



University of South Australia

**EQUAL OPPORTUNITY FOR WOMEN IN  
THE WORKPLACE**

**COMPLIANCE REPORT**

**2004/2005**

# **EQUAL OPPORTUNITY FOR WOMEN IN THE WORKPLACE**

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**2004/2005**

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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 **2448**

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**

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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 2004/2005

### INTRODUCTION

The University of South Australia (UniSA) was established in 1991 and is now the State's largest university with approximately 32,000 students and almost 2,500 staff delivering programs over 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 making it the largest South Australian provider of education to international students.

The University is a foundation member of the Australian Technology Network (ATN). The ATN is a powerful union of five leading Australian universities working with industry with a united vision for the future.

The University of South Australia has had a strong commitment to equity from its foundation in January 1991 which is enshrined in the University's Act of Establishment. Equity considerations are integrated throughout the University's planning, quality assurance, reporting and review processes and into core areas of teaching and learning, research, consultancy, and community service. At the corporate strategic level, two statements outline the values of equity and diversity, and the process of reconciliation. The corporate plan incorporates goals in relation to organisational learning, including programs specifically for women and a key performance indicator of staff gender ratios for academic and general staff. Performance management plans for managers include a focus on leadership development of staff and the provision of opportunities for career development for women.

Affirmative action in Australia 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 address this, the University of South Australia has instituted support systems to analyse statistics and investigate the issues and has embedded affirmative action into the University's strategic planning process since 1996. The University of South Australia developed a three-year equal opportunity for women in the workplace plan, which is reviewed annually and is strongly supported at the senior management level. The overall responsibility for the development and implementation of the plan resides with the Director: Human Resources.

The University has been recognised nationally through major awards in 2003/2004:

- Equal Opportunity in the Workplace Agency (EOWA) Employer of Choice for Women in the Workplace in both 2003 and 2004
- award finalist in the large business category of the ACCI/BCA National Work and Family Awards, 2004
- the Vice-Chancellor, Professor Denise Bradley AO, was named as one of five finalists for the award of Leading CEO for the Advancement of Women
- the Vice Chancellor was named as one of the top 20 CEO's in Australia by BOSS Magazine.

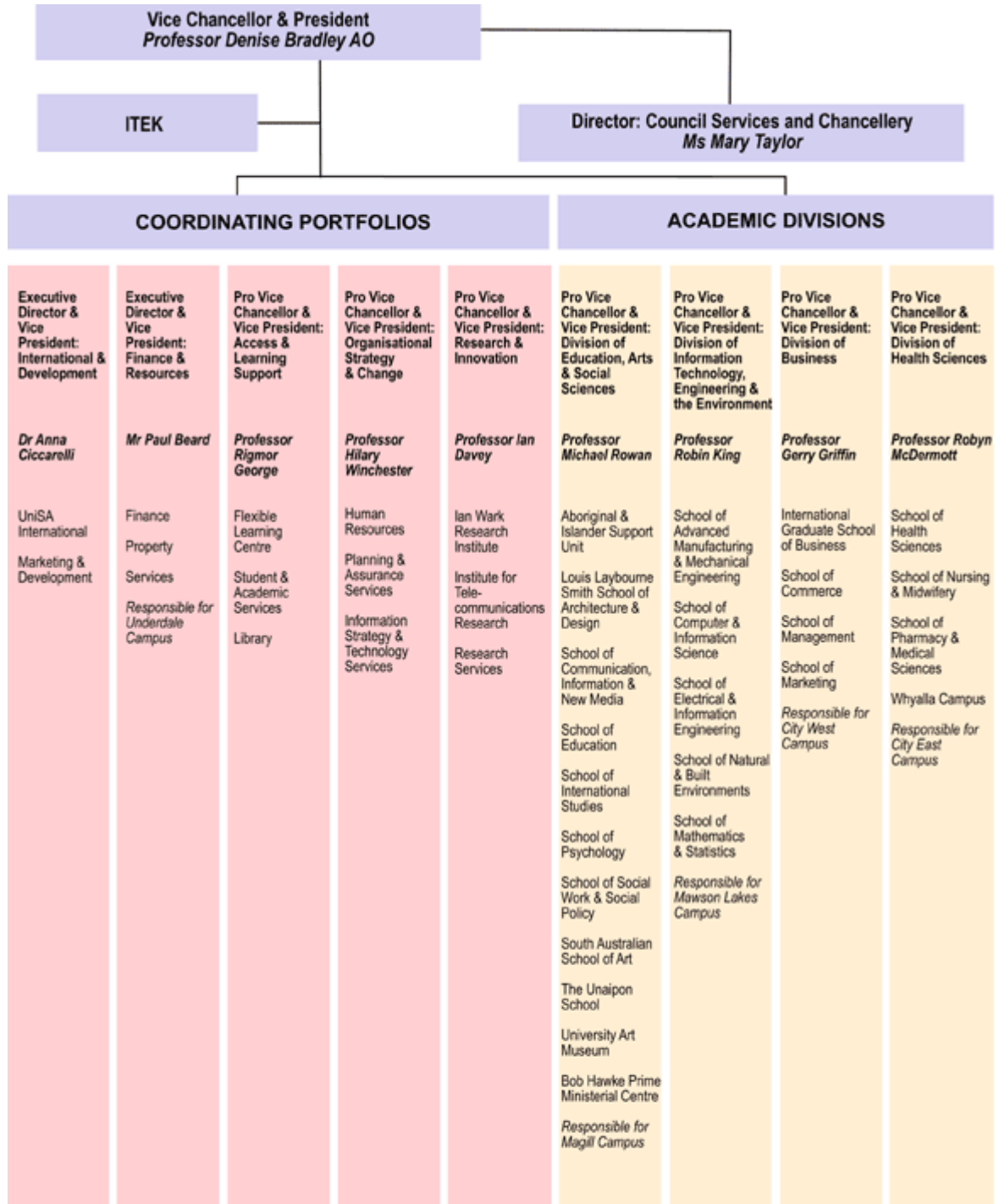
In previous years, the University has received recognition for its affirmative action strategies with the presentation of three best practice awards in accordance with the Affirmative Action (Equal Opportunity for Women Act) 1986:

- 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 current structure of the University is outlined on the next page.

# University of South Australia

## Senior Academic and Administrative Structure



January 2005

# 1. Workforce Profile 31 March 2004

Occupational Classifications	Continuing staff				Fixed-Term staff				Totals		
	Full-time		Part-time		Full-time		Part-time		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	
Vice Chancellor					1				1	0	1
Pro Vice Chancellors					3	4			3	4	7
Executive Directors					1	1			1	1	2
Academic Staff (T&R) Level E	11	29		2	6	23		2	17	56	73
Academic Staff (T&R) Level D	14	31	1		2	13	1		18	44	62
Academic Staff (T&R) Level C	67	85	5	2	43	51	3	3	117	155	272
Academic Staff (T&R) Level B	109	93	10	3	7	25	17	5	153	126	279
Academic Staff (T&R) Level A	18	12	7	4	15	13	19	4	59	33	92
Academic staff (Research) Level E		1				2		1	0	4	4
Academic Staff (Research) Level D	2	2	1			3			3	5	8
Academic Staff (Research) Level C	3	8		1	5	12	1	3	9	24	33
Academic Staff (Research) Level B	1				13	26	4	6	18	32	50
Academic Staff (Research) Level A		1	2		11	32	22	7	35	40	75
General Senior Executives (Level 10 and above)	8	4	1	1	6	16			15	21	36
General Staff HEO9	12	20	2		10	9		1	24	30	54
General Staff HEO8	34	33	6	2	14	11	4		58	46	104
General Staff HEO7	46	42	11		18	14	6		81	56	137
General Staff HEO6	54	67	12	1	28	12	9		103	80	183
General Staff HEO5	89	46	12	4	40	23	12	1	153	74	227
General Staff HEO4	132	45	44	4	56	18	29	3	261	70	331
General Staff HEO3	45	51	29		23	18	15	1	112	70	182
General Staff HEO2	2	1	6		1				9	1	10
General Staff HEO1					1				1	0	1
General Staff Trainees					5	4			5	4	9
<b>Grand Total</b>	<b>647</b>	<b>571</b>	<b>159</b>	<b>24</b>	<b>308</b>	<b>341</b>	<b>142</b>	<b>35</b>	<b>1256</b>	<b>971</b>	<b>2227</b>

## **2. Analysis of 31 March 2004 Data**

In March 2004, women comprised:

- 56 per cent of UniSA staff
- 51 per cent of all full-time staff
- 45 per cent of academic staff
- 64 per cent 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 2004, 27 per cent of academic staff at Level D and above were women and 42 per cent of general staff at Level 10 and above were women. This represents an increase of two per cent and five per cent respectively in the previous 12 months.

The University of South Australia is progressive in the national context. Based on tertiary benchmarking data for 2004, the general women staff percentage places UniSA on a par with the national average. The percentage of senior academic women staff at Level D and above resulted in eleventh ranking in a field of 42 universities. Women occupied six heads of school positions out of 21 (29%) at the University of South Australia which is an increase of four per cent from 2003.

Another key performance indicator in the corporate plan is the percentage of academic staff with doctorates. In March 2004, women academic staff with doctorates numbered 138 out of a total of 432 (32%). Of note is that in the Division of Information Technology, Engineering and the Environment, 47 per cent of the women academic staff have doctorates, and in the Portfolio of Research and Innovation, that number increases to 82 per cent of women academics.

Due to the confidential nature of the Staff Diversity Survey, the data on staff that identify themselves as being of Indigenous origin does not include the actual number of Indigenous staff and is only reflected as a percentage. This percentage for 2004 is 0.85 per cent as per information collected in the Staff Diversity Survey. In comparison the Human Resource Unit database percentage is much higher at 1.26 per cent, which is considered to be a more accurate reflection of Indigenous staff numbers. When matched against benchmarking information obtained from DEST data showing the average percentage of Indigenous staff across all Australian Universities as 0.75 per cent, the University of South Australia exceeds this average and continues to move closer to its commitment of achieving its target of two per cent.

The Workplace Profile is included on page 6. University-wide and Division and Portfolio statistics are included at Appendix 2. There is a slight discrepancy in the totals between the workplace profile and those in Appendix 2 due to some fractional staff being recorded as both academic and general staff.

