



University of South Australia

EQUAL OPPORTUNITY FOR WOMEN IN THE WORKPLACE

COMPLIANCE REPORT

2005/2006

Reporting period 1 April 2005 to 31 March 2006

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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	2287		
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		
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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

*Approved Denise Bradley
26/7/06*

Print Name

Professor Denise Bradley

Company Name

University of South Australia

Date

Internal EOWA use

EOWA internal reference number

ANZIC code

Introduction

The University of South Australia (UniSA) was founded on 1 January 1991 through the amalgamation of the South Australian Institute of Technology and the Magill, Salisbury and Underdale campuses of the South Australian College of Advanced Education. The University is the State's largest university with approximately 32,000 students and almost 2,300 staff delivering programs over four (4) metropolitan campuses and two (2) regional centres (Whyalla and Mount Gambier). 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 engagement, and has South Australia's largest intake of international students.

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

The University of South Australia has a strong commitment to equity, 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 engagement. At the strategic level, the corporate plan includes the goal to develop "a workplace that is family friendly, culturally diverse and supportive of the career development needs of staff" ¹ and a key performance indicator of gender ratios for academic and senior 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.

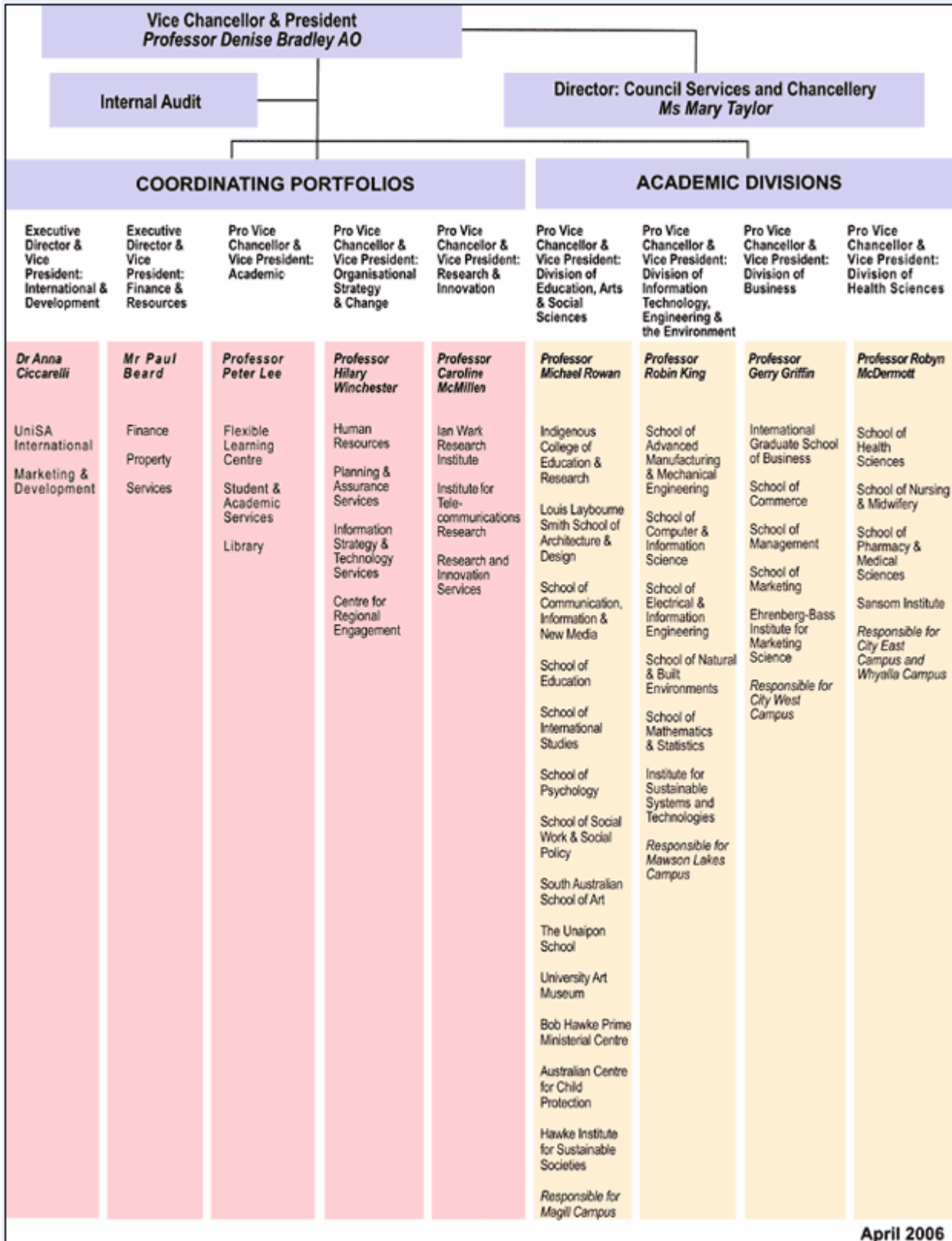
Affirmative action in Australia is the process of eliminating direct and indirect discrimination whilst setting in place positive steps to overcome the current and historical lack of equal employment opportunity for women. To address this, the University of South Australia has instituted support systems 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 has an 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 2004/2005:

