\$ From	\$ To	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, Religious and Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Level A	-		2	2	2	0	0	1	1	0	0
Level B	\$0		3	1	3	0	0	0	0	0	0
Level C	\$0		1	1	1	0	0	0	0	0	0
Level D	\$0				0	0					
Level E	\$0		2	2	2	0	0	1	0	0	0
TOTAL			8	6	8			2	1		

University of New England - 2001

5. PROMOTION

(ACADEMIC STAFF)

Table 5.1 Staff Numbers by Level

LEVEL	Salary Band		Actual Number				Number Counted				
	\$ From	\$ To	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, Religious and Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Level A	-										
Level B	\$0		5	5	2	3	0	1	1	0	0
Level C	\$0		9	8	4	5	0	3	1	1	0
Level D	\$0		7	6	7	0	0	2	1	0	0
Level E	\$0		5	4	4	1	0	3	2	0	0
TOTAL			26	23	17	9	9	5	1		

University of New England - 2001

6. COMPETITIVE APPOINTMENTS - STARTING (ACADEMIC STAFF)

Table 6.1 Staff Numbers by Starting Salary Rate

STARTING SALARY RATE	Actual Number				Number Counted				
	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Base Rate	7	3	5	2	0	0	0	0	0
Above Base Rate	22	12	13	9	0	4	4	1	1
Not Applicable	3	2	3	0	0	1	0	0	0
TOTAL	32	17	21	11		5	4	1	1

University of New England - 2001

7. SEPARATIONS

(ACADEMIC STAFF)

Table 7.1 Staff Numbers by Separation Type

SEPARATION TYPE	Actual Number				Number Counted				
	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Voluntary Redundancy	4	4	2	2	0	1	1	0	0
Forced Separation		0	0	0	0	0	0	0	0
Agreed Period Expired	16	6	8	8	0	1	0	1	0
All Other Separations	47	32	36	11	0	9	6	3	0
TOTAL	67	42	46	21		11	7	4	

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8. AVERAGE BASE SALARY (ACADEMIC STAFF)

Table 8.1 Staff Numbers, Paid Hours, Total Weekly Base Salary

A :		Number of Full-Time Staff paid during the Reference Week								
FULL-TIME		TOTAL STAFF	Response nts	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno- Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustme nt at Work
Tenable		343	268	240	103	2	65	44	20	7
Contract		49	25	29	20	0	4	4	2	1
TOTAL		392	293	269	123	2	69	48	22	8
B :		Total Ordinary Time Paid Hours worked by Fractional Staff								
FRACTIONAL		TOTAL STAFF	Response nts	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno- Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustme nt at Work
Tenable		420.9	304.6	106.9	314.0		18.8		28.1	28.1
Contract		732.3	332.1	261.5	470.8		125.0	127.5	18.8	
TOTAL		1,153.1	636.7	368.4	784.7		143.8	127.5	46.9	28.1

C :		Total Base Salary Payments (\$)								
EMPLOYMENT BASIS		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Full-time	Tenable	\$452,653	\$358,893	\$325,187	\$127,466	\$1,773	\$88,533	\$58,860	\$27,064	\$9,788
	Contract	\$57,197	\$33,342	\$37,799	\$19,398		\$6,324	\$5,101	\$3,879	\$1,760
	TOTAL	\$509,850	\$392,236	\$362,986	\$146,864	\$1,773	\$94,858	\$63,961	\$30,943	\$11,547
Fractional	Tenable	\$11,563	\$8,371	\$3,604	\$7,959		\$506		\$696	\$696
	Contract	\$18,748	\$8,408	\$7,307	\$11,441		\$3,272	\$3,210	\$463	
	TOTAL	\$30,311	\$16,779	\$10,911	\$19,400		\$3,778	\$3,210	\$1,159	\$696

Table 8.2 Average Base Salary

A :									
Average Weekly Base Salary (\$)									
FULL-TIME	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Tenable	\$1,320	\$1,339	\$1,355	\$1,238	\$887	\$1,362	\$1,338	\$1,353	\$1,398
Contract	\$1,167	\$1,334	\$1,303	\$970		\$1,581	\$1,275	\$1,940	\$1,760
TOTAL	\$1,301	\$1,339	\$1,349	\$1,194	\$887	\$1,375	\$1,333	\$1,407	\$1,443
B :									
Average Hourly Base Salary (\$)									
FRACTIONAL	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Tenable	\$27	\$27	\$34	\$25		\$27		\$25	\$25
Contract	\$26	\$25	\$28	\$24		\$26	\$25	\$25	
TOTAL	\$26	\$26	\$30	\$25		\$26	\$25	\$25	\$25

