



Equal Opportunity for Women in the Workplace Report

1 April 2004 to 31 March 2005

July 2005

1. INTRODUCTION

The Australian National University (ANU) is one of the Group of Eight research and teaching universities. As at 31 March 2004 it had 11 Research Schools, 7 teaching Faculties, 12 University Centres and 8 major administrative divisions. At that date the University employed 3860 staff of which number 1764 (45.7%) were women (noting that previously these totals have been provided as FTE's). Overall, staff numbers have increased by 203 and include full-time and part-time academic and general staff.

Over the past two decades the ANU has committed itself to providing non-discriminatory education and employment. This commitment is evident in the adoption of Disability and Gender Action Plans, in the University's Strategic Plans, and an independent Equity and Diversity Unit (EDU) with project funding. The head of the EDU reported to the Deputy Vice-Chancellor (Education) from April 2003 until January 2004 and has since reported to the Director, Quality Enhancement and Statistical Services.

The data on which the workplace profiles and analysis are based is derived from DEST staff data collection 2005. This data uses positions (including secondments) current as at 31 March, 2005. Casuals are not included.

To make the report consistent and more meaningful we have moved, where relevant, from analysis of numbers based on FTEs to numbers based on individual staff. This year tables are presented only in terms of the actual number of people. Comparisons may still be made with our 2003-2004 report which included both FTEs and numbers of people.

A glossary of terms has been provided at *Appendix 13* for individual faculties and research schools.

2. WORKPLACE PROFILE

General staff fell into 9 classification streams (see *Appendix 12*), the majority of which spanned the University. Again, academic and general staff have been reviewed separately as this is more useful for analysis.

This reporting period the representation of general staff women reduced again by 1% to represent 56% (*Appendix 10*) of an increased total number (2345) of general staff on standard or contract appointments (*Appendix 9*). The representation of academic women decreased by 1% to 30% (*Appendix 7*) of a total 1515 academic staff (*Appendix 6*). Last year we reported large increases at Levels A and B, reductions at Level C and Level D, and stability at Level E and Dean/Director levels. This year our data shows small increases in Levels A, D and E and one less at Dean/Director level, with the Executive and levels B and C remaining unchanged.

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The University's 5 Senior Executive positions reduced to 4, with these continuing to be occupied by men. The number of head positions (Deans) in the teaching Faculties

remained at seven. All Dean positions continued to be occupied by men. The number of women heads of Research Schools remained at 2 with men heading the remaining 9. Women heads of the 12 Research Centres increased from 1 to 2. Of the 8 administrative divisions, 4 continued to have women heads.

The numbers of academic women and men by area of appointment are separately presented for teaching Faculties, Research Schools and University Centres in *Appendices 1, 2 and 3*. The total numbers of general staff women and men by level of appointment are presented in *Appendix 4*. Academic promotions by gender by level are presented in *Appendix 5*. Of the women applying to Level B, 100% were successful compared to 87.5% of the men. Seventy-seven percent of the women applying to Level C, were successful compared with 50% of the male applicants. Of those people applying to Level D, 61.5% were successful compared to 67.5% of the men. Of the women applying to Level E, 50% were successful compared to 47% of the men.

In the 2004 promotions round the percentage success rate of women was higher than that for men at all promotional levels other than Level D.

Academic staff ratios of women to men by level are presented in *Appendix 6*.

3. ANALYSIS OF WORKPLACE PROFILE

The issues for ANU women were identified by:

- Review of the workplace profiles using data from the University's Quality Enhancement and Statistical Services Division
- Responses from maternity and exit leave surveys.
- Information gathered in observation of the promotions process.
- Informal discussions conducted on the return from maternity leave rates.
- Information gathered in training/development sessions.
- Inquiries and complaints received by staff of the Equity and Diversity Unit.
- Discussions with the Centre for Educational Development and Academic Methods (CEDAM) and the Human Resource Division's Organisational Development Unit.
- Feedback received from subscribers to the Women's Information Network email list.

Recruitment and selection

The move from 29% in 2003 to 31% in 2004, has been followed by a slight deduction in the number of women represented to 30% of the total academic profile in 2005. (*Appendix 7*). This reduction is in the context of an increase in total numbers of both academic women and men generally, with women's representation at levels D and E again increasing slightly.