- Equal Opportunity in the Workplace Agency (EOWA) Employer of Choice for Women in the Workplace (annually since 2003)
- Inaugural Gold Award winner as 2005 Employer of the Year at the Australian Chamber of Commerce and Industry and Business Council of Australia National Work and Family Awards
- The Vice Chancellor, Professor Denise Bradley AO being named 2005 South Australian of the Year
- The Vice Chancellor, Professor Denise Bradley AO being named an Asia Pacific Woman of Distinction in Education by the Asia Pacific Woman's Business Council Inc.

¹ University of South Australia. *Corporate Plan 2006-2008*. December 2005.

UniSA Senior Academic and Administrative Structure



April 2006

* Please note: prior to December 2005, the Academic Portfolio was identified as the Access and Learning Support Portfolio

1. 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		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
GRAND TOTAL	714	561	166	21	268	355	98	43	1246	980	2226

* T&R denotes Teaching and Research

2. Analysis

Seven employment matters

1. Recruitment & selection
2. Promotion, transfer & termination
3. Training & development
4. Work organisation
5. Conditions of service
6. Sex-based harassment
7. Pregnancy, potential pregnancy and breastfeeding

How you CONSULTED with your staff to identify issues for women in your workplace when considering the seven employment matters listed above (e.g. surveys, focus groups; EO committee etc)

What other METHODS OF ANALYSIS (eg HR statistics re turnover trends, workplace profile etc) you used to identify the issues for women in your workplace;

The issues for women under the key seven employment matters were identified through a number of consultation processes and via other methods of analysis. While specific issues for staff have been addressed under each of the seven employment matters in the relevant sections below a summation of the consultation and analysis methods utilised are as follows:

- 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. These surveys have been conducted in 1999, 2002 and 2005.
- In line with the Higher Education Workplace Relations Requirements, UniSA has established a peak Staff Consultative Group comprised of academic and general staff members.
- As part of the enterprise agreements' negotiations, the University has established bargaining units comprised of representatives from university staff, management and the unions.
- The Joint Consultative Committee allows the University an opportunity to regularly meet and work with each of the three unions representing University employees.
- The corporate plan includes a key performance indicator and targets on staff gender ratios for academic and senior general women staff, which are reviewed annually.
- Feedback from the Senior Management Group as they monitor University initiatives.
- 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, staff development activities and regular meetings across the University.
- Information gained through exit interviews of UniSA employees. These interviews are both by request and targeted and are conducted by HR Consultants or the Director Human Resources.
- Evaluations of the University's Women and Leadership Program.
- The annual review of the Employee Assistance Program.
- Priorities identified by the Australian Vice-Chancellors' Committee in relation to women.
- National and international trends identified by the Equal Opportunity Practitioners in Higher Education Australia (EOPHEA), and Staff Development for Women (SDFW) networks to which the University belongs.
- The performance management process, which allows issues to be raised 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.

3. Issues for Women under the Seven Employment Matters

Through your analysis above, what were the ISSUES YOU IDENTIFIED FOR WOMEN in your workplace when considering each of the seven Employment Matters.

