



University of South Australia

EQUAL OPPORTUNITY FOR WOMEN IN THE WORKPLACE

COMPLIANCE REPORT

2001/2002

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Organisational Details

Name of reporting organisation **University of South Australia**

Organisation's ABN **37 191 313 308** Total number of employees **2048**

Major business (earning) activity **Higher Education**

Which organisations are you reporting on? **University of South Australia**

Who is the ultimate responsible company (parent) for your organisation?

University of South Australia

Have any of the companies you reported on last time changed their name or ceased to operate?

No

CEO's details **Professor** First name **Denise**

Family name **Bradley**

Job title **Vice Chancellor**

Contact person's details **Ms** First name **Shard**

Family name **Lorenzo**

Job title **Deputy Director, Human Resources**

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I certify that this report is a true and accurate record of the development and implementation of the equal opportunity for women in the workplace program.

Signature Chief Executive Officer
(Insert electronic signature or type name)

Print Name **Professor Denise Bradley**

Company Name **University of South Australia**

Date

Internal EOWA use

EOWA internal reference number	
ANZIC code	

Equal Opportunity for Women in the Workplace

Compliance Report 2001/2002

Introduction

The University of South Australia was established in 1991 and has grown to become the State's largest university with over 26,000 students, 2,000 staff and six campuses. Students study either on campus, offshore, or by distance education. The University is a national leader in collaborative industry research, has been recognised nationally for the quality of its community service and has South Australia's largest intake of international students. The University of South Australia is the fifth largest provider of education to international students among all Australian universities. The University is a Foundation member of the Australian Technology Network (ATN) and the Global University Alliance (GUA). The ATN is a powerful union of five leading Australian universities sharing a heritage of working with industry and a united vision for the future. The GUA is an alliance of ten prestigious universities which offer students from around the world an extensive portfolio of higher education awards by means of the Internet.

The University of South Australia has embraced a strong commitment to equity from its foundation in January 1991 and this commitment is enshrined in the University's Act of Establishment. Equity considerations have been integrated into all aspects of the University's planning, quality assurance, reporting and review processes and into its core areas of teaching and learning, research, consultancy and community service.

Affirmative action is the process of eliminating direct and indirect discrimination whilst setting in place positive steps to overcome the current and historical lack of equal employment opportunity for women. To establish a program to achieve this the University of South Australia has instituted support systems to enable the analysis of statistics and the investigation of issues. The integration of affirmative action was mainstreamed into the University's strategic planning process in 1996. The University of South Australia developed a three-year equal opportunity for women in the workplace plan and this is reviewed annually. This plan is strongly supported at the senior management level. The overall responsibility for the development and implementation of the plan resides with the Deputy Director: Human Resources. The responsibility for the day-to-day management of the plan and associated actions is undertaken by the Equity, Diversity and Workforce Strategy Team in the Human Resources Unit. This team manages, develops, implements, monitors, evaluates and revises the University's equity and diversity programs and policies.

The University has received recognition for its affirmative action strategies with the presentation of three best practice awards in accordance with the Affirmative Action (Equal Opportunity for Women Act) 1986:

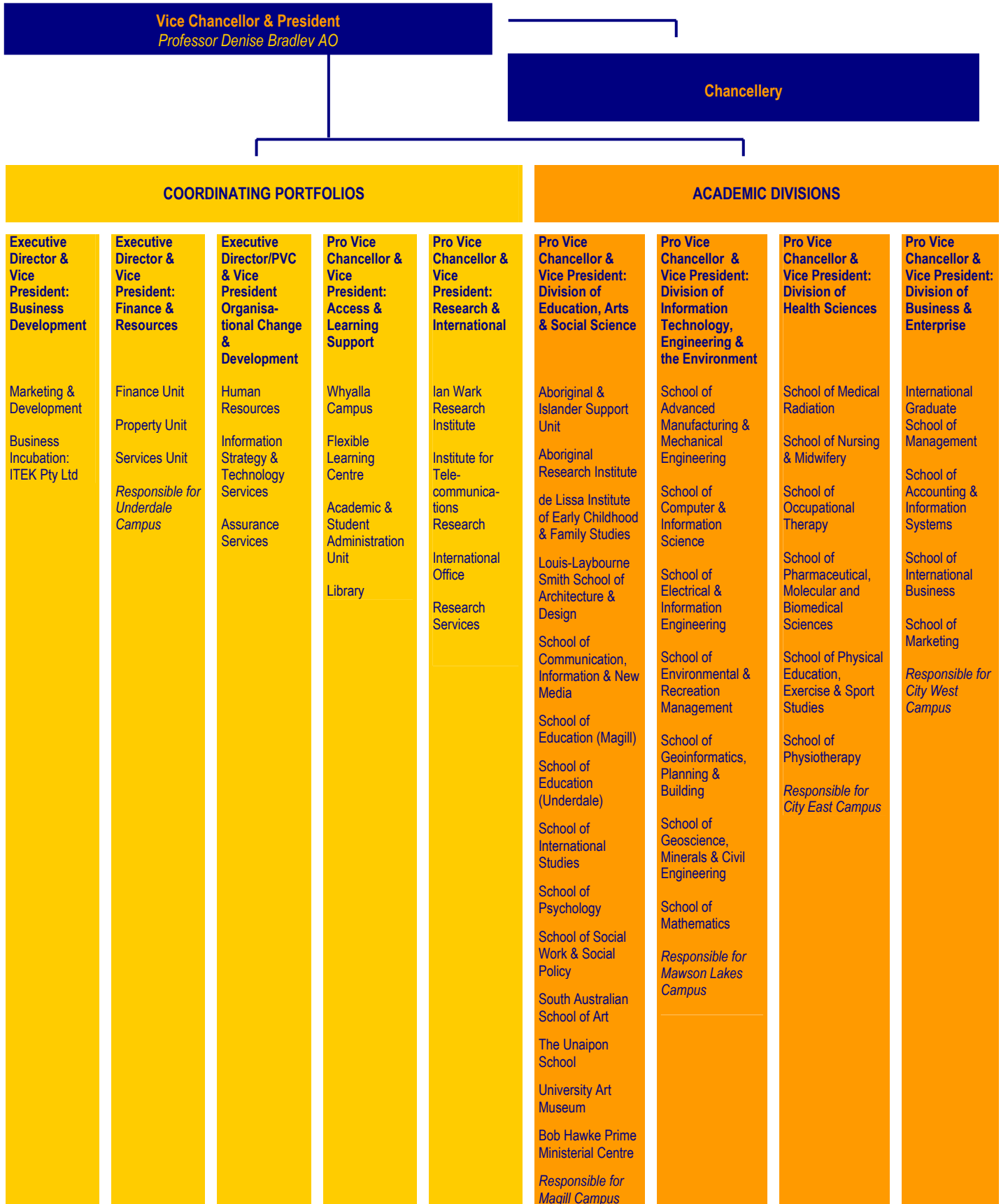
- Australian Chamber of Manufacturers for best report, 1996
- Australian Industry Group for best practice achievements, 1997
- Affirmative Action Agency in recognition of industry best practice, 1998

The University of South Australia has undergone significant restructuring in recent years. The current structure is outlined on the next page.



University of South Australia

Senior Academic & Administrative Structure



1. Workforce profile 2001

University of South Australia Workplace profile for 31 March 2001

<i>Occupational classifications</i>	<i>Continuing staff</i>				<i>Contract staff</i>				<i>Totals</i>		
	<i>Full-time</i>		<i>Part-time</i>		<i>Full-time</i>		<i>Part-time</i>		<i>Total</i>		<i>Grand Total</i>
	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	
Vice Chancellor					1				1	0	1
Pro Vice Chancellors					2	5			2	5	7
Executive Directors						1			0	1	1
Academic Senior Administrators		2			1	3			1	5	6
General Senior Administrators		4			1	5			1	9	10
General Senior Managers	8	8			3	6			11	14	25
Academic Staff (T&R) Level E	6	23			2	12	1	4	9	39	48
Academic Staff (T&R) Level D	13	34	1		6	8			20	42	62
Academic Staff (T&R) Level C	63	87	1	1	34	54	8	8	106	150	256
Academic Staff (T&R) Level B	95	90	14	6	24	17	17	4	150	117	267
Academic Staff (T&R) Level A	11	8	2	2	21	13	23	9	57	32	89
Academic staff (Research) Level E						2		2	0	4	4
Academic staff (Research) Level D		1				6			0	7	7
Academic staff (Research) Level C	3	6			3	2		3	6	11	17
Academic staff (Research) Level B	1			1	7	15	2	8	10	24	34
Academic staff (Research) Level A	1	2			15	31	19	11	35	44	79
General staff Level 10								1	0	1	1
General staff Level 9	13	14	3		5	8	1	1	22	23	45
General staff Level 8	23	20	2	2	17	15	6	1	48	38	86
General staff Level 7	43	32	4		17	11	6	1	70	44	114
General staff Level 6	55	50	11		36	20	5	4	107	74	181
General staff Level 5	64	45	10		31	22	16	2	121	69	190
General staff Level 4	110	51	28	4	61	27	27	4	226	86	312
General staff Level 3	48	63	28		28	15	18	1	122	79	201
General staff Level 2	1		9		2	2			12	2	14
TOTAL	558	540	113	16	317	300	149	64	1137	920	2057