In the previous reporting periods we noted that the actual number of part-time academic men had increased and had reduced the representation of women. In this

reporting period the numbers of both men and women part-time academics was similar to last year, with women's representation being 47%. The actual number of full-time academic women reduced for the first time in a number of years, by 1% to 28% (*Appendix 8*). In all areas other than research schools, the representation of academic women is 50% or greater.

The actual number of women in full-time general staff positions remained at 50% of total full-time staff (*Appendix 11*). The number of women in part-time employment reduced from 81% to 78%.

Promotion, transfer and termination

Promotion

(a) The committees

The promotions policy was changed for the 2004 promotions round. In that year the central University Promotions Committee (UPC) considered applications to Level E only. The applications for promotion to Levels B – D inclusive were considered by eight Local Promotions Committees (LPC's). The membership profile of promotion committees remains an issue as the membership profiles of five of the total nine committees showed under-representation of women.

(b) Applications

Data in relation to the number of applications for promotion and their outcome, is at *Appendix 5*.

A total of 16 men and 15 women had applied for promotion to Level B a 50% increase in women applicants over the previous promotions round. Overall, the success rate for women was 74.5% compared with 61% for men. Over time this rate of promotional success would serve to address our academic profiles. The success rate for promotion to Level B was 100% for women and 87.5% for men. With 15 women and 16 men applying for Level B, there was an improvement in both numbers of women applying and numbers promoted.

The percentage rates for promotion to Level C were 76.9% for women and 50% for men. The ratios for promotion to Level D were 61.5% for women and 67.5% for men.

Last reporting period we commented that only one woman had applied to Level E1. During this reporting period there were 8 women applicants for Level E1 with a success rate of 50% compared to a success rate of 47.6% for men. Two women applied for promotion to Level E2, with one (50%) being successful, compared with 46% of the 13 men who also applied to that level.

This data indicates that women who apply for promotion are currently achieving comparable, if not better, promotional outcomes. The increased numbers of women applying may be attributable to the promotional workshops conducted over the past two years for the purpose of encouraging women to apply.

(c) Classification

General staff numbers by area of appointment are set out in *Appendix 11*. In 2004 there were greater numbers of women employed in all areas of the University than men when full and part-time staff were counted. Full time-male staff outnumbered full-time women in the Research Schools and “other” category (the latter including administrative divisions, the Mathematical Sciences Institute, the Australian National Internship Program, the Centred for Educational Development in Academic Methods and the Australian Partnership for Advanced Computing). Part-time women outnumbered part-time men in all areas of the University.

Appendix 12 shows that women continue to have a significantly higher representation in the administrative (73%) and librarian (88%) streams. Their representation in hospitality has dropped from 70% to 55%. The representation of women in the professional, IT and technical streams has reduced further to 0%, 16% and 33% respectively.

Over four years of reporting the data has not revealed any significant trends in the reclassification of women general staff and overall representation remains constant (*Appendix 10*).

Transfers

Transfers within the University are by way of advertised secondments, recruitment to another position within the institution, or transfer at same level.

Termination

Data from exit survey responses continues to indicate a high level of satisfaction with working conditions.

Training and Development

Women continued to take advantage of initiatives already in place to support enhancement of leadership skills and career development. Women again accessed the funding available through the Career Development Scheme (for primary carers); attended the Women’s Writing Retreat and a Promotion Workshop. While not specifically targeted at women, there were training programs offered by the University’s Organisational Development Unit to assist those with career aspirations.

- CareerWise - a development framework aimed at providing greater opportunities for general and academic staff to improve their skills, develop professionally and enhance their careers
- Career Advance – a program to extend the experience, skills and career opportunities of general staff.
- ANU Leadership Program – – aimed at assisting new and aspiring managers, supervisors and heads in their career paths at the University.
- There were also a number of on-line training courses, aimed at development, prevention of discrimination, and diversity, provided by the HR Division or by the Equity and Diversity Unit.
- Career Development Assistance Fund grants – to provide assistance for primary carers to attend national and international conferences and/or seminars identified as assisting their career development.
- Release from Teaching – awarded annually, this grant enabled a female academic staff member to obtain release from teaching to pursue a short-term project which furthered career objectives.
- Academic Women’s Writing Retreat – provided an opportunity to concentrate on writing an article for publication and examined barriers hindering productive writing, devised strategies to assist and enhance writing skills as well providing the mechanism to form a supportive network of academic women.