1. RECRUITMENT AND SELECTION: ISSUES FOR WOMEN

In March 2005, women comprised:

- 56 percent of UniSA staff
- 52 percent of all full-time staff
- 45 percent of academic staff
- 65 percent of general staff
- 27 percent of academic staff at Level D and above
- 40 percent of general Staff at Level 10 and above

The University has made significant progress in the overall gender balance across the organisation as an entire entity. However, 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.

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 senior levels with women now representing 50 percent of the Senior Management Group membership and 40 percent of senior general staff (Level 10 and above) being women.

The most significant challenge for the University is recruiting women to senior academic positions, such as Head of School and research leadership positions for example Directors of Research Institutes or Centres. The other area identified as an issue in recruitment and succession planning is the number of women in research only positions across the levels A to E.

2. PROMOTION, TRANSFER AND TERMINATION OF EMPLOYMENT: ISSUES FOR WOMEN

During the reporting period:

- 75 female academic staff left the university (58 percent of total academic departures)
- 113 female general staff left the university (66 percent of total general staff departures)
- 21 female academics applied for promotion of whom 13 were promoted (62 percent success rate)

At UniSA, academic staff gain promotion following 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.

The University of South Australia was responsible for instigating an AVCC funded research project into the promotion of academic women and the barriers to women gaining promotion.

The project entitled, *The Great Barrier Myth: An investigation of promotions policy and practice in Australian universities*, was led by Professor Hilary Winchester, Pro Vice Chancellor: Organisational Strategy and Change at UniSA. The research found that the promotion process is not a barrier to women achieving success in relation to academic promotion and, in fact, the number of women applying for promotion tends to be equivalent to the eligible pool of women.

The research made a range of recommendations of which the following are particularly important for UniSA to continue to support and endorse:

- That all universities include in promotions policies and/or guidelines
 - clear procedures and recording requirements for out-of-round promotions
 - explicit mention of promotion opportunities for part-time staff and how their applications will be assessed
 - directions for assessing non-traditional careers 'relative to opportunity'
 - a clear equity statement
 - a requirement that committee chairs and members complete training on gender equity prior to the first meeting of the committee
 - an appropriate ratio of gender representation on promotions committees
 - a requirement that an EEO representative or person with an equity brief be involved to monitor the process and the results to ensure that cultural and equity issues are addressed.
- That all universities adopt a KPI for women in senior positions.
- That all universities implement special initiatives to encourage and assist women applicants.

The University has had success in moving towards achieving balance in the numbers of female academics and male academics applying for promotion at levels B and C. However, in line with the findings of the research, the number of female academics applying for level D and E still lags significantly behind male academics. For further information, refer to Appendix 1 - Successful Applications for Academic Promotion.

More female staff than male staff continue to leave the University in terms of both their actual numbers and their percentage of the total workforce. This is an unexpected result given that the University has significant flexible working arrangements, employment conditions, professional development and career options to better support women in the workplace. Further work will need to be undertaken to understand why this is occurring. It may be that women are seeking broader and more advanced career options and are able to do this because of the support and development they have received during their time with UniSA.

3. TRAINING AND DEVELOPMENT: ISSUES FOR WOMEN

During the reporting period:

- 47 female staff applied for staff study support (78 percent of the total number of applications)
- 154 women academic staff attended Women and Leadership program activities

During the reporting period, the University continued to develop an 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.

As identified in conjunction with the promotion statistics, development for female academic staff remains a key priority for the University – both early in their career and in moving into higher positions.

Ensuring that senior level general staff receive timely and appropriate development has also been identified as a key factor in attracting, developing and retaining talented staff.