### **ISSUES FOR WOMEN**

The issues for women were identified through the following:

- Review of the Workforce Profile. As requested, a Workforce Profile as at 31 March 2004 is included (see page 6). Additional statistical data University-wide and at the Division and Portfolio levels is included at Appendix 2.
- Review of the academic promotion statistics at every level (Levels B to E) (Appendix 1).

- Outcomes of the Staff Attitude Survey. Staff Attitude Surveys are conducted on a three-year cycle to identify work-life issues related to workplace culture and arrangements and the results are analysed by an external behavioural research group. Data from the 1999 and 2002 surveys have assisted the University to strengthen communication systems with staff across the organisation, to better recognise achievement and identify work impact issues for key segments of the University's workforce. The 2002 survey, for example, indicated that staff believed the University was performing well in the provision of flexible working conditions. Regular staff climate surveys have assisted University management in shaping a package of staff entitlements, including greater work flexibility for employees, for negotiation in Enterprise Bargaining. The gender analysis found that there was no significant differences between the attitudes of women and men. The survey will be conducted again in 2005.
- Feedback from the Senior Management Group as they monitor the implementation of University initiatives.
- Review of staff gender ratios. The corporate plan includes nine 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. The Senior Management Group and the University Council review these targets annually. 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.
- Information collected through the complaint handling process identified by HR Consultants, HR Coordinators and Equity Contacts.
- Information collected by HR Consultants and HR Coordinators through committee work and regular meetings across the University.
- Information gained from employees through staff development activities.
- Information gained through exit interviews of UniSA employees. These interviews are both by request and targeted.
- Evaluations of the University's Women and Leadership Program on a number of levels.
- Consultations across the University on the Equal Opportunity for Women in the Workplace Strategic Plan 2003–2005 due to be reviewed this year to ensure it continues to remain accurate.
- Negotiations for the University of South Australia Academic and General Staff Enterprise Agreement 2004 involved extensive consultation of employees on the quality of the working environment, and the need to ensure that working conditions take account of family responsibilities. The initiative of extensively increasing the provisions for family-friendly leave and flexible work arrangements was formulated in the management agenda before enterprise bargaining negotiations began and women staff were well-represented in these forums.
- The annual review of the Employee Assistance Program (EAP). The annual report from the EAP provider contains an analysis by gender. This review provides information on trends and issues University-wide and by Division and Portfolio.
- The Joint Consultative Committee allows the University an opportunity to regularly meet and work with each of the three unions representing University employees. This committee is also utilised to consult on matters that affect specific cohorts of staff, for example women.

- More than 300 women staff of the University registered for the Women and Leadership program. In the first series, 11 workshops were attended by 209 women. More than 75 women attended a Women and Leadership/Contextual Awareness seminar *Managing for success – balancing work and family life* and had an opportunity to hear from, and discuss issues with, the CEO of the organisation (the Vice Chancellor) plus senior academic and general women staff, on issues affecting women in the workplace. Two other seminars for women have also been held on the following topics:
  - Leading ideas: Senior women executives and the cultures of management
  - Leading ideas: Leadership on the line
- National and international trends, which are monitored by the participation of HR Consultants in the Equal Opportunity Practitioners in Higher Education Australia (EOPHEA), and Staff Development for Women (SDFW) networks.
- The University of South Australia is committed to improving the equality of opportunity and outcomes for staff and students with disabilities and encouraging all members of the University community to engage with, understand and respect differences and similarities among people.
- The University of South Australia demonstrates this commitment through the UniSA Disability Action Plan (DAP). In 1997, the University was one of the first organisations in Australia to implement a Disability Action Plan. During 2002/2003, the UniSA DAP underwent extensive review, followed by a broad consultation process and recently the Senior Management Group and Academic Board have endorsed the new plan to ensure the ongoing commitment continues and remains effective.
- The Women and Leadership Collegial group, which provides an open forum for discussion on issues affecting women.
- The *2004 Survey of Women who Accessed Maternity Leave*.
- Questions to the Human Resources Unit via the web page.
- The performance management process, which allows issues to be brought forward and addressed in a confidential, flexible, creative and tailored way. Issues of concern are provided to central HR to enable a strategic and university-wide approach.
- Regular staff meetings.

## **CONSIDERATION OF THE SEVEN EMPLOYMENT MATTERS**

### **1. Recruitment and selection procedures**

At the University of South Australia women comprise 45 per cent of the total number of academic staff and 27 per cent of academic staff at Level D and above. Women comprise 64 per cent of the total number of general staff and 42 per cent of general staff at Level 10 and above (see Workforce Profile, page 6).

As is the case at other universities and organisations it is challenging to attract female staff into the traditionally male dominated areas of engineering and information technology. This contrasts with the high representation of women in areas such as nursing and education. The academic divisions that contain these male dominated disciplines provide strategies in their workforce planning to address these issues. It must be taken into account that in these

disciplines the potential pool of applicants in the labour market (including internationally), and particularly at the senior levels, is limited.

External recruitment and internal merit-based appointment of women to senior positions has been successful at the Senior Management Group (SMG) level with 50 per cent of SMG comprising of women and 42 per cent of senior general staff (Level 10 and above) comprising of women. The most significant challenge for the University is recruiting women to senior academic positions, such as Head of School and research leadership positions e.g. Head of Research Institute or Centre.

Training in equal opportunity and recruitment and selection is available to all members of selection and promotion panels through the University's Human Resources Unit.

## **2. Promotion, transfer and termination of employment**

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.

In the case of academic promotion, women are applying in approximately equivalent numbers to the eligible pool and the statistical evidence demonstrates that once women apply for promotion they are successful, and in some cases, particularly at senior levels, they are more successful than their male colleagues. At UniSA, of the 40 academic staff promoted in the 2004 round, across Levels B to E, 13 (33%) were women (Appendix 1). Although this number may have been less than anticipated, 13, as a percentage of the number of women that applied was high. Women's success rate is good when they do apply.

This is consistent with research outcomes of a recent research project funded by the AVCC, "An Investigation of barriers to promotion for academic women staff in Australian universities", as described below.

A UniSA research team headed by the Pro Vice-Chancellor: Organisational Strategy and Change, Professor Hilary Winchester, and collaborating with the ATN WEXDEV Director Dr Colleen Chesterman, is investigating barriers to promotion for academic women staff at all levels and have collected information on academic promotion policies and statistics by gender from all Australian universities and are interviewing staff from selected universities to further investigate strategies and best practice. This research project is funded by the AVCC and the Colloquium of Senior Women in the Australian tertiary sector. Professor Winchester has presented these findings to the AVCC in May 2005 and will present the outcomes of this research at the Fourth European Conference on Gender Equality in High Education at the Oxford Brookes University in August 2005.

More female staff than male staff continue to leave the University (see table below) which is of concern and highlights the need for flexible working arrangements, employment conditions and career options to better support women in the workplace, which continues to be a priority for the University.

However, women have taken up development opportunities in higher duties and secondment at a much greater rate than males in the University. This may contribute to their professional growth and their success in winning positions outside the organisation.

### Staff Attrition Rate 2004 to 2005

<b>Staff</b>	<b>Continuing/ Fixed Term</b>	<b>Academic</b>	<b>General</b>	<b>Total</b>
Women	Continuing Fixed Term	12 63	61 52	73 115
<b>Women Total</b>		<b>75</b>	<b>113</b>	<b>188</b>
Men	Continuing Fixed Term	14 40	37 22	51 62
<b>Men Total</b>		<b>54</b>	<b>59</b>	<b>113</b>
<b>Grand Total</b>		<b>129</b>	<b>172</b>	<b>301</b>

### 3. Training and development

In 2004 the University continued to develop a more connected, all-encompassing framework for learning and development that connects an extensive array of induction activities, with a wide range of continuing development initiatives, in such areas as leadership and management, integrative work skills and building contextual awareness and knowledge of the organisation, its systems and processes. Within the framework is provision for individual learning, targeted mentoring programs, executive coaching, contextual awareness raising activities for senior staff, and occasional intensive group based learning opportunities. Female staff benefit from the range of learning and development opportunities offered across the University, including:

- Contextual awareness
- Induction
- Senior staff retreats
- Leading and managing change
- Preparation for university teaching
- Leading at the frontline middle management program
- Worksmart program
- Career management.

#### **Individual development**

Individual professional development is guided by the University's performance management framework and five major policies on:

- *Study release* — Study release available for all staff and is paid leave of absence to attend approved courses of study. This is normally a maximum of 6 hours per week and the course of study must be approved by the supervisor and agreed during performance management discussions.
- *Staff study support* — all staff (other than casual staff and staff on a contract of less than 12 months), who are undertaking an approved course of study in addition to their normal duties are eligible to apply for study support.

- *Professional development* — the Worksmart program is a suite of development activities designed for general staff at the University of South Australia. Utilising the expertise and knowledge of UniSA staff, along with external consultants and training providers, the WorkSmart program focuses on building capability to support school and academic administration; internationalisation; strengthening the organisation's capacity to facilitate peer learning; building the capability of the first line supervisors and middle managers; and career development.
- *Professional experience program (PEP)* — Professional Experience Leave is intended to provide for a period of professional development to the mutual benefit of an academic staff member and the University.
- *Assisted leave for higher degree study* — this scheme is designed to encourage academic staff in their pursuit of higher degree studies provided that those studies are consistent with the needs of the University.

All staff are expected to identify their professional development needs in the performance management process with their supervisor.

### **Staff study support**

In 2004, 69 applications for staff study support were received from both academic (10) and general staff (59) which is three more than for the previous period. Of those, 45 applications were from women (65%) and 24 (35%) from men. Staff study support provides for reimbursement of a percentage of costs associated with undertaking further study. In 2004 the reimbursement ranged from \$700 to \$3000 based on individual assessment of the applications.

There is also some individual sponsorship of delegates to relevant conferences, workshops, and AVCC leadership programs, as well as staff study support for general staff and the professional experience program for academic staff. Of special note is an initiative of UniSA's Division of Information Technology, Engineering, and the Environment whereby a sum of money is provided to release a woman academic staff member from teaching commitments for a period of six months to allow that person to complete her doctoral studies. To date, five women have accessed this initiative.