Work Organisation

Administrative arrangements within the University involve decentralised use of student, financial, and human resources systems by Research Schools, Centres, Divisions and Faculties. Opportunities for general staff advancement from these finance/human resources areas primarily depended on central division vacancies. The advancement of technical and research assistant staff continued to be limited by their speciality and the numbers in their particular Schools and laboratories.

Similarly, movement opportunities for academic women were limited by their academic discipline. Representation of women on most strategic planning and decision-making bodies was limited by the ex-officio nature of many membership positions and the dominance of men in senior positions. However, the membership of the University’s Council now has a membership profile of 7 women and 8 men.

As previously reported, no change is anticipated in relation to this employment matter.

Conditions of Employment

Awareness of conditions of employment is high due to the requirement for staff to be consulted about, and to vote on, Enterprise Agreements. There is also a University-wide consultative process for policy development as well as a University Staff Consultative Committee and local consultative committees. The University has policies in relation to work and life balance, breastfeeding and children in the

workplace. The University provides parental leave; birth, adoption and guardianship leave; parental leave; and leave for family care purposes as well time release upon return to work of 1 day per week up until 12 months from the birth. The negotiation and adoption of a new Enterprise Agreement has again delayed the production of a “family-friendly information booklet”.

Sex-based harassment

The EDU continued to receive positive feedback in relation to the discrimination and harassment complaints process introduced in 2002. The process has resulted in higher levels of satisfaction for complainants who felt that their complaint was dealt with appropriately and within relevant timeframes, irrespective of outcome.

Experience continues to support the theory that broadening the focus from sex-based & sexual harassment to ‘harassment’ and ‘discrimination’ had been useful for some staff in categorising their experience.

Consultations revealed no new issues in relation to this employment matter.

Pregnancy, potential pregnancy, and breastfeeding

The University has four childcare centres on campus. Two parenting rooms assisted staff to continue breastfeeding following their return to work. Similarly, students with infant children continued to use the parenting rooms.

The University has breastfeeding, children on campus, and work and life balance policies.

4. ISSUES IDENTIFIED IN 2003-2004 AS PRIORITIES FOR 2004-2005, ACTION TAKEN AND EVALUATION:

Workplace profiles

Action taken	Evaluation
Continue to address the low numbers of academic women in levels C to D by continuation of existing initiatives	Pre-existing initiatives continued.
Introduce one-to-one career mentoring for those academic women who are in Levels C, D and E.	Career mentoring and coaching introduced.
Publicise courses – Academic Career in Context; Academic Women’s Writing Retreat; Academic Leadership and Management	Courses were publicised via the email networks and hard copy promotional materials

Recruitment and selection

Action taken	Evaluation
Examine the rate of external recruitment and internal competitive	This action is in progress.

Promotion, Transfer and Termination

Action taken	Evaluation
Continue to monitor promotions to ensure there are no systemic or other barriers to advancement of women.	Promotions have been monitored, and reports provided to the Chair of the UPC and the Director of HR.
Study the exit of women as a percentage of overall exits by level.	This study has not yet been completed due to lack of available financial resources.
Provide information sessions to women considering promotion.	An information session was provided and a paper "Thinking about Promotion?" was compiled by the EDU, published on the EDU website and provided to all women participating in the 'Women's Information [email] Network' (WIN).

No actions had been proposed in relation to other Employment Matters for 2004-5 as senior academic profiles had been identified over a number of reports as the major issue.

5. PRIORITISING OUR ISSUES IN RELATION TO THE SEVEN EMPLOYMENT MATTERS

Workplace Profile

- Continue to address the low numbers of academic women in levels C to D by continuation of existing initiatives.
- Publicise courses – Career Advance and the ANU Leadership Program;
- Publicise developmental initiatives - Academic Women's Writing Retreat; Career Development Assistance Fund; Release from teaching.

Recruitment and selection

- Examine the rate of external recruitment and internal competitive appointment of women to senior academic positions.

Promotion, Transfer and Termination.