4. WORK ORGANISATION: ISSUES FOR WOMEN

During the reporting period the numbers of women across the Divisions and Portfolios were:

- Division of Health Sciences
 - 62 percent of academic staff
 - 69 percent of general staff
- Division of Education, Arts and Social Sciences
 - 57 percent of academic staff
 - 76 percent of general staff
- Division of Business
 - 34 percent of academic staff
 - 84 percent of general staff
- Division of Information Technology, Engineering and the Environment
 - 19 percent of academic staff
 - 61 percent of general staff
- Portfolio of Access and Learning Support
 - 68 percent of academic staff
 - 73 percent of general staff
- Portfolio of Research and Innovation
 - 19 percent of academic staff
 - 49 percent of general staff
- Portfolio of Organisational Strategy and Change
 - 50 percent of staff
- Portfolio of Finance and Resources
 - 37 percent of staff
- Portfolio of International and Development
 - 82 percent of staff

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. Other than the Senior

Management Group, women staff are not proportionally represented at senior levels. For example, in the Division of Health Sciences 62 percent of the academics are women yet only 28 percent are at level D and 46 percent at level E.

There are higher numbers of women in the more traditionally female disciplines and professional areas such as the Division of Education, Arts and Social Sciences, the Division of Health Sciences and the Portfolio of Access and Learning Support.

There remains the ongoing issue of low numbers of women in non-traditional areas such as the Division of Information Technology, Engineering and the Environment, the Portfolio of Research and Innovation, and the Portfolio of Finance and Resources.

Another issue that the University is addressing is the number of female academics who hold doctoral degrees. Of the 465 academic staff members in the University with doctoral degrees, 36 percent are women, which is up 2 percent from the previous year.

5. CONDITIONS OF SERVICE: ISSUES FOR WOMEN

During the reporting period:

- 26 women accessed formal flexible work arrangements (purchased leave, job share etc) (90 percent of total staff who accessed formal flexible work arrangements)

The University of South Australia's commitment to work/life balance is supported by the provisions in the Enterprise Agreements. New and updated clauses exist to increase the University's already excellent family friendly provisions.

These include:

- Flexible work arrangements
- Overtime
- Family responsibility leave
- Access to sick leave for family responsibilities
- Extra Recreation Leave
- Maternity/adoption leave
- Salary Sacrifice provisions
- Equal opportunity policies
- Employee Assistance Program

More information about this range of options can be found on the UniSA web at <http://www.unisa.edu.au/hrm/careers/benefits.asp>

The University is committed to ensuring that senior staff, regardless of their gender, feel comfortable in accessing the family friendly provisions described above to improve their work/life balance.

6. ARRANGEMENTS FOR DEALING WITH SEX-BASED HARASSMENT: ISSUES FOR WOMEN

During the reporting period:

- There were no cases or pending cases in external courts or tribunals in relation to 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. The policies are available at http://www.unisa.edu.au/hrm/policies/pol_alpha.htm .

The results of the 2005 Staff Attitude Survey indicate that staff consider that the University is performing well in the provision of a safe and harassment-free working environment. This has been a consistent response across the three surveys.

To maintain the strong cultural acceptance and adherence to policies in this area the University continues to focus on this matter to sustain best practice and to ensure that if complaints are made, they are dealt with in a timely, effective and appropriate manner.

7. ARRANGEMENTS FOR DEALING WITH PREGNANCY, POTENTIALLY PREGNANT EMPLOYEES AND EMPLOYEES WHO ARE BREASTFEEDING: ISSUES FOR WOMEN

During the reporting period:

- 39 women took maternity leave and 36 of the women remain employed by the University.

The University of South Australia's industrial instruments describe the various options to assist employees with family responsibilities to meet their needs and participate in the University workforce.

The University also provides comprehensive parental leave conditions, including:

- paid pre-natal leave to enable pregnant women to attend medical appointments;
- up to 28 weeks paid maternity leave; and
- generous phased in return to work provisions whereby women returning from maternity/adoption/ child rearing leave can work part-time (0.6) and be paid a full time salary for an eight week period.

These provisions support pregnant women's choices to remain at work until a date of their choosing prior to commencing maternity leave and assure 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.

Generous provisions mean that no significant issues have been identified. However, the University is aware of the importance of ensuring that female staff are kept informed and in touch with their work area while they are away on extended maternity leave.

