

# UNE

THE UNIVERSITY  
OF NEW ENGLAND

## Employment Equity Progress Report 2002

Statistical information to 31 March 2003

*Equity Office*



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# Employment Equity 2002

## INTRODUCTION

This report comprises information on the University of New England's EEO Program for the Office of Employment Equity and Diversity (formerly the Office of the Director of Equal Opportunity in Public Employment (ODEOPE)) for the calendar year 2002. It includes narrative information for the calendar year 2002 and statistical information for the year to 31 March 2003 or as at the snapshot date 31 March 2003<sup>1</sup>.

In line with the Office of Employment Equity and Diversity (OEE&D) 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 2002 comprises an interim report and includes EEO statistical tables in the electronic format issued by the OEE&D in addition to narrative reporting on Program Outcomes, as follows:

### Program Outcomes:

- **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%

- **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

- **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.

<sup>1</sup> 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)
- 19% for people whose first language was not English
- 12% for people with a disability
- 7% for people with a disability who require work-related adjustments

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 (5%)<sup>2</sup> and the proportion of people from different linguistic and ethnic backgrounds (5%) 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                   | 39%   | 0.6%  | 22%                                | 17%   | 7%                       | 1.9%  |
| External recruitment             | 43%   | 0%  | 16%                                | 9%  | 10%                      | 0%  |
| Internal competitive appointment | 60%   | 0%  | 11%                                | 17%   | 0%                       | 0%  |
| Promotion                        | 26%   | 0%  | 37%                                | 22%   | 0%                       | 0%  |
| Separation                       | 22%   | 0%  | 20%                                | 20%   | 7%                       | 7%  |

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                    | 56%   | 2.7%*                                       | 8%                                 | 5%  | 7%                       | 2.1%  |
| External recruitment             | 63%   | 2.3%  | 7%                                 | 7%  | 14%                      | 5.6%  |
| Internal competitive appointment | 77%   | 9.1%  | 6%                                 | 10%   | 18%                      | 6.8%  |
| Reclassification                 | 67%   |   | 25%                                | 8%  | 0%                       | 0%  |
| Separation                       | 70%   | 2.4%  | 9%                                 | 4%  | 5%                       | 2.6%  |

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

\* The actual number of Indigenous people identified through the EEO data survey is the same as for March 2002 (ie 16 people). However, because the overall response rate to the EEO data survey is slightly higher than last year, the estimated number has calculated representation at .1% lower than was recorded last year.

<sup>2</sup> Australian Bureau of Statistics, 2001 Census. (Members of the local Indigenous community believe this is likely to be a conservative estimate.)

## 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 78%. The response rate has increased from 60% when staff were first surveyed in 1996, however, the University is still short of the Office of Employment Equity and Diversity'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.<sup>3</sup>

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

- As the following tables shows, the representation of academic women has improved by some 10% in the last six years. Women's position has also improved at higher levels and among tenured staff, however, their representation in senior positions and in tenured positions still falls below their overall representation on academic staff. Women also remain over-represented among contract and casual staff and tend to be employed predominantly at lower academic levels. The following table also provides a comparison with the overall representation of women in these categories in 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 1998–2003 and at Non-Metropolitan Universities**

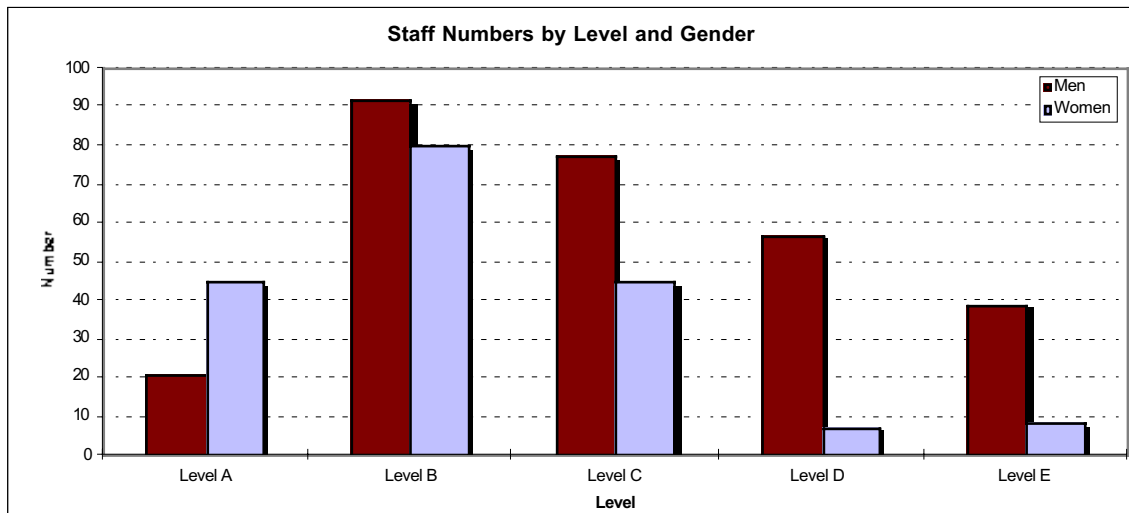
| As 31 March                          | Women as a Proportion of: |      |      |      |       |       | *Non-Metropolitan |
|--------------------------------------|---------------------------|------|------|------|-------|-------|-------------------|
|                                      | University -wide          |      |      |      |       |       |                   |
|                                      | 1998                      | 1999 | 2000 | 2001 | 2002  | 2003  |                   |
| Academic staff (excluding casuals)   | 29%                       | 31%  | 31%  | 35%  | 36%   | 39%   | 36%               |
| Academic staff above senior lecturer | 9%                        | 11%  | 11%  | 11%  | 10%** | 13.5% | 16%               |
| Tenured academic staff               | 21%                       | 28%  | 29%  | 31%  | 32%   | 34.6% | 34%               |

\* Non-metropolitan figures (UNE, Charles Sturt, Southern Cross, University of Newcastle, University of Wollongong) supplied by OEE&D, reporting year 2001, ie 31 March 2002

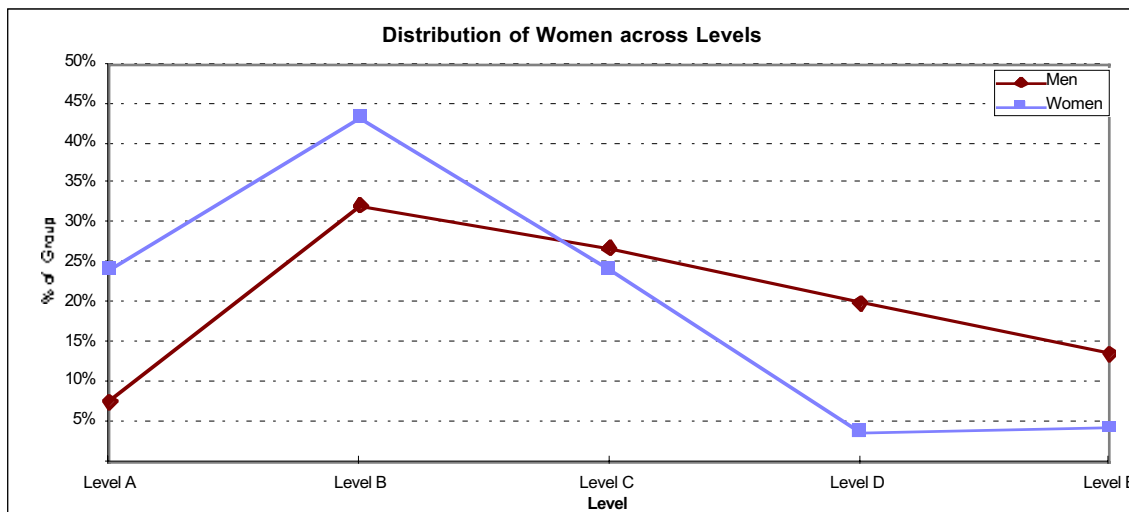
\*\* (2001: 10.8; 2002: 10.4)

<sup>3</sup> For example, if 10 people have identified as Indigenous and the overall response rate to the EEO data survey is 50%, the tables will estimate the number of Indigenous people at 20 people; if 10 people have identified as Indigenous and the overall response rate to the EEO data survey is 75%, the tables will estimate the number of Indigenous people at 15 people.