### **Women-only programs**

As one of the five Australian Technology Network universities the University of South Australia sponsors the Women's Executive Development program (ATN WEXDEV), which has operated as a program for senior general and academic women staff at the University of South Australia since 1996. Since then, ATN WEXDEV has moved from being a stand-alone program for senior women at the University of South Australia to being integrated into the ATN Women's Program at the University. The Organisational Learning and Development team within the Human Resources Unit is responsible for coordinating all aspects of the ATN Women's Program at the University of South Australia. The Human Resources Unit forms part of the Portfolio of Organisational Strategy and Change.

The ATN Women's Program at UniSA incorporates the following components:

- Women's Executive Development (WEXDEV) — for senior women at Level C and above for academic staff, and at Level 8 and above for general staff (since 1996). The program offers a range of opportunities including national seminars and conferences, mentoring, inter-institutional visits, and senior executive placements. For the past two years WEXDEV has

offered a two-day leadership development program for academic women. Each of the five ATN universities identifies and sponsors two academic women staff aspiring to leadership positions to participate.

- Women and Leadership Program (WAL) — for academic and general women staff at all levels (since 1996). The program began with the aim of assisting women staff to plan their professional development, develop appropriate skills and experience, develop their potential as leaders, and to provide a vehicle to support the achievement of the corporate key performance indicator for staff gender ratios. The program offers a range of elements: workshops and seminars, mentoring, and a collegial group. Workshops are offered each year across a range of topics; there are around 100 pairs in the mentoring component; and a collegial group meets throughout the year. There are a number of male mentors at senior levels in the program. Including male mentors ensures that they are also recruited as participants in the progress towards cultural change. With the embedding of staff equity and diversity into the human resource function, the program has been integrated within the Organisational Learning initiative. Since 1996 more than 500 women have participated in various elements of the program. The program is evaluated on a number of levels — informal feedback from participants, immediate post-workshop questionnaires, an annual feedback form, and a 2003 research project evaluating the program from 1996-2002.
- Indigenous Network — for Indigenous women, academic and general (since 1998).

In addition to the ATN Women's Program, the range of organisational learning and development activities, and access to the Australian Vice Chancellor's Committee (AVCC) programs on leadership, UniSA offers professional development university-wide across a range of equity issues through the Human Resources Unit as well as on a needs or targeted basis.

### **Senior Staff**

Among the more significant initiatives provided for senior staff is the extensive range of learning and development opportunities. The University's approach to leadership development involves a series of interlocking activities which recognises the relationship between individual, group and whole of organisation development. Features of these include:

- Individual or 'just-for-me' activities identified in the context of the performance management process. Senior staff attended a wide range of activities including management development programs provided by the Australian Vice Chancellors' Committee and the Mt Eliza Centre for Executive Education.
- Mentoring and coaching which offers individuals advice and support outside of, and as a supplement to the supervisory relationship. Coaching is provided for senior managers, heads of schools, deans, directors of units and divisional managers by a firm contracted for the purpose. A female coach is available for those staff who prefer to be coached by women.
- Contextual awareness-raising, which helps connect individual and collaborative learning with the institution's strategic initiatives.
- Collaborative or 'collegial' learning involving development initiatives undertaken with peers. This includes annual retreats for senior staff and regular collegial group meetings.

## 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 2227 academic and general staff (see Workforce profile, page 5), 56 per cent are women and 44 per cent are men. Appendix 2 lists the numbers and percentages of women both university-wide and by Division and Portfolio. There are higher numbers of women in the more traditionally female disciplines and professional areas:

- Division of Health Sciences — 66 per cent
- Division of Education, Arts and Social Sciences — 63 per cent
- Division of Business and Enterprise — 54 per cent
- Portfolio: Access and Learning Support — 74 per cent
- Chancellery — 82 per cent

The Portfolio of Organisational Strategy and Change comprised 47 per cent women and 53 per cent men. As this area includes Information Strategy and Technology Services, there remains the ongoing issue of low numbers of women in non-traditional areas:

- Division of Information Technology, Engineering and the Environment — 35 per cent
- Portfolio of Research and Innovation — 35 per cent
- Portfolio of Finance and Resources — 36 per cent.

### **Women at the senior levels**

Of the 46 staff at the executive level (Workforce Profile, page 6), 43 per cent are women. Of the 155 academic staff at Levels D and above, 27 per cent are women (Workforce Profile, page 6). In three of the four Divisions, the Workforce Profile reveals very similar employment numbers for both women and men. Additionally, in the Division of Education, Arts and Social Sciences, 58 per cent of women are at Level D and above. In the Division of Information Technology, Engineering and the Environment, which remains traditionally male dominated, 18.5 per cent of academic staff are women with only one at Level D and above (Appendix 2).

### **Women with doctoral degrees**

Of the 406 academic staff members in the University with doctoral degrees, 34 per cent are women (Appendix 2), which is the same as for the previous year. 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 academic staff with doctoral degrees is higher — 48 per cent and 50 per cent respectively. However in the Division of Business and Enterprise, the proportion of academic women with doctoral degrees is 34 per cent and in the Division of Information Technology, Engineering and the Environment 14 per cent of academic staff with doctoral degrees are women. In the Division of Health Sciences, 47 per cent of academic staff with doctoral degrees are women (Appendix 2).

### **Women participating in higher duties and secondment**

The number of women participating in higher duties and secondment is higher than for men. Of the 363 general staff who were on higher duties in 2004, 237 (65%) were women.

### **Flexible work practices**

Flexible work practices are in place at UniSA to assist staff to balance work and family commitments. Female staff are encouraged by their supervisors to access the flexible working hours scheme, and/or to negotiate part-time or job sharing arrangements.

An example of supporting staff with flexible work approaches exists within Transnational Support Services in the Division of Business (BUE) who manage travel and associated expenditure for academic and administrative staff travelling offshore to support the delivery of BUE transnational programs. Some of the 'special' entitlements that have been supported include:

- Contact with family via phone (every second day - or more in case of emergency)
- Child care payments - when requested & receipt provided
- Gifts for Caregivers (when family members or others provide childcare support while single parents are offshore)
- Support for payment of kennelling for pets - when requested & receipt provided
- 24/7 support provided by Travel Co-ordinator for staff who need to return home quickly due to emergency
- Time off in lieu for weekend work/travel time for administrative staff which may also include one or two 'rest' days on return from offshore travel (administrative staff)

## **5. Conditions of service**

Extensive staff consultation was undertaken prior to negotiations commencing for the Enterprise Bargaining process. Forums were held at each of the then six campuses and staff communicated issues and suggestions for inclusion in the negotiations through face to face meetings and email correspondence. Over 70 per cent of the staff who participated in forums were women which demonstrates the high priority for women to have a voice in determining workplace entitlements.

Large numbers of staff affirmed the quality of working conditions at UniSA and these included:

- flexible working arrangements
- challenging and diverse roles
- safe working environment
- opportunity for study release and
- the dynamic vision of UniSA and its supportive work environment.

This quality of working conditions is also reflected in the achievements of the University as it was awarded the Employer of Choice for Women citation by the Equal Opportunity for Women in the Workplace Agency in 2003 and in 2004, and was a finalist in the National Work and Family awards in 2004.

The University of South Australia (Academic and General Staff) Enterprise Agreement 2004 has a strong emphasis on life balance. New and updated clauses exist to increase the University's already excellent family friendly provisions. Listed below is a summary of inclusions in the new agreement.

### **Flexible work arrangements**

Flexible work arrangements include 48/52 weeks leave (with a number of variations ranging from 46/52 to 51/52), 4/5 year leave, job share (part-time staff are encouraged to apply for full-time positions and negotiate job share) and the use of flexi-time. 48/52 leave is a scheme to assist staff to take an additional 4 weeks leave (unpaid) over a 12 month period and have the salary spread over a 12 month period. 48/52 leave is a voluntary scheme for staff who are continuing or on a contract of more than 12 months. 4/5 year leave allows staff to take 12 months unpaid leave and the reduction in salary is spread over the five years.

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 option at a much higher rate than men. In 2004, of the 21 staff accessing the 48/52 week work option, 18 were women. One female staff member had committed to 4/5 leave. All general staff are able to negotiate with their manager to work flexible hours across the normal span of work hours (7 am to 7 pm), for example to start at 8 am and finish at 4 pm or start at 10 am and finish at 6 pm. Such arrangements are taken up at a very high frequency.

### **Overtime**

The overtime clause ensures part-time staff have the same rights as full-time staff when accessing overtime and also to ensure that any overtime is negotiated fully with the part-time staff member.

### **Family responsibility leave**

Employees are entitled to nine days of additional leave to provide for carer responsibilities, compassionate/bereavement, and other special personal circumstances. The new enterprise agreement defines family members for the purposes of accessing family responsibility leave as:

- child (including an adult child, adopted child, or step child)
- spouse or partner (including a same-sex partner, de facto spouse, or a former spouse)
- parent, parent-in-law, foster parent, or person standing in that place
- grandparent, grandchild
- a relative
- a member of the household
- member of a kinship group.

### **Access to sick leave for family responsibilities**

In addition to family responsibility leave, employees are entitled to access up to ten days of their accumulated sick leave each year for absences to provide care and support to family members.

### **Extra Recreation Leave**

In 2005, a voluntary scheme for the substitution of recreation leave loading for extra recreation leave was introduced. Staff who choose to participate in this scheme will receive four days leave in addition to recreation leave. In return for the granting of these additional four days leave, the staff member forfeits their entitlement to the payment of recreation leave loading. A total of 143 staff have chosen this option of which 92 (64%) are female.

## **Maternity/adoption leave**

A number of clauses in the University of South Australia Academic and General Staff Enterprise Agreement 2004 have improved the provisions of maternity/adoption/parental leave.

