



Employment Equity and Diversity
Public Employment Office
NSW Premier's Department

**EQUAL EMPLOYMENT OPPORTUNITY (EEO)
ANNUAL REPORTING AND MANAGEMENT PLAN TEMPLATE
2005/2006**

Agency Name: The University of New England

Submitted on behalf of: Professor Alan Pettigrew, Vice Chancellor & CEO

Date: 4 October 2006

CONTENTS

1. INTRODUCTION	Page 1
2. AGENCY CONTEXT – INFORMATION	Page 1
3. EEO ANNUAL REPORT - STATISTICAL ANALYSIS	Page 3
4. EEO ANNUAL REPORT – REPRESENTATION & DISTRIBUTION COMMENTS	Page 5
5. EEO ANNUAL REPORT – POLICIES / PROGRAMS	Page 13
6. EEO MANAGEMENT PLAN	Page 17
7. EEO INITIATIVES	Page 18
8. FURTHER INFORMATION OR COMMENT	Page 19
9. CONTACT DETAILS	Page 19
10. REPORTING	Page 19

ATTACHMENTS

Attachment 1. Women in Senior or Management Positions 2005

**Attachment 2. Gender Representation on UNE Committees —
Summary Results for 2005**

**Attachment 3. Tables: Overview of Equity Groups —
Historical and Contextual Information**

Attachment 4. UNE EEO Management Plan 2003 – 2004

1. INTRODUCTION

This template is designed to assist you in preparing your EEO annual report and management plan. All public sector agencies are required to report annually on their progress in achieving the objects of Part 9A of the NSW Anti-Discrimination Act (1977). These objects are:

- The elimination of discrimination in employment and
- The promotion of equal employment opportunity

For women, Aboriginal people and Torres Strait Islanders, people whose first language was not English, and people with a disability.

The **Annual EEO report** covers the policies/programs for the **previous** 12 month period. The **EEO Management Plan** includes EEO policies/programs for the **next** 12 month period. Part 9A of the Anti-Discrimination Act 1977 Section 122J enables agencies to amend their EEO Management Plan. Amendments to EEO Management Plans should be forwarded as soon as practicable to the Director of Equal Opportunity in Public Employment.

The EEO Annual Report lodgement dates are as follows

SECTOR	REPORTING PERIOD	LODGE MENT DATE
Higher Education	1 Jan – 31 Dec 2005 Snapshot data 31 March 2006	1 October 2006

You may find the following resources useful in completing the template:

1. General – Information about EEO in the New South Wales public sector can be found on the web site of the Director of Equal Opportunity in Public Employment at www.eeo.nsw.gov.au
2. EEO Statistics for this reporting period will be provided annually to each agency by the Workforce Profile Unit, Public Employment Office, NSW Premier's Department. Contact Sharon Lowe, Team Leader Ph: 9228 3924

2. AGENCY CONTEXT – INFORMATION

Universities should provide information on the following:

1. The integration of equity into the University's strategic planning, reporting and performance management frameworks;
 - The University is currently developing its Strategic Plan 2007-2010 and from this the new EEO Plan and operational plans will flow.
 - The Vice Chancellor has indicated that the Vision statement will include a commitment to the demonstration of the core values of excellence, consultation, respect, diversity, sensitivity to Indigenous and other cultures.
 - All areas currently report on equity groups annually. This information provides feedback on progress made towards the implementation of the University's Cultural Diversity Priorities Statement and forms the basis of reports to the Office of Employment Equity and Diversity, and the EO for Women in the Workplace Agency.
 - EEO accountabilities are incorporated into performance agreements for senior staff.
 - Knowledge of, and accountability for EEO is included in duty statements and performance appraisal guidelines for all supervisory staff.
 - An essential Selection Criterion for general staff is a knowledge of EEO relevant to the level of the position.
 - The University has a Performance Management process for academic staff and a Work Planning and Career Development process for general staff.
 - Performance review is a mandatory process for all staff.

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

- Women comprised 22% of the Executive (including Executive Deans) in 2005. In February 2006 a new Vice-Chancellor (male) was appointed to replace the retiring Vice-Chancellor (female). A new Director (female) was appointed to the Development Office in 2005, and the Language Training Centre was integrated into English Language and International Services resulting in the loss of a female director. Women comprised 25% of staff employed at HEO 10 and above. For full details of the gender breakdown of the senior management structure please see Attachment 1.

3. Measures implemented to ensure consultation with EEO stakeholders:

- Employee views are sought and addressed via a tiered committee structure which includes the Vice-Chancellor's Advisory Committees, Faculty Equity Committees, General Staff Communications Group and *ad hoc* focus groups and forums as required.
- Information is collected from faculties and directorates on progress for women.
- Elected staff and Union representatives have input into pay and conditions in the enterprise bargaining process.
- Equity group interests are represented by the Equity Manager in feedback to the annual review of promotion procedures.
- Staff are consulted in relation to workplace change.
- Performance management systems are in place to consult with staff and assess development needs.

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

- The 'UNE Gender Representation on Decision Making and Advisory Committees' policy has the ultimate aim of achieving equal representation on all committees University-wide. The policy was reviewed and updated in 2005. Gender representation on University committees is monitored annually. In 2005 women comprised 43.5% of all formal University decision making and advisory committees. Summary results for 2005 are shown in Attachment 2.

Please add comments if there are specific characteristics or issues that have impacted the organisation during the reporting period.
(i.e. Restructure, Amalgamation, Regionalisation, New Technology, New Functions).

IMPACT ISSUE(S)	COMMENTS
Regional location	<p>The location of the University in the regional centre of Armidale brings with it a particular set of circumstances and consequent challenges in terms of attracting and retaining staff.¹ Armidale has a population of some 22,000 people. The 2001 census shows that there have been significant pockets of decline in the region, with Armidale's population declining by 5% since 1996.² The reduction in population within the University and in the region generally has reduced employment options for the partners of potential employees. The lack of opportunities for employment of partners is an impediment to recruitment, particularly of senior women.</p> <p>In terms of other Equity groups, universities are encouraged to adopt benchmarks taking into account the population pools from which the University can reasonably be expected to draw its general and academic staff. Two variations in the local population profile are significant. The local Indigenous community (5%)³ is higher than the state average (2%), and the proportion of people from different linguistic and ethnic backgrounds (some 5%) is lower than is found in NSW as a whole (19%). 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 are likely to be drawn from a national or international pool.</p>

¹ The University of New England is often grouped with other non-metropolitan NSW universities, such as the Newcastle University and the University of Wollongong, both of which are situated in areas which have comparatively high populations and are within commuting distance of Sydney.

² The next census due in August this year will provide more up-to-date information on the local government area of Armidale Dumaresq.

³ Australian Bureau of Statistics, 2001 Census. (Members of the local Indigenous community believe this is likely to be a conservative estimate.)

Financial constraint	Many of the constraints outlined in earlier reports remain. The University's academic and general staff populations have declined since the mid 1990s largely as a result of significant financial constraint. Over the intervening years the University has refocused its strategic direction in response to changes in Federal funding priorities and global market demands while maintaining its excellent reputation as a leading teaching and research university. The University's dedicated and often long-serving workforce contribute to a consistent high rating from graduates on their experience at UNE.
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3. EEO ANNUAL REPORT - STATISTICAL ANALYSIS

Please complete the following tables from data provided by Workforce Profile Unit, Public Employment Office, NSW Premier's Department.

3.1 Trends in the Representation of EEO Target Groups in %

3.1.1 Academic Staff

EEO Target Group	% of Total Staff ⁴				
Academic Staff	Benchmark or Target	2003	2004	2005	2006
Women	50%	39%	40%	40%	40%
Aboriginal people and Torres Strait Islanders	2%	0.6%	1%	1%	1%
People whose first language was not English	19%	17%	17%	17%	18%
People with a disability	12%	7%	8%	8%	8%
People with a disability requiring work-related adjustment	7%	2%	2%	2%	2%

3.1.2 General Staff

EEO Target Group	% of Total Staff ⁵				
General Staff	Benchmark or Target	2003	2004	2005	2006
Women	50%	56%	56%	58%	59%
Aboriginal people and Torres Strait Islanders	2%	2.7%	2%	2%	2%
People whose first language was not English	19%	5%	5%	4%	4%
People with a disability	12%	7%	8%	7%	7%
People with a disability requiring work-related adjustment	7%	2.1%	2%	2%	2%

3.1.3 An overview of UNE Equity groups representation

Please see Attachment 3

⁴ Excludes casual staff.

⁵ Excludes casual staff.