The following graph shows academic staff numbers by gender across academic levels, as at 31 March 2003.



The following graph shows the distribution of academic staff, by gender, across academic levels as at 31 March 2003.



### General Staff Women

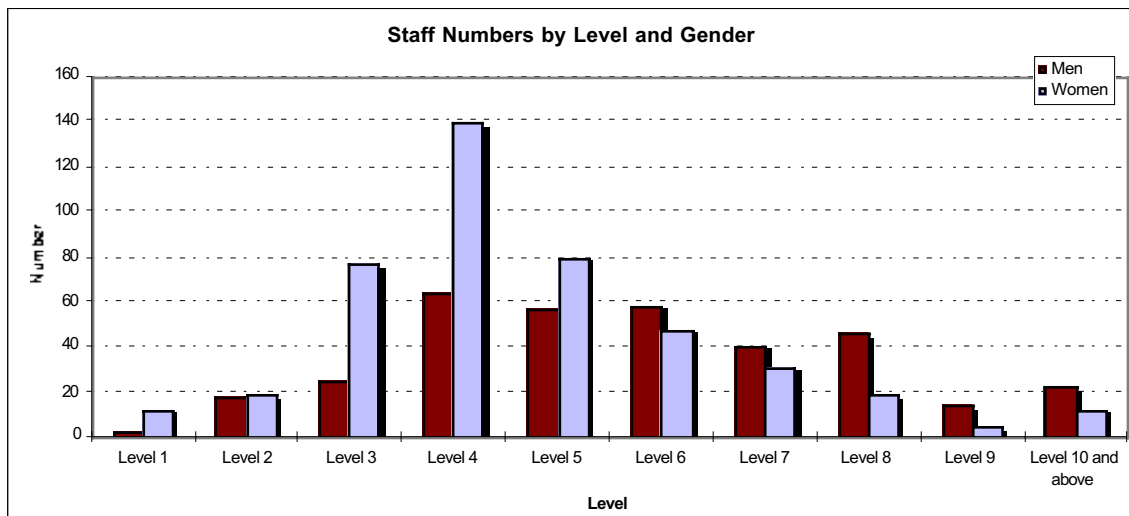
- Women make up over half the general staff population of the University. Their representation among permanent staff is slightly higher than their overall representation. Women's representation in positions at HEO level 10 and above has improved by some 8% in the last six years. They are, however, under-represented 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 1998–2003 and at Non-Metropolitan Universities**

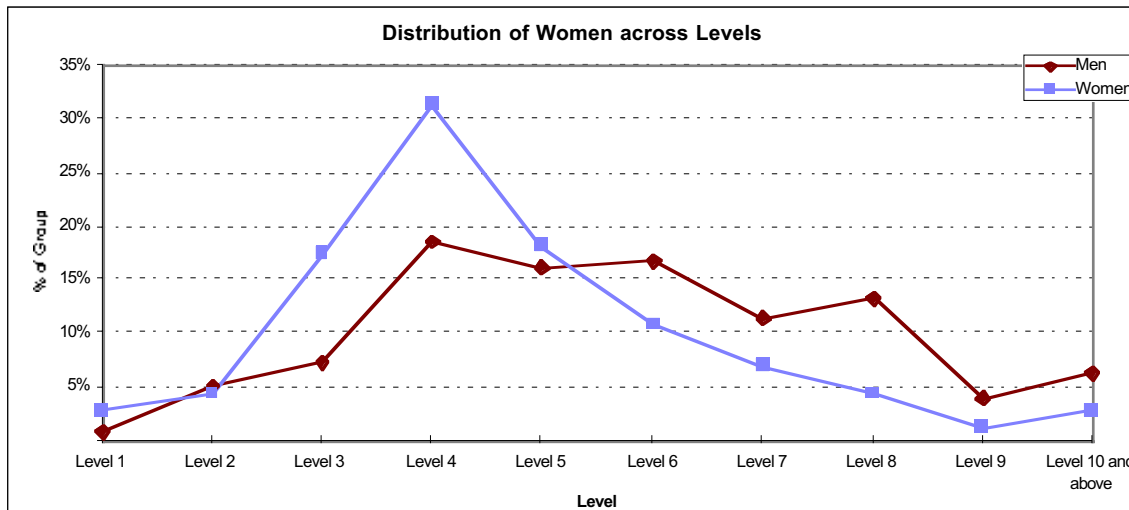
| As 31 March                       | Women as a Proportion of: |      |      |      |      |      | *Non-Metropolitan |
|-----------------------------------|---------------------------|------|------|------|------|------|-------------------|
|                                   | University-wide           |      |      |      |      |      |                   |
|                                   | 1998                      | 1999 | 2000 | 2001 | 2002 | 2003 |                   |
| General staff (excluding casuals) | 56%                       | 55%  | 54%  | 56%  | 57%  | 56%  | 62%               |
| General staff HEO 10 and above    | 27%                       | 31%  | 30%  | 36%  | 39%  | 35%  | 35%               |
| Permanent general staff           | 55%                       | 55%  | 55%  | 57%  | 58%  | 57%  | 62%               |

\* Non-metropolitan figures (UNE, Charles Sturt, Southern Cross, University of Newcastle, University of Wollongong) supplied by ODEOPE, reporting year 2001, ie 31 March 2002

The following graph shows numbers by gender across general staff levels, as at 31 March 2003



The following graph shows the distribution of general staff across levels, by gender, as at 31 March 2003:



In recognition of the improvement in the overall representation of academic women and the increased representation of general staff women at higher levels despite significant constraints, the University was recognised as an Employer of Choice for Women by the Equal Opportunity for Women in the Workplace Agency in 2001 and waived from reporting to that Agency for one year.

## Indigenous People

The following table shows the representation of Indigenous staff at UNE (identified through the EEO data survey), the representation of Indigenous people in local government area of Armidale/Dumaresq (2001 Census) and the NSW government minimum target for Indigenous people in the workforce (2%). As mentioned above, universities are encouraged to consider the local population profile in determining benchmarks.

| Proportion of staff: |                      |  |  |
|----------------------|----------------------|--|--|
|                      | Indigenous employees | Local government area of Armidale <sup>4</sup> | NSW government target for Indigenous Australians |
| Academic staff       | 0.6%                 |  |  |
| General staff        | 2.7%                 | 5%   | 2%   |
| All staff            | 1.9%                 |  |  |

\* 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 78%.

