

## EQUAL EMPLOYMENT OPPORTUNITY

The University is committed to attracting, rewarding and retaining staff of outstanding quality and international standing, by removing barriers to employment and supporting equal participation of equity target groups. The Staff and Student Equal Opportunity Unit supports this goal through policy development, affirmative action programs, training and education, and monitoring and reporting on equal opportunity outcomes. The report below outlines initiatives undertaken in 2010 to eliminate discrimination and promote equity in employment.

### HARASSMENT AND DISCRIMINATION PREVENTION

In 2010 the University continued to support staff training to promote a positive workplace and prevent and address harassment and discrimination. It also continued to use EOnline, an interactive professional development program that includes material on harassment and discrimination prevention and other aspects of positive equal opportunity practice. In 2011 the University will continue to use EOnline and, through the Equal Opportunity Practitioners in Higher Education group, inform further development of EOnline modules.

The University's harassment and discrimination resolution procedures were reviewed in 2010 to include its residential colleges, and to provide simpler and more accessible resolution procedures. Students and staff also now have a range of contacts available if they need assistance.

### INDIGENOUS EDUCATION AND EMPLOYMENT

#### Indigenous education

The University sought to strengthen strategies for promoting Indigenous education through its Indigenous Education Advisory Committee in 2010. The committee aims to incorporate Indigenous perspectives in teaching and learning, and research on Indigenous welfare and health issues.

The Work Slate Review of Indigenous Education was completed in August 2009 by an external panel of Indigenous academic leaders, and in 2010 the University finalised its response. One of the key recommendations was the appointment of a senior person with responsibility for Indigenous affairs: the new position of Deputy Vice-Chancellor (Indigenous Strategy and Services) was announced at the end of 2010 with a view to the successful applicant commencing in early 2011.

#### Indigenous employment

The Indigenous Employment Strategy, drafted in 2010 and managed by the Staff and Student Equal Opportunity Unit, is designed to support Indigenous Australians through employment at the University to launch and develop their

chosen careers. It encompasses a range of initiatives including cadetships, apprenticeships and traineeships as well as general employment opportunities.

The Broken Hill University Department of Rural Health, together with the University of Sydney's Indigenous Employment Strategy, established a three-year Indigenous Academic Traineeship Program pilot. Based in Broken Hill, the program aims to ensure that Indigenous people in rural or remote areas seeking an academic career are not disadvantaged by living in that area. The current trainee is enrolled in a Graduate Diploma in Public Health at Broken Hill.

### SUPPORTING WOMEN IN THE WORKPLACE

In March 2010 the University was recognised for the seventh consecutive year as an Employer of Choice for Women by the federal government's Equal Opportunity for Women in the Workplace Agency (EOWA).

In 2010, the University pursued several initiatives to support its efforts to attract and retain female staff.

- The University awarded four Thompson Fellowships in 2010. These provide academic employment opportunities for women at Levels C and D and prepare them for roles at Levels D and E, where they remain significantly underrepresented. Four Brown Fellowships were also awarded. Open to University researchers whose careers have been interrupted by sustained primary caring duties, they aim to assist recipients to re-establish or enhance their academic research credentials.
- In 2010 the Staff and Student Equal Opportunity Unit developed a 'Welcome to Women' orientation program, providing information particularly relevant to new female staff.
- The Women in Leadership program was well attended in 2010. It fosters the professional development of women who aspire to, or are in, leadership or management roles at the University, inviting guest speakers to share their career highlights and how they have negotiated barriers to female achievement.
- Several events were held to mark International Women's Day 2010, including a morning tea hosted for female staff by the Chancellor and the Vice-Chancellor and addressed by Heather Gordon from EOWA.
- The University participated in the Group of Eight Human Resources Directors Staff Equity Subcommittee, which developed the paper *Consideration of merit relative to opportunity*. It is anticipated that the paper will be widely used as a guide across the University and in other Group of Eight universities.

- In response to feedback from senior female staff, the University organised a professional development program for women on negotiating and influencing skills. Recognising the need for more women at Levels E and D and at Level 10 and above, the program targets women at the levels immediately below these.
- The Faculty of Economics and Business has a Gender and Diversity Committee, which became a permanent subcommittee of the faculty executive to advise the dean on policy and oversee initiatives, such as an equity scholarship awarded for the first time in 2010. An Appropriate Behaviours Workshop for academics at associate professor and professorial level began this year, as did a new mentoring program.
- The Faculty of Science offers fellowships to assist parents with substantial childcare responsibilities to travel to and attend conferences in their field. The faculty's re-entry fellowships provide women with either teaching relief or research funds in their first year back at work after maternity leave (male candidates are also eligible). Three were awarded in 2010.
- The Women in Science Project – sponsored by the Faculty of Science and including consultation with the faculties of Veterinary Science and of Agriculture, Food and Natural Resources, and the School of Medical Science – supports women in senior academic roles in science. Begun in 2008, the project was continued in 2010, when a seminar series for women in science was also initiated.