3.2 Trends in the Distribution of EEO Target Groups

3.2.1 Academic Staff

EEO Target Group	Distribution Index ⁶				
Academic staff	Benchmark or Target	2003	2004	2005	2006
Women	100	73	76	79	80
Aboriginal people and Torres Strait Islanders	100	n/a	n/a	n/a	n/a
People whose first language was not English	100	99	97	98	97
People with a disability	100	100	102	98	103
People with a disability requiring work-related adjustment	100	n/a	n/a	n/a	n/a

3.2.2 General Staff

EEO Target Group	Distribution Index ⁷				
General Staff	Benchmark or Target	2003	2004	2005	2006
Women	100	81	82	84	82
Aboriginal people and Torres Strait Islanders	100	72	n/a	n/a	n/a
People whose first language was not English	100	104	106	106	94
People with a disability	100	98	99	96	92
People with a disability requiring work-related adjustment	100	n/a	n/a	n/a	n/a

⁶ A Distribution Index of 100 indicates that the centre of the distribution of the EEO groups across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels.

⁷ A Distribution Index of 100 indicates that the centre of the distribution of the EEO groups across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels.

4. EEO ANNUAL REPORT – REPRESENTATION & DISTRIBUTION COMMENTS

Part 9A of the Anti-Discrimination Act 1977 requires agencies to report on the representation and distribution of the EEO target groups in their workforce. The NSW government has set benchmarks for the four EEO target groups that reflect their representation in the NSW population.

To achieve these sector wide benchmarks agencies should analyse agency EEO statistics and consider:

- current performance against state-wide benchmarks
- market/community demographics
- core business requirements

Please evaluate your agency's performance in improving the representation and distribution of EEO groups within your workforce. Please comment on any **favourable/unfavourable** variances against Government benchmarks.

Where possible, universities should also provide information about outcomes against the following indicators:

1. Employment basis by EEO target group (full-time / fractional, continuing / contract / casual);
2. Recruitment outcomes for members of EEO target groups;
3. Academic promotion outcomes for members of EEO target groups;
4. General staff reclassification outcomes for members of EEO target groups;
5. Separations by EEO target group;
6. Pay equity outcomes for members of EEO target groups, e.g. starting base salary, salary supplementation and market loadings, and performance pay and bonuses;
7. Research participation by gender.

EEO TARGET GROUP	COMMENTS - FAVOURABLE / UNFAVOURABLE VARIANCES
Academic Staff	
Women	<p>1. Employment basis — At March 2006 women represented 40% of academic staff and 37% of tenured positions. They held 21% of positions above senior lecturer, but tended to be concentrated at lower academic levels. Sixty-three percent of all academic women were employed at levels A and B (compared with 43% of all men). They comprised 49% of all contract positions and 65% of short-term contracts, ie less than one year. They held 69% of part-time positions and 57% of casual positions.</p> <p>2. Recruitment outcomes — Women comprised 40% of external academic appointments, 39% of internal competitive appointments.</p> <p>A female internal candidate was successful in winning one of the seven positions (14%) offered at levels D and E. Of the seven positions, two went to external applicants and five to internal applicants.</p> <p>3. Promotion — Twenty-six academic staff were promoted in the 2005 Promotion Round (of 38 applicants). Women comprised 31% of staff promoted. They comprised 17% of those promoted to level B (2004:50%), 36% to level C (2004: 63%), 43% to level D (2004: 50%). No women applied for promotion to level E.</p> <p>Twenty-nine percent of all applicants for promotion were women (11 of 38). This is well below their current representation on academic staff and continues a pattern of relatively low participation among applicants for promotion (2002: 24%; 2003:42%; 2004:34%). Women are, however, comparatively successful. Seventy-three percent of all female applicants were successful (8 of 11). By way of comparison, 67% of all male applicants were successful (18 of 26).</p> <p>4. Separation — Women comprised 50% of separating staff. They comprised 50% of those taking voluntary redundancy (2 positions); 100% of forced separations (one position); 61% of 18 staff leaving at the expiration of their contract; 41% of 27 people resigning and 67% of three staff members retiring.</p> <p>5. Pay Equity — In all employment categories for academic staff, men received higher average base and gross salaries than women.</p> <p>The greatest difference between female and male earnings is found among those employed on a full-time contract basis. On average, women earned 88% of the average for the whole group and men earned 108% of the average for the whole group. The gap widens slightly when gross salaries are considered. Women on average earned 86% of the average for the whole group and men earned 109% of the average for the whole group.</p> <p>The academic level and the step within levels of the people employed in this category (full-time contract) account for most of the discrepancy. Men in this employment category are employed at higher levels than their women counterparts. Twenty-six percent (12 of 46) of the men in the category are at levels D and E, whereas two of 31 women in this category (6%) are employed at levels D and E. (90% of women in the category are employed at levels A and B.)</p> <p><i>Higher Duties Allowances</i> — Analysis of 'higher duties' allowances shows academic women comprise 61% of those receiving 'higher duties' allowances.</p> <p><i>Starting Salaries</i> — In the reporting period, 11 (26%) academic appointments were made at base level and 26 (62%) above base level. Five positions (12%) were in the 'Not applicable' category. Seventy-one percent of all academic women were appointed at above base compared with 56% of all academic men. However, figures in the 'Not applicable' category which tend to be executive level contracts, show that women won only one (20%) of the five positions offered in the period.</p>

EEO TARGET GROUP	COMMENTS - FAVOURABLE / UNFAVOURABLE VARIANCES																																																			
	<p>6. Research Participation — Funding of research is integral to successful research outcomes. The following provides a summary of research funding for 2005 broken down by gender:</p> <p><i>1. Dual Gender Research Teams</i></p> <table border="0"> <tr> <td>Number of dual gender research teams:</td> <td>45</td> <td>(Internal: 35; External: 10)</td> </tr> <tr> <td>Successful dual gender research teams:</td> <td>20</td> <td>(Internal: 16; External: 4)</td> </tr> </table> <p><i>2. Female Researchers</i></p> <table border="0"> <tr> <td>Number of women submitting grants applications either independently or as part of a research team:</td> <td>58</td> <td></td> </tr> <tr> <td>Number of women who were successful:</td> <td>32</td> <td></td> </tr> <tr> <td>Grant applications submitted with female researchers entirely or partially comprising the research team:</td> <td>58</td> <td>out of 175 (Internal: 57; External: 1)</td> </tr> <tr> <td>Success rate of these applications:</td> <td>32</td> <td>out of 101 (Internal: 1; External: 31)</td> </tr> </table> <p><i>3. Comparative Data</i></p> <table border="0"> <tr> <td>Number of female only grant applications:</td> <td>74</td> <td></td> </tr> <tr> <td>Number of male only grant applications:</td> <td>176</td> <td></td> </tr> <tr> <td>Number of successful grant applications by women only:</td> <td>35</td> <td></td> </tr> <tr> <td>Number of successful grant applications by men only:</td> <td>87</td> <td></td> </tr> </table> <p><i>4. Grant Classification Data by Gender</i></p> <table border="0"> <tr> <td>Number of ARC applications:</td> <td>88</td> <td></td> </tr> <tr> <td>Number of dual-gender ARC grant applications:</td> <td>18</td> <td></td> </tr> <tr> <td>Number of successful applications:</td> <td>26</td> <td></td> </tr> <tr> <td>Number of female only ARC grant applications:</td> <td>1</td> <td></td> </tr> <tr> <td>Number of successful applications:</td> <td>0</td> <td></td> </tr> <tr> <td>Number of male only ARC grant applications:</td> <td>12</td> <td></td> </tr> <tr> <td>Number of successful applications:</td> <td>6</td> <td></td> </tr> </table>	Number of dual gender research teams:	45	(Internal: 35; External: 10)	Successful dual gender research teams:	20	(Internal: 16; External: 4)	Number of women submitting grants applications either independently or as part of a research team:	58		Number of women who were successful:	32		Grant applications submitted with female researchers entirely or partially comprising the research team:	58	out of 175 (Internal: 57; External: 1)	Success rate of these applications:	32	out of 101 (Internal: 1; External: 31)	Number of female only grant applications:	74		Number of male only grant applications:	176		Number of successful grant applications by women only:	35		Number of successful grant applications by men only:	87		Number of ARC applications:	88		Number of dual-gender ARC grant applications:	18		Number of successful applications:	26		Number of female only ARC grant applications:	1		Number of successful applications:	0		Number of male only ARC grant applications:	12		Number of successful applications:	6	
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Aboriginal and Torres Strait Islander people	<p>1. Employment basis — Estimates indicate that six Indigenous people (1.1%) were employed among academic staff at the snapshot date. Of these, 80% held continuing full-time positions and 20% were on contracts. Eighty percent of all Indigenous academic staff were employed at level A. In comparison, only 11% of all academic staff were employed at level A.</p> <p>2. Recruitment — There were no Indigenous people recruited to academic staff positions in the reporting period.</p> <p>3. Promotion outcomes — No Indigenous academic staff applied for promotion in the 2005 Promotion Round.</p> <p>4. Separations — One Indigenous staff member of academic staff resigned during the period. This comprised 2.3% of academic staff separations.</p> <p>5. Pay Equity — Indigenous staff members earned on average 76% of the overall average of gross salaries for all full-time permanent academic staff.</p>																																																			