2. Analysis of March 2001 Data

In March 2001 women comprised:

- 55% of UniSA staff
- 51% of all full-time staff
- 46% of academic staff
- 62% of general staff

One of only nine key performance indicators in the University's Corporate Plan is the percentage of women in senior positions within the University at Level D and above for academic staff and Level 10 and above for general staff. In March 2001, 24% of academic staff at Level D and above were women and 36% of general staff at Level 10 and above were women. In the national context the University of South Australia is progressive. Based on tertiary benchmarking data for 2000, the percentage of general women staff at Level 10 and above places UniSA amongst the top ten universities in Australia and the percentage of senior academic women staff at Level D and above resulted in eighth ranking in a field of 39 universities.

Women occupy 9 Heads of School positions out of 28 (31%) at the University of South Australia.

Another Key Performance Indicator in the Corporate Plan is the percentage of academic staff with doctorates. In March 2001, women academic staff with doctorates numbered 86 out of a total of 301 (29%).

The workplace profile is included on page 5. University-wide and division and portfolio statistics are included at Appendix 5. There is a slight discrepancy in the totals between the workplace profile and those in Appendix 5 due to some fractional staff being recorded as both academic and general staff.

The issues for women in the workplace were identified through the following:

- Review of the workforce profile. As requested, a workforce profile as at 31 March 2001 is included (see page 5).
- Review of the academic promotion statistics and information gained through the participation of the Equity Officers in the academic promotion rounds at every level (Levels B to E).
- Review of the staff attitude survey. This was undertaken in October 1999 and all staff across the University were surveyed on a number of issues. The results were analysed by an external behavioural research group. From this a gender analysis was undertaken and there were found to be no significant differences between the attitudes of women and men.
- Feedback from the Senior Management Group as they monitor the implementation of University initiatives.
- Review of staff gender ratios. The Corporate Plan includes 10 Key Performance Indicators, one of which is staff gender ratios for academic and general women staff. This Key Performance Indicator includes targets for the following three years. These targets are reviewed annually by the senior management group and the University Council. The ratios are an indicator of the number of women as a percentage of total staff and as a percentage of staff at the senior levels; that is at Level D and above for academic staff and Level 10 and above for general staff.

- Consultation with women across the organisation through the University Women's Consultative Committee (UWCC). This group meets regularly and includes representation from all academic Divisions and supporting Portfolios.
- Issues identified by the Equity Officers from information collected through the complaint handling process.
- Information collected by the Equity Officers and the HR coordinators through committee work across the University.
- Information gained from employees through staff development activities.
- Information gained through exit interviews of UniSA employees.

Consideration of the seven employment matters

1. Recruitment and Selection procedures

Although women comprise 46% of the total number of academic staff, only 24% are at Level D and above. Women comprise 62% of the total number of general staff, but only 36% of the number of general staff are at Level 10 and above (see Workforce Profile, page 5).

- As is the case with other universities, UniSA finds it difficult to attract female staff into traditionally male dominated areas such as engineering and information technology, which contrasts with the over-representation of women in areas such as nursing and education. The academic Divisions that contain these male dominated disciplines provide strategies to address these issues in their workforce planning.
- External recruitment and internal merit-based appointment of women to senior positions has been insufficient to increase the representation of women at senior levels.
- Training in equal opportunity and recruitment and selection is available to all members of selection and promotion panels through the University's Equity Training and Development Program.

2. Promotion, transfer and termination of employment

- In the case of academic promotion, it is apparent by analysing statistics, through committee participation and anecdotally, that women have difficulty in gaining the requisite skills and standing for promotion to Level C and above.
- Of the 39 academic staff promoted in the 2001 round, 17 (44%) were women (Appendix 1).
- At UniSA, academic staff gain promotion via a rigorous academic promotion process. For general staff, advancement occurs either by reclassification of their position, or by applying for and gaining an advertised position.
- Staff (general and academic) identified ten factors for improvement by means of the Staff Attitude Survey conducted late in 1999 and the seventh was in the area of providing career opportunities.