#### **SUPPORTING PEOPLE WITH A DISABILITY**

The University's Disability Action Plan 2006–2010 details strategies designed to ensure the equitable participation of people with a disability in education and employment. The University's website, other publications, services, buildings and facilities continued to be upgraded throughout 2010 to improve accessibility.

The first two Laffan Fellowships for researchers with disabilities were awarded in 2010. They provide teaching relief or technical support, allowing researchers to focus on re-establishing or enhancing their careers.

The University employs two staff members with moderate intellectual disabilities, continuing in 2010, with the assistance of Jobsupport, a government-funded employment service.

Meanwhile, Sydney Law School's Professor Ron McCallum AO was appointed Chair of the United Nations Committee on the Rights of Persons with Disabilities for 2010, and in November 2010 was named NSW Senior Australian of the Year for 2011. Professor McCallum was dean of the faculty between 2002 and 2007, and the first totally blind person appointed to a full professorship at an Australian university.

#### **CULTURAL AND LINGUISTIC DIVERSITY**

The University's achievements and plans in relation to its linguistically and culturally diverse staff are detailed in the Multicultural Policies and Services Program report on pages 84 and 85.

## REPRESENTATION OF EEO GROUPS THROUGHOUT THE UNIVERSITY

The following tables show data for the previous three years on the representation of equal opportunity groups and the distribution of each group in academic and general staff subgroups.

### TRENDS IN THE REPRESENTATION OF EEO GROUPS – ACADEMIC STAFF

EEO TARGET GROUP		PERCENTAGE OF TOTAL ACADEMIC STAFF				
Academic staff	Benchmark or target	2007	2008	2009	2010	
Women	50	44	45	45	46	
Aboriginal and Torres Strait Islander people	2	0.6	0.9	0.6	0.7	
People whose first language was not English	19	11	9	6	5	
People with a disability	12	2	2	2	2	
People with a disability requiring work-related adjustment	7	0.3	0.1	0.4	0.2	

### TRENDS IN THE REPRESENTATION OF EEO GROUPS – GENERAL STAFF

EEO TARGET GROUP		PERCENTAGE OF TOTAL GENERAL STAFF				
General staff	Benchmark or target	2007	2008	2009	2010	
Women	50	62	64	63	63	
Aboriginal and Torres Strait Islander people	2	0.6	0.6	0.7	1	
People whose first language was not English	19	10	12	5	6	
People with a disability	12	2	2	2	2	
People with a disability requiring work-related adjustment	7	0.3	0.1	0.2	0	

## TRENDS IN THE DISTRIBUTION OF EEO GROUPS – ACADEMIC STAFF

EEO TARGET GROUP	DISTRIBUTION INDEX*				
Academic staff	Benchmark or target	2007	2008	2009	2010
Women	100	78	79	80	80
Aboriginal and Torres Strait Islander people	100	n/c	n/c	n/c	n/c
People whose first language was not English	100	75	92	96	97
People with a disability	100	133	111	100	100
People with a disability requiring work-related adjustment	100	n/c	n/c	n/c	n/c

## TRENDS IN THE DISTRIBUTION OF EEO GROUPS – GENERAL STAFF

EEO TARGET GROUP	DISTRIBUTION INDEX*				
General staff	Benchmark or target	2007	2008	2009	2010
Women	100	92	95	94	94
Aboriginal and Torres Strait Islander people	100	n/c	71	77	83
People whose first language was not English	100	88	97	96	98
People with a disability	100	106	96	97	101
People with a disability requiring work-related adjustment	100	n/c	n/c	n/c	n/c

n/c distribution index not calculable due to the small number of staff in the indicated EEO group

**Notes**

Data as at 31 March 2010.

These tables exclude casual staff. The data shows a marked difference between 2008 and 2009 in the percentages of people whose first language was not English. This relates to a change in the human resources information system used by the University.

A distribution index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values of 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, the lower the index. Values of greater than 100 indicate that the EEO group is less concentrated at lower salary levels.