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

| Figures to 31 March in the respective year | 1999    |          |            | 2000    |          |            | 2001    |          |            | 2002    |          |            | 2003    |          |            |
|--|---------|----------|------------|---------|----------|------------|---------|----------|------------|---------|----------|------------|---------|----------|------------|
|  | Number* | Estimate | % of staff | 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%       | 2       | 3        | 0.6        |
| General staff                              | 6       | 12       | 1.4%       | 8       | 13       | 1.6%       | 12      | 18       | 2.2%       | 16      | 22       | 2.8%       | 16      | 21       | 2.7%       |

\* 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 21 Indigenous people are employed among general staff. Some 90% of Indigenous general staff are employed on a continuing basis; 10% are on contract.
- Indigenous general staff hold positions from HEO level 1 to HEO level 6; the majority of Indigenous general staff (31%) are employed at HEO level 3; the next highest concentrations of Indigenous staff are at HEO levels 4 and 5 (24% and 17% respectively).

[Information from the Indigenous Employment Officer at UNE confirms the estimates calculated in OEE&D tables, ie twenty five people, three of whom are academic staff.)

### Distribution

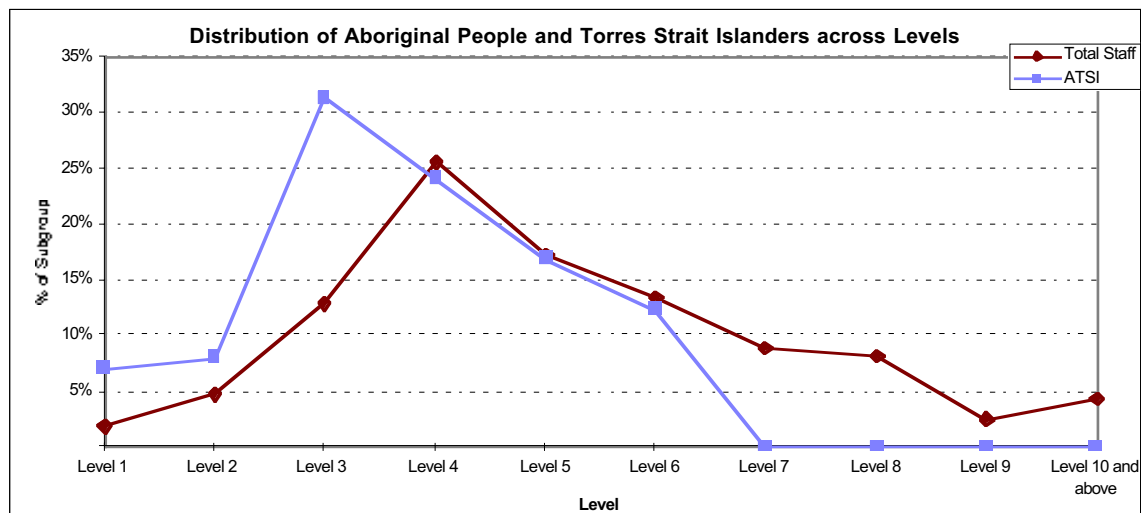
The following table shows the distribution of Indigenous people across academic and general staff levels and provides a comparison with all staff.

| Academic Staff |                    |                  |
|----------------|--------------------|------------------|
| Level          | All Academic Staff | Indigenous Staff |
| Level A        | 14%                | 53%              |
| Level B        | 37%                | 47%              |
| Level C        | 26%                |                  |
| Level D        | 14%                |                  |
| Level E        | 10%                |                  |
| Total          | 100%               | 100%             |

| General Staff  |                   |                  |
|----------------|-------------------|------------------|
| Level          | All General Staff | Indigenous Staff |
| Level 1        | 2%                | 7%               |
| Level 2        | 5%                | 8%               |
| Level 3        | 13%               | 31%              |
| Level 4        | 26%               | 24%              |
| Level 5        | 17%               | 17%              |
| Level 6        | 13%               | 12%              |
| Level 7        | 9%                |                  |
| Level 8        | 8%                |                  |
| Level 9        | 2%                |                  |
| Level 10 & 10+ | 4%                |                  |
| Total          | 100%              | 100%             |

<sup>4</sup> Australian Bureau of Statistics, 2001 Census. (Anecdotal information from the Indigenous community suggests Indigenous representation among the local population is considerably higher than census information suggests.)

The follow graph shows the distribution of Indigenous General Staff:



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, focused on the recruitment, retention and career development for existing and new Indigenous staff.

The Strategy was reviewed in 2002 and recommendations were made for the new Indigenous Employment Strategy 2003–2006. A rigorous consultation process ensured that all stakeholders had the opportunity to comment on the Strategy. A combination of methods was used in the consultation process, including focus groups, individual meetings, committee meetings and staff interviews. The Indigenous Employment Implementation Committee, set up as part of the Strategy, provided a Steering Committee for the Review process. Indigenous staff and Indigenous community organisations were consulted, as well as other stakeholders within the University and from the Armidale community. The contributors included Job Networks, CDEP, Armidale Business Enterprise Centre, Faculty Deans, Union representatives and academic and general staff at UNE.

The findings of the review included that:

- UNE was the first university to self-fund an Indigenous employment strategy. The Strategy was funded entirely by the University when outside funding was unavailable and UNE wished to maintain its commitment to the Indigenous employment program.
- UNE was the first university to enter a contract with the Department of Employment and Workplace Relations (DEWR) under the STEP program (Structured Training and Employment Program).
- The DEWR/STEP contract was the outcome of a successful proposal for funding to increase the recruitment, retention and career development of Indigenous people at UNE. The DEWR contract has provided much-needed funding support for the Strategy and has supported the appointment of a number of Indigenous staff.
- One of the most successful outcomes of the Strategy was the establishment and development of strong links with the Indigenous community, particularly in 2002. The Indigenous Employment Strategy (IES) Project Officer and the Equity Manager have regularly attended meetings of the Regional Aboriginal Network, a network of Aboriginal organisations from the New England and North West region and have forged strong partnerships with local agencies. The IES Project Officer has also established links with the Armidale community.

In a consultation meeting with Indigenous staff members in August 2002, the following suggestions were provided for inclusion in the new Strategy:

- arrange regular informal monthly meetings for Aboriginal Staff (for support)
- hold meetings (separate to above) between staff and their supervisors
- arrange for more than one Aboriginal person to attend any particular training course
- Set up Training courses specifically for Aboriginal people
- Train Aboriginal staff to be on selection panels

- Train people to apply for jobs — could be through Job Centres. Job ads too scary.
- Advertise in *Koori Mail*, *Indigenous Times*, Regional Aboriginal Network and by email.
- Also send job ads to Indigenous Postgraduates' Association.
- Put flag on ads
- Invite elders to talk to staff meetings (and cross-cultural workshops)
- Inform Indigenous Employment Officer before advertisement of available positions (through Human Resource Services)
- Present Workshops for third year students at Oorala to talk about job opportunities at UNE.
- The new Indigenous Employment Strategy focuses on providing pre-employment training, mentoring and cadetships for Indigenous employees and potential employees. The Strategy 2003-2006 was launched during NAIDOC week 2003.