4. Prioritising the Issues

*From your analysis in Step 2 above, list your **PRIORITY ISSUES** to be actioned during the reporting period.*

The following two areas have been identified and remain as priorities:

➤ **Number of women in senior academic roles**

It has been a significant achievement for the University to achieve and maintain a 50 percent composition of women on the Senior Management Group. A major challenge for the University remains in supporting women to apply for academic promotion and in attracting and retaining women to senior academic positions at Level D: Associate Professor and Level E: 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. The development of women leaders in non-traditional areas is becoming more important as we soon expect a wave of retirements from the academic workforce.

➤ **Numbers of women with doctoral degrees**

Of those academic staff with a doctoral qualification at UniSA, 36 percent are women, which is an increase of 2 percent from the previous year. 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.

5. Actions Taken

*List the **ACTIONS TAKEN** during the reporting period to address the priority issues identified in Step 3 above.*

UniSA is strongly committed to strengthening the numbers and roles of women in senior academic and management positions within the University. The institution tracks this through the use of two institutional key performance indicators which are reported annually to our governing Council.

In order to continue to improve our performance, we have pursued since the last report, a more integrated HR strategy with a number of elements including:

- A focus on training and support for senior academic women who are seeking promotions.
- Scholarships for women staff in non-traditional areas of employment.
- A refocused Women and Leadership development program which is becoming more strongly focused on intervention strategies to develop new academic women leaders.
- A people management strategy, outlined in the institution's Strategic Plan, aimed at providing a more flexible, family friendly working environment.
- The instigation of a more targeted performance management system incorporating the professional needs of academics and the University's priorities.

By aligning UniSA's human resource and business strategies, equal employment opportunity for women remains an essential part of HR and business strategies.

- Academic promotions workshops
Workshops on academic promotion were specifically conducted for women on applying for promotion to Level B, Level C, and Levels D and E. Senior women who have been successful in the promotion process acted as role models and presented as part of each session.
- Seminars on Research for Women
A one day seminar *What is a quality research outcome?* was presented to 25 women. As well as contributing to the University's strategic intent in relation to research, the seminar contributed to the development of academic women's professional needs.
- Staff Attitude Survey
UniSA organises a whole of institution staff climate survey every three years. This allows us to track our progress and identify issues of concern for our staff. The survey is analysed to track responses from various demographics including gender differences.

In the 2005 Survey, there was a high degree of uniformity in responses when they were broken down by gender. The University's commitment to a harassment free work environment was rated highly on performance criteria by both men and women. In summary, no significant issues for women were identified in the 2005 survey's quantitative or qualitative results.

- 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 and ensuring that it is effectively tailored to the needs of academic women.
- Women and Leadership Program (WAL)
The Women and Leadership Program is offered to all academic and general women staff and continues to be well subscribed. It comprises workshops and seminars of relevance to women.
 - In 2004, the program commenced the Certificate IV in Business (Frontline Management), delivered by the Australian Institute of Management. The course continued in 2005.
 - To ensure it continues to address relevant issues for women and their development, the program including the mentoring component underwent an in-depth evaluation in 2004 and 2005. This has led to a refocused program that is becoming more strongly centred on intervention strategies to develop new academic women leaders.
 - A Leading Ideas seminar *The Great Barrier Myth: An investigation of promotion policies and practices in Australian Universities* was presented by UniSA's Professor Hilary Winchester.
 - 30 UniSA women celebrated International Women's Day at a major event hosted by UniFEM.
- Australian Technology Network Women's Executive Development Program (ATN WEXDEV)
The University continues to implement and support ATN WEXDEV events including:
 - 70 people attended the annual Clare Burton Memorial Lecture, hosted by UniSA in November 2005. Professor Alison Mackinnon the Foundation Director of the UniSA Hawke Research Institute delivered the lecture *Girls, Schools, and Society: A Generation of Change*.
 - the Clare Burton Scholarship which provides funds to support post-graduate research into gender equity. To date, two UniSA female students have been recipients of this scholarship.

The Vice Chancellor, Professor Denise Bradley AO is chair of the ATN. Professor Hilary Winchester, the Pro Vice Chancellor: Organisational, Strategy and Change is a Co-Convenor of the AVCC Colloquium of Senior Women, and Ms Shard Lorenzo, the Director Human Resources, is Chair of the WEXDEV Committee.