- *Pre-natal leave* — employees who are pregnant are entitled to one paid day each month to attend appointments associated with pregnancy.
- *Post-natal arrangements* — provides lactation breaks for employees who are breastfeeding. Clean and private facilities will be provided for this purpose.
- *Maternity/adoption leave* — employees who become pregnant are entitled to 52 weeks leave, which includes 16 weeks leave at full pay and 12 weeks leave at half pay (*increased from 12 weeks total*). The full 28 weeks paid leave may be paid in advance or taken as half pay for the entire period (that is: 44 weeks at half pay).
- *Phased in return to work* – an employee returning from maternity/adoption leave has the option of returning at a 60 per cent work pattern for a period of eight weeks. This employee will receive payment full time for the eight weeks.
- *Partner leave* — an employee who submits a certification of pregnancy for their partner, or for adoption will be entitled to ten days leave (*increased from 5 days*) to be taken as negotiated with their manager.
- *Child rearing leave* — in addition to all leave mentioned above employees are entitled to take 52 weeks of unpaid leave to care for a child of preschool age (up to 6 years). Additional leave may also be negotiated.
- *Unplanned cessation of parental leave* — allows provisions for when an employee's pregnancy terminates other than by the birth of a live child, or their child dies during the period of leave. The employee will be entitled to 16 weeks full pay leave (less leave already taken) and 12 weeks at unpaid leave. Further leave may be negotiated. Leave is also provided for the partner (10 days to a negotiated maximum of 4 weeks).

The University has produced guidelines for supervisors and staff on *Family Responsibilities and Flexible Working Arrangements: Guidelines for Supervisors and Staff* with an information brochure being distributed to all staff.

## **Salary Sacrifice provisions**

The Salary Sacrifice scheme includes:

- Motor Vehicle leasing
- Superannuation contributions
- Car Parking fees
- UniSA Administration fees
- Laptop, notebook or similar portable computers
- Briefcase, calculator or tool of trade
- Electronic diary or similar item
- Computer software for use in employment
- Protective clothing that is required for the employment of the employee
- Relocation expenses
- Membership fees and subscriptions – (professional journals and airport lounge membership)
- Taxis to and from work (at commencement and end of work)
- Financial advice.

In 2003, there were 978 staff accessing salary sacrificing, of which 529 (54%) were women. In 2004, this increased to 1470 staff accessing salary sacrificing and consisted of 810 (55%) women and 660 (45%) men.

The University offers special salary packaging to senior staff, and all have taken advantage of these packages.

### **Equal opportunity policies**

One of the University's basic commitments is that staff and students have the right to be free from unlawful discrimination or harassment while employed or undertaking study at UniSA. This commitment is clearly stated in its *Equal Opportunity Policy*: 'The University is committed to promoting equal opportunity in education and employment in recognition of the principles of equity and social justice and in conforming with the spirit and intent of equal opportunity and anti-discrimination legislation' (University of South Australia 1999).

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 current equal opportunity and anti-discrimination policies and grievance procedures at the University are the:

- Equal Opportunity Policy
- Anti-racism Policy
- Inclusive Language Policy
- Sexual Harassment Policy
- Diversity and Representation on Committees Policy
- Discrimination and Harassment Grievance Procedures (Academic and General Staff)

It is University practice to review all its policies on a regular cyclic basis. All the equal opportunity and anti-discrimination policies and grievance procedures have been reviewed in 2004. Specialist advice and expertise on policies was received from the SA Equal Opportunity Commission, WorkCover SA, the National Tertiary Education Union, UniSA's Student Ombud, the Unaipon School, UniSA's International Office, the University's Joint Consultative Committee, the Director: Human Resources and Senior Human Resource Consultants within the University. The policies were distributed to the wider University community for final consultation before ratification and approval by the University's Senior Management Group and University Council in 2004.

To ensure that staff are fully cognisant of the issues surrounding workplace bullying the University has produced a brochure containing concise information about this issue. The brochure is titled *Improving Workplace Culture... Recognising and Managing Bullying in the Workplace*. It has been distributed individually to all staff.

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.

### **Employee Assistance Program**

The University has an Employee Assistance Program (EAP). The provider of these services is Davidson Trahaire Corpsych. The program provides a confidential, employer-funded counselling service to staff and their immediate family members. The service is available to

assist staff to manage a range of problems that may impact on work performance and includes work stress and trauma, managing change, conflict, career planning, alcohol and drug problems, financial and legal problems. The importance of the program for women is demonstrated in the numbers accessing the service. In 2004, 84 women and 41 men accessed the service. In addition, the program also provides critical incident debriefing and trauma counselling.

## 6. Arrangements for dealing with sex-based harassment

The University has in place comprehensive equal opportunity and sexual harassment policies and grievance procedures. These policies and procedures apply to all staff, students and contractors across all campuses. As mentioned earlier these policies have been reviewed in the reporting period. The policies are available in print, and on the UniSA website [http://www.unisa.edu.au/hrm/policies/pol\\_alpha.htm](http://www.unisa.edu.au/hrm/policies/pol_alpha.htm) .

The results of the 1999 and 2002 staff surveys indicate that staff consider that the University is performing well in the provision of a safe and harassment-free working environment. The *Sexual Harassment Policy* has been reviewed and updated to ensure that it continues to address current issues. Grievances are dealt with under the revised *Discrimination and Harassment Grievance Procedures (Academic and General Staff)*.

On a regular basis the University's Human Resources Unit offers staff a range of workshops that are 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. Staff are encouraged to complete the training for their own benefit by gaining first-hand knowledge of the legislative requirements. New staff are expected to undertake the training during their probationary period. To date over 420 employees have accessed this training option.

The University has a network of 38 Equity Contacts across the University. The network comprises 30 women and eight men. These contact people are located on all campuses to provide a source of confidential and informed advice to staff or students on equity matters. They are thoroughly trained in the first instance, and are subsequently invited to attend follow-up training annually. The training is offered through the Human Resources Unit.

Staff with a complaint about unlawful discrimination or harassment have a range of people available to assist them to resolve the complaint. These include Human Resources Consultants located in the Human Resources Unit, Human Resources Coordinators located within the Divisions, or an Equity Contact located within their immediate workplace. Contact details are publicised widely, and may be found on the University's website at <http://www.unisa.edu.au/hrm/Equity&Diversity/Contacts.htm>. Students are able to access either the Equity Contacts or the Student Ombud Office.

The Human Resources Unit produces a number of publications on sexual harassment and sex-based harassment. These publications are easily accessible from the University website at <http://www.unisa.edu.au/hrm/Equity&Diversity/publications/Index.htm> and are readily available in print from the Human Resources Unit, as well as from many other distribution points on each campus.

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

The 2004 enterprise agreement enables employees with family responsibilities to participate in the University workforce through various employment and support options that recognise the issues affecting employees with family responsibilities and includes a range of additional family friendly initiatives (see page 12).

The enterprise agreement provides comprehensive parental leave conditions, including up to 28 weeks paid maternity leave. In 2004, 38 women took maternity leave and all remain employed by the University (a retention rate of 100 per cent, up from 96 per cent the previous year). This provision supports pregnant women's choices to remain at work until a date of their choosing prior to commencing maternity leave and assures them that they will not be treated less favourably as a result of being pregnant or breastfeeding.

The University's Equal Opportunity Policy prohibits discrimination on the basis of pregnancy or potential pregnancy. Publicity in the form of a brochure entitled *Pregnancy at Work* has been produced and distributed to all staff.

In 2004 the Human Resource Unit conducted a survey with women employees who had accessed maternity leave provisions. The project was designed to investigate the experiences of women employees utilising maternity leave provisions at the University. The purpose of this research was to identify good practice and areas for improvement and to recommend strategies to address areas of concern. (This is further detailed on page 24).

## **3. Prioritising the Issues**

The following two areas have been identified as priorities:

### **▪ Number of women in senior academic roles**

It has been a significant achievement for the University to achieve a 50 per cent composition of women on the Senior Management Group. A major challenge for the University remains attracting and retaining women to senior academic positions at Associate Professor and Professor level, and in the role of Head of School and responsible leadership positions. A further challenge for the University is the number of women in non-traditional discipline areas (e.g. women comprise only 19 per cent of academic staff in the Division of Information Technology, Engineering and the Environment).

### **▪ Numbers of women with doctoral degrees**

Of those academic staff with a doctoral qualification at UniSA, 34 per cent are women. As a doctoral degree is normally required for academic promotion beyond Level B, the number of women with doctoral degrees continues to be an important consideration for the University. Due to a number of factors, including career breaks and taking the role of primary care giver in families, many women have not had the opportunity to undertake higher degrees. Combined with this, a large number of academic women are located in disciplines that have only recently provided the opportunity of doctoral qualifications. Doctoral programs have recently been implemented in a number of disciplines in which women are dominant, for example Nursing, Medical Radiation, Occupational Therapy, Physiotherapy, and Arts.

## **4. Actions Undertaken**

### **SUMMARY OF ACTIONS UNDERTAKEN DURING THE REPORTING PERIOD (1 APRIL 2004 TO 31 MARCH 2005)**

#### **Review of the Equal Opportunity for Women in the Workplace Plan**

The University-wide Equal Opportunity for Women in the Workplace Strategic Plan 2003 – 2005 (Attachment 4) was reviewed and updated in order for it to remain a vital and reflective document. This strategic three-year plan is supported by localised action plans and implementation. The three-year plan, as well as compliance with the *Equal Opportunity for Women in the Workplace Act 1999*, is the responsibility of all managers throughout the University. Of particular significance is the introduction of the Corporate Workforce Planning Framework in 2003, which allows for these strategies to be embedded in workplace planning and decision-making. The Human Resources Unit provides valuable consultancy support for managers in the implementation of the plan.

#### **Academic promotions workshops**

Workshops on academic promotion were conducted for relevant academic women on applying for promotion to Level B, Level C, and Levels D and E. A total of 40 academic staff were promoted of which 13 were women (33%). Across the levels, the breakdown was one Level B, eight Level C, three Level D and one Level E women academic staff members.

#### **Research seminars**

An information session, followed by a seminar and a progress review, for women researchers was conducted in 2004. As well as contributing to the University's strategic intent in research, the seminar contributed to academic women's professional needs. Feedback from participants continues to be extremely positive.

#### **Women and Leadership Program**

The Women and Leadership Program is offered to all academic and general women staff and continues to be well subscribed. It comprises workshops relating to women's issues, a mentoring program, and a collegial group. The 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.

In 2004, the program commenced the Certificate IV in Business (Frontline Management), delivered by the Australian Institute of Management. Twenty-seven women attended the information session and 17 women are currently progressing through the modules in the certificate program over two years.

#### **Contextual awareness seminars**

As part of the Women and Leadership Program two contextual awareness seminars were presented to women in 2004 on managing for success. The seminars were extremely well attended attracting in excess of 130 women. The first was *Senior women executives and the cultures of management*, where more than 70 women had the opportunity to hear from the CEO of the organisation (the Vice Chancellor), plus four other senior women role models. The second seminar *Leadership on the line* provided more than 60 women with an opportunity to hear four senior women's perspectives as women leaders. Both seminars included opportunities for networking and audience participation.