### 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: |                              |      |      |      |      |   |      |      |      |      |                             |
|----------------------|------------------------------|------|------|------|------|---|------|------|------|------|-----------------------------|
| Staff                | Identify as Ethnic Minority* |      |      |      |      | First Language Spoken as a Child not English (FLOTE)* |      |      |      |      | NSW government target FLOTE |
|                      | 1999                         | 2000 | 2001 | 2002 | 2003 | 1999  | 2000 | 2001 | 2002 | 2003 |                             |
| Academic             | 24%                          | 25%  | 22%  | 23%  | 22%  | 16%   | 17%  | 14%  | 17%  | 17%  | 19%                         |
| General              | 10%                          | 9%   | 7%   | 8%   | 8%   | 7%  | 5%   | 4%   | 5%   | 5%   | 19%                         |

\* 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/Dumaresq and for New South Wales. The local government area of Armidale/Dumaresq 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.

| 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          | 22%                         | 17%  |  |  |
| UNE–General staff           | 8%                          | 5%   |  |  |
| Local govt area of Armidale |                             |  | 5%                                     | 4%   |
| NSW                         |                             |  | 16%                                    | 18.7%                                      |

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 2001 Census.)

Since the 1996 Census, the proportion of people from different linguistic and cultural backgrounds has increased in NSW but has declined in the local government area of Armidale/Dumaresq (1996 Census: Born in a non-English speaking country: 6.9%; language other than English spoken at home: 5.9%). The similar decline had occurred among ethnic minority groups and people whose first language is other than English in the general staff employment profile at UNE.

## 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 |                    |       |
|----------------|--------------------|-------|
| Level          | All Academic Staff | FLOTE |
| Level A        | 14%                | 25%   |
| Level B        | 37%                | 21%   |
| Level C        | 26%                | 29%   |
| Level D        | 14%                | 11%   |
| Level E        | 10%                | 13%   |
| Total          | 100%               | 100%  |

| General Staff  |                   |       |
|----------------|-------------------|-------|
| Level          | All General Staff | FLOTE |
| Level 1        | 2%                |       |
| Level 2        | 5%                | 13%   |
| Level 3        | 13%               | 10%   |
| Level 4        | 26%               | 16%   |
| Level 5        | 17%               | 12%   |
| Level 6        | 13%               | 20%   |
| Level 7        | 9%                | 9%    |
| Level 8        | 8%                | 10%   |
| Level 9        | 2%                | 8%    |
| Level 10 & 10+ | 4%                | 7%    |
| Total          | 100%              | 100%  |

- Of those reporting that their first language spoken as a child was other than English, estimates indicate that 80% among academic staff and 64% among general staff are employed on a continuing basis. By way of comparison, 83% 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 | NSW government target for people with a disability who require work related adjustments |
| Academic staff       | 7%                       | 1.9%  | 12%  | 7%  |
| General staff        | 7%                       | 2.1%  |  |   |

\* 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        | 14%                | 17%   |
| Level B        | 37%                |   |
| Level C        | 26%                | 56%   |
| Level D        | 14%                | 14%   |
| Level E        | 10%                | 13%   |
| Total          | 100%               | 100%  |

| General Staff  |                   |   |
|----------------|-------------------|---|
| Level          | All General Staff | People with a disability requiring adjustment at work |
| Level 1        | 2%                |   |
| Level 2        | 5%                | 10%   |
| Level 3        | 13%               | 24%   |
| Level 4        | 26%               | 8%  |
| Level 5        | 17%               | 14%   |
| Level 6        | 13%               | 23%   |
| Level 7        | 9%                | 20%   |
| Level 8        | 8%                |   |
| Level 9        | 2%                |   |
| Level 10 & 10+ | 4%                |   |
| Total          | 100%              | 100%  |

- Among academic staff an estimated 33 people (7%) reporting a disability and 9 people reporting a disability requiring workplace adjustment (1.9%) were recorded at the snapshot date. Eighty-five percent and 100% respectively of these groups are employed on a continuing basis. By way of comparison, 83% of all academic staff are employed on a continuing basis.
- Among general staff an estimated 57 people reporting a disability (7%) and 16 people reporting a disability requiring workplace adjustment (2.1%) were recorded at the snapshot date. Eighty-six percent and 100% respectively of these groups were employed on a continuing basis. Eighty-two percent of all general staff are employed on a continuing basis.

**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 (fulltime continuing, fractional continuing, fulltime contract, fractional contract) 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.

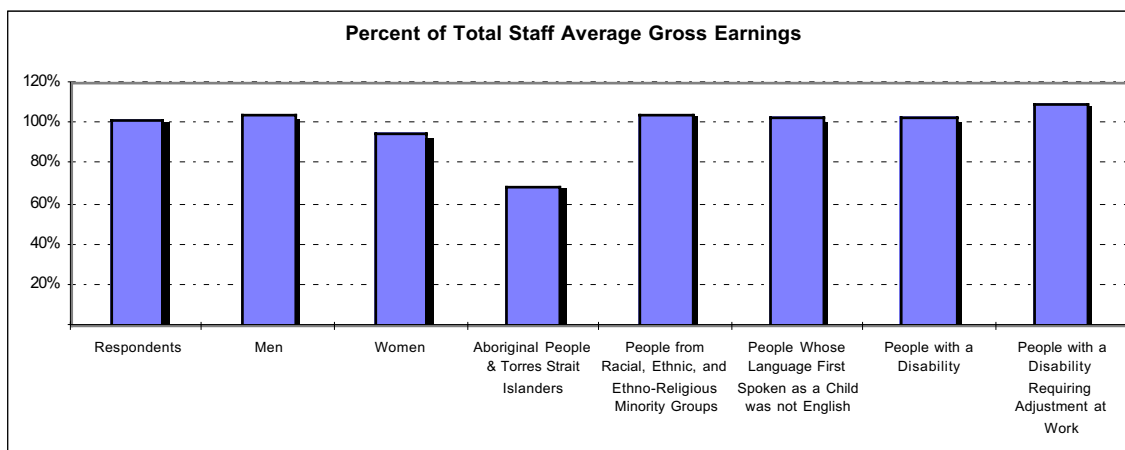
Pay relativities are considered by assessing base and gross salaries for staff through a breakdown by equity group and employment basis (for example, the base and gross salaries for all continuing employees, or for employees on contracts of less than one year, by equity group).

- In all academic employment categories, men as a group received a higher proportion of base and gross salaries than women as a group, within the respective categories.
- Men received higher base and gross salaries than women in all general staff categories except for permanent fractional staff. Relatively low numbers of men in this group may skew the result to some extent.