Table 8.3 Percent of Total Staff Average Base Salary									
Average Base Salary as Percent of Total Staff Average Base Salary in each Employment Category									
EMPLOYMENT BASIS	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
	Contract	114%	112%	83%		135%	109%	166%	151%
	TOTAL	103%	104%	92%	68%	106%	102%	108%	111%
Fractional	Tenable	100%	123%	92%		98%		90%	90%
	Contract	99%	109%	95%		102%	98%	96%	
	TOTAL	100%	113%	94%		100%	96%	94%	94%

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9. AVERAGE GROSS EARNINGS (ACADEMIC STAFF)

Table 9.1 Staff Numbers, Paid Hours, Total Weekly Gross Earnings

A : Number of Full-Time Staff paid during the Reference Week (as for Table 8.1)									
FULL-TIME	TOTAL STAFF	Response nts	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno- Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustme nt at Work
Tenable	343	268	240	103	2	65	44	20	7
Contract	49	25	29	20	0	4	4	2	1
TOTAL	392	293	269	123	2	69	48	22	8
B : Total Paid Hours worked by Fractional Staff									
FRACTIONAL	TOTAL STAFF	Response nts	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno- Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustme nt at Work
Tenable	420.9	304.6	106.9	314.0		18.8		28.1	28.1
Contract	732.3	332.1	261.5	470.8		125.0	127.5	18.8	
TOTAL	1,153.1	636.7	368.4	784.7		143.8	127.5	46.9	28.1

C :		Total Weekly Gross Earnings (\$)								
EMPLOYMENT BASIS		TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
	Contract	\$66,735	\$39,249	\$43,130	\$23,605		\$7,392	\$5,968	\$4,521	\$2,049
	TOTAL	\$598,269	\$459,742	\$424,677	\$173,592	\$2,147	\$111,018	\$74,907	\$36,105	\$13,452
Fractional	Tenable	\$13,702	\$9,945	\$4,187	\$9,515		\$602		\$850	\$850
	Contract	\$21,376	\$9,636	\$8,403	\$12,973		\$3,706	\$3,592	\$768	
	TOTAL	\$35,078	\$19,581	\$12,590	\$22,488		\$4,307	\$3,592	\$1,618	\$850

Table 9.2 Average Gross Earnings

A : Average Weekly Gross Earnings (\$)									
FULL-TIME	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Tenable	\$1,550	\$1,569	\$1,590	\$1,456	\$1,074	\$1,594	\$1,567	\$1,579	\$1,629
Contract	\$1,362	\$1,570	\$1,487	\$1,180		\$1,848	\$1,492	\$2,261	\$2,049
TOTAL	\$1,526	\$1,569	\$1,579	\$1,411	\$1,074	\$1,609	\$1,561	\$1,641	\$1,681
B : Average Hourly Gross Earnings (\$)									
FRACTIONAL	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Tenable	\$33	\$33	\$39	\$30		\$32		\$30	\$30
Contract	\$29	\$29	\$32	\$28		\$30	\$28	\$41	
TOTAL	\$30	\$31	\$34	\$29		\$30	\$28	\$35	\$30

Table 9.3 Percent of Total Staff Average Gross Earnings									
Average Earnings as Percent of Total Staff Average Gross Earnings in each Employment Category									
EMPLOYMENT BASIS	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
	Contract	115%	109%	87%		136%	110%	166%	150%
	TOTAL	103%	103%	92%	70%	105%	102%	108%	110%
Fractional	Tenurable	100%	120%	93%		99%		93%	93%
	Contract	99%	110%	94%		102%	96%	140%	
	TOTAL	101%	112%	94%		98%	93%	114%	99%

Table 9.4 Average Gross Earnings as Percent Increase over Average Base Salary									
Average Gross Earnings as Percent of Average Base Salary									
EMPLOYMENT BASIS	TOTAL STAFF	Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, and Ethno-Religious Minority Groups	People Whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
	Contract	17%	18%	14%	22%		17%	17%	17%
	TOTAL	17%	17%	17%	18%	21%	17%	17%	17%
Fractional	Tenurable	19%	19%	16%	20%		19%		22%
	Contract	14%	15%	15%	13%		13%	12%	66%
	TOTAL	16%	17%	15%	16%		14%	12%	40%