EEO TARGET GROUP	COMMENTS - FAVOURABLE / UNFAVOURABLE VARIANCES
People whose first language was not English	<p>1. Employment basis — People who reported their first language was other than English comprised an estimated 18% of academic staff. Estimates indicate that 65% of these staff were employed on a continuing basis and 35% filled contract positions (41% of which were short-term). An estimated 12% of this group were employed in part-time positions and 24% held casual positions at the snapshot date. <i>(By comparison 77% of all academic staff were employed on a continuing basis and 23% filled contract positions (13% short-term). Fourteen percent of all academic staff were in part-time positions and 30% held casual positions.)</i></p> <p>2. Recruitment outcomes — People whose first language was other than English comprised an estimated 21% of academic competitive appointments, which is above their representation on academic staff (18%). They formed some 30% of external recruitment but were not represented among internal competitive appointments. The external appointments were to levels A and B.</p> <p>3. Promotion — People whose first language was other than English comprised some 12% of staff promoted, which is less than their estimated representation among academic staff. Fifty percent of people whose language was other than English who applied for promotion were successful.</p> <p>4. Separations — People whose first language was other than English made up an estimated 17% of academic staff separations. They comprised 6% of 18 people leaving at the expiration of their contract; 31% all other separations (resignations and retirement).</p> <p>5. Pay Equity — People whose first language was other than English earned an average of 101% of the overall average of gross salaries for all full-time permanent academic staff and 89% of the average for part-time permanent staff.</p> <p><i>Starting Salaries</i> — An estimated 21% of competitive academic appointments were filled by people whose first language was not English. Of these, some 49% were appointed at base rate starting salary and 51% were appointed above base rate. <i>(By comparison an estimated 26% of all academic competitive appointments were at base and 62% were above base rate.)</i></p>
People with a disability	<p>1. Employment basis — Among academic staff an estimated 39 people (8% of academic staff) reporting a disability were recorded at the snapshot date. Estimates indicate that 82% of these staff were employed on a continuing basis, 18% filled contract positions (86% of which were short-term). An estimated 16% of this group filled part-time positions and 35% held casual positions. <i>(By comparison 77% of all academic staff were employed on a continuing basis and 23% filled contract positions (13% short-term). Fourteen percent of all academic staff were in part-time positions and 30% held casual positions.)</i></p> <p>2. Recruitment outcomes — People reporting a disability comprised some 12% of academic competitive appointments, which is above their representation among academic staff. They comprised some 7% of external recruitment and 17% of internal competitive appointments.</p> <p>3. Promotion — People reporting a disability comprised some 9% of those promoted, which is slightly above their estimated representation among academic staff. Sixty-seven percent of those reporting a disability who applied for promotion were successful.</p> <p>4. Separations — People reporting a disability comprised an estimated 5% of academic staff separations. They comprised 8% of people resigning or retiring.</p> <p>5. Pay Equity — Staff members with a disability earned on average 105% of the overall average of gross salaries for all full-time permanent academic staff.</p> <p><i>Starting salary</i> — People reporting a disability comprised an estimated 10% of academic competitive appointments. Seventy-two percent of these were appointed at above base salary rate. One appointment (28%) was in the 'Not applicable' category which tend to be executive level contracts. <i>(By comparison an estimated 60% of all academic competitive appointments were at above base rate.)</i></p>

EEO TARGET GROUP	COMMENTS - FAVOURABLE / UNFAVOURABLE VARIANCES
People with a disability requiring work related adjustments	<p>1. Employment basis — An estimated 8 people (1.5% of academic staff) reporting a disability and requiring workplace adjustment were recorded at the snapshot date. All of this group were employed on a continuing basis, 86% in full-time positions and 14% in part-time positions. <i>(By comparison 77% of all academic staff were employed on a continuing basis and 23% filled contract positions (13% short-term). Fourteen percent of all academic staff were in part-time positions.)</i></p> <p>2. Recruitment outcomes — No staff requiring workplace adjustment were appointed during the reporting period.</p> <p>3. Promotion — No staff member requiring workplace adjustment applied for promotion during the 2005 Promotion Round.</p> <p>4. Separations — People requiring workplace adjustment made up an estimated 2.3% of academic separations. All separations for this group were resignations.</p> <p>5. Pay Equity — Staff members requiring workplace adjustment earned on average 123% of the overall average of gross salaries for all full-time permanent academic staff.</p>

EEO TARGET GROUP	COMMENTS - FAVOURABLE / UNFAVOURABLE VARIANCES
General Staff	
Women	<p>1. Employment basis — Women represented 59% of general staff and 60% of permanent positions as at March 2006. They held 25% of positions at HEO level 10 and above. However the majority (87%) were employed at or below HEO level 6 (compared with 69% of all men). Women hold 72% representation at HEO levels 3 and 4. They comprised 78% of part-time positions and 54% of the casual positions at the snapshot date.</p> <p>2. Recruitment — Women comprised 71% of external recruitment to general staff but were not represented among the eight appointments to level 8 and above. In the previous year (to March 2005) women were recruited to one of three positions at these levels. Women comprised 42% of internal competitive appointments, all of which were at or below level 6.</p> <p><i>(As has been noted in previous years, the majority of general staff positions offered at UNE are at lower HEO levels.)</i></p> <p>3. Reclassification — Reclassification of general staff positions is tied to the duties required for the position. Generally speaking, reclassification does not provide an opportunity for the promotion of the incumbent.</p> <p>Eight members of general staff had their positions reclassified in the reporting period. All positions were reclassified one level higher. Women held six (75%) of reclassified positions, including the two more senior reclassified positions (to HEO 8). In previous years women have been well represented, overall, among staff whose positions have been reclassified (2002: 67%; 2003: 80%; 2004: 67%).</p> <p>4. Separation — General staff women's rate of separation from the University is slightly higher (60%) than their representation among general staff. They comprised 25% of 20 voluntary redundancies; 100% of two forced separations; 71% of 51 staff leaving at the expiration of their contract; 61% of 49 people resigning and 60% of five staff members retiring.</p> <p>5. Pay Equity — In respect of general staff, men received higher base and gross salaries than women in all employment categories except in permanent fractional employment. In this category women as a group received a higher proportion of salary than men.</p> <p>For general staff, the greatest difference between female and male earnings is also among full-time contract staff. For full-time contract staff women, on average, earned 80% of the overall average; men earned 127% of the overall average. When gross salaries are considered the gap widens. Women earned 79% of the average for the group and men earned 127% of the average for the group.</p> <p>A similar situation exists to that described for academic staff above — that is, men tend to be employed at higher levels and on higher steps within levels within the group.</p> <p>During this reporting period general staff women employed on a permanent fractional basis earned slightly more (101%) of the overall average for this group than men who earned 95% of the overall average for this group.</p> <p><i>Higher Duties Allowances</i> — General staff women comprise 50% of those receiving 'higher duties' allowances.</p> <p><i>Starting Salaries</i> — Sixty-four (61%) general staff appointments were at base level and 36 (34%) were above base level. Five appointments (5%) were in the 'Not applicable' category. Women and men comprised similar proportions of those appointed above base. Thirty-four percent of all general staff women were appointed at above base compared with 35% of all men. Women were unsuccessful in gaining any of the five appointments at senior and executive levels ('Not applicable' category).</p>