3. Training and development

The University has five overarching policies which guide aspects of its staff development and programs:

- Study release – for all staff
- Staff study support – for all staff
- Professional development – for general staff
- Professional experience program (PEP) – for academic staff
- Assisted leave for higher degree study – for academic staff

The University currently provides a wide range of staff and leadership development initiatives, which are summarised as follows:

Formal institution-wide programs which target particular groups of staff:

- Women and Leadership program
- Australian Technology Network (ATN) Women's Executive Development program
- Study release and support for academic and general staff
- Workshops on academic promotion
- Contextual awareness raising program for senior staff
- Research grants program
- Induction activities for all staff
- Mentoring program for senior managers
- Programs delivered by the Flexible Learning Centre in areas of priority

Formal institution wide programs which target individuals across the University:

- Short course program in IT skills organised by the Library
- Short course program for skill development coordinated by the Human Resources Unit
- Short course program for skill development organised by the Library

Structured team learning:

- Teaching and learning innovation projects, including the Creating a Collaborative Learning Environment (CCLE) initiative
- Cross functional and cross institutional service improvement projects led by the Assurance Services Unit
- Implementation of new IT systems (for example the Medici Student Administration System and the Casual Administration System)
- School and unit team building, planning and review meetings
- School, unit and divisional improvement initiatives
- School administrators improvement program

Other individual and group staff development opportunities and activities:

- Individual development initiatives emerging from performance management discussions
- Work experience, job placements, secondments and higher duties
- Redeployment
- Conferences and seminars
- Workshops
- External short course programs
- In house lecture series (for example, Hawke lecture and working links programs)
- Development courses such as those offered by the Australian Vice Chancellor's Committee.

In 2001, 66 academic staff were granted **Professional Experience Program (PEP)** leave – 35 women (53%) and 31 men (47%). Although there is no significant difference in the numbers of women and men accessing PEP, women are not accessing PEP leave for interstate and overseas opportunities at the same rate as men. In 1994/95 a research project was undertaken to provide data and to identify reasons for the difference in access to PEP funding. This project demonstrates that there was a differential in accessing PEP funding for travel, confirming that women were not travelling nationally or internationally at the same rate as men. The research indicated that the reasons were mainly due to family responsibilities. Women staff reported that not only did they miss valuable opportunities to become known at the national or international levels, but they also were often recalled from PEP leave to assist with teaching and administrative duties. Women consistently reported that the benefit they derived from PEP was significantly lower than was reported by staff who had been able to travel and have an uninterrupted experience of PEP. As a result of these findings it was recommended that the support allowance claims associated with PEP funding should be broadened to include dependent care of aged parents and children. Under the University's current travel procedures staff members travelling on University business may be reimbursed for the cost of alternate dependent care in exceptional circumstances.

The University has a very successful **Women and Leadership Program** in place. This program offers a range of elements: workshops, mentoring and collegial groups. Around 300 women currently participate in the program, with a steady rise in the numbers since the inception of the program in 1996. Around 25 workshops are offered each year across a range of topics; there are around 100 pairs in the mentoring component and two collegial groups meet throughout the year. (See appendix 2). In addition, the Australian Technology Network Women's Executive Development (ATN WEXDEV) program offers senior women a range of opportunities including national seminars, mentoring, inter-institutional visits and senior executive placements.

In 2001, 71 applications for **Staff Study Support** were approved – 54 from women and 17 from men. In 2002, 53 applications were supported – 42 from women and 11 from men. (See table below).

Staff Study Support

	2001	2002
Women		
Academic	16	10
General	38	32
Total	54	42
Men		
Academic	6	3
General	11	8
Total	17	11
Total	71	53
% Women	76%	79%
% Men	24%	21%

In 2001, a total of 18 staff attended professional development conducted by the Australian Vice Chancellor's Committee, 17 women and 1 man.

AVCC professional development

	2001
Women	
Academic	5
General	12
Total	17
Men	
Academic	1
General	0
Total	1
Total	18
% Women	94%
% Men	6%

The Human Resources Unit offers professional development university-wide across a range of equity issues through the Equity Training and Development Program as well as on a needs or targeted basis.

All staff are expected to identify their professional development needs in the performance management process with their line manager. Participation in professional development activities is then negotiated with the manager.

4. Work organisation

The University's workforce, like that of many other institutions in the higher education sector, is characterised by both vertical and horizontal segregation by gender. Women staff are not proportionally represented at senior levels within the organisation.

Of the 2057 academic and general staff, (see Workforce Profile, page 5), 55% are women and 45% are men. There are higher numbers of women in the more traditionally female disciplines and professional areas:

- Division of Health Sciences – 64% (Appendix 5.8)
- Division of Education, Arts and Social Sciences – 62% (Appendix 5.5)
- Division of Business and Enterprise – 54% (Appendix 5.7)
- Access and Learning Support Portfolio – 67% (Appendix 5.3)
- Equity and Development Portfolio 74% – (Appendix 5.4),
- Chancellery – 81% (Appendix 5.9)

However there remains the ongoing issue of low numbers of women in non-traditional areas:

- Division of Information Technology, Engineering and the Environment – 31% (Appendix 5.6)
- Portfolios of Research and International Portfolio – 29% (Appendix 5.2)
- Resources Portfolio – 36%, (Appendix 5.1)

There are still low numbers of **women at the senior levels**. Of the 50 staff at the executive level (Workforce Profile, page 5), only 32% are women. In particular, of the 121 academic staff at Levels D and E, only 24% are women (Workforce Profile, page 5). In the female dominated Division of Health Sciences although women make up 62% of the academic staff, at Levels D and above only 43% are women (Appendix 5.8). In the traditionally male dominated Division of Information Technology, Engineering and the Environment, 19% of academic staff are women, but there are still no women at Level D and above (Appendix 5.6).