➤ The Vice Chancellor's leadership

The Vice Chancellor is a highly visible champion of women's issues and provides an excellent role model for her staff. In addition to her duties as CEO she contributes and actively participates in a wide variety of ways. During the reporting period, some of these included:

- Corporate planning group, heads of schools, and the managers and directors of units retreats
- Corporate inductions
- School and Unit visits
- Academic board meetings
- Staff development, and 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.

The Vice Chancellor has also been proactive in developing the significant entitlements contained in the University's industrial agreements that relate to work/life balance.

➤ Higher degrees for women

As a priority Heads of Schools are encouraged to assist women aiming to undertake study for a higher degree in the professional experience program.

- Professional Experience Leave provides for a period of professional development to the mutual benefit of an academic staff member and the University.
- Each year the Division of Information Technology, Engineering and the Environment provides a scholarship to allow a female academic to complete her doctoral studies. 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. In 2005 the recipient is a level A academic undertaking her PhD with an expected completion date of 2007.

➤ 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 . Underlying principles 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 training offered to chairs and panels of selection committees includes information on the *Recruitment and Selection Policy* and on issues related to equity.
- 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 72 percent of the main consumers of this vital service are women.
- Equal opportunity for women in the workplace survey: *Perceptions of women employees utilising maternity leave provisions at the University of South Australia*
The report on the survey was prepared in 2004 and the findings disseminated in 2005. A summary of the recommendations include:
 - Develop workshops for managers on communicating with employees about maternity-related issues and understanding the requirements to make reasonable accommodations.
 - 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, the University considers other options to facilitate greater childcare support within reasonable proximity.
- Indigenous Employment Strategy
At the beginning of 2005, UniSA introduced an initiative to enhance the professional development of newly appointed Indigenous staff. This initiative provides funding for up to three years and allows for a customised development program. The funding allocation is calculated as 20% of the employee's base salary plus on-costs at the time of appointment.
- Multi-access suites
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. Funding was granted at the end of 2004 and implementation of one multi-access suite on each campus began in 2005.
- Work-Life Balance
In 2005, the University was awarded the Inaugural Gold Award as 2005 Employer of the Year at the Australian Chamber of Commerce and Industry and Business Council of Australia National Work and Family Awards. The Human Resources Unit developed and promoted a work-life balance web page to inform staff of the range of work-life initiatives available.

6. Evaluation of Actions Taken

If you want your evaluation to remain confidential, place an 'X' in the box to the right otherwise this section will be published on the website with the rest of your report.

*During the reporting period, **HOW EFFECTIVE WERE THE ACTIONS TAKEN** to address issues for women in your workplace? That is, what worked, and what didn't?*

Breaking down the long-term barriers to women's full participation in university life is ongoing. However, it is clear that there have been significant achievements for women at UniSA since the University's inception. Strong policies, the full commitment of senior staff, and effective professional development are the pivotal areas. As a consequence of our efforts, the University received at the end of 2005, the inaugural Gold Award winner as Employer of the Year at the Australian Chamber of Commerce and Industry and Business Council of Australia National Work and Family Awards.

Since 1992, the percentage of women at UniSA has increased from 48 percent to 58 percent in 2006. The percentage of women at senior levels (Academic levels D and E and HEO10 and above) has increased significantly during this time from 17 percent in 1992 to 32 percent in 2006.

The workforce profiles demonstrate a significant increase in the number of women at the most senior levels (Vice Chancellor, Pro Vice Chancellor, and Executive Director). In 2003, only two out of a possible ten senior positions were filled by women. As at the conclusion of the reporting period, five women were at the most senior executive level within the University, 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 numbers of women as a percentage of all staff have remained relatively stable over the past few years with a 2 percent increase to 58 percent in 2006. The percentage of academic women staff at Level D and above showed a slight increase from 27 percent to 28 percent. The percentage of female general staff at Level 10 and above remains stable at 42 percent.

At the Division and Portfolio level, female staff numbers remained relatively consistent since 2004. In the Division of Information Technology, Engineering, and the Environment, which has a history of significant under-representation of women, the percentage of women increased slightly from 34 percent in 2005 to 36 percent in 2006.