EEO TARGET GROUP	COMMENTS - FAVOURABLE / UNFAVOURABLE VARIANCES
Aboriginal and Torres Strait Islander people	<p>1. Employment basis — Estimates indicate that Indigenous people represented 1.8% of general staff. All of these people were employed on a continuing basis and all were employed at levels HEO level 6 and below. In comparison, 80% of all staff were employed at HEO 6 and below.</p> <p>2. Recruitment outcomes — One Indigenous person was recruited to general staff. This comprised an estimated 1.4% of external recruitment. No Indigenous people were represented among internal competitive appointments in the reporting period.</p> <p>3. Separations — Indigenous people made up an estimated 4.3% of general staff separations (some five people). They comprised 4% of people leaving at the expiration of their contract and 6% of all other separations (resignations and retirements).</p> <p>4. Reclassification — No positions held by Indigenous general staff were reclassified in the period.</p> <p>5. Pay Equity — Indigenous people earned on average 80% of the gross average for all full-time permanent general staff and 95% of the average for part-time permanent general staff.</p> <p><i>Starting Salaries</i> The Indigenous person recruited during the period was appointed above base salary rate.</p>
People whose first language was not English	<p>1. Employment basis — People who reported their first language was other than English comprised an estimated 4% of general staff. Estimates indicate that 55% of these staff were employed on a continuing basis and 45% filled contract positions (50% of which were short-term). An estimated 39% of this group filled part-time positions and 35% held casual positions at the snapshot date. <i>By comparison 79% of all general staff were employed on a continuing basis and 21% filled contract positions (15% short-term). Twenty-two percent of all general staff filled part-time positions and 14% held casual positions at the snapshot date.</i></p> <p>2. Recruitment outcomes — People whose first language is other than English comprised an estimated 8% of general staff competitive appointments, which is above their representation on general staff (4%). They comprised some 5% of external recruitment and 15% of internal competitive appointments.</p> <p>3. Reclassification — No general staff members whose first language was other than English had positions reclassified during the reporting period</p> <p>4. Separations — People whose first language was other than English made up an estimated 6% of general staff separations. They comprised 6% of resignations and 40% retirements.</p> <p>5. Pay Equity — People whose first language was other than English earned on average 102% of the overall average of gross salaries for all full-time permanent general staff and 103% of the average for part-time permanent general staff.</p> <p><i>Starting Salaries</i> — An estimated 8% of competitive general staff appointments were filled by people whose first language was other than English. Of these, an estimated 85% were appointed at base starting salary rate and 15% were appointed above base rate. <i>(By comparison an estimated 61% of all general staff competitive appointments were at base rate starting salary and 34% at above base rate.)</i></p>

EEO TARGET GROUP	COMMENTS - FAVOURABLE / UNFAVOURABLE VARIANCES
People with a disability	<p>1. Employment basis — Among general staff an estimated 53 people (7%) reporting a disability were recorded at the snapshot date. Eighty-five percent of the group were employed on a continuing basis and 15% filled contract positions (all of which were short-term). Some 19% were employed in part-time positions. No staff in this category were employed on a casual basis. <i>(By comparison 79% of all general staff were employed on a continuing basis and 21% filled contract positions (15% short-term). Twenty-two percent of all general staff filled part-time positions and 14% held casual positions at the snapshot date.)</i></p> <p>2. Recruitment — People reporting a disability formed an estimated 5% of successful general staff competitive appointments, which is less than their representation among general staff (7%). They comprised some 5% of external recruitment and 4% of internal competitive appointments.</p> <p>3. Reclassification — General staff members reporting a disability held some 25% of reclassified positions.</p> <p>4. Separations — People reporting a disability comprised an estimated 14% of general staff separations. They comprised 7% of 20 voluntary redundancies; 100% of two forced separations; 13% of 51 expirations of contract; and 15% of all other separations (resignations and retirements).</p> <p>4. Pay Equity — Staff members reporting a disability earned on average 98% of the overall average of gross salaries for all full-time permanent general staff.</p> <p>Starting Salaries — People reporting a disability comprised an estimated 5% of competitive general staff appointments. An estimated 74% of these were at base rate starting salary and 26% were appointed at above base rate. <i>(By comparison an estimated 61% of all general staff competitive appointments were at base rate starting salary and 34% at above base rate.)</i></p>
People with a disability requiring work related adjustments	<p>1. Employment basis — An estimated 14 people (1.7%) reporting a disability requiring workplace adjustment were recorded on the snapshot date. Some 86% of this group were employed on a continuing basis and 14% filled contract positions (all of which were short-term). Some 14% of the group were employed in part-time positions. No staff in this category were employed on a casual basis. <i>(By comparison 79% of all general staff were employed on a continuing basis and 21% filled contract positions (15% short-term). Twenty-two percent of all general staff filled part-time positions.)</i></p> <p>2. Recruitment outcomes — One person requiring workplace adjustment (estimated 1.4%) was externally recruited. This appointment was at HEO level 3. There were no internal competitive appointments requiring workplace adjustment during the reporting period.</p> <p>3. Reclassification — General staff members requiring workplace adjustments held one (estimated 25%) of reclassified positions. This position was reclassified to HEO level 8.</p> <p>4. Separations — People requiring workplace adjustment made up an estimated 2.6% of general staff separations. All separations for this group were resignations and comprised 4% of 49 general staff members resigning from their positions.</p> <p>5. Pay Equity— People requiring workplace adjustment earned on average 101% of the overall average of gross salaries for all full-time permanent general staff.</p> <p><i>Starting Salaries</i> One person requiring workplace adjustment was appointed at base rate during the reporting period.</p>

5. EEO ANNUAL REPORT – POLICIES / PROGRAMS

Part 9A of the Anti-Discrimination Act 1977 requires agencies to report to the Director Equal Opportunity in Public Employment the activities and programs implemented in the last 12 months

- to eliminate and ensure the absence of discrimination in employment; and
- to promote equal employment opportunity for EEO target groups.

What policies and programs have been developed and/or implemented to eliminate discrimination and promote equal employment opportunity within your agency during the past 12 months?

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

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED?	WHAT WERE THE KEY RESULTS?
<p>Vice-Chancellor's Award for Excellence in Equity The Vice-Chancellor's annual Award for Excellence in Equity recognises both academic and general staff of the University who have demonstrated exemplary commitment to equity and diversity by their actions and/or who have developed, promoted and/or implemented strategies to improve equity for staff or students at UNE.</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • information and reminder postings from the V-C's office on the UNE-official email list • V-C's EEO Advisory Committee • Faculty Equity Committees 	<p>Outcomes:</p> <ul style="list-style-type: none"> • raises awareness of equity issues amongst managers and all staff • acknowledges and celebrates staff achievements in incorporating equity into the work and study environment of UNE • provides a climate which encourages development, promotion and implementation of strategies to improve equity for staff and students at UNE.
<p>UNE Ally Network The Ally Program works to raise awareness and visibility of gay and lesbian issues. It involves the training of a group of staff and students who are informed about and sensitive towards gay, lesbian, bi-sexual, transgender and intersex (GLBTI) people, and their issues, and affirms the experience and rights of GLBTI people. [Endorsed by the Vice-Chancellor's Committee September 2005, launched December 2005.]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • V-C's EEO Advisory Committee • Faculty Equity Committees • initial information sessions to the UNE community conducted by UWA Diversity Officer, Malcolm Fialho • public launch of the program by the V-C • invitations to local and regional dignitaries to attend the launch • media coverage of the launch • posted on UNE web 	<p>Outcomes:</p> <ul style="list-style-type: none"> • training scheduled to commence in 2006 • lists of UNE staff and students wishing to become Allies compiled • initial information sessions and training workshops developed • arrangements made for Malcolm Fialho from UWA (where Ally program is successfully up and running) to conduct the initial training of Allies and information sessions for UNE executive and other interested people
<p>EO Online: fair play EO Online: <i>fair play</i> is an interactive EEO online training program developed by a consortium of Australian universities and tailored to UNE's workplace. It is a web-based equity training program available for the staff of the University. The program aims to raise awareness in relation to equity and diversity issues in higher education and to promote an inclusive work environment. [Investigated and costed by the Equity Office for purchase in 2006.]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • UNE Equity Office • Organisational Development Unit 	<p>Outcomes:</p> <ul style="list-style-type: none"> • purchased and customised for UNE in 2006 • to be incorporated into a number of training programs across the University and in some cases will become a prerequisite for further training • to be used to provide regular equity training, including sex-based harassment, for all UNE staff • can be tracked to provide data on numbers/names of staff accessing training • to form an integral part of the University's responsibility for and commitment to the <i>Sex Discrimination Act (1984)</i> and the <i>NSW Anti-Discrimination Act (1977)</i>.