**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 \$1,592 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)

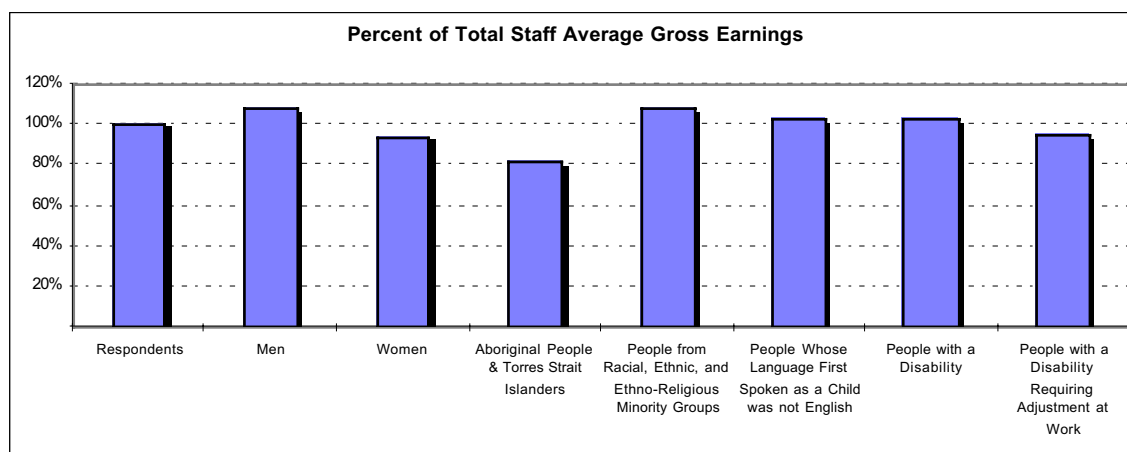
- The average gross earning for women was \$1,501 (94% of the average for the whole group); men earned \$1,636 (103% of the average for the whole group). Other groups are as follows: Indigenous people, \$1,092 (69%); people whose first language is other than English, \$1,631 (102%); people with a disability, \$1,632 (102%); people with a disability requiring adjustment, \$1,737 (109%).
- The greatest difference between female and male earnings is found among those employed on a full time contract basis. The average gross earnings for this group is \$1,328. On average, women earn \$1,145 (86% of the average for the whole group) and men earn \$1,488 (112% of the average for the whole group). Other groups are as follows: people whose first language is other than English, \$1,608 (121%); people with a disability, \$1,176 (89%). (There were no Indigenous staff in this employment category in the reporting period.)

In relation to the difference in pay by equity group, academic level and step within levels account for most of the discrepancies. For example, there are greater numbers of men at higher academic levels among full-time contract staff whereas women in this employment category tend to be predominantly employed at lower academic levels.

## 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 \$959 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 \$895 (93% of the average for the whole group); men earned \$1,024 (107%). Other groups are as follows: Indigenous people, \$781 (81%); people whose first language is other than English, \$983 (103%); people with a disability, \$977 (102%); people with a disability requiring adjustment, \$904 (94%).
- For general staff, the greatest difference between female and male earnings is found among contract fractional staff. For contract fractional staff, the average base earnings is \$25 per hour. Women, on average, earn \$23 per hour (91% of the overall average); men earn \$29 per hour (114% of the overall average). Other groups are as follows people whose first language is other than English, \$23 (93%); people with a disability, \$30 (118%). (There are no Indigenous staff employed among contract fractional staff.)

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 the employment category.

## 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 anti-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%; 2003: 49.8% ).
- Appointment of women through external recruitment for the reporting period (55%) exceeds the population benchmark (50%).
- Success level for internal competitive appointment<sup>5</sup> of women (69%) was well above the population benchmark (50%).

#### 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 (1994: 25%; 2003: 39%).

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<sup>5</sup> 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 the number of women and their representation among successful appointments to external and internal competitive recruitment to academic staff over the past six years.

**Number of Women and Percent of Women among Successful Applicants in External Academic Recruitment 1998–2003**

|              | External |            |           |            |           |            |           |            |           |            |           |            |
|--------------|----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
|              | 1998     |            | 1999      |            | 2000      |            | 2001      |            | 2002      |            | 2003      |            |
|              | No.      | %          | No.       | %          | No.       | %          | No.       | %          | No.       | %          | No.       | %          |
| Level A      | 4        | 50%        | 9         | 64%        | 11        | 58%        | 4         | 50%        | 2         | 40%        | 8         | 67%        |
| Level B      | 3        | 25%        | 8         | 36%        | 5         | 26%        | 7         | 41%        | 8         | 57%        | 10        | 40%        |
| Level C      | 1        | 25%        | 1         | 100%       | 3         | 43%        | 1         | 33%        | 1         | 25%        | 3         | 50%        |
| Level D      |          |            | 1         | 50%        | 0*        | 0%         | 0*        | 0%         |           |            | 0***      | 0%         |
| Level E      | 1        | 100%       | 0**       | 0%         | 0*        | 0%         | 1         | 100%       | 0*        | 0%         | 1         | 20%        |
| <b>Total</b> | <b>9</b> | <b>36%</b> | <b>19</b> | <b>46%</b> | <b>19</b> | <b>40%</b> | <b>13</b> | <b>43%</b> | <b>11</b> | <b>46%</b> | <b>22</b> | <b>43%</b> |

\* 1 man was recruited at these levels  
 \*\* 2 men were recruited at this level  
 \*\*\* 3 men were recruited at this level

**Number of Women and Percent of Women among Successful Applicants for Internal Competitive Academic Positions 1998–2003**

|              | Internal |            |          |            |          |            |           |            |          |           |           |            |
|--------------|----------|------------|----------|------------|----------|------------|-----------|------------|----------|-----------|-----------|------------|
|              | 1998     |            | 1999     |            | 2000     |            | 2001      |            | 2002     |           | 2003      |            |
|              | No.      | %          | No.      | %          | No.      | %          | No.       | %          | No.      | %         | No.       | %          |
| Level A      | 4        | 80%        |          |            |          |            | 5         | 63%        | 0**      | 0%        | 4         | 80%        |
| Level B      | 3        | 38%        | 2        | 25%        | 2        | 100%       | 4         | 40%        | 0***     | 0%        | 7         | 78%        |
| Level C      | 1        | 50%        | 1        | 100%       | 1        | 33%        | 2         | 50%        | 0*       | 0%        | 0****     | 0%         |
| Level D      |          |            |          |            |          |            |           |            |          |           | 1         | 100%       |
| Level E      |          |            | 0*       | 0%         |          |            | 0*        | 0%         | 0**      | 0%        | 0*        | 0%         |
| <b>Total</b> | <b>8</b> | <b>53%</b> | <b>3</b> | <b>30%</b> | <b>3</b> | <b>60%</b> | <b>11</b> | <b>48%</b> | <b>0</b> | <b>0%</b> | <b>12</b> | <b>60%</b> |

\* 1 man was recruited at these levels  
 \*\* 2 men were recruited at this level  
 \*\*\* 3 men were recruited at this level  
 \*\*\*\* 4 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 six years (five of 24 positions (21%) is greater than their current representation in senior positions (13.5%).
- In the year to March 2003, 10 appointments were made to levels D and E (8 external; 2 internal). Women comprised two (20%) of these appointments.
- Within the year to March 2003, women comprised 43% of external academic appointments but were outnumbered by men at all levels except at level A (three women and three men were appointed to Level C) ; women comprised 60% of internal competitive appointments.<sup>6</sup> Ninety-two percent of these appointments were to levels A and B.

| Starting salary rate | All staff   | Academic women |
|----------------------|-------------|----------------|
| Base Rate            | 35%         | 29%            |
| Above Base           | 62%         | 71%            |
| Not applicable       | 3%          |                |
| <b>Total</b>         | <b>100%</b> | <b>100%</b>    |

<sup>6</sup> 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.

## General Staff Women

- Despite a reduction in general staff numbers, the percentage of women among general staff has increased in recent years (1994: 51%; 2003: 56%).
- Women were well represented in external recruitment to general staff during the reporting period. 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. Four positions were advertised at HEO level 10 and above in the period one woman (25%) was recruited.
- Women comprised 17 (77%) of internal competitive appointments to general staff. Only one position was filled internally above HEO level 8 (at HEO level 10 and above). A man was appointed to this position.
- Most women recruited externally or through internal competitive selection tend to fill lower level general staff positions. Seventy-three percent of all women externally recruited and 65% internally appointed were to positions at or below HEO level 5 in the year to 31 March 2003. (Recruitment of men during the period tends to be more evenly spread. By way of comparison, 65% of all men externally recruited and 40% 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+ (currently 35%). However, women are still largely congregated at HEO levels 3 and 4 and, overall, are under-represented at HEO levels 6 to 9 (women hold 39% of these positions, men 61% in the year to March 2003).