In its 2004 report, AUQA commended UniSA's attention to the training and development needs of staff.

## **Mentoring**

In 2004, the mentoring program for women has continued with more than 20 new pairs matched. There are more than 100 pairs currently in the program which offers a set of readings, a workshop and a web page which includes a resource kit available online.

## **The Vice Chancellor's participation**

The Vice Chancellor is a highly visible champion of women's issues and as such, in her role as the chief executive officer of the organisation, provides an excellent role model for her staff. In addition to her duties as CEO she contributes to and participates in a wide variety of meetings, seminars, workshops and other forums. Some of these include:

- Corporate planning group retreat
- Heads of schools retreat
- Managers and directors of units retreat
- Corporate inductions
- School visits
- Academic board meetings
- Staff development seminars
- Women and leadership program seminars
- Indigenous Alumni welcome
- 10 and 25 year staff service awards
- Vice Chancellor awards for general staff excellence and awards for innovation, product improvement and process improvement.

## **ATN WEXDEV events**

A number of UniSA women staff attended the 2004 WEXDEV conference in Sydney and 40 senior managers across the University attended the session presented by Dr Colleen Chesterman, on the WEXDEV cultures research. The Vice Chancellor, Professor Denise Bradley joined in the lively discussion with the range of participants which included Pro Vice Chancellors, Deans, Directors, and Heads of Schools.

The annual Clare Burton Memorial Lecture was held in September 2004 and was attended by more than 90 people. Professor Larissa Behrendt delivered the memorial lecture Law Stories and Life Stories: Aboriginal women, the law and Australian society. Larissa is a Professor of Law and Indigenous Studies and Director of the Jumbunna Indigenous House of Learning at University of Technology, Sydney and Director of Ngiya, the National Institute of Indigenous Law, Policy and Practice. Her lecture explored how images of Aboriginal women in popular culture and other environments influence the law, with specific attention being paid to law reform and law and order issues.

In addition to the lecture, the Clare Burton Scholarship provides funds to support post-graduate research into gender equity. The Scholarship was established by the five ATN universities (Curtin, QUT, RMIT, UniSA, UTS) to honour and continue the work of Dr. Clare Burton, a pioneering Australian researcher, into aspects of gender equity and is available to a student enrolled, or intending to enrol, in an ATN university, in either a post-graduate coursework or research degree where the major piece of work is focussed on gender equity.

In 2005, Professor Hilary Winchester, the Pro Vice Chancellor: Organisational, Strategy and Change will be the Convenor of the AVCC Colloquium of Senior Women, and Ms Shard Lorenzo, the Director Human Resources, will Chair the WEXDEV Committee.

### **Performance management implementation**

Performance management continues to be effectively implemented across the organisation with a specific focus on the beneficial nature of the staff development component of the process. It also underpins performance expectations and makes this a more streamlined and integrated process.

### **Higher degrees for women**

As a priority Heads of Schools are encouraged to minimise the barriers for women wishing to undertake study for a higher degree in the professional experience program. Professional Experience Leave is intended to provide for a period of professional development to the mutual benefit of a staff member and the University.

During the reporting period the Division of Information Technology, Engineering and the Environment provided a scholarship to allow women to complete their doctoral degree. This Division is still considered to be a non-traditional employment area for women and the introduction of this scholarship provides funding to enable women to 'buy out' their teaching time for a period of six months as a way of encouraging women to advance their academic qualifications and careers. Six women in the Division have accessed this scholarship and two have completed their doctorate by virtue of the initiative. In this Division, 19 per cent of academic staff are women, and 14 per cent of staff with doctoral degrees are women.

### **Recruitment and selection policy review**

The University's *Recruitment and Selection Policy and Procedures* are available on the University's website [http://www.unisa.edu.au/hrm/policies/pol\\_alpha.htm](http://www.unisa.edu.au/hrm/policies/pol_alpha.htm) . Underlying principles in the reviewed 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.

### **Equity training for selection committees revised**

The equity training program offered to chairs and panels of selection committees includes information on the revised *Recruitment and Selection Policy*. This training will be reviewed in conjunction with the review of Recruitment and Selection Guidelines later this year.

### **Employee Assistance Program review**

The program is reviewed annually to ensure that it still provides an effective mechanism to support staff. This is of particular importance for female staff as statistics demonstrate that 75 per cent of the main consumers of this vital service are women.

### **Staff Attitude Survey**

These surveys are administered on a three-year cycle and demonstrate the University's commitment to understanding the experience and needs of employees. The last Staff Attitude Survey in 2002 was an important tool for identifying employees' perceptions of their role and the workplace. The overall staff satisfaction was 65 per cent.

In 2002 staff members ranked a number of aspects of the University's performance in the top ten, including the provision of:

- a safe and harassment-free working environment
- flexible working conditions
- commitment to reconciliation between Indigenous and non-Indigenous peoples.

Of the areas noted for improvement, communication and opportunities for career development were significant and the University is proactively initiating strategies to address these areas to achieve more positive outcomes and will again be benchmarked UniSA against organisations in Rodski's national and international database, using the Best Practice Categories in the Australian Quality Council's Business Excellence Framework (ABEF).

The next UniSA Staff Survey will be undertaken in the second half of 2005 and again will be benchmarked against organisations in Rodski's national and international database using the Best Practice categories in the Australian Quality Council's Business Excellence Framework (ABEF).

### **Equity and anti-discrimination policy review**

The University's equity and anti-discrimination policies and grievance procedures were extensively reviewed in 2003 in consultation with the University community and other interest groups. These policies were endorsed by University Council in 2004 and continue to be monitored and evaluated to ensure they remain effective in reflecting the commitment of the University to equity and anti-discrimination issues.

### **Equal opportunity for women in the workplace survey**

This survey was approved by the University's Human Research Ethics Committee in 2003. Originally based around the seven employment areas, the staff survey undertaken in 2002 indicated that staff considered the University performs well in the provision of an harassment-free working environment. The survey was redesigned to focus on arrangements for dealing with pregnancy, potentially pregnant employees and employees who are breastfeeding. It targeted all women still employed at UniSA who have accessed maternity leave within the past three years. A consultant was engaged to undertake the implementation and analysis of the survey during 2004 and a summary of the recommendations include:

- that the University expands on its current "Pregnancy at Work" pamphlet with web-based resources based on questions of concern that women might have
- that training workshops be held for managers and supervisors on communicating with employees to enable them to provide sufficient information and practice to feel comfortable discussing maternity-related issues and understanding the requirements to make reasonable accommodations and ensure no indirect discrimination occurs
- to provide 'mini-induction' programs for staff returning from maternity leave of longer than six months or where significant system changes have occurred
- where childcare is not available on a particular campus, the University considers other options including supported places in other centres, salary sacrificing and any other options to facilitate greater childcare support within reasonable proximity.

## **Indigenous Employment Strategy**

The University's Indigenous Employment Strategy was developed to facilitate the following core objectives: two per cent Indigenous employment across the University (as outlined in the University of South Australia Academic and General Staff Enterprise Agreement), and equitable outcomes for Indigenous employees within the University. The Indigenous Employment Strategic Plan is divided into two focus areas — recruitment and retention. The strategies within the plan are coordinated by the Human Resources Services Consultant (Indigenous and Employment Schemes) in collaboration with the Indigenous Employment Advisory Group to enable ongoing development of strategies for successful recruitment and retention rates, the mentoring program, performance management plans and more strategic Indigenous awareness workshops.

As part of the University's Indigenous Employment Strategy, four one-day Indigenous Cultural Awareness Workshops were offered in 2004 and 200 University staff attended. The workshops were designed and facilitated by Mr Grant Sarra, a prominent Indigenous consultant whose workshops have achieved national recognition. The Senior Management Group, Heads of School and Directors of Units continue to encourage staff at every level to undertake appropriate cultural awareness training around Indigenous issues as part of staff development activities, focusing on cultural inclusivity and managing diversity, and recognising racial intolerance, myths and stereotyping. The workshops provide the opportunity for non-Indigenous staff to learn in a supportive and safe environment and develop a greater understanding of the barriers facing Indigenous staff and students. The workshops received very positive evaluations and over 90 per cent of respondents indicated they were satisfied with the awareness training received.

By providing these workshops, the University has the opportunity to become a leader in quality cultural diversity. More workshops are planned for the second half of 2005.

## **All-inclusive Indigenous network**

In 2003, the inclusive Indigenous network developed a new title and terms of reference. The Indigenous network continued to meet in 2004 and provided a valuable forum for Indigenous staff at all levels to come together to share work experiences and information, provide and receive mentoring support and participate in a collaborative way to continue to enhance the University's Indigenous Employment Strategy.

In 2005, the National Tertiary Education Union (NTEU) is sponsoring an initiative to arrange joint forums every six months, between Indigenous staff members at the University of South Australia and Adelaide and Flinders Universities, as well as with local Indigenous community organisations, TAFE institutes, and the Aboriginal Education Workers. Guest speakers will also be invited to attend and to conduct workshops on issues relating to Indigenous employment and provide opportunities to continue to broaden networking opportunities for Indigenous staff.

## **Professional Development of New Indigenous Staff Initiative**

The Senior Management Group has introduced an initiative to enhance the professional development of Indigenous staff who are newly appointed to UniSA. This initiative is in line with the University's Indigenous Employment Strategy and commenced at the beginning of 2005.

The initiative allows for local area support of a customised development program for a new staff member and provides funding for up to three years, and also assures Indigenous communities, including many Indigenous stakeholders, that the University is meeting the goals of its mission and Act.

### **Gavin Wanganeen Indigenous Scholarship**

This scholarship is open to Aboriginal or Torres Strait Islander students of the University of South Australia who are enrolled in any undergraduate program. Gavin Wanganeen is a role model and representative for Indigenous youth in Australia and the UniSA is the only university in Australia that has identified a commitment to Aboriginal and Torres Strait Islander education in its charter. The selection criteria for the Gavin Wanganeen Scholarship will take into consideration students' academic results, community activity and chances of success as a university student.