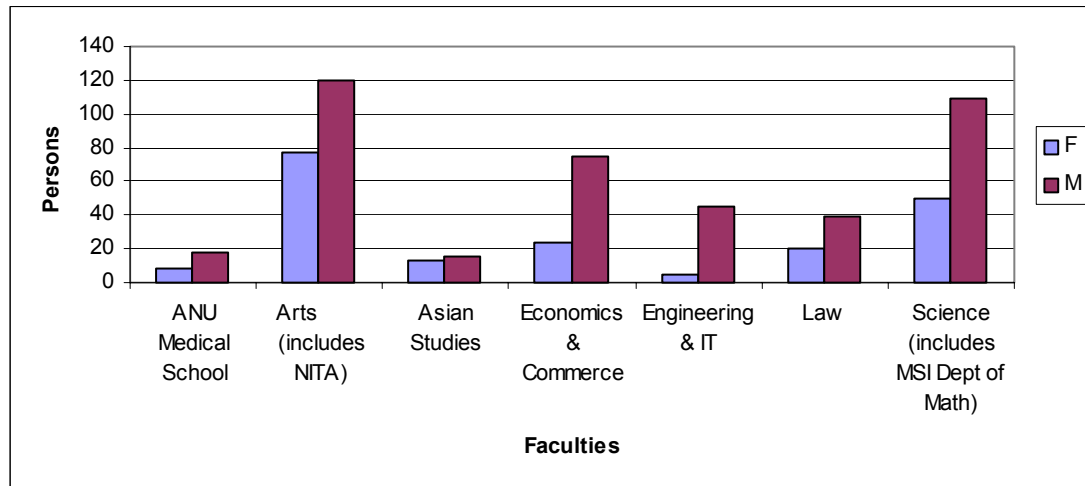
- Introduce new promotions process to assist women seeking promotion.
- Study the exit of women as a percentage of overall exits by level, and include this data in future workplace profile reporting.
- Provide information sessions for women considering promotion.
- Continue to disseminate materials aimed at awareness raising and support of equitable practices.

Sexual Harassment.

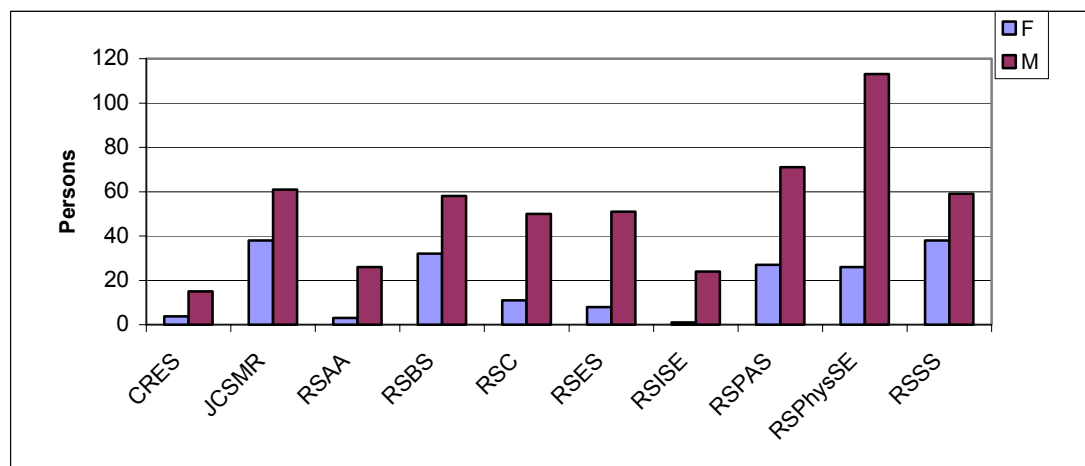
- Seek to educate staff annually in relation to the University's policies on equal opportunity, sexual harassment, sexual harassment and fieldwork, close personal relationships, and prevention of discrimination and harassment.