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED?	WHAT WERE THE KEY RESULTS?
<p>EO Adviser Team The EO Adviser team comprises a diverse cross-section of University academic and general staff, and students. A two and a half day training program is a prerequisite to joining the EO Adviser team whose members are available to provide equity-related advice, assistance and referral information. This training covers legislative and ethical issues, communication skills, problem solving, conflict resolution and mediation and provides participants with important skills which enhance their career. Ongoing regular EO Team meetings are held throughout each year to reinforce initial training and provide updates for any changes in legislation. [Next round of recruitment and two and a half day training scheduled for 2006.]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • information postings and requests for expressions of interest from the Equity Office on the UNE-official email list • list of EO Team members and contact details and information posted on UNE web • brochures and leaflets distributed university-wide each year • information included in staff induction packages 	<p>Outcomes:</p> <ul style="list-style-type: none"> • becomes a cohort of equity trained staff and students able to influence behaviour and promote inclusive practices across campus • provides an easily available informal first point of contact for staff or students encountering problems of harassment/discrimination • provides early intervention measures which prevent problems escalating into formal complaints • fulfils UNE's recruitment policy commitment to have EO observers available for employment interviews
<p>Administrative Assistants' Conference The Administrative Assistants' Conference series was initiated to provide networking opportunities and professional development support for Administration Assistants. As UNE's in-house training unit ODU recognises that AAs play a crucial role in the University and require opportunities to learn from each other and to develop as professionals. [Piloted in March 2005]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • selected experienced administrative assistants invited to a discussion forum to develop the program • information postings by ODU on UNE 'events' and 'discussion' email lists • inclusion in the ODU training schedule online • supervisors encouraging their staff to attend 	<p>Outcomes:</p> <ul style="list-style-type: none"> • provides professional development opportunities for lower level general staff women (the majority of UNE general staff women are employed at lower levels in administrative assistant or similar positions) • excellent attendance at first conference • encouraging evaluation feedback received • AdminAssist email list developed in response to requests from attendees • amount of interest shown enabled more conferences to be planned for 2006 and ongoing (two per year) • future conferences to include additional topics suggested by attendees
<p>Dignity & Respect in the Workplace Charter The Dignity and Respect in the Workplace Charter provides definitions of acceptable behaviour, the legislative instruments covering bullying in the workplace and steps for adoption of the Charter for a bullying-free workplace. [Endorsed by the Vice-Chancellor's EEO Advisory Committee September 2005, launched December 2005.]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • V-C's EEO Advisory Committee • Faculty Equity committees • public launch of the charter by the V-C (in conjunction with UNE Ally Network launch) • invitations to local and regional dignitaries to attend the launch • media coverage of the launch • posted on UNE web 	<p>Outcomes:</p> <ul style="list-style-type: none"> • public signing of the Charter by the V-C and staff representatives including members of senior management • to be distributed throughout the University workplaces during 2006 • copies will contain spaces for staff in each work area to sign confirming their commitment to dignity and respect in the workplace • is a point of reference for staff to assist appropriate workplace behaviour, attitudes and processes

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED?	WHAT WERE THE KEY RESULTS?
<p>Equity Impact Analysis: Guidelines 2005 The University recognises the equity issues involved in restructuring and is committed to ensuring that Equity groups are not worse off as a result of the restructuring process. [Revised in 2005. Next review 2008.]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • Is a key provision in Stage 2 of the University's workplace change processes in the 2003 – 2006 EB • posted on UNE web 	<p>Outcomes:</p> <ul style="list-style-type: none"> • raises awareness of possible disadvantage to equity group members during workplace restructure and reorganisation of work • provides a process for ensuring that the impact of a change process on equity groups is taken into account
<p>EEO Policy Statement The University of New England is committed to a policy of equal employment opportunity and freedom from all forms of discrimination as determined by legislation. The University is committed to this policy on the basis that it is fair and just, and contributes to the fulfilment of its mission and goals. [Revised by the V-C's EEO Advisory Committee May 2005. Next review 2008.]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • V-C's EEO Advisory Committee • Faculty Equity Committees • posted on UNE web • included in staff recruitment materials 	<p>Outcomes:</p> <ul style="list-style-type: none"> • underpins all UNE policy and procedures • is affirmed in recruitment advertising • promotes the development of a University culture supportive of employment equity and diversity principles
<p>UNE Ongoing Policies UNE Grievance Mediation Policy & Procedures UNE Sex-based Harassment Policy & Procedures UNE Anti-racism Policy & Guidance Materials UNE Cultural Diversity Priorities Statement 'Aroonba Yanaaya' – UNE Indigenous Employment Strategy 2003–2006</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • distributed in staff induction packages • supplied to staff/students when seeking formal advice about problems (with HREOC Principles of Natural Justice) • posted on UNE web 	<p>Outcomes:</p> <ul style="list-style-type: none"> • these policies confirm and underpin the University's commitment to providing an inclusive work and study environment free from any form of discrimination or harassment • they confirm the University's commitment to diversity • they raise awareness of discrimination, harassment, and racial/cultural issues • they provide clear guidelines and checks for the University's complaint -handling processes

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

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED?	WHAT WERE THE KEY RESULTS?
5.2.1 Women		
<p>Pathways to Careers and Promotion The program aim is to provide an insight into the promotion process, the opportunity for women to share successful strategies for managing an academic career, and to assist applicants identify gaps in their own career profile and plan for redressing them. The workshops also provide an opportunity for academic women from different disciplines to meet together and establish links with senior academic women. [Piloted in 2004, implemented in 2005]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • information postings and requests for expressions of interest from the Equity Office on the UNE-official email list • V-C's EEO Advisory Committee • Faculty Equity Committees • academic women's informal networks 	<p>Outcomes:</p> <ul style="list-style-type: none"> • develops a peer support and discussion network for women academics preparing for promotion • raises awareness of the importance of early implementation of time-line strategies needed to successfully combine academic promotion application preparation with work and family commitments • provides opportunities for lower level academic women to form mentoring relationships with senior academic women • all women who attended the pilot program in 2004 and applied for promotion in 2005 were successful
<p>Women and Leadership An advanced leadership program designed to develop high-achieving leadership skills among women. The program consists of a structured series of eight three-hour workshops between March and October of each year. Workshops are presented by invited speakers from among senior UNE staff, typically acknowledged leaders in their field with excellent presentation and facilitation skills. The overall goals of the program are to build leadership networks at UNE and to promote the personal development of women in leadership roles. [Developed by the Organisational Development Unit during 2005 for implementation in 2006.]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • posting by ODU on UNE-official email list • advertised in the ODU schedule of professional development and training for UNE staff 	<p>Outcomes:</p> <ul style="list-style-type: none"> • program schedule advertised • expressions of interest invited • participants chosen ready for implementation of program in 2006
<p>UNE Spokeswomen Program This program has been in place from 2000 into 2005. An initiative of the NSW Premier's Department, the program has been utilised by the University to provide additional opportunities for the career development of general staff women. The NSW Program is open to all women employed in the NSW public sector, and was seen as being particularly suited to UNE because the regional location of the University means that many general staff women, particularly at lower levels, have limited opportunities to meet and network with other women. Changes to the way in which the Premier's Department is to conduct the program prevent UNE staff from being involved in future. The possibility of developing a similar type in-house program is being explored.</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • Equity staff, Spokeswomen and other interested staff are being invited to form a discussion group with ODU staff to develop a replacement program 	<p>Outcomes:</p> <ul style="list-style-type: none"> • the UNE Spokeswomen's Program provided experience outside substantive duties for the general staff women involved and assisted the development of networking, communication and organisational skills, thus also contributing to improved outcomes for the women involved • sixteen women were trained as Spokeswomen during the life of the program • general staff women not directly involved in the program benefited from attending the seminars and workshops facilitated or presented by UNE Spokeswomen

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED?	WHAT WERE THE KEY RESULTS?
<p>Gender Representation on Decision-making and Advisory Committees Policy The Policy on Gender Representation on Decision-Making and Advisory Committees aims to achieve increased representation of women in the leadership and membership of decision-making and advisory committees in the University, with the ultimate aim of equal representation. The policy applies to all decision-making and advisory committees including the Council, Academic Board and their standing committees and working parties, official committees and <i>ad hoc</i> bodies which have responsibility for substantial policy or projects. [Revised by the V-C's EEO Advisory Committee May 2005. Next review 2008.]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • V-C's EEO Advisory Committee • Faculty Equity Committees • posted on UNE web 	<p>Outcomes:</p> <ul style="list-style-type: none"> • forms part of the University's responsibility for and commitment to the <i>Equal Employment Opportunity for Women in the Workplace Act 1999</i> • ensures opportunities for women to engage in decision-making within the highest level committee structures
5.2.2 Aboriginal and Torres Strait Islander People		
<p>Reconciliation Statement UNE desires a future where all Australians enjoy their rights, accept their responsibilities, and have the opportunity to achieve their full potential. UNE, in making this statement on reconciliation, recognises the role that higher education institutions have in overcoming some of the disadvantage arising from the European occupation of Australia and the subsequent dispossession of the land of Indigenous Australians. [Approved by UNE Council 7 October 2005.]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • Information postings on UNE-official email list • consultation meetings within UNE and with Indigenous community members and groups of Armidale • statement posted on UNE web 	<p>Outcomes:</p> <ul style="list-style-type: none"> • provides commitment to ensure UNE processes and curricula are inclusive of and sensitive to the Indigenous cultural backgrounds of staff and students • provides direction and ongoing consideration of UNE processes and curricula • provides a climate which encourages Indigenous participation and inclusion in the University community
<p>The Faculty of Arts, Humanities and Social Sciences Indigenous Employment Strategy (2002) This strategy commits the faculty to a policy of first instance Indigenous designation for filling vacant general staff positions at HEO level 4. UNE's normal merit selection process applies. Positions which remain unfilled are readvertised more broadly. The strategy now also applies to some academic positions. [Ongoing implementation]</p>	<p>Communicated by:</p> <ul style="list-style-type: none"> • Advertising designated academic and general staff positions 	<p>Outcomes:</p> <ul style="list-style-type: none"> • In 2005 one academic and two general staff had been appointed under the strategy. The Faculty also took the opportunity to train two people under the Indigenous Administration Traineeships program. The Faculty has undertaken a commitment to increase the number of Indigenous staff members.
<p>UNE Ongoing Policies</p> <ul style="list-style-type: none"> • 'Aroonba Yanaaya' – UNE Indigenous Employment Strategy 2003–2006 • UNE Anti-racism Policy & Guidance Materials 	<p>Communicated by:</p> <ul style="list-style-type: none"> • As in 5.1 above 	<p>Outcomes:</p> <ul style="list-style-type: none"> • As in 5.1 above