### **Exit interviews**

Exit interviews provide the University with useful information about why staff leave. A range of workplace issues and strengths of the organisation are captured in these interviews. Exit interviews are conducted within the Divisions and Portfolios as required and this information is then used to guide future actions in relation to employment issues, which can be particularly relevant for women.

### **Senior Management Group**

Members of the University's Senior Management Group are provided annually with information on the gender breakdown University-wide and within each academic Division and coordinating Portfolio via the workforce planning process. Pro Vice Chancellors and Executive Directors of these Divisions and Portfolios then implement strategies to address issues specific to women.

### **Corporate Induction Program**

The University of South Australia is committed to recruiting and retaining quality staff and offers an extensive induction program for new staff. The induction framework incorporates Professional, Corporate and Organisational, Accessing Service Providers and Legislative Obligations.

The Corporate Induction Session was further refined in 2004 and formally welcomes new staff to the University and provides an opportunity to meet the Vice Chancellor and members of the Senior Management Group and listen to presentations on some of the key issues that define the UniSA.

The comprehensive website on induction that is available and accessible to all staff was also updated and includes elements of the University's equity policies and issues in relation to the management of a diverse workforce. In 2005, a new initiative is to introduce an online tutorial, centred on the University's Code of Ethical Conduct, to highlight important issues staff need to be aware of in relation to their obligations and responsibilities.

### **Multi-access suites**

In 2003, endorsement was gained from the Vice Chancellor for a working group to develop a proposal for the establishment of the multi-access suites across UniSA. The aim of the suites is to ensure that staff and students with specific needs, such as mothers who need to breastfeed or express milk or people with disabilities who need to conduct disability-related activities, have a dignified, appropriate, and private environment in which to do so.

The proposal was developed and presented to the Senior Management Group of the University in 2004 and the initiative was subsequently approved. Funding was granted to begin implementation in 2005 by identifying suitable locations across the University and developing and building the suites with the aim of having each site completed by the beginning of the main teaching period in 2006.

## 5. Evaluation

Breaking down the long-term barriers and misguided attitudes to women's full participation in university life is ongoing. However it is clear from the data and information in this report that there have been significant achievements for women at the University of South Australia since the University's inception. The University was formed in 1991 and relevant data is available from 1992 – 2005 (Appendix 3). Strong policies, the full commitment of senior staff, and effective staff training and professional development are the pivotal areas in which the University of South Australia has concentrated to bring about the change and improvement of the university culture demonstrated herein.

Over the past 13 years (1992 – 2005) the total number of staff in the University has remained relatively stable. It is pleasing to note that the percentage of women has increased from 48 per cent in 1992 to 59 per cent in 2005, which is also a three per cent increase from last year. The percentage of women at senior levels has increased significantly during this time from 17 per cent in 1992 to 30 per cent in 2005 (Appendix 3).

Comparisons of the workforce profiles demonstrate a significant increase in the percentage of women at the most senior levels (Vice Chancellor, Pro Vice Chancellor, and Executive Director) from 20 per cent in 2003 to 50 per cent in 2005 (see Workforce profiles pages 5 and 27). The University currently has five women in most senior executive appointments, including the Vice Chancellor and in the Portfolios of International and Development, Access and Learning Support and Organisational Strategy and Change and in the Division of Health Sciences.

The academic promotion statistics for 2004 are included at Appendix 1 and demonstrate a gradual, if sporadic increase over the years from 1998. As mentioned throughout this report, a number of strategies have contributed to improving the likelihood of successful promotion for women, and they are: the review of the academic promotion processes, presentations of workshops specifically for women on applying for promotion, mentoring arrangements and strategies to increase the number of women with doctorates. In its 2004 report, AUQA commended UniSA for the training of promotion committee members.

One of the key performance indicators in the University's corporate plan is the number of women as a percentage of full-time equivalent staff. On average these numbers remain very similar to the previous year with the number of women as a percentage of all staff increasing slightly from 55 per cent in 2003 to 56 per cent in 2004. The percentage of academic women staff at Level D and above showed an increase from 25.4 per cent to 27.1 per cent (across all Australian universities it is 19.06 per cent). The percentage of women general staff at all levels increased from 63 per cent to 64 per cent with female general staff at Level 10 and above increasing very slightly to 42.1 per cent.

At the Division and Portfolio level, female staff numbers remained consistent for the period. In the Division of Information Technology, Engineering, and the Environment, which has a history of significant under-representation of women, the percentage of women decreased slightly from 35 per cent in 2004 to 34 per cent in 2005.

Of the 46 staff at the executive level (Workforce Profile, page 6), 43 per cent are women. Of the 147 academic staff at Levels D and above 26 per cent are women (Workforce Profile, page 6). In three of the four Divisions, the Workforce Profile reveals very similar employment numbers for both women and men. Additionally, in the Division of Education, Arts and Social Sciences, 58 per cent of women are at Level D and above. In the Division of Information Technology, Engineering and the

Environment, which remains traditionally male dominated, 18.5 per cent of academic staff are women with only one at Level D and above (Appendix 2).

Within an analysis period of 12 months from 31 March 2004 to 31 March 2005 there was a significant increase from 137 to 166 academic women staff with doctoral degrees. As at 31 March 2004, 34 per cent of staff with doctorates are women. Further increases in the numbers of academic women with doctoral degrees, resulting from actions taken, may 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**

- Analyse and evaluate 2005 Staff Attitude Survey including longitudinal analysis.
- Analyse an equity survey to consult with women who have accessed maternity leave within the past three years with the purpose being to ascertain the levels to which University goals in respect of fair and equitable treatment for women requiring maternity leave are being met. Implement appropriate recommendations from this analysis.
- Review staff development policies.
- Encourage and support the Division of Information Technology, Engineering and the Environment to continue to offer scholarships to assist women in professional isolation to complete their doctoral degree.
- Develop a "Careers at UniSA" brochure emphasising leave and family-friendly provisions.
- Continue to offer academic promotion workshops for women targeted to specific academic levels, (Level B; Level C; and Levels D and E) with academic women presenters as role models for those applying for promotion.
- Continue to gather information 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, and reviewing national research in this area.
- Continue to review and refine 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 and the Clare Burton Memorial Lectures.
- Facilitate ongoing equity training for panels and chairs of selection committees and academic promotion panels.
- Monitor the 2005 academic promotion round to ensure women are not being disadvantaged through the promotion process.
- Implement strategies including networking and email communication for recruiting and retaining graduates as part of the University's youth employment initiative. The youth target group (people aged 16 to 24 years) includes young women within the equity groups including Indigenous women, women with disabilities and women working in non-traditional areas.
- Oversee the implementation and provision of multi-access suites on each campus of the University. These rooms will provide a dedicated space for staff and students with specific needs, for example mothers who are breastfeeding.

- Monitor the implementation of the Workforce Planning Framework included in the corporate planning and review process. The framework involves the provision of workforce and diversity data to managers across the University and requires them to provide commentary on the data and to detail their strategies to address any gaps or issues. This information will then be included in any future compliance reporting. The workforce planning priorities are:
  - Gender — senior women
  - Academic staff qualifications
  - Indigenous employment
  - Succession planning — age profiling
  - Youth employment

## 7. Workforce Profile 31 March 2005

Occupational Classifications	Continuing staff				Fixed-Term staff				Totals		
	Full-time		Part-time		Full-time		Part-time		Total		Grand Total
	F	M	F	M	F	M	F	M	F	M	
Vice Chancellor					1				1	0	1
Pro Vice Chancellors					3	4			3	4	7
Executive Directors					1	1			1	1	2
General Senior Executive (Level 10 and above)	9	3	1		5	20			15	23	38
Academic Staff (T&R) Level E	12	32		2	8	25		4	20	63	83
Academic Staff (T&R) Level D	12	30	1		4	16	2		19	46	65
Academic Staff (T&R) Level C	67	76	5	1	47	71	2	2	121	150	271
Academic Staff (T&R) Level B	102	91	24	4	10	16	16	9	152	120	272
Academic Staff (T&R) Level A	25	14	7	5	10	10	5	8	47	37	84
Academic staff (Research) Level E		1				2	1	1	1	4	5
Academic staff (Research) Level D	2	4	1			4			3	8	11
Academic staff (Research) Level C	2	3	1	1	6	14	2	2	11	20	31
Academic staff (Research) Level B	1				16	31	6	5	23	36	59
Academic staff (Research) Level A		1	2		15	46	22	8	39	55	94
General Staff HEO9	15	19	2	1	5	8			22	28	50
General Staff HEO8	35	37	3		11	15	3	1	52	53	105
General Staff HEO7	64	40	13	1	15	16	1	1	93	58	151
General Staff HEO6	53	60	10	2	26	12	6		95	74	169
General Staff HEO5	113	47	16	4	30	18	12		171	69	240
General Staff HEO4	145	51	41	1	37	16	21	1	244	69	313
General Staff HEO3	55	51	34		10	6	3	2	102	59	161
General Staff HEO2	2	1	5		1				8	1	9
General Staff HEO1					1				1		1
General staff trainees					6	4			6	4	10
<b>GRAND TOTAL</b>	<b>714</b>	<b>561</b>	<b>166</b>	<b>21</b>	<b>268</b>	<b>355</b>	<b>98</b>	<b>43</b>	<b>1246</b>	<b>980</b>	<b>2226</b>

**Academic promotions consolidated data 1998 - 2004**

Year	Total number of promotions	Women		Men	
		No. of promotions	Women as a % of total promotions	No. of promotions	Men as a % of total promotions
<b>1998</b>	38	18	47%	20	53%
<b>1999</b>	25	14	56%	11	44%
<b>2000</b>	40	16	40%	24	60%
<b>2001</b>	39	17	44%	22	56%
<b>2002</b>	35	20	57%	15	43%
<b>2003</b>	33	16	48%	17	52%
<b>2004</b>	40	13	30%	27	70%

**Academic promotions consolidated data 1998 - 2004**

Year	Total number of promotions	Women		Men	
		No. of promotions	Women as a % of total promotions	No. of promotions	Men as a % of total promotions
<b>1998</b>	38	18	47%	20	53%
<b>1999</b>	25	14	56%	11	44%
<b>2000</b>	40	16	40%	24	60%
<b>2001</b>	39	17	44%	22	56%
<b>2002</b>	35	20	57%	15	43%
<b>2003</b>	33	16	48%	17	52%
<b>2004</b>	40	13	30%	27	70%