Appendices

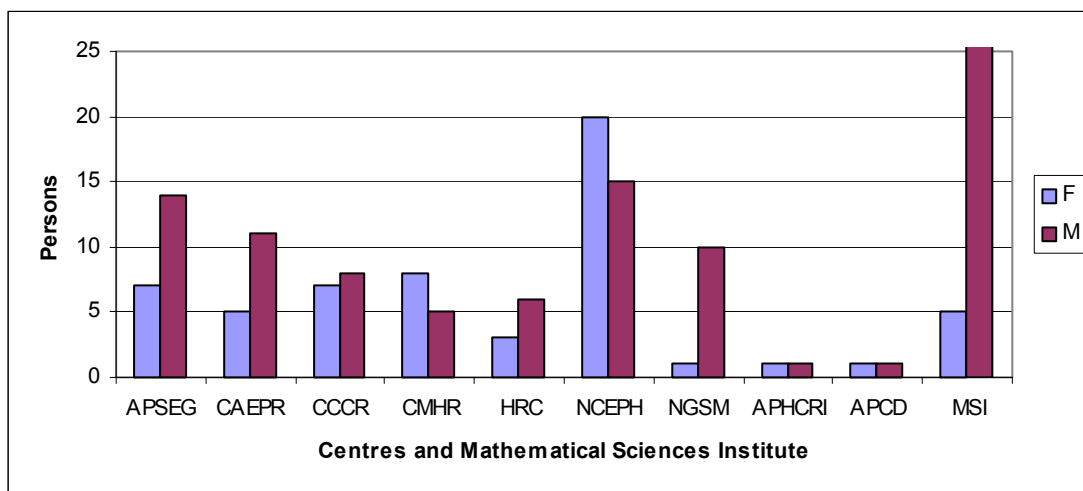
Appendix 1 – Academic Staff in Teaching Faculties



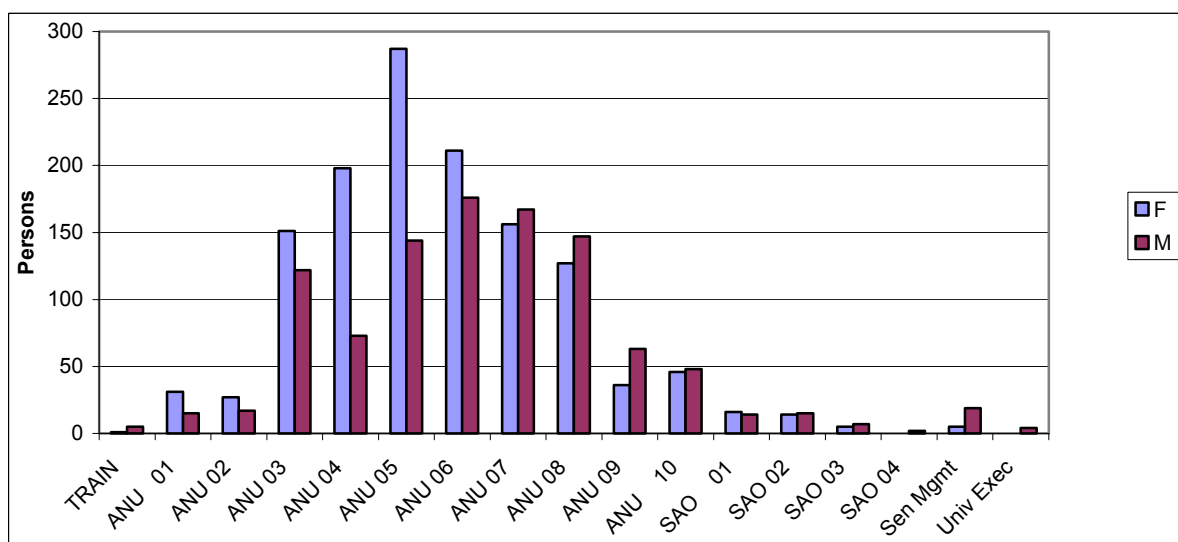
Appendix 2 – Academic Staff in Research Schools



Appendix 3 – Academic Staff in Centres



Appendix 4– General Staff (persons) by Level of Appointment



Appendix 5 – Promotion in the 12 Months Prior to March 2005

Promotion Level	Female Applicants	Females Promoted	Male Applicants	Males Promoted	Total Applicants	Total Promoted	% Females Applied	% Females Promoted
Level B	15	15	16	14	31	29	48%	52%
Level C	13	10	16	8	29	18	45%	56%
Level D	13	8	37	25	50	33	26%	24%
Level E1	8	4	21	10	29	14	28%	29%
Level E2	2	1	13	6	15	7	13%	14%
Total	51	38	103	63	154	101	33%	38%

Appendix 6 - Academic Staff by level

Level	Female	Male	Total	% Women
Level A	141	205	346	41
Level B	148	216	364	41
Level C	84	238	322	26
Level D	47	155	202	23
Level E	31	218	249	12
Deans/Director	2	26	28	7
Executive	0	4	4	0
Total	453	1062	1515	30