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

### Number of Women and Percent of Women among Successful External Applicants to HEO levels 8 and above 1998–2003

|                     | External |     |      |    |      |     |      |     |      |     |      |     |
|---------------------|----------|-----|------|----|------|-----|------|-----|------|-----|------|-----|
|                     | 1998     |     | 1999 |    | 2000 |     | 2001 |     | 2002 |     | 2003 |     |
|                     | No.      | %   | No.  | %  | No.  | %   | No.  | %   | No.  | %   | No.  | %   |
| HEO level 8 & above | 3        | 43% | 0*   | 0% | 3    | 60% | 3    | 43% | 5    | 50% | 5    | 50% |

\* 9 men were appointed

### Number of Women and Percent of Women among Successful Internal Applicants to HEO levels 8 and above 1998–2003

|                     | Internal |    |      |     |      |     |      |     |      |      |      |    |
|---------------------|----------|----|------|-----|------|-----|------|-----|------|------|------|----|
|                     | 1998     |    | 1999 |     | 2000 |     | 2001 |     | 2002 |      | 2003 |    |
|                     | No.      | %  | No.  | %   | No.  | %   | No.  | %   | No.  | %    | No.  | %  |
| HEO level 8 & above | 0**      | 0% | 2    | 40% | 5    | 71% | 3    | 30% | 1    | 100% | 0    | 0% |

\*\* 11 men were appointed

| Starting salary rate | All staff | General staff women |
|----------------------|-----------|---------------------|
| Base Rate            | 48%       | 42%                 |
| Above Base           | 46%       | 56%                 |
| Not applicable       | 5%        | 2%                  |
| Total                | 100%      | 100%                |

## Indigenous People

- Indigenous people were not represented in external recruitment or internal competitive appointments to academic staff in the reporting period.
- Indigenous people comprised an estimated 2.3% of external recruitment and 9.1% of internal competitive appointments to general staff. (In the year to 31 March 2001, Indigenous people comprised 2.9% of external recruitment and 5.7% of internal competitive appointment to general staff.)
- In respect of starting salary rate, Indigenous people were more likely to be appointed at base rate. It should be noted, however, that the small numbers involved may tend to skew results.

|                      |           |                   |
|----------------------|-----------|-------------------|
| Starting salary rate | All staff | Indigenous staff* |
| Base Rate            | 48%       | 72%               |
| Above Base           | 46%       | 28%               |
| Not applicable       | 5%        |                   |
| Total                | 100%      | 100%              |

### People whose First Language Spoken as a Child was other than English

- An estimated eight people whose first language was other than English were recruited to academic staff during the period. They comprised some 9% of external recruitment and 17% of internal competitive appointment. (In the last reporting period this group comprised 27% of external recruitment and 13% of internal competitive appointment.)
- An estimated seven people whose first language is other than English were recruited to general staff. They comprised some 7% of external recruitment and some 10% of internal competitive appointments. (People whose first language was other than English group comprised some 6% of external recruitment to general staff and 5% 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 tended to be under-represented among staff appointed above base rate in the year to 31 March 2003. (In the past these groups have been well represented in 'Above Base' appointments.)

| Starting salary rate | All Academic Staff | People from Racial, Ethnic or Ethno-religious minority groups | FLOTE |
|----------------------|--------------------|---|-------|
| Base Rate            | 35%                | 48%   | 38%   |
| Above Base           | 62%                | 42%   | 50%   |
| Not applicable       | 3%                 | 10%   | 11%   |
| Total                | 100%               | 100%  | 100%  |

| All General Staff | People from Racial, Ethnic or Ethno-religious minority groups | FLOTE |
|-------------------|---|-------|
| 48%               | 84%   | 57%   |
| 46%               | 16%   | 43%   |
| 5%                |   |       |
| 100%              | 100%  | 100%  |

### People with a disability

- An estimated five people with a disability (9%) were recruited to academic staff during the period. None of these people required workplace adjustment.
- Proportions of people appointed at base rate and above base were similar for people with a disability and for all staff:

|                      |           |                          |
|----------------------|-----------|--------------------------|
| Starting salary rate | All staff | People with a disability |
| Base Rate            | 35%       | 36%                      |
| Above Base           | 62%       | 64%                      |
| Not applicable       | 3%        |                          |
| Total                | 100%      | 100%                     |

- An estimated 14 people with a disability were recruited to general staff; some six of these people required workplace adjustment.
- 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            | 48%       | 30%                      | 40%   |
| Above Base           | 46%       | 70%                      | 60%   |
| Not applicable       | 5%        |                          |   |
| Total                | 100%      | 100%                     | 100%  |

### Constraints to 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 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 for the partners of potential employees.

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

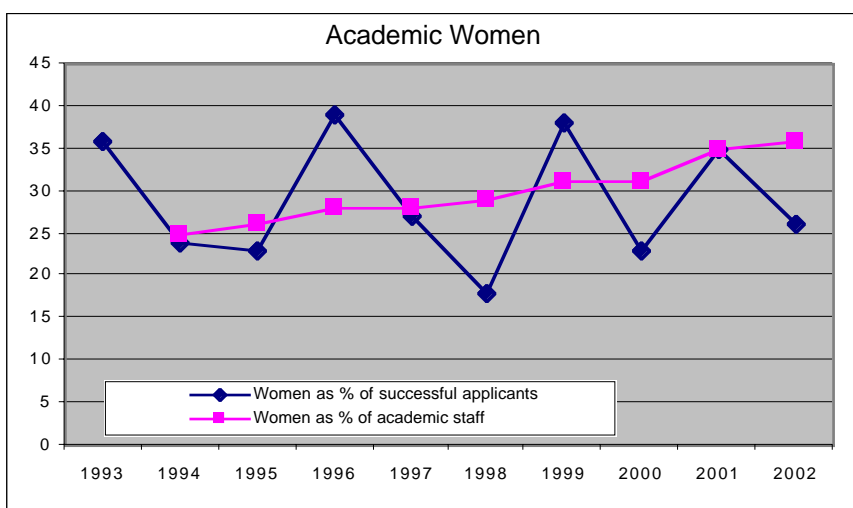
See Attachment, Academic Staff: table 5

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.

### Academic Women

- Women’s representation among successful applicants tends to fluctuate and is often below their representation among academic staff, as shown in the following graph.



- Women comprised 26% of staff promoted in 2002, which is below their representation among academic staff (39% in the year to March 2003). (In the previous reporting period women’s representation among successful applicants for promotion (35%) was close to their representation among academic staff (36% in the year to March 2002).
- Twenty-four percent of all applicants for promotion were women (9 of 37).
- Women comprised 43% of those promoted to level B, 25% to level C, 25% to level D. No women were promoted to level E. (No women applied for promotion to level E.)
- Seventy-eight percent of all female applicants were successful; 71% 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                                    |
| 1998 | 10  | 15                                    |
| 1999 | 11  | 12                                    |
| 2000 | 7   | 13                                    |
| 2001 | 10  | 10.5                                  |
| 2002 | 5   | 10                                    |

## Indigenous People

- No Indigenous employees were among those promoted in 2002. (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 some 37% of staff promoted which exceeds representation of this group among academic staff (estimated 22%); 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 were not represented among those promoted in 2002. (Two 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.