## UNIVERSITY OF SOUTH AUSTRALIA

### WOMEN IN MANAGEMENT DATA 1992 – 2004

Year	Tier 1		Tier 2		Tier 3		Total Management				Total Staff			
	Female	Male	Female	Male	Female	Male	Female	Male	Total Female %	Total	Total Female Staff	Total Male Staff	Total Female %	Total Staff
1992	0	1	1	3	24	117	25	121	17 %	146	1055	1142	48 %	2197
1993	0	1	2	3	28	111	30	115	20 %	145	1087	1130	49 %	2217
1994	0	1	2	4	27	106	29	111	21 %	140	1076	1074	50 %	2150
1995	0	1	2	4	29	111	31	116	21 %	147	1149	1121	51 %	2270
1996	1	0	2	2	38	130	41	132	24 %	173	1089	927	54 %	2016
1997	1	0	2	2	43	139	46	141	25 %	187	1136	956	54 %	2092
1998	1	0	3	5	41	138	45	143	24 %	188	1102	960	53 %	2062
1999	1	0	3	5	46	132	50	137	27 %	187	1084	920	54 %	2004
2000	1	0	2	6	43	122	46	128	26 %	174	1083	898	55 %	1981
2001	1	0	2	6	43	122	46	128	26 %	174	1137	920	55 %	2057
2002	1	0	1	7	46	126	48	133	27 %	181	1127	937	55 %	2064
2003	1	0	2	7	51	137	54	144	27 %	198	1176	958	55 %	2134
2004	1	0	4	5	61	144	66	149	31 %	215	1250	970	56 %	2220
2005	1	0	4	5	58	144	63	149	30%	212	1187	833	59%	2020

Tier 1: Vice Chancellor

Tier 2: PVC's, Executive Directors

Tier 3: Level 10 and above, Level D and above



University of  
South Australia

# **Equal Opportunity for Women in the Workplace**

**Strategic Plan**

**2003 - 2005**

## **EQUAL OPPORTUNITY FOR WOMEN IN THE WORKFORCE STRATEGIC PLAN 2003 - 2005**

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## Information for managers and staff

### What is Equal Opportunity for Women in the Workplace?

Each organisation in Australia has a responsibility to ensure women employees are provided with equal opportunities in the workplace to achieve career goals, balance work and life commitments and contribute to the success of the organisation. In January 2000 the federal government released the *Equal Opportunity for Women in the Workplace Act 1999* (the Act) to ensure businesses provide these opportunities. This Act replaces the old *Affirmative Action (Equal Opportunity for Women) Act 1984*. The main aims of the Act are to:

- Promote merit in employment;
- Promote equal opportunity and eliminate unlawful discrimination; and
- Encourage consultation between employers and employees on these matters.

Detailed information can be found on the Equal Opportunity for Women in the Workplace Agency (the Agency) web site <http://www.eeo.gov.au/> .

### Why do we need an EOWW plan?

The University of South Australia's Equal Opportunity for Women in the Workplace (EOWW) Strategic Plan 2003 – 2005 has been developed to guide the University in providing equal opportunity for all women in the workplace. This plan and associated programs will assist the University to:

- Attract and retain the best employees;
- Increase productivity and innovation;
- Show its commitment to women and therefore attract more women students;
- Enhance management style; and
- Become an 'Employer of Choice for Women' (recognition through the agency).

The University also has a legal responsibility to ensure it is compliant with the Act and has a program that continues to implement the principles of the Act throughout the organisation. The Director: Human Resources reports yearly to the Agency on the University's actions under the Act. If the Agency determines that the University is not complying with the Act they may impose sanctions that have a detrimental effect on the success and reputation of the University, for example being named in federal parliament as a non-compliant organisation.

The University has maintained an excellent record of compliance in the past and the outcomes from the strategic plan will ensure that it remains compliant in the future.

### Who is responsible for the outcomes of the plan?

Managers of the University have responsibility to ensure that the objectives of the workplace program are implemented and are embedded in their workforce management strategies. The Human Resources Unit also provides a consultancy role to divisions and portfolios on the implementation of the workplace strategic plan.

## How is the plan developed?

The Strategic Plan highlights strategies necessary to improve the quality of employment conditions for women under each of the seven key result areas identified by the Women in the Workplace Agency:

- Recruitment and Selection;
- Promotion, Transfer and Termination of Employment;
- Training and Development;
- Work Organisation;
- Conditions of Service;
- Arrangements for Dealing with Sex Based Harassment; and
- Arrangements for Dealing with Pregnant and Potentially Pregnant Employees and Employees who are Breastfeeding.

The plan is developed in accordance with guidelines set by the EOWW Agency. This includes completing a workforce profile, analysing the issues for women in the workplace, consulting with both male and female employees and implementing strategies to address any issues identified.

## How will the plan be implemented?

The University's Strategic Plan will be supported through the development of strategies through the corporate and business planning process of the University to ensure that the plan reflects the current needs of the organisation. The University is committed to ensuring that strategies are monitored for continued improvement and reported on annually to the Agency. The strategic plan is available to all staff on the HR Web site.

Key outcomes, strategies, current and ongoing initiatives and planned initiatives are detailed within each of the key result areas:

## Key Result Area 1 - Recruitment and selection

*An appropriate and successful recruitment and selection process is the first step in creating a more diverse and productive workplace.*

### Key outcome

Equal opportunity principles are embedded in workforce planning strategies and the EOWW Strategic Plan informs recruitment practices across the University.

### Key strategies

- Review the application of the HR Recruitment and Selection Policy and Guidelines to ensure equal opportunity principles are embedded.
- Encourage recruitment strategies targeting women in non-traditional areas and for positions at senior levels within the University.

### Current and ongoing initiatives

The University ensures that:

- Recruitment practices are linked to the Corporate Plan and key performance indicators in relation to senior women in academic and general roles.
- Women who are pregnant, part-time or home-based or who have family responsibilities are kept informed about vacant positions through e-mail, Internet posting and local noticeboards.
- Training is provided to managers and staff to ensure that recruitment processes are transparent, easily reproducible and are accessible to a diverse pool of candidates.
- Training is provided to all members of selection panels to ensure they are proficient with Equal Opportunity and Affirmative Action policies and principles.
- Development opportunities and information resources are available for managers to be kept up to date with equal opportunity policies and principles in recruitment and selection.
- Managers are committed to keeping their knowledge about equal opportunity, diversity and gender current through performance management agreements.

### Planned Initiatives for 2003 - 2005

- Through workforce planning strategies identify positions and areas where women are under represented.
- Create and implement strategies to ensure a greater representation of women in positions and areas where they are under represented.
- Identify the challenges for women in applying for and winning positions in non-traditional areas.
- Investigate and implement strategies to assist women to apply for and win positions in non-traditional areas.
- Ensure recruitment strategies include creative methods for attracting women to senior and non-traditional roles (eg – use of AVCC Academic Register and women's collegial and networking groups).

- Ensure all supervisor and management position descriptions include an essential criterion requiring them to have ‘an understanding of and commitment to equal opportunity principles and practices’.
- Identify strategies to enable staff to negotiate part-time and flexible working arrangements when applying for a full-time position. Identify barriers to successful negotiations.

## Key Result Area 2 – Promotion and termination of employment

*Equitable promotion and termination processes are essential to the maintenance of high quality, diverse staff.*

### Key outcome

Equal opportunity principles are embedded in the processes relating to promotion and termination of employment for women employees.

### Key strategies

- Review and evaluate promotion and termination policies, guidelines and procedures to ensure that these processes are carried out in a transparent and merit-based way.
- Conduct regular reviews of promotion and transfer opportunities and ensure they are awarded in a transparent and merit-based way.
- Ensure that professional development opportunities are available to and utilised by women staff and included in performance and development plans.

### Current and Ongoing Initiatives

The University ensures that:

- The creation of opportunities for diverse roles and experiences for staff especially in non-traditional areas is encouraged.
- Mechanisms are provided to ensure that women employees are supported and encouraged with respect to promotions and transfers.
- Appropriate professional development opportunities are available to women employees through performance management agreements and through the University's Women in Leadership (WaL), Women's Executive Development (WexDev) and Mentoring Programs.
- The promotion process is monitored to ensure it is a quality, consistent process that is widely publicised and available to all women staff (including staff on leave).
- Career paths are discussed with women staff during performance management discussions and included in performance and development plans.

### Planned Initiatives for 2003 – 2005

- Implement mechanisms for gaining information on gender profiles in each work area and in relation to women, identify employment levels; whether casual, part-time or full-time; whether continuing or short-term contract work and whether women are promoted and transferred at similar rates to men.
- Through performance management strategies, encourage managers to assist women to create career paths that are clear, transparent and are provided in a merit based approach.
- Identify and implement solutions to combat the challenges faced by women in applying for and winning promotions in areas where they are under represented.
- Provide statistical analysis and recommended strategies to senior managers on the following:
  1. Women applying for and gaining academic promotion
  2. Women applying for and gaining secondments
  3. Recruitment, retention and promotion rates compared to men

4. Reasons for women leaving the University

5. Gender profiles of schools and units

- Investigate strategies to provide women staff with broad functional and line management experience early in their careers.
- Ensure promotion, transfer and secondment opportunities continue to be discussed during performance management discussions and are incorporated into workforce plans.
- Implement an exit interview program for all staff and ensure all women staff are given the opportunity of an external interview prior/following departure. Identify and analyse reasons for women staff leaving the employment of the University.

### **Key Result Area 3 - Training and development**

*Training and development is essential to maintaining and increasing the value and quality of staff.*

#### Key outcome

Equal opportunity principles are effectively embedded in all practices for organisational learning and staff development activities and initiatives.

#### Key strategies

- Ensure that organizational learning policies and procedures reflect the diversity of staff and equal opportunity principles.
- Review organisational learning opportunities and ensure that they are accessible to all women employees – for example women with disabilities and Whyalla Campus staff who experience particular difficulties participating in staff development initiatives available at Adelaide campuses.
- Identify and address barriers for women staff to attend training/professional development programs.
- Support and develop women staff to enable them to move into senior and non-traditional positions.