The academic promotion statistics show that the number of women achieving promotion in 2005 was the same as 2004. In its 2004 report, AUQA commended UniSA for the training of promotion committee members. Further consideration must be given as to why, despite a number of strategies aimed at improving the likelihood of women applying for and receiving promotion, the numbers have not improved.

Within an analysis period of 12 months from 31 March 2005 to 31 March 2006 there was a significant increase for the second year in a row, from 166 to 196 academic women staff with doctoral degrees. As at 31 March 2006, 39 percent of staff with doctorates are women.

The significant increases over the past two years in the numbers of women receiving their doctoral degree and the significant amount of work and energy that this takes, may explain the decline in the numbers of women applying for promotion over the same period.

7. Future Actions

To further achieve equal opportunity for women in your workplace, describe the actions you are planning for the next reporting period.

- Implement strategies taken from the analysis of the 2005 Staff Attitude Survey.
- Consider *The Second AVCC Action Plan for Women Employed in Australian Universities 2006 – 2010* and implement appropriate strategies and targets.
- Target women for recruitment into senior roles with a particular emphasis on research and non-traditional areas for women.
- Implement the strategies from the analysis of the Equal Opportunity for Women in the Workplace Survey, which consulted women who have accessed maternity leave within the past three years.
- Review staff development policies.
- 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.
- Promote the “Careers at UniSA” brochure emphasising leave and family-friendly provisions.
- Continue to offer academic promotion workshops for women targeted to specific academic levels 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.
- Continue to review and refine the Women and Leadership Program and focus on issues relating to leadership, research, and scholarship for academic staff.
- Maintain support of the Australian Technology Network Women’s Executive Development (ATN WEXDEV) activities.
- Promote the ATN WEXDEV international conference *Change in Climate? Prospects for gender equity in Universities* hosted in Adelaide by UniSA.
- Facilitate ongoing equity training for panels and chairs of selection committees and academic promotion panels.
- Promote the multi-access suites. These rooms will provide a dedicated space for staff and students with specific needs, for example mothers who are breastfeeding.
- Consider benchmarking against other Australian universities to determine areas of improvement for issues that particularly affect women.
- Investigate why women are leaving UniSA and consider strategies to address these reasons

8. Workforce Profile 31 March 2006

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		1
Pro Vice Chancellors*		2			3	1			3	3	6
Executive Directors					1	1			1	1	2
General Senior Executive (Level 10 and above)	9	5	1		5	16			15	21	36
Academic Staff (T&R)# Level E	22	50		3	1	12		3	23	68	91
Academic Staff (T&R) Level D	22	44	1	1		3	1	1	24	49	73
Academic Staff (T&R) Level C	115	143	6	2	7	11	2		130	156	286
Academic Staff (T&R) Level B	96	84	27	9	16	18	11	3	150	114	264
Academic Staff (T&R) Level A	30	15	7	2	20	9	7	4	64	30	94
Academic staff (Research) Level E		2				2		1		5	5
Academic staff (Research) Level D	1	4	1			5			2	9	11
Academic staff (Research) Level C	2	4	1	1	7	18	1	1	11	24	35
Academic staff (Research) Level B	1	1			14	29	3	6	18	36	54
Academic staff (Research) Level A		1	1		25	34	20	10	46	45	91
General Staff HEO9	19	24	3	1	1	3		1	23	29	52
General Staff HEO8	42	50	3		6	8	4		55	58	113
General Staff HEO7	71	52	16		12	8	4	1	103	61	164
General Staff HEO6	76	71	15	1	16	11	5		112	83	195
General Staff HEO5	130	42	17	3	16	10	10		173	55	228
General Staff HEO4	142	51	51	1	36	9	14	2	243	63	306
General Staff HEO3	54	43	35	1	10	8	7	1	106	53	159
General Staff HEO2	1	1	6		2	1			9	2	11
General Staff HEO1					1				1		1
General staff trainees					8	1			8	1	9
GRAND TOTAL	833	689	191	25	208	218	89	34	1321	966	2287

* Please note that one Pro Vice Chancellor position was vacant as at 31 March 2006

T&R denotes Teaching and Research