- Twelve members of general staff had positions reclassified in the reporting period. All positions were reclassified to a higher level.
- Women held eight (67%) of the reclassified positions, but the majority of these positions were at lower HEO levels.
- The following provides a breakdown by gender of the distribution of reclassified positions:

|              | Women | Men  |
|--------------|-------|------|
| Levels 1 – 5 | 62.5% | 0%   |
| Levels 6 – 7 | 37.5% | 100% |
| Total        | 100%  | 100% |

- There were no positions reclassified above HEO level 7. (In the years 1998 to 2001 the six more senior (HEO8 and above) that were reclassified were held by men.)
- An estimate of three people from racial, ethnic and ethno-religious minority groups (some 25%) and one person from whose first language was other than English (8%) had positions 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 (22%) than their representation among academic staff (39%). They comprised 36% of those leaving at the expiration of their contract and 18.5% of those resigning. Women were not represented among those retiring.
- A review of information from Exit Surveys<sup>7</sup> indicates that the majority of female academic respondents (some 81%) left at the end of their contract.
- Among academic women responding to the Exit Survey, the principal reasons for leaving were:
  - \* Better career opportunities with new employer
  - \* Lack of recognition in current position

### **General Staff Women**

- General staff women's rate of separation from the University is higher (70%) than their representation among general staff (56%). They comprised 67% of those taking voluntary redundancy; 70% of those leaving at the expiration of their contract; 69% of those resigning and 71% of those retiring.
- Among general staff women responding to the Exit Survey, the principal reasons for leaving were:
  - \* Better career opportunities with new employer
  - \* Better working conditions with new employer
  - \* Personal reasons
  - \* Moving from area

### **Indigenous People**

- Indigenous people were not represented in separation data from academic but made up some 2.4% of general staff.
- The two Indigenous staff members who responded to the Exit Survey in 2002 indicated that their reason for departure from the University was expiration of contract.

### **People whose First Language was other than English**

- People from ethnic minority backgrounds made up 20% and people whose first language is other than English made up 20% of separations from academic staff. (These groups make up 22% and 17% of staff respectively.)
- People from ethnic minority backgrounds made up 9% and people whose first language is other than English made up 4% of general staff separations. (These groups make up 8% and 5% of general staff respectively.)
- Principal reasons for leaving among the seven people whose first language was other than English who completed Exit surveys were:
  - \* Better career opportunities with new employer
  - \* Decision to change lifestyle

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<sup>7</sup> Information from Exit Survey is not representational. Although there was a high level of response to the survey in 2002 (some 115 responses), a considerable proportion of these were from fixed term staff (59%) or casual staff (6%). Thirty-four percent of staff responding had been employed for less than one year.

## People with a Disability

- People reporting a disability comprised 7% of academic and 5% of general staff separations. People with a disability requiring adjustment in the workplace made up 7% of academic separations and 2.6% of general staff separations in the reporting period.
- The two people with a disability who completed the Exit Survey indicated retirement and expiration of contract as their reason for leaving.

## 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***

- 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 2002.
- A team of Equal Opportunity Advisers (21 people) provide advice and referral information on all aspects of equal employment opportunity, including discrimination and harassment. In 2002, members of the team invested in excess of 100 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.  
  
Equal Opportunity Advisers dealt with some 20 issues involving provision of referral information, strategies for dealing with difficult situations, and complaints. (These figures do not include complaint related issues dealt with by the EEO Officer, who is also listed as an EO Adviser.) Women (academic staff, general staff and students) comprised some 65% of those approaching EO Advisers. Five issues involved mediation processes.
- The Equity Office is available to provide training to areas on request of a supervisor, a staff member or in areas identified by 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 2002, posters were distributed widely across campus to faculties, directorates and colleges. These raise awareness that violence against women and discrimination on the basis of sexual orientation will 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.
- 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 public access areas have filters to stop or limit access to web sites that might contain content unsuitable for minors. Staff or students found engaging in inappropriate computer use are dealt with under university Rules for Computer Use.

- As part of its duty of care for employees, the University makes the Counselling component of the Counselling and Careers Service available to staff. In 2002, 86 staff members used the Service (15.5% of the face-to-face counselling client population).
- Staff of the Counselling and Careers Service also organised meditation sessions for staff and students at the University (Counselling & Careers Service 2002 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, educate and empower 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 a number of 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.
  - \* 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.
- 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 provides opportunities for additional training, development and networking opportunities for general staff women, particularly at lower levels. Six women took part in the University’s Spokeswomen’s Program in 2002.

The role of Spokeswoman includes providing advice and information to management on issues relating to women and disseminating information concerning equal opportunity in employment and career development to women throughout the organisation. Spokeswomen provide a ‘grassroots’ connection for women and encourages them to raise their concerns and discuss workplace issues.

- The Annual Spokeswomen Conference 2002, ‘Achievements and New Challenges,’ was attended by three University Spokeswomen, the Program’s Women’s Liaison Officer and three other general staff women.
- Nearly 100 women attended the Conflict Resolution Skills for Women seminar organised by University Spokeswomen in March 2002 at the University of New England. As well as some 90 general staff women, six external Spokeswomen from Coonabarabran Shire Council, Fair Trading, Armidale City Public School and Grafton and Glen Innes Correctional Centres attended the seminar. The seminar was introduced by the Women’s Liaison Officer for the UNE Spokeswomen’s Program and presented by SkillPath, an external training provider. It covered a variety of areas associated with conflict resolution including, assertiveness skills, goal setting, finding the win/win solution, coping with change, personality types and communication, and dealing with anger.

Overall, seminar evaluations were very positive. Out of a possible score of 10 the seminar received an average rating of 8.7.

Some comments included:

- *Thought provoking, stimulating, and relevant to current situations particularly in relation to “change” and “teamwork”.*
- *Excellent, have covered some very useful topics.*

- *Excellent workshop and presenter, it was interesting and stimulating. I have learned strategies which I can apply in my job.*
- *Thanks – good to have some practical solutions to difficult times.*
- In May 2002, a University Spokeswoman was elected onto the Central Coordinating Committee for the Spokeswomen’s Program. She will take up her position as one of seven new members of the Committee in July. The Management Committee is the executive body responsible for and accountable to the Premier for the operation of the Program. Its role includes responsibilities, ranging from the coordination of the Program, convening and reporting to the Annual Conference, arranging ongoing training and other activities throughout the State, and influencing policy in relation to women. The committee comprises 12 members who are elected for a three year term by and from Spokeswomen at the annual conference.
- In October 2002, UNE Spokeswomen hosted a two-day Spokeswomen seminar at the University titled ‘Work Life Balance’. The first day was a Spokeswomen’s Development Day aimed at all Spokeswomen in the region and the following day comprised a Women’s Information Day, which was open to all University and other public sector agency women. The seminar was well attended by general staff women.
- Plans are in place to increase the number of Spokeswomen across the University in 2003.
- Women comprised 69% of academic staff and 66% of general staff participation in in-house training in 2002. Women’s participation in in-house training is therefore greater than their representation among academic and general staff (39% and 56% respectively).
- 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 2003:**

| Number*  | Female   | Male     | Total     |
|----------|----------|----------|-----------|
| People   | 31 (57%) | 23 (43%) | 54 (100%) |
| Access** | 34 (58%) | 25 (42%) | 59 (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 (57%-58%) exceeds their representation among academic staff (39%).