#### Current and Ongoing Initiatives

The university ensures that:

- All staff, including casual staff, have access to information about their rights and responsibilities in relation to organizational learning and development through the UniSA web site.
- Women staff are kept informed about and have access to the range of development and learning opportunities available including workshops, seminars, on-line learning, web resources, contextual awareness, networking and collegial groups and induction materials through a variety of networks.
- Management continue to encourage women staff to access training that allows them to improve their current job performance as well as enhance their professional development through performance management agreements.
- Women staff have opportunities to participate in the Women and Leadership Program (WaL) which includes extensive mentoring programs, workshops and collegial groups.
- Women staff are provided with opportunities to participate in development programs including: Staff Study Support (general and academic); PEP (academic); Study Release (academic and general); Professional Development Leave (general) and Assisted Leave for Higher Degree Study (academic).

#### Planned Initiatives for 2003 – 2005

- Identify actual and potential barriers for women to attend training/professional development programs and develop initiatives to help reduce and where possible, remove those barriers.
- Review policy and practices relating to organisational learning, training and career development to ensure that diversity and equal opportunity principles are embedded.

- Ensure that EO principles are embedded into all training and development processes and practices. This includes:
  1. Ensuring women staff are equally represented in supervisory and leadership, people management and technical programs.
  2. Ensuring part-time staff have equal opportunities for staff development as full-time staff.
  3. Managers investing similar resources in women and men.
  4. Training programs are held at family friendly times and at times that meet the diverse needs of the University community.
- Investigate and implement different learning and development activities, and techniques for learning, that reflect a diverse workforce.
- Identify and address barriers for women and part-time staff to attend training/professional development programs, especially women at HEO7 and below.
- Ensure leadership programs are well publicised and managers encourage women staff to attend.
- Investigate strategies to ensure that all women staff, particularly HEO7 and below have access to training programs that will assist them to develop their skills and progress in their careers.

## Key Result Area 4 - Work organisation

*Using individual talents and balancing staff and organisational needs ensures an efficient and effective work environment*

### Key outcome

Skills and talents of all staff are utilised effectively and their specific needs are taken into consideration in all aspects of work planning.

### Key strategies

- Develop a strategy for ensuring that workplace reviews and restructures take into account the impact on different groups of employees.
- Ensure that managing change principles and guidelines reflect the needs of women staff.
- Encourage mainstreaming of equal opportunity issues and ensure they are not seen as marginal issues.
- Encourage managers and supervisors to utilize employees' skills and talents effectively and take into account their needs in work management.

### Current and Ongoing Initiatives

The University ensures that:

- Women have the same opportunities as men in areas such as overtime and flexible work practices.
- Women have the same opportunities as men to express their views and choices when changes are implemented.
- Work practices (eg. meeting schedules, local planning days, job-sharing, home-based work, and flexible hours and travel) accommodate staff with family and carer responsibilities.
- Gender neutral and inclusive language is promoted in all work practices.
- Managers are encouraged to negotiate mutually convenient flexible work arrangements with staff.
- The Women on Committees Policy, which encourages women to nominate for membership to University- wide and local committees and encourages participation on all committees to be equitable and achieve a gender balance, is current and monitored.
- Expert advice and assistance is provided (by HR/EO Professionals) to ensure all managing change projects are transparent and non-discriminatory.

### Planned Initiatives for 2003 – 2005

- Ensure that all managing change projects have taken into account the diverse needs of women staff.
- Review the managing change principles and guidelines to ensure all women – pregnant, on leave, part-time or casual – are consulted and taken into account when designing work plans.

- Ensure that all managing change projects are evaluated after implementation to assess their impact on all staff, in particular all women staff and staff with family responsibilities.
- Ensure that all positions are reviewed to assess their suitability for part-time or job sharing opportunities during managing change and workforce planning.
- Ensure flexible work practices are publicised to all staff, and that managers are aware of their need to balance individual and organisational needs.
- Monitor the Women on Committees statistics to ensure women have equal representation on committees. Identify and provide solutions for any real or potential barriers.

## Key Result Area 5 - Conditions of service

*Competitive conditions of services that reflect the diverse needs of the workforce, is a good way to attract, retain and develop the best people for the workplace.*

### Key outcome

Equal Opportunity and diversity principles and objectives are embedded in all conditions of service leading to a more inclusive and responsive work environment for all staff.

### Key strategies

- Communicate changes to work arrangements effectively to all staff and encourage full participation of women in reviews and the introduction of new working conditions.
- Encourage all women staff (in particular women staff on maternity, parental or long service leave, part-time or casual) to fully participate in the introduction and review of new working conditions.
- Expectations are realistic for part-time workers and anomalies are addressed.

### Current and Ongoing Initiatives

The University ensures that:

- Women staff (including staff on maternity leave, long service leave, working part-time or working from home) have access to latest policies, procedures and guidelines relating to the University's work practices through the online HR web environment.
- Conditions of service that benefit and retain women including maternity leave and flexible work options are promoted and managers are encouraged to negotiate mutually suitable options.
- All staff are aware of leave entitlements including maternity, parental, emergency, compassionate, special leave and leave without pay.
- All staff receive appropriate induction on safety issues.

### Planned Initiatives for 2003 – 2005

- Include the divisional equity committees in consultation processes for all policies that relate to employment conditions.
- Encourage establishment of equity committees in all divisions and portfolios using the current divisional committees as a model.
- Investigate alternative options for keeping women staff, who are on leave, informed of changes relating to employment conditions.
- Ensure that strategies are in place for an appropriate response to safety issues that are raised by women staff.

## Key Result Area 6 - Arrangements for dealing with sex-based harassment

*A workplace that is free of sex-based harassment helps increase work effectiveness, productivity, level of trust and morale among staff.*

### Key outcome

Sex-based harassment and workplace bullying and harassment are not tolerated in the University and all staff are aware of their rights and responsibilities.

### Key strategies

- Set in place mechanisms to determine whether or not sex-based harassment takes place in work areas throughout the University.
- Identify potential barriers to women staff making a complaint and ensure they are addressed.
- Ensure sexual harassment policies and information resources are up-to-date and easily understood by all staff.

### Current and Ongoing Initiatives

The University ensures that:

- Regular training programs on sexual harassment, unlawful discrimination and equal opportunity principles are available to all staff and that all staff are made aware of the formal complaints mechanism.
- There is an Equity Contact within each work area and adequate training and support is provided.
- Grievance Handling Procedures are current and available to staff and regular training is provided to staff responsible for grievance/complaints handling.
- Managers support all policies and guidelines prior to implementation.
- Regular Staff Surveys are conducted and the feedback and responses are acted upon.

### Planned Initiatives for 2003 – 2005

- Ensure the workplace is regularly monitored and any sex-based harassment is identified and addressed.
- Include in exit interviews discussion about staff experience of discrimination and/or harassment and determine if it is a reason for leaving.
- Obtain and analyse statistics regarding harassment and bullying in the University. Identify any areas where harassment and/or bullying may appear to be an issue and implement strategies to address organisational issues.
- Review sexual harassment information resources to ensure they are easily accessible and can be understood by all staff (taking into account cultural diversity).
- Develop strategies to identify and address workplace bullying and harassment (including sex based harassment).

## **Key Result Area 7 - Arrangements for dealing with pregnant, potentially pregnant employees and employees who are breastfeeding**

*In order to attract and retain the best talent and enable women staff to fully contribute in the workplace, it is necessary to manage work and family issues well and not discriminate against pregnant or potentially pregnant women staff and women staff who are breastfeeding.*

### Key outcome

The University is a family friendly environment. Pregnant, potentially pregnant and employees who are breastfeeding work in a supportive environment where they do not experience discrimination.

### Key strategies

- Provide a work environment which supports pregnant women's choices to remain at work until a date close to the expected date of birth and which gives them confidence that they will not be treated less favourably as a result of being pregnant or breastfeeding. This is supported in the UniSA Enterprise Agreement Clause 55.
- Develop a strategy for gaining information about how well the family-friendly aspects of the University culture are known and accessed by University staff and managers.

### Current and Ongoing Initiatives

The University ensures that:

- All staff have access to information about their rights and responsibilities through information resources, such as brochures, online information and procedures and the Enterprise Agreements.
- The workplace is safe for pregnant women as part of the University's Occupational Health and Safety Strategy.
- A family friendly workplace culture is encouraged through pamphlets, brochures, the Human Resource Web Site and staff induction programs.
- Pregnant women are provided with access to training and development the same as other employees.
- Selection panels are educated on how to interview pregnant or potentially pregnant women to ensure that they do not discriminate on this basis.
- A work environment is provided which supports pregnant women's choices to remain at work until a date close to the expected date of birth and gives them confidence that they will not be treated less favourably as a result of being pregnant or breastfeeding

### Planned Initiatives for 2003 – 2005

- Review and/or develop principles and guidelines that support pregnant and breastfeeding women in the workplace.
- Raise awareness of women staff about their rights and responsibilities regarding, pregnancy, potential pregnancy, breastfeeding and unlawful discrimination.
- Ensure that the 'family friendly culture' is promoted through the recruitment, promotion, induction and performance management processes.
- Investigate additional support mechanisms for pregnant and breastfeeding staff and incorporate into the next round of EB negotiations where possible. Examples may include: leave for pregnant staff (and/or partners) to attend doctor/midwifery

appointments; leave for staff participating in fertility programs; and paid lactation breaks.

- Review and enhance practices that support pregnant, potentially pregnant, and breastfeeding staff to access staff development opportunities at the same rate as other staff.
- Investigate and develop alternative methods for women on maternity or parental leave to keep in touch with the University and their work area.

Total staff by award in persons

Award	Women	Men	Total	%Women	%Men
General	64	109	173	36.99%	63.01%
Grand Total	64	109	173	36.99%	63.01%

Total staff by award in FTE

Award	Women	Men	Total	%Women	%Men
General	60.0	109.0	169.0	35.5%	64.5%
Grand Total	60.0	109.0	169.0	35.5%	64.5%

General staff level in persons

Classification	Women	Men	Total	%Women	%Men
01	1		1	100.0%	0.0%
02		1	1	0.0%	100.0%
03	13	39	52	25.0%	75.0%
04	27	23	50	54.0%	46.0%
05	9	14	23	39.1%	60.9%
06	6	9	15	40.0%	60.0%
07	4	5	9	44.4%	55.6%
08	1	3	4	25.0%	75.0%
09	3	9	12	25.0%	75.0%
10+		6	6	0.0%	100.0%
Grand Total	64	109	173	37.0%	63.0%