Appendix 7 -Academic Staff Women by Level - Percentage increase

Level	% Women in 2003	% Women in 2004	% Women in 2005
Level A	43	45	41
Level B	43	44	41
Level C	26	25	27
Level D	16	23	25
Level E	13	11	12
Total	29	31	30

Appendix 8 - Academic Staff by University area

Area	Female F/T	Male F/T	Total	% F	Female P/T	Male P/T	Total	% F
Research Schools	176	501	677	26	12	17	39	31
Centres	44	64	108	41	13	8	21	62
Faculties	151	375	526	29	46	48	94	49
Other	7	36	43	16	4	3	7	57
Total	378	976	1354	28	75	86	161	47

Appendix 9 - General Staff by Classification Level

Level	Female	Male	Total	% Women
Trainee	1	5	6	17
ANUO1	31	15	46	67
ANUO2	27	17	44	61
ANUO3	151	122	273	55
ANUO4	198	73	271	73
ANUO5	287	144	431	67
ANUO6	211	176	387	55
ANUO7	156	167	323	48
ANUO8	127	147	274	46
ANUO9	36	63	99	36
ANUO10	46	48	94	49
SAO 1	16	14	30	53
SAO 2	14	15	29	48
SAO 3	5	7	12	42
SAO 4	0	2	2	0
Senior Officer	5	19	24	21
TOTAL	1311	1034	2345	56

Appendix 10 – Percentage Increase of General Staff Women by Level – Trends over three years, 2003 to 2005.

Level	% Women 2003	% Women 2004	% Women 2005
Trainee	22	17	17
ANUO1	63	78	67
ANUO2	74	56	61
ANUO3	58	58	55
ANUO4	70	71	73
ANUO5	68	69	67
ANUO6	56	55	55
ANUO7	47	47	48
ANUO8	45	47	46
ANUO9	32	33	36
ANUO10	49	48	49
Above ANUO10	44	45	41
Total	57	57	56

Appendix 11 – General Staff by Area

Area	Female F/T	Male F/T	Total	%F	Female P/T	Male P/T	Total	%F
Research Schools	330	411	741	45	144	41	185	78
Centres	71	17	88	81	34	5	39	87
Teaching areas	139	115	254	55	61	26	87	70
Other	359	374	733	49	173	45	218	79
Total	899	917	1816	50	412	117	529	78

Appendix 12 - General Staff by Classification Stream

Area	Female F/T	Male F/T	Total	%F	Female P/T	Male P/T	Total	%F
Admin	641	281	922	70	254	43	297	86
IT	30	157	187	16	15	22	37	41
Library	23	4	27	85	12	1	13	92
Professional	0	24	24	0	1	1	2	50
Research	51	66	117	44	55	15	70	79
Technical	134	278	412	33	47	25	72	65
Trade	3	41	44	7	0	1	1	0
Hospitality	11	9	20	55	19	23	23	83
Other	6	57	63	10	9	14	14	64
Total	899	917	1816	50	412	529	529	78

Appendix 13 – Glossary of Terms

APAC	Australian Partnership for Advanced Computing
APCD	Asia Pacific College of Diplomacy
APHCRI	Australian Primary Health Care Research Institute
APSEG	Asia Pacific School of Economics and Government
CAEPR	Centre for Aboriginal Economic Policy Research
CCCR	Centre for Cross-Cultural Research
CEDAM	Centre for Educational Development and Academic Methods
CMHR	Centre for Mental Health Research
CRES	Centre for Resource and Environmental Studies
EDU	Equity and Diversity Unit
HR	Human Resources
HRC	Humanities Research Centre
IT	Information Technology
JCSMR–	John Curtin School of Medical Research
MSI	Mathematical Sciences Institute
NCEPH	National Centre for Epidemiology and Population Health
NEC	The National Europe Centre
NGSM	National Graduate School of Management
NITA	National Institute of the Arts
ODU	Organisational Development Unit
RSAA	Research School of Astronomy and Astrophysics
RSBS	Research School of Biological Sciences
RSC	Research School of Chemistry
RSES	Research School of Earth Sciences
RSISE	Research School of Information Sciences and Engineering
RSPAS	Research School of Pacific and Asian Studies
RSPSE	Research School of Physical Sciences and Engineering
RSSS	Research School of Social Sciences
WIN	Women’s Information Network