POLICIES/PROGRAMS	HOW WAS THIS COMMUNICATED?	WHAT WERE THE KEY RESULTS?
5.2.3 People with a disability		
UNE Ongoing Policies: <ul style="list-style-type: none"> EEO Policy Statement Equity Impact Analysis: Guidelines 2005 UNE Grievance Mediation Policy & Procedures 	Communicated by: <ul style="list-style-type: none"> As in 5.1 above 	Outcomes: <ul style="list-style-type: none"> As inn 5.1 above
5.2.4 People from a language background other than English		
UNE Ongoing Policies <ul style="list-style-type: none"> UNE Cultural Diversity Priorities Statement UNE Anti-racism Policy & Guidance Materials 	Communicated by: <ul style="list-style-type: none"> As in 5.1 above 	Outcomes: <ul style="list-style-type: none"> As in 5.1 above

6. EEO MANAGEMENT PLAN

Part 9A of the Anti-Discrimination Act 1977 also requires agencies to prepare and implement an equal employment opportunity management plan for the next 12 months to;

- eliminate and ensure the absence of discrimination in employment; and
- promote equal employment opportunity for EEO target groups.

What policies/programs will be developed and implemented during the next 12 months?

POLICIES/PROGRAMS	PLANNED COMMUNICATION STRATEGIES	PLANNED EVALUATION STRATEGIES
Please see Attachment 3, UNE EEO Management Plan 2003-2006.		

7. EEO INITIATIVES

If you have policies and/or programs which have been particularly successful in achieving EEO outcomes we would like to consider them for inclusion in the sector annual report to the Premier.

EEO INITIATIVE	PURPOSE	BRIEF DESCRIPTION	KEY RESULTS	PERSON TO CONTACT

8. FURTHER INFORMATION OR COMMENT

Please add any other information or comment in relation to your EEO program which you think is relevant. You may also attach any supporting documents.

9. CONTACT DETAILS

The person completing the EEO Report and EEO Management Plan, please provide the following information.

Name:	Ms Lyn Tucker
Position:	EEO Officer
Tel No:	(02) 6773 3242
Fax No:	(02) 6773 3619
Email:	ltucker@une.edu.au

10. REPORTING

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

Mr Chris Raper, Director of Equal Opportunity in Public Employment Level 39, Governor Macquarie Tower, 1 Farrer Place, Sydney NSW 2000

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

ATTACHMENTS

Attachment 1	Women in senior or management positions 2005
Attachment 2	Gender Representation on UNE Committees — Summary Results for 2005
Attachment 3	Tables: Overview of Equity Groups — Historical and Contextual Information
Attachment 4	UNE EEO Management Plan 2003 – 2004

Women in senior or management positions 2005

This Attachment provides an overview of women in senior, management and other decision-making roles.

During this reporting period a new Vice-Chancellor (male) was appointed in early 2006 to replace the retiring Vice-Chancellor (female); Student Administration & Services was moved to the Executive Director (Business & Administration) portfolio; a new Director (female) was appointed to the Development Office and Alumni Relations & Fundraising and Industry & Community Development were integrated into the Development Office; the Language Training Centre was integrated into English Language and International Services resulting in the loss of a female director.

Chancellor: Male

Vice-Chancellor: Female – Male (*January/February 2006*)

Council: female representation: 47%

Committees of Council: female representation among Chairs: 0%
overall female representation: 43%

Academic Board — Chair (female)

Deputy Chairs (two positions) female representation: 50%
overall female representation: 35%

Vice-Chancellor's Unit (seven positions) female representation: 29% - 14%
(*female Vice-Chancellor replaced by a male Vice-Chancellor in January 2006.*)

Vice-Chancellor's Advisory Committees

Five committees: female representation (48%).

Faculty of Arts, Humanities and Social Sciences

Academic women as a percentage of academic staff.*	2002: 30%	2004: 34%	2006: 37%
Academic women represented in positions above Level C:	2002: 6%	2004: 9.6%	2006: 19%
General staff women as a percentage of general staff.*	2002: 78%	2004: 78%	2006: 75%
General staff women represented in positions Level 8 and above:	2002: 75%	2004: 67%**	2006: 67%

**Figures as at 31 March in the relevant year*

** *The relocation of student services from faculties to a central location in 2003 has resulted in the redistribution of some senior positions.*

Management positions in 2005

Faculty of Arts — Seven schools, all headed by men

Executive Dean: male

Associate Dean (two positions): female representation: 100%

Faculty Manager (one position): female

Academic Coordinator (one position): female

Chair of Board of Studies in Arts (one position): male

Executive Decision-making

Faculty Executive Committee: three women (25%)

Summary: Chairs of Faculty Committees: (seven positions): female representation 28.5%

Female representation on Faculty Committees: 44%

Faculty of Economics, Business and Law

Academic women as a percentage of academic staff:*	2002: 24%	2004: 32%	2006: 31%
Academic women represented in positions above Level C:	2002: 9%	2004: 14%	2006: 12.5%
General staff women as a percentage of general staff:*	2002: 81%	2004: 72%	2006: 69%
General staff women represented in positions Level 8 and above:	2002: 0%**	2004: 50%	2006: 50%^

*Figures as at 31 March in the relevant year

** of 1 position, ^ of 2 positions

Management positions in 2005

Faculty of Economics, Business and Law— three schools, all headed by men
two graduate schools, both headed by men*

Executive Dean: male
Associate Deans (two positions): female representation: 0%
Award Coordinators (23 positions): 13%
Faculty Manager (one position): female
Resource Coordinator (one position): male

* a woman was Acting-Director of the Graduate School of Business from January 2004 – September 2005.

Director/Coordinator of Centres: (three positions): all male

Executive Decision-making
Deans Executive: female representation 20%
Summary: Chairs of Faculty committees: seven committees: 14%

Faculty of Education, Health and Professional Studies

Academic women as a percentage of academic staff:*	2002: 58%	2004: 60%	2006:64%
Academic women represented in positions above Level C:	2002: 30%	2004: 50%	2006:57%
General staff women as a percentage of general staff:*	2002: 82%	2004: 81%	2006:82%
General staff women represented in positions Level 8 and above:	2002: 0%**	2004: 0%**	2006:0%^

*Figures as at 31 March in the relevant year

** of three positions; ^ of two positions

Management positions in 2005

Faculty of Education, Health and Professional Studies — three schools, female representation 33%

Executive Dean: male
Associate Deans (three positions): female representation 100%
Course Coordinators (14 positions): female representation 36%
Faculty Manager (one position): male
Academic Coordinator (one position): male

Chairs of Boards of Studies (three positions): female representation: 100%

Director/Coordinator of Centres:
(five positions): female representation 60%

Executive Decision-making
Standing Committee of the Faculty of Education, Health and Professional Studies: female representation 63%

Summary: Chairs of Faculty Committees: eight committees (75%)

Faculty of the Sciences

Academic women as a percentage of academic staff:*	2002: 28%	2004: 31%	2006: 25%
Academic women represented in positions above Level C:	2002: 8%	2004: 13%	2006: 16%
General staff women as a percentage of general staff:*	2002: 40%	2004: 44%	2006: 52%
General staff women represented in positions Level 8 and above:	2002: 9%	2004: 11%	2006: 20%

*Figures as at 31 March in the relevant year

Management positions in 2005

Faculty of the Sciences — four schools, all headed by men

Executive Dean: female
Associate Deans (three positions): female representation 33%
Award Coordinators (nine positions): female representation 11%
Faculty Manager (one position): female
Resource Coordinator (one position): male

Chairs of Board of Studies (four positions): female representation 0%

Executive Decision-making
Faculty Executive committee: five women (42%)
Summary: Chairs of Faculty Committees: six committees (50%)

Divisions

Academic women as a percentage of academic staff*:	2006: 44%*
Academic women represented in positions above Level C:	2006: 20%
General staff women as a percentage of general staff:	2006: 57%
General staff women represented in positions Level 8 and above:	2006: 32%

*Figures as at 31 March in the relevant year

* Longitudinal analysis between 2004 and 2006 is not possible as during the intervening period a number of positions formerly counted as general staff are now counted as academic.