There are low numbers of **women with doctoral degrees** in comparison to men. Of the 301 academic staff members in the University with doctoral degrees, only 29% are women (Appendix 5). Higher numbers of women with doctoral degrees are generally found in the social science areas. In the Division of Education, Arts and Social Sciences and the Portfolio of Access and Learning Support, the numbers of women and men academic staff with doctoral degrees is roughly the same – 42% and 44 % respectively. However in the Division of Business and Enterprise, the proportion of women with doctoral degrees is 23%; in the Portfolio of Research and International the proportion is 29%; and in the Division of Information Technology, Engineering and the Environment only 10% of academic staff with doctoral degrees are women. In the Division of Health Sciences, only 44% of academic staff with doctoral degrees are women, yet women make up 62% of the academic staff. (See appendix 5.8).

The **Women on Committees policy** is monitored annually. In 2001, data was collected on 460 committees that met across the University. Of those committees, 259 (56%) met the policy with at least half of the committee comprising women. Of those 460 committees, 280 were selection committees, of which 58% met the policy.

Flexible work practices are in place at UniSA to assist staff to balance work and family commitments. A number of female staff access flexible working hours and negotiate part-time or job sharing arrangements. However, access to these practices depends on individual managers and there are still some sections of the University where staff find it difficult to access flexible working arrangements.

5. Conditions of service

From the results of the staff survey conducted late in 1999, the ten factors in which staff indicated the University was performing best were primarily those to do with the University's commitment to equity for staff and students. The top ten highest performing aspects are as follows, in descending order:

- Harassment-free working environment
- UniSA's commitment to reconciliation between Indigenous and non-Indigenous people
- Providing a safe work environment
- UniSA's commitment to equity for students
- UniSA's commitment to affirmative action
- Having access to flexible working arrangements
- Achieving my work area's goals/objectives
- Producing quality outcomes and quality services
- Understanding where my work area fits into UniSA
- Having the person to whom I report listen and respond to me.

The follow up survey will be conducted in September 2002.

The University of South Australia Academic and General Staff Enterprise Agreement includes a clause on flexible employment schemes (Clause 40). This clause states that, in certain specific circumstances and subject to managerial approval, staff of the University may participate in an alternative working pattern to that normally used. These alternative working patterns are available to assist in staff development, family need and the amelioration of the effects of redundancy. In addition, a number of voluntary flexible work arrangements offer opportunities for working fractional time.

The University includes in its enterprise agreements various leave provisions to enable employees to balance work and family responsibilities. They include:

- recreation leave
- long service leave
- sick leave
- maternity leave
- adoption leave
- parental leave
- partner leave
- carers leave
- dependent child leave
- special leave with pay
- special leave without pay
- cultural leave
- trade union training leave
- health and safety representative leave
- military leave

Analysis of data in relation to flexible working arrangements indicates that although there is a slow pick up rate in the 48/52 week work option, women are accessing this working option at five times the rate of men.

The University is highlighted in a case study as a best practice organisation in relation to family friendly work options in *Learn from the Leaders: Case studies in HR Best practice – 2000* (HRM Consulting Pty Ltd, Toowong Qld).

The University has produced guidelines for supervisors and staff on *Family responsibilities and flexible working arrangements: Guidelines for supervisors and staff*. A copy is included at Appendix 3.

All staff are able to access salary sacrificing for superannuation contributions, car leasing and car parking. In 2001, there were 576 staff accessing salary sacrificing, of which 357 (62%) are women.

The University's Equal Opportunity policies protect staff against unlawful discrimination on the grounds of sex, marital status, pregnancy, family responsibilities, sexuality, race, disability, political or religious belief, or age. The University is currently reviewing all equal opportunity and anti-discrimination policies and grievance procedures.

The University of South Australia has in place a *Code of Ethical Conduct*, which applies to all staff. The Code establishes principles to be applied by all staff in their activities and behaviour and in particular requires staff to treat all colleagues with dignity and respect.

The University has in place an employee assistance program. The program provides all staff and their families with confidential, employer-funded assistance in the areas of work related or personal problems through personal counselling. In addition, the program provides critical incident debriefing and trauma counselling.