**General Staff in the year to March 2003:**

| Number*  | Female   | Male     | Total      |
|----------|----------|----------|------------|
| People   | 70 (68%) | 33 (32%) | 103 (100%) |
| Access** | 85 (67%) | 41 (33%) | 126 (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%-68%) exceeds their representation among general staff (56%).

**Study Leave (Academic Staff)**

- 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 25% of those taking study leave, considerably less than their current representation among academic staff (39%). (Previous reporting periods: 2001: 31%; 2000: 41%; 1999: 22%; 1998: 18%)
- Women also tended to take shorter periods of study leave. Women on average took 6.5 months; men, on average, 7.5 months.
- Figures in recent years indicate that women tend to be less likely to take study leave than their male counterparts.
- The following shows staff taking study leave as percentage of all staff, by gender, in between 1998 and 2002:

|      | women taking<br>study leave<br>as % of all<br>women | men taking<br>study leave<br>as % of all<br>men |
|------|---|---|
| 1998 | 9%  | 17%   |
| 1999 | 9%  | 14%   |
| 2000 | 13%   | 11%   |
| 2001 | 12%   | 15%   |
| 2002 | 6.5%  | 13%   |

### Study Time (General Staff)

In 2002, 42 general staff were granted study time. Of these 29 (69%) were women.

### Exit Surveys: Benefits and Conditions

The Exit Survey invites staff to comment on a range of university benefits and conditions. Approximately 75% of staff leaving the university completed Exit Surveys.

Staff can indicate a response 'excellent, good, average, fair or poor' to university benefits and conditions, as follows:

|   |   |
|---|---|
| Salary                                      | Relationship with peers                     |
| Career prospects                            | Training and development opportunities      |
| Leave conditions                            | Time allowed for study/research/study leave |
| Office accommodation                        | Equity of employment practices              |
| Teaching facilities                         | Workplace health and safety                 |
| Available technology to support you at work | Respect for the individual                  |
| Available child care                        | UNE decision making processes               |
| Campus environment                          | Organisational morale                       |
| Recognition of employee contributions       | Feedback on performance                     |
| Organisational culture                      | Relationship with supervisor                |
| Job Challenge                               |   |

- Academic women respondents indicated a positive response to the majority of questions relating to benefits and conditions — that is, the majority of responses were better than 'average'.

The benefits and conditions rated highest by academic women, in order of priority, were:

- Relationships with supervisor
- Relationships with peers
- Available technology
- Office accommodation
- Campus environment
- Teaching facilities
- Feedback on performance
- Leave conditions

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

- Recognition of employee contribution
- Organisational culture
- Career prospects
- Organisational moral
- UNE decision making processes
- Salary

- Likewise, general staff women respondents indicated a positive response to the majority of questions relating to benefits and conditions — that is, the majority of responses were better than ‘average’.

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

- Relationship with peers
- Relationship with supervisor
- Leave conditions
- Available technology
- Campus environment
- Office accommodation

Those benefits and conditions which the majority judged ‘average’ or less than average were:

- Feedback on performance
- Organisational morale
- Career prospects
- UNE decision making processes
- Organisational culture

As only two Indigenous general staff members responded to the Exit Survey (one female/one male), the sample is too small for discernible trends in the experience of benefits and conditions among this group.

Only two staff members with a disability responded to the Exit Survey. Both were men, one a member of academic staff and one a member of general staff. Although the sample is very small, the responses overall were very negative when compared to all staff, with the majority of responses being less than average.

The response from people whose first language was other than English was also small (7 people: 4 academic staff, 3 general staff). There were no discernible trends among this group.

Benefits and conditions deemed better than average:

- Salary
- Leave conditions
- Relationship with supervisor

Those rated below average:

- UNE decision making processes
- Relationship with peers
- Campus environment

A breakdown of responses to the rating of ‘Equity of employment practices’ among benefits and conditions is as follows:

|           | All Staff | Academic Women | General Staff Women | Indigenous Staff* | FLOTE* | People with a disability* |
|-----------|-----------|----------------|---------------------|-------------------|--------|---------------------------|
| Excellent | 12%       |                | 18%                 | 50%               |        |                           |
| Good      | 34%       | 35%            | 34%                 |                   |        |                           |
| Average   | 28%       | 60%            | 21%                 |                   | 100%   |                           |
| Fair      | 11%       | 10%            | 11%                 |                   |        | 50%                       |
| Poor      | 8%        | 10%            | 5%                  |                   |        | 50%                       |
| N/A       | 7%        | 15%            | 11%                 | 50%               |        |                           |
| Total     | 100%      | 100%           | 100%                | 100%              | 100%   | 100%                      |

\* very small sample for this group

### 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 546 occasions during 2002. Sixty-six percent of this access was by female staff.

- One female member of general staff works from home on a regular basis; a number of academic and general staff work from home on an informal basis from time to time.
- Information on rights and responsibilities of people with carer responsibilities was posted on university email networks during 2002. Information on carer's rights and responsibilities is also provided on the Equity Office home page which has links to the NSW Anti-Discrimination Board web site.
- 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 a high level of awareness in relation to 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.<sup>8</sup>

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 leave 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 total period 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.

Women returning from maternity leave in 2002 were surveyed on a range of issues relating to their return to the workplace. Respondents to the survey in 2001 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 carers' responsibilities.

- The Maternity Leave survey was sent to a total of 20 people (five academic women, and 15 general staff women).
- Sixteen women (that is, 80% of those surveyed) responded to the survey. Respondents comprised five members of academic staff and 11 members of general staff.
- Respondents had been employed for between 3 and 23 years. The average length of service was 9.3 years.
- The average number of children cared for by respondents was 1.8.
- Respondents took leave of between three months and two years. The average amount of time away from work was 9.4 months.
- Most respondents took maternity leave at half pay with a further combination of paid and unpaid leave.
- Most respondents (75%) indicated they were happy with the level of contact they had received whilst on maternity leave and did not want more contact; 25% of respondents would have preferred more contact.
- Ten respondents (63%) indicated they had arranged reduced hours after their return to work; at least one more retained part-time hours on her return.
- 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.
- Three respondents (19%) had some additional caring responsibilities for other dependants.
- All respondents indicated that the workplace had been supportive during their pregnancy. Some respondents provided qualifying comments such as noting that the extra tiredness often experienced during pregnancy needs to be recognised as part of workplace knowledge, and that meetings need to be held at family friendly times to avoid disadvantaging staff with family responsibilities.

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<sup>8</sup> Subject to terms of the clause, University of New England General Staff (Interim) Award 2000/ Academic Enterprise Bargaining Agreement 2001-2003.

- Fifteen women (94%) indicated that their supervisor had been supportive since their return to work. One respondent noted concern at the notion of part-time academic staff not being considered 'serious' academics.
- Twelve (75%) indicated that colleagues had been supportive. A number of respondents provided qualifying comments related to high workloads and the implications part-time and flexible arrangements might have for colleagues.
- Fifty percent of respondents indicated they had not encountered problems on their return. Comments identified difficulties relating to adjustments required in returning to work — including adjusting to sharing duties in part-time arrangements and/or relating to the timing of their return.
- Respondents were invited to indicate facilities and workplace conditions that would assist in their return to work.
- 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, 4 (4.4%); good, 21 (23%); average, 20 (22%); fair, 1 (1%); poor 6 (6.6%); not applicable 39 (42.9%).

**ATTACHMENT:**

**Statistical Tables**