Academic Division

(Dixson Library, Teaching & Learning Centre, Heritage Centre & University Archives, Residences)

Directors (four positions): female representation: 25%
(includes University Librarian, University Archivist)

Heads of residences (seven positions): female representation: 14%

Research Division

(Development Office, Research Services)

Directors/managers (two positions): female representation: 50%
(This takes into account the integration of Alumni Relations & Fundraising, and Industry & Community Development into the Development Office.)

Research Centres (outside faculties)

Directors (four positions): female representation: 0%

International Division

(International Office, Language Training Centre/English Languages and International Services, UNE Asia Centre, UNE Brisbane Centre,)

Directors/managers (four positions): female representation: 25% - 0%
(During the year a woman was replaced by a man.)

Resources Division

(Facilities Management Services, Finances, Human Resource Services, Information Technology, Marketing and Public Affairs, Student Administration and Services, Secretariat, Internal Auditor, Legal Officer)

Female representation among directors/managers (twelve positions): 25%
Assistant Registrars (two positions): female representation: 50%

Gender Representation on UNE Committees – Summary Results for 2005

Committees	Total	Females	Females %	Males	Males %
UNE Council	64	28	43.75%	36	56.25%
University c'tees	137	54	39.13%	83	60.14%
Academic Board C'tees	120	49	40.83%	71	59.17%
Vice-Chancellor's Advisory c'tees	54	26	48.15%	28	51.85%
Vice-Chancellor's Ad Hoc c'tees	50	19	38.00%	31	62.00%
PVC (T&L)/Executive Director C'tees	6	4	66.67%	2	33.33%
Executive Director (Business) c'tees	18	7	38.89%	11	61.11%
Chief Finance Officer/Financial Services c'tees	26	6	23.08%	20	76.92%
Marketing & Public Affairs c'tees	21	16	76.19%	5	23.81%
Human Resource Services c'tees	26	13	50.00%	13	50.00%
Information Technology Directorate	8	4	50.00%	4	50.00%
Head of Residences c'tees	6	1	17.00%	5	83.00%
Faculty of Arts, Humanities & Social Sciences	78	34	43.59%	44	56.41%
Faculty of Economics, Business & Law	71	32	45.07%	39	54.93%
Faculty of Education, Health & Professional Studies	93	54	58.06%	39	41.94%
Faculty of The Sciences	74	24	32.00%	50	66.67%
OVERALL	852	371	43.54%	481	56.46%

An Overview of Equity Groups – Historical and Contextual Information

Representation of Equity Groups as at 31 March 2006

	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	40%	1.1%	23%	18%	8%	1.5%
External recruitment	40%	0%	35%	30%	7%	0%
Internal competitive appointment	41%	0%	7%	0%	17%	0%
Promotion	31%	0%	16%	12%	9%	0%
Separation	50%	2.3%	25%	17%	5%	2.3%

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

	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	59%	1.8%	7%	4%	7%	1.7%
External recruitment	71%	1.4%	8%	5%	5%	1.4%
Internal competitive appointment	42%	0%	15%	15%	4%	0%
Reclassification	75%	0%	13%	0%	25%	25%
Separation	60%	4.3%	16%	6%	14%	2.6%

Women

Representation of Women among Academic Staff, above Senior Lecturer, and among Tenured Staff at UNE 1999–2006

Women as a Proportion of:								
As 31 March	University-wide							
Year	1999	2000	2001	2002	2003	2004	2005	2006
Academic staff*	31%	31%	35%	36%	39%	40%	40%	40%
Academic staff above senior lecturer	11%	11%	11%	10%*	13.5%	17%	20%	21%

* excludes casuals

** (2001: 10.8; 2002: 10.4)

Representation of Women among General Staff, at HEO 10 and above and among Continuing Staff at UNE 1999–2006

Women as a Proportion of:								
As 31 March	University-wide							
Year	1999	2000	2001	2002	2003	2004	2005	2006
General staff	55%	54%	56%	57%	56%	56%	58%	59%
General staff HEO 10 and above	31%	30%	36%	39%	35%	35%	39%	25%

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 2006:			
	Indigenous employees*	Local government area of Armidale**	NSW government target for Indigenous Australians
Academic staff	1.1%		
General staff	1.8%		
All staff	1.2%	5%	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 82%.

** 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 following table shows Indigenous employment over the last seven years:

Figures as at 31 March	2000		2001		2002		2003		2004		2005		2006	
	Number*	Estimate & % of staff	Number*	Estimate & % of staff	Number*	Estimate & % of staff	Number*	Estimate & % of staff	Number*	Estimate & % of staff	Number*	Estimate & % of staff	Number*	Estimate & % of staff
Academic staff	1	1 (0.3%)	3	5 (1%)	2	3 (0.7%)	2	3 (0.6%)	3	4 (0.8%)	4	5 (1.0%)	5	6 (1.1)
General staff	8	13 (1.6%)	12	18 (2.2%)	16	22 (2.8%)	16	21 (2.7%)	15	20 (2.4%)	14	19 (2.3%)	11	14 (1.8%)

* Number responding to the EEO data survey

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)							Target*
	2000	2001	2002	2003	2004	2005	2006	2000	2001	2002	2003	2004	2005	2006	
Academic	25%	22%	23%	22%	23%	23%	23%	17%	14%	17%	17%	17%	17%	18%	19%
General	9%	7%	8%	8%	8%	8%	7%	5%	4%	5%	5%	5%	4%	4%	19%

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

** NSW government target FLOTE

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%	18%		
UNE–General staff	7%	4%		
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.)

People with a Disability and People with a Disability requiring workplace adjustment

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	8%	1.5%	12%	7%
General staff	7%	1.7%		

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

The overall objective of the EEO Management Plan¹ is to fully implement the University's

- commitment to equity in access to education and employment, equal opportunity and affirmative action
- promotion and maintenance of a high quality of life
- active recognition of the interests of our culturally diverse, Indigenous and international populations, and regional, national and global communities in all facets of university work

(Strategic Plan 2002-2006: University Culture and Values)

1. Broad Objective: To continue to promote equity principles and an inclusive work environment throughout the University					
	Strategic Action	Who will undertake the action	Timeframe for action	Outcome expected	Suggestions for operational activity during the life of the plan
1.1	Incorporate equity modules in mainstream in-house training programs	ODU, Equity Office	2003-2006	Managers and employees are trained in equity, diversity and affirmative action	Suggestions: (1) provide modules on equity, including information on sex-based harassment, flexible work practices, affirmative action, diversity and cross-cultural communication, conflict resolution, working with and managing people with a disability, and inclusive language (2) explore provision of on-line equity module
1.2	Provide guidance to managers dealing with grievances	ODU, Equity Office	2002-2006	Managers (including Heads of School) understand and implement equitable grievance handling processes	Suggestions (1) provide training modules on complaint handling and conflict resolution (2) develop procedures to guide managers/supervisors in complaint handling and conflict resolution and outline avenues for support
1.3	Include equity-related issues in induction processes for new staff	Director HRS or nominee, ODU	2003-2006	New staff are aware of the University's equity-related policies	Suggestions: (1) equity-related policies are provided to and discussed with new staff eg Sex-Based Harassment Policy & Procedures, Anti-Racism Policy and Guidance Material, and grievance/complaint procedures (2) explore provision of on-line equity module for new staff

¹ Under part IXA of the NSW Anti-Discrimination Act (1977) the University is required to have an EEO Management Plan. Equity Groups identified through the EEO Data Survey and reported upon annually to the NSW State Government agency, the Office of Employment Equity and Diversity (formerly the Office of the Director of Equal Opportunity in Public Employment (ODEOPE)), are women, Aboriginal people and Torres Strait Islanders, people whose first language was other than English, and people with a disability who require work-related adjustments.