6. Arrangements for dealing with sex-based harassment

The University has equal opportunity and sexual harassment policies and grievance procedures which apply to all staff, students and contractors across all campuses. These policies are currently under review and are available on the University of South Australia website.

The results of the staff survey indicate that staff consider that the University is performing well in the provision of a safe and harassment-free working environment. The low number of complaints in relation to sexual harassment supports this. In 2001, the Equity Officers dealt with a total of 76 complaints from staff and students on a range of issues. Of those 76 complaints 2 (3%) were made by women staff concerning sexual harassment. The sexual harassment policy is currently being reviewed to ensure that it continues to address current issues.

The University's Equity Training and Development program offers staff a range of workshops designed to bring about an increased understanding of issues and challenges faced by people living in a diverse community. Discrimination and sexual harassment legal compliance and prevention training is offered on-line. This training option has been taken up by approximately 300 employees. Workshops are offered on demand on a range of topics including sexual harassment.

The University has a number of Equity Officers within the Human Resources Unit and a network of Equity Contacts across the University. Training for Equity Contacts is offered annually via the Equity Training and Development program. Staff with a complaint about unlawful discrimination or harassment may see an Equity Officer in the Human Resources Unit or an Equity Contact in their local area. Students have also been able to access both the Equity Officers and the Equity Contacts, however from the end of July 2002 students will be able to access the newly implemented Student Ombud Office.

The Human Resources Unit produces a number of publications on a range of equity issues, including sexual harassment and these are available either in hard copy or via the website.

7. Arrangements for dealing with pregnancy, potentially pregnant employees and employees who are breastfeeding

During the enterprise bargaining process in 2000, there was agreement that the University's family friendly policies should be formalised. One of the stated intentions of the Enterprise Agreement is that it enables employees with family responsibilities to participate in the University through various employment and support options which recognise issues affecting employees with family responsibilities.

The University's equal opportunity policy prohibits discrimination on the basis of pregnancy or potential pregnancy. The enterprise agreement provides comprehensive parental leave conditions and these include up to 12 weeks paid maternity leave. In 2001, 35 women took maternity leave and two have since left the University (a resignation rate of 6%).

3. **Prioritising the issues**

The following two areas have been identified as priorities:

- **Relatively low numbers of women at the senior levels, in particular at Level D and E for academic staff and Level 10 and above for general staff.**

This issue is a priority as it has continued to be an ongoing concern in our institution and across the higher education sector in general. The number of women at the senior levels does not reflect the number of women in the organisation, both general and academic. It is a concern that the skills and knowledge of women are not accessed at senior levels for the benefit of the University and that there is a limited number of women role models and mentors at a senior level.

- **Low numbers of women with doctoral degrees.**

Women with doctoral degrees continues to be an important consideration, as a doctoral degree is normally required for academic promotion beyond Level B. Many women have not had the opportunity to undertake higher degrees due to a number of factors including career breaks. This factor also makes the case for equivalence harder to argue and sustain. A number of disciplines in which women are dominant have only recently implemented doctoral programs, for example Medical Radiations, Occupational Therapy, Physiotherapy, Pharmacy and Adult Education.

4. **Actions**

Summary of actions undertaken during the reporting period (1 April 2001 to 31 March 2002)

- Four workshops on academic promotion were offered to women only, for women applying for Level B, Level C, Levels D and E and for Research only positions.
- Women and Leadership program is offered to all academic and general women staff, including a workshop and mentoring program. The report for 2001 is included at Appendix 2.
- Continuing implementation of performance management across the University ensuring this is a developmental process with a staff development component for all employees.
- Schools are encouraged to make higher degrees for women a priority for the Professional Experience Program.
- The Division of Information Technology, Engineering and the Environment (IEE) has implemented a scholarship to allow women to complete their doctoral degree. The scholarship provides funding to enable women to 'buy out' their teaching time for a period of six months. Four women in the Division have or will be completing their doctorate via this initiative. In this Division, 19% of academic staff are women, but only 10 % of staff with doctoral degrees are women.
- UniSA has reviewed the recruitment and selection policy and procedures. This policy and accompanying procedures are available on the University's website. Underlying principles in the policy include:

- Recruitment and selection will be guided by requirements of relevant legislation and the University's equity and diversity policies, strategies and initiatives and by its agreed priorities for developing a workforce profile that reflects the diversity and characteristics of the student population and the wider community;
 - All appointments will be made on the basis of careful and consistent application of the principle of merit.
 - Recruitment and selection processes will be conducted on the basis of fair and equitable treatment of all applicants.
- UniSA has reviewed the policies and procedures relating to academic promotion and these will be implemented for the 2002 round of promotions. Promotions committee chairs, members and executive officers receive training in the academic promotion process. The equity considerations are a major part of this training. This policy and accompanying procedures are available on the University's website.
 - The University Women's Consultative Committee has been reviewed and restructured to reflect the Divisions and Portfolios which make up the structure of the University. This Committee meets twice annually to consult on a range of issues with women representatives from across the university.
 - The Equal Opportunity for Women in the Workplace three-year plan was reviewed and updated in consultation with the University Women's Consultative Committee (UWCC).
 - The Employee Assistance Program (EAP) is currently being reviewed.
 - A brochure *Improving the workplace culture ... recognising and managing bullying* was developed and distributed to all staff. A training package has been developed and is currently being delivered.
 - An Equal Opportunity for Women in the workplace survey has been developed in conjunction with both Adelaide and Flinders Universities. The survey is based around the seven employment areas and brings in aspects of diversity so that analysis can be undertaken on whether women are experiencing higher incidents of discrimination in the seven employment areas outlined by the Agency. By having a survey that is common to all three universities in the state it will be possible to benchmark and find ways for cross-institutional endeavours. This survey will be piloted in two schools in 2002.
 - The network of Discrimination and Sexual Harassment Advisers has been reviewed and renamed Equity Contacts on the advice of the Equal Opportunity Commission of South Australia. The training for the Equity Contacts has been rewritten and conducted late in 2001 and early in 2002.
 - The Women and Leadership program is continually reviewed and offers new workshops in each series, based on the needs of the organisation and needs identified by female staff, both academic and general.
 - The equity training offered to chairs and panels of selection committees has been revised and delivered late in 2001 and early in 2002.
 - The University has employed an Indigenous Employment Officer with a specific focus on development and implementation of an Indigenous Employment Strategy.
 - A number of exit interviews were conducted in 2001. A range of workplace issues and strengths of the organisation were captured in these interviews. This information is used to guide future actions in relation to employment issues for women.

- A staff diversity survey was distributed to all staff. An analysis will be undertaken in 2002. This survey captures the following attributes of staff:
 - Cultural and linguistic background
 - Aboriginal and Torres Strait Islanders
 - Disability
- In 2001 members of the University's Senior Management Group were provided with information on the gender breakdown University-wide and within each Academic Division and Coordinating Portfolio. Pro Vice Chancellors and Executive Directors of these Divisions and Portfolios then provided strategies to address issues specific to women.
- A corporate induction program was implemented in 2001 and there is a comprehensive website on induction which is available and accessible to all staff. This includes elements of the University's equity policies and issues in relation to the management of a diverse workforce.
- A brochure *Pregnancy at work* has been prepared and will be distributed to all staff in 2002. The brochure clearly outlines that discrimination in the workplace based on pregnancy or potential pregnancy is unlawful.

5. Evaluation

Change within the higher education sector takes time, however comparison of the gender breakdown for University staff over the ten-year period since the University's inception has demonstrated significant achievements for women at the University of South Australia. The University was formed in 1991 and data is available from 1992 – 2002 (see appendix 6).

Over the past ten years (1992-2002) the total number of staff in the University has decreased from 2197 to 2064. However, the percentage of women has increased from 48% in 1992 to 54% in 2002.

In the same period of time, the number of staff at the senior levels (Level D and above and Level 10 and above) has increased from 146 to 181 (7% to 9% of the total number of staff). The percentage of women at these senior levels has increased significantly during this time from 17% in 1992 to 26% in 2002.

The academic promotion statistics for 2001 (Appendix 1) show an increase in the number of women as a percentage of academic staff promoted. In 2000 40% of academic staff promoted were women. In 2001, of the 39 academic staff promoted, 17 (44%) were women.

One of the Key Performance Indicators in the Corporate Plan is the number of women as a percentage of full-time equivalent staff. From 2001 to 2002 there was a slight decrease in the percentage of women academic staff at all levels from 44% in 2001 to 42% in 2002. The percentage of academic women staff at Level D and above showed a slight decrease from 24% to 23%. The percentage of women general staff at all levels remained the same at 61% and at Level 10 and above increased significantly from 33% to 38%. (From Corporate Plan 2002).

Within an analysis period of 12 months from 31 March 2001 to 31 March 2002 there was an increase from 86 to 87 academic women staff with doctoral degrees. Any significant increases in the numbers of academic women with doctoral degrees, resulting from recent actions taken, will not be evident for some years due to the length of time required to complete a doctoral degree part-time (6 to 8 years).