1.4	Actively promote guidelines for appropriate computer use	Director, ITD	2003-2006	There is a high level of awareness of appropriate computer use in the workplace	Suggestions: emails are regularly posted on university notice boards and/or other options explored for reminding staff of their obligations in using computing facilities, i.e. that usage must be consistent with the declaration under rules for Computer Usage (03.1 Rules for the Use of UNE Computer and Communication Facilities), policies detailed in 1.2 above, and the University's Code of Conduct
1.5	Implement a Cultural Diversity training program	Equity Office, ODU, executive, deans, directors	2003-2006	There is a high level of cultural awareness among university staff	Suggestions: (1) incorporate training on cultural awareness and inclusive practices in mainstream training programs (2) develop a specific program for diversity training (3) explore and if appropriate implement online equity training
1.6	Include accountability for equity and affirmative action in relevant employment processes	University executive, deans, directors, supervisors	2003-2006	There is a high level of awareness of equity principles and strategies to enhance recruitment and career opportunities for members of equity groups	Suggestion: (1) accountability for equity and affirmative action is included in performance agreements/or GSPR processes for supervisors. This includes accountability for appropriate handling of grievance/complaint handling and conflict resolution (2) equity-related matters are explored in GSPR of all staff in accordance with level and responsibilities
1.7	Consider diversity in awarding honorary degrees; inviting speakers for graduation ceremonies; inviting distinguished visiting scholars	Vice-Chancellor, deans	2003-2006	A variety of role models are available to university staff and students	Suggestion: Ensure a diverse list of prospective speakers/distinguished visiting scholars is available by canvassing a range of academics including members of equity groups; access the AVCC Register of Women

2. Broad Objective: To increase recruitment and retention of equity groups taking into account the particular employment needs of the University					
	Strategic Action	Who will undertake the action	Timeframe for action	Outcome expected	Suggestions for operational activity during the life of the plan
2.1	Implement the Indigenous Employment Strategy 2003–2006	Indigenous Employment and Career Development Officer, deans, directors, supervisors	2003-2006	An increase in the number of Indigenous Australians employed and retained by the University	Suggestion: include membership of the equity group, Indigenous Australians, as a selection criteria for a number of positions to progress towards government targets (2% — or some 6 new positions) for Academic staff; further progress towards representation of the local population benchmark for general staff (4.6% of staff — some 14 new positions) during the life of this Plan. <i>(It is noted that positions at higher HEO levels, like academic positions, are likely to be drawn from a national employment pool.)</i>
2.2	Implement the Disability Action Plan, with particular focus on supporting staff members who have a disability	University executive, Director, FMS, deans, heads of school, directors, supervisors, Equity Office	2003-2006	An increase in the number of people retained by the University; a decrease in the number of complaints in relation to workplace adjustment registered with Equity Office	Suggestions: (1) establish a central fund for workplace adjustments to remove the onus for support from the work area (2) supervisors seek advice from the Equity Office in managing work place adjustments
2.3	Increase the number of women applying for positions in areas where they are under-represented	University executive, deans, heads of school, directors, supervisors	2003-2006	Improved gender balance through increased pool of female applicants in areas where they are under-represented (eg senior academic and general positions; schools and directorates in non-traditional areas)	Suggestions: (1) The head of school/director or other responsible person seeks to identify and, wherever possible, approaches three suitably qualified women inviting them to apply for positions. Shortlisting report includes confirmation of this process. (The AVCC Register of Senior Women (Academic Level C and above; HEO Level 10 and above) can be accessed by those responsible for approaching suitably qualified women) (2) invite women to apply for Chairs (3) explore options including the possibility of seeking exemption under the NSW Anti-Discrimination Act, to target positions for women in male dominated areas.

2.4	Improve the representation of equity groups among academic staff in areas where they are under-represented	Deans, heads of school, directors	2003-2006	Increased representation of equity groups	Suggestion: (1) use of identified academic cadetships, doctoral, post doctoral and teaching fellowships and/or scholarships as a way of providing greater opportunity for entry into an academic career for women and other members of equity groups (2) continue to explore alternative forms of delivery of 'Selecting the Best' to achieve wide coverage among academic staff; (3) The head of school/director or other responsible person seeks to identify and, where appropriate, approaches suitably qualified members of equity groups inviting them to apply for positions
2.5	Improve the representation of equity groups among general staff in areas where they are under-represented	Deans, directors, supervisors	2003-2006	Increased representation of equity groups	Suggestion: Use apprenticeships and traineeships to provide entry to non-traditional areas, including technical positions, for women and other members of equity groups; (2) The head of school/director or other responsible person seeks to identify and, where appropriate, approaches suitably qualified members of equity groups inviting them to apply for positions
2.6	Encourage members of equity groups to take up vacancies on decision-making bodies	University executive, deans, heads of school, directors, supervisors	2003-2006	A diverse cross-section of employees' views are heard	Suggestions: (1) include the statement 'The University supports the representation of all groups within the university community on university committees,' in any public announcement or invitation to nominate for committees/decision-making bodies (2) heads of school and supervisors personally approach and encourage the participation of members of equity groups (3) the disparate administrative/ representative workload occasioned by participation in university processes (eg membership of decision making bodies) is taken into account for women and members of other equity groups in workload discussions
2.7	Promote and support flexible work practices eg extend and promote support for flexible hours, job-sharing, fractional appointments and other flexible work arrangements	HRS including ODU, Equity Office, deans, directors, head of school, supervisors	2003-2006	As underpinned by legislative requirements, the workplace is inclusive and 'carer-friendly' and barriers to participation in employment for people with family responsibilities are removed	Suggestions: (1) university policy on flexible arrangements is included in appropriate training programs (eg HoS/management training, leadership programs) (2) awareness re rights and responsibilities in relation to work/family issues is promoted in HR forums, through Spokeswomen and EO Advisers (3) flexible work arrangements are articulated in EB agreements and are consistent with industry benchmarks and legislative requirements (4) a brochure detailing flexible arrangements is developed (5) guidelines are developed to assist managers in equitable handling of long leave (6) facilities for changing baby and breastfeeding are established in faculties

2.8	Encourage the development of workload formulas which take into account the needs of equity groups for academic staff in all schools; ensure workloads of general staff (including technical staff) are fair, realistic & commensurate with contracted hours	Deans, heads of school; directors, supervisors	2003-2006	Workloads are fair, and commensurate with contracted hours; workload allocation is transparent	Suggestion: heads of school develop workload formulas; supervisors assess/review workloads during GSPR (<i>It is noted that there is a disparate representation of equity groups at lower academic levels and workload issues may translate into an impediment to progression.</i>)
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3. Broad Objective: To promote the career advancement of equity groups

	Strategic Action	Who will undertake the action	Timeframe for action	Outcome expected	Suggestions for operational activity during the life of the plan
3.1	Encourage women's participation in all aspects of academic work, particularly research	Deans, Heads of School, directors, Equity Office	2003-2006	More women achieve senior levels through internal promotion	Suggestions: (1) time release for women's participation on committees (2) workshop for women on mapping career in advance of promotion (3) investigate a category of IRG titled 'New Start' for women resuming the research aspect of their academic career (4) include women in research succession (5) develop and implement research mentoring program (6) conduct a survey to ascertain the level of support received by women, particularly early career academics (7) heads of school/directors assist in the selection of a mentor for every female academic staff member at level C and below, where the need or desire is identified (eg through discussion at induction or Goal Setting processes)

3.2	Encourage members of other equity groups to develop all three aspects of academic work: Teaching, Service and Research	Deans, heads of school, directors	2003-2006	More equity group members are successful in promotion processes and/ or faculty and Internal Research Grants allocation	Suggestions: (1) include equity group members in research succession (2) mentoring program, including research mentoring (3) assist with applications for promotion
3.3	Promote career enhancing strategies (including training and staff development) for academic women	Deans, heads of school, Equity Office, ODU, directors	2003-2006	Women increase participation in study leave and research activity	Suggestions: (1) develop and implement mentoring programs as appropriate (2) provide formal opportunities to act at higher levels (recorded and recognised for promotion purposes) (3) time release for research for early career academic women (4) workshop for women on mapping career in advance of promotion (5) study leave options for people with family responsibilities are discussed
3.4	Promote career enhancing strategies (including training and staff development) for general staff women	Directors, supervisors, deans, heads of school, Equity Office, ODU	2003-2006	Increased number of women are successful in internal competitive appointment and take opportunities to act at higher levels	Suggestions: (1) develop and implement informal mentoring program for women (2) opportunities for formal study at both undergraduate and postgraduate levels identified through Goal Setting and Performance Review process (3) participation in programs eg the Spokeswomen's Program, Public Sector Management, AVCC and ATEM conferences and training programs (4) provide opportunities to act at higher levels
3.5	Language and other appropriate training for people whose first language is other than English	Deans, heads of school, directors, supervisors, Equity Office, ODU	2003-2006	Staff members whose first language is other than English receive assistance in improving language skills as appropriate	Suggestions: (1) support to participate in LTC classes, use LTC editing service and/or participate in Skillmax programs, as appropriate (2) heads of school/directors assist in the selection of a mentor for each new FLOTE staff member to advise and assist, as necessary or relevant, where the need or desire is identified (eg through discussion at induction or Goal Setting processes)
3.6	Provide targeted development opportunities for equity group members	ODU, Indigenous Employment and Career Development Officer, deans, directors, Equity Office, ODU	2003-2006	Equity groups members take full advantage of university training and development opportunities	Suggestions: (1) dedicated programs are offered to equity groups as required (2) access to training programs for staff members with a disability is ensured

3.7	Targeted development opportunities are provided for equity group members of technical staff	Deans, directors, Equity Office, ODU	2003-2006	Equity groups members have access to appropriate training and development opportunities	Suggestions: (1) 'scholarships' are offered to equity group members to attend external training (2) appropriate technical training is provided on campus
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Approved vc: 8th October 2003

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