6. Future Actions

- Trial the EOWA survey which has been developed in collaboration with Flinders University and The University of Adelaide. The results from this survey will provide direction for action in the relevant academic schools.
- Distribute the brochure *Pregnancy at work* to all staff and provide any required follow-up training.
- Provide training for staff to support the recently released brochure *Improving workplace culture ... recognising and managing bullying*.
- Expand workforce strategy and planning activities to collect and analyse information about the barriers to increasing the number of women at senior levels and develop strategies to target these barriers.
- The University's visionary document *Blueprint 2005* includes significant changes to the physical aspects of campuses to improve the working and learning environment of students and staff. The Human Resource Unit is working collaboratively with the Property Unit to ensure that childcare facilities are sufficient and appropriate on all campuses as a result of the consolidation of staff and students on four rather than five metropolitan campuses.
- Continuation of the Division of Information Technology, Engineering and the Environment scholarships to assist women in professional isolation to complete their doctoral degree.
- Continue to offer academic promotion workshops for women targeted to specific academic levels in 2001, (Level B; Level C; Levels D&E and Research only) with academic women presenters as role models for those applying for promotion.
- Ongoing research to ascertain why women are not progressing more rapidly to the senior levels. Information will be gathered through exit interviews, analysis of retrenchments and resignations, consultation through the University Women's Consultative Committee and reviewing national research in this area.
- Continue to extend the Women and Leadership program and focus on issues relating to leadership, research and scholarship.
- Promote the Australian Technology Network Women's Executive Development (ATN WEXDEV) activities. This will include follow-up professional development activities based on the SPIRT grant research project on Organisational Cultures, the Clare Burton Memorial Lecture and a leadership capabilities seminar for academic women across the ATN universities.
- Ongoing equity training for panels and chairs of selection committees and academic promotion panels.
- Undertake a review of the *Women at work: manager's guide to affirmative action planning* document and promote to managers across the University.
- Undertake a review of the Women on Committees policy.
- Review the Equal Opportunity Policy and Grievance procedures and the Sexual harassment policy.
- Review and update the Equal Opportunity for Women in the Workplace three-year plan.
- Develop and implement an Indigenous Employment Strategy.

- Monitor the uptake of the on-line program “Discrimination and sexual harassment legal compliance and prevention training” and promote the benefits of this training.
- Continue to expand and promote the Equity Training and Development program.
- Develop and promote a 2-day seminar for early women researchers.
- Monitor the 2002 academic promotion round to ascertain if the new criteria for promotion has impacted on the gender balance of successful and non-successful applicants.
- Undertake an analysis of the staff diversity survey and implications of managing a diverse workforce.
- Develop a discussion paper for managers on effective Performance Management processes that capitalise on the skills and talents in a diverse workforce.

7. Workforce Profile 2002

University of South Australia Workplace profile for 31 March 2002

<i>Occupational classifications</i>	<i>Continuing staff</i>				<i>Contract staff</i>				<i>Totals</i>		
	<i>Full-time</i>		<i>Part-time</i>		<i>Full-time</i>		<i>Part-time</i>		<i>Total</i>		<i>Grand Total</i>
	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	
Vice Chancellor					1				1	0	1
Pro Vice Chancellors					1	5			1	5	6
Executive Directors						2			0	2	2
General Senior Executive (Level 10 and above)	8	8			6	15	2		16	23	39
Academic Staff (T&R) Level E	7	22		1	3	18		3	10	44	54
Academic Staff (T&R) Level D	9	38	1		7	9			17	47	64
Academic Staff (T&R) Level C	63	89	5		43	54	4	5	115	148	263
Academic Staff (T&R) Level B	89	94	19	5	20	19	9	7	137	125	262
Academic Staff (T&R) Level A	16	9	3	1	12	15	17	9	48	34	82
Academic staff (Research) Level E					1	3		1	1	4	5
Academic staff (Research) Level D	1	1				4			1	5	6
Academic staff (Research) Level C	5	7			2	6		3	7	16	23
Academic staff (Research) Level B				1	5	14	4	2	9	17	26
Academic staff (Research) Level A	1	2			21	38	18	12	40	52	92
General staff Level 9	13	15	2	1	7	5		1	22	22	44
General staff Level 8	25	24	3	2	9	14	2		39	40	79
General staff Level 7	38	34	9		30	16	9		86	50	136
General staff Level 6	47	49	6		38	17	3	1	94	67	161
General staff Level 5	64	53	12	3	36	23	12	3	124	82	206
General staff Level 4	115	45	37	6	61	15	21	3	234	69	303
General staff Level 3	40	59	31	1	16	19	12	2	99	81	180
General staff Level 2	1		6		2	4	2		11	4	15
General staff trainee					1	2			1	2	3
TOTAL	542	549	134	21	322	317	115	52	1113	939	2052

NOTE: Casual staff are currently not included in the statistics. However, a Casual Administration System was implemented on 5 January 2002. This will allow us to provide data and an analysis of casual staff next year.